

Evaluating the Views of Turkish Teacher Candidates in Improving the Quality of Assessment and Evaluation Activities Used in Teaching Turkish to Foreigners

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Abstract

The assessment methods used in language teaching have an important role in achieving the targeted gains. The assessment methods used should be effective in determining both the general situation of the class and individual qualifications. In this case, constructivist, innovative, student-centered and so on. It is predicted that the use of assessment and evaluation methods will be successful. In this research, the opinions of Turkish teacher candidates about improving the quality of assessment and evaluation methods used in teaching Turkish to foreigners were examined. The study group of the study consisted of the students of Faculty of Education Turkish Education Department. A total of 25 Turkish teacher candidates participated in the study. In the study, standardized open-ended interview form was used to obtain the data. In the evaluation of the data, content analysis was preferred. During the research process, the data obtained from the interview forms were evaluated as question headings. In the evaluation, the question-topic order in the form was followed. In the analysis phase of each question, subject titles were determined based on the opinions of teacher candidates. As a result of the research, it was found that the teachers candidates generally thought that the use of constructivist, student-centered assessment methods would be effective in teaching Turkish to foreigners.

Keywords: Teaching Turkish to Foreigners, Assessment and Evaluation, Language Teaching.

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INTRODUCTION

In language teaching, assessment and evaluation activities have an important role in determining the status of achieving the targeted gains. For this reason, it is necessary to take into account the focus on acquisition in the assessment and evaluation approaches to be used in language teaching. The assessment and evaluation methods used by teachers in language teaching aim to provide feedback in terms of achieving the targeted gains. This is directly related to the competence of teachers in terms of assessment and evaluation methods. There is an undeniable effect of teachers' training in the development of their competence and skills in terms of assessment and evaluation methods. Because teachers develop their understanding of teaching thanks to the knowledge and experience gained during their undergraduate education. This situation is also important in terms of language teaching. Because the characteristics of the learner group is effective in determining the teaching methods to be used in language teaching. About this subject, Şahin, Kurudayıoğlu, Tunçel and Öztürk (2013: 44) found that teachers candidates developed thought that mother tongue education and foreign language education were separated from each other in terms of some features through Turkish Language Teaching to Foreigners. In addition, it is concluded that teacher candidates have knowledge in terms of methods and techniques to be used in teaching Turkish as a foreign language. This research is important in terms of showing the effect of teachers' undergraduate education on assessment and evaluation skills. In addition, teachers' participation in such activities with activities such as master's and in-service training is also important for improvement in terms of assessment and evaluation.

Textbooks are used as one of the basic tools in language teaching as well as in general courses. This situation necessitates the consideration of all educational processes (course preparation, course processing, assessment and evaluation) in the design of books. Assessment and evaluation in these educational processes is one of the areas that are primarily focused on since it is an indicator of the achievement of the targeted gains. In teaching Turkish as a foreign language, assessment and evaluation activities in the textbooks can affect the educational processes of the students. Biçer and Kılıç (2017: 649) evaluated the textbooks used in teaching Turkish to Syrian students in line with teachers' opinions. According to the results of the research, teachers find these books inadequate in terms of various features. These books' features include: unsuitable for student level and not leaving enough space for listening, speaking skills (Biçer, Kılıç, 2017: 660-662). The views of teachers who are the practitioners of the books can provide reliable data to the researchers in order to determine the requirements in the textbooks. The evaluation of textbooks used in teaching Turkish to foreigners in terms of quality and quantity also contributes to the making of the current regulations on this subject. Göçer (2007: 46) examined the textbooks used in teaching Turkish to foreigners in terms of assessment and evaluation. According to the results of the research, it is stated that the assessment and evaluation activities in the books used in Teaching Turkish to Foreigners have an important position in language teaching. Göçer (2007:46) lists the reasons for the importance of assessment and evaluation activities in the textbooks as “contributing to the functioning of the language teaching process” and “performing an important function in acquiring the basic language skills of the target audience”. Similarly, Toprak (2011:23) states that there are some inaccuracies in the works he examined in his research on the books used in Teaching Turkish to Foreigners and draws attention to the fact that the this books must be scientifically qualified by saying that “necessary care should be taken in the preparation of the works”.

In order to provide valid assessment in language teaching, all language skills areas should be taken into consideration. Derman (2018:534) said that indicates that the assessment evaluation activities used in Language Teaching also affect other educational processes. And he made a statement about it: “Knowing the characteristics of assessment instruments, determining the appropriate assessment instrument for the purpose, making the assessment in a healthy way, and awareness of the criteria in evaluating the results of assessment, have an effect on increasing the quality of Language Teaching.” (Derman, 2018: 534). Listening, speaking, reading and writing skills, both skill-oriented and holistic approach to assessment and evaluation methods contribute to the determination of students' language learning situations in the process. Listening is of particular importance in

assessment and evaluation activities, since listening is the first language skill acquired and an important tool for individuals to perceive the world. In the development of this skill, the need for both speaking and writing skills necessitates assessment that comprehensively deals with cognitive processes based on understanding and expression. Melanlıoğlu (2012: 1593) states that the assessment of the student using metacognitive strategies will contribute positively in terms of assessment and evaluation in listening activities. These views of the researcher reveal the necessity of students to be effective in improving the quality of assessment and evaluation in listening activities.

Written exams and tests are used as a tool in assessment assessment. The compatibility of these exams with the targeted achievements, applicability the suitable of the students, etc. must be determined. In order to determine the qualification status and levels of the students in Turkish Language Teaching, researches was conducted on the qualitative characteristics of the exams. Durmuş (2013:215-216) states that proficiency and level determination examinations in Turkish Language Teaching to Foreigners are inadequate in terms of certain qualifications. The researcher recommends the establishment of an institutional structure in the preparation of such exams and the international validity of these exams.

Students are at the center of language teaching processes. Because language teaching is an application-oriented field rather than theory. This situation shows its effect especially in Teaching Turkish to Foreigners. It can be said that the aim of foreign students in learning Turkish is to be able to get education and to achieve social harmony. For this reason, it is seen that studies have been carried out to determine the opinions of students who take Turkish education about assessment and evaluation activities as in the general educational processes. Biçer, Çoban and Bakır (2014:125) indicate that there are issues related to assessment and evaluation among students' problems in teaching Turkish to foreigners.

Assessment and evaluation can be planned in a product-oriented and process-oriented manner. This is similar in language teaching. However, today, rather than a single assessment evaluation approach, the idea that mixed approaches will be more effective has developed. As a matter of fact, when the assessment approach in the Turkish Lesson Teaching Program of the Ministry of Education is examined, it is stated that in addition to the process-based assessment approach, assessment activities can be designed with the result-oriented assessment approach (MEB, 2018: 9). In teaching Turkish to foreigners, it is thought that using process and product oriented assessment and evaluation approaches will be efficient in terms of both control of the process and determination of access to targeted gains.

When Turkish teaching to foreigners is taken into consideration in terms of language teaching methods, foreign language teaching methods should be taken into consideration. Assessment and evaluation in the field of these methods is important for efficient training processes. Adıgüzel and Özüdoğru (2013:6) emphasize that it is important to effective assessment and evaluation in foreign language education. One of the prominent subjects here is to train teachers. Yaman and Karamustafaoğlu (2011:66) found that teachers candidates did not consider themselves sufficient in terms of assessment and evaluation. This situation - as in all branches - requires the determination of the assessment and evaluation competencies of teacher candidates in education Turkish as a foreign language. In this regard, Işık (2008:24) emphasizes that teacher competence is important in terms of qualified education in foreign language teaching. This situation requires teachers candidates to have a good education in terms of assessment and evaluation methods. Assessment and evaluation activities should be freed from the mediocrity, and these activities need to be educational qualification as well as feedback. The educational environment created by the teacher is important in gaining these qualifications. Haznedar (2010:753) states that teachers generally use traditional language teaching methods. Haznedar (2004:254-25) states that instead of applying the classical grammar rule in second language teaching, innovative research should be utilized. Haznedar (2010:753) also recommends that teachers create awareness about the use of contemporary language teaching methods. Candaş Karababa (2009:276) describes the implementation of a uniform curriculum in teaching Turkish to foreigners as negative and draws attention to contemporary language teaching. The classroom

activities used by the teacher are important in contemporary language teaching methods. It should be taken into consideration that the materials to be developed by the teacher in these activities affect the student in terms of attractiveness and participation in the lesson. In this regard, Duman (2013:6) states that the materials used in teaching Turkish to foreigners should be used in assessment and evaluation besides the salient features. Another prominent concept in assessment and evaluation -such as class environment, student level- is the original assessment. In this regard, Aksu Ataç (2012:18) states that the use of original assessment in educational processes would be beneficial.

Purpose of the research

The aim of this research is to determine the opinions of Turkish teacher candidates about improving the quality of assessment and evaluation activities used in teaching Turkish to foreigners.

METHOD

The most basic starting point for the application of the opinions of the prospective Turkish teachers in the research is that they are possible implementers of these programs (Teaching Turkish to Foreigners) in the future. Because when Turkish Language Teaching to Foreigners is examined, it has a wide field of application especially because of the foreign students in the institutions of MEB (Ministry of National Education) and universities. In MEB, these practitioners are generally Turkish teachers and classroom teachers. Practitioners' opinions in this direction can affect the quality of assessment and evaluation activities. The group that was included in the study and whose opinions were consulted consisted of students of Aksaray University Faculty of Education Department of Turkish Education. Participants participated in the interview during the research process on a voluntary basis. A total of 25 Turkish teacher candidates participated in the study. In this study, random sampling method was used to determine the study group. The candidates of the teachers made 3 observations at regular intervals at Aksaray University Turkish Language Education Center. The fact that the Turkish teacher candidates who participated in the study had taken the course of Teaching Turkish to Foreigners in theory and made observations in the application centers where Turkish Teaching to Foreigners had been contributed to the preliminary knowledge about the assessment and evaluation methods used. This situation allowed the participants to evaluate the assessment methods used in teaching Turkish to foreigners.

Data collection

Standardized open-ended interview form was used to collect data. In the interview form, expressions related to these areas were included in order to approach the language skills in a holistic way. In order to ensure the scope validity of the interview form, expert opinion was sought. According to the opinions of four experts working at various universities, it was concluded that the open-ended interview form was valid in this direction. During the preparation of the questions in the interview form, the order of the classroom learning activities was taken into consideration. Dilidüzgün (2018:266-267) states that this sequence (pre-listening, listening order, post-listening) exists in the stages of the listening lesson, which has an important position among the four basic language skills. This situation is same in other language skills. This sorting is the course preparation, course process and assessment and evaluation. As a matter of fact, this situation comes to the forefront in achieving the gains in teaching Turkish to foreigners. In addition, the questions cover four basic language skills: listening, speaking, reading, writing and grammar.

The questions in the interview form applied to the participants during the research process can be listed as follows:

1. What should be the assessment and evaluation during the preparation of the course in Teaching Turkish to Foreigners? Please give your opinion on this subject.

2. Indicate your thoughts on improving the quality of assessment and evaluation methods used in listening activities in teaching Turkish to foreigners.
3. Indicate your thoughts on improving the quality of assessment and evaluation methods used in reading activities in Turkish Language Teaching to Foreigners.
4. State your thoughts about improving the quality of assessment and evaluation methods used in speaking activities in Teaching Turkish to Foreigners.
5. State your thoughts about improving the quality of assessment and evaluation methods used in writing activities in teaching Turkish to foreigners.
6. State your thoughts on improving the quality of assessment and evaluation methods used in grammar activities in Teaching Turkish to Foreigners.
7. What kind of assessment should be adopted in teaching Turkish to foreigners? Tell us what you think.

Data analysis

Content analysis, one of the qualitative research methods, was used during the evaluation of the data obtained during the research process. Content analysis according to Şimşek and Yıldırım (2008:227) requires a more detailed process in the evaluation of “summarized and interpreted data” according to the descriptive analysis. According to Şimşek and Yıldırım (2008:227), this means that the researcher has the opportunity to reach “undetectable concepts and themes”. During the analysis, each question posed to the teachers candidates was grouped as a separate evaluation title theme. Then, the opinions of the teachers candidates as individual and majority were determined. This contributed to the researcher reaching general judgments on the subject. During the research process, the data obtained from the interview forms were evaluated as question headings. In the evaluation, the question-topic order in the form was followed. In the analysis phase of each question, subject titles were determined based on the opinions of teacher candidates. Afterwards, a table was prepared containing these topics and the participants who expressed their opinions. The purpose of the tables is to reflect the obtained data more plainly and clearly. Participants in the tables (T. (Teacher candidate)) was indicated by abbreviation. In the findings section, the opinions of the teachers candidates analyzed in detail, and in the conclusion section, the subject areas in which the overall working group has common views are listed.

FINDINGS

When the documents related to the interviews conducted with Turkish teacher candidates in order to evaluate the assessment and evaluation studies used in teaching Turkish to foreigners, the following findings were found:

The first question in the form used during the interview with the Turkish teacher candidates is: What should be the assessment and evaluation during the preparation of the course in Teaching Turkish to Foreigners? It is possible to list some of the teacher candidates' answers as follows:

T.4. Various materials can be developed on the subject to be processed on that day...

T.2. Quantification and consideration; students should be motivated by asking questions with short answers.

T.25. First, it is necessary to transfer concepts, situations from simple to complex, from easy to difficult. The use of remarkable activities before starting the lesson will be effective before starting the lesson.

T.24. Preparatory questions and related materials can be prepared before starting the lesson. Questions that will motivate the student should be asked and the answers should be evaluated accordingly.

Table 1: Preparation

Subject area	Teacher candidate	N
Activate preliminary information with questions	T.1, T.2, T.9, T.11, T.23	5
Motivation to the lesson with questions	T.2, T.10, T.13, T.14, T.16, T. 17, T.24	7
Being able to address the interests and needs of the student	T.3, T.18, T.20	3
Material development	T.4, T.15	2
Determine the readiness status	T.6, T.12	2
Evaluation of homeworks	T.7	1
Explain the importance of the course from a professional perspective	T.8	1
General review	T.19	1
Oral presentation	T.21	1
Considering individual differences	T.22	1
Designing engaging activities	T.25	1

When the answers given to this question by Turkish teacher candidates are examined, it is seen that the opinions are mostly on the motivation of the students with the questions to the lesson and the activation of the preliminary information. In addition to this situation, teachers candidates expressed their views on the preparation stage of Turkish Language Teaching to Foreigners' interests and needs, developing material for the preparation of the course, designing remarkable activities, assigning homework on the subject and evaluating them. In addition, teachers candidates think that general repetition, oral presentation, engaging activities and individual differences will be effective in terms of assessment and evaluation activities in preparation.

The second question in the interview form is: Please state your thoughts on improving the quality of assessment and evaluation methods used in listening activities in teaching Turkish to foreigners. It is possible to list some of the answers of the teacher candidates as follows:

T.3. Listening activities should be carried out that the student can understand easily. Clear and understandable.

T.10. Listening activities should be appropriate to the aim and function of the course and should be specific to the behavior desired to be measured.

T.12. Students can be spoken by using pictures directed to the content of the listened texts.

T.13. In listening, the tone should not be monotonous. There should be recordings where the sound goes down and up.

Table 2: Listening

Subject area	Teacher candidate	N
Being appropriate to the level of the student	T.1, T.4, T.6	3
Ask questions about the topic	T.2, T.8, T.14, T.18, T.19, T.20	6
Being clear and understandable	T.3, T.17	2
Designing engaging, entertaining events	T.5, T.15, T.25	3
Evaluation being multidimensional	T.7	1
Designing reading activities	T.9	1
Compliance with targeted gains	T.10, T.11, T.23, T.24	4
Speaking from the picture	T.12	1

The tone of the listened voice is variable	T.13	1
Holistic evaluation	T.16	1
Note taking on listened topics	T.21	1
Summarizing the listened text	T.22	1

When the answers of teacher candidates to this question are examined, it is seen that asking questions about the subject is the most recommended method in improving the quality of assessment in listening activities. The appropriateness of the assessment and evaluation methods to be used in the listening activities to the targeted gains, interesting and entertaining, and the suitability to the student level are also considered important by more than one teacher candidate. In addition, a teacher candidates thinks that the evaluation is multidimensional, the design of reading activities, the tone of the listened voice is variable, holistic evaluation, taking notes and summarizing will improve the quality of assessment and evaluation activities applied in listening activities.

The third question in the interview form is: Please state your thoughts on improving the quality of assessment and evaluation methods used in reading activities in teaching Turkish to foreigners. Some of the answers given to this question by teachers candidates are as follows:

T.2. Reading activities should be simple in the first step. Words that are difficult to pronounce should be avoided in the reading text. The student is motivated when he / she reads the reading text with minimum errors.

T.3. Reading activities should be easy to pronounce.

T.5. Texts appropriate to the level of readiness of the students should be included.

T.6. The texts should be appropriate to the level of the students.

Table 3: Reading

Subject area	Teacher candidate	N
Using texts that are easy to pronounce	T.1, T.2, T.3, T.18	4
Compliance with student level	T.5, T.6, T.11, T.17, T.25	5
Pay attention to stress and intonation	T.7, T.8, T.14, T.21	4
Asking text questions	T.9, T.19	2
Compliance with targeted gains	T.10, T.12	2
Compliance with learning steps	T.13, T.4, T.18, T.20	4
Summarizing text	T.14	1
Dramatization	T.16	1
Making process evaluation	T.24	1

When the teachers candidates' opinions about improving the quality of assessment and evaluation methods used in reading activities are examined, it is seen that the majority of teacher candidates provide opinions in the fields of using easy-to-pronounce texts, compliance with student level, compliance with learning steps, emphasis and intonation. In addition, it was found out that the teacher candidates expressed their opinions in the areas of asking questions about the text, compliance with the targeted gains, summarizing and dramatizing the text. It was seen that a teacher candidate thought that evaluation of the process would contribute to the efficiency of reading activities.

The fourth question in the interview form applied to teachers candidates is: Please state your thoughts about improving the quality of assessment and evaluation methods used in speaking activities in teaching Turkish to foreigners. Some of the answers given are as follows:

T.25. Activities should be organized by giving topics from daily life or asking to talk about memories.

T.22. Practice should be done with the student during the semester.

T.21. Speech should be given by giving time. Students who have many mistakes in word pronunciations that exceed the duration should be given additional lessons.

T.11. It should be considered whether the subject is appropriate for the student level.

Table 4: Speech

Subject area	Teacher candidate	N
Speaking within a certain time	T.1, T.21	2
Being student-centered	T.2, T.13, T.15, T.16, T.17	5
Making impromptu speech	T.3, T.8, T.9	3
Use of drama method	T.4	1
Speaking from a text	T.5	1
Equal opportunity in the classroom	T.6	1
Compliance with student level	T.10, T.11	2
Making speeches about daily life	T.12, T.14, T.25	3
Making mutual speech	T.18, T.19, T.20, T.22,	4
Being teacher-centered	T.24	1

When opinions were examined on improving the quality of assessment activities used in teaching Turkish language to foreigners, it was observed that teacher candidates were most interested in becoming student-centred and speaking in a mutual manner. In addition, it has been determined that the content of the speech of the students is aimed at daily life and that there are three teacher candidates who have similar views on the subject of unprepared speech. It has been observed that there are teachers candidates' opinions about the appropriateness of the speeches to the student level, the use of the drama method, the equality of opportunity in speaking and speaking from a text, the content of the speech being a student center. It was seen that a teacher candidate had thoughts about teacher centeredness as opposed to student-centered content.

The fifth question in the interview form is: Please state your thoughts about improving the quality of assessment methods used in writing activities in teaching Turkish to foreigners. It is possible to list some of the answers given by Turkish teacher candidates to improve the quality of assessment methods used in writing activities as follows:

T.24. Product-oriented evaluation can be made.

T.19. Foreigners may be asked to write simple articles by giving simple examples. All language approach is available.

T.18. All language approach is available. If students can do writing for their own purposes, they may be more active.

T.17. Writing activities should be aimed at developing the student's imagination.

Table 5: Writing

Subject area	Teacher candidate	N
Write from text, event, object, etc.	T.1, T.4, T.8, T.13, T.25	5
Compliance with spelling and punctuation rules	T.2, T.6, T.11, T.12, T.20, T.21, T.22	7
Designing interesting events	T.3, T.5, T.9, T.14, T.15, T.17	6
Simple to complex, easy to difficult method preferred	T.7	1
Using holistic method	T.16	1
Using the whole language approach	T.18, T.19	2
Product-oriented evaluation	T.24	1

When the answers given by the teacher candidates were examined, it was found that opinions were mostly expressed about compliance with writing, spelling and punctuation rules. In addition to this, the design of interesting activities such as station technique, creative writing, oral expression of writing, etc. from a text it has been observed that there is consensus on writing in motion. In addition, it was determined that one teacher candidate gave opinions about simple to complex method, holistic method, whole language approach and product oriented evaluation.

The sixth question in the interview form is: Please state your thoughts on improving the quality of assessment and evaluation methods used in grammar activities in Teaching Turkish to Foreigners. Some of the answers given to this question are as follows:

T.2. Materials should be prepared and how these materials affect the level of learning should be observed.

T.3. Age, language and understanding factors should be considered.

T.4. Visual materials should also be used here. When visibility is involved, the information will provide permanence.

T.5. Grammar rules should not be memorized;

Table 6: Grammar

Subject area	Teacher candidate	N
Teaching grammar rules	T.10, T.20, T.14, T.12, T.11	5
Individual teaching	T. 9, T.3	2
Game based grammar teaching	T.8, T.19, T.18	3
Compliance with language skills	T.6, T.17, T.16, T.15	4
Teaching materials based grammar	T.5, T.4, T.2, T.13	4
Cooperative grammar teaching	T.1	1

When the teacher candidates' opinions about improving the quality of assessment and evaluation methods used in grammar activities in Turkish Language Teaching to Foreigners were examined, it was seen that the teaching of grammar rules was the most mentioned issue. It is emphasized by the teacher candidates that teaching language rules should be used not only by memorization method, but also by motivating teacher and simple to complex instruction. In order to improve the quality of the assessment, four basic language skills, compatibility and material-based language learning are among the topics teacher candidates have mentioned. It is stated that these two methods will have a positive effect on the permanence of the information in Language Teaching and this will make the assessment of the measurement more effective. Another topic that teacher candidates point to is game-based language learning. It is expressed by teacher candidates that the use of application and game-based methods, such as the Silent Way method, will be beneficial. In

addition, individual teaching and cooperative Language Teaching were also identified as the areas of teacher candidates.

The last question in the interview form is: What kind of assessment should be adopted in teaching Turkish to foreigners? Some of the answers given by the teachers candidates to this question can be listed as follows:

T.12. In some places we need to be process-oriented and in others we have to be product-oriented.

T.13. Assessment and evaluation should be used from the beginning of the process to the time when the result is obtained. Just measuring in the last part does not inform us about the efficiency of the result.

T.15. Active participation should be ensured... Success must be reinforced by award...

T.16. Both process and product should be evaluated. So these two situations should be handled together. Evaluating one without the other may cause deficiency.

Table 7: Assessment and evaluation approach

Subject area	Teacher candidate	N
Audio-visual method	T.20	1
All language approach	T.19, T.18, T.17, T.3	4
Holistic assessment (skill)	T.16, T.13, T.12, T.11, T.25, T.14	6
Process-oriented evaluation	T.14, T.25, T.24, T.13, T.22, T.9, T.8, T.7, T.6, T.5, T.4, T.1	12
Reinforcing success with awards	T.15	1
Product-oriented evaluation	T.21, T.10	2
Constructivism approach	T.2, T.1, T.23	3

When the answers given by the teacher candidates to this interview question are examined, it is seen that the most emphasized method is process-oriented evaluation. After this evaluation method, another issue was holistic evaluation. It is seen that teacher candidates emphasize the necessity to base language skills on each other in this assessment method. In addition, it has been determined that the teacher candidates expressed their thoughts on the whole language approach, audio-visual method, product-oriented evaluation, achievement-rewarding and structuralist approach.

CONCLUSION

It is possible to list the results of this study in order to determine the views of Turkish teacher candidates towards improving the quality of assessment and evaluation activities used in teaching Turkish to foreigners:

1. When examining the opinions of teachers candidates towards improving the quality of assessment and evaluation methods used in the preparation of the course, it was concluded that motivation to the lesson and activating the preliminary information are in the forefront.

2. In the development of the quality of the measurement evaluation methods used in listening activities, the opinions of teacher candidates were examined and it was concluded that the topic orientation of the questions related to listening activities, the appropriateness of the method to the targeted achievements, appropriateness to student level, interest attractiveness and entertainment were the subjects that are most emphasized.

3. It was concluded that in the development of the quality of assessment and evaluation methods used in reading activities, it was mentioned by the majority of the teacher candidates to be appropriate to the student level, to select easy to be pronounce texts, to be appropriate to the learning steps, to be pay attention to the emphasis and intonation.

4. It has been concluded that the subjects that teacher candidates are in a consensus to improve the quality of assessment and evaluation methods used in speaking activities are as follows: To be student centered, to have mutual conversation, to have unprepared speech, speaking to about daily life.

5. In the development of the quality of measurement evaluation methods used in writing activities, it was concluded that teacher candidates expressed their views on writing from a general text, on writing from an event, on writing from an object, following the rules of writing, designing interesting activities.

6. It is possible to list the general views of teacher candidates for improving the quality of assessment and evaluation used in language learning activities as follows: teaching of the rules of grammar, being compatible with the language skills, teaching material-based language skills.

7. When the opinions of teachers candidates about the assessment and evaluation approach used in teaching Turkish to foreigners are examined, it is concluded that there is consensus especially in the process-oriented assessment and holistic assessment areas.

DISCUSSION

Although mother tongue teaching and foreign language teaching include some differences in terms of the targeted gains, it also includes similarities in terms of teaching methods. This similarity in teaching methods can be seen in assessment and evaluation. For this reason, it is thought to be positive to compare the results of the studies conducted in the field of mother tongue education with the results of this study on teaching Turkish as a foreign language. When the opinions of the prospective Turkish teachers in order to improve the quality of assessment and evaluation methods used in teaching Turkish to foreigners, it is seen that constructivist assessment is generally defended. It is seen that the results of the studies conducted in other branches in this field are similar. Fidan and Sak (2012:186) concluded that primary school teachers often use “scoring scale, performance evaluation, portfolio and project” as complementary measurement methods in their research. Similarly, Karamustafaoğlu, Çağlak and Meşeci (2012:176) found that “teachers use performance evaluation, project, drama and concept maps from alternative measurement evaluation techniques” in their research. The methods used by teachers in their classrooms are shaped in a correct proportion with their qualifications in this field. Of course, this situation shows that the academic infrastructure is important in providing teacher competence as well as individual development. The trainings (undergraduate, graduate, etc.) received are effective in the formation of this academic infrastructure. Gelbal, Kelecioğlu (2007:143) indicates that the methods used in the classroom relate to teacher proficiency and that teachers prefer the “assessment methods that they consider themselves to be adequate.” As a matter of fact, Birinci Konur and Konur's (2011:150) research shows that primary school teachers are using constructivist assessment methods in addition to traditional methods. This situation reveals teachers' perceptions of competence.

There are researches that teachers candidates will use assessment and evaluation methods that they think would be correct during their undergraduate education. Şahin and Öztürk (2014: 135) concluded that the prospective classroom teachers stated that they would use alternative methods in their professional lives. In this study, it is seen that Turkish teacher candidates define student-centered methods and constructivist methods as effective in teaching Turkish to foreigners. It is possible to explain that assessment and evaluation methods should be designed in this way according to the opinions of teacher candidates.

In this study, it has been determined that teacher candidates' traditional methods such as rule teaching as well as constructivist assessment and evaluation methods are described as effective. However, it is seen that this situation is about assessment and evaluation of grammar. This situation is important in terms of revealing that teacher candidates perceive traditional assessment as effective in grammar teaching unlike the opinions of themselves in other language skills.

The results of the research show that Turkish teacher candidates think that it is important to be appropriate to the student level and being student centered in the use of assessment and evaluation methods in foreign language teaching. Thus it is observed that when the opinions of Turkish teacher candidates towards improving the quality of the measurement and evaluation methods used in basic language skills are analyzed, they attach importance to student level compliance and readiness.

According to the results of this research, it was determined that teacher candidates were more likely to use constructivist assessment methods in teaching Turkish to foreigners. In order to observe the development of this situation in the application phase and to determine the extent to which teachers candidates transfer their thoughts at the undergraduate level to their professional lives, it is recommended to conduct researches for educators in institutions teaching Turkish to Foreigners.

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