

YENİ QIYMƏTLƏNDİRMƏ VƏ DƏYƏRLƏNDİRMƏ TƏLİMƏTİ ÇƏRÇİVƏSİNDƏ ORTA MƏKTƏB İNGİLİS DİLİ MÜƏLLİMLƏRİNİN YENİ İNGİLİS DİLİ İMTAHANLARINA MÜNASİBƏTLƏRİNİN TƏHLİLİ

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ANNOTASIYA

Bu tədqiqat yeni qiymətləndirmə və dəyərləndirmə qaydalarının ingilis dili tədrisinə təsirini araşdırmaq və Türkiyənin Uşak vilayətində fəaliyyət göstərən orta məktəblərin ingilis dili müəllimlərinin bu dəyişikliklərlə bağlı fikirlərini müəyyənləşdirmək məqsədilə aparılıb. Tədqiqatda qarışıq tədqiqat metodundan istifadə edilib. Məlumatlar 94 müəllimdən toplanıb. Tədqiqatın nəticələri açıq tipli dinləmə və danışiq imtahanlarının tətbiqi zamanı müxtəlif çətinliklərin mövcud olduğunu göstərib. Müəllimlər əsas problemlər kimi infrastruktur çatışmazlıqlarını, peşəkar hazırlığın kifayət etməməsini və dəyişikliklərin plansız tətbiqini qeyd ediblər. Həmçinin imtahanların hazırlanması və qiymətləndirilməsi prosesində, xüsusilə danışiq bacarıqlarının qiymətləndirilməsi zamanı şagirdlərdə yüksək həyəcan səviyyəsinin müşahidə olunduğu müəyyən edilib. Dinləmə imtahanlarında texniki təminatın çatışmazlığı, yazılı, danışiq və dinləmə qiymətləndirmələrinin birgə tətbiqinə əsaslanan yeni qiymətləndirmə sisteminin isə müəllimlərin iş yükünü artırdığı, qiymətləndirmənin ədalətliliyi ilə bağlı narahatlıqlar yaratdığı müəyyən edilib. Əldə olunan nəticələr qiymətləndirmə sisteminin daha səmərəli tətbiqi üçün dəyişikliklərin mərhələli şəkildə həyata keçirilməsinin, müəllimlərə zəruri dəstəyin göstərilməsinin və təhsilə yönümlü yanaşmanın tətbiqinin vacibliyini göstərir.

Açar sözlər: Orta məktəb, ingilis dili müəllimləri, yeni qiymətləndirmə və dəyərləndirmə qaydası, ingilis dili fənni üzrə imtahanlar, Türkiyə.

ANALYZING SECONDARY SCHOOL ENGLISH TEACHERS' PERSPECTIVES ON NEW ENGLISH COURSE EXAMINATIONS WITHIN THE SCOPE OF THE NEW ASSESSMENT AND EVALUATION DIRECTIVE

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ABSTRACT

This study investigates the effects of the new assessment and evaluation regulations on English language teaching and explores the perspectives of secondary school English teachers regarding these changes in Uşak Province, Türkiye. A mixed-methods research design was employed, and data were collected from 94 English teachers. The findings revealed several challenges associated with the implementation of open-ended listening and speaking examinations. Teachers identified inadequate infrastructure, insufficient professional training, and the unplanned implementation of the new regulations as the major challenges. In addition, the study found that students experienced high levels of anxiety during both the preparation and assessment processes, particularly in speaking assessments. It was also found that inadequate technical resources hindered the effective administration of listening examinations, while the new assessment system, which integrates written, listening, and speaking assessments, increased teachers' workload and raised concerns about the fairness of the assessment process. The findings suggest that the new assessment system can be implemented more effectively through the gradual introduction of the reforms, the provision of adequate professional support for teachers, and the adoption of a learner-centered approach.

Keywords: Secondary school, English language teachers, assessment and evaluation regulations, English language examinations, listening assessment, speaking assessment, learner-centered assessment.

INTRODUCTION

Assessment and evaluation have become central components of educational reforms worldwide, particularly in foreign language education, where there has been a growing shift from knowledge-based testing to competency-based assessment. Contemporary approaches emphasize assessing learners' communicative competence through the integrated evaluation of the four fundamental language skills—listening, speaking, reading, and writing—rather than relying solely on traditional written examinations. This shift reflects the principles of communicative language teaching and the recommendations of international frameworks such as the Common European Framework of Reference for Languages (CEFR), which advocate authentic and performance-based assessment practices (Council of Europe, 2001).

In parallel with these international developments, Türkiye introduced significant changes to its national assessment and evaluation system through the Measurement and Evaluation Regulation published in 2023. One of the most notable reforms concerns foreign language courses, where written examinations are now complemented by listening and speaking assessments. Accordingly, students' achievement is evaluated through a combination of written, listening, and speaking examinations, representing a substantial departure from the previous assessment system that primarily emphasized written tests. While these reforms aim to improve the assessment of communicative language competence, they also require teachers to adopt new assessment practices and assume additional instructional and evaluative responsibilities.

Recent studies have highlighted the pedagogical importance of assessing the four language skills and have emphasized the contribution of formative and performance-based assessment to language learning (Brown, 2004; Bachman & Palmer, 1996; McNamara, 2000). Previous research has also examined various aspects of language assessment, including the measurement of listening, speaking, reading, and writing

skills, as well as the role of assessment in improving teaching and learning processes. However, much of this literature has focused on theoretical approaches, assessment instruments, or student achievement, whereas teachers' experiences with implementing newly introduced national assessment policies have received comparatively limited attention.

Although previous studies have examined language assessment practices and the importance of assessing four language skills, little is known about secondary school English teachers' experiences and perceptions regarding the implementation of the newly introduced assessment and evaluation directive in Türkiye. Since teachers are the primary implementers of educational reforms, understanding their experiences is essential for identifying practical challenges, evaluating the effectiveness of the new system, and informing future policy decisions. Therefore, this study aims to examine the effects of the new assessment and evaluation directive on English language teaching and to explore secondary school English teachers' perspectives on its implementation.

Assessment and evaluation, one of the basic components of education systems, play a critical role in determining the effectiveness of students' learning processes. Assessment in education means systematic determination of students' knowledge and skills, while evaluation means interpreting this information and making decisions about the educational process. These two concepts are of great importance in shaping educational policies, developing teaching methods, and increasing student achievement. According to Stiggins (2014), these critically important components of the educational process take up almost one-third of teachers' working time.

Defining assessment as the process of selecting the necessary tools to numerically express certain characteristics of individuals according to certain rules and methods, Akarsu (2018) states that assessment is the process of collecting all necessary data for the purpose of making decisions about the academic development of

individuals (students), which is divided into two parts as qualitative and quantitative, and making past or forward-looking predictions in the light of the data. Assessment and evaluation in education and training processes have a great importance in terms of understanding and improving learning. Formative assessment is an effective method that aims to improve students' skills and knowledge levels. This approach not only identifies students' current knowledge but also supports the learning journey by providing guiding feedback on the teaching process. As stated in Yalaki's (2010) study, in order for formative assessment to be useful, the feedback provided should be of high quality, and this feedback should be accurately evaluated by the students. In this respect, the active role of both teachers and students in this process is a fundamental element in improving learning outcomes.

Another important dimension of assessment and evaluation is summative assessment. Unlike formative assessment, summative assessment is generally administered at the end of the learning process to measure students' overall achievement and evaluate the effectiveness of instructional programmes. This type of assessment is usually applied at the end of the learning process and is used to measure the overall achievement of students or the impact of the programme. In Taşköprü and Etki's (2023) research, the role of summative assessment in the final stage of the language learning process was emphasized. This method is an effective tool for analyzing the adequacy of students' acquired knowledge and evaluating the overall effectiveness of teaching programmes. Formative and summative assessment, with their complementary functions, play an important role in improving the quality of educational processes. The role of measurement and evaluation in education can be expressed as a critically important process that directly affects both the individual learning experiences of students and the overall quality of education. Boz and Boz (2005) reported that formative assessment contributes positively to the learning process by supporting

students' learning and providing continuous feedback. These findings suggest that educators should continuously review and refine their assessment practices to enhance student learning and improve instructional effectiveness. Reshaping teaching processes by incorporating student feedback can make learning processes more effective and better aligned with students' learning needs. Educators' effective integration of student feedback into their practices can make significant contributions to improving teaching processes and increasing student achievement. For example, in Barker and Gruning's (2014) study, faculty members stated that feedback offers a variety of resources to improve teaching processes, such as formal assessments, analyses of student performance, and direct requests from students regarding teaching methods, course content, and classroom practices. By responding to such feedback, educators can adapt their instructional practices to better address students' needs and improve learning outcomes.

In addition, the use of student feedback also allows for the improvement of teaching quality. In a meta-analysis study conducted by Karaman (2021), it was investigated how formal assessment methods support student learning. According to the results of the study, student-initiated feedback had a large effect ($d=1.16$), and mixed feedback ($d=.83$) also contributed significantly. These findings suggest that educators' diversification of instructional strategies by taking student feedback into account can create positive changes in learning outcomes. Incorporating student feedback into course processes can improve the learning environment by providing more interaction and participation.

A study by Lama (2023) on how educators can integrate student feedback into their courses addressed how reflective teaching journals can be used in this process. In the study, it was stated that medical students used reflective diaries to improve their teaching skills and received feedback in this process. Reflective diaries stand out as a tool that can help educators evaluate and improve their teaching practices. This

method enables educators to systematically evaluate student feedback and enhance the quality of their teaching practices. Integrating student feedback into courses can also lead to the development of innovative teaching approaches. Yang and Jiang (2024) examined how generative artificial intelligence can be used in business English teaching. The study reveals that the possibilities offered by AI in terms of delivering personalized course content, simulating real-life communication scenarios, and providing instant feedback can improve the quality of teaching. By utilizing such opportunities offered by technology, educators can use student feedback more effectively and enrich their teaching processes.

Literature Review

The four core language skills - listening, speaking, reading, and writing - play a critical role in foreign language teaching. These skills form the basic building blocks of the language learning process, enabling learners to develop their communicative competence. Each skill represents different aspects of language, and effective measurement of these aspects is vital for the evaluation and improvement of teaching processes (Council of Europe, 2001). In this context, it can be stated that a holistic and balanced approach to listening, speaking, reading, and writing skills in foreign language teaching enables students to develop their linguistic competencies as well as their communicative competencies in a comprehensive manner.

Listening, one of the four core language skills in foreign language teaching, serves as the foundation for language acquisition and the development of other language skills. Especially in communication-oriented language teaching, listening skills form a basis for students to develop other language skills. While listening skills improve students' ability to understand the spoken language, they also help them to prepare for the communication situations they will encounter in real life. Listening activities increase students' ability to interpret verbal and non-verbal communication elements, which

contributes to their understanding of how language is used in social contexts (Vandergrift, 2004).

Speaking skills directly affect students' ability to express themselves and interact with others. Measuring this skill is critical for tracking students' progress in elements such as fluency, correct pronunciation, and grammar usage. Speaking practice not only supports the development of linguistic competencies but also helps students to communicate effectively in social contexts. Interaction-oriented speaking activities enable students to expand their vocabulary, gain intercultural awareness, and understand the pragmatic dimensions of language (Brown, 2004). It also provides a favorable learning environment for students to overcome the fear of making mistakes and become more courageous in communicating in real life. Such activities increase students' motivation for language use by emphasizing that language is not only an academic skill but also a social tool.

Reading skill encompasses students' ability to understand, interpret, and analyze written texts. Reading is an important means of acquiring cultural and contextual knowledge as well as understanding the structural features of language. Measuring this skill helps students develop reading strategies and critical thinking skills (Grabe, 2009). In order to measure reading comprehension skills in a foreign language, it is important to determine the levels of comprehension and to determine which items will be prepared for which levels in the measurement process. It is necessary to determine the number of words in reading texts, text and discourse types, item types, item numbers, and cognitive competences in order to create equivalent test forms for measuring reading comprehension skills (Alaca, Özmen & Kırömeroğlu, 2024).

Writing skills reveal students' ability to organize, express, and communicate their thoughts. Regular assessment of writing activities supports students' progress in grammar, vocabulary, and writing structure as well as their creative and analytical thinking skills (Hyland, 2003). Inal (2006) defines the development of writing

skills in a foreign language as a comprehensive process that involves interaction with a series of sub-skills, as in the native language. Anadol (2024) also emphasizes the importance of adopting a holistic approach in language teaching in order to support the development of writing skills in a foreign language.

Systematic assessment of the four basic language skills is necessary not only for the assessment of students' language proficiency but also for the improvement of curricula and teachers' pedagogical practices. By using the data obtained from assessment and evaluation processes, teachers can update their teaching strategies, develop differentiated teaching methods for individual student needs, and consequently improve the quality of education (Bachman & Palmer, 1996; McNamara, 2000).

Within the scope of the Measurement and Evaluation Regulation of the Ministry of National Education published in the Official Gazette of the Republic of Türkiye in September 2023, important changes took effect in terms of the content and implementation principles of foreign language examinations. Under the new assessment and evaluation directive introduced by the Ministry of National Education, classroom English teachers are responsible for preparing, administering, and assessing written, listening, and speaking examinations. Accordingly, teachers are required to develop open-ended written examination questions as well as listening and speaking assessment tasks in line with the curriculum outcomes.

As part of the amendments, a statement such as "Exams for Turkish / Turkish language and literature and foreign language courses are conducted in written and practical exams to measure listening, speaking, reading, and writing skills" has been added to the relevant regulation. According to the new measurement and evaluation regulation, a directive has also been published on how the exams will be evaluated. In the relevant directive, it is stated that the exam scores of Turkish and foreign language courses (such as English, German, etc.) will be calculated by taking 50% of the written exam,

25% of the listening exam, and 25% of the speaking exam (General Directorate of Measurement, Evaluation and Examination Services, 2023).

Research Aim and Research Questions

In this current research, an attempt is made to analyze the effects of the changes made within the scope of the new assessment and evaluation regulation on English language teaching and the views of secondary school English language teachers on this issue.

- What are the perceived effects of the changes introduced by the new assessment and evaluation directive on English teachers' assessment practices, instructional processes, and professional responsibilities?
- What are the opinions and suggestions of secondary school English teachers about the new assessment and evaluation directive?

METHOD

Research Design

In this study, which aims to determine the views of secondary school English teachers on the renewed English course exam format within the scope of the new assessment and evaluation directive, "Simultaneous Embedded Design", which is one of the mixed methods, was used. The researcher adopted this design because the study involved the systematic collection, analysis, and reporting of both quantitative data obtained from the closed-ended questionnaire items and qualitative data obtained from the participants' responses to the open-ended questions. Similar to the simultaneous triangulation design, both types of data were collected concurrently, analysed separately, and integrated during the interpretation of the findings. However, quantitative or qualitative data are usually emphasised. In these designs, since one type of data is within the other, less importance is given to the data type inside. This design is carried out in order to gain a wide perspective on the subject being studied (Baki & Gökçek, 2012). In this research, quantitative data were

focused on, and qualitative data were used to support the quantitative data. The methodological path followed in the research process is shared in Figure 1 as a diagram.

Participants

The study group comprises 94 secondary school English teachers working in Uşak city center. In sample selection, the convenience sampling technique, one of the purposive sampling methods, was adopted. Büyüköztürk et al. (2018) define the purposive sampling method as selecting the population with the widest and richest knowledge for the main purpose of the research and conducting in-depth research. A convenience sampling technique was employed in this study. According to Yıldırım and Şimşek (2016), convenience sampling involves selecting participants who are readily accessible to the researcher, enabling the research process to be conducted more efficiently. With the assistance of the Uşak Provincial Directorate of National Education, secondary school English teachers working in public schools were invited to participate in the study. Participation was voluntary, and only teachers who agreed to participate were included in the research.

Analyzing Table 1, which shows the demographic characteristics of 94 secondary school

English teachers who participated in the research, it is evident that 87.2% (f: 82) of the participants are 'Female' and 12.8% (f: 12) are 'Male'. Analysis of the graduation information shows that they graduated from three different faculties. 75.5% (f: 71) of the participants graduated from 'Faculty of Education', 18.1% (f: 17) from 'Faculty of Arts and Sciences' and 6.4% (f: 6) from 'Open Education Faculty' (Distance education faculty) When the distribution of graduation degrees is analyzed, it is seen that the majority of the participants are 'Bachelor's Degree' graduates. This rate is 91.5% (f: 86). The rate of 'Master's' graduates was 7.4% (f: 7), while the rate of 'Doctorate' graduates was 1.1% (f: 1). When the participants' years of seniority in teaching are analyzed, it is understood that 48.9% (f: 46) have "16-20 years", 28.7% (f: 27) have "11-15 years", 11.7% (f: 11) have "21 and over", 9.6% (f: 9) have "6-10 years" and 1.1% (f: 1) have "0-5 years" of professional experience.

Data Collection

The data collection instrument consisted of two parts. The first part included closed-ended questions designed to collect quantitative data regarding teachers' opinions about the new assessment and evaluation directive. The second

Figure 1 Diagram of the Methodological Route Followed in the Research Process

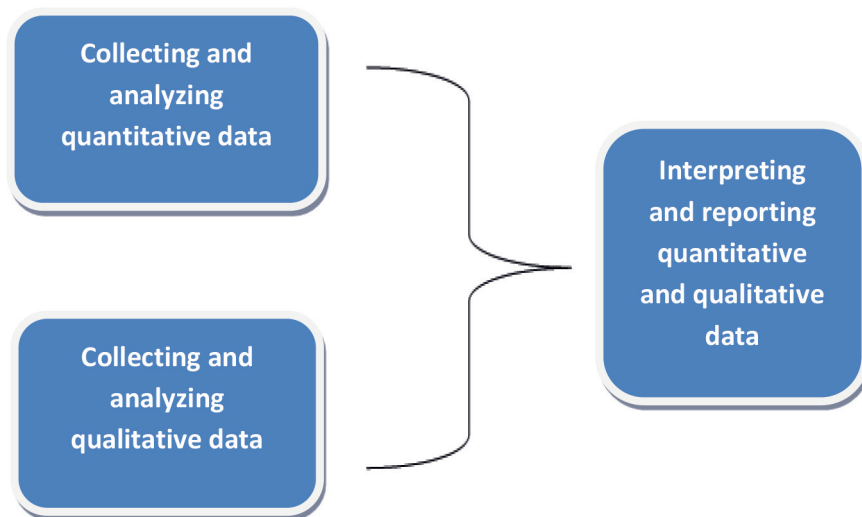


Table 1 Demographic Characteristics of Participants

Descriptive Statistics							
Gender		Graduation Faculty			Graduation Degree		
Female	Male	Faculty of Education	Faculty of Science and Literature	Faculty of Open Education	Bachelor's degree	Master's degree	PhD
f: 82	f: 12	f: 71	f: 17	f: 6	f: 86	f: 7	f: 1
% 87.2	% 12.8	% 75.5	% 18.1	% 6.4	%91.5	% 7.4	% 1.1

Experience Year				
0-5 Years	6-10 Years	11-15 Years	16-20 Years	21 and Over
f: 1	f: 9	f: 27	f: 46	f: 11
% 1.1	% 9.6	% 28.7	% 48.9	% 11.7

part consisted of two open-ended questions that aimed to obtain more detailed information about the participants' views, experiences, and suggestions concerning the timing and implementation of the changes introduced by the directive. While the quantitative data were analysed using descriptive statistics, the qualitative data obtained from the open-ended questions were analysed through content analysis.

The form of 'Determination of Secondary School English Teachers' Opinions on the Renewed English Course Exams within the Scope of the New Measurement and Evaluation Regulation' was used as a data collection tool. This form was developed by the researcher. In this form, there are 4 questions to determine the demographic characteristics of the participants and 10 questions to reveal their views on the renewed English language course exams. In order to test the content and construct validity of the form, the form was sent to 3 field experts online. After the feedback from the experts,

necessary corrections were made, and the form was finalized.

After this stage, the data collection tool was transferred to the electronic environment via Google Form. With the preparation of the Google form, the relevant forms were sent to the target audience electronically. They were given 2 days to answer the form, and at the end of 2 days, the form was closed for responses. After 2 days, which is the expiry time of the data collection tool, it was determined that a total of 98 participants responded to the form. The relevant answers were transferred to an Excel file by the researcher. At this stage, the responses were analyzed one by one, and it was checked whether there was any blank data or incorrectly filled data. As a result of the analyses, it was seen that 4 participants sent their answers blank or only by putting a dot mark. The answers of these 4 participants were removed from the data set by the researcher. Ultimately, the responses of 94 participants formed the data set

of the research. After these steps, the data analysis phase of the research was started.

Data Analysis

The data were analyzed in two sections: quantitative and qualitative. The quantitative data obtained during the research process were analyzed descriptively and shown on the graph as frequency. The responses received from the 11 quantitative questions in the data collection tool were transferred to an Excel file and analyzed using this file. The qualitative dimension of the study consisted of participants' responses to the open-ended questions included in the questionnaire. These responses were analysed using content analysis. The qualitative data received from the participants were reviewed one by one and categorized into positive, negative, and suggestion themes. The thematic distribution created allowed for a detailed analysis of the participants' views on the change in English language course exams. Qualitative data were mixed with quantitative data and presented in the findings section of the study. In the comments section under the related graphs, where the findings obtained from the quantitative data are shown, the participants' opinions are shared exactly as they were without any changes. These participants' views allowed for a deeper understanding of the graph.

Research Ethics

This study was conducted in accordance with the ethical standards required for research involving human participants. Prior to data collection, ethical approval was obtained from the Social and Human Sciences Scientific Research and Publication Ethics Committee of Uşak University. In addition, permission to conduct the study in public schools was obtained from the Uşak Provincial Directorate of National Education. Participation in the study was voluntary, and all participants were informed about the purpose and scope of the research. Informed consent was obtained from all participants, and confidentiality and anonymity were assured throughout the research process. No personal or identifying information was collected or dis-

closed. The study adhered to the principles of integrity, transparency, and respect for participants' rights.

FINDINGS

This section presents the findings organised around the research questions and supported by both quantitative and qualitative data. The findings obtained for the research objectives of the study are presented and interpreted in graphs. The qualitative conclusions obtained for the second sub-problem of the research are given by combining them with quantitative data under the graphs created for the first sub-problem.

Findings Related to Research

In the first research objective, the effects of the changes made in the new assessment and evaluation directive on English teachers were investigated. In this context, 11 questions were asked of the participating teachers. In the second research objective, 2 questions were asked to determine the opinions and suggestions of the participating teachers about the timing and implementation of the changes made for their courses. The findings obtained are shared below in the form of graphs. In addition, both the interpretation of the graph and the participants' opinions on the relevant data are also shared under the figures, where the findings obtained for the timing and implementation of the application are shown.

Figure 2 presents the distribution of participant teachers in terms of their engagement with the recently published regulations concerning English language teaching. Upon examining the data illustrated in the graph, it becomes evident that a substantial proportion of the participating teachers have taken the time to read and familiarize themselves with the amendments introduced specifically for the English language curriculum. This finding suggests a general awareness and responsiveness among teachers regarding policy changes in their field of instruction.

However, the data also indicate that a small group of participants reported not having read the updated regulations at all. This lack of engagement may be attributed to several possible factors, such as limited access to official documents, time constraints, or a perception that the changes do not significantly impact their day-to-day teaching practices. The presence of this minority group highlights the need for more effective communication strategies and professional development initiatives to ensure that all educators are adequately informed about regulatory updates that may affect their instructional responsibilities.

Figure 3 presents the distribution of the participating English language teachers' opinions on whether the changes introduced by the new assessment and evaluation regulation are appropriate for the nature of English language teaching. In this context, an analysis of the graph indicates that although almost half of the participants do not agree with the changes, a significant proportion of those find the relevant changes partially favorable. Considering those who answered yes or partially to this question together, it is clear that the proportion who responded positively to the changes made despite their drawbacks is higher than the proportion who responded negatively.

Figure 4 presents participants' views on the timing of implementing the changes to the ELT course. Participants answered 'Yes', 'No', or 'Partially' whether they think the timing of the relevant changes is correct or not. When the data in the graph are analyzed, a significant portion of participants reported that they did not find the timing correct. It is understood that the number of participants with positive or partially positive opinions on the timing is lower. This data shows that English teachers are not satisfied with the timing of the change. Participants who did not agree with the timing of the changes were asked why they did not find it correct, and the following responses were given: *"Training could have been given to teachers beforehand; it would have been more efficient if there had been preliminary preparation and planning."*

Figure 2 The Distribution of Participants According To Whether They Read the Section on English Language Teaching In the New Assessment and Evaluation Regulation

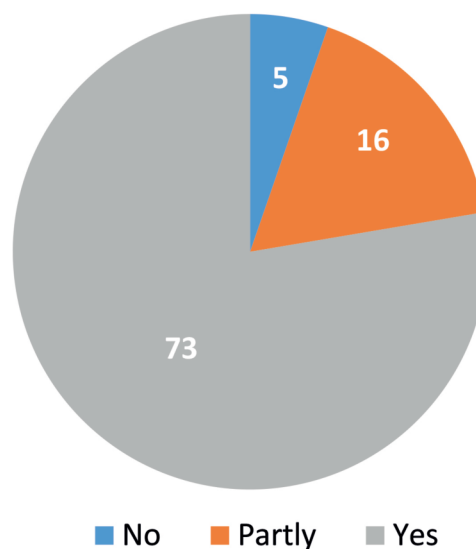


Figure 3 Distribution of Participants' Opinions on the Appropriateness of the Changes

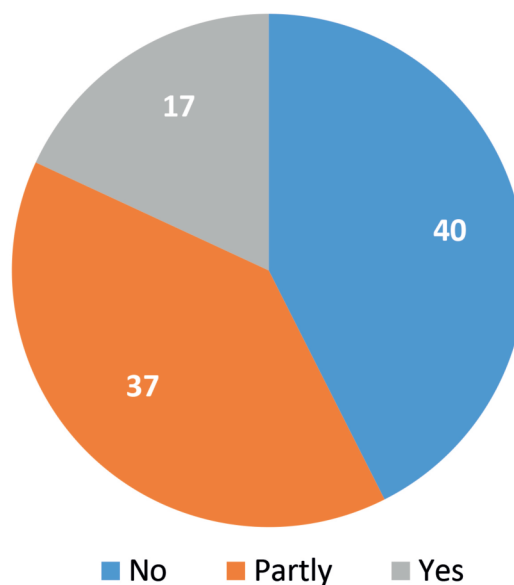


Figure 4 The Distribution of Whether the Participants Consider the Timing of the Implementation of the Changes to be Appropriate

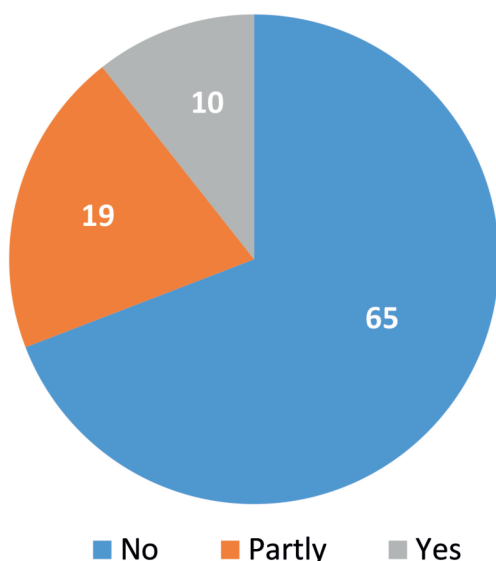
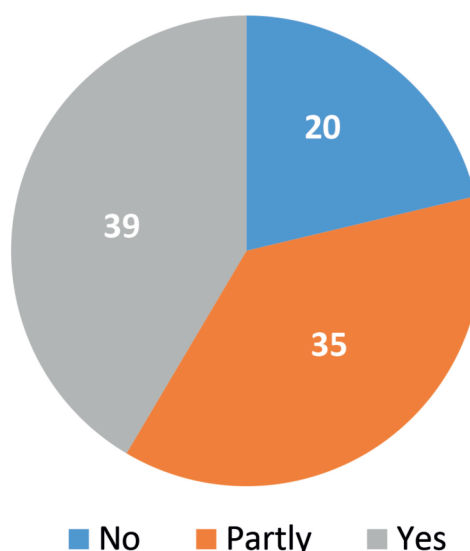


Figure 5 The Distribution of Whether the Participants Think It Is Appropriate To Ask Open-Ended Questions in Written Exams



"This system should have been introduced in stages, not all at once.", *"It should have been a pilot program this year. Next year, according to the pilot test, it could have been implemented in the rest of the country."* *"The timing is incorrect; it should have been implemented in the next academic year."* *"English lesson hours should have been increased, and then this change should have been applied."* *"The academic year 2025-2026 would have been more appropriate."* *"This system should have been implemented starting with the 5th grade and increasing the number of lessons."* *"I can't entirely agree that it would be right to go ahead at the same time all over Türkiye without a preliminary implementation."* As the participants' comments indicate, a sudden change to the new system without preparation directly affects teachers and students and indirectly negatively affects all education stakeholders.

Figure 5 illustrates the opinions of the teachers who participated in the study about the open-ended questions that started to be asked in English exams within the scope of the new

assessment and evaluation regulation. The participants answered "Yes", "No," or "Partly" whether asking the relevant question type was right. Analyzing the data in the graph, it is seen that a significant portion of the participants responded positively to open-ended questions in the exams when the answer "Partly" is considered together with the answer "Yes". It can be stated that the fact that open-ended questions contribute to students' creative thinking and self-expression skills may have enabled the participants to have a positive perspective towards such types of questions.

Figure 6 presents the opinions of the participants on whether they think it is correct to conduct listening exams within the scope of assessment and evaluation in an English course. Analyzing the data in the graph, it is understood that the majority of the participants consider the implementation of listening exams as a structurally correct approach in the assessment and evaluation of ELT courses. "Yes" and "Partly" were evaluated together since these answers have similar content in semantic terms. The

fact that the rate of participants who answered “No” is lower than the other options can be seen as a positive finding. Considering the importance of listening skills in foreign language acquisition, it is thought that it is important for instructors to have a positive attitude in measuring this skill.

Figure 7 depicts participants’ comments on speaking exams conducted as part of the assessment and evaluation in the ELT course. The participants stated ‘Yes’, ‘No,’ or ‘Partially’ whether they think the speaking exams applied within the scope of ELT assessment and evaluation are correct or not. Analyzing the answers given, it is seen that the majority of the participants accepted speaking exams as appropriate to the structure of the ELT course. Besides, the participants also mentioned speaking exams while expressing their views on the new assessment and evaluation directive. The following comments were made by some of the participants: *“Especially the speaking exam practice should be revised. We have a lot of problems even with the best students. Excessive anxiety is very dominant, and it is difficult to prevent, no matter what we do. Speaking should be evaluated at the time of the lesson, not at a separate time in exam mode.”* *“The fact that listening and speaking lessons are not taught separately but are assessed in a 3–4-hour lesson per week has no contribution or positive effect. Moreover, when we are tested in high school and university exams, we are at a loss as to what to teach our students and when and how to teach them.”* *“Due to the lack of English lessons, students are not able to practice listening and speaking sufficiently, and they get low grades in exams.”* *“The insufficient number of teaching hours creates the problem of spending separate time for speaking and listening.”* As can be understood from the comments of the participants, it can be stated that the insufficiency in the teaching hours is the main factor that negatively affects the speaking practices and exams.

Figure 8 contains statistics on whether the participants had difficulty in the process of preparing open-ended questions. Analyzing the

Figure 6 The Distribution of Whether the Participants Think It is Appropriate to Conduct Listening Exam

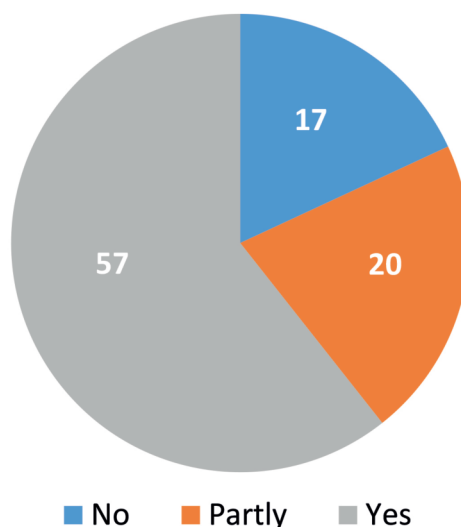
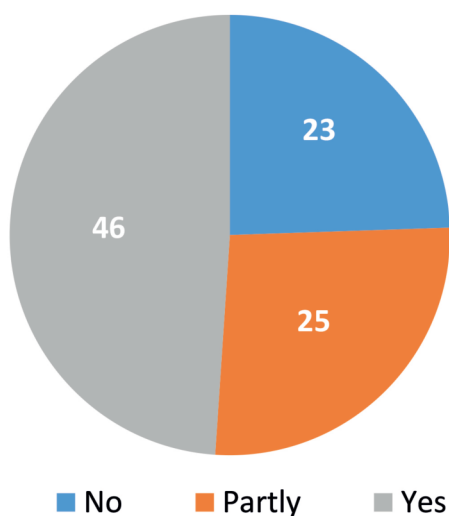


Figure 7 The Distribution of Whether the Participants Think It is Appropriate to Conduct Speaking Exam



answers of the participants, it is seen that a significant number of participants stated that they had difficulty in preparing open-ended questions. It is understood that a small number of participants stated that they did not have any difficulty in preparing this type of question.

It is clear that the inclusion of open-ended questions, which is one of the most important changes introduced within the scope of the new measurement and evaluation regulation, causes anxiety in the exam preparation process among English teachers. This anxiety is understood from the statements of the participants about the regulation. Some of the related statements are as follows: *"I think it would be more efficient to have a gradual transition. I think it is not a very logical practice to evaluate a student who is used to test measurement and evaluation in 8th grade with open-ended questions."* *"Hours of the course are not sufficient in terms of preparation and application of open-ended questions."* *"When there was a sudden change, students could not adapt very well. They are very far from open-ended questions. It could have been done gradually. Measuring 4 skills is very good, but it is a big workload in crowded schools. Reading 3 exams for a class and evaluating the average is a huge burden for us teachers. When my classes are between 45 and 60 students, I have a lot of difficulty, and my teaching hours are not enough for this. I raced with time, and I don't think I did effective measurement."* *"After*

the start of the academic year and all the planning and all the planning has been done, such an unplanned practice has done nothing but increase the stress of the students. Moreover, the student who had exam anxiety in the 8th grade did not know whether to study for the test or open-ended exams, and his anxiety increased many times more." It is understood from the participants' expressions that open-ended questions cause exam anxiety in students and anxiety in teachers about not being able to prepare appropriate questions. It can be stated that asking these types of questions challenges both students and teachers who are familiar with multiple-choice questions.

Figure 9 demonstrates the findings on whether the participants had difficulties in the process of preparing for listening exams. The teachers who participated in the research answered "Yes", "No," or "Partially" whether they had difficulty in preparing listening exams. According to the distribution in the graph, it is seen that the majority of the participants stated that they had difficulties or partial difficulties in preparing for listening exams. It can be stated that these types of exams were challenging for

Figure 8 The Distribution of Participants' Whether They Had Difficulties in the Process of Preparing Open-Ended Questions

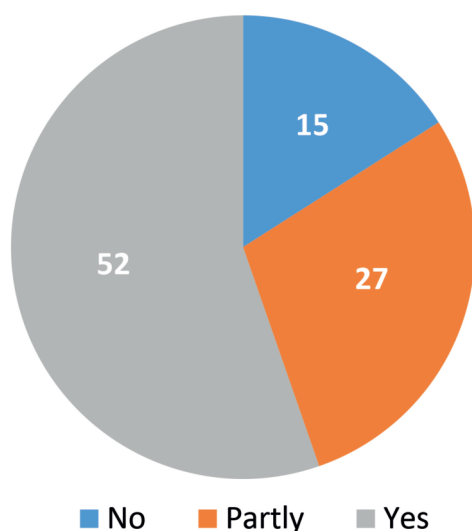
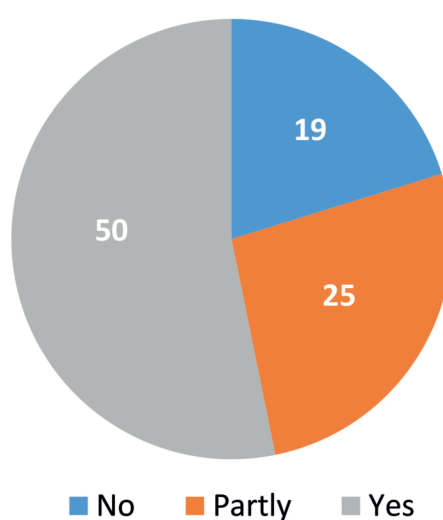


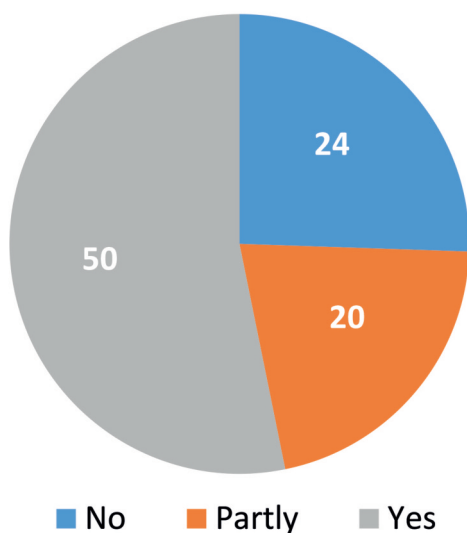
Figure 9 The Distribution of Participants' Whether They Had Difficulties in Preparing Listening Exam



the teachers since the previous assessment and evaluation directive had a single type of exam for English lessons, and there was no separate listening section. There are participant opinions that support this statement. The statements of the participants who expressed opinions about listening exams are as follows: *"Since we cannot teach listening activities effectively in our current lessons, our students generally fail in the listening exam."* *"Listening skills should definitely be measured, but this is very challenging in crowded classrooms and with inadequate equipment."* *"Not being able to find listening texts suitable for the level of my students was the most challenging factor for me."*

Figure 10 presents the distribution of the participants' responses regarding whether they experienced difficulties during the process of preparing for speaking exams in English classes. Upon analyzing the data illustrated in the graph, it becomes evident that a significant portion of the participating teachers encountered various challenges in the preparation and implementation of these exams. This suggests that speaking exams, although valuable in assessing communicative competence, present practical and pedagogical difficulties in real classroom contexts.

Figure 10 The Distribution of Participants' Difficulties Whether They Had in Preparing Speaking Exam



In addition to the quantitative data, qualitative responses provided deeper insight into the nature of these difficulties. Several teachers expressed concerns about the effectiveness, applicability, and fairness of the speaking component in English assessments. One participant remarked, *"The speaking exam should be revised. Unfortunately, speaking anxiety among students is very high. I also do not think that this skill is fully measured."* This comment highlights the psychological barrier that speaking anxiety poses for many students, potentially undermining the validity of the assessment.

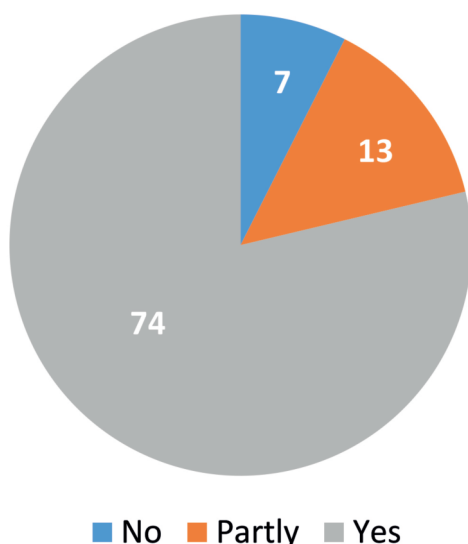
Another teacher emphasized the structural limitations within the curriculum, stating, *"Unfortunately, the insufficient number of teaching lessons has a negative impact on the necessary work and practice for the speaking test."* This points to the systemic issue of limited instructional time, which restricts students' opportunities to develop oral skills and for teachers to conduct meaningful speaking assessments.

A more critical stance was reflected in the statement, *"The speaking test should be cancelled,"* suggesting that some teachers view the current form of the speaking exam as impractical or ineffective under existing conditions. These perspectives indicate a need for revisiting the design, preparation process, and implementation of speaking exams, with greater consideration for students' emotional readiness, classroom realities, and the support teachers require to conduct reliable and valid assessments of speaking skills.

Figure 11 illustrates the distribution of the responses provided by English language teachers who participated in the study regarding whether they experienced difficulties in evaluating the newly structured exams, introduced as part of the revised assessment and evaluation directive. The exam types referenced by participants included open-ended, speaking, and listening components, all of which represent performance-based evaluation tools aligned with communicative language teaching principles.

An analysis of the data presented in the graph reveals that a considerable majority of

Figure 11 The Distribution of Participants' Difficulties Whether They Had in Evaluating the Exams



the teachers reported experiencing difficulties in evaluating these exam types. Since the listening and speaking examinations are designed, administered, and assessed by classroom teachers, many participants reported experiencing difficulties in implementing these assessment procedures. This indicates that, while the new directive aims to foster a more comprehensive assessment of language skills, its implementation poses practical challenges in classroom settings. A prominent issue highlighted by teachers is the complexity of calculating the final grade, which combines different skill-based assessments. According to the new directive, the final score is determined by assigning 50% weight to the written exam, 25% to the speaking exam, and 25% to the listening exam. Teachers expressed that this multi-component grading system, while pedagogically sound in theory, leads to confusion and added workload in practice. Managing the separate evaluation of three distinct skill areas, ensuring consistency and objectivity, and then accurately combining them into a final grade was described as both time-consuming and cognitively demanding.

Moreover, several participants indicated that this calculation method not only complicates

the evaluation process for teachers but also creates uncertainty and confusion for students. The students often struggle to understand how their final score is derived, which can affect their motivation and perception of fairness in the evaluation process. Teachers also reported that the lack of standardized rubrics or clearly defined criteria, especially for the speaking and listening components, further exacerbates the challenge, leading to inconsistencies in grading practices across classrooms. These findings point to the necessity of providing clear guidelines, standardized scoring tools, and professional development opportunities to ensure that teachers can implement the new directive effectively and equitably. Additionally, simplifying the evaluation process without compromising the holistic assessment of language skills may help reduce confusion and increase the reliability of student evaluations.

DISCUSSION & CONCLUSION

This study offers a detailed exploration of English teachers' perspectives on the recent changes introduced through the updated assessment and evaluation directive. While many participants reported familiarity with the modifications, their views diverged on aspects such as the accuracy, timing, and practical implications of these changes.

Regarding the first research question, the study examined how the regulations specifically impacted English courses. Some teachers highlighted the positive elements of the changes, while others raised concerns about their applicability to current educational contexts, noting that the modifications were only partially beneficial or, in some cases, misaligned with existing conditions. A recurrent critique centered on the abrupt implementation of these changes, which teachers felt lacked sufficient planning and preparation, leading to significant challenges.

The findings reveal that teachers experienced difficulties in preparing, administering, and assessing open-ended written examinations, as

well as in conducting listening and speaking assessments required under the new assessment and evaluation directive. Open-ended questions, despite their potential to encourage creativity and self-expression, caused anxiety due to the unfamiliarity of this format among both students and teachers. Similarly, while listening and speaking exams aim to evaluate essential language skills, their implementation was hindered by factors such as limited instructional time, large class sizes, and inadequate teaching materials.

For speaking exams, students' heightened anxiety emerged as a key concern, adversely affecting their performance. Many teachers advocated for a more natural assessment of speaking skills, integrated into regular classroom activities rather than formal exam settings. In the case of listening exams, teachers struggled with insufficient technical infrastructure and a lack of appropriate resources, which complicated both preparation and administration processes.

The study also highlighted significant issues of evaluating the new exam formats. The grading system, which combines scores from written, speaking, and listening exams in a 50-25-25 ratio, was a source of confusion for both teachers and students. This complexity not only increased teachers' workloads but also raised questions about the fairness and accuracy of the evaluations.

In summary, although the new regulations align with contemporary language teaching methodologies, several critical issues undermine their effectiveness. These include the lack of thorough planning and preparation, the abrupt nature of their implementation, and insufficient collaboration with key educational stakeholders.

Based on teachers' insights, the successful implementation of these changes requires a more gradual, needs-based approach. Adequate infrastructure, comprehensive teacher training, and a student-centered focus are essential to enhance the directive's effectiveness and sustainability.

To address the challenges identified in this study, several recommendations can be made. First, the transition to the new system should be phased, beginning with specific grades—such as 5th grade—and expanding gradually to allow adequate adaptation time for both teachers and students. Comprehensive teacher training programs are equally critical. Workshops and seminars focusing on practical strategies for designing and evaluating open-ended, listening, and speaking exams can bolster teachers' confidence and effectiveness.

Improving infrastructure and resources is another priority. Schools should be equipped with appropriate audio-visual tools and tailored materials to facilitate listening and speaking assessments. Additionally, increasing the number of English instructional hours would provide students with more opportunities to develop their skills and allow teachers sufficient time for meaningful implementation of the new methods.

Integrating speaking and listening assessments into regular lessons, rather than administering them as separate exams, could reduce student anxiety while providing a more authentic evaluation of their abilities. Simplifying the grading system is also necessary to minimize confusion and ease the workload on teachers, without compromising the reliability of the assessments.

To further support teachers, creating a centralized question bank with open-ended items designed for different proficiency levels would be highly beneficial. This resource could guide effective question preparation while reducing the burden on educators. Involving all stakeholders—teachers, students, and parents—is equally vital to ensure the directive's success. Regular feedback mechanisms should be established to monitor implementation and address emerging challenges.

Finally, addressing student anxiety, particularly in speaking exams, should be prioritized. Training teachers to foster a supportive and stress-free exam environment can improve students' confidence and performance.

A system of continuous monitoring and evaluation should also be implemented to ensure the directive's efficacy and adaptability based on empirical evidence and stakeholder feedback. By adopting these measures, the identified challenges can be mitigated, and the new assessment framework can significantly enhance English language education for teachers and students alike.

Limitations

This study is limited by the following factors:

Sample Size and Regional Limitation:

The study was conducted with 94 middle school English teachers working in a single province. Therefore, the findings may not be generalizable to teachers in other regions or educational contexts.

Nature of the Data Collection Tool:

The data were collected through self-reported questionnaires filled out by the teachers. This may have introduced subjectivity or social desirability bias into the responses.

Exclusion of Other Stakeholders:

The study focused solely on the views of teachers. The perspectives of other stakeholders, such as students, school administrators, and policymakers, were not included.

Temporal Limitation:

This is a cross-sectional study conducted within a specific time frame. As such, it does not provide information about how teachers' opinions may change over time.

Possible Misinterpretation of the Regulation Content:

Some participant teachers may have misunderstood or only partially read the new assessment and evaluation regulation, which could have affected the accuracy of their responses.

Statements of Publication Ethics

The study was conducted in accordance with the ethical principles of scientific research and publication. All stages of the research process adhered to the standards of honesty, transparency, and academic integrity.

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