

ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

**THE EFFECT OF THE EUROPEAN LANGUAGE PORTFOLIO ON LEARNER
AUTONOMY FOR YOUNG LEARNERS**

Selma (USLU) KOYUNCU

MASTER OF ARTS

ADANA

**ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**THE EFFECT OF THE EUROPEAN LANGUAGE PORTFOLIO ON LEARNER
AUTONOMY FOR YOUNG LEARNERS**

Selma (USLU) KOYUNCU

Supervisor: Asst. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

MASTER OF ARTS

ADANA

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

(Supervisor)

Asst. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

(Member of Examining Committee)

Asst. Prof. Dr. Hülya YUMRU

(Member of Examining Committee)

Asst. Prof. Dr. Oğuz KUTLU

Certified that this thesis conforms to be standards of the Institute of Social Sciences and
I confirm that these signatures belong to the committee members.

(Director of the Institute)

Prof. Dr. Nihat KÜÇÜKSAVAŞ

P.S.: The uncited usage of the reports, charts, figures, and photographs in this thesis, whether original or quoted for mother sources, is subject to the Law of works of Art and Thought No: 5846.

NOT: Bu tezde kullanılan özgün ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ABSTRACT

THE EFFECT OF THE EUROPEAN LANGUAGE PORTFOLIO ON LEARNER AUTONOMY FOR YOUNG LEARNERS

Selma (USLU) KOYUNCU

Master of Arts, English Language Teaching Department

Supervisor: Asst. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

August 2006, 85 pages

This study was conducted in a private school and the researcher worked with the sixth grade students. First of all, the researcher investigated the effect of traditional assessment tools, tests, on learner autonomy were investigated and she found out tests were not sufficient in improving students' becoming autonomous. Later, the researcher investigated the effect of the European Language Portfolio (ELP), which the Council of Europe put forward as an alternative language learning and assessment tool, on learner autonomy. During the study, constructivism was taken as theoretical framework and the ELP was used as the methodological framework of the study. According to the aim of the study, the program that the participants would cover during the study was firstly determined and the ELP was used in English and German lesson without disrupting the program. Throughout the study, the students' use of the ELP in the lessons, their attitudes towards the method, their participation to the lessons were observed and their portfolios were used as data collection tool. In addition, at the end of the study the researcher interviewed with the students so as to understand if there was any change in their becoming autonomous or not. According to the analysis of the data, it was found out that the ELP was effective in helping students to become autonomous.

Key words: Portfolio, The European Language Portfolio, Autonomy, Constructivism

ÖZET

AVRUPA DİL PORTFOLYO'SUNUN ÖĞRENME ÖZERKLİĞİNE ETKİSİ

Selma (USLU) KOYUNCU

Master Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı

Danışma: Yard. Doç. Dr. Şehnaz ŞAHİNKARAKAŞ

Ağustos 2006, 85 Sayfa

Bu çalışmada bir özel okuldaki altıncı sınıf öğrencileri ile birlikte çalışılmıştır. Öncelikle öğrencilerde şu ana kadar kullanılan değerlendirme ölçeklerinin özerklik kazanmalarında etkisi olup olmadığına bakılmış ve geleneksel yöntem değerlendirmelerinden olan sınavların öğrencilerin özerklik kazanmalarında yeterli etkisi olmadığı ortaya çıkartılmıştır. Daha sonra, Avrupa Birliği'nin son yıllarda alternatif bir dil öğrenme ve değerlendirme aracı olarak ortaya koyduğu Avrupa Dil Portfolyosunun öğrenme özerkliğine etkisi olup olmadığına bakılmıştır. Araştırma ve uygulama sürecinde çalışmanın teorik desteği olarak yapısalcı yaklaşım benimsenmiş ve Avrupa Dil Portfolyosu çalışmanın metodu için kullanılmıştır. Çalışmanın amacı doğrultusunda Avrupa Dil Portfolyosu kullanımı için öncelikle katılımcı öğrencilerin çalışma süresince işleyecekleri program belirlenmiş ve bu programa göre Avrupa Dil Portfolyosu İngilizce ve Almanca dil derslerinde kullanılmıştır. Araştırma ve uygulama süreci boyunca, öğrencilerin ders içinde Avrupa Dil Portfolyosunu kullanmaları, metoda karşı yaklaşımları, katılımları gözlenmiş, dosyaları ve çalışmaları veri kaynağı olarak kullanılmış ve araştırma bitiminde katılımcı öğrencilerle çalışma amacı doğrultusunda görüşme yapılmıştır. Yapılan analizler sonucunda, Avrupa Dil Portfolyosunun öğrencilerin özerklik kazanmasında etkili olduğu ortaya çıkarılmıştır.

Anahtar Kelimeler: Portfolyo, Avrupa Dil Portfolyosu, Özerklik, Yapısalcı Yaklaşım.

ACKNOWLEDGEMENTS

This study has been possible with the contribution of many people in various ways. Firstly, I would like to express my thankfulness to my thesis supervisor, Asst. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ, both for her priceless constructive feedback, everlasting support, expert commands and for her encouragement during the study. I am very happy to work with her not only she has informed me about the European Language Portfolio and she has heartened me to study on this field, but also she has shared her knowledge and experiences about it every time. I would like to tell my gratitude to her to give me the chance to learn my research topic more and to study with very nice people in fruitful places such as private school, institutes and to provide me to practice what I have learned in real-life environment.

Secondly, I would like to state my gratefulness to all the teachers of Private Bilfen College English Language Department, especially, to the headmaster of ELT Department Neslihan SONGUR, for her valuable and constructive help throughout the implementation of the study, and to Songül ÇOKLAR, for her support during the ELP studies in her lesson, and to all English and German teachers at the school who have assisted me during the study.

Thirdly, I owe my special thanks to Dr. Hatice SOFU for her professional advice, beneficial critics and encouragement for the duration of my study.

Specially, I wish to show my gratitude to Asst. Prof. Dr. Hülya YUMRU, an advisor for me since the beginning of my BA degree, for her support and encouragement. I want to tell my sincere thanks for helping me how to become a good teacher and researcher.

I want to tell my special thanks to Asst. Prof. Dr. Oğuz KUTLU for being my judge and for his great help and positive encouragement whenever I need since the beginning of my students years.

I would like to express my deepest gratitude to Instructor Ayşe KIZILDAĞ, for her perpetual advocacy, constructive feedback, and her everlasting support. I have learned many things from her not only related to my study but also related to life itself.

I want to thank my Master course teachers for sharing their expertise and knowledge, and for their support in my studies.

I would like to thank my colleagues in the program and my colleagues at school for their support, help and encouragement throughout the study.

I wish to express my thankfulness to all my family member; my father, my mother, my brother and my sister and my friends for their encouragement, support, and for their patient.

Lastly, I would like to state my special gratitude to my husband, Vecihi, and to my son, Vedat who give me happiness every time.

TABLE OF CONTENTS

	PAGE
ABSTRACT.....	I
ÖZET	II
ACKNOWLEDGEMENTS	III
LIST OF TABLES	VIII
LIST OF FIGURES	IX
LIST OF APPENDICES	X

CHAPTER I INTRODUCTION

1.1. Backgrounds to the Study	1
1.2. Statement of the Problem.....	2
1.3. The Aim and the Scope of the Study	6
1.4. The Research Questions.....	7
1.5. Operational Definitions.....	8
1.6. Assumptions and Limitations	9

CHAPTER II REVIEW OF LITERATURE

2.0. Introduction.....	11
2.1. Assessment and Assessment Types	11
2.1.1. Summative Assessment	13
2.1.2. Formative Assessment	13
2.1.3. Alternative Assessment.....	14
2.2. European Language Portfolio (ELP)	15
2.2.1 Definition of the ELP.....	15
2.2.2. Contents of the ELP	16
2.2.3. Functions of the ELP	19
2.2.4. The ELP as a Tool of Assessment	19

2.2.5. The ELP as a Tool for Autonomy.....	20
2.3. Learner Autonomy.....	21
2.3.1. Definition of the Autonomy.....	21
2.3.2. Why is Learner Autonomy Needed?	23
2.3.3. Ways For Improving Learners' Autonomy	24
2.3.4. The ELP as a Tool for Improving Autonomy.....	25
2.4. Theoretical Framework of the Research.....	26
2.4.1. Constructivism.....	26
2.4.2. Principles of Constructivism.....	27

CHAPTER III

METHODOLOGY

3.0. Introduction.....	28
3.1. The Participants of the Study.....	30
3.2. Research Design	31
3.3. Data Collection	34
3.3.1 Questionnaire	36
3.3.2. Observation.....	36
3.3.3. Field Notes.....	37
3.3.4. Students' Portfolios.....	38
3.3.5. Interviews.....	38
3.4. Data Analysis.....	39
3.4.1. The Analysis of the Questionnaire.....	39
3.4.2. The Analysis of the Observation and Field Notes	40
3.4.3. The Analysis of the Students' Portfolios	40
3.4.4. The Analysis of the Interviews	40

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. School Tests.....	43
4.1.1. Students' feeling about school tests.....	43
4.1.2. The Effect of School Tests on Learner Autonomy	44

4.2. The European Language Portfolio (The ELP)	49
4.2.1. Students' feeling about the European Language Portfolio	49
4.2.2. The effect of the ELP on Learner Autonomy	51

CHAPTER V

CONCLUSION

5.1. Summary of the Study	61
5.2. Research Questions and Findings	61
5.3. Implications of the Study	65
5.4. Suggestions for Further Research	65
5.5. Our Reflections	66
REFERENCES	69
APPENDICES.....	72
CURRICULUM VITAE	85

LIST OF TABLES

TABLES	PAGE
Table 1. The shift in assessment types.....	12
Table 2. An example from language passport “ What have I learnt?”	17
Table 3. An overall look at language biography.....	18
Table 4. Design Issues and Options.....	33
Table 5. The stages of the research.....	35
Table 6. The correspondings of questions in autonomy for the questionnaire/interview.....	42
Table 7. The students feeling about tests.....	43
Table 8. The effect of tests on learner autonomy	45
Table 9. The students’ feeling about the ELP.....	49
Table 10. The effect of the ELP on learner autonomy.....	52
Table 11. Overall analysis of the results of the questionnaire and interview	59

LIST OF FIGURES

FIGURES	PAGE
Figure 1. The responses of the students about the effect of tests on autonomy.....	62
Figure 2. The findings having been revealed from observation and field-notes	63
Figure 3. The interview results about the effect of the ELP on autonomy	64

LIST OF APPENDICES

APPENDIX	PAGE
Appendix 1: Questionnaire	72
Appendix 2: Common Reference Levels.....	73
Appendix 3: Examples of the sections in language biography part.....	74
Appendix 4: Observation Checklist.....	77
Appendix 5: Field-notes form.....	78
Appendix 6: Interview	79
Appendix 7: Tasks examples about different topics.....	80

CHAPTER 1

INTRODUCTION

1.1. Backgrounds to the Study

Have you ever wondered why most students are afraid of school tests? One of the most important reasons is that students see the school tests as an assessment tool which is used to determine their success or failure in the lessons. This leads educators to search more about assessment. There are two main forms of assessment used while evaluating the students; summative and formative. The former is designed to get feedback about overall judgement at the end of a course of learning and used to grade the learners' products of learning; the latter is designed to provide feedback on the progress of learning and used to make adjustments in learning goals, teaching and learning methods, materials and so on (Ciel, 2000). Lately, the summative assessment type of assessment has lost its fame by means of the improving and globalizing world and left its place to the new understanding in which process of learning and assessing this process of learning are dominant rather than the product. There is an agreement among the educationalists about providing the learners with the opportunities to learn how to learn in order to make them more knowledgeable. This idea has triggered the importance of autonomy in learning as well.

According to Boud (1988) autonomy is a notion to learning which makes students take some responsibility for their own learning over and above responding to the teaching. In the same way, Cotteral (1995) exposes that autonomy is a desirable aim in language learning for philosophical, pedagogical, and practical reasons. The philosophical rationale behind the autonomy is learners' rights to make choices about their learning process. From the pedagogical perspective, autonomous learners are likely to feel more secure in their learning (Joiner in McCafferty, 1981). Furthermore, autonomy encourages learners to learn by themselves which helps them to become proficient without instruction and this is helpful in terms of the practical ground because it may not always be possible to reach an instructor. In addition, Knowles,

(1975) has mentioned the importance of autonomy in preparing the individuals for the changing world.

Little (2000) states the significance of learner autonomy giving two explanations. Firstly, providing that learners are reflectively involved in planning, monitoring and evaluating their own learning, their learning will be more successful than otherwise because it is more sharply focused. Secondly, this reflective involvement assists learners to integrate what they learn and what they are in such a way that they can use the knowledge and skills acquired in the learning environment outside the classroom as well.

This study is an attempt to accomplish two aims at the same time. Firstly, it attempts to demonstrate the deficiencies of school tests (the present assessment tool used at the beginning of the research) in helping learners' gaining autonomy. While describing the deficiencies, this study tries to display the feelings of students about tests and effects of them on learners and the learners' views about them.

Secondly, this study intends to reveal the importance of autonomy for learners. Within this framework, the study explores what the autonomy is, in what ways the autonomy helps the learners, what the ways of improving autonomy are.

In this study, we adopt a problem-centered approach in which the students become the agent of their own learning. In the light of review of literature, we find out that the answer to the problem of the drawbacks of tests and the issue of autonomy lies in the European Language Portfolio (the ELP).

We draw the study particularly on constructivism as theoretical framework and the ELP as a methodological framework. The design was built on constructivist assumptions that see learning as an autonomous process regulated by the learners' expectations, goals, existing schema and intentions (Rüschhoff, 2000).

1.2. Statement of the Problem

School tests used in our country have many shortages. They are generally summative assessment tools and they do not take into account the benefits of the formative assessment. If teachers teach their students certain facts in a certain period of time and evaluate them according to that certain knowledge, they may be satisfied with

the results of the products and they may conclude that they have taught well and the students have learned what they have been taught well in that period of learning. However, they will never be sure that the students have really learned the knowledge for long term purposes. This is not a desired case for life-long learning. In addition, the students learn the facts and knowledge in order to pass the exams. After the exams, they usually do not retain their knowledge. Depending on the observation and the negotiation between the colleagues during our teaching experience, we have also realized that students do not like their classes when their exams are difficult, which is a valid fact for English classes. In addition to this fear for exams, the students have been bored with the classical types of tests including fill-in, completion, matching, and translation questions. Although they learn many language components each year, they come to the school with an empty mind the following year since the tests are not generally meaningful for the students' learning and since these tests only attempt to assess that certain period of learning.

Unfortunately, among the teachers there has been a widespread tendency for using summative tests although some teachers are aware of the new development in their subject of the study. In fact, there are some basic reasons for teachers to insist on using those assessment tools. First of all, summative tests are easy in terms of practical reasons. They are not very challenging for the teachers to prepare, to apply, and to evaluate. Even if a teacher has a hundred students to teach, it does not take too much time to evaluate their learning when compared with the recent assessment tools which will be explained later. Another reason that makes summative tests popular among teachers results from teachers' accepting the new tools as more subjective which may create some problems. They find summative tests more objective due to the fact that the results are shown with grades and the grades refer to the number of the questions that the students have answered correctly. Also, they think that it is easier to be sure about the level of learning among their students by looking at their grades.

Although summative tests have some good points, they have lots of limitations, as well. For example, such tests always include uncertainty. Some students may not do their best during the test. Furthermore, while the questions in the test may favour some students, they may create bad results for some others (Bailey, 1998). The items are generally inauthentic and therefore the students cannot transfer what they have learned outside the classroom. They have to be done individually and since they encourage the

students to compete with each other, they cannot provide peer-learning or group works. Those assessment tools have a deficiency in providing feedback to the students as they do not have the chance of having their papers with them after the tests. In addition, the students have limited time to achieve in tests and this makes them nervous and anxious which can affect their performance directly. Finally and the most importantly, summative tests are insufficient in leading the students' autonomous learning. In order to get rid of the limitations of summative tests used mostly in our schools, we should donate the students with the aim of autonomous learning through effective assessment tools. Thus they can use the strategies to become autonomous learner, which is a recent interest among educators.

The situation in our country regarding autonomous learning is not very hopeful. The reason is that most of our teachers insist on using tests and they do not do anything additional to their assessment process to make learners autonomous. We wanted to be sure about the situation and applied a questionnaire to twenty-seven students of six-grades at a primary school. We would like to understand what the students feel about the tests used in their school. The participants of the questionnaire were chosen among the six-grade students by using purposeful sampling method (see Chapter 3, Participants). The questionnaire included ten questions (see Appendix 1). Consequently, we have found out that most of the students do not like tests used in their school and they think that they are not very sufficient to help the students in their learning autonomously which include the skills like understanding their learning aims, accepting responsibility for their own learning, taking initiatives in their learning process and so on.

We conducted the questionnaire to find answer to our research questions and to support our aims for the study. Depending on the results of the questionnaire, we can state that school tests have several constraints, yet many teachers use only those tools and this creates various essential problems in terms of students' learning. The problems inherent to tests may be overcome by using different assessment tools which can eliminate or reduce the problems.

In recent years, the new alternative assessment tools have been created and adopted for a better learning and teaching process. Some examples of these assessment tools are reading logs, rubrics, projects, portfolios. These contemporary assessment tools have many strong sides which can overcome or supplement for the deficiencies in

school tests (Bailey, 1998). Firstly, they do not include much uncertainty unlike traditional ones since they are not supposed to be completed in a certain period of time. The studies can be done outside the classroom when students feel comfortable, relaxed, and ready. Thus, students can do their best for their own study. Secondly, school tests favour some students as the questions or tasks are chosen by the teachers. Yet, alternative assessment is done through the tasks which have been selected by teachers and students co-operatively according to their interest. Therefore, each learner has the opportunity to study the subject to be learnt with his/her own wish. Moreover, more authentic materials can be used in this kind of assessment; hence, learning process of students goes on outside the class in their real lives. After that, students always have the chance of taking feedback for their learning process because they can keep their tasks with them and see their weaknesses in time and have the opportunity to make them stronger. After all and the most crucially, the process of students' being autonomous can be assessed through the alternative assessment tools such as self-assessment checklists, rubrics, portfolios through the teachers' observation, guidance, and interviews.

As a result of the findings above, the following questions arise:

1. What is the theory of learning in which learners are actively involved in their learning process?
2. What is one of the best ways of assessment improving autonomous learning in which learners are motivated to be responsible for their own learning?

In the light of review of literature on assessment and autonomy, we have realized that the answer to the first question lies in constructivism. The basis of constructivism depends on perceiving every person as an individual and being aware of the differences between people. Kelly (1955, Cited in Constructivist Theory, n.d.a) states that if we want to understand a person, then we have to understand how he or she sees the world, and so how he or she construes personal choices and decisions. Therefore, if we want to motivate the learners for their own learning, firstly we should provide them with a learning atmosphere arranged according to the learners' interests and needs. Thus, we also help them to construct their personal choices. In addition, one of the other bases of constructivism is that constructivism sees learning as an autonomous process organized for learners' interests, goals, and expectations. As a

result, constructivism helps learners to learn in a more motivated environment and improve their self-assessment skills through its autonomous learning techniques.

The answer to the second question lies in the European Language Portfolio (ELP). This recognition depended on the belief that ELP helps students to improve their autonomous learning through the projects prepared according to their own interest in dossier part (see Chapter 2, contents of the ELP) and the self-assessment parts filled according to improvement of learning by the learner and teacher together (see Chapter 2, contents of the ELP) (Little, 2002a). We also recognize that learners have a high degree of ownership on their own learning and development if they are actively involved in their own learning process. Therefore, the learners maximize autonomous studies.

We believe that the ELP makes the learners see their strengths and weaknesses, and gives the chance to study their weaknesses and to make them better for their own learning through the self-assessment parts and through the projects done. Little (2001) states that the ELP puts the students at the centre of the learning, enhances the learners' self-assessment skills, and have them own their learning process through showing them what they have achieved.

Consequently, we try to help learners to become autonomous learners by using the ELP. So, we aim to help learners to develop their self-assessment skills and to take the responsibility of their own learning through their projects done as their interests, needs, and goals for their learning process. While doing this, we make use of the principles of the constructivism which also encourages autonomous learning.

1.3. The Aim and the Scope of the Study

This study has been concerned with:

- the nature of the learners' assessment,
- the learners' point of view related to school tests,
- the degree of the learners' studying autonomously,
- the learners' reflections about the ELP,
- the way the ELP affects the learners' autonomy.

The study explores a group of young learners in order to find out their improvement on being autonomous learners. Thus, the aim of the study is the following folds:

1. to find out the effect of school tests on autonomy,
2. to display the feelings of students about school tests,
3. to demonstrate the effect of the ELP on learner autonomy,
4. to create an atmosphere where the learners are heartened to identify their own needs, interests, and goals; their strengths and weaknesses,
5. to explore if the students' autonomy in learning improve or not at the end of the study.

Considering the effectiveness of the ELP in autonomy, we have firstly dealt with the effect of school tests on learner autonomy and learners' feeling about tests. We conducted a questionnaire at the very beginning of the study. Then, we were interested in the effect of the ELP on learners' development on being autonomous through the implementation of the ELP and through an interview conducted at the end of the study. We supported the results of the study by means of our field-notes, observation, and students' portfolios.

The main data collection sources in this study (see Chapter 3) are the questionnaires obtained by the learners at the very beginning of the study, the students portfolios (ELP), observation and field-notes, and the interview carried out at the end of the study with the learners.

1.4. The Research Questions

In order to achieve the aims of this study, we have tried to answer the following research questions:

1. What are the effects of school tests on learner autonomy?
2. How do learners feel about school tests?
3. Is there any relationship between the ELP and learners' studying autonomously?
4. If so, in what way does ELP help young learners to become autonomous learners?

5. Does the ELP create an atmosphere where the learners are heartened to identify their own needs, interests, and goals; their strengths and weaknesses?
6. Does the students' autonomy in learning improve at the end of the study?
7. How do learners feel about the ELP?

1.5. Operational Definitions

Portfolio: A portfolio is a purposeful collection of a student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for judging merit, and the evidence of student self-reflection (Paulson, Paulson, and Meyer, 1991, 60).

ELP: It is a tool that was improved by the Council of Europe (CoE). It has three obligatory components: a language passport, which summarises the owner's linguistic identity; a language biography, which is designed to provide a reflective accompaniment to the process of learning and using second and foreign languages; and a dossier, in which the owner collects evidence of his or her developing proficiency in second and foreign languages (CoE, 2000).

School tests: The tests used in the participants' school at the time of research.

Autonomy: In this study the autonomy is defined as:

- a) understanding the purpose of their learning programme;
- b) explicitly accepting responsibility for their learning;
- c) sharing in the setting of learning goals;
- d) taking initiatives in planning and executing learning activities;
- e) regularly reviewing learning and evaluate its effectiveness (Holec 1981, Little 1991).

Young learners: In the study the sixth grade elementary school students are considered as young learners. They are between 11-13 years old.

1.6. Assumptions and Limitations

The present study, which aims at finding out the effect of the ELP on learners, has some limitations. First of all, the data were collected from an age-specific group, namely young learners attending sixth grades at a primary school. That is, the results of the study can only be generalized to the learners at these ages, probably 10-12 years old. However, young learners are generally divided into two as five to seven and eight to ten years old (Scott and Ytreberg, 1990, p.1). Since the aim of this paper was to evaluate the sixth grade autonomy through the ELP, it only consisted of the latter category of young learners. This may have affected the results of the study in terms of making generalization to all young learners negatively.

Secondly, the limited number of participant may cause problems in terms of generalization, too. Especially, the number of the participant whom the researcher interviewed with may not be enough to make generalization. For this reason, involving more students to the study would offer more reliable and generalized results.

In addition, because of the limited time, the researcher had to limit the time that she conducted the study and she completed the implementation of the ELP in the time of one term, almost two-months. This also affected the variety of the activities and materials used since the researcher had to apply the study according to the curriculum of the participants for not disrupting their program. If the study could be applied in a wider process regarding to time, the results would be more fruitful in terms of including different activities based on different skills such as listening, speaking, and reading. Consequently, including the issues mentioned above might be beneficial in obtaining a wider scope for the results of the study.

Later, this study was conducted in a private school with a staff who were very keen on learning the new methods for their school program, and the students of which were also motivated to such kinds of things that affect their learning positively. This might have affected the results in a positive way.

Most importantly, the researcher used a questionnaire and an interview as data collection tools. However, she used the similar items in both tools with the difference of focus in every item. That is, the focus of the questionnaire was tests and the focus of the interview was the ELP. The reason why the researcher did not use the same data collection tool for the same purpose is that the researcher believes that the participants

were familiar with tests so they can express their opinion about school tests clearly even if they were asked as a questionnaire. However, the ELP was a new tool and the participants may want to ask questions, make comment, and give example. Also, the researcher may want to clarify some points with additional explanation given by participants. Yet, this can be a limitation for the study.

Finally, although the starting point of the study is school tests and their effect on learner autonomy, this study only includes self-assessment studies in students' portfolios and teachers' assessment which was added to the students' grades at the end of the term. It does not include the assessment regarding to global scale (see Appendix II), which is needed in the ELP. The reason for not using the assessment levels in global scale is that our main aim here is to see the degree of improvement of the students in terms of autonomy, not the degree of improvement of the students in terms of the level in the global scale, which may be another limitation for the research.

CHAPTER 2

REVIEW OF LITERATURE

2.0. Introduction

In this chapter we review the literature with the aim of providing background information about conceptions of assessment and assessment types. In addition, we introduce the research methodology as an alternative assessment tool - the ELP-, its definition, its components, and the development of theoretical concept within the learner autonomy in this framework.

Furthermore, we introduce autonomy, the definition of autonomy, the reasons for developing autonomy in learning, the ways to improve autonomy, and then we argue our research methodology, the ELP, as a tool for enhancing autonomy.

Finally, we introduce constructivism, the theoretical framework the study draws on, and its components, principles, and its compatibility with the ELP. We discuss constructivism as a theoretical framework for the research design, and we present a context for the study regarding the studies which display learner autonomy appropriate to our research questions. At last, we acknowledge the compatibility of ELP, constructivism, and autonomy.

2.1. Assessment and Assessment Types

Assessment is one of the most important stages of learning and teaching both for the teachers and for the learners. The teachers are dependent on the result of the assessment while determining what, when, where, and how to teach. The students become aware of their learning in terms of how much they have learned what, how they have learned it, how they should study, what they could not learn and thus they take some decision about their own learning. Although assessment is very important, how we assess students is more important than the assessment itself. In general, teachers

tend to assess students' achievement which gives information to them about what students have achieved in the lessons and the term "achievement" usually depends on the students' success according to their grades taken from school tests. Furthermore, the grades are only the results of students' products of learning carried out inside the classroom. However, for an entire assessment teachers should assess the learners' performance inside and outside the classroom besides their classroom learning. The important point is how much learners perform their learning in their real lives. At this point we encounter the different types of assessment. Teachers must be aware of different types of assessment to reach all these goals.

Together with the new understanding of teaching and learning there has been a shift in the assessment types.

Table 1. The shift in assessment types (Brown, Bull, and Pendlebury, 1997, Cited in Ciel, 2000a)

FROM	TOWARDS
Written examination,	coursework,
tutor-led,	student-led
implicit criteria,	explicit criteria,
competition,	collaboration,
product assessment,	process assessment
objectives,	outcomes,
content,	competencies.

As Brown, Bull, and Pendlebury (1997, Cited in Ciel 2000a) stated lately coursework has been used instead of written exams. There has been a movement towards more student involvement and choice in assessment. Group assessment has gained fame through the collaborative learning between students. Student focussed "learning outcomes" have begun to replace more teacher orientated "objectives". The focus has been more on what the students learn rather than what the teacher teaches (Brown, Bull, and Pendlebury, 1997, Cited in Ciel 2000a). Besides, the former types of assessment and the latter types of assessment are different from each other in terms of

their utilities. Assessment can be divided into two as summative and formative according to the functions.

2.1.1. Summative Assessment

Summative assessment provides accountability and is generally used to check the level of learning at the end of a program. Summative assessment equates with the assessment of the product or outcomes of learning (Ciel, 2000). For example, when students complete a program, they have the knowledge to pass according to their test results. Those tests are summative because they are based on the cumulative learning experience. They display students' success with grades. Namely, this assessment type reminds of numbers. A final mark or grade is awarded (Atkins, et al, 1993, p.7). Reliability is very important in summative assessment since teachers use grades to classify students and compare them to each other.

Summative assessment reviews student learning at some point in time, generally at the end of a course. It usually consists of written exams. Most standardized tests are summative. They cannot provide the immediate, contextualized feedback useful for helping teacher and student during the learning process. However, they help the teachers in organizing their courses because summative assessment shows whether program goals and objectives have been met or not as well.

2.1.2. Formative Assessment

In contrast to summative assessment, formative assessment is often done at the beginning or during a program; therefore it provides the opportunity for immediate evidence for student learning in a particular course or at a particular point in a program. Classroom assessment is one of the most common formative assessment techniques. The purpose of this technique is to improve quality of student learning and should not be evaluative or involve grading students. Other formative assessment techniques involve spoken or written encouragement, corrections, advice on essay plans, the marking of first drafts, project works, and portfolio tasks and so on. Formative

assessment occurs when teachers give feedback to the students in order to provide the student to learn better, or when students can engage in a similar, self-reflective process. The focus is in encouraging more understanding in the students regarding to their strengths, weaknesses, gaps in knowledge (Ciel, 2000). Unlike summative assessment, implementing formative assessment techniques takes more time since the teachers have to evaluate every student individually. However, there are some ways to make them easier to apply in the classes such as encouraging the students for peer and self-assessment, using checklist or rubrics.

2.1.3. Alternative Assessment

Summative and formative assessment has both strong and weak points for assessment. It is not right to say that one of them is always better in assessing the students than the other. The functions of both types are different and assessment is true when it is used according to the aims of the program. However, the trend in globalizing world is to make use of both type of assessments and take their advantages for an effective learning. As known, the school, courses, and teachers tend to use summative assessments, written exams and tests, more than formative. However, Bailey (1998) states that every test score includes an uncertainty because of different factors. Some students cannot do their best while taking the exams. The questions may create some problems if they are not prepared well. Also, it is difficult to say for a teacher that a student who takes 59 is unsuccessful when the passing grade is 60. Regarding all these issues, applying process assessment (formative) in addition to the product assessment (summative) must be inevitable. These inevitable results lead the teachers to find out new assessment tools used as formative and some alternative kinds of assessment come out such as performance tests, self-assessment checklist, rubrics, peer-evaluation, projects, and portfolio assessment which may include all these in it. At the following part of the study, we review the basis of the ELP in relation to the definition, contents, functions, and assessment. Lastly, we go over the ELP in terms of a tool for assessment and a tool for autonomy.

2.2. European Language Portfolio (ELP)

2.2.1 Definition of the ELP

ELP is defined in CoE (2000) as “is a document in which those who are learning or have learned a language - whether at school or outside school - can record and reflect on their language learning and cultural experiences.”

It is an instrument facilitating the recording, planning and validation of lifelong language learning both within and beyond the educational context. There is a variety of ELP because one single ELP cannot meet all the learners' needs in different environments. Schneider and Lenz (2001) state those reasons as learners' age, special groups, and different environment and traditions. Age is the most important reason because an age-specific ELP is better to consider both the personal and intellectual development of the learners and also changing environments and needs of them as they grow up (cf. Trim in Christ et.al. 1996, 6-7). As the age is the basic reason for varying ELP, three different types of ELP were suggested according to the basic stages of individual and social development: childhood (up to around 12), adolescence (from around 12-20), and adulthood (Trim, 1997a). Language learning is different in each stage. Schneider and Lenz (2001, p 35) state the typical of language learning in childhood, which is the concern of this study, as in the following:

- Some children are hardly aware of the existence of languages other than their L1 while others are already bi- or plurilingual when school language learning starts.
- For many learners the use of a specific foreign language taught in school is strictly limited to the classroom.
- Developing plurilingual and intercultural *awareness* may be a primary objective.
- Motivation for language learning is a primary concern.
- Methods and tasks are adapted to the cognitive and emotional development of children.
- General pedagogic concerns such as learning to learn are important.

- Reporting achievements beyond the school and home context is hardly relevant.

Although there is a variety in the types of ELP, each version of the ELP must be closely related to the six levels of competence of the Common European Framework (CEF), which is used to evaluate the learners as basic users (A1-A2), independent users (B1-B2), and proficient users (C1-C2) (CoE, 2001b). They are valid all over Europe and provide that the evaluation of language achievement is easily comparable on a transnational level.

2.2.2. Contents of the ELP

The ELP consists of three parts, language passport, language biography, and dossier.

Language Passport

Language passport is the section which overviews the individual's proficiency in different languages at a given point in time; the overview is defined according to the skills and the common reference levels (see Appendix 2) in the Common European Framework (CEF, 2001). It keeps formal qualifications and describes language competencies and noteworthy language and intercultural learning experiences. It also includes information on partial and specific competence. It permits for self-assessment, teacher assessment and assessment by educational institutions and examination boards and requires that information entered in the Passport stating on what basis, when and by whom the assessment has been carried out. The language passport section is a holder of the languages which students have some competence in, and it consists of

- a profile of language skills in relation to the Common European Framework;
- a résumé of languages learning and intercultural experiences; and
- a record of certificates and diplomas.

Aarts and Broeder (2003) state that the language passport consists of three sub-parts, including *What have I learnt?*, *What does my teacher say?*, and *My experiences*

with languages. They also propose the following table to be able to used for two sub-parts: “What have I learnt and What does my teacher say”.

Table 2. An example from language passport “What have I learnt?” (Aarts and Broeder, 2003).

LANGUAGE:	DATE:				DATE:				DATE:			
Listening:	A1	A2	B1	B2	A1	A2	B1	B2	A1	A2	B1	B2
Reading:	A1	A2	B1	B2	A1	A2	B1	B2	A1	A2	B1	B2
Talking to others:	A1	A2	B1	B2	A1	A2	B1	B2	A1	A2	B1	B2
Speaking:	A1	A2	B1	B2	A1	A2	B1	B2	A1	A2	B1	B2
Writing:	A1	A2	B1	B2	A1	A2	B1	B2	A1	A2	B1	B2
Remarks:												

Language Biography

Language biography is the part for recording the learners’ personal language learning history. It is a description of the learner's personal language learning history, which helps learners to set and evaluate their own language learning aims and objectives and to reflect on their own language learning and intercultural experiences, and thus evaluate their present levels in each language. It is an updateable record of when, where, how and why the learner learned each language that s/he knows. In this part “can do” statements are very important. According to the CEF, what the learner knows and achieves in every language in terms of language skills such as listening, reading, speaking, and writing is expressed through “can do” statements (see Appendix 2). This gives the learners a chance to state what the learner “*can do*” in each language and to reflect information on linguistic and cultural experiences obtained in and outside formal educational contexts. This information helps the learners to find out the most suitable way of learning and facilitates them to take decisions about their further language learning. In addition, it promotes plurilingualism by developing competencies in different languages. Language biography consists of different sections such as *my language learning aims*, *my language learning history*, *my most significant linguistic and intercultural experiences*, and *my current language learning priorities* (ELP, n.d.,

retrieved from www.eaquals.org). We can describe the content of each section as in the Table 3. See Appendix 3 for the examples of each section of the language biography described below.

Table 3. An overall look at the language biography (ELP, n.d.)

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

Dossier

The dossier includes samples of the learner's works in the foreign language(s) (see Chapter 4), illustrating his/her language skills, experiences, and achievements. These collected samples of the learner's works provide an evidence of his/her competence in the languages that s/he is learning. Furthermore, it gives a chance to the learner to reflect on his/her learning progress and to the others to see what the learner can do with the language that s/he has learned. At the beginning of the dossier, learners can put a content page which is helpful to follow what is done.

The decision about what the dossier should include is up to the learners. However, any of the followings can be guide for the learners trying to decide the content of their dossier.

- examples of good written language work,
- audio/video recordings,
- descriptions and results of project work,

- documents, diplomas, certificates,
- course descriptions,
- reflections on language learning progress,
- reports from tutors,
- statements from others about the learner's language skills,
- things the learner would like to keep and show others.

2.2.3. Functions of the ELP

ELP basically has two main functions as pedagogical and reporting (Vosicki, n.d.). He states that ELP is a productive and practical tool providing the learner responsibility for structured self-assessment, fixing objectives and planning future learning. It contributes to increasing motivation and to improving the quality of language learning and teaching as pedagogical functions. For reporting functions, it supplies other people such as teachers, parents to be informed in a clear, transparent and comparable way of all the language knowledge and intercultural experiences of a learner. Moreover, it also validates language learning.

2.2.4. The ELP as a Tool of Assessment

Little (2001) mentions that self-assessment is vital for using the ELP. Self-assessment is summative in the language passport, where the learners periodically review their proficiency in languages; and formative in the language biography, where the learners set learning targets, monitor learning progress, and evaluate learning outcomes regularly; and both formative and summative in the dossier, which include up-to-date overview of the learners' proficiency and experience. From the light of these findings, this study aims to find out the effect of the ELP on learner autonomy for young learners.

2.2.5. The ELP as a Tool for Autonomy

Little (2002a) states that one of the most important pedagogic functions of ELP is that it makes the language learning process clearer to learners, develops their capacity for reflection and self-assessment, and provide them to get more responsibility for their own learning, so that they can be more autonomous learners. In addition, the ELP is a helpful tool for self-assessment in that ELP includes a) language passport which provides summative assessment by periodically reviewing the learners' language proficiency according to their grades and achievements and b) language biography where the learners set learning aims, check their learning progress, and evaluate learning outcomes during the learning process which provides formative assessment; and c) dossier including up-to-date overview of the learners' proficiency and experience, which supplies both formative and summative assessment.

In order to understand the usage of the ELP as a device improving learners' autonomy, different studies were conducted. As an illustration, Vosicki (n.d.) piloted the ELP in higher education. She aimed

- a) to establish whether the ELP is a valid tool in higher education language studies from the point of view of clarity, comprehension, relevance and reliability as perceived by the students,
- b) to assess its effectiveness in raising students' level of reflection on language learning,
- c) to evaluate the effect of the ELP on independent learning as an aid in planning the learning process and as a source of motivation for the learners.

We found that the ELP has important potential to encourage a new approach to teaching and learning through focusing on independent learning, through considering invisible factors which influence language learning, through making use of formative evaluation during the period of learning. Furthermore, she mentioned that it provides clear, comprehensible, non-prescriptive and transnational evaluation.

Moreover, Ferrero (in Little, 2002b) implemented the ELP in primary school. She intended:

- a) to hearten the students to learn more than one language as an intellectual purpose,

b) to make students be aware of the learning process which helps them to develop self-assessment skills and to become more autonomous as pedagogical purposes, and

c) to test the practicability and extendibility of the ELP.

As a result, she found out that the learners had a higher emotional involvement, better motivation, and improved reflection and self-assessment skills at the end of the study.

2.3. Learner Autonomy

2.3.1. Definition of the Autonomy

Autonomy has been considered as an ambiguous term to define. In the relevant literature there are many different words and synonyms used for autonomy such as independence (Sheerin, 1991, cited in Thanasoulas, 2000a), language awareness (Lier, 1996; James & Garrett, 1991, cited in Thanasoulas, 2000a), self-direction (Candy, 1991, cited in Thanasoulas, 2000a), andragogy (Knowles, 1980; 1983a, cited in Thanasoulas, 2000a) and so on. In spite of these different words, there has been a broad agreement in the general points in every definition. According to Little (1991:4), “it is a capacity – for detachment, critical reflection, decision-making, and independent action.” It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his/her learning. The capacity for autonomy will be displayed both in the way the learners learn and in the way s/he transfers what has been learned to wider contexts.

To Holec (1981:3), autonomy signifies the ability to take charge of one’s learning. On a more general definition autonomy is delineated as the following five ways:

1. for situation in which learners study entirely on their own;
2. for a set of skills which can be learned and applied in self-directed learning;
3. for an inborn capacity which is suppressed by institutional education;
4. for the exercise of learners’ responsibility for their own learning;

5. for the right of learners to determine the direction of their own learning (Benson & Voller, 1997:1, cited in Thanasoulas, 2000b).

In the vein of Holec, Dam (1990, cited in Thanasoulas, 2000a) explains autonomy in terms of the learners' willingness and capacity to control or oversee their own learning. One of the definitions characterized by Holec (1981) and Little (1991) is that:

- understanding the purpose of their learning programme;
- explicitly accepting responsibility for their learning;
- sharing in the setting of learning goals;
- taking initiatives in planning and executing learning activities;
- regularly reviewing learning and evaluate its effectiveness

When dated back, it can be seen that two of the major influences on the concept of learner autonomy have been drawn from Vygotsky's and Kelly's studies. Vygotsky emphasized the significance of social relationships to the development of mental abilities and thus learning. The fundamental term in his theory is "the zone of proximal development" which stands for the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Vygotsky, 1978:86, cited in Schwienhorst, 1997). Similar to Vygotsky, Kelly (1963, cited in Schwienhorst, 1997) also calls attention to the importance of environment where learning takes place through his personal construct theory. In his theory, he points out that every person construes what is going on around in different ways depending on his/her own experiences. Upon relating his theory with language learning, we can state the value of increased awareness in learning process and the value of environment as well.

Reflecting on all these definitions and seeing the similarities, we tried to find out the compatibility of the definitions in the literature. Then, we decided to use Holec's and Little's definitions for autonomy. The reason for choosing this particular definition based on the aims of the researcher in the study directly. Until we started to study for this research, we had observed in her school and in her learning experiences that most of students were unaware of the purpose of their learning, they were not volunteer to accept responsibility for their learning, they were not motivated to plan and

to do learning activities, and they were not evaluating what they learned. The situation in general is in such a way that learners do not tend to identify their own learning aims. They are used to be told what they are supposed to accomplish at the end of the term and to be assessed by teachers. The definition of Holec (1981) and Little (1991) covers nearly all parts of the problems stated above.

2.3.2. Why is Learner Autonomy Needed?

Almost all definitions of autonomy include the term “reflection” in a way and this term is the heart of learner autonomy. Being reflective incorporates with taking responsibility for learning, checking learning process, being independent as well. So, knowing what to learn, why to learn, and how to learn makes learners be sensitive and be motivated for their learning. Barnes (1976, (80), cited in Little, 2002b) reveals the importance of educating students in a setting which offers them to create their own purposes and which makes them consider the importance of their own learning purposes, not our own. However, like learning how to drive, autonomy includes a complex of procedural skills. Likewise, the development of learner autonomy depends on their progressive achievement of these procedural skill, for example, achievement of learning targets.

Little (2000) favors autonomy in view of two main reasons. Firstly, unless the learners are reflectively involved in their learning process (planning, monitoring, and evaluating), it is almost impossible to be more efficient and effective as involving them into their learning makes the learning more personal and focused. Secondly, proving that the learners are actively handed over their learning, we do not have to deal with the motivation problem. Even though they may not feel completely optimistic about their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks. He also states that it is easy to solve communication problems in language classes since it is easy for autonomous learners to take initiatives effectively in such communication areas.

According to the theory of learner autonomy (Dam 1995, cited in Little 2002b), learning depends on partnership: learners share in planning learning (which is the

beginning of reflection). Both learners and teachers take initiatives at the same time which means that learners are sometimes teachers and teachers are sometimes learners.

2.3.3. Ways For Improving Learners' Autonomy

Little (2000a, 2000b) implies that making learners autonomous has been a matter influenced by neo-Vygotskian psychology which presents learning as a matter of supported performance and which implies the interdependence of cognitive and social-interactive dimensions of the learning process. In relation to the idea itself, teachers should create and sustain an atmosphere in which the learners can be autonomous.

There have been many tools helping learners to enhance autonomy such as self-reports, diaries, evaluation sheets, checklists, performance tests, posters, learning logs, projects, tasks, rubrics, and portfolios. As an example of which, Dam (1995, cited in Little 2000) used a technique including posters and learner logbooks to make the learners autonomous. He wanted to use the posters and logbooks in order to encourage learners to have much of the content of learning, to assist the development of speaking, and to provide a focus for assessment. The key techniques applied are a) using the target language as the preferred medium of teaching and learning from the very beginning, b) the gradual development by the learners of a repertoire of useful learning activities, c) ongoing evaluation of the learning process, achieved by a combination of teacher, peer and self-assessment. At the end of the study, he noted that the students' knowledge about the content of learning and their assessment skills developed. Another way of promoting learner autonomy is using self-access language learning designs.

Though all the tools mentioned above are helpful for improving autonomy, portfolios are one of the most useful ones since they let the learners use different tools inside. In other words, portfolios may consist of self-assessment, checklists, projects, diaries, rubrics and so on. Recently, the Council of Europe has offered the European Language Portfolio (ELP) as a tool for developing autonomy.

2.3.4. The ELP as a Tool for Improving Autonomy

The Council of Europe (CoE), giving much importance to modern languages, has been dealing with the issue of language. Schneider and Lenz (2001) summarize the aims of the CoE about the languages as in the followings:

- The deepening of mutual understanding among citizens in Europe;
- Respect for diversity of cultures and ways of life;
- The protection and promotion of linguistic and cultural diversity;
- The development of plurilingualism as a life-long process;
- The development of language learner;
- The development of the capacity for independent language learning;
- Transparency and coherence in language learning programmes.

Considering the importance of portfolios in language learning and taking into account the aims mentioned above about the languages, The Council of Europe has developed the European Language Portfolio (ELP) as a new tool for learning. The philosophy behind ELP is also stated in Common European Framework (CEF) (2001:5) as:

“A further intensification of language learning and teaching in member countries is necessary in the interest of greater mobility, more effective international communication combined with respect for identity and cultural diversity, better access to information, more intensive personal interaction, improved working relations and a deeper mutual understanding. To achieve these aims language learning is necessarily a life-long task to be promoted and facilitated throughout educational systems, from pre-school to adult education”.

Drawing from the aims and philosophy of CEF, we may conclude that ELP takes its roots from the principles of learner autonomy and self-assessment in the language learning process. It is designed to make the language learning process more transparent to learners, develop their capacity for reflection and self-assessment, provide them gradually to adopt more and more responsibility for their own learning, and thus make them more autonomous.

Using the ELP to develop learner autonomy connotes making changes to the way you teach by forming environment for learners to take initiatives. It does not

represent working against the curriculum seeing that all communicative curriculum goals can be restated in terms of the Council of Europe's common reference levels, which strengthen the ELP. The ELP's checklists of target skills can be an assistant to the teacher in planning dynamically and flexibly. Mediating between the syllabus and the textbook, they help to move the planning process away from the structure of the textbook towards the teacher's sense of where the learners are now and where they need to go next. The ELP can also aid learners to understand syllabus objectives in terms of their developing communicative repertoire, to analyze textbook units and examination tasks in terms of underlying target skills, and to understand what they are doing and why they are doing it (Little, 2002a).

2.4. Theoretical Framework of the Research

2.4.1. Constructivism

Language learning has usually been described as one of the most impressive mental operations of the human mind in terms of the complexity of grammatical structures, the size of the mental lexicon, and multiple functionality learners of any language are encountered with (e.g. Schwarz 1992 cited in constructivist theory, n.d.a). Therefore, the fact how a language can best be learned has often been a research topic. There has been a shift from behaviouristic concepts which see learning as easily controlled stimulus-response relationship towards cognitive ones which see learning as a complex activity. Knowledge construction as a recent aspect has recently been added to the concepts discussed because the latest theories have an agreement on that learning is meaning-making process that the learners are responsible for their own learning.

Constructivism states that learning takes place in contexts, where learners construct what they learn and understand their learning as a function of their experiences in situation. Learning is an active process in which learners construct new ideas or concepts based on their new and past knowledge (Bruner, 1966 cited in constructivist theory, n.d.b). Learners select and transform information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Since constructivism views learning as an active, creative, and socially interactive process

and see knowledge as something that learners must construct and form, teachers only assist them to construct meaningful and functional forms of what they absorb. Thus, a methodology depending on such principles gives importance to learner and process orientation, and learner autonomy (Wolff, 1994 cited in constructivist theory, n.d.a).

2.4.2. Principles of Constructivism

There are some guiding principles of constructivist thinking. Knowing these principles helps teachers to create a constructivist learning environment and to apply them in their teaching process. Rüschoff (2000) states these principles as in the following.

- learning must be regarded as an active and collaborative process of knowledge construction;
- learning is to be seen as an autonomous process, to be regulated by the learners' expectations, goals, existing schema and intentions;
- learning is a process of experimentation based on previous knowledge and experience;
- learning is a process of socially negotiated construction of meaning;
- learning is a process which must be supported by a rich learning environment rooted in real life and authentic situations.

To sum up, language learning is an active process in which the learners construct meaningful forms of input considering their current and past experiences and knowledge. It is also an autonomous stage which means the learners are responsible for their own learning process and which also helps the learners to raise their awareness for their learning.

The question is how to put the theory discussed above into the practice. The answer is to adopt a process-oriented and project-based approach in a fruitful and facilitative learning environment. In order to achieve this, the European Language Portfolio (ELP) which depends on the constructivism can be used because the ELP motivates the autonomous, process-based learning through the contents of projects constructed by the learners' experiences and knowledge.

CHAPTER 3

METHODOLOGY

3.0. Introduction

This chapter presents the research design, the instruments, the selection of the participants, the research procedures, data collection, and the methods for data analysis.

The present study aims to find out the effect of the ELP on learner autonomy for young learners, and the development of the process of becoming an autonomous learner through the ELP. In the light of theories discussed in this study so far, we have three frames of reference regarding the design of the study.

The first frame of reference is the definition, contents, functions, assessment, and usage of the ELP. The ELP, within this frame of reference, is viewed as a tool for learners in their improving and assessment process, and their learning autonomously. The ELP helps learners to promote their autonomous learning and their self-assessment process (CoE, 2002). Unlike traditional assessment tools, which assess students' learning outcome and products of learning, we tried to make use of the ELP as an assessment tool, which focuses on learners' learning process.

The relevant literature about traditional assessment types has been discussed. We argue against school tests which assess only students' productions of learning. As mentioned in the previous chapter, school tests have some deficiencies like a) assessing only students' outcome of learning b) creating a stressful atmosphere c) having limited time and d) favoring some students.

We agree with Little (2000) in alternative assessment and using ELP as an assessment tool. The ELP has an effective role in improving the students' autonomy with its parts including;

- biography which covers self-assessment "I can do" statements,
- dossier which includes the example tasks showing what the students can do
- passport part which consists of the results of the students' learning like certificate, grades, diplomas and so on.

The second frame of reference is constructivism which has been chosen as theoretical framework of the study. The reason for choosing constructivism as a theoretical framework for the study lies in the principles of constructivism which have been explained in the previous chapter (see Chapter 2, the theoretical framework of the research).

The third frame of reference in the study is the type of the study, explicitly, qualitative research. The rationale determining the type of this study can be understood clearly from the characteristics of qualitative research which Meriam (2002) has noted as follows. First of all, meaning in qualitative research is built by individuals with their world which is not permanent, single, agreed upon or measurable as in a quantitative study. Qualitative studies try to understand events in their exceptionality. In this study, the researcher dealt with learners and their process of becoming autonomous which is not a measurable and fixed situation and also the researcher sought to comprehend the situation in its individuality. Secondly, in a qualitative research the researcher is the main instrument for data collection and analysis which helps the researcher to expand understanding with nonverbal over and above verbal communication. In this study we are the primary instruments for data collection and analysis as well. We have been at every stage of the study to understand and interpret everything going on during the study. Thirdly, qualitative studies are inductive collecting data so as to formulate hypothesis, theories, or concepts in contrast to quantitative studies originating hypothesis to be tested deductively. This study has not got any hypothesis to be tested at the very beginning of the study. Instead, it has research questions and the study attempts to shape them as concepts at the end of the study. Lastly, the outcome of qualitative research is descriptive which transmits the results obtained from interviews, field notes, documents through words and pictures rather than numbers as in quantitative ones. Field notes, interviews, observations, questionnaires were used for data collection and they were stated by words and tables mostly. We chose these tools depending on the theoretical and methodological framework of the study connectedly.

3.1. The Participants of the Study

This study was conducted with 27 six-grade private school students in Adana. At the time of the research they were learning English and they had just started to learn German as the second foreign language that the researcher applied for the ELP. This particular private school was chosen for two reasons: the first is that the teachers in that school were very eager to learn about how to apply the ELP in their classes. Another reason resulted from the availability of the school in terms of participants, teachers, and necessary equipments for the study. The school used portfolio in their classes, especially in English before, so the teachers and the students were aware of what a portfolio was. We thought that it would be easier to apply the ELP both for the teachers and for the students. Secondly, since it was a private school, almost all the necessary equipments for the study could be supplied in the school such as photocopy, OHP, a seminar room, a study room and so on. The participants were among 12-14 years old. They had been learning English for at least three years and they had just started to learn German at the time of the research.

The study was conducted nearly throughout a term beginning from October to the end of January which is the end of the term as well. In qualitative studies using random sampling methods makes little sense as qualitative studies try to understand the meaning of an incident from the perspective of the participants. Therefore, it is better to choose participants among which the most can be learned (Meriam, 2002). The type of a qualitative study in such cases is purposeful sampling. So, we used purposeful sampling method in this study as well. Purposeful sampling method means choosing information-rich cases which qualitative researchers can learn a lot about the important issues in their study regarding to the purpose of the study (Patton, 1990). While choosing participants, we worked together with the headmaster of the English Language Teaching department so as not to intervene or disrupt their curriculum. This process included the following steps:

- determining the level of the chosen grade (A1,A2,B1...),
- determining the grade of the students (4th, 5th,6th),
- determining the participants (choosing a class, choosing students from different classes)

The classes were arranged according to the language proficiency level of the students such as A1, A2, B1, B2. Moreover, A1 level classes consisted of successful students while B2 students were generally the least successful learners. If we worked with either A1 or B2, the result of the study could include biases according to the students' level of success. For that reason, we decided to work with one B1 level class which includes the students with average level of language proficiency with the intention of increasing the reliability of the study. This was the first problem that we encountered in selecting the participants. The second problem encountered in this stage resulted from the difficulty in picking up the grade of the students among 4th, 5th, 6th, 7th, 8th grades. The focus of the study was young learners, so 4th, 5th, or 6th grades could be chosen by taking into account their ages. There were many students in different classes to be chosen as participants. However, thinking about the aims of the ELP, the researcher tried to apply the ELP in more than one language, and then she decided to choose six-grade students who had started to take German lesson besides English. Lastly, it was difficult to work with students with different classes and this may have interrupted the curriculum of the school. So, we made a decision about studying with all the students in a B1 level six grade class together both for not disrupting their school program and for the availability of the participants together. In this way, we also had a chance to see the effect of the ELP in a real classroom atmosphere. After determining B1 level 6th grade as participants, we took the curriculum of the participants and organized the studies which would be conducted during the research for each week. Although the questionnaire and the ELP implementation were conducted on those 27 students, the interview was conducted on 10 of them chosen by randomly among 27 participants because it was difficult to make an interview with all the participants in the classroom.

3.2. Research Design

This study is a qualitative research. Qualitative studies are divided into different types according to the aims of each qualitative research. Meriam (2002) states the types of qualitative research as

- Basic Interpretive Qualitative Study

- Phenomenology
- Grounded Theory
- Case Study
- Ethnographic Study
- Narrative Analysis
- Critical Qualitative Research
- Postmodern or Poststructural Qualitative Research (p.3-10).

The type of this research is the basic interpretive qualitative study. A basic interpretive study deals with how participants understand a situation or a process, how they make meaning of the situation or the process. Meriam (2002) points out the interests of a basic interpretive qualitative research as in the following: a) how people interpret their experiences, b) how they construct their worlds, c) what meaning they attribute to their experiences, and finally d) how people make sense of their lives and their experiences. In this study, we are the main instrument providing the meaning to the participant. It is carried out inductively and the results are shown descriptively. Data are obtained via interviews, observations, field-notes, and document analysis (Meriam, 2002). The analysis and interpretations are done according to the researcher's or the researchers' understanding depending on the participant's perspectives. Seeing the explanation above, the study nearby was named as a basic interpretive qualitative research. In the study, our aim was to see how learners make sense of experiences with the ELP for the autonomy. It was conducted inductively which made the learners form their own hypothesis about the ELP and the findings obtained from the interview, field-notes, and document analysis (the learners' portfolios) were shown descriptively through our own interpretations.

After deciding on the type of the study, we went through the steps to be followed while designing the study. Patton (1990, p. 197) clarified the issues and options in qualitative research clearly. We adapted the original one to make it more appropriate for the study and prepared Table 4 to design her study and not to skip any essential action for the study.

Tabel 4. Design Issues and Options (Patton, 1990, p. 197)

ISSUES	SAMPLE OPTIONS AND CONSIDERATION
The primary purpose of the study	Basic interpretative research
The focus of the study	Depth trade-offs
The units of analysis	Group
The sampling strategy or strategies	Purposeful
Types of data to be collected	Qualitative and quantitative
Controls to be exercised	Naturalistic inquiry
Types of analytical approaches to be used	Inductive, content analysis, cross-case
Addressing the validity and confidence in the findings	Multiple data sources/methods/perspectives
The time, the length, and the phases of the study	Fixed time line, exploratory phase
Handling logistics and practicalities	Entering to the setting, access to people, contracts and so on
Handling ethical issues and matters of confidentiality	Informed consent, protection of human subjects and so on.
Available resources and cost	Supplies, data collection, reporting, publishing

The central concern of this study is to present the changes of the learners in terms of autonomy at the end of the research employing the European Language Portfolio as a methodology. The procedure followed for the period of the study was shown in Figure 5. The contacts were arranged with the students and their teachers during the implementation. As seen from the table, at the very beginning of the study a seminar was given to the teachers to make them be aware of what the study was, what the researcher's aims were, and what the basis of the ELP was as an input session theoretically. Then, we conducted the questionnaire (see Appendix 1) to get the students' present knowledge about traditional assessment (tests) and their opinion about autonomy. The questionnaire was analysed by using cross-case analysis (see sections 3.4.1 and 4.1). Afterwards, the implementation of the ELP started. The implementation process included certain stages. In order to decide what to be covered during the ELP

implementation, we took the curriculum of six-grades and determined the subjects to be taught and then prepared a ten-week program. Each week we got together with the participants for two hours. So, we had to work both with English and German teachers together because of the limited time. After the teachers taught the subject of the week, we conducted practice and production parts that could be applied with the ELP. That is to say, we became the participant's another teacher both in English and in German during the study. This provided to be close to the participants and observe them in a real classroom atmosphere. Throughout the implementation, we observed, took notes, and helped the learners. We took detailed field notes about the procedures followed, materials used, reflections and reactions of the participants, strengths and weaknesses of each session, our own reflections. The participants' materials and tasks were collected, evaluated, and then were given back in the other session. In addition, at the very beginning of every session, we gave necessary information to the participants such as how to complete language biography and passport, how to prepare tasks for dossier, how to assess themselves through the checklists and so on. After finishing the process, the researcher applied the questionnaire and interviewed with the participants to see whether their autonomy in learning improved or not in relation to the ELP. Finally, another seminar was given to the teachers to give information about the result of the study to the teachers and to show the examples of the implementation for making the theory in their mind more practical.

3.3. Data Collection

Data for this study were collected from the students at the beginning, during, and at the end of the program (between October and 2004-January 2005). A questionnaire about the perceptions of the learners for tests and autonomy was conducted at the very beginning of the study. During each implementation session with the ELP, the participants' portfolios were collected, evaluated, and were given back. While the implementation was going on, we observed the learners and took field-notes in every session. At the end of the study, the participants carried out an interview. Following sections entail questionnaires, observation, field-notes, students' portfolios, and interviews.

Table 5. The stages of the research

THING APPLIED	TIME	RESEARCH QUESTIONS	PARTICIPANTS	RESEARCHER'S ROLE	THE REASON
Seminar	October 2004	RQ 1,2,3,4,5,6,7	Researcher & Teachers	Informer	To make the teachers be aware of the study, learn about the basis of the ELP and its implementation theoretically.
Questionnaire	October 2004	RQ 1, 2	Researcher & Students	Questioner	To get the students' present knowledge about school tests and the opinion about autonomy.
Portfolio Implementation	November 2004- January 2005	RQ 3,4,5,6,7	Researcher & Students	Observer Guide / Teacher Collaborator Note-taker	To apply the ELP with the students and to see the effect on them in terms of their learning process, and autonomy.
Observation	November 2004- January 2005	RQ 3,4,5,6,7	Researcher & Students	Observer	To check if the students really can do what they are said to do, to see their reactions / reflections to the ELP, to see their autonomous learning process.
Field-notes	November 2004- January 2005	RQ 3,4,5,6,7	Researcher & Students	Note-taker	Not to miss any important point / change during the implementation in their learning process autonomously.
Interview	January 2005	RQ 3,4,5,6,7	Researcher & Students	Interviewer	To see whether the students' autonomy in learning improved in relation to the ELP.
Seminar	January 2005	RQ 1,2,3,4,5,6,7	Researcher & Teachers	Informer	To give information about the result of the study to the teachers, to show the examples of the implementation for making the theory in their mind more practical.

3.3.1 Questionnaire

We answered the research questions 1 and 2 (see Chapter 1, research questions) through the questionnaire. The questionnaire was conducted to all the students in the chosen class, totally 27 participants before the implementation. The questionnaire seeks students' feeling about traditional assessment tools via the 5th and 10th questions and it searches the effect of traditional assessment tools and autonomy via the rest of the questions (see Appendix 1). While preparing the questions, we used the definition of autonomy used in this research. The definition by Holec (1981) and Little (1991) used in the present study includes 5 notions and we tried to prepare different questions related to each one according to which we would analyze the questionnaire. After that, in order to increase the reliability of the study, we wanted 25 English teachers to match the questions with the items in the autonomy definition. According to their matching results, we prepared a figure showing the corresponding of the questions in autonomy and we made the analysis according to these correspondings. The questions' correspondings in the definition of autonomy matched by 25 English teachers will be presented in chapter 4, data analysis and result.

3.3.2. Observation

In qualitative studies there are different methods to be used to obtain information. Patton (1990, p. 205) states that the first step is to decide the method; participant or onlooker, and overt or covert observation. Being a participant or an onlooker depends on how much a researcher will be a participant in research setting. The difference between overt and covert observation lies in informing participants and staff about the observation and the aim. Overt observation means that all the staff and participants know about the observer and observation; covert is just the opposite. In the same vein, Glesne and Peshkin (1992, p. 40) divide the participant-observation into two as "observer as participant" and "participant as observer". Deciding about the issue is related with the researcher's aim, the context of the study, and the theoretical perspective.

In this study, we adapted a participant as observer method since we would deal with the learners as one of their teachers and we would be a helper, a guide, a collaborator during the study. The advantage of being a participant as observer results in learning more about your field. This also provides us to learn both expected and unexpected things together.

For the participant observation process, we produced an observation checklist (see Appendix 4). Explicitly, in each session during the implementation we tried to fill in the checklist not to forget what she observed later. In the checklist observation date, setting, participants, events, gestures and other important details were filled.

3.3.3. Field Notes

The field-notes are one of the major resources of a qualitative research. They are filled with descriptions of people, places, events, activities, and conversations. In addition, they are important due to providing reflections, ideas and also researcher's own biases (Glesne and Peshkin, 1992). The field notes can be mental field notes that consist of discussions or observations, jotted field notes which include a few words to remember an event either private or public, and finally full field notes which contain everything during the study. We used jotted field-notes in view of the fact that we only wanted to remember what is important in every session to answer the research questions.

According to Glesne and Peshkin (1992), field notes can be descriptive and analytic. The former aims to describe the most focussed observation, just sets the scene, not analyze or explain. The latter takes account of not only descriptions but also researcher's feelings, reflections, interpretation and analysis of the events. In addition, Bogdan and Biklen (1992) describe the contents of field-notes as portraits of the subjects, reconstruction of dialogue, description of setting, accounts of particular events, description of activities, observers' behaviour, and reflection.

In the present research, we used analytic field-notes including our personal interpretations and reflections about each session including the weak and strong points of them, the learners' reactions and so on. Therefore, we prepared a form for field-notes (see Appendix 5) in order not to miss any significant points and in order to use time effectively during each session.

3.3.4. Students' Portfolios

The students' portfolio, namely, the European Language Portfolio was one of the main data collection tools in this study because it was the research methodology that we used in the study. They were full of the learners' own studies, checklists, and reflections. They provide for the study almost all the examples of every session. Some examples from the participants' portfolios were given in the data analysis chapter.

3.3.5. Interviews

Morgan (1988, cited in Bogdan and Biklen, 1992) defines interview as a purposeful conversation, usually between two or sometimes more people directed by one to get information from the other (p. 96). Glesne and Peshkin (1992) mentioned three categorization of interviewing: a) structured interview which researcher has specified questions to ask, b) open interview which may be following unexpected leads occurring during interview, and c) dept-probing which practises all points of interest with different terms like explain, clarify, describe. Furthermore, Patton (1990) classified qualitative open-interview under three titles; the informal conversational interview, the general interview guide approach, and the standardized open-ended interview (p. 280). The informal conversational interview depends on the spontaneous formation of the question in a conversational environment; the interviewee may not realize they are being interviewed. The general interview guide approach includes a session for making an outline with interviewee. There is not a specific order in wording questions, but at the end of the interview an interview checklist is given to interviewee to check if everything outlined before has been covered or not. The standardized open-ended interview involves a number of questions prepared and organized cautiously. The order and the wording of the questions is the same for each interviewee.

In this study, we used a standardized open-ended interview (see Appendix 6). There are some reasons for choosing this type of interview. First of all, we wanted to increase the generalizability of the study through the answers of same questions from different participants. Secondly, once you need the same answer from different participants in a limited time, a standardized open-ended interview will be very helpful

for researcher (Patton, 1990). Lastly, standardized open-ended interview makes data analysis easier by putting each answer for the same question into the same category which helps the researcher very much.

We had particular set of questions to ask to the participants, however, every question includes a clarification part for the answer (see Appendix 6). We wanted to find answers to the research questions through the questions in the interview. All the questions in the interview seek to find answer for research questions 3, 4, 5, 6 and 7 (see Chapter 1, research questions). The interview was conducted to ten participants chosen by randomly among the whole class (27 students) in which the ELP was implemented because it is difficult to interview with all the participants.

While preparing the questions for the interview, we used the definition of autonomy used in this research as we did in preparing questionnaire. That is, after preparing questions, we made use of the match done by 25 English teachers so as to decide which question refers to which items in the autonomy definition. The results and analysis will be displayed in chapter 4 as well.

3.4. Data Analysis

The analysis techniques of the current study were primarily based on the analysis of data obtained from the questionnaire, interviews, observation, field-notes, and participant's portfolios (see chapter 4).

3.4.1. The Analysis of the Questionnaire

The analysis of the questionnaire was done using cross-case analysis method. In cross-case analysis, each participant's answer for the same questions is analyzed together so as to raise the generalizability of the research. Since our aim in applying the questionnaire was to find out the effect of school tests on learner autonomy and the attitudes of the participants towards them, we tried to understand the general outcome for this aim, not every participant's personal opinion. The result was shown via tables including the number of the participants (see chapter 4, the interpretations of the research questions 1 and 2).

3.4.2. The Analysis of the Observation and Field Notes

During the classroom observation, the learners studying with the ELP were observed, notes were taken, and observation checklists were filled out by the researcher (see Appendix 4). The reactions and reflections of the learners were taken from the researcher's notes, written down as extracts in the analysis parts of the observation, and analysed by content analysis (see section 4.2). Like observation, the researcher's field-notes were subjected to content analysis. The samples from field-notes and observation notes were presented in different sections throughout the data analysis part.

3.4.3. The Analysis of the Students' Portfolios

For the analysis of the students' portfolio, a content analysis was used. Chapter 4 analyzed the data according to the interpretations of the research questions. The portfolios were used to find out the answer to the 3rd, 4th, 5th, and 6th research questions. Therefore, some examples from portfolios were used in chapter 4.2 to support the findings obtained from other data collection tools.

3.4.4. The Analysis of the Interviews

At the end of the study the participants were interviewed. The aim of interviewing the participants was to illuminate unclear points to us and to triangulate the findings and interpretations gained by observation, field-notes, and portfolios. It also intends to get more information about the participants' comments and suggestions in relation to their change with the ELP.

In the interview, certain questions to reveal the effect of the ELP on their change in terms of gaining autonomy were asked to the participants. Then, we tried to support the answers by means of additional comments of the students about each question (see Appendix 6). They were both analyzed in terms of content analysis. A representative extracts from the participants' comments were used to back up the data obtained from portfolios, observation, and field-notes. Besides the content analysis, a cross-case analysis method giving the number of the participants' answer for each question was used to analyze the result.

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.0 Introduction

This chapter presents a discussion of the results in the light of the obtained data from the following instruments. The discussion will be based on the research questions as follows:

- the students' feeling about school tests (research question 2),
- the students' feeling about the European Language Portfolio (ELP) (research question 7),
- the effect of assessment tools on learner autonomy:
 - a. the effect of school tests on learner autonomy (research question 1),
 - b. the effect of the European Language Portfolio on learner autonomy (research question 3,4,5,6).

The findings have been presented under the titles above. The researcher conducted a questionnaire to discover the students' feeling about school tests, and to find out the effect of these tools on learner autonomy, which was clarified in Chapter 1, and then explained in more detail by relevant literature in Chapter 2. Later, she implemented the European Language Portfolio (ELP) to the participants as a tool for improving their autonomy, and then she applied an interview to see the students' feeling about the ELP and to learn the effect of the ELP on learner autonomy. The questionnaire and the interview included similar questions. The main difference between them is that the questionnaire tried to investigate the students' feeling about school tests and the effect of them on learner autonomy. However, the interview searched the students' feeling about the ELP and the effect of it on learner autonomy. Consequently, the focus in the questionnaire was school tests and the focus in the interview was the ELP (See Appendix 1 for the questionnaire and See Appendix 6 for the interview). All the items in the questionnaire and the interview except the 5th and 10th ones were trying to find out the students' feeling about school tests and the ELP. The other questions were related to the effect of both kinds of assessment tools, school

tests and the ELP, on learner autonomy. These questions corresponded to different notions of autonomy (Holec (1981) and Little (1991)). Table 6 were prepared to show the correspondings of the notions of autonomy according to 25 English teachers' opinions explained in chapter 3 in detail (see 3.3.1).

Table 6. The correspondings of questions in autonomy for the questionnaire /interview

The correspondings in the definition of learner autonomy	The number of the question in the questionnaire and interview
understanding the purpose of their learning programme,	Q1: To what extent do school tests / the ELP show what you can do in a foreign language? Q2: To what extent do school tests / the ELP help you to understand the learning aims?
sharing in the setting of learning goals,	Q3: How much do school tests / the ELP help you to assess your own language skills? Q4: To what extent do school tests / the ELP make possible for you to compare teachers' assessment and students' assessment of themselves? Q7: To what extent do school tests / the ELP provide you to see your capabilities in foreign languages?
regularly reviewing learning and evaluate its effectiveness,	Q3: How much do school tests / the ELP help you to assess your own language skills? Q6: How much do school tests / the ELP help you to see your own process of learning? Q7: To what extent do school tests / the ELP provide you to see your capabilities in foreign languages?
taking initiatives in planning and executing learning activities,	Q8: How much do you think school tests / the ELP help you to participate in your own learning process more?
explicitly accepting responsibility for their learning,	Q9: How much do you think school tests / the ELP facilitate you to feel responsible for your own learning?

4.1. School Tests

4.1.1. Students' feeling about school tests

In this section the researcher tried to answer research question 2: “*How do learners feel about school tests?*.” To find out answer for this question, she made use of the questionnaire. The 5th and 10th questions in the questionnaire (see Appendix 1) were asked to illuminate this research question. The researcher also used her observation and field-notes to support the findings.

Table 7. The students' feeling about tests

	A lot	Quite	Somewhat	None
Q5 How much do you like studying for school tests	0	3	5	19
Q10 How much does the process of studying for school tests is helpful	2	9	12	4

Table 7 displays the answers given by the students about the 5th and 10th questions. When we look at Q5, we can see that the majority of the students do not like studying for school tests. The number of the students who somewhat like studying for school tests is a few and the number of the students who quite like studying for school tests is not many. There are no students who like studying for school tests a lot. As for Q10, it is clear that most of the students somewhat find the studying process for the school tests helpful, as some of them think that this process is quite useful. Few of the students report that the process of studying for school tests does not have any value, and finally only a small number of them see this process a lot helpful. Consequently, although most of the students do not like studying for school tests, a great many of them finds studying for school tests somewhat helpful.

There seems to be an opposition here. The students dislike studying for school tests but they still think that school tests are somewhat helpful for their learning. The reason of this opposition is clear in our observation and field-notes which illuminate many students' opinions about the point. During the study we had a chance to be together with the students in their classes and sometimes before or after they took their school tests. We observed that many of the students were excited and anxious before

and after the tests. The students stated the reason for this anxiety and excitement as fear of getting low mark, their parents' attitudes, having not more chance to compensate their marks, their friends' attitudes, fear of studying again for the same topics, and finding studying for tests boring since they usually include lots of topic. They believed that only when they get good results do their teachers and parents have positive attitudes towards them. So, they study not because they want to study but for their parents and teachers want to do this. That is, the teachers and parents' attitudes motivate them to study more for tests and provide them to be successful in their learning process in a way. However, this cannot be our aim in learning. We should arrange a learning environment where the students study and learn since they know this is helpful for their own sake, where they can evaluate their learning and where they can take initiatives for their own learning according to the results of evaluation, which is called autonomous learning. However, in this case, that is studying for others' desire, even the students taking good marks in their school tests forget what they have learned after a couple of weeks. Thus, it can be concluded from these points that the process for studying the tests does not support a life-long learning, which is a desired target in learning.

4.1.2. The Effect of School Tests on Learner Autonomy

In this part we tried to answer research question 1: "*What are the effects of school tests on learner autonomy?*". To investigate the answer for this question, we got the help of the questionnaire as well. All the questions apart from the 5th and 10th questions in the questionnaire were asked to clarify this research question. In addition to the questionnaire results, we also used the observation and field-notes to support the findings.

The table below exhibits the answers of the students given about the effect of school tests on learner autonomy. The questions were prepared according to what we have meant for autonomy as explained at the beginning of this chapter (see 4.0).

Table 8. The effect of school tests on learner autonomy

	<u>A lot</u>	<u>Quite</u>	<u>Somewhat</u>	<u>None</u>	<u>n</u>
Q1: To what extent school tests show what you can do in a forgn lang.	2	10	15	0	27
Q2: To what extent school tests help you to understand the learning aims	1	5	18	3	27
Q3: How much school tests help you to assess your own language skills	2	8	17	0	27
Q4: To what extent tests make possible for you to compare teachers' assessment and students' assessment of themselves	2	3	15	7	27
Q6: How much school tests help you to see your own process of learning	2	7	11	7	27
Q7: To what extent school tests provide to see capabilities in forgn lang.	4	6	13	4	27
Q8: How much school tests help you to participate in your ownlearning process	6	4	10	7	27
Q9: How much school tests facilitate you to feel responsible for learning	7	10	10	0	27
n (total number of answers)	26	53	109	28	216

To analyze the results in general, we looked at where the majority of answers were gathered most. It is clear from Table 8 that most of the students, 109 answers of 216 total answers (nearly 50% of total), think that school tests are somewhat effective on their process of becoming autonomous. Some of the students, 53 of 216 total answers (almost 25% of them), believe that school tests are quite efficient to make the students autonomous. A few of the students, 28 of 216 total answers (13% of them), find school tests useless in making them autonomous and finally only a few of the students, 12% of them (26 of 216 total answers), consider school tests are very successful at their becoming autonomous. Upon thinking about the findings, we can clearly see that the answer usually gathers around the “somewhat” title, which is not a desired result to state that school tests are enough to make students autonomous.

After seeing the big picture, we analyzed the table in detail. While doing this, we used the categories that 25 English teachers had done for finding the correspondings of every question in autonomy (see Table 6). This means that the analysis of the table was done regarding to items in the definition of autonomy by Holec (1981), and Little (1991).

The first item in autonomy is the *understanding the purpose of learning program*. Q1 and Q2 were asked to find out the effect of school tests on these notions. When looked at Q1 in the table, it can be seen that most of the students report that school tests somewhat show them what they can do in foreign languages. Some of them say the school tests are quite enough to demonstrate them their capabilities in foreign

languages and few of them think school tests are a lot good to tell them about what they could do in foreign languages. Nevertheless, in an autonomous learning atmosphere, the results ought to support “a lot” choice, which means that the majority of the students think that the present school tests are very successful in showing them what they can do in a foreign language. Asked for Q2, the results were similar to the first question results. Most of the students point out the school tests somewhat help them to understand the learning aim, and some of them state the school tests help them quite in their understanding of learning aims. Few of them believe the school tests do not have any contribution to their understanding and only one of them thinks the school tests help him/her understanding of learning aims as shown in the 2nd table. These results make the first question findings stronger. To make the students be aware of the aims of learning program, in other words, to make students autonomous, school tests are not very effective.

The second notion of autonomy is *sharing in the setting of learning goals*. Q3, Q4, and Q7 were asked to understand the effect of school tests on autonomy related to this notion. Firstly, Q3 displays the following results. Most of the students believe that the school tests somewhat help them to assess their own language skills, few of them think the school tests quite help them in their own assessment of language skills and only two of them report the school tests help them a lot to assess their language skills. There is nobody who believes the school tests do not help them assess their language skill at all. It may be drawn from these consequences that the school tests are not considered well enough to assist the students to evaluate their own language skills. In addition to this, one of the observation checklists shows the similar result. When we wanted the students to guess their test results before the teacher told them, they could not say the similar grades. They expressed that it was difficult to tell this because they were generally anxious about the results and they even could not remember what they did in tests. After all, the students generally are not allowed to keep the tests with them, so they forget their weaknesses and strengths. Then, they cannot review what they have learned or what they have not learned regularly, which inhibits their becoming autonomous, students think the school tests make somewhat possible to compare their own assessment of themselves with their teacher’s assessment. Few of them suppose the school tests never make possible such a comparison. While three of them say the school tests give chance to them to compare their teacher’s assessment and their own assessment, only two of them state the school tests help them a lot to make this

comparison. Understood from the results, the majority of the students do not believe that the school tests are a lot useful to compare their own assessment of themselves and their teachers' assessment, which can provide the students a clearer idea about what they should give importance in their learning. Our aim here is to increase the number of students who can compare different assessment of their learning with a more appropriate assessment tool suggesting an autonomous atmosphere to students. Lastly, Q7 was asked for the same purpose and the results are displayed below. The majority of the students believe that the school tests somewhat provide them to see their capabilities in foreign languages. Some of them consider the school tests make them see their abilities in foreign language quite. Yet, the number of the students thinking that the school tests have no part in their understanding of their capabilities in foreign languages and the number of the students saying that school tests facilitate them to see their skills in foreign languages a lot is equal. We could conclude from the findings that the school tests are not really very good at helping students for their autonomous learning and the third, fourth, and the seventh questions support each other's findings in this respect.

The third notion in autonomy is *regularly reviewing learning and evaluating its effectiveness*. In relation to this notion, we asked question 3,6, and 7. At first, the answers of Q6 are displayed here. Eleven of twenty-seven students state that the school tests somewhat help them to see their own learning process, while seven of them say they are quite helpful to notice their learning process. The number of the students saying that the school tests do not have any role in their perception of their learning process is again seven, and no more than two students believe the tests help them to see their process of learning. Then, if we have a look at the answers of Q3 and Q7 analyzed before, we may see that both in Q3 and in Q7, the majority of the students believed that the school tests are somewhat effective in helping them assessing their language skills and in providing them to see their capabilities in language. To become an autonomous learner, reviewing learning regularly and assessing the effectivity of learning process is essential. If an assessment tool is not very successful in making students autonomous from this perspective, we should try to find an alternative assessment tool to reach our aim. Therefore, school tests should be shifted or supported to create an autonomous learning environment.

The fourth notion of autonomy is *taking initiatives in planning and executing learning activities*, clarified in the 8th question. Many of the students assume that the school tests somewhat assist them to participate in their own learning process more.

Some students state that the school tests are not helpful for taking part in their learning process more. Few students report that the school tests aid them a lot and only a small number of them state that the school tests are quite useful in their participation into their own learning progress. In traditional learning the teacher is the person who plans learning and decides about activities accordingly. This may not be suitable for all students in a class which includes different learners whose likes, dislikes, learner styles, and experiences are different. Therefore, those learners may not want to participate in learning process actively and thus may not be successful since learning is not organized according to their personal learning. However, the rationale in autonomy results from the point that provides learners personal learning atmosphere since it gives them a chance to take initiatives in planning and organizing learning activities. As a result, our aim could be to discover new ways to provide all students to take part in learning process since school tests are not very successful in relation to this aim.

The final notion of autonomy is *explicitly accepting responsibility for learning*, which is the key for autonomy. We asked the ninth question to find out the effect of school tests on autonomy in terms of this notion. So, the 6th table tries to display how much the students feel responsible for their own learning by means of tests through Q9. The students who think the school tests somewhat facilitate them to feel responsible for their learning and the students who believe they are quite helpful for them to feel responsible for their learning is in the same number. The minority of the students state that the school tests assist them to feel responsible in their learning very much. However, none of them report that the school tests have no part for their feeling responsible in their learning process. The number of students believing that the tests are a lot helpful in their taking responsibility is not enough. However, when almost all the students feel responsible for their own learning, we may talk about an autonomous learning environment.

4.2. The European Language Portfolio (The ELP)

4.2.1. Students' feeling about the European Language Portfolio

We tried to answer research question 7 “How do learners feel about the ELP?” in this section. For finding the response of the question, we used our observation and field-notes that we had collected through the implementation, students' portfolios, and the interview results. The 5th and the 10th question in the interview were asked to discover the students' feeling about the ELP.

Table 9. The students' feeling about the ELP

	<u>A lot</u>	<u>Quite</u>	<u>Somewhat</u>	<u>None</u>
Q5 How much do you like studying for the ELP	8	1	1	0
Q10 How much is the studying process for ELP helpful	4	3	2	1

Table 9 represents the answers replied by the students for the questions 5th and 10th in the interview. As we may distinguish from the table, almost all the students expressed their positive attitude towards the ELP in their answers about how much they like studying for the ELP. They stated they liked studying with the ELP. While one student was stating that s/he quite liked the ELP, one stated s/he somewhat liked it. However, there was nobody who did not like studying for the ELP. The following extract taken from a student's interview result can support the findings above.

Extract 1:

“Learning with the ELP is very enjoyable. I did many searches for my tasks. To state my opinion is very nice. What I like most is that I can do interesting, enjoyable projects for the subject, because our teacher always gives boring homework but she says they are enjoyable. In my opinion, they are not.”

We may infer from the extract the students got bored with the classical assessment tools and they liked searching and doing different things for their learning. Depending upon our observation, we could also state that the students were always alert during the ELP implementation and impatient what kind of activities would be done next. Therefore, it may be drawn that learning could be achieved through different

activities which both assess the students' learning and also make them happy while learning.

Asked for the usefulness of the process which they have studied for the ELP, the majority of the students considered that this process for studying with the ELP as very useful. It could be seen in the table that 4 of 10 students find studying process as a lot useful, and 3 of 10 students find it quite useful. A few of the students found the process somewhat useful, and only one student saw this process as useless. It could mean that many of the students believe that studying process for the ELP is helpful for them. The following extracts explain the finding much better:

Extract 2:

“I can find my mistakes now. I used what I learned with the ELP in other lessons because I learned many things through the tasks.”

Making mistake is one of the important stages of learning. If a student makes mistakes, we can say that the student is trying to learn; s/he is thinking about the subject and has courage to utter what s/he has learned. However, finding mistakes after making them is more important than making mistakes. We may say that the student has learned the subject well depending on his/her finding mistakes. The ELP is a good tool which makes the students be aware of their learning by improving students' skill of finding their own mistakes.

Extract 3:

“I didn't know we could do something enjoyable in English and German, but now I know. I like languages now. It was very useful process for me.”

Extract 4:

“The ELP showed me I could do something in English. I can use most of them in real life. My aunt is English. We speak English. This is very nice.”

We may infer from these extracts that the students are glad to learn languages and applying what they have learned in their lives make them happy. When compared with the school tests, we could state that the ELP provides real-life experiences to the students more because the possibility of a person's communication through questions such as fill-in, match, or multiple choice types. However, there is a high probability of making interview with people, talking about past experiences, describing your friend in

real life. The ELP improves the students' learning with real-life exercises (see some examples in Appendix 7).

To sum up, when we compare school tests and the ELP in terms of students feeling, we can conclude that almost all students (8 of 10 students which means 80 % of the participants) like studying for the ELP and many of the students (4 of 10 students which means 40 % of the participants) find the process of studying for the ELP is very useful. However, the majority of the students (19 of 27 students which means 70 % of the participants) do not like studying for tests, and few of the students (2 of 27 students which means 8 % of the participants) find the process of studying for tests is very useful.

As we know, willingness is very important to become successful and also to feel free to participate in learning, to take initiative in planning of learning and in arranging activities, to understand learning aims, to feel responsibility in learning process, and to evaluate learning process, namely, to become autonomous. Therefore, we should take into account the results and we should try to make use of what our students like more in learning so as to provide a lovely, fruitful learning atmosphere where they can study freely and willingly to become autonomous learners. According to findings, we may say that the ELP is quite enough successful at this task.

4.2.2. The effect of the ELP on Learner Autonomy

This part tries to answer the research question 3, 4, 5, and 6:

“Research Question 3: Are there any relationship between the ELP and learners' studying autonomously?”

Research Question 4: If so, in what way does ELP help young learners to become autonomous learners?”

Research Question 5: Does the ELP create an atmosphere where the learners are heartened to identify their own needs, interests, and goals; their strengths and weaknesses?”

Research Question 6: Are there any changes at the end of the study in terms of autonomy in learning?”

To explore the answer for these questions, we used the interview results. All the questions with the exception of the 5th and 10th questions in the interview were asked to

illuminate the research questions above. Over and above the interview results, we utilized our observation and field-notes, and the students' portfolios to back up the findings as well. Table 10 illustrates the answers of the students about the effect of the ELP on their autonomy. The questions were prepared according to what we have meant for autonomy as explained at the beginning of this chapter (see 4.0). Every question refers to at least one notion in the definition regarding to autonomy and this has been explained in the onset of this chapter (see table 1).

Table 10. The effect of the ELP on learner autonomy

	<u>A lot</u>	<u>Quite</u>	<u>Somewhat</u>	<u>None</u>	<u>n</u>
Q1: To what extent does the ELP show what you can do in a forgn lang	7	2	1	0	10
Q2: To what extent does the ELP help to understand the learning aims	6	3	1	0	10
Q3: How much does the ELP help to assess your own language skills	5	4	1	0	10
Q4: To what extent does the ELP make possible for you to compare teachers' assessment and students' assessment of themselves	6	2	1	1	10
Q6: How much does the ELP help to see your own process of learning	5	3	1	1	10
Q7: To what extent does the ELP provide to see capabilities in frign lan.	7	1	1	1	10
Q8: How much does the ELP help you to participate in learning process	9	0	1	0	10
Q9: How much does the ELP facilitate to feel responsible for learning	6	2	1	1	10
n (total number of answers)	51	17	8	4	80

Firstly, the first and second questions were asked to show the effect of the ELP on autonomy in terms of the first notion of autonomy, which is *the understanding the purpose of learning program*. Asked for Q1, the 4th table displays that the majority of the students reported that the ELP showed them what they could do in foreign languages. Only a few of them believed the ELP was a quite successful tool to show them what they could do in foreign languages while only one student thought the ELP is somewhat successful for achieving this aim. Nevertheless, there was no student believing that the ELP had no usage in explaining what they could achieve in foreign languages. On compared with school tests, we can see that even though the school tests are found somewhat helpful by the students in learner autonomy in terms of understanding the aims of learning, the ELP has been much more effective for this aim. This is a required result for obtaining an autonomous learning environment.

According to these findings, the students reported that their ELP was always together with them, and they did a lot of studies for their ELP. Whenever they went

though their ELP, they could check what they had learned, what kind of tasks they accomplished. Moreover, they stated that “can do” parts made them be aware of their improvement in their learning process. One of the participants explained the answer as in the extract 5 below.

Extract 5:

“I like my portfolio very much. I put my favourite tasks in it. When I have a look at it, I can remember the things that I have learned. For example, last month we learned ‘what’s the weather like’, and I forgot how to say ‘rainy’. The teacher made us a task about it. Now I always remember what it is because everyday I can look at the ELP.”

Learning is a process and we should be patient while waiting for the students’ learning. It is not possible to expect all the students learn at the same pace through the school tests which are generally given to all the students at the same time and with the same questions. We can have together both slow and fast learners in our classes To what extent is it possible making all the students successful while their learning pace, styles and interests are very different from each other! Therefore, we may get the help of other tools like the ELP. It could be seen from the extracts that the students are happy when they got some documents in their hands. The ELP gives the chance of reviewing the students’ learning, checking themselves, and making necessary studies for their learning in contrast to the school tests which are kept by the teachers just after they are applied.

On looking at Q2, we can see that most of the students believed that the ELP helped them a lot in their understanding the aims of their own learning. Only three of ten students thought that the ELP facilitated their realization of their learning aims quite while only one of them said it somewhat helped them to understand the aims of learning. Finally, no students reported the ELP had any role for them to comprehend the learning aims. Although only a few students believe that school tests are very good at helping them to comprehend the aims of their own learning, a great many students think that the ELP is very successful in this respect.

One of the best explanations of all in relation to the understanding the learning aims stated by a participant is written in the Extract 6.

Extract 6:

“Whenever I ask to my teachers why we are learning the subjects, they say because we have to know them to speak English. However, I can speak to my

cousins who live in America but I couldn't get good marks in the exams. So, I was studying to pass the exams. While studying with the ELP, I have learned the reasons why I'm learning. For example, once I said "I was ill because of the cold weather." I had learned 'because of' to express the reasons while preparing a project for my dossier."

As we have expressed before, the importance of moving the classes out of the school is vital for life-long learning. That is, either we ought to use real-life activities in our classes or we ought to encourage the students to apply what they have learned in their lives. Teachers always state that we motivate students for using their knowledge outside the classroom but they usually ignore to check this issue. Since they tend to assess the students according to their test results and since they tend to use summative tests in general, the control of the real-life activities is often delayed and then is possibly forgotten. Instead of using only school tests as assessment tools, the teachers may use the ELP and thus they may be more successful in making learning alive and permanent through the real-life tasks.

The second notion of autonomy is the *sharing in the setting of learning goals and in reviewing and evaluating learning*. We asked the third, fourth, and seventh questions for investigating the effect of this notion. Asked for the third question, many of the students articulated that the ELP facilitated them to assess their own language skill on their own. Similarly, some of them declared that the ELP was quite useful to evaluate their own language skills themselves. Yet, only a student said the ELP was somewhat helpful for this purpose. At last, none of them stated that the ELP had no role in assessing his/her language skills. In contrast, the same question asked for tests through the questionnaire showed that school tests were not very successful with this aim. Therefore, we could conclude that the ELP is more useful to make students autonomous. The following extract taken by one of the students interview results support the finding:

Extract 7:

"The teacher gave us some forms to be filled in. We wrote what we can do in English and German, sometimes we coloured them. At the beginning I didn't like them but later when I read them I just try to check whether I can really do or not. And sometimes we talked to our teacher so we know we can evaluate ourselves better than the past."

In relation to the student's explanation above, we may conclude that one of the major problems in our education system is that the students are generally unaware of what they know. The teachers explain the test results and they usually say what the students could not learn, which might affect the students' motivation negatively. On the contrary to the school tests, the ELP includes some self-assessment parts which show the students what they are learning gradually. These parts increase the students' motivation since they see what they have learned so far, and motivate them to learn more to fill-in their assessment forms quickly.

The answers for the fourth question are similar to the third one. More than half of the students declared that the ELP gave them a chance to compare their own assessment of themselves with their teachers' assessment. A few of them stated the ELP had nearly been well for offering an opportunity to see the similarity and difference between their evaluation and teacher evaluation. The same number of the students, namely one student for each, said that it had little or no effect to offer the students a facility to compare different assessment like teacher and students. Compared with school tests, the ELP is really good at improving learner autonomy since the school tests are found a lot successful at giving chance the students to compare their assessment with the teachers' only by two of twenty-seven students.

The seventh question is the last question searching the effect of the ELP on autonomy regarding to sharing in the setting of learning goals. In the same vein to results of the third and fourth questions, the seventh one demonstrates that nearly all the students reported that the ELP facilitated them to see their capabilities in foreign languages a lot. The students believing that the ELP was moderately helpful are only a few. The students thinking that the ELP was a bit helpful and the ELP was not helpful in showing the students their own capabilities was the same, that is, one student. This finding makes the results above stronger. However, the questionnaire results showed an opposite conclusion; most students reported that school tests somewhat help them in showing their capabilities in foreign languages.

In addition, the students added how they could see their capabilities as follows:

Extract 8:

"I didn't know that I could write paragraphs before because I didn't try it earlier. The ELP showed my ability in writing. My teacher said my writing tasks were good."

Extract 9:

“I always thought I couldn’t learn grammar well. I did some tasks for the ELP. I saw that my grammar was good. But I had some mistakes. Then I learned them.”

Extract 10:

“My reading was bad. I didn’t like reading before. Then we studied with the ELP. We did many tasks. I liked reading my friends’ tasks very much. I learned many things.”

As we may see from these extracts, the students have always been difficulty in different things in learning a language. While a student has difficulty in grammar, another one may be very good at grammar but not the same in reading. Since our aim of assessing the students is identifying the students’ weaknesses and strengths and making necessary studies for the weak parts, it could be better to use an appropriate tool for our aim. School tests are often insufficient to improve the students’ weaknesses because mostly they do not include additional tasks. Therefore, a tool like the ELP may be very effective when used together with the school tests through the tasks which are given to the students just after the tests to improve their weak points.

Reviewing and then evaluating learning which is one of the most important notions of autonomy. Hence, we asked the third, the sixth, and the seventh questions to learn how much the ELP affect learner autonomy in terms of this. The results of the third and seventh question were explained above. Asked for the sixth question, the table displayed that half of the students believed that the ELP helped them to see their own learning process a lot while some of them were thinking that it fairly assist them to notice their learning process. One student reported that the ELP was somewhat useful in making their learning process clear in a way and one student said there was no relationship between the ELP and seeing the learning process. However, many students thought that the school tests somewhat aid them to see their process of learning. It might be inferred from the results that the ELP are better than tests helping students to improve their autonomy.

Additionally, many students explained their opinion about the degree of the ELP in helping them to see their own learning process.

Extract 11:

“After my teacher and I talked about the tasks that I had done, I did many drafts. When I look at the past drafts I can see what I have learned, what my mistakes

are, how I correct them and so on. These are all what the ELP has provided to us.”

Extract 12:

“I feel better when I look at my mistakes during my learning. My teacher doesn’t give my exams back so I forgot my mistakes. The ELP is not the same way. I can carry it every time. I can have a look at it to see the mistakes. So, it helps me to understand my weaknesses and strengths very well.”

In the same vein with the extracts above, we may state that seeing our own learning process is essential because via the regular self-check the students can be aware of their strength and weaknesses, then arrange their studies accordingly. The number of school tests during a term is clear, three, four, or five but not more than the number of the ELP’s advantages about self-assessment since the ELP is always together with the students, the number of tasks always extends.

Also, autonomy reminds many people *participating into learning process, planning their own learning, preparing activities and so on*. This is a notion of autonomy as well. The 8th question was asked to learn about the effect of the ELP in taking initiatives in planning and executing learning activities. There were no students considering the ELP quite supported the students for participating into their own learning process and in the same vein there were no students regarding the ELP had no role in helping the students to take part in their learning. Nonetheless, one student said that the ELP helped him/her a little bit to join in his/her learning. Finally, the majority of the students reported that the ELP helped them a lot in their participating to their learning progression. On the other hand, twenty-two percentages (6 of 27 students) believed that school tests are very useful in providing them to participate to their learning process. The percentage of the students thinking that the ELP is very useful with this respect is 90 (9 of 10 students). This shows us that the ELP is much more effective in developing learner autonomy.

As stated in the extracts below, the students exemplified their ideas.

Extract 13:

“With the ELP I had a chance to do something. Beforehand, the teacher said us what to do, but now we decide the tasks all together.”

Extract 14:

“Our teachers let us comment about the topics, activities. She asked about what we asked and dislikes. We always make a decision about our learning process together. This is very nice.”

Extract 15:

“While doing our tasks, we studied together with our friends. We shared our thoughts. Our teacher also helped us but we prepared almost everything.”

One of the most obstacles of school tests results from the decision-maker issue. While preparing tests, teachers are the only decision-makers, so the students do not know what they face in the tests. This might affect the students’ learning in a negative way because the students may feel upset because of the huge amount of information to be learned. However, the ELP gives a chance to choose, to prepare, to present, and to assess the tasks together with the teacher and with their friends. So, they may choose a tasks according to their interests, they may prepare however they want, they may present their tasks in different forms, and they may make comment about their own learning. This could motivate the students positively, so we may state that the ELP is an efficient tool for learner autonomy.

The last notion of autonomy we searched through the interview is that *accepting responsibility of students own learning*. As it is clear from figure 10 as well, many students (60 % of the participants) thought that the ELP made them feel responsible for their own learning as some of them were stating that it reasonably helped them to take responsibility for their learning. In contrast, some students (25 % of the participants) pointed out school tests are very helpful to make them responsible for their own learning.

The students explained the question by giving examples as well.

Extract 16:

“Once I didn’t want to do my task. My teacher didn’t get angry with me. She just remembered that keeping the ELP was my responsibility. Then, I saw all my friends learned a lot and enjoyed. I started to do all tasks. My grades went up. My teacher says that I am very well as well.”

Extract 17:

“When I forget or don’t do the tasks, I feel bad. It happened to me after the ELP because it was very enjoyable and informative. My general culture knowledge improved.”

Being responsible about our own learning could be stated to be one of the most important issues for autonomy because when students feel responsible for their learning, the rest will be easier. It may not be possible making the students be motivated if they are not responsible. Yet, the ELP may be better to make the students responsible than the school tests since it includes the tasks chosen by students according to their interests. It may be difficult to achieve this through a school test prepared by the teacher. As a result, we could state that the ELP is more successful than school tests in making the students responsible for their own learning.

The advantages that the students explained in the interview about the effect of the ELP on their autonomy are listed below:

- showing capabilities of the students
- providing real-life tasks, and thus providing life-long learning
- increasing motivation
- helping to identify strength and weaknesses
- helping to improve weak points
- deciding and studying on learning all together
- providing to understand learning aims
- helping to improve self-assessment skills
- increasing participation of learners

Consequently, with an overall analysis of results, we try to compare the questionnaire and interview results correspondingly in terms of tests and the ELP's effect on learner autonomy. Figure 7 shows the total results:

Table 11. Overall analysis of the results of questionnaire and interview

THE EFFECTIVENESS OF SCHOOL TESTS ON LEARNER AUTONOMY		THE EFFECTIVENESS OF THE ELP ON LEARNER AUTONOMY	
A LOT	12 %	A LOT	63,75 %
QUITE	25 %	QUITE	21,25 %
SOMEWHAT	50 %	SOMEWHAT	10 %
NONE	13 %	NONE	5 %

The first part of the chart displays the questionnaire results. There are 216 total answers in the questionnaire and half of the answers support that school tests are somewhat effective, while only twelve percentages of them state that they are a lot effective. In contrast, the second part of the chart illuminates the interview results.

There are 80 total answers in the interview except from the explanations. The majority of the answers support that the ELP is very effective in improving learner autonomy, while only ten percentages of answers states that it is somewhat effective. Consequently, we could say that the ELP is much more effective than school tests on learner autonomy.

CHAPTER 5

CONCLUSION

5.1. Summary of the Study

In this study, firstly, we found out the nature of students' attitudes toward school tests and tried to discover if there was any effect of school tests on learner autonomy. We found that school tests were not sufficient in improving students' autonomy. Later, we applied the European Language Portfolio (ELP) as an alternative assessment tool for improving students' autonomy in learning for a ten-week program. During the implication of the ELP, we took some field-notes and filled in an observation checklist to help us her in the analysis of the study. We also used students' portfolios and several examples from these portfolios to support her findings. In light of the literature review on assessment and autonomy, we made use of constructivism as the theory behind the study and the ELP as the methodology for the study. Our aim was to find out whether there was a relationship between the ELP and learner autonomy. At the end of the study, we found out that the ELP was very effective to develop autonomy in the students' learning through the findings that she obtained from the questionnaires, field-notes, observation, students' portfolios, and interviews.

5.2. Research Questions and Findings

The questionnaire results obtained from all the participants in the chosen classroom suggest that most of the students do not like school tests and they find them not very useful for their learning. The responses of the students about the effects of school tests on learner autonomy have been shown as in Figure 1:



Figure 1. The responses of the students about the effect of tests on autonomy

As it is clear from the statements, the students think that school tests do not have an important role to improve learner autonomy. After reviewing the relevant literature about autonomy and assessment tools, we found the European Language Portfolio (ELP) as an alternative assessment way of improving learning autonomy. Then, we implemented the ELP in the classroom and at the end of the implications; we conducted an interview so as to understand the effect of the ELP on learner autonomy. We also used our observation checklists and field-notes, and students' portfolios so that they could help us to support our study. The findings that we gained from the observation checklists and field-notes are displayed in Figure 9 below.

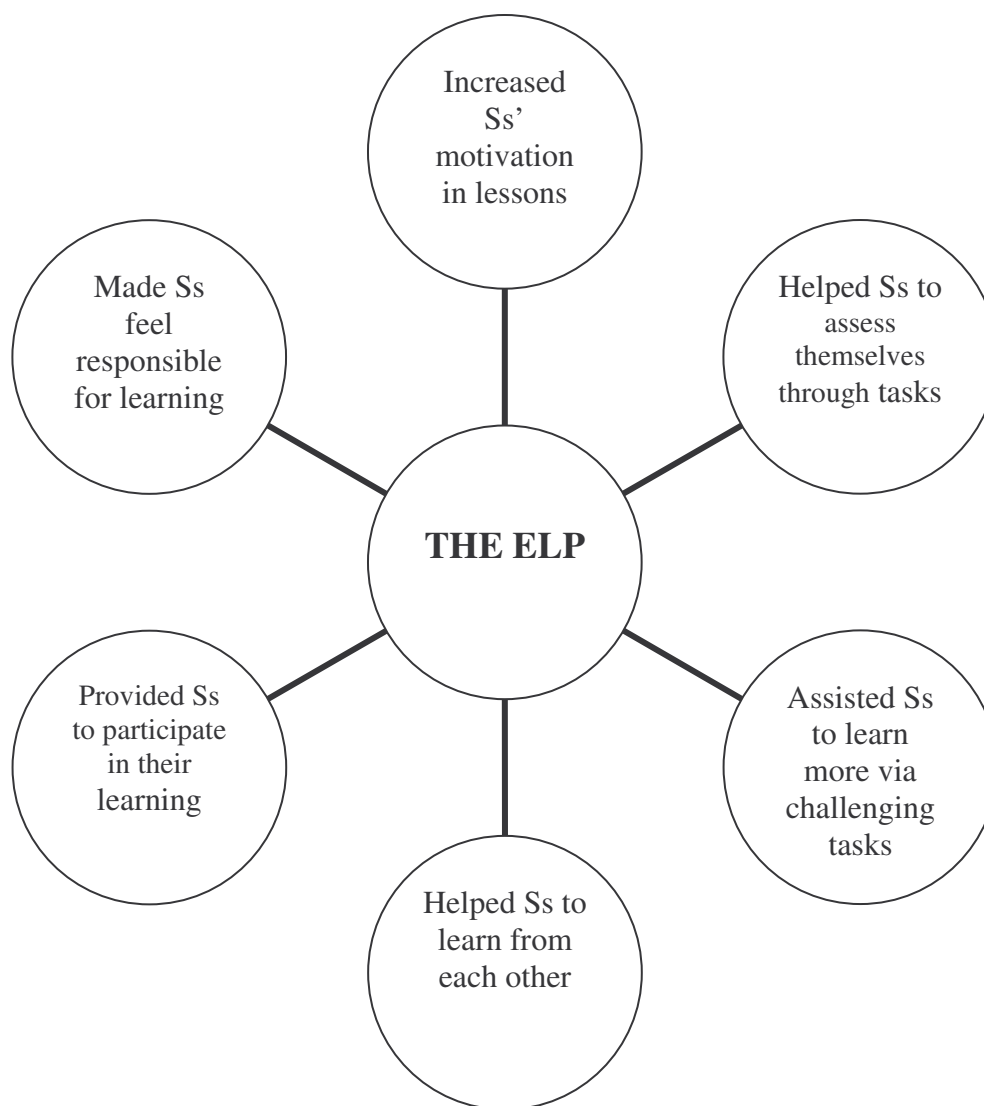


Figure 2. The findings revealed from observation and field-notes

Similarly, the interview results showed that the ELP was very successful at helping the students to be autonomous learners

- who can understand the learning aims,
- who can take responsibility for their learning,
- who can plan their learning and organize activities,
- who can review their learning and assess their learning process.

The figure 3 below illustrates the results of the interview clearly.

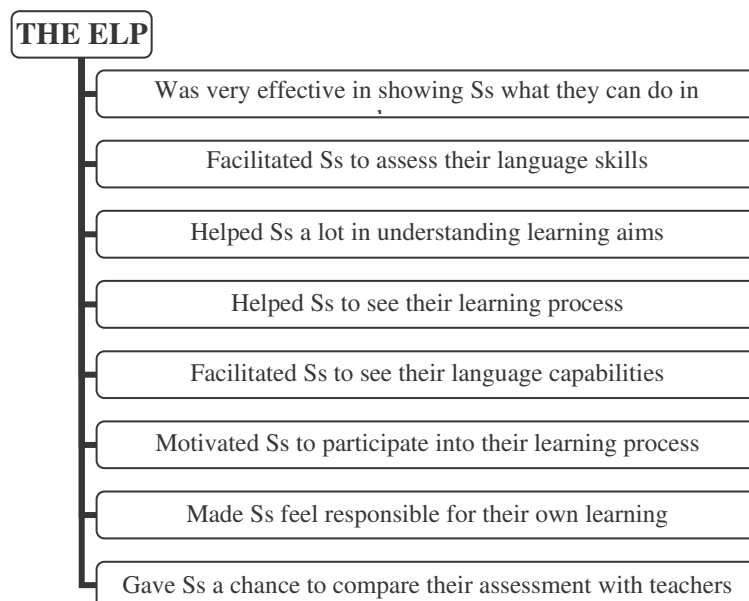


Figure 3. The interview results about the effect of the ELP on autonomy

Upon having an overall look at all the findings that the researcher obtained from questionnaires, interviews, observation checklists, field notes, and students' portfolios, we discovered that the ELP had an important role in improving learner autonomy. Since the students got tired of studying what their teacher wanted and doing the same kind of activities for their learning, and having been assessed by others and having been said what they had to do, they could not get a lot advantages of tests and they could not develop their skills for learning on their own. On the contrary, they were very eager to do tasks for portfolios since

- they had the chance for choosing their studies according to their interests,
- they had the opportunity of drafting when they had deficiencies,
- they could revise what they had learned before,
- they could use the tasks in their further studies,
- they had the evidence for their learning with them,
- and they enjoyed while studying through portfolios.

5.3. Implications of the Study

In the present study, we used the ELP as an assessment tool which may have helped students in being autonomous learners. For the effect of school tests on learner autonomy, the results obtained from the data showed us they were not very useful to make students autonomous. However, the ELP, one of the most useful and popular tools offered by the Council of Europe to increase autonomy in learning recently, was a good choice because of the following reasons. The ELP provided a learner-centered and learning-based environment in the classroom. The ELP was not only an assessment tool which gave information about the students' learning process but also an enjoyable and informative tool which made them enjoy while preparing tasks for the portfolios and learn many things from the tasks and from one another. The ELP was useful in terms of being an informative tool for the parents, teachers, and further institutions about the learner. Another helpful side of the ELP used as a methodological tool in the study was that it improved students' self-assessment skills which were one of the most important issues in constructivist learning through self-assessment activities in it. Consequently, using the ELP as a methodological framework of the study was consistent with the improvement of learner autonomy.

Our findings obtained from interviews, portfolios, field-notes and observations reveal that the participants became more responsible and reflective at the end of the implication of the study. What is more, determining the topics covered during the study at the beginning of the study helped us very much since the content of the implementation, activities, materials, and tasks were determined accordingly. However, a long term study in the same research topic can be more helpful in terms of variety of the topics and tasks. Additionally, we conducted the ELP both in English and German lessons. This showed us and to the students, and to the teachers that it is possible to make use of the ELP in language lessons.

5.4. Suggestions for Further Research

First of all, this study was conducted in a private school since the school was eager to learn about the ELP and we studied with the participants who had good educational, economical, and social conditions in general. Studying with such

participants and working in such a school may have made the study easier. The future researchers should consider this limitation and they may study in a state school and/or schools. In this way, the results can be much more rewarding.

Secondly, the study can be run with more than one researcher. The other researcher can observe the teacher / teachers and the teachers' perception and use of the ELP can also be taken into consideration. Such a study exploring both the students and teachers can give beneficial information about the curriculum development, too.

Then, the limited time was explained in another limitation of the study (see 1.6). Next studies on this area should consider it and should organize the study in a longer term so as to gain more satisfying results.

Moreover, while investigating the effect of the ELP on learners, the gender / school culture / learners' experiences can be kept in mind as well. In doing this, the limitation of the study can be overcome.

Finally, this study showed the ELP affects learner autonomy with this specific group of participants. Yet, a follow-up study may be conducted in order to see whether the students who participated to the study use what they have learned during the study including self-assessment, taking responsibilities for learning, making use of the advantages of the ELP in their lesson or not.

5.5. Our Reflections

We aimed at creating a classroom atmosphere where the students made use of the ELP in their learning process, where they learned from each other, where they could assess their learning, and where they took responsibility for their own learning, namely where they could be autonomous learners at the beginning of the study. The participants' reactions and comments about the ELP, which we learned from the data collected, were consistent with what the researcher expected at the very beginning of the study. The following extracts taken from our field-notes and observation checklists reflect the process which the researcher has been involved in.

“The students were very enthusiastic to take part in the lesson today. Almost all of them wanted to do activities and they wanted to share their experiences with each other through the tasks that they had done at home for their portfolios. Everybody listened to one another and asked questions about the pictures, drawings, and so on.

This showed us that the ELP helped the students to be motivated for learning more and to learn from each other.”

We all know how important to make students motivated for learning and make them ready for learning. For years, teachers have been using different techniques to increase students’ motivation but few of them have been successful because teachers skip the effect of assessment on motivation. No matter how teachers increase students’ motivation during classess, students are always aware of that they will be assessed through a school-test, usually sit-down exams. Therefore, their focus is on taking notes or keeping important parts for tests instead of concentrating on the present tasks. Unlike school tests, the ELP helps students to increase motivation since it evaluates them not only depending on their test result, but also their performance during the term.

“When we entered the class, the students were showing their portfolios to each other and they were trying to find out their mistakes. Those who had a complete portfolio including all the tasks done so far were very cheerful. The classroom atmosphere was a little bit noisy but not distracting other classes. At the end of the lesson, I wanted to give marks for themselves and surprisingly many students could tell their deficiencies and gave them average marks for themselves. The ELP was also successful in helping the students to assess themselves. ”

One of the most important usages of the ELP is that it helps students to assess themselves. Owing to the fact that the students know they can improve their weaknesses through other tasks, they do not deal with their score for one particular task. Therefore, they could be more honest while assessing themselves. This is not true for school test on the grounds that they do not have a second chance to compensate for tests.

“We should admit that we were not very experienced teachers in conducting the ELP in the class. We can say that we are learning by doing. Hence, sometimes we were afraid of making mistakes, and we sometimes thought this could be useless process. That’s right, it was a difficult process. We had to find different activities and tasks appropriate to the topic of the week. However, after every session that we were together with the students understood that it was not so difficult that we had thought because the students were brilliant and we learned many things from them as well, actually we learned all together in enjoyment. The ELP thought us learning is a process which the learners were always active in.”

Young learners are always eager to learn differet and new things. This feature of them provides us to make use of the ELP implementation process more fruitful. After

every session, the students gather around us by showing their portfolios, asking questions, wanting help for their tasks. This motivates us better and we have tried to improve our portfolios and tasks. Consequently, both the students and we have learned many things thanks to the ELP.

“We had always difficulty in making the students keep proper notebooks, dossier and so on. Today we realized that the keyword was to make students feel free in choosing process. When they chose the tasks, pictures, writings, and so on according to their interests and experiences, we saw that they were proper. The ELP facilitated to create a free atmosphere for students’ learning.”

The more freedom the students have, the better they learn. The ELP is successful in making learning atmosphere free. Thus, students’ motivation is high and they learn better. However, in a traditional classroom atmosphere, students cannot feel free due to teachers’ authority on activities, presentations of topics, tasks, and assessment. The idea of a school test always affects students negatively. As a result, the motivation is not very high such classes.

As it can be understood from the extracts above, as researchers -who want to find out something beneficial to our field of investigation and who want to contribute to our area- we are very happy to obtain these results at the end of the study. We believe that our experiences led us to become more aware of our personal knowledge and beliefs about teaching, and to become more conscious of our strengths and weaknesses. These experiences would make us reflect more on our teaching and facilitate us to understand our students more as teachers as well. The most importantly, during the study, we learned to become how to be a constructivist learner and teachers and how to be an autonomous learner and how to help students to become autonomous.

REFERENCES

- Aarts, R. & Broeder, P. (2003). European Language Portfolio Handbook. Version for primary education accredited model. European Platform for Dutch Education, Alkmaar.
- Atkins, M., J. Beattie and W.B. Dockrell (1993). *Assessment Issues in Higher Education*, Newcastle upon Tyne, Employment Department Group.
- Bailey, K.M. (1998). Learning About Language Assessment: Dilemmas, Decisions, And Directions. Heinle & Heinle Publishers.
- Boud, D. (ed.). (1988). *Developing Student Autonomy in Learning* (2nd edn.). New York: Kogan Page.
- Bogdan, R. C & Biklen, S. K. (1992). Qualitative Research for Education: an introduction to theory and methods (2nd ed.). Boston: Allyn and Bacon.
- Christ, I., Scharer, R., Debyser, F., & Dobson, A. (1996). European Language Portfolio: feasibility study. Strasbourg: Council of Europe, Document CC-LANG.
- Ciel Language Support Network (2000a). Assessment and independent language learning. Available at <http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=1407>
- Ciel Language Support Network. (2000b). Supporting independent language learning: development for learners and teachers. Available at <http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=1410>
- Constructivist Theory. (n.d.a). Available at <http://www.educationau.edu.au/archives/cp/04c.htm1996>
- Constructivist Theory. (n.d.b). Available at <http://tip.psychology.org/bruner.html>
- Cotteral, S. (1995). Developing a course strategy for learner autonomy. *ELT Journal*, 49/3:219-227.
- Council of Europe. (2000). European Language Portfolio (ELP): Principles and Guidelines, Document DGIV/EDU/LANG, (2000) 33, Strasbourg, Council of Europe.
- ELP. (n.d.). Retrieved from http://www.eaquals.org/portfolio_web_Final.html.
- Glesne, C. & Peshkin, A. (1992). *Becoming Qualitative Researchers: An Introduction*. Longman.

- Holec, H. (1981). *Autonomy and Foreign Language Learning*. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe.)
- Knowles, M. (1975). *Self-directed Learning: A Guide for Learners and Teachers*. New York: Association Press.
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.
- Little, D. (2000). *We're all in it together: Exploring the interdependence of teacher and learner autonomy*. University of Helsinki Language Centre. Also available at: <http://coyote.miyazaki-mu.ac.jp/learnerdev/LLE/8.2/littleE.html>
- Little, D. (2001). How independent can independent language learning really be? In J. A. Coleman, D. Ferney, D. Head & R. Rix *Language Learning Futures: Issues and strategies for modern languages provision in higher education*, 30-41. London: CILT/SCHML.
- Little, D. (2002a). *The European Language Portfolio and learner Autonomy*. Malfridur, 18 (2), 4-7. Available at <http://coyote.miyazaki-mu.ac.jp/learnerdev/LLE/8.2/littleE.html>.
- Little, D. (2002b). *Learner autonomy and second/foreign language learning*. Available at <http://www.lang.ltsn.ac.uk/resources/goodpractice.aspx?resourceid=1409>
- Mccafferty, J. B. (1981). *Self-Access Problems and Proposals*. London: The British Council.
- Meriam, S. B. and Associates. (2002). *Qualitative research in Practise: Examples for discussion and analysis*. (1st ed.). Jossey-Bass.
- Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods*. (2nd Ed.). CA: SAGE Publications, Inc.
- Paulson, L. F., Paulson, P.R., and Meyer, A.C., 1991. What makes a portfolio a portfolio? *Educational Leadership* 48 (5): 28-31.
- Rüschhoff, B. (2000). *Construction of knowledge as the basis of foreign language learning*.
- Schneider, G. & P. Lenz, 2001. *European Language Portfolio: guide for developers*. Strasbourg: Council of Europe.
- Schwienhorst, K. (1997). *Talking on the MOO: Learner autonomy and language learning in tandem*. Paper presented at the CALLMOO: Enhancing Language Learning Through Internet Technologies, Bergen, Norway.

- Scott, W.A. & Ytreberg, L.H. (1990). *Teaching English to Children*. Longman Group UK Lmt.
- Thanasoulas, D. (2000). What is Learner Autonomy and How Can It Be Fostered? Available at <http://iteslj.org/Articles/Thanasoulas-Autonomy.html>
- Thanasoulas, D. (2000). Learner Autonomy. Available at <http://www.eltnewsletter.com/back/September2000/art322000.htm>
- Trim, J. (1997). *Modern Languages: Learning, Teaching, Assessment. A common European Framework of Reference*. Strasbourg: Council for Cultural Co-operation, Education Committee.
- Trim, J. (1997). Language learning for European citizenship. Final report of the project group (1989-96). Strasbourg: Council of Europe.
- Vosicki, B. F. (n.d). *Piloting the European Language Portfolio in the Higher Education Sector: An ELC/CEL transnational Project*. University of Lausanne: CH. Retrieved from <http://www.fu-berlin.de/elc>.

APPENDICES

APPENDIX 1

QUESTIONNAIRE

1. Sence sınavlar yabancı dilde neler yapabileceğini ne kadar gösterir?

Çokça Oldukça Biraz Hiç

2. Sence sınavlar öğrenme amaçlarını anlamanda ne kadar yardımcı olur?

Çokça Oldukça Biraz Hiç

3. Sınavlar senin kendi dil becerilerini değerlendirmede ne derece yardımcı oluyor?

Çokça Oldukça Biraz Hiç

4. Sence sınavlar öğretmenin değerlendirmesi ve öğrencinin kendi kendini değerlendirmesini karşılamada ne derece mümkün kılar?

Çokça Oldukça Biraz Hiç

5. Sınavlara çalışmaktan ne kadar hoşlanıyorsun?

Çokça Oldukça Biraz Hiç

6. Sınavlar kendi öğrenme sürecini görmene ne derece yardımcı oluyor?

Çokça Oldukça Biraz Hiç

7. Sınavlar ne derece sana dildeki yeterliklerini görmeni sağlıyor?

Çokça Oldukça Biraz Hiç

8. Sence sınavlar senin kendi öğrenme sürecine daha çok katılmana ne kadar yardımcı oluyor?

Çokça Oldukça Biraz Hiç

9. Sence sınavlar sana kendi öğrenme sürecinle ilgili kendini sorumlu hissetmende ne kadar yardımcı oluyor?

Çokça Oldukça Biraz Hiç

10. Sence sınavlara hazırlanırken geçirdiğin süreç yararlı mı?

Çokça Oldukça Biraz Hiç

APPENDIX 2

COMMON REFERENCE LEVELS

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

APPENDIX 3

EXAMPLES OF THE SECTIONS IN LANGUAGE BIOGRAPHY PART

my language
BIOGRAPHY 

Language

Colour in the speech bubbles when you can do these things



I can also

1. MY LANGUAGE LEARNING AIMS

- for job
- for travel
- for study
- to understand people talking, to write, to speak, to read
- How do you learn best?

İngilizce öğrenmek bizi daha cabuk meslek sahibi olmamıza yöneltir. Ülkemize gelen turistlerin bizi anlaması, karşılıklı konuşabilmemiz için İngilizceye gerek duyarız. Daha çok gelişiriz, diğer dillerle de aramız ıyır olur. Yurt dışı seyahatlerimize daha kolay gerçekleştirebiliriz. Yeni tanıştığımız yabancı insanları mektuplarını yazmak, onlarla konuşmak, mektuplarını okuyabiliriz. Yabancı kelimeleri ve anlamları.

Böylece ana dilimiz yanında ek bir dilimiz olur.

2. My language learning history.

- at the school
- in my family
- on TV / magazine / newspaper / computer
- talking with foreign people
- stay in a place (hotel)

years	EXPERIENCE
1997	Starting English at the school
1994-2003	Staying at a hotel with tourist
2004-June	Watched a film on TV
2004	speaking with my uncle
2003	on TV magazine
2001	newspaper
1993	on TV magazine
1998	staying at a hotel with tourist
1999	speaking with my uncle
2002	on TV computer

APPENDIX 4**OBSERVATION CHECKLIST**

DATE	SETTING	PARTICIPANTS	EVENTS	NOTES

APPENDIX 5**FIELD-NOTES FORM**

DATE	NOTES	REFLECTION

APPENDIX 6

GÖRÜŞME SORULARI (INTERVIEW)

1) ELP yabancı dilde neler yapabileceğini ne kadar gösterdi?

Çokça Oldukça Biraz Hiç

Bunlar nelerdi, açıklar mısın:

2) Sence ELP öğrenme amaçlarını anlamanda ne kadar yardımcı oldu?

Çokça Oldukça Biraz Hiç

Açıklar mısın:

3) ELP senin kendi dil becerilerini değerlendirmede ne derece yardımcı oldu?

Çokça Oldukça Biraz Hiç

Örneğin:

4) Sence ELP öğretmenin değerlendirmesi ve öğrencinin kendi kendini değerlendirmesini karşılamayı sağladı mı?

Nasıl:

5) ELP'ne çalışma hazırlamaktan ne kadar hoşlandın?

Çokça Oldukça Biraz Hiç

Örneğin en çok hangi çalışma, neden:

6) ELP kendi öğrenme sürecini görmene ne derece yardımcı oldu?

Çokça Oldukça Biraz Hiç

Nasıl:

7) ELP ne derece sana dildeki yeterliklerini görmeni sağladı?

Çokça Oldukça Biraz Hiç

Nasıl:

8) Sence ELP senin kendi öğrenme sürecine daha çok katılmana ne kadar yardımcı oldu?

Çokça Oldukça Biraz Hiç

Nasıl:

9) Sence ELP sana kendi öğrenme sürecinle ilgili kendini sorumlu hissetmende ne kadar yardımcı oldu?

Çokça Oldukça Biraz Hiç

Nasıl:

10) Sence ELP'ne bir şeyler hazırlarken geçirdiğin süreç yararlı mıydı?

Çokça Oldukça Biraz Hiç

Açıklar mısın:

APPENDIX 7

TASKS EXAMPLES ABOUT DIFFERENT TOPICS

EXAMPLE TASK 1

MY HOLIDAYS



I went to Ankara last year. My family and I had good time together. We bought clothes and shoe. I stayed my mother's aunt's house. We went to city and the enjoyable park. I wanted to see the Gaz. University. And I saw it. We went to Anitkabir, that was very perfect. Anitkabir had a green place. Ankara is very crowded city but I lived there.



We went to holiday five years ago. We stayed in a hotel- Mirage Park Resort. That was so enjoyable. In the swimming pool we had a good time. My friends and I played volleyball in a beach. We had a sunbathe. I swam in the sea. I wanted to talk English when I was so I spoke English a little to a small girl. and the meal was delicious. Everything was wonderful.

EXAMPLE TASK 2

WHAT'S THE WEATHER LIKE?

 ⇒ It's very hot and sunny.

ADANA

 ⇒ It's very cold and snowy.

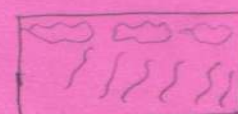
ERZURUM

 ⇒ It's cold and rainy.

ANKARA

 ⇒ It's warm and cloudy.

KÜTAHYA

 ⇒ It's warm and windy.

ANTALYA

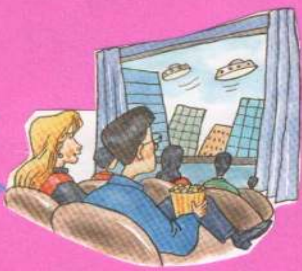
29 Merve Özer
010 1035

EXAMPLE TASK 3

WHAT ARE THEY DOING?


 He is resting a coffee. He is a waiter.
 He is flying a plane. He is a pilot.
 


 She is surfing.

They are watching film and eating popcorn.
 


 They're dancing and singing song.
 Joen is drinking beer and talking Long
 Long is drinking beer and talking Joen.

 → Long
 → Joen

He is reading a newspaper and has a breakfast.
 


 → Ricky
 → Mark
 → Mary

mark is
 Ricky is Looking Mary.
 Mary is going to home.


 → Maykil
 → Sue
 → Lila
 → Stefan

Maykil is dancing with Lila
 Sue is dancing Stefan.
 And they're laughing.

EXAMPLE TASK 4

WHAT'S THE WEATHER LIKE?

What's the weather like?
It is sunny and very hot in Madrid.
Madrid

What's the weather like?
It is snowy in Paris.
Paris

What's the weather like?
It's cold in Rome.
Rome

What's the weather like?
It's raining in New York.
New York

What's the weather like?
It's cloudy in London.
London

EXAMPLE TASK 5

MY FAVOURITE ANIMAL

My favourite animal is rabbit. Rabbit is a very good animal. Rabbit usually to be white. But my favourite rabbit is Bugs Bunny. Bugs Bunny is grey and white. Bugs Bunny is cartoon character. He is very comic. He is very nice. Rabbits usually eat carrots. Because they are fast running and big teeth. They are fantastic. Rabbits are running fast.



CURRICULUM VITAE

Name : Selma USLU KOYUNCU

Place and Date of Birth : Ankara – 1980

E-mail : selmakoyuncu@gmail.com

Educational Background

2003-2006 (MA) Çukurova University Institute of Social Sciences
English Language Teaching Department

1999-2003 (BA) Çukurova University
Faculty of Education, English Language Teaching Department

1995- 1999 Şemsettin Mursaloğlu Lisesi İskenderun/HATAY

Experience

2006- Mithatpaşa İlköğretim Okulu – Adana (English Teacher)

2003–2006 Solaklı Atatürk İlköğretim Okulu -Adana (English Teacher)

2003-2004 Kurttepe Teknik Lise ve Endüstri Meslek Lisesi – Adana
(English Teacher)

2002-2003 Gündoğdu Koleji - (Student Teacher)