



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

**THE EFFECT OF DISTANCE SELF-ASSESSMENT TRAINING ON
TURKISH EFL LEARNERS' WRITING SKILLS**

Atiye BUDANIR

Master's Thesis

Ankara, 2022

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UZAKTAN ÖZ DEĞERLENDİRME EĞİTİMİNİN İNGİLİZCEYİ YABANCI DİL
OLARAK ÖĞRENEREN TÜRK ÖĞRENCİLERİN YAZMA BECERİLERİNE ETKİSİ

Atiye BUDANIR

Master's Thesis

Ankara, 2022

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **Atiye BUDANIR** and entitled “The Effect of Distance Self-Assessment Training on Turkish EFL Learners’ English Writing Skills” has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 13/06/2022 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master’s Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from 13/06/2022

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Abstract

This study aims to examine the effect of distant self-assessment training on Turkish EFL learners' writing and self-assessment performance. Additionally, it also aims at revealing the views of the students and their teachers regarding distance self-assessment training. To this end, explanatory sequential mixed methods design was followed. Four groups of students participated in this study: two experimental and two control groups. 23 students each in the experimental and control groups, a total of 46 students who were of B1 level participated in this study. The students in the experimental groups were given the distance self-assessment training as treatment. After that, the quantitative data were collected through the self-assessment scores of both groups and teachers in two different writing exams. The assessment criteria used to collect the quantitative data was developed by the preparatory school and expert opinions were obtained for reliability and validity concerns. Qualitative data were collected by interviewing the students and their teachers about self-assessment training. The findings reveal that the distance self-assessment training created a significant difference in the writing performance of the experimental group learners. While there was no significant improvement in the performance of the students in the control group, the students in the experimental group had higher scores after the training. Besides, the students in the experimental group self-assessed their writing exam as close as their teachers whereas the students in the control group did not. Moreover, both the students and teachers had positive opinions regarding the self-assessment training.

Keywords: Self-assessment, distance education, assessment in English, writing skills in English, students at tertiary level

Öz

Bu çalışma, uzaktan öz değerlendirme eğitiminin İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerin yazma ve öz değerlendirme performansı üzerindeki etkisini incelemeyi amaçlamaktadır. Ayrıca öğrencilerin ve öğretmenlerinin uzaktan öz değerlendirme eğitimine ilişkin görüşlerini ortaya çıkarmak da amaçlanmıştır. Araştırmanın amaçlarına ulaşmak için açılımlayıcı sıralı karma desen kullanılmıştır. Bu çalışmaya iki deney ve iki kontrol grubu olmak üzere dört öğrenci grubu katılmıştır. Deney ve kontrol gruplarında 23'er öğrenci, toplamda 46 öğrenci bu çalışmaya katılmıştır. Deney gruplarındaki öğrencilere uzaktan öz değerlendirme eğitimi verilmiştir. Daha sonra nicel veriler, iki farklı yazma sınavında hem grupların hem de öğretmenlerin öz değerlendirme puanları aracılığıyla toplanmıştır. Nicel verilerin toplanmasında kullanılan yazma değerlendirme ölçütleri hazırlık okulu tarafından geliştirilmiştir ve bu çalışmada kullanılması için güvenilirlik ve geçerlilik açısından uzman görüşleri alınmıştır. Nitel veriler, öğrenciler ve öğretmenleri ile öz değerlendirme eğitimi hakkında görüşülerek toplanmıştır. Bulgular, uzaktan öz değerlendirme eğitiminin deney grubu öğrencilerinin yazma performanslarında anlamlı bir farklılık yarattığını ortaya koymaktadır. Kontrol grubundaki öğrencilerin performanslarında önemli bir gelişme olmazken, deney grubundaki öğrencilerin eğitim sonrasında daha yüksek puanlar aldığı görülmüştür. Ayrıca deney grubundaki öğrenciler kendi yazma sınavlarını öğretmenlerine çok yakın olarak değerlendirirken, kontrol grubundaki öğrenciler deney grubu öğrencileri kadar doğru bir şekilde kendilerini değerlendirememişlerdir. Buna ek olarak, hem öğrenciler hem de öğretmenler öz değerlendirme eğitimi hakkında olumlu görüş belirtmiş ve etkili olduğuna inandıklarını söylemişlerdir.

Anahtar Kelimeler: Öz değerlendirme, uzaktan eğitim, İngilizcede değerlendirme, İngilizce yazma becerisi, üniversite öğrencileri

To the person whose laughter means the whole world to me, my son, Kerem...

Acknowledgements

I would like to thank and express my deepest gratitude to my advisor Prof. Dr. İsmail Hakkı MİRİCİ for his contributions, guidance, and constant support. He was always there when I needed any kind of help in order to complete this thesis.

I would like to thank my dearest and life-long friends, Merve BOZBIYIK, Nesli Çiğdem SARAL and Ayşenur İNEGÖL for supporting me whenever I had a question in mind regarding my thesis.

I am thankful to my dearest husband, Ömer, for his guidance, and never-ending support. Without his help, this thesis would not be finished. Knowing the fact that he believes in me more than I believe in myself kept me motivated during this process. I also would like to thank my 1-year-old son, Kerem, for turning me into a stronger person and filling me with joy every single day throughout this journey.

I also would like to state my appreciation to Assoc. Prof. Dr. Sacip TOKER for his guidance and help.

I would like to state my gratefulness to TÜBİTAK (The Scientific and Technological Research Council of Turkey) for providing an M.A. scholarship (TÜBİTAK-2210A).

Lastly, I am grateful to my dear mother, Yaşar GÖZÜTOK, and father, Uğur GÖZÜTOK, and my lovely sister, Esra GÖZÜYUKARI, and beloved brother, Eser GÖZÜTOK, for always being there for me and believing in me. One can truly understand the significance of having a family with strong bonds in hard times. Without their endless support and unconditional love, I would not be able to come this far.

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Chapter 1

Introduction

This chapter presents the background, problem, purpose, significance and limitations of the study as well as the research questions and assumptions in line with the previous studies conducted in the field.

Background to the Study

Assessment is an indispensable component of language teaching and learning process because its role is determining the current knowledge of the learners. After the 1980s and 1990s, the innovations in the field of language teaching brought the need to come up with different methods of assessment (Brown and Hudson, 1998). The reason behind looking for new assessment methods was the inadequacy of these methods in revealing the performance of the learners since the focus of traditional assessment was on the end product after a period of instruction.

One of the most commonly used assessments in writing was direct assessment in the 1930s and 1940s. Then, in the 1950s and 1960s teachers and students concentrated on multiple choice type of questions instead of writing in classes for college entry exams. However, in the 1970s, teaching and learning language more communicatively gained importance and new language teaching methods like task-based learning started to be used in language classrooms in the 1980s (Yıldırım, 2001). All these advances started the search for more meaningful, reliable and valid ways of assessment (Hamp-Lyons, 1993). Therefore, many alternative assessment types as well as self-assessment were brought in with the aim of meeting the new objectives in education (Brown and Hudson, 1998). When it comes to the last few decades, the emergence of Constructivist curriculums has influenced the teaching and learning process dramatically (Banlı, 2014). The fact that constructivism focuses on learning but not teaching and gives importance to autonomous learners and learners' engagement in their own learning processes has given a novel dimension to the field (Wang, 2011). All these innovations in education has affected the way assessment is applied as well. Namely, the

importance of including assessment in every part of learning process has gained importance. It has been acknowledged that the role of assessment is not only evaluation at the end of a course but also leading the process. As Greenstein (2010) highlights if teachers use assessment from the beginning until the end of the teaching and learning process in a consistent way, they will help their students improve themselves from basic knowledge to deeper understanding and ultimately to the higher cognitive levels of analysis, synthesis, and application. Therefore, ongoing assessment in learning process has started to be favored in education in the current era in education, and self-assessment is one of the most important types of alternative assessments that can ensure an ongoing evaluation process for the learners.

Self-assessment is defined as a way that directs and affects the teaching and learning process by finding out the proficiency level and achievements of learners (Cheng, Rogers & Wang, 2007). Assessment has been traditionally interested in diagnosing the weaknesses of learners and the product at the end of a course. However, there has been a change from product to process in the field of language assessment (Al-Mahrooqi, 2017). That is why the use of more creative, authentic and dynamic assessment types such as portfolios, diaries, peer-assessment and self-assessment has gained popularity in the field of foreign language teaching. Self-assessment is considered as one of the most important types of alternative assessment which is regarded as complementary to traditional standardized testing (Richards and Schmidt, 1985).

According to Brown (1998, p.53) "Self-assessments are any assessments that require students to judge their own language abilities or performance." Brown emphasizes that self-assessment integrates learners with the learning and teaching process and provides them an ongoing assessment process that encourages reflection on their own learning. Moreover, self-assessment creates a positive attitude in the learners toward their learning process and that is why it fosters their motivation towards learning. Contrary to the traditional assessment mentality, involving learners in each and every step of the learning process has gained

importance in education and as Wang (2011) highlights “Even with the best teachers and methods, students are the only ones who can actually do the learning” (p. 273). Therefore, in self-assessment learners decide if they can achieve the learning aims and “whether the learning is worth the effort required to attain it” (Stiggins, Arter, Chappuis & Chappuis, 2004, p. 17). In this respect, self-assessment has come to the fore for researchers and practitioners in the field of foreign language teaching. In other words, self-assessment can be also considered as a consequence of the learner-centered way of teaching in the field of language teaching, particularly in writing teaching (Nunan, 1988).

Studies conducted on self-assessment state that the negative effects of the conventional assessment methods are decreased when learners evaluate themselves. To illustrate, when students assess their own performance, the fear of being assessed by teachers, stress and anxiety are not included in the assessment process for the students (Nurov, 2000). There are also various studies on self-assessment pointing out that including self-assessment in student evaluation process increases learner autonomy. Learner autonomy defined by Holec (1981) as the learners’ ability to take responsibility of one’s own learning has been a significant concern of research in the recent history of language learning (Holec, 1981; Dickinson, 1987; Little, 1991; Dam, 1995; Brown, 2007; Balçıkanlı, 2010; Doğan and Mirici, 2017). According to Nunan (1988) self-assessment is not only a tool to develop learner autonomy but also to help learners be involved in their own learning process which increases their motivation. Because learners reflect on their own learning process, it might result in positive attitudes, and in turn higher motivation towards learning (Nurov, 2000). Furthermore, Gardner (1996) highlights that there could be different benefits of self-assessment for learners including development of self-confidence and motivation. It is also stated by Tudor (1996) that students might evaluate their language skills more accurately thanks to the higher motivation and awareness that self-assessment provides them with.

However, although there are many positive effects of alternative assessments on the learners and the process of learning, there have been some questions raised concerning their reliability and validity (Brown and Hudson, 1998). Another concern was about their objectivity (Huerta-

Macias, 1995). As highlighted by Brown (1998), some of the disadvantages of self-assessments could be the subjectivity of scoring, the differences in scoring due to the levels of the learners, and the unreliability of the scores in high stake exams.

Even if there are problems related to the reliability, validity and credibility of self-assessments, there have been also various ways to improve them. The methods suggested by Brown and Hudson (1998, p. 655) include “credibility, auditability, multiple tasks, rater training, clear criteria, and triangulation of any decision making procedures”. If the alternative assessment instrument measures what it aims at measuring is defined as the credibility of these assessments and the consistency of the results at the end of the assessments as auditability (Huerta-Macias, 1995). Several other ways that make sure reliability and validity of alternative assessments have been suggested as using anchor papers, setting and using clear criteria, and trained markers or readers, and observing if the use of criteria is consistent by the readers (Wilde, Del Vecchio and Gustke as cited in Yıldırım, 2001).

Another way of ensuring validity of self-assessment has been considered as training the learners and it has caught special attention (Brown and Hudson, 1998). It is also highlighted by O'Malley and Pierce (1996) that when the learners are trained on the criteria used for assessment, self-assessment of the learners also improves in time. As pointed out by Dickinson (1993) training learners on self-assessment brings together numerous positive effects such as development of the ability of learners to monitor their own progress, understanding and identifying the problematic parts in their products and solving the problems themselves and eventually improvement in their writing process.

There have been various methods suggested in the literature to train the learners on self-assessment. According to Hillocks (1986), the most commonly used methods are showing good samples of writing to the learners and having them study those and asking the learners to use the grading criteria to evaluate their own writing papers or the writing of their peers.

Therefore, one way to ensure more reliable self-assessment is training the learners and making sure that they use the same grading criteria.

Taking each and every point discussed above into account, making self-assessment an essential part of writing classes and improving their validity could be one of the concerns of EFL instructors since their efforts in integrating self-assessment in their writing classes may have different benefits for both the learners and the teaching and learning process. Using self-assessment may increase the learners' awareness about their own weaknesses and help them work on those weak points and eventually improve their writing skills. Therefore, this research study aims at finding out to what extent training learners to self-assess their own writing affects their writing and at the same time self-assessment skills.

In the field of language assessment research, there have been various studies carried out on self-assessment of language skills. Numerous studies have been conducted on self-assessment of receptive skills, reading and listening, and productive skills, writing and speaking, all around the world with participants of all ages ranging from young learners to adults. However, most studies on self-assessment of writing have been done in the traditional classroom settings (Marteski, 1997; Yıldırım, 2001; Wei, 2007; Banlı, 2014). Therefore, it is crucial to conduct a study on self-assessment of writing in a setting in which education is received through online classes.

Statement of the Problem

In the Department of Basic English in which the present study is conducted writing classes are given through distance education and face-to-face, and learners get constant feedback from their instructors on their writing products. The type of writing for which students are responsible, such as writing an opinion essay, is taught during the online or face to face lessons. Then, students are assigned both graded and ungraded tasks to show their understanding of the type of writing. After each assignment, their teachers spare time for one-on-one feedback to go over the students' products and talk about the reasons why they were given a specific grade. Throughout a module, they practice the same routine, at least once a week, which includes

writing, getting feedback and evaluating their product with their teachers. However, they most often cannot see the reason why the teacher assessed their final grade as lower than what they expected, when they think that they have covered all the aspects expected from them. Even when the instructors explain why and how the students receive a particular grade with reference to the writing criteria, the students seem dissatisfied with the explanations. This situation raises the necessity of training students on the self-assessment of their writing pieces based on the pre-determined criteria both in order to involve them in their own learning process and help them improve their writing skills.

Purpose and Significance of the Study

The purpose of this research is to investigate the effect of training English preparatory school students at tertiary level through distance education to self-assess their own writing using the pre-set course criteria. The study aims at finding out whether training the students to apply the criteria for self-assessment can improve their writing performances and their self-assessment performances via distance education. In this study, it is also aimed to elicit the opinion of the participant students and teachers about the distance self-assessment training on the writing and self-assessment skills of the learners.

This study is the first attempt to explore the effects of training students to self-assess their writing through distance education in Turkey. Numerous studies on self-assessment of writing and self-assessment training have been conducted in different contexts (Yıldırım, 2001; Wei, 2007; Banlı, 2014), however, not in distance education context in Turkey.

Research Questions

The main research question of the present study is; “What is the effect of distance self-assessment training for students on writing skills in English?”

Based on this main research question the sub-research questions can be stated as follows:

1. Does the distance self-assessment training improve Turkish EFL learners' writing performance on two different occasions?

2. Does the distance self-assessment training affect the difference between EFL learners' self-assessment performance and writing performance graded by the teacher on two different occasions?
3. What are the opinions of the EFL learners about receiving a distance self-assessment training?
4. What are the opinions of the EFL instructors about providing their students with a distance self-assessment training?

Assumptions

This study on the self-assessment of writing skills investigates whether there are any similarities or differences between students' self-assessments of their writing skills and teachers' assessment of the participants' writing skills in English right after the learners have had distant self-assessment training. The study has the following assumptions.

First of all, it is expected to find out significant differences between the treatment and control group regarding the teachers' and students' assessment of the students' writing skills. Since the students in the experimental group will receive training on the pre-set course criteria to self-assess their writing, they are expected to get closer to the instructors' scores. However, the students in the control group are going to self-assess their writing without getting any training on self-assessment and the criteria and relevant literature points out that teacher assessments are not in accordance with students' assessments due to the self-assessment's variation in validity (Nurov, 2000).

Another difference is expected in terms of proficiency level. In the study, there will be two group of students who are studying in the same level of proficiency. However, even in the same classrooms, it is possible to see students with higher proficiency levels and this might affect the way students assess themselves. The students with higher proficiency levels will probably assess themselves more accurately.

Limitations

There are some limitations of the study. To begin with, this study was conducted at one university with two control and two treatment groups, so the sampling is limited to 46 students. If there were more than two groups for both control experimental groups, and if there were more participant students in the groups, there could be different results. In addition, the study lasted for 8 weeks since the duration of a module is 8 weeks in the institution where the study was carried out. The researcher compared the students' writing grades after training them on self-assessment to see whether there is an effect of training on the students' writing performances. However, the only factor that affects the learners' performances might not be the self-assessment training because the students went on adding up to their knowledge when they got other lessons through distance education. Moreover, two data collection tools were used in this study: the students' and the teachers' scores of the students' writings and interview with the experimental group students and their teachers to elicit their opinions about the distant self-assessment training.

Definitions

Throughout the study, the terms briefly explained below will be frequently-used.

Assessment: The process of "the use of data from informal observations, student products, formal and systematic tests, and other measurements and evaluations that are typically used in educational settings" (Shermis and Di Vesta, 2011, pp. 2-3).

Alternative assessment: "Procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom" (Hamayan, 1995, p. 213).

Formative assessment: "Any task or activity which creates feedback (or feed forward) for students about their learning" (Irons, 2008, p. 7).

Self-assessment: "A process of formative assessment during which students reflect on the quality of their work, judge the degree to which it explicitly stated goals or criteria, and revise accordingly." (Andrade and Valtcheva, 2009, p. 13).

Chapter 2

Review of Literature

Introduction

This research study aims to explore the effects of distant self-assessment training on the students' writing and self-assessment skills. In line with the stated purposes, in this chapter the related literature will be reviewed. The first section presents the literature on language assessment in general. The second section of the chapter discusses self-assessment with a specific emphasis on the self-assessment of writing skills. The third and last part provides a blend of a wide variety of studies carried out on training on self-assessment of writing skills.

Language Assessment

Testing and assessment are the two significant components of language teaching and learning process. However, Brown (2004) highlights that the difference between testing and assessing should be understood appropriately. He emphasizes that tests are administered on defined dates in a curriculum and learners know that they should try to do their best since their responses are measured and evaluated. On the other hand, assessment is a never-ending process in the classroom in which a response to a question, a formal writing or one-sentence answer to a question can be assessed by teacher, learner or maybe other students. The functions and purposes of assessment in the field of English language teaching are one of the most significant elements of the teaching and learning process. As Brown (1995) points out decisions regarding proficiency, placement and diagnosis are made based on assessment. First of all, educational goals, instructional and curricular needs are set in the light of the information gathered through assessment. In addition, assessment assists formulating educational policies. Furthermore, assessment is a tool to observe the progress that students are making and their level of performance.

When looking at the history of language assessment, one can observe the shifts just like the changes in methodology of teaching. As Brown (2004) suggests in 1950s and 1960s an era of behaviorism was adopted and the most commonly used types of assessment was multiple

choice and true-false tests during that time. Later, cloze tests and dictation started to be used commonly in 1970s and 1980s. After late 1980s and in 1990s when the communicative approach in ELT gained importance, the search for more meaningful, reliable, and valid ways to assessment started (Brown & Hudson, 1998). With the aim of implementing the learner-centered curriculum in EFL and ESL classrooms (Nunan, 1988), many professionals in the field of ELT began to look for meaningful ways to involve the language learners in the assessment process as well (Ekbatani and Pierson, 2000). Thus, alternative assessment tools to conventional assessment approaches were put into use (Brown and Hudson, 1998).

Alternative Assessment

There are various definitions to the term alternative assessment in the literature. According to Stiggins (1991), alternative assessments are methods that are used to decide on the knowledge the learner can apply, which is different from the traditional assessment. Greenstein (2010, p.169) defines alternative assessment as “assessment other than traditional pencil-and-paper tests”. There are also a wide range of terms used to refer to alternative assessment in the literature such as authentic assessment, descriptive assessment, performance assessment, and direct assessment (Hamayan, 1995). Brown (2004) comes up with a slightly different term for alternative assessment which is alternatives in assessment and Brown and Hudson (1998, pp. 654-655) summarizes the general characteristics of alternatives in assessment. Alternatives in assessment

1. require students to perform, create, produce, or do something;
2. use real-world contexts or simulations;
3. are nonintrusive in that they extend the day-to-day classroom activities;
4. allow students to be assessed on what they normally do in class every day;
5. use tasks that represent meaningful instructional activities;
6. focus on processes as well as products;
7. tap into higher-level thinking and problem-solving skills;
8. provide information about both the strengths and weaknesses of students;
9. are multi-culturally sensitive when properly administered;
10. ensure that people, not machines, do the scoring, using human judgment;

- 11 encourage open disclosure of standards and rating criteria; and
- 12 call upon teachers to perform new instructional and assessment roles.

Although there are different terms or definitions of alternative assessment in the literature, it is obvious that alternatives in assessment have been put forward because traditional assessment practices had some weaknesses. Ariaifar and Fatamipour (2013) points out that learners are not given sufficient amount of opportunities to reflect on and monitor their own learning process in traditional assessment practices. Therefore, since learners are not given chances to self-reflect, observe their progress, weaknesses or strengths, it may not be easy for them to learn efficiently. Most of the time, learners are just given a grade without being informed about the rationale behind getting that specific score and that hinders the chance for learners to build up on their knowledge by learning from their mistakes and weaknesses.

Table 1 (Brown, 2004, p. 13) shows a comparison of traditional assessment and alternative assessment. The differences between these two assessment types are given in the table and by looking at the table it is clear to see the reasons why alternatives to traditional assessment were found. However, Brown (2004) stresses that there is a bias toward alternative assessment in this table and it should be noted that traditional ways of assessment should be supported with alternative assessment types which are suitable to the learners and classroom environment. Therefore, it should not be thought that there is only one right way of assessing language learners. Using traditional assessment does not necessarily mean that it is old-fashioned and ineffective. There are some times that are more suitable and effective to use traditional assessment or alternative assessment or both at the same time. In short, one can easily say that making use of one type of assessment may not bring about the desired results. Thus, Gifford and O'Connor (2013) claim that "whenever people are classified on the basis of cutoff scores on standardized tests, misclassifications are bound to occur. The solution is not to avoid classifying people: such classifications are essential and inevitable in modern society. It is, rather, to avoid making decisions about anyone's future solely on the basis of one imperfect instrument" (p.4).

Table 1*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	Contextualized communicative tasks
Scores suffice for feedback	Individualized feedback and washback
Norm-referenced scores	Criterion-referenced scores
Focus on the “right” answer	Open-ended, creative answers
Summative	Formative
Oriented to product	Oriented to process
Non-interactive performance	Interactive performance
Fosters extrinsic motivation	Fosters intrinsic motivation

On the other hand, it is also pointed out by Brown (2004, p.14) that “The payoff for alternative assessment comes with more useful feedback to students, the potential for intrinsic motivation and ultimately a more complete description of a student’s ability”. In addition, Boud and Falchikov (2006) put an emphasis on the lack of student engagement in traditional assessment, which means that students’ capacity to reflect on their work is neglected.

Brown and Hudson (1998) state that alternative assessments include portfolios, diaries, peer-assessment and self-assessment. According to Brown (2004, p. 256), “One of the most popular alternatives in assessment, especially within a framework of communicative language teaching, is portfolio development”. It is defined by Thornbury (2014) as “a collection of original work that is put together by a student for the purposes of assessment” (p. 170). Portfolios might have any examples of work done in classroom and it is also stated by Thornbury (2014) that it may involve self-assessment and reflection. Therefore, as Chappius (2014) indicates “Collecting, organizing, and reflecting on their own work builds students’ understanding of themselves as learners and nurtures a sense of accomplishment” and this is one of the reasons proving that using alternatives in assessment is beneficial for language learners.

In addition to portfolio development, using diaries in language teaching has become more popular with the idea of free writing entering in the field. A diary is “an account of one’s

thoughts, feelings, reactions, assessments, ideas ... with little attention to structure, form, or correctness" (Brown, 2004, p.260). Learners benefit from various advantages of diary writing as an alternative way of assessment. For example, as it is process oriented rather than product oriented, it gives the learners the chance for personal expression and record of their thoughts. Moreover, it gives the learners who are not good at oral communication the opportunity to express themselves and assists learners in understanding the way they learn and eventually since active participation is necessitated in journal writing, it makes the learners more responsible for their own learning journey (Boud, 2001).

Another alternative in assessment is peer assessment. Peer assessment occurs when learners make comments on or evaluate their peers' work with the help of the use of pre-set criteria or a checklist and give feedback to each other (Topping, 2009). It is claimed by researchers that the use of peer assessment in the learner-centered classrooms provides learners with critical awareness and autonomy and eventually learners are more likely to take responsibility of their own learning (Van Zundert, Sluijsmans & Van Merriënboer, 2010; Wu, 2012). Additionally, Kollar and Fischer (2010) assert that learners are required to be more participatory and collaborative when peer assessment is applied in language classes, so it is a good method to use in order to create an atmosphere which necessitates active participation and collaboration. According to Roberts (2006) "Assisting learners to quickly identify areas requiring further study, improving communication skills, and the ability to assess others' work" are some other reasons why peer assessment should be used (p. 2). Furthermore, Topping (2019) suggests this type of assessment could be accepted as formative because "students help each other identify their strengths and weaknesses, target areas for remedial action, and develop metacognitive and other personal and professional skills" (p. 2).

Self-assessment is another type of alternative assessment. Since the main focus of this research study is on self-assessment, it is explained further in detail.

Self-Assessment

There are numerous definitions in the literature used to explain self-assessment. Roberts (2006) defines self-assessment as "the process of having the learners critically reflect upon,

record the progress of, and perhaps suggest grades for their own learning” (p. 3). Self-assessment is used by students to evaluate their own performance and decide on their language skills and competencies (Brown, Andrade, & Chen, 2015). In addition, self-assessment is also a process for learners to compare their achievement levels with others (Blachford, 1997).

Self-evaluation and self-monitoring are also terms that are associated with self-assessment. Self-evaluation requires learners to determine the quality of their performance based on the pre-set criteria for future language improvement (Rolheiser and Ross, 2000). Self-monitoring, on the other hand, is the process which includes keeping a record of the learners' own learning (Dickinson, 1987). Self-assessment is also considered as an alternative assessment method that many scholars suggest to be used in the process of language assessment. Buchanan (2004) states that “self-assessment can promote more active engagement with the course than simply sitting back and awaiting a grade from one’s instructor” (p.169). Since an important part of language programs has become more learner-centered, self-assessment has been regarded as an undeniable part of assessment for autonomous language learning (Nurov, 2000). Self-assessment is a vital activity in the educational process for developing self-awareness, and as a result, it is an excellent way for promoting autonomous learning procedures and metacognitive methods both within and outside the classroom (Vygotsky 1978; Wallace 1991; Kumaravadivelu, 2006 as cited in Mirici & Hergüner, 2015).

Self-assessment can be seen as a part of formative assessment because learners are intentionally involved in the process of formative assessment. In formative assessment, the emphasis is not on “how teachers deliver information, but rather, how students receive that information, how well they understand it, and how they can apply it” (Greenstein, 2010, p. 16). This type of assessment allows teachers to better follow their learners' progress and lets them find out areas for improvement in their instruction. In addition, learners are given the opportunity to use self-assessment to develop themselves with the help of alternative assessment practices (Greenstein, 2010). While assessing themselves, learners make

judgments about the degree of their achievement. Thus, educational goals and assessment criteria play an important role in this process for learners. Teachers need to make sure that students understand the evaluation criteria clearly so that they can make strong and accurate judgments about the weaknesses and strengths of their work and spend more time to fix them accordingly. In this way, the assessment process becomes more transparent, making it easier for students to meet their short- and long-term objectives (Şentürk & Mirici, 2020). The quality of work is decided by the students in this process (Spiller, 2012). It is highlighted that the principles of formative assessment are implemented in order to monitor the learning process and give corrective feedback to the learners to enhance their learning (Gronlund and Cameron, 2004).

It is believed that implementing self-assessment in the classroom provides numerous advantages for both teachers and students. It is also emphasized by Hanna, Glowacki-Dudka, and Conceicao-Runlee (2000) that it aids not only learners but also instructors as learners are given the chance to reflect upon their own progress, it is a valuable experience to get into the internal learning process of students, so it is much easier to monitor the process than observing it from the outside. According to Gronlund and Cameron (2004), if learners know how to evaluate their own skills, they turn into autonomous and self-regulated learners. Furthermore, as it is highlighted by Chalkia (2012), they acquire the ability to monitor their own progress, assess their competence levels, control their learning and decide how to make use of facilities inside and outside of the classroom environment. Therefore, it can be argued that self-assessment helps students be actively engaged in their own learning processes (Joyce, Weil, and Calhoun, 2009).

Self-assessment has several main components which are reflection, portfolios, and rubrics and guidelines.

Reflection

Reflection is an indispensable element of self-assessment process since it plays a significant role in making learners aware of their own learning, showing them how they learn and what

kind of difficulties or weaknesses they have had in their learning journey (Roberts, 2019). That is, it guides learners for their future learning as it requires self-awareness. It can also be said that it gives the learners the opportunity to internalize what they have been able to learn and thanks to the internalization, they might realize their own capacities or abilities. The importance of self-assessment in forcing students to reflect on their learning process is also highlighted and a list of questions is proposed to help learners in this process by Race (2001) and some of these questions are as follows:

- What do you consider will be a fair score or grade?
- What was the thing you did best in this assignment?
- What did you find the hardest part of this assignment?
- What was the most important thing you learnt about the subject doing this assignment?
- How has doing this assignment changed your opinions? (pp. 101-102).

Portfolios

Portfolios might perform as an exhibition of “students’ best work, and can provide evidence of learning accomplishments, and of growth throughout a course” (Roberts, 2019, p. 4). As they act as the evidence of the learning journey, they have a crucial role in the process of self-assessment. Also, it is emphasized by Roberts (2019) that portfolios play an undeniably important role in the self-assessment process of learners by giving them the basic materials to reflect on.

Rubrics and Guidelines

The role of rubrics and guidelines in the process of self-assessment is highly essential in that they are what students need. Without the presence of such materials, learners would have no chance to evaluate themselves in terms of their language abilities or performances. According to Roberts (2019), learners should be given a set of clear criteria and they should practice assessing themselves in order to be able “to self-assess appropriately” (p.4).

Self-Assessment of Writing Skills

It has been claimed that the use of self-assessment in writing provides a kind of reflection for learners to become autonomous writers. It is argued by O’Malley and Pierce (1996) that writers

become more aware of their purpose in writing due to self-assessment and that is why they use their knowledge better. It is also stated by Ferris and Hedgcock (2014) that “Self-evaluation activities help students become better readers and editors of their own writing; such work builds confidence as students become more aware of their own strengths and of their abilities to help themselves” (p. 262).

There are different methods to use in writing classes for self-assessment. Dialogue journals, learning logs, self-assessment of interests and checklists are different methods recommended. In dialogue journals, students write about the topics they are interested in and then give their writing piece to their teacher in order to get feedback on the appropriate use of language. In learning logs, students reflect on their own learning in the last five minutes of each lesson. For instance, they write about the things they learned or had difficulty in understanding and what they need to do improve their understanding. Surveys of interest could be more useful for teachers to be able to gather information about the learners' attitude towards writing and monitor their improvement in writing. Writing checklists help learners check their own writing depending on the criteria included in the evaluation rubric.

Harris (1997) recommends that the criteria could be outlined by the instructor or discussed with the whole class before each writing task so that it can be an indispensable part of the writing classes and students can use it to guide their own improvement. The final assessment of learners can be compared to that of other learners and the teacher's evaluation. All in all, the common feature of all these types of self-assessment in writing is interaction with instruction (O'Malley and Pierce, 1996).

Writing assessment is defined “as a complex interaction among three sets of factors: the knowledge that the test maker has about how to construct the task, the knowledge that the test takers have about how to do the task, and the knowledge that the test raters have about how to assess the task” (Cohen, 1994, p. 307-308). In order to achieve the highest level of interaction between self-assessments of writing and instruction, it is suggested to decide on the tasks appropriate for the students, pick writing rubrics learners can also make use of, and

demonstrate these rubrics to the learners. Thus, it can be concluded that training learners on self-assessment is of high importance. Falchikov and Boud (1989) also emphasize the significance of self-assessment training for learners and state that learners especially the ones who have just started higher education might not be well-equipped to evaluate themselves naturally, and that is why the grades they give themselves and given by the instructors might have differences. However, they have also found that with the help of training, learners can show progress in self-assessment especially when they are provided with specific guidelines. Falchikov and Boud (1989) also found out that if training with specific and clear guidelines are given to upper-level learners, the correlation between the grades given by the instructors and that of the learners' is higher. Furthermore, it has also been proven by Kardash (2000) that upper level learners self-assess more appropriately. Therefore, it can be understood that when students are trained, they can learn how to evaluate their own work. It doesn't have to be a skill that they are born with. Hence, practicing self-assessment is essential for learners. It is also reiterated by Roberts (2019) that the skill of self-assessment is improved with the help of guidance and practice just like some other language skills.

In addition, according to O'Malley and Pierce (1996), sparing time and giving feedback to the learners, integrating self-assessment gradually into the process of assessment of students' writing, practicing editing with the help of the rubric being used by the instructors and talking about their writing with the students are significantly useful elements of writing classes. The importance of feedback to students in terms of their writing pieces has been reiterated by other researchers as well. Ferris and Hedgcock (2014) emphasize that "Feedback to student writers can and should come from different sources" and they also highlight that one of the sources of feedback which is underestimated is "the writer him- or herself" (p. 262). Besides feedback provided by teachers and peers, learners should be guided to analyze and reflect on their own writing in a consistent and intentional way (Ferris and Hedgcock, 2014).

Previous Studies on Self-Assessment of Writing Skills

There are a lot of studies that have been conducted on the self-assessment of writing skills both in Turkey and abroad. Some studies focused on investigating the effects of self-assessment practices on writing skills while others aimed at finding out the effects of training learners to assess their own work on their writing skills. Some of these studies are provided below.

In a recent study by Boumediene & Berrahal (2021), the primary goal was to investigate the function of self-assessment in the development of students' writing skills and abilities. This study also examines how 50 second-year university students viewed their own writing abilities, and whether this perception is influenced by self-assessment procedures. A Pre/Posttest and a questionnaire were given to the students and these techniques were used to assess EFL students' proficiency and to assess what they had learned through a self-assessment strategy. The findings demonstrated that students lack the ability to evaluate their own writing; however, this ability can be strengthened by using a self-assessment tool in the writing classroom. Furthermore, the research stressed the necessity of fostering learners' autonomy and participation in their own learning processes, as this will help them become successful lifelong learners.

The purpose of the study carried out by Ghoorchaei & Tavakoli (2019) was to compare instructor assessment and students' self-assessment of writing in an Iranian EFL portfolio program. It also attempted to gather students' opinions on self-evaluation. Thirty undergraduate EFL students whose major was English Literature participated in this research study. The data were collected through five different writing portfolio tasks. The findings revealed that at the beginning and completion of the portfolio program, there is a considerable gap between the teacher's assessment and the students' self-assessment. Interviews were also used to elicit students' opinions. Eight students were interviewed and six of them found the self-assessment process useful and effective in writing better essays.

Bing (2016) conducted a study to investigate the effects of students' self-assessment of their writing skills in order to gain a better understanding of self-assessment in writing training. Data was gathered through writing assignments, questionnaires, an analytic grading system, and interviews. The findings revealed that the students' estimations of the quality of their own writing skills were consistent with their teachers' assessments. Furthermore, after being exposed to the self-assessment practices, the students' writing skills improved significantly in terms of content, organization, and mechanics of writing, even though their vocabulary and use of language stayed the same (Bing, 2016). According to Bing (2016), the findings also showed that students' views regarding self-assessment of their writing abilities were influenced in a positive way.

In the study conducted by Lin-Siegler et al. (2015) it was found that accurate self-assessment is helpful to students' academic progress. It is not an easy task for pupils to evaluate themselves, that is why during self-assessment, students must overcome challenges. Teachers must provide help to students in order for them to overcome these obstacles. The researchers compared two stories in their research. Fifty-three 6th-grade students were randomly allocated to analyze these two distinct sorts of stories and compose a new story on their own in two different classes, one of which had poorly written stories and the other was given well-written stories. The group that received poorly written stories showed better performance than the group that received well-written stories at the end of the study because they had the opportunity to see the mistakes in poorly written stories and learned how to compose the text and what the assessment criteria were.

Another study was held by Banlı (2014) in order to look into the role of self-assessment methods in helping students develop their English writing skills. It was a qualitative case study with the participation of twenty-two freshman students. After participating in eight distinct writing sessions that the researcher had planned ahead of time, the participants were asked to evaluate themselves and their performance using a variety of instruments at the end of those sessions. Self-assessment checklists, student journals, instructor journals, and a self-

assessment questionnaire were used to collect data for the study. The study concluded that students' self-evaluation of their own writing skills played a significant impact in the development of personality and task awareness, as well as their performance in the writing skill.

In another study on the self-assessment of writing by Fahimi and Rahimi (2015), the aim was to investigate the impact on students' self-assessment of writing skills. Forty-one students participated in the study. They were not given any information about the self-assessment process at the beginning and were asked to produce a text and evaluate it. The participants were told about the assessment technique in the weeks following, and their papers were also assessed by the teachers. These writing evaluations were used to collect data, and a self-assessment survey was used before and after the assessment procedure. The findings revealed that students' writing skills improved over time, and both teachers and students had good attitudes regarding self-assessment.

Naeini (2011) carried out an experimental study in which the subjects were randomly separated into two groups: experimental and control with the aim of investigating the effect of self-assessment on EFL learners' writing and speaking skills. Writing and speaking pretests and posttests, as well as a writing score scale profile and criteria for Oral Test, were used in this experimental study. The results showed a considerable improvement in the experimental group's writing skills after using the writing self-assessment check list. Furthermore, descriptive statistics analyses revealed substantial effects of treatment and outperformance of the experimental group in all aspects of writing. As a result of this study, it was inferred that self-assessment improved language skills.

Oscarson (2009) conducted a study to investigate the role of self-assessment in EFL learning in the development of lifelong language learning skills and the advancement of more thorough and thus more equitable assessment processes. The study investigates how upper secondary school students view their general and specific writing abilities in connection to syllabus goals, as well as whether self-assessment methods influence these beliefs. It also looks at how

students and teachers have integrated self-assessment into their daily classroom routines. During one school year, two teachers and four groups of Swedish upper secondary students participated in the study. Students self-assessed the outcomes of two written tasks, a classroom writing assignment and a written test task, using grades. At the end of the study, the two teachers and eight student focus groups were questioned about their experiences. The study's findings revealed that students were able to analyze their general writing results in reference to the criterion (teachers' grades) at the group level. Students' evaluations of their overall writing skills had a stronger correlation with teachers' grades in a specific classroom writing task. It was found out that with practice, students' assessments tended to become more realistic. Self-assessment exercises in the EFL writing classroom were viewed as a transferrable skill that underlies lifelong learning in various subject areas by both students and teachers.

In an earlier experimental study conducted by Yıldırım (2001) in Turkey, the main aim was to explore the effect of teaching self-assessment to EFL learners on their writing performances. In addition, the study also investigated whether the students who received self-assessment training improved their self-assessment performances. There were two groups of participants: one experimental and one treatment. The data were collected in three writing tasks. The results revealed that self-assessment skills of the students in the experimental group improved consistently compared to that of the control group. Moreover, at the end of the study, the students in the treatment group were given an attitude questionnaire and it was found out that most of the students had positive opinions about the integration of self-assessment practices in their writing classes.

Chapter 3

Methodology

Introduction

This chapter presents the methodology administered in this study. It includes an overview of the study, the setting and participants, the research questions, data collection tools and the data collection procedures of the present study.

Aims of the Study

This study aims to examine the effect of distant self-assessment training on the writing and self-assessment performances of the English preparatory school students using pre-set course criteria. More specifically, the study aims to investigate whether training learners to apply the writing criteria creates any difference in the writing scores and self-assessment performances of the students in the control and experimental groups. In addition, the study also aims to find out the participant students' and their teachers' opinions about the distance self-assessment training.

Setting

The present study was conducted in the Department of Basic English in one of the private universities in Ankara, Turkey. The students in this department are those who failed the proficiency exam, which enables them to skip studying at preparatory program. They study in order to be prepared for their lessons in their departments as most of these departments make use of English language while offering their lessons. The department of basic English helps students improve their listening, reading, writing and speaking skills.

There are four different levels: A level (upper intermediate), B level (intermediate), C level (pre-intermediate) and D level (elementary). The students take the exam at the beginning of the term when they start their university education. The exam aims to both decide whether a student is competent enough to go to their department without studying at preparatory school and place the students according to their performance to the right level. Each level takes two

months (8 weeks) to complete and the students have 24 hours of lessons. The lessons are taught using a course book which aims to help students improve all four skills, and grammar and vocabulary. In all levels, the students need to collect at least 60 points, from the midterm exams, quizzes and portfolio assignments, to be able to pass the level they are studying. If they fail to do so, they are required to repeat the level once again.

All the classes at the program have more than one teacher, mostly two teachers. The teachers give the language education following a course book and the curriculum developed by the preparatory school.

The study was carried out in the Spring Semester of 2020-2021 Academic Year in which the institution applied “hybrid” model of education. That is, the participant students received education both online and face-to-face and took their exams face-to-face in the school.

Research Question

The present study aims to provide answers to the following research questions:

The main research question of the present study is:

“What is the effect of distance self-assessment training on EFL learners’ writing skills?”

Based on the main research question, sub-research questions to be answered are below:

1. Does the distance self-assessment training improve Turkish EFL learners’ writing performance on two different occasions?
2. Does the distance self-assessment training affect the difference between Turkish EFL learners’ self-assessment performance and writing performance graded by the teacher on two different occasions?
3. What are the opinions of the Turkish EFL learners about receiving a distance self-assessment training?
4. What are the opinions of the Turkish EFL instructors about providing their students with a distance self-assessment training?

Research Design

This research was conducted at a tertiary level preparatory school with B1 level students in order to explore the possible effects of training EFL learners through distance education to self-assess their own writing by using the preparatory school writing criteria. The objectives of the study required using mixed methods which can be described as a way for gathering, analyzing, and mixing quantitative and qualitative methodologies in one or more studies to better understand a research question (Creswell & Plano Clark, 2011). The design that was adopted in this research study is explanatory sequential mixed methods. As defined by Creswell (2014) in this type of research design, first the quantitative data are collected and analyzed and then the qualitative research is conducted in order to further explore the results of the quantitative research. The name "sequential" comes from the fact that the quantitative phase is followed by the qualitative phase.

In the present research study, the quantitative data were collected through the participation of four classes of students and two English instructors. In order to collect the quantitative data, a quasi-experimental design was followed. It is called quasi-experimental since the classes had already been formed before the researcher started the experimental study, so the participants were not assigned to the groups by the researcher. Among the formed B1 level classrooms, in pursuance of making the groups equivalent, the researcher checked the mean scores of the writing exam that had been administered just before the start of the study. Among those classes, four of them which had the closest averages were chosen. After picking the four classes with the closest averages, the researcher decided which groups would be control and which ones would be treatment through a raffle. According to Cohen & Manion, randomization increases "the likelihood of equivalence that is, the apportioning out between the experimental and control groups of any other factors or characteristics of the subjects which might conceivably affect the experimental variables in which the researcher is interested" (2007, p.276).

The quantitative data were collected in two different phases. First, the students in the treatment group were given a distance self-assessment training in three sessions during a three-week

period. Then, the students in both treatment and control groups were asked to self-assess and mark two of their writing exams. The students in the control group did the assessment of their writing exams without training. The students in both groups were given the rubric at the end of each writing exam and they completed their self-assessment by looking at the criteria. The researcher took these rubrics with student grades before their teachers marked the student papers in order to maintain the reliability of the study. The teachers also marked the students' writing exams using the same writing rubric for both the control and experimental groups and the grades were given to the researcher to analyze to see if there is any difference between the grades of the control and experimental group, which had the distance self-assessment training. As stated by Creswell (2014), one of the threats to validity, categorized as "testing", might arise if "participants become familiar with the outcome measure". Therefore, experimenters must identify potential risks to their studies' internal validity and plan them so that these threats are unlikely to occur or are reduced to a minimum. That's the reason why neither of the groups was given any pre-tests in this study. By doing so, the researcher wanted to make sure that students in both control and experimental group did not have a chance to practice self-assessment beforehand, especially the control group as they were asked to grade themselves without former training or practice.

After the quantitative data were collected and analyzed, in the last stage of the study, the qualitative data were collected through the semi-structured interviews. As highlighted by Dörnyei (2007), the small sample sizes of the respondents evaluated is frequently an area where qualitative research reveals vulnerability. One of the ways to cope with this issue is applying purposive sampling and it is emphasized that selecting the participants systematically to collect the qualitative data is of high importance. In the light of this information, the participants whose self-assessment performances were high and low were identified by the researcher before the interviews were conducted. Even though it was planned that the interviews would be conducted with the participants who performed well and poorly in the self-assessment practices, the number of the participants to be interviewed was not predetermined since estimating the number of qualitative interviews required to finish a project at the outset

is impossible (Bryman, 2012). This is also because qualitative researchers may not know how much data to collect in advance because qualitative research is exploratory by nature (Baker & Edwards, 2012). The aim was to research until data saturation is reached. During this process, eight of the participant students in the experimental group and the two teachers who taught them during the module were interviewed about their opinions regarding the online self-assessment training and their experience throughout the process. The interviews were conducted online and recorded by the researcher and all the participants volunteered to attend the online interviews.

Participants

The participants of this study were 46 Turkish EFL learners with the age range 18-23 studying at one of the private universities in Ankara, Turkey. Purposive sampling technique - criterion sampling method was used to decide on the participants of the study. All the participant students were chosen from B1 level preparatory school students (A Level according to the categorization of the school). The reason for choosing B1 level students was because it was found out that the level of the course had a major influence on the self-assessment and comparison of teachers' and students' marks, with higher levels having better agreement (Falchikov and Boud, 1989).

Four classes participated in this study: two control and two treatment groups. There were eleven students in one of the treatment groups and twelve students in the other treatment group, so twenty-three students participated the study in the treatment group. As for the control group, there were twenty-three students in total as well. They are also made up of two classes: eleven students in one and twelve students in the other control group. The classes that participated in the study were chosen by looking at the writing exam averages. The participant students had taken two writing exams before the distance self-assessment training started to be given. In experimental design studies, equating is one of the procedures to systematically control the variables that can impact the outcome. Equating the groups at the start of the experiment ensures that membership in one group or the other has no bearing on the outcome

(Creswell, 2014). Thus, four of the B1 level classes which had the closest averages with each other were chosen so that there could be more reliable results regarding the effects of the distance self-assessment training at the end of the study. Making a random selection was not necessary because it was not for a huge quantitative study, but for a small study with both quantitative and qualitative data (Svenning, 1996). After four of the B1 level classes were determined, among these four classes, the treatment and control groups were selected at random.

The writing quiz averages of the classes are presented in Table 2.

Table 2

Writing Quiz Averages of the Treatment and Control Groups

Group	Quiz Average
Treatment Group 1	14,71
Treatment Group 2	15,16
Control Group 1	15,16
Control Group 2	14,25

The quantitative data were collected with the participation of forty-six students in total from both the control and treatment groups. In order to collect the qualitative data through the interviews with the participant students from the treatment group, there was no predetermined number of participants due to concerns related to data saturation. Although the first six participants interviewed gave similar responses to the questions they were asked, interviews with two others were held in case they would provide different responses about the effects and effectiveness of the self-assessment training. In pursuance of revealing the opinions of the teachers about the distance self-assessment training, two teachers who taught the experimental groups throughout the module of B1 level were interviewed. Thus, there were eight participant students and two participant teachers who attended the interviews to convey their opinions on the distance self-assessment training.

Data Collection Tools and Procedure

Data collection for self-assessment activities necessitates the use of specific tools. Journals, checklists, rubrics, questionnaires, interviews, and student-teacher conferences can all be used to assist students in their self-assessment (Price, Pierson & Light, 2011). A self-assessment rubric, the participants' self-assessment scores of their writing performance, and their teachers' assessment ratings of the students' writing performances, and interviews are among the data gathering instruments employed in this study. One by one, each tool that contributes to the data collection process was briefly explained below.

The Self-Assessment Criteria

The writing criteria used in this study were the same as the ones used in evaluating the writings of B1 Level students in preparatory school in the Spring Semester of 2020-2021 Academic Year. For reliability and validity concerns, expert opinions were obtained from three ELT experts and one expert from measurement and evaluation field in order to use the writing rubric as a data collection instrument in this study. The criteria given to the students included two sections: students' demographic information and the writing rubric. The students in B1 level in preparatory school learn to write an opinion essay and the writing rubric consisted of 5 parts against which students' essays are assessed out of 20 points:

1. Introduction and Conclusion Paragraph Skills (6 points)

The effectiveness of conclusion and introduction paragraph together with the thesis statement are evaluated for this part.

2. Body Paragraph Skills (6 points)

The existence of topic sentences, coherence and cohesion are taken into consideration while assessing the body paragraph skills.

3. Use of English (4 points)

Level appropriate grammar structures together with the accuracy of overall grammar used in the writing are the key elements for the assessment of this part.

4. Use of Vocabulary (3 points)

Level appropriate vocabulary, its effectiveness together with the accuracy of overall vocabulary used in the writing are taken into consideration while marking this part.

5. Mechanics (1 point)

The writing is evaluated according to mistakes in it, if any, regarding capitalization, punctuation and spelling.

The students were asked to self-assess their own essays at the end of two of their writing exams. They filled in the demographic information and wrote their grades on the criteria in 10-15 minutes after they finished their writing exams and the rubrics with students' grades were collected to be analyzed by the researcher.

The Teachers' Writing Exam Grades

The other tool to collect the quantitative data in this study was the teachers' writing exam grades. The students took two writing exams during this research study and their teachers evaluated the students' writings using the same criteria used in the preparatory school. The grades given by the teachers to the students' writing exams were shared with the researcher after the marking procedure for each of the exam was done.

Student Interviews

The semi-structured interviews with the participant students in the experimental group were another tool to collect data in the current study. The questions to be asked in the interviews were formed by the researcher and expert opinions were obtained from three ELT experts and one expert from the field of Measurement and Evaluation to avoid validity and reliability concerns. In pursuance of collecting the qualitative data, the interviews were conducted with eight students: four of the students gave the closest grades with the teachers and the other four did not give close grades to themselves with their teachers. The researcher contacted with the students and asked if they would agree to meet the researcher through an online platform for 10-15 minutes to answer some questions about the distance self-assessment training they

received and the self- assessment experience throughout this research study. They signed the consent form (see Appendix A) and then the interviews were conducted. There were nine questions to be asked to the students in the interview about self-assessment in general and their experience assessing their own writings after receiving the self-assessment training (see Appendix B for the interview questions for the students). The students described the benefits or difficulties regarding their experience with assessing their own essays. These interviews gave insight into the students' usage of self-assessment and provided information about it (see Appendix C for the sample transcriptions).

Teacher Interviews

Another tool to collect qualitative data was the semi-structured interviews with the teachers. The teachers also voluntarily attended the online interview about the self-assessment process of their students and their opinions about the effectiveness of the training on their students' writing skills. The teachers were asked ten questions prepared earlier by the researcher for the interview regarding their opinions on the impact of the distance self-assessment training their students had received (see Appendix D for the interview questions for the participant teachers). Expert opinions about the interview questions were obtained from three ELT experts and one expert from the field of Measurement and Evaluation to avoid validity and reliability concerns. The teachers shared their views regarding training their students to self-assess themselves and implementing self-assessment practices in the classes (see Appendix E for the transcriptions).

All of the student and teacher interviews were transcribed immediately after they were conducted.

Data Collection Procedure

Having decided on the instruments and the content of the training, the researcher planned as in Table 3. As the module of B1 level lasted eight weeks, the training sessions were intended to start in the fourth week. The first step was to inform the teachers about the process, and

with their help, the students in the experimental group were invited to the distance self-assessment sessions through a video conferencing platform.

Table 3

The Schedule of Data Collection Process

Week 1 The beginning of the module

Week 3 First writing exam (used to choose the classes) & Training Session with the rubric and model essay

Week 4 Training Session with the rubric and model essay

Week 5 Training Session with the rubric and model essay

Week 6 First Self-Assessment of their writing exam

Week 8 Second Self-Assessment of their writing exam (triangulation)

After the module ended, the interviews with the students were conducted with both the students and their teachers.

Training Sessions

The effectiveness of student reflection and self-assessment is dependent on the teacher providing clear instructions on the aim of the activity or project to be evaluated, as well as defining the essential content students should concentrate on. Based on the assumptions that students need to be able to measure their own performance against “set criteria, such as the content of a rubric”, in order to appropriately assess it (Greenstein, 2010, p.105), it was decided to include the explanation of the rubric to the students in the training sessions. Also, Greenstein (2010) suggested that students perform considerably better when they get examples of work of varied quality levels, which was also suggested by O’Malley and Pierce (1996) who recommended that selecting benchmark papers is one way to communicate to learners what good writing looks like. That’s why the researcher determined to present model opinion essays of various levels, both a good and poor example, to the learners for them to evaluate against the rubric.

The sample essays were taken from the online resources of Cambridge University and the reason why the particular essays were chosen is that they match the level of the students in this study. The participant students are of the level B1+ according to the Common European Framework of Reference for Languages (CEFR). The CEFR is the reference framework adopted by the institution where this study was conducted. Therefore, the course materials such as the course book and online materials are all designed in line with the CEFR B1+ specifications. In addition, the opinions of the teachers of both experimental and control groups were taken into consideration. The teachers were asked to evaluate the sample papers and they all confirmed that the sample essays are appropriate as they go along with the objectives of the writing education given in the English preparatory school. They also marked the benchmark papers according to the writing rubric, and gave the grades to the researcher so that the self-assessment training with the rubric and model essays could be arranged accordingly.

According to the CEFR, B1+ learners “can produce short, simple essays of topics of interest using simple language and give and justify their opinion” (2020, p.68). The essays chosen were written on a topic of general interest (see appendix F for the essays), so the learners would not have to have specific factual information to understand and mark the papers against the rubric.

In the first training session, the aim of the study was explained to the participant learners. Then, they were introduced with the writing rubric which is used to mark their writing papers. Each category in the rubric was discussed in detail and the researcher helped participant students understand what is expected from a writing paper.

In the second training session, the students were introduced with the good sample essay and they were asked to evaluate it. They first graded the paper individually and then discussed the marks they gave for the paper in pairs. They were asked to justify their grades for the criteria in the rubric. As they had been taught essay before, the elements of the rubric were clear to all participant students and therefore they did not experience many problems while grading the

papers. After the pairs agreed on the grade, they shared their ideas with the whole group. Finally, the researcher helped them become standardized, which would eventually help them evaluate their own writing papers. To do that, the researcher provided the participants with the standardized grades that had been given by the teachers of both experimental and control groups.

In the last session, the students were introduced with the bad model essay. The students again graded the paper on their own and then discussed their grades in groups. When they were done, the grades were discussed as a whole group. When they had problems understanding any parts of the essays or had difficulty in assessing, they asked for help from the researcher. After the sessions were done, the students were informed one more time about their task, which is to self-assess two of their own writing exams using the same criteria.

The sessions aimed at helping participant students in the experimental group see the rationale behind marking writing papers and understanding and knowing clearly what is expected from them when they are given a writing task.

The participant students in both control and experimental group then were asked to grade their own papers by providing them with the rubric at the end of their writing exams. They were asked to spare some time to self-assess and write their marks on the given rubric after they finished their exam and both the participants in the experimental and control groups marked their own papers. The researcher collected the rubrics on which the students self-assessed their essays so that the teachers would not see the grades that the students gave themselves for the reliability of the present study.

Data Analysis

Both quantitative and qualitative data are included in this study. The teachers' assessments and students' self-assessments of two writing exams were used to acquire quantitative data for this research study. In addition, semi-structured interviews with students from the experimental groups were arranged to support the research findings. Finally, two teachers whose classes received distant self-assessment training as part of the study were interviewed.

All quantitative data was evaluated using SPSS version 22.00, a statistical software program. Because there were two writing performance scores given by the teacher on a continuous scale and only one nominal independent variable group including control and treatment sub-groups, a MANOVA was used to answer the first research question (Field, 2017). Furthermore, the Box's M test was used to determine whether the covariance matrices were equal (Tabachnick & Fidell, 2007). Because of the univariate comparison between the control and treatment groups, the equality of error variances was checked using Levene's test at the end of MANOVA (Field, 2017). Because there were two measurements: self-assessment performance and writing performance graded by the teachers for the same type of assignment, a repeated-measures ANOVA was used to answer the second study question. Furthermore, the data for these two repeated-measures came from two different writing exams. Specifically, the interaction impact of comparing self-assessment and writing performance, as well as the difference between control and treatment groups, were investigated in these analyses.

Qualitative data were collected by recording and then transcribed in order to be analyzed. Content analysis was carried out, and consistent motifs were discovered, as well as thematic analysis. The researcher examined the transcripts in order to categorize the information and group it into appropriate groups for better analysis. The reliability of the inter-coders was also examined.

Chapter 4

Results

Introduction

The current study investigated the effects of providing students a distance self-assessment training on EFL learners' writing and self-assessment performances. More specifically, this study aims to find out if distance self-assessment training creates a difference in the writing scores of the experimental group taking the treatment and the control group. In addition, whether the experimental group receiving the distance training self-assess themselves more accurately than the control group which did not receive any treatment was investigated in this study. Furthermore, the study also attempted to reveal the opinions of the students in the experimental group and their instructors regarding the effectiveness and impacts of the distance training.

This research study tried to answer the following research questions:

1. Does the distance self-assessment training improve Turkish EFL learners' writing performance on two different occasions?
2. Does the distance self-assessment training affect the difference between Turkish EFL learners' self-assessment performance and writing performance graded by the teacher on two different occasions?
3. What are the opinions of the Turkish EFL learners about receiving a distance self-assessment training?
4. What are the opinions of the Turkish EFL instructors about providing their students with a distance self-assessment training?

There were two different groups that participated in this study. All the students were B1 level at the English Preparatory School of one of the private universities in Ankara, Turkey. 23 students in the experimental groups and 23 students in the control groups, so 46 students in total were the participants of the current research study. The experimental group students were

given a distance self-assessment training with the help of the writing criteria used in the preparatory school and model essays in three sessions. After the training was over, the students in both of the groups self-assessed themselves in two writing exams. Their instructors also marked the student papers and the quantitative phase of the study was accomplished via the writing exam grades. The qualitative phase of the study included semi-structured interviews with eight of the experimental group students and two instructors who taught these learners.

The results of the study were presented below.

Data Analysis Procedures

Before starting detailed data analyses, the normal distribution of each dependent variable was checked (Field, 2017; Tabachnick & Fidell, 2007). This step is critical for the selection of data analyses technique. In the present study, skewness and kurtosis values were checked for the threshold values between -1.5 and +1.5 (Tabachnick & Fidell, 2007). If there is a violation of the normal distribution, the outliers impacting it negatively are spotted and removed. To detect outliers, the cases with score three standard deviations higher than the mean of the variable was used (Field, 2017; Tabachnick & Fidell, 2007). After removal of the outliers, the normal distribution is checked again. In the case that the independent variables are not normally distributed, the non-parametric equivalent of the parametric analysis is chosen.

For the first research question, a MANOVA was performed because there were two writing performance scores graded by the teacher in continuous scale, and there was only one nominal independent variable group including control and treatment sub-groups (Field, 2017). Moreover, one of the assumptions was the equality of covariance matrices and it was examined via Box's M test (Tabachnick & Fidell, 2007). The result of the Box's M test guided to continue to run MANOVA. When it produced a significant result meaning that the assumption was not met, and the covariance matrices were not homogeneous. In the case, it generated not significant result indicating that the assumption was met, and the covariance matrices were homogeneous, so MANOVA results trustworthy. In the latter stage of MANOVA, because of the univariate comparison between control and treatment groups, the equality of error

variances was examined by Levene's test (Field, 2017). The same rules apply like Box's M test.

For the second research question, a repeated-measures ANOVA was performed since there were two measurements: self-assessment performance and writing performance graded by the teachers for the same assignment. Moreover, these two repeated-measures were collected from two different assignments. Mainly, in these analyses, the interaction effect of the comparison of self-assessment performance and writing performance and the difference between control and treatment groups were examined. The analysis aimed to reveal the impact of the distance training related to self-assessment on students' self-assessment skills. Since repeated-measures ANOVA was a multivariate test, the assumption of equality of covariance matrices was checked. Levene's test was also used here to make sure that the assumption was not violated between control and treatment groups (Field, 2017).

For the third and fourth research questions, analyzing the interviews with students and teachers was the second step in the data analysis process. All of the student and teacher interviews were transcribed and analyzed. The transcriptions were examined for categories that corresponded to the research questions. The student and teacher interviews were categorized into the following categories: 1) learning to self-assess, 2) benefits of self-assessment, 3) challenges of self-assessment, 4) suggestions related to the implementation of the training.

Results

The results of the study are presented in the following sections.

Results of the Quantitative Data

Normal Distribution

Self-assessment scores and writing performance graded by the teachers on two different occasions were assessed for the normal distribution and outliers before proceeding to the data analyses. At the first run of the analysis, since the normal distribution was violated, outlier cases were examined for the values higher than three standard deviations from the mean for

each score as suggested by Field (2017). There were three outliers detected (one in experiment and two in control groups) and removed. After this procedure, all scores were identified normally distributed when their skewness and kurtosis values were evaluated based on the criteria suggested by Tabachnick and Fidell (2007) between -1.5 and +1.5 as illustrated in Table 4.

Table 4

Skewness and Kurtosis Values for All Performance Scores

Variable	Skewness	Kurtosis
Self-assessment performance, the first occasion	-.782	.344
Writing performance, the first occasion	-.775	-.532
Self-assessment performance, the second occasion	-.533	-.853
Writing performance, the second occasion	-.654	.026

According to Table 4, these four scores were accepted in the range of normally distributed data. Thus, the parametric analysis was used to respond the research questions of the present study.

Research Question 1: Does the distance self-assessment training improve Turkish EFL learners' writing performance on two different occasions?

The descriptive statistics related to writing performances graded by the teachers at two different occasions were presented in Table 5.

Table 5

Descriptive Information for All Performance Scores

	Group	M	SD
Writing performance, the first occasion	Control	15.44	2.52
	Treatment	17.36	1.60
	Total	16.42	2.29
Writing performance, the second occasion	Control	16.35	1.92
	Treatment	17.49	1.50
	Total	16.93	1.79

Note. Control group n = 21 and Treatment group n = 22

As illustrated in Table 6, the MANOVA analysis revealed that there was a significant difference on these two writing performance scores based on the control and treatment scores, Wilk's $\lambda = .817$, $F(2, 40) = 4.484$, $p < .05$, partial $\eta^2 = .183$. Effect size of this significant difference indicated that the membership of either control or treatment groups accounted for 18.3% of total variance of both writing performances on two different occasions.

Table 6*MANOVA Multivariate Test Results*

	Effect	Value	F	df	Error df	p	Partial η^2
Intercept	Pillai's Trace	.991	2137.387	2.000	40.000	.000	.991
	Wilks' Lambda	.009	2137.38	2.000	40.000	.000	.991
	Hotelling's Trace	106.869	2137.387	2.000	40.000	.000	.991
	Roy's Largest Root	106.869	2137.387	2.000	40.000	.000	.991
Group	Pillai's Trace	.183	4.484	2.000	40.000	.017	.183
	Wilks' Lambda	.817	4.484	2.000	40.000	.017	.183
	Hotelling's Trace	.224	4.484	2.000	40.000	.017	.183
	Roy's Largest Root	.224	4.484	2.000	40.000	.017	.183

Note: Box's Test of Equality of Covariance Matrices, one of the critical assumptions of MANOVA, was not significant, Box's $M = 7.694$, $F(3, 326983.702) = 2.429$, $p = .063$. This result confirmed that the assumption was not violated, and the covariance matrices were assumed equal.

Ensuring the multivariate results, for a deeper understanding related to the significant difference, the findings about the between-subject effects are given Table 7.

Table 7*MANOVA Between Subject Effects Results*

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	p	Partial η^2
Corrected Model	Writing performance the first occasion	39.738	1	39.738	8.997	.005	.180
	Writing performance the second occasion	14.047	1	14.047	4.750	.035	.104
Intercept	Writing performance	11561.924	1	11561.924	2617.857	.000	.985

	the first occasion						
	Writing performance the second occasion	12299.203	1	12299.203	4159.105	.000	.990
<i>Group</i>	<i>Writing performance the first occasion</i>	<i>39.738</i>	<i>1</i>	<i>39.738</i>	<i>8.997</i>	<i>.005</i>	<i>.180</i>
	<i>Writing performance the second occasion</i>	<i>14.047</i>	<i>1</i>	<i>14.047</i>	<i>4.750</i>	<i>.035</i>	<i>.104</i>
Error	Writing performance the first occasion	181.079	41	4.417			
	Writing performance the second occasion	121.244	41	2.957			
Total	Writing performance the first occasion	11820.563	43				
	Writing performance the second occasion	12460.500	43				
Corrected Total	Writing performance the first occasion	220.817	42				
	Writing performance the second occasion	135.291	42				

Note: Levene's equality of error variances tests were performed to check the assumption for both of writing performance grades. The first occasion grade generated a significant result. $F(1, 41) = 9.082$. $p < .01$; whereas, the second occasion grade was not significant. $F(1, 41) = 1.909$. $p = .175$. The first occasion grade violated the assumption while the second met it. The first occasion data was also checked for its significant results found between control and treatment groups.

Based on the results presented in Table 7, on the first occasion, there was a significant difference between control ($M = 15.44$. $SD = 2.52$) and treatment ($M = 17.36$. $SD = 1.60$) groups in favor of treatment group. To ensure that this significant difference was viable due to the violation of the equality of error variance assumption, an independent samples t-test was run and it yielded that even though the assumption did not meet, the significant difference remained $t(44) = -2.898$. $p < .01$. The effect size of this result indicated that being a member of the treatment group could explain 18.0% of the first writing performance. On the second

occasion, again the treatment group ($M = 17.49$, $SD = 1.50$) had a higher performance score than the control group ($M = 16.35$, $SD = 1.92$). The effect size of this result indicated that being a member of the treatment group could explain 10.4% of the second occasion writing performance.

Overall, the result of analyses indicated that the distance self-assessment training improved Turkish EFL learners' writing performance on the first occasion, and the same result was confirmed with the second occasion.

Research Question 2: Does the distance self-assessment training affect the difference between Turkish EFL learners' self-assessment performance and writing performance graded by the teacher on two different occasions?

To respond this research question, a repeated-measure ANOVA for each occasion was performed. In each occasion, self-assessment performance and writing performance graded by the teacher were entered to the analysis as repeated measures. The results were compared between two occasions.

On the first occasion, the descriptive statistics of self-assessment performance and writing performance graded by the teacher are illustrated in Table 8.

Table 8

Descriptive Information for Self-Assessment Performance and Writing Performance Graded by the Teacher on the First Occasion

	Group	M	SD
Self-assessment performance	Control	15.07	2.29
	Treatment	17.22	1.43
	Total	16.17	2.17
Writing performance graded by the teacher	Control	15.44	2.52
	Treatment	17.36	1.60
	Total	16.42	2.29

Note: Control group $n = 21$ and Treatment group $n = 22$

As illustrated in Table 9, the repeated-measures ANOVA analysis revealed that there was no significant interaction effect of assessment types (self-assessment vs. writing performances) based on the control and treatment scores. Wilk's $\lambda = .997$. $F(1, 41) = .111$. $p = .740$. partial $\eta^2 = .003$.

Table 9

Multivariate Test Results for the Comparison between Self-Assessment Performance and Writing Performance Graded by the Teacher On the First Occasion

	Effect	Value	F	df	Error df	p	Partial η^2
Assessment types	Pillai's Trace	.015	.608b	1.000	41.000	.440	.015
	Wilks' Lambda	.985	.608b	1.000	41.000	.440	.015
	Hotelling's Trace	.015	.608b	1.000	41.000	.440	.015
	Roy's Largest Root	.015	.608b	1.000	41.000	.440	.015
Assessment types * Group	Pillai's Trace	.003	.111b	1.000	41.000	.740	.003
	Wilks' Lambda	.997	.111b	1.000	41.000	.740	.003
	Hotelling's Trace	.003	.111b	1.000	41.000	.740	.003
	Roy's Largest Root	.003	.111b	1.000	41.000	.740	.003

Note: Box's Test of Equality of Covariance Matrices. one of the critical assumptions of multivariate analysis. was significant. Box's M = 11.431. $F(3, 326983.702) = 3.609$. $p = .013$. This result confirmed that the assumption was violated. and the covariance matrices were not assumed equal. However, Tabachnick and Fidell (2007) states that when the number of the participants in groups are equal, and the significance level was not exactly equal to .000. any significant results are not an indication of the violation of the assumption.

The average self-assessment scores were slightly lower than writing performance graded by the teacher in control groups compared to experimental groups. The findings illustrated in Table 9 indicates that there was no significant impact of distance self-assessment training on the difference between self-assessment performance and writing performance graded by the teacher. Based on the first occasion, the impact of distance training related to the self-assessment given to the students was not evident.

On the second occasion, the descriptive statistics of self-assessment performance and writing performance graded by the teacher are illustrated in Table 10.

Table 10

Descriptive information for self-assessment performance and writing performance graded by the teacher on the second occasion

	Group	M	SD
Self-assessment performance	Control	14.70	2.21
	Treatment	17.63	1.80
	Total	16.20	2.48
Writing performance graded by the teacher	Control	16.35	1.92
	Treatment	17.49	1.50
	Total	16.93	1.79

Note. Control group n = 21 and Treatment group n = 22

As illustrated in Table 11, the repeated-measures ANOVA analysis revealed that there was a significant interaction effect of assessment types (self-assessment vs. writing performances) based on the control and treatment scores. Wilk's $\lambda = .901$. $F(1, 41) = 10.157$. $p < .01$. partial $\eta^2 = .199$.

Table 11

Multivariate Test Results for the Comparison between self-assessment performance and writing performance graded by the teacher on the second occasion

	Effect	Value	F	df	Error df	p	Partial η^2
Assessment types	Pillai's Trace	.151	7.282	1.000	41.000	.010	.151
	Wilks' Lambda	.849	7.282	1.000	41.000	.010	.151
	Hotelling's Trace	.178	7.282	1.000	41.000	.010	.151
	Roy's Largest Root	.178	7.282	1.000	41.000	.010	.151
Assessment types * Group	Pillai's Trace	.199	10.157	1.000	41.000	.003	.199
	Wilks' Lambda	.801	10.157	1.000	41.000	.003	.199
	Hotelling's Trace	.248	10.157	1.000	41.000	.003	.199
	Roy's Largest Root	.248	10.157	1.000	41.000	.003	.199

Note: Box's Test of Equality of Covariance Matrices. one of the critical assumptions of multivariate analysis. was not significant. Box's $M = 6.275$, $F(3, 326983.702) = 1.981$. $p = .114$. This result confirmed that the assumption was not violated. and the covariance matrices were assumed equal. Since there was a significant interaction effect, the equality of error variances for group variable was also checked for both dependent variables. The results demonstrated that neither self-assessment performance, $F(1, 41) = 1.014$. $p = .320$. nor writing performance scores, $F(1, 41) = 1.909$. $p = .175$. violated the assumption.

As shown in Figure 1, in self-assessment performance, the experimental group had higher average scores than the control group. In writing performance graded by the teacher, the experimental group still had higher average than the control group; however, the difference between two groups were lower. In the control group, the difference between self-assessment performance and writing performance graded by the teacher was high; on the other hand, in treatment group the difference was not substantial. This finding indicated that the distance training related to self-assessment improved students' assessment skills as close as their teachers' assessment. For that reason, in the treatment group, students assessed their work very close to their teachers' assessment.

Overall, on the first occasion, the impact of the distance training program cannot be revealed; in contrast, on the second occasion, the findings demonstrated that students who completed the distance training program can assess themselves as close as teachers' assessment. This result will be examined in discussion in detail.

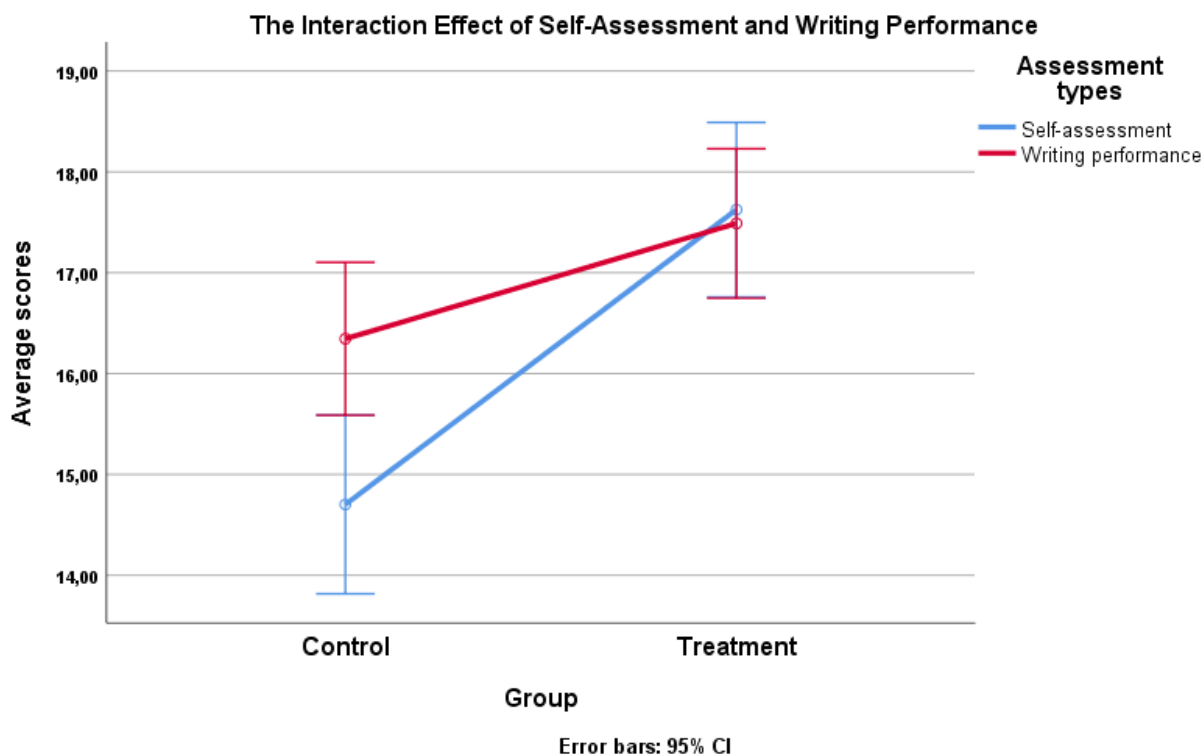


Figure 1. The Interaction Effect of Self-Assessment Performance and Writing Performance Graded by the Teacher

Results of the Qualitative Data

Semi-structured interviews with students and teachers were used to collect qualitative data for this study. The perspectives of eight students and two teachers on distant self-assessment training and the application of self-assessment methods in writing classes were gathered through interviews.

In this section, the findings of the interviews will be provided based on repeated comments from the students and teachers who participated in the interviews.

Results of Interviews with the Students.

The outcomes of the student interviews will be discussed in this section. Eight students were interviewed to find out what they thought about the potential effects of distance self-assessment training on their writing abilities and self-assessment performance.

In order to answer the third research question, the findings of the data collected and evaluated will be reported in this section. It is intended that by evaluating the data from the interviews, it will be possible to learn what students undergoing distance self-assessment training think about the consequences of the training on their writing and self-assessment performance.

The data gathered from individual interviews with students and teachers were categorized and examined qualitatively. Ghoorchaei & Tavakoli (2019) mentions two categories: merits and demerits in their study "Self-Assessment of Writing in a Portfolio Program". In addition to the themes indicated by Ghoorchaei & Tavakoli (2019), the objectives of the current study and student reactions to the distance self-assessment training were taken into account throughout the categorization. The findings from the interviews will be classified under four headings: Learning to self-assess, benefits of self-assessment, challenges of self-assessment, suggestions related to the implementation of the training.

The data reveal that the students had similar thoughts regarding obtaining distance self-assessment training and evaluating their own writing works.

Research Question 3: What are the opinions of the Turkish EFL learners about receiving a distance self-assessment training?

Results of interviews with students and teachers about the usefulness of distance self-assessment training in improving learners' writing and self-assessment performances are categorized as follows: 1) learning to self-assess, 2) benefits of self-assessment, 3) challenges of self-assessment, 4) suggestions related to the implementation of the training.

When the students were asked whether they had employed any self-assessment practices while learning writing, the most recurring theme was learning to self-assess for the first time.

Learning to self-assess

When the students were asked what they think of self-assessment, if they had known what it was before the study and whether they have ever self-assessed their own writing pieces, all of their answers were the same. Although they are already familiar with the rubric, they had never tried to think critically when it came to grading their own papers as if they were the teachers. That is the reason why some thought that the rationale behind getting low grades was the fact that their teachers didn't favor them and there were some students who were teachers' favorites and they always got higher marks. After trying self-assessment, themselves, their thoughts have changed incredibly and they claimed that they had a better understanding about why they were given specific grades. This also helped improve their writing skills as they claimed to pay more attention to meet the objectives in the rubric so that they can achieve a better grade in return.

As the students were given the training through online meetings and the number of them was not too much, they each had the chance to practice scoring and ask questions regarding the rubric. In a way, they were standardized by sharing their opinions with both the researcher and their peers. One student stated that:

"I didn't know how to self-assess before. When I learned it, I thought it was helpful because although writing was taught in prep school at school, they didn't teach scoring. Therefore, I felt like something was missing." (Student 1)

Another student also mentioned that:

"No, I didn't do it before. I mean, I didn't know how to evaluate it. For example, after the training, we had two writing exams. In these exams, we evaluated ourselves by giving points to our own work. In fact, there was a 0,25 points difference between the score I gave myself and the score I got from the exam. Therefore, it's been pretty effective for me." (Student 2)

Another student also expressed that:

"I did not know in detail, but I was using it while checking my own homework, frankly, to see if there is anything wrong with it, where I should continue. After learning self-assessment, it helped me a lot, especially in the writing exams. Now I can better decide what to pay attention to and do my analysis better." (Student 3)

Another student also commented on the same issue:

“No, I learned it here for the first time. If I hadn't done this work, I probably wouldn't have known about self-assessment. It worked very well for me because it helped a lot in writing. I had never evaluated myself before, but after learning this, I started to doing so.” (Student 4)

Benefits of self-assessment

The students were asked whether the distance self-assessment training improves their writing skills and helps them understand the grades given to them by their instructors. Most of the students think that receiving distance training regarding assessing their own writing pieces based on the criteria used by the instructors raised their awareness in writing classes. They believe that they have a better understanding of what is expected from them in writing exams. By the help of understanding the expectations of the instructors and awareness they gained, they stated that they think more critically on their use of language and vocabulary. Furthermore, according to the students, another benefit of being trained to use the rubric to assess themselves was realizing their strengths and weaknesses. All the students interviewed mentioned that they really benefitted from that. One of the students said that she improved the way she organized her essays. Others expressed that the realization of their mistakes enabled them to correct their mistakes on their own and get better grades in return. One student said that:

“Even though it didn't improve my writing skills directly, I saw what I was doing wrong and it helped me correct my mistakes.” (Student 1)

Another student commented on the question that:

“Frankly, I think it improved me it in terms of my grades. For example, before I took this training, I was getting lower grades. I was getting like 18. After receiving this training, I started to get between 19 and 20 in the exams evaluated out of 20 and my teachers told me that I had a better organization.” (Student 3)

Another student made a similar comment:

“I definitely think so. While writing, I try to use different words, and now I think that I can better predict what the paragraph wants from me and how I should write it. So, I understand what is expected of me better.” (Student 4)

Another student replied that:

“Yes, I think so. This is because now I think more about the details I need to include in my writing. I can get better grades as I know what I need to write about.” (Student 6)

Another student stated that:

“Yes, I think so. You taught the scoring system. You gave us information about where and how we were given points. In this way, I try to pay more attention to these issues in the exam while writing. In this respect, it enabled me to get points closer to those I aimed.” (Student 8)

Moreover, another question that was directed at the students was “Do you think that learning self-assessment enabled you to understand your instructor’s assessment more clearly?”. All the students replied that the distance training helped them have a better understanding of their teachers’ grading. They stated that thanks to learning the rubric and the grading system used by their instructors, they were better able to see where they made mistakes, and what mistakes make them lose more points. In this way, they figured out where their instructors deducted points and why they were given specific points. In addition to having a clearer idea of their instructors’ grades, one of the students pointed out that before the training and his self-assessment practice, he used to think that the instructors favor some students over the others while grading their exam papers. He often believed that the instructors had a problem with him and that is why he was not evaluated in a fair way. After he received the distant training, he acknowledged that there were rules and set criteria against which their exams were marked and their teachers follow this procedure and do a fair grading for all the students. Another student stated that besides understanding why she gets specific points from her teachers, she also realized that marking student papers adhering strictly to certain criteria is a really hard job, especially taking into account that there are 12 or more students in each class. One student mentioned that:

“I learned what I should pay attention to while writing and how I might lose points.”
(Student 5)

Another student stated that:

“Of course, it made me understand better because I learned the scoring system that our teacher evaluated us from. In this way it allowed me to better understand where I made a mistake.” (Student 8)

Another student commented on the same point that:

“Yes, of course. Now I can understand without asking my teacher. You know, because I'm familiar with evaluation, I can understand why I lost points from an exam.” (Student 6)

One of the students stated that:

“I certainly didn't know. In fact, I had the idea that that some teachers give very low grades, and some teachers give very high grades. But when I saw this rubric paper and evaluated myself, I realized that this thought was wrong. I learned that everything is evaluated according to a certain rule. Before this training, I had never done a self-evaluation of my writing.” (Student 7)

Challenges of Self-Assessment

In the interviews, the researcher asked the students whether they had any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect, and most of the students stated that they did not experience any challenges during the trainings. They expressed that when they had a question or difficulty, they asked for clarification from the researcher so that they could internalize the rubric and self-assessment process. There was only one student who stated that she had a difficulty. He told that he did not know the meanings of some words used in the writing rubric, and it was challenging for him. One student stated that:

“Whenever there was something that I didn't understand, I asked for clarification. In that way, I had the chance to learn things better.” (Student 6)

Another student expressed that:

“At first, while I was evaluating the sample papers, there were some sentences next to the scores on the rubric. However, at first, I had a little difficulty when there were many words that I did not know.” (Student 5)

Suggestions Related to the Implementation of the Training

There were some suggestions made by the students during the interviews regarding the way the training could be implemented. One of the students stated that despite being aware of the fact that the training had to be given online, not face to face because of the pandemic, it would have been better if it had been given in a classroom environment so that it would have been more efficient. His quotation is given below:

“I think it is very unlikely that you can add anything extra. However, it could be like this, instead of online, for example, if we had the chance, it would have been better face-to-face. Maybe it would be better to work this out on actual paper, rather than digitally. Therefore, if it wasn't for this Covid virus, maybe it would be better to have this training face to face. Of course, this is not your problem.” (Student 7)

Furthermore, another student expressed that it would have been more useful for the students if students had been given training on the use of the rubric to self-assess at the beginning of the academic year when their level was A1 or A2. She stated that since the training was effective in helping them improve themselves in their writing performance, they could have benefitted more in terms of getting higher grades if it had been given earlier in lower levels. Her quotation is given below:

“So actually I don't know how to say this, but for example, if we had been told about these before the writing assignments were given or after the first 2 or 3 were given when we started studying in the preparatory class, we could have scored better because we would know how to evaluate while doing our homework or writing in the exam. I think we could have added some things required from us in the exam by paying more attention to them. In my humble opinion, it would be better if we learned this at the beginning of the term.” (Student 8)

Except for these two suggestions, all the other students thought that the training was effective, the explanation of rubric was clear and marking sample essays enabled them to understand the assessment procedure better. They stated that they did not have any recommendations to make. One of the students commented on this issue and said that:

"I can't think of anything at the moment. It was satisfactory for me. The rubric explanation was understandable. It was also very useful to look at sample essays."
(Student 6)

Based on the data gathered to learn what the students think about the distant self-assessment training, it can be concluded that the majority of students believe it helped them improve their writing abilities and performance, as well as better understand their teachers' assessments. Furthermore, the students were asked if they want to self-assess their future writing pieces after the things they have learned thanks to the training, and all the students said: "Yes", although only one student stated that he would maybe want to do it again as it is a bit tiring for him. The students' answer could be the summary of the entire study.

The results of the interviews conducted with the students can be summarized as follows:

1. students had positive opinions regarding the training and self-assessment,
2. they thought that the distance training was helpful for them to improve their writing skills and performance,
3. learning the marking system allowed them to understand their strengths and especially weaknesses in writing,
4. doing assessment on their own was useful for them to have a clear understanding of their instructors' grades.

The results of the analysis of the student interviews were reported in this section. For the student interviews, the results were organized into categories. This section aimed to learn about the students' reactions and experiences with the distant self-assessment training. The results of the teacher interview will be presented in the next part as another set of qualitative data to support the data from the interviews.

Results of Interviews with the Teachers.

The outcomes of the interviews with the teachers will be presented in this section. Two teachers were interviewed to learn their thoughts on distant self-assessment training and its impact on their students' writing performance.

In order to address the fourth research question, the findings of the data collected and analyzed will be reported in this section. It is hoped that by evaluating the data from the interviews, the instructors' thoughts on the online self-assessment training offered to their students will be revealed. The categories are the same four categories that were mentioned during the analysis of the student interviews. These are the categories: learning to self-assess, benefits of self-assessment, challenges of self-assessment, suggestions related to the implementation of the training.

The results of the teacher interview confirm the data provided in this part from the student interview. This shows that the opinions of the instructors and students regarding the distant training are consistent with each other.

Research Question 4: What are the opinions of the Turkish EFL instructors about providing their students with a distance self-assessment training?

The teachers were also asked whether they have ever used self-assessment practices in their writing classes with their students and what they think of the self-assessment training. The teachers who were interviewed stated that even though they gave feedback on their students writing papers, they never asked them to evaluate their own writing pieces based on the rubric. They both believe that the training was effective in teaching their students how to self-assess themselves by using the writing criteria. One of the instructors said that:

“I give feedback to my students through rubric, but I have never given special training for self-assessment before.” (Instructor 2-10 years of experience)

The other instructor, when he was asked about whether he thinks the training was effective in teaching the students to self-assess, stated that:

"I definitely think so because they learned the writing criteria. They learned how they are evaluated. First of all, since this rubric is a detailed rubric, for example, since they learned from what they get points out of 20 or 30 points, from where they lose points, it does not have to be just an essay, even in any creative writing. Also, they learned what they should pay attention to even when writing an e-mail, what the topic sentence is and how important it is, how important the organization is, how many points it brings and how many points it takes. That's why I am so happy. We thank you." (Instructor 1-14 years of experience)

Benefits of self-assessment

The instructors were asked if their students improved their writing performance thanks to the distance self-assessment training they received. They think that their students became more aware of how they are evaluated since they learned the rubric and the scoring system. They believe that their students have a clearer understanding of what is expected of them and what to do or avoid to get better grades in writing exams. Thus, they improved themselves in terms of their writing performance. One of the teachers stated that:

"I definitely noticed improvement. As I said, since they express themselves depending on the writing criteria, it was clear that they could write faster by using their creativity, without exaggerating the organization and word use, grammar usage or memorization. Because they knew what was expected of them, they wrote better." (Instructor 1)

The other instructor stated the same topic:

"After the self-assessment training, as they learned better how the scoring system works, they became more aware of what they should do in order not to lose points. Therefore, I think their overall performance has also increased." (Instructor 2)

Another question that was directed at the teachers was what they think the positive sides of providing the students with a distance self-assessment training. Both of the teachers expressed that their students' self-confidence has increased since they knew what they needed to more clearly and scored better in the writing exams. Also, they also stated that they had a better understanding of the reasons behind getting a specific grade from their teachers in the exams. One of the instructors mentioned that:

"I can say that their self-confidence increased when they increased their scores thanks to awareness. They had a better understanding of how their teachers graded their

papers and comments such as “My writing is pretty good and I don’t understand how I lost points” have disappeared.” (Instructor 2)

There was another question that was asked to the instructors in the interview regarding whether they have noticed any differences between the students who received the distance training and those who didn’t in terms of their performance, attitude, or in any other aspect. Both of the teachers told that the students who were trained acted more consciously. They think that the self-assessment training raised the treatment group students’ awareness regarding the requirements of the rubric and writing tasks. One of the instructors expressed that:

“There was a difference like: our students who took the training acted consciously because they were knowledgeable about evaluation. Students who did not receive rubric training can also write. After all, they all receive writing training, but they always had the following in mind, I wrote this but how much points I would get from this. They were always in such a dilemma about whether they would lose points, but the students who received the training were much more confident and knew what they were doing. After all, I saw that they were able to act much more confidently, as if I could do that or I can't get points from here.” (Instructor 1)

Challenges of Self-Assessment

The teachers were asked if their students experienced any difficulties while taking the self-assessment training. One of them said that his students had difficulties in marking the sample essays with the researcher for the first time, however, when they continued to take the training, they were able to solve that problem. The other instructor stated that some of the students might have had problems in understanding all the items in the writing rubric and they dealt with this problem thanks to the three different training sessions. The students had the chance to ask for clarification during the trainings when they had questions in mind.

“As far as they told me, I think that they had difficulties in evaluating the exam with the researcher at first, but this difficulty disappeared when they continued their training.” (Instructor 2)

Another question asked to the instructors was what they think the negative aspects of the training were. One teacher stated that there were no negative sides while the other mentioned

that since self-assessment is a new experience for the students, maybe some of the students found it difficult psychologically.

“... Because some students may find it difficult to do this psychologically if they have not done any self-evaluation until they start their university education. But it can't be a generalization, maybe there is such a problem individually. So I don't see any other negative side.” (Instructor 1)

Suggestions Related to the Implementation of the Training

There were a few suggestions made by the instructors regarding the implementation of the distance self-assessment training. One of them suggested using various online platforms rather than using just a video conferencing platform in order to make the online training more effective and students more motivated. His quotation is given below:

“Maybe platforms such as Nearpod, Wordwall etc. can be used to make the training more suitable for online education. These are some of the applications that we use and benefit from in our lesson plans to make online education more effective. Students can be more motivated when they do some activities using this platform.” (Instructor 1)

The other instructor recommended assigning students more sample essays to assess in order to help them internalize the rubric and self-assess themselves better and easier. However, he also stated that students often find homework as a burden, so they would probably find it time-consuming. His quotation is also given below:

“Maybe I could give students homework and ask them to do more evaluation by providing examples that they can evaluate outside of the training. This would make it much easier for students to grade themselves, but on the other hand, many would see these assignments as a burden, so they could do it carelessly or not at all.” (Instructor 2)

Considering the data collected to find out what the teachers' opinions about the self-assessment training were, it can be concluded that both of the teachers think that training students to self-assess their writing using a writing rubric is useful for improving their writing performance. Furthermore, both instructors believe that the students who took the distance training acted more self-confident and conscious and understood their writing exam results

graded by the teachers better. In addition, in the interview the teachers were asked if they would use self-assessment practices in their writing classes in the preparatory school the following year, and they think training students on self-assessment and the use of self-assessment practices are helpful for students and they will use it in the following years.

The following is a summary of the results of the interviews with the instructors:

1. Instructors had positive opinions related to the distance self-assessment training and their students' experience during the process.

2. They thought that distance training boosted their students' self-confidence and helped them increase their writing grades.

3. Teaching the rubric and self-assessment raised an awareness in students regarding the expectations of writing tasks, mistakes they should try to avoid and things they need to do to achieve better scores.

4. Their students started to comprehend better why they were given specific grades after they received the distance training.

The findings of the analysis of the teacher interviews were reported in this section. For the teacher interviews, the results were organized into categories. Some of the categories were named after the composition of the questions that had been written ahead of time, and others were discovered during the transcription process. This section sought to determine whether teachers believe distance training is an effective technique to educate students on self-assessment and whether it has assisted their students in improving their writing grades or in any other aspect.

The Results of Quantitative and Qualitative Data

In the current research study, data were collected both quantitatively and qualitatively. After analyzing the quantitative data, qualitative data were collected to explore the opinions of the participant students and teachers. Based on the analyses of both the quantitative and qualitative data, it has been observed that the results reached from both type of data supported each other. The following table summarizes the results.

Table 12*Overall Results*

Results of the Quantitative Phase of the Study	Results of the Qualitative Phase of the Study
<p>Overall, the result of the analyses indicated that the distance self-assessment training improved Turkish EFL learners' writing performance on the first occasion, and the same result was confirmed with the second occasion.</p>	<p>Both the students and instructors thought that the distance training was helpful for the EFL learners to improve their writing skills and performance.</p> <p>The students and teachers believed that the EFL learners became more aware of what is expected of them, their strengths and requirements of the writing tasks, and these helped them score better in writing exams.</p>
<p>Overall, on the first occasion, the impact of the distance training program on students' assessment of themselves cannot be revealed; in contrast, on the second occasion, the findings demonstrated that students who completed the distance training program can assess themselves as close as teachers' assessment.</p>	<p>For all the students who were interviewed it was the first time they self-assessed their writing pieces based on a writing rubric (This could explain the result that in the first writing exam, they weren't able to assess themselves as close as their teachers.)</p> <p>The students believed that they gained a better understanding of their teachers' grades thanks to the distance training and in this way they learned how to self-assess themselves.</p> <p>-The teachers stated that the students who were trained were more self-confident after the training and their questions regarding their grades or the marking system seemed to disappear, which could support that the fact that they became more aware of how they are graded, they self-assessed themselves as close as their teachers.</p>

Conclusion

The data collected from interviews and the quantitative data gathered through the exam grades given both by the students and instructors were evaluated and interpreted in this chapter. In the next chapter, further in-depth analysis, discussions, and interpretation of the data will be presented from multiple perspectives.

Chapter 5

Conclusion, Discussion and Suggestions

Introduction

The principal findings of the current study are described and discussed in this chapter. This chapter also includes the conclusion, limitations of the study, and suggestions for future research.

An Overview of the Study

The main aim of the present study is to examine the effect of training students through online sessions to self-assess their writing on the writing and self-assessment performances of the English preparatory school students. In particular, the study aims to investigate whether training learners to apply the writing criteria improves their writing scores and whether there is a difference between self-assessment performances of the students in the control and experimental groups. It is considered that the closer students' grades to their teachers' grades, the better they learnt to self-assess. Furthermore, the study also aims to reveal what the participant students receiving the training and their instructors think about the distance self-assessment training.

The study was conducted at one of the private universities in Ankara, with English Preparatory Program students and instructors. The participants of the study were 46 students and two instructors. There were two control and two experimental groups, which were decided randomly. There were 12 and 11 students, so 23 students in both the control and treatment groups.

Before the collection of data, the students in the experimental groups were given an online training, which were held in three sessions, on self-assessment with the help of sample essays and the writing rubric used at the preparatory school. In the first session which lasted 60 minutes, the researcher aimed at introducing what self-assessment is, going over the items in the rubric that they were going to use to self-assess and how they could make use of self-assessment so that they can benefit from it in their language learning journey. In the second

session of the training, the researcher went over the rubric so that the students could remember the items and have the opportunity to ask questions to discuss the unclear points if they had any. After the discussion of the items in the writing criteria, the students were asked to mark a sample B1 level essay which were taken from the online resources of Cambridge university and shown to their instructors and taken approval by them to make sure the level and expectations are compatible with each other. The instructors had also marked the sample essays in order to standardize the learners to train on the rubric and self-assessment. The students marked the essay on their own first and then they were asked to share their ideas with each other and discuss their ratings in smaller groups, and then the researcher asked the students' grades for each item in the rubric, told the grades given by the instructors and explained to them why the specific score was given for each and every item. In the third and last session, the students assessed another sample essay which was better than the previous one. The same steps were repeated in this session as well and the students asked their questions during and after the session. The students were explained that they would mark two of their own writing exams after the exam on the given criteria.

In the current study, both quantitative and qualitative data were collected. For the collection of quantitative data, the students' ratings in two of their writing exams and their instructors' grades given to these exam papers were used. As for the qualitative data, eight of the students from the treatment groups and two instructors were interviewed to find out their opinions regarding the effectiveness of distance self-assessment training. The results are summarized and discussed in the following paragraphs.

The Effect of the Training on Students' Writing Performance

Previous studies evaluating the effects of self-assessment on learners' writing performance observed inconsistent results on whether self-assessment practices cause an increase in the students' writing scores (Boumediene & Berrahal, 2021; Ratminingsih et al., 2018; Naeini, 2011; Wei, 2007; Yıldırım, 2001; Marteski, 1998). The first research question in this study sought to determine whether the distance self-assessment training causes an improvement in

the writing performance of the students in the experimental group compared to the control group students who did not receive the training. In the first writing exam, there was a significant difference between the control and treatment group in terms of their writing performance in favor of the treatment group. Also in the second exam, the treatment group had higher writing performance than the control group. Overall, the results show that on the first occasion, distant self-assessment training increased Turkish EFL learners' writing performance, and the same result was validated on the second occasion.

The current study confirms that self-assessment is associated with improvement in writing skills and performance of EFL learners. These results reflect those of Boumediene & Berrahal (2021) who also found that most students improve their writing skills by reducing the amount of mistakes they make after implementing self-assessment procedures in a writing classroom. For example, the number of grammatical errors has dropped from 90 to 6 in 50 copies. As it is interpreted by the authors, training students on assessing themselves is a valid, dependable, and successful instrument for assisting students in identifying and correcting their own pieces of writing, and consequently improves their writing performance gradually (Boumediene & Berrahal, 2021). In the study by Ratminingsih et al. (2018), the aim was to investigate the effect of self-assessment on students' independence and writing competence. The treatment group trained on self-assessment showed significantly better performance than the other group trained on conventional writing assessment. As a result, they recommended teachers make the most of self-assessment as an alternate teaching and learning technique in writing classes (Ratminingsih et al., 2018). Another study by Naeini (2011) was conducted on the relationship between self-assessment practices and improvement in writing and speaking skills of EFL learners at tertiary level. The study was also an experimental one like the current study with both control and treatment groups. The results of the study show that there was a statistically significant difference between the control and experimental group at the end of the study. The experimental group learners showed better performance than the control group in both writing and speaking exams. The author concluded that assessing themselves boosted language

skills of the EFL learners (Naeini, 2011). This finding was also reported by Wei (2007) in the study with 32 participants who were divided into two groups: experimental and control. In the study, the aim was to find out whether self-assessment with specific criteria enhance graduate level learners' writing. The results indicated that the experimental group outperformed the control group in terms of their writing achievement (Wei, 2007). The results of the present study are also in line with a study conducted by Marteski (1998) on the impact of training learners to self-assess in order to investigate development in their writing scores and self-assessment abilities. The holistic writing score on writing samples gathered before and after the intervention was used to assess students' writing ability. Positive changes in their score showed an improved level of writing for each student in the study. The researcher commented on this result by indicating that students may benefit from being taught writing evaluation criteria since they will learn what defines good writing. The researcher also added that at the beginning of the study it was hoped that by incorporating the criteria for good writing into their own work, students would improve their writing skills and this expectation was fulfilled at the end of the study (Marteski, 1998).

On the other hand, there are other studies conducted on the effect of self-assessment practices on writing performance of learners, which found no significant difference contrary to the current study. For instance, the study carried out by Yıldırım (2001) in the Turkish context aimed to investigate whether training learners to self-assess their own writing improves their writing and self-assessment skills. The results showed no significant difference between students' writing scores before and after the training. The researcher thought that this finding might have been because of the type of the writing, which was argumentative essay. She also added that another factor affecting the result could have been due to the application of process writing model during the study. Moreover, she suggested that if each trait in the writing rubric had been analyzed separately, it would have been possible for the results to be significant as some students might have performed well in some categories of the rubric if not all.

To sum up, in accordance with the effect of distance self-assessment training on writing performance, training students with sample essays and the rubric against which they are evaluated obviously gave clear criteria for good writing. In the form of a rubric, the students were given a set of fixed criteria for judging their work. Students were able to absorb the standards by which their products and performances were evaluated through self-assessment (McMillan & Hearn, 2008; Andrade & Du, 2007). During the training sessions, they were given clear instructions on what to do and how to enhance their writing pieces. They had the chance to mark the sample essays using the criteria, and this helped them understand how to write successfully by comparing the essays and their work to the criteria (Ratminingsih et al., 2018). The distance training gave them the opportunity to practice assessment with the explanation of the rubric by the researcher and to reflect on their own work by using the same criteria while producing essays. The students who were treated by the rubric and self-assessment were able to standardize themselves to better self-assess their own writing as during the training session, they were asked to evaluate the sample papers first individually, then discuss their grades in groups and as the last stage of the marking process come together with the researcher and ask any points they found challenging. This process assisted them in realizing their strengths and weaknesses, and this eventually led them improve their writing scores. After assessing themselves in one writing exam and learning their grade, the students did the same thing in another writing exam which they took two weeks later. This shows that the learners in the treatment group were also able to determine which areas of their writing they excelled in and which aspects they needed to improve (Ratminingsih et al., 2018). On the contrary, the control group students who did not receive the distance training wrote their essays during the exam and assessed themselves using the same rubric. Because they did not have the chance to internalize the items in the rubric and expectations of them as clearly as the treatment group learners, no significant increase in their grades was observed.

The Effect of the Training on Students' Self-Assessment Performance

Prior studies that have noted the importance of practicing self-assessment and its effects on the relationship between learners' assessment of their writing pieces and that of their teachers found conflicting results (Ghoorchaei & Tavakoli, 2019; Matsuno, 2009; Wei, 2007; Elahinia, 2004; Yıldırım, 2001). The second research question aims to reveal whether the distance self-assessment training affects the gap between EFL learners' self-assessment scores and writing grades given by the instructors in two different writing exams. The results show that the students in the experimental group self-assessed themselves more accurately than the control group when the grades by the students and instructors were compared. However, there was no statistically significant difference between the treatment and control group on the first occasion. There could be several factors that might have affected the results of training learners to self-assess. One of the factors could be the time restrictions. Training students on the grading criteria has been suggested as a way to gradually introduce self-assessment (Ferris & Hedgcock, 1998; O'Malley & Pierce, 1996). Therefore, if the first writing exam had not been given one week after the distance training, the students would have had the opportunity to internalize the grading criteria better (Yıldırım, 2001). Another reason why no significant changes were not found in the first writing exam might be the duration of the distant training program. The training could have been more effective if the learners had been provided a training which lasted a longer period of time than three weeks (Yıldırım, 2001). In addition, lack of practice in assessing themselves may be another factor behind this finding. All the learners who were interviewed regarding their views on the training and their self-assessment process stated that it was their first time that they were involved in such training and practice. They also mentioned that they had never used a grading criteria to assess themselves prior to this research study.

The discrepancy between students' and teachers' ratings yields similar outcomes in related literature. For instance, in a study conducted by Yıldırım (2001) the impacts of training learners to self-assess with the pre-set criteria on their writing and self-assessment skills were

investigated. In her study, the results show that the learners in the treatment group assessed themselves closer to their teachers in three different writing tasks compared to the students in the control group who assessed themselves very differently from their teachers. Although there was a consistent improvement in the way they assess themselves, there was no statistically significant difference. The results were interpreted by the researcher that the training was effective in helping the treatment group self-assess more accurately because their ratings got closer to the ratings of the instructors. However, since the results were not found statistically significant, there could have been some factors affecting the outcome of the training such as time constraints or the type of writing task (Yıldırım, 2001). Another study by Ghoorchaei & Tavakoli (2019) was conducted on the difference between self- and teacher assessment of writing skills in a portfolio program with Iranian learners. The results revealed that there was a significant difference between the ratings of the students and teachers. The authors concluded that these results could be because one semester may not be sufficient to teach learners to self-assess accurately. This finding is also in line with the findings of the study by Wei (2007). In his study as well, the results showed that the learners assessed themselves significantly differently compared to their instructors. At the end of the study, it was concluded by the researcher that even though the participants were all graduate level learners, in their interviews they stated that they did not take the Self-Assessment Guide into consideration while revising their writing tasks in the portfolio program. Therefore, when learners were not trained well, self-assessment would not be accurate even if the learners are more experienced ones (Wei, 2007). According to Little (2005), learners whose formal education has been traditional and teacher-led cannot be expected to effectively judge themselves. Therefore, it can be inferred that learners need training, time and practice to be able to self-assess more accurately.

The other and the most interesting finding of the present study was that the treatment group managed to score their papers in such a way that the grades they gave for themselves were very close to those given by their teachers. However, that was not the case for the control group, who assessed their own writing skills significantly differently from their teachers. There

may be several factors behind why the students in the experimental group became more accurate in self-assessment in the second writing exam. One of the reasons could be that students in the treatment group might have had the chance to internalize the training they had been provided with. During the training, they learnt what each criterion meant and how they can assess each but only after they had the chance to self-assess their papers, rather than the sample essays provided by the trainer, they had a better understanding of how assessment actually works. Another reason might be related to the fact that these students were asked to evaluate their papers shortly after they had been given the training. Only a few days later they had their 1st writing exam and needed to evaluate themselves and that might be the reason why they could better evaluate themselves in their 2nd writing exam. This finding is consistent with that of Elahinia (2004) who found that there is a substantial positive association between self- and teacher evaluation. The similarity in findings could be attributed to self-assessment checklists. Participants in Elahinia's study were required to complete a checklist in which they were asked to answer yes or no to a series of yes/no questions. The learners who took part in this research were also asked to self-assess themselves with a detailed grading criteria which includes separate items that consist of how well students can write in terms of content, organization, language use and mechanics. On the other hand, in the study by Ghoorchaei & Tavakoli (2019), the participants had to choose the statement that best matched their writing ability on a Likert-type scale and the ratings of the students and their teachers were not close to each other. Moreover, this finding also contrasts with Matsuno's (2009) findings, which showed that Japanese students rated their writing lower than expected. According to Matsuno (2009), this underestimating of their writing ability may be due to the Japanese people's predisposition to be modest. The need for greater research into self-assessment as a method for assessing language skills in the EFL environment is highlighted by these contradicting findings.

In a nutshell, learners might get more accurate and effect self-assessors of their writing performance when they are trained on how to use a grading criteria. The inconsistent results

in earlier studies may be because of the duration of the training offered to learners, types of self-assessment checklists, or rubric, lack of practice in self-assessment, and even cultural differences. The need for greater research into self-assessment as a method for assessing language skills in the EFL environment is highlighted by these contradicting findings.

The Views of the Learners and Instructors about the Effects of the Training

Analysis of qualitative data suggests that both students and teachers who participated in the present study have a positive attitude toward self-assessment and the distance training. The students all believed that they benefitted from the distance self-assessment training to improve their writing performance. They stated that they learned what to do and what not to do when writing an essay thanks to learning the grading criteria and practicing assessment against the criteria. Another reason why they thought the training was effective was that learning their strengths and weaknesses helped them better understand their instructors' expectations and ratings.

The teachers also stated that their students became more self-confident in what they are doing in terms of the writing tasks. They thought that their students had a better understanding of their exam grades due to knowing the grading criteria in detail and requirements of the writing tasks thanks to the distance training provided to the learners by the researcher.

In accordance with the present results, previous studies have demonstrated that students and teachers have positive attitudes towards self-assessment and they find it as an effective way to improve writing skills. The findings of the present study are in line with that of Boumediene & Berrahal (2021) who found that all the teachers and students have positive opinions regarding using self-assessment in writing classes. Ghoorchaei & Tavakoli (2019) also stated that six students out of eight who were interviewed thought the process of self-assessment was beneficial and efficient in assisting them write better essays. This finding was also reported by Bing (2016) and Fahimi and Rahimi (2014) that self-assessment is considered as a positive and useful experience by both students and teachers.

Conclusion

The study's findings reveal that training learners to self-assess their writing skills against pre-set grading criteria affects students' writing performances significantly. In addition, the study also found that distance self-assessment training has a significant impact on students' assessments of their own writing performance. The students who received the training were able to assess themselves accurately in the first writing exam although the difference between the experimental and control group was not substantial. However, in the second writing exam, experimental group learners were able to self-assess as close as their instructors while there was a significant difference between the control group students' self-assessments and the teachers' assessment of those students' writing skills. Furthermore, the current study also shows that both the students and teachers view the distance training positively. They believe that using self-assessment in writing classes help learners in getting better grades, learning their strong and weak points, having a clearer idea of the requirements of writing tasks and expectations from them, and understanding why they are given those specific grades by teachers.

Previous studies conducted on the effects of training learners to use self-assessment in writing classes and/or the impacts of self-assessment on students' writing performances showed mostly similar results. Most of the studies show that there is a significant impact of self-assessment on students' writing skills (Boumediene & Berrahal, 2021; Ratminingsih et al., 2018; Naeini, 2011; Wei, 2007) whereas others reveal that using self-assessment does not change learners' writing performances significantly (Yıldırım, 2001). This situation is caused by a number of factors, one of which is learners' preparedness to evaluate their own performance. To put it another way, if students are taught how to use self-assessment, they will be able to make rational decisions regarding their language acquisition. In some of the previous studies, the students were given specific training on how to use a rubric to assess their own writing skills. However, in some other studies, they were just given a guide to read and understand how to self-assess accurately. The results of the studies show that students

should be informed about the components in a grading criteria explicitly and practice assessing other learners' papers or sample writing pieces in order to have a better self-assessment process. The rubrics used in tests can also be provided to students, as well as the assessment criteria, so that they understand how to assess different components. Another reason behind the different outcomes of the earlier studies could be the level of learners who were engaged in self-assessment activities. When learners have a better command of the language, they will be able to make more meaningful judgments regarding their own writing skills. This is because learners understanding each and every item in a rubric, which is used to assess them by their teachers, has an important role in helping learners assess themselves more accurately. By doing so, they improve their writing skills and performance as they learn what is expected of them more clearly due to learning the grading criteria in detail.

Prior studies that have been conducted on the accuracy of self-assessment observed inconsistent results. Some of the studies reveal that there are significant differences between learners' and teachers' assessments of writing skills (Ghoorchaei & Tavakoli, 2019; Matsuno, 2009; Wei, 2007; Yıldırım, 2001) while others show that there is a strong relationship between these ratings (Elahinia, 2004). There might be various factors affecting the outcomes of earlier studies. One of these factors may be time related. Learning how to self-assess their own writing skills may not be an easy task for students to accomplish. They might need some time to internalize rubrics, checklists, or grading criteria so that they can apply what they have learned to assess themselves. Another reason could be culture related. In some educational cultures, learners are graded by teachers and they are not used to assessing their own skills. When they are asked to do so, they may have difficulties in rating their own skills. In addition, the way learners are trained also could make a difference. When they are trained on assessing themselves against the same rubric their teachers use, they might rate themselves more accurately and effectively. Additionally, the present study also shows that practicing self-assessment also helps learners be more precise in their ratings. In the first exam, the students in the experimental group assessed themselves more accurately compared to the learners in

the control group. However, the difference was significant in the second writing exam in favor of the experimental group. This confirms that practice is necessary for learners to be more accurate self-assessors of their writing performance. Even though in the distance self-assessment training, the experimental group learners practiced assessment through sample essays, assessing their own writing pieces could have been more difficult in terms of objectivity in the first writing exam.

The present study also shows that EFL students built positive attitudes towards the distance self-assessment training and using self-assessment in writing lessons. They believed that the training was effective in assisting them better understand their teachers' ratings and what is expected from them in writing tasks or exams. They also stated that they comprehended their strengths and weaknesses thanks to the distance training and in return it helped them write better writing pieces. Moreover, the instructors had positive viewpoints towards the training on self-assessment. They thought that their students become more self-confident thanks to what they learned during the training process. They believed that their students were affected positively in terms of their writing performance after the training.

Based on the findings, it can be concluded that using a self-assessment approach might help students become more motivated, independent, and thus more active in their language learning process. Because autonomous students are able to reflect on their language abilities and collaborate with their peers, they may make accurate appraisals of their language learning progress. For a good autonomy process, both students and teachers must constantly analyze the learning process (Najeeb, 2013).

Furthermore, it may be claimed that self-assessment encourages students to participate in the learning process, thereby increasing their motivation. As much as it adds to autonomy (Nunan, 1988; Oscarsson, 1989), Making judgments about their own learning, according to Nurov (2000), can lead to positive attitudes, which can lead to increased motivation and confidence in the learning process (Gardner, 1999; Nurov, 2000). Finally, increasing student motivation

and awareness of the role of self-assessment in language education may aid students in more accurately measuring their language skills.

Limitations and Implications for Further Research

The current study, like any other, has some limitations. To begin with, this research is limited to a single university. There is only one setting in which all learners receive the same language education and instruction. Other schools could be included in future studies to examine the impact of studying in diverse language education environments, such as public and private schools, secondary and tertiary institutions, and institutions where the medium of instruction is in native or target language.

Another limitation is related to one-module-long duration of the study. The learners were trained on three different sessions through an online platform. The training period might not be long enough for important changes to take place. For instance, students' self-assessment strategies may develop in a longer period of time. Extending the duration of the distance training might lead to different results.

Moreover, quantitative data of the present study were collected through two writing exams. If quantitative data were collected in three or more writing exams, the results could be different.

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APPENDIX-A: Consent Form

Bu form, Prof. Dr. İsmail Hakkı Mirici danışmanlığında yürütülen, "Öğrencilere Verilen Öz Değerlendirme Eğitiminin İngilizce Yazma Becerisine Etkisi" isimli yüksek lisans tez çalışmasına öz değerlendirme eğitimi, kendi yazma çalışmalarınızı değerlendirme ve mülakat yoluyla katkıda bulunmayı gönüllü olarak kabul ettiğinizi beyan etmek üzere düzenlenmiştir. Bu çalışmada, öz değerlendirme eğitiminin İngilizceyi yabancı dil olarak öğrenen öğrencilerin hem yazma becerilerine hem de öz değerlendirme performanslarına etkisinin araştırılması amaçlanmaktadır. Ayrıca, öz değerlendirme eğitimi alan öğrencilerin ve onların öğretmenlerinin, öz değerlendirme eğitimi ve eğitimin yazma becerilerine olan katkısına yönelik görüşlerinin alınması da amaçlanmaktadır. Bu çalışma için belirlenen veri toplama sürecinin başlatılabilmesi için Hacettepe Üniversitesi Etik Komisyonu'ndan gerekli izinler alınmıştır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Bu çalışmaya katılmak gibi bir zorunluluğunuz kesinlikle yoktur. İsterseniz çalışmaya katılmamayı seçebilirsiniz ya da gönüllü oluyorsanız çalışmaya katılarak katkıda bulunabilirsiniz.

Çalışma kapsamındaki öz değerlendirme eğitimine katılmama ve mülakat formlarında bulunan sorulardan cevaplamak istemediğiniz soruları yanıtız bırakma hakkına sahiptir. Bu çalışmadan istediğiniz noktada ayrılabilirsiniz ve bu durum size hiçbir sorumluluk getirmeyecektir. Soruların tamamını cevapladıktan sonra çalışmadan çekilmek isterseniz araştırmacılara ulaşarak bu durumu belirtmeniz durumunda bilgileriniz araştırmadan çıkarılacaktır. Çalışmayla ilgili netleştirmek istediğiniz konular ve/veya sormak istediğiniz sorular olursa, araştırmacılara ulaşarak gerekli bilgiyi edinebilirsiniz. Belirttiğiniz bilgiler ve verdiğiniz yanıtlar yalnızca bu çalışma için kullanılacak; yanıtlara sadece ilgili araştırmacılar erişebilecek, verdiğiniz yanıtlar hiçbir şekilde üçüncü kişilerle paylaşılmayacak ve yalnızca akademik amaçlar için kullanılacaktır.

Çalışma kapsamındaki mülakat formunda 8 adet açık uçlu soru bulunmaktadır. Bu soruları cevaplamak yaklaşık olarak 15 dakikanızı alacaktır. Gerekli izni vermeniz durumunda araştırmacı, mülakat sırasında ses kaydı alacaktır. Ses kaydı alınmasını kabul etmeme hakkına sahiptir. Bu durumda, mülakat o noktada sonlanacak ve bu durum size hiçbir sorumluluk getirmeyecektir. Çalışmaya katılmaya onay vermeden önce sormak istediğiniz bir soru olursa, sorunuzu ilgili araştırmacıya yöneltebilirsiniz. Ayrıca çalışma bittikten sonra da araştırmacılara telefon ya da e-posta yoluyla ulaşabilir, araştırma hakkında soru sorabilir ve sonuçlar hakkında bilgi alabilirsiniz.

Gönüllü katılım formunu okudum, haklarımı anladım ve çalışmaya gönüllü olarak katılmayı kabul ediyorum.

Tarih:

Katılımcı:	Araştırmacı:	Sorumlu Araştırmacı:
Adı, soyadı:	Adı, soyadı: Atiye Budanır	Adı, soyadı: Prof. Dr. İsmail Hakkı Mirici
Adres:	Adres: Hacettepe Üniversitesi Eğitim Fakültesi Beytepe/Ankara	Adres: Hacettepe Üniversitesi Eğitim Fakültesi Beytepe/Ankara
Tel:	Tel: 0507 843 74 90	e-posta: hakkimirici@gmail.com
İmza:	e-posta: atiyegozutok@gmail.com	İmza:
	İmza:	

APPENDIX-B: Interview Questions for the Students

1. Can you share your personal information with me? (e.g., your name, surname, age, department)
2. What do you think about writing education in prep class?
3. What do you think about self-assessment? Did you know about self-assessment before this study?
4. Have you ever self-assessed your writing before this study?
 - a. If yes, when and how?
5. Do you think that self-assessment training improves your writing?
 - a. If yes, how?
6. Do you think that learning self-assessment enabled you to understand your instructor's assessment more clearly?
 - a. If yes, how?
7. Did you have any difficulties or challenges while having self-assessment training?
 - a. If yes, what are they?
8. Would you like to self-assess your future writing tasks?
9. To improve this self-assessment training, what do you suggest?

APPENDIX-C: Student Interview Transcriptions

INTERVIEW 1

T: Öncelikli olarak ismini soy ismini yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S1: İsmim X, 20 yaşımdayım. Bölümüm İngiliz dili ve Edebiyatı. (My name is X, I am 20 years old. My major is English Language and Literature.)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in prep school?)

S1: Oldukça memnundum. (I was pretty satisfied.)

T: Tamam. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S1: Daha önce öz değerlendirme yapmayı bilmiyordum. Öğrendiğimde yararlı olduğunu düşündüm çünkü okulda hazırlık okulunda yazma eğitimi verilse de puanlandırmayı öğretmemişlerdi. O yüzden bir eksiklik hissediyordum. (I didn't know how to self-assess before. When I learned it, I thought it was helpful because although writing was taught in prep school at school, they didn't teach scoring. Therefore, I felt like something was missing.)

T: Tamam, peki uzaktan aldığın öz değerlendirme eğitiminin yazını geliştirdiğini düşünüyor musun? Yazma becerisini geliştirdiğini? (Okay, so do you think your distance self-assessment training improved your writing? Did you improve your writing skills?)

S1: Yazma becerimi direkt geliştirmese de neyi yanlış yaptığımı gördüm ve hatalarımı düzeltmemi sağladı. (Even though it didn't improve my writing skill directly, I saw what I was doing wrong and it helped me correct my mistakes.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenini seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S1: Evet, düşünüyorum. (Yes, I do.)

T: Sence nasıl yardımcı oldu? Öğretmenin sana verdiği notları anlamanda. (How do you think it helped you understand the grades your teacher gave you?)

S1: Ben öğretmenimin verdiği notların neye göre olduğunu, hangi yanlışından ne kadar puan kıldığını görebildim. Hangi yanlışın ne kadar çok etkilediğini öğrendim. (I was able to see what my teacher's grades were based on, and how many points I lost for a specific mistake. I learned which mistake affects how much of my total grade.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S1: Hayır, yaşamadım. (No, I didn't.)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S1: Evet isterim. (Yes, I would.)

T: Peki, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Well, what can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S1: Aslında yok. Biz okulda yazdığımız yazıları değerlendirdiğimiz için anlayabildik ama eğer öyle olmasaydı burada Zoom üzerinden yapalım derdim. Yani, burada da yazalım derdim ama okulda yaptığımız için anlayabilmişim. (Actually not. We were able to understand it through assessing our work at school, but if we hadn't done that, I would suggest doing the self-assessment it here on Zoom. I mean, I would say we should write and evaluate our own work here too, but because we did it at school, I could understand it.)

T: Tamam, çok teşekkür ederim. Ekleme istediğin bir şey var mı? (OK, thank you very much. Is there anything you want to add?)

S1: Hayır, teşekkür ederim. (No thanks.)

INTERVIEW 2

T: Öncelikli olarak ismini soy ismini yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S2: İsmim X, 19 yaşındayım. Bölümüm Beslenme ve diyetetik. (My name is X, I am 19 years old. My major is Nutrition and Dietetics.)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in prep school?)

S2: Ben çok memnundum. Zaten İngilizcem çok iyi değildi, hazırlıkta aldığım eğitim sayesinde belli bir seviyeye geldi. (I was very satisfied. My English was not very good anyway, thanks to the training I received in preparation school, I reached a certain level.)

T: Tamam. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S2: Hayır, daha önce değerlendirmemiştim. Daha doğrusu nasıl değerlendireceğimi bilemiyordum. Mesela eğitim aldıktan sonra biz 2 tane sınav olduk. Bu sınavlarda da kendimize puan vererek değerlendirdik. Hatta benim kendime verdiğim puan ile sınavdan aldığım puan arasında 0,25 puan fark vardı. Yani baya etkili oldu benim için. (No, I didn't. I mean, I didn't know how to evaluate it. For example, after the training, we had 2 exams. In these exams, we evaluated ourselves by giving points to our own work. In fact, there was a 0,25 points difference between the score I gave myself and the score I got from the exam. Therefore, it's been pretty effective for me.)

T: Tamam, peki uzaktan aldığın öz değerlendirme eğitiminin yazını geliştirdiğini düşünüyor musun? Yazma becerisini geliştirdiğini? (Okay, so do you think your distance self-assessment training improved your writing? Did you improve your writing skills?)

S2: Yazarken nelere dikkat etmem gerektiğini, neleri kullanıp kullanmayacağını öğrendim. (I learned what to pay attention to while writing, what to use and what to avoid.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenin seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S2: Evet öyle. Hocamın neden puan kırdığını ve neye göre puan aldığımı anlamış oldum. (Yes. I understood why my teacher deducted points and how I was given specific points.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S2: Yok anlamadıklarımı zaten sormuştum size. (No, I had already asked you about the things I didn't understand.)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S2: Tabii ki daha verimli olur benim için. (Of course, it will be more efficient for me.)

T: Peki, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Well, what can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S2: Eğitimin esnasında bizlere vermiş olduğunuz rubric ile değerlendirme yaptıktan sonra anlayıp anlamadığımızı görmüş olduk. (After evaluating with the rubric you gave us during the training, we saw whether we understood or not.)

T: Tamam, çok teşekkür ederim. Ekleme istediğin bir şey var mı? (OK, thank you very much. Is there anything you want to add?)

S2: Ne demek, ben teşekkür ederim. (No, thank you.)

INTERVIEW 3

T: Öncelikli olarak ismini, soy ismini, yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S3: Peki adım X. 19 yaşındayım ve bilişim sistemleri mühendisliğinde okuyacağım. (Ok, my name is X. I'm 19 years old and I'm going to study in information systems engineering.)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in preparatory school?)

S3: Ben gayet memnundum. Writing seven biri olarak gayet memnunum açıkçası. (I was quite satisfied. As a writing lover, I am quite pleased, frankly.)

T: Tamam. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S3: Çok ayrıntılı bir şekilde bilmiyordum ama kendi ödevlerimi kontrol ederken kullanıyordum açıkçası işte yanlış var mı, nasıl bir yerden devam etmeliyim diye. Öz değerlendirmeyi öğrendikten sonra özellikle writing sınavlarında çok işime yaradı. Artık neye dikkat etmem

gerektiğine daha iyi bir şekilde karar verebiliyorum ve analizimi daha iyi bir şekilde yapabiliyorum. (I did not know in detail, but I was using it while checking my own homework, frankly, to see if there is anything wrong with it, where I should continue. After learning self-assessment, it helped me a lot, especially in the writing exams. Now I can better decide what to pay attention to and do my analysis better.)

T: Tamam, peki uzaktan aldığın öz değerlendirme eğitiminin yazını geliştirdiğini düşünüyor musun? Yazma becerisini geliştirdiğini? (Okay, so do you think distance self-assessment training improved your writing? Did you improve your writing skills?)

S3: Bence açıkçası not anlamında geliştirdiğini düşünüyorum. Mesela ben bu eğitimi almadan önce daha düşük not alıyordum. 18 falan alıyordum. Bu eğitim aldıktan sonra 19 ile 20 arasında almaya başladım 20 üzerinden değerlendirilen sınavlarda ve hocalarım bana daha iyi plan yaptığımı söylediler. (Frankly, I think it improved me it in terms of my grades. For example, before I took this training, I was getting lower grades. I was getting like 18. After receiving this training, I started to get between 19 and 20 in the exams evaluated out of 20 and my teachers told me that I had a better organization.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenin seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S3: Evet, rubric kullanarak quiz değerlendirmenin ne kadar zorlayıcı bir şey olduğunu anladım. Hocamın 12 öğrencinin sınavını değerlendirmek için oldukça uzun bir zaman harcaması gerektiğini ve bu işin hiç de kolay olmadığını anladım. (Yes, I realized how challenging it is to evaluate a quiz using rubric. I realized that my teacher had to spend a very long time evaluating the exam of 12 students and it was not an easy task.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S3: Herhangi bir zorluk yaşamadım ben. (I did not experience any difficulties.)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S3: Evet isterdim. (Yes, I would)

T: Peki, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Well, what can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S3: Açıkçası bu konuda çok profesyonel değilim ve verdiğiniz eğitimi düşündüğüm zaman gayet iyi bir şekilde açıklamıştınız o taskları ve o puanlama sayfasını. Ben çok ek bir şey olması gerektiğini düşünmüyorum açıkçası. (Frankly, I'm not very professional on this subject and when I think about the training you gave us, I see that you explained those tasks and that scoring page very well. Frankly, I don't think there should be anything extra.)

T: Tamam, çok teşekkür ederim. Ekleme istediğin bir şey var mı? (OK, thank you very much. Is there anything you want to add?)

S3: Hayır, teşekkür ederim. (No thanks.)

INTERVIEW 4

T: Öncelikli olarak ismini soy ismini yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S4: Tabi ki adım X, Tıp okuyorum. 20 yaşındayım. (Of course, my name is X, I'm studying medicine, I'm 20 years old.)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in prep school?)

S4: Bence bizim okulun yazma eğitimi gayet iyi. Çünkü şöyle söyleyeyim, hani ödevler ve hocaların ilgisi bence gayet iyi. Yani her derste bir şey yazıyoruz. Genel olarak memnun olduğumu söyleyebilirim. (I think our school's writing education is pretty good. This is because I think the homework and the interest of the teachers are very good. Therefore, we write something in every lesson. In general, I can say that I am satisfied.)

T: Tamam teşekkür ederim. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK, thank you. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S4: Hayır, ilk defa burada öğrendim. Zaten bu çalışmayı yapmasaydım bilmezdim büyük ihtimalle. Çok da işime yaradı. Yani yazmada çok yardımcı oldu. Daha önce hiç kendimi değerlendirmemişim ama bunu öğrendikten sonra değerlendirmeye başladım. (No, I learned it here for the first time. If I hadn't done this work, I probably wouldn't have known about self-assessment. It worked very well for me because it helped a lot in writing. I had never evaluated myself before, but after learning this, I started to doing so.)

T: Tamam, peki uzaktan aldığın öz değerlendirme eğitiminin yazını geliştirdiğini düşünüyor musun? Yazma becerisini geliştirdiğini? (Okay, so do you think your distance self-assessment training improved your writing? Did you improve your writing skills?)

S4: Kesinlikle düşünüyorum hocam. Yazarken artık hem daha farklı kelimeleri kullanmaya çalışıyorum hem de artık paragraf benden ne istiyor ve neyi nasıl yazmam gerektiğini daha iyi tahmin edebiliyorum diye düşünüyorum. Yani benden beklenenin ne olduğunu daha iyi anlıyorum. (I definitely think so. While writing, I try to use different words, and now I think that I can better predict what the paragraph wants from me and how I should write it. So, I understand what is expected of me better.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenin seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S4: Evet düşünüyorum. Hocamız sınav sonunda bize rubric dağıttı. Hem kendimi değerlendirdim hem de daha sonra hocanın verdiği puan ile arasında fark olup olmadığını gördüm. Kendi değerlendirmem ve hocamın değerlendirmesindeki puanlar hemen hemen aynı olduğundan hocayı daha iyi anladığımı düşünüyorum. (Yes, I think so. Our teacher gave us rubrics at the end of the exam. I evaluated myself and then saw if there was a difference between the score given by the teacher. I think I understand the teacher better since my own assessment and the scores in my teacher's assessment are almost the same.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S4: Yok bence gayet eğlenceli ve faydalıydı. (No, I think it was pretty fun and useful.)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S4: Evet isterim. (Yes, I do)

T: Son olarak, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Finally, what can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S4: Şöyle düşünüyorum zaten hocam hepsinde bence gayet güzel bir şekilde öğrettiniz. Yani daha iyi olması için bir şey söylememe gerek kalmadı sayenizde. (I think you have taught all of them very well so I cannot suggest anything to make it better thanks to you.)

T: Tamam, çok teşekkür ederim. (Ok, thank you very much.)

S4: Ben teşekkür ederim. (Thank you.)

INTERVIEW 5

T: Öncelikli olarak ismini soy ismini yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S5: Adım X, Tıp fakültesini kazandım. Şu an 20 yaşındayım. (My name is X, I am going to study Medicine. I am 20 years old now.)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in prep school?)

S5: Bence güzel bir eğitim veriliyor. Yani ben yüz yüze eğitimlere katılmasam da online olarak gerçekten iyi olduklarını düşünüyorum. (I think they provide a good education. So even though I don't attend face-to-face lessons, I think they are doing a really good job online.)

T: Tamam. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S5: Hayır, yani daha önce karşılaşmadım. (No, I mean, I haven't heard about it before.)

T: Tamam, bu çalışmadan önce herhangi bir yazının kendi kendine değerlendirmiş miydin? (OK, did you self-evaluate any of the papers prior to this study?)

S5: Yani en azından açıp nasıl yazmışım falan diye baktım ama hani böyle kapsamlı bir şekilde değil. (I sometimes checked my work and tried to see how I wrote it, but not in such a comprehensive way.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenin seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank

you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S5: Evet düşünüyorum. Sonuçta bir feedback verdiniz. Ona göre ben yanlışlarımı düzelttim. Yani en azından neyi yanlış yaptığımı da görmüş oldum. (Yes, I do. After all, you gave feedback. According to the feedback, I corrected my mistakes and I saw what I did wrong.)

T: Peki öz değerlendirmeyi öğrenmenin öğretmenin seni değerlendirmesini daha iyi bir şekilde anlamayı sağladığını düşünüyor musun? (Do you think that learning self-assessment helps you better understand the teacher's assessment of you?)

S5: Ne yazarken nelere dikkat etmem gerektiğini, nelerden puan alamayacağımı öğrendim. (I learned what I should pay attention to while writing and how I might lose points.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S5: Hayır, olmadı. (No, I haven't)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S5: Belki, olabilir. (Maybe)

T: Peki, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Well, what can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S5: İlk başta değerlendirme yaparken rubric üzerindeki puanların yanında cümleler yazıyordu. Ancak orada ilk başta bilmediğim çok kelime olunca biraz zorlanmıştım. Belki ilk başta oradaki kelimelerin detaylı açıklaması yapılırsa daha iyi olabilir. (At first, while I was evaluating the sample papers, there were some sentences next to the scores on the rubric. However, at first, I had a little difficulty when there were many words that I did not know. Maybe it would have been better if the words in there had been explained in detail at first.)

T: Tamam, teşekkür ederim. (OK, thank you.)

S5: Rica ederim. (You're welcome.)

T: Tamam, çok teşekkür ederim. Ekleme istediğin bir şey var mı? (OK, thank you very much. Is there anything you want to add?)

S5: Yok, hayır. (No)

T: Vaktini ayırdığın için çok teşekkür ederim. (Thank you very much for your time.)

INTERVIEW 6

T: Öncelikli olarak ismini soy ismini yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S6: Adım X. 19 yaşındayım. Bölümüm Psikoloji. (My name is X. I am 19 years old. My major is Psychology.)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in prep school?)

S6: Online olarak baya iyi bir seviyede eğitim görüyoruz. Yani genel olarak memnunum. (We have a very good level of education online. So overall I am satisfied.)

T: Tamam. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S6: Daha önceden pek bir fikrim yoktu. Yine puanlama konusunda biraz fikrim vardı ama bu kadar detaylı bir bilgim yoktu. (I didn't know about it in detail before. I had some ideas about scoring, but I did not have such detailed information.)

T: Tamam, peki uzaktan aldığın öz değerlendirme eğitiminin yazını geliştirdiğini düşünüyor musun? Yazma becerisini geliştirdiğini? (Okay, so do you think your distance self-assessment training improved your writing? Did you improve your writing skills?)

S6: Evet düşünüyorum. Yani üstüne daha çok düşündüğüm için ya da neyden kaç puan alabileceğimizi gördüğümüz için, ne yazmam gerektiğini düşünüp daha fazla puan alabiliyorum. (Yes, I think so. This is because now I think more about the details I need to include in my writing. I can get better grades as I know what I need to write about.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenin seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S6: Evet tabi ki. Artık öğretmene sormadan anlayabiliyorum. Hani puan değerlendirmesine aşına olduğum için o 3 puan neden gitti ya da o 2 puanın nereden gittiğini anlayabiliyorum. (Yes, of course. Now I can understand without asking my teacher. You know, because I'm familiar with evaluation, I can understand why I lost points from an exam.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S6: Ben herhangi bir zorluk yaşamadım. Anlamadığım bir şey olduysa da size sordum. Böylelikle bazı şeyler benim için daha iyi pekişti. (I did not experience any difficulties. Whenever there was something that I didn't understand, I asked for clarification. In that way, I had the chance to learn things better.)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S6: Tabii ki neyden ne kadar puan alabileceğimi ya da ne kadar başarılı olabileceğimi görmek isterim. (Of course, I would like to see how many points I can get from what or how I can be successful.)

T: Peki, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Well, what

can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S6: Şu an için aklıma hiçbir şey gelmiyor. Bana yeterli geldi. Rubric açıklaması anlaşılırdı. Örnek essaylerle bakma da çok faydalıydı. (I can't think of anything at the moment. It was satisfactory for me. The rubric explanation was understandable. It was also very useful to look at sample essays.)

T: Tamam, çok teşekkür ederim. (OK, thank you very much.)

INTERVIEW 7

T: Öncelikli olarak ismini soy ismini yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S7: Adım X. 18 yaşındayım. Hazırlığı bitirebilirim Yazılım mühendisliği okuyacağım. (My name is X. I am 18 years old. If I can finish the prep school, I will study software engineering)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in prep school?)

S7: Şöyle, ben okula ilk başladığım zaman İngilizceye dair en ufak bir fikrim yoktu ama şu an gayet iyi şekilde iyi düzeyde yazabildiğimi düşünüyorum. Yani okulun İngilizce eğitimini gayet beğeniyorum. (Well, when I first started school, I didn't have the slightest idea about English, but now I think I can write pretty well. I really like the English education of the school.)

T: Tamam. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S7: Kesinlikle bilmiyordum. Hatta benim kafamda şöyle de bir şeyler vardı, işte bazı hocalar çok düşük bazı hocalar çok yüksek notlar veriyor diye düşünüyordum. Ama bunu bu rubric kağıdını görünce ve kendim de tekrar değerlendirmelerde bulununca bu düşüncemin yanlış olduğunu anladım. Her şey belli bir kurala göre değerlendiriliyormuş onu öğrendim. Bu çalışmadan önce yazımı kendi kendime hiç değerlendirme yapmamıştım. (I certainly didn't know. In fact, I had the idea that that some teachers give very low grades, and some teachers give very high grades. But when I saw this rubric paper and evaluated myself, I realized that this thought was wrong. I learned that everything is evaluated according to a certain rule. Before this training, I had never done a self-evaluation of my writing.)

T: Tamam, peki uzaktan aldığın öz değerlendirme eğitiminin yazını geliştirdiğini düşünüyor musun? Yazma becerisini geliştirdiğini? (Okay, so do you think your distance self-assessment training improved your writing? Did you improve your writing skills?)

S7: Kesinlikle, çünkü rubric kağıdını ve neye göre not verildiğini ne kadar iyi bilersen o kadar hazırlıklı oluyorsun. O yüzden çok önemli olduğunu düşünüyorum. (Definitely, because the more you know about the rubric and how it's graded, the more prepared you'll be. That's why I think it's very important.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenin seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S7: Evet. Biraz önce dediğim gibi hani nasıl değerlendirildiğini bilmediğiniz zaman işte hocanın benimle problemi var, bana düşük vermiş de başkalarına yüksek vermiş falan gibi düşüncelere kapılabilirsiniz. Ama rubric ve değerlendirilme biçimini öğrendiğiniz zaman bu düşüncelerden tamamen uzaklaşıyorsunuz. (Yes. As I said before, when you don't know about the evaluation process, you may easily think that the teacher has a problem with you. But when you learn the rubric and the way your work is evaluated, you get away from these thoughts completely.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S7: Aslında anlamadığım çok fazla bir şey olmadı, gayet basit. Yani rubrice göre nasıl yapılıyorsa neyse onu veriyorsunuz. Zaten çok zor bir yanı yok, yani o yüzden yaşamadım. (Actually, there wasn't much that I didn't understand, it's pretty simple. In other words, you give points according to what is written on the rubric. It's not too hard anyway, so I didn't experience any difficulties.)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S7: Aslında isterim ama biraz zahmetli oluyor bunları yapmak. (Actually, I would like to, but it's a bit hard to do it.)

T: Peki, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Well, what can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S7: Bence ekstra bir şey ekleyebilmeniz çok fazla mümkün değil. Ama şöyle olabilir, online yerine mesela imkanlar el verseydi de yüz yüze olsaydı. Bunu kağıt üzerinde çalışmak belki daha iyi olabilirdi. Yani bu korona olmasaydı yüz yüze olması belki daha iyi olabilirdi. Tabi ki bu sizin sorunuz değil. (I think it is very unlikely that you can add anything extra. However, it could be like this, instead of online, for example, if we had the chance, it would have been better face-to-face. Maybe it would be better to work this out on actual paper, rather than digitally. Therefore, if it wasn't for this Covid virus, maybe it would be better to have this training face to face. Of course, this is not your problem.)

T: Peki, katkılarından dolayı çok teşekkür ederim. (Well, thank you very much for your contribution.)

S7: Ben teşekkür ederim. (Thank you)

INTERVIEW 8

T: Öncelikli olarak ismini soy ismini yaşını ve bölümünü benimle paylaşır mısın? (First of all, can you share your name, surname, age and department with me?)

S8: İsmim X, 23 yaşındayım.

İngilizce Mütercim Tercümanlık bölümü öğrencisiyim. (My name is X, I'm 23 years old. I am a student of English Translation and Interpretation Department.)

T: Teşekkür ederim. Hazırlıktaki yazma eğitimin hakkındaki düşüncelerin nelerdir? (Thank you. What are your thoughts on your writing training in prep school?)

S8: Hazırlıktaki yazma eğitiminden son derece memnunum ben. Yani gayet verimli geçiyor. Genel olarak dersler 2 gün yüz yüze 3 gün de online olsa da hani her anlamda verilen ödevlerle birlikte gerçekten öğrendiğimi hissediyorum. Özellikle ödevler writing daha iyi öğrenmemiz açısından verimli oluyor. (I am extremely satisfied with the writing training in prep school. I mean I can say that it's pretty efficient. In general, although the lessons are 2 days face-to-face and 3 days online, I feel that I really learned with the assignments we were given. Especially, assignments are really efficient for us to learn writing better.)

T: Tamam. Öz değerlendirme eğitimi hakkında ne düşünüyorsun? Daha önceden öz değerlendirme yapmayı biliyor muydun? (OK. What do you think about self-assessment training? Did you know how to do self-assessment before?)

S8: Hayır bilmiyordum. Sizinle yaptığımız çalışmanın öncesinde daha önce bir değerlendirmede bulunmamıştım. (No, I did not know about it. Prior to our training with you, I had not done an assessment before.)

T: Tamam, peki uzaktan aldığın öz değerlendirme eğitiminin yazını geliştirdiğini düşünüyor musun? Yazma becerisini geliştirdiğini? (Okay, so do you think your distance self-assessment training improved your writing? Did you improve your writing skills?)

S8: Evet düşünüyorum. Puanlama sistemini öğretmişsiniz. Bize nereden, nasıl puanlar alındığına dair bilgiler vermişsiniz. Bu sayede ben metnimi yazarken sınavda bu konulara daha fazla dikkat etmeye çalışıyorum. Bu açıdan da hani daha istediğime yakın puanlar almamı sağladı. (Yes, I think so. You taught the scoring system. You gave us information about where and how we were given points. In this way, I try to pay more attention to these issues in the exam while writing. In this respect, it enabled me to get points closer to those I aimed.)

T: Tamam, teşekkür ederim. Öz değerlendirmeyi öğrenmenin, öğretmenini seni değerlendirmesini net bir şekilde anlamayı sağladığını düşünüyor musun? (OK thank you. Do you think that learning self-assessment gives you a clear understanding of your teacher's assessment of you?)

S8: Tabi ki de daha iyi anlamamı sağladı. Çünkü hani öğretmenimizin bize puan verdiği puanlama sistemini öğrenmiş oldum. Bu sayede kendime karşıdan yani dışarıdan bir gözle baktığımda nerede hata yaptığımı daha iyi kavrayabilmemi sağladı. (Of course, it made me understand better because I learned the scoring system that our teacher evaluated us from. In this way it allowed me to better understand where I made a mistake.)

T: Tamam, uzaktan öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadın mı? Anlamakta ya da başka bir türlü. (Ok, did you have any difficulties while taking the distance self-assessment training, in terms of understanding the logic or in any other aspect?)

S8: İlk defa böyle bir şeyin içerisinde bulunduğum için ilk başta anlamamıştım. Fakat sizin açıklayınca yorumlarınız sayesinde her şeyi daha net bir şekilde anlamış oldum. (I didn't understand at first because it was my first time that I had been in such a training. However, when you explained it, I understood everything more clearly thanks to your comments.)

T: Tamam, peki gelecekteki yazma çalışmalarını yine kendi kendine değerlendirmek ister misin? (Okay, so do you want to self-evaluate your future writing work?)

S8: Tabi ki de isterim. (Of course, I do)

T: Son olarak, sizlere vermiş olduğum uzaktan öz değerlendirme eğitimini geliştirmek için bana ne önerebilirsin? Böyle olsa daha iyi olurdu dediğin bir şey var mı? (Finally, what can you suggest me to improve the distance self-assessment training I have given you? Is there anything you say would be better if it was different?)

S8: Yani aslında bunu nasıl diyebilirim bilmiyorum ama mesela hazırlıkta ders görmeye başladığımızda yazma ödevleri verilmeden önce ya da ilk 2 tane 3 tane verildikten sonra bize bunları anlatan olsaydı, ödevlerimizi yaparken veyahut sınavda writing yazarken değerlendirmenin nasıl olacağını bildiğimiz için daha iyi bir şekilde puan alabirdik. Bazı şeyleri daha fazla dikkat ederek ekleyebilirdik diye düşünüyorum. Hani sadece benim naçizane düşüncem bunu dönemin başında öğrenmemiz daha iyi olabilirdi. (So actually I don't know how to say this, but for example, if we had been told about these before the writing assignments were given or after the first 2 or 3 were given when we started studying in the preparatory class, we could have scored better because we would know how to evaluate while doing our homework or writing in the exam. I think we could have added some things required from us in the exam by paying more attention to them. In my humble opinion, it would be better if we learned this at the beginning of the term.)

T: Vaktini ayırdığın için çok teşekkür ederim. (Thank you very much for your time.)

S8: Ben teşekkür ederim. (Thank you.)

APPENDIX-D: Interview Questions for the Teachers

1. Can you share your personal information with me? (e.g., your name, surname, age)
2. Have you used self-assessment practices in your classes before this study?
3. Do you think self-assessment training was effective?
 - a. If yes, how?
 - b. If no, why?
4. How did your students improve their writing skills?
5. What kinds of differences did you realize between the students having such training or the others without any training?
6. What do you think are the positive aspects of the self-assessment training?
7. What do you think are the negative aspects of the self-assessment training?
8. What do you think was the most difficult part of the self-assessment training for your students?
9. Would you encourage your students to use self-assessment in your future classes?
10. If you were to give this self-assessment training to your students, how would you improve it?

APPENDIX-E: Teacher Interview Transcriptions

INTERVIEW 1

R: Merhaba, öncelikli olarak benimle isminizi, soy isminizi yaşınızı paylaşır mısınız? (Can you share your personal information with me?)

T1: Adım X, 36 yaşındayım. (My name is X, I am 36 years old)

R: Teşekkür ederim. Bu çalışmadan önce öğrencilerinize öz değerlendirme uygulamaları yaptırıyor muydunuz? (Thank you. Have you used self-assessment practices in your classes before this study?)

T1: Evet. Herhangi bir writing ya da herhangi bir okudukları parçada ya da yazdıkları şeyde bilgilerini kağıda aktarıp aktaramadıklarına dair bir liste çıkartmalarını ve bunu karşılaştırarak görmelerini istemiştim. Readingde aynı şekilde neler biliyorlar mesela discussion ya da skimming veya scanning ile alakalı bir bilgileri olup olmadığını. Bu terimleri bilmeleri belki gereksiz ama sonuçta bilerek yapmalarını tercih ederim. Bu tarz şeylerde öğrencilerimizin kendi yaptıkları cevapları, yazdıklarını öz değerlendirerek, sonuca ulaşmalarını ve geliştirmelerini istemiştim. (Yes. I asked them to make a list of whether they could transfer their knowledge to paper in any writing or reading they read or what they wrote, and to compare it. In the same way, they know what they know in reading, for example, if they have any information about discussion or skimming or scanning. It may be unnecessary for them to know these terms, but ultimately I prefer that they do it on purpose. In such activities, I wanted our students to self-evaluate their answers and what they wrote, to reach conclusions and improve them.)

R: Tamam, teşekkürler hocam peki benim verdiğim uzaktan öz değerlendirme eğitiminin etkili olduğunu düşünüyor musunuz? (Ok, thank you. Do you think self-assessment training was effective?)

T1: Kesinlikle düşünüyorum çünkü bir yazma kriterinin nasıl okunması gerektiğini öğrendiler. Nasıl değerlendirildiklerini öğrendiler. Öncelikli olarak bu rubric detaylı bir rubric olduğu için mesela 20 puan ya da 30 puan üzerinden kendilerinin hangi noktalarda puan aldıklarını, hangi noktalardan puan kaybettiklerini öğrendikleri için öğrencilerimiz bir dahaki yazdığı herhangi bir yazıda, bu sadece essay olmak zorunda değil, herhangi bir creative writingde dahi ya da bir e-mail yazarken bile nelere dikkat etmeleri gerektiğini, topic sentence'in ne olduğunu ve ne kadar önemli olduğunu, organizasyonun ne kadar önemli olduğunu, ne kadar puan getirip ne kadar puan götürdüğünü öğrenmiş oldular. O yüzden ben çok mutlu oldum yani. Teşekkür ederiz. (I definitely think so because they learned the writing criteria. They learned how they are evaluated. First of all, since this rubric is a detailed rubric, for example, since they learned from what they get points out of 20 or 30 points, from where they lose points, it does not have to be just an essay, even in any creative writing. Also, they learned what they should pay attention to even when writing an e-mail, what the topic sentence is and how important it is, how important the organization is, how many points it brings and how many points it takes. That's why I am so happy. We thank you.)

R: Teşekkürler hocam sağ olun. Eğitim sonucunda öğrencilerinizin yazma becerilerinde bir gelişime fark ettiniz mi? (Thank you very much. Did your students improve their writing skills? If yes, how?)

T1: Kesinlikle gelişme fark ettim. Dediğim gibi yazma kriterine bağlı olarak kendilerini ifade ettikleri için organizasyonu ve kelime kullanımını gramer kullanımını çok abartmadan ya da ezber yapmadan diyelim bir şeyi yaratıcılıklarını kullanarak daha hızlı yazabildikleri çok açıktı. Çünkü onlardan ne beklendiği akıllarına oturmuş durumdaydı. (I definitely noticed improvement. As I said, since they express themselves depending on the writing criteria, it was clear that they could write faster by using their creativity, without exaggerating the

organization and word use, grammar usage or memorization. Because they knew what was expected of them, they wrote better.)

R: Tamam hocam. Peki eğitimi alan öğrencilerimiz ve almayan öğrencilerimiz arasında bir farklılık gördünüz mü ya da ne gibi farklılıklar gördünüz? (What kinds of differences did you realize between the students having such training or the others without any training?)

T1: Şöyle bir farklılık vardı, eğitimi alan öğrencilerimiz değerlendirme konusunda da bilgili oldukları için bilinçli harekette bulunuyorlardı. Almayan öğrencilerimiz de yazı yazabiliyorlar. Onlar da sonuçta writing eğitimi aldılar ama hep akıllarında şu oluşuyordu, ben acaba bundan ne kadar puan alacağım bunu yazdım ama buradan puanım gider mi böyle olursa nasıl olur diye hep böyle bir ikilem içerisindeydiler ama eğitimi alan öğrenciler çok daha böyle özgüvenli ve yaptıkları işi biliyorlar. Sonuçta hani ben bunu yapabildim ya da buradan puan alamam yani bunu yapamadım gibi çok daha açık hareket edebildiklerini gördüm. (There was a difference like: our students who took the training acted consciously because they were knowledgeable about evaluation. Students who did not receive rubric training can also write. After all, they all receive writing training, but they always had the following in mind, I wrote this but how much points I would get from this. They were always in such a dilemma about whether they would lose points, but the students who received the training were much more confident and knew what they were doing. After all, I saw that they were able to act much more confidently, as if I could do that or I can't get points from here.)

R: Tamam hocam teşekkür ederim. Sizce bu eğitimin olumlu yönleri nelerdir? (Ok, thank you. What do you think are the positive aspects of the self-assessment training?)

T1: Bu eğitimi vermenin olumlu yönleri öncelikli olarak bir kişinin kendisinin kendisine olan güvenin artmasını sağlamak. Çünkü yazma becerisi production işi, yani üretim olması için önce ne yaptığınızı bilmeniz gerekiyor. Nasıl yapmanız gerektiğini bilmeniz gerekiyor. Öncesinde bir beyin fırtınası yapmanız gerekiyor ve sonrasında da bu yapılan işten eğer bir puan kazanılacaksa bu puanın nasıl geldiğini bilmek gerekiyor. Mesela TOEFL ve IELTS gibi yazma odaklı sınavlara baktığınız zaman da onlarda da yazma kriterinin öğrencilere sunulduğu görülür. Neden? Çünkü bu tarzda bir bilgi kişinin kendisine olan güvenini yükseltir. Kendine güvenen birey de istenilen sürede istenilen kelime sınırında yazıyı daha etkili bir şekilde yazıp istediği puanı alabilir. (The positive aspects of giving this training are primarily to increase a person's self-confidence. Because writing skill is a production job, so you need to know what you are doing before it can be production. You need to know how to do it. You need to do a brainstorm beforehand, and then you need to know how you can get scores. For example, when you look at the writing-oriented exams such as TOEFL and IELTS, it is seen that the writing criteria are also presented to the students. Why? Because this kind of knowledge increases one's self-confidence. A self-confident individual can also write the text more effectively within the desired word limit in the desired time and get the desired score.)

R: Peki hocam çok sağ olun. Sizce öz değerlendirme eğitiminin olumsuz yönleri var mıdır? Varsa nelerdir? (Alright, thank you very much. What do you think are the negative aspects of the self-assessment training?)

T1: Öz değerlendirme yöntemin olumsuz tarafları şöyle olabilir, belki kişiden kişiye değişebilir, belki kişisel olarak alabiliriz bunu genelleme yapamayız. Çünkü bazı öğrenciler kendilerini değerlendirme konusunda eğer ki üniversiteye gelene kadar herhangi bir öz değerlendirmede bulunmadıysa psikolojik olarak bunu yapmakta zorlanabilir. Ama kesinlikle genelleme olamaz, belki bireysel olarak böyle bir sorun olabilir. Ben başka herhangi birine negatif bir durum göremiyorum yani. (The negative aspects of the self-assessment method may be as follows, maybe it may vary from person to person, maybe we can take it personally, we cannot generalize it. Because some students may find it difficult to do this

psychologically if they have not done any self-evaluation until they start their university education. But it can't be a generalization, maybe there is such a problem individually. So I don't see any other negative side.)

R: Peki hocam teşekkür ederim. Sizce öğrencileriniz bu öz değerlendirme eğitimini alırken zorlanmış mıydı? (Thanks. Did your students experience any challenges while having the self-assessment training?)

T1: Öğrencilerimiz zorlanmadı. Benim öğrencilerim zorlanmadı. Neden zorlanmadılar çünkü ben bu yöntemi destekleyen birisi olduğum için onları teşvik etmeye çalıştım. Herhangi bir zorlanma yaşamadılar. Neyde zorlanmış olabilirler diye düşünürsek de belki kriterdeki bazı maddeleri anlamamış olabilirler ama eğitim üç hafta sürdüğü için o sorunu da çözmüşlerdir. (My students were not challenged. They didn't have a difficulty because I'm a supporter of this method, so I tried to encourage them. They did not experience any difficulties. If we think about what they might have had difficulties with, maybe they did not understand some of the items in the criteria, but since the training took three weeks, they also solved that problem.)

R: Teşekkürler hocam. Gelecekteki derslerinizde öğrencilerinize öz değerlendirme kullanmaya teşvik eder misiniz? (Thank you hocam. Would you encourage your students to use self-assessment in your future classes?)

T1: Tabii ediyorum ve edeceğim de çünkü bu çok önemli bir şey. Bu sadece bir writing üzerine olan bir durum değildir. İngilizce eğitimi ve öğrenimi çok ciddi bir iştir ve 4 beceri bazlıdır. Gramer ve bunların içerisine dağıtılmış durumdadır. Bundan dolayı öz değerlendirmeyi becerebilen öğrenciler öğrenciliğin zevkine varabilirler çünkü ne kadar öğrenip öğrenemeyeceklerini ne kadar puan alıp alamayacaklarını gördükleri için bu iş birazcık daha eğlenceli duruma dönüşebilir. Bu da benim için önemli bir noktadır. (Of course I do, and I will, because this is a very important thing. This is not just a case of writing. Teaching and learning English is a very serious business and is based on 4 skills. Grammar and vocabulary are also integrated in these skills. For this reason, students who are able to self-assess can enjoy being a student because it can turn into a little more fun as they see how much they can learn and how many points they can get. This is also an important point for me.)

R: Evet teşekkürler hocam. Peki benim verdiğim bu uzaktan öz değerlendirme eğitimini öğrencilerinize siz verecek olsanız nasıl daha farklı hale getirdiniz, nasıl geliştirdiniz? (Thanks. If you were to give this self-assessment training to your students, how would you improve it?)

T1: Belki verilen eğitimi online eğitime daha uygun hale getirebilmek için nearpod, wordwall vb platformlar kullanılabilir. Online eğitimi daha etkili hale getirebilmek için ders planlarımızda kullandığımız ve faydasını gördüğümüz uygulamalardan bazıları bunlar. Öğrenciler bazı aktiviteleri bu platformu kullanarak yaptıklarında daha motive olabiliyorlar. (Maybe platforms such as nearpod, wordwall etc. can be used to make the training more suitable for online education. These are some of the applications that we use and benefit from in our lesson plans to make online education more effective. Students can be more motivated when they do some activities using this platform.)

R: Tamam hocam çok teşekkür ederim, katılımınız için. (Thank you very much for your participation)

T1: Ben teşekkür ederim, çok sağ olun. (You are welcome)

INTERVIEW 2

R: Kişisel bilgilerinizi benimle paylaşır mısınız? Can you share your personal information with me? (e.g., your name, surname, age)

T2: İsmim X, 32 yaşındayım. (My name is X, I am 32 years old)

R: Teşekkürler hocam. Bu çalışmadan önce derslerinizde öz değerlendirme uygulamalarını kullandınız mı? (Thank you. Have you used self-assessment practices in your classes before this study?)

T2: Öğrencilerime rubric aracılığıyla feedback veriyorum ancak kendilerini değerlendirmeleri için özel bir eğitim daha önce hiç vermedim. (I give feedback to my students through rubric, but I have never given special training for self-assessment before.)

R: Peki hocam, sağ olun. Öz değerlendirme eğitiminin etkili olduğunu düşünüyor musunuz? (Alright, thanks. Do you think self-assessment training was effective? If yes, how?)

T2: Evet. Bazı öğrencilerim yazılı sınavlarda nasıl puanlandırıldığını bilmediklerinden ne kadar çaba göstersem de tam olarak puanlandırma sistemini anlayamıyordu. Kendileri öğretmenleri gibi puanlandırınca bence bu konuda daha donanımlı bir hale geldiler. (Yes. Some of my students could not fully understand the scoring system, no matter how hard I tried, because they did not know how they were scored in written exams. When they rated themselves like their teachers, I think they became better equipped in this regard.)

R: Sağ olun hocam. Eğitim sonucunda öğrencileriniz yazma becerilerini geliştirdi mi? (Thanks. Did your students improve their writing skills? If yes, how?)

T2: Öz-değerlendirme eğitimi sonrası, puanlandırma sisteminin nasıl işlediğini daha iyi öğrendiklerinden puan kaybetmemek için neler yapmaları gerektiği konusunda daha bilinçli öğrenciler oldular. Dolayısıyla genel performansları da arttı diye düşünüyorum. (After the self-assessment training, as they learned better how the scoring system works, they became more aware of what they should do in order not to lose points. Therefore, I think their overall performance has also increased.)

R: Peki hocam. Bu eğitimi alan öğrenciler ile eğitim almayan öğrenciler arasında farklılar gördünüz mü ya da ne tür farklılıklar gördünüz? (Ok. What kinds of differences did you realize between the students having such training or the others without any training?)

T2: Eğitimi almayan öğrencilerde de az da olsa farkındalık artışı olduğunu gözlemledim ancak eğitim alanlarda farkındalık çok daha fazlaydı. (I observed that there was a slight increase in awareness among the students who did not receive the training, but the awareness was much higher in those who received education.)

R: Çok sağ olun hocam. Sizce öz değerlendirme eğitiminin olumlu yönleri nelerdir? (Thank you very much. What do you think are the positive aspects of the self-assessment training?)

T2: Farkındalık sayesinde puanlarını da arttırınca kendilerine olan güvenleri de arttı diyebilirim. Öğretmenlerinin sınavlarını puanlandırırken nelere dikkat ettiğini daha iyi anladılar ve puanım nerden gitti, benim yazım çok iyiydi gibi yorumlar ortadan kalktı. (I can say that their self-confidence increased when they increased their scores thanks to awareness. They had a better understanding of how their teachers graded their papers and comments such as "My writing is pretty good and I don't understand how I lost points" have disappeared.)

R: Peki. Sizce öz değerlendirme eğitiminin olumsuz yönleri nelerdir? (Ok. What do you think are the negative aspects of the self-assessment training?)

T2: Olumsuz yönü olduğunu düşünmüyorum. (I don't think there are any negative sides of self-assessment training.)

R: Teşekkür ederim. Peki sizce öğrencileriniz öz değerlendirme eğitimi alırken herhangi bir zorluk yaşadı mı? (Thank you. Did your students experience any challenges while having the self-assessment training?)

T2: Bana anlattıkları kadarıyla en başta araştırmacı ile sınav değerlendirmesi yaparken zorlandıklarını ancak eğitime devam ettiklerinde bu zorluğun ortadan kalktığını düşünüyorum. (As far as they told me, I think that they had difficulties in evaluating the exam with the researcher at first, but this difficulty disappeared when they continued their training.)

R: Gelecekteki derslerinizde öğrencilerinizi öz değerlendirmeyi kullanmaya teşvik eder misiniz? (Would you encourage your students to use self-assessment in your future classes?)

T2: Her zaman bu konuda öğrencilerimi teşvik etmeye çalışıyorum ve etmeye devam edeceğim. (I always try to encourage my students in this regard and I will continue to do so.)

R: Bu öz değerlendirme eğitimini öğrencilerinize siz verecek olsanız nasıl geliştirirdiniz? (If you were to give this self-assessment training to your students, how would you improve it?)

T2: Belki öğrencilere eğitim dışında da değerlendirme yapabilecekleri örnekler sunarak ödev verip çok daha fazla değerlendirme yapmalarını isteyebilirdim. Bu öğrencilerin işini kendilerini notlarken çok daha kolaylaştırırdı ancak diğer yandan da birçoğu bu ödevleri ek yük olarak göreceğinden önemsemeden yapabilir veya hiç yapmazdı. (Maybe I could give students homework and ask them to do more evaluation by providing examples that they can evaluate outside of the training. This would make it much easier for students to grade themselves, but on the other hand, many would see these assignments as a burden, so they could do it carelessly or not at all.)

R: Tamam hocam katılımınız için çok teşekkür ederim. (Thank you very much for your participation.)

T2: Rica ederim hocam ne demek. (You are welcome)

APPENDIX-F: Model Essays

The topic of the essay: **'Teenagers are too young to teach other people about anything.'**
Do you agree?

Model Essay Student A:

Adults often think teenagers to be noisy, childish and violent. Some of them even don't think they have any adult senses or wise thoughts at all but, as a teenager, I think we're intelligent enough to teach other people some things, and, according to this, I'm not agree with the quotation on top of the page.

First of all, teenagers can teach the older generation how to deal with technology. Their knowledge of technology is better than older generations because they were born in an era of technology. For example, in our gymnasium there are special classes for the senior people where they are taught to work on computers, and their teachers are teenagers.

Moreover, teenagers have the great knowledge in ecology, and they are really concerned on saving the planet alive. We talk a lot about environment on classes, we take part in ecology olympiades and contests for the best ecological projects and often won them, so we have a lot to tell the others about environmental problems and ways of their solving.

Finally, teenagers can teach adults foreign languages. According to the statistics, 50% of adult generation of our country don't know any foreign languages, so we can help them to come by the new knowledge or to improve that what they have. And, of course, students from foreign countries can teach Russian students their language, and Russians can teach them Russian. It is sometimes done in linguistic centres.

To sum up I can say that teenagers have great knowledge in many fields of study, so they can also teach the people of older generation and their classmates and friends.

Model Essay Student B:

I don't think that teenagers are too young to teach other people about anything. Of course, they can't know very well some things, for example: some scientific theories, history, mathematic at all and etc, but a lot of teenagers know a lot about technology. It's normal for them to spend a lot of time with computer, different gadgets. Most of them know, how these gadgets work, so they can explain other people different moments of their working. My Granny often asks to me for a piece of advice about her mobile phone. Teenagers' knowledge about technology usually based on practice, so often they don't know about process of creating the phone, the TV, etc. They really shouldn't try to tell about things, which they don't know.

People don't need special knowledge about our world to make it better. Teenagers have a lot of time for help the environment and sometimes they tell about it people, who usually are very busy and couldn't notice the awful problems. So they can and must tell and teach people to help our planet.

In my opinion, teenagers shouldn't teach other people about things, which they know very bad, it may be only funny and of course they ought to teach other people and help them with things, which they know very good. Today all people have opportunity to learn everything, what they want. They can search information in the Internet, in books and the age doesn't matter.

APPENDIX-G: Ethics Committee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 02/12/2020
Sayı: E-35853172-101.02.02-
00001347793

Sayı : 35853172-101.02.02
Konu : Atiye BUDANIR Hk. (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 12.11.2020 tarihli ve E-51944218-101.02.02-00001325689 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Yüksek Lisans programı öğrencisi Atiye BUDANIR'ın Prof. Dr. İsmail Hakkı MİRİCİ danışmanlığında yürüttüğü "Öğrencilere Uzaktan Öz Değerlendirme Eğitiminin İngilizce Yazma Becerisine Etkisi" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 24 Kasım 2020 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açısından uygun görülmüştür.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX- H: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

13/06/2022

(Signature)

Atiye BUDANIR

APPENDIX- I: Thesis/Dissertation Originality Report

13/06/2022

HACETTEPE UNIVERSITY
 Graduate School of Educational Sciences
 To The Department of Foreign Language Education

Thesis Title: The Effect of Distance Self-Assessment Training on Turkish EFL Learners' Writing Skills

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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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.

Name Lastname: Atiye BUDANIR
Student No.: N19137268
Department: Foreign Language Education
Program: English Language Teaching
Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Prof. Dr. İsmail Hakkı MİRİCİ

APPENDIX-J: Yayınlanma ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

13/06/2022

(imza)

Atiye BUDANIR

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tez erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
- Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

