An Erasmus+ project on the use of the EPOSTL by student teachers of English

İsmail Hakkı Mirici, Atatürk Faculty of Education, Near East University, Northern Cyprus, hakkimirici@gmail.com

Recommended Citations:

APA

Mirici, İ. H. (2019). An Erasmus+ project on the use of the EPOSTL by student teachers of English. *The Journal of Language Teaching and Learning*, 9(1), 101-114.

MLA

İsmail Hakkı Mirici. "An Erasmus+ project on the use of the EPOSTL by student teachers of English." The Journal of Language Teaching and Learning 9.1 (2019): 101-114.

An Erasmus+ project on the use of the EPOSTL by student teachers of English

İsmail Hakkı Mirici [1]

ARTICLE INFO

ABSTRACT

The European Portfolio for Student Teachers of Languages (EPOSTL) is a self-assessment tool developed by the European Centre for Modern Languages (ECML). The EPOSTL aims to provide students teachers of languages in Europe with the opportunity to evaluate and reflect their own teaching experiences, academic achievements and professional abilities. This study is based on an Erasmus plus project called "Effective Use of the EPOSTL by Student Teachers of English-EFUESTE" (Project number: 1-09-14 /31-08-16). It was conducted in Turkey with the participation of five higher education institutions from five different European countries between the dates of December 2014 - June 2016. As one of the outcomes of the project, a digital EPOSTL model (E-EPOSTL) was created and used in the partner universities. In the study, the quantitative and the qualitative data were collected via a questionnaire and personal reports of the participants of the project. The collected data were analyzed via descriptive statistics such as percentage, mean scores or standard deviation as well as a hypothesis test, one way ANOVA. The results of the study showed that the use of the E-EPOSTL was highly appreciated by the prospective English language teachers in all partner institutions, that electronic version was suggested to design in a more user friendly way, and the instructors favored for the effective use of it in their departments.

The European Center for Modern Languages (http://www.ecml.at/) and the Language Policy Division (http://www.coe.int/t/dg4/linguistic/) of the Council of Europe coordinate foreign language learning, teaching and assessment practices, projects, and related events and activities across Europe (Mirici 2014). The Council of Europe introduced the Common European Framework of Reference for Languages (CEFR) as a European reference resource (CoE, 2001). Likewise, the European Language Portfolio (ELP) was developed as a standard European self-assessment tool for language learners (Mirici, 2000; Little, 2005;

---

[1] Atatürk Faculty of Education, Near East University, Northern Cyprus, hakkimirici@gmail.com, 05338809610/ 05323376385

Çakır & Balcikanli 2012); and the European Portfolio for Student Teachers of Languages (EPOSTL) was created as a self-assessment tool for students in foreign language teacher training departments in the European higher education system (Newby, 2012).

The EPOSTL also builds on insights from the *Common European Framework of Reference (CEFR)* and the *European Language Portfolio (ELP)* in that it is based on a self-assessment system resembling the system in the ELP, which is based on the CEFR (Mirici, 2014). In the ELP each language proficiency level has verbal descriptors in the form of can-do statements relating to five language skill areas; listening, reading, spoken interaction, spoken production and writing (North, 2000; Little, 2005). Similarly, the EPOSTL comprises 193 descriptors reflected as can-do statements by prospective language teachers in order to self-assess their own knowledge and skills on teaching a foreign language. As a user friendly and flexible self-assessment tool, the EPOSTL aims to help student teachers of foreign languages to monitor and reflect on their experiences, performance and progress in the course of teacher education in a purposeful way (Newby, 2012). The EPOSTL is helpful in developing student teachers' meta-cognitive strategies as autonomous learners, which is a key factor in becoming teachers of foreign languages with the ability of adopting the CEFR and the ELP principles in their classes.

Self-assessment is one of the key practices to develop self-awareness in the educational process, and consequently is an effective method to promote autonomous learning procedure and meta-cognitive strategies both inside and outside of the classroom context (Vygotsky 1978; Wallace 1991; Kumaravadivelu, 2006). Therefore using the EPOSTL, student teachers of languages may get regular feedback from instructors concerning their academic success through their achievement based self-reflection.

2. The Functions of the EPOSTL

The EPOSTL was developed in order to guide student teachers of languages to recognize and reflect on their own knowledge and abilities in order to teach a foreign language effectively (Krišjāne et al 2009, Newby 2012, Bergil & Sarıçoban 2018). In general, as a self-assessment tool it aims at promoting self reflection of student teachers of languages in terms of their academic achievements, professional skills and abilities both in their classes and in their practice schools; helping them prepare themselves for their future teaching career; serving as an instrument to chart the progress of its holders; and providing a discussion platform for student teachers, their peers, teachers educators and mentors. For this purpose the EPOSTL is composed of three main sections as follows;

a. **The personal statement section,** which is used to reflect on the experiences of teaching a particular language.

b. **The self-assessment section,** which comprises 196 'can-do' statements in seven categories such as context, methodology, resources, lesson planning, conducting a lesson, independent learning, and assessment and reflection grid in order to increase awareness about the teaching and learning process as well as to help student teachers reflect on their academic and professional attainments and abilities.

c. **The dossier part,** which functions as a folder to keep some sample evidence documents of lesson plans, teaching-testing materials, evaluation notes, checklists, action researches, self produced tasks and activities, and so on.

These components are also supplemented by an introduction, glossary of terms, an index and a user's guide (http://epostl2.ecml.at/).

The EPOSTL is accessible on the ECML website at http://epostl2.ecml.at in many European languages. According to 2020 plans of the European Commission (ERASMUS+, 2013), foreign language education practices across Europe play a significant role in the success of achieving educational goals in

Europe. Teachers who have experienced European educational practices in their own learning situations are naturally expected to reflect on their teaching situations. One of these educational practices is related to self-assessment through proficiency descriptors provided in European portfolios either for the learners of languages (ELP) or for the prospective teachers of languages (EPOSTL). Since "Europe needs top-quality education and training systems to provide high quality skills that are in line with the evolving needs of the labor market", providing student teachers of English with the EPOSTL will be helpful to train EFL teachers in accordance with the common European standards of the foreign language teacher qualifications.

Lifelong and life-wide learning practices are essential to the professional development of student teachers (Holmes, 2005; Hunt, 2006; Eryaman, 2007; Idalvichi, 2007; Molander, 2008). From this point of view it can be claimed that the EPOSTL supports English language teacher training programs and allows personal reflections during and after learning/teaching situations supporting autonomous learning of the prospective teachers (Benson and Huang, 2008, Seyitova 2017). The EPOSTL oriented reflections can be called 'Reflection-in-action', 'Reflection-on-action', and as a guide to future actions they are 'Reflection-for-action' (Schön, 1983) and it serves as a good practical tool for student teachers' real reflection on their teaching practice (Fish, 2001).

A true effective teacher training program should prepare ambitious teachers determined to achieve higher knowledge and skills through continuous research and self evaluation (Esau, 2013).
This study aims to provide information about an ERASMUS+ project focusing on how to create an E-EPOSTL in order to support the professional development of prospective English language teachers via a digital EPOSTL model which is user friendly, functional, economic and accessible from every corner of Europe.

3. The Project "EFUESTE"

The title **"EFUESTE"** stands for *The Effective Use of the EPOSTL by Student Teachers of English*, which was an Erasmus+ project conducted between the dates of December 2014-June 2016 with the project number 1-09-14 /31-08-16. The partner organizations of the project were Hacettepe University in Ankara, Turkey (coordinating institution), University of Latvia in Riga, Latvia, Presov University in Presov, Slovakia, Adam Mickiewicz University in Poznan, Poland and Rijeka University in Rijeka, Croatia. Two academics and eight students from each institution participated in the project and the total number of the project members was 50.

The project was designed as a two year activity comprising five transnational meetings one in each partner country for 4 days each, two Intensive Program (IP) meetings in the coordinating country for six days each, and in the end a five-day dissemination conference in the coordinating country as well. During the project period the project partners worked on the needs analysis as well as a literature review, and searched the ways how EPOSTL descriptors could be adapted into their own systems, how foreign language teacher training curricula could be revised accordingly, how their students could be motivated to use EPOSTL descriptors for their self assessment, how EPOSTL could be transferred into an effective electronic setting as an E-EPOSTL, and how it could be made accessible from every part of Europe.

The outcomes of the project were a review of literature, some statistical analyses on the needs of the student teachers of English and about the effectiveness of the project, an E-EPOSTL, and a project booklet (accessible at http://ec.europa.eu/programmes/proxy/alfresco-webscripts/api/node/content/workspace/SpacesStore/129852fd-10b7-454b-895d-2c9a09a1d172/a5_Project-Booklet.pdf).

All the project activities were conducted with great success within the limits of the project budget and after it was completed it was deep-checked and approved by the Turkish National Agency.

The achievements and the reflections of the project participants are given in the preceding sections of the study.

4. Method of the Study

The study was based on mixed methods with qualitative and quantitative data, and the data were analyzed via descriptive statistics such as percentage, mean scores or standard deviation as well as a hypothesis test, one way ANOVA depending on the purpose of the data analyses. The qualitative data were collected via the personal report (reflections) of the project administrators in each partner country, and analyzed via narrative analysis method.

4.1. Instrument

For the needs analysis, the data were collected from five partner institutions in Turkey, Latvia, Poland, Croatia, and Slovakia via a questionnaire (See Appendix) comprising 17 items. The participants were not equally distributed to the countries thus creating some fluctuations. There were 30 participants from Turkey, 28 from Croatia, 17 from Latvia, 194 from Poland, and 118 from Slovakia. For the reliability purposes, internal consistency was checked and it was found out that the instrument had good internal consistency with an alpha value of .84. For the analysis of the personal report, the reflections of the project administrators were content analyzed in terms of the effectiveness and the outcomes of the project, and their related statements were quoted.

4.2. Participants

The participants of EFUESTE were 10 academics and 40 students in English Language Teaching Departments from Hacettepe University, University of Latvia, Presov University, Adam Mickiewicz University and Rijeka University. Two academics (1 administrator, 1 staff) and eight students from each institution participated in the project. Due to demographic features of the student populations in the partner institutions, majority (85%) of the student participants were female. Male students were from Croatia (1), Latvia (1), Poland (1) and Turkey (3). Similarly, all academics from the partner countries were also female (8) and the only male academics were from the coordinating institution (2).

4.3. Procedure

The project period started with the first transnational meeting in Ankara, Turkey, where the coordinating institution was based. The project managers from each partner institution participated in the meeting and discussed how to plan the project activities. Then the managers held meetings with their students and colleagues in their own institutions in order to introduce the purpose, scope and the expected outcomes of the project.

Second transnational meeting, first IP meeting, third transnational meeting, second IP meeting, the dissemination conference and the fourth transnational meeting were conducted respectively. In each transnational meeting only the project managers of each partner institution came together and evaluated their achievements and objectives in their own settings. In the IP meetings both managers and the students and academics were present in order to discuss and produce ideas and documents on the selected topics within the scope of the project. Finally, in the dissemination conference project outcomes were introduced by the project members and various EPOSTL oriented studies were presented by the conference participants from different universities and institutions including the European Center for Modern Languages. The project report was finalized in the last transnational meeting.

During the project all documents and the data were collected; the E-EPOSTL was developed and used in the partner institutions; the questionnaires were administered; the project members and managers wrote their reports and reflections, and the present study was planned and designed by the author, who is also the coordinator of the project EFUESTE.

5. Findings

5.1. Before the use of the E-EPOSTL

The analysis of the data related with the questionnaire revealed that;

- most participant students appeared to be uninformed about the EPOSTL because out of 387 participants, only 100 students (25.8%) reported that they heard about the EPOSTL whereas 287 (74.2 %) reported that they did not.
- Only 36 students out of 387 reported to have made use of the EPOSTL to some extent.
- Just about half of the participant students from Croatia and one third from Latvia reported their use of the EPOSTL, however most participants from Turkey, Poland, and Slovakia reported almost no use of the EPOSTL beforehand.
- The participant students had fairly high positive opinions about self-assessment. This is quite evident in the mean value of 4.10 with a very small standard deviation of .57.
- There is some form of improvement in the participant students' attitudes towards self-assessment as they develop more in terms of their grade level. First year students usually reported much less positive attitudes towards self-assessment than the fourth year students. The initial ANOVA test indicated significant levels of group differences (F = 9.441; p < .01).
- Follow-up post-hoc analysis indicated that first year students had clearly different views about self-assessment from third year students and graduate students. It seemed that first year students reported less positive attitudes towards self-assessment than second year and third year.

- The teacher group had the highest mean value and the lecturers had the second best whereas the student teachers had relatively and comparatively less positive attitudes towards self-assessment.

It can be concluded that most student participants in many educational contexts in Europe did not hear about the use of the EPOSTL despite the fact that the progression in academic steps interact with positive attitudes towards self-assessment.

5.2. After the use of the E-EPOSTL

The data were collected separately from the partner institutions. The analysis of the data and some related quotations are given under each partner country as follows:

Turkey

Both student teachers and academics that had already used EPOSTL had positive attitudes towards the EPOSTL descriptors. The mean scores for both group of participants was above 3 (on 5-point scale where 5 stands for strongly agree). The mean scores of academics were slightly higher than student teachers since because they favored for alternative assessment types in their classes. There was not a significant difference between student teachers and academics' attitudes towards the use of the EPOSTL; they both had positive attitudes towards the use of the EPOSTL. Since all the participants did not use the EPOSTL before, we decided to investigate their attitudes towards self-assessment. Again, both student teachers

and academics had a mean score higher than 3. This showed that they all had positive attitudes towards self-assessment. In addition, there was not a significant difference in the participants' attitudes. Neither student teachers nor academics were satisfied with formative assessment, and they were looking for different ways of assessment.

Slovakia

Students inclined towards value 4 out of 5 when assessing the importance level of self-assessment in the development of professional competences. Respondents were aware of the importance of self-reflective competence as a basis for the development of other professional competences that a foreign language teacher should possess. Low standard deviation values implied high homogeneity in students´ replies. All respondents identically replied that they had not experienced, heard, and used the EPOSTL during their teaching/study of English as a foreign language. Despite the fact that students were aware of the importance of self-reflective competence as a part of pedagogical profile of future teacher, they did not have the experience with systematic use of a self-assessment tool.

Both student and academic participants from Presov University agreed on the positive influence of the project on their EFL practices. They said "the benefits of the EFUESTE project involvement for Presov University are multi-layered. The benefits at the level of EFL Methodology courses can be seen in more effective and profound implementation of E-EPOSTL in the course work and intensification of reflective elements. The EFUESTE project brought the attention to more process-oriented approach and that was reflected in the way the portfolio was used throughout the entire Methodology course".

Academics from Presov University pointed out that "there is another level of benefits at the level of teachers involved in the project. The work with e-portfolio provided them with introspection into the students´ preferences while reflecting on their learning. It also triggered the interest to pay more attention into what data can be collected about the developing teachers from the way they work with portfolio and what data they include inside".

Poland

Students and academics scored high (4 out of 5) the role of self-assessment in identifying one's strengths and weaknesses, in enhancing learners' involvement in tasks, and generally contributing to facilitated, more efficient learning. Academics' opinions about the benefits of self-assessment were consistently more favorable than students'. Similarly, academics were more convinced about the benefits of the EPOSTL and more willing to integrate it with other didactic procedures that they used.

An academic from Adam Mickiewicz University said "I am so glad to have been able to join the project. I am so grateful to my colleagues for giving me this opportunity. The EFUESTE project has turned out to be one of the most stimulating and inspiring experiences in my professional career".

Another participant pointed out that "I learned a lot thanks to the EFUESTE experience. Although I had been familiar with the EPOSTL before, I started actually using it during the project. I discovered that it is a very useful and flexible tool; appropriate both for an implementation in class practice and for self-study conducted by trainees on their own. Moreover, I refreshed and broadened my knowledge about learner and teacher autonomy and reflectivity, teacher education programs in different countries, the European policy in teacher training, and other related topics. In this sense, I really had a chance to experience what "life-long learning" means. Moreover, in relation to the project topics, I conducted a BA seminar and wrote and co-authored two scholarly publications".

Another positive reflection was "perhaps the greatest advantage of the project was that it involved students, and it was their activity (filling in the E-EPOSTL, preparing presentations and reports) that mattered most. The students are taught about learner-centeredness, learner agency and responsibility

in their teacher training courses, but now they had a chance to get first-hand experience in these concepts. The fact that the same students were involved throughout the duration of the project turned out to be a great idea, because it was a real pleasure and a great feeling of satisfaction to watch them grow professionally, to assist them in their academic and professional development".

Latvia

The data obtained from Latvian participants showed that Latvian student teachers and teacher educators became familiar with the EPOSTL and its function. They believed in the importance of gradual use of the EPOSTL in their system comprising all study years. It was agreed that student teachers should be monitored and motivated; there should be more focus on self-assessment done using the EPOSTL and guidelines should be developed to adapt to Latvian context.

The participants from University of Latvia said "the activities were planned and spread logically and systematically. It was due to good management and coordination. Due to that the aim and tasks of the project were fulfilled".

Student participants expressed their views what knowledge they obtained, what skills they exercised and developed during EFUESTE. They agreed that they learned;

- the practical use of the E-EPOSTL in the teaching process in different countries

- the autonomy of the teacher and learner

- different cultures

They also believe that they exercised and developed ;

- foreign language skills

- the use of modern technologies

- problem solving

- planning personal time

- self-asessment

- adapting to communicate in different multicultural environments

- presenting

- comparing

- working in teams and groups

- to be tolerant in different situations

Some quotations of the student participants can be given as follows:
'The use of the E-EPOSTL can be a successful tool in order to create **a habit of reflecting** about one's work. The best result is when teachers feel the need to reflect and they have a natural urge to do it in any form.'; 'Excellent **monitoring of professional growth**.';'I learned many new terms and it helped me

decide on my research area for Diploma Paper.'; 'It helped me to understand what I am – a teacher and what I need to improve but also what I already know and have mastered as a teacher.'

An academic also pointed out that "the students enjoyed psychological atmosphere during the both seminars and between them". Another academic from University of Latvia said "the wish to meet and discuss the project outcomes was the initiative of the students. The seminar demonstrated that students were satisfied with the project activities and benefits of it".

Croatia

The participants had a positive attitude towards the EPOSTL based self-assessment. This could be due to the fact that 50% of the participants were familiar with the EPOSTL as a reflection tool since it is a requirement in the ELT Methodology course in the MA in TEFL Program in the English Department at Rijeka University. They realized the benefits of reflection and self-assessment in the process of becoming autonomous language teachers.

Te project manager from Rijeka University stated that "participation in the EFUESTE project offered a range of professional and personal benefits for educators and student teachers alike. In the first place, it provided opportunities for professors to foster a professional exchange of ideas, and discuss, with colleagues from partner universities, current issues in ELT. Second, the project participants gained first-hand knowledge about different educational and cultural contexts, and were able to initiate, build and sustain international partnerships, such as Erasmus+ HE mobility. Equally important was the contribution of the international community of driven students who brought a fresh perspective to EFUESTE". It was also stressed that "through knowledge exchange, interaction and collaboration, they developed the skills and competences that student teachers need to build, in addition to their education, to become autonomous professionals". Diversity in an education setting was seen as an important asset with the following statement; "while working in a supportive intercultural environment which values collegiality, the student teachers increased their knowledge about foreign cultures, raised their awareness of difference, and developed positive attitudes towards diversity".

6. Discussion and Conclusion

The findings before and after the use of the E-EPOSTL by student teachers of English, and the reflections from the project members show that student teachers' self-assessment via the EPOSTL descriptors has a significant contribution to their professional development as discussed by Holmes (2005), Hunt (2006), Molander (2008) and Newby (2012). In addition, Benson and Huang (2008) point out that the EPOSTL has potential to support the English language teacher training programs supporting autonomous learning of prospective teachers. Likewise, the results of the study have proven that both student teachers and the academics agree on the contributions of the EPOSTL use to the ELT department programs as well as the student teachers' academic development. As Fish (2001) and Newby (2012) mention, in the study it has also been found out that the EPOSTL has a potential to serve as a good practical tool for student teachers' authentic assessment related to their teaching practice.

In short it is safe to infer that ERASMUS+ projects have a collaborative and intercultural character. The human factor is the essence of successful collaboration, and the selection of partners is one of the parameters leading to success of a multinational project.

In EFUESTE, at the level of academics´ benefits it can be said that the project period widened and actualized knowledge on the use of the EPOSTL oriented self-assessment and the ELT practices in different European countries.The analysis of literature and project activities related with the use of the EPOSTL in different countries gave a push to analyze the foreign language education policy in Europe

and it helped to administer a SWOT analysis about the use of the E-EPOSTL model developed within a limited period of time. Futhermore, in the project modern technologies were made use of and different approaches in ELT was discussed in order to promote the development of autonomous and self directed learning as well as the development of self assesment skills,self reflection and the importance of feedback in teaching and learning process.

At the level of students´ benefits it was helpful in developing student teachers' self-evaluation skills during their courses and the teaching practice period in their practice schools. Moreover, the project itself was a great experience for the student teachers because it helped them to gain the confidence at presenting their personal achievements and findings of their researches in front of the international audience, which comprises other project partners from different European countries. The project also provided students with an input to broaden their understanding of learning and teaching English in different ways, to collaborate with friends, to respect different opinions from other colleagues, and to become autonomous and self directed learners. Although majority of the respondents have never used the EPOSTL, some of the students and many academics have heard about it, and they both have positive attitudes toward self-assessment Therefore it can be claimed that if students and academics are encouraged to make use of the EPOSTL descriptors via an E-EPOSTL, they will probably be willingly use it for their own self-assessment.

To sum up, the EFUESTE project was an opportunity for the participant students in terms of learning about the components of the EPOSTL, possible functions of the E-EPOSTL, as well as participating in the activities in a multicultural context, and the academics had the chance to observe diverse student profiles from different European countries in different situations.Therefore, it can be concluded that both the entire work on the project and the results achieved have meant the enrichment of the English language teacher training period in the partner institutions, vision of the member academics in the field of ELT, and the professional development of the prospective English language teachers who participated in the project activities. Furthermore, the outcomes of the project can be supposed to function as useful tools for the future plans of the European commission in terms of foreign language teacher education policy in Europe.

References

Agostinho, S. (2005). Naturalistic inquiry in e-learning research. *International Journal of Qualitative Methods.*4(1), 1-13.

Aristovnik, A. (2012). The impact of ICT on educational performance and its efficiency in selected EU and OECD countries: A non-parametric analysis. *The Turkish Online Journal of Educational Technology-TOJET.* 11(3), 144-152.

Benson, P. & Huang, J. (2008). Autonomy in the transition from foreign language learning to foreign language teaching.*D.E.L.T.A.*, 24, 421-439.

Bergil, S. A. & Sarıçoban, A. (2018). *Utilizing the EPOSTL for English language teacher education process: Needs and gains*. International Online Journal of Education and Teaching (IOJET), 5(4), 1007-1029.

Council of Europe. (2001). Common European framework of reference for languages. Cambridge UP: Cambridge

Çakır, A. & Balcikanli, C. (2012). The Use of the EPOSTL to Foster Teacher Autonomy: ELT Student Teachers' and Teacher Trainers' Views. *Australian Journal of Teacher Education, 37*(3), 1-16.

Dobson, G. (2006). Teacher Development — How to Do It?. In Nikolov, M. and Horváth,J. (eds) *UPRT 2006 Empirical Studies in English Applied Linguistics, Eötvös Lorand University, Budapest- Hungary,* http://www.fiplv.org/news/62.pdf -_blank
    Retrieved from http://www.pte.hu/uprt/4.4%20Dobson.pdf

Eryaman, M. Y. (2007). From Reflective Practice to Practical Wisdom: Toward a Post-Foundational Teacher Education. *International Journal of Progressive Education,* 3(1), 87-107.

Retrieved from http://inased.org/v3n1/IJPEv3n1

Esau, O. (2013). Preparing pre-service teachers as emancipatory and participatory action researchers in a teacher education programme. *South African Journal of Education* 33(4), 1-10.

Fish, D. (2001). Seeing reflective practice anew: mentoring and practitioner research. In *Mentoring in the New Millenium: a selection of papers from the Second British Council Regional Mentor Conference, April 2002, Cluj-Napoca, Romania.* Cluj-Napoca: Editura Napoca Star

Frick, L., Carl, A. & Beets, P. (2010). Reflection as learning about the self in context: mentoring as catalyst for reflective development in pre-service teachers. *South African Journal of Education* 30, 421-437.

Hatton, N. & Smith, D. (1995). Reflection in Teacher Education: towards definition and implementation. *Teaching and Teacher Education,* 11(1), 33-49.

Holmes, E. (2005). Teacher Well-being: Looking After Yourself and Your Career in the Classroom. New York: Routledge Falmer

Hunt, C. (2006). A Step Too Far? Mythopoesis, spirituality and professional reflective practice. Retrieved from http://www.leeds.ac.uk/medicine/meu/lifelong06/P_CherylHunt.pdf

Idalovichi, I. (2003). Grounds and Perspectives of Critical Reflection - An Educational and Philosophical Inquiry. *Essays in Education.* 2003(6), University of South Carolina Aiken Retrieved from http://www.usca.edu/essays/vol6summer2003.html

Kember, D., Wong, F.K.Y. & Yuen, E. (2001). The nature of reflection. In D. Kember et al., Reflective teaching and learning in the health professions. London : Blackwell Science

Krišjāne, R., Ābiķis, E., Šveiduka, I. & Latkovska, E. (2009). Let's Use EPOSTL. Current Foreign Foreign Language Teaching Policy Across Europe- CUFTE" Erasmus Intensive Programme- IP Project Antalya, Turkey

Kumaravadivelu, B. (2006). Understanding Language Teaching: From Method to Postmethod. Mahvah, New Jersey: Lawrence Erlbaum Associates

Little, D. (2005). "The Common European Framework and the European Language Portfolio: involving learners and their judgments in the assessment process". *Language Testing*, 22 (3), 321-336.

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

Mirici, İ. H. (2014). The Common European Framework of Reference for Languages (CEFR) and the European Language Portfolio (ELP) in S. Çelik (Ed.) Approaches and Principles in English as a Foreign Language (EFL) Education. Ankara: Eğiten

Molander, B. (2008). "Have I kept inquiry moving?" On the Epistemology of Reflection. *Phenomenology & Practice,* 2 (1), 4- 23.

Newby, D. (2012). Insights into the European Portfolio for Student Teachers of Languages (EPOSTL). Cambridge: Cambridge Scholars Publishing

Schön, D. A. (1983). The Reflective Practitioner. How Professionals Think in Action.

Massachusetts: Basic Books, Inc.

Seyitova, M. (2017). The European portfolıo for student teachers of languages (EPOSTL) promotes professional development: ELT in-servıce teachers' views. *International Online Journal of Education and Teaching,* 4(4), 541-550.

Richardson, J. (2002). Take a closer look: Reflection gives educators a chance to tap into what they have learned. *Tools for Learning Schools*, 5(5), 1-8.

Vygotsky, L. (1978). Mind and Society: The Development of Higher Mental Processes. Cambridge: Harvard UP

Wallace, M. (1991). Training Foreign Language Teachers: A Reflective Approach. Cambridge: Cambridge UP

Appendix

EPOSTL Questionnaire

Please take some time to fill in the following questionnaire. The results of the questionnaire will be used only for research purposes.   While selecting the option 'other', please specify.

Thank you very much for your time!

1. Gender   : Male ☐ - Female ☐
2. Age   : _____
3. Native language   : _____
4. Name of institution: _____
5. Country   : _____

6. How long have you been teaching/studying TEFL? (please check the appropriate number of year/s)
1   2   3   4   5   6   7   more than 7

7. How regularly did you/your students use the EPOSTL? (please check the appropriate option)
7.1 ____Once a week
7.2 ____Once in two weeks
7.3 ____Once in three weeks
7.4 ____Once a month
7.5 Other_____

8. Which section(s) did you/your students not use? (please check all which apply).Which categories of the Self-assessment section did you focus on most?
8.1 ____The personal statement
8.2 ____The self-assessment descriptors
8.3 ____The dossier
8.4 ____The glossary

9. In general, do you/ your students find the use of the EPOSTL to be (please check all which apply)
9.1 ____interesting
9.2 ____demanding
9.3 ____ time consuming
9.4 ____thought provoking
9.5 ____boring
9.6 Other_____
9.7 Please, give reasons for your choice(s)

10. For your/ your students' professional development, is the EPOSTL (please check the appropriate option)
10.1 ____ helpful
10.2 ____not very helpful
10.3 ____very helpful
10.4 ____pointless01
10.5 ____very useful
10.6 Other_____
10.7 Please, give reasons for your choice.

11. Did the EPOSTL help you/ your students identify any specific areas you want to work on more? (please check the appropriate option)

11.1 ____Yes

11.2 ____No

11.3 ____Not that much

11.4 ____It helped a lot

11.5 Other _____

11.6 Please, give some examples in case the EPOSTL did help you.

12. When do you think is the optimal time for introducing the EPOSTL to pre-service teachers? (please check the appropriate option)

12.1 ____ at the beginning of the theoretical courses, well ahead of the practicum/practice at school

12.2 ____some time before the 1st practicum

12.3 ____during the1st practicum

12.4 ____after the 1st practicum

12.5 ____between the 1st and the 2nd practicum

12.6 ____after the 2nd practicum

12.7 Other_____

13. The stated purpose of the EPOSTL is to serve as a tool for reflection and self-evaluation. Did you find it did so effectively?

13.1 ____Yes

13.2 ____No

13.3 ____ Not sure

13.4 Other_____

14. Would you recommend the EPOSTL to other pre-service teachers?

14.1 ____Yes

14.2 ____No

14.3. Please, give reasons for your choice.

15. How much assistance did you need (e.g. from your teacher educators, colleagues) while using the EPOSTL?

15.1 A lot

15.2 Some

15.3 A little

15.4 None

15.5 Don't know

16. From your experience in using the EPOSTL, how would you rank the amount of assistance you received from:

(on a scale from1 = the minimum to 5 = the maximum)

16.1   Colleagues 1 2 3 4 5

16.2   University tutors1 2 3 4 5

16.3   Mentors 1 2 3 4 5

16.4 Other _____1 2 3 4 5

17. Overall comments:

Ref. : http://wolf.philippe.free.fr/angiufm/pepelf/Compl-Student-Teacher-Questionnair-final-V2.doc