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

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

Daha ileriye ... En İyiye ...

Burcu ŞENTÜRK

HACETTEPE UNIVERSITY, PhD

ANKARA, TURKEY

burcuak.senturk@gmail.com

Supervisor:

Prof. Dr. İsmail Hakkı MİRİCİ

HACETTEPE ÜNİVERSİTESİ

www.hacettepe.edu.tr

OUTLINE

1. Introduction
2. Review of Literature
3. Statement of The Problem
4. Research Questions
5. Methodology
6. Findings & Discussion
7. Conclusion
8. References

INTRODUCTION

The English language is undoubtedly regarded as the international language of the world which plays a crucial role in worldwide affairs for business, scientific research, popular culture, etc. Thus, in many countries such as Turkey, the language has been intensively taught at all stages of the education system.

"The most far-reaching consequences in motivating L2 learners can be achieved by promoting positive language-related values and attitudes" (Dörnyei, 2006; 51).

Developing positive attitudes and values is possible if we foster learner autonomy.

Learner Autonomy

- 'Autonomy is the ability to take charge of one's own learning' (Holec, 1981)

Learner Autonomy

take charge of their own learning

full responsibility for the learning process

SELF-ASSESSMENT

SELF-ASSESSMENT

a process of formative assessment

students reflect on
evaluate work or learning

judge - reflect explicitly stated goals or criteria

identify strengths and weaknesses
(Andrade & Du, 2007; p.160)

The need for learner self-assessment in L2 education

Analyzing

Reflecting

Developing & improving

promotes

self-actualization

satisfies learners' educational, emotional, psychological and social needs

Why self-assessment?

encourage a focus on process

emphasize the formative aspects of assessment

encourage student ownership of the learning

promote learner responsibility and independence

encourage reflection on one's own learning

integral to the learning process

motivate further learning (Ushioda, 1996)

How to implement self-assessment

✓ **A clear rationale**: what are the purposes of this particular activity?

✓ **Explicit procedures**—students need to know what is expected of them.

✓ **Reassurance of a safe environment**

✓ **Confidence**

(Boud, 1995, p.182).

"Once you stop learning, you start dying"

~ Albert Einstein ~
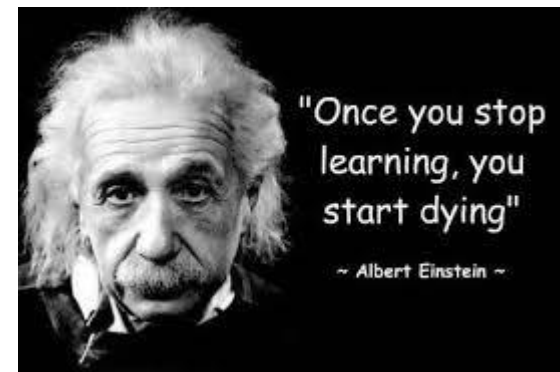
Self-Assessment Tools in the Study

1. **The European Language Portfolio (ELP)**

2. **Learner style inventory**

3. **Unit based checklists**

1. The ELP

- The European Language Portfolio (ELP) is a self-assessment tool which enables users to record their intercultural experiences and linguistic achievements gained both **inside and outside** a formal classroom setting during the *process of learning the target language* (Mirici, 2015).

The ELP as an instrument for self-assessment

- The ELP is a **language learning and reporting instrument** developed by the Language Policy Division of the Council of Europe. It consists of:

- **Language Biography**

- **Language Passport**

- **Dossier**

Functions of the ELP

(a) Recording and reporting function

(b) Pedagogical function:

➢ enhances learners' motivation

➢ reflect on their learning experiences

➢ plan their learning

➢ learn autonomously

(Little, 2005).

➢ monitor their own learning process on a life-long basis

➢ develop respect for cultural identities and diversity

(Mirici, 2015)

2. Learner Style Inventory

- Students can detect their learning styles and try to enhance their learning by empowering each learning style or the ones that address them.

- It also enables the learners to be aware of their strengths and weaknesses.

- Therefore, it helps the learner to be able to choose the suitable job for them, to detect the way s/he approaches to the problems and her/his objectives.

3. Unit Based Checklists

- Conducted at the end of each unit to make the students aware of how much they achieved each unit's objectives.

- Very helpful not only to the teachers but also to the learners in that it enables the learners to see how much they achieved the objectives of each unit and get feedback, as a result revise it or continue.

STATEMENT OF THE PROBLEM

Daha ileriye… En İyiye…

HACETTEPE ÜNİVERSİTESİ

www.hacettepe.edu.tr

STATEMENT OF THE PROBLEM

- self-assessment is a key learning strategy for autonomous language learning

- enabling students to monitor their progress

- relate learning to individual needs

- training students in self-assessment has gained increasing currency

- has been investigated in a considerable number of studies.

In line with this background, the present study aimed at **investigating the effect of different self-assessment tools namely the <u>European Language Portfolio</u>, <u>unit based checklist</u> and <u>learner style inventory</u> on students' attitudes towards learning English** .

RESEARCH QUESTIONS

1. Is there any significant difference in terms of the effectiveness of self-assessment when students use the ELP, unit based checklist and the learner style inventory in Turkish EFL context?

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

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

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

5. How can ELP help learners to develop positive attitudes towards language learning?

METHODOLOGY

Daha ileriye... En İyiye...

HACETTEPE
ÜNİVERSİTESİ

METHODOLOGY

PARTICIPANTS:

- 225 A1

- 40 A2

- 40 B1

■ Basic English Department at Bülent Ecevit University School of Foreign Languages, Zonguldak, Turkey

Table 1: Demographic information about the participants

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

ELP + Attitude Scale (40 Sts)

- B1: Prep 39-40 (IDE- Hazal Gül İnce, Pelin Çoban)

ELP + Attitude Scale(40 Sts)

- A2: Prep 1-2 (Eda Baki Zengin- Gamze Yılmaz)

ELP + Attitude Scale(45 Sts)

- A1: Prep 3 Burcu Şentürk
- Prep 4 Demet Kulaç
- Prep 17 Pelin Balkan- Gülçin Gülenç

- **ELP + Attitude Scale (60 Sts)**
- Prep 41 Gizem Parsova
- Prep 50 Zeral Bozkurt
- E Prep 9 Ulaş Koçak

- **ELP + Learner Style Inventory + Attitude Scale (60 Sts)**
- Prep 49 Yunus Emre Güner
- Eprep 2 Gizem Parsova
- Eprep 10 Pelin Balkan

- **ELP + Learner Style Inventory +Unit Based Checklist + Attitude Scale (60 Sts)**
- Eprep 1 Burcu Şentürk
- EPrep 6 Zeral Bozkurt
- Eprep 4 Esra Saka

Procedure

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

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

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

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

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

RESEARCH DESIGN

- **Mixed Method**

- **Sequential Explanatory**

- **Quasi-experimental**

- **Quantitative & Qualitative**

Quantitative

- **A five-point Likert scale** with 43 items chosen from Dörnyei and Csizer (2006) (administered twice – at the beginning of the term, at the end of the first semester)

- **Unit Based Checklists** (administered at the end of each unit)

- **Learner Style Inventory**

- **ELP** (BEDAF Model for young adults)

Qualitative

- **Semi-structured interviews :**

- conducted in a one-on-one setting with randomly selected participants :

- 30 students, 5 teachers

Analysis

- **Quantitative Data**
- Mixed ANOVA for test-retest
- Planned comparisons (group differences)
- ANOVA or MANOVA for difference among the proficiency levels
- ANCOVA
- Descriptives
- Reliabilty analysis

Qualitative Data

- Recorded

- Transcribed with the help of the recordings

- Content Analysis – Constant themes – Thematic analysis

- Transcripts were read by the researcher to categorize the data to put them into relevant groups for a better analysis

- Inter-coder reliability

FINDINGS & DISCUSSION

Daha ileriye... En İyiye...

HACETTEPE
ÜNİVERSİTESİ

Domains of the Scale

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

Pilot Study

- 2014-2015 academic year

- 28 weeks

- Bülent Ecevit University the School of Foreign Languages

- 35 A1 level

- 30 A2 level

- 38 B1 level students

RESULTS OF THE PILOT STUDY

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

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.60	2	.30	1.48	.23
Within Groups	19.20	95	.20		
Total	19.80	97			

The results of ANOVA revealed statistically **no significant difference** proficiency levels in relation to the participants' attitudes towards learning English, t (97) = .23, p>.05 .

2. Is there a change in the attitude of learners towards learning English after ELP use as a self-assessment tool in Turkish EFL context?

Descriptives (1st check)

Test Type	Proficiency Level	Mean	SD	N
	A1	4.01	.51	35
Overall	A2	3.93	.46	30
	B1	4.12	.38	38

Descriptives (2nd Check)

Test Type	Proficiency Level	Mean	SD	N
	A1	4.10	54	35
Overall	A2	4.18	.55	30
	B1	4.19	.38	38

p=.08 p >.05 ➡ no significant difference

Quantitative Data

Daha ileriye… En İyiye…

Results of Student Questionnaires

HACETTEPE ÜNİVERSİTESİ

www.hacettepe.edu.tr

The mean scores for each domain

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

Note. Sd: standard deviation (The five point Likert scale answers were as follows1 = not at all   2

- Ideal L2 self had the **highest** scores
(m: 4.26, sd: 2.34)

- Instrumentality prevention had the **lowest** scores
 (m: 3.54, sd: 4.50).

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

Table 4.4: Students' attitudes across proficiency levels-check 1

Descriptives

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

N: Number of students

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

Table 4.5: Students' attitudes across proficiency levels-check 1

ANOVA

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

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

Table 4.6: Students' attitudes across proficiency levels-Check 2

Descriptives

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

N: Number of students

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

Table 4.8. ANCOVA comparisons across students' attitudes with proficiency in the first and second check

Tests of Between-Subjects Effects

Dependent Variable: check2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	7,162[a]	3	2,387	11,050	,000	,118
Intercept	33,988	1	33,988	157,319	,000	,389
check1	1,437	1	1,437	6,651	,010	,026
Proficiency	3,564	2	1,782	8,249	,000	,063
Error	53,363	247	,216			
Total	3882,812	251				
Corrected Total	60,526	250				

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

Table 4.9. Estimated marginal means

Proficiency

Dependent Variable: check2

Proficiency	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
A1	3,926[a]	,035	3,858	3,995
A2	3,625[a]	,080	3,468	3,782
B1	4,073[a]	,079	3,917	4,229

a. Covariates appearing in the model are evaluated at the following values: check1 = 3,9216.

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

Table 4.7. ANCOVA comparisons across students' attitudes with proficiency in the second check

F	df1	df2	Sig.
3.33	2	248	,037

Design: Intercept + check 1 + Proficiency

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

Table 4.10: Students' attitudes across their majors-check 1

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

N: Number of students

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

Table 4.11: Language learning attitude scores across majors

ANOVA

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

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

Table 4.12: Students' attitudes across their majors-check 2

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

N: Number of students

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

Table 4.13. ANCOVA comparisons across students' attitudes with their major in the second check

F	df1	df2	Sig.
2.865	2	248	,059

Design: Intercept + check 1 + Major

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

Table 4.14. ANCOVA comparisons across students' attitudes with their major in the first and second check

Tests of Between-Subjects Effects

Dependent Variable: check2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	12,416[a]	3	4,139	21,247	,000	,205
Intercept	38,420	1	38,420	197,251	,000	,444
check1	,519	1	,519	2,664	,104	,011
Major	8,818	2	4,409	22,636	,000	,155
Error	48,110	247	,195			
Total	3882,812	251				
Corrected Total	60,526	250				

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

Table 4.15. Estimated marginal means

Major

Dependent Variable: check2

Major	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Lang & lit	4,084[a]	,075	3,935	4,232
%30	3,597[a]	,053	3,492	3,702
Translation	4,020[a]	,038	3,946	4,094

a. Covariates appearing in the model are evaluated at the following values: check1 = 3,9216.

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

The results of the repeated measures test for A1 level students

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

The results of the repeated measures test for students using ELP + Learner Style Inventory + Unit Based Checklist as a self-assessment tool

	Mean	Std. Deviation	N
Check 1	4.08	.30	50
Check 2	4.10	.42	50

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

Descriptive Statistics of the students using different Self-assessment tools İn the first check

Self-Assessment Tools	Mean	Std. Deviation	N
ELP	3.85	.50	165
ELP + Learner Style Inventory	4.02	.44	46
ELP + Learner Style Inventory + Unit Based Checklist	4.09	.38	50

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

Table 4.18: Language learning attitude scores across the use of different self-assessment tools

ANOVA

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

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

Table 4.19: Descriptive Statistics of the students using different Self-assessment tools in the second check

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

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

Table 4.20. ANCOVA comparisons across students' attitudes with their use of different self-assessment tools in the second check

Tests of Between-Subjects Effects

Dependent Variable: check2

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	6,785[a]	3	2,262	10,394	,000	,112
Intercept	33,609	1	33,609	154,471	,000	,385
check1	2,285	1	2,285	10,502	,001	,041
ELP	3,187	2	1,593	7,324	,001	,056
Error	53,741	247	,218			
Total	3882,812	251				
Corrected Total	60,526	250				

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

Table 4.21. Estimated marginal means

ELP

Dependent Variable: check2

ELP	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
ELP	3,819[a]	,037	3,747	3,891
ELP+Checklist	4,052[a]	,066	3,922	4,183
ELP+Checklist+Learnerstyle	4,070[a]	,077	3,918	4,223

a. Covariates appearing in the model are evaluated at the following values: check1 = 3,9216.

Repeated measures test results for students using only ELP

Self-Assessment Tools: Only ELP	Mean	Std. Deviation	N
1st check	3.84	.52	165
2nd check	3.80	.49	165

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

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

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

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

Qualitative Data

Daha ileriye... En İyiye...

Results of Student Interviews

HACETTEPE ÜNİVERSİTESİ

Research Question 5: How can ELP help learners to develop positive attitudes towards language learning?

1. The sign of improvement

2. Implementation- filling in the ELP

3. Motivation

4. Self-assessment

5. Benefits of the dossier part in the ELP

6. Problems related to the ELP

The sign of improvement

- "We can see the difference, I mean the improvement. For example, I am not the same as I was at the beginning of the year, like going on to the next stage." (Student 1- A2 Level)

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

Implementation - Filling in the ELP

- Most of the students did not experience any difficulty in completing the parts in the ELP. They said that it was clear for them, and they just followed the instructions given in the ELP.

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

Self-Assessment

- The use of the ELP includes choosing objectives, finding activities for achieving these objectives and self-assessment both for finding the proficiency level for the first time and evaluating the outcomes of activities.

- "I think it was beneficial for my language development because it enabled me to see my deficiencies and give an opportunity to improve it." (Student 1-A2 Level)

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

Benefits of the Dossier Part in the ELP

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

(Student 1-A2 level)

Problems Related to the ELP

- Having limited time for working with the ELP

- They also needed teacher support and feedback for the activities and objectives

- There is too much to fill in when working with the ELP for the first time.

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

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

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

Did students like the ELP?

1. Students felt positive towards the ELP.

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

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

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

5. They were motivated to take responsibility for their learning.

Results of Teacher Interviews

Daha ileriye... En İyiye...

HACETTEPE ÜNİVERSİTESİ

Results of Teacher Interviews

- The sign of improvement

- Implementation- filling in the ELP

- Self-assessment

- Teacher impact

- If the teachers liked the ELP

The sign of improvement

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

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

Implementation - Filling in the ELP

- Most of the students did not experience any difficulty in completing the parts in the ELP.

- It was clear for them, and they just followed the instructions given in the ELP.

- One teacher who was teaching to B1 level stated that the students got bored when they filled in the same part for the second time.

- One of the teachers mentioned that some of the students had difficulty in self-assessment; they couldn't decide what grade to give to themselves for some of the descriptors.

Self-Assessment

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

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

Teacher Impact

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

Did Teachers like the ELP?

1. Teachers also felt positive towards the ELP.
2. They also state that students liked setting their own goals and assessing themselves.
3. They thought that the ELP was beneficial for language learning since they spent more time on English.
4. Their students gained more confidence with the self-assessment and the activities they carried out.
5. The students were motivated to take responsibility for their learning.
6. Teacher impact is really important.

CONCLUSION

Daha ileriye... En İyiye...

HACETTEPE ÜNİVERSİTESİ

www.**hacettepe**.edu.tr

Discussion of the Findings

- Discussion on the ELP and Self-assessment

- Discussion on the Reactions of the Students related to ELP

- Discussion on the Reactions of the Teachers towards the ELP

- Discussion on the Use of Different Self-Assessment Tools

- Discussion on the the Effect of Different Self-Assessment Tools on Students' Attitudes towards Learning English

Discussion on the ELP and Self-assessment

- The ELP can be a significant tool for self-assessment at the School of Foreign Languages

- Choosing learning objectives

- Choosing the Activities for the Student Portfolio

- Self-assessment

Discussion on the Reactions of the Students related to ELP

- Most of the students felt positive about working with the ELP.

- The ELP was a significant tool for language learning.

- The ELP increased the motivation of the students slightly -they had more positive attitudes towards learning English after they used the ELP.

- Most of the students also had positive ideas about taking responsibility for their own learning.

- The ELP encouraged them to take responsibility.

- Self-awareness of the students increased to some extent, and they reacted positively towards the ELP.

Discussion on the Reactions of the Teachers towards the ELP

- Teachers believed that the ELP was a useful tool to develop learner autonomy.

- Students do not tend to take responsibility for their own learning unless they get a grade or so forth in the end.

- Teacher factor is very important.

- All teachers should get enough information about the ELP.

- They believe in the effectiveness of using it as a self-assessment tool.

Discussion on the Use of Different Self-Assessment Tools

- Using different self-assessment tools is very useful for students.

- Using different self-assessment tools enabled learners to take actively part in their learning process, as a result had more positive attitudes.

- Through the ELP, the participants themselves were able to monitor their gradual but steady progress in their interlanguage, which kept them motivated since, in this way, they were also feeling the sense of achievement.

Discussion on the the Effect of Different Self-Assessment Tools on Students' Attitudes towards Learning English

- The findings from the questionnaires and interviews revealed that most of the students have positive attitudes towards learning English as a foreign language.

- The findings of the study also showed that the more self-assessment tools the students used the more positive attitudes they had towards learning English.

Pedagogical Implications

- ELP can be recommended as a tool which can be the first step to help the students develop learner autonomy .

- A portfolio system is being used at the School of Foreign Languages at Bülent Ecevit University and it includes self-assessment and self-reflection with the help of the ELP, and unit based checklists.

- ELP holders should evaluate their progress through the checklists provided for each skill on a regular basis. It is recommended that the students evaluate their progress every four weeks or so.

- While filling in the checklists for the ELP, in order to find out more about their language competences, the students need to be as sincere as possible as the ELP is the property of its holders.

- Learners should use the ELP in their language learning process because of the fact that it allows its users to record and monitor their language progress through the checklists, which they can show to formal authorities to report their language proficiency (the ELP's reporting function).

- Students need support to become skilled in learning procedures such as improving their learning strategies. They need to be taught how to learn for themselves. The ELP can be used to teach the learners how to learn for themselves.

- Students needed help and training for accurate self-assessment because they were not accustomed to set their own learning goals and assess their on language learning.

- Teachers should encourage their learners to use the ELP since it will facilitate their learning process. While doing so, teachers should discuss the importance of the ELP for learners' language development; how learners can benefit from t best, how frequently learners should refer to it, how they can efficiently use the components of the ELP; i.e., the language biography, the language dossier and the language passport.

Limitations of the Study

- Not being able to implement the ELP in class level.

- All the teachers at Bülent Ecevit university does not know much about the ELP as it is a new tool for the traditional language teachers, they could not implement it effectively at classes.

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

- The difference in the attitudes of the students who had the ELP and who did not have the ELP is unknown.

Suggestions for Further Studies

- ELP could be implemented at class level to see to what extent it is effective for both self-assessment and language learning.

- Other self-assessment tools can be promoted and studied.

- Another study can compare the effectiveness of using the unit based checklists for students and teachers, how it affects students attitudes towards learning language and their success.

- Another study could be conducted on the descriptors and objectives stated in the ELP.

- A study could be conducted on whether the ELP has an effect on developing self-confidence.

- Another study could be conducted on teachers about their general views on the ELP.

- Future research may also focus on how the teachers make use of the ELP in terms of teaching and understanding the students' learning process.

- Another study might be conducted to measure how eager teachers are to use the ELP in their classrooms.

REFERENCES

Daha ileriye... En İyiye...

HACETTEPE ÜNİVERSİTESİ

www.hacettepe.edu.tr

- Andrade, H. & Du, Y. (2007). Student responses to criteria-referenced self-Assessment. Assessment and Evaluation in Higher Education, 32 (2), 159181

- Boud, D. (1995). Enhancing learning through selfassessment. London: Kogan Page

- Brew, A. (1995). What is the scope of self assessment? In D.Boud , Enhancing learning through selfassessment (pp.48-63), London: Kogan Page.

- Kohonen V. (1999). Authentic assessment in affective foreign language education. In J. Arnold (ed.), Affect in language learning. Cambridge: Cambridge University Press, 279-294.

- Little D. (1999). The European Language Portfolio and self-assessment. Strasbourg: Council of Europe.

- Little D. (2002). We're all in it together: Exploring the interdependence of teacher and learner autonomy. In L. Karlsson, F. Kjisik and J. Nordlund (eds), All together now: Papers from the 7th Nordic conference and workshop on autonomous language learning, Helsinki, September 2000. Helsinki: University of Helsinki, Language Center, 45-56.

- Little D. (2003a). Languages in the post-primary curriculum: A discussion paper (Discussion paper). Dublin: National Council for Curriculum and Assessment of Ireland.

- Little D. (2003b). Learner autonomy and public examinations. In D. Little, J. Ridley and E. Ushioda (eds), Learner autonomy in the foreign language classroom: Teacher, learner, curriculum and assessment. Dublin: Authentik, 223-233.

- Little D. (2005). The Common European Framework of Reference for Languages and the European Language Portfolio: Involving learners and their judgements in the assessment process. Language Testing 22: 321-336.

- Learner self-assessment and the European Language Portfolio 305

- Little D. (2007). Language learner autonomy: Some fundamental considerations revisited. Innovation in Language Learning and Teaching 1/1: 14-29.

- Little D. and R. Perclovà (2001). European Language Portfolio: A guide for teachers and teacher trainers. Strasbourg: Council of Europe.

- Ushioda E. (1996). Learner autonomy 5: The role of motivation. Dublin: Authentik.

- Ćatibušić, B. & D. Little, 2014: Immigrant pupils learn English: A CEFR-related empirical study of L2 development (English Profile Studies 3). Cambridge: Cambridge University Press

- Council of Europe (2000). European language portfolio (ELP): Principles and guidelines, Document DGIV/EDU/LANG, (2000) 33, Strasbourg, Council of Europe.

- Council of Europe, 1992: Transparency and coherence in language learning in Europe: Objecives, evaluation, certification. Report on the Rüschlikon Symposium. Strasbourg: Council of Europe.

- Council of Europe, 1997a: European Language Portfolio: proposals for development. With contributions by I. Christ, F. Debyser, A. Dobson, R. Schärer, G. Schneider/B. North & J. Trim. Strasbourg: Council of Europe.

- Council of Europe, 1997b: Language learning for European citizenship. Final report (1989–96). Strasbourg: Council of Europe.

- Council of Europe, 2001: Common European Framework of References for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

- Council of Europe, 2004: European Language Portfolio Principles and Guidelines, with added explanatory notes. Strasbourg: Council of Europe.

- Goullier, F., 2010: The most frequent errors to be avoided when developing a new ELP model. Strasbourg: Council of Europe.

- Holec, H., 1979: Autonomy and foreign language learning. Strasbourg: Council of Europe.

- Janne, H., 1977: Organisation, content and methods of adult education. Strasbourg: Council of Europe.

- Johnson, R., & Onwuegbuzie, A. (2004). Mixed methods research: A research paradigm whose time has come. Educational Researcher, 33(7), 14-26.

- Lenz, P. & G. Schneider, 2000: European Language Portfolio: guide for developers. Strasbourg: Council of Europe.

- Little, D. & R. Perclová, 2000: The European Language Portfolio: a guide for teachers and teacher trainers. Strasbourg: Council of Europe.

- Little, D. & L. King, 2014: Talking with John Trim (1924–2013), Part II: Three decades of work for the Council of Europe. Language Teaching 47.1, 118–132.

- Little, David, (2001). The European Language Portfolio in use: nine examples, Strasbourg, Council of Europe. Little, D. (2005). The Common European Framework and the European Language Portfolio: involving learners and their judgments in the assessment process. Language Testing, 22 (3): 321-336.

- Mirici, I. H. (2000). "European Language Portfolio: A tool for a common language education policy in Europe". Journal of Interdisciplinary Education, 6(1): 161-166.

Mirici, İ. (2000). Yabancı dil eğitiminde öğrenen özerkliği. Milli Eğitim Dergisi, 155–156. Retrieved on 8th May 2006, from http://yayim.meb.gov.tr/dergiler/155-156/mirici.htm.

- Mirici, İ. H. (2008). Development and validation process of a European language portfolio model for young learners. *Turkish Online Journal of Distance Education, 9(2),* 26-34. [Online: http://tojde.anadolu. Edu.tr/yonetim/icerik/makaleler/399-published.pdf Retrieved on 03 January 2016]

- Mirici, İ. H. (2014). The Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP) in S. Çelik (Ed.)

- Mirici, I. H. (2015). Contemporary ELT practices across Europe and in Turkey. *International Journal of Language Academy* 3.4, 1–8.

Mirici, İ. H. (2015). European policy and practices in training foreign language teachers [in Turkish]. *Hacettepe University Journal of Education [Hacettepe Üniversitesi Eğitim Fakültesi Dergisi]*, 30(4), 42-51.

- Mirici, İ. H. (2015). Yabancı Dil öğretmeni Yetiştirmede Avrupa Politikaları ve Uygulamaları, *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 30(4), 42-51.

Mirici, İ. H. & Kavaklı, N. (2017). Teaching the CEFR oriented practices effectively in the M.A. program of an ELT department in Turkey. *International Online Journal of Education and Teaching (IOJET)*, 4(1). 74-85. http://iojet.org/index.php/IOJET/article/view/159/151

- Newby D., Allan R., Fener A.B., Jones B., Komorowska H.& Kristine Soghikyan K.(2007). The European Portfolio for student teachers of languages. [Çevrim-içi: http://archive.ecml.at/mtp2/fte/pdf/C3_Epostl_E.pdf], Erişim tarihi: 22.06.2014

- Newby, D. (2012). Insights into the European Portfolio for student teachers of languages (EPOSTL) Cambridge: Cambridge Scholars Publishing.

- Oskarsson, M., 1978: Approaches to self-assessment in foreign language learning. Strasbourg: Council of Europe.

- Stoicheva, M., G. Hughes & H. Speitz, 2009: The European Language Portfolio: an impact study. Strasbourg: Council of Europe.

- Trim, J. L. M., 1978: Some possible lines of development of an overall structure for a European unit/credit scheme for foreign language learning by adults. Strasbourg: Council of Europe.

THANK YOU.