

Self-assessment in EFL Classes of Secondary Education in Türkiye: The Common European Framework of Reference for Languages (CEFR)-based implementations

Erkan Yüce^{1*}, Ismail Hakkı Mirici²

¹ Aksaray University Faculty of Education, Aksaray Turkey

² Hacettepe University, Ankara, Turkey

ABSTRACT

The current study investigates the CEFR-based self-assessment implementations in English as a foreign language (EFL) classes in secondary education in Türkiye. The study adopted a qualitative research design, and the data were collected via document analysis, an interview form, and an observation checklist. The results revealed an incongruity between theory and practice regarding the CEFR-based self-assessment implementations in 9th grade EFL classes; the CEFR-based self-assessment was provided in the coursebook through 'can do' statements at the end of each unit in the 'Check Yourself' parts. However, the compatibility of these items with the EAQUALS Bank of Descriptors as Checklists was relatively low. In addition, the study revealed that the participating teachers favoured self-assessment implementations in their classes. However, they did not implement the self-assessment parts upon completing units in real EFL class contexts.

Keywords: Self-assessment; CEFR; EFL; Language policy; Secondary education.

INTRODUCTION

Türkiye has given considerable attention to educational reforms in recent years. Following current foreign language education policies is essential for the Ministry of National Education (MoNE) to achieve the long-term educational objectives of the country. Türkiye is not a member of the European Union currently; however, the country pays ultimate attention to the educational policies developed within the union to keep up with international standards (Arikan, 2016). The MoNE has recently developed and implemented a new English as a Foreign Language (EFL) program for secondary education. The EFL program for secondary education was launched by the Board of Education of the MoNE on 17.07.2017 with Article Number 83, and its finalised version was announced with Article Number 40 on 19.01.2018 (MoNE, 2018). It was declared that the new EFL program would be implemented in all grades starting from the academic year of 2018-2019. The program was prepared in line with the educational standards of the Common European Framework of Reference for Languages (CEFR), which was proposed by the Council of Europe (CoE) in 2001. The main focus of the current study is self-assessment, one of the educational standards strongly suggested in the CEFR.

Policymakers and other stakeholder groups profoundly focus on designing and aligning content during the development of a new policy and curriculum; however, these efforts receive less attention during the real-life practice in school environments by practitioners who are the primary figures in implementing the new educational policy (Bhola et al., 2003; Sondergeld et al., 2020). Moreover, following appropriate standards and applying meaningful measurement tools in terms of processes and outcomes that conform to the

current understanding of validity need to be considered crucial (Sondergeld et al., 2020). At this point, comprehending the previous perspectives of the previous and new policies enacted in educational environments is necessary to have more insights into the policy development process (Kim, 2020).

Education Policy

Whether the new policy would contribute to the quality of instruction and increase learner success has been on the agenda of researchers, as policy changes require significant investments in resources (Bani-Amer, 2022; Mintz & Kelly, 2021; Sipple et al., 2004). The enactment of national educational policies affects the behaviours of all participants involved in the process, from learners and teachers of local education contexts to policymakers at national length (Bleiberg & Harbatkin, 2020). Implementing a new policy relies mainly on teachers' behaviours and acceptance; thus, teachers' motivations towards policy changes must be assigned profound attention by policymakers and authorities (De Jesus & Lens, 2005).

Corresponding Author: erkanyuce03@gmail.com

https://orcid.org/0000-0003-2716-5668

How to cite this article: Yüce E. Mirici IH (2022). Self-assessment in EFL Classes of Secondary Education in Türkiye: The Common European Framework of Reference for Languages (CEFR)-based implementations. Pegem Journal of Education and Instruction, Vol. 13, No. 1, 2022, 349-359

Source of support: Nil.

Conflict of interest: None.

DOI: 10.47750/pegegog.13.01.38

Received : 12.04.2022

Accepted : 22.07.2022

Published: 01.11.2022

Furthermore, whether an educational policy will succeed or fail largely depends on the views of the main stakeholders regarding the educational policy (Datnow & Castellano, 2000).

Language testing is indispensable in language policy and education policy as it profoundly serves as a means of policy implementation (King & Bigelow, 2018; Shohamy & McNamara, 2009). Although policy advocates suppose that policy enactments directly or indirectly affect teacher work and achievement in education environments in line with standardised exam results, nationwide standardised test results may be problematic in measuring learners' progress (Alexander & Jang, 2020). Moreover, the assessment and evaluation policies followed by state teachers may not appeal to some basic needs related to the learning progress of students (Alexander & Jang, 2020). For these reasons, learners' reflections on their learning progress may provide valuable insights for teachers.

Self-assessment

Self-regulated learning has affected research interest in self-assessment as recent reforms in educational contexts intend to bring up autonomous learners. Self-assessment helps learners to increase their motivation, engagement, autonomy, and metacognition in learning (Yan, 2018). Self-assessment is the main element of self-regulation as it embodies the knowledge of the outcomes of a task and monitors one's progress on these outcomes (Andrade & Valtcheva, 2009). Self-assessment contributes to enhanced self-regulated learning that requires intensive metacognitive functioning in which learners monitor, evaluate their performances and come to a conclusion on what is required next (Butler & Winne, 1995; Klenowski, 1995; Lew et al., 2010; Panadero et al., 2014; Ramdass & Zimmerman, 2008; Zimmerman, 2008). It is an internal practice conducted by and within the learners themselves through which they consider their values, thoughts, aims, and skills (Yan & Brown, 2017). It is not a process in which learners specify their grades (Andrade et al., 2010); it is a cyclical process in which learners return to their progress and revise themselves (Baldwin, 2000).

Learners' being active in setting educational outcomes and assessing their progress have become increasingly important in educational contexts as active involvement makes learners more committed to the learning process, and, in return, they learn how to learn (Boud, 1992). Self-assessment practices performed by students may encourage them to take responsibility for their performances by internalising the criteria proposed for work and make judgments about to what extent their products conform to the standards of a qualified one (Harris et al., 2015). During self-assessment, learners can reflect on their work, judge to what extent they reached a predetermined set of criteria, and revise their work accordingly (Andrade & Valtcheva, 2009; Andrade et al., 2010; Brown et al., 2015). Effective use of self-assessment can help

learners monitor their strengths and weaknesses academically and regulate their resources to develop appropriate learning strategies which may increase their long-term performances (Boud, 1995; Yan et al., 2020; Yan & Brown, 2017). Academic achievement was found to positively correlate with self-assessment in the literature (Brown & Harris, 2013; Jay & Owen, 2016; Kissling & O'Donnell, 2015; Orakçı & Gelişli, 2019; Şentürk & Demir, 2019; Topping, 2003; Yan, 2020), and, in the same vein, self-assessment was found to be beneficial, especially for low achievers (Carroll, 2020).

Most teachers include self-assessment in educational contexts as an assessment reform since it enables transparency during evaluation by making all of the procedures visible to outsiders. In addition, self-assessment negotiates between teacher and student expectations by providing feedback and revisions for students, which consecutively contributes to student success (Ross & Starling, 2008). Self-assessment and learning outcomes correlate positively with each other according to the literature; however, several factors such as implementations, methods, educational environments, and learner teacher attitudes, etc. have primary roles in the extent of this effect (Brown & Harris, 2013; Ibabe & Jauregizar, 2010; Panadero & Jonsson, 2013; Ramdass & Zimmerman, 2008; Topping, 2003; Yan et al., 2020). Therefore, eliminating the debilitating factors of self-assessment implementations may help to promote its influence in education contexts.

Self-assessment serves an essential function in formative assessment, as it comprises learners' thinking about the quality of their works instead of relying on their teachers' judgments for evaluations (Andrade & Valtcheva, 2009). Making judgments about available knowledge and skills and defining compliance with the outcomes in practice are crucial to reflection and learning (Baldwin, 2000). In addition, predetermined criteria help learners monitor their learning regarding test scores, objectives, and whether they have fulfilled the expected progress (Bourke, 2016). In turn, these may help them become autonomous learners who are responsible for their learning.

The CEFR

The CoE released the CEFR as a framework to guide language teaching, learning, and assessment in 2001 (CoE, 2001). The CEFR has two main functions: to present descriptors for language proficiency under six general levels from A1 to C2 and to present pedagogical principles to enhance the efficiency of language education contexts to bring up autonomous learners. One of these pedagogical principles is self-assessment. The CEFR fosters self-directed learning, which involves raising learners' awareness regarding their current state of knowledge, setting rationale and worthwhile objectives by learners, choosing appropriate materials, and self-assessment (CoE, 2001). The CEFR strongly suggests the implementation of

self-assessment in language education. Hence, language learners are increasingly recommended to monitor their development through self-assessment. Self-assessment enables language users to describe their proficiency levels in various domains of language use (CoE, 2001).

The Previous Studies Regarding Self-assessment

Many recent research studies have been conducted concerning various aspects of self-assessment in educational contexts. The findings gathered from different educational contexts regarding self-assessment may provide insights for professionals to enhance the efficiency of their classroom practices. The following paragraphs present research study results concerning self-assessment implementations in various educational contexts to give practitioners insights and contribute to the current study's development.

Self-assessment studies have been carried out in educational contexts to increase the efficiency of teaching and learning activities. For instance, Baldwin (2000) charted a study exploring self-assessment in a group setting to discover how self-assessment could be promoted amongst students while conducting group assignments. The study showed that the teachers were committed to self-assessment in teaching and learning, used learning logs as self-assessment tools, carried out lessons enhancing learning in group contexts, and developed objectives that could align with self-assessment. However, allotting sufficient time to students during self-assessment may affect the efficiency of the process. Andrade and Valtcheva (2009) discussed promoting learning and achievement through self-assessment and introduced criteria-referenced self-assessment. The study recommended providing sufficient time for students to revise themselves after self-assessment and not turning the self-assessment process into a self-evaluation process where students graded their work.

Scholars put the involvement of students in the self-assessment process and their experience during it into search. Bourke (2016) endeavoured to reveal how school students' self-assessment experiences reflected their perceived institutional respective expectations to reason their learning. The study reported that the assessment systems implemented in schools did not reflect learners' valued learning socially and culturally, which negatively affected their learning outcomes. Contrarily, teachers can encourage learners to focus on their learning and liberate them from considering only the assessment requirements of schools by supporting self-assessment in increasingly complex ways. The inclusion of the students in the self-assessment process in educational contexts provided insights for researchers. Bourke and Mentis (2013) investigated whether self-assessment could enhance learners' involvement in their learning choices. The study concluded that encouraging learners to participate in their learning and assessment processes in inclusive settings enabled them to

gain more insights into themselves, and their inclusion in such processes through self-assessment helped them develop their self-knowledge and identities.

Several studies investigated learners' perceptions regarding self-assessment in practice. Elder (2010) searched for how elementary students reflected on their learning. The results revealed that learners relied on the evaluations made by others, and older learners enhanced their use of self-standards and considered multiple sources for their self-assessment. Hill (2016) probed the learner's perceptions regarding the self-assessment process. The study revealed that most learners did not self-assess themselves without encouragement and were optimistic about the self-assessment in supportive environments. Wong (2017) examined the influence of self-assessment training on learners' perceptions of self-assessment in primary schools in Singapore, discovering that the student's perceptions in the intervention group improved after self-assessment. In line with these results, training learners on self-assessment and supporting cooperation among learners through self-assessment were recommended. Ross (2006) reported that self-assessment supported higher achievement and enhanced positive educational behaviour in learners. Training learners on assessing their work and teacher action on weaknesses were recommended to enhance the self-assessment process. McDonald (2013) described several practical procedures for mentoring learners through self-assessment to set up and maintain collaboration in learning. The study emphasised the need for developing cooperation in learning through self-assessment, and it recommended presenting self-assessment in a more user-friendly way to encourage learners to include themselves in the process.

Researchers searched the influence of self-assessment on learning regarding different linguistic competencies. Initially, Duque Micán and Cuesta Medina (2017) explored the influence of vocabulary competence self-assessment on EFL learners' oral fluency. The findings indicated that the learners became more competent in self-monitoring, judging, and reacting to their gains in learning. The importance of goal setting as an indispensable component in self-assessment was highlighted in the study. Secondly, Kirby and Downs (2007) reported a study intending to develop students' essay writing abilities and engage students in the self-assessment criteria. The students were given a self-assessment scheme along with the essay tasks. The results showed that the students could not accurately assess themselves due to their lack of experience completing the assessment criteria. Moreover, marker inconsistencies were specified between the students and teachers. The teachers were defined to have given lower marks than the students who did their evaluations of the writing tasks. Additionally, Fletcher (2020) explored the possibility of applying writing assessment rubrics for the primary purpose of formative assessment. The results indicated the significant role of

self-assessment in classroom settings and suggested the potential of implementing large-scale assessment rubrics as a fundamental part of formative assessment. Lastly, Sullivan and Hall (1997) described a study introducing self-assessment as a strategy for improving learning for 3rd-grade university students. The students were asked to self-assess texts using a marking guide proposed by the teacher. While a good agreement was reached between students and the teacher, more students overestimated their grades due to being less clear about the standards to judge their work and, also, including 'effort' as a plus factor affecting their judgment. The students who were more optimistic about self-assessment were found to have stuck more to the marking guide.

Several studies investigated teachers' and teacher candidates' reactions to self-assessment. Boud (1992) discussed the application of the self-assessment schedule in postgraduate courses. As a result of the study, the teachers were discovered to be intrigued by the process, while most students were observed to regard the combination of self-assessment and self-grading as a problematic exercise. Training teachers on implementing self-assessment can change their perceptions of self-assessment. Panadero et al. (2014) investigated teachers' beliefs about learner self-assessment and their reasons for employing self-assessment in their classrooms. The results showed that most of the teachers used student self-assessment in their classrooms and had positive experiences regarding self-assessment. Furthermore, teachers' positive experiences out of the process, belief in student inclusion, willingness to involve self-assessment in specifying final grades, observing advantages of self-assessment, and having been trained on self-assessment were the strong predictors of their implementation of student self-assessment in educational contexts. Moreover, Seifert and Feliks (2019) identified the prospective teachers' attitudes toward self-assessment, anonymous peer-self-assessment, and improvement of assessment skills. The intervention involved responses to a questionnaire, peer and self-assessments, comments regarding assignments, and written blog content concerning students' activities and performances of peer evaluations. The study participants asserted that they significantly learned from the intervention involving various methods of assignments and performances. They further reported that they learned how others evaluated them, and an anonymous evaluation helped them overcome the limitations and develop their skills regarding assessments.

In conclusion, recent research studies have focused on self-assessment regarding teacher and learner beliefs, language competencies, skills, etc. There seems an urgent need for data revealing the implementation of self-assessment from policy to practice. The current study fills this gap by revealing to what extent the CEFR-based self-assessment as a foreign language evaluation policy is applied from theory to practice in Turkish EFL educational contexts. The data collected from this study

may contribute to shaping the future of foreign language education and evaluation policies both in Turkish EFL contexts and in EFL contexts across the globe.

The Rationale behind the Study and Research Questions

'Evidence-based' policy is emphasised as a crucial scientific approach in policy-making (Lingard, 2013). Moreover, the quality of the evidence affects the policy implemented and followed in educational environments (Stratford & Wals, 2020). Moving from this reality, evaluating foreign language programs in terms of theory and practice is both a compelling and crucial issue in Türkiye. It closely follows and adopts developments in its educational contexts to avoid falling behind internationally recognised standards. This contextual fact highlights the importance of the current study. In this regard, the current study may contribute to the policy development processes in Turkish EFL education contexts with the results achieved regarding implementing the self-assessment based on the CEFR descriptors. Within this scope, the research questions of the study are:

- *To what extent are the 9th Grade EFL coursebook self-assessment items compatible with the CEFR descriptors?*
- *Do EFL teachers cover self-assessment items in their EFL classes?*
- *What do the observations regarding the implementation of self-assessment practices in EFL classes indicate?*

METHOD

Research Design

The current study employed a qualitative research design by adopting the phenomenological approach. The qualitative design uses data collection techniques: document analyses, interviews, and observations (Fraenkel et al., 2012). This study systematically applied all of these techniques to enhance the trustworthiness of the processes. In addition, it adopted a phenomenological understanding since the data sources were individuals who experienced a new foreign language education policy by implementing a new EFL program and could reflect on their experiences regarding the new situations (Creswell, 2012b; Patton, 2002).

Participants and Setting

In this qualitative research, the researchers benefited from purposeful sampling, convenient sampling and redundancy criterion on a voluntary basis. In purposeful sampling, participants are deliberately chosen to collect data regarding the study (Creswell, 2012a). Convenience sampling is fast and practical, as researchers include the most appropriate ones in the process (Fraenkel et al., 2012; Scott & Morrison, 2007).

The redundancy criterion is applied in qualitative studies in cases where the inclusion of further participants does not improve the collected data (VanderStoep & Johnson, 2009). The study participants comprised 11 volunteer EFL teachers, all of whom were female. The sample size of this study stemmed from the redundancy criterion, mainly because including further participants would not have contributed to the quality and content of the collected data. The majority of the participants (n=10) graduated from an English Language Teaching (ELT) department, and only one of them (n=1) graduated from the English Language and Literature (ELL) department. Their ages ranged from 30 to 52, and their teaching experiences were between 6 and 30 years. To keep their identities confidential, the participants were coded in alphabetical order.

The permissions from the local authorities were obtained before the interviews and observations began. To carry out interviews and observations, the researchers visited five different conventional high schools in one of the provinces of Türkiye. The schools were traditional ones involving classes from 9th to 12th grade. The student populations in the classrooms varied between 30 and 35 students. The interviews were conducted on a face-to-face basis. The meetings were prearranged according to the teachers' schedules. The researchers did not use recording devices but took notes during the interviews. Each interview took approximately 25 and 45 minutes. The participants checked the interview notes to avoid misunderstandings and meaning loss. The observations were carried out in two of the 9th-grade classrooms. In addition, the researchers observed classroom practices during 20 class hours, performing the non-participant observer (complete outsider) role during the observations.

Data Collection Instruments

In the study, the data were collected by conducting the triangulation model based on the following instruments:

Document analysis was conducted to see to what extent the self-assessment items corresponded to the descriptors of the CEFR and the appropriate pedagogical principles. Document analysis relies on handy materials researchers can obtain in educational contexts (Scott & Morrison, 2007). In this study, the researchers used EAQUALS Bank of Descriptors as Checklists based on the CEFR descriptors released by the CoE (2008), and the coursebook "Teenwise" (Bulut et al., 2017) prepared and distributed to the schools across the country by the MoNE. The MoNE designs and distributes the course materials to students freely for all grades from primary to tertiary education in Türkiye to follow the same standards across the country. The EAQUALS project group developed the EAQUALS Bank of Descriptors as Checklists in 2008. Plus levels were added to the existing CEFR levels to make the descriptors more useful for language users and teaching institutions. There are 162 descriptors in total for A1, A1+, A2,

and A2+ levels, and the researchers used these descriptors as a reference in order to define whether the self-assessment items in the coursebook correspond to the CEFR. In addition, there were 'Check Yourself' parts involving self-assessment items for students to assess themselves at the end of each unit in the coursebook. These self-assessment items were compared to the items of the EAQUALS Bank of Descriptors as Checklists in order to reveal the congruity between them in the document analysis.

Interviewing aims to explore the views and actions of the individuals on a topic, experience, or program, which are practical in analysing the viewpoints (Creswell, 2012a; Miller & Glassner, 2016; Silverman, 2006). "Participant Information Form" and "Individual Interview Form", developed by the researchers, were utilised to gather data about the participating teachers' views regarding the applicability of self-assessment in their classes. The Participant Information Form was designed to give information to the participants about the study. The Individual Interview Form involved two parts; the first part had five questions regarding participants' demographic profiles, and the second part had ten semi-structured interview questions prepared in line with the purpose of the study (see Appendix-A for sample items). The forms were developed in line with the previous literature studies and the current study's purpose. The questions were formed by the researchers in a way that addresses the research questions. Two experts in the field were consulted while developing the forms to ensure the credibility of the process. Additionally, the statements in the interview forms were analysed by a language expert to prevent any misunderstanding and semantic loss.

Observations enable researchers to record and reveal to what extent the individuals' responses comply with their actions in natural contexts (Merriam, 2009; Scott & Morrison, 2007). The "Observation Checklist" developed by the researchers was used during in-class implementations to observe whether the EFL classes were conducted concerning the CEFR. There were twenty items designed in line with the CEFR principles in the checklist. There were three options 'Yes', 'Partly', and 'No', and a 'Notes' part to take field notes during the observations in the checklist (see Appendix-B for sample item). The items were formed in line with the purpose of this study. Two experts in the field were consulted while designing forming the items and designing the checklist to enhance the credibility of the checklist. Finally, a language expert analysed the checklist items and their applicability to prevent problems during the application process.

Data Analysis

The constant comparative method was used to evaluate and report the common features of the data obtained from the document analysis, interviews, and observations during the study (Sherman & Webb, 2005). The description is one of the

basics of a qualitative research design in which researchers need to be flexible as they handle dynamic procedures throughout an inquiry (Creswell, 2009; Wolcott, 1994). The data obtained from the analyses were described in a detailed way through tables and direct quotations when necessary to provide a full projection for readers and other researchers in the area.

Trustworthiness

Trustworthiness in qualitative designs sets rational bases for the processes followed (Schwandt, 2007). The trustworthiness of the study was ensured via several strategies. Triangulation, peer review, member checking, external audit, and intercoder agreement strategies were employed to the data obtained from multiple sources. Triangulation enables comparing the data obtained from multiple sources (Given, 2016; Palmer & Bolderston, 2006). This study followed three data collection procedures; document analysis, interviews, and observations, to see whether the data exhibited intra-congruency. Experts review all research processes and data in a peer review strategy (Creswell & Miller, 2000). Another expert experienced in qualitative designs reviewed the processes and data of this study. The credibility of the findings is reviewed through member checking (Creswell, 2012b), and the transcriptions of the interviews and the notes from the observations were shared with the participants to avoid any semantic loss and enhance the findings' credibility in this study. External audits provide comments regarding a study (Erlandson et al., 1993). Within the framework of this study, the experts who had no direct connection with the study provided comments on the processes and data of the study. The intercoder agreement seeks agreement among multiple experts on the data (Creswell, 2012b); the researchers sought an agreement on the data set obtained from document analysis, interviews, and observations by consulting different experts throughout the research. Furthermore, 95% agreement was reached between the two observers after the application, indicating the high credibility of the observations (Miles & Huberman, 1994).

FINDINGS

The researchers initially analysed the coursebook to see whether it involved self-assessment items. The analyses showed that the coursebook had ten units total, and each unit contained self-assessment items at the 'Check Yourself' parts at the end of the units. There were 63 self-assessment items in total in ten units (Unit 1, page 24; Unit 2, page 36; Unit 3, page 48; Unit 4 page 60; Unit 5, page 72; Unit 6 page 84; Unit 7 page 96; Unit 8, page 108; Unit 9, page 120; Unit 10, page 132). Table 1 presents samples of the self-assessment items in the coursebook:

Table 1: Sample self-assessment items from the coursebook.

Units	Items
Unit 1	I can ask for and give simple directions in simple phrases.
Unit 2	I can locate the things as I listen to information about the instructions.
Unit 3	I can identify time expressions of daily routines while listening.
Unit 4	I can scan reading passages about people to find out different abilities.
Unit 5	I can guess the meanings of unknown words from the contexts.
Unit 6	I can order food at a restaurant / café.
Unit 7	I can reorder the events in a short story.
Unit 8	I can ask for help from the emergency services.
Unit 9	I can agree or disagree with my friends.
Unit 10	I can write my ideas about social media and TV programmes.

The researchers then analysed these self-assessment items to see whether they were compatible with the proficiency descriptors of the CEFR. The researchers used the EAQUALS Bank of Descriptors for the document analyses as Checklists. The self-assessment items in the course books were compared to the checklists of the EAQUALS. The results of the analyses indicated that while there were 63 self-assessment items in total in the course book, only 18 were compatible with the descriptors of the EAQUALS when the researchers considered the targeted students' levels (A1, A1+, and A2) by the MoNE. The other descriptors were found to be either above the students' level or not compatible with the checklists of the EAQUALS.

The researchers conducted face-to-face interviews with the participant teachers to reveal whether they cover these self-assessment items in their EFL courses. All participants (n=11) expressed that the self-assessment principle of the CEFR was available in the 9th Grade EFL Program, and the 'Check Yourself' parts enabled the students to self-assess themselves on completing the units. Several direct quotations from the interviews regarding the issue were as follows:

Participant C: "...There are self-assessment activities at the end of the units..."

Participant E: "...There are unit-based self-assessment activities containing 'can do' statements at the end of the units."

Participant F: "...There are practices of this type, and they have the students review themselves."

Participant G: "...Yes, it does. We have our students fill in the 'Check Yourself' parts."

Participant H: "...These self-assessment tools are provided for the students."

Participant J: "... They can assess themselves by using 'Check Yourself' parts..."

The results from the interviews indicated that the EFL teachers were aware of the self-assessment principle of the CEFR. Also, they claimed to have used self-assessment parts at the end of the units in tune with the interviews.

The researchers observed two 9th Grade classes at two different conventional high schools. The classroom practices were observed throughout 20 class hours in total by using the Observation Checklist. Each class hour was 45 minutes, and two classes were observed each week. The observations took ten weeks in total. The non-participant observer (complete outsider) role was performed during the observations. The observation results reported that the coursebook provided self-assessment parts for the students to self-evaluate themselves. However, one of the researchers observed that the teachers proceeded to the next activity without covering the self-assessment items at the 'Check Yourself' part of the unit. The observations revealed that although the coursebook had self-assessment parts and the teachers were aware of the self-assessment policy presented in the EFL program, implementing the self-assessment in EFL classrooms was problematic.

DISCUSSION

The policy is implemented and managed by schools where successful research studies are conducted regarding policy and management (Shannon & Saatcioglu, 2018). In this regard, this study investigated the reflections of a recent EFL policy enactment comprising self-assessment based on the CEFR descriptors in 9th Grade courses in secondary schools in Türkiye. Furthermore, all of the participants in an educational context, from students to politicians, respond to policy changes congruously because it is believed that education has an indispensable role in the success (Kim, 2020). Accordingly, the study investigated the responsive behaviours of the participants towards the policy changes in education contexts from theory to practice.

The results obtained from the document analysis showed that the new policy of the MoNE regarding the inclusion of self-assessment into student evaluation was reflected in the 9th Grade EFL coursebook through the 'Check Yourself' parts which involved self-assessment items in the form of 'can do' statements. However, the correspondence of the self-assessment items to the descriptors of the EAQUALS was relatively low (18 out of 63), as some of the items were above the students' levels (the intended student levels for the 9th Grade were A1, A1+, and A2 at the end of the term). The others were not in line with the descriptors of the EAQUALS. These results showed that the new policy of the MoNE regarding the inclusion of self-assessment into EFL programs was represented in the course material though not reflecting the levels satisfactorily. The literature supports the current study regarding the new

policy enactment of the MoNE regarding self-assessment. Zorba (2012) reported that the coursebook of the 9th grade did not involve any self-assessment parts for learners. Özer (2012) analysed the compatibility of the 3rd Grade EFL program with the CEFR and found out that the language skills reflected in the EFL program did not correspond to the CEFR descriptors at the supposed level. Sarica (2009) explored that the 8th Grade EFL program of the MoNE was incompatible with the CEFR proficiency levels. Based on these results, it can be stated that the MoNE follows educational developments and tries to reflect them in educational contexts through policy changes, new programs, course materials, etc.; however, the alignment of self-assessment items to the CEFR descriptors seemed still problematic.

The interviews indicated that the teachers were aware of the new policy regarding the self-assessment proposed in the 9th Grade EFL program. They claimed they were in favour of student self-assessments and covered the self-assessment items presented in the 'Check Yourself' parts of the coursebook during the lessons. This result contradicts the literature. Ayar (2010) reported negative attitudes of the teachers towards self-assessments through student portfolios. Contradicting results may show that EFL teachers' self-assessment awareness has changed. Each policy enactment brings new ideas, issues, etc., into the agenda of teachers, and the total acceptance and application of these developments may take time. Teachers' acceptance of new policy implementations affects their educational practices in classrooms. Teachers' beliefs contribute to the pedagogical strategies they follow and apply in their classrooms (Panadero et al., 2014).

The observation results revealed that self-assessment was not performed in the classroom. The students moved on to the next unit without conducting self-assessment items at the "Check Yourself" part upon completing the unit. This result was in line with the previous results in the literature. Dönmez (2010) revealed that the teachers ignored some parts of the 8th Grade EFL program and did not implement the alternative assessment tools. Similarly, Karci and Türkoğlu (2014) explored in their study investigating the 9th Grade EFL program's implementation of peer and self-assessments was problematic due to the teachers' attitudes. In line with these results, King and Bigelow (2018) reported the immediate need for training testers in a planned manner. Integrating new approaches in educational settings without training teachers rationally about these developments may detract their attention towards these changes (Rowe et al., 2020). Institutional practices and rational expectations from the authorities in educational environments lead many professionals to refrain from these contexts (Spillane et al., 2019).

Stratford and Wals (2020) assert that designing healthy policy ecologies by building creative and critical policy alternatives is vital for sustainable education. At this point,

training teachers come to the fore as a preliminary point in education. Teachers need intensive and comprehensible training that combines pedagogical practices and realities of education contexts, enabling them to overcome conflicts stemming from policy adaptations and reforms during their university education (Feitosa, 2021). Training both teachers and students on self-assessment helps them make informed self-judgments, and plentiful opportunities should be provided for them to make judgments against predetermined criteria to be successful self-assessors (Brown & Harris, 2014). The success of formative assessment relies on learners' understanding of the gap between their current level of performance and reference level of performance and to what extent they are motivated to reach the reference level (Wong, 2017). Research highlights the importance of self-assessment as a beneficial practice in developing learners' evaluative judgments (Carroll, 2020).

CONCLUSION

This study investigated the CEFR-based self-assessment implementations as language evaluation policy in EFL classes in secondary education in Türkiye. The study revealed that the course material of the 9th Grade EFL learners involved self-assessment items in the form of 'can do' statements in 'Check Yourself' parts of the units in line with the new language evaluation policy proposed by the MoNE. However, the compatibility of these self-assessment items with the proficiency descriptors of the CEFR was relatively low (18 out of 63 items). The teachers expressed that they favour self-assessment and its implementation in language evaluation. However, the observation revealed that the self-assessment part was disregarded in classroom practices. The learners and one of the teachers proceeded to the next unit without covering the self-assessment items.

PEDAGOGICAL IMPLICATIONS

Several pedagogical recommendations may be suggested for education contexts based on the abovementioned issues. First, designing and enhancing self-assessment items compatible with the CEFR descriptors may help develop a shared understanding in EFL educational contexts. Second, providing teachers with in-service training activities on self-assessment may contribute to self-assessment implementations in classroom contexts. Since teachers are the final decision-makers in classrooms, their attitudes towards self-assessment affect their practices significantly. Their attitudes may be bettered by emphasising the prominence of student self-assessment practices. Third, developing an understanding of self-assessment among students and giving them enough time to monitor and revise their performances may promote academic success. For this reason, additional tasks enabling students to see their progress on the specifics of the units may be prepared for students on time.

LIMITATIONS AND FUTURE DIRECTIONS

This study was qualitative, comprising document analysis, interviews, and observations. A quantitative or mixed methods study can be designed for further studies to reach more teachers from different regions of the country. Due to formal procedures and officials' permission, the classroom observations were limited to 20-course hours. An observational study that lasts for the entire term can be designed and involving more than two classrooms can give more detailed information about implementing the CEFR-based self-assessments in 9th Grade classrooms. This study was limited to 9th Grade EFL courses in secondary education. The other grades (10th, 11th, and 12th) of secondary education can be included in research studies to reveal the current situation of the new CEFR-based self-assessment policy in classrooms.

Acknowledgement: The study has been generated from the Ph.D. thesis of the first author supervised by the second author at Hacettepe University Graduate School of Educational Sciences in 2018.

Ethical Procedures: Ethical committee approval for this study was obtained from the Ethics Committee of Hacettepe University (Num: 2325; Date: 08.11.2017).

REFERENCES

- Alexander, N. A., & Jang, S. T. (2020). Policy, poverty, and student achievement: An exploration of the impact of state policies. *Educational Policy*, 34(4), 674–704. <https://doi.org/10.1177/0895904818802114>
- Andrade, H. L., Du, Y., & Mycek, K. (2010). Rubric-referenced self-assessment and middle school students' writing. *Assessment in Education: Principles, Policy & Practice*, 17(2), 199–214. <https://doi.org/10.1080/09695941003696172>
- Andrade, H., & Valtcheva, A. (2009). Promoting learning and achievement through self-assessment. *Theory into Practice*, 48(1), 12–19. <https://doi.org/10.1080/00405840802577544>
- Arikan, A. (2016). An examination of the EPOSTL's potential practical use in Turkey. *Artuklu Human and Social Science Journal*, 1(1), 76–80.
- Ayar, Ö. (2010). *Self-evaluation of students in Common European Framework and teachers' attitudes towards these evaluations*. [Unpublished master's thesis]. University of Maltepe.
- Baldwin, M. (2000). Does self-assessment in a group help students to learn? *Social Work Education*, 19(5), 451–462. <https://doi.org/10.1080/026154700435977>
- Bani-Amer, M., A. (2022). The impact of e-learning on English literacy from the perspectives of efl teachers and supervisors. *International Journal of Education, Technology and Science (IJETS)*, 2(3), 328–347.
- Bhola, D. S., Impara, J. C., & Buckendahl, C. W. (2003). Aligning tests with states' content standards: Methods and issues. *Educational Measurement: Issues and Practice*, 22(3), 21–29. <https://doi.org/10.1111/j.1745-3992.2003.tb00134.x>

- Bleiberg, J., & Harbatkin, E. (2020). Teacher evaluation reform: A convergence of federal and local forces. *Educational Policy*, 34(6), 918–952. <https://doi.org/10.1177/0895904818802105>
- Boud, D. (1995). *Enhancing learning through self-assessment*. Kogan Page.
- Boud, David. (1992). The Use of self-assessment schedules in negotiated learning. *Studies in Higher Education*, 17(2), 185–200. <https://doi.org/10.1080/03075079212331382657>
- Bourke, R. (2016). Liberating the learner through self-assessment. *Cambridge Journal of Education*, 46(1), 97–111. <https://doi.org/10.1080/0305764X.2015.1015963>
- Bourke, R., & Mentis, M. (2013). Self-assessment as a process for inclusion. *International Journal of Inclusive Education*, 17(8), 854–867. <https://doi.org/10.1080/13603116.2011.602288>
- Brown, G. T. L., & Harris, L. R. (2013). *SAGE handbook of research on classroom assessment*. SAGE Publications, Inc. <https://doi.org/10.4135/9781452218649>
- Brown, G. T. L., & Harris, L. R. (2014). The future of self-assessment in classroom practice : Reframing self- assessment as a core competency. *Frontline Learning Research*, 2(1), 22–30. <https://doi.org/10.14786/flr.v2i1.24>
- Bulut, E. Ertopçu, F. B. Özadalı, S. U., & Şentürk, S. (2017). *Teenwise*. Korza Yayıncılık.
- Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 65(3), 245–281. <https://doi.org/10.3102/00346543065003245>
- Carroll, D. (2020). Observations of student accuracy in criteria-based self-assessment. *Assessment and Evaluation in Higher Education*, 45(8), 1088–1105. <https://doi.org/10.1080/02602938.2020.1727411>
- Council of Europe (CoE). (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge University Press.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.
- Creswell, J. W. (2012a). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Creswell, J. W. (2012b). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory into Practice*, 39(3), 124–130. https://doi.org/10.1207/s15430421tip3903_2
- Datnow, A., & Castellano, M. (2000). Teachers' responses to success for all: How beliefs, experiences, and adaptations shape implementation. *American Educational Research Journal*, 37(3), 775–799. <https://doi.org/10.3102/00028312037003775>
- De Jesus, S. N., & Lens, W. (2005). An integrated model for the study of teacher motivation. *Applied Psychology: An International Review*, 54(1), 119–134. <https://doi.org/10.1111/j.1464-0597.2005.00199.x>
- Dönmez, Ö. (2010). *Implementation of the new eighth grade English language curriculum from the perspectives of teachers and students*. [Unpublished master's thesis]. Middle East Technical University.
- Duque Micán, A., & Cuesta Medina, L. (2017). Boosting vocabulary learning through self-assessment in an English language teaching context. *Assessment and Evaluation in Higher Education*, 42(3), 398–414. <https://doi.org/10.1080/02602938.2015.1118433>
- EAQUALS Bank of Descriptors as Checklists (2008). *Portfolio descriptor revision project*. Retrieved September 9, 2017, from <https://www.eaquals.org/>
- Elder, A. D. (2010). Children's self-assessment of their schoolwork in elementary school. *Education 3-13*, 38(1), 5–11. <https://doi.org/10.1080/03004270802602044>
- Erlandson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. SAGE Publications.
- Feitosa, R. A. (2021). New public policy for teacher training in Brazil: Vincent van Gogh as an inspiration for the action of the pedagogical residency program? *Policy Futures in Education*, 19(1), 28–43. <https://doi.org/10.1177/1478210320940129>
- Fletcher, A. (2020). Australia's national assessment programme rubrics: An impetus for self-assessment? *Educational Research*, 63(1), 43–64. <https://doi.org/10.1080/00131881.2020.1850207>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. McGraw-Hill Humanities/Social Sciences/Languages.
- Given, L. M. (2016). *100 questions (and answers) about qualitative research*. SAGE Publications.
- Harris, L. R., Brown, G. T. L., & Harnett, J. A. (2015). Analysis of New Zealand primary and secondary student peer- and self-assessment comments: applying Hattie and Timperley's feedback model. *Assessment in Education: Principles, Policy & Practice*, 22(2), 265–281. <https://doi.org/10.1080/0969594X.2014.976541>
- Hill, T. (2016). Do accounting students believe in self-assessment? *Accounting Education*, 25(4), 291–305. <https://doi.org/10.1080/09639284.2016.1191271>
- Ibabe, I., & Jauregizar, J. (2010). Online self-assessment with feedback and metacognitive knowledge. *Higher Education*, 59(2), 243–258. <https://doi.org/10.1007/s10734-009-9245-6>
- Jay, J., & Owen, A. (2016). Providing opportunities for student self-assessment: the impact on the acquisition of psychomotor skills in occupational therapy students. *Assessment & Evaluation in Higher Education*, 41(8), 1176–1192. <https://doi.org/10.1080/02602938.2015.1071317>
- Karci, C., & Türkoğlu, A. (2014). Evaluation of English curriculum in 9th grade of secondary schools through teachers' views. *Psycho-Educational Research Reviews*, 3(1), 17–28.
- Kim, T. (2020). Revisiting the governance narrative: The dynamics of developing national educational assessment policy in South Korea. *Policy Futures in Education*, 18(5), 574–596. <https://doi.org/10.1177/1478210319873767>
- King, K., & Bigelow, M. (2018). The language policy of placement tests for newcomer English learners. *Educational Policy*, 32(7), 936–968. <https://doi.org/10.1177/0895904816681527>
- Kirby, N. F., & Downs, C. T. (2007). Self-assessment and the disadvantaged student: Potential for encouraging self-regulated learning? *Assessment and Evaluation in Higher Education*, 32(4), 475–494. <https://doi.org/10.1080/02602930600896464>
- Kissling, E. M., & O'Donnell, M. E. (2015). Increasing language awareness and self-efficacy of FL students using self-assessment and the ACTFL proficiency guidelines. *Language Awareness*, 24(4), 283–302. <https://doi.org/10.1080/09658416.2015.1099659>
- Klenowski, V. (1995). Student self-evaluation processes in student-centred teaching and learning contexts of Australia and England. *Assessment in Education: Principles, Policy & Practice*, 2(2), 145–163. <https://doi.org/10.1080/0969594950020203>

- Lew, M. D. N., Alwis, W. A. M., & Schmidt, H. G. (2010). Accuracy of students' self-assessment and their beliefs about its utility. *Assessment and Evaluation in Higher Education*, 35(2), 135–156. <https://doi.org/10.1080/02602930802687737>
- Lingard, B. (2013). The impact of research on education policy in an era of evidence-based policy. *Critical Studies in Education*, 54(2), 113–131. <https://doi.org/10.1080/17508487.2013.781515>
- McDonald, B. (2013). Mentoring and tutoring your students through self-assessment. *Innovations in Education and Teaching International*, 50(1), 62–71. <https://doi.org/10.1080/14703297.2012.746516>
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed). Thousand Oaks, CA: Sage.
- Miller, J. & Glassner, B. (2016). The 'inside' and the 'outside': Finding realities in interviews. In D. Silverman (Eds) (4th ed.) *Qualitative research* (pp. 51–66). London: Sage.
- Ministry of National Education (MoNE) (2018). *English language teaching curriculum of secondary education*. Retrieved January 25, 2018, from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=342>
- Mintz, J. A., & Kelly, A. M. (2021). Science teacher motivation and evaluation policy in a high-stakes testing state. *Educational Policy*, 35(1), 3–40. <https://doi.org/10.1177/0895904818810520>
- Orakçı, Ş., & Gelişli, Y. (2019). The effect of the application of learning activities based on learner autonomy on the 6th grade students' English achievements, attitudes, and learner autonomy. *International Journal of Curriculum and Instruction*, 11(1), 269–292. <http://ijci.wccci-international.org/index.php/IJCI/article/view/214/100>
- Özer, Ö. (2012). *Comparative analysis of secondary school 3rd grade English language curriculum in parallel with the common European framework of reference for languages*. [Unpublished master's thesis]. University of Bülent Ecevit.
- Palmer, C., & Bolderston, A. (2006). A brief introduction to qualitative research. *Canadian Journal of Medical Radiation Technology*, 37(1), 16–19. [https://doi.org/https://doi.org/10.1016/S0820-5930\(09\)60112-2](https://doi.org/https://doi.org/10.1016/S0820-5930(09)60112-2)
- Panadero, E., Brown, G., & Courtney, M. (2014). Teachers' reasons for using self-assessment: a survey self-report of Spanish teachers. *Assessment in Education: Principles, Policy and Practice*, 21(4), 365–383. <https://doi.org/10.1080/0969594X.2014.919247>
- Panadero, E., & Jonsson, A. (2013). The use of scoring rubrics for formative assessment purposes revisited: A review. *Educational Research Review*, 9, 129–144. <https://doi.org/10.1016/j.edurev.2013.01.002>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Sage.
- Ramdash, D., & Zimmerman, B. J. (2008). Effects of self-correction strategy training on middle school students' self-efficacy, self-evaluation, and mathematics division learning. *Journal of Advanced Academics*, 20(1), 18–41. <https://doi.org/10.4219/jaa-2008-869>
- Ross, J. A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment, Research, and Evaluation*, 11(10), 1–14.
- Ross, J. A., & Starling, M. (2008). Self-assessment in a technology-supported environment: the case of grade 9 geography. *Assessment in Education: Principles, Policy & Practice*, 15(2), 183–199. <https://doi.org/10.1080/09695940802164218>
- Rowe, N., Xiong, X., & Tuomeiciren, H. (2020). Dancing from policy to pedagogy in China: Transgressions, surveillance and resistance from students, teachers and institutional leaders. *Policy Futures in Education*, 18(8), 995–1010. <https://doi.org/10.1177/1478210320907802>
- Sarica, Ö. K. (2009). *An analysis of the language levels of the eighth (8th) graders in state primary schools in Turkey according to common European framework criteria and content*. [Unpublished master's thesis]. Pamukkale University.
- Schwandt, T. (2007). *The SAGE dictionary of qualitative inquiry* (4th Ed). SAGE Publications, Inc.
- Scott, D., & Morrison, M. (2007). *Key ideas in educational research*. Bloomsbury Academic.
- Seifert, T., & Feliks, O. (2019). Online self-assessment and peer-assessment as a tool to enhance student-teachers' assessment skills. *Assessment and Evaluation in Higher Education*, 44(2), 169–185. <https://doi.org/10.1080/02602938.2018.1487023>
- Shannon, E. W., & Saatcioglu, A. (2018). School characteristics and teacher policy influence: evidence from New York City. *Educational Policy*, 32(7), 1041–1069. <https://doi.org/10.1177/0895904816682318>
- Sherman, R. R., & Webb, R. B. (2005). *Qualitative research in education: Focus and methods*. RoutledgeFalmer.
- Shohamy, E., & McNamara, T. (2009). Language tests for citizenship, immigration, and asylum. *Language Assessment Quarterly*, 6(1), 1–5. <https://doi.org/10.1080/15434300802606440>
- Silverman, D. (2006). *Interpreting qualitative data: methods for analysing talk, text and interaction*. SAGE Publications.
- Sipple, J. W., Killeen, K., & Monk, D. H. (2004). Adoption and adaptation: school district responses to state imposed learning and graduation requirements. *Educational Evaluation and Policy Analysis*, 26(2), 143–168. <https://doi.org/10.3102/01623737026002143>
- Sondergeld, T. A., Stone, G. E., & Kruse, L. M. (2020). Objective standard setting in educational assessment and decision-making. *Educational Policy*, 34(5), 735–759. <https://doi.org/10.1177/0895904818802115>
- Spillane, J. P., Seelig, J. L., Blaushild, N. L., Cohen, D. K., & Peurach, D. J. (2019). Educational system building in a changing educational sector: environment, organisation, and the technical core. *Educational Policy*, 33(6), 846–881. <https://doi.org/10.1177/0895904819866269>
- Stratford, R., & Wals, A. E. (2020). In search of healthy policy ecologies for education in relation to sustainability: Beyond evidence-based policy and post-truth politics. *Policy Futures in Education*, 18(8), 976–994. <https://doi.org/10.1177/1478210320906656>
- Sullivan, K., & Hall, C. (1997). Introducing students to self-assessment. *Assessment and Evaluation in Higher Education*, 22(3), 289–305. <https://doi.org/10.1080/0260293970220303>
- Şentürk, B., & Demir, H. (2019). Contribution of the ELP use on learning Turkish as a foreign language. *International Online Journal of Education and Teaching (IOJET)*, 6(4), 984–999. <http://iojet.org/index.php/IOJET/article/view/703>
- Topping, K. (2003). Self and peer assessment in school and university: Reliability, validity and utility. In M. Segers, F. Dochy, & E. Cascallar (Eds.), *Optimising new modes of assessment: in search of qualities and standards* (pp. 55–87). Springer Netherlands. https://doi.org/10.1007/0-306-48125-1_4

- VanderStoep, S. W., & Johnson, D. D. (2009). *Research methods for everyday life: Blending qualitative and quantitative approaches*. Wiley.
- Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis, and interpretation*. SAGE Publications.
- Wong, H. M. (2017). Implementing self-assessment in Singapore primary schools: effects on students' perceptions of self-assessment. *Pedagogies*, 12(4), 391–409. <https://doi.org/10.1080/1554480X.2017.1362348>
- Yan, Z. (2018). Student self-assessment practices: The role of gender, school level and goal orientation. *Assessment in Education: Principles, Policy & Practice*, 25(2), 183–199. <https://doi.org/10.1080/0969594X.2016.1218324>
- Yan, Z. (2020). Self-assessment in the process of self-regulated learning and its relationship with academic achievement. *Assessment and Evaluation in Higher Education*, 45(2), 224–238. <https://doi.org/10.1080/02602938.2019.1629390>
- Yan, Z., & Brown, G. T. L. (2017). A cyclical self-assessment process: Towards a model of how students engage in self-assessment. *Assessment & Evaluation in Higher Education*, 42(8), 1247–1262. <https://doi.org/10.1080/02602938.2016.1260091>
- Yan, Z., Chiu, M. M., & Ko, P. Y. (2020). Effects of self-assessment diaries on academic achievement, self-regulation, and motivation. *Assessment in Education: Principles, Policy & Practice*, 27(5), 562–583. <https://doi.org/10.1080/0969594X.2020.1827221>
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102/0002831207312909>
- Zorba, M. G. (2012). *An evaluation of Anatolian high schools' 9th grade EFL curriculum and course materials through the principles of the common European framework of reference for languages*. [Unpublished master's thesis]. Akdeniz University.