A Case Study on the Use of Supplementary Measurement and Evaluation Tools in Teaching Language Skills [*]

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Abstract

Measurement and evaluation constitute one of the most basic elements of education. Traditional and supplementary tools are employed in measurement and evaluation. It is recommended to use supplementary tools alongside traditional tools, especially in curricula implemented in 2005 and subsequent years. In this regard, Turkish teachers' use of supplementary measurement and evaluation tools specified by Turkish course curriculum is of significant importance. Moreover, it is essential to determine whether supplementary measurement and evaluation tools are included in secondary school Turkish textbooks, which are the basic material of Turkish teaching and the implementation of the curriculum. This analysis is crucial as it represents the material dimension of the subject. Hence, it is necessary to reveal the use of supplementary measurement and evaluation tools in language skills teaching in terms of practitioner and material dimensions. This study aims to explore the use of supplementary measurement and evaluation tools in teaching language skills considering both their practitioner and material dimensions. On analyzing the relevant literature, no research was found that addresses this subject in a multi-dimensional and up-to-date manner. This study is expected to contribute to supplementary measurement and evaluation processes in teaching language skills and to raise awareness among Turkish teachers towards these tools. The study employed a qualitative case study. The working group consisted of 33 Turkish teachers who were actively teaching during the 2022-2023 academic year. The study materials involved secondary school Turkish textbooks used as teaching materials in the 2022-2023 academic year in the schools where the teachers worked. This study deployed a semi-structured interview form and document review chart developed by the researcher as data collection tools. Content analysis and descriptive analysis, which are qualitative data analysis techniques, were used during data analysis. Content analysis was applied to the data obtained from the working group, while descriptive analysis for the data on the study material. The

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data analysis was conducted using MAXQDA 2020, a qualitative data analysis program. The findings reveal that Turkish teachers mostly use observation forms for assessing listening and watching skills; evaluation form and peer evaluation for speaking skills; observation form and checklist for reading skills and an evaluation form, self-evaluation and peer evaluation for writing skills. Supplementary measurement and evaluation tools were mostly used for reading and writing skills, while fewer tools were preferred for speaking and listening/watching skills compared to the other two skills. Secondary school Turkish textbooks incorporate self-assessment, peer assessment, and project assignments as supplementary tools, with self-evaluation being the most prevalent. The majority of these tools included in textbooks are aimed at writing and speaking skills. The most supplementary measurement and evaluation tools are included in the eighth grade level textbooks, while the least in the sixth and seventh grade level textbooks. The seventh-grade textbook demonstrates the greatest variety in these tools. Based on these findings, various suggestions are provided for practitioners, textbook preparation institutions, and those who will work on Turkish language teaching.

Introduction

Measurement and evaluation studies are carried out to identify whether the educational activities conducted by educational institutions achieve their goals. These studies are crucial for assessing the educational quality of the institution, the qualifications of the teachers and the success level of the students. As educational approaches and institutions evolve, so do measurement and evaluation practices. Today, these studies have evolved into an approach that focuses more on the student. A significant dimension of ensuring students' participation in the learning process is measurement and evaluation studies. Contemporary approaches that center the student emphasize active student engagement in the learning process, learner responsibility, cognitive skills, and collaborative as well as interactive teaching-learning (Alıcı, 2020; Anagün, 2018).

Characteristics measured in education encompass the cognitive, affective and psychomotor domains (Atalmış, 2019, p. 85-93). These domains are assessed at three stages during the measurement and evaluation process: for initial recognition at the beginning of instruction, for monitoring process during instruction, and for the result at the end of instruction. Evaluations regarding the cognitive domain can be conducted using traditional measurement and evaluation tools. However, traditional tools are considered insufficient for assessing the affective and psychomotor domains. Written and oral exams such as multiple choice, short answer, fill-in-the-blank, matching, true-false tests, which are traditional measurement and evaluation tools (Çalışkan & Kaşıkçı, 2010; Doğan, 2019a, 2019b; Dikli, 2003; Greenstein, 2010; Kavruk & Çeçen, 2013) are used as an indicator of how much students know and understand (Bailey, 1998; Çalışkan & Kaşıkçı, 2010), while supplementary (formative) measurement and evaluation tools focus on processes used by teachers and students during instruction and providing feedback to adjust ongoing teaching and learning to enhance students' achievement of the intended outcomes (Gezer et al., 2021; Popham, 2008). Clark (2010) notes that feedback is central to this process, highlighting the significance of supporting students' development throughout the process with supplementary measurement and evaluation tools. Karatay and Dilekçi (2019) conclude that Turkish teachers struggle to adequately assess students' writing, speaking and listening skills with traditional result-oriented tools, leading to the neglect of these skills in measurement and evaluation.

Since education is provided not only for knowing (cognitive), but also for feeling (emotional) and doing (psychomotor), only cognitive measurements cannot be considered sufficient in education (Ministry of National Education [MoNE], 2019). Supplementary measurement and evaluation tools are pivotal particularly for assessing the affective and psychomotor domains (Aslan, 2023; Özden, 2018; Sezgin, 2018). In this regard, it is vital to employ these tools in evaluating teaching processes (Güven, 2017). Ülper (2019) pinpoints that in-class evaluations should be made to monitor student development and provide feedback (p. 306). The Ministry of National Education (MoNE, 2023) emphasizes that supplementary measurement and evaluation tools positively affect classroom evaluation processes, thereby contributing to the quality of teaching through effective feedback. Supplementary (formative) evaluation is a cyclical and continuous process that involves evaluation of student work and behaviors as well as feedback, and teaching/learning adjustments (McMillan, 2018). Türkben (2021) highlights the importance of using both traditional and process-oriented supplementary measurement and evaluation tools to evaluate the education and training process effectively. Supplementary measurement and evaluation includes the evaluation of evidence to provide feedback to and inform teachers, students and educational stakeholders about the teaching and learning processes (Dunn & Mulvenon, 2009).

The relevant literature involves numerous supplementary measurement and evaluation tools recommended for teachers to utilize (Bıkmaz Bilgen, 2019a, 2019b; Duran & Öztürk, 2020; Göçer, 2018; Kavcar, Oğuzkan, & Hasırcı, 2016; MoNE, 2006, 2019, 2023; Spinelli, 2012; Vandergrift ve Goh, 2012; Yakar, 2019). Almost all of these suggested tools are applicable in teaching Turkish. Table 1 depicts these tools.

Table 1. Supplementary Measurement and Evaluation Tools in the Literature

Rank	Supplementary Measurement and Evaluation Tools
1	Performance Tasks
2	Project studies
3	Poster Works
4	Student Product/Selection Files (Portfolio)
5	Structured Grid
6	Diagnostic Tree
7	Observation Forms
8	Concept maps
9	Worksheets
10	Word Association Tests
11	Checklists
12	Anecdotal Records
13	Self-assessment
14	Peer Review
15	Group Evaluation
16	Scales/Questionnaires/Rubrics
17	Student Diaries
18	Interviews
19	Drama
20	Rubrics
21	Authentic Assessment
22	Inventories
23	Thinking Aloud Method
24	Error Analysis

Supplementary measurement and evaluation tools in Turkish teaching gained prominence in teaching processes following curriculum changes in 2005 and 2006, coinciding with the adoption of the constructivist approach. The Primary School Turkish Course Curriculum (MoNE, 2006) recommends using various supplementary measurement-evaluation tools, such as interviews, attitude scales, self-assessment, peer assessment, observation, student product files, performance and project assignments to assess the extent and manner of learning during the process. The same understanding has persisted in subsequent curricula (see MoNE, 2015, 2017a, 2018). The current Turkish Course Curriculum (MoNE, 2019) indicates that one should act with maximum diversity and flexibility in the measurement and evaluation process. The curriculum advocates for both process-oriented and result-oriented measurement and evaluation approaches. In this vein, it emphasizes the use of student product files, electronic portfolios, observation forms including checklists, rubrics, evaluation scales and self-assessment applications to assess language skills individually or holistically. Moreover, the curriculum underlines the significance of prioritizing the effectiveness of measurement and evaluation practices by teachers and educational practitioners. Witte (2012) states the pivotal role of evaluation in teaching along with teachers' evaluation skills. Shermis and Di Vesta (2011) stress the importance of teachers' roles in measurement and evaluation processes. Teachers have significant roles in the measurement and evaluation process.

It is of great importance for teachers to use supplementary measurement and evaluation tools specified by Turkish course curriculum, in addition to traditional ones. Besides, assessing whether supplementary tools are incorporated into secondary school Turkish textbooks, which serve as the foundational material for Turkish instruction and the implementation framework of the curriculum, is crucial as it constitutes the material dimension of the subject. Textbooks are considered as one of the primary resources and teaching aids used not only within the classroom but also beyond it, by both students and teachers (MoNE, 2021a). Given the teachers structure their instruction based on the content of textbooks, the textbooks (directly) affect the teacher's use of these tools. Therefore, it is necessary to reveal the use of supplementary measurement and evaluation tools in Turkish teaching through the perspectives of teachers and textbooks. Evaluations conducted to determine the teaching process and learning deficiencies provide internal feedback to the education system and allow the elimination of these shortcomings (Atılgan, 2017). Supplementary measurement and evaluation tools afford students the opportunity to assess their cognitive processes and the outcomes they generate (Göçer, Arslan, & Çaylı, 2017). It is essential for the teacher to use not only product-oriented but also process-oriented supplementary tools in student evaluation studies (Güven, 2017). One of the performance indicators of Turkish Teacher Special Field Competencies (MoNE, 2017b) is monitoring and evaluating students' language development. Monitoring and evaluating language development can be achieved only if teachers effectively use supplementary tools in Turkish instruction. Andersson and Palm (2017) point that formative assessment practices result in observable improvements in teachers' performances. Likewise, Weurlander, Söderberg, Schja, Hult, and Wernerson (2012) imply that supplementary assessments motivate students to study and makes them aware of what they have learned and where they need to study more. Boston (2019) suggests that state tests provide a snapshot of a student's performance under test conditions on a given day, while formative assessment allows teachers to monitor and guide students' performance over time in multiple problem-solving situations.

On reviewing the relevant literature, there is a notable gap in research specifically focused on revealing the current use of supplementary measurement and evaluation tools in Turkish instruction based on the practices of Turkish teachers and secondary school Turkish textbooks. Deniz and Keray Dinçel (2019) demonstrate that Turkish teachers generally lack familiarity with the concept of measurement and evaluation. They tend to employ evaluation predominantly at the conclusion of instructional processes, neglecting many of the measurement and evaluation tools outlined in the

curriculum and textbooks. Furthermore, they often fail to differentiate scoring according to learning domains and rely heavily on conventional methods, particularly open-ended and short-answer formats, for assessing comprehension skills. Türkben (2022) observes that Turkish teachers do not use process-oriented supplementary measurement and evaluation tools at an adequate level in measuring fundamental language skills; instead, traditional tools are preferred more by teachers. Likewise, Süğümlü (2021) highlights that self-assessment practices are limited in secondary school Turkish textbooks. Notably, they are not included at all in the 6th grade materials. Self-assessment practices for speaking and writing skills are present, while those for reading and listening/watching skills are lacking except for the 5th grade. Considering the results of these studies, it becomes apparent that the subject needs to be investigated from both teacher and textbook perspectives. In addition, the researcher's 11 years of teaching experience shows that the Turkish teachers in his immediate circle seldom use these tools. Hence, this study is expected to contribute to supplementary measurement-evaluation processes in Turkish instruction, Turkish course materials and Turkish teachers' awareness towards these tools.

This study aims to determine the use of supplementary measurement and evaluation tools in teaching language skills through the implementation practices of Turkish teachers and the material dimension of secondary school Turkish textbooks. In line with this aim, the following sub-objectives were presented to reveal all aspects of the subject:

1. Determine Turkish teachers' use of supplementary measurement and evaluation tools in teaching listening/watching skills.

2. Examine Turkish teachers' use of supplementary measurement and evaluation tools in teaching speaking skills.

3. Investigate Turkish teachers' use of supplementary measurement and evaluation tools in teaching reading skills.

4. Explore Turkish teachers' use of supplementary measurement and evaluation tools in teaching writing skills.

5. Identify the supplementary measurement and evaluation tools incorporated into secondary school Turkish textbooks.

6. Analyze the distribution of supplementary measurement and evaluation tools in secondary school Turkish textbooks based on language skills.

7. Assess the contributions of using supplementary measurement and evaluation tools in Turkish language teaching.

Method

Research Design

The literature sources on the subject along with the researcher's observations from 11 years of teaching experience identified an area requiring examination. Therefore, the study adopted a case study approach. Case studies involve an in-depth description and analysis of a limited system (Merriam, 2013). They are research designs in which the researcher analyzes a situation, often a program, event, action, process or individuals, in depth (Creswell, 2017). A key aspect of case studies is their focus on a specific situation (Robson, 2017). This study analyzed and interpreted the use of supplementary measurement and evaluation tools across four fundamental language skills, based on the views of Turkish teachers (practitioner dimension) and secondary school Turkish textbooks (material dimension). Figure 1 displays the case study design employed in the study.
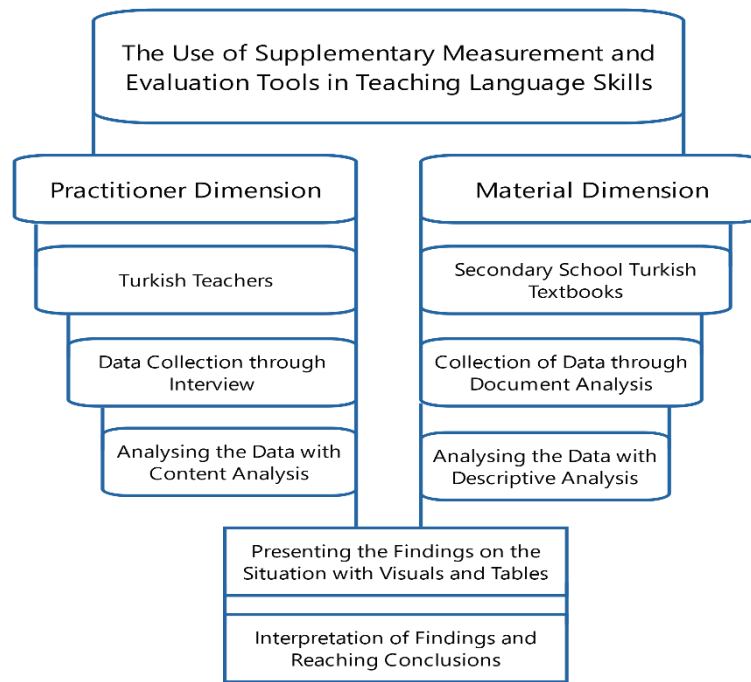
Figure 1. Research Design

Working Group and Material

The study focuses on exploring Turkish teachers' utilization of supplementary measurement and evaluation tools in fostering listening/watching, speaking, reading and writing skills in their classrooms. It also considers the material dimension, particularly textbooks. To ensure a comprehensive understanding, teachers from all grade levels of secondary school were included, as their experiences and classroom observations provide valuable insights. Forming a working group of Turkish teachers using common textbooks at each grade level was crucial for accurately assessing the material dimension. Employing a criterion sample method to select the suitable working group enhances the study's accuracy and relevance to the research objectives.

The first criterion for participating in the study is to have taught Turkish at each grade level of secondary school. The second criterion is the use of the same textbook by Turkish teachers at the 5th, 6th, 7th and 8th grade levels. The textbook used throughout Türkiye at the fifth grade level is common. Hence, the working group was formed based on the use of books endorsed by the Ministry of National Education at the 6th, 7th and 8th grade levels. The working group comprised 33 Turkish teachers who actively engaged in teaching during the 2022-2023 academic year. Qualitative studies involve a limited pool of the participants (Merriam, 2013; Miles & Huberman, 2016; Patton, 2018; Robson, 2017). Therefore, a case study was conducted based on the views of the Turkish teachers and the textbooks they use. Each Turkish teacher was coded as TT1, TT2, TT3... based on the sequence of interviews. Table 2 summarizes information regarding the participants' gender, professional experience and the regions they work.

Table 2. Information Regarding the Working Group

Participant	Gender	Professional Experience	Region of Employment
TT1	Female	11-15 Years	City Center
TT2	Female	6-10 Years	City Center
TT3	Female	1-5 Years	City Center
TT4	Female	1-5 years	City Center
TT5	Male	11-15 Years	City Center
TT6	Female	1-5 Years	County Town
TT7	Male	6-10 Years	Rural Area
TT8	Female	6-10 Years	City Center
TT9	Male	1-5 Years	Rural Area
TT10	Female	1-5 Years	Rural Area
TT11	Male	1-5 Years	Rural Area
TT12	Female	1-5 Years	Rural Area
TT13	Male	6-10 Years	City Center
TT14	Female	1-5 Years	County Town
TT15	Male	16-20 Years	City Center
TT16	Male	6-10 Years	County Town
TT17	Male	1-5 Years	City Center
TT18	Male	11-15 years	Rural Area
TT19	Male	1-5 years	Rural Area
TT20	Female	1-5 years	City Center
TT21	Female	11-15 years	Rural Area
TT22	Female	1-5 years	Rural Area
TT23	Male	11-15 Years	County Town
TT24	Male	1-5 Years	County Town
TT25	Male	1-5 Years	County Town
TT26	Female	1-5 Years	County Town
TT27	Female	16-20 Years	City Center
TT28	Female	16-20 Years	City Center
TT29	Female	1-5 Years	City Center
TT30	Female	11-15 years	County Town
TT31	Female	1-5 Years	Rural Area
TT32	Female	6-10 Years	County Town
TT33	Male	16-20 Years	County Town

Among the participants, 19 are female and 14 are male Turkish teachers. 17 of the participants have 1-5 years of professional experience, 6 with 6-10 years, 6 with 11-15 years and 4 with 16-20 years of experience. Regarding their work locations, 13 participants work in secondary schools in city centers, 10 in county towns and 10 in rural areas. This demographic diversity ensures representation across gender, professional experience, and geographical regions. Furthermore, it enriches the interpretation of the research findings.

The study employed the *Secondary School and Imam Hatip Secondary School 5th Grade Turkish Course Book* (MoNE, 2022), the *Secondary School and Imam Hatip Secondary School 6th Grade Turkish Course* (MoNE, 2021b), *7th Grade Turkish Course Book* (MoNE, 2021c), and *8th Grade Turkish Course Book* (MoNE, 2021d), which were used as teaching materials in the 2022-2023 academic year in the schools where the teachers worked. Detailed information on study materials is presented in Table 3.

Table 3. Information on Study Materials

Rank	Material	Publisher	Publication Year
1	The Secondary School and Imam Hatip Secondary School 5th Grade Turkish Course Book	Anıttepe Publishing	2022
2	The Secondary School and Imam Hatip Secondary School 6th Grade Turkish Course	Ministry of National Education Publications	2021
3	The Secondary School and Imam Hatip Secondary School 7th Grade Turkish Course	Ministry of National Education Publications	2021
4	The Secondary School and Imam Hatip Secondary School 8th Grade Turkish Course	Ministry of National Education Publications	2021

Data Collection Tool

Data can be collected from documents, interviews, test results and archive records in case studies (Christensen, Johnson, & Turner, 2020). This study used interviews and documents for data collection. Two data collection tools were employed in the present study. The first is the semi-structured interview form developed by the researcher. This interview form was reviewed by three experts in Turkish language education to ensure content validity. The experts evaluated the questions for their alignment with the study's objectives and sub-objectives. Based on their feedback, modifications were made to improve the questions. As a result of this content validation process, one question was removed, and the final interview form included five questions. These questions aim to identify the types of supplementary tools in the measurement and evaluation of listening/watching, speaking, reading and writing skills, how Turkish language teachers benefit from these tools, and what the contributions of these tools are for students and teachers in the measurement and evaluation processes. The questions were reviewed by five Turkish language teachers to ensure the understandability. The responses confirmed the clarity of the questions. The second data collection tool is the document analysis chart developed by the researcher for secondary school Turkish textbooks. The chart involves sections reserved for four grade levels. These sections on four basic language skills are included within each grade level. In each language skill section, areas have been created where the supplementary measurement and evaluation tool in the textbook at the relevant grade level will be written. Under these areas, there are places where the application methods of supplementary measurement and evaluation tools will be written. This chart was sent to three field experts and was examined to ensure that it was capable of collecting data from relevant documents suitable for the purpose of the study. In line with expert opinions, it was determined that the chart served the purpose of the study. With these studies, the stage of preparing the necessary data collection tools to examine the subject from a practitioner and material perspective has been completed.

Data Collection

Data was collected through face-to-face and online interviews over a two-month period. Face-to-face interviews were held with twenty-five Turkish language teachers, and their responses were transcribed by the researcher. These transcriptions were then sent to the teachers for their approval. Ten teachers requested to answer the questions online. The questions were edited electronically and emailed to them. In qualitative research, data collection is concluded when data diversity and richness indicate saturation, meaning no new information is being obtained (Glaser & Strauss, 2017; Namey, Guest, McKenna, & Chen, 2016). As the number of interviews increased, teachers' responses became increasingly similar in content. By the thirty-third interview, the responses were largely repetitive, indicating data saturation. Data from secondary school Turkish textbooks were collected through a document review over a two-month period. Both printed and PDF formats of the textbooks were obtained and data were collected separately for each grade level. On completing the data collection process, the data analysis phase started. The necessary ethics committee permission was obtained from

Ordu University Social and Humanities Research Ethics Committee with Decision Number 2023-109 dated 01.06.2023. The data is limited to the working group specified in Table 2 and the study materials listed in Table 3.

Data Analysis

The data was analyzed using two methods. Content analysis was used for the data obtained from the working group, and descriptive analysis for the secondary school Turkish textbooks. Data analysis was conducted with MAXQDA 2020, a qualitative data analysis program. Softwares specifically designed for qualitative data analysis offer the opportunity to store, retrieve, code and classify large amounts of data (Maxwell, 2022). The data from the working group and the Turkish textbooks were imported into the program for analysis. The code-recode technique and direct quotation method were employed to ensure the reliability of data analysis. The researcher recoded the data at one-week intervals and checked for the consistency between the codings. The high level of agreement between the two codings indicated reliable analysis results. Besides, the reliability of data analysis was supported by using direct quotations for the codes. The frequencies of the codes are shown with linear thickness. The code with a bold line represents the most frequently mentioned idea or implementation. The findings regarding the practitioner dimension are presented through visuals obtained from the program (Figure 2, Figure 3); while the findings regarding the textbooks are depicted in the table (Table 3).

The content analysis process was carried out in five stages. In the first stage, the interview data were numbered in accordance with their order and imported into the analysis program. In the second stage, the interview data were categorized based on the scope of the responses (e.g., responses regarding listening/watching skills.). In the third stage, the contents for the determined categories were interpreted and coded (e.g., the meaning and coding of the content as self-assessment). In the fourth stage, categories and codes were mapped. In the fifth stage, the resulting code maps were extracted from the program and used to describe and interpret the data. Besides, teachers' views on the codes were directly taken from the program and incorporated into the interpretation of the findings.

The descriptive analysis process was carried out in four stages. In the first stage, secondary school Turkish textbooks were uploaded to the analysis program separately in PDF format. In the second stage, starting with the fifth-grade level textbook, practices for supplementary measurement and evaluation tools were examined in activity and end-of-theme evaluation studies. In the third stage, the findings were entered into the document review chart, categorized by grade level. In the fourth stage, the findings were combined and interpreted in a single table.

Findings

Use of Supplementary Measurement and Evaluation Tools in the Teaching Process of Language Skills: Practitioner Dimension

The codes and their frequencies related to the Turkish language teachers' use of supplementary measurement and evaluation tools for assessing listening/watching, speaking, reading and writing skills are summarized in Figure 2.
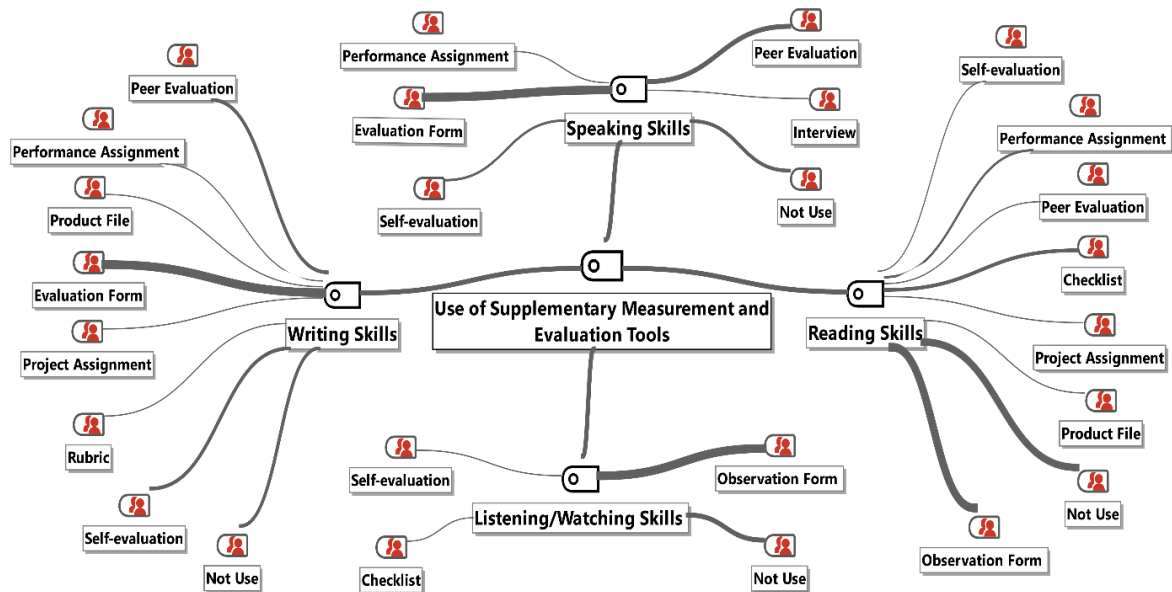
Figure 2. Map related to the Use of Supplementary Measurement and Evaluation Tools in Language Skills

Figure 2 demonstrates that the codes derived from the use of supplementary measurement and evaluation tools in the language skills teaching process are structured based on four basic language skills: listening/watching, speaking, reading and writing.

Turkish language teachers were determined to use observation form for listening/watching skills, self-evaluation and checklists as supplementary measurement and evaluation tools in the teaching process; however, some teachers did not employ any supplementary measurement and evaluation tools (Figure 2).

Turkish language teachers' use of observation forms, self-evaluation and checklists in the process of teaching listening/watching skills aligns with the developmental and process-oriented evaluation approach to these skills. It is of great importance for teachers to carry out the listening/ watching process correctly to enhance students' skills in these areas. TT31 states that (female, 1-5 years of professional experience, rural area) *"I usually use a checklist to evaluate listening skills. Because it allows me to obtain more objective results."* Thus, the checklist serves as a significant tool for teachers. Instead of solely relying on assessing students' understanding of what they listen/watch, evaluating through observation and documenting skill development processes represent a more positive approach. TT19 made an evaluation appropriate to the skill with such words (male, 1-5 years of professional experience, rural area), *"I use an observation form. "I think the listening and watching skills are effective in determining its suitability for its purpose."* This approach ensures that the teacher measures and evaluates listening/watching skills in accordance with the nature of this skill. TT29 (female, 1-5 years of professional experience, city center) reports from a process-focused perspective, monitoring each stage of development: *"I use a student observation form for listening/watching skills. Based on the listening/watching skill activities, I record whether the students answered the questions on the form.".* Besides, teachers' use of self-assessment highlights its practical application as a key component of student-centered measurement and evaluation. TT9 (male, 1-5 years of professional experience, rural area) enables students to focus on their own development, *"While doing the listening text, I ask the students to evaluate their listening skills with a form. Therefore, they listen more carefully."* TT21 (female, 11-15 years of professional experience, rural area), emphasizes the benefits of self-evaluation in teaching processes:*"It is more useful for students to evaluate their own listening. I also use the self-evaluation forms in the textbooks for this purpose."* Moreover, teacher's emphasis on the importance of including student-centered

measurement tools in textbooks reveals the significance of the material dimension in education. On the contrary, the presence of teachers who do not use supplementary measurement and evaluation tools raises concerns about how the development process of listening/watching skills is assessed. TT33 (male, 16-20 years of professional experience, county town) puts emphasis on this issue by stating, *"I do not use a special tool or observation form in measuring and evaluating listening skills. We just do the texts and activities."* This situation is notable as it reveals that the development process of students' listening/watching skills is not monitored. TT16 (male, 6-10 years of professional experience, district center), who does not use supplementary measurement and evaluation tools, instead employs the traditional question-answer method, implies: "*I decide whether they listen through question-answer."* He also states that his approach does not focus on development but only measures the current situation. Prominently, the majority of the 11 teachers who do not use supplementary measurement and evaluation tools are male. Teachers who do not use supplementary measurement and evaluation tools in listening/watching skills may have a reason for not using these tools, apart from gender, since the class sizes of schools in provincial and district centers are larger than in rural areas, which can make the use of supplementary tools seem like an additional workload.

Turkish language teachers deploy speaking skill evaluation forms, peer evaluation, self-evaluation, performance assignments and interview techniques as supplementary measurement and evaluation tools in the speaking skill teaching process. However, some teachers do not use any supplementary measurement and evaluation tools (Figure 2).

The use of speaking skill evaluation forms, peer evaluation, self-evaluation, performance assignments and interview techniques by Turkish teachers in the speaking skill teaching process aligns with the understanding of development and process-oriented evaluation. Teacher guidance plays a significant role in developing students' speaking skills. Teachers' performance on conducting regular and process-oriented speaking activities positively affects the student's affective state towards speaking. TT1 (female, 11-15 years of professional experience, city center) concisely highlights the importance of teacher encouragement, continuous practice and reporting in the development of students' speaking skills, stating, *"I encourage students to give speeches weekly with different speaking methods. "I evaluate their progress through the speech form."* Because students tend to hesitate to speak, and if their hesitation is not eliminated by the teacher in various ways, they may experience speaking anxiety. It is also essential for teachers to use evaluation forms, particularly for speaking skills, to provide positive feedback and eliminate students' hesitation. TT6 (female, 1-5 years of professional experience, county town) briefly expresses how he evaluates his speaking skills and gives feedback: *"I use speaking skill evaluation forms for speaking skills. I discuss with the students the items they are missing."* Unlike other language skills, speaking cannot be evaluated through traditional examinations. Hence, supplementary measurement and evaluation tools provide great convenience to teachers in measuring and evaluating speaking skills. TT17 (male, 1-5 years of professional experience, city center) emphasizes the significance of supplementary tools in speaking skills: *"I evaluate students' speeches with a form based on the process. It is unlikely to do this with written and test questions."* Peers play a significant role in students' speaking processes as students frequently converse with their peers outside of class. Therefore, it is considered notable for teachers to incorporate peer evaluation in speaking skills. TT31 (female, 1-5 years of professional experience, rural area) stresses an interactive evaluation approach in speaking skills, stating, *"I use peer evaluation. After prepared or impromptu speeches, I have students evaluate each other's speeches and discuss them.".* TT27 (female, 16-20 years of professional experience, city center) also expresses the effectiveness of peer assessment in speaking skills: *"I use peer evaluation. The impact on students is best revealed with this method."* Along with peer assessment, self-assessment is also considered one of the effective tools for assessing speaking skills. Students can evaluate the adequacy of their speech themselves through self-assessment. TT29 (female, 1-5 years of professional experience, city

center) offers students the opportunity to evaluate their own speeches: *"I use the speaking skill self-evaluation form in the textbooks. I ask students to evaluate aspects such as body language, expression appropriateness, transition coherence, and word usage and meaning alignment using options like yes, partially, or no."* She also used textbooks for self-assessment and drew attention to the importance of including supplementary measurement and evaluation tools in textbooks. Conversely, the absence of teachers who use supplementary measurement and evaluation tools raises the question of how and on what basis the development process of speaking skills is determined, similar to the concerns raised about listening/watching skills. TT10 (female, 1-5 years of professional experience, rural area) implies her lack of competency in measuring and evaluating speaking skills, stating, *"I do not utilize any supplementary measurement tools. I don't know what tools should be used to measure speaking ability."* At that point, the teacher's lack of knowledge about which tools should be used in measuring and evaluating speaking skills raises the question of teachers' measurement and evaluation competencies. The majority of the 7 Turkish teachers who do not employ supplementary measurement and evaluation tools in speaking skills are male, as in listening/watching skills. However, fewer teachers abstain from using these tools in speaking skills compared to listening/watching skills. It is likely that gender has a determining role in speaking skills, similar to its influence on listening/watching skills.

Turkish teachers were noted to employ reading skill observation form, checklist, performance homework, self-assessment, peer evaluation, project assignment and product file as supplementary measurement and evaluation tools in the reading skill teaching process. However, some teachers do not use any supplementary measurement and evaluation tools (Figure 2).

Reading is a critical skill that includes fluency, vocabulary and comprehension dimensions. It is essential to monitor students' development in reading skills and provide feedback to focus on their progress. Thus, supplementary measurement and evaluation tools offer teachers to measure and evaluate reading skills multidimensionally. TT26 (female, 1-5 years of professional experience, county town) assesses students' reading fluency through observation, stating *"I fill out a reading skill observation form while the student is reading."* Teachers should treat reading as a process-oriented skill, rather than an instant action, carrying out the measurement and evaluation processes accordingly. TT8 (female, 6-10 years of professional experience, city center) mentions, *"We ensure that they examine the form before reading through the reading skill observation form and then read. This way, they realize what they need to pay attention to while reading."* The teacher supports students' learning by involving them in the process and making the student aware of the criteria that will be observed during reading. This practice shows that teachers are using the observation form, a supplementary tool, appropriately and effectively. TT19 (male, 1-5 years of professional experience, rural area) briefly expresses observing the process in reading: *"I use an observation form. While reading, I observe the basic rules that the student must follow and fill out the form."* By completing the observation form, the teacher helps focus attention on the reading process. The checklist, another important supplementary tool used by teachers, is essential for providing students with self-control skills. TT3 (female, 1-5 years of professional experience, city center) points to a process-oriented approach that identifies students' shortcomings and strengths, stating, *"I use a checklist. Therefore, I can see what is missing and what is sufficient in the students' reading development."* Observation and control data are paramount in providing feedback and facilitating student development. TT6 (female, 1-5 years of professional experience, country town) states that she can provide feedback with a checklist from both student and parent perspectives: *"I use the checklist in reading skills. Then, I tell the student what is missing. I also present the parent information about the student from the list here."* This shows the effectiveness of supplementary tools in providing feedback to both students and parents. TT30 (female, 11-15 years of professional experience, country town) focuses on feedback through performance evaluation, implying *"I use performance evaluation to evaluate reading skills. I share the missing aspects with the student as a result of the evaluation."* Self-assessment, involving students

in the process of reading skills and provides natural feedback, is a vital tool. TT9 (male, 1-5 years of professional experience, rural area) emphasizes the effectiveness of the student's own learning with such words: *"I make them evaluate their readings and they can understand their own mistakes faster than if I told them.".* Nevertheless, the fact that some teachers do not use supplementary measurement and evaluation tools raises the question of how the development of reading skills is assessed, as in the case of listening/watching and speaking skills. It is well known that reading is the language skill most frequently assessed with traditional measurement tools. TT16 (male, 6-10 years of professional experience, county town) measures and evaluates reading skills through exams, stating, *"I measure and evaluate with written exams. Apart from this, I do not make any other measurements."* This view of the teacher is considered as a measurement and evaluation study carried out without focusing on the process and development of reading skills. TT23 (male, 11-15 years of professional experience, county town) bases his reading skills on exams: *"After reading the text and doing the activities, I measure with multiple choice questions.".* Although exams are the most frequently used measurement tools in reading skill, they focus on a single dimension of reading skill and other dimensions are neglected. The majority of the 11 Turkish teachers who do not use supplementary measurement and evaluation tools in reading skills are male, similar to listening/watching and speaking skills. It is most probable that that gender has a determining role in reading skills, similar to its influence on other language skills.

Turkish teachers were determined to utilize writing evaluation form, self-assessment, peer evaluation, performance assignment, rubric, project assignment and product file as supplementary measurement and evaluation tools in the writing skill teaching process. Whereas, some teachers do not use any supplementary measurement and evaluation tools (Figure 2).

Writing is a language skills based on expression. The application and evaluation of writing studies are important for students' development in this area. Evaluation forms are one of the key tools for providing feedback on student writing. These forms serve as supplementary measurement and evaluation tools used by teachers in evaluating writing skills. TT20 (female, 1-5 years of professional experience, city center) explains her use of the evaluation form to understand the student's writing accurately and completely with such words: *"I use a written expression evaluation form when evaluating students' writings. I see what the student does right and what he does wrong.".* Likewise, TT6 (female, 1-5 years of professional experience, county town) exhibits a similar approach, emphasizing *"I use writing skill evaluation forms to evaluate writing skills. I can understand what students can do."* Using a writing skill evaluation form allows teachers to assess all aspects of a student's writing and provide accurate feedback. TT29 (female, 1-5 years of professional experience, city center) implicates that *"I evaluate student writings with a writing evaluation form. Then, I tell the student where they are successful and where they need improvement. They write better in their next essay."* Thus, all aspects of the student's writing are revealed. The students can eliminate their deficiencies in future assignments thanks to the feedback. Alongside evaluation forms, self-evaluation, a student-focused evaluation, also plays a central role in the evaluation of writing studies. TT2 (female, 6-10 years of professional experience, city center) highlights that students use self-assessment to determine their own shortcomings, stating, *"Students evaluate their writings themselves. I give them a self-evaluation form. Then they share in class what their own shortcomings are."* Similarly, the same teacher states that students share their own evaluations in the classroom. This sharing is important for an interactive evaluation process since students reveal their situation in all its aspects by sharing their evaluations with peers. Peer evaluation, a student-focused form of evaluation used by teachers, is an important supplementary form of evaluation due to its interactive nature. TT13 (male, 6-10 years of professional experience, city center) says, *"I also use peer evaluation forms in the evaluation of writing studies. Students evaluate each other. In this way, they get their friends to evaluate their own writings. They learn better."* Another supplementary measurement and evaluation tool used by teachers is the student product file, which allows for a process-oriented

evaluation of writing skills. TT18 (male, 11-15 years of professional experience, rural area) emphasizes the significance of student product files for tracking development over time: "*I want the students to put their writings in their files. At the end of the semester, I can look at the files and see the progress between the first and the last assignment. I can say that the student's writing is generally improving.*" Nevertheless, the fact that some teachers do not use supplementary measurement and evaluation tools raises the question of how the development of writing skills is assessed, as in the case of other skills. Students cannot identify what they did right or wrong without evaluation. Supplementary tools should be used to provide feedback and improve their writing skills. TT5 (male, 11-15 years of professional experience, city center) mentions "*I do not use a tool. I ask students to write an essay, then I teach it in class.*" TT15 (male, 16-20 years of professional experience, city center) admits to not using supplementary evaluation tools in the evaluation of writing studies: *"I do not use any tools for evaluation. I make the students read their writing."* Teachers who disregard these tools likely adopt a product-oriented approach to teaching writing, contradicting the curriculum's emphasis on process-oriented instruction. In addition, the majority of the 7 Turkish teachers abstaining from these tools in writing, as in other language skills, are male. Gender appears to play a significant role in determining the use of supplementary measurement and evaluation tools across four basic language skills. Other personal factors (professional experience, region of work) do not seem to be as decisive as gender.

Use of Supplementary Measurement and Evaluation Tools in Textbooks: Material Dimension

Table 3 displays grade level, theme, text, activity, measurement tool type and language skill information regarding the supplementary measurement and evaluation tools incorporated into secondary school Turkish textbooks.

Table 4. Information on Supplementary Measurement and Evaluation Tools Incorporated into Secondary School Turkish Textbooks

Grade	Theme	Text	Application Area	Measurement Tool	Language Skill
5	Nature and Universe	Oakland Island	9th Activity	Self Assessment	Speaking
	Our National Culture	Ali Kuşçu	8th Activity	Self Assessment	Speaking
	Health and Sports	Hackberry	8th Activity	Self Assessment	Writing
		Rabbit and Tortoise	12th Activity	Self Assessment	Writing
	Science and Technology	End of Theme Evaluation	End of Theme Evaluation	Self Assessment	Listening Speaking Reading Writing
6	Reading Culture	Donkey with a statue erected	3rd Activity	Project Assignment	Writing
	Nature and Universe	Afyon	6th Activity	Project Assignment	Writing
		A Life in Pursuit of Snow Crystals	6th Activity	Project Assignment	Writing
7	Personal Development	The Boy Who Made His Name Written in the Sky	3rd Activity	Self Assessment	Speaking
		Going for Success or Getting Success?	4th Activity	Self Assessment	Reading
	Our National Culture	What is Karagöz?	4th Activity	Peer Assessment	Speaking
8	Virtues	Cat and Mouse	6th Activity	Peer Assessment	Speaking
	Science and Technology	Science in the Park	7th Activity	Self Assessment	Writing
	Individual and Society	Sidewalks	5th Activity	Self Assessment	Speaking
		Orange	6th Activity	Self Assessment	Writing
		The Color of Darkness is White	5th Activity	Self Assessment	Writing
	Time and Space	Türkiye	5th Activity	Peer Assessment	Speaking
		Fairy Chimneys	4th Activity	Self Assessment	Speaking

It was observed that only self-evaluations were included in the fifth grade level textbook; moreover, the self-evaluations are focused on speaking, writing and, in one theme, four basic language skills (Table 4). The sixth grade level textbook involves only project assignments as a supplementary measurement and evaluation tool, focusing on writing skills (Table 4). The seventh and eighth grade textbooks incorporate self-assessment and peer assessment as supplementary tools. In the sixth grade textbook, self-assessment pertains to speaking and reading skills, while peer assessment is for speaking skills. In the eighth grade textbook, self-assessments are used for writing and speaking skills, while peer assessments are directed towards improving speaking skills (Table 4).

The absence of supplementary measurement and evaluation tools other than self-assessment in the fifth grade level textbook could be regarded as a significant deficiency of the textbook. Similarly, the sixth grade level textbook lacks such tools apart from project assignments. Besides, the absence of supplementary measurement and evaluation tools for reading, listening/watching and speaking in the textbook indicates the necessity for a review of the course material. Likewise, the sixth and seventh grade textbooks lack supplementary measurement and evaluation tools, relying only on self- and peer-

assessment. This highlights that teachers receive limited support from materials in terms of using supplementary tools in measuring and evaluating language skills.

Textbooks serve as the fundamental material of the course. Teachers follow the process based on textbooks. TT21 (female, 11-15 years of professional experience, rural area) clearly states that teachers benefit from materials as supplementary measurement and evaluation tools, *"It is more useful for students to evaluate their own listening." I also use the self-evaluation forms in the textbooks for this purpose."*. TT29 (female, 1-5 years of professional experience, city center), who used the textbook with self-assessment, mentions, *"I use the speaking skill self-assessment form in the textbooks. I have them tick the items on the form, such as body language, speech expression, transitional coherence, and appropriate Word usage, in the yes, partially and no sections."* This reveals the importance of the textbook as a material for implementing supplementary evaluation methods in the classroom. Considering this situation in terms of the sixth grade level textbook, it becomes apparent that a teacher using this resource for Turkish language instruction may not naturally integrate student-oriented evaluation forms such as self- and peer-assessment. In addition, the project assignments targeting writing skills in the sixth grade level textbook may result in a limited use of supplementary measurement and evaluation tools for other language skills.

The Benefits of Using Supplementary Measurement and Evaluation Tools: Multidimensional Assessment and Monitoring Student Development

Figure 3 presents the codes derived from the views of Turkish teachers regarding the benefits of using supplementary measurement and evaluation tools along with their frequency.
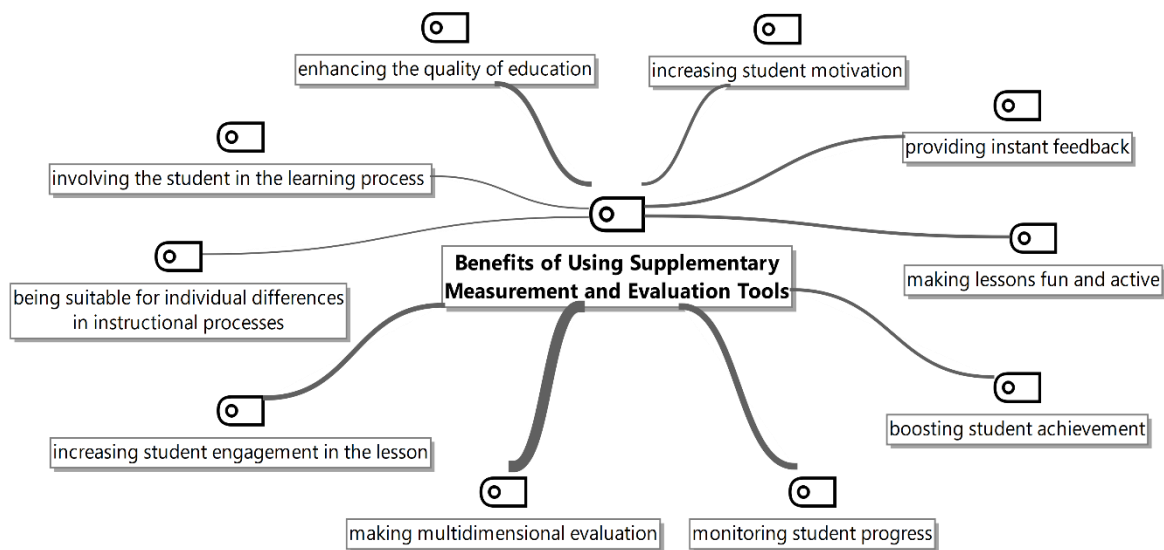

Figure 3. Benefits of Using Supplementary Measurement and Evaluation Tools

Turkish teachers clarified the contributions of supplementary measurement and evaluation tools such as making multidimensional evaluation, monitoring student progress, enhancing the quality of education, increasing student engagement in the lesson, boosting student achievement, making lessons fun and active, providing instant feedback, increasing student motivation, involving the student in the learning process and being suitable for individual differences in instructional processes (Figure 3). They mostly focused on the benefits of these tools in terms of enabling multidimensional evaluations, monitoring student development, enhancing student engagement and improving the quality of education.

It is widely known that supplementary measurement and evaluation tools enable students to be evaluated across various aspects and processes. TT19 (male, 1-5 years of professional experience, rural area) uses these tools to conduct comprehensive evaluation: *"Thanks to supplementary measurement tools, we can make more comprehensive evaluations instead of making one-dimensional evaluations."* The fact that multidimensional evaluation is unlikely with traditional measurement and evaluation tools is paramount in terms of revealing the necessity of using supplementary measurement and evaluation tools by teachers. TT13 (male, 6-10 years of professional experience, city center) expresses, *"I see this situation as useful in that it allows students to find more diverse ways to express themselves."* Students' self-expression is a requirement of student-centered education. Teachers should be ensured to use supplementary measurement and evaluation tools to develop a student-centered understanding. TT27 (female, 16-20 years of professional experience, city center) implies that *"It offers more diversity than traditional measurement tools and measures different learning areas better."* This perspective is valuable in terms of using supplementary measurement and evaluation tools to promote student development.

It is crucial for teachers to use supplementary measurement and evaluation tools to monitor student development and provide accurate feedback throughout the learning journey. TT1 (female, 11-15 years of professional experience, city center) emphasizes the utility of these tools in precisely assessing and tracking students' progress, stating, *"I think it will provide more accurate information to see and follow their development through the process."* A similar perspective was shared by TT20 (female, 1-5 years of professional experience, city center), *"I find the relevant applications very useful as they allow for monitoring the development of language skills."* Students are willing to engage in measurement and evaluation studies in which they play an active role. Supplementary measurement and evaluation tools may also contribute to teachers in ensuring student engagement in lesson processes. TT3 (female, 1-5 years of professional experience, city center) says, *"It makes students more interested in the course."* and TT6 (female, 1-5 years of professional experience, county town) mentions, *"Students are very bored with traditional methods." Such methods do not attract their attention."* These views clearly reveal the important benefits of supplementary measurement and evaluation tools in increasing students' engagement in the learning process.

Discussion, Result and Recommendations

The study aims to investigate the utilization of supplementary measurement and evaluation tools in language skills instruction, focusing on both practitioner and material dimensions. The results of the study are presented and discussed in terms of the use of these tools in language skills, their incorporation in textbooks, and their contributions to the instructional process. Recommendations were provided related to the results of the study. The results and recommendations are confined to the working group and the secondary school Turkish textbooks in practice.

As regards the first research question on the use of supplementary measurement and evaluation tools by Turkish teachers in the process of teaching listening/watching skills, Turkish teachers were identified to employ a listening/watching skill observation form, self-evaluation and checklists; however, 11 Turkish teachers did not use any supplementary measurement and evaluation tools. Observation form emerges as the most frequently employed by Turkish teachers during the listening/watching skill teaching process. The supplementary tools used by Turkish teachers for listening/watching skills align with those documented in the relevant literature (Çetinkaya, 2021; Duran & Öztürk, 2020; Göçer, 2018). Besides, there are tools identified in the literature that were not used by Turkish teachers. Peer evaluation, group/cluster evaluation, interviews, attitude scales, student product files, audit schedules and project studies, which are supplementary measurement and evaluation tools, can also be used in the measurement and evaluation of listening/watching skills (Çetinkaya, 2021; Duran & Öztürk, 2020; Göçer, 2018; Vandergrift & Goh, 2012). Turkish teachers' use of supplementary tools in

listening/watching skills can significantly contribute to the development of students' skills in this domain. The key element that needs to be discussed is that 11 Turkish teachers (TT5, TT10, TT11, TT12, TT13, TT15, TT16, TT23, TT24, TT32, TT33) taught listening/watching skills without incorporating any supplementary measurement and evaluation tools. It seems probable that the regions where these Turkish teachers work and their professional experience did not have a concrete effect on using supplementary tools (There is diversity in terms of the regions they work and professional experience), yet their gender (3 of them are women, 7 of them are men) may have had an effect. These teachers may have used traditional measurement tools in listening/watching skills (e.g. TT16, TT33), but the absence of supplementary measurement and evaluation tools can be viewed as a significant deficiency. Considering the numerous benefits of these tools in monitoring student development, making comprehensive evaluations and increasing student engagement in the learning process, it is obvious that teachers' use of these tools is a necessity for students. Relying solely on traditional measurement and evaluation tools in listening/watching skills neglects the holistic development process of students' abilities in this domain, which may result in adverse effects on their learning motivation and overall learning experience. It is essential for teachers to consider that supplementary assessment can positively affect students' listening motivation and learning (Faber, Luyten, & Visscher, 2017; Vandergrift & Goh, 2012).

With regard to the second research question on the use of supplementary measurement and evaluation tools by Turkish teachers in the process of teaching speaking skills, Turkish teachers were found to employ speaking skill evaluation forms, peer evaluation, self-evaluation, performance assignments and interview techniques. Nevertheless, 7 Turkish teachers did not incorporate any supplementary measurement and evaluation tools. Speaking skill evaluation form and peer evaluation are mostly used by Turkish teachers in the speaking skill teaching process. These tools align with those in the literature (Duran & Öztürk, 2020; Temizyürek, Erdem, & Temizkan, 2017). Besides, there are tools identified in the literature that were not used by Turkish teachers. Attitude scales, observation and project assignments can also be effective in measuring and evaluating speaking skills (Duran & Öztürk, 2020; Temizyürek et al., 2017). The use of supplementary measurement and evaluation tools by Turkish teachers in speaking skills may significantly contribute to the development of students' speaking skills. It is essential to address the fact that 7 Turkish teachers (TT5, TT10, TT11, TT12, TT15, TT16, TT18) taught speaking skills without using any supplementary measurement and evaluation tools, which can be considered as a significant deficiency. 6 of these teachers also do not use supplementary measurement and evaluation tools in listening/watching skills. It is plausible that their gender (2 women, 5 men) may have been effective in their reluctance to use these tools, as observed in listening/watching skills. It is improbable for these teachers to have used traditional measurement tools in assessing speaking skills. All speaking objectives in the curriculum (MoNE, 2019) are student-focused and practice-oriented. Supplementary tools need to be used to measure and evaluate these objectives. Thus, the lack of using supplementary tools in speaking skills also suggests that teachers do not carry out measurement and evaluation in the development of students' speaking skills. Given the benefits of the supplementary tools such as monitoring student progress and providing feedback, their omission in the assessment of practice-oriented speaking skill indicates a significant lack of measurement and evaluation related to speaking skills.

Regarding the third research question on the use of supplementary measurement and evaluation tools by Turkish teachers in the process of teaching reading skills, Turkish teachers were noted to employ reading skill observation forms, checklists, performance assignments, peer evaluation, self-evaluation, Project assignments and product files. Nevertheless, 11 Turkish teachers did not incorporate any supplementary measurement and evaluation tools. Observation form and checklists are mostly used by Turkish teachers in the reading skill teaching process. These tools align with those in the literature (Duran & Öztürk, 2020; Göçer, 2018). Besides, there are tools identified in the literature that were not used by Turkish teachers. Evaluation scale, reading development file, reading lists, attitude scale and group evaluation can also be effective in measuring and evaluating reading skills (Duran & Öztürk, 2020; Göçer, 2018). The use of supplementary measurement and evaluation tools by Turkish teachers in reading skills may significantly contribute to the development of students' speaking skills. It is essential to address the fact that 11 Turkish teachers (TT5, TT10, TT11, TT12, TT13, TT15, TT16, TT18, TT23, TT31, TT32) taught reading skills without using any supplementary measurement and evaluation tools, which can be considered as a significant deficiency. 7 of these Turkish teachers do not use supplementary measurement and evaluation tools in speaking skills and 9 in listening/watching skills. It is plausible that their gender (4 women, 7 men) may have been effective in their reluctance to use these tools, as observed in listening/watching and speaking skills. It is improbable for these teachers to have used traditional measurement tools in assessing reading skills. It is possible to evaluate the vocabulary and comprehension sub-domains of reading skills through traditional tools, but the measurement and evaluation of the fluent reading domain necessitates the use of supplementary tools. Turkish teachers who do not employ these tools are likely unable to evaluate reading skills in a multidimensional manner. Furthermore, it may be wise to mention that the instruction of reading skills is carried out by disregarding their benefits such as monitoring the development of students, making multi-dimensional evaluations and providing feedback during the process. Greenstein (2010) reveals that teachers use the information obtained about the student during the process in organizing subsequent learning processes through supplementary evaluation. In terms of reading skills, assessments without supplementary assessment tools are insufficient in understanding the development of students' reading skills and providing adequate learning content.

Regarding the fourth research question on the use of supplementary measurement and evaluation tools by Turkish teachers in the process of teaching writing skills, they were determined to employ writing evaluation form, self-evaluation, peer evaluation, performance assignment, rubric, project assignment and student product file. Nevertheless, 7 Turkish teachers did not incorporate any supplementary measurement and evaluation tools. Writing evaluation form, self-evaluation, peer evaluation are mostly used by Turkish teachers in the writing skill teaching process. These tools align with those in the literature. Besides, there are tools identified in the literature that were not used by Turkish teachers. Various researchers confirm that group evaluation, dictation studies, observation, interviews, checklists, analytical grid, survey/scale and student diaries can also be used in measuring and evaluating writing skills (Akkaya, 2022; Duran & Öztürk, 2020; Karatay & Demirel, 2023; Kuşdemir & Bulut, 2018).The use of supplementary measurement and evaluation tools by Turkish teachers in writing skills may significantly contribute to the development of students' writing skills. It is essential to address the fact that 7 Turkish teachers (TT5, TT10, TT11, TT12, TT15, TT16, TT32) taught writing skills without using any supplementary measurement and evaluation tools. All of these Turkish teachers do not use supplementary measurement and evaluation tools in listening/watching and reading skills and 6 in speaking skills. It is plausible that their gender (3 women, 4 men) may have been effective in their reluctance to use these tools, as observed in listening/watching, speaking and reading skills. It is improbable for these teachers to have used traditional measurement tools in assessing writing skills. Writing is a domain of language skills that requires the use of supplementary measurement and

evaluation tools, as in speaking skills. The lack of such tools represents a remarkable deficiency. Affective factors (attitude, motivation, anxiety) have a crucial role in writing proficiency. Therefore, evaluating writing skills and providing feedback will also positively affect students' affective responses towards writing. Supplementary assessment can positively influence students' motivation (Faber et al., 2017). Moreover, writing is a process-based skill. Hence, it is a need for teachers to observe the process, monitor the student and giving feedback at all stages of the writing process (Gezer et al., 2021), ensuring the development of students' writing skills. On that point, supplementary assessment tools must be used effectively by teachers. In addition, Turkish teachers should recognize the significance of these tools in monitoring the development of students, making multidimensional evaluations and giving feedback throughout the writing process.

Turkish teachers predominantly deploy supplementary measurement and evaluation tools in reading and writing skills. Self-assessment and observation/evaluation forms were used as supplementary measurement and evaluation tools across all language skills. However, some teachers do not implement supplementary measurement and evaluation methods for all language skills. Formative evaluations conducted by teachers allow internal feedback to the educational system and elimination of deficiencies (Atılgan, 2017). Karatay and Dilekçi (2019) note that Turkish teachers cannot fully measure students' writing, speaking and listening skills with result-oriented traditional measurement tools. Doğan Kahtalı and Çelik (2020) conclude that Turkish teachers do not extensively use performance-based measurement and evaluation tools; instead, they mostly prefer traditional tools. This study reveals that teachers do not often prefer to use alternative measurement-evaluation tools such as interviews, self-evaluation, peer and group evaluation, authentic tasks and observation.

This study suggests that Turkish teachers used supplementary measurement and evaluation tools, but these tools are directed at certain forms of evaluation. There is a lower use of supplementary assessment tools for speaking skills, a narrative-based language skill, compared to writing skills, another narrative-based language skill. This disparity can be interpreted as an oversight in the measurement and evaluation of speaking skills by Turkish teachers. The number of Turkish teachers who do not benefit from supplementary measurement and evaluation tools in the development processes of listening/watching, speaking, reading and writing skills is more than the researcher expected, and the fact that these teachers are mostly male represents a situation that needs further examination. Moreover, the teachers who contributed more to the results of the study and provided the most views on the codes (TT6, TT8, TT20) are female teachers. This is noteworthy as it signals a disparity in favor of female teachers in their ability to convey gender practices and experiences. Besides, factors such as the preparation of students for the high school entrance exam, differences in class sizes across schools, and non-standard physical and material facilities may have limited or even prevented the use of supplementary measurement and evaluation tools. Moreover, the extent to which these tools are used should be considered when evaluating the sufficiency of Turkish lesson hours. Teachers should not be seen as solely responsible for the situation revealed by the study concerning the practitioner's role.

Within the scope of the fifth research question concerning the supplementary measurement and evaluation tools in secondary school Turkish textbooks, these textbooks were identified to include self-assessment, peer evaluation and project assignments. Among these, self-assessment is the most frequently preferred tool. Self-assessment is considered a significant supplementary form of assessment that affects students' self-regulation skills and achievement (Andrade & Valtcheva, 2009; Schunk, 2003). Students need to be provided with conditions and opportunities in the classroom where they can learn and practice how to evaluate and monitor their own learning progress to develop their self-assessment skills (Witte, 2012). Higgins, Grant, and Thompson (2010) report that self-assessment is not sufficiently carried out in educational environments and should be included in curricula from the first years of education. To ensure this, it is advisable that textbooks be arranged accordingly. Süğümlü (2021) highlights that self-assessment practices are minimally included in secondary school Turkish textbooks and are entirely absent at the 6th grade level. Alongside self-assessment, peer assessments are also integrated into the textbooks. Peer evaluations are an important supplementary form of evaluation, as they increase student motivation, responsibility, self-direction, success and self-esteem, while also fostering positive learning characteristics (Spinelli, 2012). The inclusion of self and peer evaluations in textbooks is a positive development. This contributes to practice at a limited level due to the restricted use of supplementary measurement and evaluation tools in textbooks. There seems to be no consistent system observed in textbooks across different grade levels. Given that books are the most important course materials for the Turkish course, this situation represents a significant deficiency.

With regard to the sixth research question on the distribution of supplementary measurement and evaluation tools in secondary school Turkish textbooks across language skills, the textbooks include 9 supplementary measurement and evaluation tools for speaking skills, 8 for writing skills, 2 for reading skills and 1 for listening/watching skills. The tools most frequently included in textbooks are for writing and speaking skills. Süğümlü (2021) points out that self-assessment as a supplementary measurement tool in secondary school Turkish textbooks is aimed at speaking and writing skills, with self-assessment only included at the fifth-grade level for reading and listening/watching skills. It is most probable that language skills are not taken into consideration based on a certain system in the textbooks and that there is an imbalance in terms of supplementary measurement and evaluation tools across language skills. For the development of language skills, it is essential that supplementary tools that allow student involvement in the process are included in every text processing process.

As for the seventh research question concerning the contributions of using supplementary measurement and evaluation tools in teaching Turkish, Turkish teachers clarified the contributions of supplementary measurement and evaluation tools such as making multidimensional evaluation, monitoring student progress, enhancing the quality of education, increasing student engagement in the lesson, boosting student achievement, making lessons fun and active, providing instant feedback, increasing student motivation, involving the student in the learning process and being suitable for individual differences in instructional processes. Turkish teachers have mostly focused on the benefits of these tools in terms of enabling multidimensional evaluations, monitoring student development, enhancing student engagement and improving the quality of education. These mentioned contributions can achieve their purpose by incorporating the feedback element. Feedback is a necessary and important element in evaluation studies to improve students' learning level (Witte, 2012). The most notable component of formative evaluation is feedback aimed at providing information to the teacher to encourage understanding of successful teaching techniques and to the students to get to know themselves (Shermis & Di Vesta, 2011). Turkish teachers believe that supplementary measurement and evaluation tools are useful for students. This can be interpreted as a certain awareness among teachers regarding supplementary measurement and evaluation tools.

Recommendations

Turkish instruction is carried out through four basic language skills. In this regard, it is recommended to use supplementary measurement and evaluation tools in assessing these language skills. This study reveals the limited of these tools by Turkish teachers. Using these tools is a scientific necessity to make valid and reliable measurement and evaluation of language skills. Affective factors are especially influential in speaking and writing skills, which are expression-based. Hence, it is essential that supplementary tools be used more in measuring and evaluating these two skills compared to reading and listening/watching skills. These tools, with their feedback opportunities, have a significant place in developing students' expression skills.

Some Turkish teachers do not use supplementary measurement and evaluation tools. There may be numerous reasons behind this decision, such as the class sizes, physical facilities and institutional practices in the Turkish language education. It is recommended to investigate these possible causes. Furthermore, the Turkish teachers who do not use supplementary tools in language skills are mostly the same individuals and the majority of them are male. The tendency of male Turkish teachers towards not using these tools is an important issue that needs to be investigated. Thus, it is recommended to conduct research on how gender affects classroom measurement and evaluation practices.

Using supplementary tools in measurement and evaluation is paramount in terms of improving language skills. In addition, it is advisable to raise awareness among Turkish teachers, who are practitioners of Turkish teaching, regarding the contributions of these tools, which is the requirement of the modern standards of measurement and evaluation. Teachers' awareness may be increased by preparing booklets containing introductory and functional information by the Ministry. The relevant ministry could provide in-service training for teachers. Besides, conducting applied research and studies on Turkish teachers' skills in using supplementary measurement and evaluation tools may enhance their skills in this area.

Secondary school Turkish textbooks involve a limited supplementary measurement and evaluation tool. It is suggested that textbooks be improved in terms of supplementary tools. Integrating supplementary tools that students can use at the end of each theme or text would also enhance the quality of teaching. In addition, incorporating supplementary tools specific to each language skill within textbooks would support the development of the relevant language skill. Improvements to be made in textbooks would enable Turkish teachers to benefit more from supplementary measurement and evaluation tools.

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Appendix 1. Interview Stages and Questions

Part One: Participant Information

This study aims to explore the use of supplementary measurement and evaluation tools in teaching language skills, from the perspectives of Turkish teachers and secondary school Turkish textbooks. Traditional measurement tools such as written and oral exams, multiple choice, fill-in-the-blank, true-false, matching and short answer tests are used for assessing Turkish language course. Furthermore, student product file, self-assessment, peer evaluation, group evaluation, project evaluation form, rubric, performance evaluation form, attitude, motivation, anxiety scales, reading skill checklist, reading skill observation form, written expression evaluation form, speaking skill evaluation form, listening/watching skill evaluation form, and interviews are among the supplementary measurement tools that can be used in the measurement and evaluation of the Turkish course. Based on your teaching experiences, you are expected to give valid and reliable responses to the questions below regarding your use of supplementary assessment tools in Turkish lessons. The research was conducted by Assoc. Prof. Dr. Üzeyir SÜĞÜMLÜ from Ordu University.

Part Two: Questions Regarding Personal (Demographic) Information

1. Gender:

2. Professional Experience:

3. Region of Employment:

Part Three: Questions Concerning Measurement and Evaluation of Language Skills

1. Which supplementary measurement and evaluation tools do you use to assess listening/watching skills? Can you describe how you measure and evaluate these skills with the tools you use?

2. Which supplementary measurement and evaluation tools do you use to assess speaking skills? Can you describe how you measure and evaluate these skills with the tools you use?

3. Which supplementary measurement and evaluation tools do you use to assess reading skills? Can you describe how you measure and evaluate these skills with the tools you use?

4. Which supplementary measurement and evaluation tools do you use to assess writing skills? Can you describe how you measure and evaluate these skills with the tools you use?

5. How do you believe students and teachers benefit from using supplementary measurement and evaluation tools to assess Turkish lessons?

Appendix 2. Document/Material Review Schedule

Grade	Theme	Text	Application Area	Measurement Tool	Language Skill