

KARADENİZ TECHNICAL UNIVERSITY * THE INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

MASTER'S PROGRAM IN APPLIED LINGUISTICS

SPEAKING ASSESSMENT LITERACY OF TURKISH EFL TEACHERS

MASTER'S THESIS

Nazlıcan ANLI

OCTOBER - 2023

TRABZON

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Supervisor: Assist. Prof. Dr. Öznur SEMİZ

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APPROVAL

Upon the submission of the dissertation, **Nazlıcan ANLI** has defended the study “**Speaking Assessment Literacy of Turkish EFL Teachers**” in partial fulfillment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by **unanimous / majority** on **13.11.2023**.

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ÖZET

Dil değerlendirme okuryazarlığı, dünya çapında araştırmacıların dikkatini çeken önemli konulardan biridir. Dil öğreniminde büyük öneme sahip olan dil değerlendirme okuryazarlığı birçok çalışmaya konu olmuştur. Bu alanda yapılan çalışmalar, İngilizce öğretmenlerinin dil değerlendirme okuryazarlığına ilişkin inanç ve uygulamalarına odaklanmıştır. Buna ek olarak, birçok çalışma, İngilizce öğretmenlerinin dil değerlendirme okuryazarlığı konusundaki eğitim ihtiyaçlarını ve eğitim düzeylerini araştırmıştır. Ancak, konuşma değerlendirme okuryazarlığı üzerine yapılan çalışma sayısı çok azdır. Bu çalışma, İngilizce öğretmenlerinin konuşma değerlendirme okuryazarlığı konusundaki bilgilerini, algılarını ve uygulamalarını araştırmayı amaçlamaktadır. Bu çalışmada karma yöntemden yararlanılmıştır. Araştırmanın nicel bölümü için anket kullanılmıştır. Araştırmanın nicel aşamasına 112 İngilizce öğretmeni katılım sağlamıştır. Nicel verilerin sonuçları istatistiksel bir yazılım programı olan IBM SPSS aracılığıyla analiz edilmiştir. Bu çalışmanın nitel bölümünde, yarı yapılandırılmış görüşme yöntemi kullanılmıştır. Nitel aşamada, toplam 11 öğretmen görüşmelere katılmak için gönüllü olmuştur. Nitel veriler içerik analizi kullanılarak analiz edilmiştir. Bu çalışmanın sonuçları, katılımcıların konuşma değerlendirmesine yönelik olumlu tutum ve inançlara sahip olduğunu ortaya koymuştur. Ayrıca sonuçlar, konuşma değerlendirmesinde geri bildirim önemini ortaya koymuştur. Katılımcılar, konuşma değerlendirmesi sonuçlarını öğrencilere geri bildirim vermek ve not vermek için kullanmaktadırlar. Buna ek olarak, katılımcılar özetleyici değerlendirme yerine biçimlendirici değerlendirmeyi tercih etmektedirler. Araştırmanın sonuçları, katılımcıların hem akran değerlendirme ve öz değerlendirme teknikleri kullanarak öğrencilerin konuşma becerilerini değerlendirdiklerini göstermektedir. Dahası, bulgular, katılımcıların konuşma değerlendirme sınavları ve öğrencilerin sınıf içi performansını kullanarak, öğrencilerin konuşma becerisini değerlendirdiğini göstermektedir. Ayrıca sonuçlar, katılımcıların konuşma değerlendirmesi hakkındaki inançlarının ve bilgilerinin konuşma değerlendirme uygulamalarını etkilediğini göstermektedir.

Anahtar Kelimeler: Değerlendirme, Değerlendirme Okuryazarlığı, Konuşma Değerlendirme Okuryazarlığı

ABSTRACT

Language assessment literacy is one of the prominent issues which captures researchers' attention around the world. Because it is of paramount importance in language learning, many studies have addressed this issue. Studies on this issue have mainly focused on EFL teachers' perceptions and practices regarding language assessment. Additionally, many studies have investigated instructors' training needs and training levels in language assessment literacy. However, little attention has been paid to the assessment of speaking skills. The current study aims to explore EFL teachers' knowledge, perceptions and practices regarding speaking assessment. A mixed-method research design was used in the current study. For the quantitative part of this study, a questionnaire was used to collect the data. 112 EFL teachers participated for the quantitative part of the study. The results of the quantitative data were analyzed through a statistical software program, IBM SPSS. For the qualitative part of this study, semi-structured interviews were used to collect the data. The qualitative data were collected from 11 EFL teachers working in different state elementary, middle and high schools. Content analysis was used to analyze the qualitative data. The results indicated that participants have positive perceptions toward speaking assessment. Furthermore, participants highlighted the importance of feedback in speaking assessment. The findings showed that participants use speaking assessment results to give feedback and grade to students. Additionally, participants use formative assessment instead of summative assessment in their classrooms. Both peer and self-assessment techniques are used by the participants to enhance learners' speaking proficiency. Moreover, participants use both in class performance and speaking exams to assess learners' speaking proficiency. Furthermore, the results demonstrated that participants' knowledge and perceptions of speaking assessment influenced on their language assessment practices.

Keywords: Assessment, Assessment Literacy, Speaking Assessment Literacy

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LIST OF ABBREVIATIONS

ELT	: English Language Teaching
EFL	: English as a Foreign Language
MONE	: Ministry of National Education
AFL	: Assessment for Learning
SPSS	: Statistical Package for Social Sciences



INTRODUCTION

Background of the Study

Interaction is essential for the social world. Since the earliest times, the world has been organized by interaction. People acquire certain identities through social interaction (Işık, 2020). In this sense, speaking is one of the essential skills which we need in our daily lives to interact with others and express our feelings or thoughts. Speaking skill, which holds a very important place in interpersonal communication, is also a complementary element in learning any language (Grada, 2014).

In our globalized world, learning English is very important for communication purposes. Since English is the lingua franca today, speaking English effectively is of great importance in meeting local, national and international demands (Khamkhien, 2010).

Due to its important role in education, English is widely taught in public and private schools in Turkey. However, English is not institutionalized to function as the main language of higher education. In other words, English is taught and learned in order to follow developments in many fields and to ensure individual and national progress (Dogancay Aktuna, 1998).

In order to keep up with the globalizing world and to follow the developments in many fields, English, which is considered a common language, has become an important part of the system of education. Foreign language teaching has taken an important place in both private and state schools, and the Turkish education system has undergone changes over time. In the Turkish education system, new methods and approaches have been applied for learning and teaching of English, and textbooks and curriculums have been revised. The private sector has also placed importance on learning English and many private schools have been opened focusing on teaching English (Solak and Bayar, 2015)

The teaching of English in Turkey is provided from the second grade of primary school. The teaching of English, which begins in primary school, continues until the last year of high school. In the Turkish education system, English is taught for two hours a week from second to the fourth grade, while in secondary school it is taught for 4 hours a week. In high school, English is taught for 4 hours a week (Tuzcu Eken, 2021).

In the Turkish education system, assessment is an important part of language learning process. Assessment guides the learning and teaching process by playing an effective role in redesigning learning programs. Apart from that, assessment is also crucial for setting goals, reorganizing the learning environment, selecting appropriate materials in light of learners' level and providing feedback in the educational process (Çakır, 2020). In addition to drawing a general conclusion about the learning process, assessment plays a major role in reconstructing the process and determining a new roadmap for both the teacher and the student. In this sense, it can be said that, assessment is the roadmap of the learning process (Işık, 2020).

In language assessment, speaking is one of the crucial skills to assess. In order to be competent in a language one must speak proficiently. Therefore teaching and learning speaking has a significant role in language learning (Grada, 2014). However, it is difficult to assess oral proficiency, which includes elements such as content, organization, appropriate vocabulary, fluency, accuracy, grammar and pronunciation. In this sense, designing valid and reliable assessment tools consisting all these elements is very important but also challenging (Korkmaz, 2019).

The evaluation of speaking skill occupies an important place in the achievement of the objectives set in language learning process. In the primary and secondary school English lesson curriculum in Turkey, assessment techniques such as discussions, collaborative or singular drama performances, short presentations, talking about a visual/table/chart are used to evaluate oral proficiency. Summative assessment is not suggested to use in early stages of language learning. Formative assessment techniques are used primarily for second and third year students. This method is applied so that students in this age group develop positive attitudes and beliefs towards learning English. In grade 4 and beyond, students' language skills are assessed using both formative and summative methods (MoNE, 2018).

In grades 9 to 12, oral expression is assessed using portfolios, projects and communication activities. In high school, communicative evaluation tasks are at the forefront. The aim is to assess the authentic use of the language. In high school, evaluation techniques such as interviews, dialogues, phone conversations, drama, games, presentations, songs, discussions, role-play, oral retelling, and real life tasks are used to evaluate speaking skills. (MoNE, 2018).

As assessment occupies an important place in language learning, the burden on language teachers has increased. Teachers should provide effective language education and evaluate student's language development accurately. In this context, teachers should adapt to new language learning techniques (Sarıyıldız, 2018). In short, in order to provide high quality education, teachers should have knowledge of language assessment procedures. Teachers must be equipped with the necessary skills to meet the needs of the learners and to eliminate the leaning gaps. Language assessment literacy is also necessary to meet the needs of instructional contexts (Sevimel Şahin, 2019).

Language assessment literacy has been the subject of numerous studies. In Turkey, studies which focus on this issue, have generally concentrated on teacher's knowledge, needs and practices in language assessment. However, there is an insufficient amount of literature that examines teacher's assessment practices of four language skills individually. In this context, it is clear that further research is needed for a better understanding of the subject, as there is not enough attention paid to speaking assessment literacy and only a few studies have been carried out so far despite the importance of the subject (Genç et al., 2020; Tajeddin et al., 2018; Song, 2011; Ahmad, 2021; Ounis, 2017; Grada, 2014; Güllüoğlu, 2004; Korkmaz, 2019; Kıracı, 2019).

Statement of the Problem

The teacher is one of the main actors in the language teaching and learning process. Teacher is the person who manages the learning process, prepares the appropriate learning environment and increases students' interest in the lesson. One of the responsibilities of teachers is to be well developed in terms of language proficiency. Additionally, the teacher must have sufficient knowledge about assessment, which is one of the most significant parts of the learning and teaching processes. In order to obtain valid and reliable results at the end of the learning process, teachers must have sufficient knowledge of language assessment. In this context, teachers need to know how to assess their learners (Yetkin, 2015). In language assessment, each skill should be evaluated in line with the purpose of the course and the needs of the students. However, evaluating a product resulting from a real-time interaction is more challenging than evaluating a written product. In this sense, assessing speaking is a challenging issue. Along with features such as pronunciation, accuracy and fluency; the speaker's gender, personal characteristics, and mood also affect the speaking process. In spoken language, thinking, planning and speaking must be at the same time. Concordantly, it is often more difficult for teachers to notice and correct learners' errors in spoken language. Additionally, it is also difficult to design a valid and reliable assessment tools for speaking assessment. Therefore, oral proficiency is the most difficult skill to evaluate reliably as many features will be evaluated simultaneously as a result of instant decisions (Luoma, 2004).

In the Turkish education system, although speaking assessment is involved in the curriculum and the use of different assessment methods is recommended, it is observed that students do not use the language communicatively. Additionally, it can be seen that students use their mother-tongue instead of the target language even in classroom environments and cannot express their feelings and thoughts in the target language (Korkmaz, 2019). The underlying reason for this problem may be the use of traditional methods when assessing speaking skills or focusing on language forms instead of communicative skills. Previously conducted speaking assessment literacy studies showed that EFL teachers neglected assessing speaking skills and focus on language forms. (Çimen, 2022; Yeşilçınar and Kartal, 2020). Additionally, studies conducted to investigate language assessment literacy showed that EFL teachers need training for speaking assessment literacy (Mede and Atay, 2017;

Özdemir Yilmazer and Özkan, 2017). In this context, this research was conducted to investigate the gaps in EFL teachers' speaking assessment practices and to examine their knowledge of speaking assessment. At this point, examining the perceptions, knowledge and practices of EFL teachers may contribute to the body of literature on speaking assessment and may shed light on the problem.

Significance of the Study

Assessment serves as a roadmap for identifying learners' success in language learning process. In this context, it is indispensable for language learning process (Kaya, 2020). Owing to its importance in the process of language learning and teaching, many researchers have focused on language assessment literacy. Considering the Turkish context, there is a lack of research in the field of speaking assessment. Although many studies have been conducted on language assessment literacy, there are limited resources in the literature on the assessment of language skills such as speaking, listening and writing (Genç et al., 2020). In this context, this study is significant in several ways. First of all, this study aims to fill the gap in language assessment literature by focusing on speaking assessment literacy. The current study will contribute to the growing body of research on speaking assessment by focusing on Turkish EFL teachers' knowledge, perceptions and practices on speaking assessment literacy. Additionally, the current study will contribute to the teaching and learning process by helping teachers getting familiar with different speaking assessment practices. Furthermore, this study will show the effectiveness of using different tasks, considering assessment criteria and giving feedback in speaking assessment.

Moreover, studies carried out to investigate the speaking assessment literacy of English teachers working in state-owned primary, middle or high schools across Turkey are very limited. In this context, this study, which will be conducted with English teachers working at different levels such as high school, secondary school and primary school throughout Turkey, aims to fill this gap in the literature and provide new insights about speaking assessment literacy into the very limited literature in Turkey.

Research Questions

The current research aimed to reveal answers to the following questions:

1. What are Turkish English language teachers' (EFL) perceptions of speaking assessment literacy?
2. What are Turkish EFL teachers' practices of speaking assessment?
3. What are Turkish EFL teachers' knowledge of speaking assessment?

Limitations of the Study

The sample size is one of the limitations of this study. Quantitative data for this study were collected from 112 EFL teachers and qualitative data were collected from 11 EFL teachers. In addition, more female teachers participated in this study than male teachers. In consequence, the findings of the study cannot be generalized to all EFL teachers in the country. Further research can be carried out with more participants working in different schools across the country to generalize the findings. In addition, this study was conducted with EFL teachers working in public schools. More detailed results can be obtained by carrying out a study with EFL teachers working in private schools. Additionally, questionnaires and semi-structured interviews were used to collect data in this research. In order to obtain more detailed and accurate results, further research may be conducted using the observation technique in addition to the questionnaire and semi-structured interviews.

Definitions

Assessment: “assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance” (Brown, 2004: 4)

Assessment Literacy: “is the knowledge of how to assess what students know and can do, interpret the results from these assessments, and apply these results to improve student learning and program effectiveness” (Webb, 2002: 1).

Language Assessment Literacy: is a “broad term referring to a systematic procedure for eliciting test and non-test data (e.g., a teacher checklist of student performance) for the purpose of making inferences or claims about certain language-related characteristics of an individual” (Purpura, 2016: 191).

Speaking Assessment: refers to a process that not only focuses on particular characteristics of speech such as accuracy, pronunciation, or fluency, but also considers the language level, gender, status, and personal characteristics of the learner (Luoma, 2004).

Teachers' Assessment Literacy: “is described as the teachers' familiarity with the basics of measurement that can be applied in the classroom” (Kavaklı and Arslan, 2019: 224).

CHAPTER ONE

1. LITERATURE REVIEW

This chapter provides information about assessment, assessment literacy and language assessment literacy. Additionally, it provides information about speaking; components of speaking, testing speaking, and speaking scales. In addition, the chapter presents information regarding teaching speaking and speaking assessment literacy. Finally, research conducted in Turkey and worldwide are presented in this part of the study.

1.1. Assessment

Assessment, which is of great importance all over the world, serves many purposes in the learning process. Assessment shows whether the course has achieved its objectives or whether the objectives of the program or the needs of the students have been met. Based on the results of the assessments, student needs and objectives of the program are reconsidered and teaching processes are redesigned (Sevimel Şahin, 2019).

Assessment and learning are complementary processes. Apart from being a crucial part of teaching and learning process, assessment is also one of the most important parts of the curriculum. In order to increase the effectiveness of learning and teaching processes, it is important to provide assessment tools which are compatible with the purpose and context of education (Sarıyıldız, 2018). In addition, assessment is a roadmap for teachers that shows whether or not lesson objectives have been met and allows the process to be reorganized according to student needs. The assessment results play a significant role in creating a better learning environment and positively affect the motivation of the learner and the teacher through the role it plays in achieving the course objectives. (Ballıdağ, 2020).

The term assessment has been the subject of many studies and has been defined by many researchers. According to Popham (2009), assessment is more than testing. It consists of a wide variety of evidence-gathering techniques which reveals the educational background of the learner. According to Purpura (2016), assessment is not just formal testing, it is an observation process that uses various methods to gain insight into learners' knowledge. Further, Sevimel Şahin (2019) defined assessment as an extensive term including testing procedures, techniques, and methods that measure learners' knowledge on a language.

1.1.1. Types of Assessment

There are different types of assessment, teachers can determine and carry out their own assessment practices based on learning goals, curriculum and student needs (Sevimel Şahin, 2019).

1.1.1.1. Summative and Formative Assessment

In line with the learning objectives, summative assessment is used to measure the student's knowledge at the end of the lesson or unit. It is a type of assessment that summarizes what the student has learned at the end of the process (Brown, 2004). Summative assessment is used to make decisions about educational events that have already been completed. In this context, summative assessment is used to give students a final pass or fail grade at the end of the learning process (Popham, 2009). Therefore, a summative assessment is used to determine student achievement levels and assign them a final grade.

Unlike summative assessment, formative assessment assesses student's knowledge and skills in the process. The primary purpose of formative assessment is to continuously develop student's learning progress (Brown, 2004). Formative assessment is used to reorganize or to enhance the learning and teaching process. It evaluates the learning process rather than the final product. It is considered process-oriented. With this aim, it evaluates the learning process by identifying learning gaps and errors. It reveals deficiencies in the curriculum or in the student's learning methods, and in this context, it offers the opportunity to continue the learning process more effectively (Popham, 2009).

1.1.1.2. Informal and Formal Assessment

Informal assessment evaluates student's knowledge and skills without scoring them. This type of assessment measures student's knowledge and skills through classroom tasks in the process. Informal assessments can take the form of classroom feedback, unplanned comments, and observation. Unlike informal assessment, formal assessment evaluates student's knowledge and skills in a systematic and planned way. In formal assessment, it is essential to give grades to the student. All types of tests carried out during the year can be considered a formal assessment (Brown, 2004).

1.1.1.3. Classroom Assessments

Classroom assessments include formal and informal procedures that instructors use to see learner success. Classroom assessment allows teachers to see student's knowledge on a certain subject and also provides information about the learner's ability on doing something. Classroom

assessments are usually created by teachers and provide feedback to the teacher on the curriculum and the teaching process (Popham, 2009).

1.1.1.4. Accountability Assessments

Accountability assessments are standardized measurement tools predetermined by countries or schools. The main purpose of these scale tools is to determine the effectiveness of education, identify the learning gaps and restructure the process (Popham, 2009). These assessments are applied to determine the effectiveness of the program, teacher or institution in ensuring academic success (Sevimel Şahin, 2019).

1.2. Assessment Literacy

Assessment literacy is a concept that covers the process from the selection of the assessment tool to its scoring (Sarıyıldız, 2018). It includes knowledge of the different purposes and functions of assessment and the accurate and ethical scoring of assessment results. A teacher who is proficient in assessment should be familiar with the different functions of assessment and assess the students accordingly (Volante and Fazio, 2007).

The term assessment literacy came into being in 1990. The American Federation of Teachers (1990) identified the term as the required skills that a teacher should possess in order to teach the language (Büyükkaracı, 2016). According to Purpura (2016: 201), assessment literacy is "teachers' understandings of assessment and assessment processes related to the identification and narrowing of learning gaps in instruction through formative assessment". Ballıdağ (2020) indicated that assessment literacy is beyond what is known about the assessment. It also includes the process of implementing this knowledge.

Assessment literacy is crucial to increase the effectiveness of education and training and to create a better educational environment. Assessing each area of education requires different understanding and skills. In this context, language assessment needs language assessment literacy to meet its own requirements (Sevimel Şahin, 2019).

1.3. Language Assessment Literacy

Assessment occupies an important place in the process of language learning and teaching. In this context, it is not enough for foreign language teachers to have content pedagogical knowledge to create an effective learning environment. They should also need language assessment knowledge which is one of the essential components of the language learning process. This skill is very important to carry out language assessment procedures and organize teaching activities (Sevimel Şahin, 2019).

O'Loughlin (2013) asserted that language assessment literacy is the acquisition of various skills related to test production, interpretation, and assessment. Furthermore, Vogt and Tsagari (2014: 377) defined the term language assessment literacy as "the ability to design, develop and critically evaluate language tests and other assessment procedures, as well as the ability to monitor, grade and score assessments on the basis of theoretical knowledge".

In order to create a better learning and teaching environment and reorganize the process according to the needs of students, language assessment is one of the fundamental components of learning and teaching. In general, a teacher competent in language assessment must have content pedagogical knowledge and assessment-related knowledge and skills. In this context, foreign language teachers should choose assessment methods taking into account lesson objectives, student needs and learning contexts (Sevimel Şahin, 2019).

1.4. Speaking

According to Korkmaz (2019: 13), speaking is "the conveyance of language through the mouth by making sounds with our body". Speaking is used for many purposes in daily life. While speaking is essential for mutual communication, we also use it to achieve a specific purposes. For example, it is used for goal-oriented situations, such as asking for something or expressing feelings (Güllüoğlu, 2004). In addition, speaking can take place in a natural and everyday setting, as well as in a planned, programmed and formal way (Korkmaz, 2019). In this context, speaking skill can be described as an indispensable part of our lives compared to other skills.

Speaking has a complex structure that includes a range of macro and micro skills (Öztekin, 2011). Speech is not just about pronunciation, word usage and grammar. Apart from this, speech has a complex structure which includes elements such as fluency, correct intonation, appropriateness of expression, reasoning ability, and listening comprehension. In addition, linguistic and contextual variables are another factor that complicates the structure of discourse (Hatipoğlu, 2021).

To be able to speak a language, it is not enough to master the sound system of that language, it is also necessary to have a sufficient knowledge of vocabulary and grammar. Moreover, fluency is an important criterion for mutual communication. In addition, to be able to express ourselves in the target language, our knowledge of the world and our ability to reason and express our thoughts must be strong (Luoma, 2004).

1.4.1. Components of Speaking

1.4.1.1. Pronunciation

Pronunciation has a structure that includes various features of speech stream such as stress, intonation, pitch, volume, speed and pause (Luoma, 2004). Pronunciation is the process of conveying a word in a clear and understandable way to the other party. Pronunciation, a fundamental element of mutual intelligibility, covers the speaker's process of correctly pronouncing a sequence of phonemes. Pronunciation has two basic elements which are phonemes and supra-segmental features (Korkmaz, 2019). The fact that each language has regional variants and different regional standards, and that these standards are valued differently in different regions and for different purposes, precludes a single, valid standard for pronunciation (Luoma, 2004). In this sense, the assessment of pronunciation can be more difficult than the assessment of other oral constructs, because of the absence of single valid standard.

1.4.1.2. Grammar

Grammar is the knowledge of putting words together to form a meaningful whole (Güllüoğlu, 2004). Both in speaking and in writing, it is easy to identify and measure grammatical errors since the grammar rules of most languages are well-recognized. The grammar of speech is simpler than the written language, because people do not speak in sentences, instead they use idea units which consist of short phrases and clauses. In this context, when assessing oral proficiency, it should be assessed in relation to the grammar of speech (Luoma, 2004).

1.4.1.3. Vocabulary

Vocabulary is one of the essential skills to be considered while evaluating speaking proficiency. Like pronunciation, fluency, and grammar; vocabulary has an important place in communication. When assessing speaking proficiency, the speaker should have sufficient vocabulary knowledge and moreover, they should know which words are compatible with which words. In this context, the speakers should have comprehensive knowledge of syntax, connotation, word formation, and literal and figurative meanings (Güllüoğlu, 2004). Furthermore, in spoken language, as opposed to using well-chosen phrases, speakers generally use generic or vague words, fixed phrases and fillers to keep the conversation going. Speakers need strategies to create time, in this sense, core of phrases and expressions are used in spoken language (Luoma, 2004).

1.4.1.4. Fluency

Fluency refers to the transmission of the message without hesitation or pauses. Fluency is the state of speaking intelligibly and quickly. Speech delivered without repetition, with minimal pauses, can be attributed as fluent. A person's fluency in a language is directly proportional to the frequency of speaking that language. In addition, fluency does not occur in a short time. In order for a person to speak fluently, he or she must interact with people who speak that language for a certain period of time (Güllüoğlu, 2004). In this context, it takes a certain amount of time to measure fluency.

1.4.2. Testing Speaking

1.4.2.1. Reliability

In the evaluation process, reliability plays a crucial role since it is the key to reaching valid conclusions (Korkmaz, 2019). Reliability refers to obtaining similar results from measurement to measurement. In other words, to talk about reliability, a score obtained in the first exam should be consistent with the scores obtained in the other exams (Güllüoğlu, 2004). Scoring reliability can be achieved in speaking assessment by using consistent grading procedures. When evaluating a speaking performance, evaluators should avoid subjectivity and evaluate the performance in line with the determined criteria. When evaluating the speech, the strengths and weaknesses of the performance should be determined and the results should be evaluated according to the features specified in the scoring criteria. In addition, listening and reviewing the performance two or more times is one of the features that will increase reliability (Luoma, 2004).

1.4.2.2. Validity

According to Luoma (2004: 184), validity refers to "the meaningfulness of the scores, which defines a broad scope of concerns". In other words, validity refers to the situation in which learning outcomes and assessment questions are parallel to each other. The structures, vocabulary or grammar taught in the course should be included in the test and the test must be prepared accordingly. Tests prepared and applied in this sense can be considered as valid (Güllüoğlu, 2004). There are four main types of validity which are content validity, construct validity, criterion validity, and face validity. Content validity defines whether an instrument measures learning outcomes clearly and comprehensively (Korkmaz, 2019). In other words, it measures whether all the subjects taught in the course are reflected in the measurement tool. Construct validity means that a measurement tool measures only what it aims to measure (Korkmaz, 2019). In other words, it is the measurement of the items related to the subject trying to assess without going beyond the desired subject to measure. According to Kaya (2020: 20) face validity focuses on "whether the physical features of the questions such as the format or layout are perceived to be relevant or not by test takers." Finally, criterion

validity focuses on whether the results of two tests measuring the same achievements are parallel to each other. In other words, criterion validity examines the correlation between the results of two tests prepared for the same purpose (Kaya, 2020). To increase the validity of speaking assessment, the purpose of the test should first be determined, then the types of speaking that the tests aim to assess should be determined, and the tests should be developed within this context (Luoma, 2004).

1.4.2.3. Practicality

One of the important factors to consider when evaluating a language is practicality. Practicality is one of the important criteria that increases the effectiveness of a test. A test can be considered practical if it is easy to administer, cost-efficient, and time-efficient. Additionally, the scoring of a test should be feasible. In this context, in order to qualify a test as practical, it should have a specific scoring procedure (Korkmaz, 2019)

1.4.2.4. Authenticity

Authenticity refers to the similarity of an assessment tool with real-world items. In other words, authenticity focuses on whether or not the real world is included in the assessment tool. To qualify an assessment tool as authentic, the language used in the assessment tool should be original and natural. In addition, the topics included in assessment tool should be meaningful and represent real life (Brown, 2004). The authenticity of the assessment tool increases the student's interest and motivation in language learning process. Learners can talk more easily about their own values or the problems they face on a daily basis, and this reduces the level of anxiety. In this context, while preparing speaking assessment tasks, it is important to use natural language and meaningful and suitable topics which reflect daily life.

1.4.3. Speaking Scales

Scoring is one of the most important parts of speaking assessment. Scoring in speaking assessment is a challenging issue because no matter how objective a scoring system is to be applied, subjectivity cannot be avoided in many cases (Güllüoğlu, 2004). Rating scales that provide information about the learner's development in the language learning process should be selected according to the purpose of the assessment. In addition, social, linguistic and contextual factors should be taken into account when developing or choosing a rating scale. In this context, there are two main types of scales which are holistic scales and analytical scales (Grada, 2014).

1.4.3.1. Analytic Scales

The analytical scales measure each of the units of oral proficiency such as grammar, vocabulary, fluency and pronunciation separately. In this scale, the person receives a separate score for each category (Luoma, 2004). In this context, analytical scoring can be described as an independent measurement of the categories that make up the speaking skill (Korkmaz, 2019). Since analytic scales assess speaking categories separately, they provide the rater with a detailed assessment score in which the speaker's weaknesses and strengths are revealed more clearly (Luoma, 2004). However, the analytical scale is difficult to use in environments where time is limited and crowded classes. In this context, the rating scale should be designed separately for each class or course, taking into account reliability, validity and applicability (Güllüoğlu, 2004).

1.4.3.2. Holistic Scales

Holistic scales give an overall impression of learner performance. In holistic scales, categories such as grammar, vocabulary or fluency are not scored individually, but a single score covering all categories is assigned to a learner and this score does not contain much information about the learner's performance. Holistic assessment is faster and more convenient than analytical assessment. In the holistic assessment, since each category is not assessed separately and the whole is scored, it does not present complex tables, instead provides short and readable results, which facilitates the work of the assessor and also saves time. Since holistic scales do not give detailed information about learners' weaknesses and strengths, they do not guide teachers about learning gaps. In this sense, it can be said that holistic assessment, which is useful in terms of applicability, is not practical in diagnosing learning shortcomings and student needs (Luoma, 2004).

1.5. Teaching speaking

Speaking, which is one of the important parts of the curriculum, is an indispensable part of the language learning process. Speaking, which has a more complex structure than listening, writing and reading, requires the use of several skills at the same time (Burns, 2019). Also, of the four skills, speaking and writing are productive skills. However, they differ from each other in many ways (Yastıbaş, 2013). In spoken language, thinking, planning and speaking must be at the same time. This is why it is often more difficult for us to recognize and correct our errors in spoken language (Luoma, 2004). Accordingly, it should be considered that oral competence is different from other competences and teaching methods and techniques should be chosen in this context.

While teaching speaking skills, methods should be chosen according to the interests and needs of the learners, and students should be included in the speaking activities. According to a study conducted by Boonkit (2010), speaking tasks increase students' confidence by reducing their anxiety

levels and giving them the opportunity to speak in different situations. Furthermore, the results of the study indicated that listening to English materials improves students' speaking skills. In this context, listening to music or watching films improves students' English skills. Moreover, the findings revealed that the creativity of the topics used in the tasks is another factor that strengthens the oral skills of the students.

Akdemir et al. (2012), examined the effect of newspapers, which are original materials, on speaking skills. The findings of the research demonstrated that newspapers were suitable materials for the improvement of speaking skills. Moreover, the results indicated that newspaper were useful materials to learn the culture and pronunciation of the target language. Additionally, it was stated that discussing newspaper news in the classroom helps learning the daily usage patterns of the language and improves speaking skills.

Another way to teach speaking skill is to use group activities such as role play, drama or games. Matsumoto (2010) carried out a study to analyze the effect of group work activities on learners' speaking skills. The results showed that group activities had a positive effect on students' speaking skills. The results showed that conversations with group members helped students overcome shyness and lack of self-confidence over time and increased their self-confidence.

Moreover, Keshavarzi (2012) indicated that literature should be used in language learning to teach both real use of language and target language culture. According to Keshavarzi (2012), literature that exhibits actual language use is an important resource for students to acquire four skills in language learning. The original and meaningful structure of literary texts helps learners acquire grammar skills and improve their speaking skills indirectly. Additionally, Keshavarzi (2012) indicated that when literature is included in English teaching, students' motivation and self-confidence will increase, which will have a positive effect on language learning.

Another way to teach speaking is through technology. A study carried out by Sosas (2021) revealed that the use of technology when teaching oral expression reduce students' anxiety and apprehension, and also increase their fluency and accuracy. Additionally, the study showed that students express themselves more proficiently when technologies such as videoconferencing, email correspondence, and social media interaction are used.

Moreover, the study by Duran et al. (2021) investigated the use of cartoons when teaching speaking skills. According to the results of this study, cartoons reduce students' anxiety levels and increase their motivation, making them more comfortable while speaking. Additionally, according to the results, students' pronunciation and comprehensibility increased when cartoons were used. In this context, it can be said that cartoons improve speaking skills and contribute to the learning process positively.

A study conducted by Tavid (2010) stated that speaking and listening skills form a whole and the integrated application of these two skills will improve students' oral proficiency. Additionally, she highlighted the importance of using information gap tasks in teaching these two skills. Information gap tasks increase students' motivation to learn and facilitate comprehension. The results showed that the combination of speaking and listening skills and the use of information gap tasks would be beneficial in language learning as it creates real communication between the learners. Moreover, the results of a study conducted by Atli and Bergil (2012) showed the importance of pronunciation lessons in the development of oral skills. According to the results of this study, learners gain confidence in speaking if they have a sufficient amount of pronunciation knowledge. Accordingly, it is important to incorporate pronunciation and listening lessons while teaching speaking. This may help students feel more confident and less anxious while they speak.

As a result, teachers can choose different methods according to the interests and needs of the students and teach the lesson accordingly. By choosing materials related to real life, students' motivation can be increased and their anxiety can be reduced. In this context, newspapers, cartoons, literature and information gap tasks can be used. Moreover, it is important to use technology while teaching speaking skills. By using technology, students can be able to speak more fluently and meaningfully. Moreover, group activities such as role play and drama have an important role in improving speaking skills. Additionally, including listening and pronunciation lessons while teaching speaking skills increases students' self-confidence and directs them to speak. Additionally, listening to music in the target language and watching movies encourage students to speak.

1.6. Speaking Assessment Literacy

The fact that English has become a lingua franca has strengthened the position of English in education and has caused changes in the education system of many countries. Some countries have added English to the curriculum as a compulsory subject, while others have changed their language of instruction to English (Rahmawati and Ertin, 2014). Additionally, the development of learners' verbal performance skills has gained prominence in the literature, and many researchers and practitioners have devoted their attention on this issue (Ounis, 2017).

Speaking has a complex structure, in this context difficulties may arise when evaluating oral proficiency. Numerous factors such as personal characteristics, task characteristics, and rubric descriptors can affect participants' oral performance. Considering such factors, it becomes difficult to fully assess the capabilities of the participants. In this context, besides the learners' grammar knowledge, the ability to use this knowledge effectively should also be measured (Seong, 2014).

According to Richards (2006), speaking tasks should include interactive classroom activities which require the use of communication strategies that reveal the relationship between language use

and context. In addition to this, these activities should aim to examine the meaningful use of language in the natural environment. Activities such as role-plays, dialogues and interviews can be used to assess learners' speaking performance.

In addition, test developers must have adequate training in speaking assessment literacy. In order to reveal learners' micro and macro oral skills and achieve consistent and meaningful results, test designers must develop valid and reliable tests using technical applications (Hatipoğlu, 2021).

1.7. Speaking Assessment Literacy Research

Thuy and Nga (2018) carried out a study to explore EFL teachers' perceptions of speaking assessment. Forty- two English language teachers participated in this study. For data collection, researchers used questionnaires and interviews. According to the results, teachers had positive perceptions towards speaking assessment. In addition, the results showed that participants preferred using formative assessment rather than summative assessment. Additionally, role-playing, interviewing, and picture description were found to be the preferred tasks in this study. Moreover, according to the findings, the participants gave least attention to assessing learners' grammar however, they gave equal attention to assessing fluency, interaction, pronunciation, and vocabulary.

A study conducted by Tajeddin et al. (2018) aimed to examine twenty-six EFL teachers' classroom assessment literacy for speaking. Scenarios and semi-structured interviews were used to collect data. The findings of this study revealed the criteria of the participants' assessment of speaking. According to the findings, accuracy, fluency, vocabulary, pronunciation, communication, and content were the several criteria of the participants when evaluating speaking. Additionally, results revealed that both formative assessment and diagnostic assessment were used by the teachers for evaluation purposes. The researcher also highlighted that the participants were less aware of their knowledge regarding speaking.

Ahmad (2021) conducted a study to analyze instructors' beliefs regarding assessing speaking skills. The results of this study showed that instructors had different beliefs regarding speaking assessment. According to the findings there were several factors such as classroom contexts, institutional requirements, and curriculum expectations which affect how instructors apply speaking assessments. As a result, different contexts affect the way of assessing speaking skills.

A study carried out by Ounis (2017) aimed to analyze teachers' beliefs regarding speaking assessment literacy. In addition, the researcher aimed to explore the relationship between learners' oral performance and teachers' beliefs on speaking assessment literacy. The data of this study were collected from 20 instructors. A questionnaire was used to gather the data. The findings showed that there was a positive correlation between students' oral performance and teachers' beliefs on speaking

assessment literacy. According to the findings, interactive, authentic, communicative activities were used by the participants so as to enhance learners' speaking performance. Both summative and formative assessment were used by the teachers to evaluate learners' speaking performance.

A study conducted by Song (2011) aimed to analyze the relationship between Assessment for Learning (AFL) and English speaking skills. The findings of this study showed that there was a positive correlation between AFL and speaking skills. According to the findings, AFL had positive impact on learners' English speaking skills.

Genç et al. (2020) conducted a study to explore instructors' knowledge of writing and speaking assessment literacy. Fifty eight EFL teachers participated in this study and the data were collected through Language Assessment Knowledge Scale (LAKS). The results revealed that participants had lack of knowledge regarding assessment of writing, however, they had sufficient knowledge on assessment of speaking. This study also highlighted the need for further training in speaking and writing assessment literacy.

A study conducted by Grada (2014) also aimed to explore EFL teachers' knowledge of speaking assessment. The data of this study were collected through questionnaires, semi-structured interviews and classroom observation. The results of this study revealed that teachers' understanding of assessment affected the practices they use in the classroom context. According to the results, when assessing the spoken language, the participants focused on the linguistic content and kept the communicative effect in the background. Additionally, participants assessed oral skills with a summative assessment. Finally, when evaluating oral performance, participants prioritized content over process.

Güllüoğlu (2004) conducted a study to investigate the extent to which speaking skills were taught in Gazi University English Preparatory School. In addition, another purpose of this thesis was to prepare and administer exams in line with the book taught to students in the preparatory class. The findings of the study showed that insufficient attention was paid to speaking skills in the preparatory class and that a speaking course was necessary. Moreover, the results showed that students and teachers had positive attitudes towards a separate speaking exam and that a separate speaking exam was necessary in the preparatory class.

A thesis study conducted by Korkmaz (2019) aimed to explore the attitudes and perceptions of teachers and students towards online speaking exams. The data of this study were collected from 291 participants. Both questionnaire and an interview were used in this study to collect data. According to the findings of this study, participants found online speaking exams convenient and useful. Moreover, the results showed that online speaking exams had positive effects on speaking skills. In

addition, the results revealed that the online speaking test also had negative effects on speaking skills and some aspects need to be developed.

Kıraç (2019) carried out a study to examine the effects of the speaking portfolio on the development of learners' speaking skills. The researcher used questionnaires and interviews to collect data. The data were collected from 289 participants and 6 instructors. The results of this study revealed that portfolio use reduced learners' anxiety levels and improved their autonomy. Moreover, the results showed that the portfolio tasks were beneficial for the development of the students' oral proficiency. Additionally, instructors also stated that portfolio assessment was beneficial in improving students' oral skills.

A study conducted by Yeşilçınar and Kartal (2020) aimed to analyze EFL teachers' perspectives and practices on assessing speaking and writing skills. Three EFL teachers participated in this research. An interview was used in this study to collect data. The results of this research revealed that grammar-based exams were used by teachers in their classes. In addition, the participants did not focus on communicative skills and they avoid assessing speaking skills.

CHAPTER TWO

2. METHODOLOGY

In this chapter, the research design, settings and participants, the data collection instruments, the data collection procedure and data analysis are presented.

Research Questions

1. What are Turkish English language teachers' perceptions of speaking assessment literacy?
2. What are Turkish EFL teachers' practices of speaking assessment?
3. What are Turkish EFL teachers' knowledge of speaking assessment?

2.1. Research Design

In this research both quantitative and qualitative data collection methods were used. The reason for choosing mixed-method research design in this study was to obtain more reliable findings that can strengthen the research results. In the mixed method, the findings obtained from one method provide information about the results obtained from the other method and thus contribute to the explanation and improvement of the results that seem to be incomplete or complex (Dawadi et al., 2021). For the quantitative part of the study, a questionnaire was used to find answers to the research questions. In the qualitative part of the study, a semi-structured interview was used to get an in-depth understanding of the participants' perceptions, knowledge and practices of speaking assessment literacy.

2.2. Setting and Participants

The current study was conducted online in 2022-2023 academic year. The quantitative data was collected through online questionnaire. The sample of this study was comprised of Turkish English language teachers from different regions of the country, in this sense the interviews were also conducted online, via phone calls. 112 EFL teachers participated in the quantitative part of the study and 11 English language teachers participated in the qualitative part of the study. The participants of this study were selected through snowball sampling. The snowball sampling was used to increase the number of participants and obtain more data.

In order to obtain the quantitative data, the online version of the questionnaire was sent to the participants and requested to respond to the questionnaire. Additionally, in order to enlarge the sample size, the researcher requested EFL teachers to send the link to the questionnaire to their friends who work as an English teacher in MONE. In addition, at the end of the questionnaire, the researcher requested an email address from the participants who wished to participate in the online interviews. In this context, the researcher contacted the participants who wished to participate in the interview and the date and time of the interview were determined according to the availability of the participants. Additionally, the researcher also contacted EFL teachers in her circle and asked if they would volunteer for the interview.

The sample included EFL teachers working at different state elementary, middle, and high schools in Turkey. In the quantitative part of the study, in terms of gender, more females (59, 8%) participated in the questionnaires than males (40, 2%). Participants were between the ages of twenty-two and forty-six. Majority of the participants (23, 8%) were twenty-eight and thirty years old. In addition, majority of the participants (84, 8%) has bachelor's degree. Additionally, 42, 9% of the participants graduated from English Language Teaching departments while 36, 6% participants were graduated from English Language and Literature. Nineteen participants (17%) graduated from Translation and Interpreting departments and four participants (3, 6%) graduated from Linguistics departments. Moreover, 37, 5% of the participants worked at high schools, which was followed by middle schools (35, 7%) and elementary schools (25, 9%). Table 1 demonstrates the demographic information of the participants who took part in the questionnaire.

Table 1: Demographic Information of the Participants

		FREQUENCY	PERCENT
Gender	Male	47	40,2
	Female	67	59,8
Age (Average age=32,9 ranging; from 22 to 46)	22-26	13	11,6
	27-31	40	35,7
	32-36	27	24,1
	37-41	22	19,6
	42-46	10	8,9
Educational Background	Bachelor's degree	95	84,8
	Postgraduate	17	15,2
	Doctor's degree	0	0
Year of Teaching Experience	1-5 years	42	37,5
	6-10 years	37	33,0
	11-15 years	19	17,0
	16-20 years	9	8,0
	21 or higher	5	4,5
The BA Programme Graduated	English Language Teaching (ELT)	48	42,9
	Translation and Interpreting	19	17,0
	English Language and Literature	41	36,6
	Linguistics	4	3,6

Table 1: (Continue)

		FREQUENCY	PERCENT
School Level	Elementary School	29	25,9
	Middle School	40	35,7
	High School	42	37,5
	All levels	1	,9

In the qualitative part of the study, eleven EFL teachers volunteered to participate in semi-structured interviews. 9 EFL teachers were female and 2 EFL teachers were male. The year of teaching experience of the participants were ranged from 3 to 23. Majority of the participants were teaching in high school. In addition, two participants teach in secondary and two participants teach in elementary school. One participant teaches both in elementary and secondary school. Lastly, majority of the participants had training in language teaching however only two participants had training in speaking assessment. The participants who had training in language assessment mostly took this training in university. The participant who had training in speaking assessment took some in service courses in Turkey and in abroad for few days. Table 2 shows the personal information of the interviewees.

Table 2: Personal Information of the Interviewees

No.	Pseudonym	Gender	Level of Teaching	Years of Experience	Training in Language Teaching	Training in Speaking Assessment
1.	P1	F	High school	12	Yes	No
2	P2	F	High School	2	No	No
3	P3	F	Elementary and Secondary School	3	Yes	No
4	P4	F	High School	13	Yes	No
5	P5	F	Elementary School	5	Yes	No
6	P6	F	Elementary School	3	No	No
7	P7	F	High School	12	Yes	No
8	P8	F	High School	7	Yes	Yes
9	P9	M	High School	23	Yes	Yes
10	P10	M	Secondary School	5	Yes	No
11	P11	F	Secondary School	14	Yes	No

2.3. Data Collection Instruments

Mixed method approach was used in this study. Both qualitative and quantitative data were used to get in-depth information on participants' perceptions, knowledge and practices of speaking assessment literacy. The participants' demographic information was also collected through questionnaires. The results of the quantitative data were analyzed through a statistical software program, IBM SPSS and the findings of the qualitative data were analyzed through content analysis.

2.3.1. Questionnaire

For the quantitative part of this study, a questionnaire was used to measure speaking assessment perceptions, knowledge and practices of EFL teachers. The questionnaire questions were adapted from the speaking assessment literacy questionnaire by Grada (2014) and Thuy and Nga (2018). The questionnaire consisted of four parts. At the beginning of the questionnaire, the participants were informed about the purpose of the research and it was stated that participation in the current study was completely voluntary. The first part of the questionnaire provided information on demographic features such as age, gender, years of teaching experience, university program they graduated from, the level of teaching (elementary, middle, high school), and whether the participants received any courses or training on language testing or speaking assessment. In addition, the first part also includes questions that explore the frequency with which participants apply speaking assessment and the frequency with which speaking assessment techniques are used. First ten questions of the questionnaire were multiple choice questions and the eleventh question which aims to explore the frequency of using speaking assessment tasks was formed in a 3-point Likert-type scale.

The second part of the questionnaire provided information on teachers' perceptions of speaking assessment. This part of the questionnaire was consisted of seventeen questions and it was formed in a 4-point Likert-type scale. The third part of the questionnaire provided information on teachers' practices of speaking assessment. This part of the questionnaire was consisted of 25 questions and it was formed in a 3-point Likert-type scale. The last part of the questionnaire provided information on teachers' knowledge of speaking assessment. This part was formed in a 4-point Likert-type scale and 18 items.

After the questionnaire was adapted and prepared, the researcher sent the questionnaire to 4 colleagues for piloting and asked them to give feedback about whether they had any problem while completing the questionnaire. After obtaining feedback from participants, the researcher and her advisor reduced the number of questions and revised questions in order to increase the comprehensibility of the questionnaire. Finally, the last version of the questionnaire was send to the actual sample of the current study.

2.3.2. Semi-structured Interviews

In the qualitative part of this study semi-structured interviews were used to collect the data. The purpose of using semi-structured interview was to get detailed information on participants' practices and perceptions on speaking assessment literacy. The interview questions were adapted from Grada (2014) interview questions. The semi-structured interviews consist of nineteen open-ended questions. First three questions of the interview aimed to investigate the background information of the participants such as the level at which they teach, years of teaching experience and whether they have received any training in language teaching and in the assessment of speaking. Next part of the interview aimed to investigate participants' perceptions of speaking assessment. The third part of the interview aimed to explore the purpose of using speaking assessment in language leaning and the last part aimed to explore speaking assessment practices of the participants.

The semi-structured interviews were held in English. The interview questions were sent to participants before conducting the interview. The interviews conducted orally via phone call. Before starting the interviews, the participants were informed of the content of the research and it was made clear that participation in the interview was completely voluntary. After that, they were assured that the data collected through these interviews would not be shared with anyone. After receiving permission from the participants, the researcher recorded the interviews by voice recorder. Each interview took approximately 20 minutes.

2.4. Data Collection Procedure and Data Analysis

First of all, permission from the Ethics Commission of the Karadeniz Technical University was requested by the researcher. After obtaining the necessary permission from the ethics committee, the researcher started to collect data using questionnaire and semi-structured interviews. The quantitative data of this study were collected through speaking assessment literacy questionnaire adapted by Grada (2014) and Thuy and Nga (2018). First of all, the questionnaire was created via Google forms. The questionnaire was completed by 112 EFL teachers residing in different cities in Turkey. After collecting the quantitative data, the researcher started to collect the qualitative data. Semi-structured interviews were scheduled based on the availability of participants, and interviews were conducted via phone calls since participants lived in different cities. Participants were assured that the data collected through these questionnaires and interviews would not be shared with anyone.

In the data analysis process, questionnaires were analyzed through the use of Statistical Package for Social Sciences (SPSS) 27.0. The internal consistency reliability of the scales was measured with Cronbach's Alpha Reliability Statistics. After that, descriptive studies were used to calculate percentages and frequencies of demographic information. Afterwards, Likert scale of the questionnaires was analyzed via SPSS in terms of percentages, and frequencies.

The qualitative data analysis was carried out through the content analysis. Content analysis helps to explain the process in a more elaborated and systematic way (Dinçer, 2018). In this sense, the researcher used content analysis in this research. Before transcribing the data, each recordings were listened by the researcher several times. After listening each recordings, the data were transcribed and it was coded into themes and patterns. Finally, the data were arranged corresponding to the codes and themes, and each question was analyzed separately.



CHAPTER THREE

3. FINDINGS AND DISCUSSION

The analysis of quantitative and qualitative data are presented in this chapter. Quantitative data of this study were gathered through questionnaire and qualitative data were gathered through semi-structured interviews. Quantitative data were analyzed via SPSS program and qualitative data of this study were analyzed via content analysis.

3.1. Quantitative Data Analysis

3.1.1. Analysis of Demographic Information of the Participants

One hundred twelve EFL teachers working at different state elementary, middle, and high schools in Turkey participated in this study. In terms of gender, more females (59, 8%) participated in the questionnaires than males (40, 2%). Participants were between the ages of twenty-two and forty-six. In addition, majority of the participants have bachelor's degree (84, 8%) and only seventeen participants have postgraduate degree. Furthermore, majority of the participants were graduated from English language teaching departments (42, 9%) and it was followed by English language and literature graduates (36, 6%). Only 17% of the participants were graduated from Translation and interpreting departments and only 3, 6% of the participants graduated from linguistics departments. Additionally, majority of the participants are teaching at high schools (37, 5%), which was followed by middle schools (35, 7%) and elementary schools (25, 9%).

Figure 1: Training on Language Assessment

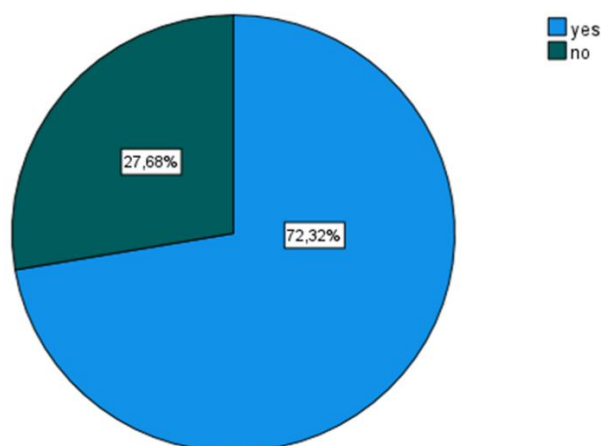
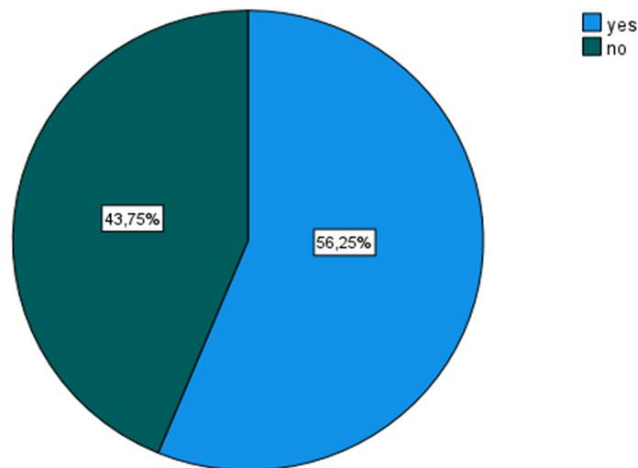


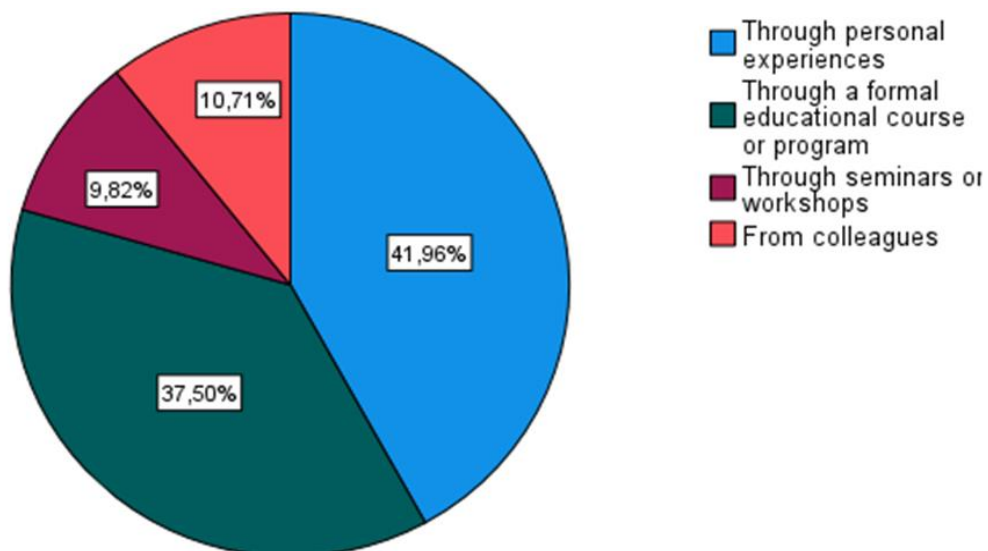
Figure 1 illustrates that majority of the participants (72, 3%) had taken language testing course previously and only 31 (27, 6%) participants indicated that they had not taken any language testing course before.

Figure 2: Training on Speaking Assessment



Additionally, 56, 2% of the participants stated that they had training on speaking assessment while 43, 7% of the participants stated that they had no training on speaking assessment.

Figure 3: Primary Source for Learning Speaking Assessment Techniques



The majority of the participants (41, 9%) stated that they learned speaking assessment techniques through personal experiences and 37, 5% of the participants stated that they acquired speaking assessment techniques through course or program. Only 10, 7% of the participants stated

that they learned speaking assessment techniques from colleagues and 9, 8% of the participants indicated that they got familiar with speaking assessment techniques through seminars or workshops.

The questionnaire was divided into three parts which included 60 items. The first part of the questionnaire analyzed participants' perceptions of speaking assessment, the second part analyzed the participants' practices of speaking assessment and the last part analyzed the participants' knowledge of speaking assessment. The Cronbach's alpha reliability analysis was conducted to assess the internal consistency of the three components of the questionnaire. The results are presented in Table 3.

Table 3: Reliability Analysis of the Questionnaire

Scale	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
EFL teachers' perception of language assessment	,929	,934	17
Practice of speaking assessment	,874	,895	25
Knowledge of speaking assessment	,970	,970	18

As can be seen from Table 3, the Cronbach's Alpha reliability analysis result was found to be 0,92 for perception of language assessment, 0,87 for practice of speaking assessment, 0,97 for knowledge of speaking assessment. Concordantly, it can be said that the three scales represented above had good internal consistency since the results are higher than acceptable limits (0,70).

3.1.2. EFL Teachers' Perception of Speaking Assessment

The first research question of the study aimed to explore EFL teachers' perceptions of speaking assessment literacy. 4-point Likert-type scale was used in this part of the questionnaire. This part of the questionnaire aimed to reveal participants' perceptions on speaking assessment tasks, assessment criteria, the role of feedback in speaking assessment, purpose of speaking assessment and assessment scales. Responses to 17 items range from strongly disagree (1) to strongly agree (4) for each attitude statement. Frequencies and percentages of the responses are given in the Table 4.

Table 4: EFL Teachers' Perception of Speaking Assessment

	SA		A		D		SD	
	f	%	f	%	f	%	f	%
1. Teachers should specify the purpose of speaking assessment when they assess students' language performance.	44	39,3	66	58,9	2	1,8	0	0

Table 4: (Continue)

	SA		A		D		SD	
	f	%	f	%	f	%	f	%
2. Teachers should choose speaking assessment tasks which help to get information about students' ability to use language effectively.	53	47,3	57	50,9	2	1,8	0	0
3. Teachers should use many different speaking assessment tasks.	51	45,5	60	53,6	1	,9	0	0
4. Teachers should clearly explain to the students how to do speaking assessment tasks.	54	48,2	57	50,9	1	,9	0	0
5. Teachers should consider assessment criteria (they are standards whereby assessment categories such as accuracy, fluency, vocabulary, pronunciation, communication are judged) used when they design speaking assessment.	52	46,4	57	50,9	3	2,7	0	0
6. Teachers should inform assessment criteria to students before conducting speaking assessment.	44	39,3	63	56,3	5	4,5	0	0
7. Teachers should connect the selection of assessment criteria with the aim of speaking assessment.	42	37,5	68	60,7	2	1,8	0	0
8. Teachers should clearly identify the language skills to be assessed when they design language assessment.	49	43,8	61	54,5	2	1,8	0	0
9. Teachers should make speaking assessment part of language teaching and learning.	46	41,1	65	58,0	1	,9	0	0
10. Teachers should give feedback to students immediately and timely.	49	43,8	59	52,7	3	2,7	1	,9
11. Teachers should give students both comments and marks.	32	28,6	73	65,2	7	6,3	0	0
12. Teachers' feedback should enable each student to identify his/her strengths and weaknesses.	51	45,5	60	53,6	1	,9	0	0
13. Speaking assessment is conducted to give students grade which informs them of their own development.	33	29,5	67	59,8	12	10,7	0	0
14. Speaking assessment is conducted to give students feedback on their own progress.	44	39,3	67	59,8	1	,9	0	0
15. Speaking assessment is conducted to indicate the students' achievement of a semester.	30	26,8	64	57,1	18	16,1	0	0
16. Speaking assessment should be done holistically (Given a total mark to the students' overall speaking performance).	29	25,9	35	31,3	45	40,2	3	2,7
17. Speaking assessment should be done analytically (Assessing each category in students' speaking performance separately).	33	29,5	67	59,8	11	9,8	1	,9

As can be seen from Table 4, more than half of the responses to the seventeen items were concentrated around “agree”. The responses emphasized the importance of the clarity of speaking assessments. 53, 6% of the participants agree on the idea that “Teachers should use many different speaking assessment tasks”. Moreover, as shown by the responses to items 5 and 7, more than half of the participants stated that teachers should establish assessment criteria and connect the selection of assessment criteria with the aim of speaking assessment. Additionally, 56, 3% of the participants indicated that learners should be informed of the assessment criteria before taking speaking exams. 58% of the participants indicated that speaking assessment should be part of language teaching and learning. The items 10, 11 and 12 which includes questions on feedback in speaking assessment, highlighted the importance of feedback in language learning classrooms. More than half of participants indicated that feedback should be given immediately and both comments and marks should be used to give feedback to students’ speaking performance. Additionally, 53, 6% of the participants stated that “Teachers’ feedback should enable each student to identify his/her strengths and weaknesses”. In addition, 59, 8% of the participants stated that “Speaking assessment is conducted to give students grade which informs them of their own development” while 57, 1% of the participants reported that “Speaking assessment is conducted to indicate the students’ achievement of a semester”. Additionally, 59, 8% of the participants stated that “Speaking assessment is conducted to give students feedback on their own progress”. Lastly, items 16 and 17 aimed to analyze participants’ perceptions of using holistic and analytic scales. More than half of the participants (59, 8%) reported that “Speaking assessment should be done analytically” while 31, 3% of them reported that “Speaking assessment should be done holistically”.

3.1.3. EFL Teachers’ Practices of Speaking Assessment

The second research question of the study aimed to explore English language teachers practices of speaking assessment. 3-point Likert-type scale was used in this part of the questionnaire. This part of the questionnaire aimed to reveal participants’ practices on speaking assessment tasks, assessment criteria, the role of feedback in speaking assessment, purpose of speaking assessment and assessment scales. Responses to 25 items range from always (1) to never (3) for each attitude statement. Frequencies and percentages of the responses are given in the Table 5.

Table 5: EFL Teachers’ Practices on Speaking Assessment

	A		S		N	
	f	%	f	%	f	%
18. I firstly identify the purpose of assessment when I assess students’ oral language performance.	89	79,5	21	18,8	2	1,8
19. I clearly explain to the students how to do oral assessment tasks.	97	86,6	14	12,5	1	,9

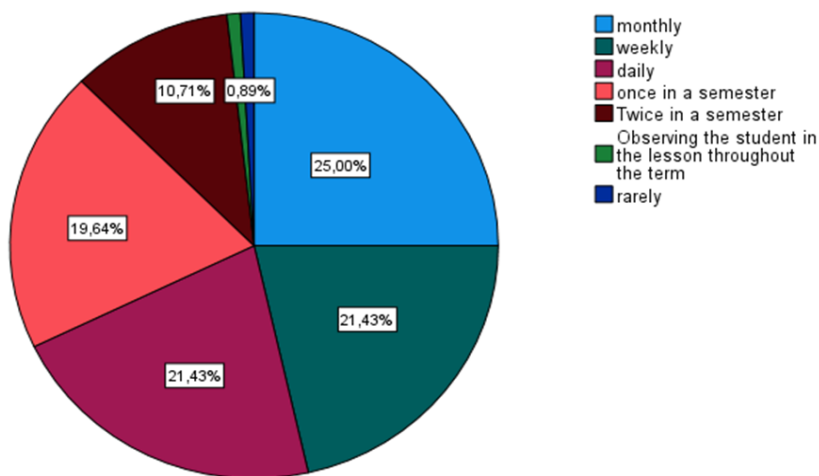
Table 5: (Continue)

	A		S		N	
	f	%	f	%	f	%
20. I select assessment tasks that help to get information about the students' ability to use oral language performance effectively	94	83,9	18	16,1	0	0
21. I use analytic assessment to assess learners' speaking ability.	65	58,0	37	33,0	10	8,9
22. I use holistic assessment to assess learners' speaking ability.	35	31,3	51	45,5	26	23,2
23. I use different speaking assessment tasks in a speaking test.	79	70,5	31	27,7	2	1,8
24. I assess the student's oral proficiency based on his/her in-class performance.	55	49,1	54	48,2	3	2,7
25. I assess the student's oral proficiency at the end of the semester.	42	37,5	48	42,9	22	19,6
26. I assess student's oral proficiency least twice per semester.	66	58,9	34	30,4	12	10,7
27. I conduct a speaking assessment to get information about students' learning progress.	83	74,1	29	25,9	0	0
28. I conduct a speaking assessment to diagnose students' strengths and weaknesses.	82	73,2	30	26,8	0	0
29. I conduct a speaking assessment to indicate the students' levels of speaking proficiency.	77	68,8	35	31,3	0	0
30. I conduct a speaking assessment to indicate the students' achievement of a semester.	76	67,9	30	26,8	6	5,4
31. I record or videotape students' performances for more accurate assessment.	32	28,6	42	37,5	38	33,9
32. I take notes carefully while assessing students.	76	67,9	35	31,3	1	,9
33. I set speaking tasks at an appropriate level of difficulty.	85	75,9	24	21,4	3	2,7
34. I assess the <i>content</i> of students' performance.	81	72,3	30	26,8	1	,9
35. I assess students' <i>fluency</i> .	81	72,3	29	25,9	2	1,8
36. I assess students' pronunciation.	86	76,8	26	23,2	0	0
37. I assess students' interaction.	81	72,3	31	27,7	0	0
38. I assess students' grammar.	76	67,9	33	29,5	3	2,7
39. I assess students' vocabulary.	88	78,6	24	21,4	0	0
40. I give feedback to students immediately and timely.	84	75,0	26	23,2	2	1,8
41. I use formative assessment (this type of assessment is used by teachers during classroom activity) to assess learners' speaking ability.	67	59,8	39	34,8	6	5,4
42. I use summative assessment (assessment given at the end of a prescribed period of teaching) to assess learners' speaking ability.	46	41,1	45	40,2	21	18,8

Table 5 shows EFL teachers' speaking assessment practices in language classrooms. As can be seen from the table above more than half of the responses concentrated on always. For the first question, "I firstly identify the purpose of assessment when I assess students' oral language

performance” majority of the participants (79, 5%) stated as always while 1, 8% of the participants reported as never. Items 21 and 22 aimed to determine the speaking scale used by the participants. As can be seen by the Table 5, 58% of the participants stated that they use analytic scale while 31, 3% reported that they use holistic scale in their classes. Moreover, 70, 5% of the participants reported that they always use different speaking assessment tasks. According to items 24, 25 and 26, 58, 9% of the participants stated that they assess student's oral proficiency at least twice per semester while 37, 5% stated that they assess student's oral proficiency at the end of the semester. 49, 1% of the participants indicated that they assess learner’ oral proficiency based on their in class performance. Items 27, 28, 29 and 30 aimed to determine the purpose of speaking assessment. The findings indicated that majority of the participants (74, 1%) conduct speaking assessment to get information about students’ learning progress while 67, 9% of the participants conduct speaking assessment to indicate students’ achievement of a semester. As can be seen from the items 31 and 32, majority of the participants (67, 9%) take notes while assessing students’ oral proficiency while only 28, 6% of the participants record learners’ speaking performance. In addition, 75, 9% of the participants stated that they use assessments which are in line with students’ language level. As can be seen from the responses to the items 34 to 39, the participants assess all constructs of speaking in their speaking assessments. According to the responses, the participants’ attention is concentered on assessing learners’ pronunciation (76, 8%). According to the percentages, it can be said that participants gave least attention to assessing learners’ grammar (67, 9%). In addition, they gave equal attention to assessing fluency, interaction and content (72, 3%). Moreover, majority of the participants (75%) stated that they always “give feedback to students immediately and timely” while 23, 2% of them stated that they sometimes gave immediate and timely feedback. Finally, 59, 8% of the participants indicated that they use formative assessment while 41, 1% of them stated that they use summative assessment.

Figure 4: The Frequency of Applying Speaking Assessment in a Term



As can be seen from the Figure 7, 25% of participants apply speaking assessment on a monthly basis, 21, 4% of the participants evaluate students' oral proficiency daily, and likewise 21, 4% of the participants evaluate students' oral proficiency weekly. Additionally, 19, 6% of the participants conduct speaking assessment once in a semester, while 10, 7% of the participants assess learners' speaking proficiency twice in a semester. Only one participant stated that she evaluated students' speaking ability rarely and lastly, only one participant reported that he observe the students throughout the term to assess their speaking ability.

Table 6: The Frequency of Using Speaking Assessment Techniques

How often do you use the following speaking assessment techniques?						
	Always		Sometimes		Never	
	f	%	f	%	f	%
Presentation	34	30,4	61	54,5	17	15,2
Role-play	57	50,9	52	46,4	3	2,7
Interviews	19	17,0	66	58,9	27	24,1
Information gap activities	36	32,1	50	44,6	26	23,2
Informal conversations	42	37,5	46	41,1	24	21,4
Picture description	61	54,5	44	39,3	7	6,3
Portfolios	15	13,4	52	46,4	45	40,2
Peer assessment	39	34,8	56	50,0	17	15,2
Student self-assessment	30	26,8	66	58,9	16	14,3

The Table 6 shows the frequency of using speaking assessment techniques in the classrooms. The most preferred techniques used by EFL teachers are picture description, role-play and informal conversations. More than half of the participants (54, 5%) stated that they always use picture description activities and 50, 9% of the participants stated that they always use role play as a speaking assessment technique. More than half of the participants (58, 9%) indicated that they sometimes use self –assessment techniques while 50% of the participants stated that they sometimes use peer assessment techniques. 46, 4% of the participants reported that they sometimes use Portfolios and likewise, 46, 4% of the participants stated that they sometimes use role play. More than half of the participants (58, 9%) stated that they sometimes use interviews and 54, 5% of the participants stated that they sometimes use presentation while assessing learner' speaking ability. 40, 2% of the participants stated that they never use portfolios and 24, 1% of the participants indicated that they never use interviews as a speaking assessment technique. As can be seen from the Table 6, the most preferred techniques used by the participants are picture description and role play and least preferred technique is portfolio.

3.1.4. EFL Teacher's Knowledge of Speaking Assessment

The third research question of the study aimed to determine English language teachers' knowledge of speaking assessment. 4-point Likert-type scale was used in this part of the questionnaire. This part of the questionnaire aimed to reveal participants' knowledge on speaking assessment tasks, assessment criteria, the role of feedback in speaking assessment, purpose of speaking assessment and assessment scales. Responses to 18 items range from not good (1) to excellent (4) for each attitude statement. Frequencies and percentages of the responses are given in the Table 7.

Table 7: EFL Teacher's Knowledge of Speaking Assessment

<i>I rate my knowledge of.....as...</i>	1		2		3		4	
	f	%	f	%	f	%	f	%
43 ...using a student self-assessment technique, when students are being orally assessed	5	4,5	35	31,3	66	58,9	6	5,4
44 ...using a peer assessment technique, when students are being orally assessed	8	7,1	31	27,7	64	57,1	9	8,0
45 ...using different speaking assessment tasks	6	5,4	25	22,3	62	55,4	19	17,0
46 ...time factor when choosing or designing speaking tasks	7	6,3	33	29,5	60	53,6	12	10,7
47 ...setting speaking assessment tasks in an appropriate level of difficulty	8	7,1	15	13,4	72	64,3	17	15,2
48 ...using oral presentation tasks in speaking assessment	6	5,4	19	17,0	69	61,6	18	16,1
49 ...developing assessment criteria used in a speaking test	8	7,1	25	22,3	65	58,0	14	12,5
50 ...using a holistic score (a total mark given to the students' overall language performance)in a speaking test	8	7,1	38	33,9	52	46,4	14	12,5
51 ...categories (accuracy, fluency, communicative skills, range of vocabulary, pronunciation, appropriate expressions) used in speaking assessment.	4	3,6	19	17,0	67	59,8	22	19,6
52 ...considering accuracy as a category of speaking assessment	6	5,4	23	20,5	67	59,8	16	14,3
53 ...considering fluency as a category of speaking assessment.	7	6,3	23	20,5	62	55,4	20	17,9
54 ...considering communicative skills as a category of speaking assessment	9	8,0	18	16,1	64	57,1	21	18,8
55 ...considering range of vocabulary use as a category of speaking assessment	8	7,1	13	11,6	71	63,4	20	17,9
56 ...considering pronunciation as a category of speaking assessment	8	7,1	17	15,2	65	58,0	22	19,6

Table 7: (Continue)

<i>I rate my knowledge of.....as...</i>	1		2		3		4	
	f	%	f	%	f	%	f	%
57considering the use of appropriate expressions as a category of speaking assessment	4	3,6	17	15,2	71	63,4	20	17,9
58using an analytic score (mark given to each category in assessment criteria) for each category in a speaking test	4	3,6	27	24,1	67	59,8	14	12,5
59using summative assessment (assessment given at the end of a prescribed period of teaching) in assessing speaking ability.	6	5,4	34	30,4	57	50,9	15	13,4
60using formative assessment (this type of assessment is used by teachers during classroom activity) in assessing speaking ability	5	4,5	24	21,4	66	58,9	17	15,2

As presented in the Table 7, majority of the participants rated their knowledge of speaking assessment as good. For the items 43, 44 and 45, the majority of participants indicated that they were well versed in how to use peer-assessment and self-assessment techniques and by these responses it can be said that participants use different assessment tasks in their classrooms. Furthermore, more than half of the participants (53, 6%) stated that they had good amount of knowledge on using the time well. 64, 3% of the participants, rated their knowledge as good on setting tasks according to student's level. Additionally, 59, 8% of the participants evaluated their knowledge of "using an analytic score" as good while 46, 4% of the participants evaluated their knowledge of "using a holistic score" as good. Moreover, 58, 9% of the participants rated their knowledge of "using formative assessment" as good while 50, 9% of the participants rated their knowledge of "using summative assessment" as good. Items 51 to 57 aimed to measure teachers' knowledge of speaking assessment categories. As can be seen from Table 7, more than half of the participants rated their knowledge of speaking assessment categories as good. For the items, "considering the use of appropriate expressions as a category of speaking assessment" and "considering range of vocabulary use as a category of speaking assessment", 63, 4% of the participants rated their knowledge as good. 55, 4% of the participants rated their knowledge as good for the category of fluency while 57, 1% of the participants rated their knowledge as good for the category of communicative skills. Consequently, it can be said that while the participants felt more competent in vocabulary, they felt less competent in speaking compared to other categories. In addition, 58% of the participants evaluated their knowledge of "developing assessment criteria used in a speaking test" as good and lastly, 61, 6% of the participants rated their knowledge of "using oral presentation tasks in speaking assessment" as good.

In the light of the findings, it is seen that more than half of the participants have positive perceptions on speaking assessment. Majority of the participants believed that the tasks used in speaking assessment should have a clear purpose and enable learners to use the language effectively. Moreover, the participants stated that speaking assessment should have a clear and goal oriented assessment criteria and this criterion should be shared with the students. The results obtained on the assessment criteria are in line with the results obtained in the studies of Grada (2014) and Thuy and Nga (2018). Additionally, participants believed that feedback should be given immediately and that feedback should reveal students' strengths and weaknesses. The findings in relation to feedback are also in line with the findings of Thuy and Nga (2018)'s study. Moreover, results showed that participants use speaking assessment for two main purposes, which are giving grade and feedback to students' performance. Furthermore, instead of using holistic assessment, the participants are in favor of using analytic assessment to score students speaking proficiency.

The second part of the questionnaire, which aims to analyze participants' oral assessment practices, showed that teachers' perceptions of oral assessment were reflected in their assessment practices. The findings indicated that majority of the participants use analytic assessment instead of holistic assessment. Additionally, majority of the participants stated that the purpose of speaking assessment is to see the strengths and weaknesses of the students' performance and to see their learning progress. In addition, the findings showed that participants take notes while assessing learners' speaking proficiency. More than half of the participants stated that they use different kinds of tasks to get information about learners' speaking ability. The results indicated that the most preferred tasks used to assess learners' speaking ability are role-play and picture description. Role play and picture description are also found to be most preferred tasks in Thuy and Nga (2018)'s study. In addition, according to the results, participants mainly focus on students' vocabulary and pronunciation when they assess learners' speaking proficiency. Comparing to other constructs of speaking, they pay the least attention on learner' grammar. Furthermore, the participants prefer to use formative assessment when they assess learners' speaking performance. Thuy and Nga (2018)'s study also showed similar results, in which participants preferred to use formative assessment.

Finally, the third part of the questionnaire aimed to analyze participants' knowledge of speaking assessment. Majority of the responses were concentered on "good". This result is relevant to Grada (2014)'s study, in which majority of the participants stated that they had decent knowledge on speaking assessment. When participants' knowledge on the use of the analytical score and the holistic score are compared, the results showed that the participants are better in analytical scoring. In this respect, the findings are not similar with Grada (2014)'s study. The participants in Grada (2014)'s study stated that they had better knowledge on using holistic assessment than using analytic assessment. Additionally, the findings revealed that the participants feel more competent about using formative assessment than summative assessment. All in all, in the light of the results, it can be said

that the participants consider themselves sufficient with regard to the speaking assessment and they reflect this on their speaking assessment practices.

3.2. Qualitative Data Analysis

In this part of the study, participants' perceptions and practices on speaking assessment were analyzed through semi-structured interviews. The interview included nineteen open-ended questions. Eleven EFL teachers who work at different state schools in Turkey participated in this part of the study. The participants were mentioned as P, followed by number. Each item in the interview was analyzed one by one.

3.2.1. Participants' Perceptions of Assessment

The first question which aimed to discover participants' perceptions of speaking assessment was, "*What do you think about speaking assessment?*". For the first question, all of the participants highlighted the importance of speaking assessment and they also indicated that it is necessary in English language teaching. However, some of the participants reported that they devoted very little time on speaking assessment due to lack of class time. In addition, one of the participant indicated that speaking assessment is crucial in language classes however the important thing is to know how to apply it properly. The following comments were made by the participants:

P9: Speaking assessment is vital and a crucial part of language teaching and language learning, so speaking is a must in classes.

P5: It is indeed necessary but in our system of English education, speaking assessment has little part. In my opinion speaking has a lot priority. I put great importance on speaking.

P10: I think speaking assessment is necessary but the important thing is how to apply it correctly. Sometimes we prepare a rubric but we don't know how to evaluate our students. Sometimes I am not sure if this assessment will be useful or not, it has to be done but there is a problem about the rubric. Rubrics must be specialized. There should be standardized rubrics for assessing speaking. Speaking assessment has to be objective, however it is done subjectively that's why I hesitate to apply it.

As can be seen from the comments above, the participants emphasized the importance of speaking assessment. One of the participants highlighted the importance of standardized rubrics for assessing speaking. The comment by P10 also highlighted the importance of objectivity in speaking assessment.

The next question which aimed to discover participants' perceptions of speaking assessment was "*How did you learn about speaking assessment?*" Majority of the participants indicated that they learned about speaking assessment through experience and only one participant stated that she

became familiar with the term speaking assessment during a course in a Master program. Some of the comments are given below.

P4: I learned a little at the university and of course in profession I developed myself. My experience helps me.

P3: I don't have so much knowledge on speaking assessment I just took a course during my MA.

3.2.2. Purpose of Assessment

For the first question, "*What do you believe is the role of assessment in your classroom?*" two participants indicated that assessment is important in providing feedback on student achievement. Moreover, some of the participants reported that assessment is useful to motivate and reinforce the students. In addition, two participants stated that assessment is a tool for determining whether or not students achieve the objectives of the curriculum. Considering this question, the following comments were made by the participants:

P8: I really like assessment because I think it triggers and motivates students. Especially in Turkiye, students don't study before the exams and if we make exams regularly, it will encourage them to study and trigger their learning.

P10: I think assessment helps us to see the process. For example, I use an assessment to see if the students learn the objectives of the unit or not. It is important in language learning, otherwise learning process doesn't work.

P7: I think it provides feedback and helps learners progress in language learning.

For the question, "*What do you use the assessment results and information for?*", five participants reported that they use the assessment results to give grades to students which informs them of their own development and four participants stated that they use assessment results to identify each students' strengths and weaknesses. In addition, two participants stated that they use assessment results to provide feedback on student achievement. The following comments were made by the participants:

P2: I use assessment results to give grades and feedback to students. I use them to see the progress of my students.

P9: Well, I use them to inform the students about their own development. In fact, speaking assessment should be done to improve the students' development, but of course, today, since 4 years, we have to assess the four skills, so from time to time we have to assess their speaking levels to give notes.

P1: I use assessment results to give feedback and to inform them of their own development.

3.2.3. Assessment Practices of the Participants

The first question which aimed to investigate participants' practices of speaking assessment in the classroom was, "*Could you tell me about how the speaking assessment is done in your school?*". More than half of the participants indicated that they use classroom performance to assess learners' speaking proficiency. However, three participants stated that they use separate exam to assess students' speaking proficiency. The following comments were made by the participants:

P2: We have an application exams for testing four skills. We make speaking exams. There is a separate exam for assessing speaking proficiency.

P7: In my school there is a separate exam for assessing speaking proficiency and in the exams we offer three choices of speaking subjects, each student selects one and starts talking about it.

P5: It is mostly on classroom performance there is no identified speaking exam. During the class, I check if they answer my questions or if they understand me. I also look at their gestures, and see if they understand me or not.

P4: There is no separate exam to assess students' speaking proficiency. We grade students based on their classroom performance.

In addition to these comments, two participants stated that they use both in class performance and separate exams to assess learners' speaking proficiency. The following comments were made by the participants:

P8: We use both in our school, but once in a semester we give a separate exam on speaking. We have to make one separate exam for speaking once in a semester.

P1: In our curriculum there are rules in terms assessing speaking skills, some of my friends follow these rules and make speaking assessment. Our techniques vary. Generally, speaking proficiency is assessed based on students' classroom performance.

The next questions which aimed to discover participants' practices of speaking assessment in the classroom were "*How do you conduct speaking assessment in the classroom?*" and "*Do you assess students' speaking proficiency based on their in-class performance or based on the speaking assessment exams you conduct during the semester?*" More than half of the participants stated that they use oral assessment to assess learners' speaking proficiency. Two participants reported that they use written assessment tools. Additionally, one participant stated that she use both oral and written assessment tools to evaluate learners' speaking proficiency. Furthermore, seven participants stated that they use formative assessment and four participants indicated that they use summative assessment in their classrooms. In addition, majority of the participants take notes while assessing students however more than half of the participants do not use video recorder or tape when assessing students' speaking ability. Furthermore, almost half of the participants stated that they assess students' speaking proficiency based on their in-class performance and two participants indicated that they assess students' speaking proficiency based on the speaking assessment exams they conduct

during the semester. Moreover, four participants indicated that they use both in-class performance and speaking assessment exams to assess students' speaking proficiency. Some of the comments are given below.

P9: I usually use summative assessment because we have very limited time to teach and evaluate. It is for this reason that we cannot devote much time to evaluation, otherwise we cannot continue our teaching process. I do not usually use a video recorder in speaking activities, I use video recorder during the listening activities. Of course I take notes while assessing students speaking. Actually, we have to take notes, otherwise we can't have records of students' speaking performances and later students might say the teacher wasn't fair to me, that's the reason why we have to take notes and keep them in files.

P8: I assess students' speaking proficiency orally, because I think it's more effective and useful. If you use something written, it's not an oral assessment, it's a written assessment. You cannot assess students' fluency or pronunciation with a written assessment. You can only evaluate vocabulary and grammar with a written assessment. Therefore, we cannot say that written exams can measure speaking proficiency. In addition, I generally choose summative assessment because of the time and class size. I used to use tapes but decided it was very difficult for me so I changed my mind and now I just listen to my students' speaking performances. It was very difficult for me because I have more than 200 students. Now, I take notes during their oral performances, after the exam, I show the notes to my students, then I grade them and give feedback on their performance.

Both comments above stress the importance of class time. The participants reported that because of the limited time they preferred to use summative assessment. Additionally, second comment emphasized the importance of class size and indicated that because of the class size she cannot use video recorder instead of that she uses notes when evaluating students' speaking ability.

P11: I use written assessment because we do not have enough time to evaluate our students' speaking abilities one by one. I use formative assessment. Language learning is a process, it is for this reason that after a while we can evaluate their speaking ability. If I assess their speaking ability weekly, I can't see their development, but if I assess them monthly, I think I can see it better. I do not use a video recorder to assess students' speaking ability, but I take notes.

The above comment also highlights the importance of class time. She also highlights the importance of using formative assessment to track student progress.

P10: I sometimes record the students' speaking and then we watch and check if we made a mistake, and correct them together.

As can be seen from the comment above the participant uses video recorder to give feedback to his learners. He also uses the recorder to create collaborative learning environment.

In addition, the majority of the participants conduct speaking assessment according to the objectives of the curriculum. The rest of the participants conduct speaking assessment according to the needs and interests of the learners. Some of the comments are given below.

P10: I follow the rules of the curriculum, but I also take into account the needs and interests of the students. Because when we use the curriculum all of the time, students may get stuck and they may not want to speak. I prefer to bring different kinds of materials to make them speak more. I make them use their imagination and creativity. I conduct speaking assessment according to students' needs and interests.

P1: No never, I conduct the speaking assessment according to students' needs and interest.

As can be seen from the comments above both participants conduct speaking assessment according to the needs and interests of the learners. The first comment stresses the importance of imagination and creativity in language learning.

P8: I assess students' speaking proficiency based on the speaking exams. We use both, but generally I score them based on the exams.

P5: I use both. Sometimes on their classroom performance and sometimes I make a small speaking assessment exams in the classroom.

The comments above show that participants use both in-class performance and speaking assessment exams to assess students' speaking proficiency.

For the question, "*How do you score students' speaking proficiency?*", almost all of the participants stated that they give grades to score students' speaking proficiency. Some of the participants indicated that they use rubrics or checklists to score the learners' speaking proficiency. Some of the comments are given below.

P9: I generally use rubrics. I have a ready rubric which I prepared before and I evaluate their level of speaking according to that rubric. I focus on their vocabulary use and the way they express themselves.

P5: I have checklists. I consider their spelling, vocabulary, pronunciation and I put some marks on it. Afterwards, I add to their performance notes.

P8: I give grades to them and I have rubric based on organization, vocabulary, pronunciation, accuracy and fluency. According to the rubric, I give them a grade and I also give them a feedback.

Additionally, the participants indicated their criteria for assessing students' language performance. They mainly highlighted the importance of intelligibility of students' speaking performance. Some of the comments are given below.

P11: If I understand what my student is trying to tell me and if I understand their message, that's the most important part for me.

P1: I evaluate the message the students are trying to convey. Words, grammatical structures and other features come later.

In addition, one participant stated that fluency is her criteria for assessing learners speaking proficiency. The comment made by the participant is given below.

P5: *The main criterion is the way they pronounce the words. Is he/she fluent or does he/she need more attention? This is my criteria.*

The next question which aimed to discover participants' practices of speaking assessment in the classroom was *"Do you use analytical assessment or holistic assessment when assessing students' speaking ability?"*. More than half of the participants stated that they use holistic assessment when assessing students' speaking ability. Four participants reported that they use analytic assessment in their classrooms. The participants also reported some benefits and disadvantages of using analytic or holistic assessment. Considering this question, the following responses were given:

P1: I use holistic assessment, because I consider the students' performance as a whole. I focus on the message the students are trying to convey. I prefer to use holistic scoring to reduce students' stress.

P9: Well in the past I used to use analytic assessment but today I think I mostly prefer holistic assessment. We assess their grammar skills in a written exam and I think speaking is a whole, so sometimes students can be good at grammar but they can't express themselves with the right words or with the right fluency. If we consider speaking skill as a whole, we can evaluate it in a better way. I think, this way students won't focus on certain parts like grammar or fluency, they will focus on the meaning.

As the comments above show, participants prefer holistic assessment to encourage learners to speak more and reduce learners' stress when speaking English. Additionally, they prefer a holistic assessment because they believe that speaking has a holistic structure and therefore should be assessed in general.

P2: We can neglect some of the constructs of speaking, for example pronunciation, vocabulary, and this may lead us to score our students mistakenly.

The comment above shows a disadvantage of using holistic assessment. The participant stated that some speaking constructs such as fluency or grammar can be overlooked if holistic assessment is used to assess learners' speaking proficiency.

Four participants stated that in order to measure all constructs of speaking, analytic assessment should be used to assess learners speaking proficiency. They stated that the results of the analytical assessment are more reliable and effective than holistic assessment. They also emphasized that analytical assessment is more effective in observing students' progress. Some of the comments are given below.

P6: I use analytic assessment. I think it is more reliable than holistic assessment, and effective in measuring process and results.

P7: *I use analytic assessment because we can check all constructs of the students' speaking performance and see their development.*

Participants also mentioned the disadvantages of analytical assessment. Majority of the participants stated that the biggest disadvantage of analytical assessment is that it takes a lot of time.

For the question, “*What type of tasks do you use to assess speaking skills in your classroom?*” all of the participants reported some tasks they made use of when assessing their learners. The participants use variety of tasks such as picture description, role play, representing, presentation, storytelling, drama, dialogues, self-assessment, peer assessment, interview, information gap activities and Photoshop. Considering this question, the following answers were given:

P2: I choose role play, representing and presentation because with these tasks students can express themselves better in English and they can also make daily dialogues, so that they can use them in their daily lives.

P3: I use storytelling because it’s much easier, especially for young learners, they feel more comfortable.

P8: I use different types of tasks in my classroom. In my separate exams, I use role plays or dialogues. I used to use self-assessment but it was very simple for me and I changed it to peer assessment and I really liked it. These tasks help us in our daily conversation. It's very authentic.

As can be seen from the comments above, the participants generally prefer authentic tasks to contribute to students’ daily discourse. The second comment also emphasized the importance of choosing tasks which make learners’ feel comfortable.

P10: I use all types of tasks, it depends on the update topic. Right now I'm using Photoshop and asking students how to create a new movie. Sometimes I combine Western society and Eastern society. Sometimes I use role plays and interviews. We act out a movie that we choose and we make it happen again.

The comment above is important as it reveals that speaking tasks should be chosen according to the needs and interests of the learners. The participant also highlighted the importance of using update topics so as to increase learners’ motivation and creativity.

The participants also stated some disadvantages of using these tasks in language learning. However, some of the participants believe that there is no disadvantage of using these tasks because anything that prompts students to speak is useful. In this sense, the following comments were made by the participants.

P9: I don’t think there are any disadvantages of using tasks in language learning. As long as we use some approaches to evaluate students, they are all fine.

P8: Some students don’t like studying with a peer, therefore they may feel themselves unmotivated. Additionally, they can study beforehand and because of that we can’t assess the fluency of the students.

P11: Some shy students don't want to be in front of the class and don't want to talk and they are afraid of making mistakes, this can be a disadvantage.

As can be seen from the second and the third comment, the participants stated that if the students do not want to work with a peer, their motivation will decrease and their fear of making mistakes in front of the class may increase. In line with these comments, it is understood that self-assessment or peer assessment should be preferred according to students' readiness levels.

For the next question, "*How do you choose the tasks you use to assess students' speaking ability?*", the majority of the participants indicated that they use the internet and books to choose the tasks they use to assess students' speaking proficiency. One participant stated that he uses internet and movies. Considering this question, the following responses were given:

P8: I take them from books or searched them from the internet. Sometimes my students create dialogues and they play it.

P2: I choose them according to student's needs. I use books and the internet.

P5: Based on the curriculum of course, I use the internet and I also use certain song topics that they like. I choose the tasks according to the needs of the students.

As can be seen from the comments above, the participants stated that they consider students' needs and interests while choosing the tasks. Furthermore, they generally use the internet to choose the tasks which they use in classroom.

P10: I always prefer to use tasks that reflect different cultures. I prefer tasks that support student creativity. I consider students' needs and interest. I take them from the Internet and movies. I prefer update topics.

The comment above is noteworthy since it shows the importance of choosing tasks which reflect different cultures. Additionally, the participant stressed the importance of choosing update topics and stimulating students' creativity.

For the question, "*When do you use these assessments in your classroom? How often do you evaluate students' oral language ability?*" participants gave different responses such as weekly, monthly, once in a semester or twice in a semester. Some of the comments are given below.

P4: I usually evaluate them at the end of the lesson. When students get tired of grammar or reading, I continue the lesson with oral activities. We have two practice exams, in order to give a mark or grade, we evaluate them twice in a semester.

P8: As a grade, I assess them once in semester. But I try to add it in my weekly lessons.

P11: At the end of each unit, I get feedback from my students that means every two weeks or monthly.

P1: Weekly, every week we speak about pictures. Each week I evaluate their speaking ability.

P3: I evaluate my students' speaking proficiency at the end of the year.

As can be seen in the comments above, the participants assess students once or twice during the semester to give grades. In addition, they incorporate speaking into classroom activities on a daily, weekly or monthly basis, enabling students to acquire speaking skills.

For the next question, "*Who develops each of these assessments?*" the majority of the participants stated that they develop it by themselves and three participants stated that they develop it with their colleagues. Some of the comments are given below.

P9: I get them online then I develop it by myself.

P11: I do it by myself but I also benefit from the experience of my colleagues.

P7: We develop the assessments as a school English teachers.

For the question, "*What is the role of feedback in your classroom?*", all participants underlined the importance of feedback in language lessons and stated that it is an indispensable part of language assessment. Additionally, the majority of the participants stated that they use oral feedback. Two participants stated that they use both oral and written feedback. Considering this question, the following comments were made by the participants:

P8: I always give feedback and I usually choose immediate feedback right after the dialogues or right after the assessment. I use oral feedback. I immediately correct each of their mistakes or errors. Feedback is important for speaking, without feedback, evaluation is nothing.

P5: I usually give feedback right after the assessment. I mainly use oral feedback, but in the end of assessment I use written feedback.

P1: I think feedback is the most important factor in language teaching, without feedback our students cannot develop themselves in terms of speaking. I give feedback right after the exam. I prefer to use oral feedback.

The comments above show that the participants generally use oral feedback. Furthermore, they give immediate feedback to their students. Additionally, two participants stated that feedback can have a negative effect on students in certain circumstances. Two comments given by the participants are given below.

P9: I think feedback is very important. I think it is like dynamite. You need to be very careful when giving feedback because if you don't choose your words carefully, it could affect students in a negative way. So we need to choose words that encourage our students to speak more.

P3: I don't like giving feedback to elementary school students because it would disappoint them. I would give notes. I think feedback is important but it should not demotivate our students. I do not give feedback to young learners.

Both comments above underscore the importance of choosing the right words when giving feedback on students' speaking performance. Additionally, the second comment stated that feedback should be given according to students' age group and pointed out that when giving feedback to young learners, motivating words should be chosen.

The next question which aimed to discover participants' practices of speaking assessment in the classroom was "*What do you assess in student's oral performance? Do you assess fluency, pronunciation, vocabulary and grammar equally? Which one or ones do you pay most and least attention? What items do your speaking assessments focus on?*". Most of the participants stated that they pay most of their attention to fluency, some of them stated that they assess the all four constructs of speaking equally. In addition, some of the participants stated that they focus on the message that the student is trying to convey. Furthermore, some of them indicated that they pay most of their attention to vocabulary and pronunciation. Regarding this question, some of the comments are given below.

P3: I place my emphasis on pronunciation and fluency. Vocabulary and grammar is not that important for me.

P2: In fact, I focus on fluency, pronunciation, and vocabulary, and pay the least attention to grammar. Because if they focus on grammar they can forget how to speak, they can be afraid to speak because of making mistakes.

P7: I think all of them are so important, but for me, vocabulary, fluency and pronunciation are a little bit more important.

P5: I try to focus on all four of them. I think each construct of speaking is differently important But the most important of all is the pronunciation and vocabulary part.

As can be seen from the comments above the participants pay least attention to grammar. Additionally, the third and fourth comments stated that all four constructs are important however they indicated that they placed more importance on vocabulary, fluency and pronunciation.

Furthermore, one participant stated that vocabulary and grammar are more important than pronunciation. She indicated that in order to motivate students to speak more, she mainly give feedback on grammar and vocabulary use. The comment made by the participant is given below.

P1: I focus on the vocabulary use and grammar structures. Especially when it comes to pronunciation, I can't, because if I give feedback on their pronunciation, they get discouraged and won't want to speak anymore. I pay least attention to fluency and pronunciation.

For the question, "*What contextual factors do you think influence your speaking assessments?*", more than half of the participants stated that time and class size are the most important factors which affect speaking assessments. Considering this question, some of the comments are given below.

P4: I think time influences the most because we only have 40 minutes. Class size is also important.

P8: Time is the most effective one. Class size also affects the process, but most of the time, time is the most important factor.

In addition, some participants stated that work load, curriculum objectives and lack of teacher training are the most important factors which affect the assessment process. Some of the comments are given below.

P10: Lack of teacher training because the better I am, the better my students will be. First of all, I have to train myself. We can handle any issues, but teacher training should be provided as soon as possible.

P9: I think time and curriculum objectives. Because you know that it is very difficult to teach a language when you have to follow a curriculum and you have very little time in a term and also that the levels of the students are not the same. The government also wants us to apply the same curriculum in all classes. I think curriculum and time are very important.

The first comment above underlined the importance of teacher training. In the first comment, the participant pointed out that the lack of teacher training must first be eliminated in order to avoid problems that could arise during the evaluation process. In the second comment, the participant emphasized the relationship between time and curriculum objectives. The participant underlined the difficulty of applying the same curriculum to different levels of students over the same period of time.

For the question, “*What would you suggest to improve reliability and practicality of speaking assessment in classroom?*”, participants made different suggestions to increase reliability and practicality. The majority of the participants stated that reducing class size and extending class time will help to improve reliability and practicality. Some of the comments are given below.

P2: I think in crowded classrooms, practicality and reliability can be difficult to achieve. I think we should reduce class sizes. Perhaps we could divide the class into two or three parts, which would be simple to grade and administer. Additionally, exams should be applicable to all students.

P11: To improve reliability, I think we should take students to class one by one, we should give them enough time to talk and express themselves and we should give each student equal time and while we speak with a student, the other students should be out of the class.

As can be seen from the comments above the participants highlighted the importance of time and class size. However, one participant stated that curriculum objectives, course books, and time play an important role in improving the reliability and practicality of speaking assessment.

P9: Well, today in education industry, books are prepared or written by teachers. I think the books which are printed by the government are not really good. I think they need to get some help from the companies. In addition, curriculum should not be hard for the students. Due to lack of time, we have to skip some parts in order to follow the curriculum.

The last question of the interview was “*Can you provide any additional comments about second language speaking assessment in classroom contexts? Is there anything else you would like to share with me about assessing speaking skills of English Language learners?*”. Some of the comments made by the participants are given below.

P1: In the same class, there are different students with different needs and interests. There are individual differences. There are also shy students. I especially want teachers to encourage shy students. We must take into account the personality of the students and, without stressing them, we must encourage them to speak more and more. We must not put pressure on them by telling them that we will give them a grade, students must express themselves freely.

The comment above suggests that teachers should consider individual differences while choosing or applying speaking assessments. She also emphasized the importance of motivating students to speak more. Additionally, she stated that instead of grading students, we should encourage them to speak.

P2: In our country, I can say that learning to speak or assessing speaking are hard things because classes are crowded, so it's hard for us to assess our students. So we may assess our students without giving marks. In addition, giving second language classes should be selective, students who have interest in learning a new language should choose these classes.

This comment also suggests that speaking should be evaluated without giving marks to students. The participant also indicated that since the classes are too crowded, English should be an optional subject so students who want to learn will choose this lesson.

P10: Students need to speak more. In middle school, we mainly focus on high-school entrance exam, we should base our classes on speaking. We have to involve speaking in our teaching and learning environment.

P9: Actually, I think the workload on students is very hard for them. In a year, a student studies 13 or 14 different subjects and says that he or she does not have enough time to develop his or her English because they have to study mathematics, chemistry, history, etc. So we can't give enough homework to students to study at home because they think English is not as important as chemistry or math because they will take an exam on those courses to go to the University. So English must be thought for more hours in the schools or some English questions will be added to university exam to make to the students take English lesson more seriously.

The last two comments reveal that the curriculum is so tight that there is no room to incorporate speaking into classrooms. Further, these two comments show that because English is not included in exams such as high school entrance exam or University exam, students do not pay enough attention to English and teachers cannot give students additional tasks to improve themselves in English. Both comments emphasized that more emphasis should be placed on English and the teaching hours should be increased.

All in all, the findings obtained from the semi-structured interviews are consistent with the results of the questionnaire. The interview results provided a deeper understanding of speaking

assessment literacy. The results of the semi-structured interviews showed that the participants considered speaking assessment as part of language learning and they believed that speaking assessment has a vital role in language learning process. This finding is in good agreement with the previous finding of the study by Thuy and Nga (2018) in which also highlighted the importance of speaking assessment. Participants indicated that they use classroom assessment for many purposes, such as providing feedback to students, supporting them in their studies, and motivating them. In addition, they stated that they use assessment results to give grades and feedback to students which informs them about their development. They also use the assessment results to improve teaching and learning process. In this sense, the majority of the participants use speaking assessment for formative purposes instead of summative purposes. This finding is in line with the findings of Thuy and Nga (2018)'s study, however it differs from the study by Grada (2014), in which the participants were in favor of using summative assessment. Additionally, the findings of the semi-structured interviews showed that the participants mainly use oral assessment while assessing learners' speaking proficiency and they prefer to take notes instead of recording learners' speaking performance. This finding supported the results obtained from the questionnaire. However, this finding differs from the study by Grada (2014), in which the participants used written assessment while assessing learners' speaking proficiency. Furthermore, the results revealed that the majority of the participants conduct speaking assessment according to the objectives of the curriculum, but they also consider learners' interests and needs. The participants also stated that they use both speaking assessment exams and students' in class performance to assess speaking proficiency. Majority of the participants indicated that they try to include speaking activities to each of their lessons, however they use separate exams to give a final grade. Moreover, according to the results of semi-structure interviews, majority of the participants use holistic assessment when they assess oral proficiency. The participants stated that holistic assessment is practical and this is the main reason why they chose holistic assessment. This finding did not confirm questionnaire findings, in which participants stated that they are in favor of using analytic assessment. Furthermore, the results revealed that variety of tasks such as role play, picture description, storytelling and drama are used to assess learners speaking proficiency. The participants also highlighted the importance of using peer and self-assessment techniques. Both qualitative and quantitate data showed that participants use self-assessment techniques in their classrooms. However, in Grada (2014)'s study, self-assessment was not an appropriate technique to assess oral proficiency. Further, all of the participants stressed the importance of feedback in speaking assessment. It was also emphasized that feedback should not demotivate learners and that the age group of learners should be taken into account when giving feedback. Additionally, the semi-structured interviews revealed that participants assess all constructs of speaking however they pay least attention to grammar. This finding is in line with the findings of the questionnaire. However, in Grada (2014)'s study, grammar was found to be an essential component in speaking assessment. The interview results also revealed some contextual factors that affect speaking assessment processes. Majority of the participants stated that time and class size are the most important factors in speaking assessment process. In Grada (2014)'s study, participants also highlighted the importance of class

size in speaking assessment process. In addition to class size, lack of teacher training was also an important factor in Grada (2014)'s study. In the current study only one participant highlighted the importance of lack of teacher training in speaking assessment process. Lastly, in order to improve reliability and practicality of speaking assessment, participants stated that class size and time are important factors. The findings indicated that separating the classrooms and expanding the class time is important to improve reliability and practicality.



CONCLUSION and IMPLICATIONS

The current study aimed to explore English language teachers' knowledge, perceptions and practices of speaking assessment. Moreover, this study also explored how EFL teachers put their knowledge of speaking assessment into practice. To achieve this aim, both questionnaire and semi-structured interviews were used to collect data. The questionnaire questions were adapted from the speaking assessment literacy questionnaire by Grada (2014) and Thuy and Nga (2018) and semi-structured interview questions were adapted from Grada (2014). 112 English language teachers participated in the questionnaires and 11 EFL teachers participated in the semi-structured interviews. The participants work in public schools in different cities in Turkey. Snowball sampling was used in this study. The results from the questionnaire were descriptively analyzed using SPSS and the findings obtained from the semi-structured interviews were analyzed through content analysis.

The finding of the questionnaire showed that participants are aware of the importance of speaking assessment in language teaching. In addition, they believed that using different tasks, considering assessment criteria and giving feedback would enhance students' speaking performance. Additionally, quantitative findings indicated that analytic assessment is useful for assessing speaking performance. Moreover, majority of the participants believed that speaking assessment should be conducted to give grade and feedback. Additionally, the questionnaire aimed to explore EFL teachers' knowledge of speaking assessment. Participants' responses regarding their knowledge of speaking assessment concentrate on good. More than half of the participants stated that they have good amount knowledge on using different assessment tasks, developing assessment criteria, using holistic and analytic score and using formative and summative assessment. Additionally, findings showed that they were well-versed in considering categories used in speaking assessment. Further, as can be seen from the findings, the participants' knowledge of using analytic score and formative assessment was better than using holistic score and summative assessment.

The second part of the questionnaire aim to explore EFL teachers' practices of speaking assessment. The results revealed that participants' perceptions and knowledge of speaking assessment reflected on their classroom practices. The findings showed that majority of the participants use analytic assessment instead of using holistic assessment. Additionally, when the frequency of applying speaking assessment in a term is examined, it can be seen that participants use formative assessment instead of summative assessment. Majority of the participants stated that they assess learners' speaking ability daily, weekly or monthly. Further, participants indicated that they use different kinds of tasks to teach speaking. The most preferred tasks used by the participants to

teach speaking were picture description and role play and least preferred technique was portfolio. Lastly, according to the quantitative data, participants assess all speaking constructs, however they gave most attention to pronunciation and least attention to grammar.

In order to gain deeper understanding of EFL teachers' perceptions, knowledge and practices, semi-structured interviews were conducted. According to the findings of the qualitative data, participants' have positive perceptions towards speaking assessment. Participants believed that speaking assessment is necessary in language learning process. Moreover, qualitative data revealed that participants use formative assessment to assess learners' speaking performance. In addition, they use different tasks in their classrooms. According to qualitative data, the most preferred tasks used by the participants were role play, picture description, storytelling and drama. Unlike quantitative data, qualitative data showed that participants use holistic assessment instead of analytic assessment. Additionally, findings revealed that feedback is a must in language teaching. However, participants emphasized that feedback should encourage students to integrate into the language learning process and motivate them to speak more. Additionally, the qualitative data showed that all constructs of speaking are assessed by the participants but they pay least attention to grammar. Further, majority of the participants stated that intelligibility is their main criteria for assessing learners' speaking performance. In addition, they stated that vocabulary usage is also important for them when assessing learners' speaking performance. All in all, qualitative findings supported the quantitative findings in that majority of the participants have positive perceptions towards speaking assessment and they reflect their knowledge on speaking assessment in their practices.

Implications

The findings of this study offers several implications for future studies. The results of the current study indicate that more in-service courses should be attended to EFL teachers on speaking assessment. The participants stated that they mainly learned about speaking assessment through personal experience, in this respect, EFL teachers' knowledge on speaking assessment constructs, rating scales, speaking tasks should be supported by in-service courses. In addition, there should be a separate course in universities which mainly focuses on speaking assessment. Teachers should have opportunities to use different rating scales or tasks in these courses. Practicing in these courses will benefit teachers in their life as a teacher. Furthermore, reducing class sizes will help teachers to teach speaking effectively. Moreover, most of the participants complain about time constraint. In this sense, English should be taught for more hours so that teachers have time to involve several activities in their lessons to strengthen students' oral proficiency. In addition, English lessons must be taught in the target language and not in the mother tongue. By this way, motivation of the learner will be increased and student will get involved in speaking environment. Moreover, the fact that textbooks give more weight to activities that improve speaking skills will enable teachers to include speaking more in the classroom environment.

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APPENDIXES

Appendix 1. Speaking Assessment Literacy Questionnaire

SPEAKING ASSESSMENT LITERACY QUESTIONNAIRE

Dear participant,

This scientific research titled "Speaking Assessment Literacy of Turkish EFL Teachers" is conducted by [] and her thesis supervisor Asst. Prof. Dr. []. The purpose of this questionnaire is to investigate your speaking assessment knowledge, perspectives and practices in the classroom. Participation in the study is completely voluntary. No personal information is required in the questionnaire, only an e-mail address is requested for those who wish to participate in the second part of the research. There are no "right" or "wrong" answers to the questions in the survey and all your responses will be kept anonymous and used for only the study. Please complete the survey carefully and sincerely. The survey will take approximate 15 minutes to complete.

Thank you in advance for your participation in this study. If you have any questions, please feel free to contact me by e-mail.

Sincerely,

[]

e-mail: []

I agree to participate in this study. I understand the purpose of this study and I am participating voluntarily. I am aware that I can quit participating at any time I want. I also know that my responses will be kept anonymous and used for only the study. I give my consent for the use of the information I provide for scientific purposes.

I agree to participate this study

Yes

No

PART I: DEMOGRAPHIC INFORMATION

1. Gender

a) male b) female

2. Age:

3. Educational background?

a) bachelor's degree b) postgraduate c) doctor's degree

3. Year of teaching experience:

4. Which department did you graduate from?

a) English Language Teaching (ELT) b) Translation and Interpreting

c) English Literature and Language d) Linguistics

e) Other (please specify): ...

5. What level of students do you work with?

a) Elementary School b) Middle School c) High School

Appendix 1: (Continue)

d) Please specify if you work with more than one level:

6) Have you taken any courses on language testing?

a) Yes b) No

7) Did you have any training on speaking assessment?

a) Yes b) No

8) What was the primary source from which you learned the most about speaking assessment techniques?

a) Through personal experiences

b) Through a formal educational course or program

c) Through seminars or workshops

d) From colleagues

e) Other (Please specify):

9) How often do you assess your students' speaking?

a) monthly. b) weekly. c) daily d) once in a semester e) other

10) How often do you use the following speaking assessment techniques:	Always	Sometimes	Never
Presentation			
Role-play			
Interviews			
Information gap activities			
Informal conversations			
Picture description			
Portfolios			
Peer assessment			
Student self-assessment			

PART II:

Please tick the category which you think best reflects your general perceptions of language assessment.

Key: SA = strongly agree A = agree D = disagree SD = strongly disagree

Item		SA	A	D	SD
1	Teachers should specify the purpose of speaking assessment when they assess students' language performance.				
2	Teachers should choose speaking assessment tasks which help to get information about students' ability to use language effectively.				
3	Teachers should use many different speaking assessment tasks.				
4	Teachers should clearly explain to the students how to do speaking assessment tasks.				
5	Teachers should consider assessment criteria (they are standards whereby assessment categories such as accuracy, fluency, vocabulary, pronunciation, communication are judged) used when they design speaking assessment.				

Appendix 1: (Continue)

6	Teachers should inform assessment criteria to students before conducting speaking assessment.				
7	Teachers should connect the selection of assessment criteria with the aim of speaking assessment.				
8	Teachers should clearly identify the language skills to be assessed when they design language assessment.				
9	Teachers should make speaking assessment part of language teaching and learning.				
10	Teachers should give feedback to students immediately and timely.				
11	Teachers should give students both comments and marks.				
12	Teachers' feedback should enable each student to identify his/her strengths and weaknesses.				
13	Speaking assessment is conducted to give students grade which informs them of their own development.				
14	Speaking assessment is conducted to give students feedback on their own progress.				
15	Speaking assessment is conducted to indicate the students' achievement of a semester.				
16	Speaking assessment should be done holistically (Given a total mark to the students' overall speaking performance).				
17	Speaking assessment should be done analytically (Assessing each category in students' speaking performance separately).				

Practice of speaking assessment

Key: *A* = always; *S* = sometimes; *N* = never.

Item		<i>A</i>	<i>S</i>	<i>N</i>
18	I firstly identify the purpose of assessment when I assess students' oral language performance.			
19	I clearly explain to the students how to do oral assessment tasks.			
20	I select assessment tasks that help to get information about the students' ability to use oral language performance effectively			
21	I use analytic assessment to assess learners' speaking ability.			
22	I use holistic assessment to assess learners' speaking ability.			
23	I use different speaking assessment tasks in a speaking test.			
24	I assess the student's oral proficiency based on his/her in-class performance.			
25	I assess the student's oral proficiency at the end of the semester.			
26	I assess student's oral proficiency least twice per semester.			
27	I conduct a speaking assessment to get information about students' learning progress.			
28	I conduct a speaking assessment to diagnose students' strengths and weaknesses.			

Appendix 1: (Continue)

29	I conduct a speaking assessment to indicate the students' levels of speaking proficiency.			
30	I conduct a speaking assessment to indicate the students' achievement of a semester.			
31	I record or videotape students' performances for more accurate assessment.			
32	I take notes carefully while assessing students.			
33	I set speaking tasks at an appropriate level of difficulty.			
34	I assess the <i>content</i> of students' performance.			
35	I assess students' <i>fluency</i> .			
36	I assess students' pronunciation.			
37	I assess students' interaction.			
38	I assess students' grammar.			
39	I assess students' vocabulary.			
40	I give feedback to students immediately and timely.			
41	I use formative assessment (this type of assessment is used by teachers during classroom activity) to assess learners' speaking ability.			
42	I use summative assessment (assessment given at the end of a prescribed period of teaching) to assess learners' speaking ability.			

Knowledge of speaking assessment

Key: 1= not good 2= moderate 3= good 4= excellent.

Item	<i>I rate my knowledge of.....as...</i>	1	2	3	4
43	...using a student self-assessment technique, when students are being orally assessed				
44	...using a peer assessment technique, when students are being orally assessed				
45	...using different speaking assessment tasks				
46	...time factor when choosing or designing speaking tasks				
47	...setting speaking assessment tasks in an appropriate level of difficulty				
48	...using oral presentation tasks in speaking assessment				
49	...developing assessment criteria used in a speaking test				
50	...using a holistic score (a total mark given to the students' overall language performance) in a speaking test				
51	...categories (accuracy, fluency, communicative skills, range of vocabulary, pronunciation, appropriate expressions) used in speaking assessment.				
52	...considering accuracy as a category of speaking assessment				
53	...considering fluency as a category of speaking assessment.				
54	...considering communicative skills as a category of speaking assessment				

Appendix 1: (Continue)

55	...considering range of vocabulary use as a category of speaking assessment				
56	...considering pronunciation as a category of speaking assessment				
57	...considering the use of appropriate expressions as a category of speaking assessment				
58	...using an analytic score (mark given to each category in assessment criteria) for each category in a speaking test				
59	...using summative assessment (assessment given at the end of a prescribed period of teaching) in assessing speaking ability.				
60	...using formative assessment (this type of assessment is used by teachers during classroom activity) in assessing speaking ability				

I would be very grateful if you could take part in an interview. Your participation is entirely voluntary and you have the right to withdraw at any time during your participation. Any information you provide will be used merely for the purpose of the research, and will be strictly confidential.

If you are happy to participate in an interview, please write your e-mail below.

Email:.....

Appendix 2: Interview Questions

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR THE EFL INSTRUCTORS

EFL Teachers' Perceptions, Knowledge and Classroom Practices of Speaking Assessment

Dear participant,

This scientific research titled "Speaking Assessment Literacy of Turkish EFL Teachers" is conducted by who is preparing her master's thesis at the Department of Western Languages and Literature of Karadeniz Technical University, and her thesis supervisor Asst. Prof. Dr.

The purpose of this semi-structured interview is to investigate your speaking assessment knowledge, perspectives and practices in the classroom. Participation in the study is completely voluntary. No personal information is required in this semi-structured interview. During the semi-structured interviews, your responses will be audio-recorded and deleted after analyzing and transcribing the data. Your verbal responses will be kept anonymous and used for only the study. You can quit participating in this study at any time you want. Thank you in advance for your participation in this study.

I agree to participate in this study. I understand the purpose of this study and I am participating voluntarily. I am aware that I can quit participating at any time I want. I also know that my verbal responses will be kept anonymous and used for only the study. I give my consent for the use of the information I provide for scientific purposes.

Background Information

1. How long have you been teaching?
2. Which level/ levels are you teaching?
3. Have you received any training or professional development in language teaching and in the assessment of speaking?

Follow up: Where did you receive this training? How long was this training?

Perceptions of Assessment

1. What do you think about speaking assessment?

Probes: a) Do you think it is necessary in language classes?

2. How did you learn about speaking assessment? (at university? Professional development? through experience?)

Purpose of Assessment

1. What do you believe is the role of assessment in your classroom?

Appendix 2: (Continue)

Follow up: Can you give specific examples from your own experience?

2. What do you use the assessment results and information for?

Probes:

- a) enable each student to identify his/her strengths and weaknesses
- b) give students grade which informs them of their own development
- c) to indicate the students' achievement of a semester.

Assessment Practices

1. Could you tell me about how the speaking assessment is done in your school?

Probes: a) Is there a separate exam for assessing speaking proficiency or is it assessed based on students' classroom performance?

2. How do you conduct speaking assessment in the classroom?

Probes: a) Oral? Written? Why?

- b) identify the purpose of assessment
- c) explain to the students how to do oral assessment tasks.
- e) Formative or summative assessment?

b) Do you conduct the speaking assessment according to the objectives of the curriculum?

c) While assessing students' speaking ability do you use video recorder or tape?

a) Do you take notes?

2. Do you assess students' speaking proficiency based on their in-class performance or based on the speaking assessment exams you conduct during the semester?

3. How do you score students' speaking proficiency?

Grades? • Checking list?

4. Do you use analytical assessment or holistic assessment when assessing students' speaking ability?

Follow up: What were the benefits and disadvantages of using them?

5. What type of tasks do you use to assess speaking skills in your classroom?

Follow up: a) What were the benefits and disadvantages of using them?

b) How do you choose the tasks you use to assess students' speaking ability?

Appendix 2: (Continue)

- a) set speaking tasks at an appropriate level
- b) pair or group work
- c) different speaking assessment tasks
- d) choose speaking assessment tasks which help to get information about students' ability to use language effectively.

6. When do you use these assessments in your classroom? How often do you evaluate students' oral language ability?

7. Who develops each of these assessments?

8. What is the role of feedback in your classroom?

Follow up: a) Do you think feedback is important in speaking assessment? How do you give feedback on students' speaking performance?

Grades? • Checking list?

Orally? Written?

Right after the exam, later?

9. What do you assess in student's oral performance? Do you assess fluency, pronunciation, vocabulary and grammar equally? Which one or ones do you pay most and least attention? What items do your speaking assessments focus on?

- What are your criteria to assess students' language performance?

10. What contextual factors do you think influence your speaking assessments?

Follow up: Can you give specific examples?

(lack of standardized oral assessment, lack of teacher training, workload, class size, curriculum objective, time)

11. What would you suggest to improve reliability and practicality of speaking assessment in classroom?

12. Can you provide any additional comments about second language speaking assessment in classroom contexts? Is there anything else you would like to share with me about assessing speaking skills of English Language learners?

CURRICULUM VITAE

She studied primary school in Ağrı and secondary school in Washington (USA) and high school in Trabzon. She holds a Bachelor's degree in English Translation and Interpretation from Cumhuriyet University. She began the Master degree at Karadeniz Technical University at the department of Applied Linguistics in 2020. She works as a teacher in the Ministry of National Education of Turkish Republic since 2021.

ANLI is single and she can speak English and French.

