



**INSTRUCTORS' BELIEFS ABOUT ESP ASSESSMENT: A CASE
STUDY**

Sinem Başara

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Soyadı : BAŞARA
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Yazar Adı Soyadı : Sinem Başara

İmza :

JÜRİ ONAY SAYFASI

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Danışman: Doç. Dr. Müzeyyen Nazlı Güngör

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi)

.....

Başkan: Prof. Dr. Abdülvahit Çakır

(İngiliz Dili Eğitimi Anabilim Dalı, Ufuk Üniversitesi)

.....

Üye: Prof. Dr. Paşa Tevfik Cephe

(İngiliz Dili Eğitimi Anabilim Dalı, Gazi Üniversitesi)

.....

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Sinem Başara

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ÖZ

Özel Amaçlı İngilizce (ÖAI), İngilizce dil öğreniminin özelleşmiş bir dalıdır ve belirli alanlarda spesifik İngilizce öğretmeye odaklanır. ÖAI'nin özel doğası göz önüne alındığında, değerlendirme süreci bu özgünlüğe göre uyarlanmalıdır ve öğretmenlerin inançları, ÖAI'nin değerlendirmesi ve öğretimi konusunda önemli bir rol oynayabilmektedir. Önceki çalışmalar ÖAI'de ihtiyaç değerlendirmesi ve ÖAI derslerinin tasarımına odaklanmıştır. Ancak, öğretmenlerin ÖAI'nin değerlendirmesi ile ilgili inançları yeterince ele alınmamıştır. Bu nedenle, bu çalışmanın amacı üniversite düzeyindeki öğretim görevlilerinin ÖAI'nin değerlendirmesi hakkındaki inançlarını incelemektir. Üç İngilizce öğretim görevlisi bu çalışmada yer almaktadır ve bu çalışmada bir devlet üniversitesinin hazırlık programında çalışan bir örneklem ile nitel bir durum çalışması yöntemi benimsenmiştir. Veriler yedi haftalık yansıtıcı günlükler ve yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Çalışma, katılımcıların, ÖAI'nin değerlendirmesinin özgünlüğe, hesap sorulabilirliğine, uyarlama ihtiyacına ve motivasyon eksikliğine sahip olduğuna inandıklarını ortaya koymuştur. Ayrıca, ÖAI'nin değerlendirmesinin değerli olduğuna inanılmaktadır. Son olarak, bu inançlar, okul politikası, öğrenci motivasyonu ve öğretmenin ÖAI'nin değerlendirmesine katılımı tarafından şekillenmiştir.

Anahtar Kelimeler: Özel Amaçlı İngilizce, Değerlendirme, Öğretmen İnançları,
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INSTRUCTORS' BELIEFS ABOUT ESP ASSESSMENT: A CASE STUDY

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Sinem Bařara

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ABSTRACT

English for Specific Purposes is a specialized branch of English language learning that focuses on teaching English in particular fields. Given the specific nature of ESP, the assessment process needs to be tailored according to this specificity and the beliefs of teachers can play a significant role in the assessment and instruction of English for Specific Purposes. The previous studies focused on needs assessment in ESP and the design of ESP courses. However, instructors' beliefs about ESP assessment have not been addressed adequately. Therefore, the study aims to examine the instructors' beliefs about ESP assessment at the tertiary level. A qualitative case study method is adopted with a sample of 3 English instructors working in a preparatory program at a state university. The data was collected through seven weeks of reflective journals and semi-structured interviews. The study has revealed that it is believed by the participants that ESP assessment has specificity, accountability, the need to adapt, and a lack of motivation. Also, ESP assessment is believed to be valuable. Lastly, these beliefs have been shaped by the school policy, student motivation, and teacher involvement in ESP assessment.

Keywords: English for Specific Purposes, Assessment, Teacher Beliefs, Case Study

Supervisor: Assoc. Prof. Dr. Mzeyyen Nazlı GNGR

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	vi
ÖZ	vii
ABSTRACT	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS.....	xiv
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Purpose of the Study	3
1.4. Significance of the Study	3
1.5. Limitations.....	3
1.6. Definitions of Key Terms.....	4
CHAPTER II	5
REVIEW OF LITERATURE	5
2.1. English for Specific Purposes.....	5
2.1.1. ESP and EGP	8
2.1.2. ESP and EAP	9
2.1.3. The ESP Practitioners	9

2.1.4. ESP Studies in the Literature	10
2.1.5. ESP Studies in Türkiye.....	11
2.2. Assessment	13
2.2.1. Assessment for Learning	14
2.2.2. Assessment of Learning	15
2.2.3. Dynamic Assessment.....	15
2.2.4. ESP Assessment.....	16
2.3. Teacher Beliefs	16
2.3.1. Teacher Beliefs about Assessment	18
2.4.Related Research in Literature	19
2.4.1. Studies on Teacher Beliefs about ESP Assessment	19
CHAPTER III.....	21
METHODOLOGY	21
3.1. Introduction.....	21
3.2. Research Design	21
3.3. Research Context	22
3.4. Sampling and Participants	24
3.4.1. Selim	25
3.4.2. Tarık.....	25
3.4.3. Ayşe	26
3.5. Data Collection Tools.....	26
3.5.1. Journals.....	27
3.5.2. Semi-structured Interviews	27
3.6. Data Analysis	27
3.7. Reliability and Validity of the Study	29
CHAPTER IV	30
FINDINGS	30
4.1. Research Question 1: What are the beliefs of EFL instructors about ESP	

assessment at the tertiary level?	30
4.1.1. Instructors' Beliefs Regarding ESP Assessment	31
4.1.1.1. <i>Specificity</i>	31
4.1.1.2. <i>Value</i>	32
4.1.1.3. <i>Measurability</i>	33
4.1.1.4. <i>Lack of Motivation</i>	34
4.1.1.5. <i>Adaptation of the Materials</i>	35
4.2. Research Question 2: What are the factors that shape the beliefs of EFL instructors about ESP assessment at the tertiary level?	35
4.2.1. Student Motivation	36
4.2.2. School Policy	36
4.2.3. Teacher Involvement	37
CHAPTER V	38
DISCUSSION AND CONCLUSION.....	38
5.1. Discussion.....	38
5.1.1. Discussion of Findings for Research Questions.....	38
5.1.1.1. <i>Discussion of the Research Question 1</i>	38
5.1.1.2. <i>Discussion of the Research Question 2</i>	41
5.2. Implications	42
5.3. Conclusion.....	43
REFERENCES	45
APPENDICES	53
Appendix I. Reflective Journal.....	54
Appendix II. Semi-structured Interview	56
Appendix III. Codes and Themes Emerged in Data Analysis.....	58
Appendix IV. Reflective Journal Entries	59
Appendix V. Ethics Committee Approval	62

LIST OF TABLES

Table 1. <i>Weekly Journal Submissions from the Participants</i>	25
Table 2. <i>Participant Summary</i>	26
Table 3. <i>Data Analysis Procedure</i>	29
Table 4. <i>Emergent Themes Regarding the Beliefs of Instructors on ESP Assessment</i>	32
Table 5. <i>Codes and Themes Emerged in Data Analysis</i>	60

LIST OF FIGURES

<i>Figure 1. ELT Branches</i>	<i>7</i>
<i>Figure 2. Purposes of English.....</i>	<i>8</i>
<i>Figure 3. ELT Categories</i>	<i>8</i>
<i>Figure 4. Influences on Teacher Cognition</i>	<i>18</i>
<i>Figure 5. The Organization Structure of the College of Foreign Languages</i>	<i>24</i>
<i>Figure 6. Factors that Affect ESP Assessment Beliefs of Instructors</i>	<i>37</i>

LIST OF ABBREVIATIONS

ESP	English for Specific Purposes
EAP	English for Academic Purposes
EGP	English for General Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
AfL	Assessment for Learning
AoL	Assessment of Learning
DA	Dynamic Assessment
SSI	Semi-structured Interview
RJ	Reflective Journal

CHAPTER I

INTRODUCTION

In this chapter, firstly, the background of the study is explained. Secondly, the statement of the problem is examined, and research questions are presented. Furthermore, the limitations of the study are shared. Lastly, the definitions of the key terms are explained.

1.1. Background of the Study

In the contemporary world, English has established itself as a Lingua Franca by becoming the communication language for people around the world. Crystal (2003) states that roughly 25% of the global population can currently communicate effectively in English. Redmann (2002) states that English unites people from different backgrounds, and it is now owned by everyone, not just America and Britain. Furthermore, the language that is published the most frequently is still English (Al-Salmaan, 2007). Graddol (2001) states that on the global stage, the English language is way ahead of other languages in terms of global influence.

One person's reason to learn English may differ from another. English can be learnt because of a variety of needs such as business, education, or job (Basturkmen, 2014). These specific needs require different approaches to teaching and learning English. That's why, English for Specific Purposes (ESP) has emerged, and it is a term that comes from a wider teaching movement known as LSP, Language for Specific Purposes (İlter, 2020). According to Johns and Price (2014), ESP is a pedagogical approach based on materials that are intended to teach learners with particular learning objectives in their current or future academic or professional situations. ESP is defined as a language teaching approach that considers the needs and proficiency of the students in addition to the unique discourse patterns, linguistic traits, and communicative capacities of the target audiences (Hyland, 2006).

The necessary goals of the learners decide the substance of the ESP course design. To determine the goals of target learners, the ESP approach and its assessment are crucial areas to look into (Güler, 2021) because assessment cannot be isolated from teaching and learning

a language. Assessment helps teachers in the language learning process, especially in terms of evaluating learners. However, when it comes to arguments about ESP assessment, there have been different studies. Some ESP studies focused on teachers' beliefs about ESP assessment (Chang, 2015; Yang & Wyatt, 2021). Other previous studies focused on teacher education in ESP (Kırkgöz, 2019; Basturkmen, 2019; Latha, 2014). Nevertheless, the studies on the instructors' beliefs about ESP assessment remain somehow unexplored.

1.2. Statement of the Problem

Highly qualified learners in the 21st century are in demand and, thanks to globalization, English has gained a greater status as a Lingua Franca in the world. For learners to meet societal demands, courses must address their unique needs (Kırkgöz, 2019). Therefore, at this point, the importance of ESP and its assessment by the teachers carries great importance.

To raise highly qualified learners, the universities provide English-medium instruction. In Türkiye, the state universities such as Middle East Technical University (METU), and Boğaziçi University were established and provided English-medium instruction. Kırkgöz (2007) also argues that with the help of The Higher Education Law, private universities have been granted permission to be established to give English-medium education such as Bilkent University, and TOBB University. Students whose English language proficiency is below the level are also enrolled in a one-year intensive English program offered by universities that offer instruction in English.

Authorities develop English courses to give students the English language proficiency they need based on their needs and proficiency level, recognizing the significance of English for students' academic and professional development, and ESP courses are offered at the tertiary level to meet the learners' needs and demands. ESP courses can have academic or professional aims (Robinson, 1980). However, teachers in Türkiye receive General English teacher training (Kırkgöz, 2019). Due to this reason, many instructors who teach ESP lessons in Türkiye are not domain experts. İlter (2020) states that ESP instructors are in charge of selecting the standards they will use to evaluate students' abilities and knowledge. That's why; instructors' beliefs about ESP assessment emerge as an important area to be studied.

Instructors' beliefs about ESP assessment can significantly influence how they approach and use classroom assessment procedures. The majority of ESP teachers lack the knowledge necessary to assess their students appropriately (Septiana, 2018). Assessment can be seen as a way to measure students' language proficiency and it is also viewed as a summative process

to evaluate the effectiveness of the instruction (Chang, 2015). Furthermore, assessment can also be seen as an opportunity to promote lifelong learning by providing feedback (Chang, 2015).

However, despite the potential benefits of ESP assessment, some instructors may have negative beliefs about assessment, seeing it as time-consuming, stressful, and of limited value in promoting student learning. Therefore, instructors' beliefs about ESP assessment need to be studied.

1.3. Purpose of the Study

The study aims to understand instructors' beliefs about ESP assessment at the tertiary level in Türkiye. Accordingly, the following research questions are to be investigated in the study:

1. What are the beliefs of EFL instructors about ESP assessment at the tertiary level?
2. What are the factors that shape the beliefs of EFL instructors about ESP assessment at the tertiary level?

1.4. Significance of the Study

Kırkgöz (2019) states that the importance of ESP has been neglected. There are areas of ESP that remain unexplored. The purpose of this study is to examine the instructors' beliefs about ESP assessment. In the literature, a few studies are conducted in the field that address the importance of ESP and its assessment (Chang, 2015; Yang & Wyatt, 2021). Therefore, understanding the beliefs of instructors when it comes to ESP assessment is essential at the tertiary level. Furthermore, it can assist educators and ESP programmers in creating the appropriate assessment procedures to support the objectives of the ESP approach. Lastly, the researcher's purpose is to contribute to the growing literature related to ESP and more importantly, open up the field for further studies, especially regarding instructors' beliefs in the universities in Türkiye while assessing ESP.

1.5. Limitations of the Study

This study was conducted in a preparatory program of a state university in Türkiye. Accordingly, instructors in the preparatory program of foundation universities can be selected as samples for further studies. The number of participants in the study was limited. The data was based on the participants' meaning-making of their experiences via reflective

journals. Therefore, it may be hard to generalize the results of the study. Finally, because of the February 6, 2023, earthquake disaster, the classes were conducted online. Hence, reaching the instructors for their participation in the study was based on their willingness and availability.

1.6. Definitions of Key Terms

To avoid conceptual misunderstanding, definitions of terms that are commonly used in the context of this study are provided below.

English for Specific Purposes (ESP): Hutchinson and Waters (1984) define ESP as an approach to language teaching in which the students choose materials that they need to learn based on why they need to learn English.

English as Foreign Language (EFL): This is the situation in which English is taught in classrooms, has no official status, and is largely used for internal communication in a nation like Türkiye (Demir, 2018). Kachru (1992) defines EFL as a language for non-native English speakers who learned it in a nation where it is not widely spoken.

Assessment: Being an important component in language learning and teaching, assessment has various definitions. Brown (2003) defines assessment as looking back to evaluate how well the student has performed. It is also defined by McNamara (2004) as the process of gathering data on student's performance.

Belief: Borg (2001) defines belief as a mental state that contains a proposition that the person holding it accepts as true, even though they may be aware that other people may hold different beliefs.

Teacher Belief: Teacher beliefs in the teaching environment are defined as teachers' claims and their way of thinking (Haney et. all, 1996). It is also defined as teachers' ideas, preconceptions, and understanding of EFL instruction that are psychologically held (Zheng, 2015). The personal convictions, values, and presumptions that educators have regarding different facets of teaching and learning are referred to as teachers' beliefs (Borg, 2017).

CHAPTER II

REVIEW OF LITERATURE

In this chapter, defined terms related to the study are explained. It consists of three parts. The first part deals with English for Specific Purposes and its history. The second part is mainly about assessment. The last part provides an overview of teachers' beliefs.

2.1. English for Specific Purposes

Because of globalization, the need to learn a language arises day by day. The reasons for learning English differ from one learner to another. Hutchinson and Waters (1987) define English for Specific Purposes as a technique of teaching languages in which students choose their own curriculum and teaching strategy based on their primary motivations for learning the language.

There have been many reasons for ESP to gain importance in the world. Hutchinson and Waters (1987) state that the need for people to communicate with each other arose as a first reason because of the improvements in the economy and science after the post-war area between the USA and Russia. Oil-rich countries were another reason for English to become the lingua franca for traders to interact (Hutchinson & Waters, 1987). They also claimed that the need to learn made some countries give more importance to language learning. To conclude, Hutchinson and Waters (1987) stated these three reasons led to the emergence of ESP.

As shown in Figure 1 below, Hutchinson and Waters (1987) show the connections of ELT branches. In the tree, ESP is different from General English, and it is divided into three parts: English for Science and Technology (EST), English for Business and Economics (EBE), and English for Social Studies (ESS). The English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) branches comprise each subject area. Hutchinson and Waters (1987) state that it is not possible to draw a clear line between EAP and EOP because it is common for students to use the language that they learn for

immediate use in a study environment when they start or return to a job. Therefore, ESP can be considered as a subset of EFL, and they are thought to be the primary elements of ELT.

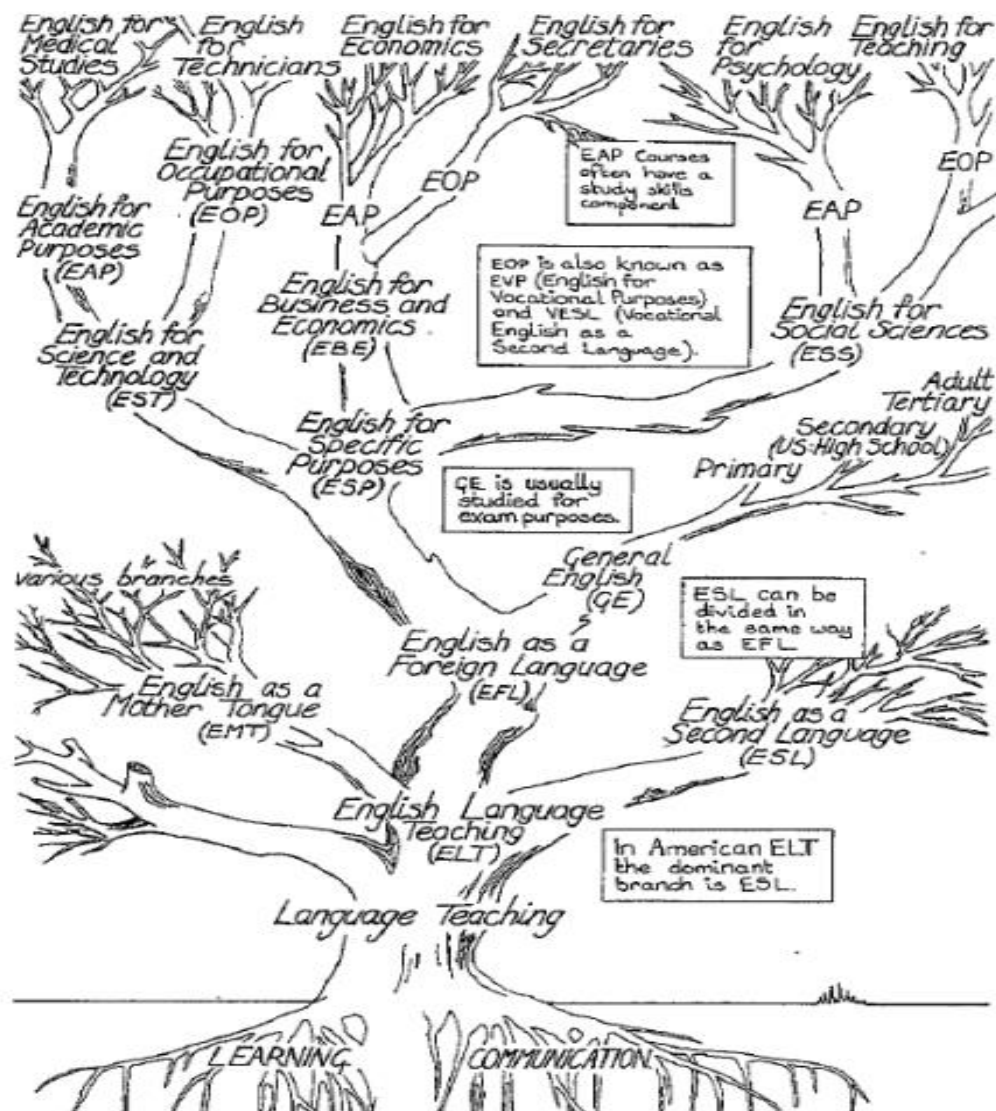


Figure 1. ELT branches. Hutchinson, T. & Waters, A. (1984). *English for Specific Purposes: A Learning Centered Approach*. Cambridge: Cambridge University.

Figure 2 by Jordan (1997) shows that for the purposes of teaching English, there are two main approaches. The first one is English for Occupational Purposes. The second one is English for Academic Purposes, and all language purposes revolve around global language skills.

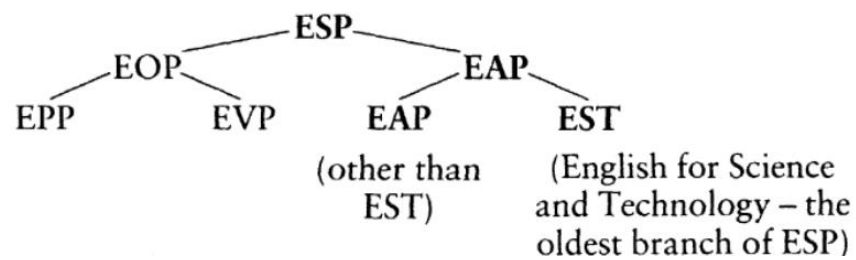


Figure 2. Purposes of English. Jordan, R. R. (1989). English for academic purposes (EAP). *Language teaching*, 22(3), 150-164.

Dudley-Evans and St. John (1998) divide English for Specific Purposes in two parts: English for Academic Purposes (EAP), and English for Occupational Purposes (EOP) as shown in Figure 3.

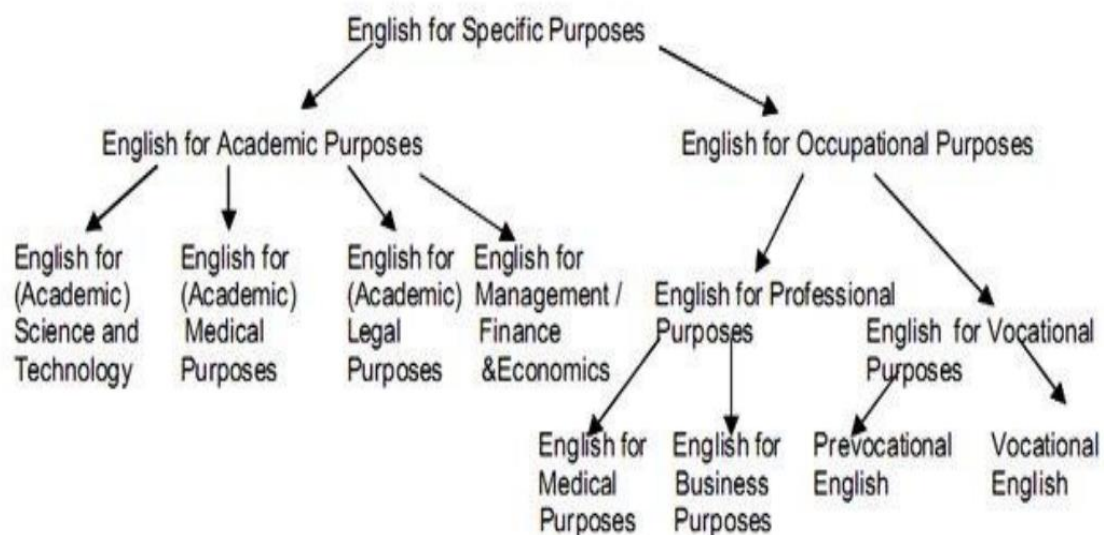


Figure 3. ELT categories. Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University.

Dudley-Evans and St. John (1998) define ESP as a multifaceted approach, which has a range of roles to be fulfilled. Therefore, different characteristics of ESP were specified (Dudley-Evans & St. John, 1998). The first one is that ESP is made to meet the needs of the students. Secondly, ESP utilizes the fundamental techniques and operations of the discipline it supports. The third characteristic is that ESP's focus is on the grammar, lexis, register, study techniques, discourse, and genre of language that is appropriate for these kinds of activities.

Hyland (2006) defines ESP as a method of teaching languages that considers the

requirements and competence of students as well as the distinctive linguistic characteristics, discourse patterns, and communicative abilities of target groups. The central idea of learner needs serves as the focal point for attention in what various groups are attempting to accomplish with language. The varied perspectives on this idea have influenced ESP's emphasis on discourse elements and text structures as well as driven the field's development into a growing number of genres and professions (Hyland & Jiang, 2021). Hyland (2022) also argues that ESP can be thought of as English language instruction with a more robust descriptive framework for instructional materials.

When it comes to ESP classifications, Belcher (2009) claims that there are as many different types of ESP as there are unique learner needs and target communities. The most well-known form of ESP is EAP, which is intended to fulfill the needs of learners at the higher education level. This is because language educators are primarily affiliated with academia (Belcher, 2009).

Considering the definitions of ESP above, it can be argued that ESP is seen as an approach to language teaching. In this study, the term "ESP" describes the practice of teaching English to students in a way that is specific to their needs, which are shaped by their field of study and intended career.

2.1.1. ESP and EGP

Hutchinson and Waters (1987) state that a clear distinction exists between English for Specific Purposes and English for General Purposes (EGP) in practice. In EGP, choosing the course material may be more difficult because it is impossible to predict the needs of the learners in the future, whereas, in ESP, the course is specifically tailored to students' needs (Widdowson, 1983). Therefore, ESP courses seem to be more relevant to students' needs and interests in the future.

Strevens (1988) also makes differences between ESP and EGP. In contrast to EGP, ESP is distinguished by its explicit focus on the needs of the learners as dictated by their professions or occupations. It also emphasizes identifying those needs in order to meet them effectively and prevent learners from wasting time. Additionally, Robinson (1991) defines ESP as the process of teaching English as a medium for the students to attain their purposes, showing the importance of needs in ESP. It is claimed by Robinson (1991) that ESP courses have a goal-oriented curriculum that is modified to meet the needs of students from various departments and disciplines. EAP, EOP, EMP (English for Medical

Purposes), and so forth were also crucial in the growth and development of the field. The development and expansion of ESP as a new discipline has been made possible by learners who require the language for academic, business, medical, or occupational purposes (Basturkmen, 2010). Consequently, ESP has evolved into a multilayered language approach that is focused on the unique needs of the learners as a result of this process.

2.1.2. ESP and EAP

English for Academic Purposes (EAP) is a subfield of English for Specific Purposes (ESP) that focuses on studying and teaching the English required of students who use the language for academic purposes (Charles, 2012). As part of the government's help to develop national policy, Britain started to receive a growing number of students funded by the British Council in the 1950s and 1960s. Simultaneously, Britain was adapting to the swift expansion of English as a common language for science, law, and business in numerous nations, and there was a surge in demand for English teachers to impart language instruction (Hamp-Lyons, 2011).

Charles and Pecorari (2015) state that ESP serves as a kind of umbrella phrase for a variety of specialized fields, including English for chemical engineering, English for aviation, and so forth. Thus, EAP can be thought of as a particular strand inside ESP. Consequently, it can be argued that the goal of EAP is to ensure that students are capable of communicating, participating in, and producing academic discourse with confidence and proficiency in academic settings.

2.1.3. The ESP Practitioners

The term "ESP" first became apparent to ELT researchers as a novel phenomenon in the 1960s. The quick changes that occurred in the post-war world were the reason for its emergence and rise in popularity (Hutchinson & Waters, 1987). As a result, ESP was created and progressively evolved into a multifaceted language approach that was mainly focused on meeting the unique needs of learners.

When we think about who the ESP practitioners are, Ahmed (2014) defines them as educators who work with their students' professional development in colleges, universities, and vocational schools. The term "practitioner" was first used by Dudley-Evans and John (1998) instead of 'teacher' to highlight that ESP work includes more than teaching because ESP teaching is incredibly varied. With this term, Dudley-Evans and

John (1998) assigned five critical roles of ESP practitioner as “teacher, course designer and materials provider, collaborator, researcher, and evaluator.” Additionally, Bojovic (2006) states that ESP instructors must be very adaptable and show an interest in the academic fields or professional endeavors their students pursue. Therefore, it can be stated that ESP practitioners are expected to maintain a goal-driven approach to instruction that revolves around students' aims for their future careers.

2.1.4. ESP Studies in the Literature

There have been several research studies on ESP. One main category of the study is student and teacher beliefs on ESP. To give an example, Dissanayake and Harun (2016) investigated how the students and instructors thought about the introduction of a new ESP course. 26 undergraduate students and 4 teachers at a university in Sri Lanka participated in the study. Both teachers and students came to the same conclusion after conducting semi-structured interviews and using open-ended questionnaires: the previous ESP course needed to be revised. Following a needs analysis and modifications to the lesson plans, resources, pedagogical approaches, and activities, the students reported greater utility and advantages from the new ESP course module.

In a related study, Nguyen et. al (2019) challenged teacher beliefs on ESP courses at a Vietnamese university. 8 ESP instructors participated in the study and the data was collected through interviews, observations, and meetings with the instructors. The results showed that during the course of the study, the lecturers experienced beneficial shifts in their beliefs from traditional lecturing to more active learning practices while teaching ESP.

Similar research was conducted by Arnó-Macià et al. (2020). Two surveys were designed and administered at the start and end of an ESP course to find out what engineering students from two European universities in Austria and Spain thought of their ESP courses. Seven students' qualitative diaries, in which they provided feedback on their studies during their ESP course, were added to the findings. The results show that students are satisfied with ESP classes and have a better grasp of the fundamentals of specialized communication. They also shed light on learners' methods and circumstances in which ESP can empower and prepare them.

As a recent example, Dang, Haworth, and Asthon (2024) investigated the changes in the beliefs of pre-service teachers towards ESP teaching. The study included three pre-service

Vietnamese teachers. During the teacher education program, data was gathered through semi-structured interviews, stimulated recall interviews, observations, and reflective journals. The results demonstrate how the participants' beliefs evolved and changed over time. The results provide new perspectives on the beliefs of pre-service teachers.

Lately, educators, researchers, and course designers have begun to innovate in the field of ESP education by incorporating new technologies and distance learning has been a part of this field. To give an example, Kirovska-Simjanoska (2016) studied the students' preference for online education vs. face-to-face learning while learning ESP. Both quantitative and qualitative data collection techniques were employed, including structured interviews with randomly chosen students, student questionnaires, and assignments completed in class. One class of ESP students with compare-and-contrast digital literacy types was used for the research. The findings suggest that the claim that online learning is always equally as effective as in-person instruction is hard to support, and student initiative and motivation play a major role in digital learning.

In the study conducted by Kuzmina et. al (2022), digital distance learning tools were improved and implemented in ESP courses. The effectiveness of the tools and the awareness of the faculty members were examined and analyzed. According to the findings, the majority of the academics surveyed expressed a desire to learn more because they were unaware of some digital tools and the potential applications for them.

2.1.5. ESP Studies in Türkiye

In Türkiye, the official language is Turkish. Although German and French are offered as elective subjects in the curricula of some schools, English is currently the only foreign language offered in the educational system that is taught as a compulsory subject at all levels of education, holding the designation of Foreign Language (EFL) (Kırkgöz, 2007). Gündüz (2016) states that one specific area of English language teaching known as ESP has grown as a result of demands and requirements. Hence, various studies have been conducted to examine ESP teaching, learning, and assessment practices in Türkiye.

Numerous studies focused on the needs of learners and teachers in ESP. To start with, Derintuna (2006) examined the requirements of the students in a university where English is the primary language of instruction for academic purposes. The participants were 90 content teachers from various departments and a questionnaire with a total of 27 questions was distributed to gather data. Using descriptive statistics, Chi-square tests, ANOVA tests,

and crosstabs analysis, the data was examined. The study demonstrated that the institution's content teachers thought English was crucial to students' academic pursuits. The two most crucial skills were determined to be writing and reading.

Additionally, a need analysis was carried out by Kaygan (2005) in order to examine the language needs of the students in a university. The data was collected from 45 pilot trainees and 4 English instructors participated in the study as well. A 90-item structured questionnaire was used to collect data from the students and teachers. The findings suggested that an Air Traffic Terminology course was needed.

A needs analysis study was carried out at Kocaeli University's Faculty of Education by Savaş (2009). The study involved 40 teachers and fourth-year students in the Department of Foreign Languages. The participants completed a questionnaire about their expectations and experiences with ESP teaching and learning. The questionnaire focused on the lecturers' and students' familiarity with the issues surrounding ESP teaching as well as their suggestions for potential solutions. The findings suggested that "an ESP teacher needed to have a prior content knowledge, functional academic literacy in content-specific language, and knowledge of methodologies suitable to ESP teaching".

Despite being in short supply, the research on program evaluation and professional needs of ESP teachers in Türkiye is available in the literature. To give an example, Altıncı (2009) carried out a program evaluation at the Turkish Military Academy to evaluate the English for Specific Purposes curriculum. A "program evaluation framework" was developed, and it was used to assess the program under consideration. The results showed that there is a mismatch between the program's requirements and the student's demands and that the teachers are not specially qualified to teach these kinds of courses.

In his doctoral dissertation, İlter (2020) aimed to design a syllabus for teaching academic pharmaceutical English in a flipped learning environment by conducting action research at a pharmacy faculty. Three main stages make up the action research syllabus design process: needs analysis, implementation, and evaluation. Participants in the study included both students, lecturers, and faculty members. The 12 weekly three-class-hour courses were recorded; 38 learners' reflective journals were collected, and field notes were taken. NVivo 11 Pro was used to conduct a content analysis of the data. The findings suggested that although there were some disadvantages, the flipped learning syllabus design had many advantages.

One study that has contributed to the field was conducted by Külünk (2023). Her case study set out to investigate the professional development needs of ESP teachers of military English. 29 instructors who teach ESP courses to undergraduate students participated in the study. Semi-structured interviews and a 30-item questionnaire provided the data. Using SPSS, descriptive statistics were computed, and the interview data was subjected to theme analysis. According to the findings, ESP instructors believed they have professional competence concerning academic practice, ESP pupils, ESP curriculum creation, program execution, and evaluation. Nevertheless, an examination of the interview data revealed that they encountered significant obstacles when carrying out their ESP instructor responsibilities, particularly when it came to creating lesson plans and materials.

It is evident that there is a sizable gap revealed by the relevant corpus of literature on ESP (Basturkmen & Bocanegra-Valle, 2018). The majority of research has been done on course design, material development, and learner needs (Basturkmen, 2014). Nonetheless, despite its increasing significance over the past six decades, research on ESP teachers' beliefs has just not kept up with or been thoroughly examined (Kakoulli-Constantinou & Papadima-Sophocleous, 2020). As required, this study offers a thorough understanding of EFL instructors' beliefs within the context of ESP assessment at the tertiary level.

2.2. Assessment

Assessment is one of the most important components of the teaching and learning process, and in many educational contexts, assessment procedures are revised to incorporate new approaches and methodologies. Language teachers' assessment procedures are founded on their assessment beliefs, so looking at teachers' perspectives is crucial to determine whether their beliefs and actions in the classroom are consistent or divergent (Munoz et. al., 2012).

Bachman and Palmar (1996) define assessment as a procedure for methodically and consistently obtaining information. Brown (2003) states that assessment requires looking backward to see how well a student has performed. Besides, McNamara (2004) sees assessment as a process for gathering data on student performance to comprehend and determine their knowledge level. Chen (2003) describes assessment as any technique, tool, or strategy used by the teacher to elicit data that would demonstrate how well pupils are performing regarding established goals.

Considering the definitions above, it can be said that assessment is a critical and crucial process in learning and teaching environments. Therefore, teachers must be familiar with a variety of assessment methods and their aims in order to choose suitable strategies for their objectives. However, the roles of teachers in assessment can be pretty varied because it involves tasks such as monitoring and reporting students' progress, detecting students' learning difficulties, and grouping students for specific assignments or placements (Cumming, 2009). Hence, the teachers' beliefs while assessing English are important in the assessment process.

2.2.1. Assessment for Learning

Assessment for Learning (AfL) was known as formative assessment in the 1990s (Schellekens et. al, 2021) and Sadler (1987, as cited in Akgül, 2022) stated that formative assessment (FA) is mainly about how the quality of student achievement might be used to shape and promote students' competence. What is more, MacManus (2008, as cited in Akgül, 2022) states that in order to increase students' accomplishment of the planned instructional outcomes, teachers and students use a method known as formative assessment, which gives feedback during instruction. When formative assessment is used, teachers and students are actively involved in developing learning objectives, tracking their progress, and planning out the next steps in the learning process (Hargreaves, 2005).

However, in the 21st century, many authors stopped using the term “formative assessment” and preferred to use Assessment for Learning because of the developing research in the field (William, 2011) and in AfL, it is believed that assessment should be employed throughout the teaching process to enhance learning outcomes. Assessment for Learning aims to develop the process of teaching and learning (Schellekens et. al, 2021). AfL is also defined as the process of locating and analyzing data that students and their teachers can utilize to determine where they need to go and how to get there (ARG, 2002).

Assessment for Learning provides several advantages. By enabling students to assess and monitor their own development and actions, AfL can enhance the efficacy of self-regulated learning (Afitska, 2014). In addition, with the rise of learner-centered and goal-oriented learning, AfL has become increasingly valuable in education (Uysal-Kurtulmuş, 2018). Another benefit is that teachers and/or students provide feedback at various points during the teaching and learning process, which aids students in seeing their level of

improvement (Gedye, 2010).

Various studies have been conducted on formative assessment (McKay, 2005; Torres, 2019; Ezir, 2013) and some of them focused on students' perception of formative assessment. Vickerman (2009), for example, conducted a study with ninety sophomore sports students in the UK to understand their experiences and opinions regarding formative assessment, particularly about peer assessment. The study's findings demonstrated that students view formative assessment as a valuable tool for promoting their learning process. Moreover, Pereira et. all. (2017) studied how students perceived the effectiveness and fairness of various assessment methods used in the learning process, including traditional and learner-centered methods. 624 undergraduate students at five public universities in Portugal provided the data, gathered using questionnaires. The study's findings demonstrated that learner-centered assessment instruments are thought to be more effective and equitable.

2.2.2. Assessment of Learning

Assessment of Learning (AoL) replaced summative assessment in the 21st century (William, 2011). Summative assessment occurs at the end of the teaching and learning processes. Therefore, it is considered a passive process (Sadler, 1987, as cited in Akgül, 2022). A grade or a numerical value that summarizes the entire learning process is used to evaluate pupils during summative assessment (SA). Students are assigned marks, grades, or levels after this type of process to indicate the final assessment of their performance. Nevertheless, as the research developed more in the field of assessment, Assessment of Learning started to be used to assess performance and gauges results following a structured learning experience (Schellekens et. all, 2021).

Stiggins (2002) notes that assessment of learning is crucial to accountability because it tells teachers about the learning outcomes of their students and lets them know if they are meeting the standards. However, since the main focus of learning assessment is on students' total learning at the end of that process, AoL may fall short of giving teachers comprehensive and valuable information about their students during the learning process (Akgül, 2022).

2.2.3. Dynamic Assessment

Based on Vygotsky's notion of Zone of Proximal Development, dynamic assessment is

regarded as an umbrella term that encompasses a variety of methodologies that are linked by a common component: the integration of instruction and assessment through feedback provided to a person in response to their performance (Ellis, 2003). DA provides an alternative to the conventional method of assessment that is known to educators and scholars. Based on the Zone of Proximal Development theory, DA proposes a blended learning approach to assessment and instruction, where students receive a variety of supports to help them develop their skills further. This approach offers an alternative to static, and traditional assessment methods (Poehner, 2008).

2.2.4. ESP Assessment

Douglas (2012) discusses that in theory, the assessment of English for Specific Purposes is identical to the evaluation of other language domains. Practitioners of language assessment need to consider the goal of the test, the qualities of the test taker, and the context in which the target language is being used. Every language assessment specialist follows recognized measurement guidelines. Therefore, the same assessment principles apply to ESP assessment as well (Douglas, 2012).

There have been some distinctions between EGP assessment and ESP assessment. The relationship between language proficiency and prior knowledge is an essential difference between assessment in ESP and assessment in other areas of language teaching and learning (Fulcher, 2000). Additionally, the majority of ESP assessment tools have fairly limited definitions that correspond to a particular domain of language use. Therefore, Douglas (2012) discusses that the foundation of ESP tests lies in the comprehension of three characteristics of specific purpose language: (1) context-dependent language use; (2) precise language use; and (3) interaction between specific purpose language and specific purpose background knowledge. To conclude, it can be stated that while ESP assessments concentrate on evaluating language skills in particular professional or academic contexts, general English assessments seek to evaluate overall language proficiency for a broad audience.

2.3. Teacher Beliefs

Borg (2001) defines belief as "a proposition that may be held consciously or unconsciously, is evaluative in the sense that it is accepted as true by the individual and is thus filled with affective commitment." In the teaching of languages, there is a

correlation between what teachers believe and what they practice because beliefs about language acquisition are one of the key elements that influence one's learning behavior and performance, according to educational psychology. Also, teachers' behaviors and opinions in the classroom are influenced by a variety of factors. The life experiences, socialization processes, and personal variances in academic performance can all influence teachers' beliefs (Kennedy, 2010).

Borg (2003) offers a conceptual framework for comprehending some of the key influences (Figure 4). It is demonstrated that the primary influences on teachers' cognition have been identified as education, contextual factors, professional development, and classroom practice. Professional knowledge and classroom practice have a reciprocal relationship with teachers' beliefs, knowledge, and other characteristics.

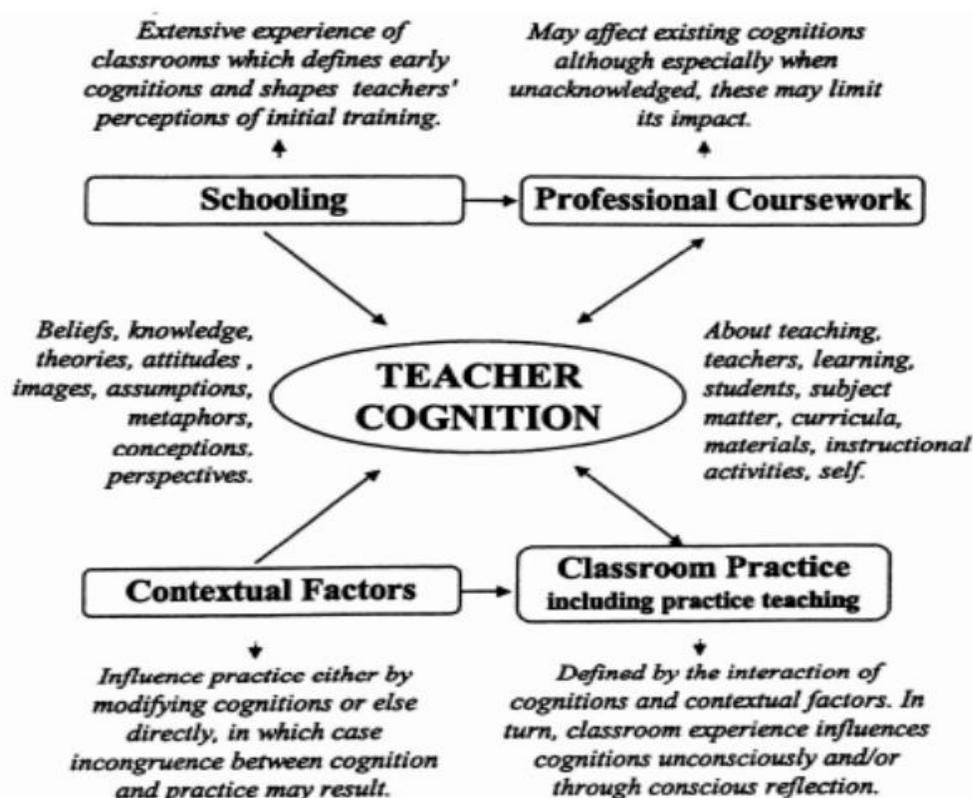


Figure 4. Influences on teacher cognition. Borg, S. (2003). "Review article: teacher cognition in language teaching: a review of research on what language teachers think, know, believe, do." *Language Teaching* 36: 81 – 109.

Borg's (2003) framework shows the connections among the main factors in relation to teacher beliefs and teacher's schooling, professional coursework, contextual factors, and classroom practices. It is shown that teachers' beliefs and practices may be significantly influenced by their education and experience. According to Borg (2003), there are

environmental realities of the classroom and school as well as social and psychological factors. These factors include parental requirements, school policies, society, school mandates, classroom and school layout, school policies, coworkers, standardized test results, and resource availability. These factors are a few things that affect how teachers think and behave during the teaching and learning process. This is because teachers can reflect their beliefs in the classroom because they take the aforementioned factors into account (Borg, 2003).

2.3.1. Teacher Beliefs about Assessment

Examining teacher beliefs is essential because they have a big impact on how teachers assess students' learning in the classroom. Various studies have been conducted on teachers' beliefs. For instance, the Teacher's Conceptions of Assessment (TCoA) inventory was developed by Brown (2002) and it was predicated on the idea that four main objectives would be adequate to explain teachers' perceptions of the goal of evaluation. These goals were assessment: (1) enhances teaching and learning; (b) certifies students' learning; (c) shows the calibre of schools; and (d) shows that it has no bearing on teachers' work or students' learning. Therefore, it can be said that assessment can be used to inform efforts to enhance both the effectiveness of instruction and student learning.

In addition, Sung and Cheng (2014) studied the relationship between teachers' grades and meaning as well as the instructors' perceptions of the effects of grading in terms of Messick's validity framework. They discovered that teachers evaluated students based on effort rather than language proficiency, as well as requirement fulfillment, quality, academic facilitators, improvement, process of learning, and achievement.

Studies have also investigated the internal and environmental elements that affect teacher beliefs. Xu and Liu (2009) studied a college ESL teacher's assessment practice. They discovered that teacher knowledge is not static and thought of teachers' assessment practices as being on a continuum, with teachers using their past practices to inform their current ones. They also discovered that teachers' beliefs and expertise in assessment, specifically formative assessment, are influenced by their prior experience, power dynamics, and geographical context.

Studies on teachers' context-specific beliefs have been conducted in the field as well. Davison (2004) conducted a comparison between the assessment practices used by ESL

teachers, considering their context-specific beliefs. The research setting was secondary schools in Hong Kong and Australia. The elements such as the social, institutional, and cultural contexts in which English language assessment teachers operate were examined in the study, as well as the rationale behind their assessments in terms of teaching and learning, their role as teachers, and preexisting beliefs about the students and texts they are assessing. The study demonstrated that teachers' attitudes and beliefs regarding the construct being assessed, context-specific assessment criteria, aims of the curriculum, and psychological and social impact were contradictory in the two contexts. Additionally, in their study, Leung and Mohan (2004) described a framework for formative assessment in an elementary multiethnic classroom. They demonstrated how the model-assisted instructors in scaffolding student responses to reading when doing formative assessments.

2.4 Related Research in Literature

2.4.1 Studies on Teacher Beliefs about ESP Assessment

Some studies have been conducted about teacher's ESP assessment beliefs. Regarding this topic, Chang (2015) studied teacher beliefs and practices about ESP assessment. In the study, six teachers teaching ESP in four universities in Taiwan were selected as participants. At the beginning and at the end of the semester, semi-structured interviews were conducted with the teachers, and their teaching and assessment plans were used as data collection tools. According to the analysis of these interviews, teachers' conceptualization of curricula for ESP instruction appears to be influenced by the orientations they choose which in turn affects how they evaluate the academic performance of their students. The analysis showed how teachers' backgrounds, experiences, and viewpoints influence their ESP assessment use in the classroom (Chang, 2015).

One other example of this topic is Alghamdi's (2022) study which investigated the beliefs of ESP teachers about their roles in vocabulary teaching. The participants were six ESP teachers at a university in Saudi Arabia. The semi-structured interviews were conducted to collect the data. The data analysis showed that teachers' personal experiences with learning and teaching shaped their beliefs.

Rajabi (2018) also investigated ESP teachers' beliefs. However, the topic was ESP

teachers' beliefs and their relationship with their practices in the classroom. Twenty-five ESP teachers in a university in Iran were selected as participants in the study. As a mixed method study, the data was collected through a questionnaire with 30 questions and semi-structured interviews. The findings of the study suggested that the participants' beliefs about teaching ESP and their prior educational experiences are closely related.

In addition, Naimi (2015) examined teacher's conceptions of ESP assessment. In the study, 150 teachers in different universities in Tunisia participated. The data was collected through questionnaires, semi-structured interviews, and the scores of the tests. The results of the study showed that ESP teachers view the evaluation of students' skills and knowledge as a critical matter. The study also revealed that while ESP teachers agree that testing significantly impacts their classes, they are unsure about how much of an impact it has on the instructional strategies they employ.

Considering the studies conducted so far, it seems that there is a scarcity of research on ESP teachers' beliefs (Basturkmen & Bocanegra-Valle, 2018) and the fact that the beliefs of the instructors about ESP assessment somehow remain unexplored (Kakoulli-Constantinou & Papadima-Sophocleous, 2020). Hence, the present study intends to address this gap by investigating the instructors' beliefs about ESP assessment at the tertiary level.

CHAPTER III

METHODOLOGY

3.1. Introduction

In this chapter, the methodology of the research is explained. Firstly, the research design and context are described. Secondly, sampling, and participants are provided. Then, an overview of data collection tools, including instruments is presented. Finally, data analysis is described.

3.2. Research Design

This study was carried out using a qualitative method in a case study design. A case study is an empirical investigation that examines a case in-depth and in the context of real-world events, when the distinctions between the case and the context may not be immediately obvious (Yin, 2018). Also, Creswell (2013) defines case study research as a qualitative approach in which the researcher explores a case or multiple bounded cases over time, through an in-depth data collection process and reports a case description or themes.

Dörnyei (2007) claims that case study research typically involves gathering data through multiple sources such as interviews, observation, and documents to develop an in-depth understanding of the research subject. This variety of data collection tools shows the advantage of the qualitative case study method since it can provide rich and detailed information about a particular case or phenomenon. In keeping line with this, the focus of this case study is a thorough investigation of the instructors' beliefs about ESP assessment at a public university.

Case studies have been categorized differently by the researchers. Merriam (2009) divides case studies into three categories: particularistic, descriptive, and heuristic. The first type focuses on a single case, and it is useful to use for particular problems. As the name suggests, the second type describes a case study or a phenomenon. Heuristic case

studies help the reader understand the phenomenon being studied (Merriam, 2009).

Implementing a case study in a research design has its advantages. Stake (1981) claims that the information learned from case studies is more concrete and contextual. Case studies are unique in a way that they can reveal information about a phenomenon one cannot easily access (Merriam, 2009). The generalizability of the results is also another advantage of case studies (Kılıçaslan, 2022).

However, case studies may have some disadvantages as well. The identification process of the case is crucial because selecting the wrong cases to implement may result in insufficient results (Crowe et al., 2011). Being knowledgeable enough in theory and justifying the decisions in case selection may prevent this issue. In addition, Creswell (2013) states that case studies may be problematic in terms of their start and end. Therefore, the researcher was open about the study period to avoid this problem. Finally, ethical issues can be problematic (Crowe et al., 2011). Hence, the participants are given pseudonyms to keep them anonymous in this study to avoid the disadvantages of the case study design. Relevant literature and studies were examined carefully by the researcher to decide the boundaries of this study. This current study focuses on instructors' beliefs about ESP assessment and therefore, it employs a single case study design.

3.3. Research Context

This study was carried out in a college of foreign languages of a public university in the Central Anatolian part of Türkiye. This university, the foundation of which dates to 1926, is one of the most rooted universities in Türkiye. Although the universities' fall term started face to face, in their spring terms, they started to conduct their teaching programs online because of the earthquake disaster in Türkiye on February 6, 2023. The data collection process of this study was completed in the 2022 – 2023 spring term. Therefore, the education program was online at the time of this study.

Teaching online has its limitations and challenges. Since only some of the students have access to the internet and technological devices all the time, the teachers have problems with their lessons. The absence of contact in the online environment and the teachers' lack of confidence and competence in the technical and pedagogical abilities necessary for teaching online were other reasons for online teaching's limitations (Downing & Dymont, 2013). Finding and using good quality teaching materials was another challenge for the teachers in teaching online (Yapar, 2018). Lack of student engagement and

interaction can be considered as another limitation (Wright, 2014).

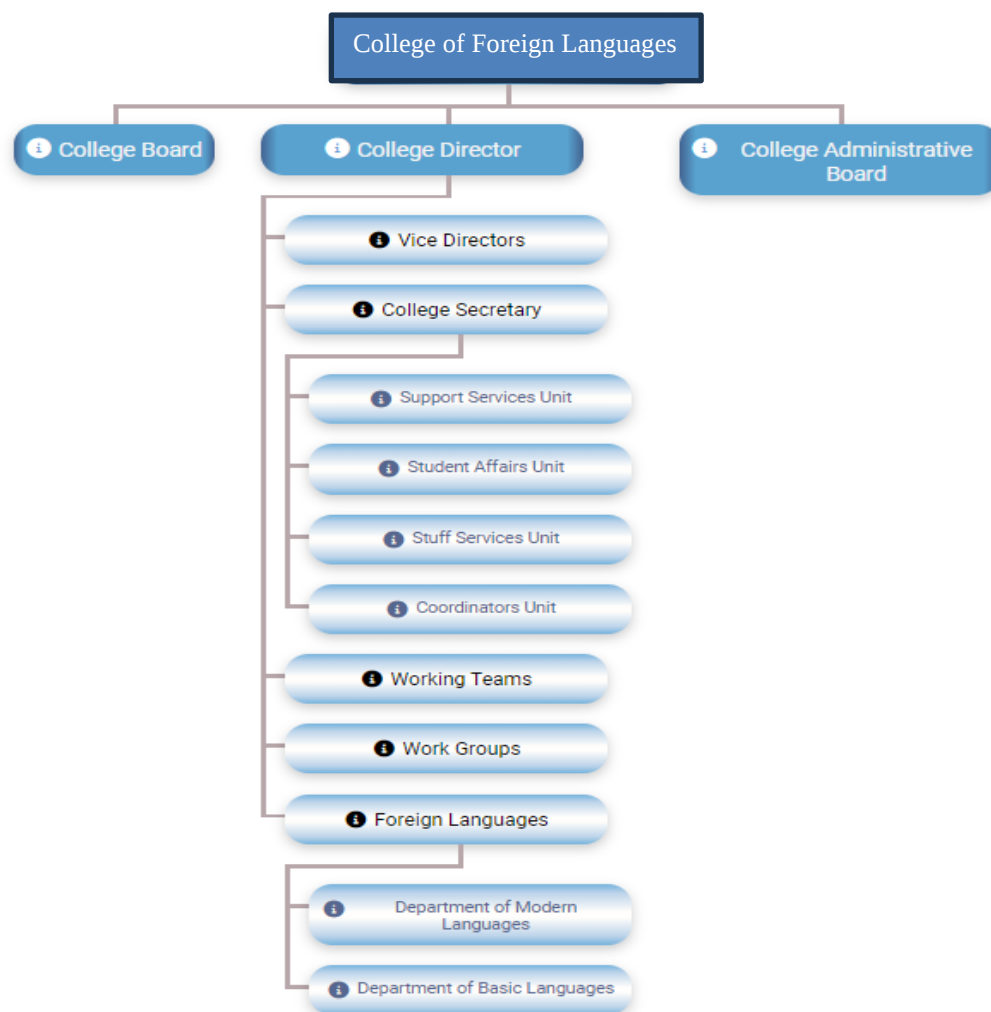


Figure 5: The organization structure of college of foreign languages.

As shown in Figure 5, the foreign languages program had two units: Basic Languages and Modern Languages. The students in the preparatory program are taught from the Beginner level to the Upper-Intermediate level throughout an academic year. The students start the fall semester at the A1 level. The students are expected to reach the B2 level at the end of the term. There are 20 – 24 hours of lessons in the program. Since the program primarily uses a communicative approach to language instruction, English is the medium of instruction at all times. Its goal is to assist students in achieving an equitable level of proficiency in four fundamental language abilities.

In the spring term, starting from February, the students took 12 hours of lessons per week online and the lessons were 40 minutes each. The instructors have 6 – 10 hours of lessons in a week. After April, the university used a hybrid education system. For students to

pass the preparatory program, they need to achieve 75 points without the final exam and get at least 60 points in the final exam. If they meet this criterion, they can graduate from the preparatory program.

The coursebooks that were used in the preparatory program were Skillful 2 Listening & Speaking, Skillful 2 Reading & Writing, and Skillful 3 Listening & Speaking by Macmillan. The language skills are taught by the teachers throughout the term. Since the spring term was carried out online, the online platforms of the coursebooks were used.

3.4. Sampling and Participants

When the general problem of the research has been established, choosing of the sampling and the participants becomes necessary (Merriam, 2009). Creswell (2013) explains that in purposeful sampling, the researcher chooses participants for the study so that an understanding of the research problem can be informed purposefully. In this study, 8 instructors at a preparatory school in a public university were selected purposefully on a voluntary basis. The criterion that was used for choosing the participants was for the participants to give English for Specific Purposes lessons.

Table 1

Weekly Journal Submissions from the Participants

Pseudonyms	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Selim	+	+	+	+	+	+	+
Tarık	+	+	+	+	+	+	+
Ayşe	+	+	+	+	+	+	+
Nazlı	+	+	-	+	+	+	+
Neriman	+	-	-	-	-	-	-
Semra	-	-	-	-	-	-	-
Berna	+	+	-	-	-	-	-
Deniz	-	-	-	-	-	-	-

As can be seen from Table 1, to collect journals, 8 instructors who were teaching ESP courses were chosen at the beginning of the study. The journals were collected over seven weeks in the spring term. Only 4 instructors were able to complete the seven-week journey. Due to their working time at the university and some other personal reasons, the other 4 instructors were not able to complete the data collection process. At the end of the data collection process, semi-structured interviews were conducted with three instructors who completed all journals. To protect the participants' privacy, pseudonyms

were used elsewhere to refer to the participants.

Table 2

Participant Summary

Pseudonyms	Gender	Age	Experience	Highest Education
Selim	Male	37	13 years	MA degree in English Language Teaching
Tarik	Male	38	12 years	PhD in progress in English language teaching
Ayşe	Female	53	27 years	MA degree in English Language Teaching

Table 2 provides a summary of the participants in the study. Since the topic was related to their daily work like improving the teaching-learning environment in the classroom, all three participants expressed interest in participating in the interview part of the study as well. The three study participants had varying backgrounds in language, culture, and education as well as varying experiences instructing EFL.

3.4.1. Selim

Selim was 37 years old at the time of the research. He earned his bachelor's degree in English Language and Literature from a state university in 2010. Selim earned his Master of Arts degree in English Language Teaching from a foundation university in 2019, and in his master's thesis, he studied EFL learners' beliefs about language learning.

To become an academic, Selim received several trainings and courses such as Effective Reflective Dialogue, Effective Feedback Strategies, and Making Differentiation Do-Able through Flexible Groups.

Selim has 13 years of experience in teaching. Selim was teaching four skills lessons at the beginner level, and in the spring semester at the university, he was teaching English for Specific Purposes lessons in the preparatory class.

3.4.2. Tarik

Tarik was a 38-year-old English language teacher. He earned his bachelor's degree in English Language Teaching at a state university in 2010 and his Master of Arts degree in English Language Teaching from a foundation university in 2016. His master's thesis focused on teacher beliefs and practices about grammar teaching. At the time of the

research, Tarık was continuing his PhD in English Language Teaching at a state university.

Due to his interest in language teaching, Tarık took several trainings and courses from different places. He received Testing in ELT training from Tübitak and Teaching Language Skills from Cambridge. From the Vollere Institute of Technology, he received Research Methods in Language and Linguistics training.

Having 12 years of experience in teaching, Tarık has been teaching for 5 years at the university where this study took place. He was teaching four skills lessons at the beginner level, and in the preparatory class in the spring semester, he was also teaching English for Specific Purposes lessons.

3.4.3. Ayşe

At the time of the research, Ayşe was 53 years old. She earned her bachelor's degree in English Language Teaching from a state university, and she completed her Master of Arts degree in English Language Teaching from a state university in 2000 in her master's thesis, she suggested a teacher training model for instructors at a preparatory school.

Ayşe has had 27 years of experience. She was teaching four skills lessons in the preparatory class at the beginner level, and she was giving English for Specific Purposes lessons in the preparatory class in the spring term. She also received CERTELT training to work more effectively as an instructor.

3.5. Data Collection Tools

Merriam (2009) states that while acquiring and interpreting data, a data collection tool that is sensitive to underlying meaning is necessary for a qualitative inquiry. The instruments for the data collection part of the study were developed after analyzing the relevant literature to support the study's objectives.

Getting ethical permission from the Gazi University Institute of Educational Sciences was the first step in collecting the data. Then, the instructors who took place in the research as participants were informed through an e-mail about the study. Consent forms were delivered for the participants to understand the study's aims and they were signed by the participants. Following that, each week, the participants received the journals through e-mail for seven weeks and they sent them back after they filled them. After that,

the participants who completed all the journeys were selected, and semi-structured interviews were carried out face-to-face in a stress-free environment.

3.5.1. Journals

The data for a case study can come from a variety of data-gathering tools including interviews, records, direct observations, and participant observation (Creswell, 2013). For the first step of the data collection process of this research, reflective journals were designed. With the help of the literature review, four questions were added by the researcher herself to help the participants express their ideas and beliefs about ESP assessment in their classes (See Appendix I). The questions in the journals were designed according to the questions of the study by the author and expert opinion was provided by the supervisor.

3.5.2. Semi-structured Interviews

Rapley (2004) states that qualitative researchers can learn more about participants' explanations of their beliefs, feelings, and experiences within a social context through interviews. The researcher piloted the interviews, for clarity check, with two colleagues whose master's degrees were related to English for Specific Purposes before contacting the study's actual participants. To improve the tool's validity, the researcher also sought the supervisor's opinion on how to critique the interview designs. They provided feedback, and based on that, the interview protocol was modified.

In this study, semi-structured interviews were conducted with 3 instructors who completed the journeys in seven weeks. The interview was made up of two parts. The first part consisted of four questions, and they were aimed at identifying the personal and educational backgrounds of the participants. The second part, which consisted of four questions, sought to analyze the opinions of the participants in a detailed way. In the second part, follow-up questions were adapted by the researcher during the course of the conversation (See Appendix II). Interviews took 10 minutes approximately. The interviews were carried out in the offices of the instructors at their university. The interviews were recorded and transcribed to be analyzed.

3.6. Data Analysis

One of the most important steps of qualitative research is analyzing the data. Elo and

Kyngas (2008) state that qualitative data can be analyzed in a variety of ways and content analysis is an approach to discover the underlying meaning of any material. Krippendorff (1980) states that content analysis is crucial to provide new insights by giving inferences from data to the context. Considering the perspective of the study, qualitative content analysis was implemented to understand the data in detail.

As seen in Table 3, Dörnyei (2007) suggests that qualitative content analysis' first step should be transcribing the data into text form. It allows the researchers to get to know the data thoroughly. After that, the pre-coding and coding stages begin, which are important parts of the data to get meaning. To increase the reliability of the study, the researcher examines the materials several times before beginning formal coding (Dörnyei, 2007). The next part is about growing ideas through memos, interview profiles, and data displays. A memo can be shown as an example for a researcher to trigger his/her thoughts during the coding process. Dörnyei (2007) explains the last stage as interpreting the data and drawing conclusions. In this stage, the central themes emerge naturally from the analytically constructed foundations; therefore, assessing the current situation is necessary in deciding on qualitative research.

Table 3

Data Analysis Procedure

Steps	Analysis Procedure
Step 1	Transcribing the data
Step 2	Pre-coding and coding stages
Step 3	Growing ideas and data displays
Step 4	Interpreting the data and drawing conclusions

In line with this, the steps were followed by the researcher carefully. In this study, the journals were collected and stored digitally, and semi-structured interviews were transcribed for accurate analysis of the data. To provide rich findings for the study, frequent readings and listening to the recordings were done by the researcher. While analyzing the journals, each participant was analyzed separately first. After that, each participant was analyzed weekly to each other to come up with pre-codes, categories, and themes (See Appendix III). After familiarizing with the data and displaying it, the data was interpreted, and the formal codes, categories, and themes were constructed.

3.7. Reliability and Validity of the Study

McGloin (2008) states that reliability and validity are essential for the case study's conclusions to be transferable, credible, and confirmable. Therefore, triangulation was aimed to be achieved in the study to increase the trustworthiness of the study and develop the reliability and validity of the data. The triangulation of data serves as a fundamental demonstration of a case study's reliability, since it is typically impossible to duplicate the circumstances surrounding the study (Quintão et. al., 2021). Hence, the researcher employed several data collection methods, including reflective journals, and interviews to triangulate the findings of the study. While designing the questions in reflective journals and semi-structured interviews, expert opinions from colleagues were sought. One of the colleagues worked in the Foreign Language Education department at a state university. She earned her bachelor's degree in English Language Teaching from a state university, and she completed her Master of Arts degree in English Language Teaching from a state university in 2009, in her master's thesis, she studied perceptions of EFL learners toward vocabulary development. The other colleague worked as an instructor in a state university. She earned her bachelor's degree in English Language Teaching from a state university, and she completed her Master of Arts degree in English Language Teaching from a state university in 2023, in her master's thesis, she studied teacher attitudes toward ESP. The questions were designed and piloted after expert opinions. Additionally, detailed explanations of the research setting, participants, and instruments were procured to guarantee validity. Besides, while analyzing the data, the researcher constructed the themes, subthemes, and codes. The supervisor regularly provided constructive feedback and suggestions in addition to reviewing the data, which helped the validity and reliability of the study.

CHAPTER IV

FINDINGS

The previous chapters focused on the introduction, literature review, and methodology of the study in an effort to thoroughly examine the subject. In this chapter, the current study's findings are presented in more detail. The main goal of the chapter is to examine the qualitative results from the data gathering tools, including reflective journals and semi-structured interviews. The findings are arranged in accordance with the study questions that were developed to examine the instructors' beliefs about ESP assessment.

4.1. Research Question 1: What are the beliefs of EFL instructors about ESP assessment at the tertiary level?

To uncover and obtain a deeper grasp of the beliefs about ESP assessment, the researcher collected reflective journals over the course of seven weeks and conducted semi-structured interviews.

The qualitative data was analyzed using content analysis and the data analysis revealed five themes relating to the beliefs of EFL instructors about ESP assessment (See Table 2).

Table 4.

Emergent Themes Regarding the Beliefs of Instructors on ESP Assessment

Themes	Subthemes	Relevant Codes	Frequency
ESP Assessment Beliefs	Specificity	Giving students the opportunity to use language in context	7
		Involving the interests of the students	5
	Value	Contributing to student's motivation	4
		Fostering student's learning	3
	Measurability	Measuring the effectiveness of teaching	4
		Giving teachers chance to revise	3
	Lack of Motivation	Demotivating aspect of online education	7
		Unwillingness to participate	5
	Adaptation of the Materials	Redesigning the activity for better evaluation	3

4.1.1. Instructors' Beliefs Regarding ESP Assessment

When Table 4 is examined, it is seen that the data analysis revealed five subthemes relating to the beliefs of instructors about ESP assessment: *specificity*, *value*, *measurability*, *demotivation*, and *adaptation of the materials*.

4.1.1.1. Specificity

A recurrent theme in the journals and semi-structured interviews was that ESP assessment has specificity. The codes that emerged from the subtheme of specificity were how ESP assessment allows students to use the language in context and how ESP assessment involves the students' interests.

The belief that ESP assessment allows students to use language in context was the most recurring element in the study. The relevant viewpoints are shown below:

Ayşe: 'I believe that this week, students had the opportunity to use the vocabulary and

the grammar knowledge that they had been taught in context thanks to the writing assessment.'' – (RJ, Week 5)

Ayşe: 'The strength of it was that they had the chance to speak about the related topics in the context discussed in the video.''' – (RJ, Week 4)

Tarık: 'I then asked my students to complete the blanks with these words in the next exercise so that they could reinforce them in different contexts.''' – (RJ, Week 5)

Tarık: 'Thanks to this exercise, we had the opportunity to practice these new words in the context.''' – (RJ, Week 6)

Selim: 'To see the usage in a given context may help the students to a great extent.''' – (RJ, Week 2)

One other relevant subtheme of specificity is the belief that ESP involves the interests of the students. The statement of the participants was mainly related to how specificity was related to students' interests and their involvement in the lesson. To illustrate, the following remarks are presented below:

Selim: 'Our students want to learn that specific thing because they believe that in the future this will help them in their major.''' – (SSI)

Tarık: 'I think my students' interest was generated before setting the context.''' – (RJ, Week 2)

Selim: 'When the topic was interesting, the students showed more attention to the assessment process.''' – (RJ, Week 4)

Ayşe: 'The strength of this week's assessment was that the students were interested enough to speak about the related topics discussed in the video.''' – (RJ, Week 4)

4.1.1.2.Value

One other subtheme that emerged from the data was the belief in the valuable aspect of ESP assessment. The participants stated that ESP assessment contributed to the student's motivation. The motivating aspect of the ESP assessment was a topic that was stated by the participants. Upon being asked about the factors affecting the assessment process, the participants argued that student motivation was an important element in the process. The following remarks serve as an illustration of this category:

Ayşe: 'Student's motivation is very important. Some of them luckily very motivated. And they say if I have homework, I want to do it very well.''' – (SSI)

Selim: 'Assessment, I think, motivates our students to a great extent. Because well, as

the name suggests, it is specific.” – (SSI)

Tarık: ‘‘The students become, they need to be motivated to speak, read, listen, and write in the process.’’ – (SSI)

Although it was less frequent, a common view amongst the participants was that how ESP assessment fosters students’ learning. The teachers argued that when one considered the nature of ESP, assessment could become a valuable asset to contribute the student learning. The following excerpts are shown below to support these findings:

Ayşe: ‘‘...assessment is very valuable, and it contributes a lot to the student learning.’’
– (SSI)

Selim: ‘‘They write them and note them down in these notebooks. And that’s also; that’s quite valuable because it encourages their learning process.’’ – (SSI)

Tarık: ‘‘In my opinion, if they hadn’t learned these phrases, they wouldn’t have understood the video and completed the statements which showed the contributing part of the assessment to learning.’’ – (RJ, Week 2)

4.1.1.3. Measurability

The subtheme of measurability of ESP assessment was expressed by the participants. The most expressed belief category was how ESP assessment helps instructors with the effectiveness of teaching. As shown in the following excerpts, the participants elaborated on the fact that thanks to ESP assessment, they were able to assess their own teaching:

Ayşe: ‘‘We can measure the effectiveness of teaching.’’ – (SSI)

Selim: ‘‘And they also need to see that to motivate themselves to study more and learn more and furthermore, the assessment shows us the quality of teaching as well.’’ – (SSI)

Tarık: ‘‘I was able to assess whether my students could understand the new vocabulary or not. It was good enough to assess their understanding.’’ – (RJ, Week 1)

Ayşe: ‘‘The weaknesses of teaching can be improved next time by showing them the script while they are watching the video.’’ – (RJ, Week 4)

One other category that emerged in this subtheme was the belief that ESP assessment gives teachers the chance to revise their curriculum or their objectives in the classroom. The remarks that follow provide an example of this category:

Selim: ‘‘Lastly, the speaking activity must be redesigned next time so that the students can use them in a meaningful task.’’ – (RJ, Week 5)

Selim: ‘‘As for the first, I could spice up the topic a little bit by changing the arguments next time.’’ – (RJ, Week 4)

Ayşe: ‘‘And the assessment is interconnected with the curriculum of course. And at last, I have the chance to revise the inactive parts.’’ – (SSI)

4.1.1.4.Lack of Motivation

Another subtheme that emerged from the data was the belief that the students lacked motivation. The participants stated that because of online education, there were times when ESP assessment was not carried out successfully. Online education has its own dynamics, which require student participation in the process. Therefore, when students lacked motivation, the ESP assessment process was not carried out successfully. The following statements can be seen below to support the stated codes:

Ayşe: ‘‘ Unfortunately, the students’ motivation is very low, and this is very important... they stay at home and do nothing.’’ – (SSI)

Selim: ‘‘This may be because of the nature of online sessions where students avoid speaking.’’ – (RJ, Week 6)

One similar concern was related to student involvement in the assessment process in online education. The belief that students lacked enough motivation to carry out assessment practices in class was evident in the following statements:

Ayşe: ‘‘Especially in online education, students’ motivation is the most important thing.’’ – (SSI)

Tarık: ‘‘In online education, they need to be motivated to speak, read, listen, and write. Right? So that’s why, these are all important aspects of our assessment.’’ – (SSI)

The belief that the students are demotivated, and they are unwilling to carry out ESP assessment procedures was another category that emerged in data analysis. To illustrate, the following remarks are stated below:

Selim: ‘‘First of all, the students were reluctant to answer the questions.’’ – (RJ, Week 6)

Selim: ‘‘The students were not eager to speak during the speaking exercise.... During online sessions, most students avoid participating in the class.’’ – (RJ, Week 4)

Ayşe: ‘‘.... students were unwilling to do the activity as they attend the class by their microphone most of them don’t turn it on and very few write their sentences on the chat box.’’ – (RJ, Week 1)

4.1.1.5.Adaptation of the Materials

The last code that emerged from the last theme was the belief that ESP assessment is demanding because sometimes the assessment needs to be revised and redesigned by the instructors. The teacher argued that while assessing the students, the need to adapt and revise some assessment practices in online education. The relevant remark is shown below to support the category:

Selim: ‘‘Now I believe it would have been a lot better if I had redesigned the activity or at least put it into some kind of contextual frame...’’ – (RJ, Week 3)

The participants stated that sometimes they struggled in the assessment process. When the demanding nature of ESP combined with the challenges of online education, the need to redesign assessment practices emerged. To illustrate, the following statements are shown below:

Selim: ‘‘As for first, I could spice up the topic a little bit by changing the arguments and maybe I could find more relevant or familiar opinions that they could speak about.’’ – (RJ, Week 4)

Tarık: ‘‘I think I could maybe design some parts and generate my students’ interests before setting the context, and help them understand the context...’’ – (RJ, Week 2)

4.2.Research Question 2: What are the factors that shape the beliefs of EFL instructors about ESP assessment at the tertiary level?

In this study, the data from semi-structured interviews and reflective journals was analyzed to understand the factors that shape the beliefs of EFL instructors about ESP assessment. The data indicates some contextual and individual factors that affected the participants’ beliefs about ESP assessment. Figure 6 presents the factors that affect the ESP assessment beliefs of the participants.

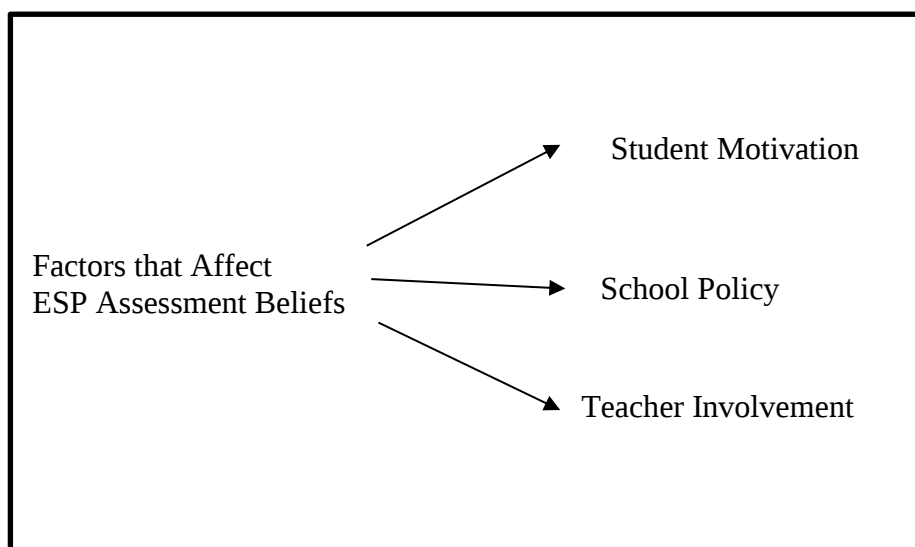


Figure 6. Factors that affect ESP assessment beliefs of instructors

The figure provides an overview of the participants' responses regarding the factors affecting their ESP assessment beliefs.

4.2.1. Student Motivation

Student motivation was an important factor that affect the learning environment. The participants argued that lack of student involvement was an indicating factor for the lack of student motivation. It is stated by the participants that the motivation of the students is an element that has an impact on assessment. One participant reported that:

Ayşe: "Unfortunately, student motivation is very important. Some of them are luckily very motivated.... but on the other hand, some of the students who don't have any inner motivation, stay at home, and do nothing. That's why; we try to make them fear. They have the fear that we are going to assess them." – (SSI)

When it comes to ESP assessment in online education, the participants emphasized the importance of student motivation because the effectiveness of assessment practices was related to student motivation. The following remark is presented below to support this:

Tarık: "The student's motivation, yes. So, they need to be motivated to speak, read, listen, and write. That's why; these all have important impacts on our assessment." – (SSI)

Selim: "The only one I can think of right now is motivation. This, I think, motivates our students to a great extent. Because the assessment has specific purposes." – (SSI)

4.2.2. School Policy

The participants shared the opinion that the policy of the school is a factor that affects

ESP assessment procedures. In the preparatory program of the state university, where the research took place, there is a score that the students have to achieve in order to pass.

One participant stated:

Selim: "First of all, we need an overall score of 75 without the finals if the students are considered to be successful and 60 points without finals. This is like school's objectives, school's policy." – (SSI)

When questioned about the factors affecting their assessment process, the school's objectives were stated as an important factor by the participants. The relevant remarks are shown below to support this idea:

Tarik: "When we are preparing the evaluation process, when we are developing this process, we need to consider several factors like the student's background, as I have mentioned, or the goal of the school! Why are they learning English?" – (SSI)

4.3.3. Teacher Involvement

One recurring element in the interviews was how crucial was teacher and his/her teaching performance in the assessment process. Most of the time instructors giving ESP courses are not experts in the domain (İlter, 2020). The participants stated that the involvement of the teacher was important and necessary in ESP assessment. To illustrate, the following statements are presented below:

Tarik: "We need to involve even the teacher because, you know, the teacher may not – maybe – may not be knowledgeable in specific topics." – (SSI)

Ayşe: "Especially in online education, the teacher is important." – (SSI)

The chapter has presented the study's findings using a range of tools: Reflective Journals, and Semi-Structured Interviews. The data collected from each instrument was presented according to the relevant research question. The first research question included findings from the reflective journals and semi-structured interviews. The results demonstrated the beliefs of instructors on ESP assessment. Instructors believe that ESP assessment has specificity, value, and measurability. Also, they believed that ESP assessment lacked motivation, and needed adaptation of the materials. The second research question was related to the factors that shape the beliefs of instructors toward ESP assessment. To investigate it, reflective journals and semi-structured interviews were analyzed. The analysis revealed that three factors affected instructors' beliefs: student motivation, school policy, and teacher involvement.

CHAPTER V

DISCUSSION AND CONCLUSION

In this chapter, the results obtained from the data collection tools are thoroughly discussed. Each research question has been the focus of an organized discussion. After that, implications of the thesis are discussed in light of the study's findings in order to provide guidance to researchers and language instructors. The conclusion section serves as a final summary of the main ideas and a concluding remark.

5.1. Discussion

The study aims to investigate instructors' beliefs about ESP assessment, and the purpose of this section is to discuss the findings in light of the relevant literature. The following research questions will be discussed in the same order that the researcher presented them in the study's findings address them:

1. What are the beliefs of EFL instructors about ESP assessment at the tertiary level?
2. What are the factors that shape the beliefs of EFL instructors about ESP assessment at the tertiary level?

5.1.1. Discussion of Findings for Research Questions

5.1.1.1. Discussion of the Research Question 1

The first research questions aimed to shed light on the beliefs of instructors about ESP assessment. Concerning the first research question, qualitative findings showed that the instructors had different beliefs about ESP assessment. What the instructors believe when it comes to assessing ESP in their classes is reflected in their practices. Borg (1998) states that beliefs contain a variety of information, including teachers' pedagogical systems which contain their knowledge, theories, and attitudes. Therefore, different beliefs emerged in this case study regarding the assessment of

ESP.

One belief that emerged in the study was that ESP assessment has specificity. The participants believed that ESP assessment has specific features that allow students to use the language in the context and involve the student interests. Munby (1978) states that the specificity in ESP means that learners acquire a language for a specific purpose, and to fulfill that purpose, they must possess certain language properties that are relevant to the restricted use of the target language and in this study, the EFL instructors showed beliefs on the importance of ESP assessment and the chance it gives to the learners regarding using language in the context. Similarly, Hyland (2022) argues that the specificity of ESP is something that the students bring to the classroom with them. The participants frequently emphasized how the ESP assessment's specificity allowed students to use language and reflected their interests. For example, Ayşe is a firm believer that the assessment practices give the learners the space to use the specific language in speaking tasks.

According to the findings, the other noticeable belief that emerged in the study was that ESP assessment is valuable in fostering student's learning and contributing to their motivation. The participants in the study pointed out that assessment is important in promoting the learning of the students. To give an example, Selim pointed out the importance of note-taking by the students since it contributes to their learning process. The results have also displayed that the EFL instructors believe that ESP assessment is admired because it adds to student motivation. Similar to the findings by Munoz, Palacio, and Escobar (2012), it is stated that the majority of teachers believe the learning of the students is enhanced by assessment practices.

The belief that ESP assessment has accountability was expressed by the participants in the study. The ESP assessment gives the teachers the chance to measure the effectiveness of teaching and to revise their practices. The results were consistent with the findings of another related study regarding the beliefs of teachers towards ESP assessment (Chang, 2015). The results pointed out that assessment was employed as an integral part of teaching (Chang, 2015). Similarly, Brown (2003) stated that assessment plays a crucial part in the process of learning and teaching, and teachers can benefit from using assessment as a tool to find and fix possible issues with instruction. Additionally, in their study, Özdemir-Yılmaz and Özkan (2017) found that the assessment practices were crucial since they provided feedback about teaching

and allowed teachers the opportunity to revise the weaknesses of teaching progress.

Another belief that surfaced in the study was that ESP assessment lacked motivation. The participants stated that in online education, ESP assessment practices met the resistance of demotivation of the students. In addition, the assessment practices were influenced by the unwillingness of the students and their lack of participation. This is in line with the research by Fitriyah and Jannah (2021), who studied the effects of online assessment in EFL classrooms. The findings of the study showed that some of the students were unmotivated in the online assessment process and technology-related external factors led to a decrease in motivation. In addition, Brown and Abeywickrama (2010) discovered that a low level of motivation poses a significant challenge to teachers in their study. Also, the belief that assessment lacked motivation is parallel to the findings reported by Mutlu (2002). She studied EFL teachers' beliefs, practices, and challenges on assessment in her thesis and found out that most of the teachers in the study agreed that dealing with low motivation during the assessment process was a challenge they faced in the classroom.

Lastly, the belief that ESP assessment requires the adaptation of materials emerged in the study. The participants highlighted that the need to redesign assessment practices emerged in online education. Basturkmen and Bocanegra-Valle (2018) state that designing teaching materials is a common task for ESP teachers, as commercially published coursebooks and other materials often do not meet their needs. A similar conclusion was reached by Marjanovikj-Apostolovski (2019), and in her study, it is suggested that due to the demanding nature of ESP, the materials are usually adapted by teachers in the process. The need to adaptation of materials can also be understood through the history of participants. Some instructors in the study received teacher training. For example, Selim received Effective Feedback Strategies training, which can be an indication of the need to adaptation of materials. Additionally, all participants had both graduate and master's degrees in English Language Teaching. Therefore, it can be estimated that they have been familiar with different learning theories and language teaching methodologies. Hence, when the assessment practices do not correspond to their aims in the classroom, it may feel natural for teachers to adapt the materials in the lesson.

Overall, the study is noteworthy and significant because it offers a thorough understanding of instructors' beliefs on ESP assessment. The specificity and valuable

aspects of ESP assessment have not received enough attention in the literature. Therefore, it can be said that the present study's findings have enhanced the related field.

5.1.1.2. Discussion of the Research Question 2

The purpose of the second research question was to understand the factors that shape instructors' beliefs of ESP assessment. Regarding the second research question, the qualitative results demonstrated that instructors' beliefs regarding ESP assessment are influenced by various factors such as student motivation, school policy, and teacher performance. The factors were mainly touched on in semi-structured interviews by the participants.

Based on the declarations, it is concluded that student motivation was a factor that shaped the assessment beliefs of instructors. The results have displayed that the state of online education makes students lack motivation to participate in ESP assessment practices. Therefore, the beliefs of instructors are affected by this situation. This result of the study corroborates one earlier study suggesting that classroom practices are influenced by the factor of student motivation (Graden, 1996). The teachers' beliefs about the motivational needs of their students seemed to have a greater influence on the actual practices implemented in the classroom (Graden, 1996). Additionally, Kirovska-Simjanoska (2016) discusses that in distance education, student motivation plays a major role in ESP learning.

School policy emerged as an element that affected the ESP assessment beliefs of instructors by the participants. The data was collected from the instructors in the preparatory program. Therefore, it can be said that this factor can be an indication of the school's obligatory policy for the students to pass the preparatory program. In this current case study, this factor can emerge because of the participants' history. The participants have been working for at least more than 10 years in the university in which this study took place (Selim had 13 years of experience, Tarık had 12 years of experience, and Ayşe had 27 years of experience in the same university). Hence, the instructors have already been familiar with the school's policy, and their assessment beliefs are shaped by this factor. Also, the result of the study by Pajares (1992) was consistent with this study as it revealed that the characteristics of the students and the goal of the school had an impact on the assessment methods used by teachers in the

classroom.

Last but not least, when asked about the factors influencing their assessment beliefs, the participants stated that teacher performance was a crucial element. This implies that ESP assessment requires teacher involvement, and it is closely affected by teacher performance. Johnson (1999) emphasizes that teachers' beliefs stemming from their prior experiences act as a kind of filter, interpreting information and influencing them in various ways. Therefore, this result can be associated with the participants' background since one participant in the study (e.g. Tarık) received training about testing while other participants (e.g. Selim, Ayşe) did not receive any prior training about testing or assessment especially in ESP. It is noteworthy to mention that not a single participant explained their lack of assessment-related training or professional development. In the study, instructors believed that teachers should be active in ESP assessment. This is consistent with Borg's (2003) view that teachers' active self and involvement are factors that shape their belief in the classroom. Additionally, in a typical ESP course, the teacher should be the designer of the materials and act as an active assessor of the student's performance (Dudley-Evans & St John, 1998).

The results of the semi-structured interviews revealed three factors that affect the ESP assessment beliefs of instructors. The participants emphasized that school policy, student motivation, and teacher involvement in assessment practices were crucial elements in shaping their beliefs.

5.2. Implications

The results of the present study may offer implications for further studies. To start with, this study was carried out during online education, and the research context can influence the results. Therefore, a study in which the learning process is face-to-face can be conducted for future research.

Secondly, teachers' beliefs do not form in a vacuum since beliefs are formed via interactions with a variety of people in the classroom. Despite having similar views about ESP assessment, the three participants' backgrounds and experiences as teachers differed in a few ways. While designing further research, these factors should be taken into account.

Also, the results indicated that the materials needed to be modified for the assessment

process. The teachers can be provided with training sessions or workshops for professional development to help them become more proficient at creating efficient assessment practices.

Additionally, motivation improvement strategies and activities can be employed and incorporated into ESP lessons to develop the potential area for lack of motivation. For example, more interactive and interesting assessment techniques may be one of the strategies that can be created and put into practice to increase student motivation in the online learning environment.

Moreover, the curriculum design can be enhanced since the findings of the study indicate that specificity is perceived to be important in ESP assessment. Thus, the implementation of the curriculum can allow adjustments that show the unique aspect of ESP courses.

Furthermore, the effect of school policy on the beliefs of instructors underlines the cruciality of aligning school objectives with ESP assessment practices. To support the success of ESP programs, decision-makers should take into account how their policies may affect instructors' beliefs and make necessary adjustments.

Lastly, this current study highlights a gap in the literature on the beliefs of instructors on ESP assessment. Longitudinal studies exploring teacher beliefs in this field can lead to a more thorough understanding of the variables affecting ESP assessment field. Studies can be extended by involving participants with diverse educational backgrounds and cultures to broaden their focus and collect additional data that will guarantee generalizability. Mixed-method research can be designed to obtain a more thorough grasp of the intricate connections between ESP assessment beliefs.

5.3. Conclusion

This study was set out to shed light on the beliefs of instructors on ESP assessment at the tertiary level. The research was conducted in a preparatory program at a state university. To accomplish this aim, an array of data collection tools was utilized. Reflective journals were collected throughout seven weeks via e-mail in the spring semester and semi-structured interviews were carried out with participants. Then, content analysis was conducted to analyze the findings. The themes and codes were generated for each research question, and the results allowed the researcher to gain a

deeper understanding of the ESP assessment beliefs of instructors.

The main findings from the qualitative data showed that instructors have various beliefs about ESP assessment. These are the belief that ESP assessment has specificity, which allows the students to use the language in context and involves the students' interest, the belief that ESP assessment carries value, the belief that ESP assessment has accountability, lack of motivation, and the adaptation of the materials.

In a similar vein, factors influencing instructors' assessment beliefs were examined in semi-structured interviews. Student motivation, school policy, and teacher performance emerged as the elements that affect the ESP assessment beliefs of instructors.

To summarize, this study has examined the instructors' beliefs about ESP assessment at the tertiary level. However, this current case study was restricted to a preparatory program of a state university. Hence, the findings are not generalizable to all instructors who teach and assess ESP at the tertiary level. The research can be expanded by adding more participants and using different data collection tools and this present case study may stimulate further research into the ESP assessment beliefs.

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APPENDICES



Appendix I. Reflective Journals

Dear Participant,

These journal entries are designed to detect your general beliefs about ESP assessment. Your involvement will give the study important data. You will remain fully anonymous at all times, and all information will be treated with the utmost confidentiality. It is entirely voluntary for you to participate, and you can stop at any moment.

Sinem BAŞARA
Gazi University

Thesis Advisor
Assoc. Prof. Dr. Müzeyyen Nazlı Güngör
Department of English Language Teaching
Gazi University

Reflective Journal Questions

While writing your reflective journal, please keep the following details in mind:

1. *How is the ESP assessment carried out in your class this week?*
2. *What are the reflections of your assessment process?*
3. *What are the weaknesses or strengths of this assessment process?*
4. *How do you think these weaknesses can be improved?*

** Assessment could be anything that the teacher could understand the student's performance with. It can even be their usage of a vocabulary item in their speaking process etc.*

DATE:

[illegible]

Appendix II. Semi-Structured Interview

Dear Participant,

The interview aims to detect instructors' beliefs about ESP assessment in Turkey. It has a background information part and 5 open-ended interview questions. I kindly request you to answer the questions carefully. It will take about 10 to 15 minutes to complete the interview. The interview is voluntary and any personal information won't be requested. Your recordings will not be shared with anyone, and they will be used only for the analysis of the study. If you like, you can contact the researcher through e-mail and get information about the results of the study. Thank you for your assistance.

Sinem BAŞARA
Gazi University

Thesis Advisor
Assoc. Prof. Dr. Müzeyyen Nazlı Güngör
Department of English Language Teaching
Gazi University

Semi-Structured Interview Questions

- **Background Information**

Name and Surname:

School Level:

Teaching Experience Time:

The Classes Taught:

- **Sample Semi-Structured Interview Questions**

1. How do you assess English in your ESP courses?
2. Follow up: Please describe your exams and assessment practices in your classes.
3. In your opinion, what function, does assessment serve in your classroom?
4. What do you believe is the role of ESP assessment in your classes?
5. What contextual elements do you believe have an impact on your ESP assessment?

Appendix III. Codes and Themes Emerged in Data Analysis

Table 5.

Codes and Themes Emerged in Data Analysis

Subthemes	Relevant Codes
Specificity	Giving students the opportunity to use language in context Involving the interests of the students
Valuable	Contributing to student's motivation Fostering student's learning
Accountability	Measuring the effectiveness of teaching Giving teachers chance to revise
Lack of Motivation	Demotivating aspect of online education Unwillingness to participate
Adaptation of the Materials	Redesigning the activity for better evaluation

Appendix IV. Reflective Journal Entries

Reflective Journal Entry I – (Ayşe, Week 1)

In students' weekly program in the 6th session, they were supposed to complete the sentences with their ideas. The question is 'What aspects of a good community make it successful?'. Before doing the activity, they were supposed to match some words with their definitions and then fill some sentences with those words.

As the classes are hybrid I had only 2 students in my class and the other 17 students were online. Because of this, the students were unwilling to do the activity. (As they attend the class by their microphone most of them don't turn it on and very few write their sentences on the chat box) The ones in the classroom were more motivated but still not prepared well. However, very few online students did the activity. They all found the activity complicated. As I have mentioned they had to complete the sentences and it needed a productive skill and some general knowledge. To some extent it was a weakness because they didn't have enough knowledge about the facilities in the community and writing their ideas was not easy. And also completing one's ideas was not easy. The strength was that it wasn't mechanical, so it needed some time to prepare for it. And also, they had to use the given vocabulary in their sentences.

To overcome the weaknesses, they should have done brainstorming on the aspects of a good community before doing the activity. Consequently, making sentences might have become easier for them. Moreover, they weren't supposed to complete the sentences instead they completely made their own sentences.

Reflective Journal Entry II – (Tarik, Week 3)

This week I had listening & speaking classes and writing classes. In the listening and speaking classes, ESP was carried out by teaching and learning the new vocabulary items and phrases from the video and audio of the unit. That's why the same procedure was followed as in my previous listening and speaking classes. That is, we had a video activity, but before watching the video, we studied the vocabulary items in the video, which were bacteria, dirt, genes, molecules, and treatments. We studied these words by matching them with their correct definitions, which is the only technique for teaching the new vocabulary of each unit in the book. With the help of this vocabulary activity, we could prepare ourselves for the video activity. I mean after studying the new words in Before You Watch part, the students had the chance to hear them in the video, and as the teacher, I had the chance to assess whether my students had learnt those new words, or not. Therefore, I observed no weaknesses in the ESP assessment; however, maybe a different way of assessment could have been employed because always the same technique is used in the book. In other words, the number of different varieties of assessment could be increased.

Reflective Journal Entry III – (Selim, Week 5)

On today's online class, students were given a set of expressions lifted from a written text. The expressions were introduced to be used in a speaking activity later on. The students were tasked to read the text and then answer some multiple-choice questions which tested whether they could understand the function and usage of the expressions. The text was clear, neat yet a bit hard. There were, however, a few problems regarding the task. First of all, the topic of the text could be dull because only a few students attempted to answer. The ones who answered got the answers wrong. This could be because the text was difficult. Secondly, the expressions didn't have a meaningful place in the last speaking activity, which not only made the whole teaching less effective but also hard to evaluate. To address the problem, the text must be simplified or degraded. The topic must be changed so that the students can find it more enjoyable. That enhances the outcome. Lastly, the speaking activity must be redesigned next time so that the students can use them in a meaningful task.

Appendix V. Ethics Committee Approval

Evrak Tarih ve Sayısı: 15.03.2023-E.611816



T.C.
GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Komisyonu

Sayı : E-77082166-302.08.01-611816
Konu : Bilimsel ve Eğitim Amaçlı

15.03.2023

Dağıtım Yerlerine

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı **Yüksek Lisans Öğrencisi Sinem BAŞARA'nın, Doç. Dr. Müzeyyen Nazlı GÜNGÖR'ün** danışmanlığında yürüttüğü *"Instructors' Beliefs About ESP Assessment: A Case Study"* adlı tez çalışması ile ilgili konu Komisyonumuzun **21.02.2023** tarih ve **03** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2023 - 302

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

DAĞITIM

Gereği:

Sayın Doç. Dr. Müzeyyen Nazlı GÜNGÖR

Bilgi:

Eğitim Bilimleri Enstitüsü Müdürlüğüne



GAZİLİ OLMAK AYRICALIKTIR..