

Turkish as a Foreign Language Teachers' Attitudes Towards Assessment and Evaluation

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ABSTRACT

The aim of this research is to determine teachers' attitude levels towards assessment and evaluation who teach Turkish as a foreign language and to examine them in terms of various variables. Survey method, one of the quantitative research methods, was used in the research. Teachers (n=233) who teach Turkish in various institutions participated in the research. "Personal Information Form" prepared by researchers and "Assessment and Evaluation Attitude Scale for Teachers" developed by Tezci (2019) were used as data collection tools in the research. As a result of the research, it was determined that on average the Turkish teachers' attitude scores towards assessment and evaluation is at a "high" level with 4.11. In addition, a significant difference was found between the Turkish teachers' attitudes towards assessment and evaluation and the variables such as professional experience, receiving training for assessment and evaluation in language teaching, analysing of prepared exams in terms of assessment and evaluation and perceiving themselves as literate in assessment and evaluation. No significant difference was found between the attitudes of those who teach Turkish towards assessment in terms of the faculty they graduated from, the institutions where they were employed, regular exam preparation status, the hardest skill to assess, and the hardest skill to evaluate. Although attitudes of teachers towards assessment and evaluation are found at a "high" level in the research, taking into consideration the fact that there are many deficiencies in terms of assessment and evaluation in teaching Turkish as a foreign language and 46% of the teachers in this study consider themselves moderately literate in terms of assessment and evaluation, suggestions were made that it is necessary to work on what other factors affect teachers' assessment and evaluation literacy.

Key words: Teaching Turkish As A Foreign Language, Turkish Teachers, Language Assessment Literacy, Attitude

INTRODUCTION

As in all fields of education, determining the effectiveness of the teaching program, detecting the appropriateness of teaching approach, methods and strategies, observing and predicting language development, identifying factors affecting the learning process and taking necessary steps and all similar processes in foreign language teaching are carried out through assessment and evaluation. In this context, it is extremely important for foreign language teachers to be literate in assessment and evaluation. "Language assessment literacy forms the knowledge base needed to conduct language assessment procedures, that is, to design, administer, interpret, utilize, and report language assessment data for different purposes" (Inbar-Lourie, 2008). According to Gürsoy (2017), the importance of the concept has been emphasized once again by describing the existence of teachers who are not literate in assessment and evaluation as "professional suicide of education". In this context, due to the low literacy of teachers working in the field of teaching Turkish as a foreign

language, it is observed that there are wrong practices and deficiencies (Boylu, 2019; Işıkoğlu, 2015; Özyalçın, 2019). For this reason, performing exams with low validity and reliability bring along many problems in the relevant field. In this context, Boylu (2019) states that although they have C1 certificates, students learning Turkish have difficulties in undergraduate, graduate and doctorate programs whose language is Turkish, due to language deficiency, as the most basic problem experienced. For this reason, it is an important need to study the assessment and evaluation literacy of the teachers in the relevant field and to identify the main factors affecting their literacy.

LITERATURE REVIEW

Giraldo (2018) stated that language teachers need to be able to provide high-quality assessments to improve students' language proficiency, but this is only possible if they have the knowledge and skills of language testing. In addition,

Giraldo (2018) categorized eight dimensions of LAL for language teachers as shown in Figure 1.

In this context, what is expected from foreign language teachers within the scope of assessment and evaluation literacy, according to Newfields (2006, p. 52), is an ability to:

- use a wide variety of assessment measures to assess students with minimal bias,
- construct, administer, and score tests in a particular field of expertise,
- evaluate the reliability, item difficulty, item facility, and content validity of tests within one's field of teaching,
- statistically determine where the cutoff point of a CRT examination should be,
- intervene appropriately if students engage in unethical behavior during a test, and
- communicate assessment results effectively to parents, peers, and students.

There are many factors (attitude, motivation, anxiety, perception of efficacy, belief, etc.) that affect teachers' assessment and evaluation literacy. Knowing to what extent these factors have an impact on literacy will guide to future studies to be carried out to increase the assessment and evaluation literacy of teachers. Quilter and Gallini (2000) state that attitude is one of the most fundamental factors affecting literacy as shown in Figure 2.

Within the scope of the above information, since there is no study examining the attitudes of Turkish teachers towards assessment and evaluation, in this study, the attitudes

of those teaching Turkish as a foreign language towards assessment and evaluation have been examined.

Assessment is defined as "the effort, operation and process of quantifying (digitizing) the qualities (features) of interest depending on the purpose, tool and possibilities" (Erkuş, 2012, p. 7); "observing a size and showing it with a unit of the same kind" (Kan, 2016, p. 3) and "observing any quality and expressing it with numbers and adjectives as a result of observation" (Turgut and Baykul 2014, p. 3). Evaluation, on the other hand, is defined as "making a decision by comparing the results of observation with a criterion or criteria" (Turgut and Baykul (2014, p. 68); "a process consisting of five basic components that involve determining and collecting relevant information to indicate the purpose of the education system, students having valuable and useful ideas in their lives and professions, analyzing and interpreting information to students, classroom management or classroom decisions" (Jabbarifar, 2009, p. 2) and "the decision made after assessing the extent to which students have achieved the skills or abilities they need to achieve" (Boylu, 2019, p. 7). Based on the definitions related to assessment and evaluation, it can be said that assessment and evaluation are two basic interconnected phenomena that make up a process. For this reason, an accurate evaluation will not be made after an incorrect and incomplete assessment process. Due to this reason, teachers who are the executives of the education and training process are expected to be sufficient

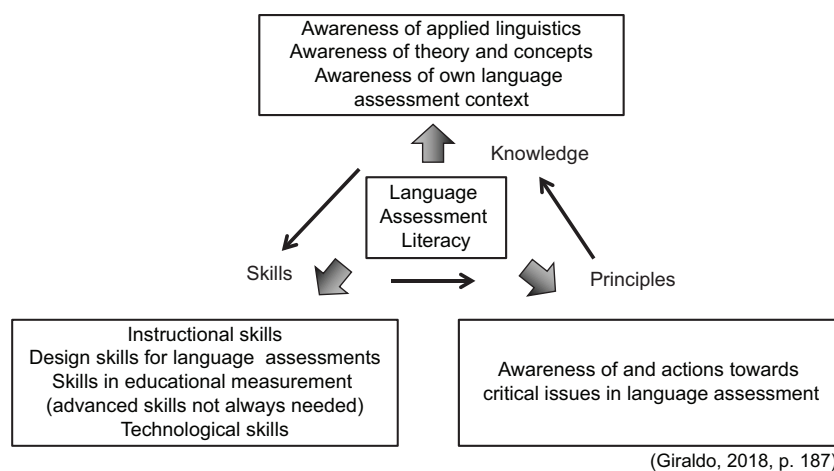


Figure 1. A core list of language assessment literacy dimensions: knowledge, skills, and principles

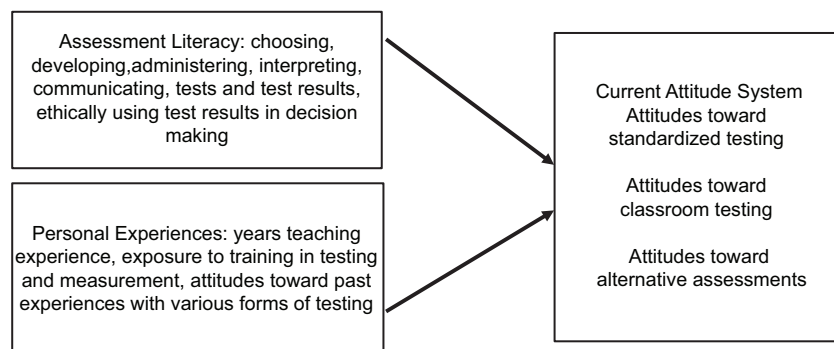


Figure 2. The relationship between assessment literacy, personal experiences, and current attitudes toward assessment

in assessment and evaluation. Incorrect or incomplete assessment and evaluation will prevent the determination and prediction of academic success and cause various problems in the teaching process. This situation will also affect the student's learning, self-confidence, and attitude towards learning because assessment and evaluation make teachers' knowledge, skills and classroom practices more effective and encourage teachers to learn with the academic development of students (Boylu, 2019). For this reason, it is necessary to know the attitudes of teachers who are the practitioners of assessment and evaluation. Since the ability to use the assessment and evaluation principles, methods and techniques that teachers have will not be sufficient only with their knowledge in this field, using the acquired competencies will be possible by having positive attitudes towards assessment and evaluation (Erdoğan, 2010). As Arastaman et al. (2015) stated, since the attitude is seen as a guiding function for behaviors, and since attitude is seen as a function of guiding behaviors, determining teachers' attitudes towards assessment and evaluation, revealing (assessing) attitudes provide an opportunity to take precautions to make studies more efficient. In this context, many studies (Başkonuş, 2018; Çalışkan and Yazıcı, 2013; Çardak, 2018; Erdoğan, 2010; Gücüyeter and Karadoğan 2019; Kalemoglu-Varol, 2016; Karadoğan, 2019; Ozan and Kincal, 2017; Yaşar, 2014; Yıldırım et al., 2016) on teachers' attitudes towards assessment and evaluation clearly reveal why the attitude should be considered in the field of assessment and evaluation.

The attitude that is not congenital in individuals, that is formed later through experiences, is the main determinant of behavior. Therefore, Allport (1935, p. 810) defines the attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related"; Crano and Prislin (2006, p. 347) define attitudes as "the evaluative judgments that integrate and summarize these cognitive/affective reactions." and Tuncer, Berkant and Doğan (2015, p. 261) define it as "a psychological structure that cannot be directly observed, in which the individual is emotionally prepared or inclined to act towards acceptance or rejection for any object, person or institution". Thus, "attitude, which is one of the main variables of a long process and the learning-teaching environment realized under various factors affecting it" (Karatay and Kartallıoğlu, 2016, p. 204) is also one of the fundamental variables in foreign language teaching and learning. Although attitude is considered as a phenomenon that mostly concerns target language learners, teachers' attitudes towards anything can also directly affect students' academic success. As Yaşar (2014) stated, teachers are the leading factors that can affect the education system positively or negatively. In this context, attitude, especially developed by teachers towards assessment and evaluation, is naturally decisive in predicting the academic success of students correctly as well, as it affects their success in assessment and evaluation. Because, in order for assessment and evaluation to be used effectively in

the classroom, teachers should also have a positive attitude towards assessment and evaluation as well as they have strong knowledge and sufficient skills in this area (Şahin and Karaman, 2013). In this study, dealt with in this context, teachers' attitudes on assessment and evaluation who teach Turkish as a foreign language are examined in terms of various variables.

The Aim of the Research

The aim of this study is to determine attitude levels of teachers towards assessment and evaluation who teach Turkish as a foreign language and to determine whether their attitudes are affected by various variables. Within this context, answers to the following questions were sought:

1. What is the level of teachers' attitudes towards assessment and evaluation who teach Turkish as a foreign language?
2. Do teachers' attitudes towards assessment and evaluation who teach Turkish as a foreign language differ significantly according to
 - a) Gender,
 - b) The institution employed,
 - c) Professional experience,
 - d) The faculty graduated from,
 - e) Receiving education for assessment and evaluation in language teaching,
 - f) Preparing exams regularly,
 - g) Examination of prepared exams in terms of assessment and evaluation,
 - h) The hardest skill to assess and evaluate,
 - i) Whether or not to be literate in assessment and evaluation and similar situations?

METHOD

Research Design

The study is a quantitative field research in terms of data collection and analysis. In the study, the attitudes of those who teach Turkish as a foreign language towards assessment and evaluation are determined. For this reason, the study was designed according to the survey method. The survey method, one of the quantitative research designs, is "a research approach that aims to reveal a past or present situation as it exists" (Karasar: 2012, p. 77).

Study Group

The study group of the research consists of teachers who teach Turkish as a foreign language. In this context, the demographic information of the relevant study group is as follows:

As seen in Table 1, 60% of the participants in the research are women and 39% are men. The distribution of the relevant participants according to the institutions they work in is as follows:

When Table 2 is analyzed, it is seen that the participants of the research work in institutions such as PIKTES, TÖMER/

DİLMER, and Yunus Emre Institute. In this context, 27% of the relevant group works in the PIKTES project, 35% in a language-teaching center such as TÖMER/DİLMER operating within the universities, 13% in Yunus Emre Institute, and 23% in other institutions.

Based on the information in Table 3, looking at the professional experiences of the participants in the research, it is seen that 8% of the participants have 0-1 year; 3% have 2-3 years; 16% have 4-5 years and 41% have more than 5 years of professional experience. In this context, it is an important issue that more than 50% of the participants in the research have 4 or more years of professional experience.

Considering the faculty information of the participants in the study, it is seen that 66% of the participants graduated from faculty of education, 29% from faculty of science and literature and 4% from other faculties.

Based on Table 5, it is seen that the skills that the participants of the research have the most difficulty in assessing their language skills are respectively speaking (41%); listening (36%); writing (17%) and reading (4%). Likewise, information on the skill that participants have the most difficulty in evaluating is as follows:

Table 1. Information on gender of participants

Gender	f	%
Female	140	60.09
Male	93	39.91
Total	233	100

Table 2. Information on the participants' institutions

Institution employed	f	%
PIKTES	65	27.90
TÖMER/DİLMER	83	35.62
YEE	31	13.30
OTHER	54	23.18
Total	233	100

Table 3. Information on the professional experience of the participants

Professional experience	f	%
0-1 year	20	8.58
2-3 years	78	33.48
4-5 years	38	16.31
Over 5 years	97	41.63
Total	233	100

Table 4. Information on the Faculties the Participants Graduated From

Faculty	f	%
Faculty of Education	155	66.52
Faculty of Science and Literature	68	29.18
Other	10	4.29
Total	233	100

As seen in Table 6, it is seen that the skills that the participants of the research have the most difficulty in evaluating are respectively speaking (44%); listening (28%); writing (24%) and reading (3%). Based on this information, teachers' finding it difficult to evaluate listening skills is an issue that should be considered separately.

As can be seen in Table 7, 9% of the participants find themselves incompetent, 44% competent and 46% partially competent.

Data Collection Tools

In the study, two different data collection tools were used to determine teachers' attitudes towards assessment and evaluation who teach Turkish as a foreign language. The first of these is the personal information form prepared by the researchers. The relevant form is prepared to obtain information about the study group and consists of 10 questions. The first 4 of these 10 questions are aimed at determining teachers' gender, age, experience, and institutions employed. The other 6 questions were asked to determine the situation of receiving education for assessment and evaluation, regular exam preparation, examination of prepared exams, hardest skill to assess and evaluate, being competent in assessment and evaluation, and so on.

Another tool used to collect data in the study is the "Assessment and Evaluation Attitude Scale for Teachers"

Table 5. Information on the Skill that participants have the most difficulty in assessing

What is the hardest skill to assess?	f	%
Listening	85	36.48
Speaking	96	41.20
Reading	11	4.72
Writing	41	17.60
Total	233	100

Table 6. Information on the Skill that participants have the most difficulty in evaluating

What is the hardest skill to evaluate?	f	%
Listening	66	28.33
Speaking	104	44.64
Reading	7	3.00
Writing	56	24.03
Total	233	100

Table 7. Information on the status of participants' considering themselves competent in assessment and evaluation

Are you competent in assessment and evaluation?	f	%
Yes	103	44.21
No	21	9.01
Partially	109	46.78
Total	233	100

developed by Tezci (2019). Tezci (2019) conducted the validity and reliability study of the relevant scale on 603 people who took assessment and evaluation courses with various branches and seniority qualifications. As a result of the Rotated Explanatory Factor Analysis (EFA) performed on the data obtained, a structure of 22 items with four factors was reached. The total variance explained by the four factors of the scale is 62.03. The Cronbach Alpha coefficients of the sub-factors of the scale were calculated as 0.916 for factor 1 (Paying Attention), 0.909 for factor 2 (Being Effective), 0.781 for factor 3 (Developing Negative Emotion) and 0.723 for factor 4 (Experience). Cronbach's Alpha internal consistency coefficient of the whole scale was found to be 0.886. Tezci (2019) conducted test-retest analyzes with 61 people selected from the same sample, and found the reliability coefficient in terms of consistency between the scores obtained from the assessment tool as 0.88 as a result of the analysis. Tezci (2019), who performed the Confirmatory Factor Analysis (CFA) analysis made on the final form, reached the result of excellent fit by taking the values $X^2/sd=1.97$, $RMSEA=0.037$, $NFI=0.95$, $NNFI=0.95$, $CFI=0.95$ in consequence of the analysis. Taking the other fit indices $GFI=0.94$, $AGFI=0.93$, $RMR=0.06$ and $S RMR=0.07$, he stated that the model fit was good and proved that he created a one-dimensional structure by ensuring the model-data fit of the Attitude Scale Regarding Studentship (ASRS).

Analysis of Data

SPSS (version 22) program was used for statistical analysis of the data in the research. Frequency distributions, calculations of percentage, average, and standard deviation were made in accordance with the answers given. After these calculations, it was examined whether attitudes of Turkish teachers towards assessment and evaluation differ according to various variables. Skewness and Kurtosis values were examined within the scope of normality analysis to examine whether the data obtained from the scale showed normal distribution, and the results obtained are given in Table 8.

Hair et al. (2013) stated that the data do not show a normal distribution when the skewness and kurtosis values are outside the range of -1 and +1. When the skewness and kurtosis values in Table 11 are examined, it is seen that the data in this research do not show a normal distribution. Since there is no normal distribution in the data set, Kruskal Wallis and Mann Whitney U tests, which are in the nonparametric tests group, were preferred to examine Turkish teachers' attitudes on assessment and evaluation in terms of various variables.

Table 8. Skewness and kurtosis values

Dimensions	n	Skewness coefficient	Kurtosis coefficient
Paying attention	233	-1.971	4.250
Being effective	233	-1.406	2.096
Developing negative emotion	233	-1.321	1.525
Experience	233	-1.688	2.318

FINDINGS

In this section, the findings obtained as a result of the analysis of the data obtained from the teachers participating in the research are included.

1. Attitude levels of teachers towards assessment and evaluation

The average scores taken from the sub-dimensions of the teachers' attitude scale towards assessment and evaluation who teach Turkish as a foreign language are given in Table 9.

It is seen that those teaching Turkish as a foreign language get 4.11 points on the overall assessment and evaluation attitude scale. This shows that the attitudes of relevant group towards assessment and evaluation are high. Considering the scores of the participants in the research from the sub-dimensions of the scale, it is seen that they have a very high attitude in the sub-dimensions of "paying attention" ($M=4.47$), "being effective" ($M=4.38$) and "developing negative emotion" ($M=4.23$); and they have a moderate attitude in the "experience" sub-dimension ($M=3.34$).

2. Contribution of several variables to teachers' attitudes towards assessment and evaluation

a) Contribution of gender to variations in teachers' attitude

The results of the Mann Whitney U test applied to determine whether there is a significant difference between Turkish teachers' attitudes on assessment and evaluation and their gender are given in Table 10.

According to the results of the Mann Whitney U test, it was determined that there was no significant difference between Turkish teachers' attitudes and their gender ($p>.05$).

b) Contribution of the institution to variations in teachers' attitude

Kruskal Wallis H test was applied to determine the contribution of the institutions where the teachers work to any significant differences in their attitudes towards assessment and evaluation. Table 11 presents the results of this analysis.

According to the results of the Kruskal Wallis H test applied to determine whether there is a significant difference between Turkish teachers' attitudes towards assessment and evaluation and the institution employed, no significant difference was found in all sub-dimensions of the scale ($p>.05$).

c) Contribution of professional experience to variations in teachers' attitude

The results of the Kruskal Wallis H test applied to determine the contribution of the teachers' professional experiences to any significant differences in Turkish teachers' attitudes towards assessment and evaluation are given in Table 12.

According to the results of the Kruskal Wallis H test, which was applied to determine whether there is a significant difference between Turkish teachers' attitudes and their professional experiences, a significant difference was found between the attitudes of participants towards assessment and evaluation and their professional experiences in "paying attention", "developing negative emotion" and "experience" sub-dimensions of the scale ($t_{(233)} = .009, p > 0.05$; $t_{(233)} = .000, p > 0.05$; $t_{(233)} = .000, p > 0.05$). The Post-Hoc Games-Howell test was used to examine the resulting significant difference

according to professional experiences in a detailed manner. The results of the Post-Hoc Games-Howell test are given in Table 13.

According to the results of the Post-Hoc Games-Howell test, it is seen that there is a significant difference between the group with 2-3 years of professional experience and the group with over 5 years of professional experience in the "experience" sub-dimension ($t_{(233)} = .000, p > 0.05$). In "developing negative emotion" sub-dimension of the scale, there is a significant difference between the group with over 5 years of professional experience and the groups with 0-1 year and 2-3 years of professional experience ($t_{(233)} = .030, p > 0.05$; $t_{(233)} = .015, p > 0.05$).

Table 9. Turkish Teachers' attitude scores towards assessment and evaluation

Sub-dimension	n	M	Attitude level
Paying attention	233	4.47	Very High
Being effective	233	4.38	Very High
Developing negative emotion	233	4.23	Very High
Experience	233	3.34	Moderate
Total	233	4.11	High

M=1-1.79 very low; 1.80-2.59 low; 2.60-3.39 moderate; 3.40-4.19 high; 4.20-5.0 very high

d) Contribution of the faculty they graduated from to variations in teachers' attitude

The results of the Kruskal Wallis H test applied to determine whether there is a significant difference between the Turkish teachers' attitudes with regard to assessment and evaluation and the faculty graduated from are given in Table 14.

According to the results of the Kruskal Wallis H test, which was applied to determine whether there is a

Table 10. U-Test results of attitude scores towards assessment and evaluation according to gender

Sub-dimension	Gender	N	M	Total	U	Z	p
Paying attention	Female	140	113.65	15910.50	6040.500	-.952	.341
	Male	93	122.05	11350.50			
Being effective	Female	140	113.37	15871.50	6001.500	-1.032	.302
	Male	93	122.47	11389.50			
Developing negative emotion	Female	140	116.33	16286.50	6416.500	-.188	.851
	Male	93	118.01	10974.50			
Experience	Female	140	110.06	15408.00	5538.000	-1.943	.052
	Male	93	127.45	11853.00			

Table 11. Kruskal Wallis H Test results of attitude scores towards assessment and evaluation according to the institution employed

Sub-dimension	Institution	N	M	SD	X ²	p
Paying attention	PIKTES	65	111.76	3	7.404	.060
	TÖMER/DİLMER	83	125.67			
	YEE	31	134.00			
	OTHER	54	100.21			
Being effective	PIKTES	65	111.77	3	4.167	.244
	TÖMER/DİLMER	83	121.06			
	YEE	31	134.55			
	OTHER	54	106.98			
Developing negative emotion	PIKTES	65	103.59	3	6.251	.100
	TÖMER/DİLMER	83	123.39			
	YEE	31	136.10			
	OTHER	54	112.36			
Experience	PIKTES	65	102.25	3	4.914	.178
	TÖMER/DİLMER	83	118.93			
	YEE	31	125.39			
	OTHER	54	126.97			

Table 12. Kruskal Wallis H Test results of attitude scores towards assessment and evaluation according to professional experience

Sub-dimension	Experience	N	M	SD	X ²	p
Paying attention	0-1 year	20	79.48	3	11.543	.009*
	2-3 years	78	112.47			
	4-5 years	38	110.47			
	Over 5 years	97	130.93			
Being effective	0-1 year	20	111.05	3	.768	.857
	2-3 years	78	113.85			
	4-5 years	38	115.63			
	Over 5 years	97	121.29			
Developing negative emotion	0-1 year	20	83.93	3	18.284	.000*
	2-3 years	78	110.62			
	4-5 years	38	96.25			
	Over 5 years	97	137.08			
Experience	0-1 year	20	91.33	3	22.082	.000*
	2-3 years	78	96.19			
	4-5 years	38	114.30			
	Over 5 years	97	140.08			

p*<.05Table 13.** Results of the Games-Howell Test Applied to determine the reason of the significant difference between the attitude scores towards assessment and evaluation and professional experience

Sub-dimension	Experience (I)	Experience (J)	Mean Difference (I-J)	SH	p
Paying attention	0-1 year	2-3 years	-.401	.225	.306
		3-4 years	-.270	.266	.741
		Over 5 years	-.540	.220	.097
	2-3 years	0-1 year	.401	.225	.306
		3-4 years	.131	.175	.877
		Over 5 years	-.139	.091	.425
	3-4 years	0-1 year	.270	.266	.741
		2-3 years	-.131	.175	.877
		Over 5 years	-.269	.168	.388
	Over 5 years	0-1 year	.540	.220	.097
		2-3 years	.139	.091	.425
		3-4 years	.269	.168	.388
Experience	0-1 year	2-3 years	-.035	.170	.997
		3-4 years	-.184	.179	.736
		Over 5 years	-.455	.168	.053
	2-3 years	0-1 year	.035	.170	.997
		3-4 years	-.149	.118	.589
		Over 5 years	-.420	.099	.000*
	3-4 years	0-1 year	.184	.179	.736
		2-3 years	.149	.118	.589
		Over 5 years	-.27096	.114	.092
	Over 5 years	0-1 year	.455	.168	.053
		2-3 years	.420	.099	.000*
		3-4 years	.271	.114	.092

(Contd...)

Table 13. Continued

Sub-dimension	Experience (I)	Experience (J)	Mean Difference (I-J)	SH	p
Developing negative emotion	0-1 year	2-3 years	.512	.262	.233
		3-4 years	.189	.303	.924
		Over 5 years	.775	.257	.030*
	2-3 years	0-1 year	-.512	.262	.233
		3-4 years	-.323	.193	.348
		Over 5 years	.263	.105	.063
	3-4 years	0-1 year	-.189	.303	.924
		2-3 years	.323	.193	.348
		Over 5 years	.586	.186	.015*
Over 5 years	0-1 year	-.775	.257	.030*	
	2-3 years	-.263	.105	.063	
	3-4 years	-.586	.186	.015*	

*p<.05

Table 14. Kruskal Wallis H Test results of attitude scores towards assessment and evaluation according to the faculty graduated from

Sub-dimension	Faculty	N	M	X ²	p
Paying attention	Faculty of Education	155	120.41	2	1.590
	Faculty of Science and Literature	68	111.91		
	Other	10	98.70		
Being effective	Faculty of Education	155	115.89	2	.242
	Faculty of Science and Literature	68	120.16		
	Other	10	112.75		
Developing negative emotion	Faculty of Education	155	114.87	2	.649
	Faculty of Science and Literature	68	122.43		
	Other	10	113.05		
Experience	Faculty of Education	155	123.07	2	3.845
	Faculty of Science and Literature	68	105.48		
	Other	10	101.25		

significant difference between attitudes of Turkish teachers and the faculties they graduated from, no significant difference was found in all sub-dimensions of the scale (p>0.05).

e) Contribution of the status of receiving education for assessment and evaluation to variations in teachers' language teaching and attitude

The results of the Mann Whitney U test applied to determine whether there is a significant difference between the Turkish teachers' attitudes and the status of receiving education for assessment and evaluation in language teaching are given in Table 15.

When Table 15 is examined, it is seen that there are significant differences in the sub-dimensions of "paying attention", "developing negative emotions" and "experience" ($t_{(233)} = .005, p>0.05$; $t_{(233)} = .037, p>0.05$; $t_{(233)} = .008, p>0.05$). These differences are in favor of teachers educated in assessment and evaluation in foreign language teaching.

f) Contribution of regular exam preparation to variations in teachers' attitude

The results of the Mann Whitney U test applied to determine whether there is a significant difference between the Turkish teachers' attitudes towards assessment and evaluation and their regular exam preparation status are given in Table 16.

According to the results of the Mann Whitney U test, it was found that there was no significant difference between the assessment and evaluation attitudes of Turkish teachers and their regular exam preparation status (p>0.05).

g) Contribution of regular exam preparation to the examination of prepared exams and attitude

The results of the Mann Whitney U test applied to determine whether there is a significant difference between Turkish teachers' attitudes regarding assessment and evaluation and the examination status of the prepared exams are given in Table 17.

When Table 17 is examined, it is seen that there are significant differences in the sub-dimensions of "developing negative emotions" and "experience" ($t_{(233)} = .022, p>0.05$; $t_{(233)} = .000, p>0.05$). This difference is in favor of

Table 15. U-Test results of attitude scores towards assessment and evaluation according to the status of receiving education for assessment and evaluation in language teaching

Sub-dimension	Education status	N	M	Total.	U	Z	p
Paying attention	Yes	163	125.04	20382.00	4394.000	-2.841	.005*
	No	70	98.27	6879.00			
Being effective	Yes	163	117.35	19128.00	5648.000	-.124	.902
	No	70	116.19	8133.00			
Developing negative emotion	Yes	163	122.93	20038.00	4738.000	-2.082	.037*
	No	70	103.19	7223.00			
Experience	Yes	163	124.61	20312.00	4464.000	-2.650	.008*
	No	70	99.27	6949.00			

* $p < .05$ **Table 16.** U-Test results of attitude scores towards assessment and evaluation according to regular exam preparation status

Sub-dimension	Regular exam preparation status	N	M	Total	U	Z	p
Paying attention	Yes	167	114.32	19091.50	5063.500	-.992	.321
	No	66	123.78	8169.50			
Being effective	Yes	167	116.72	19491.50	5463.500	-.105	.917
	No	66	117.72	7769.50			
Developing negative emotion	Yes	167	114.09	19053.50	5025.500	-1.064	.288
	No	66	124.36	8207.50			
Experience	Yes	167	121.25	20248.00	4802.000	-1.540	.124
	No	66	106.26	7013.00			

Table 17. U-Test Results of attitude scores towards assessment and evaluation according to examination status of prepared exams

Sub-dimension	Examination status of exams	N	M	Total	U	Z	p
Paying attention	Yes	89	124.08	11043.00	5778.000	-1.288	.198
	No	144	112.63	16218.00			
Being effective	Yes	89	114.05	10150.50	6145.500	-.537	.591
	No	144	118.82	17110.50			
Developing negative emotion	Yes	89	129.71	11544.50	5276.500	-2.299	.022*
	No	144	109.14	15716.50			
Experience	Yes	89	139.57	12421.50	4399.500	-4.046	.000*
	No	144	103.05	14839.50			

* $p < .05$

teachers whose exams are examined in terms of assessment and evaluation. There is no significant difference in the sub-dimensions of “paying attention” and “being effective”.

h) Contribution of the hardest skill to assess and attitude

The results of the Kruskal Wallis H test applied to determine whether there is a significant difference between the attitudes of Turkish teachers on assessment and evaluation and the skills they have the most difficulty in assessing are given in Table 18.

According to the results of the Kruskal Wallis H test, which was applied to determine whether there was a significant difference between the attitudes of Turkish teachers

and the skills they have the most difficulty in assessing, no significant difference was found in all sub-dimensions of the scale ($p > 0.05$).

The results of the Kruskal Wallis H test applied to determine the contribution of the skills teachers have the most difficulty in evaluating to any significant differences in Turkish teachers' attitudes towards assessment and evaluation are given in Table 19.

According to the results of the Kruskal Wallis H test, which was applied to determine whether there was a significant difference between the Turkish teachers' attitudes and the skills they have the most difficulty in evaluating, no significant difference was found in all sub-dimensions of the scale ($p > 0.05$).

Table 18. Kruskal Wallis H Test results of attitude scores towards assessment and evaluation according to the variable of the hardest skill to assess

Sub-dimension	Language skill	N	M	SD	X ²	p
Paying attention	Listening	85	112.66	3	2.330	.507
	Speaking	96	121.50			
	Reading	11	94.18			
	Writing	41	121.59			
Being effective	Listening	85	113.01	3	4.296	.231
	Speaking	96	114.27			
	Reading	11	154.86			
	Writing	41	121.51			
Developing negative emotion	Listening	85	122.30	3	3.945	.267
	Speaking	96	112.33			
	Reading	11	86.55			
	Writing	41	125.11			
Experience	Listening	85	108.97	3	5.067	.167
	Speaking	96	122.14			
	Reading	11	152.32			
	Writing	41	112.15			

Table 19. Kruskal Wallis H Test results of attitude scores towards assessment and evaluation according to the variable of the hardest skill to evaluate

Sub-dimension	Language skill	N	M	SD	X ²	p
Paying attention	Listening	66	125.20	3	6.691	.082
	Speaking	104	107.67			
	Reading	7	163.43			
	Writing	56	118.86			
Being effective	Listening	66	112.52	3	.776	.855
	Speaking	104	116.66			
	Reading	7	128.36			
	Writing	56	121.49			
Developing negative emotion	Listening	66	120.64	3	2.510	.474
	Speaking	104	116.90			
	Reading	7	147.79			
	Writing	56	109.04			
Experience	Listening	66	105.34	3	3.919	.270
	Speaking	104	117.73			
	Reading	7	117.43			
	Writing	56	129.34			

i) Contribution of feeling literate in assessment and evaluation to variations in teachers' attitude

The results of the Kruskal Wallis H test applied to determine whether there is a significant difference between the Turkish teachers' attitudes about assessment and evaluation and the status of considering themselves literate in terms of assessment and evaluation are given in Table 20.

According to the results of the Kruskal Wallis H test, which was applied to determine whether there was a significant difference between the Turkish teachers' attitudes and

the status of considering themselves literate in terms of assessment and evaluation, a significant difference was found in the sub-dimensions of "developing negative emotions" and "experience" ($t_{(233)} = .011, p > 0.05$; $t_{(233)} = .000, p > 0.05$). The Post-Hoc Games-Howell test was used to examine the resulting significant difference in a detailed manner. The results of the Post-Hoc Games-Howell test are given in Table 21.

According to the Post-Hoc Games-Howell test results, in the sub-dimension of "experience", it is observed that there is a significant difference between the groups that answered

Table 20. Kruskal Wallis H Test results of attitude scores towards assessment and evaluation according to the status of being literate in assessment and evaluation

Sub-dimension	Gender	N	M	SD	X ²	p
Paying attention	Yes	103	118.20	2	.067	.838
	No	21	117.10			
	Partially	109	115.85			
Being effective	Yes	103	119.08	2	.813	.666
	No	21	104.90			
	Partially	109	117.36			
Developing negative emotion	Yes	103	127.56	2	9.077	.011*
	No	21	80.81			
	Partially	109	113.99			
Experience	Yes	103	146.98	2	49.478	.000*
	No	21	46.07			
	Partially	109	102.34			

*p<.05

Table 21. Results of the games-howell test applied to determine the reason of the significant difference between the attitude scores towards assessment and evaluation and the status of being literate in assessment and evaluation

Sub-dimension	Feeling Literate in Assessment and Evaluation (I)	Feeling Literate in Assessment and Evaluation (J)	Average Difference (I-J)	SH	p
Experience	Yes	No	1.010	.121	.000*
		Partially	.441	.084	.000*
	No	Yes	-1.010	.121	.000*
		Partially	-.569	.117	.000*
	Partially	Yes	-.441	.084	.000*
		No	.569	.117	.000*
Developing negative emotion	Yes	No	-.446	.204	.089
		Partially	-.030	.115	.964
	No	Yes	.446	.204	.089
		Partially	.416	.194	.099
	Partially	Yes	.030	.115	.964
		No	-.416	.194	.099

*p<.05

“Yes”, “No” and “Partially” to the question “Do you think you are literate in assessment and evaluation?”

DISCUSSION AND CONCLUSION

One of the most basic competencies expected from teachers, who are at the most critical point in assessing and evaluating success in foreign language teaching, is to be literate in assessment and evaluation. According to Stiggins (1991), those who are literate in assessment and evaluation know what and why they assess, develop, and select the appropriate assessment and evaluation tools required for the feature to be assessed. In addition, the literate teacher becomes aware of incomplete learning and takes precautions to eliminate them. In this context, considering the existence of a positive relationship between the level of literacy in

assessment and evaluation and attitude (Quilter and Gallini, 2000), appropriate test use is positively related to attitudes toward test effectiveness (Green and Stager, 1986). Therefore, it becomes necessary to determine the attitudes of those who teach Turkish as a foreign language towards assessment and evaluation. Because the assessment and evaluation problems experienced in the relevant field are a result of the low literacy of those working in this field. Therefore, in this research to understand whether the attitude has an effect on the literacy of those working in the field, the attitudes of those who teach Turkish as a foreign language towards assessment and evaluation were examined in terms of various variables. In the research, firstly, teachers' attitude levels on assessment and evaluation were investigated. Based on the findings, it was found that Turkish teachers' attitudes towards assessment and evaluation were

“very high” in the sub-dimensions of “Paying Attention”, “Being Effective” and “Developing Negative Emotion”; “moderate” in the “Experience” sub-dimension, and “high” in the entire scale. When the literature is examined, no research has been found that examines the attitudes of Turkish teachers on assessment and evaluation. For this reason, there is no study in the literature to support the findings of this research directly. However, there are studies examining the attitudes of teachers and teacher candidates in different branches towards assessment and evaluation (Erdođdu, 2010; alıřkan and Yazıcı, 2013; Yařar, 2014; Kalemoglu-Varol, 2016; Yıldırım et al., 2016; Ozan and Kıncal, 2017; Bařkonuř, 2018; ardak, 2018; Karadođan, 2019). Yıldırım et al. (2016) stated in their study that teachers in different branches working in primary and secondary schools have positive attitudes in respect to assessment and evaluation. Bařkonuř (2018) examined the physical education teachers' attitude levels towards assessment and evaluation and stated that they have positive attitudes. In addition, Kalemoglu-Varol (2016), Ozan and Kıncal (2017), who investigated attitudes of teacher candidates on assessment and evaluation, also stated that their attitudes were positive. However, there are also studies that do not coincide with the results of this research. alıřkan and Yazıcı (2013) stated in their study that social studies teachers do not have enough positive attitudes. Yařar (2014) states that teacher candidates' attitudes about assessment and evaluation are at a “very low” level. ardak (2018) also stated that teacher candidates' attitudes towards assessment and evaluation are at a “moderate” level.

There is no significant difference between the attitudes of those who teach Turkish towards assessment and evaluation and their gender. Karadođan (2019), Bařkonuř (2018), alıřkan and Yazıcı (2013) and Erdođdu (2010) stated that there was no significant difference between attitudes of teachers and the gender variable. Yařar (2014), Altun (2017), Ozan and Kıncal (2017), and ardak (2018) also stated in their studies that there was no significant difference between attitudes of teacher candidates towards assessment and evaluation and the gender variable.

There is a significant difference between Turkish teachers' attitudes towards assessment and evaluation and their professional experiences in “Paying Attention”, “Developing Negative Emotion” and “Experience” sub-dimensions of the scale. According to this, in the “Developing Negative Emotion” sub-dimension of the scale, there is a significant difference between Turkish teachers with 0-1 year and 2-3 years of professional experience and Turkish teachers with more than 5 years of professional experience. This difference is in favor of those with over 5 years of professional experience. In the “Experience” sub-dimension of the scale, there is a significant difference between those who have 2-3 years of professional experience and those who have over 5 years of professional experience. This difference is also in favor of Turkish language teachers with more than 5 years of professional experience. In parallel with these findings, Erdođdu (2010) and Karadođan (2019) stated in their studies that there is a

significant difference between teachers' professional experiences and attitudes of them towards assessment and evaluation. In addition, when the average scores of those who teach Turkish are examined, it is seen that the attitude towards assessment and evaluation increases as the professional experience increases. In this context, since assessment and evaluation literacy is a skill that develops over time, the increase in attitude can be explained by this situation.

There is a significant difference between Turkish teachers' attitudes and their status of receiving education for assessment and evaluation in foreign language teaching in “Paying Attention”, “Developing Negative Emotion” and “Experience” sub-dimensions of the scale. In this case, it can be said that attitudes of the teachers educated towards assessment and evaluation in language teaching are at a higher level towards assessment and evaluation.

A significant difference was found in “Developing Negative Emotion” and “Experience” sub-dimensions of the scale between Turkish teachers' attitudes towards assessment and evaluation and the examination of the exams they prepared in terms of assessment and evaluation. According to the findings obtained, teachers whose exams are examined in terms of assessment and evaluation see themselves more competent in assessment and evaluation than teachers whose exams are not examined, and they have more positive feelings towards assessment and evaluation.

There is a significant difference between the attitudes of those teaching Turkish towards assessment and evaluation and whether or not to be literate in assessment and evaluation in the “Experience” sub-dimension of the scale. According to this, as the level of teachers' considering themselves competent in assessment and evaluation increases, their attitudes also increase.

No significant difference was found between the Turkish teachers' attitudes on assessment and evaluation and the variables of the faculty graduated from, the institutions employed, regular exam preparation status, the hardest skill to assess, and the hardest skill to evaluate. The following suggestions can be given for other studies to be done within the scope of this information.

- Teachers whose exams are examined in terms of assessment and evaluation see themselves more competent in assessment and evaluation than teachers whose exams are not examined, and they have more positive feelings towards assessment and evaluation. For this reason, an assessment and evaluation specialist should be employed in institutions that teach Turkish both in order to prevent the use of the exam prepared by the teacher as it is and to increase competence and positive attitude towards assessment and evaluation.
- Considering that there is a significant difference between the attitude towards assessment and evaluation and receiving education in the same field, and the increase in attitude as the experience increases, assessment and evaluation education should be given to Turkish teachers working in the field at regular intervals.

- In the study, attitudes of teachers towards assessment and evaluation were found to be at a “high” level. However, considering that there are many deficiencies in terms of assessment and evaluation in the relevant field, and 46% of the teachers in this study consider themselves partially sufficient in terms of assessment and evaluation, studies should be made about what other factors are affecting the assessment and evaluation literacy.
- It was determined that the study group of this research has a high level of attitudes towards assessment and evaluation. Since there is no study that determines the assessment and evaluation attitudes of Turkish teachers in the field, it would not be realistic to generalize only on this study. For this reason, the number of studies with larger participants should be increased in order to make a general description on the attitudes of Turkish language teachers towards assessment and evaluation.

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