# A Qualitative Analysis of Articles on The Subject of Assessment and Evaluation in Foreign Language Teaching in Turkey[1]

**Nahide ARSLAN**[2]

**Erdoğan KARTAL**[3]

## Abstract

The aim of this study is to examine, with regard to different variables, the articles written on the subject of assessment and evaluation in the field of foreign language teaching at higher education level in Turkey, by collecting them into a corpus. In this descriptive qualitative study based on the scanning model, a total of 64 articles published on the subject of assessment and evaluation were accessed from the database of the *Yükseköğretim Akademik Arama* (Higher Education Academic Search) (http://akademik.yok.gov.tr/AkademikArama/), by means of the purposeful sampling method. Utilising the document review technique, the articles were analysed by the content analysis method with regard to the variables "publication year", "research type", "data collection technique", "subject" (theme) and "keywords". The research findings reveal that the highest number of articles on assessment and evaluation in foreign language teaching were published in the last two years (2016-2017), that the articles concentrated mostly on the subjects of foreign language teaching programmes, the quality of assessment and evaluation tools in foreign language teaching, the changing syllabi in the field of foreign language teaching, and evaluation of the *European Language Portfolio* and of coursebooks, and that for these studies, the views of different study groups were consulted. Moreover, in this context, it was determined that with regard to method, the types of studies were mostly descriptive, while the research data were obtained by means of questionnaire, open-ended question, and interview techniques.

**Key words:** Foreign language teaching, assessment and evaluation, content analysis, article.

## Türkiye'de Yabancı Dil Öğretimi Alanında Yapılan Ölçme-Değerlendirme Temalı Makaleler Üzerine Nitel Bir Çözümleme

### Öz

Bu çalışmada, Türkiye'de yükseköğretim düzeyinde yabancı dil öğretimi alanında ölçme-değerlendirme konusunda yapılan makalelerin bir derlem (korpüs) kapsamında derlenerek farklı değişkenler açısından incelenmesi amaçlanmaktadır. Tarama modeline dayalı betimsel nitelikli bu çalışmada amaçlı örneklem yöntemine gidilerek *Yükseköğretim Akademik Arama*

---

[1] This study is an extended version of a statement with the same title presented at the *First International Congress on Seeking New Perspectives in Education* organised by the Atatürk Education Faculty of Marmara University in Istanbul on 11th-12th May, 2018.

[2] Doctoral Student, Department of French Language Teaching, Institute of Education Sciences, Uludag University, Bursa, nahiarslan@hotmail.com , ORCID ID: 0000-0003-0437-0722 [Makale kayıt tarihi: 4.10.2018-kabul tarihi: 17.10.2018]

[3] (Corresponding author) Associate Professor, Department of French Language Teaching, Faculty of Education, Uludag University, Bursa, ekartal@uludag.edu.tr, ORCID ID: 0000-0001-5407-0483

310 / *RumeliDE* Journal of Language and Literature Studies 2018.12 (October)

A Qualitative Analysis of Articles on The Subject of Assessment and Evaluation in Foreign Language Teaching in Turkey / N. Arslan, E. Kartal (p. 309-322)

(http://akademik.yok.gov.tr/AkademikArama/) veri tabanından ölçme-değerlendirme konusunda yayımlanan toplam 64 makaleye ulaşılmıştır. Doküman incelemesi tekniğinden yararlanılarak makaleler, "basım yılı", "araştırma türü", "veri toplama tekniği", "konu" (tema) ve "anahtar kelimeler" değişkenleri açısından içerik analizi yöntemiyle çözümlenmiştir. Araştırma bulguları; yabancı dil öğretiminde ölçme-değerlendirme konusunda en fazla makalenin son iki yılda (2016-2017) yayımlandığını, makalelerde ağırlıklı olarak yabancı dil öğretim programlarının, yabancı dil öğretimindeki ölçme-değerlendirme araçlarının niteliğinin, yabancı dil öğretimi alanında değişen müfredatların, Avrupa Dil Portfolyosu'nun ve ders kitaplarının değerlendirilmesi konularına yoğunlaşıldığı ve bu araştırmalar için farklı çalışma gruplarının görüşlerine başvurulduğunu göstermektedir. Ayrıca bu bağlamda, yöntem bakımından çalışma türlerinin daha çok betimsel olduğu, araştırma verilerinin ise anket, açık uçlu soru ve görüşme teknikleri aracılığıyla elde edildiği belirlenmiştir.

**Anahtar kelimeler:** Yabancı dil öğretimi, ölçme-değerlendirme, içerik analizi, makale.

## Introduction

As well as being an important factor in determining goals and outcomes aimed at students, the assessment and evaluation process, which is at the core of almost all education systems, is also accepted as an information-gathering and interpretation process which considers a series of teachers' methods in this process suited to the students' levels for achieving the desired goals. According to İşman (1998), assessment and evaluation in education reveals whether or to what extent the determined goals have been reached. Therefore, assessment and evaluation, as well as having a feedback value regarding to what extent the target outcomes have been achieved, in which subjects there are deficiencies, and which ones have been correctly learnt, also has a determining role in decisions taken related to other stages of the education process.

According to Ertürk (1972), the basic aim in education is to bring about a change in the behaviour of an individual in the desired way and ultimately to integrate that individual into society. In line with this aim, the student is not the person obtaining the information ready-made from the teacher; on the contrary, he or she is an individual who plays a key role in producing and interpreting the information. Nowadays, for a constantly changing and developing world in which technology in particular brings many innovations with it, there is a clear need for a student profile that can produce information, that possesses problem-solving skills and that can adapt the knowledge acquired to real life. In this case, rather than measuring the knowledge acquired by the student with a mere exam system, alternative assessment and evaluation processes/systems need to be developed which can reveal the student's interests and skills and show these in a much better way, by considering the student's capacity in a way that equates to the lesson content and outcomes. Based on these evaluations, it may be stated that the assessment and evaluation process is at the same time a development tool. In that case, it appears possible to increase the quality and efficiency of education and to make its effect sustainable only through a correct and objective assessment and evaluation system.

In our country, however, instead of monitoring the quality of education and the status of students as mentioned above, assessment and evaluation is generally carried out for selecting and grouping students. The historical process of the current assessment and evaluation system clearly reveals that from past to present, the system has gone through many different stages and been subjected to a large number of changes (ÖSYM, 2016).

First of all, we can explain the changes made in the transition from primary school to secondary school like this: together with the compulsory eight-year education initiated in 1997, in Anatolian high schools, four years of education including the first-year preparatory class began to be provided. With a new regulation, after the 8th grade, students were subjected to the *Liselere Geçiş Sınavı* (LGS) (Transition to Higher Education Exam) in order to be placed in Anatolian high schools. In 2004, however, this system was changed to the *Ortaöğretim Kurumları Seçme ve Yerleştirme Sınavı* (OKS) (Selection and Placement Exam for Secondary Education Institutions), and when this system was removed in 2008, the *Seviye Belirleme Sınavları* (SBS) (Level-Determining Exams) were made compulsory for 6th and 7th grades as well. However, in 2009, this system was applied only for 8th grade students. This system, which continued until 2013, gave way to the *Temel Eğitimden Ortaöğretime Geçiş Sınavı* (TEOG) (Exam for Transition from Primary to Secondary Education) in a new regulation. According to this regulation, TEOG included exams of 6 lessons jointly taught in both terms of 6th, 7th and 8th grades. Therefore, students took a total of 12 exams in autumn and spring terms in each academic year in the subjects *Turkish*, *Mathematics*, *Science and Technology*, *Revolutionary History of the Turkish Republic and Kemalism*, *Foreign Languages* and *Religious Culture and Moral Knowledge*. However, President Recep Tayyip Erdoğan, in a programme that he took part in on 15th September, 2017, drew attention to the problems in National Education and especially stated that he found the TEOG system wrong and that this system needed to be replaced. Immediately following this announcement, TEOG was removed and the Minister of Education of the period stated that the new system would be the *Education Area and Exam-Free Local Placement System*.

Exams for transition to higher education followed a path like this: From the Republic Period until the beginning of the 1960s, students were admitted to university without an exam, since the number of high school graduates was low. After the 1960s, some universities began to accept students by holding their own private exams, but as the number of students continued to increase, the universities consulted with each other and agreed on the necessity for a multi-question exam system made up of objective tests. Hence, in 1974 the *Üniversitelerarası Kurul* (ÜAK) (Inter-University Board) decided to create an exam system to be conducted from a single centre. Conducting exams under the name of the *Üniversitelerarası Öğrenci Seçme ve Yerleştirme Merkezi* (ÜSYM) (Inter-University Student Selection and Placement Centre) until 1981, the board became affiliated to the *Yükseköğretim Kurulu* (YÖK) (Higher Education Board) formed in 1981 and, switching to the name of *Öğrenci Seçme ve Yerleştirme Merkezi* (ÖSYM) (Student Selection and Placement Centre), continued its activities under the auspices of this board.

As for the exam systems applied during those years, in 1974-75 the *Öğrenci Seçme ve Yerleştirme Sınavı* (ÖSYS) (Student Selection and Placement Exam) was carried out in two sittings, and between 1976-80 in one sitting. Between 1981-99, the *Öğrenci Seçme Sınavı* (ÖSS) (Student Selection Exam) and the *Öğrenci Yerleştirme Sınavı* (ÖYS) (Student Placement Exam) were applied in the form of two sittings. However, after 1999 the ÖYS, which was the second stage of this two-stage system, was removed, and the ÖSS was continued as a one-stage exam until 2006. In 2006, the exam for transition to higher education underwent another change and a new two-stage exam system was put into practice. Firstly, to be able to enter the second-stage exam, the single-sitting *Yükseköğretime Geçiş Sınavı* (YGS) (Transition to Higher Education Exam), which was in nature a barrier exam in which a certain grade was required, was applied. Following this, the *Lisans Yerleştirme Sınavı* (LYS) (Undergraduate Placement Exam) which measured students' levels of numerical (mathematics and science), verbal (social sciences and Turkish) and foreign language (English, German and French) knowledge and skills in five sittings, was carried out. As of 2017, however, again in line with the wishes of the President,

312 / *RumeliDE* Journal of Language and Literature Studies 2018.12 (October)

A Qualitative Analysis of Articles on The Subject of Assessment and Evaluation in Foreign Language Teaching in Turkey / N. Arslan, E. Kartal (p. 309-322)

changes were made to the university exams. Following the statements in which revisions were made to the exam contents (questions), these were applied in the *Yüksek Öğretim Kurumları Sınavı* (YKS) (Higher Education Institutions Exam) in two sittings [1st Sitting: *Temel Yeterlilik Testi* (Basic Skills Test) and 2nd Sitting: *Alan Yeterlilik Testleri* (Subject Skills Test)] at the end of June, 2018.

Despite so many changes made to the system of transition to secondary school and university, there has been no change whatsoever in the low scores obtained from the *Program for International Student Assessment*-PISA run by the *Organisation for Economic Co-operation and Development-* OECD, of which Turkey is a founder member. PISA is an international assessment and evaluation programme which determines international knowledge levels of students at high school level from Turkey and OECD member countries in the subjects of science, mathematics and reading skills. Since 2000, the aim has been to evaluate students' skills in the above basic subjects by means of assessments and research conducted every three years. The main aim while doing this evaluation is to define the basic subjects by way of the "literacy" concept (Özgürlük et al., 2015).

According to the PISA results for 2015, it is seen that Turkey has fallen behind the OECD countries with regard to success. In fact, the PISA results reveal the current state of our education system. Thus, exams consisting of multiple choice questions for transition to secondary education such as OKS, LYS and TEOG, instead of measuring to what extent students can use the knowledge and skills learnt (taught) at school in real life, are carried out merely to select and group them in order to place them in certain schools. The YKS, which is carried out for entry into higher education, is merely a continuation of these exams in nature.

### *Research questions*

As can be seen, beginning with primary school as far as transition to higher education, the problems and debates regarding assessment-evaluation and placement in our education system persist. In line with this information, it can be said that in our country, there is no valid, reliable and permanent assessment and evaluation system, and also that the new regulations made have not yet been fully established. If so, how good is the quality of the academic studies conducted at higher education level related to our assessment and evaluation system, which has been a matter of debate for experts and related circles for a long time? Based on this question, the aim is to examine, with regard to different variables, the articles written on the subject of assessment and evaluation in the field of foreign language teaching at higher education level in Turkey, by collecting them into a corpus. In accordance with this general aim, answers will be sought to the following research questions:

1. What is the distribution, according to year, of articles on the subject of assessment and evaluation carried out in the field of foreign language teaching at higher education level?
2. What is the distribution of these articles according to the (national/international) journals they were published in and to their language of publication?
3. What are the a) research models, b) data collection techniques, c) subjects dealt with and d) keywords in these studies?

### Method

In this qualitative study based on the descriptive scanning model, a total of 64 articles published on the subject of assessment and evaluation were accessed by means of the purposeful sampling method from

the database of the *Yükseköğretim Akademik Arama* (Higher Education Academic Search) (http://akademik.yok.gov.tr/AkademikArama/), by entering the keywords *Assessment* (English), *Ölçme-değerlendirme* (Turkish), *Leistungsmessung-beurteilung* (German) and *Évaluation* (French) (Appendix A). According to Yıldırım and Şimşek (2008), qualitative studies may be defined as research in which qualitative data collection methods such as observation, interviews and document analysis are applied, and in which a qualitative procedure, aimed at revealing perceptions and events realistically and holistically in a natural environment, is observed. Purposeful sampling is the selection of knowledge-rich cases in line with the study aim, with the aim of conducting in-depth research (Büyüköztürk, 2012). The present study is limited to 64 articles prepared on the subject of assessment and evaluation in the field of foreign language teaching at higher education level in Turkey between the years 2009-2017. Utilising the document review technique, the articles were analysed by the content analysis method with regard to the variables "publication year", "research type", "data collection technique", "subject" (theme) and "keywords". The obtained data have been interpreted and discussed, and are presented accompanied by figures and tables.

**Findings**

In this section, the data obtained in line with the research questions related to the articles making up the corpus of the study are presented. The findings, listed according to the research questions in the aims section, are as follows:

*Finding 1. Distribution of articles on the subject of assessment-evaluation according to publication year*

Data on the distribution, according to year of publication, of the articles on the subject of assessment and evaluation conducted in the field of foreign language teaching at higher education level in Turkey are presented in Table 1.

**Table 1.** Publication according to year of articles on the subject of assessment and evaluation

| Year | f | % |
|---|---|---|
| 2009 | 1 | 1.6 |
| 2010 | 4 | 6.3 |
| 2011 | 3 | 4.7 |
| 2012 | 2 | 3.1 |
| 2013 | 5 | 7.8 |
| 2014 | 7 | 10.9 |
| 2015 | 9 | 14.1 |
| 2016 | 14 | 21.9 |
| 2017 | 19 | 29.7 |
| **Total** | 64 | 100 |

Examination of Table 1, in which the publication year, frequency and percentages of articles on the subject of assessment and evaluation in the field of foreign language teaching are given, indicates that the number of articles published between the years 2009-2013 does not show an even distribution. However, following the year 2013, the number of publications shows a constant increase, and it can be seen that particularly, the number of articles published in the last two years (51.6%, or 33 articles) is more than half of the total number of articles published.

*Finding 2. Distribution of articles according to (national/international) journals in which they were published and to language of publication*

Data on the journals (journal headquarters) in which the articles on the subject of assessment and evaluation conducted in the field of foreign language teaching at higher education level in Turkey were published and the languages in which they were published are presented in Table 2.

**Table 2.** Distribution of articles according to (national/international) journals in which they were published and to language of publication

| Title of the Journal | f | Publication center | Publication language |
|---|---|---|---|
| *Journal of Language and Linguistic Studies* | 6 | Turkey | English |
| *European Journal of English Language Teaching* | 3 | Romania | English |
| *Procedia - Social and Behavioral Sciences* | 3 | Holland | English |
| *The Turkish Online Journal of Educational Technology* | 3 | Turkey | English |
| *ELT Research Journal* | 2 | Turkey | English |
| *Hacettepe University Journal of Education* | 2 | Turkey | English/German |
| *Journal of Language Teaching and Research* | 2 | Finland | English |
| *The Journal of International Social Research* | 2 | Turkey | English/Turkish |
| *Turkish Studies* | 2 | Turkey | English/Turkish |
| *A Journal of Language Teaching and Learning* | 1 | Thailand | English |
| *Anadolu Journal of Educational Sciences International* | 1 | Turkey | English |
| *Anadolu University Journal of Social Sciences* | 1 | Turkey | English |
| *Asian Journal of Educational Research* | 1 | Pakistan | English |
| *Australian Journal of Teacher Education* | 1 | Australia | English |
| *Bartın University Journal of Faculty of Education* | 1 | Turkey | English |
| *Boğaziçi University Journal of Education* | 1 | Turkey | English |
| *Çukurova University Faculty of Education Journal* | 1 | Turkey | English |
| *Educational Research and Reviews* | 1 | Nigeria | English |
| *Electronic International Journal of Education, Arts and Science* | 1 | America | Turkish |
| *English Language Teacher Education and Development* | 1 | England | English |
| *European Journal of Foreign Language Education* | 1 | Romania | English |
| *Humanitas- International Journal of Social Sciences* | 1 | Turkey | French |
| *International Journal of Educational Sciences* | 1 | India | English |
| *International Journal of English Linguistics* | 1 | Canada | English |
| *International Journal of Language Academy* | 1 | Finland | English |
| *International Journal of Teaching and Education* | 1 | Czech Republic | English |
| *International Online Journal of Education and Teaching* | 1 | Turkey | English |
| *Journal of Advances in English Language Teaching* | 1 | Czech Republic | English |
| *Journal of Education and Practice* | 1 | America | English |
| *Journal of Studies in Education* | 1 | America | English |

**Table 2.** Distribution of articles according to (national/international) journals in which they were published and to language of publication

| Title of the Journal | f | Publication center | Publication language |
|---|---|---|---|
| *Journal of Teacher Education and Educators* | 1 | Turkey | English |
| *Journal of Theory and Practice in Education* | 1 | Turkey | English |
| *Journal of Theoretical Educational Science* | 1 | Turkey | Turkish |
| *Language Learning in Higher Education* | 1 | America | English |
| *Ordu University  Journal of Social Sciences Research* | 1 | Turkey | Turkish |
| *PEGEM Journal of Education & Instruction* | 1 | Turkey | English |
| *Problems of Education in the 21st century* | 1 | Lithuania | English |
| *Revue du Centre Européen d'Etudes Slaves* | 1 | France | French |
| *Selçuk University Journal of Social Sciences* | 1 | Turkey | English |
| *The Anthropologist* | 1 | India | English |
| *The International Journal on New Trends in Education and Their Implication* | 1 | Turkey | English |
| *The Journal of Academic Social Science Studies* | 1 | Turkey | English |
| *The Online Journal of New Horizons in Education* | 1 | Turkey | English |
| *Turkish International Journal of Special Education and Guidance & Counselling* | 1 | Turkey | Turkish |
| *Turkish Online Journal of English Language Teaching* | 1 | Turkey | English |
| *Ufuk University Journal of Social Sciences* | 1 | Turkey | English |
| *Journal of Uludag University Faculty of Education* | 1 | Turkey | French |
| *Universitepark Bulletin* | 1 | Turkey | English |

In Table 2, which shows the names, number, headquarters and publication languages of the journals in which the articles were published, it is noticeable that the articles making up our corpus were published in many different journals both in our country and abroad. Approximately 60% (n=38) of the articles collected within the corpus are in Turkish journals, whereas about 40% (n=26) were published in overseas journals. 18 of these 26 articles were printed in international journals in the USA (n=4), Romania (n=4), Finland (n=3), the Netherlands (n=3), India (n=2) and the Czech Republic (n=2). The other 8 articles appeared in journals published in Austria, Canada, France, Britain, Pakistan, Thailand, Lithuania and Nigeria.

Examining the journals in which the articles were published, it is seen that the most articles (n=6) were published in *The Journal of Language and Linguistic Studies*, followed by three articles in each of *Procedia - Social and Behavioral Sciences, The European Journal of English Language Teaching* and *The Turkish Online Journal of Educational Technology*, and two articles in each of *The Journal of Language Teaching and Research, The ELT Research Journal,* H*acettepe University Journal of Education*, *The Journal of International Social Research* and *Turkish Studies*.

It can also be seen that in terms of publication language, the great majority of the studies were published in English (84%), followed by Turkish (9%), French (5%) and German (2%).

316 / *RumeliDE* Journal of Language and Literature Studies 2018.12 (October)

A Qualitative Analysis of Articles on The Subject of Assessment and Evaluation in Foreign Language Teaching in Turkey / N. Arslan, E. Kartal (p. 309-322)

*Finding 3. a) Research model, b) data collection technique, c) subjects dealt with and d) keywords used in the articles*

In this section, the research model, data collection technique, subjects dealt with and keywords used in the examined articles are presented accompanied by tables.

**Table 3.** Research methods used in articles

| Method | f | % |
| --- | --- | --- |
| Scanning | 3 | 5 |
| Experimental | 5 | 8 |
| Case Study | 9 | 14 |
| Descriptive | 47 | 73 |
| **Total** | 64 | 100 |

Table 3 shows that the most frequent method of research used in the articles related to assessment and evaluation in foreign language teaching was the descriptive method (73%). This was followed by the case method (14%), the experimental method (8%) and the scanning model (5%).

**Table 4.** Data collection tools used in examined articles

| Data Collection Tools | f | % |
| --- | --- | --- |
| Focus group interview | 3 | 4 |
| Observation form | 4 | 5 |
| Assessment tool prepared by researcher | 5 | 6 |
| Scale | 6 | 7 |
| Test | 7 | 9 |
| Semi-structured interview | 8 | 10 |
| Open-ended question | 9 | 11 |
| Interview | 13 | 16 |
| Questionnaire | 27 | 33 |
| **Total** | 82* | 100 |

* Since more than one data collection technique was used in some of the articles examined, this shows the total frequency.

The most frequently used data collection tool used in the studies examined was the questionnaire (33%, 27 articles), followed by the interview in second place (16%, 13 articles), and the open-ended question in third place (11%, 9 articles). On the other hand, it is seen that the least preferred of the data collection tools were the observation form (5%, 4 articles) and the focus group interview (4%, 3 articles).

**Table 5.** Subjects studied in examined articles

| Subjects | f | % |
| --- | --- | --- |
| Coursebooks/resources | 4 | 6 |
| European Language Portfolio | 6 | 9 |
| Assessment-evaluation tools/quality | 8 | 13 |
| Foreign language teaching theory | 10 | 16 |
| Assessment-evaluation approaches, models, methods and techniques | 12 | 19 |

Türkiye'de Yabancı Dil Öğretimi Alanında Yapılan Ölçme-Değerlendirme Temalı Makaleler Üzerine Nitel Bir Çözümleme / N. Arslan, E. Kartal (309-322. s.)

| | | |
|---|---|---|
| Foreign language teacher training and teaching programmes | 24 | 38 |
| **Total** | 64 | 100 |

It was determined that in terms of subject, a very wide range of subjects was studied in the 64 articles examined. Among these subjects, the highest percentage was found to be articles examining foreign language teacher training and teaching programmes. This subject was followed by assessment-evaluation approaches, models, methods and techniques, while in third place came foreign language teaching theory. On the other hand, it can be seen that the least studied subject in the articles was books and/or resources.

**Table 6.** Keywords found in examined articles

| Keywords | f |
|---|---|
| European Language Portfolio | 13 |
| Coursebooks/resources | 15 |
| Assessment-evaluation approaches, models, methods and techniques | 24 |
| Assessment-evaluation tools/quality | 28 |
| Foreign language teaching theory | 63 |
| Foreign language teacher training and teaching programmes | 84 |
| **Total** | 227* |

* Shows the total number of keywords included in the articles examined within the scope of the research.

A total of 227 keywords was determined in the studied articles and these keywords were classified according to their theme categories. Among the keywords, it can be seen that in parallel with the most frequently studied subject, the most frequently encountered keywords were again related to foreign language teacher training and teaching programmes (German Teaching, English Language Teaching Programme, Teaching of French as a Foreign Language, etc.). Keywords related to the theory of foreign language teaching (Language Skills and Components, Fluency, Intercultural Communicative Competence, Prejudice, Autonomy, etc.) came in second place, and in third place were keywords related to assessment-evaluation tools/quality (Speaking Exams, Small-Scale Exams, Tests, YDS, etc.).

## Conclusion and Recommendations

It was determined that the 64 articles on the subject of assessment and evaluation conducted at higher education level in the field of foreign language teaching in Turkey that formed the corpus of our study were published in various national and international journals. It can be seen that according to publication year, the frequencies of which are given above (Table 1), there has been a marked increase in the number of these articles, particularly in the last two years (2016-2017). This situation may be interpreted by the fact that, together with the structural and chronic problems in our education system, in parallel with the changes made with regard to the exams for transition to high school and university which have frequently occupied our country's agenda, the problems seen which are related to assessment and evaluation in the field of foreign language teaching at higher education level have increased and that therefore, this situation has become the subject of more research studies.

It is seen that the national and international journals in which the articles were published were not included in the *Master Journal List* scanned in the *Web of Science* indices (Arts & Humanities Citation Index, Science Citation Index, Expanded Social Sciences Citation Index and Emerging Sources Citation Index) of the *Clarivate Analytics* company, but rather, had the status of a "journal scanned in international field indices" accepted by ÜAK (the Inter-Universities Council) for application for

318 / *RumeliDE* Journal of Language and Literature Studies 2018.12 (October)

A Qualitative Analysis of Articles on The Subject of Assessment and Evaluation in Foreign Language Teaching in Turkey / N. Arslan, E. Kartal (p. 309-322)

associate professorship, or of a "national peer-reviewed journal scanned by *ULAKBİM* (the National Academic Network and Information Centre). In addition, it was determined that just over half of the articles (n=38) were published in English. These data show that the publication of articles about assessment and evaluation prepared in the field of foreign language teaching has remained on a local scale and has not reached wider populations in the international arena. Moreover, the fact that in Turkey, the number of English teaching programmes in foreign language teaching departments at higher education level is higher than that of German and French teaching programmes, and that English is a universal language, supports the fact that the studies in question were predominantly published in English.

Considering the articles from an academic point of view, it can be seen that the descriptive design was mostly preferred (n=47), that the questionnaire technique was mainly referred to as data collection tool (n=27) and that generally, the aim was to reveal in detail the existing situations in the field of assessment and evaluation. Examination of the subjects dealt with in the articles indicates that subjects related to foreign language teacher training and teaching programmes were addressed (n=24) and that the current state of assessment and evaluation was described. In terms of keywords, it was observed that the words "foreign language teacher training and teaching programmes" were mostly used (n=84). It may be said that this was due to the effect of its being the most frequently studied subject in the research. Moreover, it is seen that the articles were prepared from a descriptive point of view and presented in the form of a case evaluation.

At this point, firstly and particularly to identify the existing problems and to offer effective solutions according to these identifications, it is considered that new and different studies are needed. In line with these needs, recommendations considered to give direction to future studies and contribute to the subject of assessment and evaluation in the field of foreign language teaching may be listed as follows:

- o Publication of further studies that might be conducted in this field in journals scanned especially in international domain indices can be offered as a suggestion. In this way, the studies can be accessed by wider populations and also contribute to Turkey's assessment and evaluation field literature in the international arena.
- o The number of experimental studies aimed at determining the current problems related to the subject of assessment and evaluation in the field of foreign language teaching can be increased and new and different data collection techniques used around the world that are suitable for the research topics can be utilised.
- o In this period, during which the exam system and the changes made in this area continue to be debated, tools and methods aimed at separately measuring the four basic linguistic skills, which are indispensable components of foreign language teaching, can be developed and experimental studies aimed at putting these into practice can be conducted.
- o To develop new methods and tools intended for assessment and evaluation in foreign language teaching, the ideas and experience of expert educators in the field can be utilised. In this way, the number and quality of assessment and evaluation tools can also be increased through diversification.
- o The quality and applicability of assessment and evaluation tools can be verified by consulting the views of students, and the content and quality of the tools can be re-evaluated in line with the deficiencies and requirements identified.
- o Finally, besides the traditional assessment and evaluation techniques (exams) in our education system, the assessment-evaluation approaches and criteria in *The Common European*

*RumeliDE* Dil ve Edebiyat Araştırmaları Dergisi 2018.12 (Ekim)/ 319

Türkiye'de Yabancı Dil Öğretimi Alanında Yapılan Ölçme-Değerlendirme Temalı Makaleler Üzerine Nitel Bir Çözümleme / N. Arslan, E. Kartal (309-322. s.)

*Framework of Reference for Languages* (Council of Europe, 2001) can be applied in foreign language teaching beginning with primary school until the end of university education. The main conclusions of the study should be presented in a short Conclusions section, which should not simply repeat earlier sections.

## References

Büyüköztürk, Ş. (2012). *Örnekleme yöntemleri (Balıkesir Üniversitesi ders notları)*. Retrieved from http://w3.balikesir.edu.tr/~msackes/wp/wp-content/uploads/2012/03/BAY-Final-Konulari.pdf

Conseil de l'Europe. (2001). *Un Cadre Européen Commun de Référence pour les Langues: Apprendre, Enseigner, Evaluer. Strasbourg*: Division de politiques linguistiques. Paris: CLE International.

Ertürk, S. (1972). *Eğitimde program geliştirme*. Ankara: Yelkentepe Yayınları.

İşman, A. (1998). *Türk eğitim sisteminde ölçme ve değerlendirme: Genel kavramlar, uygulamalar, sorunlar, çözüm önerileri ve yeni bir model*. Adapazarı: Değişim Yayınları.

ÖSYM (2016). *Tarihsel Gelişme*. Retrieved from http://www.osym.gov.tr/TR,8530/tarihsel-gelisme.html

Özgürlük, B., Ozarkan, H. B., Arıcı, Ö., Taş, U.E. (2015). *Uluslararası öğrenci değerlendirme programı PISA 2015 ulusal raporu*. Ankara: MEB Ölçme Değerlendirme ve Sınav Hizmetleri Genel Müdürlüğü. Retrieved from http://pisa.meb.gov.tr/wp-content/uploads/2014/11/PISA2015_UlusalRapor.pdf

Yıldırım, A., & Şimşek, H. (2008). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.

## Appendix A. Articles

Yurdabakan, İ., & Erdoğan, T. (2009). The effects of portfolio assessment on reading listening and writing skills of secondary school prep class students. *The Journal of International Social Research, 2*(9), 526–538.

Altmışdört, G. (2010). Yabancı dil öğretiminde nasıl bir ölçme-değerlendirmeye gerek vardır? [What kind of measurement and evaluation is required in foreign language teaching?]. *Journal of Theoretical Educational Science, 3*(2), 175–200.

Caner, M. (2010). Students views on using portfolio assessment In EFL writing courses. *Anadolu University Journal of Social Sciences, 10*(1), 223–236.

Coskun, A., & Daloglu, A. (2010). Evaluating an English language teacher education program through Peacock's Model. *Australian Journal of Teacher Education, 35*(6), 24-42.

Hatipoğlu, Ç. (2010). Summative evolution of an undergraduate English language testing and evaluation course by future English language teachers. *English Language Teacher Education and Development, 13*,40–51.

Özkan, Y. (2011). Assessment of grammatical competence based on authentic texts. *International Journal of English Linguistics, 1*(2), 148–154.

Soruç, A. (2011). Teachers and students perceptions regarding portfolio assessment in an EFL context: *A Cops and Robbers Chase. Selçuk University Journal of Social Sciences, 25*, 227–236.

Erdoğan, T., & Yurdabakan, İ. (2011). Secondary school students' opinions on portfolio assessment in EFL. *The International Journal on New Trends in Education and Their Implication, 2*(3), 63–72.

Ağcam, R. (2012). Investigating the written assessment practices of Turkish teachers of English at primary education. *The Journal of Language and Linguistic Studies, 8*(2), 119–136.

Uslu, Z. (2012). An evaluation of German student teachers within the context of learner autonomy. *Çukurova University Faculty of Education Journal, 41*(1), 60–69.

320 / *RumeliDE* Journal of Language and Literature Studies 2018.12 (October)

A Qualitative Analysis of Articles on The Subject of Assessment and Evaluation in Foreign Language Teaching in Turkey / N. Arslan, E. Kartal (p. 309-322)

Hatipoğlu, Ç. (2013). First stage in the construction of METU Turkish English exam corpus (METU TEEC). *Boğaziçi University Journal of Education, 30*(1), 2–23.

Koçoğlu, Z. B. (2013). The role of English language proficiency on student evaluation of instructor. *Journal of Theory and Practice in Education, 9*(1), 60–72.

Köksal, H. (2013). Lerntypbestimmung im daf-unterricht: Tendenzen und evaluationen in der vorbereitungsklasse der Universität Trakya. [Investigating learning type in German language teaching: Tendencies and evaluations in preparatory classes at Trakya University]. *Hacettepe University Journal of Education, 28*(3), 304–318.

Oruç Ertürk, N., & Güryay, B. (2013). Yabancı dil öğretiminde ders kitabı seçimi [Choosing course book in foreign language education]. *The Journal of International Social Research, 6*(27), 398–407.

Sarıçoban, A., & Can Daşkın, N. (2013). An evaluation of the 9th grade local and the international English coursebooks in terms of language skills and components. *Procedia - Social and Behavioral Sciences 70*, 997 – 1001.

Han, T., & Kaya, H. İ. (2014). Turkish EFL teachers' assessment preferences and practices in the context of constructivist instruction. *Journal of Studies in Education, 4*(1), 77–93.

Demir, A., & Genç, A. (2014). Yabancı dil öğretmeninin sınıf içi davranışlarını belirlemeye yönelik gözlem formu geliştirme uygulama-değerlendirme [Developing an observation report in order to determine the behavior of a foreign language teacher-application-evaluation]. *Turkish International Journal of Special Education and Guidance & Counselling, 3*(1), 36–45.

Öz, H. (2014). Turkish teachers practices of assessment for learning in the English as a foreign language classroom. *Journal of Language Teaching and Research, 5*(4), 775–785.

Özkan, N., Demir, G., & Balçıkanlı, C. (2014). ELT student teachers' evaluations of their program in terms of reflective teaching. *Ufuk University Journal of Social Sciences, 3*(5), 77–89.

Salı, P., & Gürsoy, E. (2014). Evaluation of a language course within the framework of socially responsible teaching. *ELT Research Journal, 3*(3), 140–152.

Sarı, İ., Ülgü, S., & Ünal, S. (2014). Materials evaluation and development syllabus setting and learner needs. *International Journal of Teaching and Education, 2*(2), 60–65.

Tanyer, S., & Öztürk, Y. (2014). Pre-service English teachers' vocabulary learning strategy use and vocabulary size: A cross-sectional evaluation. *Journal of Language Teaching Research, 5*(1), 37–45.

Aydoğan, H., & Akbarov, A. (2015). Subjective assessments of multiple intelligences among Bosnian and Turkish students. *Problems of Education in the 21st century, 67*, 1–10.

Aydoğdu, C. (2015). Les opinions des étudiants sur le cours *Évaluation et adaptation de matériels pédagogiques* [Student perceptions on the *Materials development and evaluation* course]. *Humanitas-International Journal of Social Sciences, 3*(5), 33-48.

Cirit, N. C. (2015). Assessing ELT pre-service teachers via Web 2.0 tools perceptions toward traditional online and alternative assessment. *The Turkish Online Journal of Educational Technology, 14*(3), 9–19.

Demirezen, M. (2015). Evaluation of the production of the intonation of adverb clauses with Time by Turkish English Teachers: A demonstration by computer application. *The Anthropologist, 22*(2), 157–166.

Ekmekçi, E. (2015). Distance education in foreign language teaching evaluations from the perspectives of freshman students. *Procedia - Social and Behavioral Sciences, 176*, 390–397.

Hatipoğlu, Ç. (2015). English language testing and evaluation (ELTE) training in Turkey: expectations and needs of pre-service English language teachers. *ELT Research Journal, 4*(2), 111–128.

Kahraman, S. (2015). An evaluation of an English language teaching education program in terms of teacher autonomy. *International Online Journal of Education and Teaching, 2*(2), 53–66.

*RumeliDE* Dil ve Edebiyat Araştırmaları Dergisi 2018.12 (Ekim)/ **321**

Türkiye'de Yabancı Dil Öğretimi Alanında Yapılan Ölçme-Değerlendirme Temalı Makaleler Üzerine Nitel Bir Çözümleme / N. Arslan, E. Kartal (309-322. s.)

Mirici, İ., & Hergüner, S. (2015). A digital european self-assessment tool for student teachers of foreign languages. *The Turkish Online Journal of Educational Technology, 14*(1), 1–10.

Toköz Göktepe, F. (2015). An evaluation of two ESP course books using revised Bloom Taxonomy. *The Online Journal of New Horizons in Education, 5*(1), 53–60.

Ağçam, R. & Babanoğlu, P. (2016). Students' perceptions of language testing and assessment in higher education. *Universitepark bulletin, 5*(1–2): 66–77

Akın, G. (2016). Evaluation of national foreign language test in Turkey. *Asian Journal of Educational Research, 4*(3), 11–21.

Altmışdört, G. (2016). Assessment of language learners' strategies: Do they prefer learning or acquisition strategies. *Educational Research and Reviews, 11*(13), 1202–1216.

Böcü, A. B., & Razı, S. (2016). Evaluation of textbook series life in terms of cultural components. *Journal of Language and Linguistic Studies, 12*(2), 221–237.

Büyükkarcı, K. (2016). Identifying the areas for English language teacher development: A study of assessment literacy. *PEGEM Journal of Education & Instruction, 6*(3), 333–346.

Çavuşoğlu Deveci, C., Arslan Buyruk, A., Erdoğan, P., & Yücel Toy, B. (2016). İngilizce konuşma becerisinin öğretimine ilişkin ihtiyaçların değerlendirilmesi [Needs assessment regarding teaching of English speaking skill]. *Turkish Studies, 11*(14), 915–934.

Çelik, H., & Topkaya, E. (2016). Evaluation of the methodology of an ESP reading skills course for undergraduate medical students: Outsider perspective. *Procedia-Social and Behavioral Sciences, 232*, 326–331.

Dülger, O. (2016). Evaluation of EFL coursebooks taught in Turkey based on teachers views. *Journal of Advances in English Language Teaching, 4*(1), 1–11.

Kuşçu, E., Aslan, E., & Coşkun, O. (2016). Yabancı dil Fransızca öğretimi ders kitabı *Francofolie 1*'de ölçme-değerlendirme [Assessment and evaluation activities in French teaching textbook *Francofolie 1*]. *Ordu University Journal of Social Science Research, 6*(14), 82–104.

Özer, Ö., & Tanrıseven, I. (2016). The effect of portfolio based writing assessment on the development of writing skills of EFL students. *International Online Journal of Educational Sciences, 8*(3), 35–45.

Bergil, S. A., & Sarıçoban, A. (2016). Milestone in English language teacher education: How to use european profiling grid in the assessment of prospective EFL teachers qualifications. *Journal of Language and Linguistic Studies, 12*(2), 206–220.

Bergil, S. A., Erdem, G., & Sarıçoban, A. (2016). Amasya il merkezinde görev yapan İngilizce öğretmenlerinin yeterliklerinin öz-değerlendirme yoluyla incelenmesi [The investigation of the competences of English language teachers working in Amasya province via self-assessment]. *Electronic International Journal of Education, Arts and Science*, 2(4), 106–125.

Ünver, M. M., Aydın, B., & Eş, Ş. (2016). A preliminary study on oral performances of English learners in L1 and L2. *Anadolu Journal of Educational Sciences International, 6*(2), 64–89.

Üstünbaş, Ü., & Ortaçtepe, D. (2016). EFL learners' use of formulaic language in oral assessments: A study on fluency and proficiency. *Hacettepe University Journal of Education, 31*(3), 578–592.

Aslım Yetiş, V. (2017). Les grilles d'évaluation critériée pour évaluer des performances: Exemples pour la production écrite [Rubrics for performance assessment: Examples for writing]. *Journal of Uludag University Faculty of Education, 30*(2), 683–703.

Aşık, A. (2017). A sample corpus integration in language teacher education through course book evaluation. *Journal of Language and Linguistic Studies, 13*(2), 728–740.

Balçıkanlı, C. (2017). An evaluation of a self-access center through EFL learners' eyes. *Turkish Online Journal of English Language Teaching, 7*(1), 1-10.

Celen, K. M., & Akcan, S. (2017). Evaluation of an ELT practicum programme from the perspectives of supervisors, Student Teachers and Graduates. *Journal of Teacher Education and Educators, 6*(3), 251–274.

Cinkara, E., & Özen Tosun, Ö. (2017). Face validity study of a small-scale test in a tertiary-level intensive EFL program. *Bartın University Journal of Faculty of Education, 6*(2), 395–410.

Çakır, A., & Güngör, M. N. (2017). Pre-service teachers' evaluation of practices in teaching English to young learners according to 21st century teacher qualifications. *Journal of Language and Linguistic Studies, 13*(1), 244–259.

Denizci, C. (2017). Évaluation multimodale des erreurs commises par les apprenants turcophones de FLE [Multimodal evaluation of errors made by Turkish FFL learners]. *Revue du Centre Européen d'Etudes Slaves, 6*, 1–11.

Dündar, E., & Merç, A. (2017). A critical review of research on curriculum development and evaluation in ELT. *European Journal of Foreign Language Teaching, 2*(1), 136–168.

Dündar, F., Şahinkayası, Y., & Şahinkayası, H. (2017). Perceptions of lower level EFL students on corpus-based grammer learning. *Turkish Studies, 12*(34), 163–176.

Han, T., & Huang, J. (2017). Examining the impact of scoring methods on the institutional EFL writing assessment: A Turkish perspective. *A Journal of Language Teaching and Learning PASAA, 53* (January-June 2017), 112–147.

Kalay, D. (2017). Foreign language learners' evaluation of lexical competence and performance. *Journal of Education and Practice, 8*, 78–88.

Kızılet, E., & Özmen, K. S. (2017). ICT integration in Turkey: Evaluation of English language E-content of the FATİH project. *The Turkish Online Journal of Educational Technology, 16*(4), 33–41.

Özdemir Yılmazer, M., & Özkan, Y. (2017). Classroom assessment practices of English language instructors. *Journal of Language and Linguistic Studies, 13*(2), 324–345.

Özdemir Yılmazer, M., & Özkan, Y. (2017). Speaking assessment perceptions and practices of English teachers at tertiary level in the Turkish context. *Language Learning in Higher Education, 7*(2), 371–391.

Polat, M., & Akay, E. (2017). Raters' prejudices in oral performance assessment. *European Journal of English Language Teaching, 3*(2), 15–32.

Sönmez Akalın, T., & Sarıgül, E. (2017). The effects of formative assessment on learner autonomy of Turkish adult EFL learner. *The Journal of Academic Social Science, 5*(51), 539–552.

Ünver, M. M., & Şahin, M. D. (2017). An exploration of the effectiveness of a language proficiency test for student mobility. *European Journal of Foreign Language Education, 2*(2), 158–16

Şimşek, T., & Müftüoğlu, A. C. (2017). Practicum experiences of student teachers studying at ELT department: An evaluation from the real actors. *International Journal of Language Academy, 5*(5), 106–122.

Yılmaz Yakışık, B., & Çakır, A. (2017). Dynamic assessment of prospective English teachers' speaking skills. *European Journal of English Language Teaching, 2*(1), 22–53.