



Received: February 28, 2021
Accepted: March 5, 2021
Available online: March 25, 2021

Khikmatullo Urazbaev

Independent Researcher, Uzbekistan State World
Languages University
Westminster International University in Tashkent
Tashkent, Uzbekistan
E-mail: kurazbaev@wiut.uz

AN EXPERIMENTAL STUDY TO INVESTIGATE THE USE OF A LANGUAGE PORTFOLIO IN DEVELOPING STUDENTS' AUTONOMOUS LEARNING AND REFLECTIVE THINKING SKILLS

ANNOTATION

Present day educational systems around the world strongly focus on developing students', graduates and professionals' autonomous learning skills, reflective thinking skills and self-assessment skills. In many studies related to the above-mentioned skills development, portfolio pedagogy is a central subject of discussion. The aim of the study was to experimentally test the potential of the Uzbek Model of European language portfolio in promoting pre-service English teacher training program for students' autonomous learning, and reflective thinking skills. The experimental study on portfolio implementation was carried out among first-year students of three local universities in Uzbekistan. 651 students from three sample institutions took part in the pre-test stage of the experiment. Research participants were then divided into control and experimental groups. The total number of students in experimental groups and control groups accounted for 148 and 150 students respectively. Students in experimental groups actively used language portfolio developed by the author throughout the academic year. Pre-test and post-test were conducted employing reflective thinking skills survey adapted from David Kember's work. Mean values of survey results were then statistically tested using independent-samples t-test and one-sample t-tests in IBM SPSS version 17.0. According to the findings

Ҳикматулло Ҷразбаев

Ўзбекистон давлат жаҳон тиллари университети
мустақил тадқиқодчиси
Тошкентдаги халқаро Вестминстер университети
Тошкент, Ўзбекистон

ТИЛ ПОРТФОЛИОСИДАН ТАЛАБАЛАР МУСТАҚИЛ ТАЪЛИМ ҲАМДА РЕФЛЕКСИВ ФИКРЛАШ КЎНИКМАЛАРИНИ ШАКЛЛАНТИРИШДА ФЙДАЛАНИШНИНГ ЭКСПЕРИМЕНТАЛ ТАДҚИҚИ

АННОТАЦИЯ

Замонавий педагогиканинг асосий муаммолари қаторида талабаларнинг, шу жумладан, олий таълим муассасалари битирувчиларининг мустақил таълим олиш кўникмалари, рефлексив фаолият кўникмалари ҳамда ўз-ўзини баҳолаш кўникмаларини шакллантириш ва ривожлантириш масалалари кўндаланг турибди. Ушбу кўникмаларни самарали ривожлантириш масалаларига бағишланган илмий тадқиқотларда, методик тавсияларда портфолио технологиясининг имкониятлари кўп марта тилга олинган.

Мазкур тадқиқот-мақола мақсади – Европа тил портфолиоси Ўзбек моделининг бўлажак инглиз тили ўқитувчиларининг мустақил таълим олиш ва рефлексив фаолият кўникмаларини ривожлантиришдаги имкониятларини тадқиқ қилишдир. Яратилган портфолио моделини таъбиқ қилиш бўйича тажриба ишлари инглиз тили ўқитувчиларини тайёрловчи учта олий таълим муассасасида олиб борилди. Тажриба синов ишларининг ташхисловчи босқичида 651 нафар талаба иштирок этди. Сўнг респондентлар қаторидан 148 нафар талаба тажриба гуруҳларига, 150 нафар талаба назорат гуруҳларига ажратиб олинди. Тажриба гуруҳидаги талабалар ўқув йили давомида муаллиф томонидан ишлаб чиқилган тил портфо-

of the research, the language portfolio has a considerable impact on developing students' skills of autonomous learning, and reflective thinking given the language portfolio is an integral part of a course curriculum and aligned to module learning objectives, tasks, activities employed within the modules.

Key words: language portfolio, autonomous learning, reflective thinking, statistics, survey, experiment.

лиози моделидан фойдаландилар. Тадқиқотда Д.Кембер томонидан ишлаб чиқилган рефлексив фикрлаш даражасини аниқлашга мўлжалланган сўровномадан фойдаланилди. Сўровнома орқали тўпланган ўртача кўрсаткичлар инференциал статистика методлари ёрдамида таҳлил қилинди. Маълумотларга статистик ишлов бериш IBM SPSS 17.0 ёрдамида амалга оширилди. Тадқиқот натижаларига кўра яратилган тил портфолиоси бўлажак чет тили мутахассисларини тайёрлашга ихтисослашган ўқув режасининг интеграл қисми сифатида татбиқ этилганда, талабаларнинг мустақил таълим кўникмалари ҳамда рефлексив фикрлаш кўникмалари ривожланишига ижобий таъсир кўрсатади.

Калит сўзлар: тил портфолиоси, мустақил таълим кўникмалари, рефлексив фаолият, статистика, сўровнома, тажриба синов.

INTRODUCTION

Current paradigm shift in educational practice around the world is focused on developing students' critical thinking, reflective thinking, self-assessment skills, identifying their own learning trajectories and through this promoting their lifelong learning. Globalization and flexible environment of social development are stressing upon rethinking the aims and requirements of international systems of training and educating the personnel, who is competitive, capable of solving various work-related problems. In this regard, in particular, teaching languages is not an exception. At present, teaching foreign languages is not only about developing learners' skills and communicative competences, but also promoting students' capacity for reflective thinking, autonomous learning and self-assessment which eventually lead to enhancing their capacity for lifelong learning. These competences are specially outlined in the regulatory documents issued by UNICEF, Council of Europe and European Union respective bodies.

Instilling and promoting the above-mentioned competences and skills in would-be professionals also outlines enrichment of teacher educational programs. In particular developing teachers' reflective thinking skills, self-assessment and autonomous learning capacities entail integrating new pedagogical technologies into teachers' education. In world education practice developing meta-cognitive skills of learners, promoting reflective thinking and autonomous learning have been achieved through implementing portfolio and language portfolio pedagogies into educational processes. In this respect, a huge body of research has been conducted on portfolio pedagogy in developed countries such as the USA, Canada, Japan, Turkey, Malaysia, Russian Federation, at such universities and research centers as Victoria University of Wellington, Vanderbilt University, Moscow State University of Linguistics, Center for Assessment Research, Policy and Practice in Education under Dublin City University.

The Concept of Developing Higher Educational System in the Republic of Uzbekistan till 2030 endorses reforms in educational sector as well as multilateral development of all spheres in the society and guaranteeing necessary conditions for renovating, liberating all related fields. In this regard, prime importance is laid upon introducing the latest educational technologies that focus on strengthening students' competences and skills, reinforcing their capacity for autonomous learning at higher educational institutions. An introduction of innovations to education and other related domains of society has laid foundations for Uzbekistan to consider joining the Bologna Process, which is one of the tasks implied in Uzbekistan's Development Strategy for 2017-2027 [2017]. This process sets new requirements for educating autonomous and initiative citizens with a strong sense of responsibility, who are ready to make important decisions on their roles as societal actors as well as in their own professional lives. These requirements put forward drastic changes in an educational paradigm and dictate necessities for implementing new technologies of teaching and nurturing competent members of society.

Learner Autonomy

It is obvious that there are numerous data in many scholarly sources and studies related to a language portfolio learner autonomy. Western authors as D. Little, R. Perclova, E. Ushioda, V. Kohonen, E. Latkovska and L. Rutka [Latkovska E., Rutka L., 2014], N. Lyons [1998], D.D. Mansvelder-Longayroux, D. Beijaard, and N. Verloop [2007], I. Mirici and S. Hergüner [2015], K. Mokhtari D. Yellin, K. Bull and D. Montgomery, D. Newby, R.C. Wade and D.B. Yarbroug [1996], and Commonwealth of Independent States (CIS) authors as O. Miroshnikova [2008], A.V. Sycheva [2004], I.I. Kruze [2017], T.M. Shahova [2014], and E. Murasheva [2014] present comprehensive investigation of potential benefits of language portfolios in developing students' autonomy in learning, developing their reflective thinking skills as well as self-assessment skills.

The concept of a learner autonomy is closely linked to constructivist as well as metacognitive perspectives on teaching and learning. Moreover, in a learner-centered approach where learners are viewed as the center of learning, learner autonomy becomes one of the crucial skills for learners to become better, effective and independent agents of the learning process. It is an undeniable fact that in the 21st century the focus of a language teaching has been more and more on the problems of helping students become independent in their learning journeys. In scholarly sources, there are many definitions of a learner autonomy. While being a favorite subject of investigation in education-related sciences, the topic of autonomy has been investigated in other fields of science as medicine, business, and organizational management. L. Dickinson, who is among the pioneers of studying and defining a learner autonomy, defines the concept as learners' taking full responsibility for their learning and following those decisions made in the process of learning [Dickinson L., 1995]. B. Kumaravadivelu emphasizes that one of the leading factors in helping learners become successful in their learning is to develop their self-directed learning skills [Kumaravadivelu B., 2013]. Duffy and Johnson in their discussion of the relevance of constructivism to

learner autonomy, argue that constructivism stresses the construction of knowledge not outside learners' mind, instead it is constructed by their active participation in the learning process. This, in turn, implies the significance of autonomy in knowledge construction, because, as constructivism puts forward, learning happens when there is active involvement of learners but not teachers. For this, learners should be initiative, resourceful and have an internally driven desire to learn.

P. Wang states that the underlying theory behind a learner autonomy is the theory of constructivist psychology [Wang P., 2011]. The world around us is full of meanings. By active experimenting, experiencing the external world and its realities we construct our own understanding of the world based on our pre-existing knowledge. This entails our initiative and actions in the process of internalizing and interpreting the meaning possessed by the external world. This theory is also closely related to Lev Vygotsky's socio-cultural theory of learning, in which he suggests that only by socializing, we build our replications of the world surrounding us and this can happen only with our active participation, interaction and socialization with the people, and artifacts that surround us.

P. Benson, in his summary of the concept of a learner autonomy, classifies four types of approaches to fostering a learner autonomy in learning foreign languages. They are resource-based approaches; learner-based approaches; classroom-based approaches; curriculum-based approaches; and technology based-approaches [Benson P., 2001]. Resource-based approaches encourage learners' independent interaction with learning materials such as textbooks, dictionaries, handouts, educational complexes, etc. Whereas, technology-based approaches emphasize the active utilization of IT technologies such as computers, tablets, and other electronic and technical aids in language learning. Accordingly, we may conclude that the technology of a language portfolio, which entails the use of physical and electronic portfolio, falls under the umbrellas of resource-based approaches and technology-based approaches.

Another function of a language portfolio, outlined in many scholarly sources, is developing reflective skills of language learners [Zagvozdkin V.K.]. Reflection as a skill, which is commonly attributed as a psychological rather than the educational concept, has been actively discussed and investigated in foreign languages teaching and learning. Russian psychologist A. Buzeman [1985; 38] was among the first scholars who suggested focusing on the study of the theory of reflective practice within psychology. A. Buzeman's ideas concerning reflection and reflective practice were predominantly nurtured by L. Vygotsky's theories on child learning. A. Buzeman defines reflection as a process of internalizing real-life experiences. John Dewey, a professor at Columbia University, was first to suggest reflection to be a process that is involved in all human learning [Dewey J., 1933]. He also proposed that reflection should be an educational aim. In CIS countries' psychological thought, B.G. Anan'ev, S.L. Rubinstein developed and comprehensively investigated the problem of reflective thinking [Stepanov C.Y., Semenov I.N., 1984].

N. Khalilova [2018], in her studies related to psychological foundations of applying reflective thinking technologies in education, states that reflection being one

of the mechanisms of cognition, ensures the following in the educational process:

1. Understanding pre-determined learning goals and outcomes;
2. Comparing resources with the future learning accomplishments;
3. Motivating learning, finding logical connections between the learning materials and understanding the material;
4. Self-assessing learning outcomes, introduce changes or improvements to learning strategies;
5. Identify problematic points in learning and select appropriate methods for getting rid of those problems in future;
6. Facilitating self-regulating, and self-monitoring in the cycle of learning.

According to J. Dewey, reflective thinking is an “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and further conclusions to which it leads” [Dewey J., 1933]. Dewey and other scholars who investigated the role of reflective thinking emphasize that reflection is related to personal learning and thus its role in learning should not be ignored. Reflective thinking entails recall of experience in learning, thinking about self as a learner therefore regarded as a subject of studies on meta-cognition, self-assessment and mental processes in learning. Scholars as A. Rieger et al [Rieger A. et al, 2013], C. Corcoran, R. Leahy [2003], C. Rodgers [2002], S. Afshar and M. Farahani [2018] agree on the benefits of reflective thinking in pre-service teacher education and that it must be part of all teacher education programs because reflection enables perspective students to make sense of the theoretical material learned. In CIS countries scholars as Y.V. Romanova [2016], T.A. Bondarenko [1999], O.B. Modulina [2008], and Z.M. Hutyk [2015] investigated the role of reflective thinking skills development in training teachers for their future pedagogical practices.

Authors such as D. Wedelin and T. Adawi [2014] suggest that reflection is not a straightforward practice where students are involved automatically. On the contrary, reflection is a complex process that should be instilled in students through a complex set of activities and scaffolding techniques. J. Moon [2004] asserts that factors such as learners’ previous experience with reflective activities, language barriers students may have and their understanding of reflection determine how much support students need in the process of acquiring reflective thinking skills.

In many related studies, portfolios have been discussed as an effective tool that scaffolds and fosters reflective thinking skills in learners. Recent studies on portfolio use in teacher education programs include P. Pereira, C. Parente, and V. da Silva [2016], A. Almusharraf [2019], K. Alzouebi [2020], and A. Ni Dhiorbháin [2019]. All of the studies focused on the utilization of the portfolio as an alternative assessment tool and as a tool for reflective thinking development. The studies report the positive influence of portfolio on reflective thinking. Language education specialists also report that the preliminary function of ELP is nurturing reflective thinking skills in its users and leading learners towards development as autonomous learners. Dalziel argues that the involvement of meta-cognitive thinking and target language use in ELP represent “a driving force for the development of autonomy” [Dalziel F.A., 2012; 182].

Uzbek Model of European Language Portfolio

Uzbek Model of European Language Portfolio consists of Language Passport, Language Biography and Dossier sections as outlined by the Council of Europe Recommendations on compiling a model of ELP [Council of Europe, 2009]. According to the Council of Europe guidelines, the model of ELP can be compiled for both informal and formal situations of language learning and teaching. The guidelines state that three main issues should be considered before compiling an ELP:

1. Age of ELP users, which is reflected in the design, layout and complexity of instructions regarding its use and self-assessment checklists. The age range of the compiled model users is 17 and above. Therefore, the design, language of instructions and reflective tasks included in the ELP considered learners' language learning background and situations.
2. Context of language learning and ELP use e.g. formal or informal setting. In the compiled model of ELP context of its use is a formal setting. The preliminary context of the compiled model is a Pre-Service English Teacher Training programs delivered at higher educational institutions of Uzbekistan, however, the use of ELP may go beyond the program and graduates of teacher training programs may use the model as a tool for professional and language competency development;
3. Sociolinguistic context of ELP use and language learning. Since the majority of ELP users are students whose first language is the Uzbek language, it was decided to employ English and Uzbek in the ELP headings, instructions, and self-assessment checklists.

As highlighted in "Guide to compiling an ELP" [Council of Europe, 2020], Language Biography section's vision is facilitating language learners and ELP users' involvement in goal setting, reflecting on and self-assessing one's own language learning. Language Biography section of the Uzbek Model of ELP was developed taking into account prospective users' language learning background and objectives in learning a language. It consists of four parts: 1. My language learning aims; 2. My language learning background; 3. My linguistic and intercultural experiences; and 4. My language learning achievements and objectives.

ELP Validation Committee and Guide for Developers set forth the following guidelines in developing the Language Biography section of ELP. According to the guidelines for developers of ELP, Language Biography section should foster language learners' involvement in planning their own trajectories of language learning, facilitate their reflection on language learning, foster reflective thinking on the assessment involved in their language learning, inspire the users of ELP to state what are their capabilities (can-do) in the target language, and reflect on their intercultural and linguistic experiences outside the formal educational setting. These guidelines and principles served as a kick-off point for developing the model of ELP for PRESETT students.

According to the Guidelines for ELP Developers, the Language Biography is the part of an ELP, which emphasizes the processes of language learning rather than the outcomes of the learning process. The central idea of the Language Biography

section is to enable its users to reflect on their first, second or foreign language learning experience, identify best practices in their learning and thus foster students' ability to plan their further language learning. Moreover, this principle is built around the idea that learners' conscious reflection on learning will ultimately improve their results.

The first part of the Language Biography section is for users of ELP to identify their aims of learning a foreign language. It performs the function of a task that helps users to identify why they are learning the language, what are the outcomes they expect from learning and foresee or plan the future use of the target language.

The section uses the format of a table as suggested by the Guidelines for ELP Developers and asks users' the following questions:

1. Why do I want to learn this language?
2. Exact things I want to learn in this language
3. Which level do I want to reach according to CEF levels?
4. My purposes for learning the language (travel, job, study, etc.).

The section also supports the idea of multilingualism and plurilingualism i.e. the development of competencies in a number of languages. In other words, the use of the portfolio, as proposed by the Validation Committee, is not limited to promoting learning of only one language. For instance, users of ELP in teacher training can also include their experiences in learning Uzbek, Karakalpak, Russian, Tajik, Kazakh or other minority languages which are used in the context of Uzbekistan.

The second part of the Language Biography section is titled "My Language Learning Background". It employs a table design approach and asks students/users of ELP to reflect on their history of language learning i.e. identify and tell where and how they acquired or learned a particular language. It provides the following situations of language learning:

1. Interacting in the language with my family members;
2. Formal education (school, college, lyceum);
3. Travel;
4. Friends/social contacts;
5. While taking private classes;
6. Mass media, newspapers, magazines, etc.

As situations show, the list is compiled according to the common language learning contexts and situations that are specific to Uzbekistan. It also takes into account the requirements of the Guidelines for ELP Developers.

The next part of the section takes the form of a diary and asks students/learners to reflect on the following questions:

1. Reasons that motivated you to learn the target language;
2. Aspects of the language learning process you enjoyed or disliked;
3. Aspects you found difficult or easy in the language learned;
4. What is the importance of the language for you now or in the future?

In this sub-section, students/users are provided with spaces where they write their answers to the above questions. The primary aim of this part is to foster students/users' reflection on their language learning experiences and identify reasons for

learning the language, tell about the most interesting aspects of the language learned or being learned and reflect on the challenging aspects of the learning process. This part is particularly useful for teachers to diagnose and see the aspects students suffer in learning and introduce necessary changes or improvements to their teaching. In addition, student-users of ELP categorize the importance of the languages they are learning for their future professional life or other accomplishments. Inclusion of this type of information in the portfolio and reflection on the above-mentioned questions enables student-users to find out their weaknesses in a particular language and come up with suitable ways of improving those pitfalls and make key actual decisions regarding their future language learning. The part also provides an excellent foundation for student-users to recognize the levels of a language proficiency needed purposes in their professional lives and self-assess themselves.

The next part of the Language Biography section is entitled “How and when do I learn languages best?” It aims at developing students’ learning how to obtain skills.

The primary aim of this section is to enable students to reflect on their successful language learning experiences and set further targets for their learning. It is aimed at systematically drawing students’ attention to the strategies and techniques by means of which they are learning the language and encourage them to list the strategies and re-use successful ones in their further language learning. The idea central to this section is to promote students’ capacity to learn how to learn and develop their autonomy in learning. As D. Little states learning how to learn is an essential aspect of developing individuals’ capacity for lifelong learning because as he suggests that only by developing learner autonomy skills for lifelong learning can be shaped [Little D., 2003]. This idea also prevails in the CEFR pedagogy, which states that relatively few learners learn proactively, and few take the initiatives to plan, organize and execute their learning. Most language learners learn reactively and mostly follow the strategies, techniques prescribed by their teachers or textbooks or other learning materials. For those who are heavily reliant on teachers and textbooks, learning stops whenever teaching or exposure to textbooks stops.

Thus, according to the CEFR and other language policies of the Council of Europe and related documents, autonomous learning can be stimulated by regarding the “learning-how-to-learn” concept as an integral part of language learning. R. Oxford, a leading expert in learning strategies states that learning strategies are developed through mediation. She highlights that virtually everyone can manage learning a foreign language by utilizing learning strategies and that learning strategies can be mastered through mediation [Oxford R., 1990]. The notion of mediation was coined by L. Vygotsky and his ideas related to sociocultural perspectives to learning. He believed that learning occurs by interacting with an expert in learning process within the zone of proximal development, where an expert plays a role of a mediator. Vygotsky’s ideas were further elaborated and the majority of experts in this field state that the role of the mediator is not inherent to only people but also to books, didactic tools and other educational technologies. According to María Luisa Pérez Cavana [2012], in traditional classrooms a mediator is usually a teacher or a peer with whom

learners interact in order to learn, but in non-traditional settings, Language Portfolio plays the role of a mediator.

Therefore, the Guidelines for ELP Developers suggests including reflective tasks for learning strategies so that learners can develop their awareness of how they learn best and become increasingly aware of various options (strategies, techniques of language learning) that suit them well [Council of Europe, 2001; 141-142].

Section 3 of the Language Portfolio is “My Language Learning Diary” where students reflect on their language learning over a week and plan their next learning activities for the upcoming weeks. Communicative activities and language systems they have to reflect on the section include reading, listening, writing, speaking, grammar and vocabulary. The given section is especially useful for learners in the process of learning the advanced language in such modules as “Practice of Language Aspects” in the PRESETT curriculum.

The core function of the section is to enable students to reflect, plan and organize their learning. D. Little and R. Perclova distinguish three types of reflection: planning, monitoring, and evaluating [Little D., Perclova R., 2001]. In planning type of reflection, students organize their learning before being engaged in a communicative activity or task. In monitoring reflection, students reflect while doing a particular communicative activity or completing a task. Evaluative reflection is a post communicative activity reflection where students perform self-assessment tasks, see and evaluate their performance in the past learning contexts and analyze what they have learned. By completing the Language Diary section, students are exposed to tasks where they have to be engaged in all three types of reflection. The section is to be completed by students during a course of lessons.

Another vision of integrating the European Language Portfolio into language teaching and learning contexts in Europe was to promote plurilingualism and respect towards other cultures and intercultural awareness. For many years intercultural awareness has been viewed as one of the indispensable components of communicative competence and regarded as an essential aspect of learning foreign languages. This aspect of a language is also discussed within the sociolinguistic perspective on language teaching and learning [Djusupov M., 2012]. This is especially true for the context of Europe where people of 54 ethnic minorities and 33 ethnic majorities reside [Pan C., Pfeil B.S., 2002]. This diversity represents a vast cultural diversity and promoting intercultural awareness is of the vital importance to the Council of Europe in order to maintain the peaceful coexistence of people of various cultural and linguistic backgrounds. This is also relevant for the context of Uzbekistan where people who belong to more than 130 nationalities reside. The culture of Uzbekistan is also diverse and multicolored. Therefore, fostering intercultural awareness and promoting tolerance and respect between cultures is of great importance. The ELP embraces this vision of the Council of Europe by including the “My Linguistic and Intercultural Experiences” section into the Language Biography part.

In this section, student-users of ELP reflect on their experience of the target language culture and focus on identifying similarities and differences in their own

culture and target language culture. They reflect on their behavior during that experience and how they see the target language culture. Experience of target a language culture can be in the form of interacting with native speakers through messengers, online platforms, and face-to-face interaction with tourists, foreigners, exchange students and native-speaker teachers.

Along with promoting learner autonomy, and reflective thinking skills, ELP places a strong emphasis on developing students' self-assessment skills. As noted above a learner autonomy and lifelong learning has been one of the main goals and philosophies instilled in implementing the CEFR in European contexts. The Council of Europe first introduced the concept of a learner autonomy in the 1970s and since then it has spread to other domains of foreign languages education. Henri Holec in his report stressed the importance of self-assessment and reflective thinking in developing a learner autonomy. D. Boud and N. Falchikov define self-assessment as one of the important skills acquired by students that is required for their future professional development and life-long learning [Boud D. and Falchikov N., 2006]. L. Leech outlining the benefits of self-assessment highlights that self-assessment fosters learner autonomy, cognitive abilities and meta-cognitive engagement, enhances deep and lifelong learning skills [Leech L., 2012]. According to V. Kohonen, self-assessment plays the role of a hinge, where learning how to learn, reflective thinking, and development of a learner autonomy cross. Therefore, in incorporating the pedagogy of a learner autonomy into education it is necessary to teach knowledge and skills necessary for self-assessment as well as form students' positive attitudes towards self-assessment.

In this regard, the Language Biography section of the ELP also contains self-assessment checklists for users to self-assess their skills in different communicative activities (reading, writing, listening, spoken production, and spoken interaction) activity situations. Language skills descriptors consist of a general type according to types of language activities e.g. listening, spoken production, spoken interaction, reading and writing (5 levels – A1, A2, B1, B2, and C1). These descriptors enable users to self-assess any non-native languages learnt or used.

Descriptors, e.g. parameters, which are used in self-assessment checklists and indicated in the ELP, include:

- Communicative skills of oral and written speech (spoken production and interaction, acquiring necessary written communication skills);
- Communication strategies (identifying cues and inferring meaning during communication, initiating conversation or communication, turn-taking strategies using contextual clues in inferring meaning from communication in order to accomplish communicative tasks);
- Compensations skills (active and skillful use of language resources the speaker possesses during communication, e.g. reorganization of the utterance, asking for clarification, paraphrasing, repairing, changing the words and lexical units in speech depending on the context to avoid communication impeding);
- Qualitative aspects of spoken and written language use.

The proposed model of ELP enables learners to self-assess their language skills

according to three scales – “I can do it easily”, “I can do it with help”, and “It is my objective”. The descriptors target at not only at content of a language learning but at the language act situations, which may occur in the real-life social interaction of learners of the target language learners and its native speakers.

Language Biography as discussed above is the ideal tool for involving students in forming their meta-cognitive strategies. Meta-cognitive strategies are undertaken through students’ planning their learning, setting goals, self-assessment and self-monitoring the learning process [Oxford R., 1990; Wenden A., 1991]. While completing the tasks in the Language Biography part of the ELP, students are encouraged to plan, set-goals, self-assess and self-monitor their learning. Moreover, students are given opportunities to evaluate their learning activities and learn how to exploit their learning resources.

The third part of the ELP is a “Dossier” which is used to document any examples of the practical application of the target language. The Guidelines for ELP Developers outline that the Dossier part of ELP should document and illustrate achievements indicated in the Language Passport and Language Biography parts (Council of Europe, 2001).

“My Dossier” has two different functions which are compatible with each other. They are pedagogical and reporting functions. In its first function, the Dossier part enables students to exemplify, illustrate the learning process they encounter in everyday formal or informal language learning. Students can collect any materials they practiced, produced, tests and various language practice tasks they have completed, copies of emails, short stories, journal logs, notes taken during lessons in the dossier part to document the progress.

In its reporting function, student-users of ELP select and document only those materials, which demonstrate their present level of proficiency. It can be language certificates, essays assessed by their teachers, letters of reference given by their teachers, translations of texts, and language examination results. These materials serve as evidence of ELP users’ acquisition and practical application of the target language and act as a showcase of the users’, language learners’ achievements over the time of learning the target language. Moreover, the proposed model of ELP also contains a ready-made able to be filled certificate of exit test results (Exit Test Report Form), which documents the PRESETT program students’ language proficiency level according to the CEFR, and filled in by the exit test administrators and verified by the rector of an institution. Pilot studies on ELP use suggest that the Dossier part should be designed in the form that it reflects the structure and focus of the course or program it is intended for use. Therefore, the proposed model took into account specific assessment tasks and activities used in the PRESETT program. For instance, the “Integrated Skills” module, delivered in PRESETT program makes use of project-based learning and employs projects in assessing student performance. Therefore, we decided to include a section in the Dossier part where students could document their participation in the projects. The section does not only provide space for documenting their performance but also self-assess and reflect on their performance in the projects.

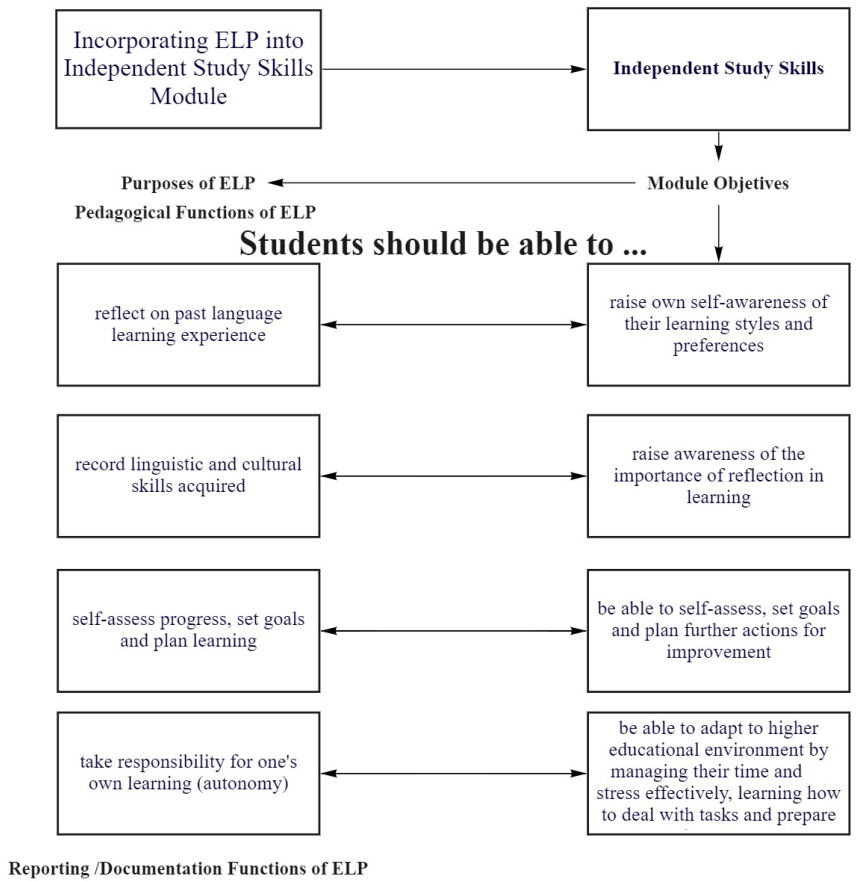
The ELP Guidelines for Developers do not explicitly state what materials should

be used in the Dossier section in order to document learners' progress. However, it clearly states that the Dossier should be properly organized so that it meets the requirements set for their reporting and pedagogical functions. Visibility was the main aim we strived for in designing the Dossier section of the ELP. By visibility, we understand the availability of space for students to showcase their achievements over the course of learning the language and demonstrate what they can do in the target language in different communicative activities. The proposed model of ELP was piloted among students of PRESETT program in the 2017-2018 academic year [Urazbaev H., 2020].

Introduction of ELP to Pre-Service English Teacher Training Curriculum

Uzbek Model of European Language Portfolio was introduced to the PRESETT curriculum students in the first year of their studies in the 2019-2020 academic year. The Independent Study Skills module delivered in the first semester according to the curriculum was chosen as a module within which UzELP was introduced to research participants. Independent Study Skills partly if not fully coincides with the principles outlined in the Transition Pedagogy approach by its "assisting students' transition from their previous educational experience to the nature of learning in higher education and learning in their discipline as part of their lifelong learning" [Nelson K.J., 2014; 11].

Figure 1.



Proposed Purposes of using Language Portfolio in Independent Study Skills Module

As is shown in Figure 1 above, the learning objectives of Independent Study Skills (ISS) presume enabling students to develop autonomous learning skills. Students in the module of ISS are taught to identify their learning styles which are grounded upon the identification of one's own learning strategies. This objective of the module can be implemented through pedagogical functions of ELP. The overall layout of the module matches with the main pedagogical functions of the language portfolio.

According to Blakeley, teachers play a central role in introducing the ELP to their students in a way that is motivating enough for students to use it effectively. Therefore, it was decided to design and develop lesson plans that would best fit the existing modules within the PRESETT curriculum and enable experimental group teachers to introduce the ELP. The analysis of the "Independent Study Skills" module syllabus revealed that there are 10 topics to be delivered throughout the module. Topics 3 and 4 are closely related to the central focus of the European Language Portfolio concepts as self-assessment according to CEFR and setting goals in language learning. Topic 3 entails developing students self-assessment of their own language proficiency according to CEFR, while topic 4 aims at introducing SMART goal setting to students, developing their skills in setting appropriate goals in a foreign language learning as well as types of assessment in a language learning. Therefore, it was decided to come up with activities that would introduce CEFR, its central idea, and self-assessment in language learning and through the activities expose students to the first time use of the Uzbek Model of European Language Portfolio in their studies through the PRESETT program.

In order to test the potential of the proposed model of language portfolio experimentally, the following hypotheses have been formulated:

Hypothesis 1: There is no effect of using the language portfolio on developing students' autonomous learning skills.

Hypothesis 2: There is no effect of using the language portfolio on developing students' reflective thinking skills.

METHODS

In accordance with the aims of the research and based on the findings of secondary research it is necessary to experimentally test the feasibility and efficiency of implementing Language Portfolio technology in the English language teacher educational programs. The pre-determined aims of the research were to test experimentally the validity of Language Portfolio in increasing its users', autonomous learning and reflective thinking skills in learning the English language.

The given research is motivated by practical considerations of the ELP use in the English language teacher education. Therefore, in order to yield reliable results, and to ensure their validity, the study relied on experimental and quantitative methods of research.

The experimental part of the research was carried out in three stages:

1. Developing Uzbek Model of ELP, piloting the Model of ELP to identify its capacity in terms of a content relevance, ease of use, students' attitude towards it (academic year 2017-2018);
2. Pre-testing the research participants' autonomous learning, and reflective thinking skills (the academic year 2018-2019);
3. Introducing the portfolio to the participants of the study and post-testing the impact of the UzELP (both hard copy version and electronic version) on enhancing research participants' capacity for autonomous learning, and reflective thinking (the academic year 2019-2020).

In order to guarantee the reliability and validity of tentative study results the experimental studies were carried out with the participation of students in three samples of higher educational institutions: Gulistan State University, Samarkand State Institute of Foreign Languages and Uzbekistan State World Languages University (See Table 1).

Table 1.

Distribution of Pre-Test Stage Participants of the Research among Sample Institutions

Sample Institutions	Gulistan State University	Samarkand State Foreign Languages Institute	Uzbekistan State World Languages University
Number of Participants (N)	221	200	230

In total 651 students took part in the pre-test stage of the study, 150 students participated in piloting stage of UzELP, and 298 (150 in control groups and 148 in experimental groups) students took part in implementation and post-test stage of the research (See Table 2).

Table 2.

Distribution of Intervention and Post-Test Stages Participants of the Research among Sample Institutions in Control and Experimental Groups

Sample Institutions	Gulistan State University	Samarkand State Foreign Languages Institute	Uzbekistan State World Languages University	Total N
Control Groups	66	43	41	150
Experimental Groups	64	42	42	148
Total Number of Participants (N)	130	85	83	298

Convenience sampling was used in choosing the study participants. The participants of the study were selected from pre-service English teacher training courses that lead to a Bachelor's degree in 5111400 – Foreign Language and Literature. State educational standards, curricula, syllabi and core modules offered within the courses at the institutions are developed and approved by the Ministry of Higher Education. Therefore, there is a high consistency in the delivery mode, module hours

of the courses at all chosen institutions.

Firstly, while choosing the appropriate methods for the given research, the choice was between true-experiment and quasi-experimental research. Both of the research methods focus on the investigation of the impact of a certain phenomenon on subjects of study. According to Ary et al, in true-experiments, control over all variables is necessary, when this is not possible and not practical due to certain factors, quasi-experiment can replace the true-experimental [Ary D. et al, 2018].

Taking into account the fact that this research was undertaken among the students studying at three different institutions it is difficult to ensure that all (control group and experimental group) students have the same tutor, similar study conditions and input. Therefore, a quasi-experiment was used in the research. Moreover, one of the key features of true-experimental research is a random allocation of research participants to control and experimental groups [Cohen L. et al, 2017; 282], which was also challenging in the case of the given study.

For the experimental purposes, in the research, a hard copy version of the Uzbek Model of European Language Portfolio for Pre-Service English Teacher Training Programs [Urazbaev H., 2019] developed by the author was used. Experimental groups used the UzELP throughout the period defined in the research timeline. The use of the UzELP by participants served as the main form of intervention in these groups. As it was mentioned in the previous section, the Independent Study Skills module delivered in the first semester according to 5111400 – Foreign Language and Literature baccalaureate curriculum was taken as the module to introduce the use of the Uzbek Model of European Language Portfolio to the first-year students – experimental groups of the study.

Control groups were not exposed to the use of the ELP model. Instead, in all three sample institutions control groups were exposed to regular “Independent Study Skills” module lessons.

Data was collected using hard-copy surveys (face-to-face). Collected data then was statistically analyzed using IBM SPSS Version 17.0. In the study following inferential statistics tests were used:

1. Cronbach Alpha Test to measure internal consistency and reliability of survey tools (questionnaires);
2. One-Sample Student's t-test in analyzing data obtained from experimental groups;
3. Independent samples Student's t-test in comparing means collected from control and experimental groups;
4. Cohen's *d* value test in testing the effect size of the intervention in experimental groups;

Autonomous Learning Skills Survey. Once participants of the study completed the self-assessment skills survey, control and experimental groups were formed in three sample institutions. Both control and experimental groups were asked to take the autonomous learning skills and reflective thinking skills survey before the intervention. Overall, the number of respondents who filled in both survey tools accounted for 651 students.

Autonomous Learning Skills Survey. The designed survey comprised 14 five-point Likert type scale items. The survey was designed to evaluate respondents' perception of their own behavioral actions pertaining to autonomous learning. The answers to scale questions ranged from 1 – “Strongly Disagree” and 5 – “Strongly Agree”.

Reflective Thinking Skills Survey. The reflective thinking questionnaire was adopted from David Kember et al. [Kember D. et al, 2000]. The survey contained 8 five-point Likert type scale items which were divided into two sections: reflection and critical reflection. Mezirow [Mezirov J., 1998], and Kember et al [Kember D. et al, 2000; 381] divide reflective practice into two types. The first one being a common type of reflection that is carried out by people on a daily basis and the second one being a critical reflection, which is deeper and profound form of reflection. Critical reflection is usually focused on the question “why?” to identify the reasons behind the critical reflection.

Table 3.

Reliability Statistics of Survey Tool

Survey	Cronbach α	Number of Items	Number of Respondents (n)
Pre-Test Initial Survey			
Autonomous Learning Skills Survey	0,85	14	651
Reflective Thinking Skills Survey	0,77	8	651

Before disseminating and conducting the surveys, survey tools were tested for their internal consistency by employing the Cronbach Alpha test in SPSS v. 17.0 statistical tools (See Table 3).

In addition, the scope validity of the questionnaires was ensured by piloting them with experienced teachers. In light of suggestions, the items which were inconsistent and asking the same questions were eliminated from the final version of the questionnaires. This ensured avoiding redundancy in survey items.

Once participants responses were collected, they were coded as 1=Strongly Disagree, 2=Disagree, 3-Neutral, 4-Agree and 5-Strongly Agree for the purpose of analyzing them in SPSS. The data was then described in terms of mean value, median and mode for each statement response.

RESULTS AND DISCUSSION

The given section will present the findings of the research which will be followed by the discussion of results in relation to the secondary data.

The table4below presents the means for responses to individual questions in Autonomous Learning Skills survey administered with control groups in the pre-test stage.

As the table above shows, most of the answers yielded below the mean score of 3.0. Specifically, participants' responses to questions ALS1, ALS2, ALS6, ALS7, ALS8, ALS10 and 11 mean scores were the lowest.

Table 4.

**Means for Responses to Individual Questions in Autonomous Learning Skills Survey
GSU, SamSFLI, and UzSWLU**

Statements	Mean Value
ALS1: I can identify my learning needs independently.	1,90
ALS2: I arrange my learning stages independently.	2,62
ALS3: I can independently identify what I need to learn.	3,19
ALS4: I can organize my learning environment depending on what things I have to learn.	3,01
ALS5: I use materials useful in my learning.	3,15
ALS6: I can independently find materials useful for my learning.	2,81
ALS7: If my language learning does not yield expected outcomes, I can use various available materials to achieve the outcome.	2,95
ALS8: I can compile a list of my language learning aims and objectives.	2,74
ALS9: I use different methods that help my language learning.	3,00
ALS10: I can evaluate what and how to learn in the process of language learning.	2,93
ALS11: I can estimate times spent on my language learning.	2,95
ALS12: I can independently assess the process and efficiency of learning a language or acquiring certain skills.	3,03
ALS13: I can individually assess to what extent my language learning objectives have been met.	3,19
ALS14: I can independently assess the extent to which learning materials helped my language learning.	3,09

$n=651$

Then, the same survey was administered with experimental groups in pre-test stage. The table 5 below presents the mean, mode, and median scores of each response.

As seen in table 5 below, mean values for each response in experimental groups were similar to those obtained from control groups.

Table 5.

**Statistics of Individual Questions in Autonomous Learning Skills Pre-Test Survey
(Experimental Groups)**

#	Statements	Mean ($\bar{x}$)	Mode	Median	SD
1	I can identify my learning needs independently.	2,00	2,00	2,00	0,79
2	I arrange my learning stages independently.	2,78	3,00	3,00	1,04
3	I can independently identify what I need to learn.	3,19	3,00	3,00	1,07
4	I can organize my learning environment depending on what things I have to learn.	3,04	3,00	3,00	0,99
5	I can independently use materials useful in my learning.	2,96	2,00	3,00	1,07
6	I can independently find materials useful for my learning.	2,85	3,00	3,00	0,96
7	If my language learning does not yield expected outcomes, I can use various available materials to achieve the outcome.	2,82	2,00	3,00	0,94
8	I can compile a list of my language learning aims and objectives.	2,84	3,00	3,00	0,84
9	I use different methods that help my language learning.	2,95	3,00	3,00	0,82

10	I can evaluate what and how to learn in the process of language learning.	2,90	3,00	3,00	0,88
11	I can estimate times spent on my language learning.	2,90	3,00	3,00	0,88
12	I can independently assess the process and efficiency of learning a language or acquiring certain skills.	3,06	3,00	3,00	0,94
13	I can individually assess to what extent my language learning objectives have been met.	3,06	4,00	3,00	1,01
14	I can independently assess the extent to which learning materials helped my language learning.	3,20	4,00	3,00	1,02

$n=148$

In statement 1, “I can identify my learning needs independently”, the most common answer was “Disagree”, and the overall mean value was equal to $\bar{x}=2.00$ with a standard deviation (SD) of 0,79. In statement 2, “I arrange my learning stages independently” commonly picked answer by respondents was “Neutral”, which means they neither agree nor disagree with the given statement. The lowest mean values were observed in statements 1, 2, 5, 6, 7, 8, 9, 10, and 11. In the pre-testing stage, the highest mean values were found to be in statement 14, “I can independently assess the extent to which learning materials helped my language learning”, with the most common answer being “Agree” (SD=1,02), and statement 3, “I can independently identify what I need to learn”, with the most common answer being “Neutral” and the standard deviation of 1,17.

At the end of the academic year, the same survey tool was administered both in control and experimental groups. In the post-test, a considerable increase in the mean values was observed (See Table 6). As is seen in Table 6 below, the most common answer to statements 1, 2, 3, 4, 5, 7, 8, 9, 10, and 14 was “Strongly Agree” with the mean value ranging from 4,04 to 4,30. The lowest mean value was found to be for the responses to statement 6, “I can independently find materials useful for my learning” ($\bar{x}=3,97$; SD=0,89). However, as the table shows the most common answer for the given question was “Agree”.

Table 6.

**Statistics of Individual Questions in Autonomous Learning Skills Post-Test Survey
(Experimental Groups)**

#	Statements	Mean	Mode	Median	SD
1	I can identify my learning needs independently.	4,27	5,00	4,00	0,75
2	I arrange my learning stages independently.	4,04	5,00	4,00	0,90
3	I can independently identify what I need to learn.	4,16	5,00	4,00	0,90
4	I can organize my learning environment depending on what things I have to learn.	4,13	5,00	4,00	0,80
5	I use materials useful in my learning.	4,41	5,00	5,00	0,81
6	I can independently find materials useful for my learning.	3,97	4,00	4,00	0,89
7	If my language learning does not yield expected outcomes, I can use various available materials to achieve the outcome.	4,30	5,00	4,00	0,80

8	I can compile a list of my language learning aims and objectives.	4,27	5,00	4,00	0,82
9	I use different methods that help my language learning.	4,26	5,00	5,00	0,91
10	I can evaluate what and how to learn in the process of language learning.	4,13	5,00	4,00	0,88
11	I can estimate times spent on my language learning.	4,02	4,00	4,00	0,88
12	I can independently assess the process and efficiency of learning a language or acquiring certain skills.	4,05	4,00	4,00	0,87
13	I can individually assess to what extent my language learning objectives have been met.	4,16	4,00	4,00	0,77
14	I can independently assess the extent to which learning materials helped my language learning.	4,25	5,00	4,00	0,78

N=148

The mean of means was calculated for both pre-test and post-test results of control and experimental groups. One sample Student's t-test was performed in IBM SPSS Version 17.0 to statistically test the significance in the difference between the mean values for the responses in pre- and post-test surveys. The results of the one-sample Student's t-test are summarized in tables 7 and 8.

Table 7.

One-Sample Student's T-Test Statistics for Experimental Groups

	N	Mean ($\bar{x}$)	Std. Deviation	Std. Error Mean
Pre-Test	14	2,89	0,289	0,077
Post-Test	14	4,17	0,125	0,033

Table 8.

Results of One-Sample Student's T-Test of Pre- and Post-Test Mean Values

					95% Confidence Interval of the Difference	
	T	Df	Sig. (<i>p</i>) (2-tailed)	Mean Difference	Lower	Upper
Pre-Test	37,4	13	0,00	2,89	2,72	3,06
Post-Test	124,0	13	0,00	4,17	4,10	4,24

The results of the t-test showed that the difference in mean gain score for the Autonomous Learning Skills before and after intervention in experimental groups was statistically significant ($p \leq 0.05$).

Then, data obtained from control groups and experimental groups in the mean of mean forms were statistically analyzed using Independent Samples Student's t-test.

The t-test results showed that there was a significant difference in the mean values of both groups. Results of the t-test are summarized in Tables 9 and 10 below.

Table 9.

Independent Samples Student's T-test Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Experimental	14	4,17	0,125	0,033
	Control	14	3,02	0,126	0,033

Table 10.

Independent Samples Student's t-test Results

Variable	Experimental		Control		t	P*
	M	SD	M	SD		
Autonomous Learning Skills	4,17	0,125	3,02	0,126	23,9	0,00

* $p \leq 0.05$

The results of the Independents Samples Student's t-test then were analyzed using Cohen's d test for their effect size. The below given equation was used to calculate the effect size.

$$d = \frac{\bar{x}_2 - \bar{x}_1}{SD \text{ pooled}}$$

$$SD \text{ pooled} = \frac{\sqrt{SD_1^2 + SD_2^2}}{2}$$

That is *Cohen's d* = (30286-41729)/12628.555678 = 0.906121. The calculation shows that Cohen's *d* value is equal to 0,90. The effect size for this analysis (*d* = 0.90) was found to slightly exceed Cohen's convention for a large effect (*d*=0.80) [Cohen J., 1988]. As Lakens states effect size is considered one of the most important outcomes of empirical studies [Lakens D., 2013]. Effect size helps us determine whether intervention in experimental groups has an effect greater than zero or not and report it in metric form. According to Cohen the effect size is considered significant when it is equal to 0,80, medium if it is equal to 0,50 and small if it is equal to 0,20 or lower [Cohen J., 1998].

Reflective Thinking Skills Survey. The next survey tool administered among the participants of the study was intended to collect data on students' capacity for reflective thinking.

The first part of the survey, a reflection survey was administered with both control groups and experimental groups during the first week of their studies.

The second part of the survey (4 items) was administered after students' taking the Independent Study Skills module.

Means for the control and experimental groups' responses to individual responses are summarized in Table 11 below.

Table 11.

Means for Control and Experimental Groups Reflective Thinking Skills Pre-Test

#	Statements	Means	
		Control	Experimental
1	I constantly think of how people do certain tasks/works and think of ways for doing this task/work better.	2,01	2,03
2	I like thinking of the tasks I do and coming up with alternative ways of doing that task/work.	2,73	2,43
3	I constantly think about the tasks, works I did in the past and the ways of doing these tasks and works better in the future.	2,24	2,27
4	After doing a certain task or work, I can step outside and evaluate the things I did and think of the ways of doing them better in the future.	2,34	2,42

N=298

After students' use of the UzELP during an academic year reflective thinking skills questionnaire was once again administered as a post-test with students of both control and experimental groups. Unlike the pre-test questionnaire, the post-test questionnaire consisted of Reflection (4 items) and Critical Reflection sections (4 items). There were eight five-point Likert scale questions in the survey.

Table 12 below provides information regarding the mean value, mode, median and standard deviation for individual responses in the survey administered with control groups.

Table 12.

Control Groups Reflective Thinking Skills Post-Test Descriptive Statistics

#	Statements	Mean	Mode	Median	Standard Deviation
1	I constantly think of how people do certain tasks/works and think of ways for doing this task/work better.	2,58	2,00	2,00	0,97
2	I like thinking of the tasks I do and coming up with alternative ways of doing that task/work.	3,03	2,00	3,00	1,13
3	I constantly think about the tasks, works I did in the past and the ways of doing these tasks and works better in the future.	2,56	3,00	3,00	1,01
4	After doing a certain task or work, I can step outside and evaluate the things I did and think of the ways of doing them better in the future.	2,75	3,00	3,00	0,98
5	With the help of this module (Independent Study Skills) I have changed my personal approach to myself.	3,87	5,00	4,00	1,07
6	This module (ISS) has changed my already formed views on certain things.	2,82	3,00	3,00	0,90
7	With the help of this module (Independent Study Skills) I managed to change the usual ways and methods of doing tasks and learning.	2,68	3,00	3,00	0,90
8	With the help of this module (Independent Study Skills) I realized the mistakes in my way of thinking about certain things.	2,72	3,00	3,00	0,90

$N=150$

As seen in Table 3.18, the mean value for each statement has increased compared to the results obtained in pre-testing of control groups. The mean value for the first statement in pre-test results was 2,01, in post-test it has increased up to 2,58. In the second statement, the mean value was equal to 2,73 in the pre-test, while went up to 3,03 in the post-test. The mean value for the third and fourth statements in the pre-test was equal to 2,24 and 2,34 respectively. In the post-test, the same statements yielded 2,68 and 2,72 mean values respectively.

The table below illustrates the mean, mode, median and standard deviation values for the individual responses in the Reflective Thinking Skills questionnaire administered with experimental groups (see Table 13).

Table 13.

**Experimental Groups Reflective Thinking Skills Post-Test Survey
Descriptive Statistics**

#	Statements	Mean	Mode	Median	Standard Deviation
1	I constantly think of how people do certain tasks/works and think of ways for doing this task/work better.	4,08	5,00	5,00	1,12
2	I like thinking of the tasks I do and coming up with alternative ways of doing that task/work.	4,43	5,00	5,00	0,87
3	I constantly think about the tasks, works I did in the past and the ways of doing these tasks and works better in the future.	4,51	5,00	5,00	0,85
4	After doing a certain task or work, I can step outside and evaluate the things I did and think of the ways of doing them better in the future.	4,42	5,00	4,00	0,84
5	With the help of this module (Independent Study Skills) I have changed my personal approach to myself.	3,90	5,00	4,00	1,06
6	This module (ISS) has changed my already formed views on certain things.	3,96	5,00	4,00	1,04
7	With the help of this module (Independent Study Skills) I managed to change the usual ways and methods of doing tasks and learning.	3,88	5,00	4,00	1,04
8	With the help of this module (Independent Study Skills) I realized the mistakes in my way of thinking about certain things.	3,96	5,00	5,00	1,11

$N=148$

As is shown in Table 13, the most common answer for the statements in the survey in control groups was “Strongly Agree” (Mode=5,0). The highest mean value was found to be in statement 3, “I constantly think about the tasks, works I did in the past and the ways of doing these tasks and works better in the future”, (M=4,51), while the lowest mean value was in statement 5, “With the help of this module (Independent Study Skills) I managed to change the usual ways and methods of doing tasks and learning”, (Mean=3,88).

One sample Student’s t-test was conducted to compare the mean values obtained in

pre- and post-test with experimental groups. There was a significant difference in mean values pre-test ($M = 2,3313$, $SD = 0,13$) and post-test ($M = 4,1425$, $SD = 0,2653$). The results of one sample Student's t-test are summarized in Table 14 and 15 given below.

Table 14.

Experimental Groups One Sample T-Test Statistics

	N	Mean	Standard Deviation	Stdandard Error Mean
Pre-Test	8	2,33	0,135	0,047
Post-Test	8	4,14	0,265	0,093

As a next step in analyzing the extent to which intervention and its impact were effective was testing the significance in the differences of mean values for the responses in the Reflective Thinking Skills survey used in the post-test stage with control groups.

Table 15.

One-Sample Student's T-test Results for Experimental Groups

					95% Confidence Interval of the Difference	
	T	Df	Sig. (p)*	Mean Difference	Lower	Upper
Pre-Test	48,631	7	0,00	2,331	2,21	2,44
Post-Test	44,152	7	0,00	4,142	3,92	4,36

$$* p \leq 0.05$$

An Independent samples t-test was conducted to compare the mean values for responses collected from control groups and experimental groups in the post-test stage. According to the results of the Independent Samples t-test, there was a significant difference in mean values of control groups ($M = 2,8762$, $SD = 0,42778$) and experimental groups ($M = 4,1425$, $SD = 0,2653$; $t(11,6) = 7,114$, $p = 0.00$, two-tailed) (see Table 16).

The results of the Independents Samples Student's t-test then were analyzed using Cohen's d test for their effect size. The calculation shows that Cohen's d value is equal to 0,35. The effect size for this analysis ($d = 0.35$) was found to slightly exceed Cohen's convention for a small effect ($d=0.20$).

Table 16.

Pre-Test and Post-Test Independent Samples t-Test Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Means	Experimental	8	4,1425	0,26537	0,09382
	Control	8	2,8762	0,42778	0,15124

The findings of the experimental study of the application suggest that there was a significant increase in autonomous learning skills and reflective thinking skills of UzELP users in experimental groups. Therefore, the null hypotheses which were put forward

were statistically rejected. It may be concluded that the language portfolio has an impact on developing students' both reflective thinking and autonomous learning skills.

CONCLUSION AND RECOMMENDATIONS

The results of experimental research enable us to assert that the designed model of language portfolio for PRESETT students is effective if it is implemented as an integral, accumulating the system-structural coordination of all its constitutive components.

The technology of language portfolio ensures the promotion of learning by integrating provisions of knowledge, learner-centered, functional competence, and constructivist educational paradigms into one.

Language portfolio technology is an effective tool for organizing interactive learning in collaboration. The obtained and analyzed data of the conducted research prove the effectiveness of using the language portfolio for students of pedagogical universities in connection with:

- the urgent need for promoting future professionals desire for lifelong learning of languages, especially among would-be foreign language teachers;
- the necessity of integrating educational technologies that promote students' autonomous learning skills, especially in their transition from secondary to tertiary education;
- shifting students from passive receivers of knowledge to active participants, equal stakeholders of the educational process;
- ensuring continuity, transparency of the content of language education at different stages of training;
- developing students' capacity for autonomous learning and reflective thinking.

The results of an experimental study carried out within the framework of the given research confirmed the hypothesis that the efficiency of formation of professional and language competences of students, in relation to increasing their awareness of learning strategies, self-regulation and self-management that contribute to the enhancement of their autonomy, depends on the integration of technology of the proposed model of language portfolio in the context of student-centered approaches to the process of developing students' foreign language proficiency.

The description, interpretation, and generalization of results obtained through the given research, which was carried out during one academic year by implementing the proposed model of language portfolio positive dynamics in each of the experimental groups. The positive dynamics is expressed in an increase in the number of students with a higher level of autonomous learning and reflective thinking skills. These results were accumulated by students' extensive use of self-assessment checklists, learner strategy awareness tasks, and reflective tasks given in the language portfolio which were aligned to the content of PRESETT curriculum modules content and learning outcomes.

REFERENCES

1. On the strategy for the further development of the Republic of Uzbekistan. Presidential Decree of the Republic of Uzbekistan PD-4947. <https://lex.uz/docs/3107036>
2. Almusharraf, A.M. (2020). *Student Teachers' Development of Reflective Practice concerning Teaching Philosophy and Peer Observations*, 44. <https://dx.doi.org/10.24093/awej/vol11no4.35>
3. Alzouebi, K. (2020). Electronic portfolio development and narrative reflections in higher education: Part and parcel of the culture? *Education and Information Technologies*, 25 (2), 997-1011.
4. Ary, D. (2018). *Introduction to research in education*. Cengage Learning.
5. Benson, P. (2001). *Autonomy in language learning*. Harlow, Longman.
6. Bondarenko, T.A. (1999). *Pedagogical conditions of formation of reflective culture in students*, cand. of sci. diss, 13 p.
7. Boud, D., & Falchikov, N. (2006). Aligning assessment with long-term learning. *Assessment & Evaluation in Higher Education*, 31 (4), 399-413.
8. Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Hillsdale (NJ): Lawrence Erlbaum Associates, 18-74.
9. Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge, 282 p.
10. Corcoran, C.A., & Leahy, R. (2003). Growing professionally through reflective practice. *Kappa Delta Pi Record*, 40 (1), 30-33.
11. *Guide to Compiling ELP*. Council of Europe. <https://www.coe.int/en/web/portfolio/guide-to-compiling-an-elp>
12. Dalziel, F.A. (2012). Flexible approach to the use of the European Language Portfolio in higher education contexts. *Language Learning in Higher Education*, 1 (1), 179-194.
13. Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Houghton Mifflin.
14. Dickinson, L., & Wenden, A. (1995). Special issue on autonomy. *System*, 23 (2), 11.
15. Djusupov, M. (2012). Sociolinguistics, linguodidactics, methodology (interconnection and interrelatedness), *Russkiy yazyk za rubejom*, 1, 22-28.
16. *Psychological foundation of implementing reflective technologies into educational process*. (2018). 7, 18.
17. Hutyk, Z.M. (2015). Pedagogical Reflection in the teaching practice of a teacher. *Science Time*, 3 (15), 132-145.
18. Kember, D. (2000). Development of a questionnaire to measure the level of reflective thinking. *Assessment & evaluation in higher education*, 25 (4), 381-395.
19. Kruze, I.I. (2017). *Professional oriented language portfolio as an integral technology of law students' foreign language education*. <https://www.twirpx.com/file/2456804>.
20. Kumaravadivelu, B. (2013). Rethinking global perspectives and local initiatives in language teaching. *Language teachers and teaching: Global perspectives and local initiatives*, 317323.
21. Lakens, D. (2013). Calculating and reporting effect sizes to facilitate cumulative science: a practical primer for t-tests and ANOVAs. *Frontiers in psychology*, 4, 863.
22. Latkovska, E., & Rutka, L. (2014). The European Portfolio for Student Teachers of Languages (EPOSTL) as a Means of Self-Assessment. *Pedagoģijaun Skolotāju Izglītība*, 3, 117-119.
23. Leach, L. (2012). Optional self-assessment: some tensions and dilemmas. *Assessment & Evaluation in Higher Education*, 37 (2), 137-147.
24. Little, D. (2003). Learner autonomy and second/foreign language learning. *Guide to Good Practice*. <https://www.llas.ac.uk/resources/gpg/1409>
25. Little, D., Perclová, R. (2001). *The European Language Portfolio: a guide for teachers and*

- teacher trainers. Council of Europe.
26. Lyons, N. (1998). Reflection in teaching: Can it be developmental? A portfolio perspective. *Teacher Education Quarterly*, 115-127.
 27. Mansvelder-Longayroux, D.D., Beijaard, D., & Verloop, N. (2007). The portfolio as a tool for stimulating reflection by student teachers. *Teaching and teacher education*, 23 (1), 47-62.
 28. Mezirow, J. (1998). On critical reflection. *Adult education quarterly*, 48 (3), 185-198.
 29. Mirici, I.H., & Hergüner, S.A. (2015). Digital European Self-Assessment Tool for Student Teachers of Foreign Languages: The EPOSTL. *Turkish Online Journal of Educational Technology-TOJET*, 14 (1), 1-10.
 30. Miroshnikova, O.H. (2008). *Formation of professional language competence in natural studies education with the use of language portfolio technology*, cand. of sci. diss.
 31. Modulina, O.B. (2008). Formation of pedagogue's reflective positions in course related education, *Jaroslavskij pedagogicheskij vestnik*, 2, 238-243.
 32. Moon, J.A. (2004). *A handbook of reflective and experiential learning: Theory and practice*, Psychology Press, 95 p.
 33. Murasheva, E.S. (2014). Potential of language portfolio in forming primary school graders' subjectivity, *Inostrannyye jazyki v shkole*, 7, 44-49.
 34. Ní Dhiorbháin, A. (2019). Exploring the potential of the European Portfolio for Student Teachers of Languages (EPOSTL) as a reflective tool in initial primary teacher education. *Irish Educational Studies*, 38 (3), 401-417.
 35. Oxford, R.L. (1990). *Styles, strategies, and aptitude: Connections for language learning*, DOCUMENT RESUME, 73 p.
 36. Pan, C., & Pfeil, B.S. (2002). *Minderheitenrechte in Europa: Handbuch der europäischen Volksgruppen* (Band 2). Wien: Braumüller.
 37. Perez Cavana, M.L. (2012). *Fostering strategic, self-regulated learning: the case for a "soft" ELP*.
 38. Pires Pereira, Í.S., Cristo Parente, M.C., & Vieira da Silva, C. (2016). Guided portfolio writing as a scaffold for reflective learning in in-service contexts: a case study. *Teacher Development*, 20 (5), 614-630.
 39. Rieger, A., Radcliffe, B., & Doepker, G.M. (2013). Practices for developing reflective thinking skills among teachers. *Kappa Delta Pi Record*, 49 (4), 184-189.
 40. Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers college record*, 104 (4), 842-866.
 41. Romanova, E.V. (2016). Reflective activity model on educational professional activity of future teachers, *Proektirovanie i realizaciya obrazovatel'nogo processa na osnove FGOS VO*, 300-303.
 42. Shahova, T.M. (2013). Formation of regulatory and universal learning strategies with the help of reflective and language portfolio, *Uchenye zapiski Zabajkal'skogo gosudarstvennogo universiteta. Seriya: Professional'noe obrazovanie, teorija i metodika obuchenija*, 6 (53), 134-142.
 43. Soodmand, A.H., & Farahani, M. (2018). Inhibitors to EFL teachers' reflective teaching and EFL learners' reflective thinking and the role of teaching experience and academic degree in reflection perception. *Reflective Practice*, 19 (1), 46-67.
 44. Stepanov, S.Y., & Semenov, I.N. *Psychology of reflection: problems and studies*. <http://www.voppsy.ru/issues/1985/853/853031.htm>
 45. Sycheva, A.V. (2004). *Innovative approach in developing professional qualifications of language teachers within the framework of CEFR*. diss. Kand. Ped. Nauk.
 46. Urazbaev, K. (2020). Piloting the Uzbek Model of European Language Portfolio: Preliminary Results. *International Journal Innovation, Creativity and Change*, 12 (10), 353-365.
 47. Wade, R.C., & Yarbrough, D.B. (1996). Portfolios: A tool for reflective thinking in teacher

- education? *Teaching and teacher education*, 12(1), 63-79.
48. Wang, P. (2011). Constructivism and learner autonomy in foreign language teaching and learning: To what extent does theory inform practice. *Theory and Practice in Language Studies*, 1 (3), 273-277.
49. Wedelin, D., & Adawi, T. (2014). *Teaching mathematical modelling and problem solving-A cognitive apprenticeship approach to mathematics and engineering education*, 49-55.
50. Wenden, A. (1991). *Learner strategies for learner autonomy*.
51. Zagvozdkin, V.K. (2005). Portfolio method – something more than way of alternative assessment, *Pedagogicheskaya diagnostika*, 1, 125-166.