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NEW SPEAKING AND LISTENING EXAMS: PROBLEMS, PERCEPTIONS, AND SOLUTIONS [1]

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ABSTRACT

Foreign language education and assessment in Türkiye have traditionally been based on grammar- and writing-oriented practices for many years. However, in 2023, performance-based speaking and listening exams were officially implemented in secondary schools. This study aims to investigate the perceptions of English teachers and secondary school students regarding the newly implemented speaking and listening exams. Using a qualitative research method, data were collected through semi-structured interviews with 14 English teachers working in different provinces and 15 students studying at an Imam Hatip secondary school in Kahramanmaraş. In addition, classroom observations were also conducted. The data were analysed through content analysis. The findings revealed that the exams contributed positively to students' motivation, self-confidence, and language skills development. However, several issues were also identified, such as insufficient lesson hours, overcrowded classrooms, lack of technological infrastructure, inadequate teacher preparation, and students' exam anxiety. Teachers emphasized the necessity of improving standardized guidelines, in-service training, and technological resources to ensure the effective implementation of the exams. In conclusion, this study reveals both the strengths and weaknesses of the new assessment system and provides valuable insights for practitioners and administrators. The results highlight the importance of designing fair, reliable, and standardized assessment practices to ensure the sustainability of the system and its alignment with Türkiye's broader educational goals.

Keywords: Communication skills, assessment and evaluation, practical exams, communication skills.

Konuşma ve Dinleme Sınavları: Sorunlar, Görüşler ve Çözümler

ÖZ

Türkiye'de yabancı dil eğitimi ve değerlendirmesi, uzun yıllar boyunca geleneksel olarak gramer ve yazma temelli uygulamalara dayanmıştır. Ancak 2023 yılında, performans temelli konuşma ve dinleme sınavları ortaokullarda resmi olarak uygulamaya konulmuştur. Bu çalışma, İngilizce öğretmenleri ve ortaokul öğrencilerinin yeni uygulanan konuşma ve dinleme sınavlarına ilişkin algılarını araştırmayı amaçlamaktadır. Nitel araştırma yöntemi kullanılarak, farklı illerde görev yapan 14 İngilizce öğretmeni ve Kahramanmaraş'ta bir İmam Hatip orta-okulunda okuyan 15 öğrenci ile yarı yapılandırılmış görüşmeler yoluyla veri toplanmıştır. Ayrıca, sınıf gözlemleri de yapılmıştır. Veriler içerik analizi ile incelenmiştir. Bulgular, sınavların öğrencilerin motivasyonuna, özgüvenine ve dil becerilerinin gelişimine olumlu katkı sağladığını

[1] This article is derived from the first author's master's thesis, which was conducted under the supervision of the second author.

ortaya koymuştur. Ancak, ders saatlerinin yetersizliği, sınıfların aşırı kalabalık olması, teknolojik altyapının eksikliği, öğretmenlerin hazırlıklarının yetersizliği ve öğrencilerin sınav kaygısı gibi çeşitli sorunlar da tespit edilmiştir. Öğretmenler, sınavların etkili bir şekilde uygulanabilmesi için standartlaştırılmış kılavuzların, hizmet içi eğitimin ve teknolojik kaynakların iyileştirilmesinin gerekliliğini vurgulamıştır. Sonuç olarak, bu çalışma yeni değerlendirme sisteminin hem güçlü hem de zayıf yönlerini ortaya koymakta ve uygulayıcılara ve yöneticilere değerli bilgiler sunmaktadır. Sonuçlar, sistemin sürdürülebilirliğini ve Türkiye'deki daha geniş eğitim hedefleriyle uyumunu sağlamak için adil, güvenilir ve standartlaştırılmış değerlendirme uygulamaları tasarlanmasının önemini vurgulamaktadır.

Anahtar Kelimeler: İletişim becerisi, ölçme ve değerlendirme, uygulama sınavları, iletişim becerisi.

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INTRODUCTION

From an educational perspective, assessment is seen as an essential part of the learning process. Assessment involves collecting data on students' learning and engaging in data-based decision making. For example, Banta (1999) defines assessment as a systematic process for interpreting and making use of extensive information about educational programs to improve teaching. Furthermore, McMillan (2013) explains that assessment goes beyond merely assigning grades; it enables educators to make well-founded decisions about student progress through the accumulation and analysis of data on a regular basis. Therefore, assessment provides a holistic overview of student development rather than a mere cross-sectional product of abilities at a certain point. To ensure the practicality of an assessment, its underlying principles must be clearly defined because assessment plays a crucial role in the teaching and learning process. In this context, Paradowski (2002) expands on this by identifying practicality, reliability, validity, washback, and authenticity as essential criteria for practical assessment. Among these principles, validity is considered fundamental, as it determines whether a test accurately assesses its intended construct or objectives (Bachman, Palmer 1996).

With the increasing importance of communication skills in foreign languages, assessment practices began to align with the Communicative Language Teaching (CLT) perspective, prioritizing the evaluation of communicative competence rather than isolated linguistic forms (Paker, Karağaç 2015). Brown (2004) highlights that assessment should reflect real-world language tasks involving the four core language skills: listening, speaking, reading, and writing. This ensures that assessment tools are valid indicators of students' actual language abilities. Fulcher and Davidson (2007) further emphasize the motivational role of assessment in encouraging students to engage more deeply with learning prior to exams. It facilitates planning for learning, monitors learning progress, advances communicative competence, and, lastly, ensures the accomplishment of the learning and learning process.

Speaking and listening skills form the fundamental dimensions of communicative competence in foreign language teaching. Richards (2008) explains that these two skills are integrated and often occur simultaneously in real-life communication. However, teachers encounter many difficulties in the teaching and assessment of these skills. In Çopur's (2025) study, secondary school English teachers identified the most significant problems in assessing speaking and listening skills as crowded classrooms, insufficient class time, excessive teacher workload, lack of standardization in the assessment process, and issues with objectivity in scoring. In Çelik and Sur's (2024) study, it was emphasized that although process-oriented assessment and evaluation is considered beneficial in theory, it is time-consuming in practice, particularly difficult to implement in crowded schools, and places an additional workload on teachers.

Listening, as the primary channel of language input, plays a central role in second language acquisition. Supporting this view, listening is not a passive act; rather, it involves active cognitive engagement, including recognition, interpretation, and response (Purdy, 1997; Thomlison, 1984). Rost (2005) emphasizes listening as a foundational element in the development of speaking skills. Thus, listening must be recognized as more than a supportive skill—it is a core component of communicative competence (Hasan, 2000; Tyagi, 2013). Without sufficient understanding of input, meaningful learning cannot occur. Nevertheless, many learners face challenges with listening comprehension due to limited vocabulary, fast speech, and unfamiliar accents

(Karaman, 2025). Since listening is an internal and unobservable cognitive process, it cannot be assessed directly through student performance (Buck, 2001; Hughes, 2003).

On the other hand, speaking is recognized as a core skill for language learners and serves as a key indicator of their communicative competence in real-world contexts (Council of Europe, 2001). Beyond grammatical knowledge, it requires pragmatic competence and real-time language processing (Harmer, 2008; Richards, 2008). However, many EFL learners face challenges in developing speaking skills due to limited exposure to authentic input outside the classroom (Zhang, 2009). Furthermore, test-related factors such as anxiety, topic familiarity, and examiner subjectivity can significantly influence outcomes (Fulcher & Davidson, 2007). Over time, the methods used to assess speaking have evolved significantly. Currently, in alignment with the Common European Framework of Reference for Languages (CEFR), speaking assessments have become more integrative and performance-oriented (Council of Europe, 2001).

Historically, foreign language assessment practices in Türkiye have been dominated by traditional, summative evaluations that primarily focus on reading comprehension and grammatical knowledge. A significant turning point occurred in 1997, when the Ministry of National Education (MoNE) adopted a Communicative Language Teaching (CLT) approach, aiming to shift the focus from rote learning and grammar translation methods to meaningful communication and learner-centered practices (Kırkgöz, 2007) Although numerous curricular and pedagogical reforms have aimed to promote communicative competence, this entrenched pattern has proven remarkably resistant to change (Sarıçoban, 2012; Yıldırım & Yıldırım, 2016). Although speaking and listening skills are central to communicative language teaching, they have remained largely under-assessed due to logistical barriers, lack of teacher training, and insufficient classroom resources (Sönmez & Köksal, 2022). Emphasize the need for a context-sensitive, sustainable, and inclusive English language education strategy that engages stakeholder, strengthens teacher capacity, and ensures coherence across curriculum, teaching, and assessment components (Gültekin Talayhan & Babayiğit, 2023). This discrepancy is compounded by top-down policy implementation, which tends to neglect teachers' professional agency, local needs, and situational limitations (Uysal, 2012.) Moreover, challenges such as overcrowded classes, insufficient materials, and lack of in-service teacher training diminish the effectiveness of communicative approaches to teaching (Staub & Kırkgöz, 2019).

The 2023 inclusion of performance-based speaking and listening exams represents a significant step toward aligning national assessments with CEFR standards and global communicative teaching principles (MoNE, 2023). However, empirical findings suggest that while this reform is generally welcomed by educators, its implementation faces substantial challenges in real classroom settings. Teachers frequently cite a lack of pedagogical support, inadequate professional development, limited access to authentic materials, and time constraints as primary obstacles to effective assessment of oral skills (Çopur, 2025; Dinçer, 2024; Karaman, 2025). This study examines the effects of speaking and listening exams administered in secondary school English classes on the teaching process. Studies conducted in Türkiye indicate that while speaking exams boost students' self-confidence, they do not lead to fundamental changes in teaching methods. Teachers face issues such as heavy workloads, lack of standards, insufficient class hours, and students' exam anxiety (Çelik and Sur, 2025; Çopur, 2025; Dinçer, 2024; Göçer and Aksoy, 2025; Gültekin Talayhan and Babayiğit, 2023; Karaman, 2025; Kasımoğlu and Karakuş, 2025; Sönmez and Köksal, 2022; Staub and Kırkgöz, 2019). The lack of studies on the changes in 2023 to the assessment and evaluation regulations forms the starting point for this study. The lack of studies on the changes in 2023 to the assessment and evaluation regulations forms the starting point for this study. In this context, the current study aims to comprehensively examine the effects of application exams on the teaching process by considering the views of both teachers and students. The research questions of the study are as follows:

1. How do middle school English teachers and students perceive the newly implemented speaking and listening exams?
2. What are the advantages and difficulties encountered in these exams according to teachers and students?
3. What are the suggestions of teachers and students for a more effective implementation of the exam system?

METHOD

Research Design

This study was conducted using a phenomenological design, one of the qualitative research methods. Qualitative research aims to provide a rich understanding by deeply examining individuals' lives, experiences, attitudes, and the events they assign meaning to (Kıral, 2020). The phenomenological design focuses on examining phenomena that individuals are aware of but understand only to a limited extent (Yıldırım & Şimşek, 2005). In this context, the research examined teachers' and students' perceptions of the impact of English-speaking exams administered in secondary schools on teaching and learning processes. In this way, the study aimed to go beyond individual experiences and reveal general trends in teaching and learning processes.

Participants and Sampling Process

The participants in this study consist of two groups. As shown in Table 2, the first group consists of volunteer English teachers working in different types of secondary schools (Imam Hatip secondary schools and general state secondary schools) located in different provinces of Türkiye. The distribution of teachers in this group by province is as follows: Sinop (n=1), Aksaray (n=1), Istanbul (n=2), Bursa (n=3), Kahramanmaraş (n=6) and Osmaniye (n=1). Eleven of the participating teachers are female and three are male. In terms of professional experience, six teachers have less than five years of teaching experience and eight teachers have more than five years of teaching experience. As shown in Table 1, the second group consists of 15 students selected from 7th and 8th grade students attending an Imam Hatip secondary school in Kahramanmaraş. Eight of these students are male and seven are female. Students are those who performed at different levels in the 2023–2024 speaking and listening exams. Convenience sampling was preferred for participant selection. This method allows for the selection of individuals who are accessible in terms of time and cost (Patton, 2018) and is widely used, especially in field studies, because it minimizes logistical difficulties. Participants were coded according to the order of their interviews and the initials of their names. This coding method facilitated the systematic reporting of data and aimed to ensure confidentiality and anonymity.

Table 1. *Demographic Information of the Students*

Demographic Information	Category	Number of Participants
Gender	Male	7
	Female	8
Range of Grade	10-30	4
	50-60	3
	70-80	2
	80-90	2
	90-100	4
Range of Age	12	10
	13	5

Table 2. *Demographic Information of the Teacher*

Demographic Information	Category	Number of Participants
Gender	Male	3
	Female	11
City	Sinop	1
	Aksaray	1
	Istanbul	2
	Kahramanmaraş	6
	Osmaniye	1
	Bursa	3
Years of Experience	Between 1 and 5 years	5
	Between 5 and 16 years	9

Data Collection Tools

In this study, data were collected through semi-structured interviews with teachers and students and classroom observations. One of the most commonly used methods in qualitative research is the interview, which aims to reveal participants' thoughts, experiences, and observations on a specific topic (Bloor & Wood, 2006; Adhabi & Anozie, 2017). In this study, semi-structured interviews were preferred to enable teachers and students to convey their experiences and opinions regarding exams in detail.

As a third data collection tool, observation was employed in this study. In this study, observation was conducted to ensure data triangulation. The qualitative data was supported by classroom observations in addition to interviews. Observation was carried out during speaking and listening exams. This allowed for the observation of students' and teachers' actual reactions during the exam. To ensure consistency throughout the observation process, the researcher developed a semi-structured observation form. The form had sections for student engagement, teacher instructions, classroom participation, technology use, and classroom atmosphere. In order to record significant incidents or behaviors connected with speaking and listening practices, brief anecdotal notes were taken throughout the lessons.

Data Collection Process

The data collection process began in the first half of the 2024–2025 academic year and was completed in August 2025. During this process, semi-structured individual interviews were conducted with teachers and students. The questions were prepared based on the opinions of two experienced English teachers and one Turkish teacher, and the final version was created after necessary adjustments were made based on the experts' evaluations. Participants were informed about the purpose of the research, the principle of confidentiality, and that the audio recordings would only be used for scientific purposes. Consent forms were obtained from the teachers, and written consent forms were obtained from the students and their parents. The purpose of the interview is to enable students and teachers to freely express their feelings, thoughts, and evaluations regarding the practical exams. The interviews were conducted in Turkish, lasted approximately 20–30 minutes, and were only audio recorded and later transcribed. Interview recordings were transcribed using the Transkriptor application to facilitate the transcription process. Subsequently, all texts were carefully reviewed by the researcher and verified for accuracy. The transcribed data was translated into English by the researcher. Online translation tools were used during the translation process only to check the accuracy of specific terms, but the final translations were done by the researcher. Minor grammatical adjustments were made where necessary, but the content and tone of the statements were not altered.

Below are a few examples of open-ended questions included in the interview form:

- How do you feel during practical exams?
- Did you encounter any difficulties while preparing for and taking the practical exam?
- Did the practical exams lead students to develop a positive/negative attitude towards English lessons?
- What factors did you consider when integrating practice exams into the language teaching process? Do you think teachers need support in this area?

Another tool used in the data collection process was observation. When preparing the observation form, data obtained from semi-structured interviews were first analyzed to create themes, categories, and codes. The form was then submitted to two experts for their opinions on its suitability for the research purpose and questions. A pilot observation study was conducted, but this stage was not included in the main data collection process. Subsequently, 40-minute observations were made in the lessons of two volunteer teachers. Observations were conducted in two classrooms with different physical conditions and grade levels. No audio or video recordings were made during this process, and the researcher recorded detailed notes on the observation form. The observation form used in this study was prepared by the researcher based on the objectives of the English teaching programme and the focus of the new speaking–listening assessment system. The form consists of five main categories: (1) classroom atmosphere and student participation, (2) teacher guidance and direction in speaking and listening activities, (3) student interaction and level of participation, (4) use of materials and technology, (5) observed measurement and assessment practices. Each category includes short guiding questions and spaces for anecdotal notes. The form was

developed to ensure consistency between observations and to qualitatively reveal the classroom implications of the new assessment system. Observations were conducted in a natural classroom setting without interfering with the teaching process, and notes were carefully taken during the examination. Ethical principles were adhered to throughout the data collection process, and the necessary permissions for conducting the research were obtained from the Kahramanmaraş Provincial Directorate of National Education.

Data Analysis Process

The data obtained in this study were analyzed using thematic content analysis, one of the qualitative data analysis methods. Mayring (2000) defines content analysis as 'the systematic, rule-based analysis of the information contained in textual data. In this study, the analysis process followed Yin's (2003) content analysis steps. In the first stage, the data obtained from the participants were transcribed into text, and a 'compiling database' process was carried out.

In the data analysis process, the researcher first transcribed the audio recordings obtained from semi-structured interviews and listened to the recordings repeatedly to check the accuracy of the texts. These codes were then shared with the advisor, who also read the interviews in detail to check the codes and themes. Thus, the data obtained from the semi-structured interviews were converted into codes, similar codes were grouped appropriately to form categories, and themes were developed from categories.

Data obtained from classroom observations were analysed using content analysis methods alongside interview findings. Observation notes were first organised according to the categories in the observation form (classroom atmosphere, teacher behaviour, student participation and technology use). Subsequently, the notes were read several times to identify repeated patterns, behaviours and incidents related to the implementation of the new speaking and listening tests. The emerging themes were compared with the themes obtained from the interview data to ensure consistency and data diversity (triangulation). Thus, the results of the observation analysis supported, confirmed, or expanded the interview findings and strengthened the reliability and validity of the study.

Reliability and Validity

First, the interview and survey questions were prepared by the researcher and reinforced by consulting two English teachers and one Turkish teacher. Yıldırım and Şimşek (2005) state that seeking expert opinion during the preparation of data collection tools in qualitative research increases both content validity and the impartiality of the questions. Pilot studies were conducted with both teachers and students to test the functionality of the data collection tools. The interview questions were applied to teachers and students, and the observation form was also piloted. During this process, questions that were difficult to understand or could be leading were eliminated, and the wording was simplified and neutralized. The coding performed by the researcher was also reviewed by the expert, who offered alternative codes, categories, and themes. Consistent and inconsistent outputs were compared and discussed. This application strengthened the dependability and confirmability criteria of the research, as stated by Lincoln and Guba (1985). Thus, the findings were placed on a more solid foundation through the double-check method.

FINDINGS

Findings from Semi-structured Interviews

The aim of this study is to gather the insights of English teachers and secondary school students regarding the speaking and listening exams that will be implemented in 2023, to examine the challenges and benefits they have experienced, and to examine the solutions they suggest for overcoming the challenges they face. The content analysis technique was used while analyzing the data. The findings will be described in each research question.

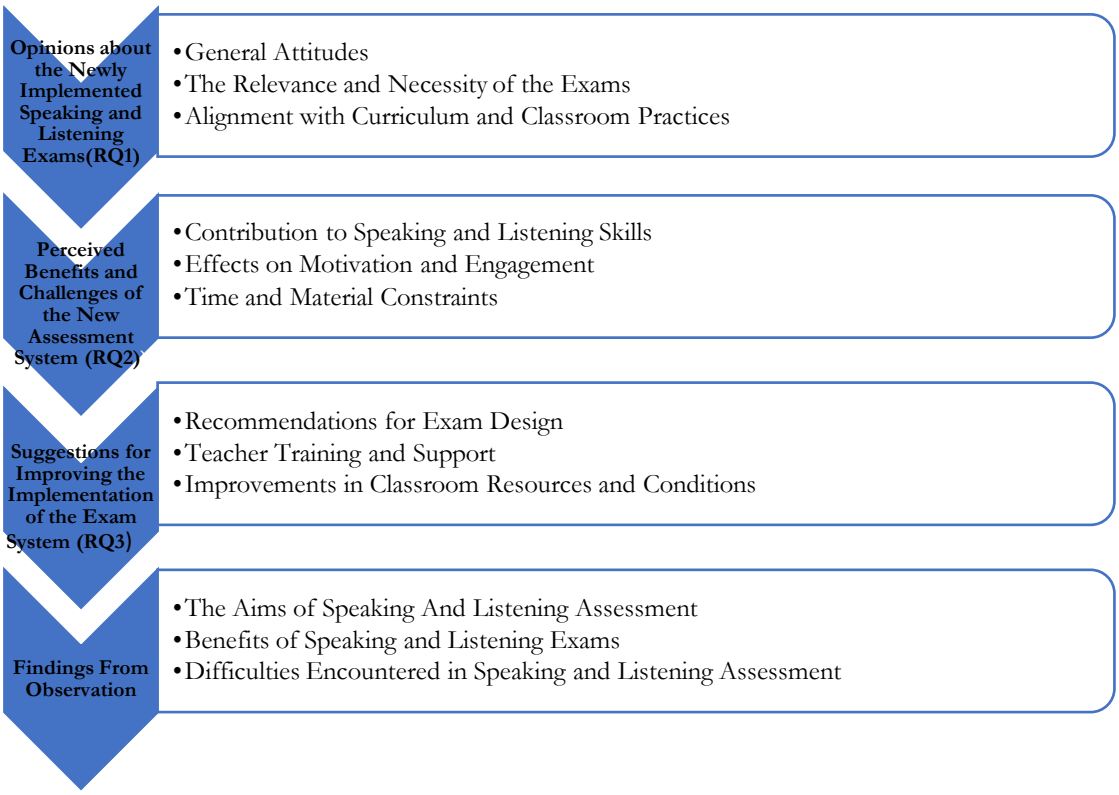

Figure 3. The Themes and Categories Created from the Interview Data

Opinions about the Newly Implemented Speaking and Listening Exams (RQ1)

General Attitudes

The introduction of speaking and listening skills tests at the secondary school level has been generally welcomed by both teachers and students. However, despite these positive attitudes, it has often been pointed out that the process faces various problems in terms of planning, infrastructure, preparation time and implementation.

Many teachers have evaluated speaking and listening exams as an opportunity to observe whether students can actively use the language. Teacher 4-D expressed this situation as follows:

"In the past, we only had them take tests. Seeing that students can form sentences and communicate with these exams gives me satisfaction as a teacher. Because we are not here just to make them memorize rules, but to raise individuals who can communicate."

However, teachers also noted that they faced serious difficulties during the application process. Teacher 2-B particularly drew attention to time constraints and workload:

"It takes a lot of time to work with each student individually, listen to their speech and evaluate it. At the same time, other lessons need to be covered. Additionally, entering this data into the system is an extra burden."

Some teachers pointed out that the application could not be implemented in the same way in all schools. Teacher 13-B described the situation as follows:

"I work at a village school. There is no internet, and our smart board is not working. I opened the listening exam on my phone, but the students couldn't hear it. It's difficult to talk about equality under these conditions."

On the other hand, students' opinions are more varied. Student 5-A described how the exams helped them improve:

"I used to feel very embarrassed when speaking English. During the exam, I had to say a few sentences. My teacher supported me. Now I feel a little more confident."

However, exams have been a source of stress for some students. Student 2-İ described the tension he felt during the exam as follows:

"Everyone in the class was looking at me. I even forgot the words I knew. My heart was beating very fast. I cried after the exam."

The Relevance and Necessity of the Exams

The relationship between the application exams, which aim to assess speaking and listening skills, and the curriculum, as well as their functionality in education, has been evaluated differently by teachers and students.

Teacher 10-M stated that these exams are not only for the purpose of grading students but also provide educational benefits:

'With these exams, we are not just testing the children. We are providing them with an environment where they can use the language. Many of them are finding the opportunity to express themselves in English for the first time.'

On the other hand, some teachers stated that the exam does not correspond to the centralized exams in terms of the system and is therefore insufficient in motivating students. Teacher 7-E said the following on this subject:

"Eighth graders are preparing for the LGS. This exam does not affect their lives. That is why they do not care much about it. Parents also find these exams unnecessary."

Teacher 14-A, on the other hand, drew attention to the inconsistency between the purpose of the exam and the way it is implemented:

"It looks great on paper. They say we are assessing communication skills, but when and in which environment do children develop this skill at school? This exam is necessary, but without the infrastructure, it falls short."

On the students' side, opinions on how necessary speaking and listening exams are largely dependent on personal experiences.

Student 1-N stated that they believe the exams are related to real life and therefore valuable:

"I am learning English to speak. That's why I think these exams are very necessary. You can't learn English just by taking tests. These exams are like real life."

However, some students think that the exam is a waste of time because it is not connected to the central exam system. Student 12-I expressed this situation as follows:

"There is no such exam in the LGS. So, I feel like this exam doesn't contribute anything to us. We're just doing it for the grade."

Alignment with Curriculum and Classroom Practices

The extent to which application exams align with the curriculum and classroom practices is an important issue that both teachers and students carefully evaluate.

Teacher 10-M expressed this situation as follows:

"The book is already full of speaking and listening sections. These exams also measure these. So, I think they are consistent with the curriculum. But there is no time. We cannot do all of them."

However, some teachers stated that the exams are disconnected from the reality of the classroom and remain artificial. Teacher 7-E argued that the practice exams often fail to create a natural speaking environment and therefore do not correspond to classroom practice:

"We call it a speaking exam, but the children memorize and recite texts. This is not natural classroom conversation. They are not really communicating; they are just performing."

Teacher 6-E also stated that the current class hours are insufficient for exam preparation:

"I have two hours of class per week. I cannot spend one hour on the subject matter and one hour on exam preparation. Therefore, the exam and classroom practice do not support each other."

At this point, teachers emphasize that application exams should be supported not only on paper but also in classroom applications. Otherwise, exams become an unprepared and unrealistic experience for students.

Student 3-V described the situation as follows:

'We usually solve tests in class. We don't do any speaking activities. When exam time comes, we don't know what to do."

However, some students mentioned that their teachers prepared them for the exam and that classroom activities were related to the exam. Student 8-İ explained that the practice done before the exam was useful:

"Before the exam, we did a video preparation activity in class. Our teacher showed us examples. That's why we understood what to do in the exam."

Perceived Benefits and Challenges of the New Assessment System (RQ2)

Contribution to Speaking and Listening Skills

The impact of application exams on students' speaking and listening skills has been evaluated from different perspectives by both teachers and students.

Teacher 4-B expressed that student developed a more positive attitude towards English in their daily lives with the following words:

"Thanks to these exams, some that students began to gain confidence in speaking English for the first time. Children who previously said, "I can't speak English," saw that they could speak while recording videos for the exam. This gave them confidence. One of my students even said that they started watching English-subtitled series after the exam. So, the exam wasn't just about giving grades; it was truly effective."

Teacher 10-M emphasized that the exams had a positive effect not only on the students but also on the teachers, saying:

"Thanks to the speaking exams, I also started to improve myself in terms of how to teach my students to speak more effectively. I was surprised that even low-level students could form a few sentences. This means that when given the right environment, children can speak."

From the students' perspective, it has often been mentioned that the exams contribute to their speaking skills. Student 8-İ described the impact of the speaking exams based on their own experience as follows:

"I used to never raise my hand in class and say anything. I was very shy when speaking English. But while recording the video for the exam, I repeated it a few times, noticed my mistakes, and tried to correct them. This taught me to feel more comfortable when speaking. Now I volunteer to speak in class, and my teacher has noticed."

Student 14-H expressed the impact of the listening exams as follows:

"I used to understand nothing when I listened to English. I struggled with the listening exams at first, but over time my ear got used to it. Now I recognize some words when I listen to music. This is a wonderful thing."

Effects on Motivation, Anxiety and Engagement

Teacher 5-E stated that application exams increase classroom dynamism and provide an area where students can showcase themselves:

"Thanks to these exams, I have seen even students who normally never speak in class raise their hands and try to speak. Because they know that these skills are now being evaluated with grades. This encourages them to participate in class more attentively."

However, some teachers stated that motivation is not always positively affected. Teacher 6-E conveyed that the stress experienced by students during exams directly affects their performance with the following statements:

"Especially in the speaking exam, the children get very excited. Some of them start crying. They can't even say things they know very well. They feel ashamed, their tongue is tied. For example, a student who speaks comfortably in class completely freezes during the exam. I don't know what to do either. If I didn't know them, I would evaluate them incorrectly. These exams create serious pressure on some children."

Student 2-İ described the intense anxiety they experienced during the speaking exam and its effects as follows:

"I was anxious during exam day. The teacher came up to me and asked me to speak. I was going to make a sentence, but I had forgotten. I tried to think as if no one was there, but I could not. I wanted to cry. I could not say what I knew. Then my grade was reduced. This made me unhappy. I also lost my motivation towards the English class."

Student 14-H described the situation where technical issues and low motivation combined:

"There were no headphones for the listening exam. The sound was coming from far away, and I couldn't hear some parts. I talked to my friends about it, and they had the same experience. This really brings us down. When it comes to grades, some students say, 'I can't do it anyway' and lose interest in English."

In conclusion, both teacher and student statements indicate that the current structure of practical exams causes significant stress and anxiety for students.

Time and Material Constraints

Time management, material access and physical conditions are of great importance for the successful implementation of application tests.

Teacher 6-E explained that there is not enough time to administer the practical exams and that this situation makes the process inefficient, saying:

"We must do the speaking exam, but there is no time. We have 2–3 hours of class per week. We need to prepare for the exam during these hours, but we can barely cover the material. When conducting the speaking exam, I either rush or keep the student brief. This is not healthy. Sometimes I cannot understand what the child really knows."

Teacher 2-B also touched on a similar point, drawing attention to the crowded classrooms and the unsuitability of the classroom environment for exams:

"It is very difficult to hear everyone speak in a class of 35 students. Neither the students nor I feel comfortable. There is noise in the classroom, and it is distracting. Moreover, there is only one computer and no headphones. We take the listening exam together, but many people can't hear the sound clearly."

The students' opinions also support the teachers' statements. Student 14-H expressed how technical issues during the listening exam affected their performance:

"The sound was very faint during the exam. None of us used headphones. She used a speaker, but I couldn't hear some parts. The teacher played it again, but I still had trouble understanding. In the end, I got it wrong."

Student 4-S complained about not being able to find sufficient resources while preparing for the exams:

"I needed to practice for the speaking test, but I couldn't find any examples from the book. I had no idea about what types of questions I might be asked. I attempted to find them on the Internet, but all the examples were different. Our teacher attempted to assist, but none of the examples could be used by everybody."

In conclusion, time and material constraints seriously limit the effectiveness of practical exams.

Suggestions for Improving the Implementation of the Exam System (RQ3)

Recommendations for Exam Design

A significant number of participants provided numerous recommendations on speaking and listening exam design. Teacher 14-A emphasized that one design for all is not justified and made a case for diversified exams as follows:

"Students have different levels. When the same exam is given to everyone, some students struggle. For example, some cannot speak due to nervousness. Different options should be offered. Perhaps it could be a prepared speech or group work. At the same time, students need to know exactly what they will be assessed on."

Teacher 6-E also said that the exam structure needed to be made more flexible and that this might positively impact students' performance, and said:

"If students are aware of the subject in advance, then they will perform better. If they get a chance to prepare, then they will be confident during the exam. Further, instead of getting very hard questions, questions from subjects known by the student should be asked. For instance, easier questions like "introduce yourself" will be a better idea."

The students' opinions are in line with the teachers' suggestions. Student 13-F stated that it was unclear what would be asked in the exam and that this situation was difficult for them, and they said that sample exams should be given:

"We don't know what is going to be asked during the exam. It might be better if our teacher provided us with a few examples. Then, at least, we'd know what to discuss. He simply said, "Introduce yourself," but he didn't make it explicitly known how long we were to discuss and what details we needed to relate."

Student 14-H made the point that the exam needed to be announced beforehand and a preparation period allowed as follows:

"It was announced just before the exam. If we had been informed in advance, we could have prepared. Maybe there could have been a practice session in class. If we knew what to say, we would be less nervous. The exam questions and grading criteria should also be clearly stated."

In conclusion, teachers and students believe that the exam design should be clearer, guiding, flexible, and student-centered.

Teacher Training and Support

Most of the participating teachers stated that comprehensive in-service training for teachers should be organized to ensure that the practical exams are conducted in a healthy and efficient manner.

Teacher 11-Ö stated that the exams were implemented without sufficient training, creating uncertainty for many teachers:

"We were not given detailed information about how the exam would be conducted or what criteria would be used for evaluation. Teachers tried to use their own methods, but this led to inconsistencies. We should have been provided with sample exam videos and explanatory guides. In addition, practical training should have been provided. Some of my colleagues still do not know exactly how to conduct this exam."

Teacher 6-E also mentioned that teachers conducting exams without fully understanding the evaluation criteria created unfairness and used the following statements:

"One teacher evaluates students very easily, while another is very strict. It is not clear how many points should be given for what. If training had been provided, everyone would have evaluated in the same way. We should have been guided on this issue. In addition, some teachers are reluctant to conduct speaking exams because they do not know techniques such as listening and recording."

Based on teachers' opinions, teachers need pedagogical and technical support to ensure that application exams are conducted effectively.

Improvements in Classroom Resources and Conditions

Both teachers and students agree that classroom physical conditions and material resources need to be improved to conduct practical exams effectively.

Teacher 5-E, noting that an appropriate classroom environment could not be provided during the exam, stated that the exam could not serve as a reliable assessment tool:

"The classroom is noisy, students are anxious, and materials are lacking. It is very difficult to conduct a speaking exam in such an environment. Sometimes we have to take exams with different groups at the same time in the same classroom. This affects both the evaluation and the student's performance. A quiet, separate exam environment should be provided."

Teacher 12-Ö expressed surprise at how exams could be conducted, noting that some schools lacked even basic materials such as computers, speakers, or even CD players:

"Some of my teacher friends conduct exams without a sound system. They just turn on the sound from their mobile phones and play it. This is a very unhealthy method. When students cannot hear anything, they cannot answer the questions. In this case, the exam does not serve its purpose of assessment. Technological infrastructure should be provided equally in every school."

Students also complained about similar material and environmental inadequacies. Student 9-E stated that the sound was poor during the exam and that he had difficulty understanding:

"The sound was very low during the listening exam. Sometimes there was noise from another classroom. There were many parts I didn't understand. The teacher repeated it, but I still couldn't understand it completely. As a result, I couldn't give the correct answers."

Student 4-S, on the other hand, stated that he was very uncomfortable with other students listening to him during the speaking exam and requested a private space:

"Everyone in the classroom was listening to me. I felt very embarrassed and nervous. I wish the exam had been in a separate room. I would have been more comfortable speaking in a quiet place. My friends were laughing, which ruined my mood."

As can be understood from all these opinions, the exam environment and equipment play a critical role in the success of speaking and listening exams.

Findings From Observation

The Aims of Speaking and Listening Assessment

Teacher 14/a focused particularly on assessing students' presentation skills. At the beginning of the lesson, he asked students to put away their books, explained that they would be giving presentations on the specified topics, and clearly stated the time limit. During the presentations, it was observed that students used the smart board effectively, most of them were comfortable, but some students showed signs of stress (e.g., tapping their feet). The teacher occasionally asked questions in English, but some students requested translation, and students who presented memorized texts were unable to answer the questions. For this reason, the question-and-answer section was kept short, and only a limited number of students were able to answer directly.

Teacher 6/ö was unable to conduct the speaking exam as planned. Due to the absence of a smart board in the classroom and the inability to provide presentation opportunities, an alternative question-and-answer method related to the topics was considered, but the exam was postponed due to the students' desire to give presentations. The teacher noted that this situation both increased their workload and negatively affected the motivation of prepared students. Both teachers encountered various factors that prevented the exam from fully achieving its assessment and evaluation objectives.

Benefits of Speaking and Listening Exams

In the class of the teacher with code 14/a, presentation activities conducted on the smart board developed students' technology skills and enabled them to practice speaking confidently in the target language. The students actively participated in the lesson under the teacher's guidance. In addition, the reinforcement of the words and structures used in the presentations had a positive impact on the students' learning process.

In the class of the teacher with code 6/o, the game-based preparation activities carried out before the exam made it easier for the students to adapt quickly to the process and created a positive classroom atmosphere. Fifth-grade students were able to adapt to the process more comfortably thanks to the preparation techniques applied by the teacher, even though they were new to these exams. In both classes, students learned new words and language structures during the exam process, and their cooperation and communication skills developed through group interactions.

Difficulties Encountered in Speaking and Listening Assessment

In both observations, technological infrastructure problems were clear. Teacher 14/a experienced time loss due to internet connection interruptions and the smart board freezing, which negatively affected the flow of activities. In teacher 6/o's class, since there was no smart board, the listening text was played from the teacher's phone. Due to the small size of the classroom and insufficient sound quality, many students were unable to fully understand the text, and the teacher had to read the text himself. These conditions negatively affected the validity and reliability criteria of the exam. In addition, both teachers stated that they had difficulty preparing their students adequately for the exams due to the intensity of the curriculum and insufficient class hours. Time management issues led to the inability to complete all presentations in 14/and the postponement of the speaking exam in 6/o. Furthermore, differences in resources between classes

emerged as a significant problem. In particular, the 6/o teacher emphasized that these infrastructure inequalities between different schools and classes prevented the assessment process from being fair.

DISCUSSION

The research findings reveal that many teachers and students view speaking and listening exams as a step forward in developing the communicative dimension of English language teaching. The literature also emphasizes that speaking and listening skills should be assessed using tasks that reflect real-world communicative interactions (Fulcher & Davidson, 2007; Luoma, 2004). Çopur (2025) similarly found that teachers generally welcomed this change, but that problems such as crowded classrooms, insufficient class hours, and increased workload posed obstacles to its implementation. Several students also expressed that these exams contributed positively to their language development. Teachers view the assessment of speaking and listening skills as an innovation that facilitates students' self-expression, increases their interest in the course, and develops their language awareness (Çelik & Sur, 2025). Karaman (2025) also found that students initially experienced anxiety, but that this anxiety decreased over time, and they developed a more positive attitude towards the course.

These findings are also consistent with the policy-curriculum: MoNE's 2023 mandate for performance-based speaking-listening exams indicates a pedagogical shift aligned with CEFR-based integrated language use and positive washback; however, the success of the implementation depends on teacher training, responsive tools, and infrastructure conditions (Çopur, 2025; Dinçer, 2024; Karaman, 2025). Resource inequalities between different classes/schools have negatively affected validity-reliability criteria. Therefore, the sustainability of alignment with curriculum objectives is directly dependent on the improvement of technical and temporal conditions at the classroom level. The study shows that policy intentions are not fully reflected in the classroom due to a lack of teacher preparation, materials, and institutional support; in line with this, exam-curriculum alignment is undermined by implementation barriers (Dinçer, 2024; Karaman, 2025; Sönmez & Köksal, 2022; Staub & Kırkgöz, 2019; Uysal, 2012).

One of the most widely accepted benefits of the newly implemented exam system is that it contributes to the development of students' speaking and listening skills. Furthermore, the positive washback effect observed in both student behavior and teacher practices is consistent with Fulcher and Davidson's (2007) claims that assessment tools aligned with teaching objectives reinforce learning. Indeed, Dinçer (2024) found in her study that exams increased student participation in class and encouraged teachers to diversify classroom activities.

The findings of the study show that speaking and listening exams have a complex effect on students' motivation, participation, and emotional responses. Studies conducted in Türkiye support these findings: Dinçer (2024) states that speaking exams increase the motivation of teachers and students to use English more actively in the classroom; Çopur (2025) found that performance-based exams strengthen students' desire to participate but trigger anxiety in some students; Karaman (2025) found that updated exam practices initially cause fear and anxiety but reduce prejudices over time. These findings directly correspond with Horwitz and colleagues' (1986) theory of foreign language anxiety; dimensions such as communication anxiety, fear of negative assessment, and exam stress were clearly observed in the students' statements.

The study also showed that factors such as unsystematic classroom practices, sudden introduction of exam formats, and lack of regular feedback mechanisms increased student anxiety. Brown and Abeywickrama (2010) emphasize that effective assessment requires continuous exposure, modeling, and support; however, it is understood that these conditions are not met in this study. Ölmezer-Öztürk and Aydın's (2018) study in Türkiye shows that teachers' lack of knowledge about measurement and evaluation is a factor that increases student anxiety. Similarly, Maliva and colleagues (2022) note that teachers in Tanzania are unable to provide exam environments that reduce student anxiety due to crowded classrooms and insufficient resources.

Although the positive aspects of the exams have been reported, teachers have expressed serious concerns, particularly regarding time constraints and insufficient materials. The limited number of class hours allocated to English lessons makes it difficult to cover the curriculum and adequately prepare students for speaking and listening exams. These findings show that the principles of measurement and evaluation, namely practicality, reliability, and fairness, have been seriously violated (Bachman & Palmer, 1996; Brown &

Abeywickrama, 2010). The lack of sufficient resources and time for examinations weakens the validity of the examinations, leads to student dissatisfaction, and results in unequal examination conditions. In Dinçer's (2024) study, teachers also stated that examinations in large classes exceeded class hours and created a heavy workload for teachers. Çopur (2025) revealed that teachers struggle with time management and that these exams disrupt the planned flow of the lesson.

In addition, a significant number of the teachers stated that they were not sufficiently informed and trained about the structure and expectations of the tests. Dinçer (2024) emphasizes that the sudden implementation of the program increased stress and anxiety among teachers and made deficiencies in assessment literacy more apparent. Çopur (2025) also reveals that teachers struggled to measure productive skills, particularly speaking, and listening, and that this was fundamentally due to a lack of assessment literacy (Language Assessment Literacy). Berry and colleagues (2019) state that deficiencies in assessment literacy prevent teachers from developing valid and reliable test instruments, which in turn undermine the quality of implementation. Harlen (2007) emphasizes that a valid assessment tool must consist not only of appropriate items but also of repeatable application processes, reliable tools, and equal access to resources.

One of the most frequently expressed suggestions by both teachers and students was the need to revise the design and structure of the speaking and listening exams to make them more pedagogically meaningful and practically applicable. This issue is also supported by Luoma (2004), who highlights that speech tests must move on from mechanical reproduction and, instead, assess interactional competence, fluency, and discourse structure. Students also complained about the format of the exams, claiming that expectations were not always evident and irrelevant to the contents of their classes. This is aligned with Harmer's (2008) proposition that tests need to be transparent and that the learners should be provided opportunities to get accustomed to task types and standards through class activities.

Another important issue expressed by teachers was the lack of professional development and institutional support in the implementation of the new exams. This situation is consistent with the literature that highlights teachers' lack of Language Assessment Literacy (LAL). As Berry et al. (2019) also pointed out, when teachers do not receive adequate training in assessment design and interpretation, they often base their decisions on routine practices or intuitive judgments, which negatively affects the reliability and validity of assessments. Similarly, as emphasized by Crusan, Plakans, and Gebril (2016, cited in Berry et al., 2019), teachers' lack of adequate assessment expertise can undermine the reliability and fairness of results, especially in oral exams, where subjective decisions play a significant role. Brown (2004) and Richards (2008) also emphasize that teachers must not only know the theoretical foundations of communicative assessment but also be able to apply them effectively in different classroom contexts. Mede and Atay's (2017) research also show that in-service training plays a critical role in developing teachers' assessment knowledge and skills. Similarly, Ölmezer-Öztürk and Aydın (2018) revealed that English teachers in Türkiye do not receive adequate training in language assessment, leading to standardization and reliability issues.

One of the most frequently emphasized recommendations by teachers and students was the urgent need for better resources and infrastructure support to ensure that exams are conducted effectively. Students also expressed dissatisfaction with the exam environment. Such issues directly damage the applicability and validity of the assessment system as defined by Bachman and Palmer (1996). For an assessment to be reliable, it must be applicable in terms of time, place, and resources. Otherwise, students' actual performance cannot be assessed. Indeed, Hughes (2003) and Buck (2001) also pointed out that listening tests conducted under poor conditions may not reflect students' actual comprehension skills due to noise or technical glitches. Such infrastructural arrangements not only facilitate accurate assessment but also ensure equality for students with different learning conditions (Brown & Abeywickrama, 2010).

In addition, teachers have stated that exams cannot be administered effectively due to insufficient class hours and a demanding school curriculum, as well as technical deficiencies. Many teachers have emphasized that students are unable to prepare adequately for exams due to the intensive program, and therefore exams are not integrated into the teaching process. This situation, as highlighted by Narathakoon et al. (2020) and Dinçer (2024), leads teachers to conduct assessments superficially under time pressure. On the other hand, another problem frequently mentioned by students and teachers is that high-stakes exams such as the LGS do not assess speaking and listening skills. This reduces the importance of oral exams in class in the eyes of students and lowers their motivation. Teachers have stated that the exam system does not align with the curriculum objectives and the communicative competence approach emphasized in the teaching program (MoNE, 2018).

As a result, teachers and students have made numerous suggestions for making the system more effective and functional. These include restructuring exams to reflect real communication, presenting tasks in a clearer and more understandable way, providing students with practical materials, standardizing rubrics, and offering teachers long-term professional development opportunities. Additionally, the validity and reliability of current exams will not improve without providing quiet exam environments, technological equipment, more class hours, and more flexible scheduling options. Otherwise, it is clear that the current system will remain narrow in scope, superficial, and far from supporting communicative language teaching.

CONCLUSION

This study aims to investigate the opinions of teachers and students regarding the speaking and listening exams that will be implemented in middle schools in Türkiye in the 2023-2024 academic year. In line with the main objective of the study, teachers' and students' general attitudes toward the exams, the contributions of these exams to students' speaking and listening skills, the difficulties encountered during the implementation process, and the emotional effects of the exams were examined. Finally, recommendations for improving the effectiveness of the process were evaluated. The findings of the study show that these exams have the potential to improve students' ability to use the foreign language in real communication environments. Teachers stated that these exams increased students' communicative competence, strengthened their self-confidence, and positively affected their motivation to learn the language. In particular, the fact that some skills that do not emerge in written exams become visible through these exams has provided teachers with the opportunity to observe their students' strengths and weaknesses in a more comprehensive manner. Students, on the other hand, stated that these exams gave them the courage to speak English outside of class, reduced their fear of making mistakes, and enabled them to participate more actively in communication-oriented activities.

However, the research findings also revealed serious problems in the implementation of the exams. Teachers mentioned that large class sizes, insufficient lesson time, the time-consuming nature of individual exams, and the increased workload made the process difficult. Furthermore, the lack of standardized assessment tools, rubrics, and materials, technological infrastructure deficiencies, and variations in school facilities have negatively affected the validity and reliability of the exams. From the students' perspective, test anxiety, fear of making mistakes, and low language proficiency emerged as the main factors negatively affecting their exam performance. In conclusion, this study demonstrates that speaking and listening exams are pedagogically valuable and necessary, but under current implementation conditions, these exams cannot fully achieve their intended contributions.

SUGGESTIONS

This study investigated how teachers and students perceived the application tests conducted to measure English speaking and listening skills in middle schools, but it has certain limitations. Within the scope of the study, a total of 14 English teachers from different cities were interviewed, and student data were obtained from only 15 middle school students studying in Kahramanmaraş province. This situation has led to teacher opinions reflecting regional differences, while student opinions are limited to a particular school. Therefore, future studies should include a wider sample of students from different cities and regions to increase the generalizability of the findings.

Furthermore, this study was conducted using only qualitative research methods. Including quantitative data in future research could provide statistical support for teacher and student opinions. Additionally, longitudinal studies could examine how the new exam system affects students' language development over time.

Finally, analyzing the extent to which policy decisions made at the ministry level are consistent with teacher and student opinions in future research could provide guidance for evaluating the sustainability of current practices. This would enable the necessary steps to be taken in a more concrete manner to ensure that application exams achieve lasting success in the education system

Ethical Statements

We declare that there are no unethical issues in this study and that the principles of research and publication ethics have been strictly followed. The ethical approvals for this study were granted by the Nevşehir Hacı Bektaş Veli University Social and Human Sciences Research Ethics Committee Commission, which is dated November 1, 2024, and numbered 2400105153.

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GENİŞLETİLMİŞ ÖZET

Türkiye'de yabancı dil öğretimi ve değerlendirmesi tarihsel olarak gramer ve yazma odaklı uygulamalara dayanmış ve iletişim becerilerine önem verilmiştir. Küresel eğitim gelişmeleri ve İletişimsel Dil Öğretimi (CLT) ilkeleri doğrultusunda, Millî Eğitim Bakanlığı (MoNE) 2023-2024 akademik yılında ortaokullarda performansa dayalı konuşma ve dinleme sınavlarını uygulamaya koymuştur. Bu reform, değerlendirmeyi Avrupa Ortak Dil Referans Çerçevesi (CEFR) ile uyumlu hale getirmek ve gerçek hayattaki iletişimde merkezi öneme sahip üretici ve alıcı becerilerin değerlendirilmesini teşvik etmek için atılmış önemli bir adımdır. Ancak, bu reformun uygulanması, pratiklik, standardizasyon ve sınıf gerçekleri konusunda önemli endişeleri de beraberinde getirmiştir. Bu çalışma, İngilizce öğretmenleri ve ortaokul öğrencilerinin yeni uygulanan konuşma ve dinleme sınavlarına ilişkin algılarını araştırmayı, algıladıkları faydaları ve zorlukları keşfetmeyi ve daha etkili bir uygulama için öneriler sunmayı amaçlamaktadır. Böylece çalışma, reformun hem pedagojik hem de pratik boyutlarına ilişkin içgörüler sunarak eğitimcilere ve politika yapıcılarına rehberlik etmektedir. Araştırma, katılımcıların deneyimlerini derinlemesine anlamak için niteliksel fenomenolojik tasarım benimsemiştir. Örneklem iki gruptan oluşmuştur: altı farklı ilden (Sinop, Aksaray, İstanbul, Bursa, Osmaniye ve Kahramanmaraş) 14 İngilizce öğretmeni ve Kahramanmaraş'taki bir İmam Hatip ortaokulundan 15 öğrenci. Veriler, her iki grupla yapılan yarı yapılandırılmış görüşmeler ve sınavlar sırasında yapılan sınıf gözlemleri yoluyla toplandı. Veri toplama araçları, netlik sağlamak için pilot uygulamaya tabi tutulmuş ve geçerliliği artırmak için uzman görüşleri alınmıştır. Verileri tümevarımsal olarak analiz etmek için içerik analizi kullanılmış ve kodlama güvenilirliği, ek bir araştırmacı ile çift kontrol yapılarak sağlanmıştır. Tüm süreç boyunca, tüm katılımcıların ve ebeveynlerin bilgilendirilmiş onayı da dahil olmak üzere etik ilkeler gözetilmiştir. Çalışmanın sonuçları, araştırma sorularına karşılık gelen üç ana tema altında sunulmaktadır.

Öğretmenler, sınavların öğrencilerin iletişim becerilerini daha gerçekçi bağlamlarda gözlemlemelerine olanak tanıdığını bildirdi ve çoğu, öğrencilerin olumlu katılımını vurguladı. Ancak katılımcılar, çeşitli zorluklarla karşılaştıklarını bildirdi. Öğretmenler, sınırlı ders saatleri, yetersiz hazırlık süresi gibi gerekçeler gösterdiler. Kırsal okullarda çalışanlar, özellikle sınavın geçerliliğini zedeleyen, arızalı hoparlörler veya internet bağlantısının olmaması gibi teknolojik altyapı eksikliğini vurguladı. Hem öğretmenler hem de öğrenciler, resmi sınav ortamının stres yarattığını ve bu stresin bazen öğrencilerin gerçek yeteneklerini göstermelerini engellediğini belirtti. Yeterli ekipman olmadan veya gürültülü sınıflarda yapılan dinleme sınavları bu sorunu daha da kötüleştirdi. Zaman ve iş yükü de acil sorunlar olarak belirlendi: kalabalık sınıflarda haftalık sınırlı saatler içinde bireysel konuşma sınavları yapmak pratik değildi. Ayrıca, net değerlendirme kriterleri ve standart prosedürlerin olmaması, notlandırmada tutarsızlıklara yol açarak adalet ve güvenilirlik konusunda endişelere neden oldu Katılımcılar, sınav sistemini güçlendirmek için çeşitli önerilerde bulundu.

Sınav Tasarımı: Öğretmenler ve öğrenciler, daha net kılavuzlar, basitleştirilmiş görevler ve özgün ve ilgili konuların kullanılması çağrısında bulundu. Kaygıyı azaltmak ve adaleti artırmak için örnek sorular, esnek formatlar ve video kaydı görevleri gibi alternatif yöntemler önerildi.

Öğretmen Eğitimi: Değerlendirme ilkeleri, değerlendirme kriterleri, puanlama tutarlılığı ve teknolojik yeterlilik üzerine odaklanan kapsamlı bir hizmet içi eğitim talebi ortaya çıktı. Öğretmenler, yeterli hazırlık yapılmazsa uygulamanın okullar arasında farklılık göstermeye devam edeceğini vurguladılar.

Kaynaklar ve Koşullar: Sınıf altyapısının iyileştirilmesi gerekli görüldü. Öğretmenler ve öğrenciler, bireysel kulaklıklar, çalışan ses sistemleri ve sessiz sınav ortamlarına duyulan ihtiyacı vurguladılar. Adaleti sağlamak için teknolojik kaynakların okullar arasında eşit dağılımı da vurgulandı.

Bu çalışma, Türkiye'deki ortaokullarda performansa dayalı konuşma ve dinleme sınavlarının dahil

edilmesinin, iletişim becerisini geliştirme ve değerlendirmeyi küresel standartlarla uyumlu hale getirme konusunda önemli bir potansiyele sahip olduğunu göstermektedir. Hem öğretmenler hem de öğrenciler genel olarak sınavları dil öğrenimi, motivasyon ve sınıf katılımı için yararlı olarak algılamaktadır. Ancak, yetersiz ders süresi, yetersiz materyaller, standartlaştırılmış değerlendirme ölçeklerinin olmaması ve sınav kaygısı gibi sistemik zorluklar, reformun etkinliğini sınırlamaktadır. Bu sınavların faydalarını sürdürmek ve en üst düzeye çıkarmak için standartlaştırılmış prosedürler, hedefli öğretmen eğitimi ve iyileştirilmiş altyapı sağlanması çok önemlidir. Böylelikle yeni değerlendirme sistemi, Türkiye'nin uzun vadeli eğitim hedeflerine katkıda bulunan adil, güvenilir ve sürdürülebilir bir araç haline gelebilir.