T.C.
NECMETTİN ERBAKAN UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE EFFECTS OF FORMATIVE ASSESSMENT ON LEARNER AUTONOMY OF
TURKISH ADULT EFL LEARNERS

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Master of Arts Thesis

Advisor

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BİLİMSEL ETİK SAYFASI

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The Effects of Formative Assessment on Learner Autonomy of Turkish Adult EFL Learners

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ÖZET

Eğitim yöntemleri ve uygulamaları sürekli değişim ve gelişim içindedir. Bu nedenle, eğitim kurumlarının, eğitim programlarının hazırlanmasında gerekli değişiklik ve düzenlemeleri yapmaları gerekmektedir. Bu değişiklik ve düzenlemeler öğrencilerin öğrenme ortamındaki rolünü ve tercihlerini göz önünde bulundurmayı gerektiren öğretim ve öğrenme uygulamalarını kapsar. Bu nedenle, eğitimcilerin değerlendirme ve öğrenen özerkliği kavramlarını anlamaları önemlidir.

Bu çalışmada, biçimlendirici değerlendirmenin Karamanoğlu Mehmetbey Üniversitesinde İngilizce'yi yabancı dil olarak öğrenen hazırlık sınıfı öğrencilerinin öğrenen özerkliğine olan etkileri bulunmaya çalışılmıştır. Bu çalışma, Karamanoğlu Mehmetbey Üniversitesinde İngilizce hazırlık eğitimi alan sınıfta yürütülmüştür. Bu çalışmada, durum çalışması uygulanmıştır ve çalışmanın başından itibaren biçimlendirici değerlendirme uygulamaları yapılmıştır. Çalışma boyunca

yapılandırmacı yaklaşım benimsenmiştir. Verilerin toplanması süresince, nicel ve nitel veri toplama yöntemleri kullanılmıştır.

Bu çalışmada, ön-test ve son-test olarak Öğrenen Özerkliği Anketi ve Değerlendirme Tercihleri Ölçeği kullanılmıştır. Çalışmada elde edilen verilerin sonuçlarına göre biçimlendirici değerlendirmenin Karamanoğlu Mehmetbey Üniversitesi'nde İngilizce'yi yabancı dil olarak öğrenen öğrencilerin özerkliği üstünde olumlu etkisi olduğu gözlemlenmiştir.

Anahtar Kelimeler: Yapılandırmacılık, Biçimlendirici Değerlendirme, Öğrenen Özerkliği, Değerlendirme Tercihi.

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ABSTRACT

Educational practices and applications are under constant change and development. For this reason, educational institutions are required to make necessary changes and amendments in programme design. Among these changes and amendments are the development of teaching, learning and assessment practices that consider learners' role and preferences in learning environment. Therefore, it is important for teachers' to understand assessment and autonomy.

In this study, the effects of formative assessment on the autonomy of Turkish EFL learners at Karamanoğlu Mehmetbey University was tried to be found out. The study was conducted at the English preparatory class of Karamanoğlu Mehmetbey University. For this study, case study design was adopted and formative assessment practices were began to be implemented during the study. A constructivist approach was used during the study. Furthermore, qualitative and quantitative methods were used for data collection.

In this study, as a pre-test and post-test, Autonomy Learner Questionnaire and Assessment Preference Scale were used. At the end of the study, the findings showed that formative assessment practices had a positive effect on the autonomy of Turkish EFL learners taking prep-class education at Karamanoğlu Mehmetbey University.

Keywords: Constructivism, Formative Assessment, Learner Autonomy, Assessment Preference.

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LIST OF ABBREVIATIONS

ALQ Autonomy Learner Questionnaire

APS Assessment Preference Scale

FA Formative Assessment

EFL English as a Foreign Language

MA Master of Arts

THE EFFECTS OF FORMATIVE ASSESSMENT ON LEARNER AUTONOMY OF TURKISH ADULT EFL LEARNERS

CHAPTER 1

In this chapter, a general view of assessment will be presented in introduction part. We will make a statement of the problem and aim of the study and research questions of the study will be explained. Lastly, we will give information about the limitations of the study.

1. INTRODUCTION

Assessment is a wide concept and when we think about assessment, different notions come to our minds. Each learner brings his/her unique understandings of knowledge to the class. The purpose of learning and schooling necessitate the usage of assessment. Both summative and formative assessment types are used in educational settings.

Often students in formal educational settings do not want to learn English, and there are usually considerable institutional restrictions because of the fact that there are fixed learning objectives and these objectives limit individuals to orientate to their goals. Moreover, standard summative assessments done at the end of a course wouldn't seem to leave any room for assessment for learning (Harris, 1997).

However, formative assessment may yield to the purpose of giving information about effectiveness of teaching and learning not just demonstrates how much knowledge the learners attained throughout this process.

1.1 . Background to the Study

When we look back in time, we may see that teaching notion in language classes was different because teacher was supposed to be on the stage all the time giving little chance for students. However, this view has changed a lot with development of humanistic approaches and their application in education.

In today's world the teacher is not the only active maintainer of the classes. Besides this; more student participation has gained sight. The teacher shows how to find their ways in language learning and students try to do it on their own. During this process, it is important to use right assessing method. Measuring students' performance or their learning may be based on tests and exams or it may be done by comments and reports.

Ross (2005) stated that over the last decade, alternative assessment procedures have gained importance in second and foreign language assessment practices. These alternative methods may give more evident and value added outcomes for teachers and students.

> In any study of the interaction between the spheres of research, policy and practice, assessment and testing must play a significant part for three main reasons. First of all, the ways in which teachers carry out and use classroom assessments are powerful determinants of the quality of their teaching. Secondly, external tests for certification can have a powerful effect on young people's careers, exert a strong influence on teachers' practices, and can be used as instruments of political control. Finally, given that pupils' achievements in learning are regarded as the key indicator of the effectiveness of schools, evaluation of the work of schools using surveys of performance could be a valuable instrument to guide policy (Black, 2000:407).

Angelo (1995) defines assessment as an ongoing process which aims understanding and improving student learning. It enables assessor to make expectations explicit and public; set appropriate criteria and high standards for learning quality. It also includes systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards. In the end, by using the resulting information it is possible to explain and improve performance.

Assessment also includes interpreting students' performance and gathering information about whether students' mastered the achieved goals or not.

It affects all students and all lecturers in ways that may be positive, benign or negative. Assessment impacts on what content students focus on, their approaches to learning, and their patterns of study. What they do for their assignments and their preparation for examinations, and how they perceive the results of this assessment, have a profound impact on them both as learners and as individuals. Students follow the cues the teachers give them via assessment and this helps them make choices about how they spend their time, so the assessment design needs to be undertaken carefully to maximize the positive impact of assessment on student behavior (Carless, Joughin, Liu, and Associates, 2006:2).

By looking at the students' behavior, checking students' responsibility towards their work may be possible. Basically, we can divide assessment into two main categories: summative and formative assessment. Most of the schools in Turkey summative assessment methods are more common.

Educators, policymakers, parents and the public want to know how much students are learning compared to the standards of performance or to their peers. This purpose, often called summative assessment is becoming more significant as states and school districts invest more resources in educational reform (Bell and Cowie, 2000:538).

Hughes (2003:5) adds that ''summative assessment is used at the end of the term, semester or year in order to measure what has been achieved both by groups and by individuals.''

Particularly, formative assessment is a classroom practice that teachers do with and for students. The teachers try to involve students in the assessment procedure and thus students and teachers act as partners, they both share responsibility for learning. Furthermore, formative assessment practices provide evidence for improving student learning (Heritage, 2010).

We can conclude that; by including students to the assessment process instead of just being a teacher and a student, teachers and students interact with each other and students may easily adopt to the learning environment.

1.2 . Statement of the Problem

Culture and cultural expectations clearly affect language classrooms, particularly in terms of progress and its perception. In many cultures and countries learning is still regarded as a process in which students digest, memorize and reproduce knowledge (Harris, 1997).

Learning outcomes are the products that can be measured during learning process. By assessing these outcomes educators can determine if the students reached their goals and met learning objectives. For this reason; educators should develop and apply reliable assessment methods. They should also try to develop methods and activities that are designed to collect information about the knowledge, attitudes, or skills of a learner or group of learners (Kellaghan and Greaney, 2001).

In educational settings teachers are conscious of the importance of the assessment and how to make use of them. Effective teachers try to make use of different assessment methods and ways in order to determine students' needs and to achieve goals.

There are various ways to assess during a program to see whether the objectives have been reached or not. The categories of assessment can be divided into two categories: summative and formative assessment.

> Summative assessment doesn't examine learning process or product, instead it looks final stages of learning. To see the achievement of the goals of the program, grading them is the main purpose in this type of assessment. Major summative examinations must be reliable and fair, and must discriminate between the candidates; therefore their means of assessment are still predominantly objective, and they still rely to a large extent on such task types as multiple choice, transformation, substitution, and matching. As they are objective means of assessment this type of assessment does not ask the candidates to give their views or interpretations (Tomlinson, 2005:40).

On the other hand, formative assessment aims to improve quality of student learning and it doesn't include grading or marking students, instead students are given informal assignments such as interviews or homework.

''Formative assessment refers to frequent, interactive assessments of students progress and understanding, Teachers are then able to adjust teaching approaches to better meet identified learning needs''(OECD, 2005:1).

In Turkey, where it is more common to see teacher-centered learning environments rather than student centered ones, it is not possible to see the students as their own evaluators of their own learning process. Summative assessment is considered more important than formative assessment as in Turkey grading or passing an exam is the focus of learning process. During their education lives, students go through many different exams which are mainly based on summative assessment such as the exams the students take after secondary schools and university entrance exams before enrolling to university.

As Kellaghan and Greaney (2001) mentioned students are required to respond to assessment instruments such as tests, exams, etc. and they are given insufficient time to engage with these instruments. Students stick to these traditional evaluation methods mentioned above and they are expected to show performance to a certain degree.

Assessment is a significant part of educational practices. However, students overexpose to summative assessment and due to this, their autonomy is left behind and even it is hindered from being developed. In this type of assessment, students are often passive in their approach to learning, and may become demotivated if they can not see any clear progress (Harris, 1997).

In order to prevent this, formative assessment can be used to foster autonomy. Ross (2005: 319) supported this idea and he mentioned that

A key appeal formative assessment provides for language educators is the autonomy given to learners. A benefit assumed to accrue from shifting the locus of control to learners more directly is in the potential for the enhancement of achievement motivation. Instead of playing a passive role, language learners use their own reckoning of improvement, effort, revision, and growth.

In short, in order to make students more active participants of their own learning, it is necessary to include students into learning. To manage this process, students may be given opportunities to experience various formative assessment types that may improve students' learning quality. ''With formative assessment practices, it may be possible to shape improvements rather than serving as summary of performances'' (OECD, 2005: 13).

1.3 . Aim of the Study

Understanding and reacting to learning is a difficult process. In order to measure learning, the educators should carefully decide the assessment because of the fact that in language learning, assessment constitutes considerable part of language education. Although assessment methods are thought to be applied in a broad and effective sense, sometimes they may be narrow and they are unable to describe learning outcomes. Recently, there is a shift from formal examinations towards continuous assessment practices.

Within the last few decades, there have been multidimensional advancements in language assessment. Some of the advancements have been in the direction of developing theoretical models of the construct of language ability, others in the line of measuring that construct, and still some others toward materializing the outcomes of measuring the defined construct (Farhady, 2005:147).

By using formative assessment strategies, the process of evaluating can be managed as student learning takes place. By the help of these strategies students learn to adjust their learning and they learn to be more autonomous. In this study, we

have two aims. The first aim is to deal with formative assessment, and the second one is to deal with learner autonomy.

In short, this study aims to learn the effects of formative assessment on learner autonomy and find out whether formative assessment leads to any change in learner autonomy.

1.4. Research Questions of the Study

This thesis is designed to answer the questions below:

1) Does formative assessment have any effects on students' autonomy?
2) How does the implementation of formative assessment strategies enhance autonomy of the students in terms of
   a) students' awareness of themselves
   b) taking the responsibility of their own learning
   c) being confident as a language learner
3) Is there any change in students' ideas about traditional assessment types by using formative assessment strategies?

1.5. Limitations of the Study

Although the findings of the present study have shown the effects of formative assessment on learner autonomy, there are some limitations of the study.

Firstly, the sample size of this study was small. The findings of the study are very transparent. However, a larger number of the participants would have contributed more on the reliance of the results. Secondly, the findings are valid only for this case group. In order to make generalizations a bigger sample is needed. Furthermore, individual variables such as sex, age, and socio economic and cultural factors were not taken into consideration. As a result, it was assumed that all the students would perform similarly.

CHAPTER 2
2. REVIEW OF LITERATURE

2.1. Introduction

In this part, we are going to give explanations about the concepts present in our study. Firstly, we will deal with constructivism, and then we will mention constructivism and assessment. Also, purposes of assessment will be presented. Furthermore, you will find information about formative assessment, its principles and formative assessment strategies. Finally, we will touch upon the topic of autonomy, characteristics of autonomous learners, learning and formative assessment.

2.2. Constructivism

Currently, constructivism is a term which is used widely in educational contexts, teacher training and curriculum because of the fact that constructivist-based instruction places priority on students' learning. For this reason, teachers easily have adopted constructivist-based pedagogy.

According to Flynn, Mesibov, Vermette and Smith (2004) constructivism is not just about memorizing, it is also a way to facilitate learner to go beyond this through understanding, application of the knowledge, and showing competence.

In constructivist theory, learner-centered activities are important. The teacher tries to build upon prior knowledge of learners. Learners have control over their learning.

Constructing meaning and knowledge and interpreting the results of constructive process are directly related to constructivism. Our constructing knowledge depends on what we already know, our previous experiences, how we organized these knowledge and experiences and lastly how we explain events and objects we encounter in the world. According to constructivism, the teacher cannot directly make students adopt his or her own interpretations of the world. Learners are

able to understand various explanations and use them in real world. In constructivist learning environments, learners are active participants of their learning and they are able to interact with the surrounding environment to create their own understandings (Jonassen and Reeves, 1996).

Constructivism suggests that individuals build their new understandings on interaction with others, their previous learning and their ideas.

''Most constructivists agree that constructivism promotes internalization and deep understanding. In constructivist learning environments, individuals are encouraged to act as an agent in constructing meaning '' (Richardson, 1997 in ed Richardson 1997:3). We can interpret this statement as constructivism help students have more permanent learning because students are more active in their learning.

> Constructivism implies that knowledge is always knowledge that a person constructs, it has prompted the development of didactic situations which stress the need to encourage greater participation by students in their appropriation of scholarly knowledge. In constructivism all forms of knowledge are inevitably reinterpreted according to the postulates, ends, and sociocognitive experiences of the person who takes an interest in them (Larochelle and Bednarz, 1998 in ed. Larochelle and Bednarz, 1998:4).

In contrast to current views, constructivism offers educators to design alternative set of values. In order to implement constructivist philosophy in educational practices, teachers should maintain connection between the learner and the potential damaging effects of instructional practices. It is beneficial to provide a context for learners that supports both autonomy and relatedness. By promoting skills and attitudes that enable the learner to increase responsibility the autonomy of the learners may be supported. Lastly, awareness raising is important to engage students in intentional learning processes (Lebow, 1993).

> In the context of constructivist learning environment the notion of a learning environment is somewhat new in the context of instructional design. The goal for instructional designers has been

to create an instructional episode for the students, with measurable outcomes, that required the learners to interact in some way with knowledge which was prescribed for them and transmitted to them either via a teacher or some other mechanism. The active participation of the learner in the learning process has become the basis for new directions for learning theories lately (Lefoe, 1998:456).

To sum up, as the new theories about learning and teaching are student-centered, adopting these practices with a right method and approach may be beneficial for learning and teaching environment.

2.3. Assessment

There are different ways to assess learning, but it is important to understand learning and teaching together and then apply the right method by considering learners' and learning needs.

Assessment is important as it helps find out which elements of instruction are effective and efficient for the learning process and what is necessary to improve or to make changes. Although assessment is not supposed to generate a new knowledge, the information obtained from the assessment may help make judgments on results and the product. (Younis, 2010:47)

Therefore, Roos and Hamilton (2004:9) see assessment as ''part of the mediation of teaching and learning.''

Applications and assessment of educational practices must consider student perceptions, their personal and interpersonal needs should be met (McCombs, 2000). For this reason; Zou (2008:91) states that ''assessment is one of the main drivers influencing learning outcomes, and therefore should be carefully designed in accordance with course learning objectives.''

Zou (2008:80) also expresses that ''effective assessment methods are held to be very important in maximizing students' learning, motivating students, fairly and

reliably evaluating the subject and providing informative feedback to lecturers and to students on their learning progression.''

We can also point out that using a right assessment method will not only aid learning but also promote consistence in education.

2.4. Constructivism and Assessment

In contrast to past educational views, human-centered educational approaches have become important. For this reason, constructivism has started to receive attention and interest. Production and active involvement of the learners are crucial in this view.

Central idea in constructivism is human knowledge is constructed by building new knowledge upon the foundation of previous learning which sharply contrasts with passive transmission of information from one individual to another (Kanselaar, 2002). Demirci (2009: 24) asserts that;

> Constructivism wants individuals do not take knowledge passively from the environment but taking responsibility in learning process and being active. Constructivist learning applications predict a rich and interactive learning environment which helps pupils reach the knowledge, get and analyze it, arrange and use it in order to solve the problems by the way of cooperative learning activities.

We can say that instead of being passive in learning environment constructivism encourage students to be active, to construct their knowledge and to make analysis about their learning. Windschitl (1999:171) emphasized that;

> An effective constructivist instruction requires major arrangements in assessment methods because of the fact that there is a need for forms of assessment that allow students to demonstrate what they know and how they connect with knowledge. Paper and pencil tests and objective tests require little personal involvement. Instead of

these, students may produce journals, reports, performances. Assessing these products may be possible through well-designed methods that maintain a link between course objectives and student learning.

Constructivism maintains the basic formative evaluation goal of instructional improvement. However, the learning objectives are now set by the learners, as part of the design team. Moreover, the learning process is an indicator of revision needs and success measures (Lake and Tessmer, 1997:3).

In order to get evidence about students' thinking and learning processes, student's self reflective products may be used to get an idea about their performance. Learners should be assessed while they are engaged in real world authentic tasks which are more meaningful and while they are solving a problem (Vrasidas, 2000). Rakes, Flowers, Casey and Santana (1999:4) mentioned that;

Performance assessment seeks to move away from testing practices that require students to select the single correct answer from multiple choices to a requirement that they create evidence through performance that will allow testers to evaluate what the students know and can do in important situations. The virtual demise of behaviorism, the emergence of constructivism, and the desire for concurrent and predictive validity have provided the ground for interest in this type of assessment, which offers educators a method for developing ways of revealing the distinctive features of individual students. This movement may ultimately enhance teacher's use of both technology tools and constructivist practices.

We can add that by applying practices in contrast to behaviorism, a constructivist approach towards teaching and learning may meet diverse needs of education and students.

2.5. Purpose of Assessment

Educators use assessment to determine weak points of the students. By this way, it can be identified that which students need more assistance so that they may improve.

In order to make a good and effective assessment design, educators need to consider that planning should fulfill educational demands and they need to ensure that whether goals are reached or not. During this process, educators should examine the reasons of assessing and should deal with the information that they want to get out of the task, the uses that they will put that information to, how much time and effort they are able to devote to it, what information they wish to convey to students and others (McAlphine, 2002). Kellaghan and Greaney (2001:20) listed the purposes of assessment as;

> a) to describe students' learning, to identify and diagnose learning problems, and to plan further teaching/ learning; (b) to provide guidance for students in selecting further courses of study or in deciding on vocational options; (c) to motivate students by providing goals or targets, by clarifying the nature of learning tasks, and by letting students, and their teachers, know how they are progressing; (d) to certify that individuals have reached a certain level of competence; and (e) to select individuals for the next level of the education system or for a job.

We can summarize these statements as; describing, identifying, planning learning may yield to better educational outcomes. Guidance, motivation and goal setting may help students become more conscious in their role in their learning.

2.6. Formative Assessment

The basis of formative assessment is continuing assessment practices. It aims improving learners' performance and giving information about how well learners are doing.

William (2000) defines formative assessment as; all those activities undertaken by teachers and learners which provide information to modify the teaching and learning activities in which they are engaged to provide feedback.

Formative assessment is an assessment type and its purpose is to promote students' learning. However, it doesn't serve the purposes of accountability, or of ranking, or of certifying competence. If an assessment activity provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged, it may help learning. Such information is actually used to adapt the teaching to meet learning needs (Black, Harrison, Lee, Marshall and William, 2004).

Roos and Hamilton (2004) claims that formative assessment has arisen from cognitive and constructivist theories of learning. According to them, feedback and development are important in formative assessment. The choice of assessment is also very crucial as it leads students to be more conscious about their learning.

> An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs (Black, 2004:3).

Sadler (1989:120) explains that ''formative assessment is concerned with how judgments about the quality of student responses (performances, pieces, or works) can be used to shape and improve the student's competence by short-circuiting the randomness and inefficiency of trial-and-error learning''. With the help of these judgments and information it may be possible to monitor progress and direct students toward continued learning, relearning or alternative learning (Hammerman, 2009). By this way, as formative assessment focuses on helping the teacher understand the

improvements the students achieved and in the end the teacher may help students to be more proficient (Tuttle, 2009).

> Formative assessment, then, is a planned process to the extent that the teacher consciously and constantly absorbs evidence of student performance and then uses this information productively, resulting in increased student motivation and engagement. Students learn more through formative assessment for four primary reasons:
>
> 1. Frequent, ongoing assessment allows both for fine-tuning of instruction and student focus on progress.
> 2. Immediate assessment helps ensure meaningful feedback.
> 3. Specific, rather than global, assessments allow students to see concretely how they can improve.
> 4. Formative assessment is consistent with recent constructivist theories of learning and motivation (Cauley and Mcmillan, 2010:2).

When formative assessments are used, it is possible to identify the present status of the students in terms of learning standard, diagnose what to do to assist them, provide feedback, allow students to make changes, appreciate students' learning successes (Tuttle, 2009).

> Therefore, the process of formative assessment always includes students. It is a process through which they find out about their learning. The process involves them in recognizing, evaluating, and reacting to their own and/or others' evaluations of their learning. Students can reflect on their own learning or they may receive feedback from their peers or the teacher (Bell and Cowie, 2000:539).

We can say that formative assessment may be viewed as a conscious raising process as it helps students recognize, evaluate themselves. Marsh (2006:2) argues that;

> Formative assessment is valuable for both teachers and students. Formative assessment provides information to teachers about how students are progressing and they can use this information to make the necessary instructional adjustments to their teaching. Students can also gain from feedback obtained from formative assessment because it can help them realize where there are gaps in their desired goals and in their current knowledge and skills.

To sum up formative assessment uses insights about learners' present understanding to change the course of instruction and thus support the development of competence. From a sociocultural perspective, formative assessment is a collaborative process and involves negotiation of meaning between teacher and learner about expectations and how to improve performance (Shepard, 2005).

2.7. Principles of Formative Assessment

One of the important principles of formative assessment is to improve student learning because of the fact that formative assessment considers student as the centre of the learning.

McAlphine (2002:6) states that ''formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and hence improve future performance.''

> The principles of formative assessment may be applied at the school and policy levels to identify areas for improvement and to promote constructive cultures of evaluation throughout education systems. Studies show that formative assessment is one of the most effective strategies for promoting high student performance. It is also important for improving the equity of student outcomes and developing students' learning to learn skills (OECD, 2005:13).

Formative assessment has principles and Assessment Reform Group (2002:2) listed these principles of FA as;

> 1. Formative assessment should be part of effective planning of teaching and learning.
> 2. Formative assessment should focus on how students learn.
> 3. Formative assessment should be recognized as central to classroom practice.
> 4. Formative assessment should be regarded as a key professional skill for teachers.
> 5. Formative assessment should be sensitive and constructive because any assessment has an emotional impact.
> 6. Formative assessment should take account of the importance of student motivation.

7. Formative assessment should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.

8. In formative assessment, students should receive constructive guidance about how to improve.

9. Formative assessment develops learners' capacity for self-assessment so that they can become reflective and self-managing.

10. Formative assessment should recognize the full range of achievements of all students.

By adapting these principles in our classrooms, we as teachers can involve students in the process actively, we can develop skills towards assessment especially for self and peer assessment. Lastly, we can help students understand their process of learning.

2.8. Formative Assessment Strategies

Instructions benefit from formative assessment as it is being informative. Outcomes are important in formative assessment due to the fact that it enables educators to do adjustments and arrangements on teaching and learning.

> Formative assessment is all about sharing information. Teacher-to-student communication is important in formative assessment, just as in conventional assessment. But the power of formative assessment comes from the addition of student-to-teacher communication. Each student shows the teacher all along the way where his or her understanding is deep, shallow, or stalled (Brookhart, Moss and Long, 2008:26).

By sharing information with the help of formative assessment student-teacher interaction may be fostered. Hammerman (2009:6) points out that;

> Formative assessment is goal centered; that is it focuses attention on successful teaching and learning of important learning goals and standards. This approach involves students in the teaching /learning process and offers opportunities for them to take responsibility for learning by setting personal goals and selecting strategies for meaningful learning. Through formative assessment, students compete with themselves rather than with other students.

When designing formative assessment activities, it is important to consider that they will empower students to learn, motivate students to engage and participate and be part of teaching, learning and education (Irons, 2008).

When formative assessment is used as a classroom assessment technique, it may help develop self-assessment and learning management skills, provide useful information about what students have learned without the amount of time required for preparing tests, reading papers (Haugen, 1999).

> Classroom assessment techniques are formative evaluation methods that serve two purposes. They can help you to assess the degree to which your students understand the course content and they can provide you with information about the effectiveness of your teaching methods. Most are designed to be quick and easy to use and each classroom assessment techniques provides different kinds of information (Haugen, 1999:1).

Chappuis and Chappuis (2007-2008:21) claimed that

> When students use feedback from the teacher to learn how to self-assess and set goals, they increase ownership of their own success. In this type of assessment environment, teachers and students collaborate in an ongoing process using assessment information to improve rather than judge learning. It all hinges on the assessment's ability to provide timely, understandable, and descriptive feedback to teachers and students.

There is a range of formative assessments methods used in assessing. In this study, formative assessment methods mentioned below are dealt with;
-Goal Setting
-Peer Assessment
-Self Assessment
-Feedback

2.8.1. Goal Setting

Although its effectiveness is ignored, goal setting may help improve students' performances in education. Informing learners of the goal setting and explaining its meaning to learners is an easy way to get started.

According to Lunenburg and Ornstein (2008:110) ''goals have an important effect on behavior in school organizations.'' Fellner and Sulzer-Azarof (2008: 34) stated that;

> A goal is a stimulus that precedes behavior. When the antecedent goal reliably accompanies a reinforced response it acquires "discriminative control," increasing the probability that it will cue the individual to repeat the behavior. Also, attainment of a goal can function as a reinforcing stimulus.

''Goal setting is practiced nearly every modern school. Goal setting may lead to higher task performance'' (Lunenburg and Ornstein, 2008:110). ''Goal setting is one of the promising strategies in education as it helps improve in a number of areas of occupational and educational performance ranging from the rate of production to absenteeism'' (Fellner and Sulzer-Azarof, 2008: 33).

> In order to obtain maximum success with goal-setting procedures, students need to receive or obtain feedback on how they are doing, accept the goal and 'be committed to its mastery, and have the skills and abilities necessary to achieve the goal. Although the impact of participation in determining the goal on students' performance needs to be investigated further, the use of participative goals is recommended for use with exceptional learners (Johnson and Graham, 1990: 7).

Johnson and Graham (1990) believe that in order to achieve successful goal setting in educational settings, students should understand the requirements of the goal, they should be eager to show commitment to achieve the goal. In the end goal setting may provide a viable and robust mechanism for improving these students' perf

2.8.2. Peer Assessment

Educational settings include different variables such as students and their friends namely their peers.

Topping (2009: 20) defined peer assessment as ''an arrangement for learners to consider and specify the level, value, or quality of a product or performance of other equal status learners. Products to be assessed can include writing, oral presentations, portfolios, test performance, or other skilled behaviors.''

In formative assessment, by using peer assessment it is aimed to help students help each other plan their learning, identify their strengths and weaknesses, target areas for remedial action, and develop metacognitive and other personal and professional skills (Topping, 2009).'' Peer assessment is a common form of shared learning in which students provide feedback on each other's work. Peer assessment takes many forms; and involves students and tutors taking various roles at different stages of the process'' (Vickerman, 2009:221).

The usage of peer assessment has gained popularity recently and Saito (2008) believes that working with peers in the classroom is a crucial means of promoting learning. The evaluation of other members of the class may be done sometimes done anonymously or in a written or oral format, and other times in a group or whole-class situation (Blaz, 2008).

Peer involvement in assessment is thought to have a positive effect on learning. It is agreed that characteristics and potential benefits of peer assessment are listed below (Saito, 2008):

1. In different organizational settings peer assessment is thought to have a correlation with instructor ratings.
2. With the usage of peer assessment, students are encouraged to reflect on their learning through observing others' performances and becoming aware of performance criteria.

3. Peers assessment may generate positive reactions among learners.

4. A sense of shared responsibility may be developed among students with peer assessment.

''Peer-assessment can be constructive and helpful in encouraging dialogue but also help in getting students to understand the assessment activities, learn from the assessment and develop constructive and valuable feedback'' (Irons, 2008:7-8).

> There is substantial evidence that peer assessment can result in improvements in the effectiveness and quality of learning, which is at least as good as gains from teacher assessment, especially in relation to writing. Importantly, there are gains from functioning as either assessor or assessee (Topping, 2009:22).

By the help of peer-assessment, students may realize that there are other people apart from themselves in a learning atmosphere, so they can make conclusions from these peers' mistakes or achievements and they may have a different perspective towards learning and education.

2.8.3. Self Assessment

Self-assessment is a useful tool in getting feedback from oneself without the fear of grading and being embarrassed. They reflect on their own learning on their own and then they may lead to a better learning.

''The goal of self-assessment is to produce students who can learn independently of the teacher and become lifelong learners. Self assessment also plays a role in motivating learners to continue learning and building self-confidence in their ability to learn'' (Pierce, 2002:2).

> Student self-assessment is not about saving teachers from the work of grading papers. When used in a way that develops student thinking, it can be a deeply principled practice that serves both metacognitive and motivational purposes. In addition to acquiring specific knowledge and skills, becoming competent in a field of

study means learning and internalizing the standards by which others will judge our performance (Shepard, 2005:68).

Through self-assessment learners can realize that studying languages is different from other kinds of learning at their school or university, that the prime objective is performance in the language rather than knowledge about the language. In addition, self-assessment can get students to think about how they go about learning (Horwitz 1987: 125 cited in Harris, 1997:15) .

Blaz (2008:35) thinks that self assessment skills are one of the key components of formative assessment. Students should learn to evaluate their own participation, progress, and products, in written or oral form, asking themselves questions: *What did I learn today?
*Am I done yet?
*What do I need to improve/ What am I having trouble doing?
*Am I making progress?
*What should I do next?
*What surprised me?
*What do I still wonder about?
*In the future, what will I do differently?

Self-assessment can be used both as a testing device leading to accreditation and as a device for personal self-monitoring. It provides the learner with immediate feedback to determine language proficiency and to reflect on learning strategies. There are great benefits to be derived from self-assessment but it is a technique that needs to be introduced carefully and accompanied by considerable awareness raising and support (Gardner, 1999:49).

As it is a method that focuses on student-centered activities and procedures, formative assessment includes learner to the education and raise their awareness of themselves.

2.8.4. Feedback

''Effective feedback describes the student's work, comments on the process the student used to do the work, and makes specific suggestions for what to do next''.(Brookhart, 2007-2008:34*).* Irons (2008:7) states that ''formative feedback is a powerful and potentially constructive learning tool.''

Feedback to students that focuses on developing skills, understanding, and mastery, and treats mistakes as opportunities to learn is particularly effective. By showing students specific misunderstandings or errors that frequently occur in a content area or a skill set, and showing them how they can adjust their approach to the task, students can see what they need to do to maximize their performance. Feedback about their progress in learning gives students hope and positive expectations for themselves. (Cauley and Mcmillan, 2010:4)

''Formative assessment and formative feedback should provide positive student learning opportunities, encourage dialogue and discourse between students and teachers, enhance the student learning experience and provide information for students'' (Irons, 2008:8).

According to Nicol and Macfarlane-Dick (2006:205) good feedback practice is a means of assessment that might strengthen the students' capacity to self-regulate their own performance. A synthesis of the research literature led to the following seven principles:

Good feedback practice:
1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching.

Chappuis and Chappuis, 2007-2008:22) added to the statements above that

Effective descriptive feedback focuses on the intended learning, identifies specific strengths, points to areas needing improvement, suggests a route of action students can take to close the gap between where they are now and where they need to be, takes into account the amount of corrective feedback the learner can act on at one time, and models the kind of thinking students will engage in when they self-assess.

Feedback, therefore, becomes formative when learners:

a) are engaged in a process which focuses on meta-cognitive strategies that can be generalized to similar problems of varying degrees of uniqueness;
b) are supported in their efforts to think about their own thinking;
 c) understand the relationship between their prior performance, their current understanding, and clearly defined success criteria; and
d) are activated as owners of their own learning (Clark ,2011:162).

By using feedback practices in our classrooms, we can engage our students in this process, we can help them think about their learning and we can activate them during teaching and learning.

2.9. Learner Autonomy

In recent years, it is understood that traditional teaching methods which require passive learning are not sufficient to meet learning demands. Instead; encouraging greater learner autonomy and placing the learner in the middle of the learning setting assist students to learn efficiently and effectively.

Holec (1981) defined autonomy as ''learners taking responsibility for their own learning'' (cited in Thanasoulas, 2000:1). By looking at this definition, it can be said that learners know what their roles are. However, autonomy doesn't mean giving a total independence to the learners.

Benson (2001:11) argued that, learner autonomy is one of the most important issues that determine whether an individual reaches his/her potential or falls short of that potential. The personal and social expectations and socio-economic circumstances into which the learners are born may limit them. Learner autonomy, achieved through learner training and strategy training, which have been described as methods of developing the skills that learners need for autonomy can enable each individual to come to terms with or surpass his/her circumstances (cited in Dafei 2007:2-3).

Autonomy is an essential characteristic for a good language learner. Especially for those who learn a language as a foreign language do not have the opportunity to hear or use the language in the real world. Therefore, it is their own responsibility to create and be in environments where the target language is used. Although language teachers or professional consultants may help the learner, he/she should be responsible for his/her own learning (Altunay and Bayat, 2009:8).

Jones (1998) has argued that ''foreign language learners should determine their own learning plans, materials and strategies. This involves advocating that a language course be self-instructed, planned and implemented by the learner alone''.

Developing learner autonomy is a key area for foreign language teachers, for unless learners are able to use the language for real communicative purpose and independently of the teacher, we are unlikely to produce learners who can maximize their potential (Fisher, Evans and Esch, 2004:51).

The autonomous learner displays some ability to direct the course of his/her learning, which implies being able to make decisions concerning course management, organization and content. In practice, autonomy also involves certain behavior on the part of learners. They need to be reflective about their own learning, taking the initiative to explore, find possible solutions and contrast results (Macia, Ramos, Cervera and Fuentes, 2001:2)

Chan (2001: 506-507) explains that the autonomous learner is thus expected to develop the ability to take charge of every stage of his/her own learning including:

· setting learning goals;
· identifying and developing learning strategies to achieve such goals;
· developing study plans;
· reacting on learning (which includes identifying problem areas and means of addressing these problems);
· identifying and selecting relevant resources and support;
· assessing one's own progress (which includes determining criteria for evaluating performance and learning).

Macia, et al, (2001:4) summarized that ''in order for students to become autonomous, they should be able to create a general framework in which learning takes place and which, in turn, allows them to manage their learning process according to their own views''.

We can add that; autonomous learners should be creative in learning atmosphere, and they can manage their own learning with their own views with the guidance of the teacher.

2.10. Characteristics of Autonomous Learners

Unlike non-autonomous learners, autonomous learners have characteristics related to their own style of learning.

According to Dickinson (1993) autonomous learners have five characteristics:

1) Autonomous learners are aware of the learning material, its goal and why the teacher does particular activities in the classroom.
2) They are able to set their own goals.
3) They are the individuals who choose and practice appropriate learning strategies. They know which strategies are more effective for them.
4) They use particular strategies. For example, autonomous language learners know how to make of use of any kind of clues which may support a text written in a foreign language before reading all of it. They make use of pictures, titles and captions. They relate all this information with their previous knowledge. They ask themselves questions about the text before reading it.
5) Autonomous learners are capable of self-assessing their performance (cited in Altunay and Bayat, 2009:8).

Moreover Chan (2001: 512-513) also reported the characteristics stated below after carrying out a study on students' perceptions of learner autonomy;

- highly motivated;
- goal-orientated;
- having an inquisitive mind (e.g. willing to ask questions in class);

- well-organized (e.g. having good time management skills);
- hardworking;
- curious about language;
- interested and enthusiastic about what is learnt;
- active (e.g. trying different ways to improve one's learning);
- having initiative;
- making use of every opportunity to improve one's standard;
- flexible.

We can summarize these statements as; an autonomous learner has motivation, organizational skills. She/he is hardworking, curious and enthusiastic and lastly, he/she should be active and flexible during language learning.

2.11. Autonomy and Learning

Although autonomy is a new term, there are many definitions and comments about this notion. In this part, we will deal with autonomy and its relation with learning.

> Autonomy may be defined as the freedom and ability to manage one's own affairs, which entails the right to make decisions as well. Responsibility may also be understood as being in charge of something, but with the implication that one has to deal with the consequences of one's own actions. Autonomy and responsibility both require active involvement, and they are apparently very much interrelated. (Scharle and Szabo, 2000:4).

''A definite conception of what autonomous learning is: a habit of mind, expressed through a range of activities and skills, acquired and developed through practice.'' (Crome, Farrar and O'Connor, 2009:6)

> A further definition made by Quality Improvement Agency (2008:1) autonomous learning means that learners make decisions about their learning rather than relying on their teachers to do it for them. At first, many learners find this challenging. When they are more familiar with it, they realize that it allows them to focus on

their own individual needs and to take account of the way they prefer to learn.

''Autonomous learning simply and solely constitutes learning that students do for themselves. From this perspective, autonomous learning becomes the habitual exercise of skills, developed and perfected through continuous practice, which come to be second nature.'' (Crome et. al. 2009:4)

Autonomous learning is usually developed throughout a learner's time at school or college to give learners more responsibility for work or learning. It helps learners to make informed choices and to take responsibility for deciding what they need to do in order to learn. To do this and to have the motivation to learn independently, learners need to:

• feel confident about taking and acting upon decisions
• appreciate the value of reflecting on learning
• decide whether learning has been effective or whether they need to try another approach (Quality Improvement Agency, 2008:1).

We can say that; an autonomous learner is self-confident, reflective and decisive during learning process.

2.12. Autonomy and Formative Assessment

Blair (2011:22) states that ''formative assessment may be seen as a device to help students to reflect on where they are and what they have to do to successfully complete the project. '' ''It is widely accepted that one of the strategies of FA self-assessment is a key learning strategy for autonomous language learning, enabling students to monitor their progress and relate learning to individual needs ''(Harris, 1997:12).

''As learners become more autonomous, and certainly as they become more skilled at self-assessment, they are likely to be more inventive in their assessments and require less support.'' (Gardner, 1999:55).

Autonomous learning is about individualization of learning and self-assessment helps learners monitor their individualized progress. An important aspect of the monitoring process for learners is simply knowing how they are doing in their learning. Autonomous learners decide what to learn, when to learn and how to learn. Self-assessors decide what to assess, when to assess it and how to assess it. Autonomous learners take responsibility for their learning and this includes taking responsibility for monitoring their progress (Gardner, 1999:51).

In autonomous learning classrooms, student-centered approach is more preferable. In autonomous learning environments, students experience learning and learn it from their own experiences. They know how well they are doing.

CHAPTER 3
3. METHODOLOGY OF RESEARCH

3.1. Introduction

In this chapter, the methodology will be presented and this part includes the design of the study, participants, ethical issues, data collection tools, data collection procedure and data analysis procedure.

The main focus of this study is to find out whether formative assessment strategies will have an effect on learner autonomy. The study will be conducted during three months in the second semester of 2011-2012 academic year to answer research questions.

3.2. Research Design

Constructivism is the basis of this current study as formative assessment practices are based upon constructivist approaches.

> In constructivist perspectives students' background knowledge profoundly affects subject matter perception. Students are believed to learn best when they use and apply their knowledge in authentic situations. Instead of recalling a list of facts, students should be engaged in sense-making dialogue and they should strive for deep understanding of core ideas (Windschitl, 1999:166).

According to constructivists, the goal of learning process is meaning making, during this process articulation and reflection are required. By designing and implementing constructivist tools and learning environments and leaving instructional interventions behind, personal meaning making may be fostered. An important point here is to develop environments that engage learners and construct meaningful knowledge (Jonassen, Davidson, Collins, Campbell and Haag, 1995).

At the beginning of the study, Autonomy Learner Questionnaire and Assessment Preference Scale were used as pre-test and post-test in the study. After applying these questionnaire and scale, formative assessment practices were administered to see their effects on the autonomy of the learners. Furthermore, a semi-structured interview was used at the beginning of the study to get an idea of students' thoughts on assessment practices and also this interview was conducted at the end of the study to see whether there was a change in students' thoughts about assessment practices. Briefly, both quantitative and qualitative data collection methods were used during the study. Case study design was adopted in this study.

> Case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances. It is not uncommon for case study researchers to make assertions on a relatively small database, invoking the privilege and responsibility of interpretation. To draw so much attention to interpretation may be a mistake, suggesting that case study work hastens to draw conclusions. Good case study is patient, reflective, willing to see another view (Stake, 1995: xi-12).

In this study design, the participants of the study were observed and the data was collected within these observations.

3.3. Participants

At the beginning of the study, participants were ensured that no information about their identities would be given to any third person.

Before we conducted our study, in order to gain information we took some notes about their age, gender and their background. We did not analyze them as individuals or their backgrounds. Our only aim is to get some information about our participants.

The participants of this study were 35 preparatory class students 19 female and 16 male studying at the Faculty of Economics and Administrative Sciences at Karamanoğlu Mehmetbey University. The mean of their age is 19. Preparatory class

education at our university is not compulsory. The students who want to get this education, choose to study English for one year. At the beginning of the course, the students take placement tests in order to learn about their level and in which class they are going to study. In the preparatory class, they have four skills as a course: reading, writing, listening and speaking. They have six hours for each skill per week. They also have main course lessons, about twelve hours per week.

3.4. Ethical Issues

At the beginning of the study, we informed our participants about their participation in a study before our implementation. The participants were told that the things they wrote would be used only for my MA thesis and they agreed by giving their written consent (see Appendix 1) before we started to implement the study. Confidentiality was considered throughout the study. They were also informed that the results of the questionnaires would not affect their school grades and would not be used for any other purposes.

3.5. Data Sources

A questionnaire, a scale and an interview were used during the study. Using different methods while gathering information is known as triangulation. Olsen (2004:3) defines triangulation in social science as ''as the mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic.'' Olsen (2004:3) also expresses that

> The mixing of data types, known as data triangulation, is often thought to help in validating the claims that might from an initial pilot study. The mixing of methodologies, e.g. mixing of survey data with interviews, is a more profound form of triangulation.

Mathison (1988:13) asserts that;

> Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data sources, and researchers to enhance the validity of research findings. Regardless of which philosophical, epistemological, or methodological perspectives an evaluator is working from, it is necessary to use multiple methods and sources of data in the execution of a study in order to withstand critique by colleagues. The experimentally inclined methods are enjoined to use qualitative research methods to help conceptualize their studies and ethnographers are often expected to conduct surveys to corroborate observational data.

We also had three more supporting sheets besides these main sources: Goal setting sheet, self and peer evaluation sheet and giving feedback sheet. We used the data coming from these sheets for all research questions. Lastly in order to observe the whole progress in a more organized way we also used classroom observation checklists.

3.5.1. Autonomy Learner Questionnaire

According to Harris (1997:13) ''at the beginning of a course, questionnaires and survey activities are useful for discussing students' past learning experiences.''

We used Autonomy Learner Questionnaire in order to see to what extent the learners are autonomous. The Autonomy Learner Questionnaire was developed by Egel in 2003. It consists of 44 questions and these are based on nine dimensions about language learning (see Appendix 2). It is a five-point Likert-type scale ranging from 1 to 5. According to Seth's (2010:180) view on measuring autonomy;

> Having a practically applicable measure of autonomy is useful for gaining insight into mechanisms underlying apparently autonomous behavior in organisms, as well as into selective pressures that can lead to increases or decreases in autonomy. Autonomy measures are not limited to analysis of agent behavior; one can measure the autonomy of any variable that varies over time with respect to other variables. For example, it is possible to measure the autonomy of the activity of brain regions with respect to activity in other regions, and to assess the task and state dependence of these relations.

In this study, the Autonomy Learner Questionnaire was distributed at the beginning as a pre-test and at the end of the implementation as a post test to collect the data.

3.5.2. Assessment Preference Scale

Hall and Burke (2004:63) state that ''in order to maximize achievement in literacy, pupils' progress needs to be assessed in a way that furnishes worthwhile evidence that can be used by learners themselves and by all those seeking to support their development''.

In this study considering students' assessment preferences is an important part of the study. By implementing formative assessment in this study and seeing its effects on students' assessment preferences, the researcher aims to find out the effects of changing from traditional assessment types and using formative type of assessment leading a student achievement.'' The plea for aligning learning, instruction and assessment, within the context of current leaning theories, has led to changing insights into assessment. As such, there is a strong emphasis on the integration of learning, instruction and assessment '' (Gijbels and Dochy, 2006:400).

In order to discover students' assessment preferences, Assessment Preference Scale was developed by Buyukkarcı in 2010 (see Appendix 3). He piloted this scale with 107 students of ELT department. After this, the Cronbach Alpha reliability of this questionnaire was measured by him. The Turkish version of this scale was administered to the participants of the current study. The scale was translated by the researcher and it was edited by a Turkish teacher.

The analysis done by Buyukkarcı (2010:47) showed that the scale had a high reliability (Cronbach's alpha=.84). This scale has two main categories:

a) Traditional Assessment Preferences including the sub-categories as:

   * Matching Exercises

*Multiple Choice Test

*Open Ended Questions

*Rewriting the Sentences

*Cloze Test

*Explanatory Questions

*Combining Sentences

*Written Examinations

b) Formative Assessment Preferences including the sub-categories as:

*Self-assessment

*Peer-assessment

*Receiving Written Feedback from Teacher and Peers

*Receiving Oral Feedback from Teacher and Peers

*Weekly Quizzes

*Classroom Activities

*Homework

*Performance-based Tasks

For the purpose of collecting the data, this scale was administered in classroom and the students were given twenty minutes to answer it. It was implemented prior to the case study as a pre-test and at the end of the twelfth week as a post test.

3.5.3. Interviews

Collins (1970:2) states that ''asking questions is the most common way to get information from other people.''

> Interviews have been used extensively for data collection across all the disciplines of the social sciences and in educational research. In the 1980s, there was a considerable growth in using interviewing as a method for educational research and now it is generally agreed

that interviewing is a key method of data collection.   (Berry, 1999:1).

According to Fontana and Prokos (2007:9) interviewing includes a wide variety of forms and a multiplicity of uses. It can be structured, semi structured, or unstructured. It can be used for the purpose of measurement, or for to understand an individual or a group.

In this study a semi-structured interview was conducted at the beginning and at the end of the implementation.

Semi-structured interviews are used often in policy research. In semi-structured interviewing, a guide is used, with questions and topics that must be covered. The interviewer has some discretion about the order in which questions are asked, but the questions are standardized, and probes may be provided to ensure that the researcher covers the correct material. This kind of interview collects detailed information in a style that is somewhat conversational. Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided (Harrel and Bradley, 2009:27).

The questions in the interview focused on formative assessment and autonomy. Some of the questions of the interview are given below;

1. Which assessment practices are most appropriate for you? (written examinations, oral examinations, weekly quizzes, performance tasks etc.)
2. When you are doing activities with your friends and on your own do you correct yourself or your friend?
3. Have you ever done self-assessment and peer-assessment? If so what did you learn from these assessment methods?
4. Which methods do you use while studying outside of the classroom or at home on your own?

With the help of this interview, it was aimed to find out students' thoughts, their perceptions about assessment and assessment types and also how autonomous they were in and outside of the classroom.

3.5.4. Classroom Observation Checklist

In our study, in order to see students' attitudes towards formative assessment methods and to see to what extent they are getting autonomous, the researcher observed the students once in every two weeks by using a checklist throughout 12 weeks.

> The distinctive feature of observation as research process is that it offers an investigator the opportunity to gather live data from naturally occurring social situations. In this way, the researcher can look directly at what is taking place in situ rather than relying on second-hand accounts (Cohen, Manion and Morrison, 2007:396).
>
> This provides some indication of the learning taking place, but does not highlight the quality of the teaching and only offers some insight into the quality of the learning. Classroom-based methods, including lesson observations, learner interviews, and teacher interviews, are critical methods in the effective measurement of quality in teaching and learning. They provide insights critical to assessing and improving quality, which are otherwise inaccessible (O'Sullivan, 2006:252).

In this study, the purpose of the classroom observation was to find out the effects of formative assessment practices carried out in the classroom on the autonomy of the students. Kerr, Kent, Lam and Tony (1985) assert that the data obtained from classroom observations may help teachers use it as a formative feedback. Sheal (1989:92) adds to this statement and says that '' Teacher trainers and educational researchers argue that observations can provide useful feedback to teachers, and can improve the overall effectiveness of the teaching/learning process''.

The classroom observation sheet filled by the researcher throughout 12 weeks is given below;

Table 1: Classroom Observation Checklist

		Self-learning	Time man.	Self-determ.	Planning	Self-conf.	Inde.	Self-starter	Pleas.	Willing. to part.	Atten.	Sbj. Mat. Com.
Week 2	Good											
	Medium		X			X			X	X	X	
	Poor	X		X	X		X	X				X
Week 4	Good		X	X		X				X	X	
	Medium				X		X	X	X			X
	Poor	X										
Week 6	Good				X	X			X	X	X	X
	Medium	X	X	X			X	X				
	Poor											
Week 8	Good		X	X			X	X	X	X	X	X
	Medium	X			X	X						
	Poor											
Week 10	Good	X	X	X	X	X	X	X	X	X	X	X
	Medium											
	Poor											
Week 12	Good	x	x	x	x	x	x	x	x	x	x	x
	Medium											
	Poor											

3.6. Description of the Classroom Practices and the Data Collection Procedure Followed

In this part we are going to give information about pilot study, main study and data analysis.

3.6.1. Pilot Study

The participants of the pilot study were the students of Public Management Department at Karamanoglu Mehmetbey University. The students' age varied from 19 to 22. The pilot study was conducted in 2011-2012 educational year in their English course.

> Pilot study will help the researcher to decide whether the study is feasible and whether it is worthwhile to continue. The pilot study provides the opportunity to assess the appropriateness of the data-collection methods and other procedures and to make changes if necessary. It also permits a preliminary testing of the hypothesis, which may give some indication of its tenability and suggest whether further refinement is needed (Ary, Jacobs, Sorensen and Razavieh, 2009:95).

Before beginning to implement the tasks the participants tried to set their goals before each week. During the study, different tasks were given to the participants to make them do preparation on their own and study independently and they were free to ask help whenever they need. Promoting learner autonomy does not mean a reduction of teacher intervention or initiative. Lee (1998:287) supports this idea and he states that in this autonomous learning programme, teacher counseling should be a crucial component of autonomous learning, and the role of teacher counseling in fostering learner autonomy should be more widely used and explored''.

The participants of the pilot study tried to prepare their own material and present it to their classmates and in the end they tried to evaluate themselves and their classmates and give feedback. ''Formative assessment refers to the monitoring, diagnosing, and giving feedback that helps students to improve their learning in the current learning standard. ''(Tuttle, 2009:20).

> When we use formative assessment, assessment becomes far more than merely a one-time event stuck onto the end of an instructional unit. It becomes a series of interlaced experiences that enhance the

learning process by keeping students confident and focused on their progress, even in the face of occasional setbacks (Stiggins, 2007:4).

At the end of the study, we had an interview with the students and gathered information about their beliefs and feelings about this implementation.

After the study, participants stated that filling goal setting forms for each week is difficult for them so for the main study the participants of the main study filled this form biweekly.

3.6.2. Main Study

At Karamanoglu Mehmetbey University where the study was conducted one year of English preparatory class is not compulsory and the students who wanted to take this one year education voluntarily chose to study this course. 35 students enrolled in preparatory class this year. At the beginning of the term, the students were placed to the classes according to the placement test results. The students were taking 24 hours of English in a week. During this study, formative assessment strategies were used to see their effects on students' autonomy.

In its traditional form, formative assessment has been thought of as providing teachers with more frequent evidence of students' mastery of standards to help teachers make useful instructional decisions. In this way, formative assessment is intended to enhance student learning (Stiggins, 2005:326).

In order to clarify what is meant by self-assessment and peer assessment, the researcher made explanations about these terms at the beginning of the implementations.

During class sessions teachers could

-clarify what is meant by self-assessment

-explain learning objectives

-describe different self-assessment strategies emphasizing how these can aid learning

-inform pupils that self-assessment will become part of classroom life.

-explain that pupil's own assessment will form part of assessment conversations with the teacher and that these conversations will be helpful because the teacher and the pupil will be looking for the best route to improve learning (McCallum, 2000:7).

''One useful application of goal setting is its use as an integral part of the daily lesson. Students use goal setting as a means for helping them accomplish the academic task they have been assigned or have selected '' (Johnson and Graham, 2010:4). In order to achieve this at the very beginning, to develop the autonomy of the students, goal setting sheets were given to the students to make them detect their goals once in every two weeks, totally six weeks (see appendix 4). By this way it was aimed to make students more conscious about their learning process and also make them a more planned learner. '' The implications are, that if formative assessment is to be effective, incidents need to be planned so that the goal of teaching is subordinated to the goal of determining student's level of achievement.'' (McCallaum, 2000:3). After determining goals, at the beginning of the new week, the students were asked how many of the goals were reached during this period and it was found out from their answers that at first weeks it was difficult to comply with this goal sheet but they started to get used to it. In this sheet students wrote about 'their goal for this week, what they aim to learn this week and whether they reached their goal or not, if not why?'.

During the implementation period, the researcher prepared tasks for students which were related to the topics covered in the lesson. ''Classroom teachers in frequent contact with students are in an advantageous position to encourage them to undertake independent learning outside the classroom, since it is easier to establish rapport and hence foster teacher and peer support '' (Lee, 1998:282). Throughout the study, although the topics of the tasks were determined by the researcher, the students were given alternatives and they felt free to choose another topic apart from given task topic. Flexibility and freedom were given during the study as the students made preparations for the tasks in the way they wanted. They chose the material they

wanted to use during the study. By this way, the students took active roles in decision making. Some of the students preferred to study in a group and some of the students preferred to study individually. The students made preparations for a different activity every week. Real life topics were given to the students to provide students with real context and to make students use their knowledge that they learned previously.

> Well constructed performance tasks are more likely than traditional types of assessment to do the following:
>
> *provide comprehensible input to students
>
> *use meaningful, naturalistic context-embedded tasks through hands-on or collaborative activities
>
> *show what students know and can do through a variety of assessment tasks
>
> *support the language and cognitive needs of English Language Learners
>
> *allow flexibility in meeting individual needs
>
> *use criterion-referenced assessment for judging student work
>
> *provide feedback to students on strengths and weaknesses
>
> *generate descriptive information that can guide instruction
>
> *provide information for teaching and learning that results in improved student performance (Pierce, 2002:2).

At the end of each task students evaluated themselves.'' There are implications for task design in assessment incidents of this type. Tasks need to be carefully designed so that focused assessment can take place. Open - style activities offering the opportunity for collaboration are more useful.'' (McCallaum, 2000:3).

> In FA students are informed of the learning goals in terms that they understand from the very beginning of the teaching and learning process. It is unrealistic to expect them to simply know how success may be achieved (Clark, 2011:33).

From the perspective of the student-involved approach to assessment, students are considered active agents who share responsibilities, reflect, collaborate and conduct a continuous dialogue with the instructor and/or peers. Furthermore, student-involved assessment is not entirely about grading students' work; rather, this approach to assessment is used to monitor students' progress and improve their learning activities by engaging them in the assessment process (Kim, 2009:105).

''To facilitate learners' independent learning, self-assessment tools are indispensible, because the students have to practice and study English at their own level'' (Tsutsui, Kondo, Owada and Nakano, 2008:171). For this reason, the participants were given self-assessment and peer-assessment sheets (see appendix 5) after each activity. These assessment sheets were conducted in Turkish as the students were not proficient enough to give answers in English.

At the end of a course, if self-assessment has been systematic, learners should be able to look back and assess their own progress globally. In settings where there are final exams to be passed (or failed), students can compare test results with their self-assessment and consider how they need to improve in the future. In other situations, where the classroom teacher decides final assessment, global self-assessment by students can be compared with results from teacher assessment (Harris, 1997:18).

In this self-assessment sheets, students were asked questions like 'What do you think you will do in this activity?, after the activity 'What did you do and what did you succeed in this activity?, Did you understand the content of the topic? If not Why?, Do you think are there any points that needs to be developed?'.

When self-assessment has been done initially, and students have a record of their own performance, they are ready to periodically review their own progress. This can be done at the end of a unit or group of units or, in a school situation, to coincide with periodic teacher assessment. While progress checks are now quite common in course books, they tend to focus on what language students have learnt, as opposed to how they have improved in terms of communication. As well as self-check activities and review questions focusing on the learning of grammar and lexical items,

students can be asked to think about their performance (Harris, 1997:17).

Besides self-assessment, the students were required to make peer-assessments, too. In peer-assessment the students tried to evaluate their friends after the activity. There were questions like 'What do you think your friend will do in this activity? What did your friend do and what did your friend succeed in this activity? Did your friend understand the content of the topic? If not Why? Do you think are there any points that needs to be developed?'.

> Wen and Tsai (2006) found that peer-assessment promoted the quality of social interactions between students and between students and their teachers, increased students' understanding of their peers' thinking during the learning experience and their understanding of the cognitive and metacognitive areas related to their own learning progress, and developed their social and transferable skills (cited in Al-Barakat and Al-Hassan, 2009:400).
>
> In peer-assessment, students use their knowledge and skills to review, clarify and correct others' work. When playing the role of assessor, students are involved in reviewing, summarizing, clarifying, giving feedback, diagnosing misconceived knowledge, identifying missing knowledge and considering deviations from the ideal (Topping 1998 cited in Kim, 2009:105).

Students wrote their ideas to these sheets. At the beginning, the answers were not helpful enough to make some adjustments and develop themselves. However, when they started to get more acquainted with the procedure they began to write more beneficial ideas and evaluations.

They also gave feedback to the activity made and they wrote their written feedback in giving feedback sheet (see appendix 6). In this sheet students answered these questions; 'What were the important points of the topic?, Was the activity done by your friend beneficial? Explain the reasons. Are there any points that you didn't understand or that are not clear? Explain briefly. Did you find the activity boring/ enjoyable/ beneficial? Explain briefly. Do you have any suggestions related to the topic? Explain briefly.''

It is reasonable to assume that autonomous learners would benefit from feedback on achievements in their learning through engaging in some kind of assessment procedure. The individualized nature of autonomous learning makes large-scale, institutionalized assessments problematic although an autonomous learner may make the decision to include these as part of a personalized assessment regime. Self-assessment seems to accommodate itself much more easily to the diverse and flexible requirements of an autonomous learner (Gardner, 1999:50).

''Proponents of formative assessment (FA) assert that students develop a deeper understanding of their learning when the essential components of formative feedback and cultural responsiveness are effectively incorporated as central features of the formative assessment process '' (Clark ,2011 :158).

The data from the research group were gathered through Assessment Preference Scale and Autonomy Learner Questionnaire at the beginning of the study and at the end of the 2011-2012 spring term. Moreover, an interview was conducted at the beginning and in the end. The analysis of the data gathered from these sources will be discussed in next chapter.

6.3. Data Analysis

The data collected for this study included both qualitative and quantitative data. Quantitative data is gathered through questionnaires and scales like ALQ and APS and they were Likert-type scales. For qualitative data interviews and researcher's observations were used.

The Statistical Packages for Social Science (SPSS 10.0) was used to analyze the quantitative data. Descriptive and statistical procedures were used to present the data and to make conclusions from the results and the level of significance was $p<0.05$.

For ALQ, items on five point Likert scale were assessed and values range from 1 to 5. 1= never true. 2=rarely true, 3=sometimes, 4=mostly true, 5=always true. The participants were asked to respond 44 statements. There were dependent and independent statements in the ALQ. For this reason; it was necessary to do a reverse scoring system by this way it would be possible to make discriminations of attitudes of autonomous and non-autonomous learners.

For ASP, items on five point Likert scale were assessed and the values range from 1 to 5. 1=never, 2=rarely, 3=sometimes, 4=often, 5=always.

CHAPTER 4
4. RESULTS OF THE STUDY

4.1. Introduction

In this section, research findings will be presented. Firstly, the results of ALQ and secondly the results of APS will be examined.

Before interpreting the data and testing the effects of formative assessment in the autonomy of Turkish EFL learners, in order to see whether the data had a normal distribution or not Kolmogorov-smirnov test was applied (Table 4 and 5). As presented in the table it is confirmed that there was a normal distribution and then Descriptive Statistic Test and Paired Samples t Test were used.

4.2.Findings

Table 2: Frequency Distribution of Turkish EFL Learners' Gender Variable

	N	%
Female	19	54,3
Male	16	45,7
Total	35	100,0

According to Table 1 54,3% of the participants were female and 45,7% of the participants were male students.

Table 3: Frequency Distribution of Turkish EFL Learners' Age Variable

Age	N	%
18	6	17,1
19	13	37,1
20	13	37,1
21	2	5,7

23	1	2,9
Total	35	100,0

According to Table 2; 17,1% of participants were 18 years old, 37,1% of the participants were 19 years old, 37,1% of the participants were 20 years old, 5,7% of the participants were 21 years old and 2,9% of the participants were 23 years old.

Table 4: Frequency Distribution of Turkish EFL Learners' Department Variable

Department	N	%
Economics	6	17,1
Business Administration	17	48,6
Public Management	12	34,3
Total	35	100,0

According to Table 3; 17,1% of the participants were in Department of Economics, 48,6% of the participants were in Department of Business Administration and 34,3% of the participants were in Department of Public Management.

Table 5 : One-Sample Kolmogorov-Smirnov Test Showing Pre-test and Post-test Scores of ALQ

	Pre-test of ALQ	Post-test of ALQ
N	35	35
Mean	145,3428	150,1143
Std. Deviation	15,0058	14,2906
Kolmogorov-Smirnov Z	0,621	0,479
P	**0,836**	**0,976**

According to Table 5; In ALQ statistical data analyses, p>0.005 was accepted as the value for the p value and the findings had a normal distribution.

Table 6: One-Sample Kolmogorov-Smirnov Test Showing Pre-test and Post-test Scores of APS

	Traditional Assessment Preferences of Participants Pre-test	Formative Assessment Preferences of Participants Pre-test	Traditional Assessment Preferences of Participants Post-test	Formative Assessment Preferences of Participants Post-test
N	35	35	35	35
Mean	32,0286	19,3429	19,6286	33,2571
Std. Deviation	3,5354	2,8691	2,7662	2,6496
Kolmogorov-Smirnov Z	0,701	1,037	0,701	0,693
p	**0,710**	**0,232**	**0,709**	**0,723**

According to Table 5; In APS statistical data analyses, p>0.005 was accepted as the value for the p value and the findings had a normal distribution.

Table 7: Paired Samples t Test Results Showing Pre-test and Post-test Scores of ALQ

	Mean	N	Std. Deviation	t	p
ALQ Pre-test	145,3429	35	15,0058	-1,957	0,049
ALQ Post-test	150,1143	35	14,2906		

According to Table 6: In ALQ statistical data analyses, pre-test and post-test scores of ALQ had a significant difference (t value = -1,957 p=0,049<0.05). When mean value was considered, mean value of pre-test scores was accepted as 145, 3429 $\pm$ 15,0058 and mean value of post test scores was accepted as 150,1143 $\pm$ 14,2906.

Table 8: Paired Samples t Test Results Showing Pre-test and Post-test Scores of APS

	Mean	N	Std. Deviation	t	p
Traditional Assessment Preferences Pre-test	19,6286	35	2,7662	-15,158	0,000
Traditional Assessment Preferences Post-test	32,0286	35	3,5354		
Formative Assessment Preferences Pre-test	19,3429	35	2,8691	-21,156	*0,000*
Formative Assessment Preferences Post-test	33,2571	35	2,6496		

According to Table 7: In APS (Traditional Assessment Preferences) statistical data analyses, pre-test and post-test scores of APS (Traditional Assessment Preferences) had a significant difference (t value= -15,158 p=0,000<0.05). When mean value was considered, mean value of pre-test scores was accepted as 19, 6286 $\pm$ 2,7662 and mean value of post test scores was accepted as 32,0286 $\pm$ 3,5354.

According to Table 7: In APS (Formative Assessment Preferences) statistical data analyses, pre-test and post-test scores of APS (Formative Assessment Preferences) had a significant difference (t value= -21,156 p=0,000<0.05). When mean value was considered, mean value of pre-test scores was accepted as 19, 3429 $\pm$ 2,8691 and mean value of post test scores was accepted as 33,2571 $\pm$ 2,6496.

Table 9: The Results of Descriptive Statistics Showing Pre-test and Post-test Scores of ALQ

Statements		N	Mean	Standard Deviation
1) When I am learning English I try to relate the new things I have learned to my former knowledge.	Pre test	35	3,9143	0,9509
	Post test	35	3,9714	0,9231
2) I use other English books and resources on my own will.	Pre test	35	3,6571	1,0274
	Posttest	35	3,8286	1,0706

3) When I hear someone talking in English, I listen very carefully.	Pre test	35	4,4000	0,7356
	Post test	35	4,4857	0,7811
4) I want to talk in English with my family or friends.	Pre test	35	3,9143	1,0396
	Post test	35	4,1429	0,9438
5) It is my own preference to read English books written in basic English.	Pre test	35	4,1429	1,1917
	Post test	35	4,2571	1,0100
6) While learning English, I like activities in which I can learn on my own.	Pre test	35	3,9714	0,9544
	Post test	35	4,0286	0,9544
7) I like trying new things while I am learning English.	Pre test	35	3,2857	1,0167
	Post test	35	3,3429	1,1361
8) I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class.	Pre test	35	3,4286	1,5007
	Post test	35	3,3429	1,0831
9) I don't like learning English on my own.	Pre test	35	3,8857	1,3884
	Posttest	35	3,5714	1,2669
10) If I cannot learn English in the classroom, I can learn working on my own.	Pre test	35	2,8286	1,1754
	Post test	35	2,9714	0,9544
11) I feel confident when the teacher is beside me while I am learning English.	Pre test	35	4,2857	0,9571
	Post test	35	3,9714	1,0142
12) I can learn English only with the help of my teacher	Pre test	35	3,6286	1,1398
	Post test	35	3,1429	1,1413
13) My teacher always has to guide me in learning English.	Pre test	35	4,2286	1,0025
	Post test	35	3,6571	1,1361
14) While learning English I would like my teacher to repeat grammatical rules.	Pre test	35	4,0857	1,1212
	Post test	35	3,8286	1,1242
15) I feel happy when my teacher explains every detail of English.	Pre test	35	4,2286	1,0596
	Post test	35	3,8857	1,1054

16) In the future, I would like to continue learning English on my own/ without a teacher.	Pre test	35	4,2857	0,9571
	Post test	35	4,8286	5,4042
17) In the English lesson I like projects where I can work with other students.	Pre test	35	3,3429	1,4940
	Post test	35	3,6000	1,4793
18) I can learn the English grammar on my own/ without needing a teacher.	Pre test	35	2,1143	1,2549
	Post test	35	2,9429	1,1617
19) I use my own methods to learn vocabulary in English.	Pre test	35	3,3714	1,0870
	Post test	35	3,8571	1,0885
20) I like learning English words by looking them up in a dictionary.	Pre test	35	3,4857	1,3366
	Post test	35	3,5143	1,4425
21) Only my teacher can teach me the English grammar. I cannot learn on my own.	Pre test	35	3,5714	1,1952
	Post test	35	3,0000	1,4349
22) I want the teacher to give us the words that we are to learn.	Pre test	35	3,3429	1,2589
	Post test	35	3,1143	1,1054
23) I would like to use cassettes/ video/ CD's in the foreign language, outside of the classroom.	Pre test	35	3,9714	1,1754
	Post test	35	4,0571	1,1361
24) In fact I like to listen and read in English outside of the classroom.	Pre test	35	3,2000	1,4308
	Post test	35	3,5714	1,1952
25) I would like to select the materials for my foreign language lessons.	Pre test	35	2,6000	1,2649
	Post test	35	3,2286	1,1653
26) I would like to share the responsibility of deciding what to do in the English lesson.	Pre test	35	3,6857	1,1825
	Post test	35	3,7143	1,2964
27) I know how I can learn English the best.	Pre test	35	2,9714	1,3170
	Post test	35	3,2571	1,3138
28) If I haven't learnt something in my English lesson, I am responsible for it.	Pre test	35	3,5429	1,2682
	Post test	35	3,6571	1,1868

29) I would like to choose the content of what is to be taught in the English lesson.	Pre test	35	1,7143	1,0730
	Post test	35	2,6286	1,3080
30) I don't study the topics after I get a good grade from my test.	Pre test	35	2,5714	1,4810
	Post test	35	2,2286	1,3951
31) I think my friends are better than me in the foreign language. I want to reach their level of English.	Pre test	35	3,4857	1,2455
	Post test	35	3,7143	1,2964
32) I hesitate on the matter of compensating what I have missed in English lessons.	Pre test	35	3,1714	0,9848
	Post test	35	3,5143	1,0947
33) I believe that I will reach a good level in the English language.	Pre test	35	3,8857	0,9322
	Post test	35	3,9714	0,8570
34) I study English when we are going to have a test.	Pre test	35	2,5714	1,2669
	Post test	35	2,4571	1,4419
35) I think that I learn English better when I work on my own.	Pre test	35	2,4857	1,1472
	Post test	35	2,7714	1,0314
36) I only study for the English lesson when the teacher gives homework.	Pre test	35	2,0857	1,0396
	Post test	35	1,8571	1,0612
37) I find it more useful to work with my friends than working on my own for the English lesson.	Pre test	35	2,8571	1,3750
	Post test	35	3,1429	1,0612
38) I do the English lesson activities only when my teacher is going to grade me.	Pre test	35	2,1143	1,3009
	Post test	35	2,0571	1,3048
39) I like it when my teacher gives us different test types, other than written tests.	Pre test	35	3,5714	1,4201
	Post test	35	3,7429	1,2210
40) I like it when my teacher does a lot of tests in our English lesson.	Pre test	35	2,9429	1,3921
	Post test	35	2,6286	1,2853
41) I try to understand the jokes and riddles of the foreign language.	Pre test	35	3,1143	1,3454
	Post test	35	3,4286	1,2435

42) I also investigate the culture of the foreign language I am learning.	Pre test	35	1,8000	1,0516
	Post test	35	2,8571	1,1668
43) I also investigate the idioms and sayings of the foreign language I am learning.	Pre test	35	2,6286	1,2623
	Post test	35	3,0857	1,1472
44) I ask people who have lived abroad about the lifestyles of the people living there.	Pre test	35	3,0000	1,5904
	Post test	35	3,2286	1,4366

Overall Results of Pre-test and Post-test Scores of ALQ

In this part overall results of pre-test and post-test scores of ALQ are given. While analyzing the results of this questionnaire, reverse scoring of the statements were used for dependent statements.

When the results of pre-test and post-test scores of ALQ were examined it was found that; pre-test and post-test scores of ALQ had a significant difference ($p<0.05$). When mean value was considered, mean value of pre-test scores was accepted as $145,3429 \pm 15,0058$ and mean value of post test scores was accepted as $150,1143 \pm 14,2906$.

It can be inferred from pre-test and post-test scores that when compared with the pre-test scores, post-test scores increased and it means that FA strategies used during the study had an effect on the autonomy of the learners. By means of these strategies autonomy of the learners has promoted.

Independent statements are given below.

It can be concluded from the statements below that contrary to pre-test scores, post-test scores of the questionnaire are high. The statistical results prove that after 12 weeks of implementation period, the FA strategies had a positive effect on the autonomy of the learners.

When they are learning English, after implementing the FA strategies, the students felt more ready to participate and their self-directed learning and autonomy

have been fostered. During the study students' independency skills began to improve. While conducting the tasks, instead of using traditional assessments such as written examinations, using self-peer assessments helped students develop positive attitudes to independent learning. In the first weeks of the study, the students couldn't manage their self-learning and planning. By the help of goal setting strategies done biweekly, students started to plan their own learning. By doing performance-based tasks and classroom activities, the students started to learn cooperatively and they started to be inspired from each other.

When first statement '' When I am learning English I try to relate the new things I have learned to my former knowledge.'' was considered, mean value of pre-test score of this statement was 3,9143 $\pm$ 0,9509 ; mean value of post test score of this statement was 3,9714 $\pm$ 0,9231.

When second statement '' I use other English books and resources on my own will.'' was considered, mean value of pre-test score of this statement was 3,6571 $\pm$ 1,0274; mean value of post test score of this statement was 3,8286 $\pm$ 1,0706.

When third statement '' When I hear someone talking in English, I listen very carefully.'' was considered, mean value of pre-test score of this statement was 4,4000 $\pm$ 0,7356; mean value of post test score of this statement was 4,4857 $\pm$ 0,7811.

When fourth statement '' I want to talk in English with my family or friends.'' was considered, mean value of pre-test score of this statement was 3,9143 $\pm$ 1,0396; mean value of post test score of this statement was 4,1429 $\pm$ 0,9438.

When fifth statement '' It is my own preference to read English books written in basic English.'' was considered, mean value of pre-test score of this statement was 4,1429 $\pm$ 1,1917; mean value of post test score of this statement was 4,2571 $\pm$ 1,0100.

When sixth statement '' While learning English, I like activities in which I can learn on my own.'' was considered, mean value of pre-test score of this statement was 3,9714 ± 0,9544; mean value of post test score of this statement was 4,0286 ± 0,9544.

When seventh statement '' I like trying new things while I am learning English.'' was considered, mean value of pre-test score of this statement was 3,2857 ± 1,167; mean value of post test score of this statement was 3,3429 ± 1,1361.

When tenth statement '' If I cannot learn English in the classroom, I can learn working on my own.'' was considered, mean value of pre-test score of this statement was 2,8286 ± 1,1754; mean value of post test score of this statement was 2,9714 ± 0,9544.

When sixteenth statement '' In the future, I would like to continue learning English on my own/ without a teacher.'' was considered, mean value of pre-test score of this statement was 4,2857 ± 0,9571; mean value of post test score of this statement was 4,8286 ± 5,4042.

When seventeenth statement '' In the English lesson I like projects where I can work with other students.'' was considered, mean value of pre-test score of this statement was 3,3429 ± 1,4940; mean value of post test score of this statement was 3,6000 ± 1,4793.

When eighteenth statement '' I can learn the English grammar on my own/ without needing a teacher.'' was considered, mean value of pre-test score of this statement was 2,1143 ± 1,2549; mean value of post test score of this statement was 2,9429 ± 1,1617.

When nineteenth statement '' I use my own methods to learn vocabulary in English.'' was considered, mean value of pre-test score of this statement was 3,3714 ± 1,0870; mean value of post test score of this statement was 3,8571 ± 1,0885.

When twentieth statement '' I like learning English words by looking them up in a dictionary.'' was considered, mean value of pre-test score of this statement was 3,4857 $\pm$ 1,3366; mean value of post test score of this statement was 3,5143 $\pm$ 1,4425.

When twenty-third statement '' I would like to use cassettes/video/CD's in the foreign language, outside of the classroom.'' was considered, mean value of pre-test score of this statement was 3,9714 $\pm$ 1,1754; mean value of post test score of this statement was 4,0571 $\pm$ 1,1361.

When twenty-fourth statement ''In fact I like to listen and read in English outside of the classroom.'' was considered, mean value of pre-test score of this statement was 3,2000 $\pm$ 1,4308; mean value of post test score of this statement was 3,5714 $\pm$ 1,1653.

When twenty-fifth statement ''I would like to select the materials for my foreign language lessons.'' was considered, mean value of pre-test score of this statement was 2,6000 $\pm$ 1,2649; mean value of post test score of this statement was 3,2286 $\pm$ 1,1653.

When twenty-sixth statement ''I would like to share the responsibility of deciding what to do in the English lesson.'' was considered, mean value of pre-test score of this statement was 3,6857 $\pm$ 1,1825; mean value of post test score of this statement was 3,7143 $\pm$ 1,2964.

When twenty-seventh statement ''I know how I can learn English the best.'' was considered, mean value of pre-test score of this statement was 2,9714 $\pm$ 1,3170; mean value of post test score of this statement was 3,2571 $\pm$ 1,3138.

When twenty-eighth statement ''If I haven't learnt something in my English lesson, I am responsible for it.'' was considered, mean value of pre-test score of this

statement was 3,5429 $\pm$ 1,2682; mean value of post test score of this statement was 3,6571 $\pm$ 1,1868.

When twenty-ninth statement ''I would like to choose the content of what is to be taught in the English lesson.'' was considered, mean value of pre-test score of this statement was 1,7143 $\pm$ 1,0730; mean value of post test score of this statement was 2,6286 $\pm$ 1,3080.

When thirty-first statement ''I think my friends are better than me in the foreign language. I want to reach their level of English.'' was considered, mean value of pre-test score of this statement was 3,4857 $\pm$ 1,2455; mean value of post test score of this statement was 3,7143 $\pm$ 1,2964.

When thirty-second statement ''I hesitate on the matter of compensating what I have missed in English lessons.'' was considered, mean value of pre-test score of this statement was 3,1714 $\pm$ 0,9848; mean value of post test score of this statement was 3,5143 $\pm$ 1,0947.

When thirty-third statement ''I believe that I will reach a good level in the English Language.'' was considered, mean value of pre-test score of this statement was 3,8857 $\pm$ 0,9322; mean value of post test score of this statement was 3,9714 $\pm$ 0,8570.

When thirty-fifth statement ''I think that I learn English better when I work on my own.'' was considered, mean value of pre-test score of this statement was 2,4857 $\pm$ 1,1472; mean value of post test score of this statement was 2,7714 $\pm$ 1,0314.

When thirty-seventh statement ''I find it more useful to work with my friends than working on my own for the English lesson.'' was considered, mean value of pre-test score of this statement was 2,8571 $\pm$ 1,3750; mean value of post test score of this statement was 3,1429 $\pm$ 1,0612.

When thirty-ninth statement ''I like it when my teacher gives us different test types, other than written tests.'' was considered, mean value of pre-test score of this statement was 3,5714 $\pm$ 1,4201; mean value of post test score of this statement was 3,7429 $\pm$ 1,2210.

When forty-first statement ''I try to understand the jokes and riddles of the foreign language.'' was considered, mean value of pre-test score of this statement was 3,1143 $\pm$ 1,3454; mean value of post test score of this statement was 3,4286 $\pm$ 1,2435.

When forty-second statement ''I also investigate the culture of the foreign language I am learning.'' was considered, mean value of pre-test score of this statement was 1,8000 $\pm$ 1,0516; mean value of post test score of this statement was 2,8571 $\pm$ 1,1668.

When forty-third statement ''I also investigate the idioms and sayings of the foreign language I am learning.'' was considered, mean value of pre-test score of this statement was 2,6286 $\pm$ 1,2613; mean value of post test score of this statement was 3,0857 $\pm$ 1,1472.

When forty-fourth statement ''I ask people who have lived abroad about the lifestyles of the people living there.'' was considered, mean value of pre-test score of this statement was 3,0000 $\pm$ 1,5904; mean value of post test score of this statement was 3,2286 $\pm$ 1,4366.

Dependent statements are given below.

In this dependency dimension while calculating the scores, reverse scoring system was used. In other words, the higher score they get the less dependent they get on the teacher and it is not as important as before to get teacher supervision and guidance. It can be concluded from the statements below that contrary to pre-test scores, post-test scores of the questionnaire are low.

It can be interpreted from the statistical results that the case study group has started to become less dependent on the teacher. Contrary to first weeks, FA strategies which focused more on autonomy and self-directed learning, later weeks students regarded learning as less dependent on the classroom and the teacher. Besides this statistical analysis, students learned to study and revise themselves not only during the examination period but also throughout the whole period that they are learning English. Apart from examinations, students gained the habit of researching and conducting their studies outside of the classroom. Doing a different task each week made them to develop a new strategy.

When eighth statement '' I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class.'' was considered, mean value of pre-test score of this statement was 3,4286 $\pm$ 1,5007; mean value of post test score of this statement was 3,3429 $\pm$ 1,0831.

When ninth statement '' I don't like learning English on my own.'' was considered, mean value of pre-test score of this statement was 3,8857 $\pm$ 1,3884; mean value of post test score of this statement was 3,5714 $\pm$ 1,2669.

When eleventh statement '' I feel confident when the teacher is beside me while I am learning English.'' was considered, mean value of pre-test score of this statement was 4,2857 $\pm$ 0,9571; mean value of post test score of this statement was 3,9714 $\pm$ 1,0142.

When twelfth statement '' I can learn English only with the help of my teacher.'' was considered, mean value of pre-test score of this statement was 3,6286 $\pm$ 1,1398; mean value of post test score of this statement was 3,1429 $\pm$ 1,1413.

When thirteenth statement '' My teacher always has to guide me in learning English.'' was considered, mean value of pre-test score of this statement was 4,2286 $\pm$ 1,0025; mean value of post test score of this statement was 3,6571 $\pm$ 1,1361.

When fourteenth statement '' While learning English I would like my teacher to repeat grammatical rules.'' was considered, mean value of pre-test score of this statement was 4,0857 ± 1,1212; mean value of post test score of this statement was 3,8286 ± 1,1242.

When fifteenth statement '' While I feel happy when my teacher explains every detail of English.'' was considered, mean value of pre-test score of this statement was 4,2286 ± 1,0596; mean value of post test score of this statement was 3,8857 ± 1,1054.

When twenty-first statement '' Only my teacher can teach me the English grammar. I cannot learn on my own.'' was considered, mean value of pre-test score of this statement was 3,5714 ± 1,1952; mean value of post test score of this statement was 3,000 ± 1,4349.

When twenty-second statement '' I want the teacher to give us the words that we are to learn.'' was considered, mean value of pre-test score of this statement was 3,3429 ± 1,2589; mean value of post test score of this statement was 3,1143 ± 1,1754.

When thirtieth statement ''I don't study the topics after I get a good grade from my test.'' was considered, mean value of pre-test score of this statement was 2,5714 ± 1,4810; mean value of post test score of this statement was 2,2286 ± 1,3951.

When thirty-fourth statement ''I study English when we are going to have a test.'' was considered, mean value of pre-test score of this statement was 2,5714 ± 1,2669; mean value of post test score of this statement was 2,4571 ± 1,4419.

When thirty-sixth statement ''I only study for the English lesson when the teacher gives homework.'' was considered, mean value of pre-test score of this statement was 2,0857 ± 1,0396; mean value of post test score of this statement was 1,8571 ± 1,0612.

When thirty-eighth statement ''I do the English lesson activities only when my teacher is going to grade me.'' was considered, mean value of pre-test score of this statement was 2,1143 ± 1,3009; mean value of post test score of this statement was 2,0571 ± 1,3048.

When fortieth statement ''I like it when my teacher does a lot of tests in our English lesson.'' was considered, mean value of pre-test score of this statement was 2,9429 ± 1,3921; mean value of post test score of this statement was 2,6286 ± 1,2853.

Table 10: The Results of Descriptive Statistics Showing Pre-test and Post-test Scores of APS (Traditional Assessment Preferences of Participants)

		N	**Mean**	**Standard Deviation**
1.Matching Exercises	Pre-test	35	4,0000	0,8402
	Post-test	35	2,4286	0,8840
2.Multiple Choice Test	Pre-test	35	4,1714	0,7854
	Post-test	35	2,6286	0,9420
3.Open Ended Questions	Pre-test	35	3,9143	0,8531
	Post-test	35	2,5429	0,8521
4.Rewriting the Sentences	Pre-test	35	4,1143	0,8321
	Post-test	35	2,3429	0,8726
5.Cloze Test	Pre-test	35	3,7714	0,8432
	Post-test	35	2,4286	0,9788
6.Explanatory Questions	Pre-test	35	4,2571	0,7005
	Post-test	35	2,5714	1,0371
7.Combining Sentences	Pre-test	35	3,9714	0,8907
	Post-test	35	2,4000	0,9456
8.Written Examinations	Pre-test	35	3,8286	0,8570
	Post-test	35	2,2857	0,8250

Overall Results of Pre-test and Post-test Scores of APS (Traditional Assessment Preferences of Participants)

In this part, overall results of pre-test and post-test scores of APS for Traditional Assessment Preferences of Participants are given. While analyzing the results of this scale, reverse scoring of the statements were used.

When the results of pre-test and post-test scores of APS (Traditional Assessment Preferences of Participants) were examined it was found that;

In APS (Traditional Assessment Preferences) statistical data analyses, pre-test and post-test scores of APS (Traditional Assessment Preferences) had a significant difference ($p<0.05$). When mean value was considered, mean value of pre-test scores was accepted as $19,6286 \pm 2,7662$ and mean value of post test scores was accepted as $32,0286 \pm 3,5354$.

When first statement ''Matching Exercises.'' was considered, mean value of pre-test score of this statement was $4,0000 \pm 0,8402$; mean value of post test score of this statement was $2,0571 \pm 0,8840$.

When second statement ''Multiple Choice Test.'' was considered, mean value of pre-test score of this statement was $44,1714 \pm 0,7854$; mean value of post test score of this statement was $2,6286 \pm 0,9420$.

When third statement ''Open Ended Questions.'' was considered, mean value of pre-test score of this statement was $3,9143 \pm 0,8531$; mean value of post test score of this statement was $2,5429 \pm 0,8521$.

When fourth statement ''Rewriting the Sentences.'' was considered, mean value of pre-test score of this statement was $4,1143 \pm 0,8321$; mean value of post test score of this statement was $2,3429 \pm 0,8726$.

When fifth statement ''Close Test.'' was considered, mean value of pre-test score of this statement was 3,7714 $\pm$ 0,8432; mean value of post test score of this statement was 2,4286 $\pm$ 0,9788.

When sixth statement ''Explanatory Questions.'' was considered, mean value of pre-test score of this statement was 4,2571 $\pm$ 0,7005; mean value of post test score of this statement was 2,5714 $\pm$ 1,0371.

When seventh statement ''Combining Sentences.'' was considered, mean value of pre-test score of this statement was 3,9714 $\pm$ 0,8907; mean value of post test score of this statement was 2,4000 $\pm$ 0,9456.

When eighth statement ''Written Examinations.'' was considered, mean value of pre-test score of this statement was 3,8286 $\pm$ 0,8570; mean value of post test score of this statement was 2,2857 $\pm$ 0,8250.

When the results above found at the end of the study were examined, the researcher found that pre-test and post-test results showed a statistically significant difference. Although assessment methods used in their previous education life still have an effect on their assessment preferences, after applying FA strategies students liked being evaluated in that way. They didn't show resistance for change.

Table 11: The Results of Descriptive Statistics Showing Pre-test and Post-test Scores of APS (Formative Assessment Preferences of Participants)

		N	Mean	Standard Deviation
9.Self-assessment	Pre-test	35	2,4857	0,8869
	Post-test	35	4,3143	0,7183
10.Peer-assessment	Pre-test	35	2,2857	0,8935
	Post-test	35	3,9143	0,7425

11. Receiving Written Feedback from Teacher and Peers	Pre-test	35	2,7143	0,8935
	Post-test	35	4,3429	0,8023
12. Receiving Oral Feedback from Teacher and Peers	Pre- test	35	2,5429	0,8521
	Post-test	35	4,3714	0,7702
13. Weekly Quizzes	Pre-test	35	2,5143	1,0396
	Post-test	35	3,8286	0,8570
14. Classroom Activities	Pre-test	35	2,4571	1,0387
	Post-test	35	4,3143	0,8321
15.Homework	Pre-test	35	2,0286	0,8907
	Post-test	35	3,9714	0,7470
16. Performance-based Tasks	Pre-test	35	2,3143	0,8668
	Post-test	35	4,2000	0,8331

Overall Results of Pre-test and Post-test Scores of APS (Formative Assessment Preferences of Participants)

In this part, overall results of pre-test and post-test scores of APS formative assessment preferences of participants are given. While analyzing the results of this scale, reverse scoring of the statements were used.

When the results of pre-test and post-test scores of APS (Formative Assessment Preferences of Participants) were examined it was found that;

In APS (Formative Assessment Preferences) statistical data analyses, pre-test and post-test scores of APS (Formative Assessment Preferences) had a significant difference ($p<0.05$). When mean value was considered, mean value of pre-test scores was accepted as $19,3429 \pm 2,8691$ and mean value of post test scores was accepted as $33,2571 \pm 2,6496$.

When ninth statement ''Self-assessment.'' was considered, mean value of pre-test score of this statement was $2,4857 \pm 0,8869$; mean value of post test score of

this statement was 4,3143 ± 0,7183. When tenth statement ''Peer-assessment.'' was considered, mean value of pre-test score of this statement was 2,2857 ± 0,8935; mean value of post test score of this statement was 3,9143 ± 0,7425. At the end of each task or class activity, the students were given self-peer assessment sheets (see Appendix 5) to evaluate themselves and their peers. It can be inferred from the values for post-test of self-assessment and peer-assessment strategies of formative assessment, the participants had gained awareness about assessing themselves and their peers. By the help of these assessment activities, the students engaged with the lesson more than before and they tried to learn to take responsibility for their own learning.

When eleventh statement ''Receiving Written Feedback from Teacher and Peers.'' was considered, mean value of pre-test score of this statement was 2,7143 ± 0,8935; mean value of post test score of this statement was 4,3429 ± 0,8023.When twelfth statement ''Receiving Oral Feedback from Teacher and Peers.'' was considered, mean value of pre-test score of this statement was 2,5429 ± 0,8521; mean value of post test score of this statement was 4,3714 ± 0,7702. By looking at the post-test score of feedback it can be interpreted that the participants were informed of both their individual performances and their class performances. The teacher and the students had judged the performances. The students had a chance to see to what extent they had progressed. Feedback results were beneficial for both sides.

When thirteenth statement ''Weekly Quizzes.'' was considered, mean value of pre-test score of this statement was 2,5143 ± 1,0396; mean value of post test score of this statement was 3,8286 ± 0,8570. Rather than having monthly or end of term written examination, weekly quizzes worked well during the application. The students gained the habit of studying and revising regularly and they had chance to see what they had learned so far.

When fourteenth statement ''Classroom Activities.'' was considered, mean value of pre-test score of this statement was 2,4571 ± 1,0387; mean value of post

test score of this statement was 4,3143 $\pm$ 0,8321. Classroom activities helped students participate more actively to the course.

When fifteenth statement ''Homework.'' was considered, mean value of pre-test score of this statement was 2,0286 $\pm$ 0,8907; mean value of post test score of this statement was 3,9714 $\pm$ 0,7470. Doing homework was useful as it allowed students to study alone without the help of someone.

When sixteenth statement ''Performance-based Tasks.'' was considered, mean value of pre-test score of this statement was 2,3143 $\pm$ 0,8668; mean value of post test score of this statement was 4,2000 $\pm$ 0,8331. Performance-based tasks gave chance to students to make preparations on their own and share their knowledge with other students.

When the results above found at the end of the study were examined, the researcher found that pre-test and post-test results showed a statistically significant difference. The post-test scores showed a certain increase. Although the research group had a low tendency in preferring formative assessment strategies at the beginning, after the application their attributes had changed positively towards formative assessment strategies.

In addition to all these findings obtained from the questionnaire and scale, the interpretation of the interviews may be explained as; from the answers the students gave to the questions, the researcher understood that students were used to be assessed with traditional methods, after the implementation period most of the students had a different idea about assessment by the help of using formative assessment practices. They also stated that they started to study on their own and with their friends as much as they could without the classroom. As a result it can be understood from the interview statements that formative assessment had a positive effect on the autonomy of the learners.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, we will present a brief discussion of the topic and conclusion. Finally, we will provide suggestions for further studies.

5.2. Discussion and Conclusion

The current study was a case study and in this study the effects of formative assessment on the autonomy of the learners were investigated. For this study, both quantitative and qualitative data collection methods were used. Constructivism was taken as a basis for this study.

''Constructivist perspectives have generated some alternative perspectives to instruction and instructional design. Specifically emerging constructivist perspectives on evaluation and learning suggest alterations to more traditional approaches to formative evaluation '' (Lake and Tessmer, 1997:9).

> There is a need then to raise teacher awareness of what formative assessment is, the important role pupils can play, why formative assessment is important and how it can be incorporated into teaching. Formative assessment implies more power to the pupil to take control over his/her own learning and is something continually happening. There is a need to raise the status of formative assessment in the eyes of teachers (McCallaum, 2000:14).

There have been significant changes in language teaching and learning recently. As there has been a shift from behaviorist approaches to constructivist approaches, it is necessary to make adjustments both in teaching and assessment. The basic and most fundamental assumption of constructivism is that knowledge is thought to be constructed and it doesn't exist independently from the learner (Vrasidas, 2000). In constructivist perspectives, students are thought to be more active both in learning process and in assessment process. Formative assessment takes its roots from constructivism and in this type of assessment autonomy is also an important concept. Students who are being assessed formatively feel more positive and comfortable; they don't feel hopeless, unsafe and incompetent. The learning environment becomes

a place where there are no negative feelings. By this way students can identify their weak points and they can make necessary corrections in this safe learning environment.

For a more brief and detailed information about the procedure, we can conclude this study as; we gathered information about student learning and understanding. We analyzed this information and then after commenting on this, we guided learning instruction in accordance with the information we had. Weekly quizzes, regular feedback practices gave the students the feeling of consciousness about their learning. Self-assessment practices helped students become more confident and aware of themselves. The students participated in the study felt that; in contrast to their past experiences of education, they were free but this didn't mean that they were not guided, the researcher namely the instructor was ready to help whenever they needed. They were free to seek assistance of both their teacher and their friends.

Instead of being just an assessment method, formative assessment practices may help figure out the student understanding, their needs and considering their decisions about the instruction. By this way, formative assessment may be a way of relationship development between the student and the teacher, so it is easy to enhance and develop learning and teaching with the application of the right assessment method.

In this study, students viewed the teacher not just a teacher, but a guide and a friend. Students learned to evaluate themselves and their friends. They learned that; being educated was not just an exam period or evaluation and assessment period, they conceived that education was a process that included motivation, organization, encouragement, activation and flexibility. In short, they became more aware of themselves and educational practices.

To sum up, it can be said that implementing formative assessment methods in the classroom may be different at the beginning as for the students it is a new way of

assessment. It can be concluded that formative assessment practices had a positive effect on the autonomy of Turkish EFL learners at Karamanoğlu Mehmetbey University.

5.3. Suggestions for Further Studies

The current study described the effects of formative assessment on the autonomy of learners. In order to generalize the findings of the current study, it would be more useful to do more studies on this topic. It would be better to extend the number of the participants as the number of the participants in current study is not sufficient enough to make generalizations. Furthermore, there may be interesting results if the study is applied to a different group. For example, the results may be different if it is applied to high school students as traditional assessment procedures are more common. It may be beneficial to make changes in educational procedures after the implementation of such a study in a larger scale.

In addition to these, in this study case study design was adopted. However, experimental study would be conducted, too. It would be interesting to see the results of two groups; control and experimental group. Traditional assessment methods would be applied to one group and formative assessment methods would be applied to other group.

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APPENDICES

APPENDIX 1
CONSENT FORM

I hereby declare that I have been enlightened about the study to be conducted by the researcher Tuğba Sönmez. By signing this consent form I agree to participate in all the activities regarding this study.

Name:

Signature:

APPENDIX 2

AUTONOMY LEARNER QUESTIONNAIRE (Egel, 2003)

5=Always True (Her Zaman Doğru)

4=Mostly True (Çoğu Zaman Doğru)

3=Sometimes True (Bazen Doğru)

2=Rarely True (Nadiren Doğru)

1=Never True (Hiçbir Zaman Doğru Değil)

		5	4	3	2	1
1	İngilizce öğrenirken bildiklerimle yeni öğrendiklerim arasında ilişkiler kurmaya çalışırım. When I am learning English I try to relate the new things I have learned to my former knowledge.					
2	İngilizce yazılmış olan kitaplardan ve kaynaklardan kendi isteğimle faydalanırım. I use other English books and resources on my own will.					
3	İngilizce konuşan bir insan duyduğumda onu çok dikkatlice dinlemeye çalışırım. When I hear someone talking in English, I listen very carefully.					
4	Arkadaşlarımla veya ailemle İngilizce konuşmak istiyorum. I want to talk in English with my family or friends.					
5	Basit İngilizce ile yazılmış olan kitapları kendi isteğimle okurum. It is my own preference to read English books written in basic English.					
6	İngilizce öğrenirken kendi kendime öğrenebileceğim alıştırmaları severim While learning English, I like activities in which I can learn on my own.					
7	İngilizce öğrenirken kendi kendime yeni şeyler denemeyi severim. I like trying new things while I am learning English.					
8	İngilizce bir konuyu öğretmen anlatmazsa, onu öğrenemeyeceğim diye korkarım. I am afraid that I won't learn a topic if the teacher doesn't explain it in the English class.					
9	İngilizce'yi kendi kendime öğrenmek zorunda kalmayı sevmem. I don't like learning English on my own.					
10	İngilizce dersinde öğrenemediğim konuyu tek başıma çalışarak öğrenebilirim. If I cannot learn English in the classroom, I can learn working on my own.					
11	İngilizce öğrenirken öğretmenimin yanımda olması beni rahatlatıyor. I feel confident when the teacher is beside me while I am learning English.					
12	İngilizce'yi sadece öğretmenin yardımıyla öğrenebilirim. I can learn English only with the help of my teacher.					
13	İngilizce öğrenmem için öğretmenim bana her zaman yol göstermelidir. My teacher always has to guide me in learning English.					
14	İngilizce öğrenirken öğretmenimin dilbilgisi kurallarını tekrarlayarak anlatmasını isterim. While learning English I would like my teacher to repeat grammatical rules.					

15	Öğretmenim bize İngilizce'deki her ayrıntıyı anlatınca sevinirim. I feel happy when my teacher explains every detail of English.					
16	Gelecekte İngilizce'yi tek başıma/öğretmenim olmadan öğrenmeye devam etmeyi isterim. In the future, I would like to continue learning English on my own/ without a teacher.					
17	Diğer öğrencilerle çalışabileceğim ingilizce proje ödevlerinden hoşlanırım. In the English lesson I like projects where I can work with other students.					
18	İngilizce'nin dil bilgisini kendi kendime/ öğretmene gerek duymadan öğrenebilirim. I can learn the English grammar on my own/ without needing a teacher.					
19	İngilizce'deki sözcükleri öğrenmek için kendi yöntemlerimi kullanırım. I use my own methods to learn vocabulary in English.					
20	İngilizce'deki sözcükleri sözlük karıştırarak geliştirmeyi severim. I like learning English words by looking them up in a dictionary.					
21	Sadece öğretmenim İngilizce dil bilgisi kurallarını bana öğretebilir. Tek başıma öğrenemem. Only my teacher can teach me the English grammar. I cannot learn on my own.					
22	Öğreneceğimiz sözcükleri öğretmenin vermesini isterim. I want the teacher to give us the words that we are to learn.					
23	Yabancı dil derslerimle ilgili kaset/video/ CD'leri sınıf dışında kullanmak isterim. I would like to use cassettes/video/CD's in the foreign language, outside of the classroom.					
24	İngilizce okumayı ve dinlemeyi aslında sınıf dışında yapmayı tercih ederim. In fact I like to listen and read in English outside of the classroom.					
25	Yabancı dil derslerim için malzemeleri kendim seçmek isterim. I would like to select the materials for my foreign language lessons.					
26	İngilizce dersinde neler yapılacağı konusunda sorumluluk paylaşmak isterim. I would like to share the responsibility of deciding what to do in the English lesson.					
27	Ben İngilizce'yi nasıl en iyi şekilde öğrenebileceğimi bilirim. I know how I can learn English the best.					
28	İngilizce dersindeki bir konuyu öğrenmemişsem, sorumlusu benim. If I haven't learnt something in my English lesson, I am responsible for it.					
29	İngilizce dersinde öğretilecek konuları kendim belirlemek isterim. I would like to choose the content of what is to be taught in the English lesson.					
30	Yazılıdan iyi bir not alınca, bir daha o ders konularını çalışmam. I don't study the topics after I get a good grade from my test.					
31	Arkadaşlarımın yabancı dilde benden daha iyi olduğunu düşünürüm. Onların seviyesine ulaşmak isterim. I think my friends are beter than me in the foreign language. I want to reach their level of English.					
32	İngilizce derslerimle ilgili eksiklikleri nasıl telafi edeceğim konusunda endişelenirim. I hesitate on the matter of compensating what I have missed in English lessons.					
33	İngilizce'de iyi bir seviyeye geleceğime inanıyorum. I believe that I will reach a good level in the English language.					
34	İngilizce'yi sınav olacağımız zaman çalışırım. I study English when we are going to have a test.					
35	İngilizce'yi kendi kendime çalışınca daha iyi öğrendiğimi düşünüyorum. I think that I learn English better when I work on my own.					

36	İngilizce dersini sadece öğretmenimin verdiği ödev için çalışırım. I only study for the English lesson when the teacher gives homework.					
37	İngilizce'yi yalnız çalışmaktansa arkadaşlarımla çalışmak bana daha faydalı oluyor. I find it more useful to work with my friends than working on my own for the English lesson.					
38	İngilizce alıştırmaları sadece öğretmenim not vereceği zaman çalışırım. I do the English lesson activities only when my teacher is going to grade me.					
39	Öğretmenimin yazılı sınavlardan daha farklı sınav türleri yapması hoşuma gider. I like it when my teacher gives us different test types, other than written tests.					
40	Öğretmenimin İngilizce dersi için çok sınav yapması hoşuma gider. I like it when my teacher does a lot of tests in our English lesson.					
41	Öğrendiğim yabancı dildeki fıkraları anlamaya çalışırım. I try to understand the jokes and riddles of the foreign language.					
42	Öğrendiğim yabancı dilin kültürünü de araştırırım. I also investigate the culture of the foreign language I am learning.					
43	Öğrendiğim yabancı dilin atasözlerini ve deyimlerini de araştırırım. I also investigate the idioms and sayings of the foreign language I am learning.					
44	Yurtdışında yaşamış olan insanlara, oradaki insanların yaşam biçimleriyle ilgili sorular sorarım. I ask people who have lived abroad about the lifestyles of the people living there.					

APPENDIX 3

ASSESSMENT PREFERENCE SCALE (Buyukkarcı, 2010)

5=Always (Her Zaman)

4=Mostly (Çoğu Zaman)

3=Sometimes (Bazen)

2=Rarely (Nadiren)

1=Never (Hiçbir Zaman)

	Assessment Types	5	4	3	2	1
a)	Eşleştirme alıştırmaları Matching Exercises					
b)	Çoktan Seçmeli Testler Multiple Choice Test					
c)	Açık Uçlu, Yoruma Dayalı Sorular Open Ended Questions					
d)	Cümleleri Düzelterek Yeniden Yazma Rewriting the Sentences					
e)	Cümle Tamamlama Testi Close Test					
f)	Soru Cevaplama Explanatory Questions					
g)	Cümleleri Birleştirme Combining Sentences					
h)	Öz Değerlendirme Self-assessment					
i)	Akran Değerlendirmesi Peer-assessment					

j)	Öğretmenden Yazılı Geridönüt alma Receiving Written Feedback from Teacher and Peers					
k)	Öğretmenden Sözlü Geridönüt alma Receiving Oral Feedback from Teacher and Peers					
l)	Haftalık Quizler Weekly Quizzes					
m)	Yazılı Sınavlar Written Examinations					
n)	Sınıf İçi Aktiviteler Classroom Activities					
o)	Ev Ödevleri Homework					
p)	Performansa Dayalı Aktiviteler Performance-based Tasks					

APPENDIX 4

GOAL SETTING SHEET (Adapted from Workplace.com)

HEDEF BELİRLEME FORMLARI

Name-Surname:

Department:

QUESTIONS:

1)Bu haftaki hedefim…………………………………..

(This week my goal is to…………………………………)

2) Bu hafta şunları öğrenmeyi hedefliyorum. (This week I plan to learn these subjects.)

…………………………………………………..

3) Bu haftaki hedefime ulaştım/ ulaşamadım.(nedenini kısaca belirtiniz.)

(I reached my goals for this week./ I didn't reach my goals for this week. State the reason shortly.)

APPENDIX 5

SELF-ASSESSMENT AND PEER-ASSESSMENT SHEET (Adapted from Assessment, Articulation, and Accountability, 1999)

Öz değerlendirme (kendini değerlendirme) Akran değerlendirmesi(arkadaşınızın sizi değerlendirmesi) çalışması:

Özdeğerlendirme Yapan Ad-Soyad:

Aktivite adı:

1) What do you think you will do in this activity?
Bu aktivitede ne yapabileceğinizi düşünüyorsunuz? Kısaca yazınız.

2) What did you do and what did you succeed in this activity?
Bu aktivitede ne yapabildiniz/ başarabildiniz? Kısaca yazınız.

3) Did you understand the content of the topic? If not Why?
Konunun içeriğini anlayabildiniz mi? Yanıtınız olumsuzsa nedenini kısaca yazınız.

4) Do you think are there any points that needs to be developed?'

Geliştirmeniz gerektiğini düşündüğünüz bir noktayı belirtiniz.

Değerlendirme yapan Ad-Soyad:

Değerlendirilen Ad-Soyad:

Aktivite adı:

1) What do you think your friend will do in this activity?

Bu aktivitede arkadaşınızın ne yapabileceğini düşünüyorsunuz? Kısaca yazınız.

2) What did your friend do and what did your friend succeed in this activity?

Bu aktivitede arkadaşınız ne yapabildi/ başarabildi? Kısaca yazınız.

3) Did your friend understand the content of the topic? If not Why?

Arkadaşınız konunun içeriğini anlayabildi mi? Yanıtınız olumsuzsa nedenini kısaca yazınız.

4) Do you think are there any points that need to be developed?
Arkadaşınızın geliştirmesi gerektiğini düşündüğünüz bir noktayı belirtiniz.

APPENDIX 6

GIVING FEEDBACK (Adapted from Center for Enhancement of Learning and Teaching, 1993)

GERİ DÖNÜT VERME   **Date:**
Name-Surname:

Department:

Yapılan aktiviteye dayanarak aşağıdaki soruları yanıtlayınız.. (Answer the questions below related to the activity done.)

1) Konunun önemli noktaları nelerdi? (What are the important points of the topic?)

2) Arkadaşınızın yaptığı çalışma sizin için verimli oldu mu? Nedenlerini kısaca açıklayınız. (Is the activity beneficial for you? State the reasons shortly.)

3) Yapılan aktivitede anlamadığınız ya da açık olmayan yerler var mı? Kısaca açıklayınız. (Was there any unclear points that you didn't understand? State them shortly.)

4) Yapılan aktiviteyi sıkıcı/ eğlendirici/ faydalı mı buldunuz? Kısaca açıklayınız. (How was the activity, boring/ enjoyable/ beneficial? Explain shortly.)

5) Yapılan aktiviteleri geliştirmek ya da değiştirmek için önerileriniz nelerdir? Kısaca açıklayınız. (What are your suggestions to develop the activity? Explain shortly.)

CV
T.C.
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Eğitim Bilimler Enstitüsü Müdürlüğü
Özgeçmiş

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Öğrenim Durumu	
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