



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE EFFECT OF THE EPOSTL ON THE SELF-EVALUATION OF THE
STUDENT TEACHERS OF ENGLISH AT AKHMET YASSAWI INTERNATIONAL
KAZAKH-TURKISH UNIVERSITY

Meruyert SEITOVA

Ph.D. Dissertation

Ankara, 2018



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AHMET YESEVİ ULUSLARARASI KAZAK-TÜRK ÜNİVERSİTESİ İNGİLİZCE
ÖĞRETMENLİĞİ ÖĞRENCİLERİNİN ÖZ-DEĞERLENDİRMELERİNDE EPOSTL
(YABANCI DİL ÖĞRETMENLİĞİ OKUYANLAR İÇİN AVRUPA PORTFOLYOSU)
ETKİSİ

Meruyert SEITOVA




Ph.D. Dissertation

Ankara, 2018

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis entitled "The effect of the EPOSTL on the self-evaluation of student teachers of English at Akhmet Yassawi International Kazakh-Turkish University" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 31/05/2018 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on...../...../.....

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Abstract

The purpose of this study was to investigate the impact of the EPOSTL (European Portfolio for Student Teachers of Languages) on the self-evaluation of student teachers of English at Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan. The study, which employed a mixed-methods sequential explanatory research design, was conducted at Akhmet Yassawi International Kazakh-Turkish University Faculty of Philology in Turkistan, Kazakhstan in the 2017-2018 academic year. 71 fourth year ELT student teachers participated in the study. The participants were divided into control and experimental groups. Only pretest and posttest were conducted to control group participants, however, pretest and posttests, the EPOSTL Use 1 and 2 were conducted to the experimental group participants. Multiple sets of data came from: a) questionnaire, b) peer observation, c) reflective journal, and d) interview. The quantitative data were analyzed descriptively using IBM SPSS 21. The qualitative data collected from the peer observation, reflective journal, and interview were analyzed through qualitative thematic analysis. The results, overall, showed that the effect of the EPOSTL on the self-evaluation of the student teachers of English provided positive results. The findings demonstrate that the majority of the participants agree that the EPOSTL advances self-reflection and self-assessment, since it assists in checking the improvement of their didactic knowledge, teaching competences and skills. The comprehensive and clear structure of the EPOSTL found to be the main advantage of it. As the student teachers are not practical in teaching and require guidance through the complexity of language teaching, the EPOSTL enables them to match the theoretical knowledge with practical skills.

Keywords: EPOSTL, self-assessment, self-reflection, self-awareness, teacher competences, didactic knowledge, professional development, teacher education.

Öz

Bu çalışmanın amacı EPOSTL'nin (Yabancı dil öğretmeniği okuyanlar için Avrupa portfolyosu) Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesi İngilizce Öğretmenliği öğrencilerinin öz-değerlendirmesine olan etkisini incelemektir. Ardışık açıklayıcı karma yöntem deseninin kullanıldığı bu çalışma, 2017-2018 eğitim öğretim yılında Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesi Filoloji Fakültesi'nde gerçekleştirilmiştir. Araştırmaya 71 dördüncü sınıf İngiliz dili öğretmeniği öğrencileri katılmıştır. Katılımcılar kontrol ve deney gruplarına ayrıldı. Kontrol grup katılımcılarına sadece ön test ve son test uygulanmış, ancak deney grubuna ön test ve son test, EPOSTL 1 ve 2 kullanımı uygulanmış. Veri seti olarak aşağıdakiler gelir: a) anket, b) akran gözlemi, c) yansıtıcı günlük ve d) mülakat. Nicel veriler IBM SPSS 21 aracılığıyla betimsel olarak analiz edilmiştir. Akran gözleminden yansıtıcı günlük ve görüşmeden toplanan nitel veriler niteliksel tematik analiz yoluyla analiz edilmiştir. Sonuçlar, genel olarak, EPOST'nin İngilizce öğretmenlerinin öz-değerlendirmelerine etkisinin olumlu sonuçlar verdiğini göstermiştir. Bulgular, katılımcıların çoğunluğunun EPOSTL'nin didaktik bilgilerinin, öğretim becerilerinin geliştirilmesinin kontrol edilmesine yardımcı olduğundan, öz-yansıma ve öz-değerlendirme geliştirdiğini kabul etmektedir. EPOSTL'nin kapsamlı ve net yapısı, bunun temel avantajı olarak bulundu. Öğretmen adayları öğretimde pratik olmadığından ve dil öğretiminin karmaşıklığı ile rehberlik gerektiğinden, EPOSTL teorik bilgileri pratik becerilerle eşleştirmelerini sağlar.

Anahtar sözcükler: Epostl, özdeğerlendime, yansıtma, öz-farkındalık, öğretmen yeterlikleri, didaktik bilgi, mesleki gelişim, öğretmen eğitimi.

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Dedicated to my beloved father

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Symbols and Abbreviations

CEFR:	Common European Framework for Reference Languages
ECML:	European Centre for Modern Languages
EFL:	English as a Foreign Language
ELP:	European Language Portfolio
ELT:	English Language Teaching
EPG:	European Profiling Grid
EPLTE:	The European Profile for Language Teacher Education
EPOSTL:	European Portfolio for Student Teachers' of Languages
L2:	Second Language
SPSS:	Statistical Package for Social Sciences

Chapter 1

Introduction

The field of second/foreign language learning and teaching has been experiencing exceptional changes in the last few decades. In perspective of an increasingly mobile society and the possibility of instant access to the worldwide web, the need to learn languages and to have the capacity to communicate across linguistic and cultural borders has become more relevant than ever. The development and extensive extension of a unified Europe has realized remarkable improvements in socio-political, financial and social terms.

Due to the significant projections of the Council of Europe, which intends to enhance language learning to improve mutual understanding and respect among European citizens, a real innovation change embraced the whole Europe (Newby, 2007, p.167). One of these proofs is the European Portfolio for Student Teachers of Languages (EPOSTL), which was developed under the projections of the Council of Europe's European Center for Modern Languages. Portfolios are beneficial because of a support for new academic achievements that underline the learner role in curricular areas and give such an intelligent ordeal to student teachers to think about their qualities and shortcomings as they develop themselves in instructor training process. Instructors have pointed out that the way of portfolio development enable future teachers to better comprehend the teaching complexities, connect classroom training with instructing experience, and grow reflective specialists (Loughran & Corrigan, 1995; Winsor & Ellefson, 1995).

Instructing and student achievement have a sensible relationship (Horng & Loeb, 2010). Thereby, to promote efficient instructing, the connection amongst learning and instructing must be realized totally. It is significant for instructors to see learners' way of learning and identify what is the most effective practice for learners. The instructors as dynamic members in the language development procedure ought to be put at the focal point of attention. As a consequence of expanding concentration around maximizing of effectual training, instructors' professional development has attracted considerable attention and has been mentioned in the literature.

Hatton and Smith (1995) mention the variety of methods to facilitate reflection in teacher education program. However, some reflective methods such as action research or teacher logs might not be systematic or standard. Thus, it is clear that a more systematic, structured method is necessary to foster reflection. First, it is required to raise student teachers' awareness to what they think about themselves as teachers to promote more effective programs of teacher education since they are at the center of program. And, as a guided tool, portfolios including self-assessment checklists might be recommended to establish reflection as starting point within language teacher education program.

Grenfell, Kelly and Jones (2003) discuss the recent developments in European language teacher education and suggest portfolios whence a very practical instrument for initial instructor training. According to the authors, the training pre-service teachers are evaluated in many ways and portfolios are one of them to spot the degree of their attainment. The authors indicate that portfolios set a connection of theory and practice. The self-evaluative aspect of portfolios prompt student teachers consider over their strengths and weaknesses and recognize the need areas. With the exploitation of self-assessment component, future teachers become critically familiar with their teaching competence, and thus the process becomes a good indication of ongoing development.

Considering the above mentioned benefits of portfolio in instructor training process, the EPOSTL will be at the core of this thesis and examined regarding several research questions.

The EPOSTL was created for student teachers as an instrument for reflection, so its primary aim is providing reflection. Yet there are some other advantages related to professional development of student teachers. These EPOSTL aims are listed below:

1. "to encourage students to reflect on the competences a teacher strives to attain and on the underlying knowledge which feeds these competences;
2. to help prepare students for their future profession in a variety of teaching contexts;

3. to promote discussion between students and between students and their teacher educators and mentors;
4. to facilitate self-assessment of students' competence;
5. to help students develop awareness of their strengths and weaknesses related to teaching;
6. to provide an instrument which helps to chart progress;
7. to serve as the springboard for discussions, topics for term papers, research projects, etc.;
8. to provide support during teaching practice and assist in discussions with mentors; this will help mentors to provide systematic feedback” (Newby et al. 2007,p.5).

Prior studies on the EPOSTL are all pilot studies carried out in Methodology courses or teaching practice or both of them. For instance, Velikova (2013) utilized the EPOSTL in both the Methodology courses and in the teaching practices. She stated that the learners found the EPOSTL as a useful tool for professional development and fostered self-reflection and raised perception of their strong and weak points of instructing. Another investigation was done by Çakır and Balçıkanlı (2012) to explore student teachers' views about using the EPOSTL to improve teacher autonomy. The pilot study was carried out with 4 instructors and 25 student teachers. Interview was employed as a data collection instrument. Their findings revealed that the EPOSTL was advantageous regarding reflection, self-assessment and awareness.

However, most of the accessible studies (Burkert & Schienhorst, 2008; Newby, 2012) do not go beyond the detailed description of the EPOSTL and discuss its implementations. They are descriptive in nature and simply delve into its principles. Very few researchers (Mehlmauer-Larcher,2009;Strakova, 2009) have endeavored to investigate the results of the integration of the EPOSTL in different settings and present the results.

Also, the studies reveal that the EPOSTL is beneficial for student teachers' professional growth as it enables them to see their qualities and shortcomings in their practices the study of Fenner (2011) supports this idea.

Notwithstanding, the prior research findings, majority of endeavors were carried out in European states. Up to this day, no research has been conducted on the EPOSTL in Kazakhstan. Thus, the present study intended to study the effect of the EPOSTL in Kazakh setting. The study's goal was to gain deeper insight into the role that the EPOSTL played in EFL student teachers' self-evaluation. Particularly, the study tried to describe the effect of the EPOSTL on the self-evaluation of the student teachers of the Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan.

Statement of the Problem

Over the past two decades, the notions of the learner autonomy and independence have gained motive force, the learner autonomy turning into a "popular expression" in language learning context (Little,1991,p.2). Also, autonomous learning plays a crucial role in teacher training practicum. Practicum is held twice in the academic years of bachelors at Akhmet Yassawi International Kazakh-Turkish University, in the student teachers of 3rd and 4th years at university. It is obvious that the Methodology courses cannot teach all aspects of teaching deeply and student teacher cannot improve their teaching skills independently. As far as, the developed technology time can help students to cope with the issue completely. It goes without saying, of course, the EPOSTL is a profitable report which designed for learners experiencing their early instructor training which cultivates them to mirror the educational knowledge and aptitudes fundamental to instruct languages, permits them to evaluate their own teaching abilities and empowers them to control their advance and to note their experiences of instructing.

Aims and Significance of the Study

The aims of the endeavor are twofold: a) to examine the effect of the EPOSTL on the self-evaluation of student teachers of English, b) to determine their viewpoints about the use of the EPOSTL as a self-assessment and self-reflection instrument in a teacher education process at Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan.

The study is significant for several reasons. First of all, the EPOSTL is novice not only at Akhmet Yassawi International University but also in Kazakhstani educational system. Next, the implementation of the EPOSTL during the student teachers practice at schools may be as folders containing students' evaluation of the strengths and weaknesses of their experiences which can be very helpful for teachers in planning syllabi in the future. Further, the EPOSTL may benefit from the students' natural tendency to retain work and turn into a successful way to inspire them to investigate and figure out how they could enhance future function.

Research Questions

“What is the effect of the European Portfolio for Student Teachers of Languages (EPOSTL) on the self-evaluation of the student teachers of English at Akhmet Yassawi International Kazakh-Turkish University with regard to the EPOSTL descriptors?”

In addition, the present study also investigated the following sub-research questions:

1. Is there a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation?
2. Is there a statistically significant difference in the 1st and the 2nd EPOSTL Use of the experimental group participants?
3. What are the strengths and weaknesses of the student teachers in terms of the EPOSTL descriptors for teaching skills?
4. How do student teachers perceive their experience with the EPOSTL?
5. What do the student teachers think about the contribution of the EPOSTL on their self-evaluation?

Assumptions

The following assumptions were made regarding this study:

1. The samples taken for the present study is respectable of the entire population.

2. All participants participate in this investigation voluntarily in conformity with the purpose of the study as they signed a consent form.
3. The data collection instruments are suitable for the purpose of the investigation.
4. The instruments to be used elicit reliable responses.
5. The respondents fully understand the questions they are asked.

The respondents provide honest responses about the EPOSTL implementation.

Limitations

As with any studies, the findings can have some limitations. The first is the data that is intended to be gathered by means of this research was restricted to the group of participants partook in the study. Therefore, there was limitation in reference to the generalizability.

The second limitation is that the findings of the study were restricted to the period of time when the study was conducted and the data collection methods were used within this period of time.

Definitions of Terms

The key terms have been identified to facilitate the understanding of the terms within the context of this study are as follows:

Common European Framework of References: is an international document which depicts the language capacity.

Continuing professional development (CPD): refers to the procedure of enhancing the knowledge, aptitudes and experience related to your professional activities following completion of your formal training.

Descriptor: an account of the level of performance for certain level in scale (Richards & Schmidt, 2002). In the current study descriptors present competences in the EPOSTL.

European Centre for Modern Languages: is an organization which intends to foster excellence and innovation in language instructing.

Electronic portfolio: is the collection of student teacher's work electronically.

European Language Portfolio: refers to a document in which language learners record their language learning and cultural practices.

European Profiling Grid: is a grid with the instructor competences.

European Profile of Language Teacher Education: is a document of 40 items of competences that enhance professional development of a teacher.

European Portfolio for Student Teachers of Languages: refers to a portfolio that facilitates self-appraisal, self-reflection and self-awareness.

Item: a question in a test or questionnaire that is to be responded.

Mentor: a qualified teacher working in a school who guides and gives feedback to a student teacher during teaching practicum.

Portfolio: is a gathering of work representing a learner's professional experiences and development over a period of time.

Pre-service teacher education: education of teachers before they enter into service as teachers.

The student teacher's professional development: is an enhancement of behavior, knowledge, beliefs or perceptions of student teachers.

Reflective teaching: is a procedure where instructors think over their instructing, analyze their own lessons and try to improve their shortcomings.

Self-assessment: is an evaluation of one's actions and performances.

Self-awareness: the quality of being conscious of one's feelings, character, knowledge and etc.

Student teachers: are students of university who are enrolled in a teacher education program to practice and learn the methodology and skills of teaching.

Self-evaluation: is a procedure to systematically observe, analyze and value one's own professional action and its results in order to stabilize or improve it.

Teacher education: the program where future teachers are introduced basic teaching techniques, skills such as preparing lesson plans, classroom

management, teaching the four skills etc. and a broad general background in teaching.

Teaching practicum: concerns arrangement of teachers and its implication has grasped all the learning experiences of student teachers in schools.



Chapter 2

Literature Review

Introduction

This chapter deals with the four content areas related to the research carried out in this thesis. They include Portfolios in Teacher Education, Self-assessment in Foreign Language Education, European Policy in Teacher Education (European Profile for Language Teacher Education (EPLTE), Common European Framework of Reference (CEFR), European Language Portfolio (ELP), European Profiling Grid (EPG), the EPOSTL and Recent Studies on the EPOSTL. Each sub-chapter describes the underlying theories and recent research.

Portfolios in Teacher Education

This sub-chapter deals with portfolios in teacher education. It is central to this research because it provides basics of portfolio and studies on portfolio. Furthermore, the fundamental knowledge of portfolio was evaluated in the research. In other words, to fully understand the effect of the portfolios in teacher education there was a need to explain its content areas.

The section is presented in the following order. Portfolio is defined, studies on the portfolio in teacher education are characterized and section is summarized.

Definition and Classification of Portfolio. The recent spread of portfolios have reached all spheres of education and enliven debate on education reform. Portfolios have a long history as sort of a demonstration album or scrapbook of model records and artifacts representing one's work. As per Oxford Universal Dictionary, the word portfolio, first used in 1722, derives from the word *portare*, to carry, and *fogli*, leaves or sheets of paper and is characterized as "a receptacle or case, usually in the form of a large book cover, for keeping loose sheets of paper, prints, drawings, maps, and music"(Coulson, Fowel, & Little, 1955,p.1548).

One of the pioneers of the teaching portfolio was Queen's University, Canada, where portfolios were introduced in the 1970s (Simmons, 1995). Since then their use has spread across the world. Along with it, many scholars have been interested in portfolios and tried to define the term "portfolio". Stiggins (1994)

defines portfolio as a gathering of student work that illustrates achievement or improvement. Butler (2010) emphasized portfolio as a gathering of proofs that is assembled to demonstrate a person's learning journey and their capacities.

According to Hamp-Lyons (1996) portfolio is student writing overtime, which contains exhibits showing the phases in processes of writing goes through the phases of the writer's development as a writer, and evidence of the writer's self-reflection on her/his identity and progress as a writer. Finally, Calfee and Perfumo (1996) characterize portfolios as prepared with a particular audience in mind, and selective and call for judgments.

However, the use of professional development teacher portfolios began in June 1987 as a result of a Professional Development Consortium project in San Diego, California. The director of the consortium project, Marian True, was interested in designing a process to help teachers in recognizing their own professional growth needs believing it could be skilled in activities if teachers had opportunities for informed decision-making and collaboration. The professional development portfolio process was evolved by the consortium and implemented at twelve sites in three countries in California. A short time later, the school districts requested to use the portfolios as a contrasting option to their conventional evaluation techniques. Moreover, since 1987 the National Board for professional Teaching Standards has relied on portfolio evaluation for its national certification process for teachers. Subsequently, in 1993, the Orange County Public Schools (Florida) began using the portfolio with 35 administrators and 150 teachers (Dietz, 1995). Currently, teacher preparation programs at many college and universities have implemented portfolios to document growth and support reflections and self-assessment (Tucker et al., 2003).

Portfolios are various and multifunctional (Tucker et al., 2002, p.2). Purposes range from use in the evaluation of future teachers in teacher preparation programs, to employment interviews, licensing and certification, and professional development. Specifically, the purposes for teacher portfolios as identified by Tucker, Stronge and Gareis (2002) are:

1. Teacher and administrator preparation programs-to document achievement of skills and knowledge for licensure;

2. Teacher graduates-to showcase their accomplishment at job interviews;
3. Licensure- as part of assessment process to move from initial to provisional licensure;
4. New teacher assessment systems-as part of the evaluation process;
5. School systems across the nation-as an element of their evaluation systems (required or optional);
6. Teachers –for personal growth or as part of the national Board Certification process; and
7. Chief State School Officers-to evaluate the competencies for principals.

Wolf (1991a) notes the two main purposes for using teacher portfolios as improvement and performance.

Scholars classify portfolios in different ways. Wolf and Dietz (1998) divide them into three general groups: growth/process, assessment/ product and employment.

Gredler (1995) frames five classes: Ideal, which contains a scope of work and reflections; Showcase, which features teacher's reflections and best work; Documentation, which constantly records advance; Evaluation, which fulfills foreordained criteria; and Class, which archives curricular objectives.

Gottlieb (1995) plots six types of portfolios as indicated by the acronym, GRADLE. The main type, called Collections, is a collection of work fulfilling recommended rules. Reflective portfolios are like Collections; however perceptions, interpretations and work are emphasized. Showcasing model work, Assessing portfolios are judged against particular criteria dictated by the owner. Documenting portfolios are like assessing portfolios, however an outer source, for example, a school region or state, forces the criteria on the educator. Linking portfolios construct correspondence connects between the school and the group by advancing flat and vertical verbalization. Lastly, Evaluative portfolios are overall summative instruments which reflect dominance of aggregate exertion over longer timeframes.

In sum, the content of the portfolio depends on its type and purpose, for which it is created. There is no clear content of portfolio. Next section presents the studies dealt with portfolio development and use in teacher education to give a benchmark for the present study.

Studies on Portfolio. The investigation of the implementation of portfolios in teacher education has been conducted by many studies. For instance, Weinberger and Didham (1987) examined the advantages of the credential portfolio at Bowling Green University. Graduating students conferenced with an administrator and coordinating teachers to discuss consummation of execution capabilities. Students at that point implemented the portfolio while meeting for jobs. The researchers overviewed 72 school delegates who met the new graduates for jobs. The results of the study stated that the principals at the school relied more on the portfolios than the recruiters. To settle on better decisions, the principals needed more detailed data about the future teachers.

In a related study, Williamson and Abel (1989) surveyed over 245 hiring officials to identify which materials had been maximum applicable within the portfolio during the interview procedure. Based on a content checklist developed by researchers, the researchers discovered that the middle school principals, as compared to elementary and high school principals perceived a proper teaching unit, a videotape of a sample lesson, a list of classroom management strategies and an individual case study of a student as notably important. In the long run, the researchers concluded that future teachers must initially tailor their portfolios to a specific audience on the grounds that school personnel understand objects differently.

The following researches were depicted to pre-service teacher portfolios to evaluate their teacher education program. Schilling and Schilling (1993) defined the organization's yearly endeavors to enroll more than 60 students to amass through portfolios from all their undergraduate coursework at the University of Miami. By studying the context, university executives made profiles of their students and the degree designs offered at the school. Enrolling officers shared the achievements of extraordinary projects with planned understudies by going to the college.

Dollase (1996) studied 81 former teachers who finished their teacher preparation programs at Middlebury College in Vermont. At the point when the teachers were selected at the university, they kept two sorts of portfolios: one which illustrated their individual growth and competence which the university used to gauge the viability of its teacher preparation programs. The prospective teacher portfolio contained lesson plans, reflective statements, field arrangement perceptions, summative assessments, transcripts and validations from supervisors and cooperating teachers. The institutional portfolio contained items about the program's topic, students' tests, and interviews with principals, graduates, school personnel and cooperating teachers. Before graduation the student teachers orally defended their portfolios to a board of teachers. The data obtained from the participating teachers affirmed that the portfolio gave better confirmation of the student teachers' capacity and helped the student teachers concentrate on instructing. The student teachers claimed the portfolios helped them remain organized all through their practicum, improve their teaching skills and secure their first work place. The researchers likewise presumed that the preservice teachers experienced difficulties like reflection, proprietorship, confidentiality, assessment, program responsibility and possibility. The portfolios created fundamentally more printed material for the organization, and the school was worried about the extra directions with respect to portfolio appraisal which the state forced.

Potthoff, Carrol, Anderson, Attivo, and Kear (1996) implemented portfolios to assess their students' capacities to incorporate the seventeen program objectives, eight basic course objectives and their field experience. Undergraduate preservice teachers at Wichita State chose between four and six sections with inscriptions to demonstrate reconciliation of learning and abilities. Eighty percent of the entries were artifacts like lesson plans, evaluation activities and student work. Most secondary preservice teachers submitted individual lesson plans while elementary pre-service teachers submitted unit plans. As per the researchers, most entries presented little proof of coordination. Elementary teachers coordinated the programs objectives all the more adequately in light of the fact that the idea of their instructing included coordinating distinctive subjects. The portfolios fulfilled the program objectives, however they neglected to achieve the level of incorporation which the organization looked for.

However, Schram, Mills, and Leach (1995) examined the collaborative advantages of portfolios to intercede learning. These studies' results showed that the social character of the portfolio improvement formed a definitive procedure and result of each individual's request and documentation. Hence, the two portfolios were not alike. Next, for the procedure to be effective the educators required continuous structure and support through input. The portfolio empowered discussions about instructing and started request about instructive issues which the student teachers face in the classroom. Third, despite the fact that the instructors regularly endeavored to keep away from vulnerability, it was an open door for reflection and future development. Lastly, on the grounds that the portfolios were never genuinely total, they broadened the educators' limits and spurred them to take a stab at new difficulties.

Other researchers investigated the assessment aspect of portfolios. For example, Ford and Ohlhausen's (1991) study claimed that the students' understanding of the portfolio process can be changed easily by involvement in the process under the teachers' control. In this study, portfolio assessment had positive effects on students. It changed their and practices in the classroom based on the forms of evaluation including developed possibilities for the learners to think about their own learning.

Mokhtari, Bull and Montgomery (1996) investigated 66 female junior and senior level education majors who kept portfolios which comprised data of their aptitude to solve problems and self-evaluate. The findings showed that the student teachers were informed that portfolios are an organized collection of student work improved over time. More than 86 % of the students considered portfolios promoted collaborative learning, and 71 % thought they motivated reflection. The study also indicated that the subjects' attitudes to portfolio assessment were encouraging. Essentially, the teachers liked the portfolio and using it in education courses to strengthen the student teachers' knowledge and attitudes towards portfolio assessment. The research supported the idea that the educational professionals are advocating usage of portfolio assessment and other forms of authentic assessment.

Under comparable conditions, Wade and Yarbrough (1996) considered the portfolio's reflective aspects with 212 elementary student teachers who were

looking for certification in social studies at some Midwestern Universities. So as to graduate in this field, students finished a community-service project and recorded their experiences with artifacts and reflections in portfolio. Wade and Yarbrough found that the portfolio procedure incited reflective thinking in many, however not all, students. Some students were disappointed by the process since they had minimal earlier introduction to portfolio evaluation and were not aware of what to expect from it. According to the students, the assignment was excessively open-ended and requested excessive time to finish. Thus, these students never took possession simultaneously and did not see the association between their service project and portfolio. Nonetheless, other students were delighted all the while. They felt the portfolio upgraded the idea of the undertaking by helping them build up a more profound comprehension and thankfulness for their work on the project.

As it is seen from the previous studies, one of the major excellences of the portfolios in instructor training is the ability to implement all the existing evaluation functions: diagnostic, training, and organization. The diagnostic function testifies to the level of knowledge, skills, and with the help of the portfolio indicates the causes of shortcomings that were formed in the preparation of the student.

The following studies characterize developmental portfolios. Developmental portfolios provide the level of activity in training different subjects, provide an opportunity to more specifically monitor the individual level of achievements of students in different areas of their activities, better understand the origins of their successes, the failures identified in the learning process. Using developmental portfolios, Dutt, Tallerico and Kayler (1997) evaluated the growth of pre-service teachers as they worked assisting teachers and a university supervisor during their student teaching practicum. The results of the research showed that the portfolio gave attention to particular areas of teaching and stimulated progress in those areas. Moreover, the portfolio promoted self-reflection, professional discussion among teachers and a team-based approach to teacher training.

Antonek, McCormick and Donato (1997) implemented portfolios as an instrument to record pre-service foreign language instructors' elaboration of occupational identities. The data of the research was obtained from the students during a teaching seminar when preservice teachers discussed foreign language problems. Within the term the students discussed with peers specific entries which

they had chosen for their professional portfolios. The portfolios recorded the student teachers' viewpoint, presented distinct evidence of class engagement, charted the growth of the developing foreign language teacher, offered additional means of self-assessment and encouraged student teachers to articulate and interpret their actions and beliefs about foreign language teaching (p.18). The study stated that teachers improve professional identities in personalized ways. In short, the portfolio assisted them observe their progress over time as they became better problem solvers and reflective practitioners.

Borko, Michalec, Timmons and Siddle (1997) examined 21 elementary student teachers during their student-teaching practicum at the University of Colorado at Denver. Their portfolios included a statement about their teaching philosophy, portrayals of their schools, teaching entries, samples of student work and reflections. To direct the reflections the researchers gave sample questions about the student's understanding of a portfolio and its effect on professional development. The researchers summarized that reflection helped novice teachers consider their qualities and impediments, the learning styles of their students and their instructing methods. Whenever reflections and portfolios were consolidated, the educators associated hypothesis and practice all the more regularly.

Mick (1996) examined 20 elementary teachers as they worked with disabled children and their families. The teachers employed particular content knowledge about special education to projects involving disabled children. The preservice teachers set objectives, collected artifacts and wrote reflections in their portfolios, which functioned as a collection for their experience. In the end, the researcher enquired the teachers about their practice and established that the portfolio helped the teachers create positive dispositions toward their students with disabilities and obtain understanding toward their work. Their portfolios were steady physical indications of the successes and failures of their experiences.

The next study by Scanlan and Heiden (1996) fused portfolios with the teaching of literacy skills. These researchers measured professional knowledge about teaching reading and language art skills in addition to teachers' personal reading and writing habits. The results demonstrated that when teachers kept portfolios they found new certainties about themselves, gained new learning and

procedures about education and comprehended the benefit of being a deep rooted student in education.

Mokhtari, Yellin, Bull and Montgomery (1996) explored portfolio evaluation apprehension of student teachers and their perception of using portfolios as an alternative to traditional evaluation. They concentrated on the notion of portfolio evaluation in specific cases: appraisal of instructor learning among future instructors in a school setting. The researchers were occupied with discovering future instructors' knowledge about implementing portfolios as a method for assessing their advance. Sixty-six Caucasian students of Midwestern University partook in the study. The participants were inquired to carry their portfolios whole term. The traditional midterm and final examinations were replaced by portfolio assessment. The results of the investigation showed that portfolios had extraordinary interest amid the future instructors surveyed. The demonstration of portfolios in the training courses positively increased the knowledge of future instructors and attitude towards evaluation.

In a follow-up study, Anderson and DeMeulle (1998) focused on the portfolio impact on the program. They sent surveys to teacher training programs asking teachers open-ended questions about portfolio use. Their study deals with the portfolio's aim in the general program, its influence on students, educators, and program. According to the findings of the research most of the participants asserted that the portfolio use improved students' learning, self-reflection and self-assessment. The inclusive teacher training program enhanced as an effect of the portfolio because the teachers became more student – centered in their teaching. Also, the researchers stated portfolio assessment maintains constructivist learning theory, which is widely promulgated in literature.

In a longitudinal research, Lyons (1998d) studied how students record their learning and take part in reflection through the portfolio process. Moreover, the researcher checked how these domains change after some time. The participants were divided into two groups: one got constant support while the other was basically acquainted with portfolios and afterward were not given any directions during the research. The findings demonstrated that the student who got the support changed reflections after some time. At first, the reflections seemed simple or even basic: working with a more experienced reflective practitioner

creates reflective thinking. Second, development happened when both participants had basic discussions about teaching. At the point when reflective practitioner and the new had coordinated discussions about critical occasions, both teaching and reflective skills developed. Third, in the wake of finishing enough of these critical discussions and reflecting on practice, the novice teacher obtained information which wound up plainly inserted in teaching lessons. Finally, these basic participants continually enunciated their teaching and legitimized it before others.

Snyder, Lippincott, and Bower (1998a) analyzed the student teachers at the University of California at Santa Barbara as they kept two portfolios: one which concentrated on a specific topic picked by the student and one which fulfilled the particular models sketched out by the state's credentialing organization. The two portfolios were different from each other. The audience and purpose influenced the nature of the artifacts, in spite of the fact that the determination of materials and the reflections did not contrast. Since the portfolio was subject based, the students were eager to talk about their disappointments. As decision was a vital piece of this portfolio, the students were more spurred to look at their errors and learn from them.

Darling (2001) studied teacher students' recollections of developing portfolios in a one-year program at the University of British Columbia. In all, there were thirty one portfolios, each portfolio exhibited something about its developer's participation in associate of students selected in a teacher training alternative at the University of British Columbia and informed about that year's shift from considering oneself to be a student to seeing himself as a teacher. The students gathered reading responses, modified lesson designs, and remarked on a workshop on natural life territories or cross-cultural lunch with students from Chile. After the portfolios had been handed, the researchers requested to talk about their involvement in front of a video camera and to take part in an interview. The interview was taken from twelve participants (four men and eight women). The underlying difficulties seen by the students can be separated into two: the task of developing the portfolio in accordance with ambiguous guidelines and the difficulty providing a sense of responsibility for this task. The research findings stated that portfolios can have a major place in assessing students' performance in teacher training programs.

Mansvelder-Longayroux and et al. (2007) provided details regarding a study on student teachers' portfolios. Thirty-nine portfolios of learning were analyzed. There was not much theory on reflection based on arrangement of classes for examining the substance of the portfolios in the literature, and so theories of portfolio implementation have been realized. The researchers found the students were very enthusiastic in using portfolios all alone. The students inspected their achievements and also made plan for the future use of portfolios. At the point when thinking back on their advancement as instructors, the learners talked about personnel practices which were found important, and made connections with various practices over a timeframe.

In contrast to their advantages, several studies have shown some disadvantages in using of portfolios in teacher education. Literature reports (Dutt-Doner & Gilman, 1998; Stone, 1998; Zidon, 1996) that the lack of time to prepare the portfolio was the main difficulty student mentioned. Zidon (1996) collected data from interviews and reflections, looked at 66 students' view of occupational progress through a portfolio. The procedure of the research showed that the students who have never used portfolios got through three stages. First stage, students were upset because they did not get the notion of portfolio and the teachers' expectancy. Second stage, students got in a stage of investigation and started to reflect on themselves. Third stage, the stage of demonstration and celebration where the students desired to share their portfolios with others. According to the results, student teachers stated that time was the restricting factor while preparing their portfolios. A significant number of student teachers did not start working on their portfolios on time because of their time commitments regarding their obligations as a student during their practice teaching.

Stone (1998) at California State University at Fresno included different inquiries in her investigation of portfolios and reflection. Stone analyzed the impacts of reflection on students with different levels of assistance, the students' view of portfolios and execution techniques. Like the research led by Lyons, Stone's work affirmed that directions is basic to reflection. Seventy-five percent of the students who got direction, versus sixty-eight percent who did not, believed that the portfolio helped them to be more reflective about their teaching. Likewise, students who attended workshops and received direction thought portfolios were

effective in demonstrating their achievements. Stone found that the students require more than a “one-shot or even a two-shot workshop” about evaluation, learning, and reflection in portfolios (p.113). Finally, supervisors require information and involvement in portfolio improvement and adequate time to give input and help to their students during the process.

Dutt-Doner and Gilman (1998) had a research with 621 undergraduates in elementary and secondary teacher training programs. The study aimed to assess students with portfolios and find out the students’ perceptions of this evaluative approach. Many students found out that in order to improve the portfolio use the students suggest that teachers should give more information of portfolio before its usage and explain the context.

So the electronic portfolios have been developed to get rid of the shortcomings of the portfolio use. An electronic portfolio can be characterized as gatherings of students’ work, grasped by electronic means. Barrett (2000) characterizes electronic portfolios as utilization of electronic innovations that enables the portfolio creator to gather and sort out artifacts in numerous configurations (audio, video, graphics, and text).

Various advantages related to the electronic portfolios utilization have been proposed by the literature. McKinney (1998) investigated how five elementary student teachers’ perceive the electronic portfolios. The results of the study revealed that electronic portfolios give chances to search formation of connections in dynamic, non-conventional, and learnable modes. Barrett (1998) pointed out that electronic portfolios are means of recording students’ advance, facilitate enhancement and rouse partaking in learning. Bull et al. (1999) established that electronic portfolios advance student self-assessment as they augment the utilization of assorted studying methodologies.

Watson and Doolittle (2011) examined how novice teachers’ impression of professional credibility delineated in electronic portfolios for licensure literarily, visually, and through the implementation of technological skills. An optional reason for the examination was to evoke novice teachers’ perspectives on the plausibility of electronic portfolios for licensure. The researcher used qualitative research design, namely grounded theory approach. Seven second–year student teachers

who had completed a Teacher Work sample for a state licensure project were enlisted to convert the Work Samples to electronic portfolios. The participants likewise composed reflective essays on the procedure, and they were interviewed to decide their convictions about professional credibility and their perspectives on the electronic portfolio process for licensure. The findings demonstrated that the novice teachers all perceived that portraying their activities in five main thematic areas conveyed their professional credibility. These areas were: perceiving and making adjustments for assorted variety among students; showing educational capability; building up great associations with students, parents, and other teachers; inclusion in professional and additional curricular activities; and honing and empowering acknowledged good standards.

Strudler and Wetzel (2011) explored the electronic portfolios' dispersion in future teacher training by archiving the specific situation and rising experiences in projects recognized as mature in their usage. Setting factors analyzed earlier implementation of portfolios, standard assessment pressures, leadership and management issues. There are also issues related to the implementation of the program, including portfolio instruments used in selecting artifacts assessing the students' work and the component of reflection. The investigation discoveries proposed that in the midst of the regular themes across programs, there were various varieties in ways to deal with e-portfolio usage. The researchers presumed that the research was expected to analyze the future headings for e-portfolios imagined and also particular advice for those in prior phrases of reception or use.

The electronic portfolios can be presented in various forms of electronic multimedia. However, the extensive variety of media through which electronic portfolios can be created adds to their refinement and subsequently the exertion associated with their advancement and maintenance.

Researchers have revealed that portfolios in instructor training contribute to self-assessment. Self-assessment deepens future and present instructors' knowledge and enables them to change teaching practices. As a result pre-service teachers may observe improved self-development of themselves and in-service teachers may observe their students' academic achievements.

Summary. The sub-section focused on portfolios in teacher education. Literature on portfolio in general was discussed with literature on portfolios in teacher education and its use. The theoretical review highlighted some key aspects of portfolio. Portfolios in teacher education involve not only the accumulation of knowledge, skills and competencies, but also the continuous formation of the mechanism of self-organization and self-realization of the future specialist, the development of cognitive skills.

The analysis of literature state the portfolio of a future teacher allows to prepare specialists who can teach and self-reflect. For the student, portfolio is the organizer of his work, tool of self-evaluation, reflection and self-improvement. For the teacher, portfolio presents feedback to the students and tool for its assessment.

In sum, portfolio gives the opportunity to highlight the main thing that determines the nature of effective preparation of the student for future professional activities. It is an educational strategy based on self-reliance and practice. The student really takes control of his learning and is trained so that as a result it turns out to be mature and ready for becoming a teacher. At the same time, the portfolio provides an implementation of a comprehensive integrative assessment of the level of training and readiness of student to the future professional activity. Since portfolio as a self-assessment instrument was the core of sub-chapter, study on the utilization of the portfolio in foreign language education will be discussed in detail in the next sub-chapter.

Self-assessment in Foreign Language Education

The current sub-chapter offers an overview of the theoretical background on self-assessment provided in the literature. Beginning with a brief introduction on what self-assessment is and how it is characterized in the literature and findings from the previous studies conducted on self-assessment in foreign language education.

Defining Self-assessment. Characterized as an alternative way to appraisal, self-assessment is a sort of practice which enables learners to assess their own learning, pick up awareness of their own learning and have the capacity to make reflections on their learning (Lee, 2008). As Brooks and Brooks (1993)

state, self-assessment is a skill that every student must have as a real-world skill. Self-assessment is determined as “the involvement of learners in making judgments about their achievements and the outcomes of their learning” (Boud & Falchikov, 1989, p. 529). Also, Harris and McCann (1994) define self-assessment as “valuable information about learners' expectancies and necessities, their perception of their own learning procedure, their responses to the materials and techniques being utilized and their viewpoints about the overall course” (p.36). Oscarson (1997) clarifies that the area of self-assessment of language proficiency is related to the understanding of how and why the second language learners assess their ability in that language. At the same time, Brookhart (1997) claims that self-appraisal furnishes learners with a valuable instrument to settle on choices about specific material that might be helpful for them out of the classroom, including thoughtfulness regarding their learning style. Besides, Dodd (1995) proposes that self-appraisal is one of the best ways of fostering comprehension and learning, encouraging the conviction for learners who feel themselves the owners of the assignment turn out to be more occupied with their own learning procedure.

As for reflective practice, self-assessment can help students become decision –makers about what they already know, what lacks they have, how they can make their learning more effective and fruitful and what they have to focus on more. According to Anderson (1998) self-assessment can act as a guide to students' language learning. Along with it, Caouette (1990) express that the students who are concerned about their competence and performance and self-assess them can impact their anxiety, enthusiasm for learning, task persistence, and other motivational factors with self-assessment.

Hill (2013) advances that those who self-assess their learning are responsible and self-controlled students since they will connect their performance and creations with the goals they should accomplish. They are excited about arranging as per future targets and anxious to culminate the things they get right and correct the things they get wrong.

Self-appraisal is viewed as assisting learners make commitment for studying, engage in self-encouragement and autonomy in learning (Peckham & Sutherland, 2000), fostering achievement and perpetual learning (McAlpine, 2000)

and to be central to the advancement of intrinsic motivation and independent learning (van Krayenoord & Paris,1997).

In the act of self-appraisal, as classified by Donham (2010) students experience two types of evaluation: summative and formative. As the name recommends, summative assessment requires students to assess their competence and performance based on their progress on exams, projects or presentations. Then again, formative assessment includes activities and practices which provide feedback and reflection on students' learning in light of students' drafts and course maps. With the assistance of the formative assessment, students can recognize their strengths and weaknesses by observing their learning and organize their future practices better.

Also, according to McMillan and Hearn (2008) self-assessment is a concept in the language teaching field that includes three principle parts: self-controlling, self-appraisal, and ascertainment and fulfillment of instructional correctives when required.

Review of Literature on Self-assessment. There are different researches conducted related to self–assessment in foreign language education. Beginning from the 1970s to present day, a significant number of them dissected self-assessment from different perspectives such as efficacy of self-assessment, effectiveness of self-assessment, learners' perceptions on self-assessment in different settings such as primary, secondary schools, colleges and universities. For instance, Carr (1977) led a study with forty-eight undergraduate students to discover how precise students could assess their learning through rules given. The results of the study presumed that when students were given the correct criteria and rubric to assess themselves, they regardless of whether prepared in advance or not, could profit by practices of self-assessment. Ferguson (1978) explored self-appraisal tests of oral proficiencies. Tests were successfully assimilated with listening comprehension measurement. Also, Oscarson (1978) studied self-assessment concentrating on the possibility whether self-assessment could be practiced in standardized tests such as placement and proficiency exams.

The focal point of research studies moved towards how valuable and effective self-assessment could be to enhance students' language learning. In the

1980s, the researchers (McCarthy et al., 1985; Oscarson, 1989; Wangsotorn, 1981) who studied if self-assessment could simplify and support language learning and learners' skills presumed that self-assessment could act as a facilitator between students and foreign language being learnt. However, the issue emerged after all was simply the precision of the rates given during self-assessment practices. Boud and Falchikov (1989) examined the students' ratings and indicated that the students rated themselves high in spite of the fact that they did not meet the objectives because they had studied very hard before. Likewise, they questioned if the teachers' ratings were sufficiently dependable to use for standardization when theirs were compared with students' ratings. In conclusion, it was recognized that the two teachers and students must be prepared for more valid and reliable self-assessment process.

In the 1990s, the researchers (Brown & Hudson, 1998; Cram, 1995; Orsmond et al., 1997) were assertive about the value of self-assessment for learning. The goal of the studies transformed into the study of self-assessment in classroom settings. For instance, Mowl and Pain (1995) uncovered that the students could rate their own knowledge and performance correctly and honestly and were extremely satisfied to take part in self-assessment activities since they could reflect on their own learning. Conducting a meta-analysis, Ross (1998) studied the criteria for self-assessment given to students. After detailed examination, he suggested that the self-assessment could be very useful for students in language learning if only validity and reliability was provided.

Since 2000s, the relationship between self-assessment in classroom settings and learner autonomy was studied by researchers (Gan et al., 2004; Little, 2005; Schunk, 2005). It was concluded that self-assessment could influence students positively in terms of motivational factors since they were allowed to control their own learning and reflect on it.

The most significant advantage of self-appraisal is that it can assist learners reach their goals on their language learning. Peirce, Swain and Hart (1993) contrasts French proficiency self-appraisal of about 500 8th grade students in two different French immersion programs ('early' and 'middle') in Toronto, Canada. Two self-appraisal tests such as the perceived language proficiency of francophone peers and the difficulty represented by specific everyday tasks in

French were utilized. The research explores the degree to which self-evaluation is substantial and reliable indicator of tested ability in French immersion programs; tests impact proficiency and if self-appraisal enquiry can support current theories of L2 and evaluation. The findings point out that self-appraisal of language capability relates just weakly to target measures of language proficiency; self-appraisal measures on particular errands are more profoundly associated with tested capability than worldwide self-evaluation measures. Orsmond, Merry and Reiling (1997) designed study which permits the assessment of learner self and mentor examining individual marking criteria, and learner versus learner marking criteria of their poster work. A correlation between mentor and learner self-assessed mark reveals that it is imperative to consider the individual marking criteria as opposed to the general check. The investigation underpins previous work which demonstrates that self-evaluation is to a great degree valuable in helping learners achieve their learning objectives.

Bachman and Palmer (1989) studied the characteristic pattern of an exploratory self-rating trial of communicative language capacity using MTMM (multitrait-multimethod) design and CFA procedure. The researchers measured competences such as grammatical, pragmatic and socio linguistic. 116 Salt Lake City non-native English speakers participated in the research. The aftereffects of the research show that self-appraisal can be trustworthy and reasonable rates the communicatory language capacities. The acquired authenticities were extensively higher than had been normal, and all the self-rating measures had strong loadings on an overall factor.

Blue's study (1994) provides details regarding foreign language program student self-appraisal in EAP classrooms at Southampton University (England). An overview of participants' success in learning of foreign language uncovered that most of the participants were not exposed to the excessive impact of their scores when they rated their own language level on internationally recognized language tests. When the test scores of international are a precise impression of one's language skill, then it seems that we cannot rely on self-appraisals of ability of language at the onset of the pre-session course. In post-course completed nine questionnaires results evaluations showed that there was not a connection between the instructors' and the learners' evaluations at the end of the pre-session

course two terms later. It presumes that participants seem to be involved in self-assessment in great difficulty, even being given the feedback by teacher. However, it is believed that learners who do survey their language level reasonably may continue with language figuring out how to a more prominent degree than those whose appraisal is unreasonably up or down. In order to be able to rate their language learning advance truly, both execution and advance must be controlled by teachers, with feedback.

However, Cameron (1990) described the procedure to develop an entry into a Study Skills for Higher Education program, working from the conviction that learner control of learning requires both self-knowledge and knowledge conceivable outcomes accessible. The data obtained through the questionnaire. The enquiries and tasks expected to deliver information on study habit and skills through an interactive process of action and introspection. The results of the questionnaire revealed the advantage of this kind of approach.

Because of the way the self-appraisal helps learners to elaborate autonomy, it is claimed that students feel more self-confident and do not hesitate to speak in a foreign language when they are given a chance to self-assess their production and performance. For instance, Dandenault (1997) studied the elaboration and the utilization of the self-appraisal instrument in the ESL field. A group of French speakers were involved in the study and they described the story represented in a wordless cartoon storyboard. Parts persisting 30 seconds were taken from each of the recorded narrating and played to a large group of English native speakers. These English speakers assessed the voices on a seven-point scale where 7= "can convey ideas in English like a native speaker" and 1= "cannot convey ideas in English at all". From the evaluations acquired voice samples that were statistically different from each other so they lay on a seven-point scale of around the 2.4 and 6-point scale. A group of French speaking students who were learning English as a second language assessed themselves against these selected voices by indicating for each whether they could convey themselves better than, as well as or worse than each sample. The results demonstrated that the learners were extremely consistent in the way they rated themselves. Additionally, the utilization of these outcomes for the self-assessment implication as placement test is conceivable.

Davidson and Henning (1985) attempted to show the convenience of Rasch Model scalar investigation when connected to self-evaluations of capacity and difficulties related to ESL. 228 ESL students from the University of California were evaluated eleven skill areas on a seven-point Likert-type scale. It was inferred that scalar analysis of this kind considered here feasible with self-rating data, and that other rating scale procedures such as those employed to rate foreign language speaking or writing proficiency would likely profit by comparative scalar investigations.

De Saint Leger (2009) examines the ways of learners' perceptions of themselves as speakers of a L2 progressed within 12 weeks. Advance French thirty-two students partook in a semester-long investigation. The speaking interaction and the level of oral task involvement in French were self-assessed in 4th, 6th, and 12th weeks and learning objectives have been set accordingly. Self-perception improved in an assertive way after some time, particularly from the point of view of fluency, vocabulary, and confidence in speaking in a second language. Also, personal objective setting stimulated learners to assume extended liability toward their own learning, albeit expanded awareness did not really prompt solid activities to regulate learning behavior. In short, this investigation features the instructive advantages of self-evaluation in cognitive and affective ways.

Kostons, Van Gog and Paas (2012) studied self-appraisal training and task selection skills. Two experiments had been conducted. The first investigation attested that viewing a human model participating in self-appraisal, assignment choice could be convincing for secondary education learners' self-assessment and errand choice aptitude procurement. The second examination points out that secondary education students' self-assessment acquisition and task choice abilities would improve the adequacy of self-regulated learning. It is presumed that self-assessment and task choice abilities play a basic role in self-regulated learning and training these aptitudes can fundamentally extend the knowledge students can obtain from self-regulated learning in which they select their own learning.

Karakaya (2017) studied the function and impact of self-assessment procedure on the second language speaking ability of B1 (Intermediate) Turkish EFL learners at a language preparatory school of foundation (private) university in

Istanbul, Turkey. 46 students participated in this quasi-experimental study. Quantitative data was obtained through the students' eight-week long self-assessment scorings, the teacher's scorings for experimental and control group and pre-post L2 motivational questionnaire. And the qualitative data was obtained from the think aloud protocols and semi-structured interviews. The results of the study implied that the self-assessment can be used as an effective learning strategy promoting L2 speaking skills and motivation in foreign language education.

It is observed from the studies above that students turn out to be more motivated and willing to produce more through self-assessment practices. In this way, it is conceivable to assert that self-assessment is an extremely fundamental path for self-directed learning by creating autonomous learners.

Summary. In short, the studies created various findings, more fell under the general classes of collaboration, improvement of a more profound comprehension of professional expertise and autonomy. Likewise, the self-assessment in foreign language education can take the fact of reflection practices and their complexities more completely than any other approach to assessment. As stated before, there are various ways of promoting reflection in teacher education. One new way of this is the EPOSTL. The EPOSTL is a self-assessment tool and also it is the theme of this research. The EPOSTL has three general tasks that are:

- “to address the content of teacher education with a view to identifying to language teaching;
- to formulate corresponding didactic competence descriptors relating to language teaching;
- to embed these in a portfolio to help student teachers reflect on their knowledge, skills and values” (Newby,2007,p.23).

For achieving these tasks, the EPOSTL gets benefit from other documents such as the CEFR, the ELP, the EPLTE, the EPG. Thus, the next sub-chapter will review the above mentioned documents.

European Policy in Teacher Education

This sub-chapter is devoted to European Policy in Teacher Education. Namely the documents like the CEFR, the ELP, the EPLTE, the EPG and the EPOSTL and the connection between the CEFR, the ELP, the EPLTE and the EPOSTL will be discussed.

The European policy in teacher education is closely connected with the Council of Europe (CoE) because it is now over 40 years since it has been dynamic in the languages field. Its projects are united by additional bodies such as the Language Policy Division in Strasbourg and the European Center for Modern Languages (ECML) Graz (Austria). The language Policy Division deals with the tools and activities for the advancement and investigation of language training arrangement for the states which have approved the European Cultural Convention and assures a forum for discussion on policy development. The ECML, founded in 1995, intends to implement the language policies supporting the policy instruments created by the language Policy Division. The CoE is the most organized intergovernmental organization in Europe founded in 1949 which headquarters is in Strasbourg, France. It serves about 46 member countries with 800 million people in, with five observer countries like Canada, Japan, the Holy See, Mexico and the United States.

The Council of Europe language education policies intend to advance:

- **PLURILINGUALISM:** all are characterized for building up a degree of communication capacity in various languages for their life in relation to their requirements.
- **LINGUISTIC DIVERSITY:** Similarly significant ways of conveying and expressing identity in a multilingual Europe with all its languages; the privilege to utilize and to study one's language(s) is ensured in CoE Conventions.
- **MUTUAL UNDERSTANDING:** the basic state for cross-cultural communication and adoption of cultural diversities are the chance to learn different languages.

- DEMOCRATIC CITEZENSHIP: plurilingual skills of people encouraged social and democratic procedures in multilingual community.
- SOCIAL COHESION: equability of chance for individual advancement, instruction, occupation, mobility, admission to information and cultural advancement relies upon admittance to language learning all through life.

The CoE language education policy principles are as follows:

- Learning language is for everyone: provides possibility for building up their plurilingual repertory is a requirement for all occupants in contemporary Europe.
- Learning language is for the learner: it ought to be founded on beneficial, practical destinations reflecting requirements, interests, inspiration, capacities.
- Learning language for intercultural communication: it is vital for guaranteeing fruitful communication crosswise over semantic and social limits and creating receptiveness to the plurilingual repertory of others.
- Learning language is for life: it ought to create learner obligation and independence important to react to the difficulties of perpetual language learning.
- Teaching language is co-ordinated: it ought to be arranged in general, covering the determination of destinations, the utilization of teaching/learning aids and techniques, the evaluation of learner accomplishment, and the improvement of suitable rapprochement that learners have among all languages repertory or will to add to it.
- Teaching language is coherent and transparent: policy makers, curriculum developers, textbook authors, examination bodies, teacher trainers, instructors and students demand to have similar points, objectives and evaluation measure.

- Learning and teaching language are dynamic long lasting procedures, reacting to involvement and changing conditions and use.

The CEFR. From 1993 to 1996 the CoE developed the CEFR to foster clarity and consistency in learning and language in Europe. It was formally published in 2001. The CEFR is a document which provides an instrument for considering what is associated with learning and teaching languages. It maintains a general basis of the development of syllabuses, curriculum directions, coursebooks, instructor training programs, and for concerning language examinations to one another.

The work of CoE in language education has demonstrated a consistent sense of duty regarding the learning of languages for connection and interchange since the early 1970s.

This engagement has produced two basic targets: to examine learners' communicatory needs and to depict the communicatory repertoires relating to their necessities (Little, 2007, p.646). The exhaustive researches took place especially in the beginning of 1990s. One of them is the 'Transparence and Coherence in Language Learning in Europe: Objectives, Evaluation, Certification' entitled symposium held Rüschnikon near Zurich in 1991. The symposium purpose was to explore the achievability of regarding languages, courses and evaluations in Europe through some kind of common framework. Furthermore, it was reasoned that it is critical to create common reference framework for language learning with the aim of collaboration in learning/teaching languages among divergent countries and for working as a common means to arrange the studies and to compare different qualification systems. To achieve this aim, different scales and language proficiency levels were composed and the aims and objectives and functions of the proposed common framework were studied thoroughly with the collaboration of linguists and governmental agencies. Thus, the results led to CEFR framework which was released in 2001 after piloting two internal editions following this symposium in 1996 and 1998. And it was translated into 22 languages.

Council of Europe intends to accomplish a more comprehensive alliance among the members by adopting common actions of cultural and educational areas. CEFR is aimed to adopt three basic principles:

- Europe has an abundant decent variety of cultures and languages, and this should not be an obstruction to communication among these cultures and languages, on the contrary, it should be a source for mutual advancement.
- If Europeans have a better knowledge of other languages, it will progress toward becoming conceivable to enhance communication and interaction among various languages. So, mutual understanding, cooperation and European mobility can be achieved and prejudices and discriminations can be avoided.
- When the member states adopt this framework, a more noteworthy joining at the European level might be accomplished (Council of Europe, 2001).

Heyworth (2006) states that CEFR endeavors to unite a comprehensive tool for enabling syllabus designers, materials developers, examination bodies, instructors, learners, and others to find their different kinds of involvement in modern language teaching in relation to an overall, unified, descriptive frame of reference. It comprises of two firmly connected facets, the 'Common Reference Levels' on the other hand, and an action-oriented view of language learning and instructing detailed description on the other.

The CEFR is a detailed document and consists of nine chapters. And these chapter contents are summarized in Appendix-A.

The CEFR emphasized four basic features of language teaching and learning can be reviewed as follows:

- Learner-centeredness: students must be in the concentration of language education according to their needs and motivations.
- Action-basedness: linguistic competence, as suggested by the term 'action based', is one of numerous competences like pragmatic, socio-linguistic, intercultural, strategic and so forth. The CEFR

fundamentally depends of functional and notional approach, which does not only require theoretical knowledge but also actions.

- Value-drivenness: all language teaching contexts incorporate the estimations of the teachers with respect to cultural aspects. Thus, the CEFR supports independent thinking, judgment, action and social skills.
- Reflectiveness: the CEFR allows the teachers to comment on and re-think their teaching practices (Heyworth, 2006).

Since the foundation of CoE and the existence of European Union as well, plurilingualism has become an indispensable part of formal and informal education.

The CEFR defines the plurilingualism of individual as:

“the capability to utilize languages for communication and intercultural interaction purposes where a person, considered as a social agent has varying degrees proficiency in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the user may draw” (Council of Europe, 2001, p.168).

The eventual aim is to develop interculturality. The assorted variety and richness of one language are adjusted and enriched by another and they contribute to intercultural awareness, skills and mutual understanding of another.

The CEFR, being the most powerful document of the previous decades in the field of learning and teaching and assessment, aims to promote transparency and coherence in an apprehensive way. There are two main parts in the CEFR:

1. The Descriptive Scheme is an instrument for pondering what is engaged with language learning and teaching. Descriptive scheme parameters include: abilities, skills, techniques, activities, areas and circumstances and challenges that are distinguished by usage of language.
2. The CEFR Level system comprises of descriptors of illustrative scales that give worldwide and thorough specification of language skills for the

Descriptive Scheme ranges. The Descriptive Scheme of CEFR is summarized below:

The use of language encompassing the study of language includes activities performed by individuals who as social agents evolve a range of general and specific competences. They use the available competences in different contexts under different conditions and under various restrictions to participate in linguistic activities related to language procedures, to prepare and search for texts on topics in specific fields, by activating those strategies that are most appropriate for the task to be accomplished. Participants monitoring these actions lead to strengthening or changing their competences (Council of Europe, 2003, p.14).

An action – oriented approach to language use that encompasses the study of languages is utilized by the CEFR (Council of Europe, 2001, p.9). This action-oriented approach does not only focus on communicative activities. Little (2007) points out that:

The scales for arranging, compensation, monitoring; for the vulnerable strategies for identifying replicas and conclusions; for interaction strategy of a turn, cooperation and asking for explanations; and 13 dimensions of communicative language competence also exist in the CEFR. Scales are not hierarchical. Users should distinguish the extent to which they are pertinent to their objectives and carry them into interaction with each other, as it appears (p.646).

The Descriptive Scheme concentrates on the activities done by people who build up a scope of general and communicatory language capabilities as individuals and as social agents.

A language user/learner's general capabilities consist of four sub-categories:

Declarative knowledge derived from experience (i.e. empirical knowledge) or formal learning (i.e. academic knowledge);

Skills and know-how, implying the ability to carry out tasks and apply procedures;

Existential competence including individual characteristics, personality traits and attitudes towards oneself and others involved in social interaction;

The desire to learn is the ability to participate in new experimentals and transform new knowledge into existing knowledge (Van Deusen-Scholl & Hornberger, 2008, p.212).

The CEFR describes three types of communicative competences (Council of Europe, 2001). These can be stated as linguistic, sociolinguistic and pragmatic competences.

Linguistic competences are lexical, phonological, syntactical knowledge and morphology. It deals with how learners organize cognitively, how they store it, and how they make access to this knowledge. Sociolinguistic competence is concerned with socio-cultural relationships and communications between parts of the community. Pragmatic competence is how language functions and what kinds of discourse are used in different social situations.

Language activities and Domains

The language learner employs strategies and skills which are advantageous for completing tasks in different oral and written activities through general and communicative competences.

1. Reception (i.e. silent reading, following media and internet, consulting text books and documents, etc.)
2. Production (i.e. oral presentation, written studies, reports, etc.)
3. Interaction (i.e. production and reception between at least two people, how language is used in interaction and communication.)
4. Mediation (i.e. recording, summarizing, translating, interpreting, paraphrasing, etc.) (Council of Europe, 2001).

Making these activities of language contextual in specific domains leads to the activation of linguistic processes of production and reception of oral and written speech. These are “public domain, personal domain, educational domain, and occupational domain”. The public domain covers ordinary social interaction activities, including business and administrative bodies, public services, culture and free time public activities, etc. Personal domain includes family relations and personnel social practices. The occupational domain includes the actions and

attitudes of the person in his/her personal job experience. The educational domain is acquires special knowledge or aptitudes (Council of Europe, 2001, p.16).

The Common Reference Levels of Proficiency

The Common Reference levels were chosen from point of view of 'can-do' statements which came about because of the Swiss National Science Research Council project which intervened between 1993 and 1996. The CEFR is intended to help learners, teachers, assessment experts, syllabus and curriculum development, foreign and second language book preparation by describing the levels of proficiency in each of four skills, namely, listening, speaking, writing and reading. By means of the CEFR, systems in language teaching, learning and assessment can be compared and adapted.

The beginning purpose of the projection was a thoroughly examination of 41 language capability scales from the worldwide accessible sources. Those 'can-do' descriptors were chosen in accordance with the parameters of descriptive scheme. Then they were balanced through a connection of "intuitive, quantitative and qualitative methods" (Council of Europe, 2007, p.5)

The edition of material, formulation of new descriptors, and the set discussion by experts took place within the intuitive phase. Further, in order to verify that instructors could refer to the selected descriptive categories, and that descriptors really portrayed the categories they were proposed to depict, various qualitative methods were used. Finally, utilizing quantitative methods the best descriptors were scaled (Rasch model) (Van Deusen-Scholl & Hornberger, 2008, p.213).

To achieve a standard comparison between systems of qualification, the CEFR has a number of scales describing a series of proficiency levels. As stated in the CEFR, a scale of reference should meet four criteria. Two of these criteria are included in description issue and the other two are included in measurement issues (Council of Europe, 2001, p.21).

The descriptors should be objectively determined so that particular activities and competences can be objectively chosen based on a theory of measurement. Secondly, the framework scales should contain adequate number of levels to

show progress in different sectors provided that they should include enough consistent and clear distinctions (North, 2007, pp.656-658).

In order to enhance the convenience of the CEFR an ordinary and general differentiation is made between three fundamental user levels and two sub-levels for each of these three levels. These levels are called “Basic User (A1 Breakthrough, A2 Waystage), Independent User (B1 Threshold, B2 Vantage) and Proficient User (C1 Effective Operational Proficiency, C2 Mastery)” (Council of Europe, 2001,p.23).

In principle, all communicative curricula can be reworded from the point of view of the CoE’s common reference levels. Because they imply learning activities, the common reference levels support teaching as well as goal-setting and assessment; and they help learners as well as teachers to develop a more communicative orientation in their language learning/teaching. In addition, they can be used to determine the strengths and weaknesses of the textbook and other learning materials in relation to the communicative demands of the curricula (Little, 2001, p.14).

The Descriptive Scheme might be improved by two illustrative Reference Scales of ascending/descending degrees of specificity. Both of these scales provide a common standard in language teaching field. This common standard is best described by these three Reference Scales. These are:

1. The global scale (see Appendix- B)
2. The self-assessment grid (see Appendix - C)
3. The qualitative aspects of spoken language use (see Appendix-D)

The ELP. The ELP is defined in as “a document of language learners where learners record and reflect on their language learning and cultural experiences” (Broeder,2001,p.1;Yuce,2005,p.85). It is a tool stimulating recording, arranging and approval of lifelong language learning in and out of the education setting.

The ELP, developed and piloted on the foundation of the CEFR by the Language policy Division of the CoE, Starsbourg, from 1998 until 2000, is a document that consists of the records and reflections of the individuals who are studying or have studied a language in or out of school on their learning of

language and cultural experiences. With the six reference levels mentioned in the section introduced the CEFR, the aim of the CEFR is to assess and teach all languages across Europe. The learners can also assess their performance according to these descriptors now that the ELP includes these level descriptors from the CEFR (Council of Europe, 2001).

Schärer (2000) identifies the ELP as a personal tool for all Europeans to develop into plurilingual and inter-cultural competent citizens.

According to Pawlak (2009), the ELP causes students to assess and portray their language proficiency, arrange their language capability, report and mirror their language learning within school and out of school; reflect on their cross-cultural experiences; give information of their skills in various languages and determine personal language goals.

As for Little and Perclova (2001) the ELP can support teaching by answering the following questions:

- “How I settle my teaching
- How I arrange my teaching
- How I utilize the textbook
- How I evaluate my learners” (p.24).

Schärer (2008) states that more and more the ELP is utilized as an umbrella for various types of language learning action, including bilingual classes, pair learning, school years abroad, study weeks and preparation for in-house diplomas and external exams. The ELP is additionally used as an instrument of quality developed, concentrated on such issues as entire school language policy, advancing plurilingual and intercultural competence, supporting co-operation among language instructors, characterizing and communicating desirable outcomes and reviewing diplomas.

The language passport, language biography, and dossier are the main sections of the ELP.

Language Passport

The section of language passport outlines the person's capability in various languages at a definite period of time; the outline is characterized by the aptitude of CEFR (CEFR, 2001). It supports regular skills and shows language capabilities and cross-cultural learning practices. It likewise incorporates data on incomplete and specific skill. It licenses for self-capabilities and considerable language and cross-cultural learning experiences. It additionally incorporates data on partial and particular capabilities. It takes into account self-evaluation, appraisal of instructor by instructive institutions and examinations boards and demands the data brought in the Passport expressing on what premise, when and by whom the evaluation must be completed. The section of language is a master of the languages in which learners have certain skills, and it includes:

- CEFR based language skills section
- intercultural experiences and languages learning résumé; and
- diplomas and certificates records (Schneider & Lenz,2001,p.17).

Schneider and Lenz (2001) point out that the significant points the ELP developers should consider is the application form which should be submitted to the Validation Committee records. The Language passport should:

- enable a review of the person's capability in various languages at a given point in time;
- enable the account of formal capabilities and all language skills paying little attention to whether in or out of instructive setting;
- enable the account of noteworthy language and intercultural encounters;
- enable the account of partial and specific language competence;
- enable account of self-appraisal, instructor appraisal and appraisal by instructive organizations and examination boards;
- enable the chronicle of premise of an appraisal, when and by whom the appraisal was completed;
- take record of learners' needs as per age, learning purposes and settings, and background;

- to ensure congruity between various instructive organizations, sectors and regions;
- respect the European character of the ELP to advance common acknowledgement of Portfolios inside and crosswise over national limits (p.16).

Aarts and Broeder (2003) affirm that the Language Passport starts with an explanation for student titled *How to work with the Language Passport?* The Language Passport includes three pages, with the following headings: *What have I learnt?* On this page, student can fill page following the completion of the forms in the Language Biography. Therefore, student gets an overview of the language proficiency by filling out in self-evaluation results.

What does my teacher say? This page is filled in by the teacher/teachers. The aim is to learn about the student's language proficiency level that he got from school. *My experience with languages*, on the page, student enables to write where and when he started to be connected with different languages and cultures (Aarts & Broeder, 2004, p.86; 2003, pp.6-7).

Table 1

An Example from Language Passport "What have I learnt?"

Language	Date:	Date:	Date:
Listening:	A1 A2 B1 B2	A1 A2 B1 B2	A1 A2 B1 B2
Reading:	A1 A2 B1 B2	A1 A2 B1 B2	A1 A2 B1 B2
Talking to others:	A1 A2 B1 B2	A1 A2 B1 B2	A1 A2 B1 B2
Speaking:	A1 A2 B1 B2	A1 A2 B1 B2	A1 A2 B1 B2
Writing:	A1 A2 B1 B2	A1 A2 B1 B2	A1 A2 B1 B2
Remarks:			

(Aarts & Broeder, 2003).

Language Biography

Language biography is considered to be a part of the learners' personal language learning history recording. It is a portrayal of the student's individual language learning history, which encourages students to characterize and assess their own particular language learning intercultural experience, and in like manner overview their objective levels in every language. It is an updateable document of

when, where, how and why the student adapted every language that she/he speaks. In this part “can do” articulations are very significant. As demonstrated by the CEFR, what the student knows and achieves in every language in terms of language skills such as listening, reading, speaking, and writing is expressed via ‘can do’ statements. This allows the students to state what the student “can do” in every language and to think about information on linguistic and cultural experiences acquired in and outside formal enlightening settings. This information urges them to take decisions of finding out the most suitable way of learning and encourages them to take decisions about their further language learning. Similarly, it progresses plurilingualism by developing competences in different languages (Council of Europe, 2000, p. 3)

Schneider and Lenz (2001) define the language biography as a particular part of an ELP in which processes not the results and outcomes are at the centre of interest. This part, in particular, is based on the idea that a conscious reflection of learning procedure will ultimately improve learning outcomes, as well as students’ ability and motivation to learn languages.

This part specifically expands with respect the possibility that cognizant reflection on learning procedures will inevitably enhance learning results and in addition the language learners’ capacity and inspiration to learn languages.

The following elements may be involved in the Language Biography section:

- socio- and cross-cultural experiences and language learning;
- the checklists identified by the CEFR levels;
- checklists or different types of depictions of abilities and capabilities that are not identified with the CEFR levels;
- outlining instruments such as objectives of personal descriptions.

Stockmann (2006) articulates that the Language Biography is very simple, it gives learner the chance to become aware of what he/she is able to do and what he/she still wants to learn. The biography can function as an introduction, a kind of visiting card in the showcase portfolio. It provides in short who the portfolio holder is.

Table 2

An Overall Look at the Language Biography

Sections	Content
My language learning aims	The aims of the learner for learning the language, and the most important language skills to him/her.
My language learning history	The list of the learner language learning experiences in date order.
My most significant linguistic and intercultural experiences	The description of the language learning and intercultural experiences that have been most important to the learner.
My current language learning priorities	The assessment of what the learner can already do at his/her level and identification what she/he wants to be able to do by the end of the course.

(Little, 2012).

Dossier

Dossier holds the documents identified with the learning of foreign language(s). It will assist student to mirror his/her advance in the target language (s). The Guidelines and Principles contain the following provisions relating to the ELP Dossier. The Dossier gives the learner a chance to choose materials to record and picturize achievements or experiences recorded in the Language Biography or Language Passport (Council of Europe, 2000, p.3). Aarts and Broeder (2003, 2004) assert that in the Dossier the data of students' language knowledge can be collected. The student can embed cases of his/her own work in one or more languages here. The student can also collect both records identified with languages learnt in and out of school.

Ministry of Education and Council of Europe point out that in Dossier, learners can hold the following items listed below:

- Certificates
- Exams
- Essays
- Articles
- Poems
- Postcards
- Final reports of projects
- Homework

- Group work
- Letters
- Others(2003,p.3)

According to Little (2001), the ELP has two functions:

- Reporting. As the portfolios of a painter, the ELP shows the holder's foreign languages aptitude. It aims at supplementing the certificates and diplomas by means of displaying extra data about the holder's foreign language practice and specific evidence. This is in accordance with the CoE's interest in encouraging mobility of individual.
- Pedagogical. The ELP is likewise proposed to be utilized as a way of creating the language learning process more straightforward to learners, assisting them to build up their aptitude for reflection and self-appraisal, and along these lines empowering them step by step to accept increasingly obligation regarding their own learning.

According to Gonzalez and Louis (2008) this capacity concurs with the CoE's enthusiasm for encouraging the advancement of individual learning and fostering perpetual learning. It also emphasizes the language learning procedure by assisting the learners to identify their goals, to prepare action plan, to reflect, control and modify the process, and to assess the results through self-appraisal and reflection.

Schneider and Lenz (2001) define that the pedagogical function:

- "Enhance the motivation of the learners to improve their ability to communicate in different languages; to learn additional languages and to seek new intercultural experiences.
- Incite and help learners to reflect on their objectives, ways of learning and success in language learning; plan their learning and learn autonomously.
- Encourage learners to enhance their plurilingual and intercultural experience, for example through contacts and visits, reading and use of the media" (p.3).

Little and Perclova (2001) argue that in its revealing and instructive capacities, the ELP is intended to maintain four political goals of the CoE: the protection of lingual and cultural variety, the advancement of cultural and linguistic tolerance, the enhancement of plurilingualism.

Little (1999) states that one of the aims of the ELP in its reporting function is to enhance reflective learning. The learners can map out, control and assess their learning processes with the help of reflection, which is one of the components of a portfolio.

The ELP underpins three sorts of reflection: arranging (students reflect before they participate in activity or a spoken assignment), checking (during they are doing that specific action), and assessment (subsequent to doing the action). In practice, the objects and procedures of reflection regularly converge with each other. In this way, arranging a specific learning action may demand direction of how the action ought to be done; while checking the execution of the action may reveal an issue that may be explained just by farther planning (Little & Perclova,2001).

The self-assessment is vital for utilizing the ELP. Little (2001) mentions that the language passport is summative and the language biography is formative, while the dossier is both summative and formative.

The EPLTE .The essential language policy document is the CEFR (Council of Europe, 2001).The CEFR is proposed to give an overall base for the language document design etc. The CEFR The CEFR recognizes the relationship between methodology, curriculum, materials, assessment and states that the technology requests are fundamental in the contexts of language policy and offer an integrated approach: “ explicit and transparent representation of all options and prevention of propaganda or dogmatism” (Council of Europe,2001,p.142). During the previous decade, in line with language training policy there has been developing interest about initial instructor training in European countries to assist language instructors create a European way of thinking (Williams, 2002).

Kelly, M., Grenfell, M., Allan, R., Kriza, C., and McEvoy, W. (2004) in the report entitled “The Training of Teachers of Foreign Language Developments in Europe” propose language instructor training ways which can be reinforced by

activities European level activities and determines the establishing standards for the EPLTE. It is also defined as a checklist which intends to serve preservice and inservice instructors.

The EPLTE (Kelly et al., 2004) is the 21st century toolkit for language instructor training. Professor Kelly and Dr. Grenfell and other researchers from the Southampton University, UK, developed the EPLTE which was supported by the European Commission. International teacher educators developed the EPLTE on the basis of findings from a number of pedagogical education programs that are currently operating in Europe. It is also substantial however, it is rather a voluntary frame of reference that policy makers, teacher trainers and language instructors are recommended to use and ultimately adapt to their needs and incorporate into already existing initial and in-service language instructor training programs. It has twofold purpose: 1) to enhance the programs they propose and 2) to see it as a set of building blocks that policy makers, instructors, teachers and trainee instructors can assemble to support their teaching of foreign languages. Some elements of the EPLTE can form 'additions' to current instructor training programs. Still, one of the major issues of the EPLTE is the promotion of an integrated approach to language instructor training (Kelly et al., 2004, p.19).

The EPLTE expands on the outcomes of the European Language Teacher project which analyzed the arrangement of language teacher training in 32 European countries. Its accentuation was on innovation and good practice and to develop the idea of European Language Teacher status. This is a language instructor who has completed further training and built up additional competencies that leads to European-wide recognized status.

The EPLTE is outlined as an asset for European, national and institutional policy producers in instructor training. Along with it, it appeals to instructors and educators who need to familiarize trainee instructors with some European activities on training language instructors. The EPLTE provides general background information for its partners throughout Europe, regardless of they specialize in primary, secondary, or adult learning. It includes data of considerable value for instructor training involved in primary and in-service training, especially in such areas as tutoring, interchanges and international cooperation. As well as, the EPTLE is an adaptable framework for language trainee teachers and language

instructors themselves, as it embraces self-study, long-term learning and new learning environment.

The EPLTE exhibits a 40 items toolkit which could be incorporated into an instructor training program to furnish language instructors with the fundamental as well as other professional capabilities, to improve their advancement as language teachers and to guide to greater straightforwardness and mobility of capabilities. According to Grenfell (2005) the EPLTE concentrates on innovatory teacher education practices and propelling collaboration ways, interchange and mobility among the new descent of European language instructors, whilst taking into consideration the application of the Bologna process and the Common European Framework scales.

The EPLTE includes the sections such as Structure, Knowledge and Understanding, Strategies and Skills, and Values.

The section of structure involves items delineating the distinctive obverse parts of language instructor training and exhibits how it can be organized.

The knowledge and understanding section maintains items regarding language instructors must know skills as a result of their initial and in-service teacher training.

And the strategies and skills section maintains items concerning trainee language instructors' knowledge of how to instruct and learn circumstances as teaching experts as a result of their initial and in-service teacher education.

However, the values section involves items identify the values that trainee language instructors ought to be instructed to advance in and through their language instructing.

The initial and in-service education elements of EPLTE are summarized in Appendix –D.

Heading, Explanation, Elaboration, and Exemplifications from case studies and Implications are the parts of the EPLTE items.

Heading is the rundown of the item. Explanation furnished subtle elements that heading implies, drawing on admonishment from specialists in European language instructing. Elaboration represents a thorough set of remarks and

perception identified with the item. Exemplifications from Case Studies provide with the particular examples taken from the eleven case studies. Practical Implementation and Issues convey subtle elements of how the item may be employed in practice and how it can be executed.

The EPG. The EPG is a tool that depicts the language instructors' abilities and presents them in plain frame spreading over six phases of advancement and it is obtainable in nine languages.

The EPG aims to help language instructors of any languages in their own proficient improvement. It is additionally an instrument for directors and organizers who are responsible for guaranteeing the quality of language instruction, and for tutors and mentors who offer help and in-service improvement opportunities for language instructors.

As its name suggests, the EPG is in the form of a grid or table. One axis is a rundown of classes of instructor skills; the other is a progression of six 'periods of development' going from fledging instructor to experienced and muster instructor. Every cell of the system contains descriptors for one competence area.

The EPG comes about because of a program co-supported by the European Commission which continued running from 2011 to October 2013 and activated members from nine states (Bulgaria, Netherlands, England, France, Germany, Italy, Poland, Spain, and Turkey) which are local and worldwide experts on language education.

The EPG covers the following areas:

- Language and culture, including the target language proficiency of teachers, their cross-cultural skills and language awareness;
- Qualification and practice, involving assessed teaching, the quality and length of experience

The language teaching core competences:

1. instruction knowledge & skills,
2. arrangement of lesson and course,
3. Learner interaction controlling,

4. appraisal,
5. digital media implication
6. Professional concern including professional development, teamwork, and administrative duties.

An essential and beneficial part of instructor improvement is reflection on professional experiences, particularly everyday instructing. Evaluating one's language teaching competences in specific area is a reflective task that can be helpful in recognizing areas for farther development. The EPG, with its arrangements of descriptors covering key parts of language instructing competence organized over successive 'phrase of development', intends to support a means of making such self-appraisal easier and more methodical. It additionally means to support exchange of improvement needs amongst teachers and their managers and trainers, who can implement the EPG as a guide when making their own assessments of instructors' competences. The use of the general criteria as descriptors that the EPG contains decreases the subjectivity and particularity that emerges in the evaluation and self-appraisal procedures.

The point of the EPG is to depict the qualification and practical skills that one could expect at instructor improvement phases, with generally concurred reference focuses as the CEFR levels. The idea was that, as with the ELP, the synopsis grid would be upheld by more detailed checklists for various stages or for various classifications. The aim was that the instructors may plot their profiles and consider the objectives represented by the descriptors for the skill band; capabilities were utilized as reference focuses for bands as in the CEFR/ELP. The bands are as of now named "T1" to "T6". The descriptors reflect extending information, abilities and experience as one moves up the bands. T1 and T2 ("Basic") refers to instructors in training. At this stage, instructing knowledge and capability is all encompassing in the process of being acquired. T3 and T4 ("Independent") allude to the instructors who have a base guidelines for teaching a language. T5 and T6 ("Proficient") refers to more experienced instructors who will most likely have a noticeable jagged profile as they may well have tended to develop or specialize in certain areas than others. To give a feel for the different

bands, it might be useful to look at the descriptors for “Language Awareness,” mainly focused on dealing with classroom queries (North, 2010, p.7).

At T1, the instructor can: “response to simple questions with the help of reference works”. They may not act autonomously.

At T2, one can “response to questions related to basic, high frequency structures”. On home ground, the future instructor can cope with questions.

At T3 the recently qualified instructors can give modifying models of utilization on most occasions and they can “response to most language questions satisfactorily at A1-B1, utilizing reference sources as essential”. In other words, they can work autonomously at lower levels, yet it is a smart thought that they check both the models they give and their responses to questions.

At T4 the instructor can still “give correct models of use on most events” in other words, still cannot cope with everything, and can “response to language questions adequately though not generally extensively, utilizing reference sources as fundamental”.

By T 5 the instructor is completely competent in this area and can “give correct examples of usage on all occasions and answer language questions reliably”.

At T 6 instructor can “give clear clarification” and “teach usage and register at all levels”, but more essentially they can “comprehend what confounding learners are” and “give complete, exact responses to questions”. A completely capable language instructor can comprehend issues that students are having and can answer questions that the learners may well not be capable of formulating themselves (North,2010,p.7).

The EPOSTL. The EPOSTL project was established in 2005 by the Governing Board of the ECML, whose aim was to foster the quality of the language instructors’ training in Europe (Newby, 2012). At first, the project members wanted to set up a common teacher education curriculum, but soon realized that this is inconceivable in light of contrasts in teacher education programs throughout countries. Accordingly, their new task was to develop a portfolio for use in teacher education. The project was reconciled by six teacher educators from the following European Countries: the UK, Austria, Poland and

Armenia (Newby et al., 2011, Newby, 2012). The authors worked on the EPOSTL for two years. They construct their writing in light of existent documents designed by the Language Policy of the CoE, such as the CEFR and the ELP, and the EPLTE, financed by the European Commission (Burkert & Schwienhorst, 2008; Newby, 2012).

Future instructors and instructor educators from 34 member states of the ECML evaluated two draft versions at two workshops in Graz before settling the EPOSTL (Newby, 2012). After reviewing and taking into consideration their critical voices and creative suggestions, the final version produced by the ECML in English and French in 2007, and in German in 2008. From that point forward, it has been translated into thirteen European and Asian languages. It was translated into Croatian in 2009 (Newby, et al., 2007) and around the same time it was presented in Croatian foreign language teacher program, at the Faculty of Philosophy in Osijek (Bagarić, 2011) and at the Faculty of Teacher Education in Zagreb (Cindrić et al., 2015).

Aims and Format of the EPOSTL

As expressed above, the main purpose of the EPOSTL is to help language student teachers reflect and assess the development of their knowledge and abilities. Therefore, it pursues to fulfill the following aims, which are defined in the *User's Guide* section of the EPOSTL:

1. "to encourage students to reflect on the competences a teacher strives to attain and on the underlying knowledge which feeds these competences;
2. to help prepare students for their future profession in a variety of teaching contexts;
3. to promote discussion between students and between students and their teacher educators and mentors;
4. to facilitate self-assessment of students' developing competence;
5. to help students develop awareness of their strengths and weaknesses related to teaching;
6. to provide an instrument which helps chart progress;

7. to serve as the springboard for discussions, topics for term papers, research projects etc.;
8. to provide support during teaching practice and assist in discussions with mentors; this will help mentors to provide systematic feedback” (Newby et al.,2007,p.83-84).

The EPOSTL is intended to be both comprehensive and systematic for student teachers to be able to fulfill all the above mentioned aims. So, it is divided into three main sections (Burkert & Schwienhorst, 2008; Newby, 2011, Velikova, 2013):

- a Personal Statement, comprising students’ personal data, overall inquiries identified with teaching and assumptions about the teacher training program;
- 195 “can do” descriptors of self-assessment section represent core didactic competences and enable reflection and self-appraisal at various phases of instructor training;
- a Dossier, serving for recording cases of work applicable to teaching ,such as lesson plans and contents, lesson observation notes, post-lesson evaluations, etc.
- The other less comprehensive sections of the EPOSTL are (Newby et al.,2007):
 - an Introduction
 - a Glossary of Terms;
 - Index of terms used in the descriptors;
 - a User’s Guide, that provides the EPOSTL utilization direction.

The personal statement

The purpose of the personal statement is to encourage student teachers at the onset of their instructor training program to mirror general questions relating to instructing and to be aware of their own implicit assumptions and beliefs about teaching.

The personal statement section involves four activities. In the first activity, student teachers asked to consider the way that they were taught themselves by their teachers at school and to distinguish what parts of their own instruction might influence their future teaching practice. To this end, they are requested to list positive and negative experiences of being taught (EPOSTL, 2007, p.10). This activity appears to be pivotal for future instructors at the beginning of their teaching career to convey to the level of consciousness the patterns they may have disguised throughout the years by witnessing their own teachers teach. The student teachers will have to confront their subjective assumptions and beliefs at the beginning of their training program in order not to copy their teachers' teaching styles but develop their own individual way. In the second activity, student teachers are requested to state what teaching aspect are most or least looking forward to (EPOSTL, 2007, p.10). The purpose of this activity is to improve future instructors' awareness in the broad field the teacher has to work and feel confident in and furthermore allows them to express their preferences and doubts or fears.

The third activity, focuses on awareness and reflection. Student teachers are obviously urged to think about their expectations and needs and also about what other people anticipate from them. This is a positive interest to play a dynamic part in their learning as teachers and to accept responsibility for their own professional development.

The last activity asks the student teachers to rate certain skills according to their significance for teachers (EPOSTL, 2007, p.11). Aptitudes like "cooperating with others" and "good organizational skills" are given, others should be added. These skills may be named as the teachers' personal attributes. In discussions, the student teachers will be reflecting on the general importance of these skills for teachers and convictions and may wish to change them.

To clarify student teachers, the frame and reason for reflection which the EPOSTL intend to support one page is added to the personal statement which satisfies this function. According to the authors of the EPOSTL, personal reflection will improve student teachers' ability to think autonomously, which is thought to be prime significance: "Reflecting and teaming up with others while investigating and exploring different avenues regarding philosophies will likewise help you to broaden your viewpoints" (EPOSTL,2007,p.12).

The self-assessment section

The section of self-appraisal is the main component of the EPOSTL and involves 195 can-do descriptors which relate to the instructing skills be should obtained in the course of teacher training and teaching career. According to Newby (2007) when compiling the EPOSTL the authors were defied with different inquiries concerning number, essence and maintenance of descriptors. Here is a rundown of some of these inquiries:

1. What is a controllable number of descriptors?
2. Which classes of descriptors ought to be incorporated and in what order?
3. In which classifications should the descriptors be incorporated?
4. Should the descriptors be construct purely on surface abilities or additionally on fundamental knowledge and values?
5. How can diverse way of learning and teaching, and cultural environments be catered for?
6. What terminology is appropriate?

Regarding question 1, which relates to the number of descriptors, the authors of the EPOSTL brought up that they had at the outset developed around 400 descriptors but then decided to delete some categories, like interactive skills and professional values, to land at a manageable number of descriptors.

With regards to the nature and order of categories, the authors chose to characterize the descriptors according to seven categories which should reflect the basic leadership procedure an instructor is faced with: context, methodology, resources, lesson planning, conducting a lesson, independent learning and assessment of learning. As some descriptors relate to different aspects of teaching they could have been incorporated into different categories. Cases of such descriptors are descriptor 12 in section B. Lesson Content in the category Lesson Planning (“I can involve learners in lesson planning”) and descriptor 6 in section A. Identification of Learning Objectives in the same category (“I can set objectives which encourage learners to reflect on their learning”), which could also been included in section A. Learner Autonomy in the category Independent Learning.

Workshop participants proposed establishing a system of cross-referencing among relevant descriptors. This proposal was taken up by the project team, who decided to integrate an index which should help student teachers in locating certain terms and concepts (e.g. Learner autonomy, culture, peer assessment) expressed in the descriptors.

As for the question 4, it was agreed from the beginning by the EPOSTL authors that the descriptors ought to be confined to surface level skills and not deal with theory and underlying knowledge. This is also stated in the Users' Guide (EPOSTL, 2007, p.87): "The descriptors list didactic skills and competences that need to be acquired. They do not address important issues which underline them". It takes after from language theory and of language learning advocated in the communicative approach must be implicit in descriptors in the same way as the approach to language learning and instructing represented in the principles of learners autonomy. It hence appears to be questionable whether the authors' claim not to impose a rationale or methodology (EPOSTL, 2007, p.85) can be assumed at face value.

Concerning the question 5, which relates to the concern of providing for different learning and teaching as well as cultural environments, the way the authors come from different European Countries and therefore different teaching contexts and cultures already guarantee a certain variety in their approach when preparing the document. In any case, it does not seem to be realistic to go beyond providing some common principles which would then be adjusted to various settings. As it mentioned in Users' Guide "(...) many descriptors will be interpreted in light of local contexts" (EPOSTL,2007,p. 87).

The last question concerns the terminology used in the descriptors. The authors claimed in the workshop that they have attempted to keep the terminology as simple as possible to encourage understanding for future instructors at the beginning of their instructor training.

Each of the seven categories of descriptors begins with a brief introduction which, according to the authors of the EPOSTL (EPOSTL,2007,p. 85) is not meant to be comprehensive discussion of the topic but simply aims to highlight certain aspects of it.

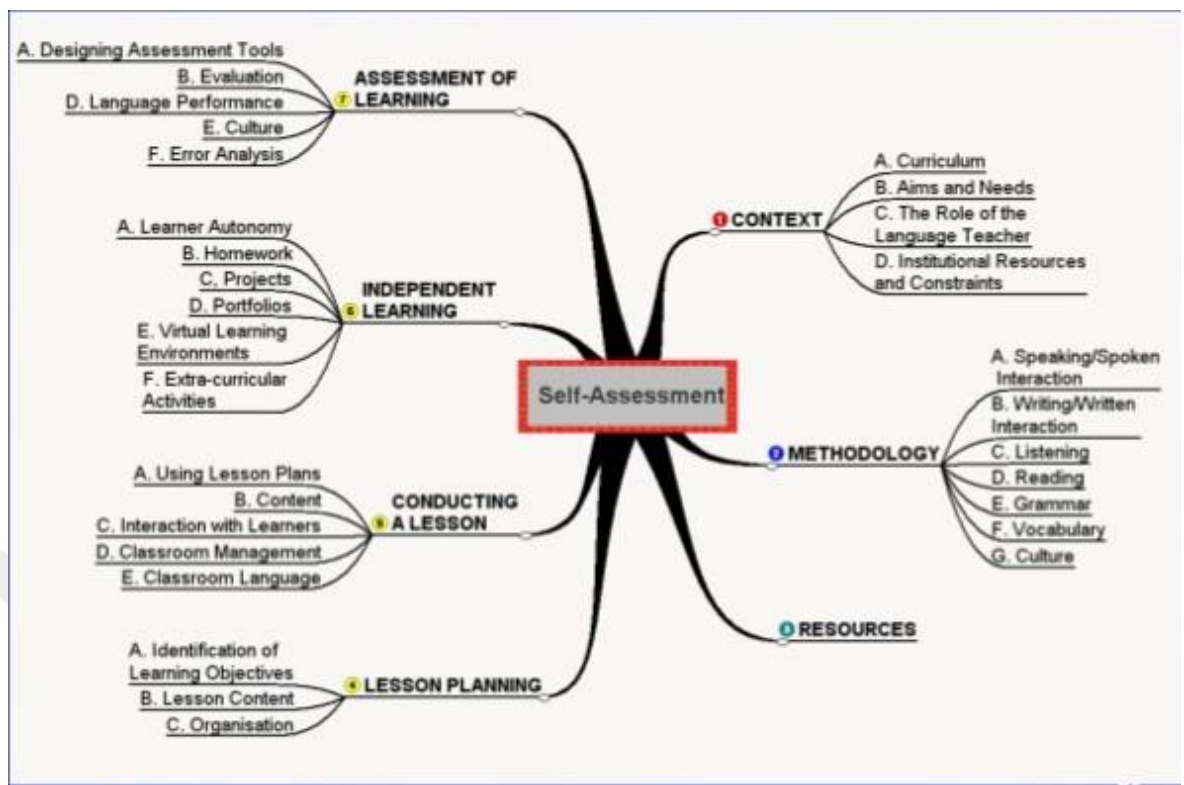


Figure1. Self-assessment (Newby et al., 2007)

As the above diagram clearly indicates, each main domain is also divided into sub-categories. Prior to presenting the can do descriptors of the competences in each central domain, an introductory paragraph is provided to accentuate the general aspects connected with the domain briefly and these aspects are dispensed in detail through the descriptors (Newby et al.,2007). Although descriptors and domains are separate some intersections might be encountered since in teaching and learning, all the domains and competences recognized at once (Newby et al.,2007).The authors note that future instructors are not expected to accomplish all the competences at once. Thus, the EPOSTL has a developmental dimension. According to Newby et al. (2007), the descriptors included in the EPOSTL do not go beyond specifying the fundamental competences of teaching, and do not seek to discuss the key issues underlying them. Discussion is on the other hand left to student teachers and their mentors.

The Dossier

The initial mission of the dossier for future teachers is to give evidence for their self-assessment in view of the can-do descriptors. To ensure that their self-

assessment, which is realized through the coloring in parts of bars or whole bars, reflects their actual skills and competences student teachers can incorporate into the dossier pieces of evidence supporting their cases. By all accounts this function of the dossier particularly helpful as it makes a connection between the can-do statements and the underlying knowledge base on which the statements are built. Along these lines plans or scripts, videos of lessons or examples of teaching materials can act as concrete evidence supporting student teachers' self-assessment.

According to the authors, another function of the dossier is to help student teachers in planning and recording professional progress and development. By reflecting on their teaching practice student teachers will be aware of their growing competence and expertise yet may reveal some weaknesses which they would like to improve.

It is argued that not all of the items listed to be included in the dossier can be provided in the course of the teacher education program; some may only be produced by practicing teachers. The list of categories of items to be included is as follows:

- A) "evidence from lessons you have given
- B) evidence in the form of lesson observations and evaluations
- C) evidence such as detailed reports, comments, checklists etc. compiled by different people involved in your teacher education
- D) evidence from your analysis of what you have done as a teacher—your "teacher actions"—and from learners' tasks and related performance
- E) evidence in the form of case studies and action research
- F) evidence from reflection" (EPOSTL,2007,p.60).

Concrete examples of what items can look like are given for each of these categories. Category A. *Evidence from lessons you have given* might include the following items:

- “lesson plans, completed by yourself and/or with others, for a single or series of lessons
- lesson “scripts” (for example the exact words in the target language which you propose to use) and/or transcripts of part or whole lessons
- videos of lessons/part lessons/ significant moments in a lesson (eg. starters, plenaries, your or the learners’ use of the target language, in-class assessment, pair work, individual learner performances etc.)
- examples of learner tasks, classroom aids, teaching and learning materials, web sites etc. you have designed and/ or used in and out of class, with a rationale for your choice
- other ”(EPOSTL,2007.p,61)

For each category of items there is a grid provided in which the following information should be given on each document: document number, date, category, description and comments.

The listed items in the categories A to C can be given by student teachers during their teacher education program, categories D and F unquestionably appear to require a certain amount of teaching practice. Items in category D request the teacher to dissect logs or diaries focusing on particular parts of teaching and student learning, and category E includes the provision of evidence from case studies of learners. Both these classifications require not only a considerable amount of experience as a practicing teacher but also research skills. Category F expects teachers to provide evidence from reflection, on their personal teaching and learning theories.

In short, the dossier seems to add a positive factor to the document as a whole.

The Connection between the CEFR, the ELP, the EPLTE and the EPOSTL. The CEFR and the EPOSTL. As indicated by Newby (2007, p.2) the fundamental characteristics shared by the CEFR and the EPOSTL are the justification of documents, and the fact that both documents portray competencies. The CEFR describes linguistic competencies and the EPOSTL describes didactic competencies as can-do descriptors. To demonstrate his claim Newby cites a

statement taken from the first chapter of the CEFR and compares it with the statement that could be made of the rationale of the EPOSTL.

“The Common European (...) describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively”(CEFR,2001,p.1).

“The European Student Portfolio (...) describes in a comprehensive way what language teachers have to learn to do in order to be able to teach a language for communication and what knowledge and skills they have to help learners to develop as to be able to act effectively” (Newby,2007,p.2).

In fact, it can be argued that careful consideration of several aspects of language learning presented in the CEFR could serve as a model for the EPOSTL when developing an extensive field of knowledge and skills necessary for teaching the language. It also seems justifiable to argue that the EPOSTL fulfils the same criteria that CEFR has chosen as its main characteristics: comprehensiveness, transparency and coherence.

As for comprehensiveness and transparency the EPOSTL descriptors are formulated in a comprehensive way so that student teachers do not experience difficulties with them. And each descriptor has only one focus (Newby, 2007, p.5). Concerning coherence, there are some basic principles of education that the EPOSTL relies on and which can be traced throughout the document.

The second element that the CEFR shares with the EPOSTL, according to Newby (2007, p.2), is to use the can-do descriptors to denote linguistic competencies in the CEFR and didactic competencies in the EPOSTL. However, while the CEFR determines the proficiency levels (i.e., A1-C2) that measure the language learners' linguistic progress, there are no descriptors scaling in the EPOSTL. Instead there are open bars which allow student teachers to assess their progress. Here are the examples of descriptors for both documents:

“I can recognize familiar words and very basic phrases concerning, myself, my family and immediate concrete surroundings when people speak slowly and clearly “(A1”Listening” on the self-assessment grid; CEFR, 2001 ,p.26).

“I can introduce a grammatical item and help learners to practice it through meaningful contexts and appropriate texts “(descriptor in the category of grammar; EPOSTL, 2007, p.27).

Obviously, the productive document like the CEFR has considerably affected the idea of the EPOSTL in various ways. Remembering the primary aim of the CEFR, it should be noted that the development of the EPOSTL was also attempted the fairly aspiring goal of promoting the harmonization of teacher education across Europe.

The ELP and the EPOSTL

The ELP as an instrument for reflection and self-appraisal in language instructing and learning handles the linguistic competencies while the EPOSTL approaches the didactic competences. Still, it seems quite clear in what areas the ELP affected the EPOSTL.

It can also be stated that the biography section of the ELP is almost the same as the self-assessment section of the EPOSTT; both aim to reflect and self-assess.

The three section construct of the EPOSTL (personal statement-self-assessment-dossier; passport –biography-dossier) is irrefutably in light of the ELP.

At the same time, the ELP checklist can be used to self-assess one’s linguistic skills, ask others for their evaluation and furthermore set oneself objectives, and the EPOSTL descriptors will be used for individual reflection and self-assessment. Also the ELP assists additionally learning by furnishing with each checklist a column entitled “My goals” and the self-assessment section of the EPOSTL with its open bars.

The dossier in both documents seems to have the same function. According to Lenz (2004) in the ELP the language learner is urged to collect pieces of

personal work which have assumed some part in their learning process and ELPs distinguish between a working and a showcase dossier.

The Working Dossier accompanies daily language learning and documents the learning process, while the Showcase Dossier illustrates the present level of language proficiency, and possibly the state of intercultural knowledge and awareness, by means of concrete examples (Lenz, 2004, p.24).

And the primary function of the dossier in the EPOSTL is as follows:

(...) “ to enable learners to help assets that their self-evaluation of ‘can do’ statements is an exact reflection of their particular aptitudes and capacities. To do this they can gather a dossier of confirmation of their work” (EPOSTL, 2007,p. 87).

The pieces of work collected in the dossier are mostly results of personal or collective reflection and document the student teacher’s progress and development (EPOSTL, 2007, p.87).

The EPLTE and the EPOSTL

The EPLTE provided the idea of a reference frame as well as a valuable contribution to the EPOSTL descriptors. The EPLTE can be used as a reference document, offering useful recommendations for institutions involved in teacher education program, and the EPOSTL self-assessment section outlines a broad range of skills that teachers should possess. Nevertheless, these documents do not mean to be prescriptive but both seek to suggest a structure from which to choose.

As Newby (2007) notes, while the EPLTE has an idea of top-down teacher education, targeting curriculum designers and teacher educators, the EPOSTL appeals to student teachers and adopts a bottom-up view. Unlike the EPOSTL, which focuses on didactic skills that a teacher should have, the EPLTE is allocated into four areas and deals with organizational and structural aspects of teacher education programs.

While the EPOSTL addresses future teachers of languages at secondary level and intended to be used in initial teacher education, the EPLTE offers background information to interested parties in primary, secondary or adult

learning and may be used by instructor educators engaged in initial and in-service training.

Recent Studies on the EPOSTL

There is a shortage of research especially on the EPOSTL and the presentation and incorporation of it to teacher education programs. The vast majority of the accessible studies (Burkert & Schwienhorst, 2008; Newby, 2012) do not go past depicting the EPOSTL top to bottom and they deal with its implementations. They are distinct in nature and simply dive into its precepts. Few researchers (Mehlmauer–Larcher, 2009; Strakova, 2010) have endeavored to investigate the consequences of the EPOSTL at various settings and present tangible results up until this period. Just a single research (Çakir & Balçikanli, 2012) related to the EPOSTL was completed in Turkish language education program. Consequently, it related to investigate and incorporate research completed on teacher autonomy than reflection which is the main concern of the EPOSTL. On the side, it must be considered that the studies related to the EPOSTL is restricted and the existing studies are not all experimental but also descriptive.

Mehlmauer-Larcher (2007-2009) depicts a continuous project .The researcher presents coordination of the EPOSTL at the CELT (Centre for English Language Teaching), and review the results accumulated until 2011. It expresses that the EPOSTL is novel and creative instrument for student teachers to evaluate themselves and mirror their didactic knowledge and competences. As per the researcher, it gives student teachers a record of their teaching and learning background and allows them to think about their advance. Therefore, the EPOSTL has been implemented as a part of the methodology course I pre-service instructor training program in the CELT to help student teachers to develop critical reflection and self-assessment skills. Alongside the methodology course, student teachers have conducted their first teaching practices at school. The EPOSTL has been coordinated into various phases of the project. Before teaching practice at school, student teachers have managed descriptors that are especially correlated themselves since the accentuation is on self-reflection as an individual. Ensuing to the school practice, the EPOSTL has been executed to start a discussion with

teacher trainers. The data for the project is qualitative and it has been collected via interviews. To identify its capacity and constraints, student teachers have been interviewed through a semi-structured process following their first practice. The discussions between the trainers and the student teachers related to their reflections have been recorded and examined. The results of the study show that the most future instructors see the EPOSTL as a valuable means of reflection since they have been given a framework to reflect on their classroom practices structurally. Furthermore, the EPOSTL has advanced self-assessment recorded their advance, gave a springboard to talk and helped the student teachers to shape their professional development.

As far as its outline, the present version is a well-thought study and is one of the first examples of the EPOSTL study. The results can be used by teacher training programs to plan more effective curriculums. In addition, the continuous nature of the investigation will give significantly more information to future thought.

Burkert and Schwienhorst (2008) show the contemporary condition of the EPOSTL as a reflection instrument in teacher training. They analyze the EPOSTL inside out by returning to its history, talking about the aims and structure of the EPOSTL. Also, the critical feedback about the present format of the EPOSTL is incorporated into their paper. The authors likewise draw the attention to the prominence of learner autonomy in recent years.

Moreover, the connection between instructor and learner autonomy is shown and the paper emphasizes the need to think not just about learning processes but on instructing processes as well. The authors attest that in the earlier years the scattering of the CEFR has been quick hence the practices firmly related with the CEFR, like autonomy and portfolio learning have additionally turned out to be noticeable in the teaching practices. However, portfolio as a pragmatic instrument for future teachers that may manage them to think about all parts of instructing has been ignored.

In addition, it is contended that assets to empower intelligent aptitudes are restricted. Nonetheless, the authors show that if teachers are not familiar with the methods their students utilize, they won't be ready to strengthen or support learners through the process. They contend that portfolios ought to constitute a

crucial part in teacher training programs. It is declared that the EPOSTL is functional intends to manage student teachers education, reflect on and assess it. Since students can't acknowledge responsibility by themselves or reflect without adequate help, encouragement and relevant tools include a progressing reflection and ought not to be constrained to teaching techniques. Furthermore, the authors specify the absence of efforts to constitute a formal tool to encourage autonomy other than the EPOSTL.

In conclusion, the authors raise the question of how the EPOSTL can be applied in a real context and they uncover the plans to enhance the portfolio additionally in light of the feedback attached to it. As indicated by the authors the exhibit type of the EPOSTL sets a good example. However, it requires some improvements. First, there is not an arrangement of reference or worldwide scale for student teachers to identify their level of competences. Also it is not an objective tool. Secondly, the descriptors themselves may cause problems since some of them can be misread by the student teachers along these lines might be seen as opposing. Thirdly, the EPOSTL does not take the components like context, values or individual preferences into consideration and it can be viewed as the formula of powerful instructing. Regardless the EPOSTL is a remarkable tool to raise the awareness of teacher trainees to the concept of reflection and self-assessment. It is significant for the field since it takes a critical eye on the portfolio and expresses the implications to upgrade the advantages for teacher training programs.

Similarly, Balçıkanlı (2009) presents the EPOSTL as a medium of encouraging teacher autonomy as the researcher begins his discussion by attracting attention for teacher autonomy and its aim in instructive plans. Teacher autonomy is characterized as reflecting on one's own practices and taking responsibilities for one's own actions. As indicated by the author, the idea of autonomy has turned into an important part of educational policies with respect to second /foreign language teaching. Alongside this, reflection on teachers' role, methods used, classroom applications, lesson arranging and classroom assets are seen as essential components of teacher competences. As per the author, teachers should be supported to design, control and assess their own experiences. The author prescribes the EPOSTL for teacher training programs to

instruct teachers who can reflect on and assess their own advance for further professional development.

The EPOSTL is depicted as an instrument to promote autonomy by means of reflecting the required skills a teacher strives to accomplish as well as the theories these skills depend on. It is indicated that the EPOSTL likewise assists student teachers to prepare for different contexts they are going to teach later on. Besides, the author proposes that the EPOSTL initiates a progressing discussion among student teachers, student teachers and their mentors. Finally, it is stated that the portfolio gives a chance to student teachers to survey their competences in terms of teaching. It is put forward that the abilities of the student teachers can be promoted with the assistance of the portfolio through the awareness raising. The portfolio is an instrument for pre-service teachers not exclusively to comprehend reflective practices but also to complete reflective teaching. Balçıkanlı's paper (2009) is influential to the field of language teacher education as it stirs interests to the current trends in the field and prescribes an effective apparatus to address the issues brought by these trends. Hence, the suggestions introduced in the paper must be taken into consideration for the development of language education programs.

Mehlmauer-Larcher (2009) completed another investigation at the University of Vienna to show the consequences of the integration of the EPOSTL. As indicated by the researcher, the EPOSTL is a new and creative document for self-appraisal and reflection to goad teacher's reflective skills on teaching competences. Different roles may be relegated to the EPOSTL in pre-service and in-service instructor training. It is articulated that it encourages teacher/learner autonomy, self-reflection, self-assessment and also exchange.

The researcher states that it is a commonsense instrument to empower deliberate feedback, reflection and self-assessment. As per the author, reflection is thought to be a part of instructing /learning process and the EPOSTL is an immediate, vital and disciplined awareness-raising device to fulfill this. Along these lines, it is a prerequisite for professional development and can be fused in placing student teachers for school practice. The EPOSTL is implemented in the English department to student teachers within the methodology course in different stages and also the student teachers have conducted their first teaching practices at real

school environment. The research results show that the EPOSTL guarantees retrospective and proactive reflection. By nature, it can be reused by student teachers at any stage. Henceforth, it suggests a springboard for future lessons. Additionally, organized reflection is ensured and student teachers do not act intrinsically but have descriptors available to think about their practices. The EPOSTL promotes professional development since student teachers have the opportunity to survey their present aptitudes and design in a similar manner. The results are very useful and can be used by teacher training programs to design more effective curricula.

Strakova's (2010) study examines the integration of the EPOSTL to pre-service teacher training programs to empower better reflection on teaching. The purpose of the endeavor is to see whether the EPOSTL can lead to a better approach for future instructors to mirror their instructing practices. Furthermore, the investigation endeavors recognize the advantages of the EPOSTL for pre-service instructors in their learning and instructing processes. Also, the study reveals insight into how to coordinate it effectively to training programs. The researcher features the significance of using the self-discovered weaknesses to enhance teaching skills and develop as a professional. During their teacher education the students are offered different chances like micro - teaching and completing self-evaluation grids to reflect on their teaching practices and the way that these reflections are far from being comprehensive and prescriptive inspired the researcher to pilot the EPOSTL and evaluate the productivity of it as a better reflection tool. The study was directed in two stages with students enrolled to English language and literature department. In the first stage of the investigation participants used the EPOSTL to set up their lessons and reflect on them during their two week teaching practice. The data for the first piloting were obtained via the questionnaires comprising open ended questions and focus group interviews carried out in the feedback stage. To compare the effectiveness of the EPOSTL in short term basis and long term basis the EPOSTL was piloted again. Some advancement activities as seminars are added to this stage. In the second stage, the participants worked in small groups with mentors and planned lessons together to teach small groups of students in these seminars. The data of the second stage was obtained from the questionnaire and interviews. The results of

the first stage show that the descriptors in the portfolio gave a guided reflection for the student teachers giving them a chance to acquire a more profound investigation of their instructing. The participants recognized the EPOSTL as a valuable guideline since it cleared up what they ought to consider while teaching. Nonetheless, first stage claims that short term integration of the EPOSTL is limited to the participants to use the full capacity of the EPOSTL. The results of the second stage exhibited that enhancement activities accompanied by the incorporation of the EPOSTL enhanced student teachers' reflective skills. Seminars gave a chance to student teachers to join theoretical knowledge with practice. To put it plainly, the study concludes that the EPOSTL is a compelling tool to advance reflective skills, develop teaching competences and prepare pre-service teachers for real teaching.

Ogeyik (2009) studied the relations of student teachers towards microteaching practices within the EPOSTL based curriculum at Trakya University in Turkey. Fifty seven fourth year undergraduates from the department of ELT partook in the study. The research data were obtained by means of a Likert scale which was designed by the investigator. The outcomes of the study show the assertive attitudes towards microteaching regarding its adequacy for proficient advancement, self-appraisal, confidence, material development, and instructing skills.

Jimbo, H., Hisamura, K., and Yoffe, L. (2009) modified the EPOSTL to be used in Japanese educational setting. The essential attention of their study is the self-assessment section of the EPOSTL. The authors try to adopt, modify, upgrade and prevail the EPOSTL among pre-service and in-service instructors since the descriptors in the self-assessment checklist epitomize the main competences a language teacher ought to obtain. It is pointed out that Japanese education system is defined with various issues recently and there have been endeavors from the government to overcome the issues confronted. Education reform has been one of the real points of the Japan's education worldwide including teacher education. It is put forward that language teacher education reform is aimed on professionalism and it is not understood adequately and there is a need to change teacher development to separate professional teachers from amateurs. Reflection-oriented EFL teacher education is one of the steps to accomplish the change.

There is not a systematized approach in Japan to analyze teachers' view of their experiences. It is accepted that connecting theory and practice with regards to reflection will cause the above mentioned change. It is recommended that theoretical knowledge and skills are not enough to develop professionally, hence teachers should run their own teaching and try to grasp their practices. According to the researcher, in order to ensure reflective practice teacher journals, video recording, interviews are coordinated in teacher education programs and proved to be effective. However, a practical tool like the EPOSTL is by all accounts fundamental for teacher education programs. Teacher education programs should be altered to allow student teachers to assume the liability of their own teaching and become autonomous. The lack of standards among universities to build up professional development prompted the adjustment of the EPOSTL for Japanese context as the EPOSTL is intended for the European context. The descriptors that are not adaptable with Japanese education were illuminated of by the authors. For this reason, the EPOSTL was piloted twice.178 undergraduate and graduate students responded to the EPOSTL. Toward the end of the first piloting the checklist included 74 descriptors. To make the EPOSTL more appropriate to Japanese context it was piloted for the second time with beginner in-service teachers.33 novice teachers answered to the EPOSTL. The results of the factor analysis showed that there were 14 descriptors found unreliable. The rest of the descriptors were effective to measure the professional development. The study is essential since it demonstrates that the EPOSTL is not an ill-purpose strict checklist yet it can be adjusted for certain settings by making alterations. The study exhibits that it is conceivable to alter it to the coveted level. It is also clear that the descriptors in the EPOSTL allude to main competences a teacher should accomplish as Japanese future instructors and in –service instructors had shared observations in terms of the EPOSTL that they were under various teaching practice policies. In conclusion, the study sets a case for its versatility and adaptability in various settings to stimulate teacher development. After the modification of the EPOSTL into Japanese context some Japanese researchers (Kiyota,2015;Takagi, 2015;Yoneda,2015) studied the J-POSTL use.

Kiyota (2015) discussed the effective use of the J-POSTL as an instrument to urge students to think about and assess their instructional abilities. It was a

contextual investigation of an instructional course. The course was delineated in light of three standard ideas such as, gaining a useful comprehension of basic English language instructing abilities; attesting cognizance of English instructing skills by implementing J-POSTL; analyzing learners' beliefs in instructing skills by means of group discussion. These ideas were developed to enhance learners' familiarity of instructing skills.

Takagi (2015) studied the approach of future instructors to the activity of self-reflection utilizing can-do descriptors in the J-POSTL in an instructing methodology course over the year. 76 participants participated in the study. The results revealed that most future instructors reflected on their own learning throughout the year and clarified their qualities and shortcomings in terms of instructing abilities. Also, the future instructors implied their desires for overcoming their difficulties and their skills.

Yoneda (2015) studied the impact of instructing practicum of team-instructing at elementary school to gain knowledge for English training at elementary school in Japan. 10 pre-service teachers of Japanese university participated in the study. The participants recorded their self-appraisal before and after the instructing practicum in the J-POSTL and completed questionnaire. The investigation results demonstrated that the instructing practicum was effective to help future instructors become confident as well as to make them aware of a lack of required knowledge and aptitudes.

Orlova (2011) investigates the implementing of the EPOSTL into pre-service teacher training at University of J.E.Purkyne, Usti nad Labem, Czech Republic. The EPOSTL has been presented into TEFL program of the English Department since October 2008 as a way of controlling the student teachers on the necessary professional skills. The questionnaires and interviews were used to get feedback on the first year use of the EPOSTL. The questionnaire was set up in co-operation with other participants of the EPOSTL 2 project. The primary experience of the EPOSTL implementation brought interesting outcomes. The interpretation of the data proposed that the larger part of student teachers viewed the EPOSTL as a valuable instrument that could assist their orientation inside the field of language teaching, as the 'can-do' statements extensively portray important teaching adequacy and in this way make student teachers aware of

what parts of their professional competence they should work on further. Orlova (2011) contemplated what changes and modifications should be presented in working with the EPOSTL to upgrade its use with pre-service teachers after getting positive and as well as negative feedback. The EPOSTL now is realized in the following six stages, which were made as an outcome of interviews with the future instructors, questionnaire results and the authors own insights.

Stage 1. Presenting the EPOSTL to student teachers. Setting the tasks in the Personal Statement.

Stage 2. Selecting the sections for self-assessment.

Stage 3. Integrating the 'can-do' descriptors into the course.

Stage 4. Employing 'can do' descriptors for micro-teaching tasks.

Stage 5. Encouraging students to work with the EPOSTL during their school practicum.

Stage 6. Exploring students' opinions of the EPOSTL.

The EPOSTL has been consistently used within the three modules of EFL didactic courses which are provided within the framework of an MA program. The course format includes lectures, seminars and two periods of practicum. The outcomes of the study bear evidence that the student teacher regard the EPOSTL as a useful tool in their learning process. Orlova (2011) concludes that to accomplish the main aims of the EPOSTL, it has to be used systematically and continuously and it should be an integral part of different courses related to EFL teaching.

Ingvarsdóttir (2011) discusses an implication of the EPOSTL in the Education Department of the University of Iceland, where a great attention was paid on reinforcing the connections of university and partner schools in teacher training. At the beginning, the EPOSTL was decided to be a part of the course 'Teaching of Modern Languages'. Soon it came out that it should have been used in the teaching practice to get its full capacity. This implied introducing the EPOSTL to mentors in the partnership schools. First fifteen students were introduced to the EPOSTL. Also, the participants were required to look at the self-appraisal descriptors in the first year of the EPOSTL implementation. It was done

in the following way. For example, the author takes account of reading comprehension of the EPOSTL and does the following procedure:

1. "Looking at the descriptors on reading and estimating how proficient they were in this aspect of teaching.
2. Theories on reading comprehension were read, followed by interactive lectures and discussions, the session finished with a workshop.
3. First practicum period in schools.
4. After the practicum: re-evaluating their self-evaluation (EPOSTL) on the teaching of reading through their discussion with mentors/university lecturers.
5. Discussion in class with the university lecturer, reflecting once again on their teaching which led to a revised version of the self-evaluation, which afterwards went into their learning-to-teach portfolios as evidence of their progress" (Ingvarsdóttir, 2011, p.66).

It must be taken into the consideration that, at the beginning, the EPOSTL was accepted with doubt and lack of enthusiasm by students but this doubt was insensibly supplanted by an admission of its helpfulness for their learning. According to the author the first year of the project was not fruitful in terms of involving all partners.

Despite the fact that the first year of implementing the EPOSTL demonstrated to have given students positive experiences, there were things to be improved. In the second year of the project more time was allowed to students to use the EPOSTL. For example, it was introduced at the beginning of the course and more time was given for reflection. The results of the second year of the project reveal the EPOSTL is a useful tool for pre-service and in-service instructors.

The investigation done by Dooly (2011) is different from the ones specified previously. The study exhibits how the EPOSTL can be incorporated into teacher training programs without being the primary concern. It is claimed that the technology development in many fields including education have been affected by

the change. The research intended to investigate the professional development of pre-service English instructors lived in different places through dialogue and incorporation of technology. In addition, the researcher plans to study the advantages the participants gained through online collaborated practices. Twenty students from the USA and Spain participated in the study via virtual tools. Prior to telecollaborative activities, the future instructors were required to assess their competences with the EPOSTL criteria with the aim of checking their progress and defining the level of improvement. As the initial step of the virtual collaboration the student teachers were acquainted with each other by means of Voicethread, an online tool. After the participants discussed the various components of teaching materials, content, lesson planning in small groups in a forum. Following this, a teaching sequence draft was posted on a wiki and the participants were asked to edit, adjust or comment on the teaching sequence. Another online discussion dealt with the changes ensured the first one. This process was combined by online face to face feedback session with peers and tutors in which the student teachers conveyed their teaching sequences. In the second part of the investigation, the participants were presented the Second Life, a social networking tool to become acquainted with each other more. Along with it, they created teaching activities and podcasts and give feedback to each other on virtual platforms presented. Also, during the whole process, the participants were engaged with different teaching experiences. In a nutshell, the study is important for two reasons. First, it proves that it is conceivable to cross the borders of universities, even countries to involve students in reflective and professional development activities. Secondly, it shows the way of the EPOSTL being consolidated into teacher training programs even without being the main reason.

Fenner (2011) gives a depiction of a pilot usage of the EPOSTL in a post-graduate program at Bergen University in Norway. The study was conducted in 2009 and it was conducted in threefold settings: in university lectures, in seminars to foster students' lesson planning competence and during the school practice. The purpose of each setting was to increase the students' ability to critically reflect on the different phases of the professional development. Part of the discussion has been to deal with the EPOSTL as a tool for mentors to enhance their mentoring and to develop joint effort between the university and school. In spite of

the fact that this was just a pilot study completed with two groups of students over a term, it has given useful data via student and mentor feedback. In university lectures, the EPOSTL assessed students to focus on their reading and illuminated their expectations of teaching and also. The seminars empowered the students to arrange and critically reflect on the lesson planning tasks based on learning and targets. The school practice enabled the students to be familiar of their personal strength and weak sides in the classroom. In the case where mentors were ready to use the EPOSTL in a joint effort with students, it plainly enhanced the feedback sessions by making them more centered around particular domains of English teaching rather than general pedagogical domains. Students and mentors could concentrate on specific areas where they felt enhancement was required. From the university perspectives, the EPOSTL provided a tool for the different participants to direct the students through all the different phases of their course and therefore constituted a tool which improved the connections between theory and practice. Finally, the author presumes that the EPOSTL is a tool which encourages the procedure of guiding learners through various phases of their learning, as well the tutors and mentors at the university.

Jones (2011) studies the EPOSTL utilization in a bilateral instructor training program. The study investigates how the EPOSTL can be used to structure, focus, fine-tune and evaluate a bilateral instructor training program between the Faculty Education Faculty of Cambridge and the Institut Universitaire de Formation des Maîtres (IUFM) at Antony, near Paris, from 2007 to 2008.

The EPOSTL was introduced to both student groups before the start of the teaching in Britain and France. The document was introduced as a set of teaching competences. It was likewise underlined that the EPOSTL was not an evaluation tool to decide regardless of whether students passed or failed. Student teacher opinions and feelings, in light of their training and teaching in various national settings within a year, are recorded in detail with reference to sections of the EPOSTL. A standout amongst the most regular responses to the EPOSTL was a valuation for its reasonable, sorted out structure and its extensive scope of what should be considered when preparing, conducting and evaluating lessons. As indicated by outcomes the greater part of student teachers consider the EPOSTL as having two functions: as a detailed training document and as a self-assessment

tool. However, the interview results show that some English students state that some parts of the document require clarification and illustration for meaning to be clearer and unambiguous, and that its value as a reflection tool should have been dialogic.

Nihlén (2011) outlined how parts of the EPOSTL were used in didactics course for student teachers studying English as a foreign language at the University of Gothenburg in Sweden. The study consisted of three parts, first, the author gives an overview of how the EPOSTL was actualized in the course with the EFL student teachers. Over one hundred student teachers worked with the EPOSTL in the years of 2008 and 2009. In the second part, the author concentrates on Dossier and portrays two distinctive models they used and what sorts of evidence the student teachers collected during their teaching practice and why they collected them. In the last part, student teachers reflections of the EPOSTL will be introduced and discussed.

The practicum has eight main aims and the author focused on two of them when using the EPOSTL in didactics course. One aim was to improve cooperation between university teaching and mentoring at schools. Thus, the EPOSTL combines the theory and practice and gives student teachers a tool to advance discussion between themselves, their instructors and mentors. Another aim was to give the student teachers a chance to experience self-assessment and reflection as part of their own learning process since they will be relied upon to use self-assessment and reflection with students in their own classroom in the future.

In the first term, the EPOSTL was presented at the beginning of the didactics course after lectures and seminars about the CEFR and the ELP. Since the future instructors are asked to write about their experiences as a language learner, it was essential to use the Personal Statement as an introduction. After each lecture or seminar the student teachers evaluated their teaching skills on the basis of descriptors in speaking, writing or vocabulary by discussion with peers. The first term has three weeks of teaching practice, one at the beginning and two at the end of the term. Before starting the second teaching practice, the student teachers filled all the parts of Methodology section.

In spite of the fact that the author's principle purpose was to involve the mentors in schools, the author did not involve them until the second term, since it was important to get the student teachers acquainted with the EPOSTL. The second term has four weeks of teaching practice, two at the beginning and two at the end of the term and the emphasis put towards lesson planning, using teaching resources, assessment and grading.

The EPOSTL was introduced to the mentors during the first teaching practice by future instructors. Within the two periods of instructing practice the mentors were invited to seminar at the university in order to discuss the use of the EPOSTL, but very few of them could attend. Nevertheless, few mentors were interviewed to get their opinion of the EPOSTL use. The mentors perceived the EPOSTL as a tool for in-service instruction.

At the end of the courses, questionnaires were conducted to future instructors to obtain their opinions about the use of the EPOSTL. According to the questionnaire results some student teachers show their critical views such as it is time consuming and some did not like the format of Self-Assessment section. However, the majority of student teachers find the EPOSTL as a reflective tool that assists them become aware of their strong and weak teaching competences.

Bagarić (2011) investigated the implementation of the EPOSTL for two-year in master-level programs in instructing English and German at Philosophy Faculty in Osijek, Croatia. This research is part of a small-scale project on the EPOSTL use in the pre-service education. The principle point of the research was to discover ways of the EPOSTL implementation as a springboard for the assessment and improvement of an instructor training program. Also the research dealt with the following objectives:

1. to guide how the student teachers' didactic competences develop within the two year master-level teacher education program;
2. to compare the achieved level of skills with the expected learning results of particular courses of methodology in the research program and state to what degree these courses add to the improvement of teachers' competences;

3. to build up students' awareness and understanding of their advance via self-evaluation.

Twenty-five participants, fourteen future instructors of German and eleven future instructors from English, participated in the study. The EPOSTL and a questionnaire were used as the instruments in the investigation. The outcomes of the investigation propose that the EPOSTL can be used for assessment and further advancement of instructor training programs. The students' self-evaluation gave a decent knowledge into the strong and weak side of teacher education program and provided with direction for its improvement. Bagarić (2011) concludes that the EPOSTL appears to have demonstrated its various assessment functions like it empowers the students' self-evaluation and the teachers' guiding of students' advance.

Antoniadou's article (2011) was built upon the developmental psychology of Vygotskian model to analyze virtual collaboration amid pre-service instructors. The author perceives that "in accordance with the EPOSTL, future teachers should be able to effectively integrate technology in their teaching practicum" (Antoniadou, 2011, p.54) yet remarks on the way that the real usage of e-learning is rare in both instructor training and subsequent instructing. The study focuses on investigating learning results of a transcontinental research combining Internet-mediated joint effort as a part of pre-service instructor training program. The article plans to follow (1) the extremely virtual joint effort, (2) discuss final teaching results, (3) analyze learning from a developmental perspective by context it within a socio-cultural-historical context and monitoring learning that happens as a component of critical self-examination of the whole procedure. The main focus is put on the concept of 'perezhivanie' (Vygotsky's terminology), which alludes to "the integration of cognitive and affective elements" (Antoniadou, 2011, p.56). The author presumes that while learning is social, not all social interactions prompt learning. Subsequently, a level of emotional investment, 'perezhivanie', plays an encouraging factor. The results of the study reveal the EPOSTL as a conceivably irreplaceable instrument that could profit by a development in the virtual-community course.

Urbaniak (2010) studies the usage of the EPOSTL in three instructor training institutions of Poland. It is a one-year study which was held in the

academic year of 2008-2009. The questionnaire and interviews were carried out in order to analyze student teachers' views of practicality of the EPOSTL. The results of the study were positive. It was valued as information source and an impetus for reflection. Urbaniak concludes that future instructors' enthusiasm to join the EPOSTL is a main factor in its productivity as a reflective instrument. In addition, it should be implemented efficiently from the very beginning of the initial instructor training and up to the end of the course, and the learners should be familiar with its role and ways by which it ought to be used. Finally, the researcher focuses on the requirement for a consistent support from mentors because learners' eagerness for the EPOSTL can blur, given the long-term nature of doing the task.

The following research on the EPOSTL is an experiential one. Çakır & Balçıkanlı (2012) examine the perceptions of teacher trainers and pre-service instructors on the integration of the EPOSTL as an instrument to lead autonomy of a teacher. The idea of the endeavor is to recognize how the EPOSTL is viewed in an ELT department as a reflective tool and whether it contributes the pre-service teachers' teaching competence development. It is stated that there isn't an obvious meaning of teacher autonomy in the literature and most of the researchers linked the two concepts. And the authors touch upon the link between learner autonomy and teacher autonomy and see the two interdependent since a teacher not realizing what is being an autonomous learner cannot encourage autonomy within learners. They specify that the pre-service teachers need to reflect their own practices to assess the efficacy. Furthermore, the authors allude to the attribution to the CEFR to shape language teaching in Turkish context in recent years. They mention its role to encourage autonomy. However, the lack of CEFR research attempts to prepare pre-service teachers to match the CEFR based and independent teaching and learning motivated the researchers to lead the study. 25 junior students and 4 teacher trainers of the English language learning department partook in the investigation. The data of the study were obtained through questionnaires comprising open-ended items and interviews. The research fused four stages. In the first stage, the future instructors were introduced to the EPOSTL. In the second stage, the participants' perspectives on the EPOSTL were collected via the questionnaire. In the third stage, the EPOSTL was used for three months as a part of the participants' methodology course. The participants had

micro-teachings and evaluated their teaching practices regarding the self-appraisal descriptors of the EPOSTL.

In the ultimate stage, the researchers conducted interviews with the student teachers and instructors. The results of the questionnaires and interviews are as per the previous research and show that the most of the participants identified the EPOSTL as a useful instrument to reflect on their experiences.

Teacher trainers perceive the EPOSTL as an effective tool to raise awareness, improve teaching competences and promote professional development. They suggested the reconciliation of the EPOSTL at the second year of bachelor students, when the ELT students start taking courses like methodology and teaching practices.

As one of the authors of the EPOSTL, Newby (2012) handles possible effective implementations of the EPOSTL. To reveal how the EPOSTL integration can be turned into a “good practice” and support teacher education, he presents a set of examples drawn from different applications of the EPOSTL across Europe. Newby (2012) points out that the EPOSTL itself is ground-breaking in nature, however, its effectiveness lays in its good practice. It is also argued that the EPOSTL is not presumed to change the teacher education programs. Its aim is to strengthen teacher education. He indicates the adaptability of the EPOSTL by referring to its widespread use in Europe, translation to different languages and adjustment to Japanese. Also, he characterizes good practice to unify theory, practice along with reflection and he elaborates on these theoretical concepts besides practices to broadly explain the advantages of the EPOSTL.

According to the author, the purpose of the EPOSTL is not to be contingent of various teacher educational models such as competence-based model or craft model but to sample them without relinquishing its reflective manner. Newby (2012) concludes that the good practice of the EPOSTL conveys the aspects like raising autonomous teachers, promoting reflection, establishing theories, developing the goals of teacher education programs, clarifying the competences, supporting self-assessment and assuring coherence to teacher education programs.

With the purpose of supporting and asserting heading reflection in English language teacher education Velikova (2013) presents a pioneering model arranging the EPOSTL. The researcher proposes to demand student teachers for enquiring their actions, investigating their beliefs critically and becoming conscious about the aspect of teaching and learning through the EPOSTL. Moreover, a semi-structured survey is carried out to uncover student teachers' reflections on the implementation of the EPOSTL. She has implemented the EPOSTL to the English language teacher education program in ELT methodology course, teaching practice I and teaching practice II. In ELT methodology course, the student teachers get acquainted with the personal statement section and asked to use it effectively as a part of the course-work. Their basic convictions and expectations are endeavored to be revealed. The researcher introduced some of the descriptors as task during the class to define the future instructors' beliefs about instructing. Reflections of the future instructors uncovered that they are anxious to see their own particular advance and reveal their weaknesses. The purpose of the first phase is to assess the future instructors build "personally meaningful knowledge of theories". And, the aim of the second phase is to support the future instructors to reflect based on their real practices during teaching and observing. In the third phase, student teachers are asked to collect materials for the Dossier. Finally, as a part of the research the student teachers are required to carry out an action research related with a section from the EPOSTL. The outcomes of the study demonstrate that the EPOSTL is found to be a valuable instrument to promote professional development, self-reflection and awareness of weaknesses among student teachers. In addition, the author indicates that the EPOSTL do not only clarify the goals of teacher education programs but also the teaching competences the student teachers should obtain.

Mirici and Demirbas's (2013) study is based on transferring the EPOSTL into an electronic setting through some visual e-materials. By using the innovative facilities, the researchers designed a website with the EPOSTL content. This type of online-electronic adaptation of the EPOSTL, can help students get to the E-EPOSTL everywhere and anytime since most students have internet access on their phones.

Grażyna Kiliańska-Przybyło (2014) presented the structure of the EPOSTL and discussed the possibilities of its application in Poland. Also, Mirici and Hergüner (2015) examined and set some pragmatic recommendations on the capacities and adequacy of the EPOSTL in ELT and GLT departments in a Turkish state university. Thirty students from the ELT and another thirty from the GLT departments participated in the study in the academic year of 2012-2013. All the participants were the third year students of a four year teaching program. The results of the survey point out that the EPOSTL is valuable self-evaluation instrument to enable student teachers to think about the advance and capability of their learning and teaching; the EPOSTL use provides independent learning facilities for the student teachers in their future classes; using the EPOSTL as a standard European self-appraisal instrument can inform the student teachers with CEFR and ELP oriented foreign language instructing practices.

Hoxha and Tafani (2015) study the implementation of the EPOSTL at Aleksander Xhuvani University in Elbasan, Albania. Two questionnaires were used for this study in order to get both qualitative and quantitative data. It must be taken into the consideration that the EPOSTL has been used at the university since 2009. By the first questionnaire, the investigators wanted to learn the future instructors' views about the EPOSTL and the questionnaire is held every year before the five week instructing practice. And the second questionnaire is held at the end of the five week teaching practice and aimed to get some particular information about whether the EPOSTL was helpful or not during the instructing practice. 38 student teachers participated in the study. They filled out two questionnaires and took part in once a week organized discussion within the instructing practice.

With the results of both surveys the researcher got these conclusions. First, at the beginning of the study, most of the participants had some issues with implementing the EPOSTL. A number of them did not feel impartial and had to seek advice from their instructors, peers, or lectures for some help. However, the second survey outcomes imply that apart from the challenges at the beginning, the students overcame them by using it regularly. Second, after five weeks implementation of the EPOSTL during the teaching practice most of the participants found the EPOSTL very beneficial and helpful. Third, the participants

suppose their instructors do not have sufficient knowledge about the EPOSTL. In short, the study attempts to spotlight how the EPOSTL helped the future instructors who used it, and to share the experience that the future instructors and researchers had while working with the EPOSTL and how future instructors perceive their EPOSTL based feedback.

Shauber's (2015) study based on a two-year EFL teacher preparation program at a public university in Switzerland. It describes the use of the EPOSTL in teaching, supervision activities, observation reports and students' reliance on it. The research examines where and how the EPOSTL arbitrates and maintains dialogic reflection in the six main components of the program: 1) methods classes and related research assignments; 2) lesson planning and teaching/learning objectives; 3) student and teacher observations and reports; 4) debriefing through dialogic reflection after observations; 5) independent reflection and goal setting; and 6) assessment criteria for certification meetings. The EPOSTL was brought into the program in 2008 and works as a stable component overall program components: didactic and methods classes, student observation reports and projects, lesson planning, field supervisor reports, debriefing sessions, working sessions, and mid-term and final written exams, and mid-term and final certification meetings. In the 2014-2015 academic year of the program, there were 13 first-year and 27 second-year students. Notwithstanding the coursework, only the second-year students have a practicum in the public schools, while first-year students lead a recommended number of perceptions along with their coursework. Students are acquainted with the EPOSTL, however dialogic reflection is used in the second year. Each second year student is paired with a mentor. Two faculty members lead and teach the program supported by seven mentors. The EPOSTL implementation begins by meeting with student teachers to discuss the aims and objectives associated with the using of the EPOSTL, its contexts of use, and the dialogic, reflective and self-evaluative nature of the EPOSTL. Each of the program components is drawn through a process of guided reflection like a zone of proximal teacher development. The EPOSTL implementation includes a continuous procedure of deconstructing and reproducing components of practice independently and through dialogue with school or university based mentors. While the implementation of the EPOSTL by students and mentors in a beneficial

way a few drawbacks have been distinguished. First, the quality of descriptors and its link between identified results and the absence of any referenced benchmarks. Second, the descriptors are regularly communicated in extremely general terms, which may neglect to make important contextual distinctions with respect to various EFL student profiles. Third, there is an even dissemination of descriptors over the distinctive areas of the EPOSTL with sections containing far less descriptors than others. For instance, vocabulary contains just three descriptors while speaking contains more than ten. The imbalance does not reflect current thinking about what is valued in EFL teaching, the materials that support practice, and curricular goals upon which are predicated. Third, the non-standardized way in which the EPOSTL users outline their advance and express advance, success or failure. As such, the reliability of the EPOSTL as formative assessment may be limited. The final shortcoming is the sheer number of the descriptors and the restricted time span in which to cover them.

Finally, the research claims that the EPOSTL enables the teachers to efficiently grapple their guideline to an arrangement of principled statements by merging those scientific concepts with local understandings and practices. The EPOSTL combines the theory with practice by front-loading and back-loading descriptors onto the experiential measurement of teacher preparation.

Okumuş and Akalın's (2015) investigation tries to define the pre-service instructors' opinions about the importance of the EPOSTL in raising the viability of Methodology course. The Methodology course is very important at ELT Departments as its principal aim is to connect theory with practice. Still, the connection effectiveness is questionable. For that reason, the EPOSTL was recommended to help to improve the course by distinguishing student teachers views. The investigation was led at ELT Department at Atatürk University and consisted of two stages. First, the EPOSTL was implemented for 16 weeks in a Methodology course. Second, at the end of the course eight future instructors were interviewed. The EPOSTL and the procedure of its implementation were explained after the participants had been chosen. At that point, the student teachers started to make their microteachings. After doing his/her microteaching, each student watched and evaluated the video of his/her microteaching with the researcher. This process continued for a month. During this process, an online

group was created as a platform where the video recordings of the microteaching were uploaded. Finally, the participants completed the self-appraisal section. The outcomes of the investigation state that the participants consider the EPOSTL should be implemented at the methodology course. The participants perceive the EPOSTL as reflective and self-assessment tool.

It is very considerable that the electronic version of the EPOSTL was developed by the EFUESTE team ("Effective Use of the EPOSTL by Student-Teachers of ENGLISH" and is available online since October, 2015 (EFUESTE, 2015). It is divided into three sections: Personal Statement, Self-Assessment and Dossier. Other sections of the paper version, such as Introduction, Glossary of Terms, Index and User's Guide, are presented as hyperlink to web sites containing their descriptions.

The studies above suggest various advantages of the EPOSTL implementation, however, some studies pointed to the difficulties faced by student teachers.

For instance, Velikova (2013) found that the main issue is in student teachers' initial vulnerability to set their own learning objectives and consider self-assessment. In the case of not being used to these ideas, they can find them demanding which can prompt diminished motivation and fabricate negative states of mind towards the implementation of this kind of instruments.

Other studies (Cindric et al., 2015; Jones, 2011; Latkovska & Rutka, 2009) consider that some student teachers find some of the self-assessment descriptors of the EPOSTL equivocal and require clarification. Some are dubious, while others are excessively comparable. For instance descriptors dealing with error analysis "I can deal with errors that occur in class in a way which supports learning processes and communication" and "I can deal with errors that occur in spoken and written language in ways which support learning process and do not undermine confidence and communication" (Newby et al., 2007, p.57) are most likely going to be replied similarly because of their comparability. Furthermore, student teachers assert that it is time consuming to fill in extensive number of descriptors in their current order and format (Latkovska & Rutka, 2009; Nihlen, 2011). Another disadvantage worth mentioning is that it is befuddling to show capabilities by

shading bars since there is no sign concerning how the space on the bar relates to student teacher accomplishment (Burkert, 2009).

Another dissatisfaction is about the format of the EPOSTL. Çakır and Balçıkanlı (2012) state that the printed document is not practical tool for student teachers who live in a digital age. It ought to be called to attention that the EPOSTL has 92 pages and 195 descriptors and the paper-based version does not take into consideration searching in terms of key words or category of descriptors. Moreover, using the EPOSTL in this format is also not practical to carry around.

Likewise, there can be an issue with respect to perception of the EPOSTL. For example, some teacher instructors may consider it presents a total rundown of skills to be accomplished by the fully developed teacher, though others may have diverse needs for student teacher (Burkert & Schwienhost, 2008). Similarly, Fenner (2011) maintains that with respect to the implementation of the EPOSTL by mentors at schools, not all of them will use it, since the greater part of them have built up their own criteria for evaluating student teachers.

In sum, the fruitful execution of the EPOSTL also rely upon the compelling collaboration between teacher educators working at universities and mentors teaching at schools and managing student teachers in their practicum. In this way the EPOSTL may be implemented effectively as a learning friend accompanying student teachers in their learning and future career.

Conclusions

This chapter has outlined the four content areas related to the research carried out in this thesis. The first subchapter has focused on Portfolios in Teacher Education pointing out to studies on inservice teacher portfolios and studies on portfolio usage with public school students and pre-service instructors at universities. The use of portfolios in instructor training is a way to help student teachers begin to comprehend and articulate what they are learning in theory with what happens in practice. Portfolios provide a complete description of teachers' abilities in and outside of the classroom. In addition, all the elements of a portfolio process that support teacher development, including teachers' practices reflection, collaboration, and collegiality, have all been shown to have a positive impact on teaching practices. Portfolios are appealing because of their credible nature, their

capacity document the complexities of teaching, and their encouragement of self-reflection and joint efforts (Tucker et al., 2002). Despite the fact that there are concerns related to the time required for reflection, ambiguous criteria, and the subjectivity of portfolio assessment, those concerns cannot deny the documented advantages of the procedure and the potential impact it might have on teacher quality.

The second subchapter has discussed the studies of self-assessment in Foreign Language Education. As a literature review presented in the second subchapter reveals, it cannot be negated that the self-assessment contributes to the learning process of students. Since, there are many benefits of self-assessment both for teachers and students, it can be assumed that self-assessment has become a recent trend in assessing students' competence and performance.

As long as self-assessment helps the formation of learner autonomy, it is argued that students feel more self-confident and feel free to communicate in a foreign language when they are given an opportunity to self-assess their production and performance. It is noticed that students become more motivated and willing to produce more through self-assessment practices. Hence, it can be argued that self-assessment is important way for self-directed learning by creating autonomous learners.

Through self-assessment, learners are able to gain awareness of their strong and weak sides while learning based on predetermined objectives. This peculiarity of self-assessment makes learning active and meaningful for students (Zimmerman, 2002). This awareness gained through self-assessment also provides lifelong learning behaviors and academic advancements. Since they adjust the abilities of making right judgments on their own learning and recognizing difficulties and issues and taking actions accordingly, students become more proactive.

Diltz (2006) stated that another privilege of self-assessment is that it facilitates the communication among students and between teachers and students. Students who get the habit of observing their own learning, recognizing their mistakes are the ones who will discuss their experiences in their own learning process. In other words the students who notice their mistakes and become more

aware of their learning process request more assistance from their teachers to improve their learning.

In sum, the self-assessment should be considered as an effective learning strategy in EFL classrooms for the above mentioned advantages for learners, independent learning and learner-centered classrooms.

The third subchapter has dealt with the European Policy in Teacher Education. The following six sections depicted the main documents of European Policy. In the first subchapter the CEFR has been discussed in some detail. That is, the origin, definition, content, the global scale, the self-appraisal grid and qualitative elements of spoken language use of the CEFR have been characterized.

There are significant changes in English language instructing throughout Europe and the world as the result of the CEFR development. As long as the CEFR intends to urge reflection on current practice, a general metalanguage to talk about it, and a general set of references points for profiling objectives, competences, achievements (North,2007), it is very important in language teacher education. The CEFR presents a rich enlightening structure of communicative competence categories, strategies and activities, identified for various levels in illustrative scales. It proposes an “action-oriented approach”, instructing what people need. Thus, the CEFR and the EPOSTL is interrelated. Both of the documents are very important in language teacher education.

Consequently, the notion of ELP, its main parts and its functions have been dealt with in the second subchapter. The ELP helps learners learn new languages and understand new cultures. Also, it can help instructors to perceive what languages their students already know and plan what they need to learn. That is why, it is inevitable for student teachers to be acquainted with the ELP and use it in their future teaching.

Next document which is very important in teacher education is the EPLTE. It was discussed in details in the third subchapter. The third section has been concerned with EPLTE, its main sections such as structure, knowledge and understanding, strategies and skills, and values; and also the sample of its implementation. It covers the initial and in-service training of foreign language

instructors in primary, secondary and adult learning contexts and it suggests background information for policy makers in the field of language instructing and language instructor educators in Europe.

The fourth subchapter describes the nature of European Profiling Grid which describes categories of teaching skills and qualification. The EPG supports the language teachers, whatever language they teach, in their language they teach, in their own professional development; is a tool for managers and coordinators who are responsible for assuring the quality of language education, and is a tool for trainers and mentors who provide support and inservice teacher development opportunities for language teachers.

The EPOST, the research instrument of this thesis has been outlined in the fifth subchapter. As the literature argues the EPOSTL is intended to enable future instructors reflect on and assess their developing skills, knowledge and values in a systematic and comprehensive way. The EPOSTL expects to make instructional skills explicit and transparent; to foster students to reflect on the basic knowledge which nourishes these competences; to urge discussion amid students and their instructor educators and mentors; to offer an instrument which enables chart progress (Newby et al., 2011). Moreover, the explicit descriptors of the EPOSTL facilitate discussions of teaching between teachers working in different national contexts.

The pre last section dealt with the connection between the CEFR, the ELP, the EPLTE and the EPOSTL. It is obvious that the correct usage of these documents in language teacher training can lead to success in preparing competitive language teachers.

In sum, all the above discussed documents closely interrelated with each other and have important roles in language teacher education.

The last subchapter has been concerned with the literature review on the EPOSTL including various studies used to explain its effect in teacher education. The EPOSTL is first piloted in 2007, so there are restricted numbers of the studies on the EPOSTL. Some of the existing studies belong to its authors (Jones, 2007, 2011; Fenner, 2007, 2011; Newby, 2007, 2011, 2012) and they are the results of first pilot studies. The pilot studies tried to find out how the EPOSTL could be

incorporated into pre-service teacher education. Therefore, some researchers (Ingvarsdottir,2011;Nihlen,2011;Orlova,2011) studied the EPOSTL usage in teaching practicum, while others (Bagaric,2011; Çakır & Balcikanli,2012) studied the EPOSTL usage in relation to teaching. Additionally, it is also conceivable to see the investigations that used the EPOSTL in both courses and in teaching practicum (Fenner,2011; Velikova, 2013).The findings of these studies stated that the student teachers who participated in these studies had positive attitudes towards implementing the EPOSTL. The reasons of these positive attitudes are the contribution of the EPOSTL to professional development and the development of self-awareness, self-reflection, self-assessment of pre-service teachers.



Chapter 3

Methodology

Introduction

This chapter introduces and discusses the research design, which is considered as the most appropriate to examine the research questions set out. A sequential explanatory mixed methods design is described as being the most appropriate to provide answers to the research questions. The second section addresses to the setting and participants. The third section is depicted to data collection and it follows by the section of instruments. The last section includes the data analysis appropriate to each research question.

The methodological issues emphasized below suggest the need to sequential explanatory mixed methods research design, in order to provide data on the study. The field of mixed methods has only been widely accepted for the last decade, though researchers have long been using multiple methods, just not calling them “mixed”. Mixed methods research takes advantage of combining quantitative and qualitative research effectively. A quantitative research approach focuses on collecting numerical data and generalizing it across groups of people (Johnson & Christensen, 2008). In contrast, a qualitative approach is based on descriptive data that does not make use of statistical procedures (Mackey & Gass, 2005). Quantitative and qualitative approaches have their own separate strengths and weaknesses. Quantitative research can deliver reliable and replicable data that is generalizable to different settings. Thus, the general exploratory ability of quantitative research is limited (Dörnyei, 2007). Qualitative research, on the other hand, has traditionally been viewed as an effective way to exploring new, unknown areas (Dörnyei, 2007).

A sequential explanatory mixed methods research design which involves two-phase process “in which the researcher collects the quantitative data in the first phase, analyses the results and then uses the results to plan the second qualitative phase” (Creswell, 2013,p.224).The study aims to have better understanding the impact of the intervention program through collecting both quantitative and qualitative data. In the quantitative phase a pretest implemented before the intervention in which the participants use the EPOSTL during their

teaching practicum and then in the intervention process another two tests were conducted to follow the changes in experimental group. And after the intervention program ends, a posttest will follow it. A total of four tests were implemented to experimental group but only pretest and posttest were implemented to control group. After these tests, 4 students from experimental observed their peers and made notes; another four students from the experimental group kept reflective journals; and 4 other students from experimental group were interviewed and the data were interpreted.

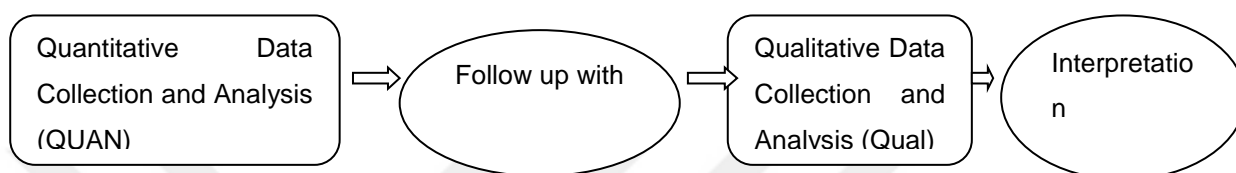


Figure 2. Research design of the study (Creswell, 2013, p.224)

Setting and Participants

The study took place at the English Philology department of the Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan. The English Philology department is one of the populated departments at Akhmet Yassawi International Kazakh Turkish University and offers the statestandard ELT program. The program provides students with a four-years training on instructing (EFL) English as a foreign language. The first year of the program mainly focuses on teaching language skills and grammar to students, while the following years concentrate on training students as language teachers. The Methodology courses student teachers take are The Methods of Teaching Foreign Languages, New Trends in Teaching Foreign Languages and etc. Also, students in this program are required to take Teaching Practicum course where they have to go to local schools and practice as teachers. However, the Methodology courses cannot obtain whole essence of teaching in a short period of time and these drawbacks can be eliminated with the implication of the EPOSTL during the students Teaching Practice Courses.

Seventy one fourth year ELT student teachers participated in the study. The student teachers were divided into control and experimental groups. A control

group is a group of subjects or conditions that is matched as closely as possible with an experimental group, is not exposed to any experimental treatment. The descriptive statistics results are as follows:

Table 3

Descriptive Statistics Results of the Control Group

		Age	Gender
N	Valid	35	35
	Missing	0	0

Table 4

Descriptive Statistics Results of the Control Group

		Age	Gender
N	Valid	35	35
	Missing	0	0

Table 5

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	9	25.7	25.7	25.7
	Female	26	74.3	74.3	100.0
	Total	35	100.0	100.0	

Table 6

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	35	100.0	100.0	100.0
	Total	36	100.0	100.0	

A total of 35 students participated in the experimental study, of whom 9 are males and 26 are females (Table 4, Table 5). Age ranges from 20 to 25 (Table 6).

Table 7

Descriptive Statistics Results of the Experimental Group

		Age	Gender
N	Valid	36	36
	Missing	0	0

A total of 36 students participated in the experimental study of whom 10 are males and 26 are females (Table 7, Table 8). Age ranges from 20 to 30 (Table 9).

Table 8

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	10	27.8	27.8	27.8
	Female	26	72.2	72.2	100.0
	Total	36	100.0	100.0	100.0

Table 9

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	35	97.2	97.2	97.2
	26-30	1	2.8	2.8	100.0
	Total	36	100.0	100.0	100.0

Data Collection

Data for this study came from: a) questionnaire, b) peer observation, c) reflective journal, and d) interview. The collection of data was completed in fall term of the academic year 2017-2018. The data collection procedure steps are as follows:

1. The EPOSTL and the research process were explained to the student teachers;



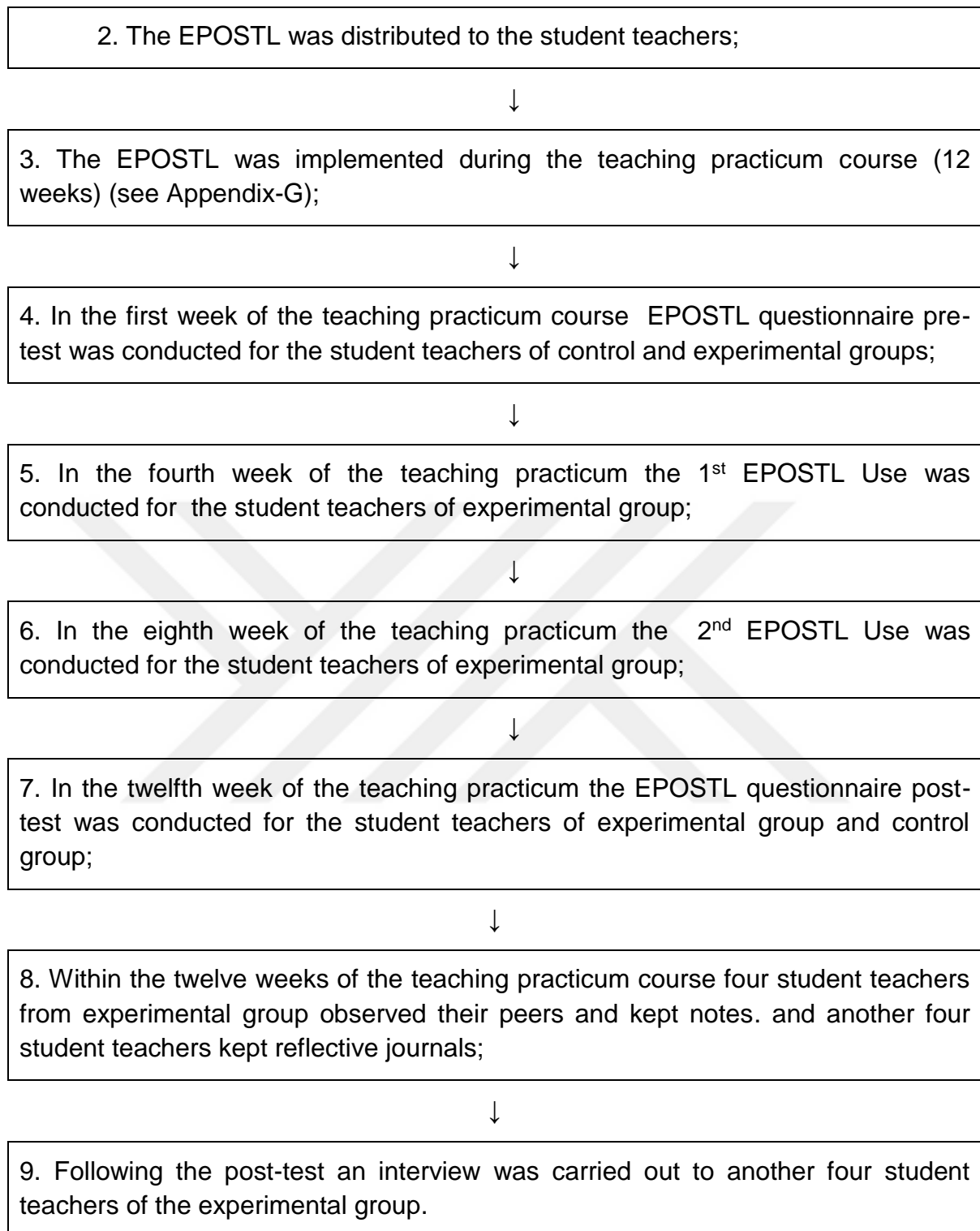


Figure 3. The data collection procedure steps

The EPOSTL Questionnaire

The self-assessment descriptors section of the EPOSTL was used as the questionnaire. The EPOSTL is comprised of 195 items as a whole and divided into

main and sub-sections. The main parts in the questionnaire are “Context, Methodology, Resources, Lesson planning, Conducting a lesson, Independent learning, and Assessment of learning” (EPOSTL, 2007, p.13). All of the sub-sections of the main parts are given place in the questionnaire. As an original version of the EPOSTL, is designed to specify student teachers’ progress via arrows, that style would not be practical to collect quantifiable data. Thus, the EPOSTL is turned into five point Likert-type questionnaire. Also the Likert-type questionnaire was converted into google forms and the data were collected online.

Peer observation. Peer observation was conducted with the randomly selected four student teachers from experimental group. The selected four students were required to observe each other’s lessons once in two weeks during their practicum. The ready peer observation template prepared by the researcher was given to the participants that the observers had to fill. The template included the parts, such as observations, observation summary, feedback and review. In the observations part the observer had to highlight examples of good practice which can be shared with others; in observation summary the observer had to highlight examples of good teaching practice and any specific development needs; and in feedback and review part the observer had to give feedback and review.

Reflective Journal. Four student teachers of experimental group were required to keep reflective journals during their teaching practicum at school. The reflective journal template was developed by the researcher and was given to the participants of the study. The template considered the strengths, weaknesses and future actions of participants concerning the EPOSTL.

Interview. The interview was conducted with a randomly selected group of four student teachers from experimental group. Semi-structured procedure was employed. Eight questions were posed to the participants that lasted five to ten minutes with each participant. The questions in the interview intended to disclose the student teachers’ strongest and weakest competences with reference to the EPOSTL and the reasons of the progress and regression in terms of the EPOSTL competences.

Instruments

Questionnaire. A questionnaire is one of the most common methods used to collect data on attitude and opinions from a large group of participants, and has been used to examine a wide variety of question in SLA (Mackey & Gass. 2005). The benefits of collecting data through the use of questionnaire incorporate the arrangements of answers to inquiries in an orderly and disciplined way, relative ease of construction, extreme versatility, and ability to gather a large amount of information in comparatively short amount of time and a readily usable form (Dörnyei.2007). Also, a questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. Researcher uses questionnaires so that they can obtain information about the thoughts, feelings, beliefs, values, perceptions, personality and behavioral intentions of research participants. In other words, researchers attempt to measure many different kinds of characteristics using questionnaires. Questionnaires are not restricted to single research methods. Questionnaires can be used to collect data with multiple research methods (experimental, qualitative, correlational, etc.). Furthermore, the content and organization of a questionnaire will correspond to the researcher's research objectives. Dornyei (2003) believes that questionnaires are especially valuable because they are efficient "in terms of (a) researcher time, (b) researcher effort, and (c) financial resources" (p.9).

In this study, a questionnaire, namely the EPOSTL can-do descriptors (see Appendix -H), were used to answer the first and second research questions of the study, that is to measure the difference between pretest and post test results; and the difference between 1st and 2nd EPOSTL Use results, which provided an overall picture of the effect of the EPOSTL implementation. The EPOSTL consists of 195 descriptors which were classified into seven categories. The first category, Context (EPOSTL, 2007, pp.14-19) deals with the framework teachers work on and the professional duties they need to perform. Also, it involves sections such as Curriculum, Aims and Needs, The role of the Language Teacher and Institutional Resources and Constraints. There are four descriptors in section A. Curriculum (EPOSTL, 2007, p.15) and it asserts that to be aware of curriculum requirements and relevant documents (CEFR,ELP) is not enough for teachers, they also have to know how to plan consequently. The seven descriptors of the B. Aims and Needs

section (EPOSTL,2007, p.16), include the teacher's skills under consideration of cognitive and affective needs of learners, learners' a foreign language learning motivations and the long term aims of their needs and expectations. The descriptors also relate to teacher's understanding the personal, intellectual and cultural value of learning other languages. In order to achieve these aims, it is necessary first to define the language learning personal, intellectual and cultural value, then, to search out ways to promote these values. It can be accomplished under the discussion between teacher and student teachers.

C. The Role of the Language Teacher section (EPOSTL, 2007, pp.17-18) contains ten descriptors, six of which depicted to teacher's professional development through self-assessment and peer-assessment and using relevant articles and journals in the field of teaching. The rest of these descriptors touch upon cooperative activities such as observation, action research, and ability to critically assess one's own teaching. D. Institutional Resources and Constraints section deals with teacher's skills to properly use the resources available at schools.

In sum, the descriptors of the category Context deal with the European documents, teacher's continuing professional development and intercultural awareness.

The second category of the EPOSTL is the Methodology (EPOSTL, 2007, pp.20-29). It is the most extensive section of the EPOSTL. It involves four main skills A. Speaking/Spoken Interaction (EPOSTL,2007, pp.21-22). B. Writing/Written Interaction (EPOSTL,2007,pp.23-24). C. Listening (EPOSTL,2007,p.25). D. Reading (EPOSTL,2007,pp.26) and E. Grammar (EPOSTL,2007 p.27). Vocabulary (EPOSTL,2007,p.28). Culture (EPOSTL,2007,p.29).

Twelve descriptors in A. Speaking /Spoken Interaction refer to the core aspects of communicative methodology. Thus, the descriptors accentuated skills which teachers need to obtain to assist learners to speak fluently. In order to reach the aim of motivating students to partake in spoken activities is the creation of a supportive atmosphere, clear explanation of a learner-centred methodology. Also,

teachers should assist learners express their opinion, improve their fluency and use features of spoken language.

B. Writing/Written Interaction involves twelve descriptors which include the elements such as to urge students to build up their imaginative capacity, to collect and share of information for writing tasks, writing process, coherence and cohesion, correct spelling, grammar and vocabulary use, to familiarize learners with text types, to participate in different written exchanges.

Eight descriptors of C. Listening consider the elements of listening skills of teachers such as to choose proper materials of listening which meets the learners' needs, interests and language levels; the usage of listening strategies as listening for gist or specific information; to prepare learners to deal with undesired situational factors; and also, to use different listening strategies and compensation strategies.

D. Reading section consists of nine descriptors which handle a top-down approach to reading that appears to be in agreement with a communicative approach to language teaching and learning. Using significant features of reading skills such as background knowledge and reading strategies to comprehend a text and work on new vocabulary have been underlined in the section.

E. Grammar section is relatively short and contains only five descriptors. It is obvious that the principle behind this section is to join CLT (Communicative Language Teaching). This becomes apparent by emphasizing the practice of grammatical elements through meaningful contexts and relevant texts and relevant texts, and the selection of grammatical exercises and activities which foster communication.

F. Vocabulary section consists of only three descriptors and is developed in simple and clear terms. It confirms that the teacher should help learners through offering a selection of activities to learn vocabulary and use it in oral and written contexts.

Eight descriptors of the G. Culture section involve tasks and activities which enhance learners' intercultural awareness and also help learners develop their socio-cultural awareness.

The third category is Resources (EPOSTL, 2007, pp.30-32) and it includes eleven descriptors. This area is identified with an assortment of supplies instructors enable to attract in on the procedure of placing, choosing texts, exercises, assignments and reference stuff valuable for their students. The national setting with its educational module and suggestions assumes an imperative part during the time spent taking choices identified with the utilization of a coursebook. The local setting with the institutional assets and requirements effects the facility and also the procedure of choosing and designing materials. The resource types and ways of using them depend on features such as objectives and necessities of learners, their age, proficiency level, inspirations and interests. Subsequently, the teachers should use the materials produced themselves not only prepared materials, texts and exercises which occur in the classroom and autonomous learning course.

The fourth category of the EPOSTL is Lesson Planning (EPOSTL, 2007, pp.33-37). It consists of three sections. First section is A. Identification of Learning Objectives which comprises of six descriptors. The descriptors consider the teacher's capacity to define objectives of a lesson in accordance with curriculum requirements and also learners' needs and interests. These objectives should encourage learners to achieve their maximum capacity and also educational needs. Second section B. Lesson Content and it includes twelve descriptors. The descriptors deal with the lesson plans structure; equalize activities to incorporate different types of abilities and capabilities; planning activities of listening, reading, writing and speaking; planning activities to emphasize interrelation of language and culture; planning activities where grammar, vocabulary and communication are combined. The last section of this category is C. Lesson Organization which is very short with only four descriptors. It relates to selection of frontal, individual, pair, group work; planning presentations and learner interactions and cooperation with other teachers.

The fifth category is Conducting a Lesson and it involves five sections. A. Using Lesson Plans with six descriptors attend to starting the lesson, transition to the next activity and finishing lessons in an appropriate way. It is very important for a success of a lesson to begin a lesson in an empowering way which influence to student's motivation and the learning atmosphere in the classroom. It is similarly

important to end the lesson in a focused way that learners get the review of what has been accomplished in the lesson. It is also vital for teachers to be able to shift between activities and tasks and modify complexity and length of activities to the learners' abilities to focus. Four descriptors of B. Content section allude to the way language content is coped with in the learning process. The language content must be introduced to learners in proper ways. This might be taken into account at the planning stage but might occur in the process of teaching, that's why the teacher must be ready to any case. Section C. Interaction with Learners grasp skills which are important in conducting a lesson, especially with large groups of learners. Using different learning styles is specific requirement in a learner-centred class that takes into account the individual needs of the learners. Assisting learners to foster useful learning strategies is an important way in developing independent learning. The next section is D. Classroom Management which includes five descriptors. These descriptors refer to roles the teachers should obtain; management of individual, partner, group and whole class work; and teachers' abilities to use the visual aids effectively. Six descriptors of the E. Classroom Language section deals with the target language utilization encouragement in class despite the fact it is not always an easy task.

The pre last category of the EPOSTL is Independent Learning. It consists of six sections such as, "A. Learner Autonomy. B. Homework, C. Projects, D. Portfolios, E. Virtual Learning Environments and F. Extra-Curricular Activities" (EPOSTL,2007, pp.45-50). The descriptors of the sections involve learners acquiring a comprehension of their contemplation, being encouraged to study and cooperating with instructors to set their learning conditions, and also teachers being able to plan and manage projects and use different ICT resources to develop independent learning.

Finally, the last category of the EPOSTL is an Assessment (EPOSTL, 2007, pp.51-57). Section A. Designing Assessment Tools involves only three descriptors, which refer to evaluation and selection of valid assessment procedures, negotiation of assessment and assessment tools design. Section B. Evaluation includes eight descriptors which deal with the determining the strong and weak areas in a learner's performance. Section C. Self- and Peer Assessment, involves three descriptors. They relate to assisting learners to assess their own

performance, engage in peer-assessment and use the European Language Portfolio. Section D. Language Performance consists of six descriptors which all refer to the teacher's capacity to assess learner's performance in the four skills, speaking, writing, listening and reading. Section E. Error Analysis consists of four descriptors which handle the analyzing learners' errors and defining the reason, and providing feedback to learners in terms of their errors. Errors should be analyzed in detail, explained in such a way as to promote language learning.

Peer Observation. Peer observation was employed to collect data with regard to the student teachers' teaching in terms of the EPOSTL descriptors (see Appendix- I). An advantage of observations over self-report methods is that it allows researcher to record actual behavior rather than get reports of preferences or intended behavior from the participants (Johnson & Christensen, 2008). Another distinctive feature of an observation as a study process is that it offers a researcher the chance to collect 'live' data from naturally occurring social situations. Thus, the researcher can look directly at what is taking place in a situation rather than relying on second-hand accounts. Observations can center around occasions as they occur in a classroom, for instance. The amount of teacher and student talk (Cohen, Manion, & Morrison, 2007), and empower the researcher to collect data on an interactional setting (Morrison, 1993). Along these lines, it is useful when researchers collect observational data in addition to self-report data (Johnson & Christensen, 2008) because it can encourage the exploration and better understanding of classroom behaviors and meanings attached to those behaviors (Kumar, 1996).

This instrument was chosen because peer observation in teaching has been used both as developmental technique and summative evaluation tool for some decades. Martin and Double (1998) identify six main aims of peer observation as:

1. Improving or developing an understanding of personnel approaches to curriculum delivery;
2. Enhancing and extending teaching techniques through collaboration;
3. Exchanging insights relating to the review of teaching performance;
4. Expanding personnel skills of self-reflection and evaluation;

5. Developing curriculum planning skills in collaboration with peers and colleagues;
6. Identifying areas in teaching practice with particular merit or in need of development.

Sullivan, Buckle, Nicky and Atkinson (2012) list empirical benefits of peer observation, stating that peer observation can reaffirm teaching skills, provide developmental feedback and finally maintain high standards in undergraduate teaching. The present study employed the peer observation in order to develop a shared understanding of the EPOSTL implementation and use this understanding to inform feedback following an observation.

Reflective journal. The third research instrument was reflective journal (see Appendix -J). The use of reflective journals gives an opportunity for instructors to hear the voice of student teachers through the opportunity given to them to express the thoughts and changes they experience as a part of their learning experience (Dunlap, 2006). Phelps (2005) maintains that the journals not only are important means for collecting qualitative research data about the student teachers but also empower “us”- teachers who research their work to learn about ourselves. She claims that the data of the journals provide significant insights not always achieved through other ways of data collection.

Writing a reflective journal is ongoing process of keeping written records of teacher’s thoughts, experience and observations. Trop (1995) stated that journal writing is an explanatory can of writing that can help student teachers to mirror their attempt, distinguish their commitments, examine alternatives, and construct a highly personalized kind of new knowledge. “Writing naturally leads to better learning because it is a constructive, reflective process. As students write, they may discover which concepts are especially confusing to them. They can then develop their understanding of these concepts by linking them to concrete examples in everyday life” (Harmelink, 1998, p.36). Journals are multidimensional instrument that can exist in variety of forms (Boud, 2001). Anderson (2012) states that the use of journals serve as a pedagogical instrument for the encouragement of reflection, criticism and self-analysis of students. Reflective journals constitute the point of departure for the writer’s experience and a way to return to it through

the student teacher's personal reflections, and in the context of his reflections about his relationships with others (Bagnato, Dimonte & Garrino, 2013). Lee (2008) suggests that journals are useful instructional instrument for teachers to hear their student's personal voice. The present study attempted to learn more about the process of the EPOSTL implementation among student teachers during their practicum, based on the information about their experience and impressions provided in their reflective journals.

Interview. Following the post-test a semi-structured interview (see Appendix -K) was carried out. Interview is a method of data collection that involves two or more people exchanging information through a series of questions and answers. The questions are designed by a researcher to elicit information from interview participant(s) on a specific topic or set of topics. Cannel and Kahn (1968) bring out that an interview is "two-person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on contents specified by research objectives of systematic description, prediction, or explanation As Patton (1990) claims that the main goal of interviewing is to get to know what is in someone's mind. The reason for open-ended interview is not to place things in someone's mind, but to admit to point of view of the individual being interviewed. The interview is done in order to ascertain those things that cannot be observed. (Best and Kahn, 2006, p.278). The distinctive feature of using interviews as data collection instrument lies in that it can enable investigators to research phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes (Mackey & Gass, 2005), and can "provide us with valuable information about language classes..." (Block, 1997, p.348).

A semi-structured type of interview, a popular interview technique employed in qualitative interviewing, was adopted to gather the qualitative data. One of the advantages of a semi-structured interview is that it is sufficiently open-ended to enable the contents to be re-ordered, digressions and expansions made new avenues to be included, and further probing to be undertaken (Cohen et al., 2007).

The primary goal of the interview procedure is to track the student teachers' advance over the time. Developing as a teacher is a process and the EPOSTL aims to shed light on the progress of student teachers. Fusing the interview

procedure into the research design along with pre and post implementation of the EPOSTL will bring the study developmental dimension. Besides, with the help of the interview in-depth responses from students to guarantee the reliability of the answers they will provide for the questionnaire are intended to be collected. The interview procedure added to the study since it generates comprehensive data with smaller group.

Table 10

Data Collection Instruments

Research Questions	Data Collection Instrument
Question 1	Questionnaire
Question 2	Questionnaire
Question 3	Questionnaire/peer observation, reflective journal, interview
Question 4	Peer observation, reflective journal, interview
Question5	Peer observation, reflective journal, interview

Data Analysis

Analysis of the Data Based on the Questionnaire

The data collected through the questionnaire was analyzed via descriptive analyses. Through a computer mediated program SSPS 21.0 frequencies and percentages were calculated. Thus, the EPOST effect to student teachers explained with the possible related factors that are identified. The EPOSTL questionnaire designated as a 5 point Likert type questionnaire. The student teachers were invited to (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree with the items.

Descriptive statistics was calculated besides paired samples t-test in order to see the changes throughout the time and whether the treatment has an impact on the participants. And an independent samples t-test was run in order to compare the differences between two groups before and after the treatment.

Analysis of the Data Based on Peer observation, Reflective journal and Interview.

The data obtained through peer observation, reflective journal and interview was analyzed with the help of thematic analysis. Thematic analysis is an accessible, flexible, and increasingly popular method of qualitative data analysis. The six phase approach to thematic analysis of Braun and Clarke (2006) was used in the research.

1. Familiarizing with the data: reading and re-reading data.
2. Coding: generating succinct labels that identify important features of the data relevant to answering the research question, after coding the entire dataset, collating codes and relevant data extracts.
3. Searching for themes: examining the codes and collated data to identify significant broader patterns of meaning, collating data to each candidate theme.
4. Reviewing themes: checking the candidate themes against the dataset, to determine that they tell a convincing story that answers the research question.
5. Defining and naming themes: developing a detailed analysis of each theme: choosing an informative name for each theme.
6. Writing up: weaving together the analytic narrative and data extracts; contextualizing the analysis in relation to existing literature.

Data Reliability and Validity

The validity of data and its reliability are two important issues which need to be addresses in any study as both contribute greatly to the credibility of the study design, data collection, and data analysis procedure (Johnson & Christensen, 2008).

Reliability provides information about the consistency and accuracy of data collection procedures (Seliger & Shohamy,1989). According to Seliger and Shohamy (1989) using a ready-made instrument which has been developed by researchers and for which information about reliability and validity is available, or adapting an instrument is more advantageous than developing a new process. The instrument employed in the present study, that is, the EPOSTL self-

assessment descriptors and had been proved to be reliable. It must be expressed that the reliability concerns of the EPOSTL was well considered by project team that created the EPOSTL. As indicated by Newby (2012) throughout its advancement the EPOSTL was piloted within two workshops led by the project team in Centre for Modern Languages and the first workshop was intended for student teachers while the target group of the second workshop was their educators. A keynote that ought to be specified here is that all participants were coming from different parts of Europe. Büyüköztürk, Çakmak, Akgün, Karaden and Demirel (2010) point out that the heterogeneity of the group influences the reliability positively. Newby (2012) states that the aim of the piloting was to regard criticism coming from the participants and the main concern of the EPOSTL developing was the explicitness and transparency of the items included.

Based on the feedback of the student teachers items were elucidated and shortened besides for each item a single focus was attributed. Newby (2012) indicated that the numbers of items were reduced from 400 to 195. Gay (1992) argues that excessive number of the items in an instrument has the risk of endangering reliability and participants may be intimidated. The piloting procedure of the EPOSTL makes it clear that the factors mentioned above are considered to ensure the reliability. The items in peer observation, reflective journal and questions in the interview procedure are based on the items in the EPOSTL. The questions and items of the qualitative instruments were examined by experts in terms of their explicitness. Based on the experts' and supervisor's suggestions the questions and items were reworded.

The validity of an instrument refers to the extent to which "the data collection procedure measures what it intends to measure" (Seliger & Shohamy, 1989, p.188). It is an important key to affective research and is a requirement for both quantitative and qualitative research (Cohen et al., 2007). The validity of peer observation, reflective journal and interview contents in the current study were examined and approved by the experts and supervisor. The questionnaire instrument was taken from the EPOSTL self-assessment descriptors. To determine content validity each item in the instrument were examined in terms of its adequacy to extend the reason. Newby (2012) claims that creating the main teaching competences were their main purpose while developing the EPOSTL.

Also, core competences are included related to each domain of the EPOSTL. Keeping all these issues in mind, it can be stated that the study instruments content well serve the purpose of the study.

Summary

This chapter has laid out in detail the outline of this investigation and has depicted the methodology attempted. Taking the benefits of mixed method, the sequential explanatory mixed methods research design was adopted to provide the responses to the research questions. The EPOSTL questionnaire was used to measure the effect of the EPOSTL on the self-evaluation of the student teachers between control and experimental groups. A peer observation, a reflective journal, and a semi-structural interview were employed to reveal the viewpoints of the student teachers about the EPOSTL implementation.

Chapter 4

Findings

Introduction

This chapter delineates the findings of the endeavor according to the research questions. Quantitative and qualitative data are combined in line with the appropriateness of the research questions. The quantitative data obtained from the study aimed to find answers to these questions with the help of descriptive statistics: Is there a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation? Is there a statistically significant difference in the 1st and the 2nd EPOSTL Use of the experimental group participants? What are the strengths and weaknesses of the student teachers regarding the EPOSTL descriptors for teaching skills? And the data obtained from the qualitative data are intended to answer the following questions with the help of thematic analysis: What are the strengths and weaknesses of the student teachers in terms of the EPOSTL descriptors for teaching skills? How do student teachers perceive their experience with the EPOSTL? and What do the student teachers think about the contribution of the EPOSTL on their self-evaluation? Each research question was analyzed separately by calculating the participants' responses and the findings to each research question were presented under separate titles.

Findings for the Research Question 1

The first research question of the study focuses on whether there is a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation. In this respect, the answers of the student teachers of both control group and experimental group were analyzed by looking at the answers they gave to 195 items of questionnaire.

First, a paired samples t test was conducted in order to determine whether there was a statistically significant change between pretest and posttest results of the control group.

Table 11

Paired Samples Statistics for the Control Group

		M	N	SD	Std. Error Mean
Pair 1	Pretest	3.4571	35	.33945	.05738
	Posttest	3.3383	35	.14308	.02418

Table 12

Paired Samples Test for the Control Group

		M	SD	Paired Differences Std. Error Mean	95% Confidence Interval of the Difference Lower Upper		T	Df	Sig. (2- tailed)
Pretest	-	.11876	.36689	.06202	-.00727	.24479	1.915	34	.06
Posttest									4

The results of the paired samples t test (Table 11, Table 12) showed that there was not a statistically significant difference between the pretest ($M=3.45$, $SD=.33$) and posttest ($M=3.33$, $SD=.14$) results of the control group; $t(34)=1.91$, $p=.06$.

Table 13

Paired Samples Test for the Experimental Group

		M	SD	Paired Differences Std. Error Mean	95% Confidence Interval of the Difference Lower Upper		T	Df	Sig. (2- tailed)
Pair 1	Pretest	-.150	.624	.110	-.375	.074	-1.362	31	.183
	Test 1								
Pair 2	Test 1	-.197	.300	.054	-.309	-.085	-3.596	29	.001
	Test 2								
Pair 3	Test 2	-.216	.464	.079	-.378	-.054	-2.718	33	.010
	Posttest								
Pair 4	Pretest	-.491	.492	.082	-.658	-.324	-5.985	35	.000
	Posttest								

However, there is a statistically significant difference (Table 13) between the EPOSTL Use 2 ($M=3.70$, $SD=.49$) and the posttest ($M=3.91$, $SD=.13$) according to the paired samples t test results for the experimental group; $t(33)=-2.71$. $p=.010$.

Finally, a paired samples t test of the pretest and the posttest show (Table 13) that there is a statistically significant difference between the pretest ($M=3.43$, $SD=.46$) and the posttest results ($M=3.92$, $SD=.12$) in the experimental group $t(35)=-5.98$. $p=.000$.

As the results of the paired samples t test of the control group show that there is not a statistically significant difference between the pretest and posttest, further the results of the experimental group were discussed. In the first section of the questionnaire the student teachers were requested to self-appraise their knowledge of context curriculum. Twenty three items were devoted to context curriculum section. The section checked the participants' knowledge of the requirements of national and local curricula. European documents like Common European Framework of Reference, European Language Portfolio and etc. The pretest results of context curricular are 3.40 and posttest results are 4.20.

The second section of questionnaire is methodology section where the student teachers self-evaluated their speaking, writing, listening, reading, grammar, vocabulary, culture skills. Twelve items of speaking interaction were posed to participants. The increase in terms of participants' speaking interaction competences can be seen when the pretest and posttest results. Pretest results 3.33 and posttest results are 4.01.

In the following sub-section the student teachers' perception of their teaching writing were sought within the twelve items. Unlike the change in their speaking competence in the pretest and posttest, the change in their writing competence is less remarkable. The agreement with the items exploring their writing competence increased from 3.55 to 3.86.

The next sub-section in the methodology section is associated with the student teachers' listening skills within eight items. The changes in this section are

more like the changes in speaking interaction. There is an overall development from 3.43 to 3.99 in participants' teaching listening skills.

In the following sub-section the student teachers were requested to mirror their teaching reading skills within eleven items. The results continue to rise from 3.44 pretest to 3.96 post test.

The student teachers' perception of teaching grammar was also explored in the methodology section. Only five items were addressed to participants. The results from the pretest 3.40 and posttest 4.06 show the great increase.

Three items were posed to student teachers in the sub-section of vocabulary teaching skills. The results are as follows, pretest 3.53 and posttest 3.95.

The teaching culture skills were checked with eight items. The pretest results are 3.41 and posttest results are 3.98.

The third section is resources where the student teachers had eleven items to reflect on their knowledge of identifying and evaluating coursebooks, materials appropriate for the level of learners. There is a slight difference between the results of pretest 3.40 and posttest 3.84.

The fourth section of the questionnaire is lesson planning. Twenty two items were addressed to student teachers in order to see their perceptions of lesson planning. There is also rise from 3.60 to 3.82.

In the section of conducting a lesson twenty seven items were posed to reflect on student teachers' perception of the conducting a lesson competences. This section deals with the classroom management, learner motivation, learning strategies, and time management. The participants' results from pretest are 3.53 and posttest 3.84.

Twenty eight items were posed to student teachers in the section of independent learning. And the results show that there is rise from 3.47 to 3.77.

The last section of assessment was comprised of twenty seven items. The results from pretest show 3.36 and posttest show 3.72.

An independent samples t test was run in order to determine whether the two groups were roughly equal to each other at the beginning of the study. The

results showed (Table 14) that there was not a statistically significant difference between the pretest scores of the control ($M=3.45$, $SD=.33$) group and the experimental ($M=3.43$, $SD=.46$) group $t(69)=.26$, $p=.79$.

Table 14
Group Statistics

	Group	N	M	SD	Std. Error Mean
Pretest	Control	35	3.4571	.33945	.05738
	Experimental	36	3.4318	.46104	.07684
Posttest	Control	35	3.3383	.14308	.02418
	Experimental	36	3.9232	.12898	.02150

Another independent samples t test was conducted to demonstrate the effect of the treatment. The results reveal (Table 15) that there is a statistically significant difference between the control ($M=3.33$, $SD=.14$) and the experimental ($M=3.92$, $SD=.12$) groups: $t(69)=-18.10$, $p=.000$.

Table 15
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Pretest	EV* assumed	3.01	.087	.263	69	.794	.02528	.09631	-.166	.217
	EV* not assumed			.264	64.32	.793	.02528	.09590	-.166	.216
Posttest	EV assumed	1.70	.196	-18.10	69	.000	-.58493	.03231	-.649	-.520
	EV not assumed			-18.07	67.82	.000	-.58493	.03236	-.649	-.520

*Equal variances

In sum of the first research question, it may be concluded that there is a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation. It can be seen from the above mentioned results of the pretest and posttest.

Findings for the Research Question 2

The second research question of the study focuses on whether there is a statistically significant difference in the 1st and the 2nd EPOSTL Use of the experimental group participants. To see whether there was a significant difference in the 1st and the 2nd EPOSTL Use on the effect of the EPOSTL on their self-evaluation of the experimental group participants a paired samples t test was run. A paired samples t test was conducted to identify whether there was a statistically significant change in the scores of the participants in results of the experimental group: the pretest and the EPOSTL Use 1, the EPOSTL Use 1 and the EPOSTL Use 2, the EPOSTL Use 2 and the posttest, the pretest and the posttest.

Table 16

Paired Samples Statistics for the Experimental Group

		M	N	SD	Std. Error Mean
Pair 1	Pretest	3.4182	32	.47630	.08420
	Test 1	3.5685	32	.58690	.10375
Pair 2	Test 1	3.5363	30	.59080	.10787
	Test 2	3.7336	30	.50096	.09146
Pair 3	Test 2	3.7005	34	.49255	.08447
	Posttest	3.9171	34	.13002	.02230
Pair 4	Pretest	3.4318	36	.46104	.07684
	Posttest	3.9232	36	.12898	.02150

The results of the paired samples t test show (Table 16) that there is not a statistically significant difference between the pretest ($M=3.41$, $SD=.47$) and the EPOSTL Use 1 ($M=3.56$, $SD=.58$) results of the experimental group; $t(31)=1.36$, $p=.183$.

However, a paired samples t test (Table 16) of the EPOSTL Use 1 and the EPOSTL Use 2 demonstrate that there is a statistically significant difference between the EPOSTL Use 1 ($M=3.53$, $SD=.59$) and the EPOSTL Use 2 ($M=3.73$, $SD=.50$) implemented in the experimental group; $t(29)=-3.59$, $p=.001$.

Findings for the Research Question 3

The third research question of the study focuses on student teachers' strong and weak points regarding the EPOSTL descriptors for teaching skills. To analyze the student teachers' strong and weak aspects regarding the EPOSTL descriptors, student teachers' questionnaire answers and peer observation, reflective journal and interview comments were used. The data taken from the questionnaire was analyzed with the help of descriptive statistics.

Table 17

Descriptive Statistics for Pretest

	N	Min	Max	Mean	SD
Pretest: Context Curriculum	35	3.04	4.22	3.4584	.34995
Pretest: Methodology: Speaking	35	3.00	4.50	3.5286	.41713
Pretest: Methodology: Writing	35	2.75	4.42	3.5429	.46414
Pretest: Methodology: Listening	35	2.75	4.75	3.6000	.45354
Pretest: Methodology: Reading	35	2.78	4.44	3.5397	.44210
Pretest: Methodology: Grammar	35	2.80	4.40	3.6286	.44230
Pretest: Methodology: Vocabulary	35	2.33	4.67	3.6000	.65579
Pretest: Methodology: Culture	35	2.63	4.63	3.5679	.50761
Pretest: Resources	35	2.27	4.00	3.0442	.44447
Pretest: Lesson Planning	35	2.64	4.45	3.6636	.43082
Pretest: Conducting a Lesson	33	2.70	4.70	3.6734	.44458
Pretest: Independent Learning	33	2.54	4.79	3.5682	.48159
Pretest: Assessment	35	2.96	4.44	3.5894	.38368
Valid N (listwise)	31				

In the pretest descriptive statistics test results displayed in Table 17, *conducting a lesson* received the highest mean score ($M=3.67$) whereas *resources* received the lowest mean score ($M=3.04$) in the control group.

Table 18

Descriptive Statistics for Posttest

	N	Min	Max	M	SD
Posttest : Context Curriculum	35	3.04	4.35	3.6584	.32997
Posttest : Methodology: Speaking	35	2.92	4.42	3.5714	.39042
Posttest : Methodology: Writing	35	2.58	4.50	3.6024	.56523
Posttest : Methodology: Listening	35	2.75	4.38	3.6321	.44136
Posttest : Methodology: Reading	35	2.44	4.89	3.5535	.55030

Posttest : Methodology: Grammar	35	2.20	4.60	3.5029	.63315
Posttest: Methodology: Vocabulary	35	2.00	4.67	3.6095	.66904
Posttest : Methodology: Culture	35	3.00	4.50	3.6643	.34269
Posttest : Resources	35	2.36	4.64	3.6935	.50379
Posttest : Lesson Planning	35	2.77	4.32	3.5909	.34984
Posttest : Conducting a Lesson	35	3.00	4.26	3.6243	.35378
Posttest : Independent Learning	35	3.14	4.21	3.6388	.30524
Posttest : Assessment	35	2.74	4.11	3.6095	.33603
Valid N (listwise)	35				

As for the posttest, the results slightly changed as Table 18 indicates, this time *resources* received the highest score ($M=3.69$) and *grammar* received the lowest score ($M=3.50$) according to the results displayed in Table 20.

Table 19

Descriptive Statistics for Total Tests

	N	Min	Max	M	SD
Pretest Total	35	3.00	4.16	3.4571	.33945
Posttest Total	35	3.09	3.61	3.3383	.14308
Valid N (listwise)	35				

The Table 19 revealed that when the total mean scores of each test are considered, the posttest scores ($M=3.33$) fell slightly below the pretest scores ($M=3.45$).

Table 19 shows the descriptive statistics for the pretest. *Lesson planning* receives the highest mean score ($M=3.60$) whereas *speaking* receives the lowest score ($M=3.33$).

Table 20

Descriptive Statistics for Pretest

	N	Min	Max	M	SD
Pretest: Context Curriculum	36	2.00	4.65	3.4082	.63427
Pretest: Methodology: Speaking	36	2.00	4.50	3.3380	.60256
Pretest: Methodology: Writing	36	1.75	4.50	3.5532	.68201
Pretest: Methodology: Listening	36	1.88	4.63	3.4340	.70993
Pretest: Methodology: Reading	36	2.00	4.56	3.4444	.67089

Pretest: Methodology: Grammar	36	2.00	5.00	3.4056	.71791
Pretest: Methodology: Vocabulary	36	2.00	4.67	3.5370	.63385
Pretest: Methodology: Culture	35	2.00	4.63	3.4179	.73885
Pretest: Resources	36	1.45	4.91	3.4091	.71367
Pretest: Lesson Planning	36	2.18	5.00	3.6023	.55270
Pretest: Conducting a Lesson	35	2.04	5.00	3.5302	.56640
Pretest: Independent Learning	36	2.32	4.64	3.4792	.53037
Pretest: Assessment	36	2.07	4.19	3.3601	.47937
Valid N (listwise)	34				

Descriptive statistics for the first test (EPOSTL Use 1) implemented during the treatment as shown in Table 20 indicates that *writing* receives the highest score ($M=3.68$) whereas *assessment* receives the lowest score ($M=3.37$).

Table 21

Descriptive Statistics for Pretest

	N	Min	Max	M	SD
The EPOSTL Use 1:Context Curriculum	34	2.30	4.96	3.6573	.67371
The EPOSTL Use 1:Methodology: Speaking	36	2.17	4.67	3.5880	.52665
The EPOSTL Use 1:Methodology: Writing	36	2.25	4.67	3.6875	.61152
The EPOSTL Use 1:Methodology: Listening	36	2.50	4.75	3.5799	.60589
The EPOSTL Use 1:Methodology: Reading	36	1.89	4.78	3.5370	.81021
The EPOSTL Use 1:Methodology: Grammar	36	1.60	5.00	3.5778	.92307
The EPOSTL Use 1:Methodology: Vocabulary	36	1.67	5.00	3.6481	.80453
The EPOSTL Use 1:Methodology: Culture	36	1.63	5.00	3.5972	.93356
The EPOSTL Use 1:Rescources	35	1.27	4.91	3.5481	.96574
The EPOSTL Use 1:Lesson Planning	36	2.32	4.95	3.6364	.71903
The EPOSTL Use 1:Conducting a Lesson	36	2.81	4.59	3.6296	.44480
The EPOSTL Use 1:Independent Learning	35	2.54	4.71	3.5653	.57662
The EPOSTL Use 1:Assessment	36	2.22	4.33	3.3714	.56201
Valid N (listwise)	32				

However, Table 21 displays that the scores change in the second test implemented during the treatment (the EPOSTL Use 2): *vocabulary* receives the highest score with $M=3.87$ and strangely *assessment* receives the lowest score with $M=3.33$ which received the highest score in the EPOSTL Use 1.

Table 22

Descriptive Statistics for the EPOSTL Use 2

	N	Min	Max	M	SD
The EPOSTL Use 2: Context Curriculum	36	2.78	4.96	3.7983	.57202
The EPOSTL Use 2: Methodology: Speaking	35	2.67	4.75	3.7310	.49097
The EPOSTL Use 2: Methodology: Writing	36	2.50	4.75	3.8333	.55528
The EPOSTL Use 2: Methodology: Listening	36	2.38	4.75	3.7465	.58055
The EPOSTL Use 2: Methodology: Reading	36	2.56	4.78	3.7623	.63588
The EPOSTL Use 2: Methodology: Grammar	36	1.60	5.00	3.7611	.84828
The EPOSTL Use 2: Methodology: Vocabulary	36	2.33	5.00	3.8704	.60305
The EPOSTL Use 2: Methodology: Culture	36	2.13	5.00	3.8646	.73641
The EPOSTL Use 2: Resources	35	2.00	4.91	3.7247	.80061
The EPOSTL Use 2: Lesson Planning	36	2.41	4.95	3.7020	.64762
The EPOSTL Use 2: Conducting a Lesson	36	2.78	4.59	3.6420	.47940
The EPOSTL Use 2: Independent Learning	36	2.54	4.75	3.5367	.58935
The EPOSTL Use 2: Assessment	36	2.19	4.30	3.3374	.56077
Valid N (listwise)	34				

As for the posttest, Table 22 demonstrates that mean scores increase and in this test *context curriculum* draws the highest score with $M=4.2$ and *assessment* receives the lowest score with $M=3.72$.

Table 23

Descriptive Statistics for Posttest

	N	Min	Max	M	SD
Posttest : Context Curriculum	36	3.52	4.83	4.2041	.38900
Posttest : Methodology: Speaking	36	3.50	4.92	4.0139	.37770
Posttest : Methodology: Writing	36	2.83	4.92	3.8634	.48064
Posttest : Methodology: Listening	36	2.63	4.88	3.9965	.48411
Posttest : Methodology: Reading	36	3.44	4.56	3.9568	.28269
Posttest : Methodology: Grammar	36	3.40	4.80	4.0611	.35719
Posttest : Methodology: Vocabulary	36	2.00	5.00	3.9537	.58637
Posttest : Methodology: Culture	36	3.00	4.88	3.9861	.47788
Posttest : Resources	36	3.09	4.91	3.8409	.38897
Posttest : Lesson Planning	36	3.18	4.86	3.8245	.37042
Posttest : Conducting a Lesson	36	3.22	4.96	3.8416	.36489
Posttest : Independent Learning	36	3.32	4.36	3.7331	.23958

Posttest : Assessment	36	3.00	4.37	3.7263	.32328
Valid N (listwise)	36				

When the results of all the tests are considered displayed in Table 24, the scores gradually increase from pretest to posttest.

Table 24
Descriptive Statistics for All Tests

	N	Min	Max	M	SD
Pretest	36	2.06	4.13	3.4318	.46104
Treatment Test 1	32	2.56	4.62	3.5685	.58690
Treatment Test 2	34	2.89	4.64	3.7005	.49255
Posttest	36	3.63	4.25	3.9232	.12898
Valid N (listwise)	30				

Findings of the peer observation: Student teachers' strongest and weakest competences

The student teachers who observe their peers were asked to identify their peers' strongest and weakest competences in terms of the EPOSTL descriptors. The student teachers showed their strength in the areas of methodology, assessment, motivation and lesson planning. In the methodology category participants show how they succeeded in teaching. For instance, the participant 1 showed that he/she was good in teaching vocabulary and writing. It is seen from his peer observation extracts below:

"The tutor's strategies of presenting new vocabulary were well. She used body language, gestures and actions that the pupils could use the content of a word to catch the meaning" (Participant 1).

"Writing activities were well organized. What she has done with the group is to choose readings to give some input to pupils to motivate writing abilities, thus they can use the input given to procedure writing therefore and ask pupils to reflect on their daily routine and put that information in a coherence and cohesion way using written language. Also she used flashcards of cartoons to be worked on descriptive functions of the clothes and physical aspects, however ,as the level of the pupils was low, the results were

scarcely enough to evidence their process using fundamental structures in writing” (Participant 1).

However, the participant 2 ‘s extracts showed that he/she improved his/her skills like time management, classroom management, teaching grammar and vocabulary due to the EPOSTL.

“Time is used very well and every opportunity is taken to develop basic skills in communication” (Participant 2).

“The tutor had structured the class so that it was student-centred. Pupils’ responses were woven into the framework of the lesson. The tutor used a variety of approaches to encourage pupil response and participation. Pupils participated as both learners and teachers. On one hand, pupils did not hesitate to ask for clarification on a concept or statement, on the other hand and in respectful manner, they challenged the instruction or their peers by sharing their point of view or belief” (Participant 2).

“The tutor planned exercises connecting grammar and vocabulary with communication. The tutor asked pupils to use that information in communication by asking question to them about the content of the class. She tried to connect the new vocabulary with fundamental principles of grammar with the purpose of communication” (Participant 2).

“The tutor tried to make the class interactive by posing questions to the pupils but the response of the pupils was not encouraging. Only a few pupils responded to the tutor. The reason for the pupils’ passive behavior could be their unfamiliarity with the grammatical terms “active voice” and “passive voice” (Participant 2).

The participant 3 developed his teaching pronunciation:

“ ... for memorising the pronunciation of the words ,the tutor associated it with words in Kazakh with the same sound” (Participant 3).

And, the participant 4 used multiple opportunities to practice the language:

“Multiple opportunities were provided for pupils to display their knowledge through practice on boards, role playing, pairwork, etc. lots of practice going on during that lesson” (Participant 4).

The participant 1 and 4 showed how they assessed the pupils according to the EPOSTL:

“The tutor assesses pupils’ progress regularly and accurately and discuss with them how well they have done and what they need to do to improve” (Participant 1)

“The tutor used the formative assessment to check pupils’ progress” (Participant 4).

The participants 1 and 3 motivated their pupils in the following way:

“The tutor created a supportive atmosphere that welcomed pupils to partake part in speaking exercises. What the tutor does is endeavor to build up good atmosphere in light of regard to every members from group so it has been effective in her teaching procedure thus when pupils feel a kind of rapport or nice atmosphere they are able to participate in this type of activities explaining their potential at speaking activities but it is necessary to notice that speaking exercises demand patience and effort from both members teachers and learners ” (Participant 1).

“... the pupils were clearly motivated by the tasks and involved in carrying them out. The teacher had chosen activities that got the pupils interacting (this involved personal history and views) and the students really wanted to express themselves and listen to their partners” (Participant 3).

From the extract of the participant 4, we see that he/she used lesson planning in a good way:

“The lesson was very organized and the transitions were very quick with little to no wasted time. The tutor paced the teaching strategies appropriately and gave the pupils enough time to master each objective. Again the tutor and her support staff were prepared and little time was wasted while transitioning from visual aids use to whiteboards” (Participant 4).

“Each portion of the lesson was given adequate time for each pupil to complete ” (Participant 4)

The student teachers who observe their peers find their peers weak in the categories of methodology and conducting a lesson. For example, the participants 1 and 2 had difficulties in methodology:

“The tutor could not provide the pre-listening activities of the listening task” (Participant 1).

“The tutor could not relate the previous material with the new material. The mismatch of materials do not always work in teaching languages” (Participant 2).

However, participant 1, could not organize the lesson:

“No attention was paid to homework” (Participant 1).

And, participant 3 and 4, did not consider the students level while preparing the tasks:

“The vocabulary was too high for the level of the pupils” (Participant 3).

“A significant number of pupils were bored by the strategies and tasks. Tasks were not suitably matched to pupils’ prior attainment, so many pupils found it difficult” (Participant 4).

Further, the observer student teachers present the weak points of conducting a lesson:

“... the tutor’s shortcoming was the time management. She surpassed the time allocated to her where the result was she had to rush through with the exercises and the closure” (Participant 1).

“The biggest weakness is most definitely the time management, the tutor had too many things going at the same time and struggle to juggle them all” (Participant 4).

As you see, time management was the weakest category for student teachers. From the extracts below, we see that the participant 2 had problems with assessing, giving feedback and motivation.

“No attention was paid to pupils’ performance assessment and giving feedback” (Participant 2).

“The tutor did not solicit pupils’ feedback and allowed little time for questions” (Participant 2).

“There was little evidence of pupil interest in the class as demonstrated by little note taking and a low attentiveness” (Participant 2).

The weakest category for participant 3 was the classroom management.

“The classroom was in noise” (Participant 3)

“The classroom management was the weakest point of the lesson” (Participant 4).

“The tutor spent more time to explain the grammatical terms and gave pupils less time to interact with their peers or tutor. The tutor posed a few questions to the pupils, but the questions did not attract many responses from the pupils” (Participant 3).

In a nutshell, student teachers’ comments on their peers’ weaker and stronger competences are in line with the EPOSTL questionnaire results to an extent. Although the majority of student teachers tend to be weaker or stronger in a specific area some student teachers might develop and state other areas. This result is rational, since the improvement is not related to education but also improved by personal variables.

Findings of the reflective journal: Student teachers’ strongest and weakest competences

From the data obtained from the reflective journal, the participant 1 showed his strength in conducting a lesson. These are seen from the following extracts:

“I searched for exercises that my students would enjoy, and I made sure that I had all of the materials and other things that I needed before class began” (Participant 1).

“I have to work on life skills for learning, such as classroom management” (Participant 1).

“I was acquiring in a more interactive approach - my lesson was to be taught in both small and large group contexts” (Participant 1).

“The students appeared to be involved and inspired to participate in this activity” (Participant 1).

“My greatest strength as a teacher is my organization skill” (Participant 1).

The participants 2 and 3 were strong in interaction and collaboration:

“I have built mutual respect and rapport within my classroom” (Participant 2).

“I focus on the dynamics in each of my classes” (Participant 2).

“I continue to be firm with my students and explicit with the information I am teaching” (Participant 3).

“Motivation and participation are two strengths that I noticed in my teaching for the week”(Participant 3).

“I enjoy incorporating technology into my classroom” (Participant 3).

The participants also realized their weaknesses in terms of the EPOSTL in their reflective journals. For example, the participant 1 found himself weak in assessment.

“What I found most difficult about this experience was the creation of assignments” (Participant 1).

Yet, the participants 1 and 3 had difficulties in classroom management:

“I felt that time should have been taken out to manage discipline issues, and if I didn't do it immediately I would manage it constantly” (Participant 1).

“Another difficult situation that I was faced with was dealing with misbehavior in the classroom. I had a group of four girls at a table in my classroom who were clearly not focused on the lesson and were writing notes to one another” (Participant 3).

“One weakness I have noticed is gaining the students' attention” (Participant 3).

The findings showed that the student teachers had different weaknesses in diverse areas of teaching. And I think it is natural as they are still in training.

Findings of the interview: student teachers' strong and weak competences

According to the data obtained from interview, the student teachers showed their strengths in methodology section. For instance, participant 1, found himself good at spoken interaction, teaching reading and teaching grammar:

“I think I am good at speaking interaction. I can assess and select significant speaking and interactional exercises to energize students of contrasting capacities to take an interest and I can help students to utilize communication procedures (asking for clarification, comprehension checks etc.) and comprehension strategies (paraphrasing, simplification etc.) while taking part in spoken interaction and I can evaluate and choose a range of oral activities to develop accuracy” (Participant 1).

“I am confident in teaching reading, too. I can apply suitable methods for reading a text in class (e.g. aloud, silently, in groups etc.). I can assess and select an assortment of post-reading assignments to give a scaffold amongst reading and different aptitudes. I can urge students to utilize their insight into a subject and their assumptions about a text when reading” (Participant 1).

“Along with it, I am strong in grammar. I can present a grammatical item and enable students to practice it through meaning settings and suitable texts and I can present, and help understudies to manage new or obscure things of language structure in an assortment of ways ” (Participant 1).

Still the participant 2, stated that he was not good only at teaching writing but also teaching in listening and using lesson plans:

“I find myself strong in teaching writing because I can assess and select exercises which help students to take an interest in written exchanges and to start or react to writings properly. Additionally I can assess and select an assortment of methods to familiarize students with the spelling examples and unpredictable spelling and I can assess and select a scope of significant written work exercises to enable students to be aware of using a proper language for various content text types” (Participant 2)

“As well as, I am good at listening and using lesson plans. As for teaching listening, I can choose writings proper to the necessities, premiums and dialect level of the students and I can help students to apply systems to

adapt to troublesome or obscure vocabulary of a content. Also, in lesson arranging I can arrange for when and how to utilize the target language, including metalanguage I may require in the classroom and I can change and adjust exercises to upgrade and maintain the students' inspiration and intrigue" (Participant 2).

And the participant 3, showed his strength in teaching speaking and grammar:

"I can say that I am strong in teaching speaking and grammar. I am ready to assemble the certainty to talk in class. What I regularly attempt in class endeavor to do is acting like a student in talking exercises, demonstrating the students that there is no issue to talk and beating potential feelings of trepidation and full of feeling factors. The way I arranged a few parts of punctuation was through open style, I demonstrate to my students best practices to utilize linguistic structure by talking without cheating them with mind boggling or propel wording" (Participant 3).

Finally, the participant 4 indicated that he was good at teaching vocabulary and grammar.

"I find myself confident in teaching vocabulary and grammar. In my experience, I used to provide students new significant vocabulary by doing exercises such as bingo game every lesson as it turns to be beneficial for the students in their real life because they will not forget the new vocabulary as they will use it more often during communication in real context. Also I attempt to interface the new vocabulary that I show to the learner every class with essential features of sentence structure with the aim of communication" (Participant 4).

As the student teachers had strengths they also had weaknesses relating the EPOSTL descriptors. For example, the participant 1 found himself weak in lesson planning and conduction a lesson:

"I am weak in lesson planning. I have difficulties in identifying educational program necessities and set learning goals and objectives appropriate to my learners' needs and interests and setting targets which consider the

contrasting levels of capacity and particular educational needs of the learners” (Participant 1).

“Organizing lessons is not easy for me, too. I cannot guarantee smooth changes amongst exercises and tasks for individuals, groups and the entire class and I cannot create chances for and manage individual, partner, group and whole class work” (Participant 1).

The participant 2, stated that he was weak at teaching grammar:

“I am not good at teaching grammar. I cannot cope with questions learners may ask about grammar and, if necessary, I cannot guide to appropriate grammar reference books. It is challenging for me to assess and choose grammatical exercises and activities, which support learning and urge oral and written communication” (Participant 2).

Again, the participant 3, felt himself unconfident in preparing lesson content and lesson plans:

“I am least confident in preparing lesson content and using lesson plans. I am weak in starting a lesson in an engaging way and using different strategies when learners do not comprehend the target language. I cannot take an account of learners’ feedback and comments and incorporate this in future lessons. I can recognize time needed for particular topics and exercises and plan accordingly” (Participant 3).

However, the participant 4, indicated that he was weak at identification of learning objectives, interaction with learners and assessment:

“I do not feel myself strong in identification of learning objectives, interaction with learners, assessment. For example I feel difficulties with the following activities, like encouraging self- and peer assessment of portfolio work; recognizing and understanding and integrate content of European documents as appropriate in my teaching” (Participant 4).

In sum, it is important to realize strengths and eliminate weaknesses, which is efficient in reflective teaching. And one cannot do it without an instrument of self-awareness. And here the self-awareness instrument is the EPOSTL which

helps the student teachers to reveal their strong and weak sides as language teachers.

Findings for the Research Question 4

The research question four focuses on student teachers perception of their experience with the EPOSTL. The data collection showed four major themes that frame the response to this question and helped explain student teachers perceptions of the EPOSTL use and experience. These four themes came from codes identified from qualitative data (peer observation, reflective journal and interview) collection. The student teachers perceived their experience with the EPOSTL as:

1. *a tool* that serves the student teachers as a resource and reference document, as an organizer and as a guide;
2. *a mentor* which shows the student teachers the way of teaching.
3. *a self-evaluation* instrument that looks at the student teachers progress, development and learning to determine what has improved and what areas still need improvement.
4. *a critical-reflection* which used to find the student teachers own shortcomings.

A tool for professional development

First of all, future instructors see the EPOSTL as the tool which contributes to professional development. Just as the student teachers grow and develop over the course of internship semester, the EPOSTL emerges as a document containing a collection of artifacts that reflect those changes as the internship progresses. The use of the EPOSTL promotes professional growth by requiring that the student teachers provide clearly written statement and reflections about their beliefs and practices. And it is seen from methodology, assessment, motivation and lesson planning categories which were found under the coding. In the methodology category participants show how they succeed in teaching. For instance, the participant 1 showed that he/she improved himself in teaching vocabulary and writing. It is seen from his peer observation extracts below:

“The tutor’s strategy of presenting the new vocabulary was well. She used body language, gestures and actions that the pupils could use the content of a word to get the importance. Also, the pupils recorded the vocabulary on a paper and after the content was perused totally they had an opportunity to search up for meaning of the words on the dictionary and then read the text once again” (Participant 1).

“Writing activities were well organized. What she has done with the group is to choose readings to give some input to pupils to motivate writing skills, thus they can utilize the input given to procedure writing therefore and ask pupils to think about how their daily routine is and put that information in a coherence and cohesion way using written language. Also she used flashcards of cartoons to be worked on descriptive functions of the clothes and physical actions, however, as the level of the pupils was low, the results were scarcely enough to evidence their procedure using fundamental structures in writing” (Participant 1).

However, the participant 2 ‘s extracts showed that he/she improved his/her skills like time management, classroom management, teaching grammar and vocabulary due to the EPOSTL.

“Time is used very well and every opportunity is taken to develop basic skills in communication” (Participant 2).

“The tutor had structured the class so that it was student-centred. Pupils’ responses were woven into the framework of the lesson. The tutor used a variety of approaches to encourage pupil response and participation. Pupils participated as both learners and teachers. On one hand, pupils did not hesitate to ask for clarification on a concept or statement, on the other hand and in respectful manner, they challenged the instruction or their peers by sharing their point of view or belief” (Participant 2).

“The tutor planned exercises combining grammar, vocabulary and spoken interaction. The tutor made pupils implement the information in communication by asking question about lesson content. She tried to connect the new vocabulary with essential standards of language with the intention of communication” (Participant 2).

“The tutor tried to make the class interactive by posing questions to the pupils but the response of the pupils was not encouraging. Only a few pupils responded to the tutor. The reason for the pupils’ passive behavior could be their unfamiliarity with the grammatical terms “active voice” and “passive voice” (Participant 2).

The participant 3 developed his teaching pronunciation:

“ ... for memorising the pronunciation of the words ,the tutor associated it with words in Kazakh with the same sound” (Participant 3).

And the participant 4 used multiple opportunities to practice the language:

“Multiple opportunities were provided for pupils to display their knowledge through practice on boards, role playing, pairwork, etc. lots of practice going on during that lesson” (Participant 4).

The participant 1 and 4 showed how they assessed the pupils according to the EPOSTL:

“The tutor assess pupils’ progress regularly and accurately and discuss with them how well they have done and what they need to do to improve” (Participant 1)

“The tutor used the formative assessment to check pupils’ progress” (Participant 4).

The participants 1 and 3 motivated their pupils as follows:

“The tutor created a steady condition that invited pupils to partake in spoken exercises. What the tutor does is attempt to build up decent environment in view of regard to everyone from group so it has been viable in her teaching procedure when pupils feel a sort of compatibility or pleasant atmosphere they can take an interest in this kind of exercises explaining their potential at communicative exercises yet it is important to mention that communicative exercises require tolerance and effort from both teachers and learners” (Participant 1).

“... the pupils were clearly motivated by the tasks and involved in carrying them out. The teacher had chosen activities that got the pupils interacting (this involved personal history and views) and the students really wanted to express themselves and listen to their partners” (Participant 3).

Student teachers' motivation was found to be risen in terms of the EPOSTL descriptors for teaching. The student teachers improved their instructional skills and created more productive classroom environments as a result of analyzing their teaching practices. Thus, the student teachers see the need for student encouragement and motivation.

From the extract of the participant 4, we see that he/she used lesson planning in a good way:

“The lesson was very organized and the transitions were very quick with little to no wasted time. The tutor paced the teaching strategies appropriately and gave the pupils enough time to master each objective. Again the tutor and her support staff were prepared and little time was wasted while transitioning from visual aids use to whiteboards” (Participant 4).

“Each portion of the lesson was given adequate time for each pupil to complete” (Participant 4)

In sum, the student teachers state that the EPOSTL use fosters the growth of reflective practice by encouraging them to engage in examining what is being done in the classroom. This process persuades the individual to look for strengths and weaknesses and thus actively seek improvement in recognized areas. Though the growth of reflection and reflective practice, the student teachers use personnel experiences and connection with classroom theory to grow and develop as professionals.

Second, the student teachers identify the EPOSTL as a mentor.

The second way how the student teachers perceive the EPOSTL is as mentoring. They see the EPOSTL as a mentor that provides the student teachers with ideas to improve their teaching. These are the comments the student teacher observers gave to their peers after they were observed as tutors. The first comments related to methodology section of the EPOSTL:

“The tutor has focused on pre-listening activities because these type of exercises are very significant to implement in classes to start a lesson in order to activate learners knowledge of topic” (Participant 1).

“The tutor should relate what she is going to teach to pupils’ previous language learning experiences. It would direct to progress” (Participant 1).

“The homework must be given and checked regularly” (Participant 1).

“You need to simplify the language even more. Include more choral repetition. Also, as a whole it is very fruitful to utilization of the EPOSTL as an instruction that shows everything what the language teacher has to do while teaching” (Participant 3).

“The tasks need to be prepared up to the pupils’ levels. Use the EPOSTL as a guidebook and by doing the self-appraisal descriptors you can improve yourself as a teacher of language” (Participant 4).

The next comments were of time management, classroom management and assessment:

“The time management problem could be illuminated if she had allotted the appropriate measure of the ideal opportunity for each section in the lesson. Beside that, before the introduction the tutor should practice a real lesson” (Participant 1).

“The time for pupils talk, pair-work and group work must be organized beforehand” (Participant 3).

“The tutor has to measure time for the activities beforehand” (Participant 4).

“The tutor should consider classroom management” (Participant 1).

“Ensure that all pupils are involved” (Participant3).

“The tutor could be a little louder and more demonstrative when disciplining” (Participant 4).

“According to the EPOSTL learner should present his/her evaluation of performance and advancement in the form of a descriptive evaluation, which is transparent and comprehensive to the learner and others” (Participant 2).

A self-evaluation instrument

As EPOSTL for self-evaluation, the EPOSTL helped the student teachers to see what their classroom practice was like at the beginning of the research and how the competences changed at the end of the research. The future instructors self-evaluate their experience of teaching in the following extracts:

“I have enjoyed this process of teaching as an experience. It has actually given me the opportunity to add to my experiences and knowledge of teaching, and helped me refine my own teaching style” (Participant 1).

“My first day in the classroom went better than I expected” (Participant 2).

“I have learned the importance of having an open mind. You can walk into any classroom and see completely different environments, teaching styles, student personalities, curriculum, resources” (Participant 1).

“I’m getting used to juggling lots of different teacher roles throughout the day and am becoming more at ease with this” (Participant 2).

Further, the student teachers shared their teaching skills:

“I searched for exercises that my students would appreciate, and I ensured that I had majority of materials and other things that I required before class began” (Participant 1).

“I got the opportunity to work on vital aptitudes for instructing, such as classroom management” (Participant 1).

“I was acquiring a more interactive approach - my unit was to be instructed in both small and large group contexts” (Participant 1).

“The students appeared to be engaged and persuaded to partake in this activity” (Participant 1).

A critical reflection

The student teachers also think that the EPOSTL can be also used for self-criticism in teaching:

“I was nervous because of the unknown and the challenges that this new chapter would throw at me” (Participant 2).

“I also was also reluctant to talk to all the teachers as they were new to me” (Participant 1).

“I had an inclination that I talked excessively. Shy students could not get a chance to speak. I wish I had included more communicative exercises involving the students” (Participant 4).

“With being honest about my mistakes and imperfections, I was able to also form stronger connections with the students. This is another takeaway from the practice” (Participant 1).

“I faced difficulties in supervising the classes as it was hard to answer every student’s questions” (Participant 1).

“I have to do something to motivate these students to learn English” (Participant 4).

“What I regret most as a future instructor was that I didn’t get involved more” (Participant 1).

And the student teachers think that by revealing their weak competences, they can improve them by using the EPOSTL. The idea of the EPOSTL use does not end with the research conducted, it facilitates a continuation of ongoing growth and change.

The student teachers perceive the EPOSTL to be very beneficial in their professional growth. Considering the teaching from different perspectives like context curriculum, methods, resources, conducting a lesson, lesson planning, autonomous learning and evaluation helped them to analyze their teaching performance.

Findings for the Research Question 5

The research question five focuses on the student teachers’ attitude about the contribution of the EPOSTL on their self-evaluation. With respect to the effect of the EPOSTL on professional development, quantitative and qualitative analysis indicate that the most beneficial contribution of the EPOSTL on the student teachers ‘ self-evaluation is that the EPOSTL requires student teachers to mirror their practice, to look at the lessons they have designed and evaluate the work

they have provided to students over time. Self-assessment, reflection and continuous professional development clearly emerged as the most important contributions of the EPOSTL on the future instructors' self-evaluation in their eyes.

Self-assessment

Through assessment, student teachers could analyze their teaching practices and learn from their own experiences. The following extracts of the participants 1, 2 and 4 present the good examples of self- assessment:

“After using the EPOSTL self-assessment descriptors I can see my strengths and weaknesses. Also, I know what teaching skills I have to improve” (Participant 1).

“The EPOSTL helps us to be ready for our future profession in a variety of instructing contexts and it also helps us to be aware of our strengths and weaknesses related teaching” (Participant 2)

“The EPOSTL is very useful. It helps us to assess our own professional activities by providing a list of detailed criteria which we can fulfill both during our teaching practice and after graduation” (Participant 4).

From the extracts we can see that the participants consider the EPOSTL as self –assessment tool where they can assess their teaching with the help of the EPOSTL.

Self -reflection.

However, the participants 3 and 4 stated the EPOSTL use was the good way of self-reflection. That can be because of being frustrated or excited while being observed by an observer.

“I could dissect a few issues that I had during the practicum so I could ponder on elements such as being an instructor is more that instruct a language, teach grammar, present movies or songs, being an instructor is more than that. Students have diverse needs in class, therefore the teacher has to imitate distinctive parts as per the necessities of the students” (Participant 3).

“The EPOSTL is effective. It encourages us to reflect on the competences a teacher strives to attain. It is highly pertinent for pre-service instructor

training particularly for fostering the development of autonomy in instructor training” (Participant 4).

Continuing professional development

All participants indicated the EPOSTL as the tool for continuing professional development and share their experience of teaching while using the EPOSTL. The examples are below:

“I granted many things from the EPOSTL, like the didactic competences the teacher should have to attain during their initial stage. They are lesson planning, organizing lessons, interaction with learners, etc” (Participant 1).

“ I familiar with my own qualities and shortcomings as an instructor and I will continue to use the EPOSTL for developing myself as a language teacher” (Participant 2).

“I could recognize that I have many things to learn like identification of learning objectives, assessment, context curriculum and interaction with learners in order to be a good teacher” (Participant 3).

“I think the EPOSTL can be presented as the handbook for language teachers at their initial stage because it comprises the main aspects of language teaching” (Participant 4).

All the participants were positive about the EPOSTL. It is stated that it is useful for self-evaluation, self-assessment, and for improving teaching experience. As being aware of his strengths and weaknesses the student teacher goes ahead to improve his teaching competences, and it means the user of the EPOSTL do not stop improving himself until he can cope with all descriptors. Considering these findings, it can be inferred that the EPOSTL is very valuable instrument which provides self-evaluation, self-assessment and self-reflection in preparing language instructors.

Concluding the study results, the student teachers consider the effect of the EPOSTL on the self-evaluation agree that the EPOSTL use encourages change and promotes good teaching practice. Also the study indicates that the EPOSTL

use is a promising addition to any student teacher evaluation and professional growth process.

Conclusion

This chapter discussed the analysis of the data gathered through questionnaire, peer observation, reflective journal, and interview. The quantitative and qualitative data results were presented under the research questions. The findings of the quantitative data stated that the student teachers improved their teaching skills through using the EPOSTL, and became aware of their teaching and linguistic strength and weaknesses. The findings of the qualitative data confirmed the findings of the quantitative data. The results of qualitative data revealed that the student teachers thought that the EPOSTL should be used in pre-service teacher education for many reasons. One of these reasons was that the EPOSTL implementation in Methodology course increased the effectiveness of this course by filling the gap between theory and practice. The second reason is that the EPOSTL has increased student teachers' awareness of their teaching by furnishing self-appraisal. The third reason is that the EPOSTL assisted future instructors to improve their instructing skills. The fourth reason is that the EPOSTL increased the self-confidence of student teachers. Finally, the EPOSTL developed student teachers' reflective teaching skills. The next chapter will cover the discussion of the findings of this research.

Chapter 5

Discussion

Introduction

This chapter presents discussion, implications, strengths and limitations related to the study. After providing a brief summary of findings for each of the research questions, the results are discussed in line with the literature and previous research; and then, implications, strengths and limitations are presented.

Discussion of the results

The major goal of the research was to investigate the impact of the EPOSTL on the self-evaluation of student teachers of English and to determine their viewpoints about the use of the EPOSTL as a self-appraisal and self-reflection instrument in a teacher training process at Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan. Seventy one students of the ELT department partook in the study. The participants were divided into two groups, control group and experimental group. The study was completed as follows:

1. The EPOSTL and the research process were explained to the student teachers;
2. The EPOSTL was distributed to the student teachers;
3. The EPOSTL was implemented during the teaching practicum course (12 weeks);
4. In the first week of the teaching practicum course EPOSTL questionnaire pre-test was conducted for the student teachers of control and experimental groups;
5. In the fourth week of the teaching practicum the 1st EPOSTL Use was conducted for the student teachers of experimental group;
6. In the eighth week of the teaching practicum the 2nd EPOSTL Use was conducted for the student teachers of experimental group;

7. In the twelfth week of the teaching practicum the EPOSTL questionnaire post-test was conducted for the student teachers of experimental group and control group;
8. Within the twelve weeks of the teaching practicum course four student teachers from experimental group observed their peers and kept notes, and another four student teachers kept reflective journals
9. Following the post-test an interview was carried out to another four student teachers of the experimental group.

The sequential explanatory mixed methods research design was used in order to furnish data on the study. The quantitative data was analyzed with the help of SPSS 21.0 and the qualitative data were analyzed through thematic analysis.

The results demonstrate that the most of the participants agree that the EPOSTL advances self-reflection and self-assessment, so far as it assists in checking the improvement of their instructive abilities, training adequacy and capabilities. The apprehensive and clear structure of the EPOSTL observed to be the main advantage of it. As the student teachers are not practical in teaching and require guidance through the complexity of language teaching, the EPOSTL enables them to match the theoretical knowledge with practical skills. This chapter will discuss the outcomes of the investigation in relation with other investigations in this field.

Some studies have studied the EPOSTL use in practice in the literature. Most of them investigated the overall goal of the EPOSTL. For example, Okumus and Akalin (2015) studied if the EPOSTL enables future instructors to repel their instructing ability and aptitudes, the following researchers (Fenner, 2011; Ingvarsdottir, 2011; Nihlen, 2011; Orlova, 2011; Okumuş & Akalin, 2015; Strakova, 2010; Velikova, 2013) studies the EPOSTL implementation at teaching practicum, the other researchers (Bagarić, 2011; Bagarić, 2012; Cindrić et al., 2015; Çakır and Balçıkanlı, 2012; Makinen, 2011; Mehlmauer-Larcher, 2011) implemented the EPOSTL at methodology courses.

First of all, the present study is in the same line with the studies of (Fenner, 2011; Ingvarsdottir, 2011; Nihlen, 2011; Orlova, 2011; Velikova, 2013; Okumuş &

Akalin, 2015; Strakova, 2009) in terms of its context, since the EPOSTL was also implemented during the student teachers' teaching practicum.

The chapter follows the order of five research questions.

Research Question 1. Is there a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation?

An independent samples t test was run in order to determine whether the two groups were roughly equal to each other at the beginning of the study. The results showed that there was not a statistically significant difference between the pretest scores of the control ($M=3.45$, $SD=.33$) group and the experimental ($M=3.43$, $SD=.46$) group $t(69)=.26$, $p=.79$.

Another independent samples t test was conducted to demonstrate the effect of the treatment. The results reveal that there is a statistically significant difference between the control ($M=3.33$, $SD=.14$) and the experimental ($M=3.92$, $SD=.12$) groups: $t(69)=-18.10$, $p=.000$.

Research Question 2. Is there a statistically significant difference in the 1st and the 2nd EPOSTL Use of the experimental group participants?

The results of the paired samples t test show that there is not a statistically significant difference between the pretest ($M=3.41$, $SD=.47$) and the EPOSTL use 1 ($M=3.56$, $SD=.58$) results of the experimental group; $t(31)=1.36$, $p=.183$.

However, a paired samples t test of the EPOSTL use 1 and the EPOSTL use 2 demonstrate that there is a statistically significant difference between the EPOSTL Use 1 ($M=3.53$, $SD=.59$) and the EPOSTL Use 2 ($M=3.73$, $SD=.50$) implemented in the treatment group; $t(29)=-3.59$, $p=.001$.

The first and second research questions aimed to distinguish the advance in terms of teaching competences the student teachers experienced in the pre and post-test. The findings show that in terms of many competences the student teachers progressed and achieved the goals of their teacher education program. It is worth noticing that most of the student teachers engaged in the study were found to be competent in terms of the teaching skills included in the EPOSTL. Also, the interview results ensured the questionnaire results since the majority of

the future instructors participated in the interview agreed upon the advancement in terms of teaching.

Yümsek (2014) came across with similar results. It is clear from the pre and post-test findings that the future instructors advanced in relation to the EPOSTL descriptors. According to the results the most advanced area is speaking/spoken interaction and the least one is teaching grammar. However, even within the areas where there is progress, there are competences in respect of which the progress of student teachers has not change. On the other hand, within an area in which there is generally little progress, there are competences according to which the student teachers have improved themselves such as item. Therefore, it can be supposed that the development of language teaching is similar to the development of language learning.

Research Question 3. What are the student teachers' strengths and weaknesses in terms of the EPOSTL descriptors for teaching skills?

As the third research question of the study, the student teachers were inquired about their strong and weak competences in terms of the EPOSTL descriptors. The results obtained through the questionnaire, peer observation, reflective journal, and interview helped the researcher answer this research question. The questionnaire data findings reveal that context curriculum draws highest score, thus, the participants are good at understanding the demands established in national educational module and able to comprehend the principles in relevant European documents such as the ELP and the CEFR. These two documents include pertinent data for language instructors and for those who engaged language teaching procedure. The assessment section draws lowest score. It means that the participants are weak at evaluating and selecting valid evaluation procedures (quizzes, portfolios, assessment, etc.) proper to the goals of learning.

However, according to the peer observation, reflective journal, and interview data findings the strongest competence for student teachers was speaking/spoken interaction that the participants are able to build a favorable atmosphere that welcomes students to partake in conversational performances. Also, they are able to choose essential conversational tasks that allow students to explore all potential

they have; and select spoken exercises to foster correctness, grammar and word choice in their lessons. However, the weakest one was classroom management that the participants have difficulties in playing different roles in accordance with the necessities of the learners and requirements of the activities. The teacher is a facilitator when his students need direction, a controller when there is need to check the advance of the tasks, and a conciliator when a negatory circumstance occurs within the lesson.

The present study qualitative data results of the strongest competences of the student teachers are strongly confirmed with Yümsek' s study (2014), yet the weakest competence results are different. Yümsek (2014) found out that the weakest skill of the student teachers from the EPOSTL descriptors view is the teaching grammar.

Research Question 4. How do student teachers perceive their experience with the EPOSTL?

The student teachers found out the EPOSTL as professional development instrument. The findings of Velikova (2013) show similar results with the present study. She states that the participants of her study find the portfolio as a useful tool for professional development, supporting self-reflection and raising awareness of their strong and weak points in instructing. Also, the participants of the study perceive the EPOSTL as a self-evaluation instrument. The findings show that the EPOSTL has an important role in self-evaluation. According to the findings of the study, self-evaluation level of the participants increased after the process. They evaluated themselves by the pre and post-test and by teaching at school. Ingvarsdottir (2011) findings support these findings. He found that all participants agreed that the EPOSTL was a self-evaluation tool and an awareness-raising tool since it made the discussions more significant and gave every participant a common framework. The findings also show that the EPOSTL is very useful in providing reflection, namely critical reflection. The results supported the findings of the study done by Orlova (2011), who focused on self-assessment section of the EPOSTL. She implemented the EPOSTL in the seminars of pre-service training. She claimed that the EPOSTL improved the critical reflection of the student teachers. It is important as it develops teachers professionally and enables the student teachers to see this development. Also, the study of Fenner (2011)

supports this idea. In her study she tried to find the effectiveness of the EPOSTL in promoting reflection. She implemented the EPOSTL in lectures at the university, in seminars and during the teaching practicum. The data of the study was collected through questionnaires with open-ended questions which were answered by the students and mentors. The findings of the study asserted that the EPOSTL assisted future instructors to plan and critically reflect on the important task of planning lesson based on learning goals.

Research Question 5. What do student teachers think about the contribution of the EPOSTL on their self-evaluation?

The findings of the research question five, indicate that the participants see the EPOSTL as self-assessment, self-reflection, and continuing professional development tool. The participants of the present study focused on the EPOSTL in empowering self-assessment, self-reflection, and continuing professional development. In this respect the study results are the same with Jones (2011) study results. The participants of his study emphasized that self-assessment had encouraged them in their training year but they did not know what it exactly was and the EPOSTL helped them to be aware of what was involved in self-assessment. Another study was done by Çakır and Balçıklı (2012) to define the student teachers' views about using the EPOSTL to improve teacher autonomy. The findings are parallel with the present study findings that the EPOSTL was valuable from the point of view of awareness, reflection and self-assessment. Mirici and Hergüner's (2015) study investigated the endowment of the EPOSTL-based self-appraisal practices to future instructors' self-awareness and academic achievements in the departments of ELT and GLT of Gazi University, in Turkey. The results of the study are the same with this study. Strakova (2009) also stated that the EPOSTL was good in urging reflective skills of future instructors. She indicated three important advantages of the EPOSTL. First, the EPOSTL extends the knowledge on learning and teaching. Furthermore, it motivates students to be more familiar with the teachers' work. Finally, it empowers students to improve their teaching competences. Melmauer-Larcher (2011) study results reveal that most of the participants of the investigation view the EPOSTL as a reflection tool since they have been provided with a framework to reflect on their classroom practices.

In sum, the EPOSTL is a tool which accomplishes this aim due to the comprehensive overview of lessons, strategies and teaching methods. It presents not just a comprehensive overview of language teaching components, but also different competences that one could reach at a certain point of teaching. Apparently, this could motivate student teachers to enhance their teaching skills with the help of self-reflection and self-appraisal.

Implications

The results of this investigation have the potential to inform: reflective teaching, self-awareness, self-assessment, professional development for pre-service instructors. The EPOSTL provides an effective way to encourage pre-service and in-service instructors to pursue the possibility of themselves not just as better teachers within the classroom, but as change agents in school renewal and reform efforts as well. If the teacher educators hope for future teachers to have a voice, develop their own knowledge of teaching, and fuse reflection into their teaching practices, then they must give be given opportunities in the programs and model such practices in their own teaching.

The implementation of the EPOSTL as a reflective instrument guides their reflective analysis of teaching beyond a technical focus can mean that if teacher educators appreciate the ability for pre-service teachers to reflect on many perspectives of teaching, then, such opportunities should be obvious in whole program, and especially during practicum. As it were, teacher educators must be familiar with all parts of the procedure. Great amount of time must be spent on reflective teaching.

Moreover, the findings show that the EPOSTL raises self-awareness for improvement, such as conducting a lesson, lesson planning and methodology. In these sections, competences dealing with spoken interaction, identification of learning objectives, role of the language teacher, lesson organization and lesson content are mostly highlighted. On the other hand, it is found that student-teachers lack the ability to identify their weaknesses in other areas of competences, such as assessment of learning, independent learning, resources and context. Here, they mostly refer to competences dealing with extra-curricular activities, institutional resources, homework and curriculum. These findings are not surprising since

student-teachers cannot be acquainted with these competences during a one semester teaching practicum. Therefore, it is precisely important for the EPOSTL to be implemented in methodology courses where methodology lecturer focuses on aspects that would need greater attention, such as cooperation with learners, management of classroom, and independent learning and etc.

The self-appraisal function of the EPOSTL is very useful for the future instructors where they can be aware of their strong and weak competences in terms of teaching competences. That is why it is very important in enhancing learning, teaching and also developing autonomous learning.

The introduction of the EPOSTL for pre-service teachers' development would require, however, clear teacher motivations, time to work with the EPOSTL, and continuity of assistance. To use the EPOSTL as a professional development instrument the teacher educators should have to be familiar with the EPOSTL procedure and commit to a process that allows the EPOSTL to fulfill its potential.

In addition, the EPOSTL can be applied within all language teaching departments in Kazakhstan. The differences among teacher education programs will be minimized. Moreover, teacher education in Kazakhstan will be better coordinated with the instructor training in Europe, and the European standards of instructor training will be achieved. Thus, the study suggests that the EPOSTL should be formally integrated into training programs in order to achieve the above mentioned benefits.

Strengths and limitations of the study

One of the most important strengths of this endeavor is the comprehensive data which was collected through different data collection instruments such as a questionnaire, a peer observation, a reflective journal, and an interview. These instruments allowed an in-depth analysis of participants' perceptions towards the EPOSTL implementation.

There are certain limitations inherent in this study. First, limitations related to the sample of the study. The sample was done purposively from overall sample of 71 students. All students who partook in the investigation were undergraduate EFL students of the English Philology Department of Akhmet Yassawi

International Kazakh-Turkish University. Therefore, this study is only generalizable to this population of students. However, this research is beneficial in that the other university teachers would benefit from knowing whether or not the EPOSTL is advantageous in student teachers' self-evaluation in teacher preparation. As a result, further research incorporated the same design, and larger sample size, would be of value. Second, the findings of the study were restricted to the period of time that the study is conducted.



Chapter 6

Conclusion and Suggestions

The study had two purposes: a) to examine the effect of the EPOSTL on the self-evaluation of student teachers of English, b) to determine the student teachers' viewpoints about the use of the EPOSTL as a self-assessment and self-reflection instrument in a teacher training process at Akhmet Yassawi International Kazakh-Turkish University, in Kazakhstan. The findings can be outlined as follows:

In relation to the first research question, namely, "Is there a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation?" findings indicated no significant difference between the experimental and control groups before the EPOSTL implementation. On the other hand, there is a statistically significant difference between the results of the experimental and control groups after the EPOSTL implementation. The participants of the experimental group improved themselves in terms of the EPOSTL descriptors for teaching skills.

In relation to the second research question, which is, "Is there a statistically significant difference in the 1st and the 2nd EPOSTL Use of the experimental group participants?", the findings showed that there is a statistically significant difference in the 1st and the 2nd EPOSTL Use of the experimental group. It is stated that the EPOSTL utilization enabled the student teachers of the experimental group to enhance their knowledge in terms of the EPOSTL descriptors more after using it twice.

The third research question, which is, "What are the strengths and weaknesses of the student teachers in terms of the EPOSTL descriptors for teaching skills?" revealed that the quantitative and the qualitative data results were different. That is, the quantitative data findings indicated that the student teachers were strong in context curriculum whereas the weak competence was assessment. However, according to qualitative data the strong competence was speaking/spoken interaction and weak competence was classroom management.

The fourth research question, which is, "How do the student teachers perceive their experience with the EPOSTL?" findings revealed that the student teachers perceived their experience with the EPOSTL as: a *tool* that serves the

student teachers as a resource and reference document, as an organizer and as a guide; a *mentor* which shows the student teachers the way of teaching; a *self-evaluation* instrument that looks at the student teachers progress, development and learning to determine what has improved and what areas still need improvement; and a *critical-reflection* which used to find the student teachers own shortcoming.

Finally, the fifth research question, which is, “What do the student teachers think about the contribution of the EPOSTL on their self-evaluation?” findings showed the student teachers stated that the EPOSTL implementation allowed them to be reflective, which made them think about their strong and weak didactic sides. The student teachers also considered that while implementing the EPOSTL they were able to define ways to improve their teaching. The results, overall, showed that the process of the EPOSTL implementation gave a useful tool to enhance professional development.

This is the first study to investigate the effect of the EPOSTL implementation in Kazakh context where the initial teacher education program went through primarily focused on the transmission of theoretical knowledge in the form of frontal teaching. This left little space for reflection, self-evaluation and self-awareness. To develop student teachers as teachers it is important not to uncritically accept established beliefs and practices, rather, the student teachers need to be encouraged to think independently and form contemplated judgments about inquiries relating to learning and teaching languages. Thus, it appears to be valuable to familiarize them with the processes of reflection and critical evaluation in their initial teacher education. By using the EPOSTL in teacher education might be able to lead the student teachers towards independence and autonomy.

In sum, the EPOSTL have been shown an effective tool to enhance reflection, self-assessment, and self-awareness of pre-service teachers because it puts the responsibility of learning on pre-service teachers and motivates them to reflect and assess their teaching by connecting theory with practice.

Suggestions

It is assumed that the present study will be imitated in different settings to compare the outcomes with the present one. Besides, it is hard to generalize the results with a single study; consequently, the future researches may address to larger samples to get more generalized results; the research of a wider scope might be necessary to determine more clearly the strengths and weaknesses of current initial teacher education program. It will be beneficial to utilize the same study in different universities of Kazakhstan to contrast the results and draw conclusions.

The fruitful usage of the EPOSTL also appears to rely upon the efficient collaboration between teacher educators working at universities and mentors teaching at school and guiding student teachers in their teaching practicum at school. The EPOSTL in such setting may be utilized productively as a learning companion accompanying student teachers through their education and also into their active careers.

Another suggestion is that the EPOSTL can be used at earlier stages when the student teachers begin to take their teacher advancement courses. Therefore, it is very important for the methodology lecture to use the EPOSTL and focus on aspects that would require more attention, such as instructive setting in which student teachers will work, interaction with learners, classroom managements and autonomous learning.

This study can be also done with in-service teachers. Teachers ought to enhance themselves continuously and to achieve this they should reflect on their teaching. The EPOSTL as a reflection tool can be implemented with in-service teachers and the effectiveness can be distinguished.

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APPENDIX-A: The Contents of the CEFR

- Chapter 1. Definition of aims, objectives and functions
- Chapter 2. Explanation of the approach: action-oriented approach
- Chapter 3. Introduction of the Common Reference Levels
- Chapter 4. The categories necessary for the description of language use, and language user.
- Chapter 5. Information about general and communicative competence
- Chapter 6. Information about such issues as language pedagogy, acquisition and learning, plurilingual competence and methodological choices
- Chapter 7. Language learning and teaching tasks
- Chapter 8. Linguistic diversification and its effect on curriculum design, lifelong learning and partial competences
- Chapter 9. Issues about evaluation (Council of Europe, 2002, p.2).

APPENDIX-B: Common Reference Levels: Global Scale

Proficiency User	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(Council of Europe, 2001, p.24).

APPENDIX-C: Self-Assessment Grid

	Reception		Interaction		Production	
	Listening	Reading	Spoken Interaction	Written Interaction	Spoken Production	Written Production
C2	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally complex texts such as manuals, specialized articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.		I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.
C1	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can express myself with clarity and precision, relating to the addressee relating to the addressee flexibly and effectively in an assured, personal style.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write detailed expositions of complex subjects in an essay or a report, underlining what I consider to be the salient issues. I can write different kinds of texts in a style appropriate to the reader in mind.

B 2	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialects".	I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and my views".	I can write letters highlighting the personal significance of events and experiences.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.
B 1	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job related language. I can understand the description of events, feelings and wishes in personal letters.	.I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can write letters highlighting the personal significance of events and experiences.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes & ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write straightforward connected text on topics, which are familiar, or of personal interest.

A 2	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example thanking someone for something.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because".
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A 1	I can recognize familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can write a short, simple postcard, for examples sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can use simple phrases and sentences to describe where I live and people I know.	I can write simple isolated phrases and sentences.
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(Council of Europe, 2001, pp.26-27)

APPENDIX-D: Qualitative Aspects of Spoken Language Use

	Range	Accuracy	Fluency	Interaction	Coherence
2	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate and eliminate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others/reactions).	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turntaking referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices.
1	Has a good command of a broad range of language allowing him/her to select a formation to express him/herself clearly in an appropriate style on a wide range of general, academic, professional or leisure topics without having to restrict what he/she wants to say.	Consistently maintains a high degree of grammatical accuracy, errors are rare, difficult to spot and generally corrected when they do occur.	Can express him/herself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skillfully to those of other speakers.	Can produce clear, smooth flowing, well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

B2	Has a sufficient range of language to be able to give clear descriptions express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo, although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeable long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, through he/ she may not always do this elegantly. Can help the discussion along on familiar ground confronting comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterance into clear coherent discourse, though there may be some "jampiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back parts of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses have basic sentence patterns with memorized phrases,	Uses some simple structures correctly, but still systematically	Can make him/herself understood in very short	Can answer questions and respond to	Can link groups of words with simple

	groups of a few words and formulae in order to communicate limited information in simple everyday situations.	makes basic mistakes.	utterance, even though pauses, false starts and reformation are very evident.	simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	connectors like “and”, “but” and “because”.
A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire.	Can manage very short, isolated, mainly prepackaged utterances, with much pausing in search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like “and” or “then” .

(Council of Europe, 2001, pp. 28-29)

APPENDIX-E: The EPLTE Items

Structure

1. A curriculum that integrates academic study and the practical experience of teaching.
2. The flexible and modular delivery of initial and in-service education.
3. An explicit framework for teaching and practice (stage/practicum).
4. Working with a mentor and understanding the value of mentoring.
5. Experience of an intercultural and multicultural environment.
6. Participation in links with partners abroad, including visits, exchange or ICT links.
7. A period of work or study in countries where the trainee's foreign language is spoken as native.
8. The opportunity to observe or participate in teaching in more than one country.
9. A European –level evaluation framework for initial and in-service teacher education programs, enabling accreditation and mobility.
10. Continuous improvement of teaching skills as part of in-service education.
11. Ongoing education for teacher educators.
12. Training for school-based mentors in how to mentor.
13. Close links between who are being educated to teach different languages.

Knowledge and Understanding

14. Training in language teaching methodologies, and in state-of-the –art classroom techniques and activities.
15. Training in development of a critical and enquiring approach to teaching and learning.

16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence.
17. Training in information and communication technology for pedagogical use in the classroom.
18. Training in information and communication technology for personal planning, organization and resource discovery.
19. Training in the application of various assessment procedures and ways of recording learners' progress.
20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.
21. Training in the theory and practice of internal and external program evaluation.

Strategies and Skills

22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners.
23. Training in the critical evaluation, development and practical application of teaching materials and resources.
24. Training in methods of learning to learn.
25. Training in the development of reflective practice and self-evaluation.
26. Training in the development of independent language learning strategies.
27. Training in ways of maintaining and enhancing ongoing personal language competence.
28. Training in the practical application of curricula and syllabuses.
29. Training in peer observation and peer review.
30. Training in developing relationships with educational institutions in appropriate countries.
31. Training in action research.
32. Training in incorporating research into teaching.

33. Training in Content and Language Integrated Learning (CLIL).
34. Training in the use of the European Language Portfolio for self-evaluation.

Values

35. "Training in social and cultural values.
36. Training in the diversity of languages and cultures.
37. Training in the importance of teaching and learning about foreign languages and cultures.
38. Training in teaching European citizenship.
39. Training in team-working, collaboration and networking , inside and outside the immediate school context.
40. Training in the importance of life-long learning" (Kelly et al., 2004,pp.4-6).

Appendix-F: Examples from the Four Sections of the EPTLE

Section: Structure. The 21st century foreign language teacher training ought to incorporate the following elements of initial and in-service education:

Item 1: An educational modules that incorporates scholarly examination and the useful experience of instruction

Explanation

- In language teacher education, the academic study of the teacher's specific discipline and the practical experience of teaching in the classroom interact to enhance one another.
- Language teacher education treats subject knowledge, practical experience in schools and pedagogical theories holistically and relationally, so that the teacher does not think of them as being in distinct categories.
- Through the integration of their academic learning with their classroom-based teaching experience, trainee teachers develop a critical awareness about their own learning processes that they are able to put into practice in the language classroom.

Elaboration

- Traditionally, teacher education has been divided into theory and practice. However, language education should be seen as multidisciplinary and interdisciplinary with a complex range of theories behind different teaching approaches.
- Theory can be usefully divided into categories of 'knowledge' and 'skills'. Knowledge refers to academic knowledge about the language discipline and teacher education (historically and comparatively); skills relate to the social and professional context in which practical teaching takes place and the professional competences needed to teach effectively.
- In foreign language teacher education, 'theory' also has a number of more specific meanings. It relates to areas such as language acquisition, linguistics and reflective practice. Techniques such as

action research and CLIL teaching are bridging activities between theories and classroom-based practice.

- Theories of language learning and acquisition are very important in initial teacher education. Awareness of the factors that promote or inhibit language acquisition allows trainee teachers to teach creatively and flexibly, designing learning situations relevant to the learning context. Knowledge of the assessment scales of the Common European Framework (CEF) is important in this course.
- In relation to education theories, areas dealing with linguistic and cognitive dimensions can be taught alongside the humanistic and affective implications of real learning situations. Trainee teachers can synthesize these areas through peer observation and self-evaluation.
- Closer cooperation between foreign languages departments and teacher education units is crucial in achieving the integration of academic subject and practical experience.
- Integration of the academic subject and practical experience of teaching is more effective if teacher educators teach them in parallel, with bridging activities such as workshops and group work.

St Martin's College

What happens: All foreign language trainee teachers are taught Italian for two weeks at the start of their course. Trainees reflect on this learning experience both theoretically and in relation to lessons observed on a school visit.

Relevance: This allows trainee teachers to recognize different teaching styles and to focus on the pedagogy of language teaching from outside their own discipline. It gives them the ability to compare teaching and learning styles with their own .

Practical Implementation

“Trainees are able to recognize the theoretical elements they have been taught and researched in the teaching of others through observation practice.

Trainees are able to take on board theoretical aspects of the course and these inform how they teach.

The course is designed in such a way that all academic study is related in some way to what the trainee will see or do in the classroom.

Trainees are able to demonstrate an understanding and evaluation of the theoretical part of their education.

Through action research tasks or similar, trainees are able to apply the theory to their teaching and then assess it.

Issues

Teacher educators often do not have the time to become involved in trainees' classroom-based practice.

Academic study of pedagogy is considered by some as more prestigious than teaching practice.

Trainees do not always see the link between academic study and teaching practice" (Kelly et al., 2004, pp.22-24).

APPENDIX-G: Work Plan of the Study

The EPOSTL was implemented during the teaching practicum course

(12 weeks)

Weeks	Tasks
1 st week	The EPOSTL questionnaire pre-test was conducted for the student teachers of control and experimental groups;
4 th week	The EPOSTL Use 1 was conducted for the student teachers of experimental group;
8 th week	The EPOSTL Use 2 was conducted for the student teachers of experimental group;
12 th week	<p>The EPOSTL questionnaire post-test was conducted for the student teachers of experimental group and control group;</p> <p>An interview was carried out to four student teachers of the experimental group;</p>
<p>Within the twelve weeks of the teaching practicum course four student teachers from experimental group observed their peers and kept notes, and another four student teachers kept reflective journals.</p>	

APPENDIX-H: The EPOSTL Questionnaire

Dear student teachers of English,

You are participating in the research study on the theme: 'The Effect of the EPOSTL on the Self-evaluation of the Student Teachers of English at Akhmet Yassawi International Kazakh-Turkish University'. The present pre-test consists of two parts within seven sections of EPOSTL descriptors and aims to discover your knowledge individually. Please, mark the blank that represents your stance towards each item in the scale:

- (5) Strongly agree,
- (4) Agree,
- (3) Neither agree nor disagree,
- (2) Disagree,
- (1) Strongly disagree.

Attaining the expected results depends on your honest and sincere responds. Believing that you will exercise due care. Your personal information will be kept strictly confidential. I am thankful for your valuable contributions.

	Statements	1	2	3	4	5
I. Context Curriculum						
1.	I can understand the requirements set in national and local curricula.					
2.	I can design language course around the requirements of the national and local curricula.					
3.	I can understand the principles formulated in relevant European documents (e.g. Common European Framework of Reference, European Language Portfolio).					
4.	I can understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio) as appropriate in my teaching					
5.	I can understand the personal, intellectual and cultural value of learning other languages.					
6.	I can take account of overall, long-term based on needs					

	and expectations.					
7.	I can take into account differing motivations for learning another language.					
8.	I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.).					
9.	I can take into account the affective needs of learners (sense of achievement, enjoyment,etc.).					
10.	I can take into account and assess the expectations and impact of educational stakeholders (employers, parents, funding agencies).					
11.	I can take into account attainment target levels set in curricula (e.g. deriving from the Common European Framework of Reference).					
12.	I can promote the value and benefits of language learning to learners, parents and others.					
13.	I can accept feedback from my peers and mentors and build this into my teaching.					
14.	I can observe my peers, recognize different methodological aspects of their teaching and offer them constructive feedback.					
15.	I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.					
16.	I can take into account knowledge of other languages learners may already possess and help them to build on this knowledge when learning additional languages.					
17.	I can draw on appropriate theories of languages,learning, culture etc. and relevant research findings to guide my teaching.					
18.	I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and addapt it accordingly.					

19.	I can critically assess my teaching in relation to theoretical principles.					
20.	I can locate relevant articles, journals and research findings relating to aspects of teaching and learning.					
21.	I can identify and investigate specific pedagogical/didactic issues related to my learners or my teaching in the form of action research.					
22.	I can assess how I might use the resources available in my school (OHP, computers, library etc.)					
23.	I can recognise the organisational constraints resource limitations existent at my school and adapt my teaching accordingly.					
II. Methodology Speaking/Spoken Interaction						
24.	I can create a supportive atmosphere that invites learners to take part in speaking activities.					
25.	I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.					
26.	I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture, etc.					
27.	I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role-play, problem solving etc.)					
28.	I can evaluate and select different activities to help learners to become aware of and use different text types (telephone conversations, transactions, speeches etc.)					
29.	I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).					
30.	I can evaluate and select various activities to help learners to identify and use typical features of spoken language (informal language, features etc.).					

31.	I can help learners to use communication strategies (asking for clarification, comprehension checks etc.) and comprehension strategies (paraphrasing, simplification etc.) when engaging in spoken interaction.				
32.	I can evaluate and select a variety of techniques to make learners aware of, discriminate and help them to pronounce in the target language.				
33.	I can evaluate and select a variety of techniques to make learners aware of and help them to use stress, rhythm and intonation.				
34.	I can evaluate and select a range of oral activities to develop accuracy (grammar, word choice etc.).				
35.	I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.				
Methodology Writing/Written Production					
36.	I can evaluate and select meaningful activities to encourage learners to develop their creative potential.				
37.	I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).				
38.	I can evaluate and select activities which help learners to participate in written exchanges (email, job applications etc.) and to initiate or respond to texts appropriately.				
39.	I can use peer-assessment and feedback to assist the writing process.				
40.	I can use a variety of techniques to help learners to develop awareness of the structure, coherence and cohesion of a text and produce texts accordingly.				
41.	I can evaluate and select a variety of techniques to make learners aware of and use spelling patterns and irregular spelling.				
42.	I can evaluate and select writing activities to consolidate				

	learning (grammar, vocabulary, spelling etc.).					
43.	I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters,stories,reports, etc.).					
44.	I can evaluate and select in a variety of text types of function as good examples for the learners' writing.					
45.	I can help learners to gather and share information for their writing tasks.					
46.	I can help learners to plan and structure written texts (e.g. by using mind maps,outlines etc.).					
47.	I can help the learners to monitor ,reflect on,edit and improve their own writings.					
Methodology Listening						
48.	I can select texts appropriate to the needs, interests and language level of the learners.					
49.	I can provide a range of pre -listening activities which help learners to orientate themselves to a text.					
50.	I can design and select different activities in order to practice and develop different listening strategies (listening for gist, specific information etc.).					
51.	I can design and select different activities which help learners to recognize and interpret typical features of spoken language (tone of voice, intonation, style of speaking etc.).					
52.	I can help learners to apply strategies to cope with difficult or unknown vocabulary of a text.					
53.	I can evaluate and select a variety of post-listening tasks to provide a bridge between listening and other skills.					
54.	I can encourage learners to use their knowledge of a topic and their expectations about a text when listening.					
55.	I can help learners to apply strategies to cope with typical aspects of spoken language (background noise,					

	redundancy etc.).					
Methodology Reading						
56.	I can select texts appropriate to the needs , interests and language level of the learners.					
57.	I can provide a range of pre-reading activities to help learners to orientate themselves to a text.					
58.	I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).					
59.	I can set different activities in order to practice and develop different reading strategies according to the purpose of reading (skimming, scanning etc.)					
60.	I can help learners to develop different strategies to cope with difficult unknown vocabulary in a text.					
61.	I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.					
62.	I can recommend books appropriate to the needs, interests and language level of the learners.					
63.	I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.).					
64.	I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.					
Methodology Grammar						
65.	I can introduce a grammatical item and help learners to practice it through meaning contexts and appropriate texts.					
66.	I can introduce, and help students to deal with, new or unknown items of grammar in a variety of ways (teacher presentation, awareness-raising, discovery etc.).					
67.	I can deal with questions learners may ask about grammar and , if necessary, refer to appropriate grammar reference books.					
68.	I can use grammatical metalanguage if and when appropriate to the learners' needs.					

69.	I can evaluate and select grammatical exercises and activities, which support learning and encourage oral and written communication.					
Methodology Vocabulary						
70.	I can evaluate and select a variety of activities which help learners to learn vocabulary.					
71.	I can evaluate and select tasks which help learners to use new vocabulary in oral and written contexts.					
72.	I can evaluate and select activities which enhance learners' awareness of register differences.					
Methodology Culture						
73.	I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).					
74.	I can create opportunities for learners to explore the culture of target language communities out of class (Internet, emails etc.).					
75.	I can evaluate and select a variety of texts, source materials and activities which make learners aware of similarities and differences in sociocultural 'norms of behavior'.					
76.	I can evaluate and select activities which enhance the learners' intercultural awareness.					
77.	I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.					
78.	I can evaluate and select a variety of texts, source material and activities which help learners to reflect on the concept of 'otherness' and understand different value systems.					
79.	I can evaluate and select the texts, source material and					

	activities to make the learners aware of stereotyped views and challenge these.					
80.	I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.					
III. Resources						
81.	I can identify and evaluate a range of coursebooks/materials appropriate for the age, interest and the language level of the learners.					
82.	I can locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the Internet.					
83.	I can select and use ICT materials and activities in the classroom which are appropriate for my learners.					
84.	I can select those texts and language activities from coursebooks appropriate for my learners.					
85.	I can make use of ideas and materials included in teachers' handbooks and resource books.					
86.	I can design learning materials and activities appropriate for my learners.					
87.	I can recommend dictionaries and other reference books useful for my learners.					
88.	I can guide learners to produce materials for themselves and for other learners.					
89.	I can design ICT materials and activities appropriate for my learners.					
90.	I can guide learners to use the Internet for information retrieval.					
91.	I can use and critically assess ICT learning programmes and platforms.					
IV. Lesson planning						
92.	I can identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests.					

93.	I can decide whether to formulate objectives in terms of skills, topics, situations, linguistic systems (functions, notions, forms etc.).					
94.	I can plan specific learning objectives for individual lessons and/or for a period of teaching.					
95.	I can set objectives which challenge learners to reach their full potential.					
96.	I can set objectives which take into account the differing levels of ability and special educational needs of the learners.					
97.	I can set objectives which encourage learners to reflect on their learning.					
98.	I can structure lesson plans/or plan for periods of teaching in a coherent and varied sequence of content.					
99.	I can vary and balance activities to include a variety of skills and competences.					
100.	I can plan activities to ensure the independence of listening, reading, writing and speaking.					
101.	I can plan activities to emphasize the independence of language and culture.					
102.	I can plan activities which link grammar and vocabulary with communication.					
103.	I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.).					
104.	I can identify time needed for specific topics and activities and plan accordingly.					
105.	I can design activities to make the learners aware and build on their existing knowledge.					
106.	I can vary and balance activities to enhance and sustain the learners' motivation and interest.					
107.	I can vary and balance activities in order to respond to individuals learners' learning styles.					
108.	I can take on board learners' feedback and comments and					

	incorporate this in future lessons.					
109.	I can involve learners in lesson planning.					
110.	I can select from and plan a variety of organizational forms (frontal, individual, pair, group work) as appropriate.					
111.	I can plan lessons and periods of teaching with other teachers and/or student teachers (team teaching, with other subject teachers etc.).					
112.	I can plan for learner presentations and learner interaction.					
113.	I can plan when and how to use the target language, including metalanguage I may need in the classroom.					
V. Conducting a Lesson						
114.	I can start a lesson in an engaging way.					
115.	I can be flexible when working from a lesson plan and respond to learner interests as the lesson progresses.					
116.	I can ensure smooth transitions between activities and tasks for individuals, groups and the whole class.					
117.	I can adjust my time schedule when unforeseen situations occur.					
118.	I can time classroom activities to reflect individual learners' attention spans.					
119.	I can finish off a lesson in a focused way.					
120.	I can present language content (new and previously encountered items of language, topic etc.) in ways which are appropriate for individuals and specific groups of learners.					
121.	I can relate what I teach to learners' knowledge and previous language learning experiences.					
122.	I can relate what I teach to current events in local and international contexts.					
123.	I can relate the language I am teaching to the culture of those who speak it.					
124.	I can settle a group of learners into a room and gain their					

	attention at the beginning of a lesson.					
125.	I can keep and maximize the attention of learners during a lesson.					
126.	I can be responsible and react supportively to learner initiative and interaction.					
127.	I can cater for a range of learning styles.					
128.	I can encourage learner participation whenever possible.					
129.	I can make explicit and help learners to develop appropriate learning strategies.					
130.	I can take on different roles according to the needs of the learners and requirements of the activity (resource person, mediator, supervisor etc.)					
131.	I can create opportunities for and manage individual, partner, group and whole class work.					
132.	I can make and use resources efficiently (flashcards, charts etc.).					
133.	I can manage and use instructional media efficiently (OHP, ICT, video etc.).					
134.	I can supervise and assist learners' use of different forms of ICT both in and outside the classroom.					
135.	I can conduct a lesson in the target language.					
136.	I can use various strategies when learners do not understand the target language.					
137.	I can encourage learners to use the target language in their activities.					
138.	I can use the target language as metalanguage.					
139.	I can decide when it is appropriate to use the target language and when not to.					
140.	I can encourage learners to relate the target language to other languages they speak or have learned where and when this is helpful.					
VI. Independent learning						
141.	I can evaluate and select a variety of activities which help					

	learners to reflect on their existing knowledge and competences.					
142.	I can evaluate and select a variety of activities which help learners to identify and reflect on individual learning processes and learning styles.					
143.	I can guide and assist learners in setting their own aims and objectives and in planning their own learning.					
144.	I can evaluate and select tasks which help learners to reflect on and develop specific learning strategies and study skills.					
145.	I can assist learners in choosing tasks and activities according to their individual needs and interests.					
146.	I can help learners to reflect on and evaluate their own processes and evaluate the outcomes.					
147.	I can evaluate and select tasks most suited to be carried out by learners at home.					
148.	I can set homework in cooperation with learners.					
149.	I can provide necessary support for learners in order for them to do homework independently and assist them with time management.					
150.	I can assess homework according to valid and transparent criteria.					
151.	I can plan and manage project work according to relevant aims and objectives.					
152.	I can plan and organize cross-curricular project work myself or in cooperation with other teachers.					
153.	I can assist the learners in their choices during the various stages of project work.					
154.	I can encourage learners to reflect on their work (diaries, logs etc.).					
155.	I can help learners to use relevant presentation tools.					
156.	I can assess the process and outcome of project work in cooperation with learners.					

157.	I can plan and structure portfolio work.					
158.	I can set specific aims and objectives of portfolio work (for coursework, for continuous assessment etc.).					
159.	I can supervise and give constructive feedback on portfolio work.					
160.	I can assess portfolios in relation to valid and transparent criteria.					
161.	I can encourage self- and peer assessment of portfolio work.					
162.	I use various ICT resources (email, web sites, computer programmes etc.).					
163.	I can advise learners on how to find and evaluate appropriate ICT resources					
164.	I can initiate and facilitate various learning environments (learning platforms, discussion forums, web pages etc.).					
165.	I can recognize when and where the need for extra-curricular activities to enhance learning arises (learner magazines, clubs, excursions etc.).					
166.	I can set aims and objectives for school trips, exchanges and international cooperation programmes.					
167.	I can help to organize exchanges in cooperation with relevant resource persons and institutions.					
168.	I can evaluate the learning outcomes of school trips , exchanges and international cooperation programmes.					
VII. Assessment						
169.	I can evaluate and select valid assessment procedures (tests, portfolios, self-assessment etc.) appropriate to learning aims and objectives.					
170.	I can negotiate with learners how their work and progress should be best be assessed.					
171.	I can design and use in-class activities to monitor and assess learners' participation and performance.					
172.	I can identify strengths and areas for improvement in a					

	learner's performance.					
173.	I can assess a learner's ability to work independently and collaboratively .					
174.	I can use process and results of assessment to inform my teaching and plan learning for individuals and groups (i.e. formative assessment).					
175.	I can present my assessment of a learner's performance and progress in the form of a descriptive evaluation, which is transparent and comprehensive to the learner , parents and others.					
176.	I can use appropriate assessment procedures to chart and monitor a learner's progress (reports, checklists, grades etc.).					
177.	I can use assessment scales from the Common European Framework of Refence.					
178.	I can use a valid institutional/national/international grading system in my assessment of a learner's performance.					
179.	I can assign grades for tests and examinations using procedures which are reliable and transparent.					
180.	I can help learners to set personal targets and assess their own performance.					
181.	I can help learners to engage in peer assessment.					
182.	I can help learners to use the European Language Portfolio.					
183.	I can assess a learner's ability to produce a spoken text according to criteria such as content, range, accuracy, fluency, appropriacy of register etc.					
184.	I can assess a learner's ability to produce a written text according to criteria such as content, range, accuracy ,cohesion and coherence etc.					
185.	I can assess a learner's ability to understand and interpret a spoken text such as listening for gist, specific or detailed information, implication etc.					

186.	I can assess a learner's ability to understand and interpret a written text such as listening for gist, specific or detailed information, implication etc.					
187.	I can assess a learner's ability to engage in spoken interaction according to criteria such as content, range, accuracy, fluency and conversational strategies.					
188.	I can assess a learner's ability to engage in written interaction according to criteria such as content, range, accuracy and appropriacy of response etc.					
189.	I can assess the learners' knowledge of cultural facts, events etc. of the target language communities.					
190.	I can assess the learners' ability to make comparisons between their own and the culture of target language communities.					
191.	I can assess the learners' ability to respond and act appropriately in encounters with the target language culture.					
192.	I can analyze learners' errors and identify the processes that may cause them.					
103.	I can provide constructive feedback to learners concerning their errors/interlanguage.					
194.	I can deal with errors that occur in class in a way which supports learning processes and communication.					
195.	I can deal with errors that occur in spoken and written language in ways which support learning processes and do not undermine confidence and communication.					

APPENDIX-I: Peer Observation

Peer observation template The effect of the EPOSTL on the self-evaluation of student teachers of English

Name of the tutor (a student teacher):

Class and date:

Observer (a student teacher):

Observations Please highlight examples of good practice which can be shared with others.	
Observer summary Please highlight examples of good teaching practice and any specific development needs.	
Feedback and review	
Signed by	
Tutor	Observer

APPENDIX-J: Reflective Journal

Reflection journal The effect of the EPOSTL on the self-evaluation of student teachers of English

Name:

Week

Topic of the lesson:

Strength

Weaknesses

Future action

APPENDIX-K: Interview Questions

1. When you evaluate yourself in terms of the following teaching competences areas in terms of which one do you feel most confident? Why?
 - a. Teaching Speaking/Speaking Interaction
 - b. Teaching Writing/ Written Interaction
 - c. Teaching Listening
 - d. Teaching Reading
 - e. Teaching Grammar
 - f. Teaching Vocabulary
 - g. Identification of Learning Objectives
 - h. Preparing Lesson Content
 - i. Organizing Lessons
 - j. Using Lesson Plan
 - k. Interaction with Learners

2. When you evaluate yourself in terms of competences areas in terms of the following teaching competences areas in terms of which one do you feel least confident?Why?
 - a. Teaching Speaking/Speaking Interaction
 - b. Teaching Writing/ Written Interaction
 - c. Teaching Listening
 - d. Teaching Reading
 - e. Teaching Grammar
 - f. Teaching Vocabulary
 - g. Identification of Learning Objectives
 - h. Preparing Lesson Content
 - i. Organizing Lessons
 - j. Using Lesson Plan
 - k. Interaction with Learners

3. How useful do you find the use of the EPOSTL as a whole?
4. To what extent and in what respects did EPOSTL contribute to your academic development ?
5. Did the EPOSTL help you to reflect about your own teaching practice?

APPENDIX-L: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/

433-2223

19 Haziran 2017

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 24.05.2017 tarih ve 1212 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı programı öğrencilerinden **Meruyert SEITOVA**'nın **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü "Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesi İngilizce Öğretmenliği Öğrencilerinin Öz-Değerlendirmelerinde EPOSTL (Yabancı Dil Öğretmenliği Okuyanlar İçin Avrupa Portfolyosu) Etkisi " başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun 06 Haziran 2017 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

APPENDIX-M: Permission Letter for Data Collection

ҚАХМЕТ ЯСАУИ атындағы
ХАЛЫҚАРАЛЫҚ
ТҮРК-КАЗАҚ УНИВЕРСИТЕТІНІН
ӨКІЛЕТТІ КЕҢЕС БАСҚАРМАСЫ
АНКАРА



HOCA AHMET YESEVİ
ULUSLARARASI
TÜRK-KAZAK ÜNİVERSİTESİ
MÜTEVELLİ HEYET BAŞKANLIĞI
ANKARA

Sayı :
Konu : АҮС.МНВ.2017/ 261

11.04.2017

İLGİLİ MAKAMA

Aşağıda kimlik bilgileri yazılı burslu araştırma görevlimiz Meruyert SEITOVA, Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Anabilim Dalında doktora yapmaktadır.

Meruyert Seitova'nın, "Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesi İngilizce Öğretmenliği Öğrencilerinin Öz-Değerlendirmelerinde EPOSTL (Yabancı Dil Öğretmenliği Okuyantarı İçin Avrupa Portfolyosu) Etkisi" başlıklı tez çalışmasıyla ilgili araştırmasını Üniversitemizde yürütmesine izin verilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Musa YILDIZ
Mütevelli Heyet Başkanı

Kimlik Bilgileri

Adı- Soyadı : Meruyert SEITOVA
Uyruğu : Kazakistan
Doğum Yeri/Yılı : Kazakistan/1980

APPENDIX-N: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work. related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set.
- And **NO** part of this work was presented as a part of any other thesis study at this or any other university.

31.05.2018



Meruyert SEITOVA

APPENDIX-O: Dissertation Originality Report

29/04/2018

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title :THE EFFECT OF THE EPOSTL ON THE SELF-EVALUATION OF THE STUDENT TEACHERS OF ENGLISH AT AKHMET YASSAWI INTERNATIONAL KAZAKH-TURKISH UNIVERSITY

The whole thesis that includes the title page, introduction, main chapters, conclusions and bibliography section is checked by using Turnitin plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defence	Similarity Index	Submission ID
29/04/2018	151	252,051	31/05/2018	13%	955453372

Filtering options applied:

1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines.my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Last name: Meruyert Seitova
Student No.: N14148277
Department: Foreign Language Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.


Signature

ADVISOR APPROVAL

APPROVED

Assoc. Prof. Dr. Hüseyin Öz

APPENDIX-P: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversite'ye verilen kullanım hakları dışındaki bütün fikrî mülkiyet haklarım bende kalacak, tezimin tamamının veya bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinleri yazılı izin alarak kullandığımı ve istenildiğinde suretlerini Üniversite'ye teslim etmeyi taahhüt ederim.

Tezimin/Raporumun tamamı dünya çapında erişime açılabilir ve bir kısmı veya tamamının fotokopisi alınabilir.

(Bu seçenekle teziniz arama motorlarında indekslenebilecek, daha sonra tezinizin erişim statüsünün değiştirilmesini talep etmeniz ve kütüphane bu talebinizi yerine getirirse bile, teziniz arama motorlarının ön belleklerinde kalmaya devam edebilecektir)

Tezimin/Raporumun 1.07.2019 tarihine kadar erişime açılmasını ve fotokopi alınmasını (İç Kapak, Özet, İçindekiler ve Kaynakça hariç) istemiyorum.

(Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir, kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisi alınabilir).

Tezimin/Raporumuntarihine kadar erişime açılmasını istemiyorum ancak kaynak gösterilmek şartıyla bir kısmı veya tamamının fotokopisinin alınmasını onaylıyorum.

Serbest Seçenek/Yazarın Seçimi:

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31/05/2018

Meruyert SEITOVA

