

T.C.
AKDENİZ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING

**THE EFFECT of LANGUAGE PORTFOLIO on YOUNG
LEARNERS' SELF-ASSESSMENT and LANGUAGE LEARNING
AUTONOMY**

MASTER'S THESIS

Özlem ÖZDEMİR

Antalya, 2017

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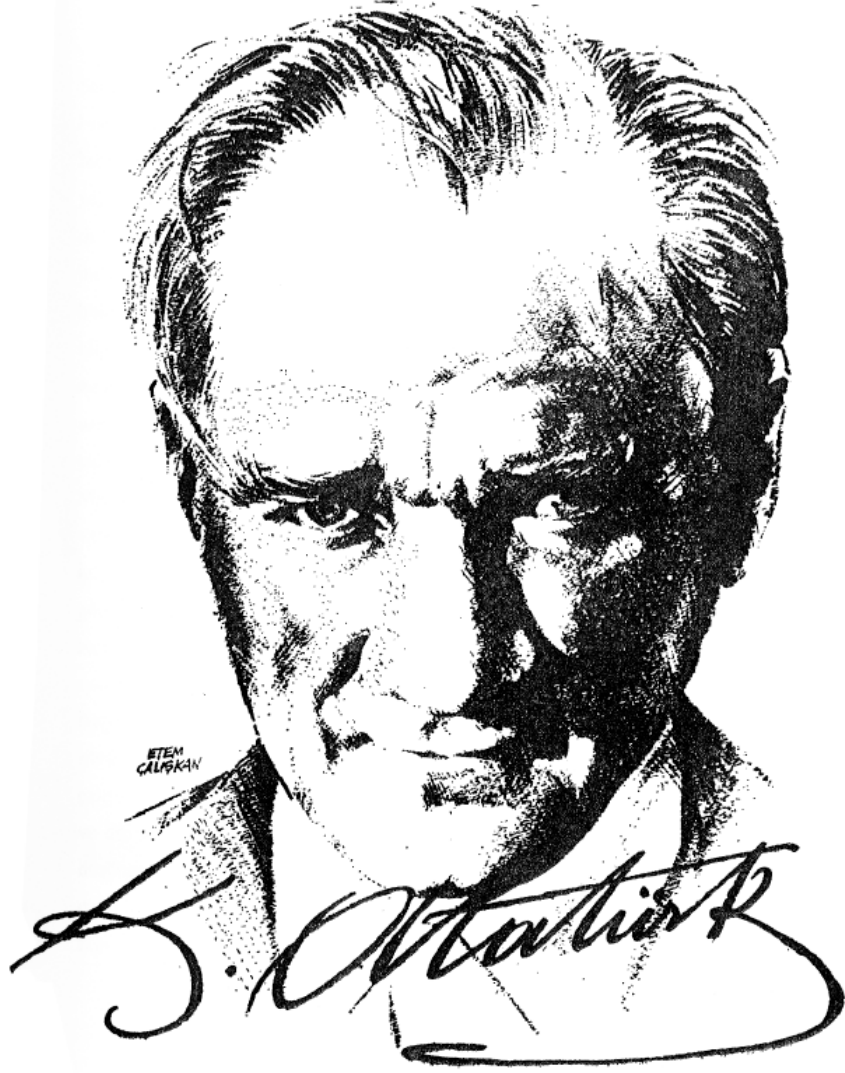
MASTER'S THESIS

Özlem ÖZDEMİR

Supervisor:

Asst. Prof. Dr. Simla COURSE

Antalya, 2017



*Dünyada her şey için; uygarlık için, yaşam için, başarı için,
en gerçek yol gösterici bilimdir, fendir.*

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İMZA

Başkan : (Unvan)Adı Soyadı Yrd. Doç. Dr. Gülden Tüm
(Çalıştığı Kurum, Fakülte, Bölüm)

Gülden Tüm

Üye : (Unvan)Adı Soyadı Yrd. Doç. Dr. F. Özelen Saka
(Çalıştığı Kurum, Fakülte, Bölüm) Akdeniz Üniv. Eğitim Fak.

F. Özelen Saka

Üye (Danışman) : (Unvan)Adı Soyadı Yrd. Doç. Dr. Sinem Course
(Çalıştığı Kurum, Fakülte, Bölüm) Akdeniz Üniv. Eğitim Fak. Yabancı Diller Eğitimi

Sinem Course

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ONAY: Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun tarihli ve sayılı kararıyla kabul edilmiştir.

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Finally thank you for reading it.

ÖZET

Dil Portfolyosunun (DP) İlkokul 3. Sınıf Öğrencilerinin Öz Değerlendirmelerine ve Öğrenme Özerkliğine Etkisi

Özdemir, Özlem

Yüksek Lisans, Yabancı Diller Eğitimi Bölümü

Tez Danışmanı: Yrd. Doç. Dr. Simla Course

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Bu çalışma öz-değerlendirmeyle birlikte dil portfolyosu tutmanın, ilkokul 3. sınıf öğrencilerin öğrenme özerkliği edinme sürecine katkı sağlayıp sağlamadığını incelemektedir.

Çalışma Antalya'da bir ilkokulda, 2015-2016 bahar döneminde, 16 haftalık bir süreçte uygulanmıştır. Çalışmaya 3. sınıf seviyesinde 58 ilkokul 3. sınıf öğrencisi katılmıştır. Araştırmacı öğretmenin diğer sınıflarının yanı sıra sadece iki adet 3. sınıfı bulunduğundan uygun örnekleme yöntemiyle seçilen bu iki sınıf kontrol ve deney grubu olarak rastgele atanmıştır. Araştırma deseni olarak nitel keşif metoduyla, eylem araştırması yapılmıştır. Veriler araştırma boyunca, portfolyo uygulaması, araştırmacı öğretmenin saha notları ve öğrenci-öğretmen portfolyo ve öz-değerlendirme bağlantılı görüşmeleri ile toplanmıştır.

Deney grubunda dersteki rutinin dışında 16 haftalık bir portfolyo çalışması ve ardından öz-değerlendirme süreci uygulanmıştır. Kontrol grubundaysa kendi rutinlerinin ardından öğrencilere öz-değerlendirme süreci uygulanmıştır. Uygulama sırasında deney grubundaki bazı öğrencilerin portfolyo materyallerini kullanarak gelişmelerini takip ettikleri; kendi çalışmaları ve akranlarının çalışmaları üzerinde düşünerek planlama yapmaya başladıkları; gelecekteki öğrenmelerine yönelik hedef koydukları ve öz-değerlendirme yoluyla kendilerini değerlendirdikleri gözlemlenmiştir. Bu gözlemler göstermiştir ki dil portfolyosu ilkokul 3. sınıf öğrencileri üzerinde olumlu bir etki yaratmıştır. Öğrencilerin öğrenme süreci farkındalıkları ve süreç üzerindeki kontrolleri artmıştır. Öğrenciler tamamen öğrenme özerkliği kazandı diye iddia edilememekle birlikte bu

çalışmanın öğrenme özerkliğinde büyük bir adım olduğu söylenebilir. Öğrenciler zayıf yönleriyle baş etmek için planlayıcılar haline gelmiştir.

Bu çalışma dil portfolyosunu Türkiye'deki ilkokul sınıf ortamında alternatif bir ölçme aracı olmasının yanı sıra beraberinde sağladığı öğrenme özerkliği, öz-değerlendirme, hedef koyma ve derinlemesine düşünme gibi faydalar bakımından incelemektedir. Bulguların hem olumlu sonuçlara ışık tutması hem de olası problemleri göstermesi beklenmektedir. Bu çalışmada sınıf uygulamaları hakkında görüşler ve daha ileri araştırmalar için öneriler müzakere edilecektir.

Anahtar Kelimeler: Avrupa Konseyi Ortak Dil Kriterleri Çerçeve Programı (CEFR), Dil Portfolyosu (DP), ilkokul 3. sınıf öğrenciler, Öz Değerlendirme, Öğrenme Özerkliği, Hedef Koyma, Derinlemesine Düşünme.

ABSTRACT

The Effect of Language Portfolio (LP) on Learners' Self-Assessment and Language Learning Autonomy

Özdemir, Özlem

MA, Foreign Language Teaching Department

Supervisor: Asst. Prof. Dr. Simla Course

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The aim of this study is to investigate whether keeping a language portfolio contributes to young learners' ability to self-assess and to their process of autonomous learning.

The study was conducted over a 16-week-period during the 2015-2016 spring term at a primary state school. 58 young learners from two 3rd grades participated in the study. The researcher was the teacher of two 3rd year classes and through convenience sampling, these two classes were chosen; and between these two classes, control and experimental groups were randomly assigned. Action research as an approach of qualitative research is chosen as a study type in the research design. The data were collected through the learners' language portfolios, teacher-researcher's field notes, learner interviews and learner-teacher discussions regarding their portfolios and assessment.

The experimental group had portfolio intervention for 16 weeks. Learners in the experimental group did their routine studies and worked on their portfolio materials during these weeks. At the end of every unit learners self-assessed their learning process through 'can-do' statements and a learning contract. The control group only had their learning contracts and self-assessment process after their routine studies.

Some of the learners in the experimental group started checking their portfolio works to see their improvement; to plan their learning through reflection on their own and on their peers' work; to set goals for their future learning topics; and to evaluate their learning progress through self-assessment statements. The data show that portfolio had a positive effect on learners. Learners became more aware

of their learning process and slowly started learning how to control this process. Learners became planners to overcome their weaknesses.

It can be concluded that language portfolio helped promote greater autonomy. The findings shed light both on positive outcomes and on possible problems. This study discusses the implications of the study for classroom practice and provides suggestions for further research.

Key words: Common European Framework of Reference for Languages (CEFR), Language Portfolio (LP), Young Learners, Self-assessment, Autonomy, Goal Setting, Reflection.

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LIST OF ABBREVIATIONS

BoE	Board of Education
CEFR	Common European Framework of Reference for Languages: Learning, Teaching, Assessment.
CG	Control Group
CoE	Council of Europe
CTLs	Classroom-trained Learners
EFL	English as a Foreign Language
EG	Experimental Group
ELC	English Language Curriculum
ELP	European Language Portfolio
ELT	English Language Teaching
FASILs	Fully Autonomous Self-instructed Learners
FLE	Foreign Language Education
LA	Learner Autonomy
LP	Language Portfolio
L2	Second Language
MLJ	Modern Language Journal
MoNE	Ministry of National Education
YLLs	Young Language Learners

CHAPTER I INTRODUCTION

This study has been carried out to see the effect of Language Portfolio (LP) on fostering autonomous learning and self-assessment. Chapter 1 introduces the background of the study, problem statement, study purpose, scope of the study, significance of the study, limitations, and definitions of some terms and phrases.

1.1. Background of the study

Education is a social need and nowadays educational programs give emphasis to autonomy, self-assessment, and LPs to nourish this need. There has been a change from the old methods and techniques to those which focus on learning for communication and autonomous learning. In this study, LP has been used to foster learner autonomy. Studies to promote learner autonomy and self-assessment in language learning through the use of portfolios are attempts to make the concept of autonomy “visible” (Kohonen, 2000, p.1) and more observable for teachers and learners. Thus, European Language Portfolio (ELP) has become a very famous large-scale Council of Europe (CoE) project, which has a beneficial effect on language learning and teaching. The CoE has promoted the learning of modern languages “ever since the establishment of the Council for Cultural Cooperation in the late 1950’s” (Bailly, Devitt, Gremmo, Heyworth, Hopkins, Jones, Makosh, Riley, Stoks & Trim, 2002, p.5). This Council has carried out important works and promoted the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and ELP among its member countries. The CEFR serves the aim of CoE which is to achieve unity among its members by adopting a common action in the cultural field.

In 2001, European Year of Languages, the CoE officially launched the implementation of the ELP (Little, Goullier & Hughes, 2011). Since then a great number of studies have been carried out all over Europe with different age groups but studies with young learners are scarce. One of the few recent studies focuses on assessing speaking skills of young learners by using portfolio (Efthymiou,

2012). In a similar study, Barabouli (2012) implements portfolio as an assessment tool. Jafari and Gholami (2014) investigated the impact of portfolio writing on learner autonomy in their study. Another research investigates intervention of process portfolio in a Greek state primary school with third grade students (Kouzouli, 2012). Though not recent, Hasselgreen (2005) also conducted a study to find out how the CEFR and ELP are used in young learners' assessment focusing on the developments of these subjects in Norway. Being a member of the CoE, Turkey also took part in the piloting phase of the ELP and the Ministry of Turkish National Education (MoNE) officially launched the ELP in 2009-2010 academic years (Pekkanlı, 2009). In Turkey, Yılmaz and Akcan (2012) used ELP with the aim of enhancing young learners' involvement in language learning process. They concluded that "the ELP was implemented through five common practices: raising awareness, goal tracking, making choices, reflection, and self-assessment" (Yılmaz & Akcan, 2012, p.166).

While these educational developments happened in Europe, the Ministry of National Education (MoNE) in Turkey also made some changes in the education system in Turkey. Recently Turkish Educational System has been changed from 8+4 educational model to the 4+4+4 system. Along with this change, in the educational system English language instruction is implemented from the second grade onward. While designing the new English Language Teaching Program, the principles and descriptors of the CEFR were followed (BoE, 2013). In the Teaching Program for English, the Ministry of National Education (MoNE) explains how they adopted international teaching standards taking into account learner autonomy, self-assessment, and appreciation for cultural diversity (CoE, 2001; BoE, 2013). In this program MoNE promotes lifelong learning, autonomy, and self-assessment for authenticity and communication purposes. There are suggestions for practice and material types in the program as well. Also with an intention to create a link between language learning and daily life, themes like family, animals, holidays, transportation, leisure time activities and so on are chosen for familiarity to young language learners. Yet, within these developments a gap appears to open up between what is written and applied as there is a lack of guidance for teachers about how to promote autonomy in their classrooms. The

aim of this study is to find an answer to the question: “How can we promote autonomy?”

If our intention as teachers is to support learners to take over the planning and control of their own learning, then it is necessary that they are aware of “what to do, why to do it, and how to evaluate the process as well as the outcome” or else they cannot decide on the next steps and thus cannot become autonomous (Dam & Legenhausen, 2011, p.178). Dam and Legenhausen (2011), state that reflection, evaluation, and assessment should be integrated parts of the teaching learning process in every learning context. With an intention of being a reflective teacher I too push myself to question and find more effective methods and strategies for my teaching in order to grow as a teacher and in order for my learners to learn how to learn and become autonomous. I believe learner participation plays a significant role in assisting me at becoming the best teacher I can be. This mutual teaching-learning process seems to be possible through the process of LP. In the process of portfolio keeping, language learners can look through their earlier works and reflect on their progress (Potter, 1999). This process is essential for their path to autonomy. As discussed in Chapter 2 in more detail, by its very nature, language learning is a series of steps that language users need to be aware of, such as to think, revise, reflect, make mistakes, start over, and repeat these steps until they master their learning. If they do so, then arguably they are already autonomous learners.

The aim of this study is to investigate whether keeping an LP promote greater learner autonomy. Seeing the lack of guidance for fostering autonomous language learning and for assessing 3rd grade young language learners, this study aims to help shed some light on using portfolios.

1.2.Statement of the Problem

In Turkey, beginning from the 2nd grade, primary school students start to learn English as a school subject. They have English courses for 80 minutes a week. In the English Language Teaching Program published by MoNE the need for developing communicative competence in English, learner autonomy, self-

assessment, and use of materials were emphasised but not many teachers are aware of how to promote learner autonomy or how to assess such young learners. Although there are accredited portfolios available for ages between 10-14 years and 15-18 years on the web page of MoNE (<http://adp.meb.gov.tr>), these portfolios are not appropriate for 3rd grade learners as the materials and ‘can-do’ statements aim older learners. These portfolios are designed to be used by older pupils starting from grade 5. Besides this, 3rd grade English teachers mostly operate on impression as an assessment tool (see section 2.3.1.) as the new curriculum requires the teachers to work on listening and speaking for the first two years of English teaching; and this can cause some learners to be graded unjustly. As a 3rd grade English teacher seeing the emphasis given in the curriculum on learners’ self-assessment process and greater autonomy, the teacher-researcher decided to create her own assessment tool assisting her learners on their journey to autonomy.

In summary, in order to meet the curriculum requirements regarding learner autonomy and assessment of young learners this study was conducted. The central problem of this study was to find out whether using a language portfolio effects primary school 3rd grade young learners’ self-assessment and language learning autonomy.

1.3.Purpose of the Study

As a result of the period of rapid social change, Daniels (2003) indicates that the education practiced before may no longer be appropriate for today’s children. These changes necessitate different implementations in educational programs as well. In the light of this idea it becomes important to create an autonomous classroom for young language learners encouraging them to set goals out of school and make plans to achieve these goals. But before this, the concept of autonomy should be clarified.

Despite the emphasis mentioned in section 1.1. about autonomy and autonomous learning by MoNE, the concept of autonomy and autonomous learning are obscure to most of the teachers and learners (Sinem, 2010). This necessitates

mentioning the universally accepted definition of learner autonomy which is “the ability to take charge of one’s own learning” (Holec, cited in Little, 2007a, p.14, Little, 2010b, p.27). According to some, this means self-instruction, that is learning without a teacher. Others see it as having the freedom to do whatever pleases the learner, “including nothing” (Little, 2007a, p.15). Instead of these misconceptions, the focus of the present study is on understanding the mutual support and integration of the development of learner autonomy and the growth of learners’ English language proficiency through using an LP.

The present study has been carried out to see whether use of LP with 3rd grade primary state school language learners foster autonomous learning. By observing learners during their portfolio keeping process and scaffolding them through their self-assessment studies, a path to autonomy is aimed. In order to reach this aim, the research questions investigated in this study are listed below:

- 1) Does LP foster learner autonomy?
 - 1.1) Does the use of LP help young learners reflect on their own learning process?
 - 1.2) Does the use of LP help learners set goals?
 - 1.3) Does the use of LP help learners make plans for improvement?
 - 1.4) Does the use of LP help learners put their plans in action for improvement?
- 2) To what extent does young learners’ self-assessment match with the teacher’s summative assessment?

1.4.Scope of the Study

The present study was focused on observing the effects of LP on young language learners of English at 3rd grade primary school. This study was carried out in a primary school, in Antalya. The participants consisted of students of 3rd grade primary school classes who were studying at that school in 2015-2016 academic year. The number of participants was 58. Among 58 participants 31 of them were in experimental group (EG) and 27 of them were in control group (CG). The

language learners/users are at the basic level. Their proficiency levels could be stated as A1.2. Figure 1.1 below shows the levels.

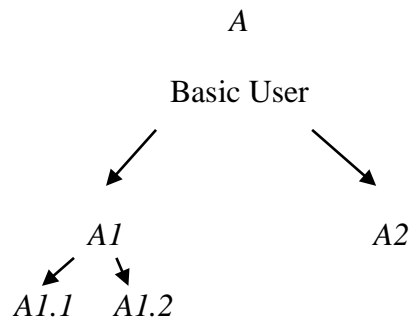


Figure 1.1: The illustration of the A1 level sub-division

1.5. Significance of the Study

It is claimed that the findings of this research will give some insight about the effects of LP on learners' path to autonomy through reflections on their own learning and development of their self-assessment skills. The results are aimed at helping teachers of young learners to try different techniques for their learners' evaluation process and the portfolio designed for this study is aimed to stand as an initial sample for teachers of 3rd grade students to prepare a portfolio for evaluation, self-assessment, and promotion of autonomous learning. This study's findings also aim to suggest further research on this topic.

1.6. Limitations

There are some limitations to the study. The first limitation is that the study was carried out in only one primary school. Also as a result of the nature of intervention studies, the population of the study and the number of classes involved was limited to 58 students aged between 9 and 10 at 3rd grade level. Thus, results of this study cannot be generalized to other age groups.

The second limitation was the unavailability of an accredited language portfolio. In order to conduct the study, the teacher-researcher had to develop her own language portfolio which was also a limitation for the research.

The third limitation was the time. In this study, it was found out that one academic year was not enough to achieve greater learner autonomy but was a step towards it. It can be concluded that becoming autonomous is a long process and as a result of this, learners need to be observed for a longer time.

1.7. Definitions of Terms and Phrases

Below are the definitions of some of the terms and phrases used throughout the study.

Action Research: The main focus of this approach, which is systematic and self-reflective in its nature, is to explore teachers' problems or questions in their teaching or learning contexts by collecting and analysing information to change or improve their teaching (Heigham & Croker, 2009).

Autonomy: The term, *learner autonomy* was first introduced in 1981 by Henri Holec (Little, 2009; Little, 2010a). Autonomous language learners are the ones who are able to "take charge of their own learning" (Little, 2009, p.223)

Convenience Sampling: Data collection units are selected simply because of their availability (Yin, 2011).

Extra work: The papers prepared by the learners voluntarily for the topics they chose to learn. These papers were prepared as a result of learners' goal setting.

Language Portfolio: Portfolios are purposeful collections of learners' work helping the teachers assess their learners through an extended period of time.

Qualitative Research: This research method focuses on participants of the study 'at a given point in time' and 'in a particular context'. The process of what's going on in a setting is important rather than numerical outcomes (Heigham & Croker, 2009).

Reflective Teaching: Reflective teaching is an instrument for teachers to think, analyse, and judge their classroom action objectively (Liu & Zhang, 2014).

Self-assessment: Self-assessment is the judgements made by the learner for his/her own proficiency. A proposition for self-assessment is that it provides an effective resource for developing critical awareness which results in an advantage

of learners becoming better at setting realistic goals and directing their own learning (Bullock, 2011).

Triangulation: “An analytic technique, used during fieldwork as well as later during formal analysis, to corroborate a finding with evidence from two or more different sources” (Yin, 2011, p.313).

Young Learners: The age ranges between 5-13 years (Pinter, 2015) to call the students young learners. In the present study the language learners are aged between 9 and 10.

CHAPTER II LITERATURE REVIEW

The sections in Chapter 2 investigate topics such as LP, autonomy, self-assessment, young learners, and relations among these educational concepts in detail.

2.1. Language Portfolio

Portfolios have been used in connection with arts where artists, architects, and photographers collect their pieces of work so that they can show them to their future employers. These professionals use portfolios both as a proof of their best practice and to show the advancement of their skills over the years (Gonzalez, 2008). But after the 1990s, the use of portfolios has been increased in various educational contexts. Keeping their basic meaning, they become purposeful collections of learners' work, helping the teachers assess their learners through an extended period of time. They are considered an effective means of assessment because they build learners' metacognitive awareness (Gordon, 2007) through the process.

The ELP, which is CEFR's companion piece, reflects CoE's concern with the development of the language learner/user and his/her capacity for independent language learning. It belongs to the learner/user and it is used as a tool to promote learner autonomy. It encourages goal-setting, monitoring, self-assessment and as a result, it is connected with the concept of learner autonomy (Little, 2009). In the principles and guidelines (CoE, 2000; Little & Perclová, 2001), it is suggested that the ELP is the possession of the individual learner and even owning an LP by itself implies learner autonomy. As the focus of the present study is promoting learner autonomy, portfolio materials and self-assessment parts were prepared taking the ELP models and assessment parts of CEFR into account, besides the English Language Curriculum (ELC) in Turkey. But in the present study, the term LP is used as a "reporting portfolio" (Kohonen, 1999, p.7) for the purpose of

documenting language studies, showing learners their learning process and as a result of this, it must be distinguished from the CoE's concept of ELP.

As portfolios are an authentic (Brumen, Cagran, Rixon, 2009) and alternative form of assessment, (Efthymiou, 2012; Anastasiadou, 2013) they are naturally on-going, formative, and diagnostic. They reflect the curriculum objectives, provide information on not only strengths but also weaknesses of the learners, and provide sources for learner development and as a result of all these, learners' progress and improvements can be assessed more reliably than traditional ways (Barabouti, 2012) involving learners in this process as well.

Whether the use of LP helps learners set goals or not is one of the key points while investigating the concepts of LP and autonomy. According to Potter (1999), taking attention of young learners in the process of discovering knowledge areas in which they are in need of improvement, encourages both motivation and responsibility, and helps learners to establish personal goals. If the official curriculum demands can be reflected on the self-assessment checklists, it will "provide learners and teachers with an inventory of learning tasks that they can use to plan, monitor, and evaluate their learning" (Little, 2009b, p.226) and teaching over a week, a month, or a year. Portfolios include tasks which are based on curricular objectives as stated in the preceding sentence. These claims show us that LP can be used for goal setting (Potter, 1999) and self-assessment (Cavana, 2010). They also show that in principle LP supports learner autonomy (Little, 2012).

2.1.1. Advantages of Using Language Portfolios

Portfolios are both a widely recommended way of assessing the work and a documentation of the progress of learners of all ages (Potter, 1999). LP is chosen for the present study because it serves many purposes. Lots of countries with different language backgrounds, educational systems and structures, different political, cultural, and educational priorities in mind use LPs. In some contexts, LP is used to promote plurilingualism, in others to develop learners' intercultural awareness, yet in others to engage learners in planning, monitoring, and assessing their own language (Little, 2001). The last reason is one of the aims of this study.

Portfolios have a lot of advantages some of which are listed below:

- First of all, portfolios are “authentic assessments” (Seitz & Bartholomew, 2008, p. 63) made during the teaching-learning process. They are also flexible instruments, adaptable to the curriculum, class, and terms of the activities (Cirneanu, Chirita & Cirneanu, 2009).
- They enable students to improve their self-image as learners participate in the decision making processes of the content (Lynch & Struewing, cited in Smith, Brewer & Heffner, 2003).
- Learners assume responsibility for self-assessment and for their learning so it improves learner autonomy and self-assessment.
- They increase school accountability, and teach organization to learners.
- Learners interact with their peers, teachers, and parents for their learning (Kim & Yazdian, 2014).
- Learners will exhibit creativity, originality and start thinking critically about school work.
- Young learners find LP enjoyable, which motivates the learners (Nováková & Davidová, 2003).
- They make not only teachers and learners but also parents and others pay attention to the process of learning instead of the product (Seitz & Bartholomew, 2008).

Besides these advantages, portfolios provide a chance to integrate teaching and assessment and they also provide a rich source of information for teachers. Teachers also improve their own teaching materials, methods, plans for further instruction through this source of information (Barabouti, 2012). This means that, portfolios improve both teachers’ teaching experience and the learners’ learning experience through reflection and mutual nourishment.

2.1.2. Disadvantages of Using Language Portfolios

At this point, it is a good idea to flip the coin and to look at the disadvantages of portfolio use. Considering the advantages of using portfolio as a tool for assessment and promoting greater autonomy, disadvantages seem to have minor importance. This could also be due to the fact that there has not been much

research published which critically evaluates ELP (Frida, 2009). Still, evaluating the use of portfolios in detail with its pros and cons is necessary before moving on to the intervention phase. The main disadvantages are listed below:

- Materials needed may be costly and will mean workload for teachers

Learners and teachers may find LP demanding additional effort that is not related to the curriculum or hard to get through the course book (Little, 2007a, Little & Perclová, 2001, Aksu, Mirici & Glover, 2005). Little and Perclová, (2001) claim that while using the ELP, teachers commit themselves to a continuous process of discussion and negotiation with their learners to which course books should remain subordinate (Little & Perclová, 2001). Another problem with the LP is that if it is not provided by the Ministry of Education or school administration, it will take a long time for the teacher to prepare her/his own materials and this necessitates time and effort. In addition, it will be financially costly for the language teacher to provide LPs for each child. For example, a third grade language teacher has to teach at least 11 classes of learners in Turkey and this means purchasing an accredited portfolio for a minimum of 275 learners.

- Portfolio checking and assessment can take a lot of time of the teacher (Kim & Yazdian, 2014; Driessen, Van der Vleuten, Schuwirth, Tartwijk, & Vermunt, 2005; Little & Perclová, 2001).

After the portfolios are prepared and given out to the pupils in order for the LP to be effective, continuous feedback and follow up is necessary for each language learner/user for the LP work to be worthwhile (Little & Perclová, 2001). Perclová also confirms this in her doctoral thesis through her observation that teachers felt the time obstacle as one of the negative features of working with the LP (Perclová, cited in Frida 2009). This can be very tiring for teachers with crowded classes as it cannot be assessed quickly and easily (Cirneanu, Chirita & Cirneanu, 2009).

- Learners may have difficulty evaluating their own works or their evaluations may not correspond to the curricular goals (Potter, 1999, Frida, 2009).

Young language learners are egocentric and defining criteria for their selections from their works may be challenging for them. Teacher guidance is necessary for

them to develop reasonable goals and assess their work in a way that makes it possible for them to improve and pay attention to their own goals. This way, the evaluation of their works can be constructive rather than being harmful.

2.2. Autonomy

There have been an ever-increasing number of articles and books on autonomy, which functions within a social context (Jiménez Raya & Vieira, 2015). “Autonomy is not an all or nothing concept” (Jiménez Raya, Lamb, and Vieira, cited in Jiménez Raya & Vieira, 2015) instead, it is a continuum in which one can be less or more autonomous (Swaine, 2012, Nunan, 2003). In order to develop autonomy, which is a complex process, time, commitment, expertise, and some guidance are necessary in foreign language education (Kohonen, 2002). After deciding to do an individual research on autonomy as the teacher-researcher, I had particular issues to consider, one of which was the concept of autonomy. The meaning of autonomy, the rationale for promoting it, and its implications for teaching and learning can be listed among those mentioned issues.

Swaine (2012) defines autonomy as “a condition in which one rationally assesses one’s beliefs, aims, attachments, desires, and interests” (p.108). He calls this the core conception of autonomy. Similar to Swaine, Arpaly identified autonomy as “having the ability to get along well in the world without requiring the help of others” (Arpaly, cited in Mullin, 2007). Kemp (2010), on the other hand, summarizes the process of autonomization as learners’ engagement with their learning and reflecting on their performance, which will lead them to take control and make decisions that improve their progress.

Holec was the first one to define autonomy in 1981 as “the ability to take charge of one’s own learning” (Holec, cited in Jiménez Raya & Vieira, 2015). It should be noted, however, that learners cannot conduct focused and purposeful learning conversations or construct knowledge out of nothing (Little, 2007b). Instead, they need someone to scaffold or help them, like a teacher (Smith, 2008). Deci (1996), on the other hand, proposes that we are autonomous when we are “fully willing to do what we are doing and we embrace the activity with a sense of interest and

commitment” (Deci, as cited in Little, 2007b). As can be inferred from the variety of definitions above, there are multiple meanings of autonomy derived from these various definitions (Smith, 2008) and there is no clearly agreed definition in the literature. However, there are some aspects of autonomy included in the various definitions and the most commonly used aspects can be listed as below:

- *Autonomy is a construct of capacity*
- *Autonomy involves a willingness on the part of the learner to take responsibility for their own learning*
- *The capacity and willingness of learners to take such responsibility is not necessarily innate*
- *Complete autonomy is an idealistic goal*
- *There are degrees of autonomy*
- *The degrees of autonomy are unstable and variable*
- *Autonomy is not simply a matter of placing learners in situations where they have to be independent*
- *Developing autonomy requires conscious awareness of the learning process i.e. conscious reflection and decision-making*
- *Promoting autonomy is not simply a matter of teaching strategies*
- *Autonomy can take place both inside and outside the classroom*
- *Autonomy has a social as well as an individual dimension*
- *The promotion of autonomy has a political as well as psychological dimension*
- *Autonomy is interpreted differently by different cultures*

(Sinclair as cited in Borg and Al-Busaidi, 2012, p.5)

Among the definitions in this section, the definition made by Kemp (2010) seems the closest to the aims of the present study. In terms of its rationale, some of the improvements as a result of autonomy can be claimed to attract attention of the researcher. For example, portfolio’s effect on improving the quality of language learning and teaching, preparing individual learners for life-long learning, and its positive effects on conscious awareness of the learning process can be listed among these improvements.

2.2.1. Learner Autonomy

Learner autonomy has been a crucial topic in the field of foreign language learning for over 35 years (Yagcioglu, 2015; Yıldırım, 2008) and it has become ‘a catch-all term’, embracing other concepts like awareness, lifelong learning, motivation, and cooperation (Manzano Vázquez, 2016). Since 1979, the CoE put learner autonomy in the centre of learning and teaching (Little, 2012) and presented ELP as a tool to promote learner autonomy (Little, 2010b). Following those years, the concept of learner autonomy has been central to many studies.

After the term *learner autonomy* was first introduced in 1981 by Henri Holec (Little, 2009; Little, 2010a) it became a “buzz word” (Finch, 2015; Jiménez Raya & Vieira, 2015, p.56), like the term ‘communicative’ (Little, 2009b). Holec’s definition of learner autonomy includes self-direction and learners’ control of their learning process. He defined learner autonomy as the “ability to take charge of one’s own learning” (Holec, cited in Manzano Vázquez, 2016, p. 92; Little, 2007a, p.14; Little, 2010b, p.27) which is the most widely cited definition in ELT (Manzano Vázquez, 2016). According to Holec, teachers’ principal task was to support learners on their way to autonomy from dependence to capacity for self-management (Little, n.d., Little, 2007b). On the other hand, Van Lier claims that “learner self-management is not the ultimate goal but the means by which we harness our learners’ capacity to act” (Van Lier, cited in Little, n.d.) Although autonomous language learners are the ones who take control of their learning and assessment process, the heart of learner autonomy involves willingness, being proactive and being reflective in one’s own learning but not in isolation or without guidance (Little, n.d.). These learners can develop a capacity for critical reflection, decision making, and taking action independently (Little, 2009a; Little 2009b) through self-assessments and teacher questions or suggestions initiating and supporting their decision-making and planning processes (Dam & Legenhausen, 2011).

“The first approach to define learner autonomy was rooted in the development of self-access learning in university language learning centres” (Manzano Vázquez, 2016, p.92) and as a result of this, a great emphasis was given to the individualistic dimension of autonomous learning (Manzano Vázquez, 2016). The

independence meant by Holec is balanced by dependence as we are social beings and Little (2009b) also claims interdependence to be our essential condition. Indeed, the idea of interdependent learning “led practitioners to develop the so called ‘Bergen definition’ which views learner autonomy as a capacity and willingness to act independently and in cooperation with others, as a social, responsible person” (Dam et al, cited in Smith, 2008, p. 396; Dam, cited in Manzano Vázquez, 2016). Similar to Little (2009b) and Dam (1990; 1995), Veugelers (2011) stated that autonomy does not mean an “isolated individuality” (p.1), instead it is the way a person relates to the others, implying the possibility of taking responsibility for one’s own life and own ideas. Kohonen (2002) also defines autonomous person as someone who respects his/her dignity as a moral person and values others by treating them with dignity. As understood from the claims above, development of learner autonomy goes hand in hand with social interaction (Little, 2009b).

Another researcher Benson (2008) mentions two other versions of autonomy besides autonomy in learning. According to Benson, the idea of autonomy in language learning is an interpretation of the extended ideas of “*autonomy in life*” (Benson, 2008, p.30). This view puts forward the idea that most individuals desire for “*personal autonomy*” (p.16) that is the individual should freely manage the course of his/her life. The important view stated by Benson is that: autonomous learners should be seen as persons who have not only the capacity but also the freedom to direct their own learning in the direction of personal autonomy (Benson, 2008).

Tassinari (2012), defines learner autonomy as a metacapacity entailing various dimensions and components. Tassinari argues that “the necessary characteristic of learner autonomy is the capacity of learner to activate an interaction and balance among these dimensions in different contexts and situations” (Tassinari 2012, p. 28). According to Tassinari (2012) necessary components of learner autonomy are:

- *a cognitive and metacognitive component (cognitive and metacognitive knowledge, awareness, learners’ beliefs);*

- *an affective and motivational component (feelings, emotions, willingness, motivation);*
- *an action-oriented component (skills, learning behaviours, decisions);*
- *a social component (learning and negotiating learning with partners, advisors, teachers, etc.).*

(Tassinari 2012, p. 28)

In accordance with the above mentioned researchers Leeck (2012) defines an autonomous learner as someone who sets himself/herself specific goals, organizes his/her own material and circumstances to reach that goal, and checks his accomplishments from time to time to see how far he/she is along the road to achieving that goal. Leeck (2012) states that if any difficulty is confronted by the learner along the way, an autonomous learner will be able to rearrange a method and get help to achieve his/her goal. For example, in a study conducted by Sahinkarakas, Yumru, and Inozu (2009), two teachers were observed during their ELP practices. Like Little (2004), these researchers suggest that in order to promote learner autonomy three pedagogical principles should be put into practice: “learner involvement, learner reflection, and appropriate target language use” (Little, 2007b, p.23). The first one involves giving the responsibility of learning goals and learning process to learners; the second principle includes involving learners in the self-assessment process; and the last principle offers modelling and scaffolding different kinds of discourse. As an example to the second pedagogical principle, Cooke (2013) conducted a study and argued that reflective practice may allow learners opportunities to reflect on their own and their peers’ performance and as a result begin to incorporate more collaborative elements, helping the introduction of autonomous practices. During the reflection practices learners may develop some methods or learning strategies which are included in the key concepts in constructivist theory among others like educational content, educational objectives, educational context, learning as a social process, and self-assessment (Wolff, 2003).

In relation to learner autonomy, studies conducted on language learning strategies were aimed to define the “good” language learner. According to these studies, among language learners’ personal characteristics, styles, and strategies, it is

believed that learners' finding their own way, taking responsibility for their learning is the first one (Zare, 2012). Allwright and Little argue that learning strategies can enable learners to become independent, autonomous, and life-long learners (cited in Oxford, 2003). Wolff (2003) states that in order to be independent in one's learning, specific learning techniques which are necessary for autonomous learning environment should be mastered by the learners. For this reason, it is believed that learner strategies should be mentioned shortly in this study as well.

Table 2.1: *Learner Strategies*

Cognitive	Learner manipulates the language material by reasoning, analyzing, summarizing, outlining, note-taking, synthesizing, or reorganizing.
Metacognitive	In order to manage the learning process learner's identifying his/her learning style preferences, needs, gathering and organizing materials, monitoring mistakes, evaluating task achievement or success of the learning strategy.
Memory-related	These kinds of strategies help language learner link one L2 item or concept with the other sometimes even without deep understanding. Examples such as acronyms, rhyming, body movement; TPR (Total Physical Response), flash cards.
Compensatory	Guessing from the context, using synonyms, using gestures or pause words.
Affective	Identifying one's mood, anxiety level, talking about feelings, rewarding for good performance, positive self-talk, etc.
Social	Asking for verification, clarification, help, and exploring cultural and social norms.

(Oxford, 2003, p.12-14)

In the present study, independency does not mean isolation or total freedom in education without teachers' involvement in the learning process, instead it is meant to be the language learners' increasing amount of control over decision making about their learning process. In this study, in order to scaffold young learners to be able to monitor their learning process and to set goals, the LP included a learning contract (Adapted from Dam, 1995) to help language learners monitor their learning process, make reflections and set goals (Appendix 1).

2.2.2. Learner Autonomy and LP

In recent years, CEFR and its integral part ELP has been used in many studies: in Turkey (Koyuncu, 2006; Mirici, 2008; Aksu, Mirici & Glover, 2005; Yılmaz &

Akcan 2012) as well as in other countries all around the world (Kohonen, 1999; Little, 2003; Koriakovtseva & Yudina, 2003; Bosshard, 2003; Simpson 2003; O'Toole 2003; Mullois 2003; L'Hotellier & Troisgros, 2003; Päckilä 2003; Seitz & Bartholomew, 2008; Kim & Yazdian, 2014). At first, portfolio technique was used with older ages but lately the studies are shifting their way to primary schools.

The LP has been seen as a tool to promote learner autonomy and even its being the property of the learner is said to imply learner autonomy (Little, 2012). In other words, while using LP, learners exercise their ownership of LP not only as a physical possession but also by using it to plan, monitor, and assess their learning (Little, 2012). As a teacher-researcher, my aim was to move my learners along the continuum, which was mentioned in section 2.2., from total dependence on the teacher to greater autonomy. In his article Little (2004), not only defines but also draws a road map of achieving greater learner autonomy. According to Little (2004) language learners' first step to autonomy is their recognition of their responsibility of their own learning. Then, this responsibility grows as they are involved in the learning process by planning, implementing, and evaluating.

The LP is designed to encourage learning through reflection, self-awareness and motivation (Glover, Mirici, & Bilgin Aksu, 2005). Little, also takes attention to these principal benefits of the LP: "*awareness raising and reflection* which is fundamental to the LP that it involves the learner in planning, monitoring and evaluating learning; the LP can thus facilitate the development of learner autonomy" (Little, 2001, p.6). While keeping an LP, learners start monitoring their learning through self-reflections on their self-studies. Then step by step, they set some goals to achieve. As the goal of using an LP with the help of self-assessment is learner autonomy (Pinter, 2015, Little, 2012) the LP, which is a personal document, works as a guideline and tool for reflecting, on the learning and teaching process. It is also useful for planning and monitoring of learning, and representing a model for learner autonomy.

Little (2010b) argues that using the target language for reflective purposes is central to language learner autonomy as it plays a crucial role in improving learners' capacity for L2 inner speech. In his article Little (2010b), asks the question: "How exactly can the ELP help to foster the development of learner

autonomy?” and proposes answers with reference to inner speech which is the language produced in our heads without vocalisation. It can be involuntary or intentional to think in the target language linking language to thought. If the teacher can develop the learners’ capacity for L2 inner speech, then s/he achieves the defining characteristic of the truly autonomous L2 learner/user (Little, 2010b).

Moreover, using a portfolio can enable learners to be interested in learning beyond the classroom. For example, in a study conducted by Kavaliauskiene and Suchanova (2009), using electronic language portfolios with university students, it is reported that the use of portfolios for various assignments helps teachers foster learners’ learning process, encouraging critical thinking and developing creativity, encouraging collaboration and leading to lifelong learning. In another study, Cole and Vanderplank (2016) assessed proficiency of classroom-trained learners (CTLs) with fully autonomous self-instructed learners (FASILs) who learn language out-of-classroom and find out that FASILs scored significantly higher than CTLs.

In Turkey MoNE takes a step to adopt principles of learner autonomy proposed by CoE in ELT programs at all levels. Since 2007, the age to start learning English has changed; language learners start in year 2 now (Sert, 2007). However, before transforming teacher-centered style of teaching English into a more learner-centered style, MoNE did not take teachers’ and learners’ level of readiness for the change into account (Sert, 2007). On the other hand, Cheng (2015) thinks that it is neither schools nor teachers that work hard enough to make individual learners flourish and become autonomous. According to Cheng (2015) lifelong learning takes on a new meaning with the changes the societies undergo. In order to achieve this ‘utopian ideal’ (p.128), that is autonomy, we should take one step at a time and make the society understand these kinds of educational reforms first.

The understanding of reforms can be possible through research. One of the researchers in Turkey, Egel (2009) stated that the development of learner responsibility and learner autonomy is also among the aims of ELP. The pedagogic function of the ELP which focuses on a reflective approach in language learning aims to foster learner autonomy (Kohonen, 2001, 2012). Kohonen (2001) suggested that ELP can offer noticeable options for promoting language learning

in terms of this pedagogic function. Little (2004) gave evidence that the ELP promotes learner autonomy. One of the evidence given was 1998-2000 pilot projects by Schärer (2000) who explored ELP during a pilot phase between 1998-2000 with different learner groups starting from the age of 6 in 15 member states and under widely differing conditions with over 30000 people. According to the study conducted, 81% of the teachers considered the ELP as a useful tool for development of learner autonomy. The study also showed that only 42% of learners agreed that the ELP puts more responsibility on them. 94% of learners considers the independence of thinking and autonomy to be of great importance. The learners also believe it is necessary to compare their self-assessment with the teachers' assessment (Schärer, 2000) which is also done in the present study.

The present study is also done to understand the above mentioned educational reform through an LP keeping process. In this study, young learners are aimed to be given an opportunity to have a word on their learning, to decide what to learn more (Appendix 1), to set goals, to plan their learning, and to become aware of their learning process. In order to achieve this, in other words, to promote autonomous learning, learners were engaged in reflection and self-assessment, and thus, were enabled to assume responsibility for their own learning. As LP is a learning tool based on self-assessment, self-reflection, and autonomy (Kühn & Cavana, 2012), in the present study it is chosen as an appropriate tool to observe the process of autonomy development, to foster autonomous learning and to gain experience on using portfolios.

2.3. Assessment

Although “assessment is of central importance in education, there is a lack of commonality in the definition of the terminology relating to it” (Taras, 2005, p.466). A large number of people use evaluation and assessment interchangeably but there is a slight difference between the two terms (Dam & Legenhausen, 2011). That is why, at the start of this section, the difference between the two terms needs clarification. Assessment is used to state assessment of the proficiency of a language learner or user. Teachers need assessment results to decide what, when, where, and how to teach while learners need assessment

process to make decisions about their own learning and to become aware of their learning (Koyuncu, 2006). There are formal and informal forms of assessment and all assessment is a form of evaluation. This implies that assessment fosters and contributes to evaluation, decision-making and planning processes.

In a classroom where learner autonomy is promoted through self-assessments and general evaluations, learners will be provided with a proof of their learning progress (Dam & Legenhausen, 2011). Not only learners' proficiency but lots of other things in a language programme such as methods or materials, quality of a discourse in a language programme or teacher/learner satisfaction can be evaluated and promoted. "Evaluation can be seen as a more complex process of reflection on the learning process and its results" (Tassinari, 2012, p.27). As a result, evaluation as a term is broader than assessment (CEFR, 2001). CEFR also includes making the learners become aware of their state of knowledge; self-setting their objectives, selecting materials, and self-assessment (CEFR, 2001; Lamb & Reinders, 2008; Lamb, 2011).

The primary goal of assessment is to serve learning and the portfolio assessment makes it easy to create a link among assessment, curriculum, and student learning (Kim & Yazdian, 2014). In recent years, assessment and learning are bound together and assessment is recognised as a supporting tool for learners' learning (Öz, 2014). Educators are provided with both objective and subjective data through assessment so that they can determine learner progress and skill mastery (Ronan, 2015). There are three concepts that are essential to any kind of discussion on assessment: validity, reliability, and feasibility. The first concept, validity is the concept which concerns the CEFR. To have validity, a test or assessment procedure must demonstrate what is actually assessed or what should be assessed and that the information gained is representing the proficiency of the concerned learner/user accurately. In other words, the assessment tool you choose must provide the kind of data that you seek to obtain (Gordon, 2007). The second concept, reliability, is a technical term basically showing the extent of the same rank order of learner/user after a replication procedure of the same assessment. If a learner taking a test at different times without any preparation gets different marks, then that assessment tool cannot be reliable. The third concept is

feasibility, in other words practicality. This term is related to performance testing (CEFR, 2001). The purpose of the feasibility is to see whether it is practically and scientifically feasible to assess what learners know and can do within the context. Teaching, learning, and assessing a language have a very long history and various techniques. But assessing young learners is relatively recent as there has been a growth in the number of young language learners (McKay, 2006).

Learning takes place in a learner's head where it is invisible. This means we can assess learning through learner performance. Through reviewing research one can infer that the success of assessment depends on the effective use of appropriate tools selected in addition to the suitable interpretation of learners' performance. Assessment tools are not only essential for evaluation of the learners' progress and achievement but they are also very important "in evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials" (Shaaban, 2007, p.1). In a study conducted in Turkey by Öz (2014), descriptive analyses showed that most of Turkish EFL teachers preferred conventional methods of assessment (fill in the blank, multiple-choice, true-false, matching, and short answer exams) rather than formative assessment processes (oral exams, group work, project, portfolio, performance assessment, essay type, and presentation). On the other hand, very few preferred rubric, self-assessment, peer-assessment, observation form, drama, and other methods as their assessment methods.

2.3.1. Assessment Types

Assessment is a rapidly growing field of study with a strong theoretical and empirical base. Although as teachers, we are not expected to be assessment experts to assess our teaching and learners' performance, knowing the differences among assessment types is significant for our planning procedures. As teachers we probably do both summative and formative assessment automatically without even realising when planning our language programme. For this reason, below these two assessment types are briefly explained.

Formative assessment refers to the "interactive assessment" of learners' progress to identify learning needs and it informs teaching (Looney, 2011, p.5). This

diagnostic use of assessment to provide feedback to both teachers and learners stands in contrast to summative assessment (Boston, 2002), which refers to summary assessments of learner performance (Looney, 2011). According to the CEFR (2001), summative assessment is norm-referenced, fixed-point, and achievement assessment. On the other hand, the strength of formative assessment is that it is assessment *for* learning while summative assessment is assessment *of* learning (Looney, 2011). The teacher-researcher, in the present study, aims to foster learners' monitoring their own learning by setting goals, making plans to achieve those goals and develop ways to act on the feedback received. In this study the assessments made through LP is made *for* learning.

Black and Wiliam (1998), see formative assessment at the heart of effective teaching. Before they came to a conclusion that formative assessment has a positive impact on learners' learning, Black and Wiliam examined 580 articles from over 160 journals in a 9-year period (Black & Wiliam, 1998; Yin, Shavelson, Ayala, Ruiz-Primo, Brandon & Furtak, 2008). They pointed out in their article that a test at the end of a unit, course, or a teaching module is purposeless as it is too late to work on the results. The feedback on tests, homework, or projects should give guidance for learners on how to improve their learning. This way, a teacher can improve and make good use of formative assessment (Black & Wiliam, 1998).

Not only formative assessment but also summative assessment can be useful to guide improvement. Both assessment data can be used to assess learner's proficiency levels, the English programme, the curriculum, the course book, the teaching methods, etc. This also shows us that assessment and evaluation goes hand in hand. Below table 2.2 shows various types of assessment:

Table 2.2: Types of Assessment

1	Achievement assessment	Proficiency assessment
2	Norm-referencing	Criterion-referencing (CR)
3	Mastery learning CR	Continuum CR
4	Continuous assessment	Fixed assessment points
5	Formative assessment	Summative assessment
6	Direct assessment	Indirect assessment
7	Performance assessment	Knowledge assessment
8	Subjective assessment	Objective assessment
9	Checklist rating	Performance rating
10	Impression	Guided judgement
11	Holistic assessment	Analytic assessment
12	Series assessment	Category assessment
13	Assessment by others	Self-assessment

(CEFR, 2001, p.183)

Some of the assessment types which were observed during the portfolio intervention will be briefly explained. One of the observed assessment types is *Continuous assessment* which is made by the teacher and potentially by the learners' class performances, works, and projects throughout the course. For this reason, in continuous assessment the final grade reflects the whole study year. Continuous assessment is integrated into the course. It may take the form of checklists completed by the teachers or learners. Heaton (1990) suggests continuous assessment enables us to assess certain qualities which cannot be assessed in any other ways like, effort, persistence, and attitude. Assessing these mentioned qualities and autonomy through keeping an LP, using the self-assessment grids are examples of continuous assessment used in this study.

The following table is prepared by Heaton (1990) as an example for grading learners' attempts according to their persistence and determination in learning English.

Table 2.3: *Continuous Assessment Sample Table*

GRADE	NAMES of THE LEARNERS
(5) Most persistent and thorough in all class and homework assignments. Interested in learning and keen to do well.	
(4) Persistent and thorough on the whole. Usually works well in class and mostly does homework conscientiously. Fairly keen.	
(3) Not too persistent but mostly tries. Average work in class and does homework (but never more than necessary). Interested on the whole but not too keen.	
(2) Soon loses interest. Sometimes tries but finds it hard to concentrate for long in class. Sometimes forgets to do homework or does only part of homework.	
(1) Lacks interest. Dislikes learning English. Cannot concentrate for long and often fails to do homework.	

(Grades are from Heaton, 1990, p.43)

Finally, the last set of assessment types on the assessment table is **assessment by others** and **self-assessment**. The first one is the judgements made by the teacher or the examiner. The second one is self-assessment which is the judgements made by the learner for his/her own proficiency. An assessor should be careful while choosing the types of assessment listed. In order to get the most from the chosen assessment type, learners' needs, teachers' development, improvement of the language programme should be considered.

2.3.2. Self-assessment

Lately the idea of focusing on the learner has had an encouraging impact on the learning process (Little, 2003). The learner-centred approaches, which aim to develop learner autonomy, demand the learner to take decisions concerning his/her individual learning and assign a central role to self-assessment. Self-assessment, which supports autonomous learning process (Tassinari, 2012) is part of the evaluation process mentioned in section 2.3. The CEFR and its companion piece, the ELP, "develop a culture of assessment that both facilitates and takes full account of learner self-assessment" (Little, 2005, p.321). MoNE also suggested

assessment types for all stages. Appendix 2 demonstrates these suggestions (BoE, 2013).

Assessment of learners' learning is seen as one of the responsibilities of the teachers among others (Alkharusi, Kazem & Al-Musawai, 2010). A proposition for self-assessment is that it provides an effective resource for developing critical awareness which results in an advantage of learners becoming better at setting realistic goals and directing their own learning (Bullock, 2011).

In its use as a tool for motivation and awareness raising, self-assessment helps language users/learners to realise their strengths and weaknesses and then direct their learning more effectively (CEFR, 2001). The impact of self-assessment on learners' ability to monitor their learning process in the English classroom and development of their compensatory strategies are very important in this study. In education, the perspective of assessment has changed. According to this new assessment paradigm, the learning instead of the measurement of learning is important. The change "in the design of assessment has triggered the adoption of learner-centred methods of evaluation" (Anastasiadou, 2013, p.178). To this end, LP is used to develop self-assessment skills of young learners (Potter, 1999).

Some methods used in self-assessment are as follows (Blândul, 2009):

Self-correcting or mutual correcting: In the first one, the learners are expected to detect their own mistakes while in the latter one they detect the mistakes of their peers. This method is appropriate to become aware of the process of learning and one's skills. During the portfolio intervention young language learners were observed doing both as will be analysed in Chapter IV.

Self-marking will be useful during the checking process when the learner is asked to give a mark to himself/herself and compare his/her mark with the assessor's. This method was used at the end of this study to compare the learners' and the teacher-researcher's assessment results. Before the assessor announced her mark, learners were asked to mark themselves. The important thing here is that the learners knew the objectives and criteria the assessor had in mind during the assessment procedure.

Finally, to understand the concept of self-assessment better, reflection should be clarified for the purposes of the present study. Although these two concepts can both lead to learning from experience, the two differ in their purposes and goals (Desjarlais & Smith, 2011). While reflection is a meaningful process which “involves playing back a period of time related to previous valued experiences in search of significant discoveries or insights about oneself or gained knowledge” (Desjarlais & Smith, 2011, p.3), there are not any specific criteria for the performance or the experience involved. The goal in reflection is to focus on a valued experience in order to gain clarity and fully understand the experiencing process. It involves thinking divergently and generally expands to journaling (Desjarlais & Smith, 2011). In contrast, self-assessment is a more proactive process which is used for studying personal performance in order to perform better (Desjarlais & Smith, 2011).

Through the comparative analysis of reflection and self-assessment, Desjarlais and Smith (2011) discussed these two methodologies in ten steps as summarized in table 2.4 below.

Table 2.4: Comparative Analysis of Reflection and Self-assessment

Steps	Reflection	Self-assessment
1	An expectation for something valuable to be gained by replaying a past experience.	Why it is important to assess is clarified and the self-assessor can determine what is important to assess.
2	The reflector identifies time and place for a quality reflection and then records insights as they come to light.	Keeping the goal of personal development and improvement in mind, the self-assessor limits attention to certain aspects of the performance being assessed.
3	In order to examine the aspects of the experience the reflector slowly goes back through the experience considering the context, behaviour, accomplishments, failures, personal factors through the process of that experience.	In step 2 outcomes are identified and with relevance to these outcomes the self-assessor identifies the criteria with which s/he will measure the success of the self-assessment. These criteria will support the assessment process to be focused.
4	The reflector replays the experience documenting it visually without any initial judgement on quality and usefulness of the insights.	The self-assessor divides each criterion into measurable parts.
5	The possible outcomes are considered by the reflector. These alternatives can be used while questioning the meaning and significance of the actual sequence of events deepening insights of the experience.	In order to judge achievement of the criteria, evidence from the performance being assessed should be reachable.
6	The reflector looks back and arranges common elements of the insights to group them under themes.	A scale is required at this step in order to measure the evidence.
7	The quality of the insights is evaluated.	Here at this step engagement in a reflection about the performance being assessed will be helpful. This way the reflection will demonstrate the evidence needed to conduct the self-assessment.
8	The reflector tries to reach greater value from the original experience.	Here the self-assessor prepares a report from the collected evidence determining and documenting strengths, weaknesses, insights gained through the process of conducting the assessment. In order to improve the performance and move along short and long term plans of action should be developed and previous action plans should be assessed at this step.
9	If the evaluation of the reflection process makes it clear that improvement in the performance is necessary, then the self-assessment process should be initiated to identify areas for improvement. The reflection can also lead to processes like learning, problem-solving, research, etc.	At this step further reflection may be needed by the self-assessor to engage in learning, research, problem-solving processes. This effort will maximize growth or implementation of action plans.
10	The results of the process should be identified like strengths, weaknesses, areas for improvement focusing on the process of reflection and the outcome achieved.	The results of the process should be identified like strengths, weaknesses, areas for improvement focusing on the process of the self-assessment and the outcome achieved.

(Desjarlais and Smith, 2011, p.28-29)

2.3.3. Self-assessment and Autonomy

In this part let us shift our attention to self-assessment and autonomy. Although nowadays self-assessment has been promoted as an instructional and measurement tool, there is little empirical examination of its instructional effectiveness in EFL, especially among young learners (Butler & Lee, 2010). Also there is no consensus on whether it is possible to assess learner autonomy or not (Benson, cited in Tassinari, 2012).

Tassinari (2012) sees self-assessment of language and language learning competencies as a key strategy in autonomous learning process. Similarly, in the present study, autonomy and self-assessment are regarded as two sides of the same coin. In this equation, autonomy and self-assessment develop at the same time as the two participate in the construction of the LP. Through the implementation of self-assessment, learners will be equipped with an instrument in their learning context which will enable them to assume responsibility of their own learning. Self-assessment provides an opportunity for learners to make judgements about their learning, which is a prerequisite for autonomous learning (Butler & Lee, 2010). This will allow them to reflect on their own thinking and learning process and finally become decision-makers in their own progress in learning a language (Anastasiadou, 2013). Butler and Lee (2010) suggest that in Piaget's framework, the egocentricity of children would prevent them from adequately self-regulating their learning and Vigotsky's perspective would assume that children may have limited capacity for self-regulation without help from others (Zimmerman, cited in Butler & Lee, 2010). But around the ages 8 to 12 the ability to self-reflection and self-assessment of their performance seems to improve (Paris & Newman, cited in Butler & Lee, 2010).

As can be inferred from the ideas above, there are several advantages of self-assessment for learners and for teachers. For instance, during self-assessment, learners start reflecting on their learning process which brings an awareness of their competencies and therefore have contributions on the learners' learning process (Tassinari, 2012). Teachers on the other hand will be able to spot the strengths and weaknesses of the learners and scaffold them accordingly (Tassinari, 2012).

2.3.4. Self-assessment and LP

Portfolio and self-assessment are both alternative assessments which happen as a result of the need to restore the relationship between learning and evaluation. Portfolio is supported by reflective learning in that learners' self-assessment plays a central role (Kavaliauskiene & Suchanova, 2009).

The key point which needs to be highlighted is that the learning process itself (Cirneanu, Chirita & Cirneanu, 2009), rather than evaluation of that learning, becomes more important nowadays, as argued above (Anastasiadou, 2013). The LP, which is assessed by the learner himself/herself, views learning as a lifelong process. LP's most important pedagogic function is that it makes language learning process clearer to the learners developing their capacity for reflection and self-assessment giving them responsibility for their own learning so that learners can be more autonomous.

There are studies carried out to inform about or to investigate the relationship between the two educational concepts: LP and self-assessment. Valencia (1991) points out that through portfolio and portfolio assessment learners can be encouraged to set individual goals and pursue those goals. She suggests that portfolio assessments empower teachers in that teachers can see learners' strengths and weaknesses so that they can provide appropriate instructional opportunities for different learners. She points out that effective portfolios, which promote collaborative reflection during assessment, should include authentic activities. On the other hand, Kohonen (2000) suggests that through portfolio assessment, we can increase the visibility in learning and fill in the gap between goals of learner autonomy and fostering autonomy in language education.

As self-assessment is learner-centered, an integral part of evaluation process; and aims to encourage learners to take the responsibility of their learning; self-assessment is favoured in the present study. By working with an LP, as the teacher-researcher I committed myself to an ongoing process of discussion and negotiation with my learners to strengthen the learners' skills at self-assessment.

2.4. Young Learners

English as “a lingua franca” (Solak and Bayar, 2015) has not only become the common language in the world but has also become one of the components of primary education in the EFL teaching contexts. There is now a growing tendency to introduce English to children (Enever, Moon, & Raman, 2009; Espinosa, 2008; Shin, 2007; Mckay, 2006; Scott, & Ytreberg, 1990) starting from the early age through formal education which is a new area of study (Er, 2014). If Lenneberg were alive then he would probably see this tendency as a good sign because he believed in a “critical age” for language learning (Vihman, 1969). As a result, this early start before the critical period, 12 or 13 years old, may mean there might be more proficient speakers of English (Shin, 2007). On the other hand, as demonstrated by Chomsky, it should be kept in mind that children between the ages of 5 and 10 are still acquiring the structures of their first language (as cited in Bronwyn, 2003, p.2), which means they work toward “two milestones” at the same time. First one will be the development of their native language and the second one will be acquisition of English (Bronwyn, 2003).

Despite the increase in foreign language programs at schools, FL learning/teaching at primary school level is “underrepresented” in general (Collins and Muñoz, 2016, p.141). Collins and Muñoz, (2016) conducted a survey including all classroom-based studies of foreign languages published in the *Modern Language Journal* (MLJ) between 2001 and 2014 and concluded that as there has been a trend towards the earlier introduction of EFL in primary and even preschool, the need for greater attention to FL learning in classes for younger learners is necessary. In her article Mounter (2016) reflects on her role in the classroom and she also questions whether the education system will support and challenge the young learners who are creative, evaluative, and reflective and have the skills to explore for themselves, to understand the world around them, to plan their own learning journey with awareness. So the tendency to introduce English to children calls for re-examination of the objectives of language instruction and teaching approaches which suit young learners (Lefever, 2007).

In order to create positive attitudes, motivation, and a lifelong interest in the language learning as mentioned by MoNE in the curriculum, children’s early

phase of language teaching should be done aptly that is why English teachers bear a heavy responsibility (Schindler, 2006). As language teachers we should provide guidance to raise children's awareness and help them become autonomous learners (Kemp, 2010). The teaching process should include socially oriented and multi-sensory activities, games, topic / content based approaches and it should also include emphasis to oral skills (Moon, 2005). Accordingly, we have to take into account not only linguistic but also social and cognitive developments of learners (Williams, 1998). As for the young learners, it is important that they "learn with all their senses" (Edelenbos, Johnstone & Kubanek, 2006, p.10) that is why teaching English to young language learners involves a great deal of work. Before starting to go in detail, I should state what I mean by young learners. Different writers use different labels for describing young learners but in most contexts the age ranges between 5-13 years (Pinter, 2015). In the present study, learners are between 9 and 10 years of age.

This age range corresponds to Piaget's stage of concrete operations which means the learners can perform mental operations at 7-11 years. This also means the learner will think about his/her actions which are performed physically before (Singer, & Revenson, 1978). Piaget's theory is centred on *cognitive development* and on mental processes. The mental processes are perception, recognition, and memory and these processes involved in forming the emotional attachment which shows us that emotion and cognition are intertwined in development (Singer & Revenson, 1978). If, as teachers of young children, we can be able to form this attachment and trust, then our job may be easier. In the light of this, the constructivist principles support the activities and methods which take full account of children's relative immaturity, their need for a safe and secure learning environment, the value of play and exploration, hands-on activities, and the importance of social interaction (Westwood, 2008). The idea of learner-centeredness, which is intensely derived from constructivist epistemologies, was promoted in theory and in practice by educational psychology (Little, 2007b). In relation to learner-centeredness and autonomous learning, the amount of research conducted with teenagers and adults is in large numbers but the aspect of learner

autonomy considering young language learners has scarcely been investigated (Leeck, 2012).

2.5. Assessment of Young Language Learners

When it comes to the assessment of young language learners there are many unexplored issues remaining and little research has been conducted on it (Stoynoff, 2012). “Information on approaches to the assessment of young language learner’s foreign language development in real teaching contexts is also relatively rare” (Brumen, Cagran, Rixon, 2009, p 269). Evaluation of learners’ achievement is a hard process and it is an integral part of learning development. If this process is carried out effectively, it will eventuate not only into learners’ progress but also into the improvement of teaching procedure (Yazdani, Amerian & Hadadi, 2015). At this point it is important to highlight the fact that observation and monitoring of activities are critical for the teachers’ evaluation of students’ achievements and needs to be done through meticulous planning.

Assessment has many purposes, one of which is to discover how much learners have learned during or at the end of a course (Chou, 2014), as reviewed above. “Young Language Learners are notoriously poor test takers” and the younger they get the greater will be the risk of assigning false labels to them after any kind of assessment (Katz, as cited in Shaaban, 2007, p.1). Traditional paper and pencil tests do not cover the various activities and tasks that take place in the language classrooms anymore (Shaaban, 2007). In addition, testing procedures make young learners anxious and it affects their self-esteem and language learning (Cojocnean, 2012). That is why, a careful assessment of language learners’ needs is vital and required before the teacher makes a decision whether the young child is ready to handle a task or not (Gordon, 2007).

Hasselgreen (2005) focuses on children as young language learners (YLLs) in European context and gives examples of how the CEFR and ELP are used in YLLs assessment. She draws attention to the fact that the level of each young learner cannot be predicted or satisfied by testing. That is why there is a need for

alternative means of assessment such as portfolios with self-assessment components.

In Turkey, in primary education, assessment of 2nd and 3rd year students are mostly carried out through observations during lessons. There is no particular description of how young language learners should be assessed and at the end of each term young learners are assessed by descriptive comments. The teacher chooses one of the three grades for overall performance of the young learner. These three grades are: (1) should be improved (geliştirilmeli); (2) good (iyi); and (3) very good (çok iyi). In the 2nd and 3rd grades, reading and writing in foreign language is limited and teachers assess mostly oral activities like dialogues or role plays or interaction in the classroom, including simple greetings, giving simple personal information, and so on.

CHAPTER III METHODOLOGY

3.1. Introduction

In the light of the theories discussed in this study so far, this chapter presents the research design, the research procedures, data collection, data collection instruments, and participants.

As reviewed in Chapter 2, LP is commonly used for greater autonomy and self-assessment. Therefore, the present study has been conducted to see the effects of using an LP on autonomous learning and self-assessment for 3rd grade primary state school learners. Using LP, reflection, goal setting, self-assessment, and as a result, promoting greater autonomy was aimed.

The study is conducted at a primary state school in Antalya, Turkey. The study seeks answers to the following research questions:

- 1) Does LP foster learner autonomy?
 - 1.1) Does the use of LP help young learners reflect on their own learning process?
 - 1.2) Does the use of LP help learners set goals?
 - 1.3) Does the use of LP help learners make plans for improvement?
 - 1.4) Does the use of LP help learners put their plans in action for improvement?
- 2) To what extent does young learners' self-assessment match with the teacher's summative assessment?

3.2. Design of the Study

The research designs serve as “logical” plans (Yin, 2011, p.75). Here “the logic involves the links among the research questions, the data to be collected, and the

strategies for analysing the data” (Yin, 2011, p.76) in order for the study’s findings to address the intended research questions.

In this study, action research (AR) is used in order to answer the research questions in 3.1. Carr and Kemmis describe action research (AR) as a form of ‘self-reflection’ conducted for the sake of improvement (cited in Waterfield, 2011). As it is associated with reflective teaching, action research is found suitable for the present study. Similarly, Burns (2009) defines AR as a form of self-reflective inquiry conducted by participants in a social situation with a view to improving and changing that situation. Gui-xia (2016) and Phyak (2007) argue that this research method focuses on a specific problem in a particular setting, aiming to find practical solutions to the current problems in order to improve language teaching and learning. As the term suggests it involves both action and research (Burns, 2009). According to Phyak (2007) here action refers to the new activities that teachers do in their classrooms to solve problems and research refers to the exploration of new knowledge and ideas. AR is conducted directly by the person involved in the specific classroom situation because of this it is seen as a reflective research activity (Gui-xia, 2016).

Crookes and Van Lier, on the other hand, suggest that action research is more than just being a process of solving classroom problems. They offer that teachers, work through posing a problem to explore their teaching not only in the classroom but also in the school and larger community which may affect the events happening in their classrooms (cited in Crookes, 1993; Van Lier, 1993, Gebhard, 2005).

Watson Todd (2010) remarks that although AR seems easy to conduct, it requires time, effort, and a lot of thoughtful considerations. Watson Todd (2010) points out that researchers of almost all published studies are university lecturers, including the ones which investigate classrooms. Watson Todd (2010) sees classrooms as very complicated specific contexts which are very difficult for an outside observer to understand. Therefore, Watson Todd (2010) suggests, only an insider can get the real understandings of the underlying meanings and purposes of the behaviours. Yin (2011) also says that AR openly engages the researcher and participants in a collaborative way from the beginning of the study and that this collaboration could be easier and faster with an insider, i.e. the teacher.

Figure 3.1 below shows the data collection techniques in AR.

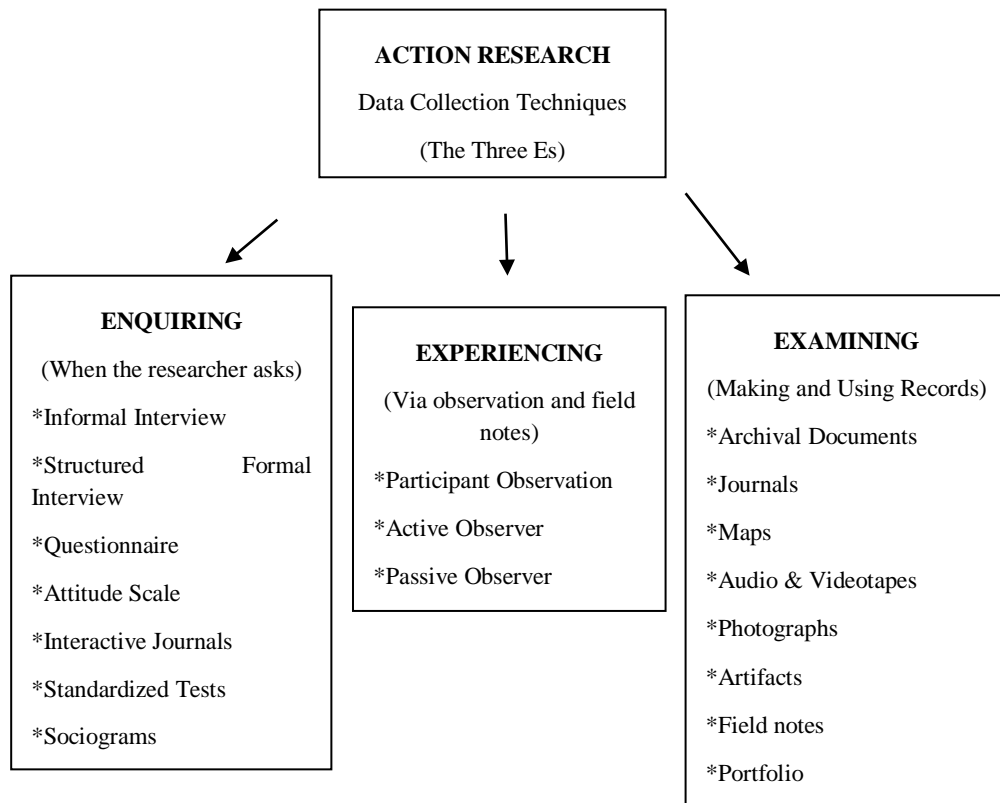


Figure 3.1: Data Collection Techniques in Action Research (Lo, 2009)

The characteristics of action research mentioned above makes it open to criticism especially for generalizability and validity (Lo, 2009). However, it must not be forgotten that action research does not aim to be generalized to other contexts (Burns, 2009). Whether the findings presented are supported by the data or not is significant in this research method (Burns, 2009).

In AR validity relates to the ‘trustworthiness’ (Burns, 2009, p.127). There are some approaches in order to strengthen trustworthiness in AR. Triangulation, for instance, means using several data-collection techniques and making comparison among their results to determine whether the analysis and findings are well supported or not (Hashemi and Babaii, 2013; Burns, 2009; Lo, 2009). Another way is to do member checks, which means asking the participants whether the researchers and their interpretations on the data fit (Burns, 2009). Still another way for the researcher is to describe the context in sufficient detail to be well

understood and to be as objective as possible by drawing on the data rather than assumptions of her/him (Burns, 2009).

Kemmis and McTaggart (cited in Phyak, 2007) summarize four essential moments of action research: planning, action, observation, and reflection. Planning includes developing a plan of action to improve what is already happening; action stands for implementing the plan; observation enables the researcher to observe the effects of action in context; and finally reflection means reflecting on the effects for further planning (Burns, 2009; Phyak, 2007). Gebhard (2005) also sees AR as a problem-posing cyclical process through which teachers can identify, investigate, and try to solve teaching problems of their own. In the present study the action research cycle can be summarized as in Figure 3.2 below:

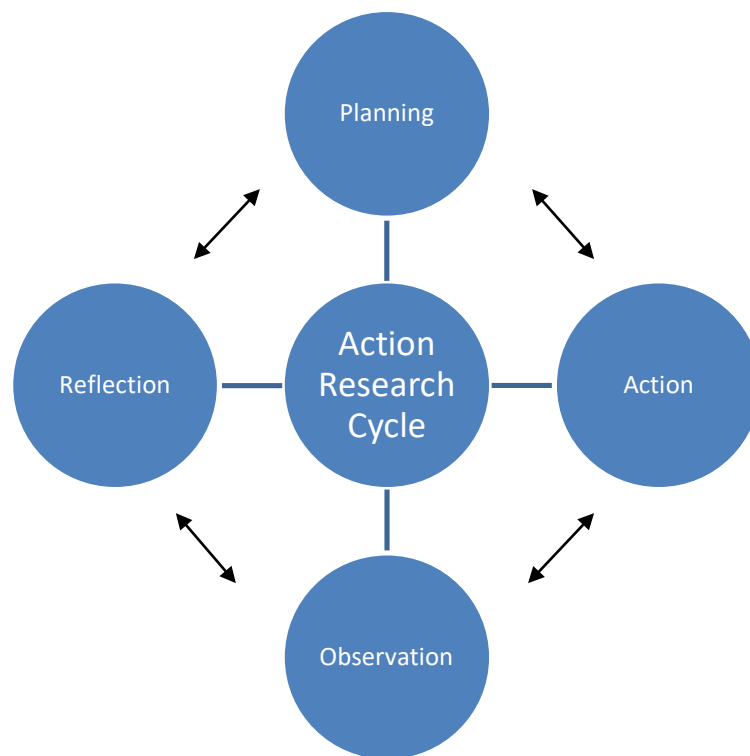


Figure 3.2: Action Research Cycle

In this study, at this first step, *planning*, the teacher-researcher identified her problem. The idea of this action research study occurred as a result of seeing the deficiency of a material to evaluate teacher-researcher’s young language learners except from impression. The teacher-researcher asked the question to herself: How can she evaluate her language learners justly? Then another question

emerged: Can YLLs self-assess? Yet another question followed: How can the teacher promote learner autonomy? With these questions in mind, the teacher-researcher started planning. While doing literature review on assessment and autonomy the teacher-researcher started reading about LP studies as well. After investigating the existing portfolios and could not access any one of the appropriate portfolio material, the teacher-researcher started preparing her own LP for her 3rd grade young learners taking into account the curriculum needs and objectives. She then prepared her research questions, her LP materials, piloted her materials, did the necessary changes and with convenience sampling chose two 3rd grade classes, and finally randomly assigned one as experimental and the other as control group.

In the second step of this *action* research, the teacher-researcher acted to implement her plan. As an intervention, the teacher-researcher used her LP for one academic term to see its effects on her learners. The teacher-researcher evaluated her learners' portfolios weekly and discussed their work with her learners. The teacher-researcher also tried to scaffold her learners to set goals through their portfolio studies through a learning contract (Appendix 1) and to do extra work outside their classroom to achieve those goals they set in their learning contracts in their portfolios. Although they were free to set goals according to their own choice of topic they were also reminded to see their weaknesses in their portfolio studies. At the same time the teacher-researcher's observation process took place. She did small discussions with her learners as a group and individually for them to be aware of their learning process.

As it was mentioned above, the teacher-researcher *observed* her learners at the same time with the action step, before, during, and after the use of the LP. The teacher-researcher did classroom observations and took field notes, did semi-structured group and individual interviews with her learners. Appendix 4 shows the interview questions.

In the fourth step of this study, *reflection*, the teacher-researcher reflected on the study and shares the results in detail in the next chapter. After finding answers to the research questions, the teacher-researcher decided to study further with LP this time focusing on goal setting and its follow up.

3.3. Participants and Settings of the Study

The study was conducted at a primary state school, in Antalya, Turkey, in the second term of the 2015-2016 academic year. Convenience sampling was used for accessibility and practicality reasons (Cohen, Manion & Morrison, 2007; Balçı, 1995) as the teacher-researcher was already the teacher of two 3rd grade classes. Between these two classes, i.e. 3L and 3H, control and experimental groups were randomly assigned, with 31 third graders in the experimental group and 27 third graders in the control group.

In the third grade, learners have 2 lessons, 80 minutes of English per week in total. The lesson structures were developed in order to be able to meet the objectives and goals of the curriculum. Also for ethical considerations, i.e. in order not to be unfair for the participants to take their class time and leave them behind their syllabus, the topics and portfolio works were based on the course book. All the participants knew that they were going to participate in a study. Before the intervention process began, learners gave their oral consent and agreed to take part in the study.

3.4. Data Collection Instruments

As reviewed in the literature review in order to take a rich collection of data on learner autonomy three sources were suggested: learners' work (portfolios); observations (interviews, report-back sessions); participants' self-perception of progress (oral or written evaluations) (Champagne, et al., 2001). In the present study these three sources were used in order to collect data: portfolios, interviews; classroom discussions, and self-assessment 'can-do' statement with learning contract.

Before the intervention, a pilot study was carried out with the portfolio materials to prevent any misunderstandings such as unclear instructions and to measure the validity of the assessment materials to be used in the study. The piloting was done with 4th grade learners in the first academic term of 2015-2016. After this piloting process, one of the materials required change and necessary changes were made.

After the piloting phase, the participants were first briefly informed about the aims and components of the LP.

During the intervention of the portfolios, the participants' portfolios were collected, checked, scanned, and returned to the learners. Also during the intervention, learners were observed and the teacher-researcher took field notes. At the end of the portfolio intervention, a semi-structured interview was conducted with the language learners.

3.4.1. Language Portfolio

Firstly, as stated in section 1.6, this study was not intended for portfolio development but existing portfolios were either prepared to be used by older ages or were not found to be appropriate for this age group. At the time of the study, only one private school in Turkey had an LP for this age group but the LP was not open to be used by public and although permission to use it in this study was sought, it was turned down. Following that refusal, as a teacher-researcher, I tried to contact and buy portfolios from another institution abroad but unfortunately after learning the limited number of portfolios needed for the study, they stopped correspondence. For this reason, portfolio materials that were used in this study were prepared by the teacher-researcher. The rationale for using LP in this study derived from two major considerations: the need for an assessment tool and the intention to promote greater autonomy, as argued above.

Secondly, since the focus of the present study was fostering learner autonomy, portfolio materials and self-assessment 'can-do' statements (Appendix10) were prepared taking the ELP models, CEFR, and the ELC in Turkey into account. In accordance with the curriculum objectives in ELC, reading/writing tasks were limited. Also it should be noted that, in the present study not all parts of the ELP suggests were included. Only the dossier part was used for documenting language studies with an intention of showing learners their learning process and progress. For this reason, it must be distinguished from the CoE's concept of ELP.

At the end of each unit in LP, students were given a form of formative assessment. After that, a learning contract follows in the portfolio. The learning contract was prepared to help learners become aware of what they learned, which parts were

difficult for them in that unit, what they would do about their weaknesses, and finally what they would like to learn more (Appendix 1). In other words, using the learning contract, it was aimed that the learners are reminded of their unit topics, reflect on their learning and set goals. In order to help learners throughout their learning process, the learning contract was used by the teacher-researcher to make individual discussions with the learners on their studies in their portfolios: how they studied, whether they had difficulty working on their portfolio materials, whether they could realise their weaknesses, what they did to overcome the difficulty, whether they did extra work, or whether or not they wanted to ask anything, need any help, want any supplementary materials, etc. Two extra lessons were done to be able to help the learners through their portfolio studies. The first one was in the seventh week (on 23rd March) and the second one was in the eighth week (on 30th March) of the study. The main purpose was to take learners' attention on their goal settings and to keep up with the other classes.

The 'can-do' statements and the instructions with these statements were written both in English and in Turkish. As arranged according to the ELC, the 'can-do' statements are used in the present study to encourage learners to identify their learning goals, to monitor their learning progress, and to self-assess their learning outcomes.

First unit study was used to provide guidance for using LP. As the study group consisted of young learners a great amount of help was provided to the learners during the first unit (unit six) portfolio studies. Table 3.1 below shows learners portfolio studies in detail.

Table 3.1: Learners' Portfolio Studies

Language Portfolio Part	When?		Where?	What?
	Week by week			
Unit 6	Weeks 1-3		In the classroom	* Explanations about portfolio keeping process, self-assessment, and the learning contract
	12 th , 19 th , & 26 th Feb. 2016			* Portfolio cover page preparation
	Week 4			* Activities: 6.1, 6.2, 6.3, 6.4, and 6.5
	29 th Feb. 2016			* Extra exercises, activities
				* Self-assessment and learning contract
Unit 7	Week 5		In the classroom	* Encouragement for extra work to achieve goals set by the learners
	7 th March			* Checking unit 6's goal setting, planning, plans put into action
	Week 6			* Semi-structured interviews about portfolio keeping
	14 th March			* Portfolio worksheets
	Week 7			* Activities: 7.1, 7.2, 7.3, 7.4, and 7.5
	21 st and 23 rd March			* Extra work samples to encourage learners to set goals and plan their learning
				* Extra lesson
				* Training for using portfolios using interactive board for sample reflections
Unit 8	Week 8		In the classroom	* Learning contract with self-assessment
				* Extra lesson
				* Working on self-assessment
				* Showing extra works on the interactive board to encourage extra study for achievement of goal

Unit 8	28 th and 30 th March		* Activities: 8.1, 8.2, 8.3, 8.4, and 8.5
	Week 9	In	
	4 th April	the	* Collaboration sparkles
	Week 10	classroom	* Learner Reflections
	11 th April		* Learning contract with self-assessment
			* Activities: 9.1, 9.2, 9.3, 9.4, and 9.5
			* Learning contract with self-assessment
	Week 11		* Extra work on the topics learners set as goals
	18 th April	In	
Unit 9	Week 12	the	* More learner reflections
	25 th April	classroom	* Collaboration increased
	Week 13		* Revisions on specific topics were requested
	2 nd May		* Semi-structured interviews about self-assessment and learning contract.
			* Activities: 10.1, 10.2, 10.3, 10.4, 10.5, and 10.6
	Week 14		* Reflections on the learning process
	9 th May		
	Week 15	In	* Learning contract with self-assessment
Unit 10	16 th May	the	
	Week 16	classroom	* Learner brought tests from supplementary books and materials they found for the teacher to check
	23 rd May		* Semi-structured interview
	Week 17	At home/ in	Learners had done 11 tests at home
	30 th May	the	answers were checked in the
		classroom	classroom. Week schedule for school's common exams.
	Week 18	In the	Interactive stories, games,
	6 th June	classroom	colourings were done for revision on the board.

The learners worked on their portfolios during their two class hours; however, this time was very short to cover the LP in depth. Therefore, it was common for the learners to approach the teacher/researcher during the breaks to inquire about their LPs.

3.4.2. Interview

Interviews are the most commonly used method in qualitative research (Mason, 2002, Talmy, 2010). They are widely used in order to get access to the participants' backgrounds, self-reported actions, opinions, thought, beliefs, or interpretations (Burns, 2009). They require a great deal of planning (Mason, 2002). There are three types of interviews: Open-ended interviews; semi-structured interviews; and structured interviews.

The first one is the conversational type, which is unstructured, and individualized, aiming to bring out issues related to the research. This type was used in the study during classroom discussions in order to find whether inattentive learners' reasons stem from portfolio or not.

The second one is organised and supported with a general set of questions covered according to the responses of the interviewee. Semi-structured interviews were given five times throughout the study and lasted nearly 8 to 10 minutes and almost 40 minutes in total throughout the term. The questions were open ended to elicit as much of the learners' perspectives as possible. The questions were asked in relation to the observational notes to allow the teacher-researcher for a form of member-checking. It was also aimed to gain more detailed knowledge to answer the research questions about the portfolio process and about learners' awareness of their learning process. During those interviews the learners were believed to think actively on the subjects, on their learning process, on what they were doing besides their aims and goals.

In the first semi-structured interview the questions were as follows: 1) What do you think about the LP? 2) Is it helpful for you? 3) Is there anything you would rather not do? No more than two or three questions were asked in order not to lose interest or motivation and to prevent boredom. In unit seven the questions were changed to address the self-assessment and goal setting parts. The questions were like: 1) Do you like self-assessment parts? 2) Do you want to learn things other

than the things we do? In unit eight emphasising the ‘reflection and goal setting’ was the focus and questions were like: 1) Did you work on the parts that were not easy for you? 2) What did you do to learn better? 3) What do you think, would you like to try that or would you prefer something else? In unit nine to support continuity questions were like: 1) Did you do anything about your plans? Finally, after unit ten learners were asked the questions in Appendix 4.

Throughout those interview processes learners were encouraged to ask questions to the teacher-researcher and their peers about LP keeping process. It was not possible to capture all participants’ responses but during the discussions the teacher-researchers took notes and elaborated on them after the lessons. After reaching some conclusions and analysing the results if any information gap appeared classroom teachers’ ideas were also asked about the analysis.

In short the interviews give opportunity to collect data beyond the asked questions in individual weaknesses or strengths and learners get opportunity to get closer to the teacher and build a bond between themselves and his/her teacher.

3.4.3. Field notes

Observations and field notes are important parts of the study as they revealed the changes in the learners through LP keeping process. Cowie (2009) defines observation as “the conscious noticing and detailed examination of participants’ behaviour in naturalistic setting” (p.166). Researchers generally use multiple data collection methods including written notes, which are called teacher field-notes, through observation (Heigham & Croker, 2009). A researcher can choose to be a “complete observer” and not take part in the learning/teaching process or s/he can choose to take part as a “participant observer” (Heigham & Croker, 2009). In the present study being a participant observer to obtain information I informed the participants and staff about the observation and its aim. This made the observation in this study an overt observation. Appendix 8 shows the observation form I prepared for taking notes during the classroom interventions.

Observation considered in different numbers of dimensions. Cooper and Schindler suggest that observation must be considered along three dimensions (as cited in

Cohen, Manion & Morrison, 2007) whereas Flick suggests five dimensions. In Figure 3.3 below Flick’s suggested dimensions were shown.

Observation	<ul style="list-style-type: none"> • Structured • Systematic • Quantitative 	versus	<ul style="list-style-type: none"> • Unstructured • Unsystematic • Qualitative
	Participant Observation		Non-participant Observation
	Overt		Covert
	In natural Settings		In Artificial Settings
	Self-observation		Observation of Others

Figure 3.3: Flick’s suggested Dimensions of Observation

Field notes in this study included analytic notes, reconstruction of dialogues with learners, classroom observations, events happened during the interventions, and interactions with learners. Through analytic notes, teacher-researcher’s and young learners’ immediate as well as on-going reflections on the intervention were noted. Taking those analytic notes into consideration, the teacher-researcher evaluated the whole research process before, and after the interventions in case of any necessary change on the process or materials. As a result of those changes, the researcher compared learners’ understanding and her findings and whether these match.

3.5. Data Collection Procedure

The study was conducted in 16 weeks during 2015-2016 spring term at a primary state school in Turkey. Data collection for the study began in February 2016 and it was carried out till the end of May. Table 3.2 shows the data collection procedure of the research.

Table 3.2: Data Collection Procedure

Dates	Procedure
12 th -19 th -26 th - 29 th .February.2016 (1 st /2 nd /3 rd /4 th Weeks)	Classroom routines unit 6 Introduction to portfolio intervention Portfolio cover page preparation Activities: 6.1, 6.2, 6.3, 6.4, and 6.5 Self-assessment and learning contract for unit 6 Encouragement for extra work Learner presentation of extra work Reminding plans
7 th March 2016 (5 th Week)	Classroom discussions about unit 6 portfolio studies (semi-structured interview) Classroom routines unit 7 Collecting portfolios in order to scan the data
14 th March 2016 (6 th Week)	Classroom routines unit 7 Activities: 7.1, 7.2, 7.3, 7.4, and 7.5 Classroom discussions on extra work and portfolio studies Using interactive board for reflections showing extra work on the board Self-assessment and learning contract for unit 7
21 st -23 rd March.2016 (7 th Week-2 extra lesson)	Collecting portfolios in order to scan the data Classroom discussions about unit 7 portfolio studies (semi-structured interview) Reminding plans Classroom routines unit 8
28 th -30 th March.2016 (8 th Week-2 extra lessons)	Classroom discussions to encourage goal setting, planning, and extra work Classroom routines unit 8 Activities: 8.1, 8.2, 8.3, 8.4, and 8.5 Self-assessment and learning contract for unit 8
4 th -11 th April 2016 (9 th /10 th Weeks)	Classroom discussions about unit 8 portfolio studies (semi-structured interview) Collecting portfolios in order to scan the data Classroom routines unit 9 Classroom routines unit 9
18 th -25 th - April.2016 2 nd May.2016 (11 th /12 th /13 th Weeks)	Activities: 9.1, 9.2, 9.3, 9.4, and 9.5 Self-assessment and learning contract for unit 9 Classroom discussions about unit 9 portfolio studies (semi-structured interview)
9 th -16 th -23 rd May.2016 (14 th /15 th /16 th Weeks)	Classroom routines unit 10 Reflections on the learning process Activities: 10.1, 10.2, 10.3, 10.4, 10.5, and 10.6 Self-assessment and learning contract for unit 9 Semi-structured interview for overall portfolio intervention

3.6. Data Analysis

In this AR, the data collected from the tools discussed above was mostly qualitative. In fact, qualitative research is an umbrella term including a very large group of research methodologies one of which is action research (Lazaraton, 2003). Qualitative data deals with how people's attitudes are translated into certain words and actions and qualitative data analysis is a process that looks for reducing and making sense of very large amounts of information, frequently from different sources, so that impressions that sort out a research question can come forth. Therefore, the main aim in qualitative studies is to investigate the quality of relationships, situations or activities. A focus on natural settings; an interest in meanings, perspectives, understandings; an emphasis on process; inductive analysis and grounded theory are the main features of most forms of qualitative research.

As the research process required an understanding of the process of fostering learner autonomy, aiming to produce factual descriptions based on face to face knowledge of the learners in their natural settings, the data analysis techniques were primarily based on the analysis of data obtained from the participants' portfolios, teacher field notes, open-ended and semi-structured interviews. In the analysis of the interview, data content and thematic analysis were done.

During the intervention the teacher-researcher noted down one-to-one discussions. After that, the themes were tabulated and coded. Examples of coding can be seen in Table 3.3 below. Whenever learners reported reflection, their response was coded as reflection. These patterns were found according to the similarities; differences; frequency; sequence; correspondence; and causation (Saldana, 2010).

Table 3.3: Coding Process Sample

COLUMN 1	COLUMN 2
CODE or THEME	DATUM SUPPORTING THE CODE or THEME
Code 1	EG1 & EG27 stated that they were not good at answering the questions about what people are doing.
REFLECTIONS	EG14: "I do too many mistakes but I know that I can learn from making mistakes."
Code 2	EG18: "There are too many topics teacher, how can I choose?"
A LOT TO LEARN (Help)	EG27: "Can I Google my topics to choose."
Code 3	EG29: "Teacher, can you tell me what to do?"
HELP	EG3: "Can I work with my friend?"
Code 4	EG7: "Teacher, how was I today?"
APPROVAL NEEDS	EG13: "I did well, did not I?"
Code 5	EG25: "Can I help EG22, because I understand in, on, under very well?"
PEER CORRECTIONS	
Code 6	
MORE EXERCISE / REVISION (Reflection)	EG8, EG10, EG19, EG22, and EG30 were afraid of confusing the shapes and requested revision after the extra lessons.
Code 7	EG24: "Teacher I've forgotten what I was going to do."
FORGETFULNESS	
Code 8	EG23: "Teacher I will go abroad in summer with my mum and speak English."
FUTURE PLANS	
Code 9	EG3: "Can we learn things like hair styles and make-up stuff?"
GOAL SETTING	

After the coding process finished, the codes were categorized. The categories emerged from the literature review. Figure 3.4 below shows a sample from the categorizing process while analysing the data.

Chapter IV included more examples of these kinds of coding and categorizing studies.

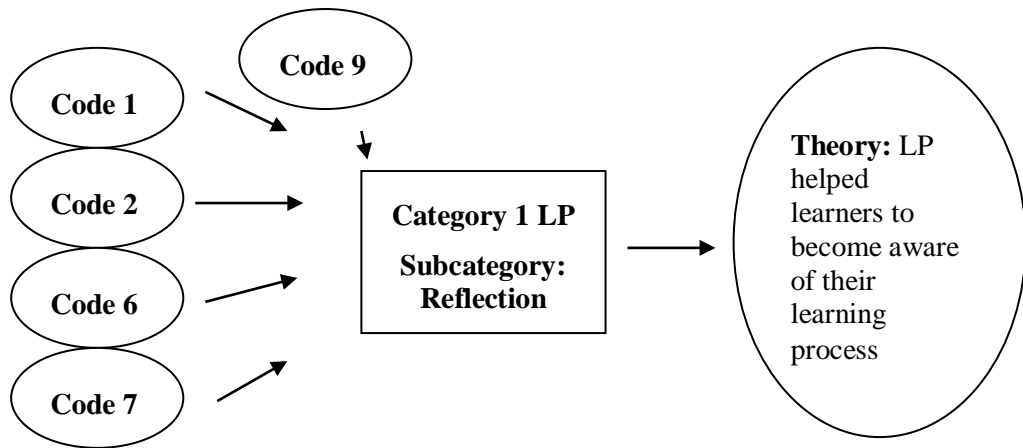


Figure 3.4: Categorizing process

In the present chapter, a general overview of the design of the study was given in order to produce the methodology of this study. It also included the participants and settings of the study, the data collection instruments used in the study; namely: LP, interview, and field notes, the data collection procedure followed, and finally the method used for data analysis. In the following chapter the results of the data analysis handled in detail and the findings of this study have been discussed.

CHAPTER IV FINDINGS

4.1. Introduction

In this chapter data analysis and findings are presented in the light of the data obtained from learner portfolios; field-notes of the teacher-researcher through observation; learners' and the teacher's summative assessment and a semi-structured interview which were done at the end of the intervention; self-assessment and learning contracts as part of the learner portfolios. Due to ethical concerns learner names were given in numbers. It should be reminded that, EG stands for learners in the experimental group while CG stands for learners in the control group.

The study was carried out to see the effect of keeping portfolios with 3rd grade primary state school language learners on their self-assessment and fostering autonomous learning. To this end, the research questions investigated in this study are listed below:

- 1) Does LP foster learner autonomy?
 - 1.1) Does the use of LP help young learners reflect on their own learning process?
 - 1.2) Does the use of LP help learners set goals?
 - 1.3) Does the use of LP help learners make plans for improvement?
 - 1.4) Does the use of LP help learners put their plans in action for improvement?
- 2) To what extent does young learners' self-assessment match with the teacher's summative assessment?

4.2. Does LP Foster Learner Autonomy?

As reviewed in Chapter 2, the development of learner responsibility and learner autonomy is among the aims of ELP (Egel, 2009) and LA is usually defined in

relation to the extent learners reflect on their learning process (Kohonen, 2001). The literature review demonstrates that reflection is compulsory for autonomous learning. Thus in the present study learner reflections, self-assessments, goal settings, planning, and taking actions for their plans after every unit were analysed.

4.2.1. LP, Learner Reflections and Self-assessment

The distinction between self-assessment and reflection was reviewed under section 2.3.2 in detail. Since reflection is compulsory for autonomous learning, the participants were asked to evaluate themselves at the end of each unit in their portfolios. In this study learners' learning contracts in each unit in their portfolios and teacher-learner classroom discussions, which took place through semi-structured interviews, were analysed to investigate learner reflections. The results of the contracts and classroom discussions are presented below. In Table 4.1 reflections of EG and CG obtained from learning contracts at the end of each unit are demonstrated.

While learners were answering Question 1: "What have I learned?" in their learning contract (Appendix 1), they were reminded of the topics in that unit. After remembering their topics and looking through their portfolios learners made reflections on question 2: "What was difficult in this unit?" The same process took place with the CG except from portfolio intervention. The learners in the CG had their books for that process.

Table 4.1: EG and CG Reflections

Units	I had difficulty in ...	Number of the Learners	Number of the Learners
		EG (31)	CG (27)
6	nothing	9	12
	in, on, under	7	-
	furniture	3	1
	shapes	2	1
	toys	1	-
	everything	1	2
	rooms	2	3
	writing	1	-
	speaking	1	-
	reading	-	1
	in units	1	-
	fruits & animals	1	-
	no response	1	-
	drawing	1	-
	family members	-	2
	unrelated responses	-	3
	animals	-	1
	sentence completion	-	1
	7	nothing	7
public buildings		7	3
furniture		4	-
no answer		3	1
rooms		2	1
shapes		2	-
family		1	-
everything		1	2
speaking	1	-	

	colouring	1	2
	in-on-under	1	-
	English	1	1
	numbers	-	1
	animals	-	1
	cities	-	1
	making sentences	-	1
	unrelated responses	-	1
	nothing	12	7
	asking questions	3	5
	the phrases: 'I am sorry' and 'I do not know'	2	-
	reading	2	1
	buildings	2	-
	weather conditions	1	-
	writing	1	-
8	making sentences	1	1
	in-on-under	1	-
	unit vocabulary	2	1
	everything	1	1
	rooms	1	-
	cities	1	1
	in lessons	1	-
	worksheet	-	1
	vehicles	-	5
	animals/fruit/colours	-	2
	unrelated responses	-	2
	nothing	9	9
	weather conditions	8	3
	in-on-under	2	-
	units	2	-

	reading	2	1
	cities	1	-
	everything	1	2
9	asking the questions	1	2
	memorizing	1	-
	we	1	-
	while learning	1	-
	furniture	1	-
	no response	1	1
	unrelated response	-	2
	speaking and writing	-	1
	answering the questions	-	2
	animals	-	1
	numbers	-	1
	homework	-	1
	words	-	1
	animals	9	2
	nothing	8	10
	weather conditions	2	1
	units	2	-
	in-on-under	2	-
	describing animals	1	-
	rooms	1	-
10	answering the questions	1	2
	everything	1	3
	making sentences (ability/inability/simple adjectives)	1	1
	colours	1	-
	while learning	2	-
	words	-	1
	writing	-	1
	memorizing the words	-	1

asking the questions	-	1
no response	-	3
unrelated response	-	1

In Table 4.1 the first column shows the units and the second column shows the reflections of the learners. The third column shows number of learners in the EG who gave the responses in second column on their learning contract. The fourth column shows number of learners in the CG who gave the responses in second column on their learning contract.

In unit six, rooms in a house, where a family member is in a house, furniture, place of prepositions (in, on, under), describing toys (toys were one of the 1st term topics, revised in this unit) using shapes and colours were studied.

As seen in Table 4.1 in unit six; among the EG, 16 young learners referred to their learning topics in that unit. Seven learners wrote that they had difficulty in learning the prepositions, three learners wrote furniture, two learners wrote shapes, two learners wrote names of the rooms, one learner wrote toys, and one learner wrote drawing (referring to a learning task in learner portfolio). There was also one learner who left this question without an answer therefore, coded as ‘no response’

Table 4.1 demonstrates that three learners in the CG also mentioned rooms, while one learner responded that they had difficulty in learning furniture, two students wrote family and one learner wrote shapes. The total number of learners who mentioned the topics covered in that unit was seven. There were three unrelated responses in the CG.

In unit seven public buildings and expressing where someone is, became the focus. While asked where they are, learners gave answers like: ‘I am at school’ or ‘I am at the park/cinema/hotel/hospital’ etc. Revision of family members (taught in unit two) using possessive –’s was done in this unit as well. Learners were asked questions like: ‘Who is EG2’s mother/father/sister?’ and they gave answers: S/he is Esra/Abidin. Learners also practiced using phrases like: ‘Over there’, ‘I am sorry’ and ‘I do not know’.

In Table 4.1 unit seven; nine of the learners in the EG mentioned the topics covered in that unit. The topics mentioned were: public buildings, by seven learners, family written by one learner, and colouring written by one learner. Besides those reflections, nine of the learners in total reflected about the topics from unit six. Four of the learners wrote furniture, two of the learners wrote rooms, two of the learners wrote shapes, one of the learners wrote prepositions. This demonstrates that learners continue reflecting on their past experiences through their portfolios and think on their weaknesses.

Table 4.1 shows that six learners in the CG also mentioned their topics in unit seven. Three learners wrote that they had difficulty in learning buildings, two wrote colours, and one learner wrote making sentences about places. One of the learners in the CG also wrote a topic; rooms, from unit six.

Unit eight was about transportation. Vocabulary about vehicles, asking and answering about how to go to a place were studied in the unit. Buildings were revised in this unit as well.

In unit eight, eight learners referred to their learning topics in that unit. In the EG three learners mentioned asking questions about how to go to a place, two learners wrote the phrases: 'I am sorry' and 'I do not know', two learners wrote vocabulary from this unit, one learner wrote making sentences to describe how one gets to a place, and the learners also mentioned two topics from unit six and three topics from unit seven.

On the other hand, in Table 4.1 unit eight, five learners in the CG wrote that they had difficulty in learning vehicles, five wrote asking the questions, and one wrote words. In total 11 learners in the CG reflected about their topics in that unit.

In unit nine weather conditions, describing what people are doing, asking about how the weather was studied throughout the unit.

As shown in Table 4.1, in unit nine, nine learners in the EG referred to their learning topics covered in that unit. Eight of them wrote weather conditions and one of them wrote asking questions about the weather. On the other hand, in the CG, in total, seven learners referred to their learning topics. Three learners wrote

weather conditions, four learners wrote asking and answering questions about the weather.

Finally, in unit ten the topics animals, talking about likes/dislikes; ability/inability, using simple adjectives like: big-small; slow-fast (taught in the first term unit three) while describing animals were studied.

In unit ten; 12 learners in the EG referred to their learning topics covered in that unit. Nine learners wrote that they had difficulty in learning animals, one learner wrote describing an animal; elephant, one learner wrote answering the questions about abilities, making sentences (ability/inability and simple adjectives). In the CG, five learners reflected on their topics in that unit. As seen in the Table 4.1, two learners wrote that they had difficulty in learning animals and three learners wrote asking and answering the questions about abilities.

Besides these reflections about their learning experiences, learners in the EG also did reflections during classroom discussions. There was no planning for classroom discussions with the CG but learner reflections in the CG were also welcomed and noted during classroom observations. Table 4.2 shows some reflection samples from classroom discussions in the EG and reflections from the CG that occurred during lessons. After the classroom discussions and observations, the teacher-researcher took her field-notes and prepared a field-notes form (Appendix 8) in order to recall the overall evaluations and reflections of the learners.

Learners in the EG did their reflections in their learning contract more specifically in relation to their learning topics in their portfolios. This can also be understood by looking at the numbers of the learners who wrote 'nothing' and 'everything' in both groups. When 'nothing' and 'everything' responses in the EG and CG were compared, it was realised that except from unit eight in the EG, number of the learners responding to their learning contract question 2 'what was hard?' as 'nothing' and 'everything' were higher in the CG. In the EG, the response 'nothing' increased to 12; the highest 'nothing' response in all units in the EG. This increase might be considered as a result of the extra lessons' learners had that week related to the topics in their portfolios.

In summary, 16 learners from the EG and seven from the CG reflected on what they learned in unit six. In unit seven, nine learners from the EG and seven learners from the CG reflected on their learning topics in that unit. Also nine learners in unit seven from the EG, reflected on their learning topics from unit six. Nine learners from the EG and 11 learners from the CG reflected on how well they learned the course material in unit eight. In unit eight, although the numbers in the EG might seem decreased five learners also reflected about their learning topics in units six and seven making the total number 14. In unit nine, nine learners from the EG and seven learners from the CG reflected on their learning topics in that unit. Finally, in unit ten, 12 learners from the EG and five learners from the CG reflected on their learning topics in that unit.

Table 4.2: *Reflections through Classroom Discussions in both Groups*

Learner-Teacher Discussions	Nature of Discussion	Unit of Reflection
EG22, EG25, EG18 stated that they were not good at place of prepositions.	Reflection made in the learning contracts	Unit 6
EG10, EG8, EG19, EG9, EG30 were afraid of confusing the shapes.	Reflection made in the learning contracts	Unit 6
CG2: "I do not confuse square and round anymore."	Reflection made in the learning contracts	Unit 8
EG25: "Teacher, I know that I was not attentive today because I went to bed late last night."	Reflection made in the learning contracts	Unit 8
EG27, EG10, EG1: "Teacher, can we do more activities with: What s/he is doing questions?"	Reflection made during classroom discussion & extra work request	Unit 9
CG6: "I learn different words when I play games in English. Teacher I also watch cartoons in English, this will improve my English, right?"	Reflection made during individual talk	Unit 9
EG1, EG2, EG6, EG7 & EG27 stated that they were not good at answering the questions about what people are doing.	Reflection made during classroom discussion	Unit 10
EG27 and EG7 stated that they did not like working with an LP. And to the question why they said: "Teacher, it is because we cannot put the files in our dossier. We cannot do it by ourselves. EG12 helps us every time." EG9: "I look into a dictionary or search the Internet."	Reflections made during semi-structured interview	At the end of the portfolio intervention
EG15: "I check the word dictionary at the end of our book."		
EG27: "I make revisions from my English book. I use Google translate and study especially the most difficult parts."		
EG22: "I do tests."	Reflections made during semi-structured interview	
EG17: "I use the Internet."		
EG24: "I prepare materials for the topics we have learned."		
EG8: "I have all the lessons on my tablet and I check from there. I take notes at the back pages of my notebook."		At the end of the portfolio intervention
EG28: "I make searches and do activities."		
EG8 & EG18: "I write the words on a piece of paper."		
EG13: "I use a mobile phone."		

Both control and experimental groups were expected and given opportunity to make reflections about their learning process. Yet, the data, as presented in Table 4.1 and Table 4.2, show that learners in the EG reflected more specifically about their learning process in relation to their learning topics. Through their reflections in their portfolios and in the classroom discussions they made, learners in the EG showed that they started focusing on specific aspects of their learning, for

example by saying they were not good at place of prepositions, asking and answering what someone is doing, etc., more than the learners in the CG. As soon as learners in the EG started to make reflections and realised their weaknesses they got in the habit of requesting extra lessons for revisions.

As reflection is important for LA, after LP intervention, the teacher-researcher asked her learners to reflect on their portfolio intervention. Appendix 4 shows the questions asked. First, the teacher-researcher asked the learners whether they liked working with portfolios or not. Only two learners: EG27 and EG7 said that they did not. And to the question “why” they said, “Teacher, it is because we cannot put the files in our dossier.” We cannot do it by ourselves. EG12 helps us every time.” This showed that learners had difficulty not because of their portfolios but because of their motor skills.

As shown in the Table 4.2 learners in the EG made reflections while answering the question in the semi-structured interview, ‘After self-assessment, do you do extra studies? Do you work on the parts you had difficulty? How?’ However, not all of those plans reported were available in their learning contracts.

Finally, the teacher-researcher asked whether they would like to work with a portfolio the following year. All the learners in the entire EG said “yes” to this question. And they actually did start working with an LP the following year but unfortunately the teacher-researcher had to change her school and could not continue with these learners.

During the portfolio keeping and evaluation process it was realised that two lessons a week was not enough for the learners and the teacher-researcher. In order for the learners to keep track and not to forget what they had planned the week before, a reminder or an extra lesson would be useful. Doing extra two lessons proved this opportunity. It also proved that for the study to be more effective at least one more lesson in a week was necessary.

4.2.2. LP and Goal Setting

In order to gather data for goal setting, learning contract (Appendix 1); especially questions 3: “What will I do now?” and 4: “What else do I want to learn?” were

investigated. The number of goal setters increased in unit eight which might be as a result of the extra intervention lessons the learners had in the previous unit.

Table 4.3: Goals in Each Unit (EG)

Units	Number of the Learners	No Specific goal/No Response	I want to learn ... (Goals)
6	23	8	gun, rifle, bullet, furniture, in, on, under , speaking English, names of the countries, counting to 100, microscopic beings, things that I do not know in this unit, units, earth, planets, fox, map, cities, names of the buildings, health, tree, earth, universe, air, space, names of the mosques, names of the animal shelters, school materials, English, the things I have forgotten from year 2
7	23	8	weapons, in, out, animals, neighbourhood, counting to 100, names of the countries, space , Kaaba, Medina, previous units, octopus, speaking English, mosque, shapes, planets, universal things, air tools, animal shelters, food names, letters, vehicles, months, seasons
8	27	4	animals, the interesting things under the sea, nature, houses, make-up materials, road and street names, counting to 100, clothes, sea animals, unit 10, air and sea animals, party stuff, all the cities, states, provinces in the world, guns, planets, the phrase 'I do not know', sea animals, months, English, snacks-junk food, animal shelters, technological devices, earth
9	20	11	sea animals, guns, planets, nail polish, hair styles, hair clips, high heels, jewellery, clothes, shoes, months, street names, animals, weather conditions, rainbow, make-up stuff, unit 10, party stuff, desserts, mosques, plants, kinds of snakes, guns, countries, evening gown
10	22	9	animals, mosques, countries, planets, farm animals, street names, sea animals, other words, party stuff, guns, space, map, Quran, animals, fruit, vegetables, kinds of snakes, school stuff, and earth

In the first column in Table 4.3 unit numbers are given. In the second column the number of learners who set specific goals is given. In the third column the number of learners whose goals were either not specific or not written is given. In the fourth column, the goals set are given. Sometimes more than one learner set the same goal, thus in some cases, the number of goals in column four and the number in column two do not match. The same learning contract was given to the CG. CG's responses are given in Table 4.4.

Table 4.4: Goals in Each Unit (CG)

Units	Number of the Learners	No Specific goal/No Answer	I want to learn ... (Goals)
6	15	12	animals, different toys and games, classroom materials, cities, detailed spaces in a house, nature, days of the week, months, and jobs, colours, glasses, owl, moustache, names of the buildings, bus numbers
7	13	14	hair styles, clothes, food & drink names, names of the buildings, houses, countries and their cultures, names of window and shoe, cold, warm, hot, rainy, weather forecast, natural things, trees, roads, leaves, classroom and board, fruit, names of the animals, revising German and Arabic
8	15	12	seasons, English songs, class and money names, names of different vehicles and an English anthem, stars, trees, jobs, weather forecast, food and drinks, fruit, names of the animals, speaking English fluently
9	10	17	English songs, more sea- air vehicles, names of natural-unnatural things, times, food-drinks, jobs-clothes-numbers, classroom-board, multiplication-subtraction-division-addition, the number of topics we will study in English, names of the animals
10	4	23	names of some flowers, times- clothes, food-drinks, cheetah-pig, talking about animals

After setting their goals, learners in the CG were also asked of their intentions and plans about their goals. The learners were encouraged to do extra work and to share their work with their friends but except from their routine work they did not do any extra work.

In summary, goal settings of the language learners in both EG and CG were evaluated analysing learning contracts of the learners, questions 3 and 4: “What will I do now?” and “What else do I want to learn?” It was found that the number of learners in EG who set goals was higher than that of the CG. Table 4.5 below showed comparison of the two groups.

Table 4.5: Comparison of Goal Settings in EG and CG

Units	Goal Setting in Experimental Group		Goal Setting in Control Group	
	f	%	f	%
6	23	74.1	15	55.5
7	23	74.1	13	48.1
8	27	87	15	55.5
9	20	64.5	10	37
10	22	70.9	4	14.8

In addition to the learning contracts, learners in the EG had classroom discussions. During those discussions some of the learners who did not set specific goals and wrote “everything” and those who left that part blank set more specific goals.

These learners were asked about their interests, intentions, likes, and dislikes to help those set goals in weekly discussions. For instance, EG15 did not set a goal in unit six but he had mentioned having difficulty in shapes and toys so the teacher-researcher suggested the learner does something about those topics in order for him to improve himself in that topic. After that, EG15 wrote specific goals in the following units. Same thing happened with EG4 whose responses did not answer the questions asked in the contract. She wrote sentences like: “I have to clean the rooms when someone visits our house” in unit six and in unit seven: “I want the owl to stand on the tree forever.” However, after the weekly discussion she started writing specific goals in other units.

At the end of the portfolio intervention the teacher-researcher did a semi-structured interview (Appendix 4) with the EG. To the 4th question: “Can you choose what to learn on your own?” learners preferred to give short “yes”, “no” answers with little comments. Some of the learners mentioned that they needed help and requested some from the teacher-researcher.

4.2.3. LP, Making Plans and Putting Plans in Action

Through their portfolio interventions learners were attentive during the lessons. When they were asked to talk about their plans for improvement they mostly

replied that they would revise, repeat, memorise, use a dictionary, do extra work, do projects, use their parents' phones, computers for internet search, etc. but when they were requested to inform the teacher about their studies the following week they generally said that they were sorry but they had forgotten about what to do. Even some of those that did extra work forgot to bring their works in the class. Answering the question 5 in the semi-structured interview, "Do you do extra work for your learning goals on your own, out of school?" the learners who did extra work talked about their studies. On the other hand, learners like EG9, EG10, EG14, EG16, EG22, and EG23 mentioned doing extra works and forgetting to bring their works to the lessons. The participants' answers to the semi-structured interview showed that they set goals and that there were learners who studied after their reflections, which supported the data gathered in Table 4.6 below. They were good at planning but most of them could not put their plans in action. This showed that two lessons a week were not enough for these learners to pursue their goals, to remember their plans, and goals. Table 4.6 below shows the goal setting of the learners in experimental group in numbers.

In order to achieve their goals, learners mostly stated in their learning contracts that they would study and revise as planning for further study. Some of the learners were not specific enough about their plans and they were asked about their plans in weekly discussions. To the questions what they would do about their goals; they gave responses like: "I will do a project, I will search, I will revise, memorise," etc. Learners preferred talking about their plans but writing about their plans seemed too difficult for them. Although learners' classroom discussions resulted in more detailed accounts, they wrote briefly about their plans on their learning contract.

For instance, EG15 in experimental group set a goal for himself during our individual interview. He stated that he wanted to learn names of the countries. I asked him how he would do that and as a reply he said that he had a dictionary at home and that he would use it to find names of the countries he wanted to learn. He put his plan in action and prepared a list to share with his friends. Appendix 5 shows his study.

EG27, on the other hand, stated on his learning contract (Appendix 1) in unit six and seven that he wanted to learn names of “weapons”. When I asked him his reason for his intention of learning this topic, he informed me that he was playing online games and in those games, as the medium of communication among the players was English, he had to know some English words in order to be able to give commands to the other players like “shoot”, “bomb”, or “sniper”. I asked him what his plans were and as a reply he said that he could use Google translate. Appendix 6 shows his study.

Learners’ responses to goal setting include: ‘I will do a project work on the parts that I had difficulty’, ‘I will search’, ‘I will prepare a project with my sister’, ‘I will study from my book’, ‘I will revise the things I have learned’, ‘I will memorize’, ‘I will learn the things that I do not know’.

Table 4.6: *Making and Putting Plans in Action in EG*

Units	Number of Learners	
	Who Made Plans for Action*	Number of Learners Who Took Action
6	27	1
7	27	3
8	29	5
9	24	3
10	28	2

* The numbers of planners were more than the goal setters this was as a result of the ones who did not set a goal but wrote about their plans on how to study further.

Although learners were making plans, as the time between the lessons were too long and they were young learners, they mostly forgot what they had intended to do a week before. Setting a goal was not hard for the young learners but they required teacher guidance and individual discussions for planning. Putting their plans in action seemed harder for them. The time duration between lessons might have a negative effect on learners. That conclusion was made as a result of the extra lessons. As Tables 4.3 and 4.4 above show, learners’ setting goals and putting their plans into action and preparing extra work achieving their learning goals increased during unit eight which was thought to be as a result of two extra

lessons which were made at the end of unit seven and in the beginning of unit eight.

Two of the learners in the CG: CG2 and CG6 were better at talking about their learning process rather than writing about it. CG2 once wrote to the learning contract that he did not confuse square and round anymore. This was considered as a good sign of learner’s awareness of his weakness and that he was working on his weakness. Although classroom discussions were not part of the CG, the teacher-researcher noted-down the rarely made reflections with an intention to support the learners in the CG as well.

Some of the learners set long term goals, for instance CG27 wrote on her learning contract for the third question: “What will I do now?” that she would revise Arabic and German and that she would like to speak English fluently.

Besides their routine exercises and homework, the learners in the CG did not bring any extra work. Table 4.7 below showed the number of the learners who made plans in their learning contracts in the second column and who took action and prepared an extra work related to her/his plans or goals in the third column.

Table 4.7: *Making and Putting Plans in Action in CG*

Units	Number of Learners	Number of
	Who Made Plans for Action	Learners Who Took Action
6	9	0
7	14	0
8	15	0
9	18	0
10	17	0

Table 4.8 below show the overall planning learners did for their learning in both groups. As could be seen in the Table 4.8, learners in the EG did more planning than the learners in the CG.

Table 4.8: *Planning and Action in both Groups*

Units	Planning in Experimental Group (31 Learners)	Number of Learners Who Took Action	Planning in Control Group (27 Learners)	Number of Learners Who Took Action
6	27	1	9	0
7	27	3	14	0
8	29	5	15	0
9	24	3	18	0
10	28	2	17	0

In summary, learners in the EG wrote that they would “make revision” 51 times and “homework” twice in their learning contracts as a response to question 3: “What will I do now?” One learner wrote “nothing”; three learners left that question blank; and 16 of the learners wrote unrelated sentences such as, “I will try to learn”, “I do not know”, “We will continue with unit eight”, and “There were topics in which I had difficulty”.

The semi-structured interview demonstrated that learners were keen to work with LPs and became aware of their learning process, however, the intervention process and the field-notes showed they needed support through the process. It was also observed that learners felt sad for their forgetfulness about their plans.

On the other hand, learners in the CG wrote “revision” for 15 times and “homework” for ten times. One learner left that question blank; three learners wrote “nothing”; and 56 of the learners wrote unrelated sentences as a response to the third question of their learning contract. Among those unrelated answers most of the learners wrote the next activity made in that lesson. Some of these responses were like: “We will listen to music, the story, etc.”, “I will play a game”, “I am in unit seven”, “We are learning animals”, etc. Two of the learners copied ‘can-do’ descriptors as a response to question three. When they were told that they were expected to write those parts according to their learning process

and that there was no right or wrong answer they said that they wanted to copy those English sentences anyway.

4.3. Learner Self-assessments and Teacher Assessment Results

The portfolio also included learner self-assessments through ‘can-do’ statements related to the topics in the units. Those data were also researched to compare learners’ self-assessments with the teacher-researcher’s to scaffold their assessment skills through LP. The experimental group in the present study had portfolio intervention and after they finished their portfolio work in that unit they were asked to self-assess themselves reflecting on their learning process. Learners’ self-assessments at the end of each unit were collected and compared to the assessments by the teacher-researcher using the same ‘can-do’ descriptors the learners were given for self-assessment. Learners were grouped as perfect match, acceptable match, over-rating and under-rating based on the similarity of their self-assessments’ with that of the teacher-researcher.

In units six, nine, and ten, there were four items and when the learners’ assessments for all four items matched with that of the teacher, they were labelled as “perfect match”. If the learners had assessed two or three items out of four acceptably then they were labelled as “acceptable match”. In cases where the learners assessed that they were good at three items out of four while the teacher assessment showed the opposite, they were labelled as “over-rating”. On the other hand, if the learners assessed that they were bad at three items out of four while the teacher assessment was to the contrary, they were labelled as “under-rating”.

In unit seven there were five items and when the learners’ assessments for all five items matched with that of the teacher, they were labelled as “perfect match”. If they had assessed three or four items out of five acceptably, then they were labelled as “acceptable match”. In cases where the learners assessed that they were good at four items out of five while the teacher assessment showed the opposite, they were labelled as “over-rating”. If the learners assessed that they were bad at four items out of five while the teacher assessment showed the opposite, they were “under-rating”.

In unit eight there were three items to assess and when the learners' assessments for all three items matched with that of the teacher, they were labelled as "perfect match". When the learners had assessed two items out of three acceptably then they were labelled as "acceptable match". In cases where the learners assessed that they were good at two items out of three while the teacher assessment showed the opposite, they were "over-rating". On the other hand, if the learners assessed that they were bad at two items out of three while the teacher assessment showed the opposite, they were labelled as "under-rating".

Table 4.9: *Assessment Results in EG*

UNITS	Perfect Match		Acceptable Match		Over-rating		Under-rating	
	f	%	f	%	f	%	f	%
Unit 6	9	29.03	15	48.38	6	19.35	1	3.22
Unit 7	7	22.58	19	61.29	2	6.45	3	9.67
Unit 8	10	32.25	19	61.29	2	6.45	0	-
Unit 9	10	32.25	17	54.83	1	3.22	3	9.67
Unit 10	13	41.93	13	41.93	0	-	5	16.12

These results showed a slow but consistent rise in the assessment skills of the learners after unit seven in the EG. In order to be able to make a stronger claim regarding the use of LP for self-assessment, a longitudinal research might be more useful. But comparing experimental groups' results above with the control groups' results below shed some more light on the process.

The control group on the other hand, did not have any portfolio intervention but they were also asked to self-assess themselves after every unit.

Table 4.10: Assessment Results in CG

UNITS	Perfect Match		Acceptable Match		Over-rating		Under-rating	
	f	%	f	%	f	%	f	%
Unit 6	10	37.03	11	40.74	6	22.22	0	-
Unit 7	7	25.92	13	48.14	7	25.92	0	-
Unit 8	8	29.62	14	51.85	4	14.81	0	-
Unit 9	5	18.51	17	62.96	5	18.51	0	-
Unit 10	10	37.03	12	44.44	4	14.81	1	3.70

When EG (Table 4.9) and CG (Table 4.10) were compared the number of perfect and acceptable matches were higher in the EG except from unit six. The ratio of the learners who self-assessed perfectly or acceptably in unit six was 77.4% in the EG and 77.7% in the CG. The ratio in unit seven was 83.8% in the EG and 74% in the CG. In unit eight it was 93.5% in the EG and 81.4% in the CG. In unit nine it was 87% in the EG and 81.4% in the CG. In unit ten it was: 83.8% in the EG and 81.4% in the CG. In the EG the highest match was again achieved in unit eight. It could be said that learners in the EG were more consistent in their self-assessments. It was also realised that over-ratings in the EG decreased unit by unit while over-ratings in the CG were high and inconsistent in numbers. Under-ratings in the EG increased while in the CG there was only one learner in unit ten who under-rated himself.

During the semi-structured interview made at the end of the portfolio intervention young learners in the EG were asked whether they like assessing themselves or not, at the end of each unit. They responded positively and one of the learners even said that he could remember the unit topics by looking at the ‘can-do descriptors’. This shows that language learning process becomes visible to learners through portfolio, self-assessment ‘can-do’ statements.

4.4. Overall teacher assessment and learners’ self-assessment

As reviewed above in the literature review Schärer’s (2000) study showed that learners believed that it is necessary to compare their self-assessment with the

teachers' assessment. In the present study this was done at the end of the term as a summative assessment. The results demonstrated that 21 learners out of 31 in the EG assessed themselves similar to that of the teacher-researcher. After finishing the units and portfolio studies, learners were graded by the teacher-researcher considering the classroom performances and portfolio studies. During this process observations and field notes were also considered. When the teacher-researcher finished grading her learners, she asked them to grade themselves by taking into account their portfolio studies and their overall classroom performance. In order to remind learners of their performances unit by unit, the teacher-researcher prepared Appendix 11 to help them with their summative assessment. Table 4.11 shows the results of the two sided evaluation and the extent they matched.

Table 4.11: *Teacher Evaluation and Learners' Self-Assessment Results (EG)*

LEARNERS	RESULTS (TEACHER)	RESULTS (LEARNER)	Matches
EG1	☺	☺	✓
EG2	☺	☺	✓
EG3	☺	☺	✓
EG4	☺	☺	✓
EG5	☺	☺	✓
EG6	☺	☺	-
EG7	☺	☺	✓
EG8	☺	☺	✓
EG9	☺	☺	✓
EG10	☺	☺	-
EG11	☹	☺	-
EG12	☺	☺	-
EG13	☺	☺	-
EG14	☺	☺	✓
EG15	☺	☺	✓
EG16	☺	☺	-
EG17	☺	☺	✓
EG18	☺	☺	✓
EG19	☹	☺	-
EG20	☺	☺	✓
EG21	☹	☺	-
EG22	☺	☺	-
EG23	☺	☺	-
EG24	☺	☺	✓
EG25	☺	☺	✓
EG26	☺	☺	✓
EG27	☺	☺	✓
EG28	☺	☺	✓
EG29	☺	☺	✓
EG30	☺	☺	✓
EG31	☺	☺	✓

The results below demonstrate that 12 learners out of 27 in the CG assessed themselves similar to that of the teacher-researcher. When the teacher-researcher

finished grading her learners considering their classroom performances, she asked them to grade themselves by taking into account their classroom performance as she did in the experimental group. Table 4.12 show the results of the two sided evaluation and how much they matched. The CG was also given Appendix 11.

Table 4.12: *Teacher Evaluation and Learners' Self-Assessment Results (CG)*

LEARNERS	RESULTS (TEACHER)	RESULTS (LEARNER)	Matches
CG1	☺	☺	✓
CG2	☺	☺	✓
CG3	☺	☺	✓
CG4	☹	☺	-
CG5	☹	☺	-
CG6	☺	☺	✓
CG7	☺	☹	-
CG8	☺	☺	✓
CG9	☺	☹	-
CG10	☺	☹	-
CG11	☹	☺	-
CG12	☹	☺	-
CG13	☹	☺	-
CG14	☹	☹	-
CG15	☺	☺	✓
CG16	☺	☺	✓
CG17	☺	☹	-
CG18	☺	☺	✓
CG19	☺	☹	-
CG20	☺	☹	-
CG21	☹	☹	-
CG22	☺	☺	✓
CG23	☹	☹	✓
CG24	☹	☹	-
CG25	☹	☹	-
CG26	☹	☺	✓
CG27	☺	☺	✓

4.5. General Overview of the Observations

Field-notes show that the learners require guidance from the teacher for goal setting. For example, EG17 asked for teacher's help with selection of topics while EG27 asked about a way to find his goal. EG24, on the other hand thanks the teacher for reminding his goal. Field-notes also show that learners' decisions about their progress can be affected by their peers. For instance, EG25 and EG28 changed their self-assessments looking at their peer's assessment response.

The field-notes also show that these learners need to be approved by the teacher. Like EG9, EG10, EG12, EG13, and EG25 ask for teacher approval after the lessons. Table 4.13 also shows that collaboration increase among learners through LP keeping process.

Below Table 4.13 shows the subcategories that occurred after analysing the field-notes of the teacher-researcher.

Table 4.13: Coding in detail

COLUMN 1 CODE	COLUMN 2 DATUM SUPPORTING THE CODE	COLUMN 3 TEACHER-RESEARCHER'S INTERPRETIVE SUMMARY
Code 1 GUIDANCE REGARDING GOAL SETTING	<p>EG17: "There are too many topics teacher, how can I choose?"</p> <p>EG27: "Can I Google my topics to choose."</p> <p>EG15: "Can I choose anything I want?"</p> <p>EG1, EG3, EG6, EG12, & EG30: "Can we learn things like hair styles and make-up stuff?"</p> <p>EG29: "I want to learn everything."</p> <p>EG29: "Can I make a project with my sister?"</p> <p>EG24: "I've forgotten to search for snakes and thank you for reminding me teacher."</p>	<p>At the beginning it was hard for the learners to set goals by themselves and some of them followed their friends picking the same topics while others decided according to their daily needs like completing a game (EG27).</p> <p>In order to promote goal setting and learning awareness the teacher encouraged learners to find a topic they wish to learn and through planning prepare an outcome like a project paper. Table 9 shows the results.</p>
Code 2 EXTRA-WORK REQUEST	<p>EG22, EG25 & EG28: "Teacher can we do more exercise with, in, on, under?"</p> <p>EG7, EG12, EG13, EG24, EG25, EG27, EG28, and some other learners: "Teacher can we make revisions?", "Are you going to come on Wednesday again?", "Can we do extra lessons every week?"</p> <p>EG24, EG15, & EG3: "If I did tests with what we have learned can you check them for me teacher?"</p>	<p>Learners started asking for revisions especially after the two extra lessons done by the teacher-researcher.</p>
Code 3 APPROVAL NEEDS	<p>EG28: "Teacher, how was I today?"</p> <p>EG12: "Teacher, was I good?"</p> <p>EG25: "What about me?"</p> <p>EG13: "I was not good, was I?"</p> <p>EG10: "Me, was I OK?"</p> <p>EG9: "I did well, did I not?"</p>	<p>It started with (EG28) one learner at first and then others followed. Week by week the number of the learners asking whether s/he was good during the lessons increased.</p>
Code 4 FAILURE TO KEEP PLANS IN MIND	<p>EG25: "I'm sorry I've forgotten my homework, teacher."</p> <p>EG24: "Teacher I've forgotten what I was going to do."</p> <p>EG8: "I was not supposed to finish it this week, was I?"</p>	<p>Having just 2 lessons in a week makes it hard for learners to keep their plans in mind.</p>
Code 5 FUTURE PLANS	<p>EG23: "Teacher I will go abroad in summer with my mum and speak English."</p> <p>EG27: "I am playing online games and using English words."</p> <p>EG28: "I will go to a language course</p>	<p>Learners started to make plans for using English out of school.</p>

		in summer teacher.”	
Code 6 SELF-ASSESSMENT	EG14: “I do too many mistakes but I know that I can learn from making mistakes.”	EG25 and EG28: “I evaluated myself as good but seeing EG23 I think I should tick very well on the assessment paper.”	Some of the learners did self-assessment evaluating their friends’ assessment.
	EG23 checked her mistakes with EG29.	EG28 helped EG14 to correct his mistakes.	
	EG12 and EG29 helped the teacher ordering the files voluntarily.	EG10 helped EG17 put the worksheets into his file.	After finishing their work learners who are faster than others started to check their friends’ work offering them help as well.
	EG22 helped EG2 put the worksheets into his file.	EG12 helped EG7 and EG27 put the worksheets into his file.	
	EG28 made peer teaching to EG26.	EG28, EG27, EG22, EG15, EG1, EG12 asked their friends:	Collaboration started to emerge among learners and between teacher and the learners.
Code 7 COLLABORATION	“Who need help?” “Is there anybody in need of help?”	EG7: “Can I help EG14, because I understand in, on, under very well?”	*Collaboration was not observed among CG but the collaborations observed in the LP keeping process were related to portfolio keeping and motor skills.
	EG24: “Teacher I have finished and you have checked my paper. EG16 cannot do correctly; may I help him correct his mistakes?”	EG29: “Teacher, can you tell me what to do?”	
	EG31: “Teacher, can you give an example?”	EG4: “Can I look into my notebook?”	
	EG3: “Can I work with my friend?”	EG6: “Do I have to decide alone?”	

The data above show that young learners required guidance from the teacher for goal setting and planning their learning. Moreover, the data show that learners need more lessons throughout the week in order to be able to remember their plans and goals. They also needed teacher approval, which is not a theme emerging in studies done with adult learners. The data also show that collaboration increased among young learners.

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1. Introduction

In this chapter the results of data analysis given in the previous chapter are discussed in detail in relation to the research questions. When the discussion part ends the teacher-researcher will come up with conclusions, suggestions, and recommendations for further studies in the field of ELT.

5.2. Discussion of the research question 1: Does LP foster learner autonomy?

In the light of the research studies mentioned in the literature review it is found that using an LP helps developing learner autonomy. As Pinter (2015), Little (2012, 2010b, 2004, 2001), Kühn and Cavana (2012), Kavaliauskiene and Suchanova (2009), Egel (2009), Glover, Mirici, and Bilgin Aksu (2005), Kohonen (2001), Champagne, et al. (2001), and Schärer (2000) suggest the ELP is a useful tool for development of learner autonomy. Likewise, the LP used in the present study, also had positive effects on 3rd grade state school young learners' learning process.

In order to collect a rich source of data, suggestions of Champagne et al. (2001) and to create and sustain an autonomous language learning classroom pedagogical principles suggested by Little (2009) were taken into account during portfolio intervention in the present study.

In order to find an answer to the first research question whether LP foster learner autonomy or not, a portfolio was prepared, piloted, implemented and observation of this process, learner self-assessments, teacher evaluations, learner-teacher classroom discussions, and interviews were considered. The answer to the first question of the present study, in the light of the studies conducted so far, is 'yes'. The subtitles below will provide evidence to this claim.

5.2.1. Discussion of the research question 2: Does the use of LP provide reflection on young learners' own learning process?

Little and Perclová, described ELP's pedagogical function as "making the language learning process more transparent to learners, helping them to develop their capacity for reflection and self-assessment, and thus enabling them gradually to assume more and more responsibility for their learning" (Little and Perclová, 2001, p.3). It is not possible for the learners to set a learning goal, select learning activities, materials or self-assess their learning process and progress without thinking about what they are doing (Little, 2007b). That is why learner involvement in the process of LP implies learner reflection on its own. Kavaliauskienė & Suchanova (2009) also stated the main benefit of portfolios as promoting learner reflection.

The findings, Table 4.1 and Table 4.2 show that both the experimental and control groups in the study could reflect on their learning. However, when reflections made by the EG and CG were compared, the findings showed that except from unit eight, in all other units, learners in the EG referred to their learning topics more than the learners in the CG. It should be reminded though that five more learners did reflect on their learning topics from unit six and seven. Considering this, it can be said that EG reflected more on their learning in unit eight as well.

Observations also showed that the EG with which a portfolio intervention was done were also more expressive on their learning in and outside of the classroom. It was observed that looking through their portfolios learners reflected on their works and learning process more than the CG. The findings also showed that learners in the EG did their reflections in their learning contract more specifically in relation to their learning topics in their portfolios. This can also be understood by looking at the nothing and everything numbers in both groups. When, 'nothing' and 'everything' responses in the EG and CG were compared, it was realised that except from unit eight in the EG, number of the learners responding to their learning contract question two as 'nothing' and 'everything' were higher in the CG. In the EG, the response 'nothing' increased to 12 in unit eight; the highest 'nothing' response in all units in the EG. This increase might be

considered as a result of the extra lessons' confidence in learners about their learning topics.

5.2.2. Discussion of the research question 3: Does the use of LP help learners set goals?

As reviewed in the literature review Valencia (1991), Potter (1999), and Leeck (2012) stated that LP helps to establish goals. The findings section Table 4.3, Table 4.4, and Table 4.5 show the goal setting details of the EG and CG. As the numbers of the learners and the variety of the goals set showed, the portfolio implementation also had a positive effect on goal settings of the learners in the present study. There were both school related and outside life related goals set by the learners. It was also realised that some of the learners in the experimental group set similar goals to their peers. That could be as a result of collaboration among the learners or it could be as a result of learner presentations of their extra works in the classroom, which again was related to collaborative learning.

As Table 4.5 shows the number of goal settings increased in unit eight which might be as a result of the extra intervention lessons the learners had in the previous unit. This illustrates that the more time spent with learners discussing their studies, the better their portfolio intervention effects on their learning process can be seen.

5.2.3. Discussion of the research question 4: Does the use of LP help learners make plans for improvement?

As reviewed in the literature review, Dam and Legenhausen (2011) stated that for autonomous learning, teachers can support and initiate planning and decision-making. Learners in the EG wrote that they would 'make revision' 51 times and 'homework' twice on their learning contracts as a response to question three. On the other hand, learners in the CG wrote 'revision' 15 times and 'homework' ten times. These results showed that learners in the EG saw revising as a key to learning and added it to their plans. Another interesting finding of the planning was that in the EG, learners wrote unrelated sentences 16 times as a response to the third question of their learning contract while in the CG the learners wrote

unrelated sentences 56 times as a response to the same question. As a consequence, it can be said that learners who had portfolio intervention were better at planning their learning than the CG. In unit eight in the EG, not only goal setting numbers but also planning numbers were the highest of all units.

5.2.4. Discussion of the research question 5: Does the use of LP help learners put their plans in action for improvement?

One of the issues in the LP intervention was that young learners have difficulty in planning their learning to achieve the goals they had set in the beginning of their learning. It was the teacher-researcher's responsibility to discuss with learners individually, respond to learners' learning contracts with appropriate feedback and to encourage learners to prepare extra works without any pressure. Extra work was a key factor in this study on the way to autonomy because the learners decided what and how to do without any pressure. They chose their goals, and decided whether to work on them or not.

As the findings section Table 4.6 and Table 4.8 indicate, 12 learners took action and did extra works in the EG at different times. These learners in the EG were putting their plans in action but as seen in Table 4.7 and Table 4.8 there were no extra work received from the learners in the CG. As a consequence, it can be said that learners who had portfolio intervention were better at putting their plans in action for improvement than the CG. In other words, LP helps learners work outside school and can be helpful for teachers to follow their learners' progress.

5.3. Discussion of the research question 6: To what extent does young learners' self-assessment match with the teacher's assessment?

In Schärer's study (2000) it is stated that the learners believe it is necessary to compare their self-assessment with the teachers' assessment. In the present study the teacher-researcher did compare the matches between her overall evaluation and the learners to see how much they match. The EG did evaluate themselves looking through their portfolio works and 21 out of 31 learners' evaluations matched with the teacher's. On the other hand, 12 learners out of 27 in the CG

evaluated their overall performance as their teacher. As a result, it can be said that keeping an LP help learners evaluate themselves more accurately.

5.4. Conclusion

The central argument of this thesis may be summarized as follows. Learner autonomy is a proactive process through which teacher's responsibility is to gradually increase the learning responsibilities of the learners to promote autonomous learning. The teacher-researcher believes that there is a deep relationship between portfolio keeping, self-assessment and promoting greater autonomy; indeed, she believes that autonomy can be made visible by observing the portfolio keeping process, guiding young learners through self-assessment and weekly discussions on their reflections. She also believes that it is important to compare teacher's and learners' assessments to see how much they match and act accordingly. Thus an LP was produced to provide a road to promote autonomous language learning in the present study. Learners' level of language learning awareness, their abilities of self-assessment, reflection, and goal settings can provide strong hints about promoting autonomous language learning. In addition to these an LP can be used as an assessment tool for summative assessment of young language learners' learning progress.

Based on the findings, an LP can be a significant tool to promote self-assessment, autonomous learning and it can be used as an assessment tool with 3rd grade young language learners. Tassinari (2012); Butler and Lee (2010) claim self-assessment supports autonomous learning process. The observations during the intervention also revealed that the young learners were happy to have a say in their own language learning process. LP used in the present study includes topic related tasks per unit, self-assessment 'can-do' statements, and a learning contract. The dossier part of the LP used in the study provided encouragement for supporting an on-going reflective learning and self-assessment of language skills in daily language learning (Kohonen & Westhoff, 2003).

Little and Perclová (2001) pointed out another way of looking at the LP keeping process starting from the Dossier. The LP used in the study does not include a

language passport or bibliography parts of the ELP. These parts were excluded in order not to bore the young learners as they are known to have short attention spans (Shin, 2007). The language learners were asked only to include their written portfolio tasks prepared by the teacher-researcher and their extra studies related to the LP in their portfolios.

The teacher-researcher's field-notes showed that apart from promoting autonomous learning, learning awareness, reflection and self-assessment skills LP could also help learners to improve collaboration skills, increasing interaction among their peers. Reflections made during classroom discussions also revealed that learners needed help and training for choosing their goals and for accurate self-assessment because they were not accustomed to set their own learning goals and assess their own language learning.

Introducing English to young language learners awaken their enthusiasm and curiosity about languages, and language learning. With active teaching focusing on learning language through an LP the children's thirst for learning can be extended in this awakening process. Through investigation it has been noticed that there has been a lack of study in Turkey on this topic with 9-10 aged learners and that it could contribute to the literature to convey a study like this one. The main aim of this research was to observe the LP keeping process to see its effects on autonomy and self-assessment. The secondary intention was to use the portfolio as an assessment tool.

5.5. Recommendations for Further Studies

Considering the findings and the feedback of the learners given through an interview about keeping an LP, some suggestions for further research are presented in this section.

The present study was carried out with 3rd grade (N:58) learners in an EFL setting at a state primary school. Hence, the findings of the study can be an example for the person who is interested in portfolio keeping with 9-10 years of age, but this study cannot be generalized for all levels and all EFL learners. On the other hand,

a further research can be done with more participants and at different levels to explore the effect of portfolio with learners at different levels of English.

In addition, this study had to be completed in a limited amount of time (sixteen weeks - one semester). Learners find it motivating to self-assess themselves though developing learner autonomy and self-assessment is a long and complex process (Schärer, 2000) and as it was experienced through this study teacher guidance and support seems essential with young learners. It sometimes might be difficult to introduce a new learning tool to the learners when their teaching and learning habits are also expected to change with this new instrument. The findings of this study showed that the students had positive feelings towards portfolio keeping and self-assessment. It was also observed that throughout this study collaboration increased among young learners. The effect of LP use on collaboration can also be investigated. Yet, the time available and the training required should be considered very carefully. Learners were sometimes not sure about whether they had carried out the activities properly, or whether they had achieved their objectives. For this reason, a longitudinal research might be suggested for longer classroom discussions and for weekly interviews so that learners would be supported more through this process and more data could be collected in terms of the usefulness of the LP for promoting autonomous learning.

Future research may also focus on how the teachers make use of the LP in terms of their professional growth and understanding the students' learning process.

In order to observe the long-term effects of portfolio keeping, longitudinal studies that take more than a year can be carried out. Longitudinal studies can reveal the influence of portfolio keeping on learners' collaboration, goal setting, and general academic achievement in EFL classrooms better.

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APPENDIXES

Appendix 1: Learning Contract

Name/Surname: _____

Date: _____

1) What have I learned? *Ne öğrendim?*

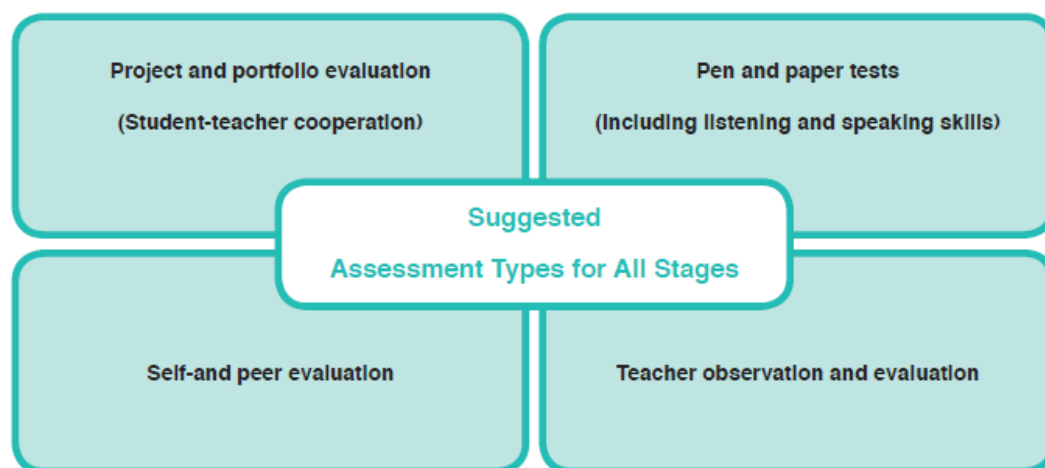
2) What was hard? *Neyde zorlandım?*

3) What will I do now? *Şimdi ne yapacağım?*

4) What else do I want to learn? - *Başka ne öğrenmek istiyorum?*

Notes - *Notlar*

Appendix 2: Suggested Assessment Types (BoE, 2013)



Appendix 3: English Language Curriculum Model (BoE, 2013)

Levels [CEFR*] (Hours / Week)	Grades (Age)	Skill focus	Main activities/ strategies
1 [A1] (2)	2 (6-6.5)	Listening and Speaking	TPR/Arts and crafts/Drama
	3 (7-7.5)	Listening and Speaking Very Limited Reading and Writing ^o	
	4 (8-8.5)	Listening and Speaking Very Limited Reading and Writing ^o	
2 [A1] (4)	5 (9-9.5)	Listening and Speaking Limited Reading ^o Very Limited Writing ^o	Drama/Role-play
	6 (10-10.5)	Listening and Speaking Limited Reading ^o Very Limited Writing ^o	
3 [A2] (4)	7 (11-11.5)	Primary: Listening and Speaking Secondary: Reading and Writing	Theme-based ∞
	8 (12-12.5)	Primary: Listening and Speaking Secondary: Reading and Writing	

Appendix 4: The Learner Interview Guide

The Language Learner Interview Guide

1. Do you like using a portfolio?
Portfolyo kullanmayı seviyor musun?
 2. Do you like assessing yourself?
Kendini değerlendirmeyi seviyor musun?
 3. After self-assessment do you do extra studies? Do you work on the parts you had difficulty?
Kendini değerlendirdikten sonra ekstra çalışmalar yapar mısın?
Zorlandığın bölümlerle ilgili çalışır mısın?
 4. Can you choose what to learn on your own?
Ne öğreneceğini kendi kendine seçebiliyor musun?
 5. Do you do extra work for your learning goal on your own out of school?
Öğrenmek istediğin şeyler için okul dışında kendi başına çalışıyor musun?
 6. Would you like to work with a portfolio next year?
Gelecek sene de portfolyo çalışması yapmak ister misiniz?
-

Appendix 5: The Goal Setting in Action by EG15

ch na → çin
 Lo don → Londra
 En lahd →
 TU key → Türkiye
 Fr nce → Fransa
 Ge many → Almanya
 Ja pa n → Japonya
 Sp in → İspanya
 De mark → Danimarka
 Af ica → Afrika
 Au tralia →
 Br zil → Brezilya
 Be gium → Belçika
 AZ rbaijan → Azerbaycan
 Th iland → Tayland
 AM ric → Amerika
 Ar ntin → Arjantin
 SW tzerland → İsviçre
 it ly → İtalya
 Bu garia → Bulgaristan



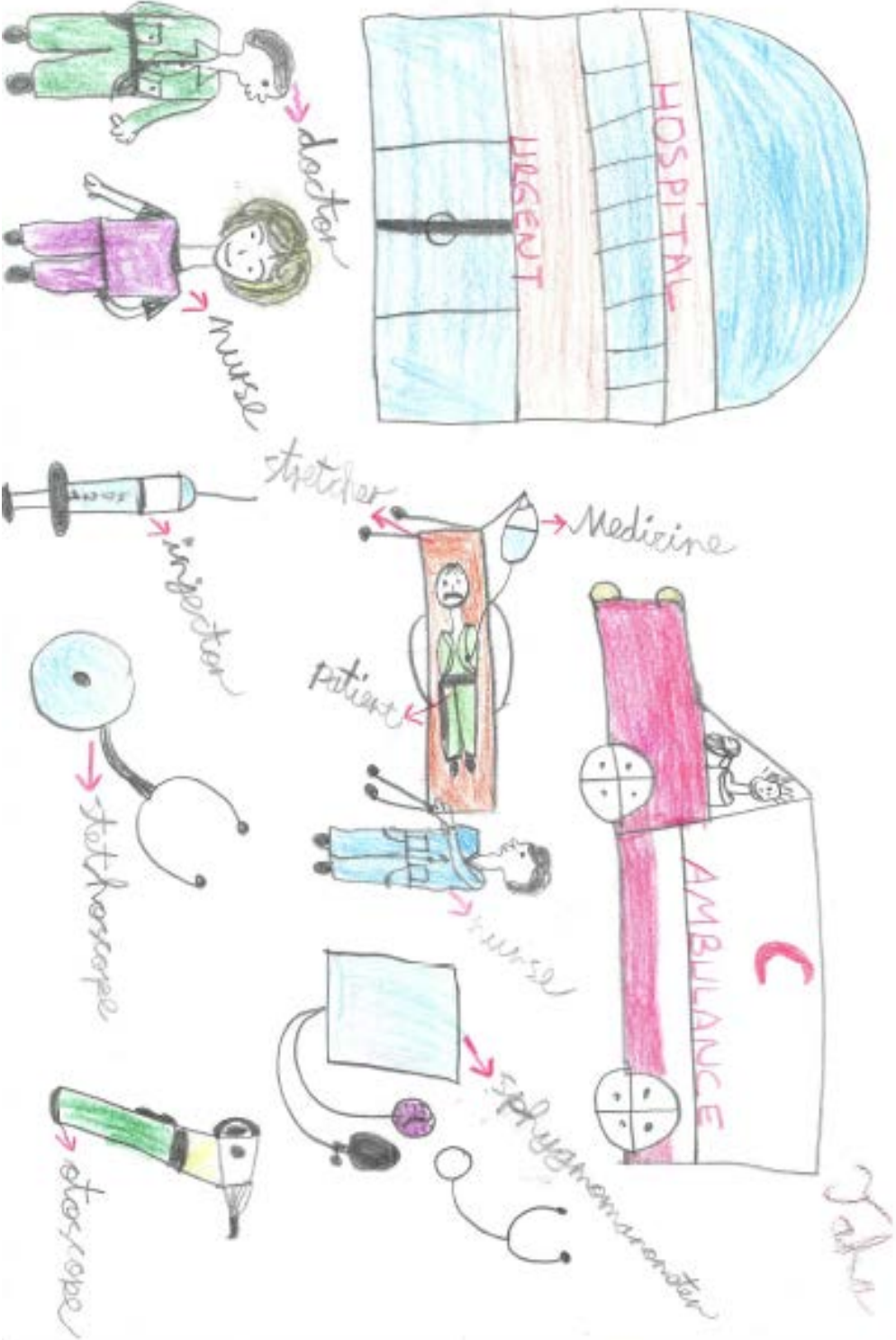
Appendix 6: The Goal Setting in Action by EG27



Tasarlavcan : Atilla







B

Appendix 7: The Goal Setting in Action by EG17



Appendix 8: Observation Form

DURING & AFTER CLASSROOM PERFORMANCE UNIT BY UNIT

Learner Names	(OVERALL PERFORMANCE IN) UNIT ...	NOTES/REFLECTIONS
1.		
2.		
3.		
4.		
5.		
6.		

Appendix 9: Learning Contract of EG17

Name/Surname: _____ Date: 23/03/2016

1) What have I learned? Ne öğrendim?

I learnt the names of the building.

Wow

2) What was hard? Ne oldu zorlandım?

I standing

3) What will I do now? Şimdi ne yapacağım?

I'm going to study

4) What else do I want to learn? - Başka ne öğrenmek istiyorum?

Air tools

tools → vehicles ??

Notes - Notlar

Name/Surname: _____ Date: _____

UNIT 6

😊 I'm very good at it. (Bu konuda çok iyiyim)

😐 I'm good at it. (Bu konuda iyiyim)

☹️ I'm bad at it. (Bu konuda kötüyüm)

I know names of the rooms in a house.

Evin odalarını biliyorum.



I can say in which room my family members are.

Aile üyelerimin hangi odada olduğunu söyleyebilirim.



I can say where my toys are in a room.

Oyuncakların odada nerede olduğunu söyleyebilirim.



I can describe sizes and shapes of things.

Nesnelerin büyüklüklerini ya da şekillerini söyleyebilirim.



Name/Surname: _____ Date: _____

UNIT 7

😊 I'm very good at it. (Bu konuda çok iyiyim)

😐 I'm good at it. (Bu konuda iyiyim)

☹️ I'm bad at it. (Bu konuda kötüyüm)

I know names of the buildings in my city. 😊 😐 ☹️

Şehirindeki bina adlarını biliyorum.

I can use "Excuse me, I'm sorry, I don't know". 😊 😐 ☹️

"Afedersiniz, Üzgünüm, Bilmiyorum" diyebilirim.

I can say where I am or someone is 😊 😐 ☹️

Kendimin ya da birinin nerede olduğunu söyleyebilirim.

I can understand instructions with colours. 😊 😐 ☹️

Renklerle ilgili komutları anlayabilirim.

I can understand possessive -s 😊 😐 ☹️

Bir şeyin birine ait olduğunu anlatan -'s i anlarım.

Name/Surname: _____ Date: _____

UNIT 8

😊 I'm very good at it. (Bu konuda çok iyiyim)

😐 I'm good at it. (Bu konuda iyiyim)

😞 I'm bad at it. (Bu konuda kötüyüm)

I know names of the vehicles.



Ulaşım araçlarının adlarını biliyorum.

I can answer how to go to a place



Bir yere nasıl gideceğimi söyleyebilirim.

I can ask how to go to a place



Bir yere nasıl gideceğimi sorabilirim.

Name/Surname: _____ Date: _____

UNIT 9

😊 I'm very good at it. (Bu konuda çok iyiyim)

😐 I'm good at it. (Bu konuda iyiyim)

☹️ I'm bad at it. (Bu konuda kötüyüm)

I know names of the weather conditions.



Havanın durumuyla ilgili kelimeleri biliyorum.

I can describe what people are doing now



İnsanların şuan ne yaptıklarını söyleyebilirim.

I can talk about the weather



Hava hakkında konuşabilirim.

I can ask how the weather is.



Havanın nasıl olduğunu sorabilirim.

Name/Surname: _____ Date: _____

UNIT 10

😊 I'm very good at it. (Bu konuda çok iyiyim)

😐 I'm good at it. (Bu konuda iyiyim)

☹️ I'm bad at it. (Bu konuda kötüyüm)

I know names of the animals.



Hayvan adlarını biliyorum.

I can use simple adjectives describing animals.



Basit sıfatlarla hayvanları anlatabilirim.

I can express what I like and dislike.



Neyi sevdiğim ve neyi sevmediğimi söyleyebilirim.

I can talk about ability and inability.



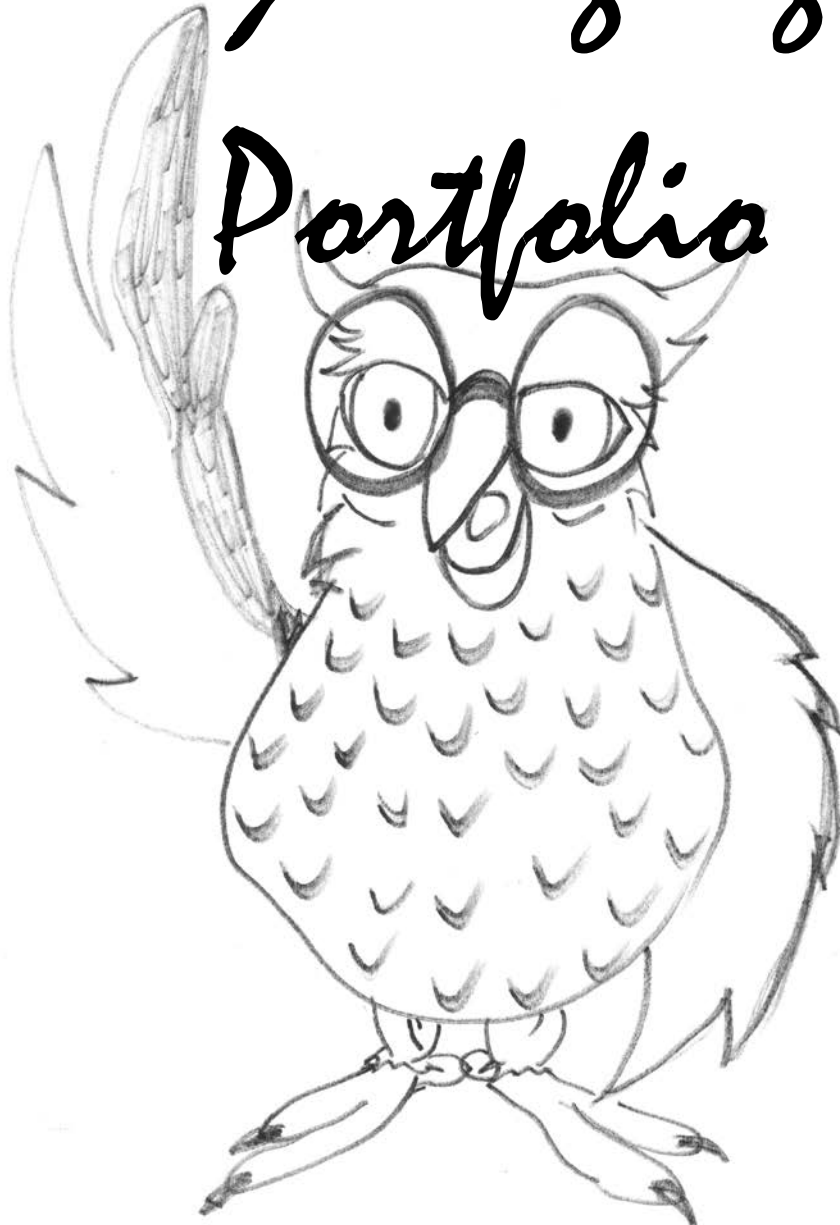
Yapabildiğim ve yapamadığım şeyler hakkında konuşabilirim.

Appendix 11: Overall Self-Assessment



My Language

Portfolio

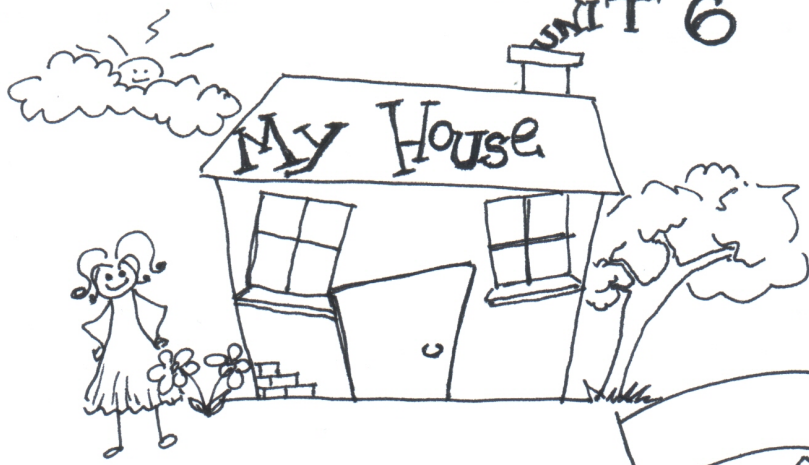


Name:

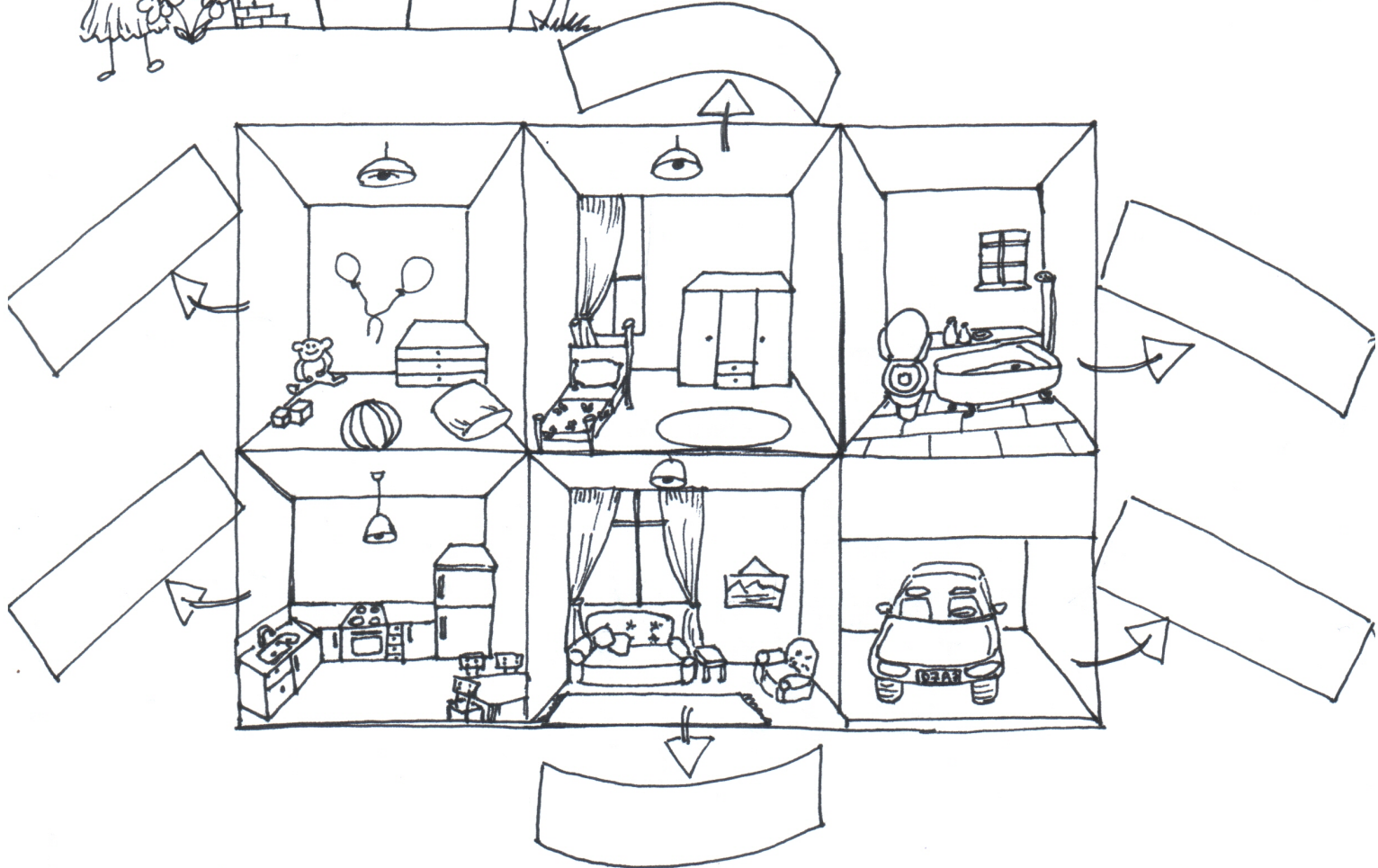
Surname:

Class:

Number:

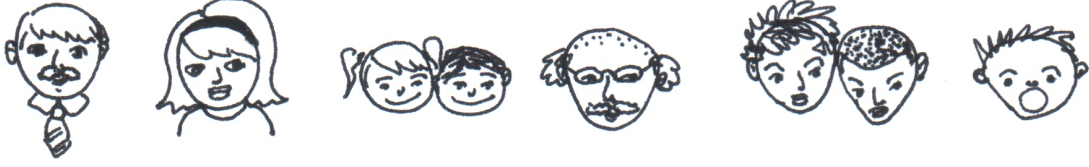


Let's
Read, write
Cut & Stick



1. My mother is in the kitchen.
2. My sister and my brother are in the playroom.
3. My father is in the bedroom.
4. My grandpa is in the garage.
5. My aunt and my uncle are in the living room.
6. My cousin is in the bathroom.

Cut & stick

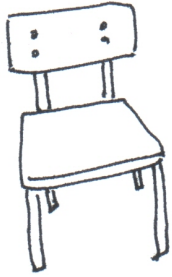
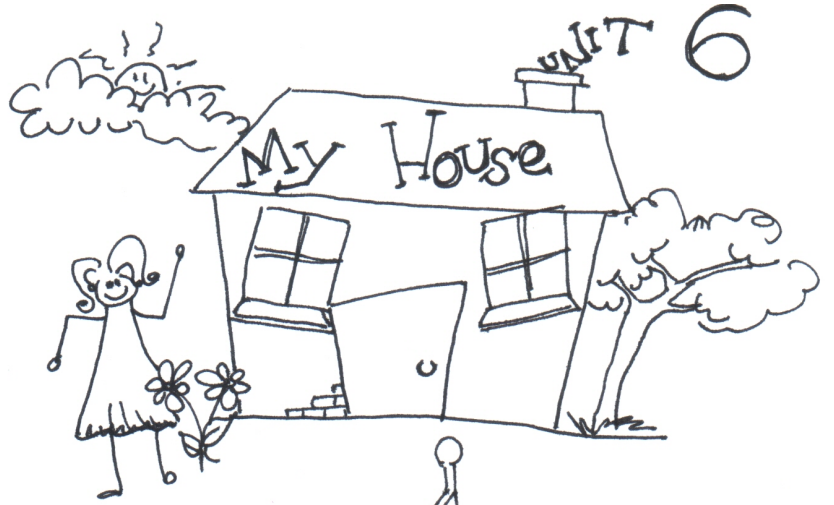


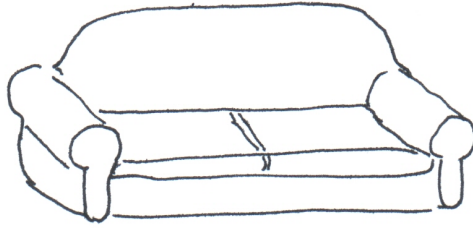
TASKS - görevler

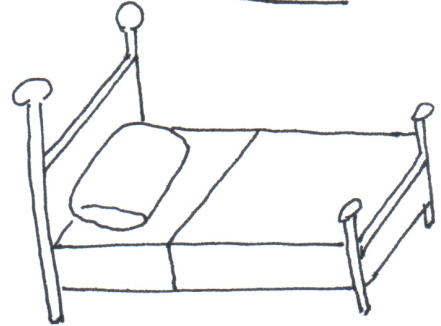
1. Write names of the rooms. / Oda adlarını yaz.
2. Cut the family pictures. / Aile resimlerini kes.
3. Read the sentences. / Cümleleri oku.
4. Stick the members of the family in the right room.
Aile üyelerini yazılı odalara yapıştır.



Match
&
Write



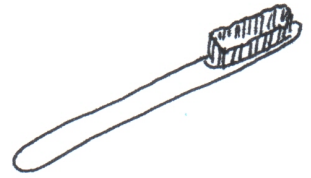




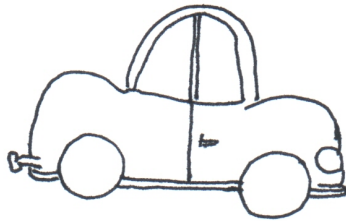


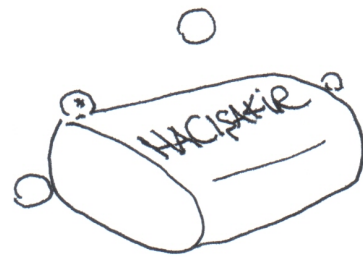












shampoo

kettle

soap

car

toothbrush

cup

doll

bed

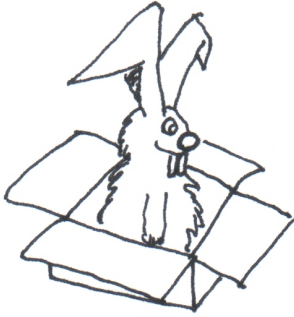
sofa

chair

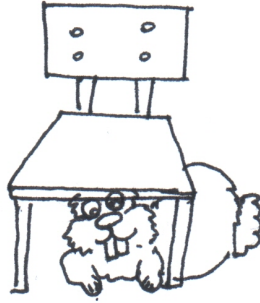


Where is the rabbit?

in on under

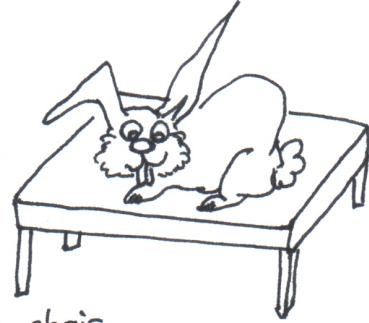


The rabbit is _____ the box.



The rabbit is _____ the chair.

The rabbit is _____ the table.

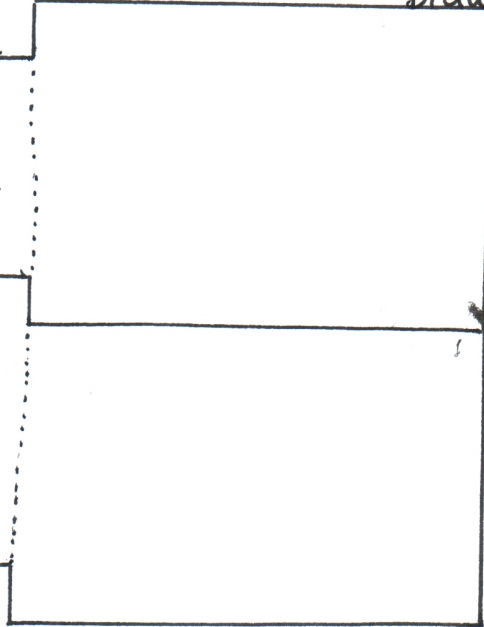


Read,
Draw, Colour
&
Describe

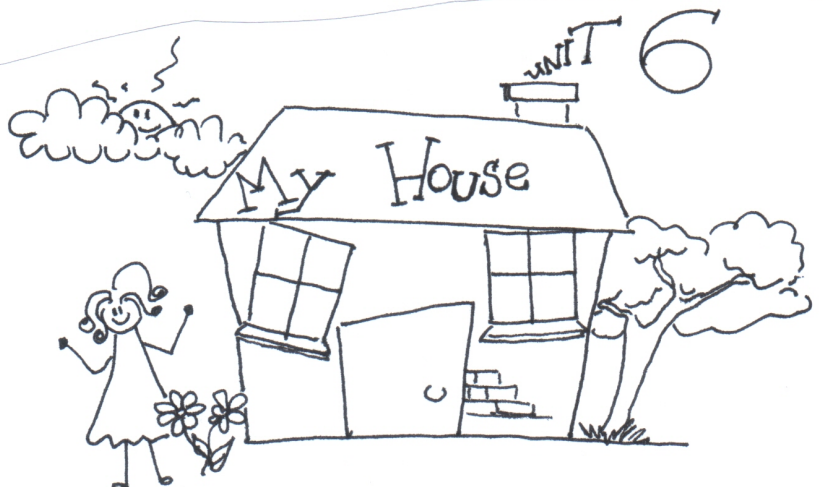
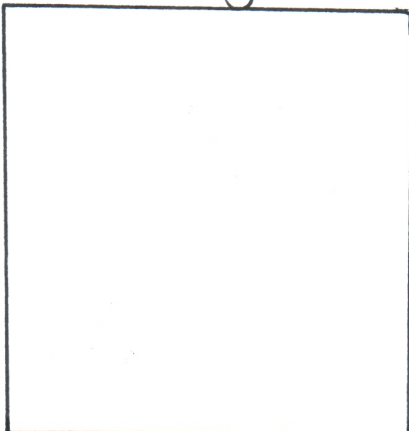
Read

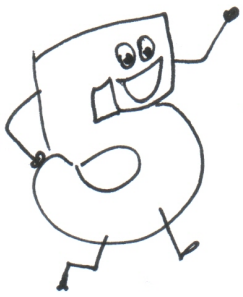
My toy is square.
It is blue and black.
It's a kite

My toy is round.
It's red and brown.
It's a button.



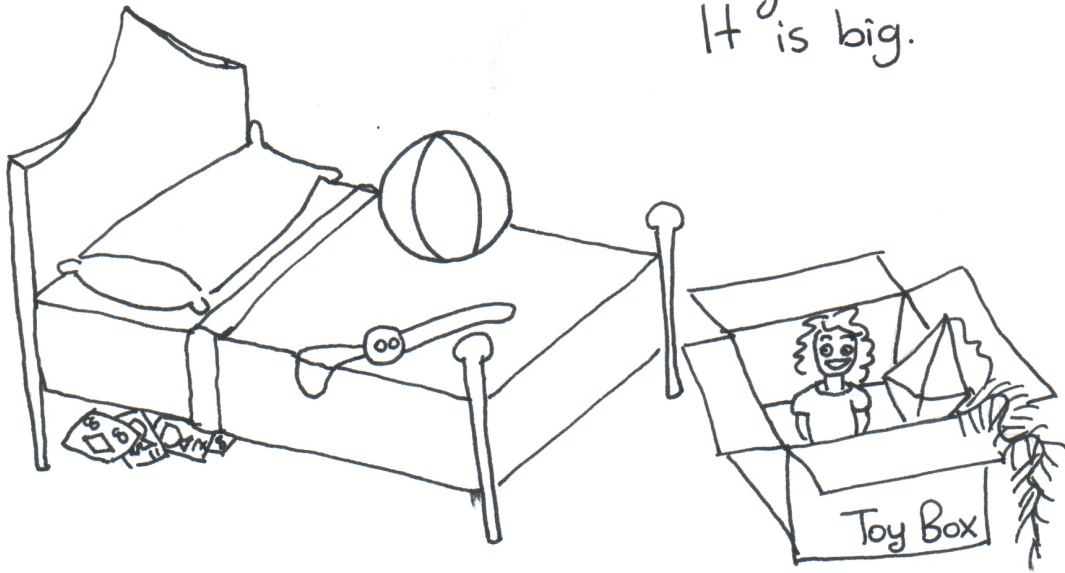
Describe your toy.





Where is your toy?

My ball is _____ the bed.
It is big.

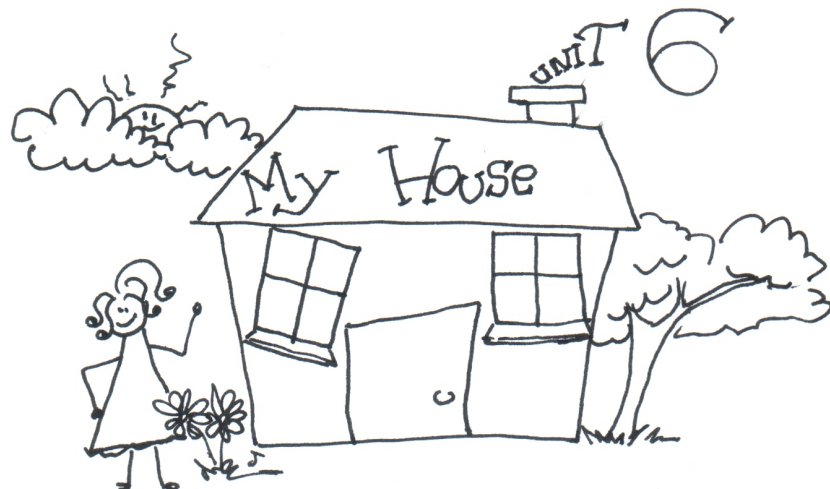


My playing cards are _____ the bed.
They are small.

My doll is _____ the box.

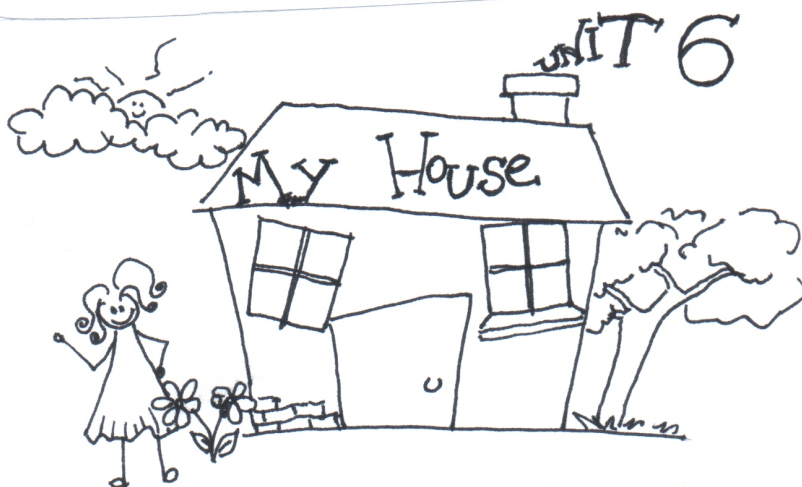
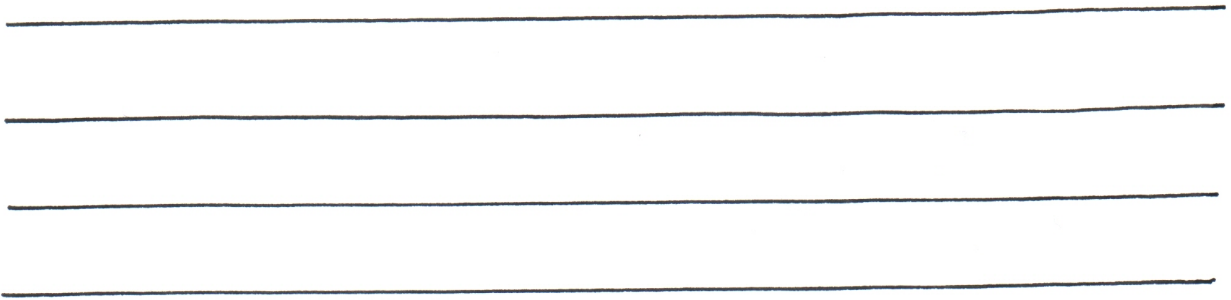
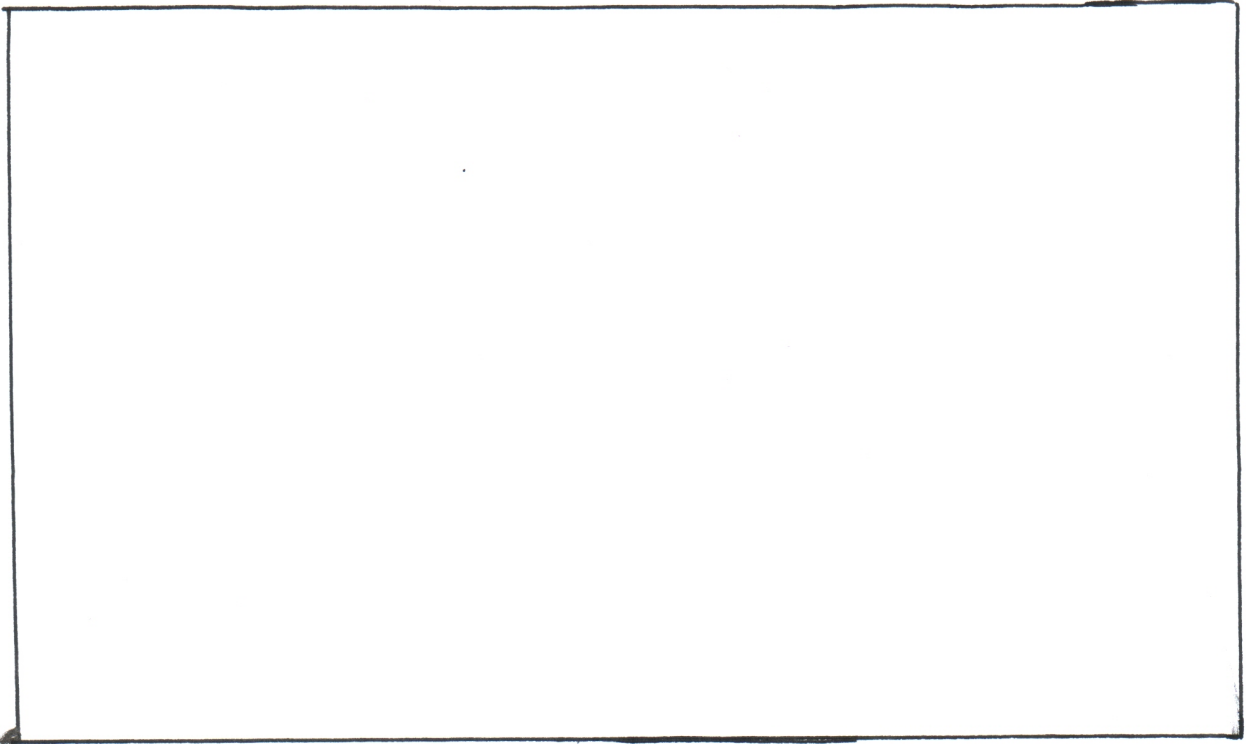
My button is _____ the bed.

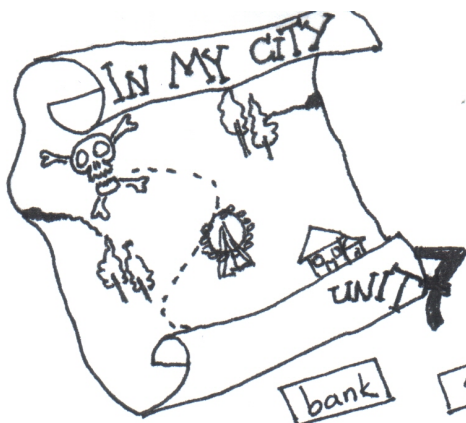
My kite is _____ the box.



Draw, Write, and say

Draw your favourite room. Say what's in it.

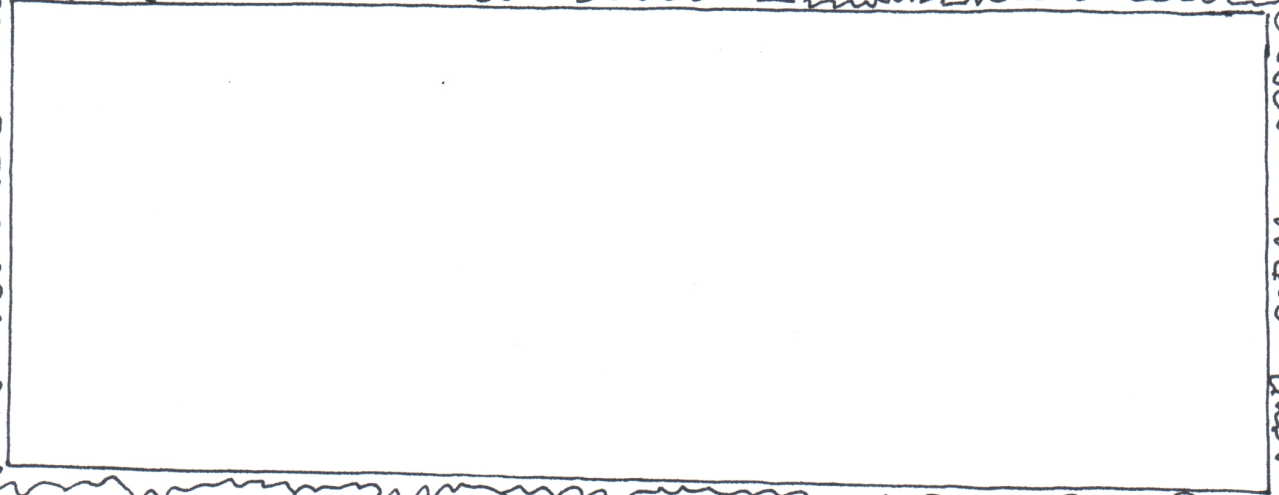




Draw a map
Write the names of the buildings.

- bank park zoo cinema market hospital shopping centre school campus museum

My map



Cut, Stick, & Say

1. Where is the teddy bear 1?

2. Where is the teddy bear 2?

3. Where is the teddy bear 3?



Colour your buildings.

1. Colour the bank green, please.
2. Colour the shopping centre yellow.
3. Colour the school blue.
4. Colour the hospital brown
5. Colour the rest as you wish.

Cut, stick, and say



Teddy 1



Teddy 2



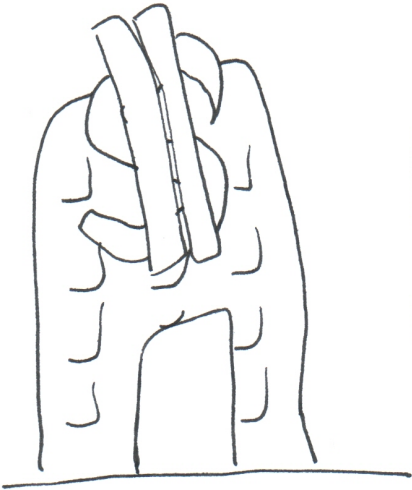
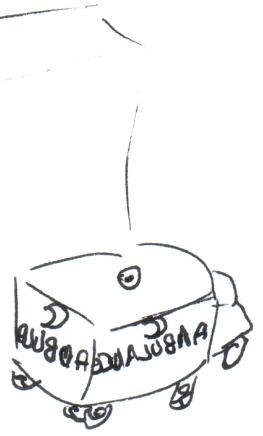
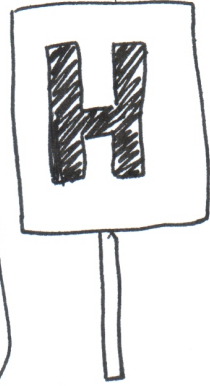
Teddy 3

Where is the teddy bear?

Where are you now?



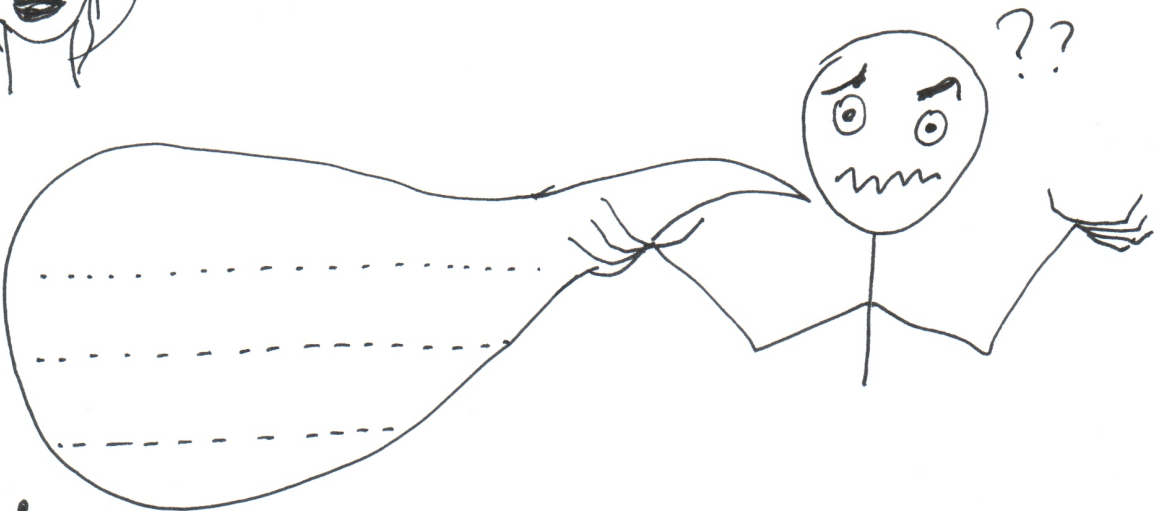
I'm at the
.....



I'm at the
.....



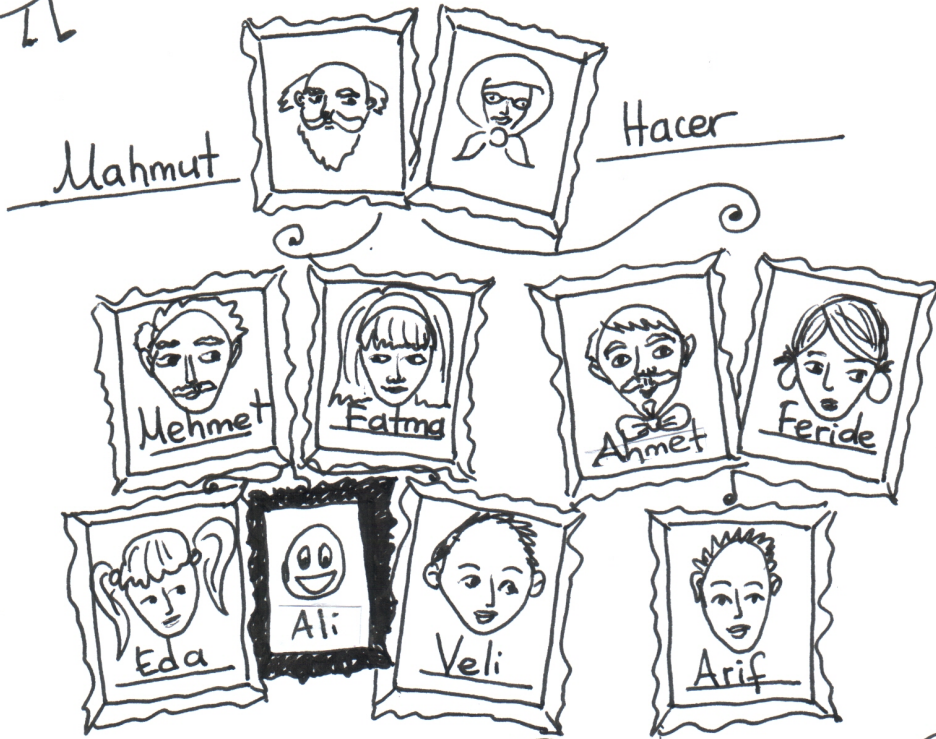
Where are you now?



Complete



Write the names of the family members.

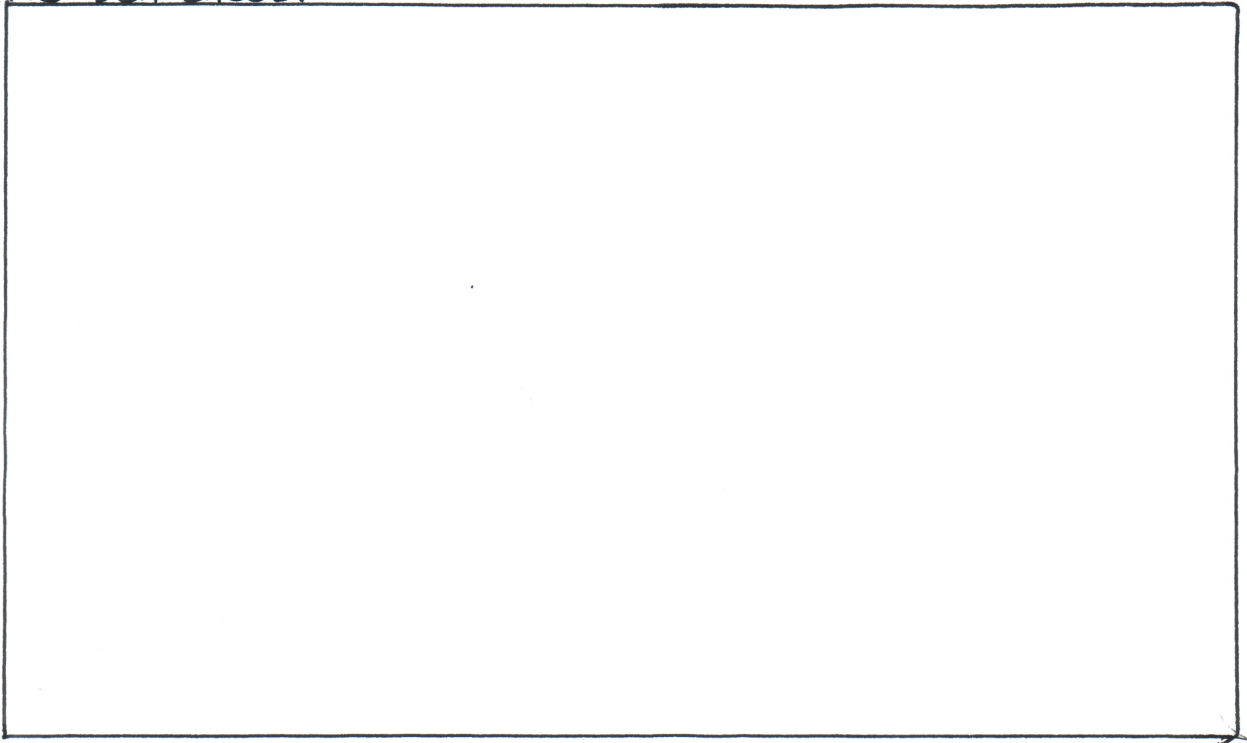


My Family

1. Who is Ali's grandmother? → She is _____.
2. Who is Ali's grandfather? → He is _____.
3. Who is Ali's father? → He is _____.
4. Who is Ali's mother? → She is _____.
5. Who is Ali's aunt? → She is _____.
6. Who is Ali's uncle? → He is _____.
7. Who is Ali's cousin? → He is _____.
8. Who is Ali's sister? → She is _____.
9. Who is Ali's brother? → He is _____.

Draw or stick and complete

Stick or draw a picture of your city. Then complete the sentences.



I'm from (country)

I live in (city)

In my city I like (what?)

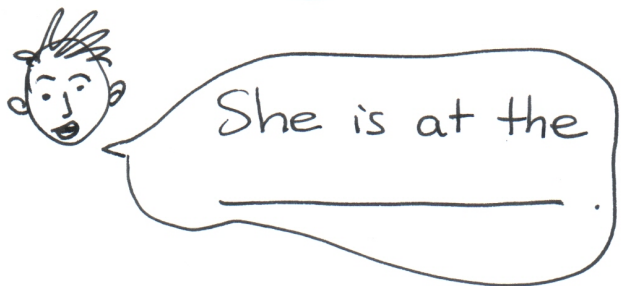
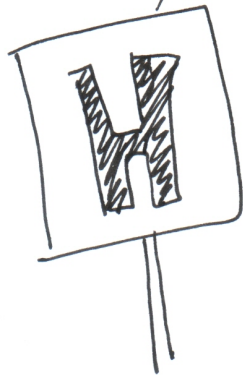
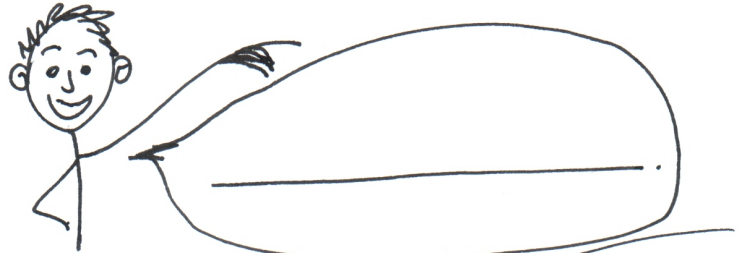
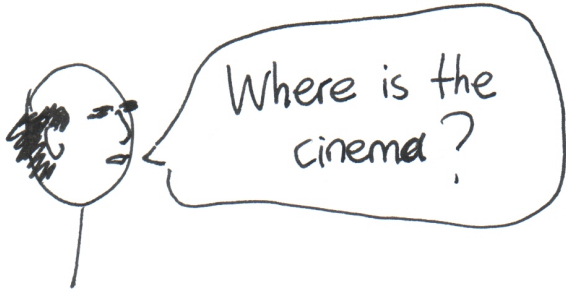
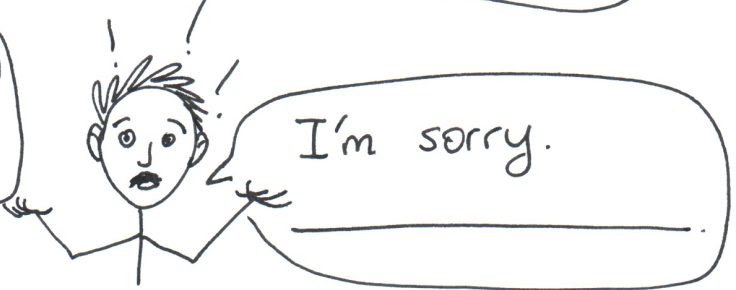
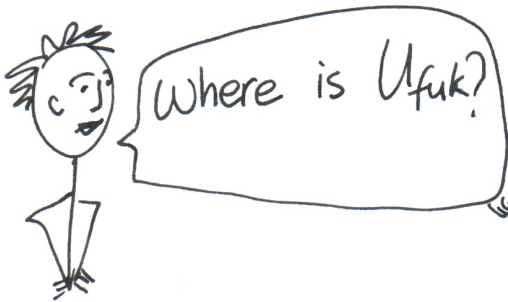
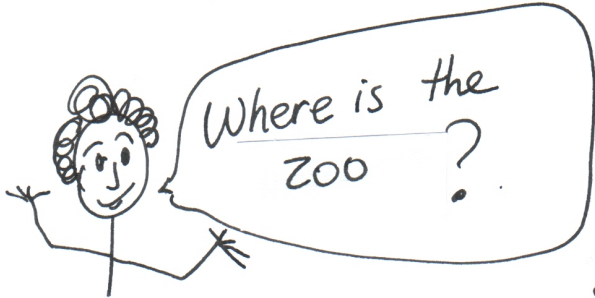


hospital

Over there

I don't know

Over there



Colour me.



1. white
2. purple
3. brown
4. pink
5. red
6. yellow
7. green
8. black
9. orange
10. grey
11. blue

Colour my eyes green.

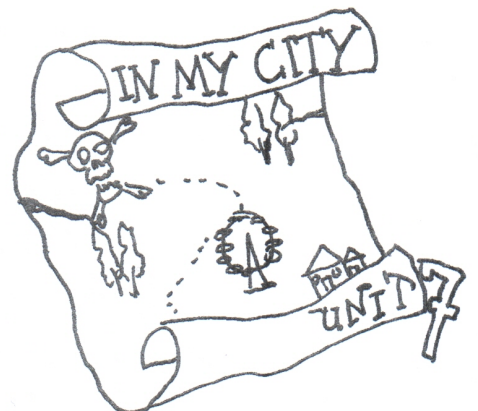
Colour my mouth red.

Colour my nose red.

Colour my bowtie yellow and purple.



Colour my face pink.

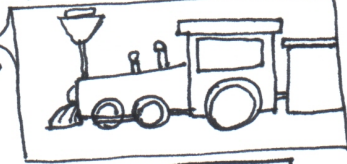
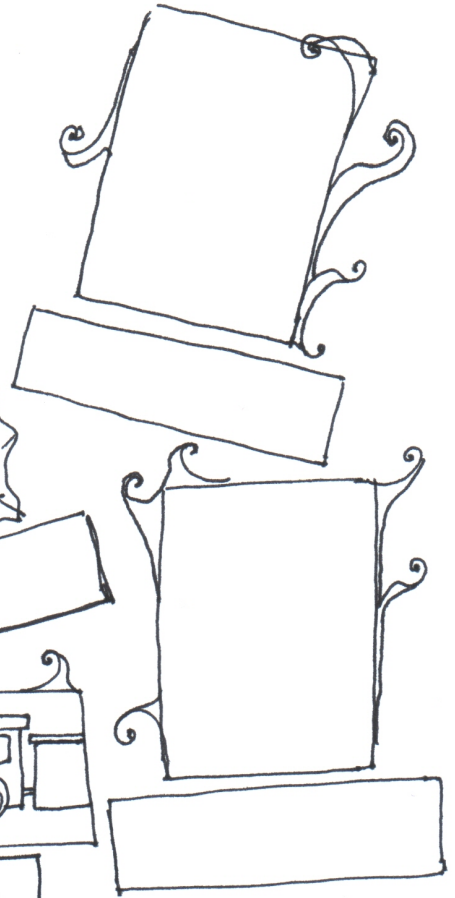
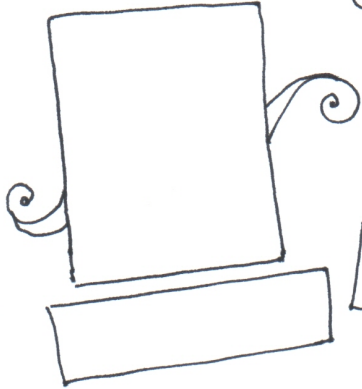


TRANSPORTATION

UNIT 2



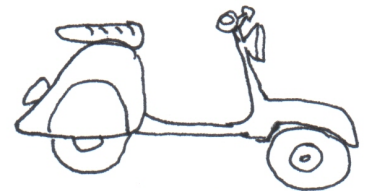
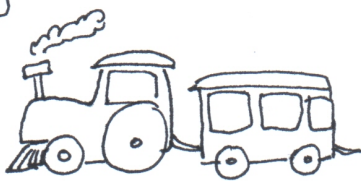
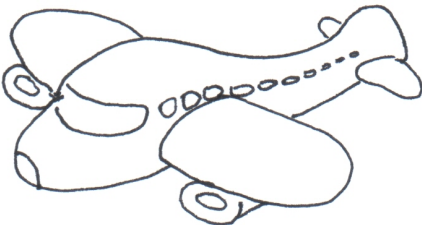
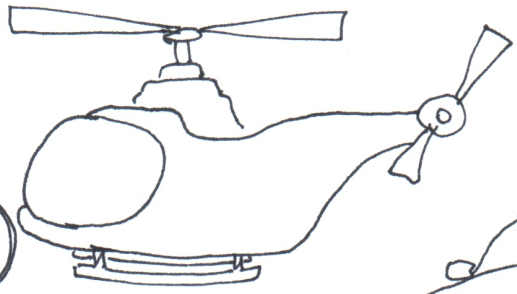
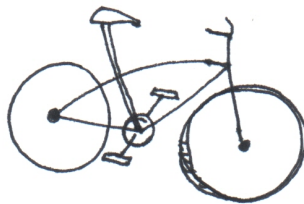
Draw, write
&
read



train



Match
&
Colour



train

bus

car

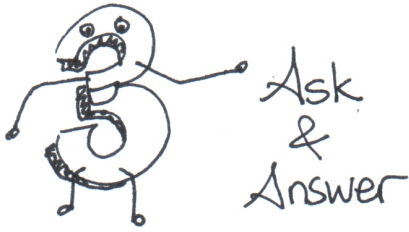
helicopter

motorcycle

boat

plane

bike



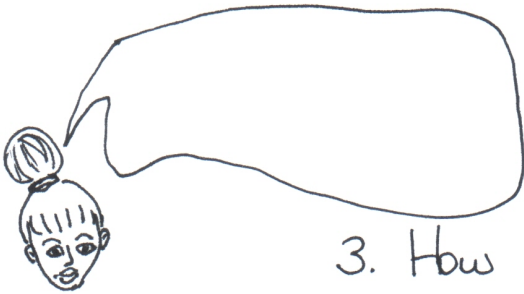
Ask
&
Answer

1. How can I get to Istanbul?

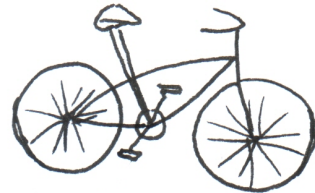


You can go
by plane.

2. How can I get to Cyprus?



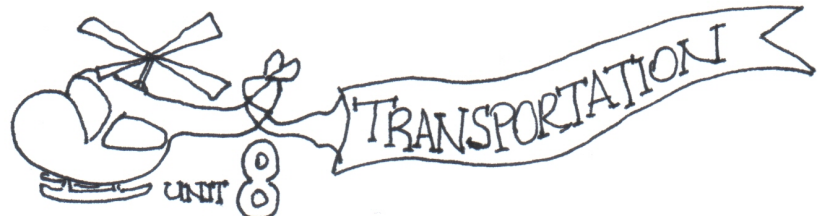
3. How can I get to the park?



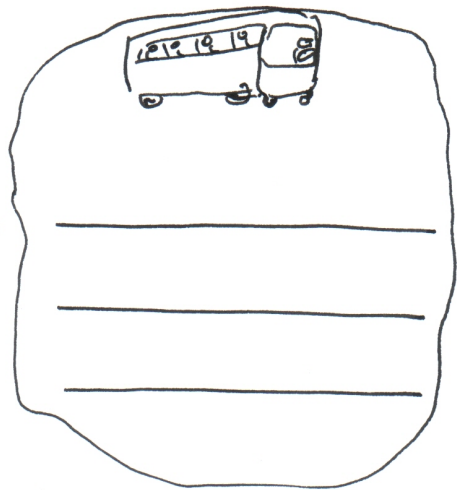
4. How can I get to the museum?



You can take
a car.

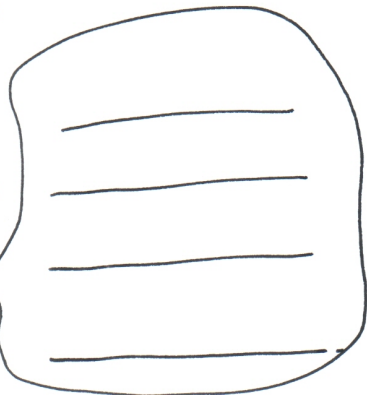
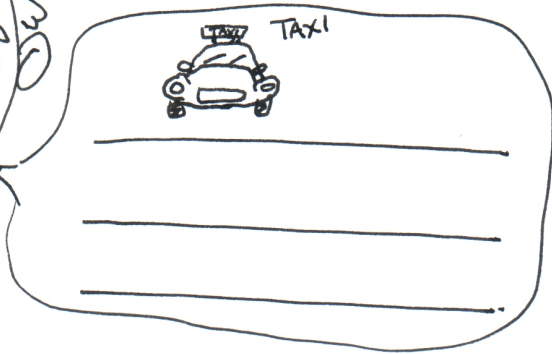


A Look and write



How can I get to the market?

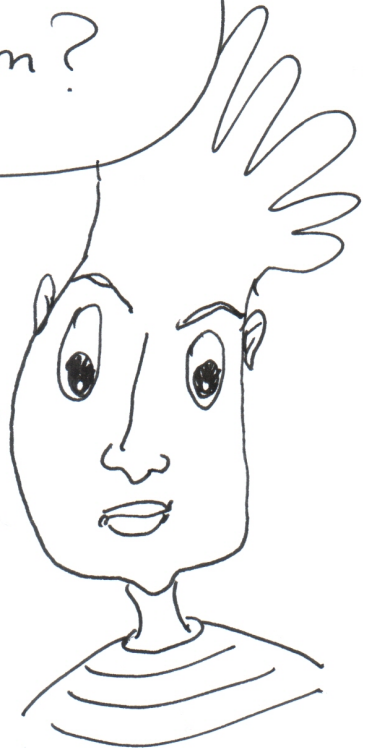
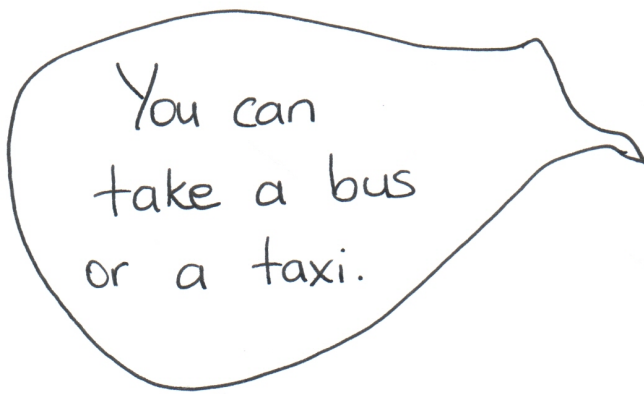
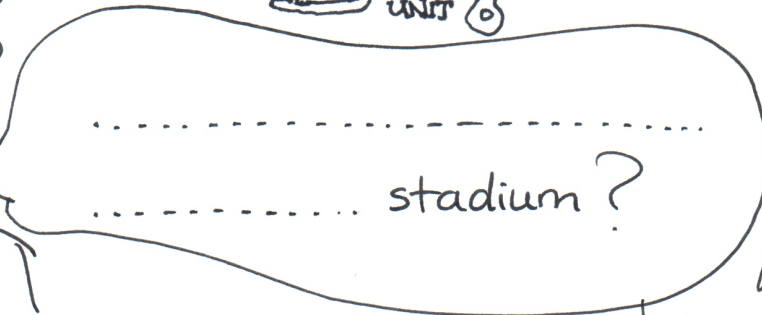
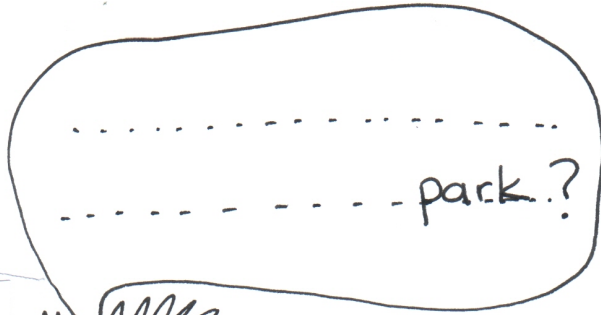
How can I get to the cinema?

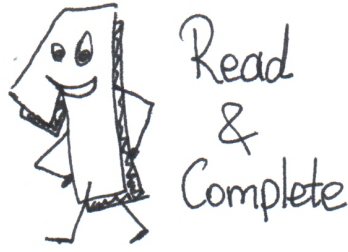


How can I get to the park?



Read,
Ask,
&
Write





playing snowball
snowing
Ankara

Aysun: Where are you?

Hüseyin: I'm in Ankara.

Aysun: How is the weather in _____?

Hüseyin: It's _____. (☔)

Aysun: What are the children doing there?

Hüseyin: They are _____. (☑️)

2 Ask & Answer

1. What is Berna doing?



_____.

2. What is Kadir doing?



_____.

3. What are Veysel and Yasin doing?



_____.

4. What is Elif doing?



_____.

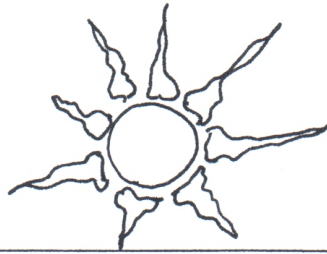
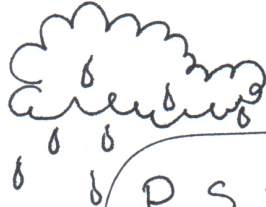
5. _____?

I'm playing the guitar.

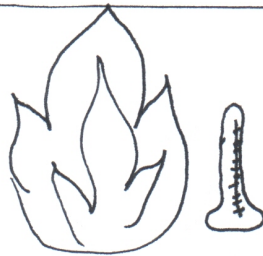
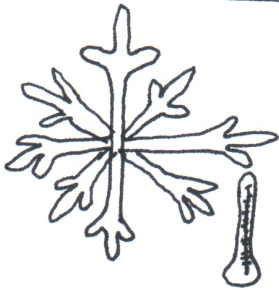




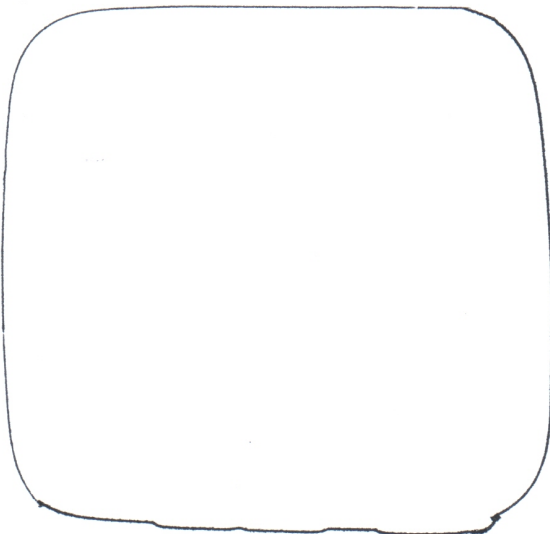
Find
&
Match



P	S	N	O	W	Y	Q	U	R	B	S	R	P	O	Q	T
S	N	I	C	E	H	P	H	A	W	A	R	M	F	Q	X
U	I	O	R	A	O	F	S	I	T	U	V	W	V	X	S
N	F	S	T	T	T	U	X	N	P	Q	R	S	I	Y	T
N	P	W	O	H	P	Q	P	Y	C	O	L	D	O	A	T
Y	Q	R	S	E	T	S	U	R	A	X	I	O	E	I	O
W	P	P	T	R	A	W	X	Y	Y	Z	S	R	A	T	P



Read
&
Draw



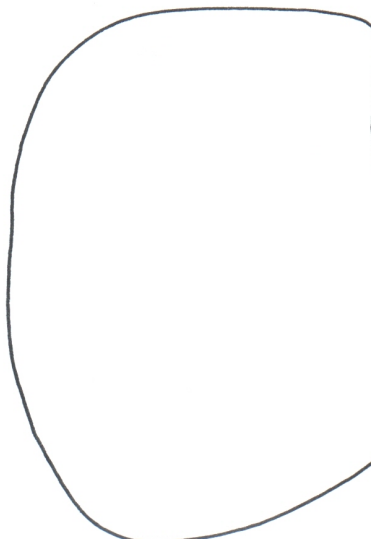
Emirhan is
in Antalya.
It's hot and
sunny in
Antalya.
He is swimming
in the sea.





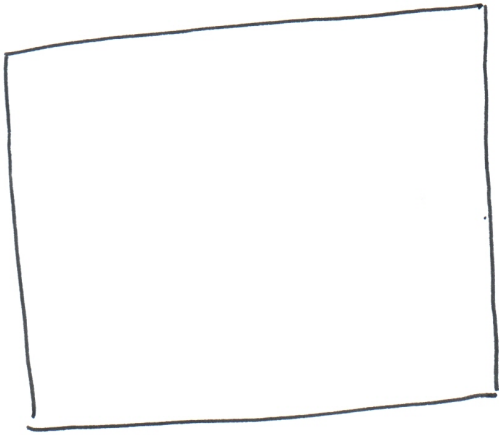
Ask
&
Write

What's the
weather like
today?



Weather

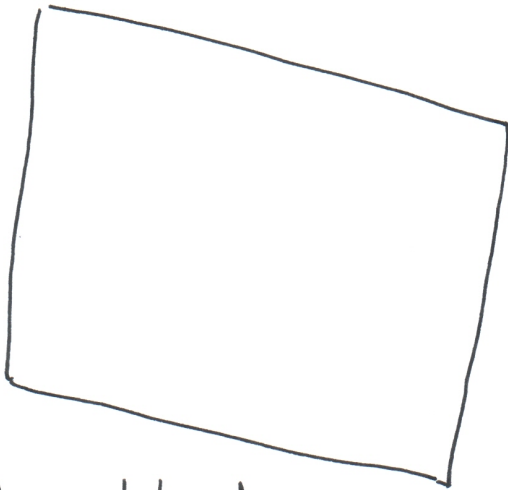
Draw



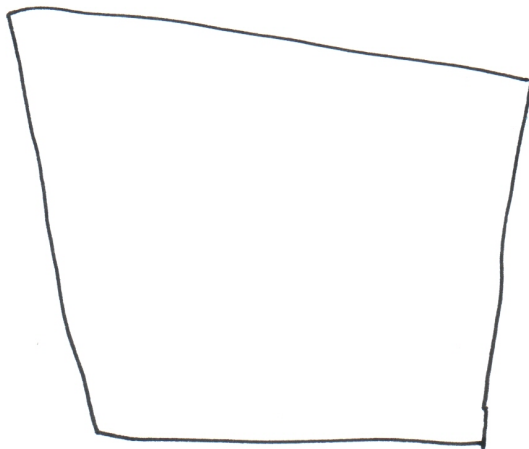
A snowy day.



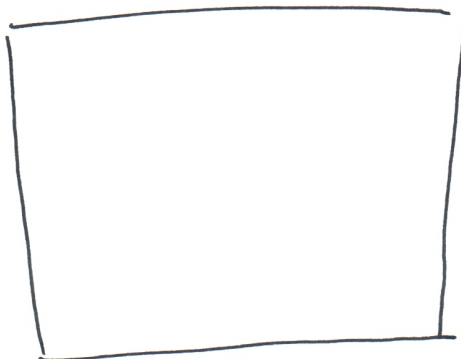
A hot day.



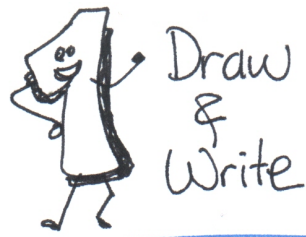
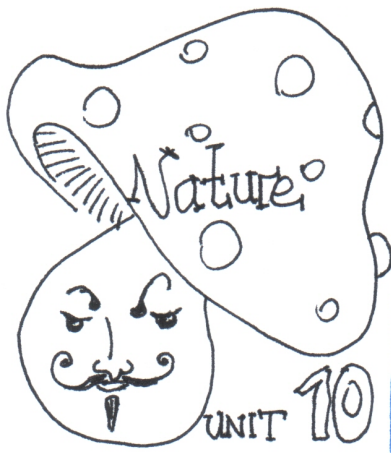
A cold day.



A rainy day.



A sunny day.



Draw
&
Write

I like ...

I don't like ...

pigeon
ladybird
frog
dolphin
bee
seagull
seahorse
shark
whale
lion
monkey
giraffe
hippo
zebra



Match

1. Whales are

a) slow

2. Cheetahs are

b) small

3. Turtles are

c) big

4. Frogs are

d) fast



Ask,
Answer,
Write

1. Can you ride a bicycle?

2. Can your mother cook?

3. Can your father run fast?

4. Can you jump high?

5. Can your grandma jump high?

6. Can Atilla's mother play hide and seek?

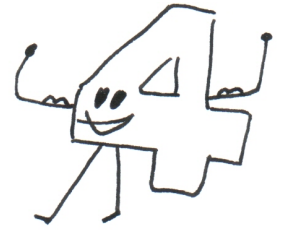
7. Can Emirhan's mother sing?

8. Can Berre's sister read a book?

9. Can Yusuf's brother ride a horse?

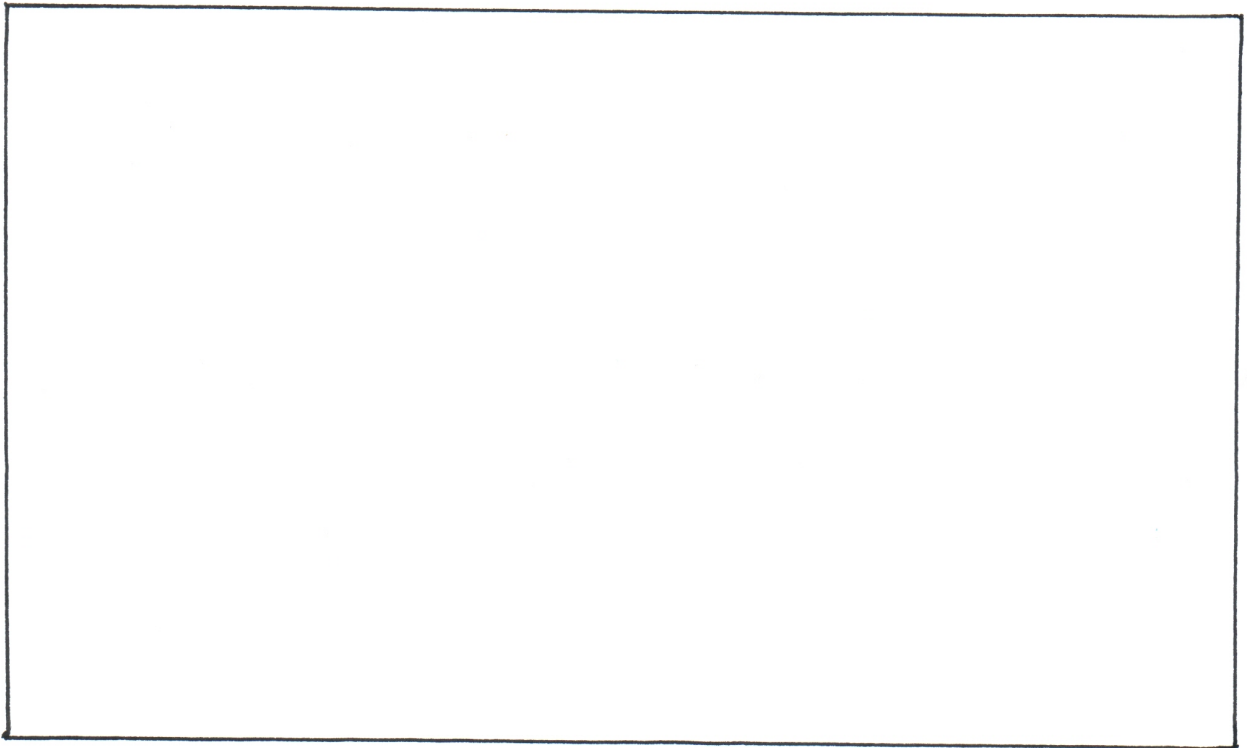


Read, draw, and say

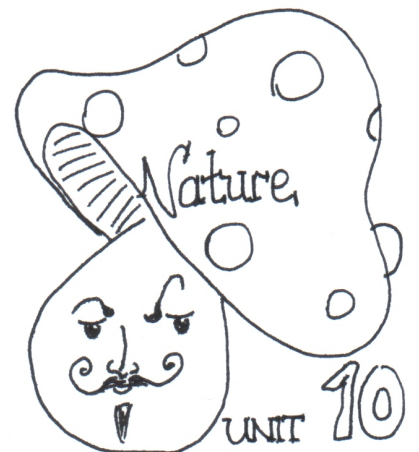


Guess the Animal

Draw an animal that has got two big ears. It's grey and it has got four legs. It's a very big animal. It has got a short tail. Name it!



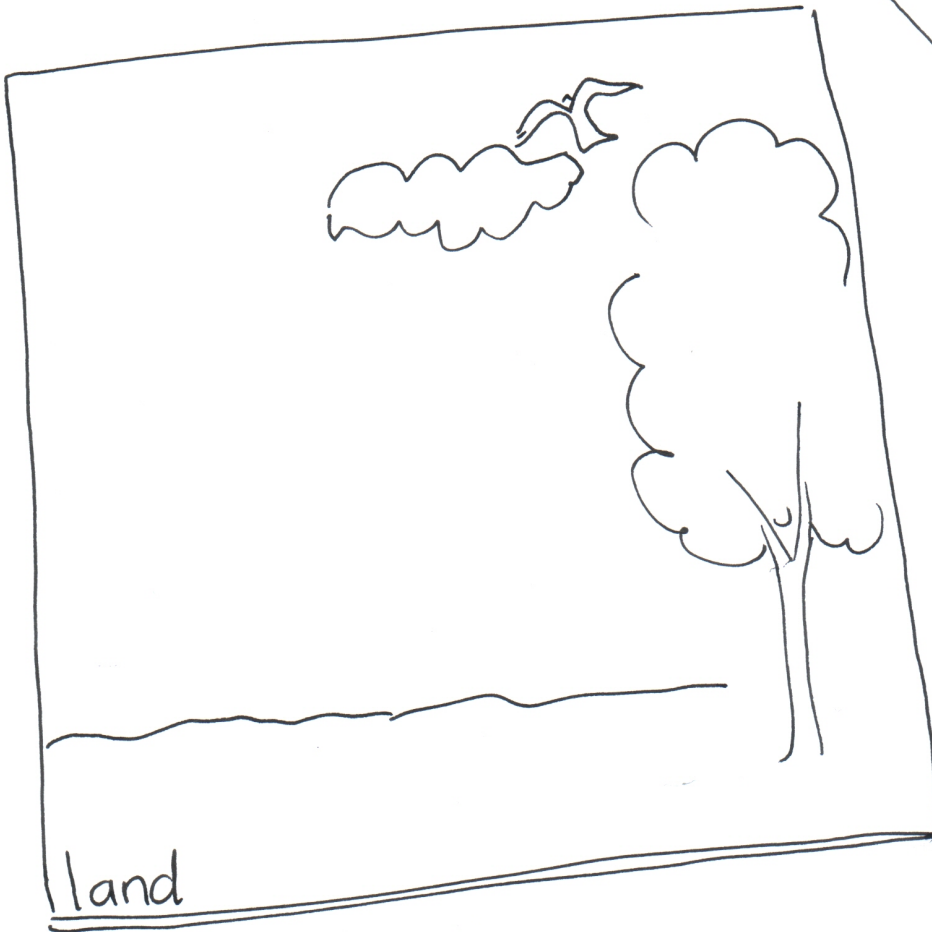
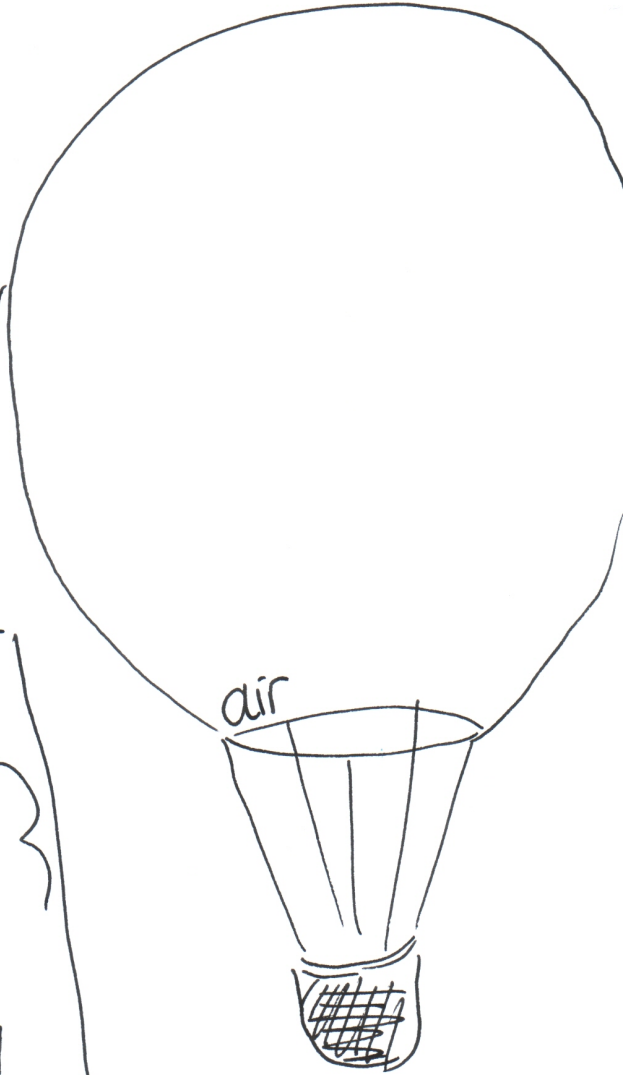
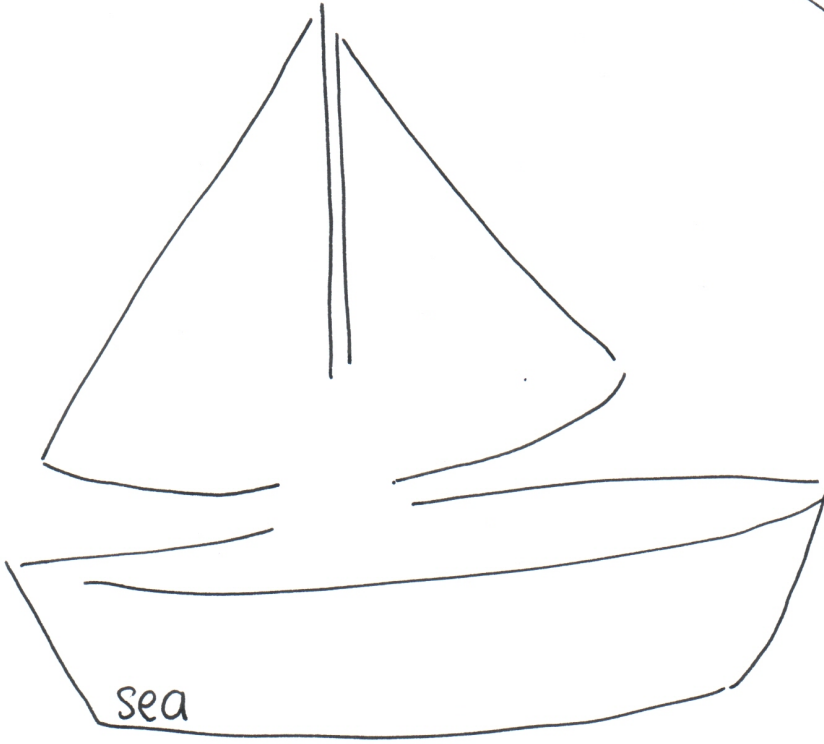
It's an _____.



Animals



Write



Answer



Are there four bees?

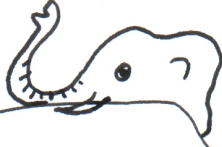


Are there seven seahorses?



Is an elephant black?

No, _____



No, _____

Is a dolphin green?



Is a ladybird red and black?



Yes, _____



CURRICULUM VITAE

CV			
Name & Surname	Özlem ÖZDEMİR		
Birth Place & Date	Antalya, 03.05.1982		
Marital Status	Married		
Education	Start - End Date		Institutions Name
Lyceé	1998	2001	Private Mahmut Celal Ünal Lyceé Akdeniz College
Graduate	2001	2005	Marmara University Atatürk Faculty of Education
Post Graduate	2010	2017	Akdeniz University
Thesis Topic	The Effect of European Language Portfolio (ELP) on Learners' Self-assessment and Autonomy (İrenoğulları Primary School Case)		
Languages Spoken	English		Spanish
Levels	C1		A1a
Projects and Meetings Attended	<ol style="list-style-type: none"> 1. "Practical English" January 2016 by MoNE 2. "Learner, Leader Teacher" – June 2015 by MoNE 3. Squaring the Circle – March 25-27, 2011 http://sfl.ieu.edu.tr/elt/ 4. NLP "Learn to Learn" – April 12, 2011 by Philip Holt 5. Teaching English as a Second Language – May 2004 by Paul Sellingson 6. "Embracing Differences" ELT Conference in Maltepe University – May 2004 7. "Visualization" - October 2004 by Paul Sellingson 		
Internships	Hüseyin Avni Sözen Lyceé in İstanbul in 2002-2003 Private Atacan Primary School in İstanbul in 2004-2005		
Work Place(s)	Start - End Date		Institutions Name
6.	02.01.2017	-	THEM – Teomanpaşa Public Education Centre
5.	19.08.2014	02.01.2017	İrenoğulları Primary School
4.	09.09.2011	19.08.2014	Emişbeleni Secondary School
3.	09.12.2009	08.09.2011	Akdeniz University
2.	25.12.2006	25.11.2009	İTÜ – İstanbul Technical University
1.	09.2006	12.2006	Akdeniz University (on wage)
E-mail	canoziem82@gmail.com		

BİLDİRİM

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13.07.2017

Özlem ÖZDEMİR

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From Özlem Özdemir_The effect of language portfolio on young learners' self-assessment and language learning autonomy (Thesis)

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