



The Effect of the EPOSTL on the Self-evaluation of Student Teachers of English

EPOSTL'nin İngilizce Öğretmen Adaylarının Öz Değerlendirmesine Etkisi

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Abstract. The purpose of this study was to investigate the impact of the EPOSTL (European Portfolio for Student Teachers of Languages) on the self-evaluation of student teachers of English at Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan. The study, which employed a mixed-methods sequential explanatory research design, was conducted at Akhmet Yassawi International Kazakh-Turkish University Faculty of Philology in Turkistan, Kazakhstan in the 2017-2018 academic year. 71 fourth year ELT student teachers participated in the study. The participants were divided into control and experimental groups. Only pretest and posttest were conducted to control group participants; however, pretest and posttests, the EPOSTL Use 1 and 2 were conducted to the experimental group participants. Multiple sets of data came from a) questionnaire, b) peer observation, c) reflective journal, and d) interview. The quantitative data were analyzed descriptively using IBM SPSS 21. The qualitative data collected from the peer observation, reflective journal, and interview was analyzed through qualitative thematic analysis. The results, overall, showed that the effect of the EPOSTL on the self-evaluation of the student teachers of English provided positive results. The findings demonstrate that the majority of the participants agree that the EPOSTL advances self-reflection and self-assessment, since it assists in checking the improvement of their didactic knowledge, teaching competences and skills. The comprehensive and clear structure of the EPOSTL found to be the main advantage of it. As the student teachers are not practical in teaching and require guidance through the complexity of language teaching, the EPOSTL enables them to match the theoretical knowledge with practical skills.

Keywords: EPOSTL, self-assessment, self-reflection, self-awareness, teacher competences, didactic knowledge.

Öz. Bu çalışmanın amacı EPOSTL'nin (Yabancı dil öğretmenliği okuyanlar için Avrupa portfolyosu) Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesi İngilizce Öğretmenliği öğrencilerinin öz-değerlendirmesine olan etkisini incelemektir. Ardışık açıklayıcı karma yöntem deseninin kullanıldığı bu çalışma, 2017-2018 eğitim öğretim yılında Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesi Filoloji Fakültesi'nde gerçekleştirilmiştir. Araştırmaya 71 dördüncü sınıf İngiliz dili öğretmenliği öğrencileri katılmıştır. Katılımcılar kontrol ve deney gruplarına ayrıldı. Kontrol grup katılımcılarına sadece ön test ve son test uygulanmış, ancak deney grubuna ön test ve son test, EPOSTL 1 ve 2 kullanımı uygulanmış. Veri seti olarak aşağıdakiler gelir: a) anket, b) akran gözlemi, c) yansıtıcı günlük ve d) mülakat. Nicel veriler IBM SPSS 21 aracılığıyla betimsel olarak analiz edilmiştir. Akran gözleminden yansıtıcı günlük ve görüşmeden toplanan nitel veriler niteliksel tematik analiz yoluyla analiz edilmiştir. Sonuçlar, genel olarak, EPOSTL'nin İngilizce öğretmenlerinin öz-değerlendirmelerine etkisinin olumlu sonuçlar verdiğini göstermiştir. Bulgular, katılımcıların çoğunluğunun EPOSTL'nin didaktik bilgilerinin, öğretim becerilerinin geliştirilmesinin kontrol edilmesine yardımcı olduğundan, öz-yansıma ve öz-değerlendirme geliştirdiğini kabul etmektedir. EPOSTL'nin kapsamlı ve net yapısı, bunun temel avantajı olarak bulundu. Öğretmen adayları öğretimde pratik olmadığından ve dil öğretiminin karmaşıklığı ile rehberlik gerektiğinden, EPOSTL teorik bilgileri pratik becerilerle eşleştirmelerini sağlar.

Anahtar Sözcükler: Epostl, özdeğerlendime, yansıtma, öz-farkındalık, öğretmen yeterlikleri, didaktik bilgi.

INTRODUCTION

The field of second/foreign language learning and teaching has been experiencing exceptional changes in the last few decades. In perspective of an increasingly mobile society and the possibility of instant access to the worldwide web, the need to learn languages and to have the capacity to communicate across linguistic and cultural borders has become more relevant than ever. The development and extensive extension of a unified Europe has realized remarkable improvements in socio-political, financial and social terms. One of the evidences of these is the European Portfolio for Student Teachers of Languages (EPOSTL). The EPOSTL is a tool which was introduced by ECML (European Center for Modern Languages) in 2007 with the purpose of assisting student teachers to be prepared for their future profession. Newby (2012), one of the developers of the EPOSTL, defines the EPOSTL as:

“ A document intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education”(p.1).

The EPOSTL was created for student teachers as an instrument for reflection, so its primary aim is advancing reflection. The EPOSTL also provides an important instrument for self-assessment with 195 can-do descriptors relating to the main teaching competences a teacher should obtain. The descriptors have been grouped into seven categories, each of them subdivided into several subcategories. Each descriptor is followed by an open bar which can be coloured in by student teachers at different stages of their teacher education to chart their own progress. Under the help of the teacher educator the descriptors will form bridgeheads for discussions and help student teacher to become familiar with his views and attitudes towards teaching.

Literature review

There is a shortage of research especially on the EPOSTL and the presentation and incorporation of it to teacher education programs. The vast majority of the accessible studies (Burkert & Schwienhorst, 2008; Newby, 2012) do not go beyond depicting the EPOSTL top to bottom and they deal with its implementations. They are distinct in nature and simply dive into its precepts. Few researchers (Mehlmayer-Larcher, 2009; Strakova, 2010) have endeavored to investigate the consequences of the EPOSTL at various settings and present tangible results up until this period. Just few research studies (Çakir & Balçikanli, 2012; Yüce, 2019) related to the EPOSTL was completed in Turkish language education program. Consequently, it related to investigate and incorporate research completed on teacher autonomy than reflection which is the main concern of the EPOSTL. On the side, it must be considered that the studies related to the EPOSTL is restricted and the existing studies are not all experimental but also descriptive.

The studies above suggest various advantages of the EPOSTL implementation. However, some studies pointed to the difficulties faced by student teachers. For instance, Velikova (2013) found that the main issue is in student teachers' initial vulnerability to set their own learning objectives and consider self-assessment. In the case of not being used to these ideas, they can find them demanding which can prompt diminished motivation and fabricate negative states of mind towards the implementation of this kind of instruments. Other studies (Cindric et al., 2015; Jones, 2011; Latkovska & Rutka, 2009) consider that some student teachers find some of the self-assessment descriptors of the EPOSTL equivocal and require clarification. Some are dubious, while others are excessively comparable. For instance descriptors dealing with error analysis “I can deal with errors that occur in class in a way which supports learning processes and communication” and “I can deal with errors that occur in spoken and written language in ways which support learning process and do not undermine confidence and communication” (Newby et al., 2007, p.57) are most likely going to be replied similarly because of their comparability. Furthermore, student teachers assert that it is time consuming to fill in extensive number of descriptors in their current order and format (Latkovska & Rutka, 2009; Nihlen, 2011). Another disadvantage worth mentioning is that it is befuddling to show capabilities by shading bars since there is no sign concerning how the space on the bar relates to student

teacher accomplishment (Burkert, 2009). Another dissatisfaction is the format of the EPOSTL. Çakır and Balçıkanlı (2012) stated that the printed document is not practical tool for student teachers who live in a digital age. It ought to be called to attention that the EPOSTL has 92 pages and 195 descriptors and the paper-based version does not take into consideration searching in terms of key words or category of descriptors. Moreover, using the EPOSTL in this format is also not practical to carry around.

Likewise, there can be an issue with respect to perception of the EPOSTL. For example, some teacher instructors may consider it presents a total rundown of skills to be accomplished by the fully developed teacher, though others may have diverse needs for student teacher (Burkert & Schwienhost, 2008). Similarly, Fenner (2011) maintains that with respect to the implementation of the EPOSTL by mentors at schools, not all of them will use it, since the greater part of them have built up their own criteria for evaluating student teachers.

In sum, the fruitful execution of the EPOSTL also rely upon the compelling collaboration between teacher educators working at universities and mentors teaching at schools and managing student teachers in their practicum. In this way the EPOSTL may be implemented effectively as a learning friend accompanying student teachers in their learning and future career.

Purpose of the Study

Prior studies on the EPOSTL are all pilot studies carried out in Methodology courses or teaching practice or both of them. Notwithstanding, majority of studies were carried out in European and Turkish contexts. Up to this day, no research has been conducted on the EPOSTL in Kazakhstan. Thus, the present study intended to study the effect of the EPOSTL in Kazakh setting. The goal of the study was to gain deeper insight into the role that the EPOSTL played in EFL student teachers' self-evaluation. Particularly, the study tried to describe the effect of the EPOSTL on the self-evaluation of the student teachers of the Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan.

The major research problem of the present study is as follows:

What is the effect of the European Portfolio for Student Teachers of Languages (EPOSTL) on the self-evaluation of the student teachers of English at Akhmet Yassawi International Kazakh-Turkish University with regard to the EPOSTL descriptors?

In addition, the present study also investigated the following sub-research questions:

1. Is there a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation?
2. Is there a statistically significant difference in the 1st and 2nd EPOSTL Use of the experimental group participants?
3. What are the strengths and weaknesses of the student teachers in terms of the EPOSTL descriptors for teaching skills?
4. How do student teachers perceive their experience with the EPOSTL?
5. What do the student teachers think about the contribution of the EPOSTL on their self-evaluation?

METHOD

The present study was conducted with a sequential explanatory mixed methods research design. An explanatory sequential mixed methods research design which involves two-phase process "in which the researcher collects the quantitative data in the first phase, analyses the results and then uses the results to plan the second qualitative phase" (Creswell, 2013,p.224). The study aimed to have better understanding the impact of the intervention program through collecting both quantitative and qualitative data.

Setting and Participants

The study took place at the English Philology department of the Akhmet Yassawi International Kazakh-Turkish University in Kazakhstan. Seventy one fourth year ELT student teachers participated in the study. The student teachers were divided into control and experimental

groups. A control group is a group of subjects or conditions that is matched as closely as possible with an experimental group, is not exposed to any experimental treatment. Age distribution ranged from 20 to 30.

Instrumentation

Data for this study came from: a) questionnaire, b) peer observation, c) reflective journal, and d) interview.

The EPOSTL Questionnaire

A questionnaire is one of the most common methods used to collect data on attitude and opinions from a large group of participants, and has been used to examine a wide variety of question in SLA (Gass & Mackey, 2005). The benefits of collecting data through the use of questionnaire incorporate the arrangements of answers to inquiries in an orderly and disciplined way, relative ease of construction, extreme versatility, and ability to gather a large amount of information in comparatively short amount of time and a readily usable form (Dörnyei, 2007). In this study, a questionnaire, namely the EPOSTL can-do descriptors, were used to answer the first and second research questions of the study that is to measure the difference between pretest and post test results; and the difference between 1st and 2nd EPOSTL Use results, which provided an overall picture of the effect of the EPOSTL implementation. The EPOSTL consists of 195 descriptors which were classified into seven categories. The first category, Context (EPOSTL, 2007, pp.14-19) deals with the framework teachers work on and the professional duties they need to perform. The reliability check was carried out with Cronbach's Alpha value ($\alpha=.97$).

Peer Observation

Peer observation was employed to collect data with regard to the student teachers' teaching in terms of the EPOSTL descriptors. An advantage of observations over self-report methods is that it allows researcher to record actual behavior rather than get reports of preferences or intended behavior from the participants (Johnson & Christensen, 2008). This study employed the peer observation in order to develop a shared understanding of the EPOSTL implementation and use this understanding to inform feedback following an observation.

Reflective Journal

The third research instrument was reflective journal. The use of reflective journals gives an opportunity for instructors to hear the voice of student teachers through the opportunity given to them to express the thoughts and changes they experience as a part of their learning experience (Dunlap, 2006). The current study attempted to learn more about the process of the EPOSTL implementation among student teachers during their practicum, based on the information about their experience and impressions provided in their reflective journals.

Interview

Interview is a method of data collection that involves two or more people exchanging information through a series of questions and answers. The questions are designed by a researcher to elicit information from interview participant(s) on a specific topic or set of topics. Cannel and Kahn (1968) bring out that an interview is "two-person conversation, initiated by the interviewer for the specific purpose of obtaining research-relevant information, and focused by him on contents specified by research objectives of systematic description, prediction, or explanation. Developing as a teacher is a process and the EPOSTL aims to shed light on the progress of student teachers. Fusing the interview procedure into the research design along with pre and post implementation of the EPOSTL will bring the study developmental dimension. Besides, with the help of the interview in-depth responses from students to guarantee the reliability of the answers they will provide for the questionnaire are intended to be collected. The interview procedure added to the study since it generates comprehensive data with smaller group.

Data Collection Procedures

The EPOSTL was implemented during the teaching practicum course (12 weeks); In the first week of the teaching practicum course the EPOSTL questionnaire pre-test was conducted for the student teachers of control and experimental groups; In the fourth week of the teaching practicum the 1st EPOSTL Use was conducted for the student teachers of experimental group; In the eighth week of the teaching practicum the 2nd EPOSTL Use was conducted for the student teachers of experimental group; In the twelfth week of the teaching practicum the EPOSTL questionnaire post-test was conducted for the student teachers of experimental group and control group; Within the twelve weeks of the teaching practicum course four student teachers from experimental group observed their peers and kept notes and another four student teachers kept reflective journals; Following the post-test an interview was carried out to another four student teachers of the experimental group.

Data Analysis Procedures

The data collected through the quantitative data were analyzed via descriptive analyses. Through a computer mediated program SPSS 21.0 frequencies and percentages were calculated. Thus, the EPOSTL effect to student teachers explained with the possible related factors that are identified. The EPOSTL questionnaire designated as a 5 point Likert type questionnaire. The student teachers were invited to (5) strongly agree, (4) agree, (3) neutral, (2) disagree, and (1) strongly disagree with the items. Descriptive statistics was calculated besides paired samples t-test in order to see the changes throughout the time and whether the treatment has an impact on the participants. And an independent samples t-test was run in order to compare the differences between two groups before and after the treatment. The data obtained through qualitative data was analyzed with the help of thematic analysis.

RESULTS

The first research question of the study focuses on whether there is a statistically significant difference between the self-evaluation of the student teachers in the experimental and control groups before and after the EPOSTL implementation. In this respect, the answers of the student teachers of both control group and experimental group were analyzed by looking at the answers they gave to 195 items of questionnaire.

First, a paired samples t test was conducted in order to determine whether there was a statistically significant change between pretest and posttest results of the control group.

Table 1. Paired samples statistics for the control group

		M	N	SD	Std. Error Mean
Pair 1	Pretest	3.4571	35	.33945	.05738
	Posttest	3.3383	35	.14308	.02418

Table 2. Paired samples test for the control group

	Paired Differences				T	Df	Sig. (2-tailed)	
	M	SD	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pretest Posttest	-.11876	.36689	.06202	-.00727	.24479	1.915	34	.064

The results of the paired samples t test (Table 1, Table 2) showed that there was not a statistically significant difference between the pretest ($M=3.45$, $SD=.33$) and posttest ($M=3.33$, $SD=.14$) results of the control group; $t(34)=1.91$, $p=.06$.

Table 3. Paired samples test for the experimental group

		Paired Differences					T	Df	Sig. (2-tailed)
		M	SD	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Test 1	-.150	.624	.110	-.375	.074	-1.362	31	.183
Pair 2	Test 1 Test 2	-.197	.300	.054	-.309	-.085	-3.596	29	.001
Pair 3	Test 2 Posttest	-.216	.464	.079	-.378	-.054	-2.718	33	.010
Pair 4	Pretest Posttest	-.491	.492	.082	-.658	-.324	-5.985	35	.000

However, a paired samples t test of the pretest and the posttest show (Table 3) that there is a statistically significant difference between the pretest ($M=3.43$, $SD=.46$) and the posttest results ($M=3.92$, $SD=.12$) of the experimental group $t(35)=-5.98$, $p=.000$.

The second research question of the study focuses on whether there is a statistically significant difference among the 1st and 2nd EPOSTL Use of the experimental group participants. To see whether there was a significant difference among the 1st and 2nd EPOSTL Use on the effect of the EPOSTL on their self-evaluation of the experimental group participants a paired samples t test was run.

Table 4. Paired samples statistics for the experimental group

		M	N	SD	Std. Error Mean
Pair 1	Pretest	3.4182	32	.47630	.08420
	Test 1	3.5685	32	.58690	.10375
Pair 2	Test 1	3.5363	30	.59080	.10787
	Test 2	3.7336	30	.50096	.09146
Pair 3	Test 2	3.7005	34	.49255	.08447
	Posttest	3.9171	34	.13002	.02230
Pair 4	Pretest	3.4318	36	.46104	.07684
	Posttest	3.9232	36	.12898	.02150

A paired samples t test (Table 4) of the EPOSTL Use 1 and the EPOSTL Use 2 demonstrate that there is a statistically significant difference between the EPOSTL Use 1 ($M=3.53$, $SD=.59$) and the EPOSTL Use 2 ($M=3.73$, $SD=.50$) implemented in the experimental group; $t(29)=-3.59$, $p=.001$.

The third research question of the study focuses on student teachers' strong and weak points regarding the EPOSTL descriptors for teaching skills. As for the quantitative data analysis, resources received the highest score ($M=3.69$) and grammar received the lowest score ($M=3.50$). According to the qualitative data obtained from peer observation, reflective journal and interview the strongest competences were methodology section, conducting a lesson, and the weakest competences were time management, assessment and classroom management.

The research question four focuses on student teachers perception of their experience with the EPOSTL. The data collection showed four major themes that frame the response to this question and helped explain student teachers perceptions of the EPOSTL use and experience. These four themes came from codes identified from qualitative data (peer observation, reflective journal and interview) collection. The student teachers perceived their experience with the EPOSTL as:

- *a tool* that serves the student teachers as a resource and reference document, as an organizer and as a guide;
- *a mentor* which shows the student teachers the way of teaching.
- *a self-evaluation* instrument that looks at the student teachers progress, development and learning to determine what has improved and what areas still need improvement.
- *a critical-reflection* which used to find the student teachers own shortcomings.

The research question five focuses on the student teachers' attitude about the contribution of the EPOSTL on their self-evaluation. With respect to the effect of the EPOSTL on professional development, quantitative and qualitative analysis indicate that the most beneficial contribution of the EPOSTL on the student teachers ' self-evaluation is that the EPOSTL requires student teachers to mirror their practice, to look at the lessons they have designed and evaluate the work they have provided to students over time. Self-assessment, reflection and continuous professional development clearly emerged as the most important contributions of the EPOSTL on the future instructors' self-evaluation in their eyes.

Self-assessment

Through assessment, student teachers could analyze their teaching practices and learn from their own experiences. The following extracts of the participants 1, 2 and 4 present the good examples of self- assessment:

"After using the EPOSTL self-assessment descriptors I can see my strengths and weaknesses. Also, I know what teaching skills I have to improve" (Participant 1).

"The EPOSTL helps us to be ready for our future profession in a variety of instructing contexts and it also helps us to be aware of our strengths and weaknesses related teaching" (Participant 2)

"The EPOSTL is very useful. It helps us to assess our own professional activities by providing a list of detailed criteria which we can fulfill both during our teaching practice and after graduation" (Participant 4).

From the extracts we can see that the participants consider the EPOSTL as self -assessment tool where they can assess their teaching with the help of the EPOSTL.

Self -reflection.

However, the participants 3 and 4 stated the EPOSTL use was the good way of self-evaluation. That can be because of being frustrated or excited while being observed by an observer.

"I could dissect a few issues that I had during the practicum so I could ponder on elements such as being an instructor is more than instruct a language, teach grammar, present movies or songs, being an instructor is more than that. Students have diverse needs in class, therefore the teacher has to imitate distinctive parts as per the necessities of the students" (Participant 3).

"The EPOSTL is effective. It encourages us to reflect on the competences a teacher strives to attain. It is highly pertinent for pre-service instructor training particularly for fostering the development of autonomy in instructor training" (Participant 4).

Continuing professional development

All participants indicated the EPOSTL as the tool for continuing professional development and share their experience of teaching while using the EPOSTL. The examples are below:

“I granted many things from the EPOSTL, like the didactic competences the teacher should have to attain during their initial stage. They are lesson planning, organizing lessons, interaction with learners, etc” (Participant 1).

“I am familiar with my own qualities and shortcomings as an instructor and I will continue to use the EPOSTL for developing myself as a language teacher” (Participant 2).

“I could recognize that I have many things to learn like identification of learning objectives, assessment, context curriculum and interaction with learners in order to be a good teacher” (Participant 3).

“I think the EPOSTL can be presented as the handbook for language teachers at their initial stage because it comprises the main aspects of language teaching” (Participant 4).

The results of the investigation have the potential to inform that all the participants were positive about the EPOSTL use. It is stated that it is useful for self-evaluation, self-assessment, and for improving teaching experience. As being aware of his strengths and weaknesses the student teacher goes ahead to improve his teaching competences, and it means the user of the EPOSTL do not stop improving himself until he can cope with all descriptors. Considering these findings, it can be inferred that the EPOSTL is very valuable instrument which provides self-evaluation, self-assessment and self-reflection in preparing language instructors.

DISCUSSION and CONCLUSION

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The student teachers found out the EPOSTL as the professional development instrument. The findings of Velikova (2013) show similar results with the present study. She states that the participants of her study find the portfolio as a useful tool for professional development, supporting self-reflection and raising awareness of their strong and weak points in instructing. Also, the participants of the study perceive the EPOSTL as a self-evaluation instrument. The findings show that the EPOSTL has an important role in self-evaluation. According to the findings of the study, self-evaluation level of the participants increased after the process. They evaluated themselves by the pre and post-test and by teaching at school. Ingvarsdottir (2011) findings support these findings. He found that all participants agreed that the EPOSTL was a self-evaluation tool and an awareness-raising tool since it made the discussions more significant and gave every participant a common framework. The findings also show that the EPOSTL is very useful in providing reflection, namely critical reflection. The results supported the findings of the study done by Orlova (2011), who focused on self-assessment section of the EPOSTL. She implemented the EPOSTL in the seminars of pre-service training. She claimed that the EPOSTL improved the critical reflection of the student teachers. It is important as it develops teachers professionally and enables the student teachers to see this development. Also, the study of Fenner (2011) supports this idea. In her study she tried to find the effectiveness of the EPOSTL in promoting reflection. She implemented the EPOSTL in lectures at the university, in seminars and during the teaching practicum. The data of the study was collected through questionnaires with open-ended questions which were answered by the students and mentors. The findings of the study asserted that the EPOSTL assisted future instructors to plan and critically reflect on the important task of planning lesson based on learning goals.

The findings of the research question five, indicate that the participants see the EPOSTL as self-assessment, self-reflection, and continuing professional development tool. The participants of the present study focused on the EPOSTL in empowering self-assessment, self-reflection, and continuing professional development. In this respect the study results are the same with Jones' (2011) study results. The participants of his study emphasized that self-assessment had encouraged them in their training year but they did not know what it exactly was and the EPOSTL helped them to be aware of what was involved in self-assessment. Another study was done by Çakır and Balçıklı (2012) to define the student teachers' views about using the EPOSTL to improve teacher autonomy. The findings are parallel with the present study findings that the EPOSTL was valuable from the point of view of awareness, reflection and self-assessment. Mirici and Hergüner's (2015) study investigated the endowment of the EPOSTL-based self-appraisal practices to future instructors' self-awareness and academic achievements in the departments of ELT and GLT of Gazi University, in Turkey. The results of the study are the same with this study. Strakova (2009) also stated that the EPOSTL was good in urging reflective skills of future instructors. She indicated three important advantages of the EPOSTL. First, the EPOSTL extends the knowledge on learning and teaching. Furthermore, it motivates students to be more familiar with the teachers' work. Finally, it empowers students to improve their teaching competences. Melmauer-Larcher (2011) study results reveal that most of the participants of the investigation view the EPOSTL as a reflection tool since they have been provided with a framework to reflect on their classroom practices.

In a nutshell, the EPOSTL is a tool which accomplishes this aim due to the comprehensive overview of lessons, strategies and teaching methods. It presents not just a comprehensive overview of language teaching components, but also different competences that one could reach at a certain point of teaching. Apparently, this could motivate student teachers to enhance their teaching skills with the help of self-reflection and self-appraisal.

This is the first study to investigate the effect of the EPOSTL implementation in Kazakh context where the initial teacher education program went through primarily focused on the transmission of theoretical knowledge in the form of frontal teaching. This left little space for reflection, self-evaluation and self-awareness. To develop student teachers as teachers it is important not to uncritically accept established beliefs and practices, rather, the student teachers need to be encouraged to think independently and form contemplated judgments about inquiries relating to learning and teaching languages. Thus, it appears to be valuable to familiarize them with the processes of reflection and critical evaluation in their initial teacher education. By using the EPOSTL in teacher education might be able to lead the student teachers towards independence and autonomy.

The quantitative and qualitative data results were presented under the research questions. The findings of the quantitative data stated that the student teachers improved their teaching skills through using the EPOSTL, and became aware of their teaching and linguistic strength and weaknesses. The findings of the qualitative data confirmed the findings of the quantitative data. The results of qualitative data revealed that the student teachers thought that the EPOSTL should be used in pre-service teacher education for many reasons. One of these reasons was that the EPOSTL implementation in Methodology course increased the effectiveness of this course by filling the gap between theory and practice. The second reason is that the EPOSTL has increased student teachers' awareness of their teaching by furnishing self-appraisal. The third reason is that the EPOSTL assisted future instructors to improve their instructing skills. The fourth reason is that the EPOSTL increased the self-confidence of student teachers.

It is assumed that the present study will be imitated in different settings to compare the outcomes with the present one. Besides, it is hard to generalize the results with a single study; consequently, the future researches may address to larger samples to get more generalized results; the research of a wider scope might be necessary to determine more clearly the strengths and weaknesses of current initial teacher education program. It will be beneficial to utilize the same study in different universities of Kazakhstan to contrast the results and draw conclusions.

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