THE EFFECT OF DIFFERENT SELF-ASSESSMENT TOOLS ON STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH

FARKLI ÖZ-DEĞERLENDİRME ARAÇLARININ ÖĞRENCİLERİN İNGİLİZCE ÖĞRENMEYE KARŞI TUTUMLARI ÜZERİNDEKİ ETKİSİ
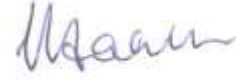
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- All audio-visual and written information and the results have been presented according to the rules of scientific standards,

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- All of the cited studies have been referenced,

- I did not do any distortion in the data set,

- Finally, no part of this dissertation has been presented as any other thesis study at any this or any other university.

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FARKLI ÖZ-DEĞERLENDİRME ARAÇLARININ ÖĞRENCİLERİN İNGİLİZCE ÖĞRENMEYE KARŞI TUTUMLARI ÜZERİNDEKİ ETKİSİ

Burcu ŞENTÜRK

ÖZ

Bu çalışma, 2016-2017 akademik yılında Bülent Ecevit Üniversitesi, Yabancı Diller Yüksekokulu'nda faklı öz-değerlendirme araçlarının öğrencilerin İngilizce öğrenmeye karşı tutumları üzerindeki etkisini araştırmıştır. Ayrıca, bu okuldaki öğrencilerin ve öğretmenlerin Avrupa Dil Portfolyosu'na (ADP) olan algılarını incelemiştir. ADP, öğrenme stili envanteri ve ünite odaklı kazanım listesi bu çalışmada kullanılan öz-değerlendirme araçlarıdır.

Bu çalışmada üç veri toplama aracından faydalanılmıştır. Öğrencilerle ve beş öğretmenle mülakat yapılmıştır ve öğrencilere anket verilmiştir.

Çalışmanın nitel ve nicel sonuçları ADP, öğrenme stili envanteri ve ünite odaklı kazanım listelerinin sınıflarda öğretmenler ve öğrenciler tarafından doğru kullanımları şartıyla iyi birer öz-değerlendirme aracı oldukları ve dil öğrenmeye karşı olumlu tutum geliştirmeye katkı sağladıklar görülmüştür. Ayrıca, ADP hakkında yeterince bilgiye sahip olmaları koşulu ve sınıflarda doğru şekilde uygulanması koşuluyla öğrencilerin ADP'ye ve ADP ile çalışmaya olumlu yaklaştıkları görülmüştür. İlaveten, öğrenciler ve öğretmenler ADP'nin iyi bir öz-değerlendirme aracı olduğunu, fakat ADP Türkiye'de yeni bir araç olduğu için Bülent Ecevit Üniversitesi Yabancı Diller Yüksekokulu öğretmenlerinin ADP'yi müfredata ekleme ve doğru uygulanması konusuna desteğe ihtiyaçları olduğu görülmüştür. Ayıca, bu çalışma ADP'nin öz-değerlendirmeyi desteklemek ve öğrenci odaklı sınıflar oluşturmak için iyi bir araç olarak kullanılabileceğini göstermiştir.

THE EFFECT OF DIFFERENT SELF-ASSESSMENT TOOLS ON STUDENTS' ATTITUDES TOWARDS LEARNING ENGLISH

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ABSTRACT

The study investigated the effect of self-assessment via European Language Portfolio (ELP), unit based checklist and learner style inventory on students' attitudes towards learning English. The study was conducted at Bülent Ecevit University the School of Foreign Languages Basic English Deparment in the 2016-2017 academic year. The study also examined the attitudes of students and teachers towards the ELP and its implementation into the curriculum.

Two data collection instruments were employed in this study. Semi-structured interviews were conducted with thirty students and five teachers. Attitude questionnaires were given to the students.

Both the qualitative and quantitative results of the study indicated that the ELP, learner style inventory and unit based checklists are tools which can promote self-assessment on the condition that they are used effectively both by the teachers and students and as a consequence they support having more positive attitudes towards learning English. Additionally, it was found that the students felt positive towards the ELP and working with it as far as they used it correctly in their classes as part of the curriculum.

In addition, the findings of the study indicated that both the teachers and the students believed that the ELP was a tool for self-assessment; however, the implementation of the ELP in the curriculum of the School of Foreign Languages at Bülent Ecevit University needs support since the ELP has only been newly introduced in Turkey as well and the teachers have very little information about the use and effectiveness of the ELP in language learning. However, this study showed that the ELP could be used as a tool to promote self-assessment and to create learner-centered classrooms in Turkey. Thus, promoting self-assessment is not as difficult as it is thought to be, and the ELP, learner style inventory and the unit based checklists are important tools to promote it.

CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

AfL : Assessment for Learning

BEDAF : British Educational Affairs

CEFR : The Common European Framework of Reference for Languages

CoE : Council of Europe

EFL : English as a Foreign Language

ELP : European Language Portfolio

EYL : European Year of Languages

LLS : Language Learner Strategies

SLA : Second Language Acquisition

CHAPTER 1

INTRODUCTION

1.1.Background of the Study

The English Language, which plays a crucial role in worldwide affairs for business, research, and popular culture, is undoubtedly the most commonly used international language of the world. Therefore, in many countries like Turkey, it has extensively been taught in every stage of the education system. Teaching English as a foreign language begins even in pre-primary school in Turkey. However, while some learners learn it as ease and master it in a component way, some learners have difficulty in developing their proficiency and make slow improvement. To be able to understand the reason for it, a great deal of research has been conducted and second-language acquisition (SLA) researchers have concluded that although the learners follow a general development process, each of them has different degrees of success. The question of "What makes some language learners more successful than others in the same opportunities?" has been tried to find out by the SLA researchers since the 1970s. Finally, they had a consensus that there are several factors that enhance language learning success.

Some scholars think that the differences in L2 success mainly depended on two domains: cognitive and affective. Cognitive factors are intelligence, language aptitude, and language learning strategies, while affective factors refer to language attitudes, motivation, and language anxiety. Recently, particularly these affective factors of attitude and motivation have been a focus of several researches (Carreira, 2005; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 2002; Ehrman, Leavera & Oxford, 2003; Gardner & Lambert, 1972; Gardner, 2005; Guilloteaux & Dörnyei, 2008; Matsumoto & Obana, 2001; Skehan, 1989, 1991; Yang, 2008; Yu & Watkins, 2008).

As Brown (2000) points out, attitudes are cognitive and affective; that is, they are related to thoughts as well as to feelings and emotions. Attitudes govern how one approaches learning, which in the case of language requires exposure to a different culture and also to the difficult task of mastering a second language.

Attitudes begin developing early and are influenced by many things, including parents, peers, and interactions with people who have social and cultural differences. Therefore, attitudes "form a part of one's perception of self, of others, and of the culture in which one is living" (Brown, 2000: 180).

As with the research that finds a correlation between positive attitudes and successful language learning, studies like Yashima (2002) found that motivated students have greater self-confidence in their second language, resulting in a greater willingness to communicate; Noels et al. (2000) also find a strong correlation between instrumental motivation and Self-Determination Theory, which deals with students' need for competence, satisfactory social connections, and autonomy.

"Autonomy is the ability to take charge of one's own learning" (Holec, 1981). Students can take charge of their own learning through self-assessment. Students' self-assessment should be a part of the pedagogic process in all educational systems as it satisfies their educational, emotional, psychological and social needs and promotes their self-actualization and personal growth (both emotional and intellectual). During the process of self-assessment, leaners develop critical-analytical skills and a beter self-awareness. Additionally, since they are treated as equal partners in the learning and assessment processes, their self-esteem and self-respect are enhanced and they develop a positive self-concept as their opinions are valued. This has, in turn, a positive impact on their motivation which constitutes a key feature of successful learners (Ushioda, 1996). By taking charge of their own learning process and learning outcomes, learners can 'appreciate their strengths, recognize their weaknesses and orient their learning more effectively' (Council of Europe, 2001: 192). As a result, the assessment process becomes more transparent and it enables learners to achieve their short and long-term goals more easily.

Governments, institutions, schools and teachers seek the ways through which they can foster learner autonomy, motivation and attitudes towards learning English. There are many strategies not only teachers but also students can adopt to boost motivation and learner autonomy inside and outside the classroom by the help of self-assessment tools. One effective way of introducing and establishing self-assessment of foreign language achievement and proficiency in L2 education is

through the European Language Portfolio (ELP), which is a document whereby language learners through formal or informal education can record and reflect on their own language learning and experiences of culture.

The ELP is a language learning and reporting instrument developed by the Language Policy Division of the Council of Europe. It consists of: (a) a language passport which summarizes the learner's linguistic identity, language learning and language qualifications in an internationally transparent manner, (b) a language biography which enables learners to assess themselves, set learning targets, monitor their progress and record learning and intercultural experiences, and (c) a dossier in which learners keep samples of work that best represent their L2 proficiency. The ELP serves a double function: (a) its documentation and reporting function enables learners to record their proficiency in different languages and their learning experiences in a comprehensive, comparable and transparent way so that they can be widely recognized across Europe, (b) its pedagogical function lies in the fact that it enhances learners' motivation and helps them to reflect on their learning experiences, plan their learning and learn autonomously. These two functions of the ELP are complementary and they are performed through learner self-assessment (Little, 2005: 325).

Language learners are engaged in a constant process of formative and summative self-assessment in the three components of the ELP for pedagogical and reporting purposes respectively on the basis of the common reference levels of the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001). In the language *passport*, learners provide an overview of their language proficiency, according to six levels (A1, A2, B1, B2, C1, C2) and five skills (listening, reading, spoken interaction, spoken production, writing), at a certain time, using the scales and descriptors of the CEFR. This is a summative form of self-assessment as the focus is on the outcome of the L2 learning process and it serves a reporting function since learners provide a record of their linguistic proficiency and cultural skills to inform external educational authorities, future employers, etc. In the *language biography*, learners are invited to assess their learning progress according to functional 'I can' checklists arranged by levels and skills on a regular basis. This component invites learners to reflect on and assess the 'process aspect' of learning which implies formative self-assessment that

becomes, as Little and Perclovà (2001: 55) argue, 'as much a habit of mind as an activity' because it forms an integral part of the language learning experience. These 'I can' checklists have multiple functions because they not only provide assessment criteria for self-assessment and assessment by others, but they also reflect learning and teaching objectives and suggest communicative tasks and activities. In this way, the ELP constitutes an interface between learning, teaching and assessment as learning, teaching, self-assessment and assessment through testing and examinations can all be oriented to the same behavioral descriptors (Little, 2005: 323).

As far as the *dossier* is concerned, learners have to think critically when selecting samples of their work to prove the claims made in the passport and biography and need to regularly update these samples as their proficiency level changes. Once again, this presupposes learners who are capable of assessing their level of proficiency in order to select the appropriate samples of their work to include in or exclude from the dossier.

The second self-assessment tool is the learner style inventory through which the students can detect their learning styles and try to enhance their learning by empowering each learning style or the ones that address them. It also enables the learners to be aware of their strengths and weaknesses. Therefore, it helps the learner to be able to choose the suitable job for them, to detect the way s/he approaches to the problems and her/his objectives.

Finally, the third self-assessment tool is the unit based checklists which are conducted at the end of each unit to make the students aware of how much they achieved each unit's objectives. They are very helpful not only to the teachers but also to the learners in that it enables the learners to see how much they achieved the objectives of each unit and get feedback, as a result revise it or continue.

Since the ELP, learner style inventory and the unit based checklist are believed to foster learner autonomy and self-assessment, this study aims to look into the the effect of different self-assessment tools as the ELP, learner style inventory and the unit based checklist on students' attitudes towards learning English.

1.2. Statement of the Problem

It is widely believed that students' learning potential increases when their attitude towards language learning is positive and motivation runs high. The research into the connection between positive attitudes and successfully learning a second language supports this simple observation. Self-assessment is a key for autonomous language learning. It enables students to monitor their progress, relate learning to individual needs. Training students in self-assessment has gained increasing currency and has been investigated in a considerable number of studies.

The ELP is considered as an effective self-assessment tool. A number of researchers such as Glover, Mirici, and Aksu (2005) suggest that the ELP is a vehicle whereby learners can develop learner responsibility and autonomy by means of self-reflection and awareness. The Council of Europe (2006) also puts forward that the ELP is a tool to promote learner autonomy. Likewise, Glover, Mirici and Aksu (2005: p. 90) stress that the ELP encourages language learning through motivating learners; therefore enabling them to empower positive attitudes through learning a language. Also learner style inventory and unit based checklists help learners to realize their strengths and weaknesses, as a result help them to gain positive attitudes towards learning. There are some studies which suggest that the ELP and other self assessment tools like learner style inventory and unit based checklists promote self-assessment; therefore enable learners to have positive attitudes towards learning a language (e.g., Little & Perclova, 2001; Kohenen, 2001; Little, 2002b; Ushioda and Riley, 2002; Kohenen, 2004; Mirici, 2006; Ceylan, 2006; Koyuncu, 2006; Little, 2009). However, there is not a particular study which confirms the effect of the ELP and other self-assessment tools on the students' attitudes towards learning English in English classes. Moreover, there is no study conducted on the effect of different self-assessment tools on students' attitudes towards learning English. Most studies have been conducted on the effect of the ELP on learner autonomy or simply, the ELP as an effective self-assessment tool.

In line with this background, the present study aims at investigating the effect of different self-assessment tools namely the European Language Portfolio, unit

based checklist and learner style inventory on students' attitudes towards learning English as a foreign language.

1.3. The Purpose and Significance of the Study

The main purpose of the study is to reveal the effect of self-assessment via the ELP, unit based checklist and learner style inventory on students' attitudes towards learning English. More specifically, this research attempts to find out whether there exists a statistically significant difference in terms the effectiveness of self-assessment when students use the ELP, unit based checklist and the learner style inventory in Turkish EFL context. Thus, this study investigates if the ELP, unit based checklist and the learner style inventory foster positive attitudes towards learning English in English classes. If so, this study aims to find out which self-assessment tool enables learners to gain more positive attitude towards learning English, the ELP, unit based checklist or learner style inventory. It is proven that ELP and other self-assessment tools help learners gain more positive attitudes towards learning English, Bülent Ecevit University can make ELP and other self-assessment tools discussed in this study as part of their curriculum, taking the findings of this study into consideration.

Compared to other relevant studies conducted on the effect of self-assessment via the European Language Portfolio, unit based checklist and learner style inventory on students' attitudes towards learning English, the current study carries a great deal of significance in that it was conducted to have been quosi-experimental with a large sample. To put it another way, no researcher has administered a study on a large group of participants whose background and attitudes towards learning English are quite similar. It is also worth noting that this is the first study which investigates the effect of self-assessment via European Language Portfolio, unit based checklist and learner style inventory on students' attitudes towards learning English in their English classes.

This study is also significant on the grounds that it is the first study which reveals whether or not there is a statistically significant difference in the attitudes of learners towards learning English according to their levels of language proficiency. Besides analyzing students' in the same level, the study will also compare three different levels of students' attitudes towards learning English namely A1, A2 and

B1. Furthermore, this study will also reveal whether or not there will be any change in the attitudes of different level of learners after the use of ELP as a self-assessment tool. Moreover, this is the first study which seeks whether or not there is any relationship between the ELP use as a self-assessment tool and students' attitudes towards learning English in Turkish EFL context. Last but not least, another contribution of this study to foreign language teaching is that it will reveal if there is a statistically significant difference in the attitudes of learners towards learning English according to their use of three different self-assessment tools namely the ELP, unit based checklist and the learner style inventory. Finally, this study will give information about how ELP can help learners to develop positive attitudes towards language learning.

1.4. Research Questions:

The current study focuses on revealing answers to the following main research question "Is there any significant difference in terms of the effectiveness of the self-assessment when students use the ELP, unit based checklist and the learner style inventory in the EFL context in a Turkish university?" Based on this main research question, it aims to seek the answers to the following sub-research questions:

1. Is there a statistically significant difference in the attitudes of learners towards learning English according to their levels of language proficiency?

2. Is there a statistically significant difference in the attitudes of learners towards learning English according to their major?

3. Is there any relationship between the ELP use as a self-assessment tool and students' attitudes towards learning English in Turkish EFL context?

4. Is there a statistically significant difference in the attitudes of learners towards learning English according to their use of three different self-assessment tools namely the ELP, unit based checklist and the learner style inventory?

5. What are students' and teachers' perspectives on the effectiveness of different self-assessment tools to develop positive attitudes towards learning English?

1.5. Limitations:

As in almost every study, the current study is not without any limitations. These limitations should be taken into consideration for further research. To begin with, the scope of the study is limited to the students of the Preparatory School of Bülent Ecevit University. In other words, the study is limited to Bülent Ecevit University context. Secondly, the study investigates the effectiveness of three different self-assessment tools which are the ELP, learner style inventory and unit based checklist. Therefore, it will be better to use other self-assessment tools besides the ones used in this study.

1.6. Definition of Terms:

ELP (The European Language Portfolio): The ELP is a document whereby language learners can possibly keep record and reflect on their language learning process and intercultural experiences (Council of Europe).

CEFR (The Common European Framework of Reference for Languages): A framework, which language learners can utilize to describe their foreign language(s) achievements, particularly across Europe. CEFR which presents a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, and so on especially across Europe also describes in detail what learners need to learn so as to communicate with people and what language abilities learners need to have in order for them to be able to act effectively.

Self-Assessment: The process of looking at oneself in order to assess aspects those are important to one's identity.

Attitude: A complex mental state involving beliefs, feelings, values and dispositions to act in certain ways. Attitude affects a student's ability to learn, but it is unrelated to aptitude.

Learning Styles: A range of competing and contested theories that aim to account for differences in individuals' learning. These theories propose that all people can be classified according to their 'style' of learning, although the various theories present differing views on how the styles should be defined and categorized. A common concept is that individuals differ in how they learn.

Unit Based Checklist: A set of can do statements related to the content of each unit which aim at giving feedback about the accomplishment of each objective of the unit.

The learner style inventory: The Learning Style Inventory is connceted to Kolb's model of learning styles and is used to determine a student's learning style. The learning style inventory assesses an individual's preferences and needs regarding the learning process.

1.7. Background of the Study:

There have been many studies regarding the importance of self-assessment in teaching a foreign language. All language researchers concur that self-assessment is of vital importance for productive and fruitful language learning to take place. It has been put forward by the Council of Europe that the ELP fosters learner autonomy as an effective self-assessment tool. However, albeit there are some studies supporting the Council of Europe, there are not any studies which reveal how much difference occurs in the attitudes of learners towards learning English according to their use of three different self-assessment tools namely the ELP, unit based checklist and the learner style inventory. At the home institution of the researcher, the language teachers are not really convinced that the self-assessment tools such as the ELP, learner style inventory and unit based checklist play a crucial role in boosting positive attitudes towards learning English, thus student success, which also led the researcher to conduct this study. Consequently, this quosi-experimental study is expected to shed light on how students' attitudes will change after the use of different self-assessment tools.

1.8. Conclusion

In this chapter, an overview of the literature on the effects of attitude towards learning a language, the effectiveness of using different self-assessment tools on students' attitudes towards learning language, learner autonomy, and the European Language Portfolio has been provided.

The statement of the problem, the significance of the study, and research questions have been presented as well. In the second chapter, the literature about learner autonomy, portfolio system, and the ELP is explored. In the third chapter, the methodology of this study is described. In the fourth chapter, the analysis of the data is presented and discussed. Finally, in the last chapter, conclusions are drawn from the data in relation to the relevant literature.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

This chapter reviews the relevant literature on attitude and language learning, attitude and motivation, learner autonomy, autonmy and motivation, autonomy and the ELP, self-assessment, the need for self-assessment in language learning, the ELP as an instrument for self-assesment, functions of the ELP, componenets of the ELP, self-assessment in the ELP, the ELP and autonomy, assumed benefits of the ELP, learner style inventory and unit based checklists.

2.2. Attitude

Attitude is described as "a tendency to respond positively or negatively towards a certain thing, idea, person, situation, etc". Gardener (1985) defines attitude as "an evaluative reaction to some referent, inferred on the basis of the individual's beliefs or opinions about the referent". As for education, Brown (2000) notes that teachers should be aware that all students have positive and negative attitudes in varying degrees, and adds that the negative attitudes can be changed by meaningful instructional methods, such as using materials and activities that help students achieve an understanding and appreciation of foreign culture.

Attitudes compose of three components; the cognitive, affective and conative components. The cognitive component refers to an individual's belief, the affective refers to emotional reactions and the conative component comprehends the tendency to behave or act in a certain way towards the attitude (Gardner, 1985).

Baker (1995) mentions about three components of language; the cognitive, affective and readiness for action. The cognitive component concerns thoughts and beliefs. The affective component concerns the feelings. The feeling may concern love or hate of the language or an anxiety about learning a language. The readiness refers to the action or a tendency to act.

The cognitive, affective and readiness components of attitude may not always complete each other. Baker (1992) illustrates it saying "a person may express favorable attitudes to Irish language, but the same person may have negative feelings to such education, thus will do nothing to get the education".

These three components model of attitude is best viewed in a hierarchical form (Rosenberg & Hovland, 1960, quoted from Baker, 1995:12) as shown in the Figure 2.1 below;

STRUCTURE OF ATTITUDES: TRI-COMPONENT MODEL
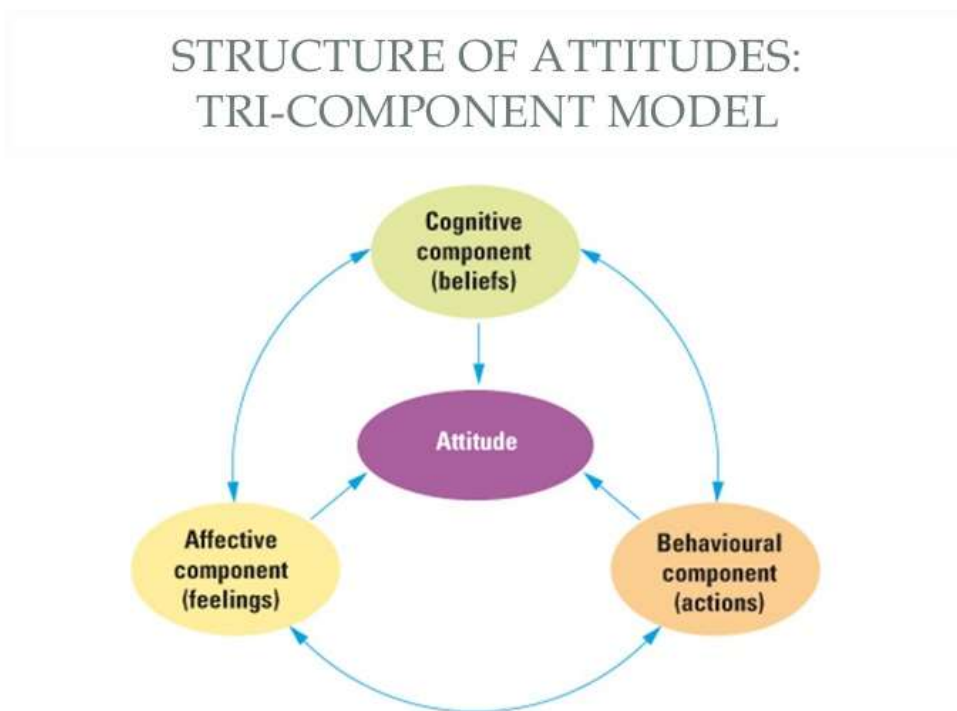
Figure 2.1: Three components model of attitude

This hierarchical model of attitude in Figure 2.1 shows the inevitable effect of attitude on behavior. As the model shows, it is not possible to think behavior without the determining effect of attitude.

As it is clear from the figure, attitude plays a primary role in foreign language learning experiences. And it is the answer of some differences among foreign language learners and the key factors for foreign language achievement or failure. Accordingly, this study handles the individual differences of university students.

It is believed that attitude represents the positive or negative mental and neural readiness towards a person, place, thing or event. It consists of three components:

Affective Component (Neural) (Feeling/ Emotion)

Behavioral Component (Readiness) (Response/ Action)

 Cognitive Component (Mental) (Belief/ Evaluation)

2.2.1. Affective Component

The affective component is "the emotional reaction to an attitude". A person's attitude towards an object cannot be determined by just identifying its beliefs about it because emotion works simultaneously with the cognitive process about an attitude object. Agarwal & Malhotra (2005) express that the affect (feelings and emotions) and attitude (evaluative judgment based on brand beliefs) are combined to propose an integrated model of attitude and choice.

2.2.2. Behavioral Component

Wicker (1969) states that "the behavioral component is a verbal or nonverbal behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude". It involves individual's response to do something regarding attitude object. Attitudinal responses are more or less consistent which is a series of responses toward a given attitudinal stimulus is likely to show some degree of organizational structure, or predictability (Defleur & Westie, 1963).

2.2.3. Cognitive Component

The cognitive component is "an evaluation of an individual's opinion about an object". Cognitive refers to the thoughts and beliefs an individual has about an attitude object. Fishbein & Ajzen (1975) propose that belief is information a person has about an object; information links an object and attribute. The cognitive component is the storage part where an individual organizes the information.

2.3. Attitudes and Foreign Language Learning

Attitude has received significant attention in the field of education. It has been concluded that student's attitude is an integral part of learning and therefore it becomes an essential component of second language pedagogy. Research on

students' attitudes toward language learning is important for several reasons. To begin with, it is believed that attitudes toward learning influence behaviors, (Kaballa & Crowley, 1985 as cited in Weinburgh, 1998) such as selecting and reading books, speaking in a foreign language. Second, there is a relationship between attitudes and achievement. Schibeci and Riley (1986 as cited in Weinburgh, 1998) report that achievemt is influenced by attitudes, rather than achievement influencing attitudes. How attitudes towards learning are formed has been widely studied by the researchers. The reason for it is that attitude also influence one's behavior, inner mood, thus, learning.

In the field of language learning, there are several definitions of attitude. For example, attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour (Montana & Kasprzyk, 2008). It is also defined as the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic (Gardner, 1980). Attitude is classified into three components: cognitive is made up of the beliefs and thoughts about the object of the attitude, affective involving the person"s emotions towards an object, and behavioural which refers to person"s consisting actions or tendency to adopt special learning behaviours (Wenden, 1991).

Smith (1971) states that no student is born liking or disliking foreign language. If the student enter to the class with neutral attitudes about it, or even positive ones, her/his attitudes about foreign language and foreign language learning will be strongly influenced by the situation itself. Also, Csizér and Dörnyei (2005) express that "attitude is a significant factor in foreign language learning process". Moreover, Gardner (2005) linked positive attitude towards language learning to motivation by stating that enjoyment will be achieved by the learners who are motivated to learn a foreign language.

Chamber (1999) states that learning happens more easily, when the learner has a positive attitude towards the language and language learning. Gardner and Lambert (1972) give evidence that positive attitudes toward language enhance proficiency as well. Sönmez (1994: 64), agrees with Brown; "attitude is a product of all life experiences". Chamber (1999) asserts that successful learning depends on positive attitude towards language and learning and attitude is an important

component of achievement. Studies of Gardner and Lambert (1972) support the idea that an individual needs positive attitude to enhance his/her achievement in language. Therefore attitude may not come out during school life, but it is the duty of school to help students develop positive attitude towards foreign language.

It has been proven that student's learning potential increases when attitudes are positive and motivation runs high. There is a connection between positive attitudes and successfully learning a second language, however, it is important to understand that many variables are involved. Furthermore, teachers should bear in mind that all students have both positive and negative attitudes to some extent, and that the negative ones can be changed by some effective methods, such as using materials and activities that help students achieve an "understanding and appreciation of the foreign culture" (Brown, 2000: 181).

Both negative and positive attitudes have a strong impact on the success of language learning. It is well known that negative attitudes towards the foreign language and group can hinder the learning of that language. Conversely, positive attitudes towards the foreign language and group can increase the success of language learning.

So far, many studies have been made to determine the effect of attitude on foreign language achievement and many definitions have been made to explain the term "attitude".

2.3.1. Studies Related to Attitude toward Learning Foreign Languages in Literature

As attitude is accepted as a predictor of foreign language achievement, the numbers of studies have increased to examine it. There are many studies on the effects of positive and negative attitudes on foreign language achievement. Researchers have also studied on different variables and their relationships with language attitude and other variables such as attitude and language learning strategies (Gan, 2004), attitudes and level of language achievement (Graham, 2004), attitude and anxiety (Levine, 2003) attitude and gender (Karahan, 2007) and so on.

Graham (2004) is one of these researchers. He studied on the attitude and its relationship between gender and proficiency in foreign language. He found out that

females had a significantly more positive attitude towards English and they were found considerably more successful when compared to boys. He also found a meaningful and positive relationship between attitude and foreign language achievement.

Mantle- Bromley (1995) conducted a study to see whether a program would increase attitudes towards French and Spanish speakers. She found that negative attitude toward a foreign language can be a barrier for motivation and learning. She concluded that teachers may change students' attitudes towards the target language. To provide success, attitude is necessary.

One of the studies conducted in Turkey on attitude is Tarhan's (2003). She studied on 982 students in 42 Anatolian high schools. She conducted it to see whether the students had positive attitude or not. As a result of her study, it is proved that students have a positive attitude towards English.

Ushioda (2003) examined the role of attitudes and motivation; and, the findings provided that motivated students and students with positive attitude towards second language learning studied regularly and productively to take every opportunity to perfect their language skills. The findings reinforced the importance of students' motivation and attitudes in L2 study.

Karahan (2007) studied the relationship between language attitudes toward English and gender. He surveyed over 190 eight grade students of a private school. The studies showed that female students have higher rates of attitude towards the target culture when compared to male students.

Another study conducted in Turkey is Aydın's (2007). Aydın (2007) investigated three IDs. They were motivation; attitude and perception. The study was conducted on 310 English Preparatory Classes at a private university. The research findings showed that girls have higher scores in positive attitude toward English but there was no meaningful difference in terms of gender. That is attitudes towards target language community and culture do not change in terms of gender.

2.4. Autonomy

Holec (1981: 3) defines learner autonomy as the "ability to take charge of one's own learning", emphasizing that this ability "is not inborn but must be acquired either by 'natural' means or by formal learning". The first step towards developing the ability to take charge of one's own learning is when s/he accepts full responsibility for the learning process, knowing that success in learning depends mainly on himself/herself rather than on other people. This acceptance of responsibility entails the idea that people set out to learn, "in a systematic, deliberate way" (Holec, 1981: p.3), the skills of reflection and analysis that enable them to plan, monitor and evaluate their learning. Autonomous learners are accepted to be capable of putting realistic and reachable learning goals, selecting appropriate methods and techniques to be adopted, monitoring their own learning process, and assessing the progress of their own learning (Benson, 2001; Dam 1995; Holec, 1981; Little, 1991; Scharle & Szabo, 2000; Wenden 1991) with the help of teachers to a certain degree. Allwright (1984) states that when learner autonomy is considered and teaching is arranged accordingly, lessons turn out to be a joint endeavour, a joint production of all participants in a classroom. For this reason, autonomy is a social process and a mutual endeavour with all parties included. Willis (2011 as cited in Doğan & Mirici, 2017) supports this view by asserting that when learning is perceived as a shared responsibility of the teacher and students, autonomy is more likely to be achieved in that classroom setting. Mirici (2014) states that even an autonomous learner may not be in total control of his/her learning, and teachers need to implement their teaching according to the needs of learners both inside and outside the classroom which is, at the end, expected to result in active involvement of students in language learning process.

Another point to be mentioned is that, not all learners may be ready for selfmanaging and self-regulating their own learning which requires teachers to offer opportunities to help them develop some necessary strategies and metacognitive processes. Such kind of training on 'learning how to learn' can be developed through a sound dialogue between learners and the teacher (Doğan, 2015).

As what students have in their mind may not be consistent with what the teacher has in mind, they need to compromise to make the most of learning context in the

classroom, and most of the job is the teacher's as expected. As Mirici et al. (2013) indicates, in this process, teachers need to be sure of themselves in their teaching abilities, as self-doubts hold may be detrimental to their teaching abilities in promotion of learner autonomy. A teacher in support of learner autonomy needs to be intellectually motivated and professionally committed in his/ her profession to help his/ her students inquire and reflect on what they have learnt. Teacher commitment is substantial as in order for learners to develop autonomy, teacher support and facilitation are crucial (Doğan, 2015). Autonomy is not a product to be reached once and for all, but rather, it is a dynamic process (Candy, 1991), so it needs time and patience to develop it in learners. That's why teachers are recommended not to be discouraged after a few tries. Furthermore, individuals may differ greatly in their learning habits, needs, levels of motivation, and interests, and as a result, they may develop varying degrees of autonomy naturally (Udosen, 2014).

2.4.1. Defining Learner Autonomy

Over the past 30 years, learner autonomy has been a major area of research in ESL (Borg, 2012). Throughout the literature, it is defined in a variety of ways. The general viewpoint regarding learner autonomy is that it occurs as a consequence of learners' approval of responsibility for their own learning (Benson & Voller, 1997; Little, 1991). In other words, autonomy needs the learner to take control on his or her own learning and his or her own role in the process. This control may take various forms for different learners and even different forms for the same person along with the contexts or time (Benson, 2001). For example, a learner who exhibits a high degree of autonomy in one area may be non-autonomous in another. Holec (1981) defines autonomy as "the ability to take charge of one's own directed learning." More recent definitions have contributed further dimensions to learner autonomy. For example, Little (2003) proposed learner autonomy as "the practice that autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self- management and in interaction with others."

Dickinson (1987) states that autonomy is a situation where the learner is completely responsible for all of the decisions about his or her learning and the implementation of those decisions. This norm of personal responsibility in

monitoring one's own development needs, the use of self-assessment as one of the instruments to control one's level of knowledge and skills (Gardner, 1999). Thornbury (2006) believes that learner autonomy is learners' capability to take responsibility for, and control of, their own learning, whether in an educational context, or entirely independent of a teacher or school.

Benson and Voller (1997) suggest five ways the term autonomy is used for:

a. situations in which learners study completely on their own;

b. a set of skills that can be learned and applied in self-directed learning;

c. an inborn capacity that is suppressed by institutional education;

d. the act of learners' responsibility for their own learning;

e. for the right of learners to decide the direction of their own learning.

Paiva (2005) has come up with a concise summary of different aspects of autonomy.

1. Autonomy is an inborn skill; it can be acquired later, though.

2. Autonomy includes self-confidence and motivation.

3. Autonomy requires learners to employ individualized learning strategies.

4. Autonomy occurs in different degrees for different people.

5. The level of autonomy is not fixed and can show variations based on not only internal but also external factors.

6. Autonomy relies upon how willing a learner is in terms of taking responsibility for his own learning.

7. Autonomy calls for learners being aware of their learning processes.

8. Autonomy has close relationship with meta-cognitive strategies; that is, planning/making decisions, monitoring, and evaluating.

9. Autonomy involves individual dimensions as well as social ones.

10. Autonomy can occur with teacher's help not only in a classroom context but also outside the classroom context.

11. Autonomy surely involves a change in power relationships.

12. In order to foster learner autonomy; psychological, technical, social and political dimensions should be also taken into consideration.

2.4.2. Importance of Learner Autonomy in Language Learning

The concept of "autonomy" has been the center of attention in language learning and teaching because it promotes situations where the learners' ability to learn is improved. Learning how to learn is a critical aspect that teachers must bear in mind to keep up with the conditions of the changing world. Since scholars have different perspectives on this matter, it is not easy to provide a simple answer to the question, "Why promote learner autonomy in language classes?"

Benson (2006) argues the need of learner autonomy in terms of the innovations that have become significant over the last thirty years. In the past three decades, a rising attention to learner autonomy, self-directed learning, learner centeredness, selfaccess systems and individualized learning is observed in SLA literature, which puts learner autonomy into a critical point in language learning settings.

Crabbe (1993) believes that autonomy has been recognized as a desired aim for three main reasons: the psychological, the practical, and the philosophical:

1) The psychological reason is that individuals can learn better when they are in charge of their own learning; learning is more purposeful and permanent when people take the responsibility. Besides, learners that are involved in decision making regarding their education would feel more motivated in their learning and would become effective learners.

2) Practicality. When the recent conditions and facilities of institutions are taken into consideration, it would be realistic to expect that a teacher may not continuously be available to help because of the number of students in classes and additionally, in the long run, learners will have several teachers in their lives. That is why, learners should be able to learn and follow their studies on their own; or learners might not have enough free time or finance to be a part of educational institutions; and last, Crabbe (1993) adds, a society might not provide the required facilities to every member in the area of learning and learners. Under these circumstances, learners should provide their own learning needs to obtain the knowledge and skills that they want.

3) Philosophical. Crabbe (1993) states, people have the right to make their own choices freely not just in learning a language but also in all other areas.

According to Little (2000), there are two essential ideas behind making learners autonomous. Firstly, if individuals are occupied with their own learning, there is a greater possibility they will be more efficient and effective. Moreover, if an individual is more focused and individualized, what is given in educational contexts is possible to serve learners' wider agendas. Secondly, if learners are actively dedicated to their learning, issues surrounding motivation are strengthened. While one might not constantly feel completely positive regarding all features of their learning, he/she will have established the attitudinal and reflective resources to tackle short-term motivational setbacks.

Furthermore, Ellis and Sinclair (1989) highlight the importance and inspiration of learner autonomy in language classes. They claim that assisting learners who take on more responsibility for their own learning is helpful because they take charge of their own learning as they learn the things they are ready to learn. Further, the learners who are accountable for their own learning can continue learning outside the classes.

To conclude, individuals who are reflectively involved in planning, monitoring and evaluating their own learning should be highly successful since they are involved in their learning processes. Thus, individuals should use this "reflective engagement" (Little, 2000) in implementing the skills and knowledge of the language studied in and outside of the classes.

2.4.3. Misconceptions about Learner Autonomy in Language Learning

Little (1991) states that there are many wrong assumptions about what autonomy is and is not. He gives five main misconceptions.

1. The first misconception is that people regard autonomy synonymous with self-instruction and deciding to learn without a teacher. Little (1991) states that autonomous learning does not make the teacher redundant and autonomy is not only about how learning is organized.

2. Another misconception is that in the classroom the teacher is required to give all control to the students. Little (1991) rejects this assumption putting forward the claim that the intervention on the part of the teacher does not destroy the

autonomy students have gained, since learning in autonomous language classrooms proceeds by negotiation, interaction and problem-solving.

3. The third false assumption related to autonomous learning in classroom context is that autonomy is a new methodology that teachers apply to their learners. Little states that although this assumption is true to some extent since learners would not probably become autonomous without the teacher encouraging them actively, the development of learner autonomy cannot be programmed in a series of lesson plans.

4. A fourth misconception is that autonomy is a single behavior which can be easily described. Little states that autonomous behavior can take many different forms depending on the learners' age, their progress in language learning and their immediate learning needs, etc.

5. The last misconception Little (1991) argues is that autonomy is seen as a steady unchanging state which is achieved by certain learners. He rejects this assumption stating that autonomy of students cannot be guaranteed and learners may manifest different degrees of autonomy in different areas.

Little (2000, 2005, 2007) also proposes three pedagogical principles derived from his earlier characterization of autonomous language learner: learner involvement, learner reflection and target language use. The principle of learner involvement involves teacher's drawing her students into the process of language learning and making them share responsibility in setting learning targets, selecting learning activities and materials, participating in the classroom interaction and determining how successful the learning has been. Little states that although in some contexts it is possible for the teacher to negotiate and shape the curriculum based on the needs of students, in many contexts teachers have to shape their syllabus according to the official curriculum guidelines. Little states that this does not mean that learner involvement is undermined in such a situation; because each teacher has his or her own understanding of the curriculum and he or she may employ his or her own approach in teaching the components of the curriculum. The principle of learner reflection is an indispensable part of the principle learner involvement; because learners should be able to think about what they are doing before and while setting objectives, choosing learning activities or evaluating themselves.

Little (2007) also states that as well as this kind of incidental reflection, learners also need to use "reflective intervention", which enables learners to reflect on the process and content of their learning explicitly, in a detached manner. By reflection, he means students having a reflective dialogue with their teachers or other learners and gradually developing an inner speech. The last principle is the principle of target language use which entails that the target language is used in all classroom activities, including both communicative and reflective activities. He believes that the development of learner autonomy and target language proficiency are mutually integrated with each other. Little (2009b) wraps up these principles to define autonomy as "reflective involvement in planning, implementing, monitoring and evaluating learning" (p.153). This definition has formed the conceptual framework of this study.

2.5. Learner Autonomy and Attitudes towards Foreign Language Learning

Language learning attitude, which has a strong relationship with autonomy, is of high importance and one of the determining factors for language learning. According to Dickinson (1995: p. 173-174), based on cognitive motivational studies, learning achievement and positive attitudes are necessary in order for learners to be more responsible for their own learning and to come to realize that their success or failure is not due to the external factors such as a good teacher over which they have no control, but due to the efforts they spend during the learning process. In other words, positive attitudes can be said to be a prerequisite for learner autonomy. This clearly shows the strong relationship between attitudes and autonomy.

Autonomous learners mainly have positive attitudes towards learning a language. Fazey and Fazey (2001) suggest that autonomous learners, who can take decisions as to their learning and who are in control of the learning process, process positive attitudes and self-efficacy. It is stated positive attitudes is needed for learner autonomy. This is supported by Childs (2005, cited in Balçıkanlı, 2010) who argues that when learners have positive attitudes towards learning a language, there is a lot more possibility that they will develop learner autonomy and take charge of their own learning.

Finally, Dörnyei (2001) clearly states the close relation of positive attitudes and learner autonomy by pointing out that self-determination theory, which posits that freedom to have a say in language learning by having the right of choosing. Therefore, we can say that promoting positive attitudes towards learning a language is very crucial for promoting learner autonomy.

2.6. Fostering Autonomy

Fostering learner autonomy is helpful to learning. Some of the learners can improve autonomy on their own without the need for teacher. However, if autonomy is in the core of language education, teachers and educational institutions should try to enhance it with the help of the practices that will give learners a chance to meet with learning methods in which this capacity can be improved (Benson, 2001).

Nunan (1997) proposes that fully autonomous learners are rare, but encouraging them to increase autonomy is best done inside a classroom. To make it happen, there are sets of goals which need to be integrated into a language program. Nunan (1997: 195) proposes five levels for encouraging learner autonomy;

Table 2.1: Autonomy: Levels of Implementation

Level	Learner Action	Content	Process
1	*Awareness*	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/ strategies
2	*Involvement*	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
3	*Intervention modify/ adapt tasks.*	Learners are involved in modifying and adapting the goals and content of the learning programme.	Learners modify/ adapt tasks.
4	*Creation*	Learners create their own goals and objectives.	Learners create their own tasks.
5	*Transcendence*	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	Learners become teachers and researchers.

Resouce: Nunan, D. (1997). *The learner-centered curriculum.* Cambridge: Cambridge University Press.

The concept of learner autonomy has been placed at the heart of the language education system in recent years, which has created the need of improving and fostering this notion. There are some attitudes and skills to be fostered, which are

defined as "building blocks of responsibility and autonomy" by Scharle and Szabo (2000) (as cited in Köse, 2006, p.33). These are: "motivation and self-confidence, monitoring and evaluation, learning strategies, cooperation and group cohesion" (p. 34). The key point for the beginning is raising awareness because it is the first phase where students are presented to this idea with new view points and experiences. Then comes the practice part because learners need to practice the skills they were introduced to at the beginning. This is a slow and arduous process because changing attitudes is painful, and it takes time to leave past habits and take up new ones. After all, these students start to take the most important part in accomplishing tasks or giving decisions about their learning. Bertoldi, Kollar and Ricard (1988)(as cited in Yıldırım, 2005: 23) agrees with this idea stating that When students are introduced to the process of taking more responsibility, there may be surprise, resistance, or confusion, but when they get started, many learners develop original, innovative techniques to approach their own language learning and autonomy develops in a rewarding process. Littlewood (1997) draws attention to two points students should possess, namely willingness and the ability to act independently. In addition to this, he emphasizes that possessing these characteristics depends on some other factors such as the level of their motivation and confidence and the level of their knowledge and skills. Nunan (1997) argues that although it is not easy to find fully autonomous learners, encouraging them to move towards autonomy can work to supply it, and it can be best done inside the language classroom. In order to maintain this, language content goals and learning process goals should be incorporated as the sets of complementary goals, and both of these sets should take place in the curriculum harmoniously. Nunan (1997) states that it is not a good solution to support separate lessons developed for learner strategy training, instead teachers need to help learners develop motivation, confidence, knowledge and skills that are essential in order to communicate and learn more independently and be more independent as individuals to develop and place the notion of autonomous learning. Brajcich (2000) proposes that learners' individual styles and preferences play a crucial role, which means learners should be provided with opportunities according to their own individual styles and preferences, and in accordance with this suggestion he gives twelve practical tips to develop learner autonomy in language classrooms:

1. Encourage students to be interdependent and to work collectively.

2. Ask students to keep a diary of their learning experiences.

3. Explain teacher/learner roles from the outset.

4. Promote gradually from interdependence to independence.

5. Give students projects to do outside the classroom.

6. Give students non-classroom duties to perform.

7. Have students design lessons or materials to be used in class.

8. Instruct students on how to use school's resource centres.

9. Emphasize the importance of peer editing, correcting and follow-up questioning in the classroom.

10. Encourage students to use only English in classroom.

11. Stress fluency rather than accuracy.

12. Do allow students to use reference books (p. 1-2).

The last pace of this process is assessment and evaluation which traditional or alternative, every educational program provides so that learners get feedback, and teachers know students better (Benson, 2001; Dam, 1995). Teachers who believe in the importance of learner autonomy should encourage their students to self-assess themselves rather than be tested because self-assessment "enables learners to undertake more responsibility regarding their own learning, identify their weak and strong areas as well as effective language learning strategies and materials, establish more realistic learning goals, and help them to become more motivated and goaloriented" (McNamara & Deane, 1995 as cited in Kucuroglu, 1997, p. 27). Benson (2001) (as cited in Durmuş, 2006: 37) also reflects the benefits of self-assessment as follows:

1. Self-assessment trains learners to evaluate the effectiveness of their communication, which is beneficial to learning in itself.

2. It raises learners' awareness of the learning process and stimulates them to consider course content and assessment critically.

3. It enhances their knowledge of the variety of possible goals in language learning, which leaves them in a better position to exercise control over their own learning and to influence the direction of classroom activities.

4. It expands the range of assessment criteria to include areas in which learners have special competence, such as the evaluation of their own needs and effective dimensions of the learning process. There are some alternative assessment tools for learners to self-assess themselves. Brown (1998) lists the most common ones as follows: assessment portfolios, journals, logs, conferences, interviews, discussions, oral reports, project works, checklists of students' behaviours/products (teacher observation data), and video recordings. On the other hand, as Dam (1995) suggests, assessment and evaluation require time, reflection, and honesty on parts of both learners and teachers in an atmosphere of trust and respect. HuertaMarcias (1995) also points out that the aim of alternative assessment is to get information about how students are approaching, processing, and carrying out real-life like tasks in a particular field. It is apparent that alternative assessment approaches focus on what learners can do on their own, what they are able to recall and produce, and how much they progress when compared to their first performance, rather than focusing on just the results.

2.7. Teacher and Learner Roles in Autonomous Learning

2.7.1. Teacher Roles

In order to promote autonomy, teachers need to put a good deal of effort in the job. When learner autonomy is mentioned, it is generally thought like it is all about 'the learner'; however, without a teacher facilitating the process, nothing is ever enough to promote learner autonomy. Therefore, in share of responsibility, it is essential for teachers to be active in the process as well. It is claimed by Cotterall (1995) that in order to promote learner autonomy, perceptions of learners related to learner autonomy should be investigated, and learning settings should be arranged subsequently. In a similar vein, teachers' perceptions are also essential as their thoughts will be reflected in their teaching process and students will be affected by them to a certain degree. Yıldırım (2012) and Asim (2013) claim that teachers who want to promote learner autonomy in their classrooms are suggested to create an autonomous learning environment by giving small

responsibilities to their students and increasing the responsibility level gradually in time as there may be some students who are not quite ready for a sudden change in such a responsibility shift. The researchers further suggest that teachers may involve their students more into decision processes such as allowing them to set some of the objectives, to choose some materials or to assess the course. They need to see themselves as guides and facilitators of learning rather than the purveyors of knowledge. In order to promote learner autonomy, teachers may identify the variables in their classrooms by conducting some simple surveys, making classroom discussions, using need analysis and then they may identify specific points and set a course accordingly. What is substantial for teachers is to be able to decide where to start for change in promoting learner autonomy. Teachers need to provide an "autonomy supportive" learning context for students to develop learner autonomy since a controlling learning environment hinders the capacity of learners to develop it (Deci & Ryan, 1987). Teachers who are supportive of autonomy need to raise learners' sense of control over their learning processes and should not undermine the identity of learners, their capacities and possibly their motivation levels (Lamb, 2011). Demirel and Mirici (2002) state that even an autonomous learner may not be in total control of his/her learning, and teachers need to implement their teaching according to the needs of learners both inside and outside the classroom which is, at the end, expected to result in active involvement of students in language learning process. Teachers, though, sometimes may fall in the trap of achieving good examination results, and this, in turn, may lead to an increase in their teacher control and eventually loss of learner autonomy. Teachers need to keep this variable in mind, and would not be overwhelmed by the burden of some examinations for students to pass, as, if they do not have autonomy and learn by internalizing the process, it will not be any help for examinations either. Another point to be mentioned is that, not all learners may be ready for selfmanaging and self-regulating their own learning which requires teachers to offer opportunities to help them develop some necessary strategies and metacognitive processes. Such kind of training on 'learning how to learn' can be developed through a sound dialogue between learners and the teacher. Moreover, even when everything goes well, some external threats may arise from financial constraints, policy changes or from some other reasons. When such threads arise, teachers are required to find ways of protecting their learners from a

possible effect, and to engage and nurture their identities as learners (Lamb, 2011). A possible increase in teacher control may result in further distraction in motivation and autonomy levels of learners, and thus need be prevented. Pedagogies for autonomy necessitate teachers to question their roles in teaching context, what their assumptions originally are, and what probable constraints and dilemmas need to be faced both in pre and in-service teacher education (Vieira, 2009). Dam (1995) further states that a smooth move from teacher-centeredness to learner centeredness is required for fostering learner autonomy in the classroom. Teachers need to present a variety of choices to their students to choose from so that they can feel more in control of their own learning. As what students have in their mind may not be consistent with what the teacher has in mind, they need to compromise to make the most of learning context in the classroom, and most of the job is the teacher's as expected. As Mirici et al. (2013) indicates, in this process, teachers need to be sure of themselves in their teaching abilities, as self-doubts hold may be detrimental to their teaching abilities in promotion of learner autonomy. A teacher in support of learner autonomy needs to be intellectually motivated and professionally committed in his/ her profession to help his/ her students inquire and reflect on what they have learnt. Teacher commitment is substantial as in order for learners to develop autonomy, teacher support and facilitation are crucial. However, in a classroom context in which teacher transmits knowledge, and dominates the classroom, it gets increasingly difficult. Since learner autonomy does not mean that teacher is out of the business, it even puts more demand on the teacher to provide learners with appropriate skills for learner autonomy. Autonomy is not a product to be reached once and for all, but rather, it is a dynamic process (Candy, 1991), so it needs time and patience to develop it in learners. That's why teachers are recommended not to be discouraged after a few tries. Furthermore, individuals may differ greatly in their learning habits, needs, levels of motivation, and interests, and as a result, they may develop varying degrees of autonomy naturally (Udosen, 2014). As Little (1991) indicates, since learners have considerable experience of institutionalized learning, they may show strong resistance to the idea of autonomy; however, teachers need to be persistent and decisive, and would not be discouraged by some first trials in search of developing learner autonomy. According to Benson (2001), in order to develop learner autonomy, students need to be given

opportunities to make decisions about their own learning in a collaborative and supportive learning environment. However, as Kristmanson et al. (2013) state well-meaning efforts to develop learner autonomy may result in unanticipated and unintended results like in the study of Inozu (2011) in Turkey, in which it was reported that the teacher's efforts to promote learner autonomy in his learners were a kind of failure and disappointment for both parts. Likewise, students may get nervous and stressed with an unfamiliar increase in their responsibility and independence level; however, teachers need to be ready for this kind of reaction as it is not an easy endeavour to change certain habits of learning and it will surely take time and effort to develop autonomy in learners. In order to provide this kind of help to learners, dedicated and targeted instructional time on the development of 'learning how to learn', metacognitive strategies such as evaluation and monitoring and coping skills for times when an unexpected situation comes up need to be taught (Kristmanson et al., 2013). As Kelly (cited in Kristmanson et al., 2013) argues, the difference between planned curriculum and received curriculum should be paid attention to and teachers should not be just interested in delivering the planned curriculum but also check what is actually received by learners. This idea is proven in the study of Kristmanson et al. (2013), in which learners' general comments focus on how curriculum and instruction should be connected to their personal interests and real life situations. Teachers' rush to catch up with the planned curriculum may hinder the development of learner autonomy because of increased teacher domination with the concern to keep up with the curriculum. Teachers need to be relieved and not to be stressed by administrations of schools. They may further use authentic texts to create real-life situations and enable relatedness for students to connect their classroom learning with real life. If teachers differentiate the learning context and add more enjoyable and different activities for the same subjects learned before, it can be more motivating and autonomy supportive for learners. Kohonen (2012) stresses the meaningful and experiential learning are the focal points for teachers who intend to build learner autonomy. Kristmanson et al. (2013) also state that to enable learners to value self-assessment and also to teach them how to self- assess themselves are necessary for autonomous development of learners. They further state that it is important to explore and learn digital means more, and it is especially important for being able to reach the digital native students of this age. According to Spratt et al.

(2002), teachers need to build their teaching activities on the ones that learners have already engaged in, rather than the ones that will require them to change their attitudes and behaviours; however, always having students in the same way they have been accustomed to will not widen their perceptive and will cause them to insist on their ill-habits if they have any. Moreover, this kind of attitude that will bring nothing new to the classroom may bore some students as they will probably perceive these activities the same and all over again. However, Spratt et al. (2002) are not totally wrong as when moving from teacher-centeredness to learner-centeredness, these kinds of familiar activities will help students have a supportive environment in which there is nothing new or threating to them. Another point is that, Nunan (1997) focuses on five steps to promote learner autonomy which are 'raising awareness' of learners, 'involving' them in selecting their goals, having them 'intervene' in to modify their goals according to the rising needs of their programme, enabling them to 'create' their own learning materials and lastly 'transcendence' which means enabling learners to go beyond their roles as learners and participate in the learning process as teachers and share their experiences with other learners. Since learners' beliefs about themselves and their learning may be based on invalid assessments, to help them know their underlying beliefs can be of help to prepare them for learner autonomy. Since learner confidence goes hand in hand with academic achievement and is a characteristic of autonomous learners, teachers need to create a learning environment that considers affective sides of learning. Teachers further need to support and facilitate learners even when they encounter such experiences that will cause them to lose confidence and enthusiasm. Since learning a language is a long way, there will certainly be times learners need this kind of support. Moreover, learners' previous experiences may hinder their further achievement as they are reflected in the beliefs of learners, and inhibit their confidence leading them to draw back from taking initiatives and even to give up learning the language altogether. Teachers, that's why, need to detect these myths that learners have for themselves and remedy them. Benson (2010) indicates in his study that teachers complain from mandated English curriculum, the pressures put by examination system, the culture of schools, high workload and their students in their struggle to promote learner autonomy. However, as cited in Benson (2010), Breen (2007) recommends that teachers will either perceive themselves as teachers of

language unconnected to wider social, cultural and political processes or further contribute to marginalization of their profession or they will accept responsibility of their role and confront the possibilities for betterment of the intercultural work they do. That's why, it is suggested to act against possible constraints however hindering they may be, and to work towards developing learner autonomy with a consideration of the process and cultural, psychological, sociological and pedagogical factors. Benson (2010) maintains that teachers are required to acquire a degree of freedom from these constraints which they may confront frequently, in order to do their work effectively and in a more autonomous way because, he continues, more professional capacity is parallel to the idea of promoting learner autonomy. Gipps (2002) notes that sharing learning goals and learning criteria with learners gives them experience in self-assessment and helps them be more self-regulated and autonomous learners (as cited in Willis, 2011). Willis (2011) states that AFL (assessment for learning) practices help learners form an autonomous identity for themselves and provide them a feeling of belonging to classroom community in which they practice. Since AfL means the evaluative practices conducted in everyday classroom settings to enable deeper insight of learning processes, it is suggested that it can be used to enhance learner autonomy by teachers (Willis, 2011). It includes formal checks for comprehension of learners and peer and self-assessments, and these kinds of assessment help learners reflect on what they have done and learned further promoting learner autonomy. Chan (2003: 49) concludes the process of support by teachers that teachers who want their students to be autonomous "have to learn 'let go'" after they have created an autonomy supportive environment for learners, and wait for the results constantly assessing the process.

2.7.2. Learner Roles

Kenny (1993) points out that in order for education to take place, autonomy has to be allowed to function. He further states that where autonomy is not provided and ignored, learners have no say and no being in education which, in this case, makes education just a conditioning procedure and some kind of imposition of a dominant opinion. He concludes that education needs to enable learners with autonomy allowing them to interpret the world and to have the possibility to change it autonomously. From this point of view, it can be concluded that after

they go through the process of education, learners are expected to come out of it as autonomous, life-long learners who know how responsible they are for carrying on learning for a lifetime. For this aim, learners need to assume responsibility for and to take charge of their own learning by searching for the ways to develop themselves. Little (1995) states that in their struggle for learner autonomy, learners' first need to recognize their responsibility for their learning. Then, he further goes on, they exercise this responsibility with their involvement in all aspects of learning from planning, implementing to assessing. Dam (1995) states that in order for learners to develop learner autonomy, they need to put a never-ending effort to comprehend the why, the what and the how of their learning processes. According to Cotterall (1995) self-monitoring behaviour is one of the characteristics of autonomous students and achievers. She further states that autonomous learners possibly share a general understanding of the language learning process and a clear and specific understanding of the role of the feedback. These learners seek feedback not only from their teachers but also from other sources in their reach as well to be able to have a clearer insight on their learning processes. Furthermore, Cotterall (1995) states that these learners are willing to set goals and to take risks which are both crucial in language learning. Ho and Crookall (1995) state that learners who want to develop autonomy need time management skills and they need to have the capacity to cope with stress and other negative affective factors that may arise and interfere with learning. They further note that, these learners should learn to be self-motivated and selfdisciplined. Chan (2001) reports in her study that, autonomous learners are highly motivated, goal oriented, well organized, hard-working, initiative, enthusiastic about learning, willing to ask questions, active, flexible and in favour of taking every opportunity to learn and improve. Lastly, Benson (2001) expresses that one of the important features of an autonomous learner is the ability to work collaboratively and individually and supporting this further with computer-based techniques.

2.7.3. Characteristics of an Autonomous Learner

Karababa et al. (2010) state that autonomous learners are conscious in their choice of strategies and they apply these strategies accordingly in learning context when needed. They further express that autonomous learners are also capable in transferring strategies and styles to their other learning experiences. In this way, a learned skill or subject can be made use of in other contexts which is especially desired in an interdisciplinary world. A flexible student in thought who synthesize the language subject he/she learns and transmits it to other learning situations even to other disciplines is encouraged. As it is highlighted in Common European Framework of Reference (CEFR) (2001), the ability to learn, that is, the observation and participation in new experiences, integration of the previous knowledge and experiences into existing knowledge and modification of the latter one when and where necessary can be counted as important for an autonomous learner. Autonomous learners are active in every part of their learning journey which may start with the planning of the priorities and needs in learning, go on monitoring it and end in assessing themselves and their needs with a holistic view to begin another journey of learning again with a new and better perspective. According to Little (1991), learners will have the motivation required to do all these as autonomy solves the problem of motivation. As a result of students' ownership of responsibility for their learning, they are accepted to be more intrinsically motivated. With such motivation, an autonomous learner not only carries on all the phases from beginning to the end, but also critically assesses all the procedure, and acts accordingly. Such kind of act in a learner certainly requires a certain level of consciousness. That's why, autonomous learners have self-awareness and they are self-conscious in their learning experiences which in turn help them to apply the situations and learned behaviours in the classroom to situations outside the classroom helping them to transfer their acquired knowledge.

Autonomous learners are positive in their meaning-making and how they comprehend success and failure (O'Donnell, 2013). They are not easily discouraged as they know and feel that they have control over their learning and success, and thus can act as needed. Autonomous learners are able to create good learning situations and studying methods, they can make their own choices, can discuss, monitor and assess their efforts to learn English. They know what

their needs are, mostly define them explicitly and put learning targets for themselves accordingly. When they naturally face problems in language learning, they can choose from a broad range of aids to solve them. Autonomous learners continue their learning after formal education settings as well since they are accepted to be life-long learners. Little (1991) explains that autonomous learners can be identified by their behaviours, yet these behaviours can take a lot of different forms, he further states, depending on their ages, levels of readiness for learning settings, how far they have progressed in their learning and what they perceive their immediate learning needs are. Holec (1981) further notes that learners need to move from the idea that 'they are the products of the society they live in' to 'they are the producers of the society they live in.' Thus, autonomous learners are expected to be conscious, democratic citizens who can think critically. According to Carr (1999), independent and autonomous learners have an aptitude for learning, are curious for learning, postpone their pleasure for intended studies, prefer learning when they have conflicting interests, focus on the benefits of learned things for the future, and are good at problem-solving (as cited in Tok, 2011). It is suggested that autonomous learners have awareness in different areas like language awareness, self-awareness, awareness of learning goals and awareness of learning options (Porto, 2007). Victori (2000) states that one of the obstacles which should be overcome is lack of experience. According to her, more experienced language learners are less dependent on their teachers while learning a language. Another point made by Cotterall (1995) is that high-achievers are independent, autonomous learners and are characterized by their success in overcoming the obstacles which educational background, cultural norms or their prior experiences may have caused them. She further explains that the degree of independence learners have is a good indicator that shows how ready they are for autonomy. Making choices about whether one wants to learn and if yes, what one wants to learn is one of the first decisions autonomous learners need to make (Ho and Crookall, 1995). They state that, time management skills and skills for working out sudden and unexpected problems arising are strong indicators of learner autonomy. According to Chwo (2011), autonomous learners are motivated and they monitor their own learning, and these lead to learning and sustainment of it for a life time. As cited in Thanasoulas (2000), Omaggio (1978) defines seven attributes which characterize autonomous learners. He claims that autonomous

learners have insights for learning styles and strategies that they effectively use, they act actively for the learning tasks they have, they are willing to take risks, they are good-guessers, they place importance on both accuracy and fluency, they are willing to revise their learning and to modify what they have learned, they assess themselves regularly in order to test hypothesis and finally they are tolerant of unexpected learning problems and are positive for the target language. Holec (1981) lastly defines some of the key skills of autonomous learners which are choosing instructional materials, setting learning objectives and putting them in an order of importance, deciding when and for how long each objective will be studied, evaluating the progress and achievements and evaluating the learning programme lastly. As learning goes on, these processes start all over again continuously.

2.8. Learner Autonomy and the ELP

According to the Principles and Guidelines that define the ELP and its functions, the ELP reflects the Council of Europe's concern with "the development of the language learner", which by implication includes the development of learning skills, and "the development of the capacity for independent language learning"; the ELP, in other words, "is a tool to promote learner autonomy". The Principles and Guidelines insist that the ELP is the property of the individual learner, which in itself implies learner autonomy.

Learners exercise their ownership not simply through physical possession, but by using the ELP to plan, monitor and evaluate their learning. In this, self-assessment plays a central role: the ongoing, formative self-assessment that is supported by the "can do" checklists attached to the language biography, and the periodic, summative self-assessment of the language passport, which is related to the so-called self assessment grid in the CEFR (Council of Europe, 2001: 26–27).

2.9. The ELP as a Tool for Autonomy

The Council of Europe's educational projects have always emphasized the importance of learner autonomy (Little, 2002). In the Principles and Guidelines, it is explicitly mentioned that the ELP is a tool for learner autonomy and it develops the capacity for independent language learning. It is also insisted that it is the property of the learner, all of which imply that learners aim to gain autonomy by

exercising their ownership by using the ELP to plan, monitor and evaluate their learning (Council of Europe, 2004). Kohonen (2001) states that students can have an idea of what they can do with the language in concrete situations and tasks; so the functional "can do" statements can help them understand and assess what they can do with their language in specific contexts. Being the core elements of learner autonomy, planning, monitoring and evaluating learning help students to develop metacognitive and metalinguistic awareness by enabling reflection on the learning processes and target language (Ushioda & Ridley, 2002).

In terms of goal setting through the ELP to advance learner autonomy, the descriptors and self-assessment checklists in the ELP promote meta-cognitive awareness of different skills, linguistic forms and strategies of learning. In this way students see the aims of their language learning in a more specific way. As they gradually understand the descriptors, they use them to set their aims by using the "I can…" statements (Kohonen, 2004). There are different ways to use the descriptors and checklists to help learners set learning objectives. Some teachers get their learners to set short-term objectives to focus their leaning on for a few weeks and then set new goals by reflecting on „I can do" objectives; some teachers get their learners to establish their own long-term learning goals at the beginning of the course; and some enables their learners to achieve their aims by writing the descriptors of a certain level on a poster and asking students to put their names on it as they achieve a particular descriptor (Little & Perclova, 2001).

Choosing and/or activities and materials is also an indispensable aspect of learner autonomy that can be facilitated through the ELP. Kohonen (2004) states that seeing options, making choices, reflecting on the processes and outcomes and making new action plans help students develop more autonomy on their learning.

The teachers in the Finnish project found that independent student learning is enhanced when students are not given ready made materials, activities or tasks, but when they are given assignments that were open enough to leave space for their own choices and to create their own materials. Little and Perclova (2001) also suggest building up a bank of home-made learning activities if the learners regularly create exercises in this way.

Regarding reflection fostered through the ELP, learners can reflect before they take an active role in a learning activity or communicative task by setting learning goals in the biography (planning), while they are performing the activity or task (monitoring), and after they have completed it (evaluation) by choosing the materials to include in the dossier, reviewing the learning goals set in the biography and adding more information on their profile of language skills in the passport (Little & Perclova, 2001). In developing the Finnish ELP Project, Kohonen (2004) focuses on the pedagogical significance of the ELP as a tool for reflective learning and he explores reflection based on students" self understanding as language learners in the learning process. In this project, to introduce reflection, the teachers begin with the students themselves as language learners. They develop questions to guide students through reflecting on their learning in general as students and their language learning processes and aims in particular. The questions explore what students see as their strengths and weaknesses as a student and as a language learner; what goals they wish to set for the course and what they will be doing to reach these goals; how they might improve their working habits and improve their participation in groups, and so forth. Kohonen (2001) states that facilitating students to reflect on their learning processes and outcomes increases the visibility of the language learning since the goals, processes and the outcomes of language learning become more transparent to the students and they can see their progress of learning over time in terms of their linguistic abilities and study skills. Kohonen (2004) suggests that before using the self assessment grid right away, students should be taught to be more reflective on their learning processes.

Another crucial aspect of learner autonomy, carrying out self-assessment, can be carried out in all 3 components of the ELP. The passport entails learners to assess their proficiency using the scales and descriptors derived from the Common European Framework. This kind of an assessment forms as a summative assessment. The biography provides regular goal setting, which learners can do only if they regularly assess their own learning progress. When learners review their learning targets, they can write a short self-assessment on whether they have achieved their objectives, if so with what degree, etc. Lastly, the dossier also requires self assessment while the learners select the material to

include in the dossier. The self assessment that is carried out in the biography and dossier components has a formative assessment function (Little & Perclova, 2001).

Little and Perclova (2001) make distinctions between three kinds of focus for self-assessment. The first focus for self-assessment is the learning process itself based on learners" perceptions and feelings. Learners need to assess how well they are progressing overall or at a particular stage, and how successful they are in performing individual learning tasks and meeting specific learning goals. Self assessment with this focus is an integral part of the reflective approach to learning.

The second focus for self-assessment is the learner's communicative proficiency in terms of the Council of Europe"s scales and descriptors. In this phase, language learners may easily fall into the trap of thinking that they have a wider range of oral proficiency than is actually the case. But this is dealt with by requiring learners to demonstrate that they do indeed possess the skills they claim to possess. The third focus for self-assessment is the learner"s linguistic proficiency – the words and the structures he knows and uses, the sounds he can articulate. Learners monitor, correct and refine their linguistic output in assessing their linguistic proficiency. In order to help learners to assess their own linguistic proficiency, teachers may give them tasks that they can correct for themselves or they can get learners to correct one another's work. Self-assessment of three types can be introduced gradually by discussing learning goals with the whole class, getting learners to assess their own or each other's work in pairs, talking to learners individually about their progress, getting learners to write individual reflections and write their self-assessment (Little & Perclova, 2001).

2.10. Why is Learner Autonomy Important?

Learner autonomy is a basic human need. It is nourished by, and in turn nourishes, our intrinsic motivation, our proactive interest in the world around us. This explains how learner autonomy solves the problem of learner motivation: autonomous learners draw on their intrinsic motivation when they accept responsibility for their own learning and commit themselves to develop the skills of reflective self-management in learning; and success in learning strengthens their intrinsic motivation. Precisely because autonomous learners are motivated and

reflective learners, their learning is efficient and effective (conversely, all learning is likely to succeed to the extent that the learner is autonomous). And the efficiency and effectiveness of the autonomous learner means that the knowledge and skills acquired in the classroom can be applied to situations that arise outside the classroom (Little, 2010).

In formal educational contexts, learner autonomy entails reflective involvement in planning, implementing, monitoring and evaluating learning. The development of autonomy in language learning is governed by three basic pedagogical principles:

• learner involvement – engaging learners to share responsibility for the learning process (the affective and the meta-cognitive dimensions);

 • learner reflection – helping learners to think critically when they plan, monitor and evaluate their learning (the meta-cognitive dimensions);

• appropriate target language use – using the target language as the principal medium of language learning (the communicative and the meta-cognitive dimensions) (Little, 2010).

2.10.1. Why is Learner Autonomy Needed?

Almost all definitions of autonomy include the term "reflection" in a way and this term is the heart of learner autonomy. Being reflective incorporates with taking responsibility for learning, checking learning process, being independent as well. So, knowing what to learn, why to learn, and how to learn makes learners be sensitive and be motivated for their learning. Barnes (1976: 80), cited in Little, 2002b) reveals the importance of educating students in a setting which offers them to create their own purposes and which makes them consider the importance of their own learning purposes, not our own. However, like learning how to drive, autonomy includes a complex of procedural skills. Likewise, the development of learner autonomy depends on their progressive achievement of these procedural skill, for example, achievement of learning targets.   Little (2000) favors autonomy in view of two main reasons. Firstly, unless the learners are reflectively involved in their learning process (planning, monitoring, and evaluating), it is almost impossible to be more efficient and effective as involving them into their learning makes the learning more personal and focused. Secondly, proving that the learners are actively handed over their learning, we do not have to deal with the

motivation problem. Even though they may not feel completely optimistic about their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks. He also states that it is easy to solve communication problems in language classes since it is easy for autonomous learners to take initiatives effectively in such communication areas. According to the theory of learner autonomy (Dam 1995, cited in Little 2002b), learning depends on partnership: learners share in planning learning (which is the beginning of reflection). Both learners and teachers take initiatives at the same time which means that learners are sometimes teachers and teachers are sometimes learners.

2.10.2. Ways for Improving Learners' Autonomy

It is undoubtedly true that promoting learners' autonomy is one of the biggest challenges in EFL settings. Both teachers and learners have roles to play and they both have responsibilities to discharge and to meet the needs of one another. By achieving this, learners can study autonomously; teaching can occur easily and solidly. Once students get used to working autonomously, they consciously take part in their learning processand start to find out their learning strategies which is certainly an advantage for them (Opalka, 2001).

Dickinson (1987) suggested that because of practical reasons, individual differences among learners, educational aims, motivation, learning how to learn foreign languages, it is beneficial to promote self-instruction.

Additionally, Benson and Voller (1997) described- three related tendencies in languageeducationwith implications for advocates of learner autonomy which are, individualization, learner-centeredness andagrowing recognition of the political nature of language learning.

Beside these, there are also some other advocates of promoting learner autonomy as listed below:

1. resulting increase in enthusiasm for learning (Littlejohn,1985);

2. taking an active, independent attitude to learning and independently undertaking a learning task is beneficial to learning; personal involvement in decision making leads to more effective learning (Dickinson 1995: p.165);

3. when the learner sets the agenda, learning is more focused and purposeful, and thusmore effective both immediately and in the longer term (Little, 1991; Holec, 1981;Dickinson, 1987);

4. when responsibility for the learning process lies with the learner, the barriers to earning and living that are often found in traditional teacher-led educational structures need not arise (Little,1991);

5. without such barriers, learners should have little difficulty in transferring their capacity for autonomous behavior to all other areas of their lives, and this should make them more useful members of society and "more effective participants in the democratic process." (Little,1991: p.8);

6. "...much of the significant language learning which individuals, for a variety of reasons, undertake at different stages in their lives, occurs outside classroom walls unassisted -some would state unencumbered -by a classroom teacher" (Dickinson, 1987: p.7)

As stated above, teachers play a prominent role in enhancing learners autonomy in theclassroom. Dickinson (1992) shows the way "in which teachers can promote greater learnerindependence":

1. legitimizing independence in learning by showing that we, as teachers, approve, and by   encouraging the students to be more independent;

2. convincing learners that they are capable of greater independence in learning give them successful experiences of independent learning;

3. giving learners opportunities to exercise their independence;

4. helping learners to develop learning techniques (learning strategies) so that they can exercise their independence;

5. helping learners to become more aware of language as a system so that they can understand many of the learning techniques available and learn sufficient grammar to understand simple reference books;

6. sharing with learners something of what we know about language learning so that they have a greater awareness of what to expect from the language learning task and how they should react to problems that erect barriers to learning.

On the other hand, Littlewood (1997) explains how autonomy improves during languagelearning. He thinks that teachers should allow for three important points when developing learner autonomy. According to him, they should develop students" ability to operate independently with thelanguage and use the language to communicate in real, unpredictable situations and help their students to develop their ability to take responsibility for their own learning and to apply to achieve personally meaningful strategies to their work both inside and outside the classroom.And at last, helping their students to increase their ability to communicate and learnindependently, language teachers also try to reach the goal of helping their students to develop greater generalized autonomy as individuals.

2.10.3. The ELP as a Tool for Improving Autonomy

A language learner having an ELP should do the following items which direct them to be inevitably an autonomous learner (Little, 2004):

• Know what their whole language skills are according to the common reference levels and reflect on the next targets of theirs in order to improve their learning.

• Give more importance to productive skills (such as, writing and speaking) (which many learners try to avoid) as they see that their improvement really makes sense in the future.

• Reflect on the learning styles that are suitable to them so they learn how to learn which makes their job and also their teachers' job easier. This may also help them learn other languages, which leads to plurilingualism objectives of the ELP.

• When they discover the transparency of the targets of ELP, they can clearly see how their learning improves so they are keener on being engaged in the activities especially in communicative ones.

As ELP helps the teacher to convert any communicative activity into a recorded task and plan for individuals and the whole class both in short term and long term, and use portfolio approach in the assessment criteria. Thus, the learners experience the process and the results of implementation of ELP and become more autonomous in the long run.

2.11. Studies on Learner Autonomy

Various studies have been conducted on learner autonomy in the field of second or foreign language teaching (Kelly, 1996; Benson, 2001; Dickinson, 1987; Deci, 1996; Little, 1994, 2000, 2004, 2007).

In his study, Little (1994) studies the relationship learner's proficiency level and learner autonomy. He finds that facilitating learner autonomy is easier with more proficient learner compared to beginner levels. He expects that learners will be more autonomous if their level of proficiency increases. Beginner level learners aren't self-confident enough to maintain their responsibility. They need outer support rather than their own potential.

Cotterall (1995), in his study, indicates that "by making the language learning process salient, the course helped learners understand and manage their learning in a way which contributed to their performance in specific language tasks" (p. 115). He suggests that if learning process is designed to develop learner autonomy, learners feel themselves closer to their target and therefore they will be more engaged in the target.

Dickson (1995) studies the relationship between learner autonomy and motivation. He finds there is strong relationship between learner autonomy and motivation. If learners reach a higher degree of learner autonomy, they get more motivated. If learners believe they participate in their own learning experience, they seem that they are more engaged in their studies.

Kerr (2002) strongly advises use of multimedia instruction to affect learners' perception on learner autonomy. Learners have different tastes or different interests. What you teach may seem something irrelevant to the learners or learners may be indifferent to the instruction you give. Being flexible in our use of instruction is very important if the learners are too strict about their learning type.

Hauck (2005) studies metacognitive strategies and learner autonomy. He points out metacognitive strategies are really crucial for promoting learner autonomy. To be autonomous in language learning, learners need training in their metacognitive abilities.

Lambeir (2005) studies how to foster learner autonomy more efficiently in language learning. He strongly points out the importance of transition from traditional language learning methods to modern methods. He adds that the most important step to promote learner autonomy is to create appropriate learning environment. In his study, Lambeir (2005) also suggests that the evidence supporting that learner autonomy help learners learn better and faster.

Dam (2012) studied the impact of keeping portfolio on learner autonomy. He is concerned about the effect of portfolio on promoting learner autonomy. He finds that keeping portfolios is really useful to promote learner autonomy because it gives opportunity for a stress-free class because of good rapport between learner and teacher. It provides a free will to go on language learning process.

Duon and Seepho (2014) carried out a study to investigate EFL teachers" perceptions of promoting learner autonomy and their teaching practices. They did the study with 30 EFLinstructors. They were from China (6), Thailand (15), Vietnam (6), and USA (3). In this study, the data was collected through an open-ended questionnaire, and semi-structured interviews. Qualitative data was analyzed through content analysis. It was concluded that instructors held a positive attitude toward the promotion of learner autonomy in language learning, and they understood the meaning of autonomy. The findings also showed that they viewed teachers as facilitators, counselors and a resource in promoting learner autonomy. However, there were some discrepancies in terms of teaching practices. They had difficulties in implementing an autonomous learning strategy in a real classroom. Researchers also recommended that teachers should be aware of the importance of learner autonomy; thus they can direct them to become autonomous learners and help them follow their learning process.

Mineishi (2010) performed two studies, in the first study he conducted his research with twohundred and ninety Japanese first year university students to find out their perception towardlearner autonomy, and its effect on their success. The research question was "Are there any differences found between successful and less successful learners, as regards their perceptionof learner autonomy, in accordance with the questionnaire developed by Littlewood (1999). Thedata was collected through a questionnaire by Littlewood (ibid.), the students were asked to circle a5-point answer scale from "Strongly Agree" (5) to "Strongly Disagree" (1)

for each of ten statements derived from the ten predictions. The findings showed that there were not many differences between successful and less successful learners with regard to theirperception of learner autonomy. Less successful learners are more prone to work together in groups than working individually. They also see their teachers as responsible for evaluating their learning process. On the other hand, successful learnersalready are proactive autonomous learners in contrast to less successful learners, and are further along acquiring reactive autonomy or proactive autonomy. Thus, teachers should focus on less successful learners, and find the right teaching method for them to improve their sense of autonomy.

Regarding the first study's results, another study was carried out by a researcher with 225 first year university students. The research question was "Do Japanese university EFLlearners feel they learned English autonomously or not in their secondary EFL classrooms?" The data was gathered through an open-ended questionnaire. The findings were analyzed both quantitativelyand qualitatively, and indicated that not many students wanted to be autonomouslearners, and work autonomously. They wanted to learn a foreign language in a traditional setting.

Chan (2001) conducted a study at Hong Kong Polytechnic University with 20 learners to investigate learners' attitudes and expectations of language learning, teacher and learner roles, their learning preferences, and perceptions of learner autonomy. Data was collected through a questionnaire. The results demonstrated that students gained an insight into different roles of the teacher and themselves. They also revealed various learning preferences and approaches.

In addition to the studies administered abroad, numerous studies on learner autonomy were administered in Turkey, as well. Özdere (2005) carried out a study with seventy-two English instructors who work at statesupported provincial universities. He aimed to find out their attitudes toward learnerautonomy. The data were gathered through a questionnaire including Likertscalequestionnaire and an interview with ten instructors. The questionnaire contained questionsabout their educational background, teaching experience, and how much instructional responsibilitylearners should share in accordance with learner autonomy. According to the findings instructors were neutral to slightly positive to learner autonomy. They thinkthat implementation of some parts of learning and teaching

strategies are easier than others. Thefindings also showed instructors are in favor of inservice training or, and there should be systematic and planned adjustments in curricula which might help promoting learnerautonomy.

Tanyeli and Kuter (2013) carried out a study with two-hundred freshman Law students" inorder to discover their perceptions toward autonomy in writing classes, and they also workedwith six English language teachers to investigate their perceptions of the writing skill area of the curriculum in promoting learner autonomy in the Foreign Language and EnglishPreparatory School. Their aim was to highlight the importance of autonomy in writing skillsand the themes to be reviewed in the curriculum. To collect data a mixed-method approachwas used and a questionnaire was given and researchers had interviews with the participants to gather data. It was observed that participants were likely to be autonomous learners, and theywere quite positive about being autonomous learners in language learning. It was also concluded that they did not see themselves as autonomous learners. Regarding teachers" views, instructional environment, materials and strategies hinder students to be autonomouslearners. Additionally, the findings also reveal that students being dependent on their teachers, and having problems with the use of the target language hampered them inbecoming autonomous learners. It is suggested that it would be beneficial to investigate learner autonomy in language learning, and the problems learners encounterduring the process through qualitative research methods.

Another important study was carried out by Yıldırım (2012) to find out the different standpoints about learner autonomy regarding cultural differences. Thus, he worked with four Indian English as second language learners to investigate their perceptions aboutteacher and learner responsibilities in the language learning process, and howESL students in the Indian educational context perceive ideas related to learner independence. The results were gathered in September-October 2006. It was a qualitative study, and interviewing was used to compile the data. Each participant had three different interview sessions. Each interview was held according to the previous interview's data, so a semi-structured interview was followed in the sessions. The first interview took about thirty minutes, and the questions were about their experience and opinions about the topic. The nextinterviews were longer than the previous ones; learners indicated their

thoughts in depth on the topic. The results revealed that students are not ready to work autonomously as they perceive the teacher as the most responsible person for all learning processes including correcting grammar mistakes, ensuring accuracy in the language, planning the language course, setting the objectives, deciding on the content and the activities, evaluating the course. They viewed the teacher as an absolute authority. It is suggested that as students have different backgrounds, so they all have different ideas about responsibility, autonomy and the role ofteachers, the role of the students. Thus, regarding this, to break the taboos, teachers should know where to start to generate the sense of autonomy and plan accordingly.

Koyuncu (2006) administered a study to investigate the effect of the ELP on learner autonomy of 27 sixth year students as young learners at a private school. The ELP, which included three parts: biography which covers self-assessment 'I can do' statements, dossier which includes the example tasks showing what the students can do, and passport part which consists of the results of the students' learning like certificate, grades, diplomas, and so on, was used in English and German lessons. Students' portfolios were used to collect data, and at the end of the study, the researcher administered a standardized open-ended interview to the students to find out any possible changes in their becoming autonomous. The results of the study revealed that ELP was effective in both helping students become autonomous and in producing a learner-centered and learning based environment. Another finding was that students improved their self-assessment skills through ELP. In her study, Köse (2006) investigated the effects of portfolio implementation and assessment on critical reading and learner autonomy of ELT students. Forty three ELT program prep-class students at Çukurova University participated in the study. To collect data, a focus group interview, written documents, and autonomy and critical reading checklists were used as well as reflection sheets and cover letters. In addition to these, semi-structured interviews were administered shortly after the beginning of the study, and a focused group interview was administered at the end of the study. The results of the study revealed that the implementation raised awareness in many areas, which helped learners become autonomous, and this was reflected in their critical reading level.

In her study, Servi (2010) investigated the views and perceptions of instructors working at School of Foreign Languages, Selçuk University on learner autonomy and European Language Portfolio (ELP). Sixty nine instructors were asked to answer the questions in the questionnaire and to state their reasons for the answers, which made the study both quantitative and qualitative. The questionnaire was designed by the researcher with the internal validity value of α≥ 0,80. The results of the study revealed that the participants had positive attitudes towards learner autonomy except some issues such as the ones concerning classroom management and administration. The instructors were observed not to have enough information on ELP, Language Passport and on how to prepare ELP in class.

All the findings revealed that learner autonomy is a key concept in foreign language teaching, yet promoting learner autonomy is a challenge both for the teachers and learners. It is right to say it is difficult to put the learner autonomy into practice in foreign language setting. Implementing is more challenging than grasping the theory.Thus, it is vital to develop more practical strategies and do more research to find ways to promote learner autonomy through activities. In order to be autonomous learners, students should be motivated, take charge of their learning, and perform outof-class activities.

2.12. Self-Assessment

2.12.1. Theoretical Background of Self-Assessment

2.12.1.1. Alternative Assessment

"Alternatives to standardized assessment have been referred to in the literature in many ways: 'alternative assessment,' informal assessment,' 'authentic assessment,' 'performance assessment,' 'descriptive assessment,' and 'direct assessment'" (Hamayan, 1995: 213). Although the existence of varied names in the literature seems to be confusing, most of them actually share similar characteristics in nature. For example, authentic assessment is a form of assessment procedures where "the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally-relevant classroom activities" (O'Malley & Pierce, 1996: p. 4) distinguish. "Authentic types of assessment may be perceived as realistic and relevant to the student's needs

and interests if these assessments are meaningful, challenging, performance-driven, and if they integrate rather than fragment knowledge for students" (Butler & McMunn, 2006: p. 6). "Examples of authentic assessment include performance assessment, portfolios, and student self assessment" (O'Malley & Pierce, 1996: p. 4). In addition to these, Brown (2004) introduces another term to the literature with a slight modification, alternatives in assessment, referring to contemporary applications to be conducted within the process. However it is named, what is certain in the attempts of coining new terms into the assessment jargon is that traditional assessment practices run short for the intended purposes. Table 2.2. displays a clear summary of traditional assessment in comparison to alternative assessment practice. The analysis of the table proves why any alternatives to assessment were needed. Considering the qualities of alternative assessment, the modifications and regulations in the assessment system are likely to serve for long-term purposes. In addition, these alternatives ensure the learner autonomy which was neglected in the former practices.

Table 2.2: Traditional and Alternative Assessment

Traditional Assessment	*Alternative Assessment*
One-shot, standardized exams	Continuous, long-term assessments
Timed, multiple-choice format	Untimed, free-response format
Decontextualized test items Scores suffice for feedback	Contextualized communicative tasks
	Individualized feedback and washback
Norm-referenced scores	Criterion-referenced scores
Focus on the "right" answer Summative Oriented to product	Open-ended, creative answers
	Formative Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation

Resource: Brown H. Douglas (1994). *Principles of Language Learning and Teaching.* New Jersey: Prentice Hall. Inc.

On the other hand, Boud and Falchikov (2006) also harshly criticize the traditional assessment which is being deprived of student involvement by stating it tends to "undermine students' capacity to judge their own work" (p. 403). Likewise, a great number of recent studies in the literature are mostly in favor of valuing students' reflections to reinforce their learning rather than excluding them in the course of assessment. All in all, "self-assessment is one form of alternative assessment which

seeks to make the assessment process more studentcentered so as to better support and maximize the learning taking place" (Weisi & Karimi, 2013, p. 732).

2.12.1.2. Classroom Assessment

Classroom assessment includes a formative cycle which puts the students' involvement at the center. "The main difference between classroom assessment and large-scale educational assessment is the context of the classroom. The learners are there as learners, and the teacher is there to engage with the learners in the learning process (Fulcher & Davidson, 2007, p. 24). Classroom assessment calls for students in every phase of the process, namely from setting goals to the assessment depending on the fact that "assessment influences student perceptions of the curriculum and the ways in which they may engage in processes to foster lifelong learning skills" (Boud & Falchikov, 2006, p. 405).

What is meant by the context in classroom assessment is not only students' direct involvement but also their interaction with the stakeholders which may be defined, in this sense, as their teachers, peers, curriculum or whoever is involved in the process. In accordance with this view, Fulcher and Davidson (2007) state that "how well they are progressing can be assessed only in relation to their involvement with the context and the Learning targets are clarified. Evidence is gathered in a variety of ways. Instructional plans and modifications are carried out. Inferences, analysis of data, and interpretation are made. Student Involvement others with whom they interact in the process of learning.

2.12.1.3. Self-Assessment in Practice

Self-assessment is one of the key practices to develop self-awareness in the educational process, and consequently is an effective method to promote autonomous learning procedure and metacognitive strategies both inside and outside of the classroom context (Vygotsky 1978; Wallace 1991; Kumaravadivelu, 2006 as cited in Mirici & Hergüner, 2015).

Self-assessment is a process of learner's evaluating their own performance. Portfolios are one of the tools which include the self-assessment process. Self-assessment is a process of raising the awareness of the learners related to their language learning process. With the help of self-assessment and teachers,

students become more aware of their language learning process which means the start of fostering autonomy.

In line with the endeavor of promoting life-long learning, the phenomenon of learner centeredness has now come to light in educational contexts. "Modern democratic, collaborative and socioculturally oriented teaching strategies call for active participation by the students themselves in the monitoring and evaluation of their learning" (Oscarson, 2013: p. 2). In the framework of life-long learning, Boud and Falchikov (2006) argue that: Preparing students for lifelong learning necessarily involves preparing them for the tasks of making complex judgments about their own work and that of others and for making decisions in the uncertain and unpredictable circumstances in which they will find themselves in the future. (p. 402) Black et al. (2003) also stress the unique contributions of peer and self-assessment practices to the life-long learning in that "they secure aims that cannot be achieved in any other way" (p. 53). In order to indicate the importance of individuals within the learning process, Boud and Falchikov (2006) further claim that "neither teachers nor a curriculum drive learning after graduation; it is the desires of learners, the initiatives they take and the context in which learning takes place that are powerful influences" (p. 402).

2.12.2. Autonomy and Self-Assessment

Self-assessment is a term that has started to become more and more important with the change in language teaching methodologies. With the advent of communicative language teaching, traditional classrooms began to experience changes both in teaching and evaluation. In traditional, teacher centred classrooms, written exams or oral exams are the most common tools of assessment. It is the teacher who assesses students" success. However, in more learner-centred classrooms, alternative ways of assessment have appeared in the last two or three decades. Self-assessment is one of the alternative assessment ways through which learners can evaluate their success. During the selfassessment process students are involved in making judgments about their own work. They reflect on how they have performed the task, what has gone well or wrong while performing the task and what they have learned. This process awakens learners" selfawareness and improves their self-assessment skills. In relation with recent theoretical approaches to language teaching/learning, self–

assessment requires learners to develop their own ability to assess how much they have learned, and how much more they need in learning environments (Nunan, 1999; Benson, 2001; Egel, 2003). They continuously reflect on their learning process, which is a vital part of self-assessment. Reflection helps learners become more effective learners who are aware of their goals, strengths and weaknesses. If learners reflect on their learning, they will be more motivated to achieve their goals and more willing to take responsibility for their learning. Moreover, they will share the assessment responsibility with teachers, which will improve their self-confidence as well.

Many researchers draw attention to the benefits of self-assessment. Race (2001) suggests a number of benefits of self-assessment by stating that self-assessment deepens students" learning experiences, enables students to become familiar with the assessment culture in higher education, helps them become autonomous learners, and helps them develop skills related to lifelong learning. As learning is a lifelong activity, learners need self-assessment skills in order to go on learning all their life. Gardner (2000) adds that selfassessment provides learners with personalized feedback on the effectiveness of their learning strategies and specific learning methods. Dickinson (1993) believes monitoring and self-assessing their own learning are the final characteristics of autonomous learners. Cotterall (1995) supports Dickinson about the self-assessment skills of autonomous learners and states that learners who are autonomous monitor their language learning process, and also assess the efforts they make. According to Benson (2001) benefits of self-assessment can be listed as follows:

Self-assessment;

- helps learners to evaluate the effectiveness of their communication.

- makes learners more aware of their learning process and more stimulated to consider the course content and assessment.

- enhances their knowledge of possible goals in language learning and so learners achieve control over their learning and take part in the decision of classroom activities.

- expands assessment criteria to include areas that learners are competent in.

To conclude, self-assessment is a key concept in autonomy development. Dickinson (1987) argues that self-evaluation of a performance is an important skill for all language learners but of particular importance to autonomous language learners. Similarly, Holec (1981, p.3) states that self-assessment is an integral part of autonomy by suggesting "autonomy is the ability to take charge of one's learning". As a result, self-assessment is a tool which supports learners who are on the way of becoming autonomous. Autonomous learners decide their learning content, the time of learning and the way to learn; but they also evaluate the result of their learning. Learners who are capable of self-assessment decide what they assess, when they assess it and how to assess it. Autonomous learners take responsibility for their learning and this responsibility includes monitoring their own progress and self-assessing it as well. In short, self-assessment, and autonomy are interrelated concepts and they influence each other in the learning process.

Learner autonomy is significantly emphasized in the ELP in that one of the aims of the ELP is to enable learners to become more autonomous and take more responsibility in their own language learning. The Council of Europe (2004), in the *Principles and Guidelines*, stresses that by means of the ELP, learners can promote learner autonomy. The ELP belongs to learners; therefore, learners feel an ownership, which, in turn, helps learners promote learner autonomy exercising their ownership by making use of the ELP to plan, monitor and evaluate their own language learning process and progress. It is asserted by Little (2002b) that through the ELP, language learning process looks clearer to learners, and the ELP helps learners improve their capability for reflecting and self-assessment, while enabling them to take responsibility for their own language learning, which results in learners' becoming more autonomous.

According to Kohonen (2001), learners become more aware of their capabilities in certain tasks with the help of "can-do statements", which allows them to see what they are capable of with the competences they have, in certain situations. The terms; planning, monitoring, and evaluating one's own learning, have a key role to foster learner autonomy, and these concepts which help learners develop their meta-cognitive skills are of vital importance for the ELP (Ushioda and Ridley, 2002). Furthermore, Mirici (2006) states that the language biography in the ELP provides an individualized record of owners' language accomplishments,

intercultural experiences and self-assessments, which, in turn facilitates learner autonomy. It is also noteworthy that the ELP holders have also a say in choosing the materials, activities and resources to be used during the learning process, and they are able to reflect and evaluate their own learning, and they are also able to make action plans, all of which are very crucial for the development of learner autonomy (Kohonen, 2004).

The Council of Europe‟s educational projects have always emphasized the importance of learner autonomy (Little, 2002). In the Principles and Guidelines, it is explicitly mentioned that the ELP is a tool for learner autonomy and it develops the capacity for independent language learning. It is also insisted that it is the property of the learner, all of which imply that learners aim to gain autonomy by exercising their ownership by using the ELP to plan, monitor and evaluate their learning (Council of Europe, 2004). Kohonen (2001) states that students can have an idea of what they can do with the language in concrete situations and tasks; so the functional „can do‟ statements can help them understand and assess what they can do with their language in specific contexts. Being the core elements of learner autonomy, planning, monitoring and evaluating learning help students to develop metacognitive and metalinguistic awareness by enabling reflection on the learning processes and target language (Ushioda & Ridley, 2002).

In terms of goal setting through the ELP to advance learner autonomy, the descriptors and self-assessment checklists in the ELP promote meta-cognitive awareness of different skills, linguistic forms and strategies of learning. In this way students see the aims of their language learning in a more specific way. As they gradually understand the descriptors, they use them to set their aims by using the "I can…" statements (Kohonen, 2004). There are different ways to use the descriptors and checklists to help learners set learning objectives. Some teachers get their learners to set short-term objectives to focus their leaning on for a few weeks and then set new goals by reflecting on „I can do‟ objectives; some teachers get their learners to establish their own long-term learning goals at the beginning of the course; and some enables their learners to achieve their aims by writing the descriptors of a certain level on a poster and asking students to put their names on it as they achieve a particular descriptor (Little & Perclova, 2001).

Choosing and/or activities and materials is also an indispensable aspect of learner autonomy that can be facilitated through the ELP. Kohonen (2004) states that seeing options, making choices, reflecting on the processes and outcomes and making new action plans help students develop more autonomy on their learning.

The teachers in the Finnish project found that independent student learning is enhanced when students are not given ready made materials, activities or tasks, but when they are given assignments that were open enough to leave space for their own choices and to create their own materials. Little and Perclova (2001) also suggest building up a bank of home-made learning activities if the learners regularly create exercises in this way. Regarding reflection fostered through the ELP, learners can reflect before they take an active role in a learning activity or communicative task by setting learning goals in the biography (planning), while they are performing the activity or task (monitoring), and after they have completed it (evaluation) by choosing the materials to include in the dossier, reviewing the learning goals set in the biography and adding more information on their profile of language skills in the passport (Little & Perclova, 2001). In developing the Finnish ELP Project, Kohonen (2004) focuses on the pedagogical significance of the ELP as a tool for reflective learning and he explores reflection based on students" self understanding as language learners in the learning process. In this project, to introduce reflection, the teachers begin with the students themselves as language learners. They develop questions to guide students through reflecting on their learning in general as students and their language learning processes and aims in particular. The questions explore what students see as their strengths and weaknesses as a student and as a language learner; what goals they wish to set for the course and what they will be doing to reach these goals; how they might improve their working habits and improve their participation in groups, and so forth. Kohonen (2001) states that facilitating students to reflect on their learning processes and outcomes increases the visibility of the language learning since the goals, processes and the outcomes of language learning become more transparent to the students and they can see their progress of learning over time in terms of their linguistic abilities and study skills. Kohonen (2004) suggests that before using the self assessment grid right away, students should be taught to be more reflective on their learning processes.

Another crucial aspect of learner autonomy, carrying out self-assessment, can be carried out in all three components of the ELP. The passport entails learners to assess their proficiency using the scales and descriptors derived from the Common European Framework. This kind of an assessment forms as a summative assessment. The biography provides regular goal setting, which learners can do only if they regularly assess their own learning progress. When learners review their learning targets, they can write a short self-assessment on whether they have achieved their objectives, if so with what degree, etc. Lastly, the dossier also requires self assessment while the learners select the material to include in the dossier. The selfassessment that is carried out in the biography and dossier components has a formative assessment function (Little & Perclova, 2001). Little and Perclova (2001) make distinctions between three kinds of focus for self-assessment. The first focus for self-assessment is the learning process itself based on learners" perceptions and feelings. Learners need to assess how well they are progressing overall or at a particular stage, and how successful they are in performing individual learning tasks and meeting specific learning goals. Self-assessment with this focus is an integral part of the reflective approach to learning. The second focus for self-assessment is the learner"s communicative proficiency in terms of the Council of Europe"s scales and descriptors. In this phase, language learners may easily fall into the trap of thinking that they have a wider range of oral proficiency than is actually the case. But this is dealt with by requiring learners to demonstrate that they do indeed possess the skills they claim to possess. The third focus for self-assessment is the learner"s linguistic proficiency – the words and the structures he knows and uses, the sounds he can articulate. Learners monitor, correct and refine their linguistic output in assessing their linguistic proficiency. In order to help learners to assess their own linguistic proficiency, teachers may give them tasks that they can correct for themselves or they can get learners to correct one another"s work. Self-assessment of three types can be introduced gradually by discussing learning goals with the whole class, getting learners to assess their own or each other"s work in pairs, talking to learners individually about their progress, getting learners to write individual reflections and write their self-assessment (Little & Perclova, 2001).

2.13. CEFR and the ELP

2.13.1. Common European Framework of Reference for Languages (CEFR)

The ELP and the Common European Framework of Reference for Languages (CEFR) were first proposed at a Council of Europe symposium in 1991 and intended to complement each other to provide a way of teaching and assessing all languages in Europe (Sharer, 2008). The ELP is based on Common European Framework of Reference by making explicit reference to the common levels of competence. The common reference levels in the form of checklists in the ELPs help learners assess their language competences. Both these instruments promote goals that underpin the concerns of the Council of Europe: deepening the mutual understanding and respect for cultural and linguistic diversity among citizens in Europe, promoting plurilinguilism as a life-long process, developing the capacity for independent language learning and providing transparency and coherence in language learning programs in order to facilitate mobility (Council of Europe, 2004).

The CEFR is a framework of reference which „provides a common basis for the elaboration and critical evaluation of language syllabuses, curriculum guidelines, examinations, textbooks, and so on across Europe. It 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" (Council of Europe, 2001; p.1). It is also reported that the CEFR also deals with the cultural context in which the language is set and it also gives definitions for levels of proficiency which enable the learners" progress to be measured at each stage of learning. It aims to overcome the barriers that are caused by different educational systems in Europe. It also enables educational administrators, course designers, teachers, teacher trainers, and so forth to reflect on their practices and make sure that they fulfill the real needs of learners. It is further argued that the framework provides transparency in courses, syllabuses and qualifications by allowing for explicit description of objectives, content and methods. It stresses that if objective criteria are provided in describing language proficiency, this will improve the mutual recognition of

qualifications gained in different contexts. The CEFR focuses on enhancing mutual understanding and tolerance, respect for other cultures and identities.

The CEFR is a comprehensive, coherent and transparent framework that is aimed to be used for the development of language curricula, teaching and learning programs, learning materials and assessment instruments. By being comprehensive, it is meant that the CEFR should be able to specify a full range of language knowledge, skills and use. By being transparent, it is meant that information in it should be explicit and comprehensible to users; and being coherent means that the descriptions are free from contradictions. The CEFR does not imply a single method, but aims to present the linguistic, sociolinguistic and pragmatic components and strategies in a more general communicative approach (Council of Europe, 2001).

As one of the aims of the CEFR is to provide users with levels of proficiency required by existing standards, tests and examinations, it provides users with illustrative descriptors that are developed and validated for the CEFR. The descriptors are arranged in six "common reference levels" which range from A1 (very limited proficiency) to C2 (near native-speaker proficiency). Each reverence level has a "global description" and a second more detailed one called the self-assessment grid in which the five language skills; namely listening, reading, spoken interaction, spoken production and writing are separated from each other. The descriptors refer to communicative activities, strategies and communicative language competences. "Can do" statements are provided for reception, interaction and production in communicative activities, for strategies to be used in these activities and for linguistic, pragmatic and sociolinguistic competences. There are different illustrative scales provided for each skill and most sub-skills as well as for different aspects of communicative competence (Council of Europe, 2001).

2.13.2. The Common Reference Levels

CEFR provides 'can-do' proficiency descriptors common to all languages. There are six criterion levels that Common European Framework defines to have a standard in many areas relating to language instruction; A1, A2, B1, B2, C1, C2. Course designers, classroom instructors, and administrators take the reference

into consideration while designing the language instruction or curriculum. In this way a standard will be achieved throughout European countries (Terzi, 2005). While selecting the Common Reference Levels, Waystage and Threshold Levels, which were already specified by the Council of Europe, were taken into consideration. The Threshold Level was specified by the Council of Europe as what a learner should know or do to communicate effectively in everyday life and if the learner has the necessary skills and knowledge. This description of the Threshold Level affected the language teaching to a great extent. First of all, the Council of Europe developed the model for English, and then it was developed and specified for French. Afterwards, it became a basis for planning of language programs, designing more interesting and appealing course books, designing syllabuses and assessment tools. After developing and extending the Threshold level, the focus of attention has been directed to "socio-cultural and 'learning to learn' components", and a lower level, Waystage Level, and also a higher level of specification, Vantage Level, were developed. It is perhaps worth emphasising the salient features of the levels, as shown below by the empirically calibrated descriptors:

1. Level A1 (Breakthrough)

It is the point at which the learner can interact in a simple way, ask and answer simple questions about themselves, where they live, people they know, and things they have, initiate and respond to simple statements in areas of immediate need or on very familiar topics, rather than relying purely on a rehearsed repertoire of (tourist) phrases.

2. Level A2 (Waystage)

It reflects the Waystage specification with the majority of descriptors stating social functions: greet people, ask how they are and react to news; handle very short social exchanges; ask and answer questions about what they do at work and in free time; make and respond to invitations; discuss what to do, where to go and make arrangements to meet; make and accept offers.

3. Level B1 (Threshold)

It reflects The Threshold Level, with two particular features:

1. maintaining interaction and getting across what you want to: give or seek personal views and opinions in an informal discussion with friends; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production,

2. coping flexibly with problems in everyday life: deal with most situations

likely to arise when making travel arrangements through an agent or when actually travelling; enter unprepared into conversations on familiar topics; make a complaint.

4. Level B2 (Vantage)

It reflects three new emphases:

1. effective argument: account for and sustain opinions in discussion by providing relevant explanations, arguments and comments; explain a viewpoint on a topical issue giving the advantages and disadvantages of various options,

2. holding your own in social discourse: interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party; adjust to the changes of direction, style and emphasis normally found in the conversation,

3. a new degree of language awareness: correct mistakes if they have led to misunderstandings; make a note of "favourite mistakes" and consciously monitor speech for them.

5. Level C1 (Effective Operational Proficiency)

It is characterised by access to a broad range of language that results in fluent, spontaneous communication:

1. express him/herself fluently and spontaneously, almost effortlessly; has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions; there is little obvious searching for expressions or avoidance

strategies - only a conceptually difficult subject can hinder a natural, smooth flow of language,

2. produce clear, smoothly flowing, well-structured speech, showing controlled use of organisational patterns, connectors and cohesive devices.

6. Level C2 (Mastery)

It is the degree of precision and ease with the language of highly successful learners who convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices and have a good command of idiomatic expressions and colloquialisms with awareness of connotative level of meaning (North, 2007).

Here it should be noted that the proficiency levels above give an idea of general language capabilities but these descriptors are divided into categories by understanding (listening and reading as sub-categories), speaking (spoken interaction and spoken production as sub-categories) and writing since as stated above one's proficiency level in reading may not be the same with the proficiency level in speaking. This is also taken into consideration in the European Language Passport where the proficiency levels of a language user are expressed in each category (listening, reading, spoken interaction, spoken production and writing). The self assessment grid is based on the six level scale of the Common European framework of reference for languages developed by the Council of Europe. Below is the self assessment section (Council of Europe, 2001) which includes can-do statements:

Understanding

Listening

A 1: I can understand familiar words and very basic phrases concerning myself, my family and immediate surroundings when people speak slowly and clearly.

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 area, employment). I can catch the main points in short, clear, simple messages and announcements.

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 points of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

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 programmes. I can understand the majority of films in standard dialect.

C 1: 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 programmes and films without too much effort.

C 2: 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 time to get familiar with the accent.

Reading

A 1: I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

A 2: 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.

B 1: 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.

B 2: I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.

C 1: I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.

C 2: I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Speaking

Spoken interaction

A 1: 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.

A 2: 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.

B 1: 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).

B 2: 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 sustaining my views.

C 1: I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social andA 1: I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.

A 2: I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.

B 1: I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.

B 2: 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. I can write letters highlighting the personal significance of events and experiences.

C 1: I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.

C 2: 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.

The CEFR does not focus exclusively on the behavioral dimension of L2 proficiency. It also offers a scaled summary of what it calls 'qualitative aspects of spoken language use' – range, accuracy, fluency, interaction, and coherence – and scaled descriptions of general linguistic range, vocabulary range, vocabulary control, grammatical accuracy, phonological control, orthographic control, sociolinguistic appropriateness, flexibility, turn-taking, thematic development, coherence and cohesion, spoken fluency, and propositional precision (Council of Europe, 2001).

The general importance that CEFR holds in terms of language teaching is to think about language teaching and learning in a broader sense giving value to individual development. Another highly important feature of CEFR is that it is a set of objective standards for language teachers and learners in different countries.

The CEFR adopts an action oriented approach, which is aimed at involving learners into tasks that they would encounter in the society. Thus the tasks designed around the CEFR are not necessarily language related. In the tasks denoted by the CEFR, learners perform actions strategically using their own competences to achieve an aim. The communicative competence of the learners is activated through language activities which involve reception, production, interaction or mediation (interpreting or translating a text.). Reception and production are primary processes, since they are both necessary for interaction or mediation. Receptive activities involve activities like silent reading or watching a video. In production activities, learners are engaged in activities like oral

presentations, written studies and so on. In interaction-based activities, learners participate in a written or oral exchange with each other by listening to each other, speaking and turn-taking. The activities of mediation involve activities in which learners are unable to communicate with each other directly, thus requires a third party to interpret, translate, paraphrase or summary an oral or written text (Council of Europe, 2001). The CEFR also implies the use of tasks and strategies in communication and learning. The tasks do not have to be language related tasks, but could involve any activities which make demands on the communicative competence of the individuals in the social life. These tasks entail the use of strategies as well. "Can do" statements are provided for some of the strategies used in communicative activities. These strategies mobilize learners" resources and activate their skills in order to cope with the communicative task. The strategies include "pre-planning, execution, monitoring and repair action" (Council of Europe, 2001; p. 57). In production based activities (oral or written production), learners may use strategies like "rehearsing, locating resources, considering audience, task adjustment and message adjustment" for planning; "compensating, building on previous knowledge and trying out" for executing; "monitoring success" for evaluating and "self-correction" for repairing their own learning (Council of Europe, pp.63-64). In reception based activities (aural, visual or audio-visual reception), they can use "selecting mental set, activating schemata, setting up expectations" for planning; "identifying cues and inferring from them" for executing; "hypothesis testing, matching cues to schemata" for evaluating and "revising hypothesis" for repairing learning (Council of Europe, 2001; p.72). In interactive activities (spoken or written), learners can be led to use strategies like "activating schemata, identifying information gap, planning moves" for planning; "taking the floor, co-operating, dealing with unexpected and asking for help" for executing; "monitoring" for evaluating and "asking for clarification" for repairing learning (Council fo Europe, 2001;p.85). Learners play an active role in these planning, executing, evaluating and repairing processes of communication through the CEFR related tasks.

2.14. The ELP as an Instrument for Self-Assesment

According to Mirici (2008, p.1), "the ELP is a concrete attempt to harmonize foreign language teaching activities within the European context and to improve the quality of communication amongst European people, who have different languages and cultural backgrounds." The ELP is based on basic principles such as reflective learning, self-assessment, learner autonomy, plurilingualism, intercultural learning, which enables to foster skills for life-long learning. Furthermore, as Glover, Mirici and Aksu (2005, p. 90) stress, the ELP encourages language learning through reflection, self-awareness, and motivation. Additionally, Little (2005) asserts that effective use of the ELP is possible if learners use checklists, in which target skills is specified with "can do statements" of each skill based on CEFR.

Little (2001a) points out five essential facets of the ELP:

1. Self-assessment motivates learning.

2. Learners can use checklists so as to plan and monitor their own learning.

3. Learners can create individualized learning plans.

4. Reflecting on a regular basis is of significance for an effective ELP use.

5. Learners are required to build a personalized dossier.

According to the Council of Europe (2006), the ELP;

- is a means to foster plurilingualism. Users can add their language and intercultural learning experiences to the ELP irrespective of where the learning takes place. Similarly, learners can record all learning experiences and competences in many languages. As a basic rule, the ELP supports learning more than only one language.

- is the property of the learner; that is to say, the ELP belongs to the individual not only literally but also metaphorically. The owner of the ELP is responsible for filling it after any support s/he receives from any institution. Particulary, individuals need to fill in the self-assessment part regularly since this is required for an effective use of the ELP.

- attaches importance to learners' linguistic and intercultural competences and experiences even if it is not originated from a formal classroom context.

- is a tool to promote learner autonomy. In a classroom context, individuals can plan, monitor, and make an evaluation about their own learning by means of the ELP.

- has not only a pedagogical function in terms of guiding and supporting learners' language learning processes but also has a reporting function in terms of recording language proficiencies across languages. The aforementioned functions do not depend on each other. The ELP should have a central role in learners' language learning processes in order to carry out its reporting function properly. However, the ELP's pedagogical function partly relies upon the fact that it presents learners the vehicles by which they can keep record of key features and events for their language learning and using experience.

- is based on the CEFR with direct references to the common levels of language proficiency. Validity of the ELP's reporting function depends upon whether or not it coherently and consistently adopts the CEFR's common reference levels. The aforementioned levels are described in the self-assessment grid, which any ELP needs to include. The ELP, designed for very young learners, is exception to this general rule. A given ELP is required to involve suitably constructed and thorough checklists which help holders evaluate their language skills based on the common levels. For younger learners, a simplified version of self-assessment grid can be designed, but it is suggested that the standard grid is made available to teachers, parents and other stakeholders.

- supports learners' self-assessments and keeping the record of the assessments by instructors, administrators, and examination institutions. Learners' self-assessments should not depend on teacher assessment (Council of Europe, 2006, p. 9-10)

- has brought the CEFR's action-oriented and learner-centered approach directly into the language classrooms

- stimulates lifelong language learning in a spirit of tolerance and respect for cultural and linguistic diversity.

- empowers the learner by transferring the responsibility for language learning from the teacher to the language user

- each section of the BEDAF ELP has been developed purposefully to enable the owners to implement three principles of CEFR in their language learning process.

- In this way, they will be able to record and reflect their linguistic and intercultural attainments and experiences in any language whenever and wherever needed.

There is more than one type of ELP available for different kinds of learners. One single ELP would not fit for all learners due to various factors, especially when the age factor is taken into account. Schneider and Lenz (2001) express the reasons why there are varying ELP models as age of learners, special groups, and varying environment and cultures. Accordingly, three models of ELP have been suggested based on age: childhood (about 12), adolescence (about 12-20), and adulthood (Trim, 1997a, cited in Koyuncu, 2006).

No matter how many different types of ELP exist, every model of ELP should refer to the six levels of competence of the Common European Framework of Reference for Languages (CEFR), in which learners are described based on their proficiency levels, as basic users (A1-A2), independent users (B1-B2), and proficient users (C1-C2).

As for the major goals of a given ELP, the Council of Europe (2006) states that each ELP should:

- promote the diversity of culture and language

- foster intercultural competence and the promotion of intercultural awareness as well as intercultural learning.

- help language learners have recognition of and take part in the linguistic and cultural diversity which are crucial for their European heritage (p. 8).

Furthermore, the ELP depicts the Council of Europe's (2006) concerns about:

- increasing mutual communication among Europeans,

- respecting cultural diversities as well as various lifestyles,

- assuring and fostering the diversity of culture and language,

- supporting the idea of plurilingualism as a life-time process,

- the improvement of the individual learners of any languages,

- the improvement of the capability for learning language(s) independently,

- having transparent as well as coherent programs in language learning institutions,

- describing language competences as well as qualifications clearly so as to render mobility much easier (p.8-9).

ELP aims at encouraging self-assessment since it has an important role in enhancing lifelong learning. Self-assessment gives the students the opportunity to be directly involved in learning (O'Malley & Pierce, 1996). The reporting function of the ELP encourages students' self-assessment of their language learning processes (Kohonen & Westhoff, 2003). Students can experience self-assessment with the descriptors and the 'can-do' statements. By using the self-assessment grid, the students can gain insight into their language learning profile which can also enable them to see their strengths and weaknesses in improving the four skills in language learning (Schneider & Lenz, 2003). This feature of the ELP encourages the learners for lifelong learning.

Self-assessment is essential in the ELP because without it, the students cannot monitor their own language learning processes (Little, 2004). Thus all the sections in the ELP promote self-assessment: the language passport, the biography, and the dossier. Little and Perclova (2001) describes the functions of the ELP in terms of self-assessment in the following way. The language passport in the ELP requires the learners to assess themselves according to the scales and descriptors from the CEFR.

The biography helps the learners to set objectives for their own learning which is possible only if they regularly assess their own progress in language learning, functions as a promoter for self-assessment. Little and Simpson (2003) state that the goal-setting and self-assessment checklists in the language biography have a formative function because they are developed to accompany learning from day to day, week to week, and month to month. Hence, the learners engage in self-assessment process by using the ELP, and gradually approach to autonomous

learning. The dossier enables the students select material which can also be accomplished by means of self-assessment. Self-assessment overlaps with the Common Europe's concern to enhance autonomous lifelong learning and "reminds us that the ownership of the ELP always lies with the individual learner" (Little & Perclova, 2001: p. 53).

In the pilot projects conducted in Europe in 1998-2000, the teachers and learners reported that self-assessment had positive results for both groups. For instance, Little and Perclova (2001) states that the teachers became at a better understanding of the problems that the learners experience during the introduction of the self-assessment which led to open dialogue, and the learners stated that they liked assessing their own language skills and comparing their view with the teacher's. Little (2005) claims that to foster learner autonomy, self-assessment is essential. If the learners are involved in goal setting and activity selection, they should also be trained on how to assess their own learning. Including self-assessment, the ELP can be a tool to be used for this purpose. However, Little (2005) underlines some drawbacks of the assessment included in the ELP. First, the assessment in the ELP is incidentally qualitatively constructed. In other words, the assessment does not include grammatical accuracy, phonological control, and sociolinguistic appropriateness. Secondly, it is not obvious how many descriptors define a level or how many communicative tasks should be carried out to achieve a particular level. Thus, it cannot be clear how many tasks each student completes to achieve an objective. Furthermore, Little (2005) underlines that self-assessment does not mean excluding teacher assessment and other formal assessment types. That is, the aim with self-assessment is to make the learners gain insight about their language development process.

Students make use of self-assessment through the descriptors in the form of "can do" statements. By adopting the self-assessment grid, learners can evaluate where they stand in terms of their language acquisition, thereby helping them become more aware of their strong sides and weak sides regarding the language competences (Schneider and Lenz, 2003). Self-assessment is significant for the ELP users in that it helps learners monitor their own language learning processes (Little, 2004). The Council of Europe (2001: p, 192) describes self-assessment as a means for motivation and increasing awareness, thus helping learners to come

to notice what they are capable of and what they are not capable of in all skills and direct their learning accordingly in a more effective way.

2.15. Functions of the ELP

The ELP has three pedagogical focuses. It is intended to foster the development of learner autonomy, promote intercultural awareness and intercultural competence, and encourage plurilingualism. And it has a reporting as well as a pedagogical function since it provides concrete evidence of language learning achievement that complements the grades awarded in tests and examinations. The Council of Europe developed the concept of a European Language Portfolio (ELP) in parallel with the Common European Framework of Reference for Languages (CEFR; Council of Europe 2001), and the ELP is linked to the CEFR by its "I can" checklists, which are derived from the descriptors in the CEFR's illustrative scales. The idea was that by supporting the development of learner autonomy, intercultural awareness and plurilingualism, the ELP would help to communicate the CEFR's ethos to language learners (Little, 2016).

2.15.1. Pedagogic Function

Pedagogic function of the ELP is related to the first objective of the ELP, to put it in another way, it refers to motivational dimension of the ELP. The pedagogic function of the ELP is related with the process allowing learners to identify their learning objectives, to monitor and modify the process of learning, to reflect on their learning via self-assessment tables and grids provided in the ELP itself.

Pedagogic function helps the Council of Europe in its objective to promote learner autonomy and life-long learning (Gonzalez, 2009).

Schneider and Lenz (2001: p. 3) describe pedagogic functions of the ELP as follows table 2.3.:

Table 2.3: Pedagogical Functions of the ELP

The ELP;	
promotes motivation of learners so that they can;	Improve their communication competence in various languages
	learn additional languages
	seek out new intercultural experiences
encourages and helps learners so that they can;	reflect upon goals, and ways of learning, and accomplishments in language learning
	plan their learning
	learn in an autonomous way
motivates learners to promote their plurilingual and intercultural experience by means of;	contacts and visits
	reading
	use of the media

Resource: Schneider, G. & Lenz, P. (2001). *European language Portfolio: Guide for Developers.* Strasbourg: Council of Europe, Modern Languages Division.

2.15.2. Reporting Function

While the pedagogic function of the ELP use focuses on the learning aspects, its reporting function leans on the "can do" dimension in the language learning process concerning with linguistic and intercultural abilities based on the CEFR descriptors. Little and Perclova (2001) posit that rather than replacing the certificates and diplomas obtained from formal processes in formal contexts, the objective of the reporting function is to consolidate those certificates and diplomas by providing extra data as to the holders' experience and evidence of their additional language accomplishments. Reporting function is in parallel with the Council of Europe's aim to facilitate mobility of individuals and associating local and national language qualifications with standards concurred on an international scale.

European Language Portfolio (ELP) is similar to the general portfolio system which is used in the education system. The ELP was designed based on the Common European Framework of Reference for Languages (CEFR) which is a guideline used to describe achievements of learners of foreign languages across Europe. It was designed by the Council of Europe as a project of 'Languages Learning for European Citizenship' in 1989-1996. The aim of CEFR is to provide a method of assessing and

teaching all languages in Europe. Six reference levels were developed and became standard for grading individual's language proficiency. These levels will be mentioned in detail in the Language Passport section (Council of Europe, 2001; Schärer, 2000).

To reflect the Council of Europe's concerns about language learning the ELP was developed. All of the major concerns of the Council of Europe modern languages projects since the 1970s are reflected in the ELP. These concerns are:

1. the deepening of mutual understanding among citizens in Europe

2. respect for diversity of cultures and ways of life; the protection and promotion of linguistic and cultural diversity

3. the development of plurilingualism as a life-long process

4. the development of the language learner

5. the development of the capacity for independent language learning

6. transparency and coherence in language learning programmes

7. the clear description of language competence and qualifications in order to facilitate mobility (Council of Europe, 2004: p. 2)

Different ELP versions were designed by different countries. ELPs were first designed in Switzerland, Germany, and France in the mid-nineties (Schneider & Lenz, 2003). Over 15 Council of Europe member states piloted different models between 1998 and 2000. In 2001, the European Year of Languages, the ELP was put into practice throughout Europe (Schneider & Lenz, 2003).

Three types of ELP were developed: for young learners (10-12 years), for the learners who are at the stage of obligatory schooling (11-15/16 years) and for young people and adults (15/16 and over) (Schneider & Lenz, 2003). Different types of ELPs have been developed and validated. Meister (2005) points out that the ELP can be used by all ages, so there are different types of portfolio at schools and educational levels appropriate for each age and level groups but based on the same beliefs of the Council of Europe (Meister, 2005).

The ELP is the responsibility of the learners. Therefore, Meister (2005) reports that volunteer learners use the ELP in their language learning at school across Europe. The learners decide when and how to work with the ELP. It depends on the learners

how often they update their ELPs or their language passports. However, it is vital to use the ELP effectively, and this is possible with the effective usage of the checklists, where objective of language learning are in items according to each skill based on CEFR (Little, 2005). Thus, Little and Perclova (2001) states that selfassessment is included to show that the ELP belongs to the individual learner.

2.15.2.1. Reflection in the ELP

One of the aims of the ELP in its reporting function is to enhance reflective learning. With the help of reflection, which is one of the components of a portfolio, the learners can think and evaluate their learning processes. Reflection is vital in terms of promoting lifelong learning which is one of the goals of the ELP, as well (Pakkila, 2003). It gives the learners the opportunity to monitor their progress, discover suitable learning techniques, and develop self-awareness and meaningful self-assessment.

The ELP supports three kinds of reflection: planning (learners reflect before they engage in a learning activity or a communicative task), monitoring (while they are doing that particular activity), and evaluation (after doing the activity) (Little & Perclova, 2001). The planning is done by deciding on the learning goals in the biography; doing a particular activity requires learners to monitor their performance, and the learners select materials to include in the dossier, review learning goals in the biography, go through their language passport and evaluate themselves. Since, the ELP provides the learners to reflect on their own language learning process and progress, it develops students' self-confidence. However, it is especially the Language Biography that includes the processes rather than products. That reflection on learning processes improves learning outcomes as well as the language learners' ability and motivation to learn languages is the key in the Language Biograoghy (Schneider & Lenz, 2003). Thus, both the traditional portfolio and the ELP include reflection as components so that they can promote self-directed learning.

The ELP is used on voluntary basis; however, for reflective language learning to become a habit for students, it is necessary to use the ELP frequently in language learning and integrate it within language curricula. It should not be "extra" work. The dossier is important since it provides the students "ongoing reflective learning" and self-assessment (Kohonen & Westoff, 2003: p. 29). The students reflect and asses

their works, they include in dossier, because the tasks should be carefully carried out and be the representatives of the objectives they chose from the biography.

2.16. Components of the ELP

The ELP promotes the basic tenets of reflection, motivation and self-reflection. To attain these, the ELP makes use of its three components, namely the language passport, language biography and dossier. To elaborate, the language passport embraces learners' knowledge of languages and experiences upon language learning processes. On the other hand, by means of language biography, learners are enabled to portray and ponder on their skills and knowledge. Finally, learners have the opportunity of recording and/or collecting their achievements via the dossier. Herein, it is to be noted that the self-assessment scales exploited by means of common reference levels are the pavements for the ELP. Therefore, the CEFR and ELP are thoroughly in interconnection (Mirici & Kavaklı, 2017).

Different from other portfolios, the ELP has three main sections which are the language passport, language biography and the dossier. Each part shows the students' language learning process with different documents and records. Since the ELP includes level descriptors from the Common European Framework, the students can also assess themselves according to these descriptors (Council of Europe, 2001; for the descriptors see Appendix 11). The language passport and biography focus on the reporting function of the ELP with regard to "the criterion-referenced levels of proficiency, adding the tool for documenting significant linguistic and cultural experience" (Kohonen & Westoff, 2003: p. 7).

2.16.1. Language Passport

The language passport is the section where the learners can provide an overview about their proficiency in different languages. As the document called "Principles and Guidelines" suggests, learners complete their passports in terms of skills and the common reference levels defined by the Common European Framework (CEF). The learners state their formal qualifications and language competencies, and their learning experiences. These include self-assessment, teacher assessment and assessment by educational institutions. The passport should state on what basis, when and by whom the assessment was done (Council of Europe, 2004). There are descriptors for each skill and level according to the Common European Framework in

the ELP. The skills in the ELP which the Language Passport addresses are defined as understanding (Listening and Reading), speaking (spoken interaction and spoken production), and writing. The levels are determined by the Council of Europe's Common European Framework. The levels are basic users (A1: Breakthrough and A2: Waystage), independent users (B1: Threshold and B2: Vantage), and proficient users (C1: Effective operational proficiency and C2: Mastery) (Council of Europe, 2001). The language passport is the major instrument for presentation of the learners' language level. It is generally briefer than the other parts of the ELP because its aim is to give an overview of language learning at a glance. In other words, language passport summarizes the language biography (Schneider & Lenz, 2003).

The language passport part shows in which languages and to what extent the learner can fulfill the language requirements. Language passport is comprised of:

- a profile of language competences based on the CEFR,

- a curriculum vitea of language learning and intercultural experiences,

- a record of certificates as well as diplomas (Koyuncu, 2006)

According to CoE (2006), the language passport part of the ELP:

- provides a summary of the learners' proficiency levels in various languages; the summary of the proficiency is defined taking the skills and the common reference levels in the CEFR into account;

- records formal qualifications and gives information about language skills and important language and intercultural learning experiences;

- involves data as to incomplete and particular competences. Language passport should let learners keep record of their partial competences, that is to say, being able to read a language but not necessarily being able to speak or write it, as well as particular competences, that is, it leaves some space so that learners could jot down their own description of their capabilities.

- is used for self-assessment, instructor assessment and assessment of educational organizations and exam centers. The questions of "who assessed it, when is it assessed, and based on what criteria is the assessment carried out" should be specified (p. 13).

To sum up, the language passport informs the readers about the learners' competencies in one or more languages according to CEFR.

2.16.2. Language Biography

The language biography enables the learners to include their involvement in planning, reflecting upon and assessing their learning process and progress. In the 'Principles and Guidelines' of the ELP, it is reported that the learners are encouraged to state what they can do in each language. They also give information about their linguistic and cultural experiences they have had inside and outside their language classes. From a pedagogical aspect, the language biography section focuses on reflective processes which can be considered a connection between the language passport and the dossier (Council of Europe, 2004).

The language biography includes some checklists based on the self-assessment grid. The checklists help the learners to identify what they know and what they need to know. Schneider and Lenz (2003) emphasizes that in these checklists, there are "I can do…" statements related to each skill (see 12). Learners tick the boxes about the ability related to a skill which they can do. If there is an item they cannot do, they mark it as a priority for learning, and based on this, they can set their objectives for learning (Schneider & Lenz, 2003). Hence, the 'can-do' statements help the learners to assess themselves and see their language learning progress.

According to CoE (2006), the language biography:

- makes it easier for students to plan, to make a reflection upon and to evaluate their own learning process as well as their progress,

- motivates learners to express what they are capable of in any languages, and to write any experiences related to language as well as culture which may be attained in formal or informal settings,

- is designed to foster plurilingualism, in other words, learning not just one but a number of languages (p. 13-14).

According to Stockmann (2006), despite its simple form, the language biography increases awareness of what learners are capable of in languages they are learning and what they need to learn. As Little (2005) states, the progress and development of competences and accomplishments of a given learner in foreign language can be

tracked by means of the biography component of the ELP. The language biography can be comprised of some components such as:

- a personalized and quite detailed biography which includes L2 learning, experiences in addition to socio and intercultural experiences,

- checklists in relation to the common reference levels,

- checklists or any forms of descriptions of language competences which may not refer to the common reference levels,

- planning means; e.g., individualized descriptions of goals (Schneider and Lenz, 2001, p. 20).

2.16.3. Dossier

The dossier is the section where the learners can keep the materials which demonstrate their achievements or experiences in the Language Passport or Biography. In this sense, it is like a portfolio of an artist. According to the 'Principles and Guidelines' learners can include letters, project works, memoranda, brief reports, and audio or video cassettes which show their proficiency in the language in the ELP (Council of Europe, 2004). With the dossier, the students get the opportunity to record their works and present them. The dossier gives the students the opportunity for selecting relevant learning documents of their own learning and illustrating their current language skill or experiences through authentic personal documentation (Kohonen & Westhoff, 2003).

There exists a relationship between the dossier and other sections of the ELP, i.e., the biography, and the passport.
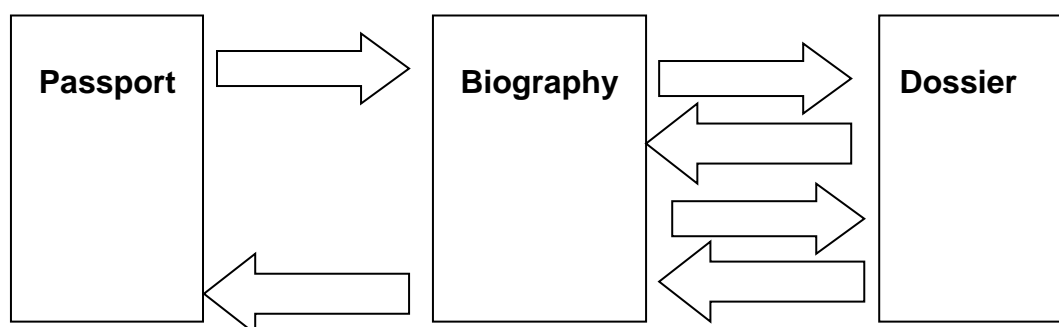
Figure 2.2: The Relationship among Components of the ELP (Adapted after Little and Perclova, 2001: p. 16)

In their explanation of the figure, Little and Perclova (2001) state that the language passport can be introduced first of to challenge users so that they can reflect upon their linguistic identities and the language they have learned. Secondly, they can pass to the biography, thus setting personal learning objectives. All the documents related to their achievements can be gathered in the dossier and assessed in the biography, which leads to setting novel objectives. The very same procedure can be repeated till a given course is completed, when users go back to the passport and update their self-assessments. This approach became successful with refugees after an intensive English course which took five months in Ireland.

The dossier offers learners a more individualized and effective way of collecting, pilling, and combining formal or informal documents showing the language development of the holders.

2.17. Practical Uses of ELP

The European Commission is working to develop the entrepreneurial spirit and skills of EU citizens. Such goals will be easier if language learning is effectively promoted in the European Union, making sure that European citizens and companies have the intercultural and language skills necessary to be effective in the global marketplace.The European Union is built around the free movement of its citizens, capital and services. The citizen with good language skills takes advantage of the freedom to work or study in another member state.Besides, Europe is a growing market for job opportunities. Graduates who are fluent in a European language go into areas like the civil service, public relations, European Union institutions, European multinational companies, the armed services, customs and excise and research bodies within and outside the European university sector (King, Thomas, 1999). Speaking a language can lead to promotion and opportunities abroad. Many people have language skills that are not reflected in the qualifications or certificates they have gained. This may be because they have not been assessed or learned in formal education. At the same time, some basic foreign language skills may be sufficient to meet people, do shopping, or listen to a song…etc. The ELP enables the language user to see and evaluate what he/she can do in another language, and to record all the language skills gained and experiences with other cultures. Besides recording the current

skills, the ELP helps to develop the skills through practice and experience. It helps the language user to become self-managing as he/she recognizes his/her strengths, weaknesses and plans for further progress. Also, he/she consciously or unconsciously reflects on learning styles and the one which suits him/her the most. For a job application, the ELP may be a part of the CV. Especially the Dossier section proves and illustrates what the applicant can do using another language.

Little and Perclová (2001) listed the learners' experiences reported by the teachers who worked with the ELP in the pilot study;

• Motivation of all the learners, even the slower ones

• Increases their self-confidence when they have a list of their actual abilities

• Learners spend more time thinking about their language abilities and knowledge

• Voluntary work makes them more active

• Learners can develop their own language abilities

• Learners realize that they can extend their English language out of school as well Curriculum Innovation on the Basis of the European Language Portfolio

The ELP is designed to:

• encourage the lifelong learning of languages, to any level of proficiency

• make the learning process more transparent and to develop the learner's ability to assess his/her own competence

• facilitate mobility within Europe by providing a clear profile of the owner's language skills

• contribute to mutual understanding within Europe by promoting plurilingualism (the ability to communicate in two or more languages) and intercultural learning (Suter, 2002).

Briefly we can say that people of Europe are building a single Union out of many diverse nations, communities, cultures and language groups trying to exchange ideas and traditions people with different histories but a common future. So the ability to understand and communicate in other languages is a basic skill for all European citizens. ELP is a practical tool to reach this goal.

2.18. Assumed Advantages of the ELP

According to the feedback of the individual teachers in the pilot projects of the ELP, the ELP had positive effects on language learning. One teacher from the Czech Republic stated that ELP helped them to make their job easier: "I was helped by the portfolio's clear statement about the aims of teaching and the transparency of teaching and learning results. The descriptors encouraged me to reflect more deeply on my objectives as a teacher" (as cited in Little & Perclova, 2001: p. 17).

In addition, not only learners but also teachers can make use of the ELP so that they can help the learners via the ELP. According to an ELP project in Finland, the ELP functioned both as a pedagogical tool for teachers to guide learning and as a practical device for students to take responsibility for their own learning process under the teacher's guidance and tutoring (Kohonen & Westoff, 2003). Little and Perclova (2001) emphasizes also that achieving learner autonomy, self-knowledge and "a growing capacity for reflective thinking" are fundamental. These were some of the outcomes of the ELP reported by the teachers working with the ELP. According to these results of the projects, it is argued that the ELP can "develop learners' motivation, reflective capacities, and encourage them to take their own learning initiatives" (p.19). The ELP enables the learners increase their language awareness by the use of the 'can-do' statements which help the learners to reflect on their language learning processes (Meister, 2005). The ELP can be a valuable tool for learners to learn a language and monitor their own learning process. Schneider (2006) summarizes various benefits of using the ELP. For example, the ELP is a record which shows both the products and processes the language learner goes through. It includes both self-assessment and teacher assessment. Moreover, it is not only for one specific level. The ELP is a document which can be used by the learners from one level to another. The ELP does not belong to the institution. The learners can keep it after formal education, as well; in other words it s a tool used for lifelong learning (Schneider, 2006).

2.19. The Turkish European Language Portfolio Piloting Project

After the Council of Europe (CoE) declared 2001 "European Year of Languages (EYL)", Turkey contributed to the events of EYL by organising and taking part in the seminars, conferences and meetings. As the European Language Portfolio was also presented to all European Languages in the same year, almost all members of the CoE got involved in ELP projects to improve language learning, including the Ministry of Turkish National Education. As a first step the Ministry of Turkish National Education accepted to pilot the ELP project in some selected schools in Turkey. 14 secondary schools in Ankara and 10 secondary schools in Antalya, with a total number of 506 students and 36 teachers were chosen for the piloting project and one teacher from each school was invited to participate in an in-service training program with an ELP seminar in October 2001. In the seminar, the ELP project was presented to the teachers, the ELP models of other countries were studied, the language descriptors in these models were analysed and the stages and process of the implementation of the ELP in Turkey were discussed. It was decided to design the ELP model for Turkish high schools for the ages of fifteen and over at the end of the seminar. Before starting the implementation phase of the project, a number of seminars were organised to train teachers in the use of the CEFR and the ELP. An expert was also invited from the CoE to check the non-validated Turkish ELP model and to give a seminar on the use of the ELP. The implementation of the piloting project started at the beginning of the 2002-2003 academic year. Through the end of the implementation phase, a feedback seminar was held in March 2003 to evaluate the teaching-learning process in the piloting schools (Demirel, 2003).

After being piloted in 24 schools in 2002-2003 academic year, the Turkish ELP model for students aged 15 + was sent to the Council of Europe Secretariat of the Language Policy Division for validation and in 2003 the first Turkish ELP model for students aged 15+ (numbered 47.2003) were validated and distributed to the piloting schools in Turkey (Demirel, 2003). In 2004, the number of the piloting schools was increased to 30 with a total participation of 60 teachers and 1,357 students (as shown in Table 2.4.)

Table 2.4: Numerical Distribution of the European Language Portfolio

City	Schools	Teachers	Students
Ankara	7	24	486
Antalya	7	14	224
İstanbul	5	10	285
İzmir	1	2	76
Adana	1	2	80
Gaziantep	1	2	72
Bursa	1	2	48
Edirne	1	2	46
Düzce	1	2	40
Total	30	60	1,357

In the 2004-2005 academic year, two commissions were set up to advance the studies regarding the use of the ELP. The first commission dealt with preparing activities, tasks and testing items for the levels of B1 and B2 to be used at secondary schools. The second commission was involved in developing a new ELP model for the ages of 05-09 and 10-14 (Demirel, 2005). The Turkish ELP model for learners aged from 10 to 14 was validated by the Council of Europe in 2006 with the validation number of 80.2006. It is possible for every citizen in Turkey to download an ELP model for ages 10-14 or 15-18 frım the website of Ministry of National Education (www.meb.gov.tr). Ankara University also developed and implemented an ELP model for adult learners. This model gained validation by the Council of Europe in 2004 and at present is the only validated ELP model for adults in Turkey (www.coe.int).

In Turkey a well-known private educational institution also developed its own ELP models, first for learners aged from 10 to14 and then for learners aged from 05 to 09. Mirici, the coordinator of the ELP Project in the school, states that the development of the ELP took over a year and underwent the stages of training, drafting, trialing and validation. The ELP model for learners aged from 10 to 14 was validated in 2006 and the one for the ages of 05 to 09 was accredited in 2007 (Mirici, 2008).

According to the European Language Portfolio: Interim Report 2006, the estimated number of learners using the ELP in Turkey was 13500. This number comprised the ELP models of Ministry of Education for ages 10-14 and 15-18, ELP models of the well-known private school for ages 5-9 and 10-11 and the adult ELP model of Ankara University (Scharer, 2007).

2.20. Studies on the European Language Portfolio and Learner Autonomy in Turkey

Based on the piloting project carried out in some selected schools in 2002-2003 academic year, Demirel (2003) conducted a study in the piloting schools by collecting data through questionnaires and interviews with learners and teachers. The sampling group of this research consisted of 18 schools in Ankara and Antalya, with 24 teachers and 127 students. The questionnaire and the interviews aimed at taking the general opinions about the ELP and the practical recommendations for future practices. The learning and teaching activities used included creating activities for the language descriptors, making group projects for oral discussion, preparing daily news, keeping a diary and writing on some selected topics. The teachers reported that using the ELP contributed to the language learning and teaching process positively and motivated students to a large extent. They stated that their students gained more responsibility and the ability to assess themselves. They also suggested that a resource book and supplementary materials which include activities that correspond to the descriptors in the portfolio be prepared and in-service teacher training seminars be held nation-wide regularly. Demirel (2003) argues that a new curricula or the restatement of the current curricula through the reference levels of the Common European Framework are necessary for implementing the ELP in Turkey. He argues that this will help learners and teachers to adopt a more communicative orientation towards language learning and teaching. Since the statement of objectives in the ELPs is related to the four language skills, Demirel (2003) recommends that a skill-based approach be put into practice. Textbooks should also be redesigned in accordance with the objectives made clear in the descriptors. He adds to his argument that the ELP promotes learner autonomy since it fosters in and out of school learning, in which learners are independent in determining their learning objectives and in shouldering more responsibility. He

also maintains that a communicative approach needs to be adopted by the teachers in order to make efficient use of the ELP. He adds to his argument to assert that like many other pedagogical inventions, the effective implementation of the ELP will necessitate some time and commitment on the part of the teachers, students and administrators. Egel (2003) investigated the development and implementation of an ELP junior model for Turkish primary school students and also investigated the impact of the ELP on the learner autonomy of the students. The fourth and the fifth grades of two primary schools, one being a public and the other one a private school, were chosen as the participants of the study and were divided into control and experimental groups. A Learner Autonomy Questionnaire was distributed to the students before and after the experimental treatment and "Learner Anchor Questions" designed by the Council of Europe were administered at the beginning, in the middle and at the end of the implementation. After implementing the ELP in the experimental group classes, it was found that ELP was an influential tool in promoting learner autonomy of the students in the experimental group, especially those in the state public school.

Glover, Mirici and Aksu (2005) implemented the ELP with two classes in a university preparatory school in Mugla and the study aimed to find how the ELP worked in that context and how the teachers and students responded to it. After the piloting was carried out for 6 months, the data were collected through questionnaires administered to 25 students out of the 50 who had used the portfolio and group interviews with teachers and students. The results showed a positive attitude towards the ELP and most of the students reported that they became more interested in their own learning with the help of the ELP. The teachers agreed that the ELP contributed to the motivation of students and that the attendance in the ELP user class remained high to the end of the year. Not all the answers to the questionnaires were positive though. Students were not that positive in answering the question of to what extent they took responsibility for their own learning with new materials and techniques. Their answers also clustered on the negative side for the question of how much they participated in group work. Another criticism of the ELP was that it was bulky, so it was difficult to bring it in every lesson. Teachers also expressed uncertainty as to the status and purpose of the ELP. Koyuncu (2006) investigated the effect of the European

Language Portfolio on learner autonomy for young learners. The study was conducted with seventeen 6th grade students in a private school over a term. The data was collected through questionnaires, observations and interviews with the students. The study revealed that students liked working with the ELP and thought that the studying process for the ELP was helpful. Majority of the students thought that the ELP showed them what they can do in English and that the „can do" parts made them aware of their improvement in language process. It was also concluded that the ELP had a great role in assessing their language skills and that it gave them the opportunity to compare their own assessments with the teacher"s. The ELP was also considered to be helpful by 60 percent of the students in taking more responsibility of their own learning.

Ceylan (2006) investigated the role of the ELP on self-directed learning in a school of foreign languages in Turkey. It also examined the attitudes of students, teachers and administrators towards the implementation of the ELP. 26 volunteer upper-intermediate level students studying in the school of languages of a public university, 3 teachers and 2 administrators participated in the study. Interviews with students, the teacher and administrators were carried out and questionnaires were conducted with the students. Besides these, student learning diaries and the ELPs formed as other data collection instruments. The results revealed that most of the students had positive attitudes towards the ELP; however they were also reported to have difficulty in setting their own targets and assessing themselves. They also reported that the ELP required extra time, so it needs to be implemented on a voluntary basis. The teachers also agreed that the ELP was a useful tool to promote self-directed learning; but that it could be hard to implement it in that context due to the workload of both the students and teachers. The administrators felt positive towards the ELP and suggested conducting pilot projects before implementing it into the curriculum.

Güneyli and Demirel (2006) conducted a study in TOMER (the language center of Ankara University) with a sample of 20 students in the control and 20 students in the experimental group aiming to adapt the ELP to the teaching of Turkish as a foreign language. In this study students" proficiency level of Turkish related to four basic language skills (reading, writing, listening and speaking) and their attitude towards ELP application were examined. It was found out that after a month"s

implementation of the ELP, learners reported having positive attitudes towards using the ELP in learning Turkish as a foreign language since they have been given the chance to monitor their own learning process and assess themselves.

Karagöl (2008) also investigated the effects of involving learners in the learning and decision-making process through the use of the ELP on learner autonomy and its contributions to the intrinsic motivation of the learners. Thirty three six grade students at a public primary school participated in the study. The data was collected through questionnaires about autonomy and motivation; and observations. It was found that self-assessment checklists and learners' taking active role in choosing their tasks fostered their autonomy and this in turn raised their intrinsic motivation towards language learning.

2.21. The Learner Style Inventory

2.21.1. Learner Style

The attitudes and behaviors that determine a learner's preffered way of learning is called "learning styles." Most learners do not know about their learning style preferences, they are just aware that they feel more comfortable with some activities than others. However, learning styles are one of the most important factors that help determine how- and how well- the learners can learn a language (Oxford, 2003).

Learning styles are the general approaches- for example, global or analytic, auditory or visual – that students use in acquiring a new language or in learning any other subject. These styles are "overall patterns that give general direction to learning behavior" (Cornett, 1983, p.9). "Learning styles are the biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others" (Dunn & Griggs, 1988, p.3). Figure 2.3. illustrates the sensory preferences.
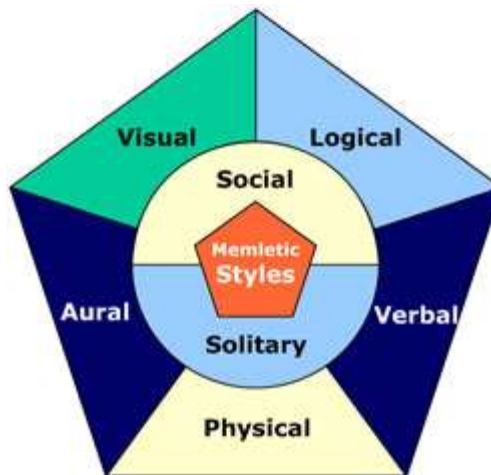
Figure 2.3: Learner Styles

Learning styles generally intersect with each other. For example, a person might be more extraverted than introverted, or more equally visual and auditory but lesser kinesthetic and tactile involvement. Very few people could be classified as having all or nothing in any of these categories (Ehrman, 1996).

Learning Style Dimensions

Nearly twenty different dimensions of learning styles have been identified so far. Table 2.5 provides a summary of the various dimensions identified so far together with their brief definitions. When the table is analyzed carefully, it can be seen that though some of the dimensions are given separately, they actually overlap. An example of such an overlap is the field independent – field dependent versus analytic and global learning styles.

Table 2.5: Overview of Some Learning Styles

	The Seven Multiple Intelligences
Verbal/Linguistic	Ability with and sensitivity to oral and written words
Musical	Sensitivity to rhythm, pitch, and melody
ogical/Mathematical	Ability to use numbers effectively and to reason well
Spatial/Visual	Sensitivity to form, space, colour, line, and shape
Bodily/Kinaesthetic	Ability to use the body to express ideas and feelings
Interpersonal	Ability to understand another person's moods and intentions
Intrapersonal	Ability to understand oneself: one's own strengths and weaknesses

	Perceptual Learning Styles
Auditory	Learns more effectively through the ear (hearing)
Tactile	Learns more effectively through touch (hands-on)
Kinaesthetic	Learns more effectively through complete body experience
	Learns more effectively through working with others
	Learns more effectively through working alone
Group	
Individual	

	Field Independent and Field Dependent (Sensitive) Learning Styles
Field Independent	Learns more effectively sequentially, analysing facts Learns more effectively in
Field Dependent	context (holistically) and is sensitive to human relationships

	Analytic and Global Learning Styles
Analytic	Learns more effectively individually, sequentially, linearly
Global	Learns more effectively through concrete experience and through interaction with other people

	Reflective and Impulsive Learning Styles
Reflective	Learns more effectively when given time to consider options
Impulsive	Learns more effectively when able to respond immediately

	Kolb Experiential Learning Model
Converger	Learns more effectively when able to perceive abstractly and to process actively
Diverger	Learns more effectively when able to perceive concretely and to process reflectively
Assimilator	Learns more effectively when able to perceive abstractly and to process reflectively
Accomodator	Learns more effectively when able to perceive concretely and to process actively

	Myers-Briggs Type Indicator (MBTI)
Extraverted	Learns more effectively through concrete experience, contacts with and relationships with others
Introverted	Learns more effectively in individual, independent learning situations
	Learns more effectively from reports of observable facts
Sensing	Learns more effectively from meaningful experiences
Intuition	Learns more effectively from impersonal and logical circumstances
Thinking	Learns more effectively from personalised circumstances
Feeling	Learns more effectively by reflection, deduction, analysis, and process that involve closure
Judging	Learns more effectively through negotiation, feeling, and inductive processes
Perceiving	that postpone closure

	Right – and Left brained Learning Styles
Right-Brained	Learns more effectively through visual analytic, reflective, self-reliant learning
Left-Brained	Learns more effectively through auditory, global, impulsive, interactive learning

Resouce: Reid, J. M. (Ed.). (1998). Perceptual learning style preference survey. In J. Reid (Ed.). *Understanding learning styles in the second language classroom*, 162-167. USA: Prentice Hall Regents.

2.21.2. Sensory Preferences

Visual, auditory, and kinesthetic (movement-oriented), and tactile (touch-oriented) are sensory preferences which refer to physical, perceptual learning channels with which the student feel the most comfortable. Visual learners get more from visual stimulation. They are not comfortable with lectures, conversatios, or oral directions without any visual back up while auditory students are comfortable without visual input enjoying and profiting from lectures, conversations, and oral directions. Kinesthetic and tactile learners learn best when they move and they enjoy working with tangible objects, and flashcards; they also prefer to have frequent breaks (Oxford, 2003).

The use of a checklist illustrates how the trainer can choose learning styles that are likely to reflect the diversity of learning styles s/he possesses.

There are three, commonly identified Learning Styles, and these three were used in the research.

2.21.3. Implications for L2 Teaching

2.21.3.1. Assessing Styles and Strategies in the L2 Classroom

L2 teachers could benefit from assessing the learning styles of their students since such assessment enables them understand their students' styles and include activities which promote different learner styles to be able to reach all students. It is also necessary for teachers to know about their styles to be able to be aware of possible biases.Teachers can learn about assessment options by reading books or journals, attending professional conferences, or taking relevant courses or workshops.

2.21.3.2. Attuning L2 Instruction and Strategy Instruction to Learner's Style Needs

If teachers know about their students2 style preferences, they can effectively orient their L2 instruction accordingly. While some learners might need visual instruction, some others might require more auditory, kinesthetic, or tactile types of instruction. Without the necessary knowledge about their individual students' style preferences, teachers cannot provide variety instruction. Instead of choosing a specific instructional methodology, L2 teachers would do better to employ a broad

instructional approach that contains a combined focus on form and fluency. Such an approach allows for deliberate, creative variety to meet the needs of all students in the class.

2.22. Unit Based Checklist

2.22.1. Checklists, Rating Scales and Rubrics

Checklists, rating scales and rubrics are assessment tools that state specific criteria that allow teachers and students to make judgments about developing competence. They list specific behaviors, knowledge, skills, attitudes, and strategies for assessment, and offer systematic ways of organizing information about individual students or groups of students.

Checklists usually offer a yes/no format in relation to the specific criteria and may be directed toward observation of an individual, a group, or a whole class. Checklists may be single-use or multiple-use.

Rating scales allow for an indication of the degree or frequency of the behaviors, skills and strategies, or attitudes displayed by the learner. They may be used to gather individual or group information, and are usually single-use. Multiple-use rating scales may be achieved by having students or teacher complete the same rating scale at different times during the school year and making comparisons.

Rubrics are an expanded form of rating scale that list several specific criteria at each level of the scale. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

The quality of information acquired through the use of checklists, rating scales, and rubrics is highly dependent on the quality of the descriptors chosen for assessment. Their benefit is also dependent on students' direct involvement in the assessment and interpretation of the feedback provided.

2.23. Conclusion

This chapter reviewed the literature on the attitude and language learning, learner autonomy, autonomy and the ELP, self-assessment, the need for self-assessment in language learning, the ELP as an instrument for self-assesment,functions of the ELP, componenets of the ELP, self-assessment in the ELP, the ELP and autonomy, the ELP and motivation, assumed benefits of the ELP, learner style inventory and unit based checklists.The next chapter will focus on methodology, which covers participants, instruments, procedures in collecting data and data analysis used in the study.

CHAPTER 3

METHOD

3.1. Introduction

This chapter deals with the methodology used in the current study. Such topics as research design and procedures, participants of the study, data collection instruments, validity and reliability of the instruments, data collection and data analysis have been dealt with this chapter.

3.2. Research Design

This quosi-experimental study employed a mixed method design, with questionnaires and interviews, to converge both quantitative and qualitative data. By employing both quantitative (scale) and qualitative (interview) approaches for data collection, this study aims to achieve a better understanding of the nature of their attitudes and the effect of different self-assessment tools on their attitudes towards learning English.

This study included a mixed method in which qualitative as well as quantitative data was gathered. According to Nunan (1992, p. 143), qualitative data can be collected via open-ended questions, whereas quantitative data can be collected via scales. To this end, qualitative data was gathered by means of semi-structured interviews with the students and teachers, while quantitative data was gathered via attitude scales. Thus, this study made use of multiple data collection instruments so as to increase the validity of the research findings. A sequential-explanatory design was used in this study, which required the researcher to implement the qualitative instrument to validate the quantitative data. In this sequential explanatory mixed methods design, qualitative data collection and analysis is followed by a phase of quantitative data collection and analysis (Creswell, 2009, p. 14). Sequential-explanatory design was used because first the students were given the attitude scales and the self-assessment tools were implemented. After the attitude scales was conducted for the second time and the implementation was completed, students' and teachers' opinions about the self-assessment tools were collected via semi-structured interviews. The qualitative data was aimed to prove the quantitative data in this study.

3.2.1. Instruments

In this study, scales were used to gather data to examine the attitudes of participating students. In addition, interviews with selected participants were also conducted to have more in-depth understanding of their attitudes.

First, attitude scales were distributed to students before they started using the self-assessment tools at the beginning of the year. The classes participated in thie study were chosen according to the convenient sampling. The teachers with whom the researcher had personal contacts and who could help for data collection and also who were volunteers were included in the study with their classes. Second, 30 students were randomly selected from the survey respondents for the interview; eclectic random sampling model was used to choose students to be interviewed. Interviews were conducted in order to capture deeper insights that may not be easily gained from the scale responses, as well as to help better understand and explain the quantitative results gained from the scales. These thirty students were all A1 level students and used different self-assessment tools throughout the study. Also, from the participant teachers, 5 of whom had a teaching experience of five to fifteen years were asked to be interviewed. These teachers were selected paying attention to be the representatives of teaching different levels and majors and also their willingness to take part in the interview process were taken into consideration. Moreover, these five teachers were also chosen since they also took part in the pilot study; therefore had more knowledge about the study and the procedure and had a chance to make comparisons when needed.

3.2.1.1. Attitude Scale

The data collection instrument used for this study was an attitude scale adopted from Dörnyei and Csizér (2006) and from a recently designed scale by Ryan (2005). Göktepe (2014) used this scale in her study and before she used it, she did the reliability analysis and checked the validity and reliability of it. The reported alpha reliability of Göktepe's adapted perception scales was measured at $\alpha = .89$ which shows that it is reliable. She also validated it by two expert opinions and did the necessary changes according to the feedback she got from them. After the permission was taken from her to use it in this study, it was translated into Turkish by the researcher in this study to make it easier for the learners to understand the

items and give suitable responses and the back translation process was done as well since the English version was used in Göktepe's study.

The attitude scale consisted of two sections and 43 items: 6 of them about demographic information and background knowledge and 37 questions in Part I and II. Part I consisted of the questions 7 to 23 (17 questions in total); the participants were asked to indicate the degree of their feelings or opinions about the questions on a five-point Likert scale. Part II consisted of questions from 24 to 43 in which the participants were asked to define the extent of their agreement or disagreement on a five-point scale. The items of the scale focus on the following domains:

Table 3.1: Domains in the scale

Domains	Scale item no.
Integrativeness	7, 12, 17
Attitudes to L2 Community	8, 10, 11
Cultural Interest	13, 14, 15, 16
Attitudes to learning English	18, 19, 20, 21, 22
Criterion Measures	24, 25, 26, 43
Ideal L2 self	27, 28, 29
Ought to L2 self	23, 30, 31
Family influence	32
Instrumentality promotion	9, 33, 34, 35, 36, 40
Instrumentality prevention	37, 38, 39, 41
Fear of assimilation	42

The reported alpha reliability of Göktepe's adapted perception scale was measured at α = .89 which shows that it is reliable.There are eleven subscales in the attitude scale. The first is integrativeness and cultural interest, which refer to desire to learn the language to communicate with members of the community (e.g. 17. How important do you think learning English is in order to learn more about the culture and art of its speakers?); attitudes to L2 community and learning English are related to the set of beliefs that the learner has towards the L2 community of

the target language and also towards the language, and these attitudes may control the learner's motivation to the learning itself. (e.g.11. How much do you like to meet people from English-speaking countries?'); criterion measures refer to assessments of the learners' intended efforts toward learning English which is related to Ideal L2 Self (Dörnyei, 2009, p. 31) and Ideal L2 Self attributes that a person would like to possess (e.g. I would like to study English even if I were not required); Ought-to L2 Self is relevant to the attributes that one believes one ought to possess to meet expectations and to avoid possible unexpected results. This dimension corresponds to the less internalized type of instrumental motive. (e.g. My parents believe that I must study English to be an educated person.'); and finally, instrumentality (Promotion-Prevention) refers to the idea that in today's globalized world, learning English as a lingua franca is a must for people to be professionally successful, and instrumental motives involve some personal goals such as career development, earning more money, or finding a good job (instrumental promotion), while there are some regulations of duties or obligations such as passing English to graduate (instrumental prevention) (e.g. How much do you think knowing English would help your future career?'). Participants made their responses on a 5-point Likert-type scale (1= 'not at all, 5= 'very much').

3.2.1.2. Individual Interviews

Interviews were done with thirty students and five teachers at the end of the study. The reason why interviews were conducted to collect data was as Brown (2001) suggests: interviews are flexible and personal, and can provide detailed data. This means the interviews give the opportunity to collect data beyond the questions asked. According to Brown (2001), in interviews, the interviewer can get information he or she does not expect. Keeping this in mind, interviews were held at the end of the study after students had been introduced with the ELP. They were interviewed individually about what kind of activities they did for the ELP and what they experienced (see Appendices 5 & 6 for student and teacher interview questions). Interview questions included English learning experiences of the students, their purposes for learning English and expectation for future use of English, and their attitudes toward English and their experiences of the ELP use.

3.2.1.2.1. Student Interviews

The students were chosen randomly. Eclectic random sampling model was used. From the classes that participated in the study, the researcher checked the classroom lists and chose three students in each class randomly. When she chose a student who did not attend classes, she asked the instructor to choose another student and another student (a substitute student) was invited. All students were using the ELP, but different groups were using other self-assessment tools.

The interviews with students were held in Turkish to make the students easily express their ideas about the ELP, and were held in a friendly atmosphere instead of asking one question after another. Hence, every interview with one student lasted approximately 15 minutes. The length of the interviews varied according to the experiences the students had with the ELP. All the interviews were recorded. The questions for the interviews were prepared beforehand using the topics in the 'ELP guide for teacher trainers' of Little and Perclova (2001) and in Little (2003) (see Appendix 7 & 8). The interviews were beneficial for the students as well as the study because the interviews gave the students the opportunity to ask about the problems they had faced in using the ELP. The students described the activities they had done in detail, the benefits and the drawbacks of the ELP. These interviews provided information about and insight into the students' ELP use and self-assessment (for sample transcription, see Appendix 9 & 10).

3.2.1.2.2. Teacher Interviews

Five teachers who participated in the study with his/her class were interviewed towards the end of the study. These teachers were selected because they were volunteers and also they participated in the pilot studty in the previous year; therefore had a better understanding of the process and the self-assessment tools and their effectiveness in class. They had a chance to compare these two studies if needed and describe the steps in detail. The interviews were held in Turkish and recorded. The questions were prepared beforehand by considering the topics in the "ELP guide for teacher trainers" by Little and Perclova (2001), Little (2003) and similar to students' interview questions. The teachers were asked questions about the students use of the ELP in terms of motivation, consulting with them about

problems, and their ideas about implementing the ELP in the curriculum of the school (for interview questions and sample transcription, see Appendix 9 & 10).

All the student and teacher interviews were transcribed right after they were done.

3.2.1.3. Student European Language Portfolios

Each student had his/her own European Language Portfolio. At Bülent Ecevit University School of Foreign Languages, CEFR oriented language education is adopted; therefore, all students use the ELP as part of their curriculum like most of other universities adopting the CEFR. The ELP use is crucial in foreign language learning since it is a necessity of CEFR oriented language education. Self-assessment, learner autonomy and cultural diversity are the main principles of the CEFR oriented language education; therefore, since the ELP is a self-assessment tool, it should be a requirement but not a luxury in CEFR oriented language education. Bülent Ecevit University School of Foreign Languages is using the ELP as part of their curriculum since they are adopting the CEFR oriented foreign language education like many other institutions. The BEDAF model of the ELP is used at the preparatory school. The BEDAF young adult model was chosen because it was easier for the book sellers to provide it and include it in the student material package and also since it is very user friendly in terms of usage. It is very easy to understand as the Turkish translations are also given for each item and very practical. Furthermore, the Language Passport document is very useful for the students and they really liked it since it helps the students to validate their language learning and shows their proficiency levels in detail. The students were introduced with the ELP over two class hours; however, this time was very short to cover the ELP in depth. Hence, they were introduced to the components of the ELP and how to work with it was explained to them. The students were asked to share their portfolios with their class advisors. The aim of asking the students to share their portfolios was to have an idea about what they had done to achieve chosen objectives in the ELP, and to what extent they had been able to develop their self-assessment. One of the aims of the ELP was to develop self-assessment. Thus, seeing the portfolios of the students would enable the researcher to get an idea to what extent they could set their own objectives and achieve them (see Appendix 11).

3.2.1.4. Learner Style Inventory

The students were given the Turkish translation of learner style inventory in a class hour and asked them to complete it with their own information. After they answered the questions, they calculated their results and evaluated themselves. Visual, auditory and tactile learning styles were examined in the study. The teacher gave information about each learning style and they discussed it with the students. Then, she gave some clues about ways to develop each learning style and encouraged them to do some activities in and out of the class. After this introductory class, the teacher did separate classes focusing on each learning style (visual, auditory and tactile). It enabled learners to be aware of their learning style and try to develp the ones those are missing (see Appendix 4).

3.2.1.5. Unit Based Checklists

After each unit, the students were given the Turkish translation of unit based checklists which include the questions examining whether or not the students understood each topic in each unit. The students gave answers like 'Yes, no, to some extent' and they discussed their answers with the teaher. If the students gave a negative answer to the question, they discussed the ways to improve those (see Appendix 5). Therefore, this self-assessment tool also help students to evaluate themselves continuously thoroughout the semester, so have a chance to improve themselves and try to judge their learning.

3.3. Participants & Setting

The study was conducted in an EFL setting, at the Department of Basic English at Zonguldak Bülent Ecevit University, Zonguldak, Turkey, where university students study English for general purposes during a complete academic year before they start their university education at their departments. 40 B1 level and 40 A2 level and 225 A1 level students at the Department of Basic English at Bülent Ecevit University, Zonguldak, Turkey participated in the study. The students were all four-year undergraduate students. The medium of instruction at the university is English for the English Language and Literature Department and English Language Translation Department. Other departments have %30 of their courses in English; these departments are Electric-Electrical engineering, Civil engineering, Management and Economics. There are also students from other departments

who study English voluntarily at preparatory school. The study was carried out with the preparatory school students of these departments. At the beginning of the academic year, students were given an English Proficiency Examination and the students getting 60 and higher grades on this exam started their education in their departments. The students whose English were not sufficient enough to pass this exam were divided into three levels (A1, A2, B1) according to the result of the placement test and start English Preparatory Education in groups of 15 to 20 students.

3.3.1. Demographic Information about the Participants

265 (Female: 165, Male: 100) preparatory school students studying at Bülent Ecevit University School of Foreign Languages Department of Basic English participated in the study. 40 students were B1 level (English Language and Literature: %100 English Department) and 40 A2 level (%30 English, engineering, management) and 225 were A1 level (English Translation: %100 English & % 30 English: management & engineering) students. The age of participants ranges from 17 to 24, with an average of 20. Table 3.2 summarizes demographic information about the participant students:

Table 3.2: Demographic information about the students

		N
Proficiency	A1	185
	A2	36
	B1	37
Major	Lang & Lit (%100)	37
	% 30	75
	English translation (%100)	146
Gender	Female	165
	Male	100
Experimental A1 Level	Only ELP	60
	ELP + Learner Style Inventory	60
	ELP + Learner Style Inventory + Unit Based Checklist	60

The experimental study was conducted with A1 level students; there were nine classes with twenty students in each class. While three classes (sixty students) only used the ELP as a self-assessment tool and were give the attitude

questionnaire at the beginning and at the end of the term, other three classes (sixty students) used the ELP and the learner style inventory as self-assessment tools and finally the last three classes with sixty students in total used the ELP, learner style inventory and the unit based checklist as self-assessment tool. Convenient sampling method was used to determine the participants. These three classes for each implementation were chosen according to their teachers' attitude and willingness.

The teachers participated in the study accepted to take part in the study on a voluntary basis. Thirteen teachers participated in the study with their classes. All these thirteen teachers explained the study to their students and used the self-assessment tools in their classes and implemented the questionnaire to their students at the beginning of the study and at the end of the study. Also, five of these teachers were interviewed after the completion of the implementation of the questionnaires. The teachers' age range from twenty-seven to forty-five and the years of their experience rang from five years to twenty years. Table 3.3 summarizes demographic information about the participant teachers:

Table 3.3: Demographic information about the teachers

		N
Age	25-30	5
	30-35	5
	35-40	2
	40-45	1
Experience (Years)	0-5	4
	5-10	2
	10-15	5
	15-20	2
Gender	Female	11
	Male	2

3.4. Procedures

3.4.1. Pilot Study

As for the procedures of the study, having decided on the topic of the current study, the researcher determined data collection tools, setting, and participants of the study. Before the actual study, the pilot study was determined to be carried out. First, data collection tools were selected and prepared (attitude scale, learner style inventory and unit based checklists). Since the documents were in English, all of them were translated into Turkish by using back translation method. Then, the suitable groups were selected for the pilot study. A meeting was held with the instructors and the consent forms were signed.

The pilot study was carried out during the 2015-2016 academic year for the duration of 28 weeks at Bülent Ecevit University the School of Foreign Languages. 35 A1 level, 30 A2 level and 38 B1 level students participated in the study. The data collection instrument used for this study was a questionnaire adopted from Dörnyei and Csizér (2006) in a variety of Hungarian researches and from a recently designed questionnaire by Ryan (2005). During the pilot study, the items in the attitude questionnaire were translated into the participants' mother tongue– Turkish by the researcher. A bilingual Turkish-English speaker back translated the items to check for any ambiguities, and the researcher confirmed the translation. The linguistic reliability of the instrument was thus ensured. A short background information questions were added to the beginning of the questionnaire to collect demographic information.

The purpose of the pilot study was to check the validity, reliability and the usefulness of the instruments that were decided to be used in the study.

3.4.2. Main Study

During the actual study, having been checked the validity and the usefulness of the scale in the pilot study, the first step was choosing the classes that participate in the study. The classes were selected according to the willingness of the instructors. Since there were only 2 classes for A2 and B1 level students, they all participated as their teachers also volunteered to participate. For the A1 level students, their teachers' willingness was taken into account. After the classes were decided, a meeting was held with the instructors explaining the procedure of the

study. In the second week, before the students start using any of the self-assessment tools, the questionnaire was given to the students during the classroom hour by their English teachers. The teachers were asked to explain the purpose of the study and give instructions for the survey to the students. It took the students 15 minutes to complete it. After the students complete the attitude questionnaire, they completed the Language Biography part of the ELP and also completed the suitable level's descriptors. Their teachers guided them and informed them while they filled it. Furthermore, in another lesson, some of the classes were given the learner style inventory and analyzed their learning styles. Learning style inventory was also translated into Turkish and the teacher guided them during the process. They discussed how they could improve each learning style. It helped them to assess themselves. They also had some demo lessons in which they were able to analyze each learner style. Finally, after each unit, students completed the related unit based checklist; they were able to see how much they could accomplish the content of the unit. Each checklist was translated into Turkish so as to avoid any misunderstanding. The procedure is given below:

- **1st Week (26-30 September 2016):** Meeting with the instructors

- **2nd Week (03-07 October 2016):** Conducting Attitude Scale

- **3rd Week (10-14 October 2016):** ELP First Check

- **4th Week (17-21 October 2016):** Learner Style Inventory + Unit Based Checklists were conducted and from now on after each unit, unit based checklists were given, demo lessons for each learner style was presented

- **14th Week (26-30 December 2016):** Conducting Attitude Scale for the second time + Semi structured interviews

The students first filled in the scale and then filled in the ELP in the first check. During the semester, each class used the determined self-assessment tool and at the end of the semester, each class was given the attitude scale for the second time. After all these applications finished, the researcher conducted the semi-structured interviews and analyzed all the data.

3.5. Data Analysis

This study includes both qualitative and quantitative data. To this end, the quantitative data for this study was gathered through the attitude scale. Furthermore, so as to support the research findings, semi-structured interviews with the students from each group was arranged. Finally, five teachers whose classes participated in the study were also interviewed. All the quantitative data was analyzed using a statistical software program; namely, SPSS version 22.00. While analyzing the quantitative data by means of SPSS, such tests as Cronbach's Alpha coefficient to see the reliability of the questionnaires; a mixed ANOVA to see if there is a significant difference between the two implementation of the questionnaires, a MANOVA to see if there is a significant difference among different level of students, and an ANCOVA to see if there is a significant difference among the groups after the second check of the questionnaire in terms of their attitudes towards learning English were run. Qualitative data was recorded and analyzed by transcribing the interviews. Content analysis was done and constant themes were found, thematic analysis was done. Transcripts were read by the researcher to categorize the data to put them into relevant groups for a better analysis. Inter-coder reliability was also checked.

CHAPTER 4

RESULTS

4.1. Introduction

This research study investigated the effect of self-assessment via European Language Portfolio, unit based checklist and learner style inventory on students' attitudes towards learning English. More specifically, this research attempts to find out whether there exists a statistically significant difference in terms of the effectiveness of self-assessment when students use the ELP, unit based checklist and the learner style inventory in Turkish EFL context? Thus, this study investigated if the ELP, unit based checklist and the learner style inventory foster positive attitudes towards learning English in English classes. If so, this study aimed to find out which self-assessment tool enables learners to gain more positive attitude towards learning English, the ELP, unit based checklist or learner style inventory.

The study tried to find answers to these research questions:

1. Is there a statistically significant difference in the attitudes of learners towards learning English according to their levels of language proficiency?

2. Is there a statistically significant difference in the attitudes of learners towards learning English according to their major?

3. Is there any relationship between the ELP use as a self-assessment tool and students' attitudes towards learning English in Turkish EFL context?

4. Is there a statistically significant difference in the attitudes of learners towards learning English according to their use of three different self-assessment tools namely the ELP, unit based checklist and the learner style inventory?

5. What are students' and teachers' perspectives on the effectiveness of different self-assessment tools to develop positive attitudes towards learning English?

265 prep students studying at Bülent Ecevit University School of Foreign Languages Department of Basic English were the participants of this study. The students were given the ELP (BEDAF Model), learner style inventory and unit based checklists. They kept the portfolio for seven weeks, they were given the

learner style inventory during the study and after each unit they were given unit based checklists. At the end of the study, thirty randomly selected students were interviewed about what they had done for the ELP and about their opinions of the components of the ELP and the other self-assesment tools. At the end of the study five instructors were also interviewed. All the interviews were recorded and transcribed. At the beginning and at the end of the study, 265 students were given an attitude scale.

The first section presents an analysis of the pilot study and the second section presents the results of the main study highlighting the results of the students' scales, student interviews and teacher interviews.

4.2. Data Analysis Procedures

The data for the study was collected through interviews with thirty students, five teachers and scales given to 265 students. Analyzing the scale results was the first step. Part A of the scales was a 5 point Likert-scale with 43 items. The software SPSS (22.0) frequency analysis was used for the analysis of the Likert-scale items. The frequencies, means and the standard deviations for each item of the scale were calculated. Next, the mean percentage for each category was found. The tables of the results were prepared for each category, and one-way ANOVA test is run to be able to find if there is a significant difference among the groups in terms of the attitudes towards learning English. A t-test was run to see if there is a difference between females and males in terms of their attitudes towards learning English and finally a MANOVA and repeated measures test were run to see if there is a change in the attitudes of the learners after they use different self-assessment tools.

The second step for analyzing the data was analyzing the interviews of the students and teachers. All the interviews with students and teachers were transcribed for analysis. The transcriptions were analyzed to find categories related to the research questions. The categories from the student interviews were labeled as "the sign of improvement", "implementation- filling in the ELP", "self-assessment"," benefits of the dossier part of the ELP", "problems related to the ELP". The categories of the teacher interviews were: "the sign of improvement", "implementation- filling in the ELP", "self-assessment", "teacher impact" and "if the

teachers liked the ELP". The categories were determined during the transcription analysis process of the interviews. Analyzing the data from the transcripts, the common points were discovered during the interviews with the students. The categories were: the sign of improvement, implementation- filling in the ELP, motivation, self-assessment, teacher impact and if the teachers and the students liked the ELP.

Furthermore, since the students used the BEDAF Model of the ELP, there was Turkish translation of the portfolio. Therefore, this may be beneficial for the students to understand and interpret the 'can-do' statements in the portfolio.

After finishing the analysis of the interviews with the students, the interviews with the teachers were transcribed. The categories for the teacher questionnaires were found in the same way as the interviews with the students, from the "ELP guide for teacher trainers" (Little and Perclova, 2001).

4.3. Results

The results of the data analysis procedure are presented in the following order:

1) Analysis of the pilot study.

2) Analysis of the main study.

    A) Analysis of the quantitative data - results of the student scales,

    B) Analysis of the qualitative data:

        a) Results of the student interviews

        b) Results of the teacher interviews.

4.3.1. Results of the Pilot Study

The research questions used in the pilot study were:

1. Is there a change in the attitude of the learners after the use of different self-assessment tools?

2. Is there a statistically significant difference in the attitudes of learners towards learning English according to their levels of proficiency?

The answers to the following research questions are given below:

1. Is there a change in the attitude of the learners after the use of different self-assessment tools?

Table 4.1: Students' attitudes after the use of different self-assessment tools

	N	Mean 1st Check	Mean 2nd Check	Mean 3rd Check
No ELP	37		3.95	4.41
Only ELP	35	4.01	3.97	4.11
ELP+ Checklist	30	3.94	3.85	4.10
ELP + Checklist + Learning Style	39	3.84	3.75	4.09
Sig.		.891	.283	.372

The comparison of the 1st and 2nd surveys indicated that using ELP as a self-assessment tool increased students' motivation and attitudes towards learning in English by making them more aware of the learning process.

2. Is there a statistically significant difference in the attitudes of learners towards learning English according to their levels of proficiency?

Table 4.2: Students' attitudes across proficiency levels

	Sum of Squares	df	Mean Square	Sig.
Between Groups	.60	2	.30	.23
Within Groups	19.20	95	.20	
Total	19.80	97		

The results of ANOVA revealed statistically **no significant difference** proficiency levels in relation to the participants' attitudes towards learning English, $F_{(97)} = .23$, $p > .05$.

Table 4.3: Students' attitudes across proficiency level

	N	Mean 1st Check	Mean 2nd Check	Mean 3rd Check
A1	35	4.01	4.10	4.11
A2	30	3.92	4.17	4.15
B1	38	4.12	4.19	4.43
Sig.		.233	.745	

The results of ANOVA revealed statistically **no significant difference** among proficiency levels in relation to the participants' attitudes towards learning English, F (97) = .23, p>.05 . However, there is a rise in all levels' attitudes towards learning English.

High proficiency learners had a positive attitude towards learning English. Since they will be English teachers, and in their departments the medium of instruction is in English, the ELP helped them to evaluate themselves and try ro improve their deficiencies and get prepared for the courses in their departments.

4.3.2. Results of the Main Study

4.3.2.1. Quantitative Data

4.3.2.1.1. Results of Student Scales

The quantitative data for this study was gathered through an attitude scale. This instrument was administered to all students at the beginning of the 2016-2017 academic year and at the end of the first semester of the 2016-2017 academic year when the implementation of the study finished. The aim was to measure the change in the attitudes of the students after using different self-assessment tools like the ELP, learner style inventory and unit based checklist. The analysis of the data gathered from the scales shed light on the first four research question which examines students' attitudes towards leaning English after using different self-assessment tools.

There are eleven subscales in the attitude scale and the mean scores for each domain is given in Table 4.4.:

Table 4.4: shows the means for all scales of the attitude scale

Domains	Scale item no.	Mean	SD
Integrativeness	7, 12, 17	3.86	2.29
Attitudes to L2 Community	8, 10, 11	4.17	2.18
Cultural Interest	13, 14, 15, 16	3.74	3.14
Attitudes to learning English	18, 19, 20, 21, 22	3.96	3.76
Criterion Measures	24, 25, 26, 43	4.17	2.78
Ideal L2 self	27, 28, 29	**4.26**	2.34
Ought to L2 self	23, 30, 31	4.05	2.31
Family influence	32		
Instrumentality promotion	9, 33, 34, 35, 36, 40	4.11	4.34
Instrumentality prevention	37, 38, 39, 41	**3.54**	4.50
Fear of assimilation	42		

Note. Sd: standard deviation (The five point Likert scale answers were as follows 1 = not at all   2 = not really   3 = so-so   4 = quite a lot   5 = very much.)Figures in red: the highest score among tasks, Figures in purple: the lowest scores among tasks

Ideal L2 self had the highest scores (M: 4.26, SD: 2.34) and, instrumentality prevention had the lowest scores (m: 3.54, sd: 4.50). Since it was a five-point likert scale, the instrumentality prevention is not very low even if it has the lowest score. Therefore, it shows that all scales affect students' attitudes towards learning English.

The analyses of data obtained from the scales will be discussed in detail in line with the answers of the research questions.

Research Question 1: Is there a statistically significant difference in the attitudes of learners towards learning English according to their levels of language proficiency?

265 (Female: 165, Male: 100) preparatory school students studying at Bülent Ecevit University School of Foreign Languages Department of Basic English participated in the study. 36 students were B1 level (English Language and Literature: %100 English Department) and 37 A2 level (%30 English, engineering, management) and 185 were A1 level (English Translation: %100 English (N: 146) & % 30 English: management & engineering (N:39) students. The age of participants ranges from 17 to 24, with an average of 20. Demographic information about the participants is given in table 4.5 below:

Table 4.5: Demographic information about the participants

		N
Proficiency	A1	185
	A2	36
	B1	37
Major	Lang & Lit (%100)	37
	% 30 Medium of Instruction	75
	English translation (%100)	146
Gender	Female	165
	Male	100

N: Number of students

The statistical results of the Likert-scale scale were calculated using the software SPSS (22.0). Since there were 3 groups to compare and a pre-test and a post test, an analysis of covariance (ANCOVA) test was used to analyze the effect of these groups on their attitude towards learning English. In tables 4.6 and 4.7 descriptives for the first and second check are presented:

Table 4.6: Students' attitudes across proficiency levels-check 1

Descriptives

Proficiency	Mean	Std. Deviation	N
A1	3.83	.48	176
A2	3.57	.49	72
B1	4.08	.43	72

N: Number of students

Table 4.7: Students' attitudes across proficiency levels-check 1

ANOVA

	Sum of Squares	Mean Square	df	F	Sig.
Between Groups	11.26	5.63	2	26.56	.000
Within Groups	108.36	49.38	51	.21	
Total	119.63		51		

When the Table 4.7 is examined carefully, it can be seen that groups have an impact on the relevant scores. A one-way analysis of variance (ANOVA) was carried out to determine if there were any significant differences in the participants' attitudes towards learning English according to their levels of language proficiency in the first check. The results indicated that there was statistically significant difference among the groups, F (2,56)=26.56, $p<.05$. Additionally, the results of Tukey's post hoc test revealed differences between B1 group and other groups with B1 groups having higher mean score(M=4.08) than A1 (M=3.83) and A2 (M=.3.57) levels.

Table 4.8: Post Hoc comparisons across students' attitude level with proficiency

					Multiple Comparisons
multiple comparisons – first check					
Tukey HSD					

(I) Proficiency	(J) Proficiency	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval
					Lower Bound
A1	A2	.39128*	.05933	.000	.2518
	B1	-.11675*	.05899	.018	-.2554
A2	A1	-.39128*	.05933	.000	-.5307
	B1	-.50803	.07649	.000	-.6878
B1	A1	.11675*	.05899	.118	-.0219
	A2	.50803	.07649	.000	.3282

Table 4.9: Students' attitudes across proficiency levels-Check 2

Descriptives

Proficiency	Mean	Std. Deviation	N
A1	3.93	.49	179
A2	3.57	.48	37
B1	4.10	.33	35

N: Number of students

Table 4.9 shows the descriptives of the second implementation of the attitude questionnaire. Since there was a significant difference among the proficiency levels in the first check and after it, the students used the ELP, in the second implementation of the questionnaire, the change in the attitude of different levels of students were expected to be seen. Therefore, in order to see if there was a significant difference in the attitudes of the learners after they used the ELP for different proficiency levels, a one-way ANCOVA test was conducted since ANCOVA is used when we have a two-group pre-test/post-test design (e.g. comparing the impact of two different interventions, taking before and after measures for each group) (Pallant, 2007).

Table 4.10: ANCOVA comparisons across students' attitudes with proficiency in the second check

F	df1	df2	Sig.
3.33	2	248	.037

Design: Intercept + check 1 + Proficiency

Table 4.11: ANCOVA comparisons across students' attitudes with proficiency in the first and second check

Tests of Between-Subjects Effects

Dependent Variable: check2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7.162[a]	3	2.387	11.050	.000	.118
Intercept	33.988	1	33.988	157.319	.000	.389
check1	1.437	1	1.437	6.651	.010	.026
Proficiency	3.564	2	1.782	8.249	.000	.063
Error	53.363	247	.216			
Total	3882.812	251				
Corrected Total	60.526	250				

a. R Squared = ,118 (Adjusted R Squared = ,108)

Table 4.12: Estimated marginal means

Proficiency

Dependent Variable: check2

Proficiency	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
A1	3.926[a]	.035	3.858	3.995
A2	3.625[a]	.080	3.468	3.782
B1	4.073[a]	.079	3.917	4.229

a. Covariates appearing in the model are evaluated at the following values: check1 = 3.9216.

A one-way between groups analysis of covariance was conducted to compare the effectiveness of the ELP use as a aself-assessment tool. Preliminary checks were conducted to ensure that there was no violation of the assumption of normality, linearity, homogenety of variances, homogenity of regression slopes, and reliable measurement of the covariate. After adjusting for pre-intervention scores, there was a significant difference between the three intervention groups on post-intervention scores on the effectiveness of using the ELP as a self-assessment tool, $F(2,24)= 8,24$, $p= .00$ partial eta squared = .06. Additionally, the results of Tukey's post hoc test revealed differences between B1 group and other groups with B1 groups having higher mean score(M=4.10) than A1 (M=3.93) and A2 (M=.3.57) levels.

These results showed that using the ELP as a self-assessment tool made difference among the participants attitude towards learning English. There was a significant difference among three different levels of students after the use of the ELP as a self-assesment tool.

Table 4.13: Post Hoc comparisons across students' attitude level with proficiency multiple comparisons – second check

		Multiple Comparisons				
Dependent Variable: Meanall Tukey HSD						
(I) Proficiency	(J) Proficiency	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1	A2	,21944*	,09193	,048	,0019	,4370
	B1	-,31167*	,09015	,002	-,5250	-,0983
A2	A1	-,21944*	,09193	,048	-,4370	-,0019
	B1	-,53111*	,10793	,000	-,7865	-,2757
B1	A1	,31167*	,09015	,002	,0983	,5250
	A2	,53111*	,10793	,000	,2757	,7865

*. The mean difference is significant at the 0.05 level.

In the following section, further analyses of the data from the questionnaire are presented in order to answer the second research question of the study.

Research Question 2: Is there a statistically significant difference in the attitudes of learners towards learning English according to their major?

265 (Female: 165, Male: 100) preparatory school students studying at Bülent Ecevit University School of Foreign Languages Department of Basic English participated in the study. 37 students were studying English Language and Literature; their medium of instruction is %100 English in their departments. 75 students were engineering and management students and in their departments, they get % 30 of their courses in English. Finally 146 students were English Translation students and in their departments their medium of instruction is %100 English. The difference between English Language and Literature students and English Translation Students is that while English Language and Literature students are undergraduate students, but English translation students will have an associate degree which means they will study two years in their departments.

The statistical results of the Likert-scale questionnaire were calculated using the software SPSS (22.0). Since there were 3 groups to compare, a One Way ANOVA test was used to analyze the effect of these groups on their attitude towards learning English. In Table 4.14, ANOVA descriptives are presented:

Table 4.14: Students' attitudes across their majors-check 1

Major	*Mean*	*Std. Deviation*	*N*
Lang & Lit.	4.08	.52	35
%30	3.61	.47	75
Translation	4.01	.41	141

N: Number of students

When the Table 4.14 is examined carefully, it can be seen that groups have an impact on the relevant scores, there is a significant difference among groups in terms of their attitudes towards learning English according to their major in the first check.

Table 4.15: Language learning attitude scores across majors

ANOVA

	Sum of Squares	Mean Square	df	F	Sig.
Between Groups	7.084	3.542	2	17.861	.000
Within Groups	49.181	.198	248		
Total	56.265		250		

A one-way analysis of variance (ANOVA) was carried out to determine if there were any significant differences in the participants' attitudes towards learning English among participants according to their major. The results indicated that there was statistically significant difference among the groups, $F_{(4, 48)} = 17.86$, $p < .05$. Additionally, the results of Tukey's post hoc test revealed differences between English Language and Literature students and other groups with English Language and Literature group having higher mean score(M=4.08) than English Translation (*M*=4.01) and %30 (M=3.61). However, there were no significant difference between English Language and Literature students and English Translation students since both groups' medium of instruction in their departments are English and they need learning English effectively.

Table 4.16: Post Hoc comparisons across students' attitudes towards learning English – first check

Multiple Comparisons

Dependent Variable: Total Tukey HSD

(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound
Lang & Lit	*%30*	.6502[*]	.06370	.000	.3153
	Translation	.05878[*]	.05847	.574	-.0786
%30	*Lang & lit*	-.46502[*]	.06370	.000	-.6148
	Translation	-.40624	.04464	.000	-.5112
Translation	*Lang & Lit*	-.05878[*]	.05847	.574	-.1962
	% 30	.40624	.04464	.000	.3013

118

Table 4.17: Students' attitudes across their majors-check 2

Major	Mean	Std. Deviation	N
Lang & Lit.	4.10	.33	35
%30	3.57	.44	75
Translation	4.02	.45	141

N: Number of students

Table 4.17 shows the descriptives of the second implementation of the attitude questionnaire. Since there was a significant difference among the majors in the first check and after it the students used the ELP, in the second implementation of the questionnaire, the change in the attitude of different majors were expected to be seen. Therefore, in order to see if there was a significant difference in the attitudes of the learners after they used the ELP for different majors, a one-way ANCOVA test was conducted since ANCOVA is used when we have a two-group pre-test/post-test design (e.g. comparing the impact of two different interventions, taking before and after measures for each group) (Pallant, 2007).

Table 4.18: ANCOVA comparisons across students' attitudes with their major in the second check

F	df1	df2	Sig.
2.865	2	248	.059

Design: Intercept + check 1 + Major

Table 4.19: ANCOVA comparisons across students' attitudes with their major in the first and second check

Tests of Between-Subjects Effects

Dependent Variable: check2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	12.416ᵃ	3	4.139	21.247	.000	.205
Intercept	38.420	1	38.420	197.251	.000	.444
check1	.519	1	.519	2.664	.104	.011
Major	8.818	2	4.409	22.636	.000	.155
Error	48.110	247	.195			
Total	3882.812	251				
Corrected Total	60.526	250				

a. R Squared = .205 (Adjusted R Squared = .195)

Table 4.20: Estimated marginal means

Major

Dependent Variable: check2

Major	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Lang & lit	4.084ᵃ	.075	3.935	4.232
%30	3.597ᵃ	.053	3.492	3.702
Translation	4.020ᵃ	.038	3.946	4.094

a. Covariates appearing in the model are evaluated at the following values: check1 = 3.9216.

A one-way between groups analysis of covariance was conducted to compare the effectiveness of the ELP use as a self-assessment tool. Preliminary checks were conducted to ensure that there was no violation of the assumption of normality, linearity, homogenety of variances, homogenity of regression slopes, and reliable measurement of the covariate. After adjusting for pre-intervention scores, there was not a significant difference between the three intervention groups according to their major on post-intervention scores on the effectiveness of using the ELP as a

self-assessment tool in the second check, $F_{(2,24)}= 21,24$, p= .059 partial eta squared = .15. However, the result was very close to the significant value and there was a difference among the groups. Additionally, the results of Tukey's post hoc test revealed differences between English Language and Literature students and other groups with English Language and Literature group having higher mean score(M=4.10) than English Translation (*M*=4.02) and %30 (M=3.57). However, there were no significant difference between English Language and Literature students and English Translation students since both groups' medium of instruction in their departments are English and they need learning English effectively.

These results showed that after using the ELP as a self-assessment tool, there was a significant difference among the groups in terms of their major which means using the ELP as a self-assessment tools affected the groups' attitudes towards learning English.

Table 4.21: Post Hoc comparisons across students' attitudes towards learning English – second check

		Multiple Comparisons				
Dependent Variable: Meanall *Tukey HSD*						
(I) Major	*(J) Major*	*Mean Difference (I-J)*	*Std. Error*	*Sig.*	*95% Confidence Interval*	
					Lower Bound	*Upper Bound*
Lang & lit	*%30*	,51103*	,08837	,000	,3019	,7202
	Translation	,15007	,09761	,276	-,0809	,3811
%30	*Lang & lit*	-,51103*	,08837	,000	-,7202	-,3019
	Translation	-,36096*	,08294	,000	-,5572	-,1647
Translation	*Lang & lit*	-,15007	,09761	,276	-,3811	,0809
	%30	,36096*	,08294	,000	,1647	,5572

*. The mean difference is significant at the 0.05 level.

In the following section, further analyses of the data from the questionnaire are presented in order to answer the fourth research question of the study.

Research Question 3: Is there any relationship between the ELP use as a self-assessment tool and students' attitudes towards learning English in Turkish EFL context?

A repeated measures test was run to see if there is a change in the attitudes of the learners after they use ELP as a self-assessment tool. 157 A1 students used only ELP as a self-assessment tool. At the beginning of the term, these students were given the attitude questionnaire before they started using the ELP. After 14 weeks of using the ELP, at the end of the term, the students were given the same questionnaire (test-re test). Repeated measures test was run to see if there is a change in the attitudes of the learners after they use the ELP for 14 weeks. Table 4.22 shows the results of the repeated measures test.

Table 4.22: The results of the repeated measures test for A1 level students

	Mean	*Std. Deviation*	*N*
Check 1	3.85	.52	157
Check 2	3.80	.49	157

N: Number of students

When the table is examined, it is clearly seen that there is a small change in the attitudes of the learners after the use of the ELP: the mean scores decreased in the second check (First check: M: 3.85, second check: M: 3.80), which means that using only ELP did not make a big difference in the attitudes of the students towards learning English. However, since these students are only A1 level students, it may be the case. Also, they were using only the ELP, but not other self-assessment tools. The results of the repeated measures test was significant with a score of p=.00.

In the following section, further analyses of the data from the questionnaire are presented in order to answer the fifth research question of the study.

Research Question 4: Is there a statistically significant difference in the attitudes of learners towards learning English according to their use of three different self-assessment tools namely the ELP, unit based checklist and the learner style inventory?

In the study, 157 A1 level students used only ELP as a self-assessment tool, 46 A1 level students used ELP and the learner style inventory and 50 A1 level students used ELP, learner style inventory and the unit based checklist as self-assessment tools. At the beginning of the term, the students were given the attitude questionnaire and after the use of these self-assessment tools for 14 weeks, the students were given the attitude questionnaire for the second time. A MANOVA test was run to see which self-assessment tool affected the students' attitudes towards learning English. Table 4.23 shows the descriptive statistics of the students using different self-assessment tools.

Table 4.23: Descriptive Statistics of the students using different Self-assessment tools in the first check

Self-Assessment Tools	Mean	Std. Deviation	N
ELP	3.85	.51	164
ELP + Learner Style Inventory	4.02	.41	50
ELP + Learner Style Inventory + Unit Based Checklist	4.09	.30	37

N: Number of students

When table 4.23 is examined, it is seen that the mean score for the students' responses using the ELP, learner style inventory and unit based checklist is the highest (M: 4.09) in the first check. The second highest mean score is the students using the ELP and the learner style inventory (M: 4.02) and the lowest is the students only using the ELP (M: 3.85).

Table 4.24: Language learning attitude scores across the use of different self-assessment tools

ANOVA

	Sum of Squares	Mean Square	df	F	Sig.
Between Groups	2.194	1.097	2	5.032	.007
Within Groups	54.071	.218	248		
Total	56.265		250		

A one-way analysis of variance (ANOVA) was carried out to determine if there were any significant differences in the participants' attitudes towards learning English among participants according to their use of different self-assessment tools. The results indicated that there was statistically significant difference among the groups, F=5.03, p<.01.

Table 4.25: Post Hoc comparisons across students' attitudes towards learning English – first check

Multiple Comparisons						
Tukey HSD						
(I) ELP	*(J) ELP*	*Mean Difference (I-J)*	*Std. Error*	*Sig.*	*95% Confidence Interval*	
					Lower Bound	*Upper Bound*
ELP	*ELP+Checklist*	-,16441	,07543	,077	-,3423	,0134
	ELP+Checklist+ Learnerstyle	-,23006*	,08498	,020	-,4304	-,0297
ELP+Checklist	*ELP*	,16441	,07543	,077	-,0134	,3423
	ELP+Checklist+ Learnerstyle	-,06564	,10126	,794	-,3044	,1731
ELP+Checklist+ Learnerstyle	*ELP*	,23006*	,08498	,020	,0297	,4304
	ELP+Checklist	,06564	,10126	,794	-,1731	,3044

*. The mean difference is significant at the 0.05 level.

Table 4.26: Descriptive Statistics of the students using different Self-assessment tools in the second check

Self-Assessment Tools	Mean	Std. Deviation	N
ELP	3.80	.49	164
ELP + Learner Style Inventory	4.07	.45	50
ELP + Learner Style Inventory + Unit Based Checklist	4.10	.42	37

N: Number of students

Table 4.26 shows the descriptives of the second implementation of the attitude questionnaire. Since there was a significant difference among the groups in terms of their use of different self-assessment tools in the first check and after it the students used these tools, in the second implementation of the questionnaire, the change in the attitude of the groups using different self-assessment tools were expected to be seen. Therefore, in order to see if there was a significant difference in the attitudes of the learners after they used these tools, a one-way ANCOVA test was conducted since ANCOVA is used.

Table 4.27: ANCOVA comparisons across students' attitudes with their use of different self-assessment tools in the second check

Tests of Between-Subjects Effects						
Dependent Variable: check2						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6.785[a]	3	2.262	10.394	.000	.112
Intercept	33.609	1	33.609	154.471	.000	.385
check1	2.285	1	2.285	10.502	.001	.041
ELP	3.187	2	1.593	7.324	.001	.056
Error	53.741	247	.218			
Total	3882.812	251				
Corrected Total	60.526	250				

a. R Squared = .112 (Adjusted R Squared = .101)

Table 4.28: Estimated marginal means

	ELP			
Dependent Variable: check2				
ELP	*Mean*	*Std. Error*	*95% Confidence Interval*	
			Lower Bound	*Upper Bound*
ELP	3.819ᵃ	.037	3.747	3.891
ELP+Checklist	4.052ᵃ	.066	3.922	4.183
ELP+Checklist+Learnerstyle	4.070ᵃ	.077	3.918	4.223

a. Covariates appearing in the model are evaluated at the following values: check1 = 3.9216.

A one-way between groups analysis of covariance was conducted to compare the effectiveness of the use of different self-assessment tools. Preliminary checks were conducted to ensure that there was no violation of the assumption of normality, linearity, homogenety of variances, homogenity of regression slopes, and reliable measurement of the covariate. After adjusting for pre-intervention scores, there was a significant difference between the three intervention groups according to their use of different self-assessment tools on post-intervention scores, $F_{(2,24)}= 7,32$, p= .001 partial eta squared = .05. Additionally, the results of Tukey's post hoc test revealed differences between the group using only the ELP as a self-assessment tool and other groups with the group using the ELP + Learner style inventory + unit based checklist having higher mean score(M=4.10) than the group using the ELP + Learner style inventory (*M*=4.07) and the group using only the ELP as a self-assessment tool (M=3.80).

Table 4.29: Post Hoc comparisons across students' attitudes towards learning English – second check

Tukey HSD		*Multiple Comparisons*				
(I) ELP	*(J) ELP*	*Mean Difference (I-J)*	*Std. Error*	*Sig.*	*95% Confidence Interval*	
					Lower Bound	*Upper Bound*
ELP	**ELP+Checklist**	-,27101*	,08168	,003	-,4636	-,0784
	ELP+Checklist+Learnerstyle	-,29057*	,07649	,001	-,4709	-,1102
ELP+Checklist	**ELP**	,27101*	,08168	,003	,0784	,4636
	ELP+Checklist+Learnerstyle	-,01956	,09825	,978	-,2512	,2121
ELP+Checklist+Learnerstyle	**ELP**	,29057*	,07649	,001	,1102	,4709
	ELP+Checklist	,01956	,09825	,978	-,2121	,2512

*. The mean difference is significant at the 0.05 level.

Repeated measures test was also run for these three groups and the change in their attitudes can be seen from the tables. Table 4.30 shows the results of the repeated measures tests.

Table 4.30: Repeated measures test results for students using only ELP

Self-Assessment Tools: Only ELP	*Mean*	*Std. Deviation*	*N*
1st check	3.84	.52	164
2nd check	3.80	.49	164

N: Number of students

Table 4.31: Repeated measures test results for students using ELP +Learner Style Inventory

Self-Assessment Tools: ELP + Learner Style Inventory	*Mean*	*Std. Deviation*	*N*
1st check	4.02	.58	50
2nd check	4.07	.06	50

N: Number of students

Table 4.32: Repeated measures test results for students using the ELP + Learner Style Inventory + Unit Based Checklist

Self-Assessment Tools: ELP + Learner Style Inventory + Unit Based Checklist	Mean	Std. Deviation	N
1st check	4.08	.30	37
2nd check	4.10	.42	37

N: Number of students

When tables are examined, it is clear that students using three different self-assessment tools gave more positive answers to the questions; therefore their mean scores are higher at the beginning and also become higher in the second application of the questionnaire. The second is the students using the ELP and the learner style inventory and finally the last one is the students only using the ELP. Even the scores decreased in the second application of the interview, it was high since it was above the cut-off point. The results of the repeated measures tests were significant with the score of p=.00.

4.3.2.2. Qualitative Data

The qualitative data for this study was gathered using semi-structured interviews held with students and teachers. Thirty students and five teachers were interviewed in order to get information about to what extent the ELP can help learners to develop positive attitudes towards language learning.

The results of the interviews will be presented in this part according to recurring comments from those in interviews.

4.3.2.2.1. Results of Student Interviews

In this section, results of the interviews with the students will be discussed. Thirty students were interviewed in order to get information about to what extent the self-assessment tools may help learners to develop positive attitudes towards language learning.

The results of the data collected and analyzed will be presented in this section in order to answer the research question five. By analyzing the data from the interviews, it is hoped to find out to what extent the self-assessment tools promote

learners to develop positive attitudes towards learning English and what are students' and teachers' perceptions about it.

The data collected from the individual interviews with the students and the teachers were analyzed qualitatively through categorization. Little and Perclova (2001) mentions a number of categories in the "ELP guide for teacher trainers" such as, implementation, motivation, and self-assessments. During the categorization, in addition to the topics Little and Perclova (2001) mentioned, the research questions and the reactions of students towards the ELP were considered as bases, as well. The interview results will be presented under six headings: the sign of improvement, implementation- filling in the ELP, motivation, self-assessment, benefits of the dossier part of the ELP, problems related to the ELP.

The data reveal that the students had similar beliefs about working with the ELP and the other self-assessment tools.

Research Question 5: What are students' and teachers' perspectives on the effectiveness of different self-assessment tools to develop positive attitudes towards learning English?

Interview results about the students' and teachers' perspectives on the effectiveness of different self-assessment tools to develop positive attitudes towards learning English will be considered under these categories: 1) the sign of improvement, 2) implementation- filling in the ELP, 3) self-assessment, 4) benefits of the dossier part in the ELP, 5) problems related to the ELP. The findings from the interviews related to these six headings are presented below.

When students were asked what they liked most about the ELP, the most recurring theme was the sign of improvement.

The sign of improvement

The students were asked what they liked most about the ELP, and all of the students stated that by the help the ELP, they were able to see how much progress they had during the term. When they fill in the descriptors in the ELP for the first time at the beginning of each level, they gave low marks, but when they pass the level, they fill in the descriptors again with a different color and they see the improvement they had. They also had a small chat with their teachers about

which points they improved, which were the same and how they can improve it. All students stated that it was really beneficial for them to see what they can do and how they improved themselves during the term. One student mentioned:

> "We can see the difference, I mean the improvement. For example, I am not the same as I was at the beginning of the year, like going on to the next stage." (Student 1- A1 Level)

Another student also stated that:

> "When we fill in it, it shows me how much I learnt English, in this way; it enables me to see the improvement I have during the year." (Student 2- A1 Level)

Another student also mentioned the same issue:

> "From the beginning of the term, we filled in all the skills for our level, for example for some of the topics, I gave myself 1 or 2, but throughout the end of the year, we refilled it and I saw that I improved myself and gave high points for these topics. And also we collected a student portfolio." (Student 3-A1 Level)

Another student also commented on this topic:

> "From A1 level, I realized how much I progressed, which level I achieved." (Student 4-A1 Level)

Implementation - Filling in the ELP

The students were asked whether they experienced any difficulties in filling in the parts of the ELP for the first time, including understanding the descriptors and objectives of the ELP. When the ELP is filled for the first time, the students have to do some paper work. For each section, they write information about the language they are learning. For example, in the passport they write about their level. In the biography section, they write about how they have learned the language, and so forth. The reason for asking this question was to be sure that the students understood the parts of the ELP and how they were expected to work with it as it was also translated into Turkish.

Most of the students did not experience any difficulty in completing the parts in the ELP. They said that it was clear for them, and they just followed the instructions given in the ELP. One student who was interviewed once had some difficulties, but the reason was that her teacher did not do any training session, just told them to

fill it in at home; however, after we met once and worked together with the ELP, she understood what she was expected to do. Although some students attended the training session, they also stated that they did not like filling in the biography part as it frequently asks the same kind of questions related to their language learning experience. All students stated that they benefitted a lot from the activities they completed in the Dossier section. Especially process writing was very informative for them. They all commented that since ELP was translated in Turkish it was very easy to understand the 'can-do' statements in the ELP and they were able to work with the objectives and completed activities for their portfolios.

On the whole, most of the students did not face any difficulties while filling the ELP. This may be because of their proficiency level and of the instructions in the ELP. Also the one class hour introduction was useful for them. It was indicated that both the instructions in the ELP, and the training was clear for the students, so they did not experience any difficulty in filling in the portfolio.

One of the students commented to the second question of the interview which was asking whether they had any difficulty in filling in the parts of the ELP:

> "No, there was nothing we could not understand, it was pretty good." (Student 1-A1 Level)

Another student also stated:

> "No, not at all. It was very easy. (Student 2- A2 Level)

Another student also mentioned:

> "It was really clear and easy to fill in. I did not have any difficulty in understanding it and filling it." (Student 3-A1 Level)

Self-Assessment

The use of the ELP includes choosing objectives, finding activities for achieving these objectives and self-assessment both for finding the proficiency level for the first time and evaluating the outcomes of activities. Since these are the features of the ELP, the researcher tried to learn the reactions of the students to these features separately as well, although she had explicitly asked whether they liked the ELP and the problems they had faced. The results revealed that the ELP might be used to promote self-directed learning because the students stated that they studied English slightly more than before working with the ELP and that the self-

assessment and the 'can-do' statements made their learning process clearer. However, there was a need for teacher support at the initial stages and training for self-assessment. It can be concluded that the students were quite pleased with choosing their own objectives; finding activities and self-assessment although they needed help of the teachers sometimes.

One of the students mentioned:

> "I think it was beneficial for my language development because it enabled me to see my deficiencies and give an opportunity to improve it." (Student 1-A1 Level)

Another student indicated:

> "Yes, I do. I realized how much I improved myself, and thus it enabled me to love English." (Student 2-A2 Level)

Another student made a similar comment:

> "Throughout a year, we learnt something, and I had the chance to criticize myself, I was able to see my deficiencies with the help of ELP and I tried to compensate for it." (Student 3-A1 Level)

Benefits of the Dossier Part in the ELP

The students were asked whether they liked the activities done related to the ELP and included in the dossier part. All students stated that they really benefitted from it. Students have to include several items for each skill in their portfolio and this portfolio is accepted as the dossier part of the ELP. They do several activities in the class and choose the ones they want. And at the end of each semester, they present three of the activities they choose. While they present their works, they also comment that both the ELP and the portfolio helped the students realize their success or just the opposite and try to recover it. Therefore, the process of collecting the assignments and the process of revising them were very beneficial for them. Since they did process writing for the writing assignments, the students got regular feedback on their writing and they corrected their mistskes and handed their second and final drafts to their teacher. They stated that, getting feedback and correcting their mistakes immediately was very beneficial for their language development. One of the students stated:

> "This year, I think preparing a portfolio was the most beneficial thing for me and other students. Because I really put an effort to do my homework, my presentations perfectly and while trying to complete them in a perfect way, I learnt a lot; therefore, I really think that portfolio is very important and beneficial for us." (Student 1-A2 Level)

Another student also commented on the same issue:

> "Yes, I do. For example, our teacher gives homework or a task, we do it and she gives feedback, we see our mistakes and correct them." (Student 2-B1 Level)

Problems Related to the ELP

There were three problems indicated by the students: lack of time, finding their level for the first time in self-assessment, lack of teacher help. The results related to each category are presented below. When the learners suggested that the ELP could be implemented to the curriculum, they stated that it should be on volunteer basis because they thought that the ELP needs extra time, and they did not want to be forced to keep it at school. Therefore, the common problem of the students while working with the ELP was lack of time. The students have 26 class hours a week. They leave school at four in the. Besides the exams, for reading class they are asked to prepare extensive reading reports. They have quizzes four times a term. For writing class, they prepare portfolios with at least ten assignments, for which they prepare two drafts and one final draft, and they write journals. For speaking class, they are required to prepare projects, and for grammar they have quizzes and implicit grammar exams. All these have a value for their final grade. One of the students said:

> "The difficulty was related to me, I could not figure out what my level is, I could not decide objectively. I had difficulty in giving the points." (Studen 1- A2 Level)

Three students thought that the ELP lacked regular teacher help. They needed help for finding out whether the activity they carried out was correct or incorrect in terms of language use and content. In fact, there is a special column in the 'can-do' statements for the teachers. One of the students commented:

> "I think we should think from both the teacher's side and our side, and for me, it was not beneficial. I think we could not do it correctly, so we could not get benefit from it." (Student 2- A1 Level)

After the students find their level, or work for an objective, the teacher can take the ELP of those students and assess them as well to give the students the opportunity to compare their own view with the teachers. This result may indicate that students want teacher feedback on the activities they complete.

One of the students stated:

> "For me it is unnecessary. I do not think that it has any contributions to us. I did not have difficulty in filling in the levels, but I had some difficulty in filling in the first part, I mean the language biography part. (Student 3- A1 Leve)

To summarize, the students complained about having limited time for working with the ELP. They also needed teacher support and feedback for the activities and objectives, and said that there is too much to fill in when working with the ELP for the first time.

Did Students like the ELP?

During the interviews the students were also explicitly asked whether they liked the ELP, and what they most liked about it. The reactions of all the students were quite positive. All the students liked working with the ELP, and the things they liked about the ELP were choosing own objectives and self-assessment. Some students stated that they liked to work independently. They were happy about taking the responsibility to choose what kind of activities to do. Most students liked self-assessment. One of the student stated that she had gained more confidence in learning English while working with the ELP by the help of the self-assessment the ELP included. Her quotation is presented below:

> "It is good to assess your own language learning and to prove myself in language learning…I became more confident in English." (Student 1 – A1 Level)

One student who was interviewed stated that it was a good feeling not to take any grades after doing an activity. One student also reported that the ELP is a good opportunity to use when applying for a job. As a result, it was found that there was a strong positive attitude towards working with the ELP. The students were also asked whether they found the ELP beneficial for language learning. All students stated that it was.

One student interviewed once said that before using the ELP, he used to listen to songs but only the music, but now, he tries to catch and understand the words in a song. The sequence is shown below:

> "The ELP made me gain new habits for example before the ELP I used to listen to foreign music but only the sound now whenever I listen to foreign music I try to understand the lyrics." (Student 1-A2 Level)

Another student said that she had worked on objectives, carried out some activities; during these she was improving herself in English. Another one claimed that she had learnt more vocabulary while working on the reading objectives in the ELP and could express herself better in writing in English. Therefore, the ELP was beneficial for seven of the students in terms of learning English, and two students stated that it was beneficial for the development of their personality in learning English.

To summarize the results for this category, it can be said that:

1. students felt positive towards the ELP.

2. students liked setting their own goals and assessing themselves.

3. they thought that the ELP was beneficial for language learning since they spent more time on English.

4. they gained more confidence with the self-assessment and the activities they carried out.

5. they liked to take responsibility for their learning.

However, the only negative side of the ELP was that it demanded time since the students considered it as an extra work.

Considering the data collected to find out what the students' opinions about the ELP were, it can be said that most of the students think that the ELP is useful for their language learning and gaining confidence in language learning although they felt the need for teacher support while working with the ELP, and they did not have much time for it. Furthermore, the last question in the interview was if the students recommend the use of the ELP in the prep school the following year, and all the students said: "Definitely yes!" which really summarize the whole research. When

the researcher asked the students if they think using the ELP as an effective self-assessment tool, again, all the students said "Yes!"

In this section the results of the analyses of the interviews with the students were presented. The results were given in categories for the student interviews. Some of the categories were named in the light of the questions prepared beforehand, and some of them were found during the transcription process. This section tried to find out to what extent the students experienced self-directed learning via the ELP and what their reactions towards the ELP were. In the next section, results of the teacher interview will be presented as the other set of qualitative data supporting the data from the interviews.

4.3.2.2.2. Results of Teacher Interviews

In this section, results of the interviews with the teachers will be discussed. Five teachers were interviewed in order to get information about to what extent the ELP can help learners to develop positive attitudes towards language learning.

The results of the data collected and analyzed will be presented in this section in order to answer the research question five By analyzing the data from the interviews, it is hoped to find out to what extent the ELP promotes learners to develop positive attitudes towards learning English.

The categories of the questionnaire are the same five categories which were discussed during the analysis of the interview data. These categories are: the sign of improvement, implementation- filling in the ELP, self-assessment, teacher impact and if the teachers liked the ELP.

The results of the teacher interview support the data of the student interview presented in this section. This gives an opportunity to see the consistency between the ideas about the ELP of the students and the teachers, and it helped to get the opinions of the rest of the participant students related to the ELP.

The sign of improvement

The teachers were also asked what they liked most about the ELP, and what their students liked most about the ELP. The teachers stated that by the help the ELP, their students were able to see how much progress they had during the term. When they fill in the descriptors in the ELP for the first time at the beginning of

each level, they gave low marks, but when they pass the level, they fill in the descriptors again with a different color and they see the improvement they had. The teachers stated that their students were very happy when they realize the improvement they had. They also had a small chat with their students about which points the students improved, which were the same and how they can improve it. All teachers stated that it was really beneficial for them to see what they can do and how they improved themselves during the term. One teacher mentioned:

"Students generally know something, but they are not aware of what they know, ELP is a concrete document for them to see it. They can realize which topics they have problems, which topics they feel well. Because of this fact, they like it very much." (Teacher 1-13 years experience)

Another teacher stated the same topic:

"I think the most important feature of the ELP is that it enables the students to be aware of their language development, feeling awareness, and then having the chance to evaluate themselves, I mean self-assessment, because of these reasons, students really like it, so do I. The students were able to see themselves, what they were able to do and what they couldn't do, how much they can do in each skill and their deficiencies and they tried to improve them, worked on them, and improved themselves." (Teacher 2-15 years experience)

Implementation - Filling in the ELP

The teachers were asked whether their students experienced any difficulties in filling in the parts of the ELP for the first time, including understanding the descriptors and objectives of the ELP. When the ELP is filled for the first time, the students have to do some paper work. For each section, they write information about the language they are learning. For example, in the passport they write about their level. In the biography section, they write about how they have learned the language, and so forth. The reason for asking this question was to be sure that the students understood the parts of the ELP and how they were expected to work with it as it was also translated into Turkish.

The teachers stated that most of the students did not experience any difficulty in completing the parts in the ELP. They said that it was clear for them, and they just followed the instructions given in the ELP. One teacher who was teaching to B1 level stated that the students got bored when they filled in the same part for the

second time. It may be because of their level, since their level is high; they generally gave high grades for each descriptor, so they may get bored to fill them again. However, she also mentioned that when she compares her students' experience with the previous year's students, she states that B1 level students benefitted more than the low level students. Since they are more aware of the learning process, the ELP helped them to be more aware and gave chance to them for self-assessment. Another teacher mentioned that they also did not like filling in the biography part as it frequently asks the same kind of questions related to their language learning experience. Furthermore, one of the teachers mentioned that some of the students had difficulty in self-assessment; they couldn't decide what grade to give to themselves for some of the descriptors. Moreover, the teachers also stated that students benefitted a lot from the activities they completed in the Dossier section. They all commented that since ELP was translated in Turkish it was very easy for the students to understand the 'can-do' statements in the ELP and they were able to work with the objectives and completed activities for their portfolios. The teachers also allotted a class hour to introduce the ELP to their students, and answered their questions about it.

On the whole, teachers indicated that most of the students did not face any difficulties while filling the ELP. This may be because of their proficiency level and of the instructions in the ELP. Also the one class hour introduction was useful for them. It was indicated that both the instructions in the ELP, and the training was clear for the students, so they did not experience any difficulty in filling in the portfolio.

Self-Assessment

The use of the ELP includes choosing objectives, finding activities for achieving these objectives and self-assessment both for finding the proficiency level for the first time and evaluating the outcomes of activities. Since these are the features of the ELP, the researcher tried to learn the reactions of the teachers to these features separately as well, although she had explicitly asked whether the students liked the ELP and the problems they had faced. The results revealed that the ELP might be used to promote self-directed learning because the teachers stated that the students studied English slightly more than before working with the ELP and that the self-assessment and the 'can-do' statements made their learning

process clearer. However, there was a need for teacher support at the initial stages and training for self-assessment. It can be concluded that the students were quite pleased with choosing their own objectives; finding activities and self-assessment although they needed help of the teachers sometimes. Furthermore, one of the teachers also commented that the ELP would be more beneficial for the higher level students since they are more eager to learn English and more aware of the process.

One of the teachers mentioned:

> "I think the most important feature of the ELP is that it enables the students to be aware of their language development, feeling awareness, and then having the chance to evaluate themselves, I mean self-assessment, because of these reasons, students really like it, so do I. The students were able to see themselves, what they were able to do and what they couldn't do, how much they can do in each skill and their deficiencies and they tried to improve them, worked on them, and improved themselves." (Teacher 1-15 years experience)

Another teacher also commented on the same issue:

> "Students generally know something, but they are not aware of what they know, ELP is a concrete document for them to see it. They can realize which topics they have problems, which topics they feel well. Because of this fact, they like it very much." (Teacher 2-15 years experience)

Teacher Impact

One of the recurrent themes in the teacher interviews was the importance of the teacher. The teachers and also the students stated that if the teacher really believes in what s/he does, s/he can make her/his students believe in, too. For example, as the teachers and some of the students mentioned, the teachers who know the usefulness of the ELP described it well to her/his students, but the teachers who do not know the purpose and the use of the ELP skipped explaining it during the class hour and gave it as homework to students and since the students meet with the ELP for the first time, they cannot understand the need and the use of it and have a negative feeling and attitude towards using it. Actually, the ELP is a new tool for the instructors at Bülent Ecevit University the School of Foreign Languages the Department of Basic English. Therefore, even if the administration is trying to support their teachers to use it and learn about it, only

few of them is eager to learn, but the traditional language teachers reject it as they mostly believe in the effectiveness of the traditional methods in language teaching methodology. As a result, since they do not know what the ELP is and do not try to learn anything about it, they do not tell it to their students. So, the students cannot be informed about it. One of the teacher commented on the same issue:

> "Absolutely, even if the students who are not motivated to learn a language appreciated it. However, the 'teacher' is very important; the more he teacher gives importance, the more the students take it seriously." (Teacher 1-15 years experience).

Did Teachers like the ELP?

During the interviews the teachers were also explicitly asked whether they liked the ELP, whether their students liked the ELP and what they most liked about it. The reactions of all the teachers were quite positive. They stated that most of the students liked working with the ELP, and the things they liked about the ELP were choosing own objectives and self-assessment. Some students stated that they liked to work independently. The teachers were happy that their students like taking the responsibility to choose what kind of activities to do. Most students liked self-assessment. They indicated that their students had gained more confidence in learning English while working with the ELP by the help of the self-assessment the ELP included. When the teachers were asked whether they found the ELP beneficial for language learning, all teachers stated that it was.

To summarize the results for this category, it can be said that:

1. teachers also felt positive towards the ELP.

2. they also state that students liked setting their own goals and assessing themselves.

3. they thought that the ELP was beneficial for language learning since they spent more time on English.

4. their students gained more confidence with the self-assessment and the activities they carried out.

5. the students liked to take responsibility for their learning.

6. teacher impact is really important.

Considering the data collected to find out what the teachers' opinions about the ELP were, it can be said that most of the teachers think that the ELP is useful for language learning and gaining confidence in language learning although they felt the need for knowledgeable teachers while working with the ELP. Furthermore, the last question in the interview was if the teachers recommend the use of the ELP in the prep school the following year, and all the teachers think that the ELP is an effective self-assessment tool and it should be used in the following years.

In this section the results of the analyses of the interviews with the teachers were presented. The results were given in categories for the teacher interviews. Some of the categories were named in the light of the questions prepared beforehand, and some of them were found during the transcription process. This section tried to find out if the teachers think the ELP is an effective self-assessment tool for their students and what their reactions towards the ELP were.

4.4. Conclusion

In this chapter, the data collected from interviews, and questionnaires were analyzed and interpreted. Further analysis, discussions and interpretation of the data will be presented in the next chapter in more depth and various perspectives.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Discussion of the Findings

In this chapter, the major findings of the study are summarized and discussed. Furthermore, the pedagogical implications drawn from the findings, the limitations of the study and suggestions for further studies are presented in this chapter.

5.2.1. Discussion of the Findings of the Pilot Study

The purpose of doing a pilot study was to check the reliability, practicality and the usefulness of the instruments which were planned to be used in this study. After the implementation of the instruments, it was found that they would be suitable to be used in the main study. The results of the scales were also analyzed and no significant difference was found among different proficieny level of the students. However, since the main purpose was to check the instruments, the pilot study was a success in general. Furthermore, in the pilot study, in addition to the three different groups using different self assessment tools like the group using only the ELP, the group using the ELP and the learner style inventory and the group using the ELP, the learner style inventory and the unit based checklist, there was another group who did not use any of the self-assessment tools. However, since the ELP is part of the curriculum and as an institution adopting the CEFR in foreign language learning, it is inevitable to use the ELP, so all students use the ELP and it's in their learning package. Therefore, since all students have and use the ELP, there was no other group without any self-assessment tool. Moreover, this pilot study helped the researcher to choose the teachers to participate in the main study. Since these teachers were more knowledgeable about the study, they were asked if they wanted to participate again and they accepted.

5.2.2. Discussion of the Findings of the Main Study

5.2.2.1. Discussion on the Effectiveness of the ELP as a Self-assessment Tool

The findings for the data analysis revealed that the ELP can be a significant tool for self-assessment at the School of Foreign Languages. As Holec and Huttunen (1998) claims self-assessment means that a learner is able to determine his/her own learning objectives, what to do to achieve these objectives, determining how to assess what has been learned. The ELP includes all these in its three components, so the student participants in this study chose their own learning objectives, carried out activities to achieve these objectives and then assessed their own performances. This result is in line with that of Karagöl (2008) that she states self-assessment checklists and learners' taking active role in chosing their tasks fostered their autonomy and this in turn raised positive attitudes towards learning a language.

Considering the findings from the interviews and the scales, it can be said that the ELP gave the opportunity to the students to see what they knew and what they did not, so they became more aware of the language they learned. Both the scale results and the interview results revealed that the students were positive toward self-assessment. The findings showed that most of the students believed that they could assess themselves better than the teachers. The reason they reported was they could know their abilities better than others. In this respect, it can be said that the 'can do' statements helped the learners to get aware of their language proficiency but not in terms of their linguistic knowledge but in terms of the skills (Little, 2005). This may be a reason why the students did not have much difficulty in finding their level according to the 'can-do' statements. Within the context of the implementation of the ELP in some particular schools, even that kind of an application makes changes in the attitudes of the learners towards language learning. Similar to the feedback received from teachers taking part in piloting projects from 1997-2000 (Scharer, 2000), the ELP exerts a positive influence on language learning. This result also supports that of Glover, Mirici and Aksu (2005). They state that their result showed a positive attitude toward the ELP and most of the students reported that they became more interested in their own learning with the help of the ELP. They also propose that the teachers agreed that

143

the ELP contributed to the motivation of the students and that the attendance in the ELP user class remained high to the end of the year. As Kohonen (2000) argues, when teachers make the goals more concrete and emphasize their importance for life-long learning, they can motivate their students towards developing a commitment for their own learning. Learners in the research context also stated that they benefited from the descriptors since the descriptors led them towards accomplishing the task at hand.

In addition, the findings of the interviews revealed that students became more confident in learning English with the help of the self-assessment which was promoted by the ELP. Little and Perclova (2001) also mentioned that the ELP may increase the confidence of the learners because they become aware of the language they know and what the need to learn. This finding is in line with Demirel (2003) in that he also suggests that the ELP contributed to the language learning and teaching process positively since their students gained more responsibility and ability to assess themselves. This result also supports that of Egel (2003). In his study, it was found that the ELP was an influential tool in promoting learner autonomy of the students in the experimental group, especially in the state school. This result also supports that of Güneyli and Demirel (2006). They report that after a month's implementation of the ELP, learners reported having positive attitudes towards using the ELP in learning Turkish as a foreign language since they have been given the chance to monitor their own learning process and assess themselves.

Although self-assessment helped the students to gain an awareness of their language learning, they were sometimes not sure whether they had carried out an activity correctly or incorrectly in terms of linguistic knowledge. Thus, most of the students needed feedback from teachers for their activities. Another problem with self-assessment in the ELP was that the students could not decide whether they achieved an objective partly or completely, and whether they could check that particular 'can-do' statement. This may be because of not having much time to train the students how to do self-assessment. They could consult their teachers, but they did not want to. The reason for this was quite surprising because they stated that they would not want to take the time of their teacher although their teachers were always willing to help them. These problems indicate that the

students need training for how to assess their own learning, and the teachers should also be trained so that they can help them whenever the learners need them. This finding is in line with that of Ceylan (2006) as she also states that ELP required extra time, therefore even if it was a useful tool to promote learner autonmy, it could be hard to implement it in their context due to the workload of both the students and teachers.

Considering the findings related to these categories, in terms of self-assessment it can be said that the ELP is an effective self-assessment tool if it is used effectively. As Ridley (2000) and Diaz (2000) suggest that the students may not be able to identify their own needs, strengths and weaknesses and cannot set goals according to their needs. They claim that the students need help to be able to do this. This finding supports that of Ceylan (2006) as she also states that even though the students had positive attitudes towards the ELP, they had difficulty in setting their own targets and assessing themselves. She also reported that the ELP required extra time, therefore even if it was a useful tool to promote learner autonmy, it could be hard to implement it in their context due to the workload of both the students and teachers.

The ELP can be a useful tool to teach the students how to learn. However, the students still should have the freedom to set their own learning goals. The role of the teachers should only be limited to a counselor. The students must not be left completely alone in this process. The teachers should train them in how to use the ELP effectively. To achieve this, the ELP should be implemented in classes. Even though the teachers were told to do it in a class time, some teachers did not do and gave the ELP as homework, so the students could not figure out what to do with the ELP. Furthermore, even if the teachers did it in the class hour, they could only spend 2 hours for it, therefore; the students could not be trained effectively because there was only time to give them a two hour introduction to the ELP. This finding is in line with that of Ceylan (2006) as she also states that ELP required extra time, therefore even if it was a useful tool to promote learner autonmy, it could be hard to implement it in their context due to the workload of both the students and teachers. As a result, although the data collected revealed that the learners did not experience much difficulty, it can be said that there was not much difficulty faced due to not understanding the aim of the ELP, and except six or

seven students, the students did not consult their teachers, and these were the students who were interviewed.

However, the data might point to promising results in terms of using the ELP to promote self-assessment because the students had positive attitudes towards setting their own goals and self-assessment. With training and implementation, effective results can be achieved. This finding supports Koyuncu (2006) since he states students liked working with the ELP and thought that the studying process for the ELP was helpful. Majority of the students participated in his study thought that the ELP showed them what they do in English and that the "can do" parts made them aware of their improvement in language process.

On the whole, the students claimed that they carried out more activities than ever and they were very happy from this process; however, most of the students complained about not having enough time to work with the ELP although they believed that the ELP is a useful tool for language learning. This may be the result of teachers perceiving the ELP as an extra work and not implementing it in their classes. Kohonen and Westhoff (2003) claims that to achieve reflective language learning for students, the ELP needs to be used frequently in language learning and integrated with language curricula. It should not be an "extra" work. Unfortunately, most of the students perceived the ELP as an extra work; perhaps, the results would have been more positive if all the students had the opportunity to use it effectively in a class hour with their teachers. This is also in line with Ceylan (2006) that she also expresses that ELP required extra time, therefore even if it was a useful tool to promote learner autonmy; it could be hard to implement it in their context due to the workload of both the students and teachers.

Although most of the students complained about the implementation, in pedagogical view, the findings revealed that most of the students got an insight in how to develop self-assessment skills, set their objectives, and how to learn a language by working with the ELP. This result also supports that of Glover, Mirici and Aksu (2005). They state that their result showed a positive attitude toward the ELP and most of the students reported that they became more interested in their own learning with the help of the ELP. They also propose that the teachers agreed that the ELP contributed to the motivation of the students and that the attendance in the ELP user class remained high to the end of the year.

The current findings were largely inconsistent with those of many past studies that reported females exhibited greater positive attitudes towards language learning than males (Green & Oxford, 1995; Lan & Oxford, 2003). On the other hand, Green and Oxford (1995) and Peacock and Ho (2003) stated significant gender differences. On the contrary, researchers such as Griffiths (2003), Lee and Oxford (2008) and Nisbet, Tindall, and Arroyo (2005) reported there were no significant differences when controlling for gender. This finding differs on various social and cultural factors, which would entail further studies to be carried out in detail.

The findings from the scales and the interviews revealed that most of the students felt positive about working with the ELP. It was found that the students believed that the ELP was a significant tool for language learning. Furthermore, the ELP increased the motivation of the students slightly as well because they became more aware of how to learn a language perhaps because the objectives for learning language are clearly stated in the ELP. Therefore, they had more positive attitudes towards learning English after they used the ELP. This result is in line with that of Karagöl (2008) that she states self-assessment checklists and learners' taking active role in chosing their tasks fostered their autonomy and this in turn raised positive attitudes towards learning a language.

Most of the students also had positive ideas about taking responsibility for their own learning. They reported that until this age, other people were always responsible for their learning, but the ELP encouraged them to take responsibility. Hence, they became more aware of their language learning processes. This result is in line with that of Karagöl (2008) that she states self-assessment checklists and learners' taking active role in chosing their tasks fostered their autonomy and this in turn raised positive attitudes towards learning a language. This result also supports that of Glover, Mirici and Aksu (2005). They state that their result showed a positive attitude toward the ELP and most of the students reported that they became more interested in their own learning with the help of the ELP. They also propose that the teachers agreed that the ELP contributed to the motivation of the students and that the attendance in the ELP user class remained high to the end of the year.

The interview results also revealed that most of the students wanted to continue to keep the ELP after the study as well and also recommend the use of the ELP in

the following years at preparatory school. This finding also indicates that the students had positive attitudes towards the ELP otherwise they would not have wanted to continue working with the ELP and recommend the use of it. Meister (2005) also emphasizes that the ELP helps the learners raise consciousness about their language learning process. Also, in the affective view in this study, self-awareness of the students increased to some extent, and they reacted positively towards the ELP. This result also supports that of güneyli and Demirel (2006). They report that after a month's implementation of the ELP, learners reported having positive attitudes towards using the ELP in learning Turkish as a foreign language since they have been given the chance to monitor their own learning process and assess themselves.

The majority of the respondents stated that there is a considerable need to discover the knowledge which is especially useful in finding answers to the language problems. In this sense, it is important to lay stress on the importance of collaborating with the teacher. This can be explained with what Benson (1996, cited in Nordlund, 1997) says. According to him, taking charge of one's learning process, discovering knowledge, using learning resources appropriately or organization of the study environment can not only be accomplished by the student himself in accordance with his/her own options. There is a considerable need to make decisions by collaborating with the teacher. The respondents of the present study, thus, confirmed what Benson says. This finding supports Koyuncu (2006) since he states students liked working with the ELP and thought that the studying process for the ELP was helpful. Majority of the students participated in his study thought that the ELP showed them what they do in English and that the "can do" parts made them aware of their improvement in language process.

As regards self-assessment practices, it was evident that learners benefited from the self-assessment sessions; since they mostly referred to the ELP as a tool for them to evaluate them and see their progress. While assessing themselves, they could remember most of the descriptors from the lessons; so they did not have much difficulty understanding and reflecting on them. As Little (1999b) states, students can have an idea of what they can do with the language in concrete situations and tasks; so the "can do" statements can help them understand and assess what they can do with their language in specific contexts. . This finding is in

line with Demirel (2003) in that he also suggests that the ELP contributed to the language learning and teaching process positively since their students gained more responsibility and ability to assess themselves. This result also supports that of Egel (2003). In his study, it was found that the ELP was an influential tool in promoting learner autonomy of the students in the experimental group, especially in the state school. Although self-assessment practices were not carried out much after the activities or lessons, one self-assessment session at the end of the term was even valuable for students to understand their standing in the language learning process. However, only one self-assessment session at the end of the term is obviously is not enough for students to judge their own success objectively and discover their strengths and weaknesses to plan their learning accordingly.

If the ELP was used systematically to allow learners to get involved in the language learning process by planning, implementing, monitoring and evaluating their learning, it would not only have a reporting function in which students only record their achievements on the checklists. Although reporting is also a function of the ELP, the pilot projects (1998-2000) were mostly concerned with developing its pedagogical function (Scharer, 2001). As Little (2006) also points out the ELP does not mean much to learners unless it plays an active role in the learning process. He adds that without a strongly developed pedagogical function, students may not find much outcome to record on the checklists at the end of a term. Little (2009b) also puts forward that the ELP is a way to provide learners with various language learning activities. However, if students attempt to record their progress as well as the outcome of their learning, then the pedagogical function of the ELP can be made use of. In the current research, too, learners got involved in the language learning process by becoming more aware of the language learning process and developing capacity for reflection and self-assessment and thus this enabled them to take more control of their own learning, which shows that not only the reporting but also the pedagogical function of the ELP was used. However, it could foster more autonomy if the reflections and assessments were carried out more regularly and used as a springboard for further goal-setting.

The findings suggested that students needed to be given more control and responsibility in the learning process. This point was also highlighted in the literature (Bouchard, 2009; Reinders 2000). If they were given more responsibility

and control, they felt more connected with learning processes and got more involved in the process. If their ideas or suggestions were valued and taken into consideration from the beginning to the end of the study, their autonomy level might probably increase. This does not mean that teachers should leave everything to the control of students but negotiation or collaboration is necessary. Here as Little (2009) pointed out, interdependency rather than dependency was required. This perspective was also confirmed by Harkin et al. (2001) who argued that teachers should stand away from being authority figure so as to encourage learner autonomy. In his study, Chan (2003) also concluded that students should be avail of opportunities for more negotiation and decision-making. Bayat (2011) also confirmed that if students were given opportunity to learn in autonomous learning settings, Turkish students learning English as a foreign language might be autonomous learners.

The findings from the interview with the teachers indicated that the teachers believed that the ELP was a useful tool to develop learner autonomy but implementing it in the School of Foreign Languages at Bülent Ecevit

University might cause some problems because according to the general student profile, the students do not tend to take responsibility for their own learning unless they get a grade or so forth in the end. Also, the teacher factor is very important, not all the teachers implemented it in a proper way, therefore; some students could not benefit from using it.

 The teachers agreed that with the use of the ELP, the students should be trained about self-assessment and choosing objectives. Furthermore, since they were introduced with the ELP for the first time and had limited information about it, they think that all teachers should get enough information about it and believe in the effectiveness of using it as a self-assessment tool. The doubts of the teachers towards the ELP can be considered normal since it is a new instrument for them as well.

The results of the study showed that teachers and learners reported positive attitudes towards the use of the ELP in the class and they stated that the ELP made them become more aware of the language learning process, clarify their objectives, produce materials with their own preferences and evaluate their own

learning. These results are in accordance with the results of the pilot studies 1998-2001 (Scharer, 2001), other reports of the implementation from 2001 to 2008 (Scharer, 2004; 2008), some published research studies in Europe like Ushioda and Ridley (2002), Sisamakis (2006), Kohonen (2000) and the research carried out in Turkey concerning the implementation of the ELP and autonomy (Demirel (2003), Egel (2003), Glover, Mirici and Aksu (2005), Koyuncu (2006), Ceylan (2006), Güneyli and Demirel (2006), Karagöl (2008). As Egel (2003) states in her research on the role of the ELP on learner autonomy in primary school children, the ELP is an innovation for language learning since it both provides a positive experience for primary school children and helps them in developing learner autonomy. Sisamakis (2006) also states as a conclusion of his thesis research on the ELP that students developed considerably in terms of their autonomous behavior and reflective skills in language learning and that became more objective in their self-assessments. Little (2009b) also supports these views stating that the ELP helps students organize their learning, make a record of their learning and empower them to take responsibility for their learning.

The current study also supports that of Ceylan (2006). In her study, Ceylan highlighted what extent the European Language Portfolio (ELP) can promote self-directed learning at Anadolu University. The analysis of the interviews gave almost the same categories related to the ELP. It is important because the study was carried out in a similar context with the similar students with the same purpose in Turkey. Like the students at Bülent Ecevit university, the students at Anadolu University also state that the ELP is an effective tool for self-assessment and it fosters students' language learning enabling them to set their own learning goals, evaluate themselves and be aware of the process they are in while learning the language.

The use of ELP was studied and two of the researchers, namely Koyuncu (2006) and Köse (2006) studying the effect of ELP came up with the similar results in terms of the benefits of ELP implementation. In other words, in her study Koyuncu (2006) revealed that learners became autonomous and improved their self-assessment skills, and use of ELP also formed a learner-centered and learning based environment. In addition to the findings of Koyuncu's (2006) study, the

results of Köse's (2006) study showed that implementation of ELP helped learners become autonomous which were clearly observed in their critical reading level.

Additionally, it can also be concluded that learner autonomy is fostered through the use of the ELP on a crucial level. Also, it can be concluded that the ELP:

1. is a source of self-assessment, it enables learners to be aware of their learning objectives, their strengths and weaknes. Having assessed their own language proficiency levels by means of the self-assessment part, the participants were able to find out what they were missing in terms of language competences and they were able to study in accordance with their needs as well as their weaknesses, which fostered motivation and learner autonomy.

2. enables its users to plan their study based on their weakenesse and to set learning objectives, hence promoting learner autonmy. The ELP helped the learners set their learning goals taking their weaknesses into consideration.

3. fosters learner autonomy by increasing self-confidence and self-awareness of its users regarding what they are/are not capable of in their target language. The students stated that their self-confidence and self-awareness soared through the ELP, especially with the help of checklists provided for each skill and proficiency level, which also promoted positive attitudes towards learning language.

4. makes its users more active participants of their own learning. Seeing their weaknesses and needs in language enabled the learners to make a study plan, the materials, the pace, the study times, the resources, and the task types of whch were determined by the participants based on their individual learning styles, learning pace, and so forth.

5. is a source that enables leaners gain more positive attitudes towards learning a language.

6. is a source of learner autonomy since it enables its users to become more autonomous in the process of language learning.

7. enables its users to record and keep track of their language progress and process through can-do stataements included in the checklists, and

language dossier, which, as a consequence, motivates and promotes learner autonomy at the same time.

8. facilitates the language learning process by allowing its users to monitor their own language process, which, in return, facilitates learning since larners get to know where they stand in their learning process.

9. draws a framework as to what needs to be done to be proficient nough in a given skill and level, thus fostering learning autonomy. By means of the descriptors, the ELP allows learners to figure out what they are supposed to do do as to be competent in each language skill whether it is reading, writing, listening, spoken production or spoken interaction. Seeing the framework of what they need to accomplish in a given skill enables learners to be more autonomous.

5.2.2.2. Discussion on the Effectiveness of the ELP + Learner Style Inventory as Self-assessment Tools

Considering the findings from the interviews and the scales, it can be said that using different self-assessment tools is very useful for students. The more self-assessment they use, the more aware they get about their own learning. The results of the scales showed that the group using all three self-assessment tools had the highest attitudes towards learning English, and the group using the two self-assessment tool had the second highest scores, therefore; it can be concluded that using different self-assessment tools enabled learners to take actively part in their learning process, as a result had more positive attitudes.

The findings of the current study regarding the effect of self-assessment via European Language Portfolio, unit based checklist and learner style inventory on students' attitudes towards learning English confirm; Glover, Mirici, and Aksu (2005, p. 90) who stress that the ELP encourages language learning through reflection, self-awareness, and motivation; the Council of Europe (2001, p. 192) which views self-assessment in the ELP as a means for motivation, and increasing awareness thus helping learners to come to notice what they are capable of and what they are not capable of in all skills and direct their learning accordingly in a more effective way.

In the current study, it has been discovered that through the self-assessment tools, the participants themselves were able to monitor their gradual but steady progress

in their interlanguage, which kept them motivated since, in this way, they were also feeling the sense of achievement. This is in line with Littlejohn (2001) who claims that one of the most important sources of positive attitude is "success in the task". He suggests that individuals generally like what they do well, which increases their possibility of doing it again with probably more effort. When more effort is put in, they generally get better, gaining more positive attitudes towards learning English. Likewise, this study has found out that after experiencing the task achievements through the ELP and the learner style inventory which enable learners to be aware of their learning styles and be more successful in those tasks, the participants were eager to keep studying the language to be able to achieve other descriptors.

With the help of this study, it was seen that participants voluntarily set learning goals in accordance with the descriptors in the ELP, and they were very eager to spend efforts to reach their goals. This is in parallel with Lee (2012) who claims that gaining positive attitude is a psychological process by means of which learners can maintain the effort and voluntary participation in order to achieve a goal. It is also worth noting that Bandura (1997) contends that, based on judgment of his/her ability to perform a specific task, a given learner determines the types of activities besides the effort and persistence that s/he will spend.

This study also revealed that albeit there were no rewards at the end of the tasks that the participants performed on their own, they continued doing them to improve their language skills. The only reward they received after completing these tasks was the sense of achievement. Thus, it could be argued that they really had positive attitudes towards learning a foreign language. The findings go hand in hand with that of Borich and Tombari (1997) who contend that positive attitudes affect people in such a way that they take part in various activities even when they do not get rewards afterwards. Hence, this injects people with some kind of energy to pursue the task until they receive success.

The findings retrieved from this study also confirm Gardner (1985) who maintains that the attitude of a learner towards the language s/he is learning carries significance on account of the fact that learners' attitudes of L2 have an impact on their language learning process in that the findings of the study have revealed that once the participants had changed their attitudes of L2 in a positive way, their learning processes were also affected positively. Having sen through the ELP and

the learner style inventory that L2 attainment is possible with planned studies; the participants changed their attitudes towards the target language, which also increased their willingness to learn.

The findings of this study are very much in parallel with those of little and Perclova (2001) who found out that learners, who took part in pilot ELP projects, did so with enthusiasm having positive feelings towards the ELP, and the learners were happy to be able to manage their own learning, thus stimulating their willingness to learn and their sense of ownership of the ELP.

The finding of this study as to how effective the ELP and the learner style inventory as self-assessment tools is in parallel with those of many other researchers. For instance, this study showed that planning, monitoring, and evaluating one's own learning is key elements to foster learner autonomy just as Ushioda and Ridley (2002) put forward. Moreover, the findings of the current study are in line with Little (2002b) who asserts that through the ELP, the language learning process looks clearer to learners, and it improves their capability of reflection and self-assessment, and enables them to take responsibility for their own language learning, which results in learners' becoming more autonomous. In addition, based on the findings of the interviews, it can be stated that participants became more autonomous after determining their learning objectives through the ELP just as Kohonen (2004) suggests.

In the current study, it is evident that the ELP promotes learner autonomy, which is in line with the Council of Europe (2004) which, in the *Principles and Guidelines,* stresses that, by means of the ELP, learners can promote learner autonomy. Additionally, Koyuncu (2006) also found that the ELP was effective in helping learners become more autonomous, which is the same as the findings of this study.

The findings of this study also confirm Paiva (2005) who states that through self-assessment, the participants were able to keep track of their language learning process, which also fostered their learner autonomy. Autonomy relies upon how willing a learner is in terms of taking responsibility for his own learning. By the same token, the ELP and the learner style inventory allowed the participants to take more responsibility for their own learning.

Brown and Smith (1996) underline that learners who can determine their own modes of study and set their learning pace accordingly are the ones who want to develop learning techniques whereby they will become lifelong language learners. This is in parallel with the findings of the current study which suggest that if the learners know what learning style they have, they can study English based on their own learning pace which led them to become more autonomous and therefore develop more positive attitudes towards language learning.

Benson (2001) puts forward that learners should plan their learning process and they should make self-assessments as to their learning process in order to increase their autonomy which is in line with the findings of the current study which suggests that the ELP owners and the learner style inventory users planned their learning process and made self-assessments utilizing the checklists for each skill and each unit, which helped the learners to become more autonomous and develop positive attitudes toards learning a language.

To sum up, based on all the feedback received from the participants through interviews and the findings of the quantitative data, it can be concluded that the ELP, learner style inventory, and unit based checklists may be effective self-assessment tools and they may lead to gain more positive attitudes towards learning a language.

Furthermore, the findings of this study are also in line with many studies, including but not limited to the ones mentioned above.

5.2.2.3. Discussion on the Effectiveness of the ELP + Learner Style Inventory + Unit Based Checklist as Self-assessment Tools

The findings from the scales and interviews revealed that most of the students have positive attitudes towards learning English as a foreign language. These results were in line with findings of Alkaff (2013), Tahaineh and Daana (2013) and Al-Quyadi (2000), Momani (2009), Graham (2004), Tarhan (2003), Ushioda (2003), Karahan (2007), and Aydın (2007) which indicated that most students have positive attitudes towards learning EFL. The findings of the study also showed that the more self-assessment tools the students used the more positive attitudes they had towards learning English. These results were in line with results of Momani (2009), which indicated that there was a strong correlation between

students' attitudes toward learning English and their use of self-assessment tols. The results also accorded with outcomes observed in a study conducted by Ismail (1988), which reported positive and significant relationship between self-assessment and attitude towards learning English. The findings were also supported by other research, such as that by Zimmerman, Bandura, and Martinez-Pons (1992) who found direct effects of attitude on performance, and also by Pajares and Miller (1994).

Another finding of the study is that there is a significant difference in attitude scores of the students when their foreign language proficiency is taken into consideration. When the literature is reviewed, it can be seen that many studies revealed proficiency level variable did not create significant difference in the students" attitudes (Akay & Toraman, 2015; Jahin & Idrees, 2012). In spite of these, Bagheri and Andi (2015) claimed that there was a small positive correlation between students" attitudes towards English language learning and their foreign language proficiency level. Also, Johnson (2012) focused on the attitude of Japanese non-English EFL learners. That research indicated their positive attitudes related positively with their foreign language level.

Cakıcı (2001) investigated the attitudes of the university students towards learning English. It was found out that there is a significant difference between their attitudes and the major of the students they will study at. According to this research results, whereas the English Language and Literature have the highest mean score, the %30 students have the lowest mean score. Yet, the results of the study which was conducted by Guryay (2016) showed that there is a significant difference between the attitudes of the students towards English and the major of the students they will study at. As stated in this study, the English Language and Literature students have the highest mean, while the lowest mean belongs to the students who will study %30 percent of their courses in English. Like these studies, based on the current study's results, it was seen that there is a significant difference in the students' attitudes towards English as a foreign language according to their departments.

5.3. Pedagogical Implications

In terms of pedagogical implications of the study, since one of the goals of the School of Foreign Languages at Bülent Ecevit University is to promote learner autonomy, the ELP can be recommended as a tool which can be the first step to help the students develop learner autonomy because the ELP is a significant tool for promoting self-assessment. Self-assessment enables students to gain insight into their learning process. Dam (2000) claims that schools and universities cannot teach all the knowledge which the learners will need in their future lives. She concludes that the only thing that can be done is helping the learners raise awareness, which would enable them come to an understanding of themselves, and by doing this their self-esteem would increase. Hancock (1994) suggests portfolio assessment is one of the ways which can help learners become independent thinkers and develop autonomy. A portfolio system is being used at the School of Foreign Languages at Bülent Ecevit University and it includes self-assessment and self-reflection with the help pf the ELP, and unit based checklists. The students are asked to include their written works with drafts and final version in their portfolios. For each skill, they should choose and include the number of items decided by the teachers. They choose the ones they think are the best ones for them and at the end of each semester; they present them to their teachers and classmates.

In order to benefit the most from the ELP, ELP holders should evaluate their progress through the checklists provided for each skill on a regular basis. It is recommended that the students evaluate their progress every four weeks or so. Furthermore, since the ELP enables learners to become more aware of their language abilities, while filling in the checklists fort he ELP, in order to find out more about their language competences, the students need to be as sincere as possible as the ELP is the property of its holders. Additionally, learners should use the ELP in their language learning process because of the fact that it allows its users to record and monitor their language progress through the checklists, which they can show to formal authorities to report their language proficiency (the ELP's reporting function).

The general student profile in Turkey is that the students are not used to deciding on their own learning and taking responsibility. Therefore, the students need help

to become autonomous learners. Ridley (2000) and Diaz (2000) suggest that the students need support to become skilled in learning procedures such as improving their learning strategies. They need to be taught how to learn for themselves. The ELP can be used to teach the learners how to learn for themselves. Additionally, the data of the study revealed that the students needed help and training for accurate self-assessment because they were not accustomed to set their own learning goals and assess their on language learning.

As for the pedagogical implictions of the current study for language teachers, they should encourage their learners to use the ELP since it will facilitate their learning process. While doing so, teachers should discuss the importance of the ELP for learners' language development; how leaners can benefit from t best, how frequently learners should refer to it, how they can efficiently use the componnets of the ELp; i.e., the language biography, the language dossier and the language passport. In other words, teachers should train their students as to how to utilize their ELPs most effectively and efficiently. However, fort he teachers who do not understand the importance of the ELP, it is very crucial to learn more about the ELP.

The ELP can be implemented at the School of Foreign Languages at Bülent Ecevit University; however, asking the students to keep the ELP is not enough. From the findings of the interviews with the teachers and students, first some training is necessary for the teachers because they will take a lot of responsibility in such a process. The teachers should also be asked to volunteer to work with the ELP; as the teachers stated, the teachers should believe in the usefulness of the ELP because it may be difficult sometimes to introduce a new learning tool both to the teachers and learners when their teaching and learning habits are also expected to change with this new instrument.

The next step should be training the students about setting learning objectives, choosing activities, and assessing their own learning in an appropriate manner. The findings from this study showed that the students had positive feelings towards self-assessment. Yet, the students were sometimes not sure about whether they had carried out the activities properly, or whether they had achieved their objectives. Thus, most of the students suggested teacher support for this topic, but only if they ask their teachers to do so because they liked to be

responsible for their own learning, choosing their own objectives and activities. As a result, the students need to be trained before they are asked to assess their own language learning process.

To sum up, the findings of this study indicate that the ELP can be a significant tool to promote self-assessment. However, it demands a great deal of effort both from the teachers and students because the educational system in Turkey is considered traditional, in other words teacher-centered. It can be difficult to change both the students' and teachers' attitudes towards autonomy (Yumuk, 2002) because it is the teacher who always takes the initiatives and is responsible for the learners' learning, in other words the teacher is the 'authority'.

Another issue is that one of the aims of the ELP is to enhance plurilingualism and cultural diversity, and this can be difficult o achieve in a context like Turkey because the only place the learners are exposed to a foreign language is the school. Although they can contact with foreign people via the internet, watch movies and so forth, the learners become more motivated when they are given the opportunity to go abroad in the end. They believe that even if they improve the language they are not able to meet foreign people easily. They cannot travel abroad as easily as the learners in Europe. As a result, they learn English only for a good future. Yet the ELP can be used as a tool to enhance positive attitudes towards language learning and perhaps in the future when Turkey is accepted in EU, it can be a significant tool to promote cultural diversity as well.

To sum up, the ELP is recommended for implementation in the curriculum at the School of Foreign Languages at Bülent Ecevit University. However, implementing it in the curriculum needs support both from the teachers and students since they already have excessive workload, and the ELP will be added to this workload both of the teachers and students. They should not perceive the ELP as a burden. Furthermore, even if they agree to work with the ELP, both the teachers and the students need an effective training on how to work with the ELP and how to make the best use of it in the language learning process. Since there are not many studies and pilot projects on the ELP other than the ones of the Ministry of Education which do not include universities, more studies should be conducted to see how the ELP works in Turkey and at Turkish universities.

5.4. Limitations of the Study

One of the major limitations of the study was not being able to implement the ELP in class level. Since the students at the School of Foreign Languages should be given the same instruction because of the same final exam they are going to take, it could be unfair to the students to use the ELP in class level. If the ELP was implemented in class level, the lesson time of the students would be taken, so they would be left behind the syllabus, and this would be unfair for the student participants. Therefore, the students could be introduced to the ELP for only two hours in class which was not enough to cover all the issues in the ELP in depth. Furthermore, since all the teachers at Bülent Ecevit University do not know much about the ELP as it is a new tool for the traditional language teachers, they could not implement it effectively at classes. Even, some teachers gave it as homework without talking about anything about it. Therfore, the students' of these teachers did not have a chance to learn about the ELP, and so use it effectively. On the other hand, if the ELP could have been implemented effectively in class level by all instructors, it would have been used more effectively both by the teachers and students.

Another limitation was that more students could be interviewed regularly every week during the study so that more data could be collected in terms of the usefulness of the ELP for self-assessment.

The last limitation was that the ELP is part of the curriculum at Bülent Ecevit University, therefore; for students to have the equal chances for education, all students had the ELP, so there was not a seperate group who did not use the ELP. As a result, the difference in the attitudes of the students who had the ELP and who did not have the ELP is unknown.

5.5. Suggestions for Further Studies

In further studies which aim to highlight the significance of the ELP and toher self-assessment tools like learner style inventory and unit based checklists in terms of promoting self-assessment, the ELP could be implemented at class level to see to what extent it is effective for both self-assessment and language learning. Additionally, in this study, some of the teachers also used the unit based checklists to assess their students, another study can compare the effectiveness of using the

unit based checklists for students and teachers, how it affects students attitudes towards learning language and their success. If interviews are going to be held, more student participants could be interviewed for more data about self-assessment and also more teachers can be interviewed. Also, student diaries can also be used to get more information about students. Another study could be conducted on the descriptors and objectives stated in the ELP. How the students interpret them, whether they use them effectively, and whether they can assess themselves with the help of the 'can-do' statements appropriately could be researched, perhaps by including teacher assessment as well and comparing the both of the assessments about the ELP. Additionally, this study did not focus on the effect of the ELP on individual skills such as reading, listening, speaking and writing. Therefore, another study can be conducted on the effects of the ELP on individual skills. Moreover, a study could be conducted on whether the ELP has an effect on developing self-confidence. Little and Perclova (2001) proposes that the ELP develops learners' self-confidence. Also, since some students in the study indicated that they became more confident about learning language by the help of the ELP, this can be also included in the scope of further research. Another study could be conducted on teachers about their general views on the ELP. In such a study it would be necessary that some introductory and training sessions be given and group discussions about implementing the ELP in the curriculum of the school to be held. Future research may also focus on how the teachers make use of the ELP in terms of teaching and understanding the students' learning process. Last but not least, another study might be conducted to measure how eager teachers are to use the ELP in their classrooms.

5.6. Conclusion

This study investigated the the effect of self-assessment via the ELP, unit based checklist and learner style inventory on students' attitudes towards learning English. More specifically, this research attempted to find out whether there existed a statistically significant difference in terms the effectiveness of self-assessment when students use the ELP, unit based checklist and the learner style inventory in Turkish EFL context and the views of the students and teachers about the ELP and its implementation in the School of Foreign Languages at Bülent

Ecevit University. The data was collected through individually held interviews with thirty students, five teachers, and questionnaires.

Both the qualitative and quantitative results of the study indicated that the ELP, learner style inventory and unit based checklists are tools which can promote self-assessment on the condition that they are used effectively both by the teachers and students and as a consequence support having more positive attitudes towards learning English. Additionally, it was found that the students felt positive towards the ELP and working with it, except for the fact that they had limited information about the ELP and used it correctly in their classes as part of the curriculum.

In addition, the findings of the study indicated that both the teachers and the students believed that the ELP was a tool for self-assessment; however, the implementation of the ELP in the curriculum of the School of Foreign Languages at Bülent Ecevit University needs support since the ELP has only been newly introduced in Turkey as well and the teachers have very little information about the use and effectiveness of the ELP in language learning. However, this study showed that the ELP could be used as a tool to promote self-assessment and to create learner-centered classrooms in Turkey. Thus, promoting self-assessment is not as difficult as it is thought to be, and the ELP, learner style inventory and the unit based checklists are important tools which can promote it.

As a personal comment, being the researcher of the study and also the head of the Basic English Department of Foreign Languages, it was me who insisted on choosing and using the ELP in our curriculum. The results of the study approved how successful my decision was. To begin with, honestly, implementing the ELP in my classes was really helpful for my students to judge themselves. Until we start using the ELP, I was always stating that we teach our students and we know what we teach, but our students are not aware of what they are doing or learning. Thus, I think the ELP enabled our students to see what they are doing in the classes, how proficient they are in each skill in each level. Before using the ELP, our students were always complaining and saying that they do not learn anything at preparatory school. However, with the help of the ELP, they cannot insist that they do not learn anything. Everything is in their hands, judging their abilities and trying to compensate for their deficiencies. After filling each level, we had a chat with the

students. I asked them if there were any statement that they gave a low mark, and they told me the ones they did and we talked about the ways to improve it. Another beneficial activity related to the ELP was choosing three materials they prepared and putting in the dossier part and presenting why they chose them. Each student commented that they chose them because they enabled them to see their improvement which was a really beneficial comment for us. Also, as the students also stated, they benefitted a lot from the dossier part. We used it as a student portfolio and the students put all the documents they performed in the classes, but finally chose the ones they wanted according to the number we decided for each skill. Especially, for the writing part, they had process writing, so getting feedback and correcting their mistakes and writing the second draft was very fruitful for them. They also stated that they benefitted a lot from it. As an observer in my class, I can honestly say that our students benefitted a lot from the ELP; they had the chance to evaluate themselves, judge themselves and try to find solutions to improve their language skill which makes this self-assessment tool precious for us.

Secondly, it was not just me who commented positively to the use of the ELP in our curriculum but also the other teachers and the students in our department. I can truly say that it was not because I am the head of the department and interviewing them, but it was because those teachers and the students also believed in the effectiveness of using it. The teachers all had more than 5 years of experience in their profession and I really trust on their judgenments. Therefore, I can say that these teachers also supported the use of the ELP in our curriculum since they also experienced and stated the benefits of using it.

All in all, as a researcher and as an experienced English teacher, I really believe that the ELP could be used as a tool to promote self-assessment and to create learner-centered classrooms in Turkey. Thus, promoting self-assessment is not as difficult as it is thought to be, and the ELP, learner style inventory and the unit based checklists are important tools which can promote it and should be used in language classrooms.

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APPENDICES

APPENDIX 1. ETICS COMMITTEE APPROVAL

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172/ 433-1307

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EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 20.03.2017 tarih ve 759 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Burcu ŞENTÜRK**'ün **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü **"Farklı Öz-Değerlendirme Araçlarının Öğrencilerin İngilizce Öğrenmeye Karşı Tutumları Üzerindeki Etkisi"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **28 Mart 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

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185

APPENDIX 2. ORIGINALITY REPORT

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YÜKSEK LİSANS/DOKTORA TEZ ÇALIŞMASI ORİJİNALLİK RAPORU

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ ÖĞRETİMİ ANA BİLİM / BİLİM DALI BAŞKANLIĞI'NA

Tarih: 06/12/2017

Tez Başlığı: FARKLI ÖZ-DEĞERLENDİRME ARAÇLARININ ÖĞRENCİLERİN İNGİLİZCE ÖĞRENMEYE KARŞI TUTUMLARI ÜZERİNDEKİ ETKİSİ

Yukarıda başlığı verilen tez çalışmamın tamamı (kapak sayfası, özetler, ana bölümler, kaynakça) aşağıdaki filtreler kullanılarak **Turnitin** adlı intihal programı aracılığı ile kontrol edilmiştir. Kontrol sonucunda aşağıdaki veriler elde edilmiştir.

Rapor Tarihi	Sayfa Sayısı	Karakter Sayısı	Savunma Tarihi	Benzerlik Endeksi	Gönderim Numarası
06/12 /2017	132	209630	14/11 /2017	%13	861545154

Uygulanan filtreler:
1- Kaynakça hariç
2- Alıntılar dâhil
3- 5 kelimeden daha az örtüşme içeren metin kısımları hariç

Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Uygulama Esasları'nı inceledim ve çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

Gereğini saygılarımla arz ederim.

06.12.2017

Adı Soyadı:	Burcu ŞENTÜRK
Öğrenci No:	N13244298
Anabilim Dalı:	Yabancı Diller Eğitimi
Programı:	İngiliz Dili Öğretimi
Statüsü:	☐ Y.Lisans ☒ Doktora ☐ Bütünleşik Dr.

DANIŞMAN ONAYI

UYGUNDUR.
(Prof. Dr. İsmail Hakkı MİRİCİ)

HACETTEPE UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
TO THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

Date: 06/12/2017

Thesis Title : **THE EFFECT OF DIFFERENT SELF-ASSESSMENT TOOLS ON STUDENTS'**
ATTITUDES TOWARDS LEARNING ENGLISH

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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.

06.12.2017

Name Surname:	BURCU ŞENTÜRK
Student No:	N13244298
Department:	FOREIGN LANGUAGE EDUCATION
Program:	ENGLISH LANGUAGE TEACHING
Status:	☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED

(Prof. Dr. İsmail Hakkı MİRİCİ)

APPENDIX 3. ATTITUDE QUESTIONNAIRE (TURKISH)

İngilizce Öğrenimine Karşı Tutum Ölçeği

I.BÖLÜM: KİŞİSEL BİLGİLER

1. **Cinsiyet:** _____Erkek _____ Kadın

2. **Bölüm : _____** .

3. **Yaş: _____** .

4. **Sınıf: _____** .

5. Eğer seneye bölümde seçemeli ders olarak yabancı dil seçebilseydiniz, hangi 3 yabancı dil dersini seçerdiniz? Lütfen önem sırasına gore yazınız.
   1. _____.
   2. _____.
   3. _____.

6. **İ**ngilizcenin yanısıra hagi yabancı dilleri öğrenmek isterdiniz?
   _____.

7. **Ne kadar süredir İngilizce Öğreniyorsunuz?**
   _____.

II. BÖLÜM

1 = Hiç   2 = Pek değil   3 =Fena değil   4 = Oldukça   5 = Çok fazla

	1	2	3	4	5
7. İngilizceyi ne kadar seversin?					
8. Konuşma dili İngilizce olan ülkelerde yaşayan insanları ne kadar seversin?					
9. İngilizce bilmek gelecekteki kariyerini ne kadar etkileyecek?					
10. Konuşma dili İngilizce olan ülkelere seyahat etmeyi ne kadar istersin?					
11. Konuşma dili İngilizce olan ülkelerde yaşayan insanlarla tanışmayı ne kadar istersin?					
12. İngilizce konuşan insanlara benzemeyi ne kadar istersin?					
13. İngilizce filmleri ne kadar seversin?					
14. İngilizce dergileri, gazeteleri, ya da kitapları ne kadar seversin?					
15. Konuşma dili İngilizce olan ülkelerin müziklerini ne kadar seversin?					
16. Konuşma dili İngilizce olan ülkelerde yapılan TV programlarını ne kadar seversin?					
17. O dili konuşanların kültürünü ve sanatını öğrenmek için İngilizce öğrenmek sence ne kadar önemlidir?					
18. İngilizce hazırlık sınıflarınızın ortamını ne kadar seversin?					
19. İngilizce öğrenmeyi ne kadar ilgi çekici bulursun?					
20. İngilizce derslerinin gelmesini dört gözle bekler misin?					
21. İngilizce öğrenmekten gerçekten zevk alır mısın?					
22. İngilizce çalışırken/öğrenirken zaman su gibi akıp gider mi?					
23. İngilizce bilmek seni daha bilgili bir kişi yapmaya yardımcı olur mu?					

III. BÖLÜM

	1	2	3	4	5
24. Eğer gelecekte İngilizce dersi almam önerilirse, almak isterim.					
25. İngilizce öğrenmek için çok çalışıyorum.					
26. Zorunlu olmasa da İngilizce öğrenmek isterdim.					
27.					
28. Kendimi İngilizce konuşabilen biri olarask hayal ediyorum.					
29. Kendimi ana dili İngilizce olan biri gibi akıcı İngilizce konuşurken hayal edebiliyorum.					
30. Gelecekteki kariyerimi düşündüğüm her zaman, kendimi İngilizceyi kullanırken hayal ediyorum.					
31. İngilizce öğrenmek gereklidir çünkü çevremdeki herkes için gerekli.					
32. Ebeveynlerim eğitimli bir birey olmam için İngilizce öğrenmem gerektiğine inanırlar.					
33. Ailem İngilizce öğrenemem konusunda çok baskı yaptı.					
34. İngilizce öğrenmek bir gün iş bulmak ve/veya para kazanmak için önemli olabilir.					
35. İngilizce öğrenmek benim için önemli çünkü yurt dışında eğitimime devam etmek istiyorum.					
36. İngilizce öğrenmek benim için önemli çünkü İngilizce sayesinde dünya çapında çalışabilirim.					
37. Dünyada meydana gelen haberleri güncel olarak takip edebilmek ve haberdar olmak için İngilizce öğreniyorum.					
38. İngilizce öğrenmem gerekli çünkü İngilizce dersini geçmeden mezun olamam.					
39. İngilizce öğrenmem gerekli çünkü İngilizce dersinden kalmak istemiyorum.					
40. İngilizce öğrenmem gerekli yoksa sanırım gelecekteki kariyerimde başarılı olamayacağım.					
41. İngilizce öğrenmek özel bir amacı gerçekleştirmek için önemli (örneğin diploma almak ya da burs kazanmak gibi)					
42. İngilizce öğrenmek benim için önemli çünkü eğer İngilizceden düşük notlar alırsam utanırım.					
43. Yabancı dil öğrenmek sanki bu sebepten daha az Türk olacağım hissine kapıldığım için beni korkutuyor.					
44. İngilizce öğrenmek hayatımın en önemli yanlarından biri.					

APPENDIX 4. LEARNER STYLE INVENTORY (TURKISH)

Öğrenme Stilleri Envanteri

5 = Sık sık 3= Ara sıra 1 =Nadiren	Sık Sık	Ara Sıra	Nadiren
1.Bir konuyu o konu hakkında bilgi, açıklama ve tartışma içeren bir ders dinlediğimde daha iyi hatırlarım.			
2. Bilgiyi tahtada yazılı olarak, görsellerle desteklenmiş ve o konu hakkında verilen okumaları yaparak öğrenmeyi tercih ederim.			
3. Öğrendiklerimi yazmayı ve görsel tekrar amaçlı notlar almayı severim.			
4. Sınıfta posterler, modeller, ya da pratik yaparak ve farklı aktivitelerle öğrenmeyi tercih ederim.			
5. Diyagram, grafik ya da görsel yönergelerle anlatıma ihtiyaç duyarım.			
6. Ellerimle çalışmaktan ya da bir şeyler yapmaktan hoşlanırım.			
7. Grafik ve tablo yapmakta ve geliştrimekte başarılıyımdır ve zevk alırım.			
8.Bir kaç farklı ses verildiğinde karşılık gelen sesi söyleyebilirim.			
9. Yazarak öğrendiğimde/çalıştığımda daha iyi hatırlarım.			
10.Harita üzerindeki yönergeleri kolayca anlarım ve takip edebilirim.			
11.Akademik konularda en iyi başarıyı ders ya da ders kaydı dinleyerek elde ederim.			
12. Cebimdeki paralarla ya da anahtarlarla oynarım.			
13.En iyi telafuzu kelimeleri yüksek sesle tekrar ederek ve kağıda yazarak öğrenirim.			
14.Bir haberi o haberle ilgili radyoda bir rapor dinlemekten ziyade gazetede okuyarak daha iyi anlarım.			
15. Çalışırken sakız çiğnerim, sigara içerim ya da bir şeyler atıştırırım.			
16.Bence bir şeyi en iyi hatırlama yolu onu kafanızda resmetmenizdir.			
17. Kelimelerin yazılışını/hecelemesini "parmak sayma yöntemiyle" öğrenirim.			
18. Bir konu hakkında iyi bir ders ya da konuşma dilemeyi aynı konuyu ders kitabından okumaya tercih ederim.			
19. Yapboz ve bulmacaları çözmekte iyiyiyimdir.			
20. Öğrenme sürecinde elimde objeleri tutarım.			
21. Haberleri gazetede okumaktansa radyoda dinlemeyi tercih ederim.			
22. İlginç bir konu hakkında bilgi edinmeyi o konu hakkında okuyarak elde etmeyi tercih ederim.			
23. Başkalarına dokunurken, sarılırken, el sıkışırken gayet rahatımdır.			
24. Sözlü talimatları yazılı talimatlara gore daha takip ederim.			

3 = Sık sık 2 = Ara sıra 1 =Nadiren			
Visual Modality	1	2	3
Eğer yazarsam daha iyi hatırlarım.			
Kişiye bakmak odaklanmama yardımcı olur.			
İşimi yapmam için sessiz bir ortama ihtiyaç duyarım.			
Sınavda, ders kitabındaki ilgili sayfayı hafızamda canlandırabilirim.			
Yönergeleri yazmam gerekir, sadece dinlemek yeterli değildir.			
Müzik ya da arka plandaki gürültüler yapmakta olduğum işte dikkatimin dağılmasına neden olur.			
Şakaları genellikle anlamam.			
Defterimin kenarlarına, boş yerlere resimler, şekiller karalarım.			
Dersleri takipte zorlanırım.			
Renklere çok güzel tepki veririm.			
TOTAL:			
Auditory Modality	1	2	3
Kağıtlarım ve defterlerim her zaman düzensiz görünür.			
Okurken işaret parmağımla takip etmem gerekir.			
Yazılı yönergeleri iyi bir şekilde takip edemem.			
Bir şeyi duyarsam, hatırlarım.			
Yazmak benim için her zaman zor olmuştur			
Kelimeleri genellikle yanlış okurum -(i.e.,"them" for "then").			
Dinleyerek öğrenmeyi okuyarak öğrenmeye tercih ederim.			
İnsanların vücut dilini yorumlamakta çok iyi değilimdir.			
Küçük yazılı metinleri ya da sayfa kalitesi kötü metinleri okumak benim için zordur.			
Göz kontrollerim/muayene sonuçlarım her zaman iyi çıksa da gözlerim çok çabuk yorulur.			
TOTAL:			
Kinesthetic/Tactile Modality	1	2	3
Yönergeyi okumadan projeye/işe başlarım.			
Sırada uzun sure oturmaktan nefret ederim.			
Bir şeyi kendim yapmadan once nasıl yapıldığını görmeyi tercih ederim.			
Problem çözmede deneme yanılma yöntemini kullanırım.			
Egzersiz bisikletindeyken ders kitabımı okumayı severim.			
Ders çalışırken sık sık ara veririm.			
Yönergeleri aşama aşama verirken zorluk çekerim.			
Sporu severim ve farklı spor türlerinde başarılıyımdır.			
Nesneleri tasvir ederken/anlatırken ellerimi kullanırım.			
Konuyu daha iyi anlamak için sınıfta aldığım notları tekrar yazmam ya da temize geçirmem gerekir.			
TOTAL:			

APPENDIX 5. UNIT BASED CHECKLIST (ENGLISH)

Name Surname:

Class:

UNIT BASED CHECKLIST			
STATEMENTS	YES	NO	TO SOME EXTENT
Unit 1			
I can			
1. use the affirmative, negative and question forms of "verb be",			
2. use subject pronouns (I, you, etc.) and possessive adjectives in spoken and written language,			
3. count days of the week *alphabet* and numbers from 0-100, conduct short conversations using greeting patterns, their personal information,			
4. understand the difference between the terms of "country" and "nationality" and learn their names.			
5. have an idea about vowel sounds, word/ sentence stress and some phonemes.			
6. understand simple announcements and instructions used in classroom.			
7. write simple isolated phrases and sentences, and ask for or pass on personal details in written form.			
8. write short sentences about myself and use capital letters correctly.			
10. interview somebody to complete a form			
Practical English			
I can			
1. check into a hotel			
2. offer somebody a drink			
3. accept and refuse an offer			
4. ask somebody to do something for me			
Unit 2			
I can			
1.use a/an plurals;t his, that and color adjectives, modifiers, imperatives and let's. They also have an idea about connected speech long and short vowels sounds, final "s" and "es" and "th".			
2. write simple isolated phrases and sentences, and write simple phrases and sentences about myself and imaginary people, where I live and what I do.			
3. guess the meaning of the highlighted words and phrases in the reading passage.			
4. listen and number pictures			
5. give and follow simple instructions			
Unit 3			
I can			
1. use the affirmative, negative and question forms of Simple Present Tense. I can also understand question words, verb phrases. I also can			

be familiar with job words. I will have an idea on sentence stress and "third person s".			
2. write simple isolated phrases and sentences, and write simple phrases and sentences about myself and imaginary people, where I live and what I do.			
3. realize that I can actually understand a newspaper article even at elementary level and practice guessing the meaning of the highlighted words.			
4. write about my interests in my personal profile.			
5. ask and talk about jobs, routines			
6. react to what someone says			
7. ask for and give information about interests, hobbies, routines			
Practical English			
I can			
1. ask and tell the time			
2. order food or drink in a cafe			
Unit 4			
I can			
1. use the possessive question "whose" and preposition of time and place, position and frequency of adverbs.			
2. write a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because", write a series of simple phrases and sentences about my family, living conditions, educational background, present or most recent job, and pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.			
3. guess the meaning of the highlighted words and make some inferences.			
4. write an article about their favorite day by using basic time expressions accurately.			
5. interview someone about a typical day			

APPENDIX 6. CONSENT FORM

Bu çalışma, Hacettepe Üniversitesi öğretim üyesi Prof. D. İsmail Hakkı Mirici ve Hacettepe Üniversitesi İngiliz Dili Öğretimi Bölümü'nde doktora yapmakta olan Burcu ŞENTÜRK tarafından yürütülen, "The Effect of Different Self-Assessment Tools On Students' Attitudes Towards Learning English" (Öz-Değerlendirme Araçlarının Öğrencilerin İngilizce Öğrenmeye Karşı Tutumları Üzerindeki Etkisi) başlıklı tez çalışmasının bir parçasıdır. Bu çalışmanın amacı farklı öz-değerlendirme araçlarının öğrencilerin İngilizce öğrenmeye karşı tutumları üzerinde ne gibi etkisi olduğunu ortaya çıkarmaktır. Araştırma amaçlarına ulaşmak için sizden bu çalışmaya gönüllülük esasına dayalı olarak katılmanız rica edilmektedir. Ayrıca çalışma için gerekli etik kurul izni alınmıştır. Çalışma süresince herhangi bir nedenden ötürü rahatsızlık hisseden katılımcılara her türlü yardım ve destek sağlanacaktır ve dileyen her katılımcı çalışmaya katılmaktan dilediği zamanda vazgeçip katılımı bırakma hakkına sahiptir. Bu durum katılımcıya hiçbir sorumluluk getirmeyecektir. **Çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır.** Ankete verdiğiniz cevaplar tamamiyle gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir, elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır. Ankete vereceğiniz cevaplar ders notlarınızı hiçbir şekilde etkilemeyecektir. Çalışmanın veri toplama aşamasının her hangi bir aşamasında ve sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için İngiliz dili Öğretimi Bölümü doktora öğrencisi Burcu ŞENTÜRK ile burcuak.senturk@gmail.com adresinden veya 0505 633 0783 no'lu telefon numarasından iletişim kurabilirsiniz. Çalışmaya gönüllü olarak katılmaya onay vermeden önce sormak istediğiniz her şeyi çekinmeden sorabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Tarih:

Katılımcının;   **Sorumlu Araştırmacı:**

Adı, soyadı: **Adı, soyadı:** Prof. Dr. İsmail Hakkı MİRİCİ (Tez Danışmanı)

Adres: **Adres:** Hacettepe Üniversitesi Eğitim Fakültesi B Blok

Tel: **Tel:** 0312 297 8575

 İmza: **e-posta:**hakkimirici@gmail.com

APPENDIX 7. STUDENT INTERVIEW QUESTIONS

Student Interview Questions

1. What did you most like about the ELP? Why?
2. What did you least like about the ELP? Why?
3. Have you had any difficulties with the ELP?
4. What have you done for the ELP since the beginning of the study? Can you describe the activities you carried out?
5. How much do you work to develop your own language learning skill?
6. Did you have any difficulty in self-assessment?
7. Did you get motivated towards language learning after working with the ELP?
8. Do you think that the ELP help you to learn foreign languages and how?
9. Do you think that working with the ELP is useful/ useless?
10. Is there anything you want to comment on?

APPENDIX 8. TEACHER INTERVIEW QUESTIONS

Teacher Interview Questions

1. What did you most like about the ELP? Why? (As a teacher and as a guide in the class in the process)
2. What did you least like about the ELP? Why? (As a teacher and as a guide in the class in the process)
3. Have you had any difficulties with the ELP? (As a teacher? Have your students had any problems during the process?)
4. What have you done for the ELP since the beginning of the study? Can you describe the activities you carried out?
5. Did your students have any difficulty in self-assessment?
6. Did your students get motivated towards language learning after working with the ELP?
7. Do you think that the ELP helped your students to learn foreign languages and how?
8. Do you think that working with the ELP is useful/ useless?
9. Is there anything you want to comment on?

APPENDIX 9. STUDENT INTERVIEW TRANSCRIPTIONS

Interview 1

T: İsim soy isim ve sınıf söyler misin? (Can you please tell your name and class.)

S1: Eşe Aksoy, prep 41

T:Sınıflarınızda ELP – BEDAF'ı kullanıyorsunuz değil mi?(Do you use the ELP-BEDAF in your classes?

S1: Evet kullanıyoruz. (Yes, we do.)

T: Sınıfta yaptığınız uygulamaları düşününce BEDAF'la ilgili en beğendiğin özellik nedir? (When you think about the activities you do in class, what is the best thing about the ELP?)

S1: Kendimizde olan değişikliği yani ne kadar gelişim olduğunu görebiliyoruz. Mesela yılbaşıyla şimdiki durumumuz bir değil. Yani geliştiğimizi düşünüyorum, level atladığımızı düşünüyorum. (We can realize how much we improved ourselves. For example, we are not the same as we were at the beginning of the semester. I mean I think we had some progress, we moved to the next level.)

T: Peki sevmediğin bir durum var mı? Zorlandığın? Anlamadığın, hoşuna gitmeyen? (How about anything you do not like? You had some problems?)

S1: Mesela speaking falan onlardan mı? (Is it related to the speaking activities and like?)

T: BEDAF'ın uygulaması ile ilgili? (About the implementation of BEDAF?)

S1: Uygulaması ile ilgili bir sorun yok. (There is no problem about the implementation.)

T: Herhangi bir güçlük yaşadınız mı o maddeleri doldururken? (Did you have any difficulty in completing the items?)

S1: Yok, öyle anlayamayacağımız bir şey yoktu. Gayet iyiydi. (No. There was nothing we could not understand. Everyhing was OK.)

T: Dönem başından beri ne gibi uygulamalar yaptınız BEDAF'la ilgili? (What kind of activities have you done about BEDAF from the beginning of the semester?)

S1: BEDAF'la işte dosyalar hazırladık, ondan sonra writingler. (We have prepared student portfolio, writings.)

T: BEDAF'ın dossier kısmında bir öğrenci dosyası oluşturdunuz yani. (Then, you prepred a students portfolio as the dossier part of BEDAF.)

S1: Evet. (Yes.)

T: BEDAF'ın dil gelişiminde faydalı olduğunu düşünüyor musun? (Do you think that BEDAF is an effective tool for your language development?)

S1: Tabi ki de düşünüyorum. (Sure.)

T: Peki bir öz-değerlendirme aracı olduğu için dil öğrenmeye karşı tutumunu değiştirdiğini, seni daha çok motive ettiğini düşünüyor musun? (Do you think that since ELP is a self-assessment tool, it effects your attitude towards learning a language, it motivates you?)

S1: Tabi evet, mesela eksik olduğumu gördüğüm bir konuda onun daha üstüne gitmeye çalıştım, mesela speaking konusunda, daha çok film izlemeye çalıştım, öyle yani, faydasını görüyorum. (Of course yes, for example I tried to concentrate more on the topics I realized I am deficient, like this, I think it is beneficial.)

T: Peki genel bir değerlendirme yaparsak, BEDAF'ı sınıf içinde kullanmak faydalı mı faydasız mı? (If we evaluate it, is using BEDAF in class useful or not?)

S1: Yani faydalıydı benim için, kendi gelişimimi görmem açısından faydalıydı. (It was beneficial form e, to see my improvement, it was beneficial.)

Interview 4

T: İsim soy isim ve sınıf söyler misin? (Can you please tell your name and class.)

S4: İlayda Çiller, prep 1

T:Sınıflarınızda ELP – BEDAF'ı kullanıyorsunuz değil mi?(Do you use the ELP-BEDAF in your classes?

S4: Evet kullanıyoruz. (Yes, we do.)

T: Sınıfta yaptığınız uygulamaları düşününce BEDAF'la ilgili en beğendiğin özellik nedir? (When you think about the activities you do in class, what is the best thing about the ELP?)

S4: Şöyle, onu doldurduğum zaman İngilizcemin nerde olduğunu gösteriyor, bu sayede gelişimimi görmemi sağlıyor. (When I fill it, it shows where I am, by this way it enables met o see my progress.)

T: Peki sevmediğin bir durum var mı? Zorlandığın? Anlamadığın, hoşuna gitmeyen? (How about anything you do not like? You had some problems?)

S4: Beğenmediğim bir şey yoktu. Negatif bir özelliği yok. (No, there was nothing I did not like. There isn't any negative feature of it.)

T: Herhangi bir güçlük yaşadınız mı o maddeleri doldururken? (Did you have any difficulty in competing the items?)

S4:Hayır, yaşadığım zorluk bana ait bir zorluktu, BEDAF'la alakalı bir zorluk değildi. Ben acaba hangi ölçüdeyim, seviyedeyim diye, objektif olarak karar verebildiğimi düşünmedim, kendi açımdan puanlamada zorlandım. (No. The difficulty was related to me, not with BEDAF. I could not figure out what my level is, I could not decide objectively. I had difficulty in giving the points.)

T **T: Dönem başından beri ne gibi uygulamalar yaptınız BEDAF'la ilgili? (What kind of activities have you done about BEDAF from the beginning of the semester?)**

S4: Dönem başından beri her bir beceri için seviyelerimizi doldurduk, bir de student portfolyo topladık. (From the beginning of the semester, we completed each skill for each level, and also we prepared a student portfolio.)

T: Peki student portfolyonun faydası olduğunu düşünüyor musun? (Do you think that preparing a student portfolo is beneficial?)

S4: Yani ben bu sene en çok portfolyonun katkısı olduğunu düşünüyorum. Bana ve diğer öğrencilere çünkü ciddi anlamda çaba sarf ettim eksiksiz yapmak için ve sunumlarım ödevlerim, bunları eksiksiz yapmaya çalışırken bana çok şey kattı, çok fazla şey öğrendim, bu yüzden portfolyonun çok önemli olduğunu düşünüyorum. (Ireally think that, this year collecting a student portfolio was the best thing for us. I really paid a lot of attention to do my assignments, to prepare my presentations, and while trying to do them perfectly, it added a lot, I learnt a lot of things, because of that, I think that student portfolio is very important.)

T: Sınıf dışında kendini geliştirmek için neler yapıyorsun? (What do you do to improve yourself out of class?)

S4: Farklı üniversitelerde İngilizce okuyan arkadaşlarım var, onlarla İngilizce konuşuyorum, daha sonra şarkılar dinlerken sözleriyle bire bir gitmeye çalıştım, yabancı dizi dinlerken artık duyduklarıma dikkat etmeye başladım, alt yazıyla örtüştürmeye başladım duyduklarımı, daha sonra podcastler dinlemeye başladım öğretmenimin tavsiyesi ile, onlar iyi oldu, yolda giderken onları dinliyorum, kitap okudum, çok büyük bi kitap değil ama küçük, başlangıç seviyesi bir kitap okudum. (I have friends in other universities, I talk to them in English, then, while listening to

music, I tried to follow the lyrics, I paid attention to what I hearwhile watching foreign series, followed the subtitles, then, I listened to podcasts with my teacher's offer, they were beneficial, I listen to them while walking, I read boks at beginner levels.)

T: BEDAF'ın dil gelişiminde faydalı olduğunu düşünüyor musun? (Do you think that BEDAF is an effective tool for your language development?)

S4: Tabi ki de düşünüyorum. (Of course I do.)

T: Peki bir öz-değerlendirme aracı olduğu için dil öğrenmeye karşı tutumunu değiştirdiğini, seni daha çok motive ettiğini düşünüyor musun? (Do you think that since ELP is a self-assessment tool, it effects your attitude towards learning a language, it motivates you?)

S4: Evet motivasyonumu artırdığını düşünüyorum, şöyle daha önce kötü olan şeylerin iyi olduğunu görünce seviniyorum, demek ki ilerletmişim diyorum, başladığımdan beri yol kat etmişim diyorum, puanlamada düşük olduğum şeyler için de benim bunu artırmam gerekli diye düşünüyorum, daha fazla çaba sarf ediyorum, daha fazla çalışmam gerekli diyorum bu anlamda iyi. (Yes, ı think that it increases my motivation, like, I get happy when I see the improvement, I say that I improved myself, for the items that I gave low marks, I say that I should improve it, I paid more attention, I studied a lot, in this respect, it is good.)

T: BEDAF'ı kullanmak dil gelişimi için faydalı mı? (Is using BEDAF useful for your language development?)

S4: Yani beni motive ettiği için faydalı. (It is beneficial since it motivates me.)

T: Peki genel bir değerlendirme yaparsak, BEDAF'ı sınıf içinde kullanmak faydalı mı faydasız mı? (So, if we make an evaluation, is using BEDAF useful or not?

S4: Genel anlamda faydalı. (In general, useful.)

T: Seneye tekrar kullanabilir miyiz? (Can we use it next week?

S4: Tabi kullanabilirsiniz.(Sure.)

APPENDIX 10. SAMPLE TEACHER INTERVIEW TRANSCRIPTION

Interview 1

T: Merhaba İsim soy isim? (Hello, what's your name and surname?)

H: Elçin ÖZTÜRK.

T: Hangi seviyelere giriyordunuz? (Which levels are you teaching at?)

H:Lisans hazırlık, A1-B1. (Bachelors, A1-B1)

T:Sınıflarınızda ELP – BEDAF'ı kullanıyorsunuz değil mi? (You use ELP_BEDAF in your classes, don't you?)

H: Evet kullanıyoruz. (Yes, we do.)

T: Sınıfta yaptığınız uygulamaları düşününce BEDAF'la ilgili en beğendiğin özellik nedir? (When you think about the activities you do in class, what is the best thing about the ELP?)

H: Bence BEDAF'ın en büyük özellği öğrencilerin kendi dil gelişimlerindeki aşamaları görmelerini sağlamak, farkındalık yaşamaları, sonra kendilerini değerlendirmede kendilerinin söz sahibi olması, bu da ikinci etken, ben de bu anlamda çok sevdim yani bu uygulamayı. Çünkü çocuklar kendilerini gördüler, neyi yaptıklarını neyi yapamadıkları, hangi skillde neyi ne kadar yaptıklarını, eksikliklerini ve bunun üzerinde çalıştılar tamamlamak için, gayret ettiler geliştirmek için. (I think the most important feature of BEDAF is it enables learners to see their language development, to be aware of the process, to have the chance to say something in their evaluation, in this respect, I also liked BEDAF a lot. Because the students saw themselves, what they are able to do, what they are not able to do, to what extent they can achieve in each skill, their deficiencies, and they worked on these deficiencies, they tried to improve it.)

T: Peki olumsuz olduğunu düşündüğünüz özelliği nedir? (What is the negative feature of it?)

H: Olumsuz özellik öğrencilerimizden kaynaklanıyor, onları ikna etmeye çalışmak gerekiyor, yeni bir uygulama olduğu için. Farkındalık yaratmak zor oldu. Ama uygulamaya geçildiğinde faydalarına oldu, özellikle dil pasaportu ilgilerini çekti, yurt dışına çıktıklarında kullanabileceklerini söyledim, o onların dikkatini çekti, daha sonra zaten uygulamaları yapınca kendileri memnun kaldılar zaten. Hocanın gerçekten inanması lazım, çocuk bilmediği şeyi ilk önce eline alına bir sorguluyor tabi, özellikle de çaba göstermesi gerektiği için bu çabama değer mi diye

202

sorguluyor, tabi hocanın da ilk önce bir reklamını yapması lazım, bu açıdan da yurt dışında kullanabileceklerini bilmeleri ilk etapta çok faydalı oldu. Zaten işin içine girdiklerinde, kendileri de yaşamaya başlayınca faydasını gördüler yani.(The source of negative feature is our students, we have to make them believe since it is a new tool. Getting them aware was difficult. However, when we start the implementation, it was beneficial for them, especially language passport drew their attention, then, when they did the implication, they had pleasure. It is very imporrtnt for the teacher to believe first of all, when the student meet it fort he first time, s/he examines it, especially since s/he has to try, s/he examines if it worths trying, so, the teacher should advertise it first, in this respect, knowing that they will be able to use it abroad is very beneficial. Also, when they take actively part in it, they already get benefit from it.)

T: Peki Dönem başından beri ne gibi uygulamalar yaptınız BEDAF'la ilgili? (What kind of activities have you done about BEDAF from the beginning of the semester?)

H:Dönem başında bir tanıtımını yaptım, sonra hangi skillerde neler koyabileceklerini anlattım, nasıl uygulamalar yapacaklarını anlattım, temelde de kendi istediklerini koyacaklarını ve dolayısıyla kendi değerlendirmelerini yapacaklarını, bu anlamda kendi ellerinde olduğunu bilmek hoşlarına gitti, autonomyleri için iyi oldu, kendilerinin söz sahibi olması hoşlarına gitti, sonra zamanla uygulamaları yaptık. Sonra taskleri ile birlikte getirdiler, sohbet ettik, ne tür gelişim yaşadıklarını, o task öncesi ve sonrası, düzeltip düzeltmediklerine yönelik genel dönüt aldım onlardan, genel anlamda çok olumluydu, questionları da öncesinde ve sonrasında yapmaları işe yaradı, sorguladılar, gördüler, pratikti zaten, dönütler de gayet olumluydu, gayet güzel ellerine aldıklarında olumluydu, anladıklarını söylediler. (I made a presentation at the beginning of the semester, then, I explained which documents they can put for which skill in the student portfolio, I explained what kind of implications they can do, basically they may include what they want, therefore they will be able to evaluate themselves, they liked this idea, it was good for learner autonomy, they liked having the chance to say something in their evaluation, then, we did the implementations from time to time. They brought their ELPs with their tasks, we had a small chat, I got feedback from them about how they improved themselves, before and after the task, if they corrected their mistakes or not, it was very positive in general, and completing the

can do statemnts before and after was really beneficial, they questioned, they saw what they can do, it was already very practical as well, the feedbacks were very positive, they sa,d that when they took it in their hands, they understood it, it was really positive.)

T: Peki bir öz-değerlendirme aracı olduğu için öğrencilerin dil öğrenmeye karşı tutumunu değiştirdiğini, onları daha çok motive ettiğini düşünüyor musun? (Do you think that since ELP is a self-assessment tool, it effects students' attitudes towards learning a language, it motivates them?)

H: Kesinlikle şimdi farkındalık yarattığı için ve kendi eğitimlerinde söz sahibi oldukları için, bir şeyleri iyiye doğru taşımalarını sağladığı için çok olumlu olduğunu düşünüyorum. (Absolutely, as it raised awareness and students had the chance to comment on their education, and enabled them to make somethings positive, I think that it is really very positive.)

T:BEDAF'ın öğrencilerin dil gelişiminde faydalı olduğunu düşünüyor musunuz? (Is using BEDAF useful for students' language development?)

H:olumlu olarak gelişim gösterdiklerini gördüklerinde motive oldular kesinlikle. (They were really motivated when they saw they had progress.)

T: Peki genel bir değerlendirme yaparsak, BEDAF'ı sınıf içinde kullanmak faydalı mı faydasız mı? (So, if we make an evaluation, is using BEDAF useful or not?

H: Kesinlikle faydalı. (Definitely beneficial.)

T:Peki teşekkür ederim, eklemek istediğiniz bir şey var mı? (Thank you, is there anything you want to add?)

H: Yok teşekkür ederim, bence güzel bir uygulama. (No, thank you. I think it is a really good tool.)

… when I listen to simple sentences uttered very slowly and carefully with long pauses.

Uzun aralar verilerek, çok yavaş ve dikkatli bir şekilde dile getirilen basit cümleleri dinlediğimde…

I can understand numbers and prices
sayıları ve fiyatları anlayabilirim.

I can understand clock times, days, months and dates
saatleri, günleri, ayları ve tarihleri anlayabilirim.

I can recognise shapes and categories
şekil ve sınıflamaları anlayabilirim.

I can understand basic expressions about greetings
selamlaşmayla ilgili temel ifadeleri anlayabilirim.

I can understand routine phrases such as "please" and "thank you"
"Lütfen" ve "Teşekkür ederim" gibi belli sözcük kalıplarını anlayabilirim.

I can understand simple instructions such as "Sit down", "Wait", "Listen"
"Oturunuz", "Bekleyiniz", "Dinleyiniz" gibi basit komutları anlayabilirim.

I can understand one's short instructions
birisinin kısa komutlarını anlayabilirim.

I can understand long instructions if demonstrated
birisinin göstererek yaptığı uzun komutları anlayabilirim.

I can understand some words in songs and rhymes
şarkı ve tekerlemelerdeki bazı sözcükleri anlayabilirim.

I can identify familiar words and phrases in listening texts
metinlerdeki bildiğim sözcük ve sözcük kalıplarını tanıyabilirim.

I can identify key words in listening texts
metinlerdeki anahtar sözcükleri ayırt edebilirim.

I can understand simple short audio recorded expressions
kayıttan dinletilen basit kısa ifadeleri anlayabilirim.

I can understand some words and phrases I hear on the radio or TV programs
radyo ve televizyon programlarında duyduğum bazı sözcük ve sözcük gruplarını anlayabilirim.

I can understand single words and simple phrases when people talk to each other
başkaları birbiriyle konuşurken, tek sözcükleri ve basit tamlamaları anlayabilirim.

I can understand if somebody talks or asks question about me or my family
birileri benim ya da ailem hakkında konuşursa ya da soru sorarsa anlayabilirim.

_____

_____

206

… if texts comprise familiar images, names, words and simple sentences

Metinler tanıdık simgelerden, sözcüklerden, isimlerden ve basit cümlelerden oluşuyorsa…

I can understand short notes and simple notices
kısa notları ve basit duyuruları anlayabilirim.

1 2 3 4
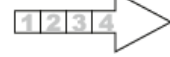
I can understand simple written instructions
yazılı basit yönergeleri anlayabilirim.

1 2 3 4
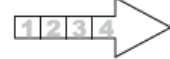
I can understand information about people's age and the place of residence in newspapers and magazines
gazete ve dergilerdeki, kişilerin yaş ve yaşadığı yere ilişkin bilgileri anlayabilirim.

1 2 3 4

I can find what I need in simple informative texts
bilgi içeren basit metinlerde gereksinim duyduğum bilgiye ulaşabilirim.

1 2 3 4

I can understand necessary information in advertisements, timetables, menus, directories, and brochures
reklam, zaman çizelgesi, menü, kılavuz ve broşürlerdeki gerekli bilgileri anlayabilirim.

1 2 3 4

I can locate a concert or a film on posters and identify where it takes place and what time it starts.
afişlerdeki konser ya da filmin nerede olduğunu ve saat kaçta başlayacağını anlayabilirim.

1 2 3 4
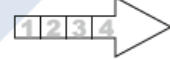
I can understand what personal information is demanded in such documents as application form or hotel registration form
başvuru formu ya da otel kayıt formu gibi belgelerde hangi kişisel bilgilerin istendiğini anlayabilirim. ;

1 2 3 4
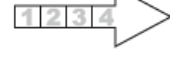
I can understand words and phrases on signs such as "no parking" or "no smoking"
işaret levhalarındaki "Park edilmez" yada "Sigara içilmez" gibi sözcük ve ifadeleri anlayabilirim.

1 2 3 4
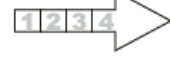
I can understand the instructions in a computer program such as "copy", "cut", "paste", "print" and "save"
bir bilgisayar programındaki " kopyala", "kes", "yapıştır", "yazdır", "kaydet" gibi komutları anlayabilirim.

1 2 3 4
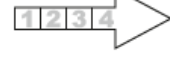
I can understand written directions on how to get from one place to another
bir yerden bir yere nasıl gidileceğine ilişkin yazılı yön tariflerini anlayabilirim.

1 2 3 4

I can understand short messages such as e-mails and postcards
elektronik posta ve kartpostallardaki kısa mesajları anlayabilirim.

1 2 3 4

I can understand when somebody writes me about how s/he is and what s/he is doing
birileri bana nasıl olduğunu ve ne yaptığını yazarsa anlayabilirim.

1 2 3 4

_____

1 2 3 4

_____

1 2 3 4

207

... if the other person speaks slowly, is ready to repeat what s/he is saying when necessary, and s/he helps me express myself.

Karşımdaki kişi yavaş bir hızla, gerektiğinde tekrarlayarak konuşursa ve söylemek istediğim şeyi ifade etmeme yardımcı olursa ...

I can introduce somebody and can use basic greetings and leave taking expressions
birileri ile tanışabilir, selamlaşma ve vedalaşmaya ilişkin kalıp ifadeleri kullanabilirim.

`1 2 3 4` →
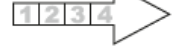
I can say who I am, where I live, where I go to school or where I work
kim olduğumu, nerede yaşadığımı, nerede öğrenim gördüğünü ya da çalıştığımı söyleyebilirim.

`1 2 3 4` →
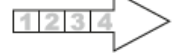
I can say what I like and dislike
hoşlandığım ve hoşlanmadığım şeyleri söyleyebilirim.

`1 2 3 4` →
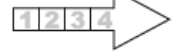
I can have simple daily conversations
basit günlük sohbetler yapabilirim.

`1 2 3 4` →
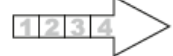
I can make and accept apologies
özür dileyebilir ve özürleri kabul edebilirim.

`1 2 3 4` →
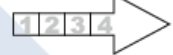
I can handle such expressions as numbers, quantities, costs, clock times, days, months and years
sayı, miktar, fiyat, saat, gün, ay ve yıl ile ilgili ifadeleri kullanabilirim.

`1 2 3 4` →
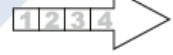
I can ask and answer how much something costs, what time it is, how long it takes to get somewhere
birşeyin fiyatını, saatin kaç olduğunu, bir yere ulaşmanın ne kadar sürdüğünü sorabilir ve bu tür sorulara yanıt verebilirim.

`1 2 3 4` →

I can ask for and can give things
herhangi bir şeyi isteyebilir ve istenilen bir şeyi verebilirim.

`1 2 3 4` →
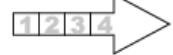
I can make simple purchases through pointing to objects or using gestures
jest ve mimikler yardımıyla küçük alışverişler yapabilirim.

`1 2 3 4` →
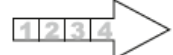
I can say that I don't understand something or I cannot do something, and I can ask for help
birşeyi anlamadığımı ya da yapamadığımı söyleyebilir ve yardım isteyebilirim.

`1 2 3 4` →

I can ask people questions about where they live, people they know, things they have, and the like, and can answer such questions
kişilere nerede yaşadıkları, kimleri tanıdıkları ve sahip oldukları şeylere ilişkin sorular sorabilir ve bu tür sorulara cevap verebilirim.

`1 2 3 4` →
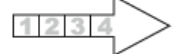
I can ask about a person, family, and interests, and answer simple and direct questions about these subjects
bir kişi, aile ve ilgileri hakkında soru sorup bu konularla ilgili basit ve doğrudan sorulan sorulara yanıt verebilirim.
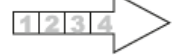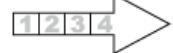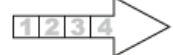
`1 2 3 4` →

_____

`1 2 3 4` →

_____

`1 2 3 4` →

… using body language, basic words and simple sentences.
Vücut dilini, basit sözcük gruplarını ve basit cümleleri kullanarak…

I can greet and farewell in different time slices of a day, and can thank and excuse

günün değişik dilimlerinde selamlaşabilir, vedalaşabilir ve teşekkür edebilir, özür dileyebilirim.

1 2 3 4

I can spell words, and give dates and addresses

sözcükleri heceleyebilir, tarih ve adresleri söyleyebilirim.

1 2 3 4

I can introduce myself, my family and my friends

kendimi, ailemi ve arkadaşlarımı tanıtabilirim.

1 2 3 4

I can give such information about myself and my family members as address, telephone number, nationality, and age

kendim ve ailem hakkında adres, telefon numarası, uyruk ve yaş gibi bilgileri verebilirim.

1 2 3 4

I can describe my house and the neighbourhood

evimi ve çevresini tanımlayabilirim.

1 2 3 4

I can describe places and objects related to my everyday life

günlük yaşantımla ilgili yerleri ve eşyaları betimleyebilirim.

1 2 3 4

I can recite some songs, poems, and rhymes I like

sevdiğim bazı şarkıları, şiirleri ve kafiyeleri ezberden söyleyebilirim.

1 2 3 4

I can give information about my daily routines

günlük hayatımla ilgili bilgi verebilirim.

1 2 3 4

_____

1 2 3 4

_____

1 2 3 4

209

… using words, simple phrases and sentence structures which I have learned.
Öğrendiğim kelimeleri, basit kelime gruplarını ve cümle yapılarını kullanarak…

I can copy short texts about everyday life

günlük yaşamla ilgili kısa metinleri kopyalayabilirim.

1 2 3 4
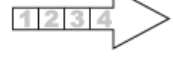
I can fill in simple personal forms covering my personal details such as my job, age, country and address.

Meslek, yaş, ülke ve adresimi de içeren basit kişisel formları doldurabilirim.

1 2 3 4

I can write simple short dialogues

basit kısa diyaloglar yazabilirim.

1 2 3 4

I can write simple text messages and e-mails to my friends

arkadaşlarıma basit telefon mesajları ve elektronik mektuplar yazabilirim.

1 2 3 4

I can write in short texts how I am, and what I'm doing

kısa notlarla nasıl olduğumu ve ne yaptığımı yazabilirim.

1 2 3 4

I can write short messages for a birthday , new year and feasts

doğumgünü, yılbaşı ve bayramlar için kısa mesajlar yazabilirim.

1 2 3 4

I can write a simple personal description

basit bir kişisel tanım yazabilirim.

1 2 3 4

I can write a short text, using simple sentence connectors such as "and", "but", and "then".

"Ve", "fakat" ve "daha sonra" gibi basit bağlaçlar kullanarak kısa bir metin yazabilirim.

1 2 3 4
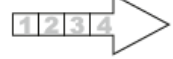
I can write a simple short note to my friends about where to meet

arkadaşlarıma buluşma yerini belirten kısa ve basit bir not yazabilirim.

1 2 3 4
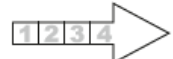
I can write simple sentences about my school, my job or where I live

okuluma, işime ya da yaşadığım yere ilişkin basit cümleler yazabilirim.

1 2 3 4

_____

1 2 3 4

_____

1 2 3 4

210
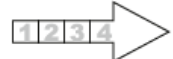
… when I listen to utterances about familiar subjects through frequently used words in a clear and slow way.

Sık kullanılan sözcüklerle, açık, yavaş ve bildiğim konular hakkında konuşulanları dinlediğimde…

I can catch the main points in short simple messages and announcements
kısa mesaj ve duyurulardaki temel noktaları yakalayabilirim.

I can understand simple directions on how to get somewhere
bir yere nasıl gidilebileceğini anlatan basit yönergeleri anlayabilirim.

I can understand simple instructions about how to use tools and equipment
araç, gereçleri nasıl kullanabileceğimi anlatan basit yönergeleri anlayabilirim.

I can understand simple descriptions of operations if they are supported by practical demonstrations
bir işle ilgili yapacaklarım basit tariflerle uygulamalı biçimde gösterilerek anlatılırsa anlayabilirim.

I can understand short, simple stories
kısa ve basit hikayeleri anlayabilirim.

I can understand some lengthy questions and instructions even if sometimes they have to be repeated
bazen tekrar edilmesi gerekse bile bazı uzun soru ve komutları anlayabilirim.

I can understand short voice messages and short conversations
kısa sesli mesajları ve kısa konuşmaları anlayabilirim.

I can understand conversations about someone's past, present or future even if sometimes they have to be repeated
bazen tekrar edilmesi gerekse bile kişilerin geçmişi, bugünü ya da geleceğiyle ilgili konuşmaları anlayabilirim.

I can understand all instructions directed by my boss or seniors
patronumun ya da amirimin söylediği bütün komutları anlayabilirim.

I can understand the basic rules about my profession
mesleğimle ilgili temel kuralları anlayabilirim.

I can understand about festivals or various cultural events
festival ya da benzeri çeşitli kültürel etkinlikleri anlayabilirim.

I can understand most of simple short stories
kısa ve basit öykülerin büyük bir kısmını anlayabilirim.

I can understand simple phrases, questions and information related to my basic personal needs such as shopping, eating out, and going to the doctor
alışveriş, dışarıda yemek yeme ve doktora gitme gibi başlıca kişisel ihtiyaçlarıma ilişkin basit sözcük grupları, soru ve bilgileri anlayabilirim.

I can understand what is going on in the world on the Internet or on TV through images
intenette ya da televizyon izlerken dünyada neler olduğunu görüntülerin yardımıyla anlayabilirim.

_____

_____

211

... if texts comprise basic expressions and simple sentences.
Metin, basit kelime gruplarını ve basit cümleleri içeriyorsa...

I can understand simple messages from friends, such as when and where to meet
*arkadaşlarımdan gelen ne zaman, nerede buluşacağımız gibi basit mesajları anlayabilirim.*

I can understand instructions and regulations on, for instance, how to use a public telephone at an airport
hava alanlarındaki telefonların nasıl kullanılacağı gibi komut ve yönergeleri anlayabilirim.
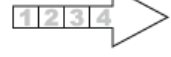
I can understand simple and short texts with the help of pictures and drawings
resimler ve çizimler yardımıyla basit ve kısa metinleri anlayabilirim.

I can find information in a text to answer related questions
ilgili soruları cevaplamak için metinde geçen bilgiyi bulabilirim.
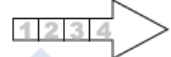
I can understand short texts related to familiar topics
bildiğim konularla ilgili kısa metinleri anlayabilirim.

I can gather important information from media containing names, numbers, and pictures
isim, sayı ve resimler içeren medya türlerinden önemli bilgiyi toplayabilirim.
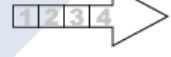
I can understand a short story with the help of a glossary
sözcük listesinden yararlanarak kısa bir öyküyü anlayabilirim.
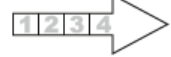
I can find useful information in simple texts about everyday life
günlük yaşamla ilgili basit metinlerdeki yararlı bilgileri bulabilirim.
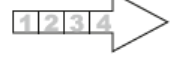
I can understand simple texts that explain something with pictures or tables
*resim ve tablolarla açıklanmış basit metinleri anlayabilirim.*
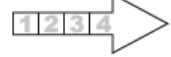
I can understand personal letters and short notes
*kişisel mektupları ve kısa notları anlayabilirim.*
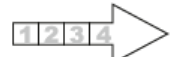
I can read short reports in the newspaper about a sport
gazetede sporla ilgili kısa haberleri okuyup anlayabilirim.
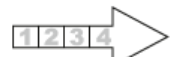
I can understand most of the short stories or narrative texts
kısa öykü ve romanların çoğunu anlayabilirim.
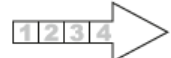
I can identify differences between various text types
değişik metin türleri arasındaki farkı ayırt edebilirim.

_____

_____

212
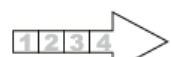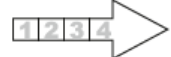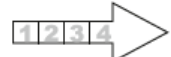
… if the other person speaks slowly and uses body language.
Karşımdaki kişi yavaş bir hızla ve vücut dilini kullanarak konuştuğunda…

I can make myself understood in everyday life with gestures
vücut dilimle destekleyerek günlük yaşantıda kendimi ifade edebilirim.
1 2 3 4

I can participate in conversations about everyday life in short sentences
günlük yaşantıyla ilgili konuşmalara kısa cümlelerle katılabilirim.
1 2 3 4

I can make simple transactions in shops, post offices or banks
mağaza, postane ya da bankalardaki basit işlemleri yapabilirim.
1 2 3 4

I can ask for necessary information about public transports, and can purchase tickets
toplu taşım araçları hakkında gerekli bilgileri öğrenebilir ve bilet satın alabilirim.
1 2 3 4

I can get information about a trip which I will take
yapacağım bir yolculukla ilgili bilgi alabilirim.
1 2 3 4

I can order something to eat or drink in a restaurant
bir restoranda sipariş verebilirim.
1 2 3 4

I can act a part in a simple play or dialogue
basit bir drama ya da karşılıklı konuşmada rol alabilirim.
1 2 3 4

I can ask the price of something I want to buy, and can make simple purchases
satın almak istediğim şeyin fiyatını sorabilir ve basit alışverişler yapabilirim.
1 2 3 4

I can ask for or can understand directions by referring to a map or plan
bir harita ya da plana bakarak yön tarifi yapabilir ya da öğrenebilirim.
1 2 3 4

I can make invitations for my friends, and can respond to their invitations
arkadaşlarımı bir yerlere davet edebilir ve onlardan gelen davetlere cevap verebilirim.
1 2 3 4

I can exchange ideas about a meeting place, time and plans
bir buluşma yeri, zamanı ve planlarına ilişkin fikir alışverişi yapabilirim.
1 2 3 4

I can ask people questions about what they do at work and in leisure, and can answer such questions
birilerine işte ve boş zamanlarında neler yaptığını sorabilir ve bu tür soruları cevaplayabilirim.
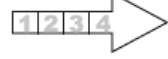1 2 3 4

_____
1 2 3 4

_____
1 2 3 4

213

… using body language, basic words and simple sentences.
Vücut dilini, basit sözcük gruplarını ve basit cümleleri kullanarak…

I can describe myself and my family
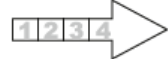
kendimi ve ailemi tanıtabilirim.

`1 2 3 4` ▷

I can describe my interests in a simple way

basit bir şekilde ilgi alanlarımdan bahsedebilirim.

`1 2 3 4` ▷

I can talk about my educational background or about my job

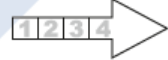*eğitim durumumu ve işimi anlatabilirim.*

`1 2 3 4` ▷

I can say something about my hobbies and my school

hobilerim ve okulum hakkında birşeyler söyleyebilirim.
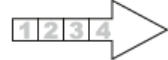
`1 2 3 4` ▷

I can give basic descriptions about simple daily events.

*basit günlük olayları ana hatlarıyla anlatabilirim.*

`1 2 3 4` ▷

I can make a short presentation on a simple topic if I am prepared

önceden hazırlanırsam basit bir konu hakkında kısa bir sunu yapabilirim.

`1 2 3 4` ▷

I can briefly talk about an event or about my experiences if I am prepared

*önceden hazırlanırsam, bir olay ya da deneyimlerim hakkında kısaca konuşabilirim.*

`1 2 3 4` ▷
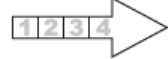
I can describe how something functions or how to do something

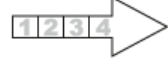*birşeyin nasıl çalıştığını ya da bir şeylerin nasıl yapıldığını anlatabilirim.*

`1 2 3 4` ▷

I can describe past activities such as feasts or holidays

bayram ve tatil etkinlikleri gibi geçmiş olayları anlatabilirim.

`1 2 3 4` ▷
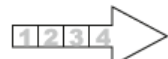
I can give a brief account of the essential parts of simple texts

basit metinlerin önemli bölümlerini kısaca anlatabilirim.

`1 2 3 4` ▷

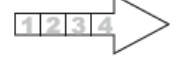_____

`1 2 3 4` ▷

_____

`1 2 3 4` ▷

... using basic expressions and very simple sentences.

*Basit sözcük grupları ve çok basit cümleler kullanarak ...*

I can create notes about where I am, or where and when to meet somebody

nerede olduğum, ya da birisiyle buluşma yeri ve zamanı hakkında bir not oluşturabilirim.

`1 2 3 4`

I can write a short letter to express my thanks, to apologise, to send greetings

teşekkürlerimi aktarmak, özür dilemek, selamlarımı iletmek için kısa bir mektup yazabilirim.

`1 2 3 4`
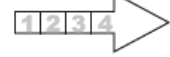
I can describe my family, myself, my hobbies, my school or my job in short texts

ailemi, kendimi, hobilerimi, işimi ya da okulumu kısa metinlerde betimleyebilirim.

`1 2 3 4`

I can describe an event or an activity such as a celebration or a meeting in simple sentences

kutlama ya da toplantı gibi bir olayı ya da etkinliği basit cümlelerle anlatabilirim

`1 2 3 4`

I can write short stories using pictures

resimler kullanarak kısa hikayeler yazabilirim.

`1 2 3 4`

I can write short texts with introduction, development and conclusion parts, using sentence connectors such as "first", "then", "after that" and "because"

"Önce", "sonra", "daha sonra" ve "çünkü" gibi bağlaçlar kullanarak giriş, gelişme ve sonuç bölümü olan

kısa metinler yazabilirim.

`1 2 3 4`

I can fill in a form about my educational background, my job, my fields of interest and my specific skills

eğitim durumum, işim, ilgi alanlarım ve özel becerilerim hakkında bir form doldurabilirim.

`1 2 3 4`

_____

`1 2 3 4`

_____

`1 2 3 4`

215
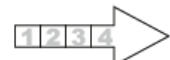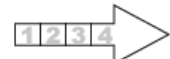
APPENDIX 12. ATTITUDE QUESTIONNAIRE (ENGLISH)

Attitudes and Motivation Scale for English Language Learning

SECTION I: PERSONAL INFORMATION

1. Gender : _____ Male _____ Female

2. Department : _____ .

3. Age: _____ .

4. Class: _____ .

5. If you could choose, which foreign languages would you choose next year at school? Please indicate three languages in order of importance:
4. _____.
5. _____.
6. _____.

6. What foreign languages are you learning besides English? _____.

7. How long have you been learning English? _____.

SECTION II

In the following section we would like you to answer some questions by simply giving marks from 1 to 5. Please put an (X) in the box that best that best matches your opinion and don't leave out any of them. Thanks.

1 = not at all	2 = not really	3 = so-so	4 = quite a lot	5 = very much

STATEMENTS	1	2	3	4	5
7. How much do you like English?					
8. How much do you like the people who live in English-speaking countries?					
9. How much do you think knowing English would help your future career?					
10. How much do you like to travel to English-speaking countries?					
11. How much would you like to meet people from English-speaking countries?					
12. How much would you like to become similar to the people who speak English?					
13. How much do you like English films?					
14. How much do you like English magazines, newspapers, or books?					
15. How much do you like the music of English-speaking countries?					
16. How much do you like the TV programmes made in English-speaking countries?					
17. How important do you think learning English is in order to learn more about the culture and art of its speakers?					
18. How much do you like the atmosphere of your English classes?					
19. How much do you find learning English is really interesting?					
20. Do you always look forward to English classes?					
21. Do you really enjoy learning English?					
22. Do you think time passes faster while studying English?					
23. How much do you think knowing English would help you to become a more knowledgeable person?					

SECTION III

Now there are going to be statements some people agree with and some people don't. We would like to know to what extent they describe your feelings or situation. After each statement you'll find five boxes. Please put a cross (X) in the box which best expresses to what extent you agree with the statement about your feelings or situation.
• There is no right or wrong answer—we are interested in your personal opinion

1 = strongly disagree 2 = disagree 3 = neither agree nor disagree   4 = agree 5 = strongly agree

STATEMENTS	1	2	3	4	5
24. If an English course was offered in the future, I would like to take it.					
25. I am working hard at learning English.					
26. I would like to study English even if I were not required.					
27. I imagine myself as someone who is able to speak English.					
28. I can imagine myself speaking English as if I were a native speaker of English.					
29. Whenever I think of my future career, I imagine myself using English.					
30. Learning English is necessary because people surrounding me to do so.					
31. My parents believe that I must study English to be an educated person.					
32. My family put a lot of pressure on me to study English.					
33. Studying English can be important to me because I think it will some day be useful in getting a job and/or making money.					
34. Studying English is important to me because I am planning to study abroad.					
35. Studying English is important to me because with English I can work globally.					
36. I study English in order to keep updated and informed of recent news of the world.					
37. I have to learn English because without passing the English course I cannot graduate.					
38. I have to learn English because I don't want to fail the English course.					
39. I have to study English; otherwise, I think I cannot be successful in my future career.					
40. Studying English is important to me in order to achieve a special goal (e.g. to get a degree or scholarship).					
41. Studying English is important to me, because I would feel ashamed if I got bad grades in English.					
42. Learning foreign languages makes me fear that I will feel less Turkish because of it.					
43. Learning English is one of the most important aspects of my life.					

CURRICULUM VITAE

Personal Information

Name Surname	Burcu ŞENTÜRK
Place of Birth	Samsun
Date of Birth	23.03.1984

Education

High School	Sinop Anatolian Teacher Training High School	2001
Bachelor of Arts (BA)	Middle East technical University, English Langage Teaching	2005
Master of Arts (MA)	Bilkent University, MA TEFL	2010
PhD	Hacettepe University, English Language Teaching	2017
Foreign Language	English: Reading (C2), Listening (C2), Speaking (C2), Writing (C2) German: Reading (A1), Listening (A1), Speaking (A1), Writing (A1)	

Work Experience

Work Experience	Bülent Ecevit University, School of Foreign Languages, Head of the Basic English Department	2014-ongoing
	Bülent Ecevit University, School of Foreign Languages, Department of Basic English (Eng. Inst.)	2006-ongoing
	İstanbul Ar-El College (English Teacher)	2005-2006

Academic Experience

Publications

Burcu ŞENTÜRK, "Self-regulation Strategies and Vocabulary Size of EFL Turkish University Students ", Procedia - Social and Behavioral Sciences, 232 (2016), 90-97
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