HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

EXPLORING TURKISH EFL LEARNERS' PERCEPTIONS ABOUT THE USE OF

EUROPEAN LANGUAGE PORTFOLIO AND ITS MOTIVATIONAL EFFECTS

Demet KULAÇ PÜREN

Ph.D. Dissertation

Ankara, 2024

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İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLERİN AVRUPA DİL PORTFOLYOSU KULLANIMINA YÖNELİK ALGILARI VE ADP'NİN MOTİVASYONEL ETKİLERİNİN ARAŞTIRILMASI

Demet KULAÇ PÜREN

Ph.D. Dissertation

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **DEMET KULAÇ PÜREN** and entitled "Exploring Turkish EFL Learners' Perceptions about the Use of European Language Portfolio and Its Motivational Effects" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 12/06/2024. in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../........

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

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Abstract

This study focused on using the European Language Portfolio (ELP) in foreign language classes in terms of two different aspects: learners' opinions about making use of it as a self-assessment tool and its effect on their language learning motivation. It was also within the scope of this study to find out whether training in the use of the ELP had an impact on learners' views about using it. Participants were 160 tertiary level students from a state university on the Black Sea Coast of Turkey. This quasi-experimental study was based on a mixed-methods research design, making use of both quantitative and qualitative data. An 'ELP Opinionaire' developed by the researcher and two different questionnaires about motivation were administered twice, before and after the ELP instruction whose aim was to inform the participants about the ELP use and raise awareness of its use, function and benefits. Semi-structured interviews were conducted with randomly selected ten participants in order to validate the quantitative data. Analysis of the quantitative data is done using SPSS version 29, and the qualitative data is analyzed through thematic analysis. The results of the study revealed that learners had positive opinions about the use of the ELP and it has an influence on learner motivation. Another finding was that the way self-assessment is implemented and learners' proficiency level play a role in their perceptions of the ELP as well as its motivating effect.

Keywords: the European Language Portfolio, self-assessment, attitudes, foreign language learning motivation

Öz

Bu çalışma bir öz değerlendirme aracı olan Avrupa Dil Portfolyosu'nu (ADP) iki farklı açıdan ele almıştır: (a) yabancı dil öğrencilerinin ADP hakkındaki görüşleri ve (b) ADP'nin öğrencilerin dil öğrenme motivasyonu üzerindeki etkisi. Ayrıca, ADP'nin ne olduğu, nasıl kullanılacağı ve dil öğrenimine katkısı ile ilgili bir eğitimin öğrencilerin onu kullanmaya yönelik tutumları üzerindeki etkisini ortaya çıkarmak çalışmanın amaçları arasındadır. Çalışma Türkiye'de Karadeniz sahilindeki bir devlet üniversitesinde İngilizce'yi yabancı dil olarak öğrenen 160 hazırlık sınıfı öğrencisiyle yürütülmüştür. Bu yarı-deneysel çalışma nicel ve nitel verilerden faydalanmış olup karma metodu benimsemiştir. Çalışmada araştırmacı tarafından geliştirilen 'ADP Kullanımına Yönelik Görüş' formu ve iki farklı motivasyon anketi uygulanmıştır. Nicel verileri desteklemek amacıyla her gruptan rastgele seçilen 12 adet katılımcıyla yarı yapılandırılmış mülakatlar gerçekleştirilmiştir. Çalışmanın sonuçları, öğrencilerin ADP kullanımına yönelik olumlu görüşlere sahip olduğunu ve bunun öğrenci motivasyonu üzerinde etkisi olduğunu göstermiştir. Bir diğer bulgu ise, öz-değerlendirmenin nasıl uygulandığı ve öğrencilerin yeterlilik seviyesinin, ADP'ye yönelik algılarında ve bunun motive edici etkisinde rol oynadığıdır.

Anahtar Kelimler: Avrupa Dil Portfolyosu, öz değerlendirme, tutum, yabancı dil öğrenme motivasyonu

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I would like to thank the people, without whom I would not have been able to complete this dissertation, and without whom I would not have made it through my Ph.D. degree, so this acknowledgement sectionis a tribute to all the people who made my academic journey worthwhile. Firstly, I would like to express my deepest gratitude to my advisor, Prof. Dr. İsmail Hakkı MİRİCİ, for his unwavering support, guidance, and encouragement throughout the duration of my research. His invaluable insights and expertise have been instrumental in the completion of this thesis. I am grateful for his patience and wise guidance to help me achieve my academic goals. Had it not been for his unwavering encouragement, I would not have been able to complete this Ph.D. program.

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Symbols and Abbreviations

ADP: Avrupa Dil Portfolyosu

AMS: Achievement-Focused Motivation Scale

CEFR: Common European Framework of References

EFL: English as a Foreign Language

ELP: European Language Portfolio

MLE: Motivation for Learning English Scale

RQ: Research Question

SPSS: Statistical Package for Social Sciences

Chapter 1

Introduction

Learner-centered approaches to language teaching have gained in considerable importance in foreign language instruction, assigning a major role to self-assessment in language classrooms. Self-assessment can be defined as the process of evaluating or judging the quality of one's own performance, identifying strengths and weaknesses, and aiming to enhance learning outcomes. (Klenowski, 1995). As Little (2005) suggests self-assessment should be integrated with other forms of assessment to ensure learner-centeredness. Self-assessment is believed to be effective in fostering self-directed learning and autonomy. (Butler & Lee, 2010; Dann, 2002). It is also considered to be a main factor that maintains student attention and interest as well.

The increasingly widespread acceptance of the Common European Framework of Reference for Languages (CEFR) throughout Europe has made a culture of self-assessment a more essential part of language teaching programs due to its close relation to learner autonomy, which is one of the key concepts highlighted by the CEFR. Learner autonomy, which has broadly been described as the ability to manage one's own learning and to critically reflect on their learning progress (Holec, as cited in Kristmanson & Lafargue, & Culligan, 2011), is viewed as a crucial condition of efficient life-long learning, another important notion put forward by the CEFR (Little, 2005).

Self-assessment is usually brought into language classrooms in two different ways: learners are either provided with a form to evaluate themselves, or are guided to keep portfolios, which is a more common and central way of self-assessment. With the help of portfolios, learners take responsibility for their learning and recognize the gaps in their learning (Ekbatani, 2000).

The biggest contribution to the development of self-assessment in foreign language learning and teaching is made by the Council of Europe's Common European Framework of Reference for Languages (CEFR) and European Language Portfolio (ELP)

(Little, 2005). The European Language Portfolio (ELP) is an instructional tool for language learning and reporting, where students maintain a record of their language learning experiences. (Kohonen, 2000). It comprises three sections: (1) the language passport (2) the language biography (3) the dossier. The language passport section provides a summary of the learner's linguistic identity and intercultural experiences. The language biography part provides learners with "I can" checklists to reflect on their learning and to support goal setting. The 'can-do' statements are in line with the CEFR descriptors for each level and each skill. Finally, the dossier is the part which enables learners to keep record of their language-related work as evidences of their language learning achievement.

Kohonen (2001) makes important implications about the use of the ELP for language education based on the results of a pilot project. He states that students begin to recognize the purposes of their language learning more specifically than solely a grade in a school report. It also deserves mention that the ELP is viewed as a good instrument for promoting learner autonomy. The importance of teacher support, guidance and feedback are other essential points to pay attention. Furthermore, The ELP necessitates consistent, goal-oriented effort over an extended period and a great amount of teacher enthusiasm and determination is necessary for the pedagogical work. It is another task of teachers to convince learners that the ELP is significant for student learning. Kohonen (2001) states that there seems to be a problem about student motivation for the use of the ELP, but he suggests that if the students realize the reasons and aim of reflection and self-assessment, the barrier to reflective learning seems to disappear. Another important point that he makes is that regular practice of self-assessment in class is essential as part of routine classroom activities and this is possible with the regular use of the ELP.

Apart from promoting learner autonomy, enabling learners to take charge of their own learning and actively engage in the language learning process, another purpose of the ELP is to have a motivating impact on language learners (Boud, 1995; Brown &

Hudson, 1998; Glover, Mirici & Aksu, 2005; Little & Perclova, 2001). This motivating feature of the ELP makes it even a more beneficial tool since it is a widely acknowledged fact that a high level of motivation lie at the heart of a successful language learning process (Dörnyei, 2012).

In short, a reflective learning culture in which self-assessment has a central role has become an indispensable part of language learning, especially after the CEFR took its place in foreign language learning and teaching. The European Language Portfolio, which is directly linked to the CEFR, is a useful tool to make reflective learning possible as it fosters self-assessment, learner autonomy and motivation.

Statement of the Problem

Motivation and attitudes are considered to be closely related as attitudes are viewed as strong predictors of motivated learning behaviors (Dörnyei, 2006; Masgoret, Bernaus, & Gardner, 2001). It is proposed that autonomous learners, who are capable of making decisions regarding their learning and actively participate in the learning process, cultivate positive attitudes. It is anticipated that this will, in turn, lead to a high level of motivation (Fazey & Fazey, 2001). Self-assessment is commonly believed to be effective for promoting self-directed learning and autonomy (Butler & Lee, 2010; Dann, 2002), which implies that integrating self-assessment into language learning process may have an influence on developing positive attitudes towards language learning. Similarly, it is also suggested that positive beliefs and opinions are crucial for learner autonomy (Fazey & Fazey, 2001), revealing the fact that learner autonomy and positive attitudes are interrelated.

The European Language Portfolio (ELP), grounded in the Common European Framework (CEFR), serves as a self-assessment tool intended to foster learning through reflection, self-awareness, and motivation. and to help learners become autonomous. With the integration of the CEFR in language teaching in Turkey, the ELP has also

become a part of language teaching programs at about 30 universities at institution level with the aim of promoting learner autonomy through self-assessment. However, research by Fazey and Fazey (2001) supports that positive attitudes are needed for learner autonomy. In other words, for learners to be able to manage their learning process and become autonomous, it is essential that they have positive feelings about doing so. Thus, it is possible to suggest that generating positive attitudes towards self-reflection and self-assessment is a crucial step before initiating this process. This also underscores the importance of generating positive attitudes towards self-assessment through the ELP in order to be able to fully benefit from it and to serve its purpose. In addition to the aforementioned features of the ELP, it is also proposed that the utilization of the ELP enhances language learning through motivating learners (Glover, Mirici, & Aksu, 2005). This motivating effect of the ELP may stem from the fact that with the help of it, learners find the opportunity to keep track of their progress and record their accomplishments in the learning process.

The adoption of the ELP in the educational institutions in Turkey can be considered to be a challenge since the self-assessment culture is quite a new concept in Turkish educational setting. Although self-assessment is about involving students into the assessment process and sharing the responsibility, It should be noted that learner training, mentoring, and guidance are vital for a fruitful reflection. (Glover et al., 2005). Little (2005) argues that for learners who are used to traditional teacher-led instruction, it is not possible to talk about accurate self-assessment without any training. Therefore, Turkish learners, whose experience of formal instruction have been largely based on traditional methods, may benefit from the ELP as a self-reflection instrument extensively on the condition that they receive some kind of instruction about its use rather than being forced to make use of it somehow unconsciously.

Several research studies have investigated the ELP, exploring varying dimensions of self-assessment and the ELP itself as a self-assessment tool. There have been studies

examining the validity of self-assessment (Ross, 1998); the influence of various self-assessment tools on learners' attitudes towards learning English (Şentürk, 2017); the evaluation of the use of the ELP (Ushioda & Ridley, 2002); the implementation of the ELP in a Turkish context (Yılmaz & Akcan, 2011); the ELP and learner autonomy (Little, 2009a). However, to the best knowledge of the researcher, there are no studies exploring students' opinions about using the ELP as a self-assessment tool and the relationship between using the ELP and language learning motivation. In line with this, the present study aims to examine what Turkish EFL learners' views about using the ELP as a self-assessment tool are and the influence of the ELP use on learners' motivation to learn English. A secondary goal of the study to understand whether training about and in the use of the ELP has an effect on learners' view of it.

Aim and Significance of the Study

The present study focuses on two key objectives. First, it aims to explore the existing views of students towards the use of the ELP, and second, it seeks to identify the influence of the ELP use on their motivation to learn English. In line with the two objectives above, the present study also tries to discover whether awareness raising through instruction in the use of the ELP has an impact on students' opinions about using the ELP. Thus, this study is initiated to offer an insight into the use of the ELP effectively with regard to learner views and language learning motivation.

In the light of the study's findings, the tertiary level EFL learners' views using the ELP are explored. Having knowledge of learner opinions is believed to be important since they affect the extent to which learners benefit from a learning practice. What is more, the effects of CERF&ELP-related instruction on learners' opinions are put forward. On the condition that the instruction proves to have a positive effect, it may become a prerequisite for an effective ELP implementation. Moreover, if the ELP use turns out to have a positive

effect on learners' motivation to learn the language, it might be encouraged to become a part of language learning programs.

Research Questions

It was the primary purpose of the study to explore Turkish tertiary level learners' opinions regarding the use of the European Language Portfolio and to find out whether self-assessing via the ELP has an influence on their motivation or not. The two major research questions and the sub-research questions addressed to achieve the purpose of the present study were as follows:

1. What are Turkish tertiary level EFL learners' opinions about the use of the ELP?

    a. Does training about the use of the ELP influence students' opinions about keeping it as a self-assessment tool?

    b. Does the students' English proficiency level play a role in their views about the ELP?

2. How does the use of the ELP influence EFL learners' motivation?

    a. Does the ELP training make a difference on learner motivation?

    b. Does the students' English proficiency level have a significant effect on their motivation in terms of the ELP use?

    c. Is there a statistically significant relationship between Turkish EFL learners' opinions about the ELP use and their motivation?

    d. What are the students' perspectives of using the ELP after the training process?

Assumptions

The current study makes some certain assumptions. To begin with, during the data collection process, it is presumed that the participants give sincere answers to the

questions both in the questionnaires and in the interviews. Secondly, it is presupposed that the participants in the study typify other students studying under similar circumstances in other universities. Another assumption made is that the data collection tools used are valid and reliable enough for the purposes of this particular study. What is more, it is assumed that the teacher guidance is provided equally during the ELP checks in the experimental classes. Finally, it is presumed that the results from the study are viable to other preparatory schools or any EFL teaching and learning environment as well as contributing to the relevant literature.

Limitations of the Study

Similar to other social science studies, this research also has certain limitations which can prepare the ground for further research. To start with, the study is carried out in a state university in the northern part of Turkey which means that the results are limited to that context. The number of the participants is another limitation of the study in terms of the generalizability of the results. Furthermore, the data is collected from tertiary level students, which means the results will be about a specific age group and not others. Another limitation to mention is that the study seeks to find out the influence of the ELP on learner motivation. Conducting other studies using other self-assessment tools to see their effect on learner motivation is also possible for further research. Additionally, due to the unequal number of participants in two groups, it was not possible in this study to compare participants who study English at preparatory school on a voluntary basis with students who study compulsorily in terms of their view of the ELP use and motivation. Thus, a potential area for exploration in future studies could be such a comparison.

Definitions

ELP (European Language Portfolio): The ELP is a self-assessment tool which was developed by the Council of Europe. It fosters self-reflection in learners as they track

their language acquisition on a life-long basis and record their language related achievements (Mirici, 2008).

CEFR (Common European Framework of Reference for Languages): A unifying framework for language learning in Europe, ensuring consistency in the development of syllabuses, curriculum guidelines, examinations, and textbooks. Within the CEFR framework, a detailed breakdown of the knowledge and abilities necessary for learners to become social agents is outlined. (Council of Europe, 2001).

Self-assessment: This is a student-driven process where learners actively reflect on and assess the quality of their work and learning progress. Moreover, the process helps students unearth their learning strengths and uncover areas where they can grow. and revise accordingly (Andrade & Du, 2007).

Motivation: "Some kind of internal drive which pushes someone to do things in order to achieve something" (Harmer, 2001, p.51).

ELP Instruction/training: The instruction which was given by the researcher about what self-assessment is, what benefits it has, how many parts the ELP has and what are their functions, how to use it effectively as well as the rationale behind self-assessment through the ELP in relation to the CEFR.

View: A personal opinion about something

Chapter 2

Theoretical Basis of Research and Literature Review

This chapter covers the theoretical foundation of the study and examines the relevant literature related to the topic.

Assessment

Assessment is one of the main components of language teaching practices since it is important to learn about the language achievement of learners based on which sound educational decisions are possible to be made (Hughes, 2003). Boud (1995) breaks down assessment into two core aspects: setting criteria for successful performance and then evaluating how well the performance aligns with those criteria. The fact that language teachers have more options to choose from makes language assessment different from assessment in any other disciplines (Brown & Hudson, 1998). Oscarson (1989) puts forward two basic ways of assessing foreign language skills. The first way he mentions is the assessment in the form of examinations and tests which is directed by an outside agent, whereas the second form of assessment he points out is in the form of self-report or self-assessment that takes learners' own perspective into account and is an internal activity.

Alternative Ways of Assessment

Especially in recent years, alternatives to traditional ways of testing have caught the attention of educators as it is believed that traditional assessment lacks some certain features that more contemporary assessment tools possess. A variety of terms have been employed in the literature to describe alternatives to standardized tests: 'direct assessment', 'authentic assessment', 'performance assessment', or 'alternative assessment', which is a broader term (Worthen, 1993).

Brown (1994) makes a critical comparison between traditional assessment and alternative assessment. He argues that traditional assessment tools are one-shot standardized tests consisting of decontextualized test items and scores from these exams are accepted to be enough for feedback. Brown also states that traditional assessment is summative in nature because it is product-oriented. Furthermore, requiring non-interactive performance and fostering extrinsic motivation are put forward as other features that make educators seek for better ways of assessing learners' achievements. On the other hand, Brown favors alternative assessment as it is continuous and consists of contextualized communicative tasks which require interactive performance of learners and allow for individualized feedback. In contrast to traditional methods, alternative assessment is formative and thus, process-oriented. Moreover, unlike traditional assessment, it fosters intrinsic motivation.

From a similar perspective, Boud and Falchikov (2006) disapprove traditional assessment as it fails to give way to student involvement and thus underestimate students' potential to judge their own work. Aschbacher, Herman and Winters (1992) also refer to student involvement as a positive attribution of alternative assessment and suggest that "it requires students to perform, create, produce, or do something" (p. 6). Likewise, Munns and Woodward (2006) propose that student engagement results in improved educational outcomes for learners and that traditional assessment techniques make no use of student involvement in assessment processes. They further argue that for students to be truly engaged there is a need for self-assessment. Additionally, Andrade & Valtcheva, (2009) assert that self-assessment plays a crucial role in formative assessment by encouraging learners to reflect on the quality of their own work rather than depending on their teachers' evaluations. Based on these views in the literature, it is possible to say that room for self-assessment should be made in language classes.

Self-Assessment. The value of self-assessment as a tool for both learning and assessment has become increasingly recognized in recent years and its potential value

has been a topic of discussion recently. Self-assessment stands out as one of several alternative assessment methods and is described as "an ongoing process involving the students and teachers in making judgments about students' progress in language using non-conventional strategies" (Hancock, 1995, p3). It is a form of increasing active student participation in their learning process and fostering reflection on their own learning processes and results (Dochy, Segers, & Sluijsmans, 1999). Self-reflection offers students a chance to examine their learning: what's being learned, the learning methods used, the progress made, and their evolving perspective on themselves as learners. (Munns & Woodward, 2006). It involves a recurring process where learners revisit their progress and make revisions accordingly (Baldwin, 2000).

Self-regulated learning has recently been a central issue in language learning due to its close relation to learner autonomy which is one of the desired qualities of a good language learner (Yan, 2018). Self-assessment serves as a crucial component of self-regulation, involving awareness of task outcomes and tracking progress towards these outcomes (Andrade & Valtcheva, 2009). Student self-assessment practices can motivate learners to take ownership of their performance by internalizing the proposed criteria for tasks and assessing how well their work meets the established standards of quality. Hence, it plays a significant role in fostering self-regulated learning, which demands high levels of metacognitive activity where learners continually monitor and evaluate their performance, subsequently determining necessary steps for improvement (Zimmerman, 2008).

A comprehensive review of self-assessment literature uncovers the fact that its use in language learning has both advantages and disadvantages. One of the disadvantages of self-assessment is in connection with the accuracy of the judgment made. The linguistic skills of learners and the materials involved in the evaluations are reported to be among the factors that affect the accuracy of students' self-estimates and it was concluded that students with higher proficiency levels have a tendency to underestimate their language

skills (Blanche, 1988; Yamashita, 1996).However, Oscarson (1989) opposes this view by arguing that "self-assessment may be motivated by reasons that go beyond mere evaluation" (p.2). Students' limited or no experience of assessing themselves is mentioned as another drawback of the self-assessment use (Weisi & Karimi, 2013). This stems from absence of training in self-assessment and training students is considered to be a way to overcome the problem (Blanche, 1988). Similarly, students' perception about assessment as being a teacher's responsibility is viewed as another obstacle to effective self-assessment (Weisi & Karimi, 2013).

On the other hand, the advantages of self-assessment seem to overwhelm the disadvantages. To start with, self-assessment assures active student involvement into the assessment process, and promotes learner autonomy in return. Students' involvement and improved autonomy result in an increase in their motivation. Moreover, self-assessment enhances the integration of teaching and learning instead of separating teachers and learners into different roles. Thus, it helps to create a sense of partnership in the teaching/learning context. In such a setting, learners and teachers share the responsibility and this supports learning (Taras, 2010). In addition, as Oscarson (1989) states, shared responsibility for assessment enhances the democratic development of language teaching.

Another reason why self-assessment should be a part of language learning and teaching is that further learning is only achievable when learners recognize what needs to be learned and this kind of recognition is possible by offering the learners the opportunity to assess themselves and assess their learning gains to notice their strengths and weaknesses. The fact that self-assessment is an essential key to becoming a life-long learner is also among the assets it brings to language education. The effective application of self-assessment can enable learners to track their academic strengths and weaknesses, allowing them to regulate their resources and develop suitable learning strategies. This approach can potentially enhance their long-term performance (Yan et al.,

2020). Engaging in self-assessment tasks empowers students to develop independence in their learning. This newfound autonomy equips them to manage their learning journeys effectively, both within and beyond the confines of formal education (Boud, 1995).

Oscarson (1989) states that self-assessment practices result in improved goal-orientation. By assessing themselves, learners gain the ability to identify a wider range of potential learning objectives within a specific learning context. Moreover, learners who develop the ability to assess themselves take an important step towards becoming autonomous learners, which is a highly desired skill in language learning (Little, 2010). A crucial part of the monitoring process for learners is simply understanding their progress in learning. They want to know if they are becoming more proficient in using the target language (Gardner, 2000). In the light of these views on self-assessment practices, it is possible to conclude that the use of self-assessment may contribute to foreign language teaching substantially.

In addition to tracking their language proficiency, self-assessment offers learners individualized feedback on the effectiveness of their learning strategies, methods, and materials. This feedback helps learners to critically evaluate and improve their approach to language learning, thereby facilitating a reflective learning process. When learners engage in selecting, administering, and analyzing self-assessments, they are required to consider their goals, strategies, and accomplishments. Self-assessments thus act as benchmarks in the continuous reflective journey that is essential for all autonomous learners (Gardner, 2000).

As Gardner (2000) argues, the advantages of self-assessment extend not only to learners but also to teachers and the institution as a whole (Figure 1). He mentions that individualization which is tailoring learning experiences to meet individual needs and preferences of students is one of the benefits of self-assessment for learners. Reflection is another point to be mentioned as it encourages students to think critically about their learning process and the outcomes. The motivating effect of self-assessment is another

great benefit because when students evaluate themselves, their drive and enthusiasm for learning increases through the ownership of their progress. Evaluation of learners' own performance allows them to identify areas for improvement and by the monitoring function of self-assessment; learners are able to adjust their strategies accordingly. Additionally, it provides learners with valuable feedback and resources to improve.

Figure 1.

Benefits of Self-Assessment (Gardner, 2000)
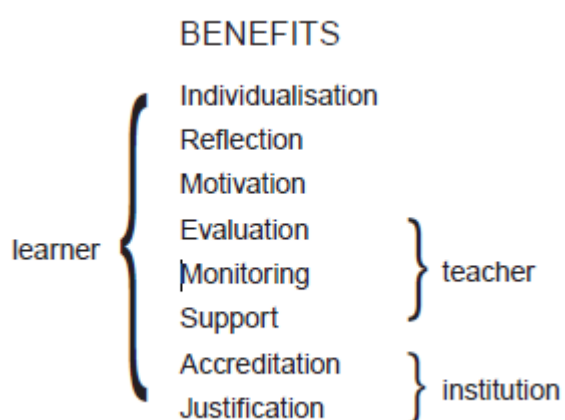
The figure does not only display the benefits of self-assessment for learners, but it also demonstrates its advantages from the point of view of teachers and institutions. Self-assessment aids teachers to better understand students' needs and progress and helps them to provide targeted assistance. Besides, it assists teachers in evaluating and certifying student learning and progress through systematic documentation. As for the benefits of self-evaluation for the institution, Gardner states that it offers evidence and rationale for the institution's educational practices and policies through collected data and outcomes. In summary, the figure by Gardner illustrates how self-assessment and related practices benefit learners by promoting personalized, reflective, and motivated learning; benefit teachers by supporting and accrediting student progress; and benefit institutions by justifying their educational approaches.

Besides these benefits, promoting self-assessment as a key component of foreign language learning has been a longstanding focus of the Council of Europe's educational projects. For that reason, a central role is given to self-assessment in the Common European Framework of Reference for Languages (CEFR), which is developed by the Council of Europe with the aim of disseminating a common European language education system based on common practices in the member states (Mirici, 2015).

How to Implement Self-Assessment. In order to thoroughly benefit from self-assessment practices, educators need to take several issues into consideration. According to Boud (1995), the success of self-assessment hinges largely on how students perceive its implementation. Gardner (2000) makes a similar point by stating that self-assessment is an undoubtedly beneficial technique, however, it is essential that this technique is introduced attentively and accompanied by substantial awareness raising and support. Ross (2006) underscores the significance of training students how to assess their progress to improve both the utility and the quality of self-assessment. He goes on to state that there is compelling evidence from various grades and subjects that self-assessment enhances student learning, and its positive impact increases when students receive direct instruction on self-assessment techniques. In other words, the benefits of self-assessment are significantly enhanced through specific student training.

Firstly, before introducing any form of self-assessment, in-depth conversations with students need to take place to help learners understand and internalize the underlying principles of this innovation. In the course of these conversations, learners should be given information about the rationale, the aims and benefits of self-assessment as well as what is expected from them (Boud, 1995). Chappelle and Brindley (as cited in Weisi & Karimi, 2013) emphasize the significance of equipping students with the skills to utilize self-assessment techniques effectively and warn teachers not to take the ability to self-assess for granted. Blanche (1988) also emphasizes the need for training in self-assessment and states that "the more training one has had, the greater one's monitoring

capacity will be" (p. 83). In addition to the training, students need guidance and repeated opportunities across the process of developing self-assessing abilities.

Secondly, it is suggested that for learners to make informed judgments about their performance, clear and specific criteria are essential. (Harrison et al., 2005). What is more, Boud (1995) suggests that student involvement should be encouraged in the process of developing rubrics to serve the purpose of self-assessment, which will enable learners and teachers to work on an agreed and well-understood set of criteria. Once this is fulfilled, it will also improve the quality of judgments made. Furthermore, language teachers should make sure that self-assessment tasks used in language classes do not only measure success, but also promote it and give students a sense of achievement. To achieve this, tasks to be used need to enable students to see how much progress they have made and what they can currently do (Chappuis & Stiggins, 2002).

In order to fully harness the potential of self-assessment in language learning, it seems to be helpful to take the abovementioned points into consideration because students' attitudes towards and acceptance of self-assessment as an essential aspect of language education are largely based on the appropriate initiation and effective use of it (Boud, 1995; Şentürk, 2017). Assessment has traditionally been a way of testing students' knowledge and understanding, and so the use of self-assessment has led to a shift in students' role from being subjected to assessment to becoming an active agent (McDonald & Boud, 2003). This shift is the reason why learners' acceptance and attitudes are important for a meaningful self-assessment process.

The CEFR and Self-Assessment. The Common European Framework of Reference for Languages (CEFR) serves as a pan-European framework, establishing a common basis for developing language learning materials like syllabuses, curriculum guides, exams, and textbooks (Council of Europe, 2001). It provides a clear definition of learning and teaching objectives, a detailed description of levels of proficiency, and choices for conducting assessment procedures, which makes it a core consideration and

guiding principle for course builders, textbook writers, testers, teachers and trainers of educators. Therefore, the professionals in the field of foreign language teaching are closely tracking such a standardized and common system in different parts of the world (Mirici, 2015).

The CEFR serves not only as a framework for crafting language learning programs and certifications but also as a tool for empowering self-directed learners. Effective self-directed learning starts with a crucial step: raising awareness of one's current knowledge level. This self-awareness then informs subsequent steps such as setting realistic and motivating learning goals, choosing appropriate materials, and engaging in regular self-assessment. Besides, an emphasis is placed on continuous self-assessment with regards to assessing language skills. Self-assessment is increasingly recommended in language education as a means for learners to monitor their progress and development. Through self-assessment, language learners can identify and describe their proficiency levels across various domains of language use, which enhances their understanding of their strengths and areas for improvement (Council of Europe, 2001). It is clearly stated in the CEFR (2001) that "learners are increasingly called upon to carry out self-assessment, whether to chart and plan their learning, or to report their ability to communicate" (p. 20). To this end, the Council of Europe's Language Policy Division created the European Language Portfolio (ELP) – a tool empowering learners to document their self-assessed language proficiency in any language they're learning, with regular updates reflecting their progress (Council of Europe, 2001).

The ELP as a Self-Assessment Instrument. Designed by the Council of Europe, the European Language Portfolio (ELP) serves as a tool to cultivate learner autonomy and self-regulated learning which is achieved by encouraging self-assessment and self-reflection skills (Little, 2005). The European Language Portfolio (ELP) functions as a multifaceted tool for language learning. It guides students in documenting their learning journey, acting as both an instructional resource and a reporting instrument (Kohonen,

2000). The ELP operates through two interconnected functions: the pedagogical function and the reporting function

1. The Pedagogical Function: The ELP is designed to empower learners by fostering transparency in their language learning journey. Through goal-setting and self-assessment tools, it promotes the development of learner autonomy. In addition to motivating learners for more and better learning (Lenz, 2004), Beyond promoting learner autonomy, the ELP also fosters a love for language learning. It motivates learners to:

   - Enhance their communication skills across languages

   - Embrace further language acquisition

   - Seek out enriching intercultural experiences

   - Effectively plan and reflect on their learning journey

2. The Reporting Function: The ELP offers a comprehensive picture of learners' foreign language proficiency and intercultural understanding, providing valuable evidence of their progress because owners of the ELP are expected to report on their present state, hence self-assess themselves, and collect records of their language achievements.

The European Language Portfolio (ELP) is comprised of three distinct sections: the language passport, the language biography, and the dossier. Each section plays a vital role in supporting the ELP's dual functionalities.

1. The Language Passport: The language passport sums up learners' linguistic identity, in other words, it describes their language knowledge and background using the scales and descriptors of the CEFR. In this part, learners undertake a summative self-reflection on their language learning journey and it has a reporting function because the central purpose of this section is on the result of the language learning process (Little, 2005). It also helps to inform future educational authorities or employers. However, it should be noted that the self-

assessment in this part of the ELP belongs to the individual learners, not to the issuing institution (Little & Perclova, 2001).

2. The Language Biography: This section allows for a formative kind of assessment because in this part learners are asked to evaluate their learning progress in an ongoing pattern using 'I can …' checklists. These 'can do' statements are given for five different skills (listening, writing, reading, spoken production and spoken interaction) and at six levels based on the reference levels in the CEFR (A1, A2, B1, B2, C1 and C2). Learners are invited to assess their competence in given statements on a grid ranging from one to four. These 'can do' statements are important since they have functions other than only evaluating progress. They reflect learning and teaching objectives, enable learners to get a view of what is expected from them as well as what will be expected in the course of learning process. Additionally, as they are worded positively, they contribute to learner self-confidence by fostering a sense of accomplishment and progress and motivate them in return.

3. The Dossier: In this component, learners collect records of their achievements or experiences which serve as evidence of their learning. They are also expected to update these documents in accordance with their changing levels.

A preliminary study was carried out to explore the potential and effect of the ELP in use between 1998 and 2000. The study included different learner groups from 15 member states at different educational settings. The findings of the pilot study suggested that self-assessment was viewed as an essential innovative strategy and that learners' self-assessment of their proficiency appeared to be linked to increased motivation based on a European leveling system. 70 % of learners reported that the ELP facilitated the process of self-assessment, enabling learners to evaluate their own achievements. Students also reported that comparing their self-assessment with their teacher's evaluation helped them

calibrate their understanding of their proficiency (Scharer, 2000). Other general conclusions drawn from the pilot project are as follows (p.14):

- The ELP demonstrates strong potential as a pedagogical tool.

- The ELP offers solutions to critical challenges in language education.

- The ELP demonstrably supports the Council of Europe's core objectives in language education.

- Widespread adoption of the ELP across Europe appears essential to sustaining and fostering linguistic and cultural diversity.

Little and Perclova (2001) reported in their manual for teachers and teacher educators that a common conclusion emerged as a result of pilot studies was that the ELP enhanced learner motivation and enabled learners to gain more confidence in themselves. The teachers in the pilot studies also reported that on the contrary to what they had expected, the ELP especially worked well with weaker learners. Another finding from those studies was about learner independence. A growing potential for reflective thinking via the use of the ELP boosted the development of self-regulated learning skills. Furthermore, a shared view about the ELP was that it can be used not only at institutional levels, but also within national systems because it improves learner motivation and reflection abilities, and equips learners with the tools and confidence to take the lead in their foreign language learning journey. More importantly, the ELP equips learners with the tools and confidence to become self-sufficient language learners, enabling them to continue their studies outside the classroom.

Research has indicated that the ELP positively influences motivational orientations (Glover, Mirici, & Aksu, 2005; Sisamakis, 2006), fosters learner autonomy (Gonzalez, 2009; Little, 2009), and supports students in becoming active and independent learners (Yilmaz & Akcan, 2012). Additionally, Gonzalez (2009) and Little (2009) highlighted the ELP's role in promoting learner autonomy, allowing students to take charge of their own

learning processes, which is crucial for developing self-regulated learning habits. Yilmaz and Akcan (2012) further supported these findings by showing that the ELP enables students to function actively and independently, fostering a sense of responsibility and self-efficacy in language learning. These studies collectively underscore the ELP's effectiveness in enhancing motivation, autonomy, and independent learning among language students.

Learner Motivation

The degree of motivation a learner possesses significantly affects the rate and ultimate success of their foreign language learning journey (Dörnyei, 2012). Masgoret and Gardner (2003) characterize a motivated learner as someone who "expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and/or failure, is aroused and makes use of strategies to aid in achieving goals" (p. 128). Motivation refers to the goal-oriented behavior. According to Dörnyei (2012), motivation is the source of the primary force to start learning the L2, and later the dynamic impetus to continue the demanding language learning process. With a lack of motivation, even the most talented learners cannot achieve long-term goals, and conversely, high motivation can significantly mitigate the limitations caused by insufficient language abilities or less-than-ideal learning conditions. High motivation is not only essential for success in language learning, but it also plays a critical role in how deeply learners internalize the material. Motivated learners are more likely to engage in deep processing of the language, leading to lasting understanding. Conversely, a lack of motivation can result in superficial learning that is easily forgotten (Capen, 2010). Ryan and Deci (2000) state that "to be motivated means to be moved to do something" (p.54).

People possess not only varying levels of motivation but also different types of motivation. This means individuals differ not just in how much motivation they have, but

also in the nature of their motivation. The orientation of motivation pertains to the underlying attitudes and goals that drive actions, addressing the reasons behind why individuals take certain actions (Ryan & Deci, 2000). In Self-Determination Theory, Deci and Ryan (1985) distinguish between different kinds of motivation stemming from different causes or goals that triggers an action. The central differentiation is made between *intrinsic* and *extrinsic* motivation.

Intrinsic motivation refers to engaging in an activity because the activity itself is inherently interesting or pleasing. The individual is driven by internal rewards and finds the activity itself rewarding, rather than relying on external incentives or pressures. When intrinsically motivated, a person is driven to take action due to the inherent enjoyment or challenge it presents, rather than external incentives, pressures, or rewards. This inherent motivational drive plays a vital role in cognitive, social, and physical development, as engaging with one's natural interests facilitates the acquisition of knowledge and skills. Thus, intrinsic motivation is highly significant for education because it leads to high quality learning; therefore, it is important to know about factors that unravel this kind of motivation.

Extrinsic motivation, on the other hand, refers to engaging in an activity because it results in a distinct and separate outcome. In other words, the individual takes an action for its instrumental value rather than the enjoyment of the activity itself. Behaviors driven by external motivations become increasingly self-directed as they undergo processes of internalization and integration. Internalization involves adopting a value or regulation, while integration is the process through which individuals thoroughly incorporate this regulation into their personal framework, making it part of their identity.

Motivating Language Learners

Ways of enhancing learner motivation in language education have always been a concern of language teachers. Building on a rich history of research in second language

acquisition and educational psychology, Dörnyei (1994) proposes a comprehensive framework for motivating language learners. This framework categorizes motivational strategies into three key areas: language level, learner level, and learning situation level.

At the learner level, it is suggested that learners' self-confidence should be developed by trusting them and giving them the feeling that they will attain their goals. It is advised that learners receive reinforcement and encouragement periodically. Furthermore, they need help in order to be free from their uncertainties about their competence and to regularly witness their own progress and celebrate achievements. Research also suggests that promoting favorable self-perceptions of skills and proficiency in the target language is a powerful tool for enhancing learner motivation. To cultivate positive self-belief, teachers can focus on what students have achieved, rather than their shortcomings. Helping students develop a growth mindset by demonstrating the connection between dedicated effort and their evolving L2 proficiency and by attributing previous unsuccessfulness to insufficient effort is shown as one of the strategies to be utilized by teachers.

At the learning situation level, it is urged that to boost learner motivation and engagement, it's crucial to involve them actively in the learning process. Additionally, clearly defined and transparent achievement criteria empower students by allowing them to see a clear path to success. Facilitating learner satisfaction is also considered to be important to enhance learner motivation and this is possible by keeping track of their general progress, recording what learners have learned and celebrating success. Moreover, promotion of learner autonomy is emphasized, and minimizing external control, sharing course-related responsibilities with students and giving students opportunities for real authority are among the ways suggested for developing autonomy.

Another strategy mentioned is about increasing learners' goal-orientedness, which is attainable by talking to students about their language-related goals and periodically inviting them to evaluate the extent to which they have achieved their goals. Last but not

the least, enhancing the internalization of classroom norms is recommended for higher levels of motivation. Early introduction of classroom norms, coupled with a clear explanation of how they contribute to a positive learning environment, can significantly enhance student internalization of these expectations. Additionally, involving learners in creating the norms can further strengthen their commitment to upholding them (Dörnyei, 1994).

Learner Motivation, Self-Assessment and the ELP. When those strategies offered to enhance learner motivation are considered, it is easily noticed that concepts like goal-orientedness, learner autonomy, self-confidence, learner satisfaction, internalization of norms, student involvement, learners' self-perceptions and their evaluation of the learning process/achievement are highlighted. In line with this, it is possible to relate motivation and self-assessment since self-assessment practices hold these features when they are implemented efficiently. Brown and Hudson (1998) state that the involvement that is enabled through self-assessment helps students to learn the language autonomously and this kind of learner involvement and greater autonomy result in increased motivation. Boud (1995) points out that by means of self-assessment, learners are capable of identifying their progress and this motivates them for further learning. McMillan and Hearn (2008) explain that motivation is enhanced when students engage in goal-setting and then identify criteria, self-evaluate their progress, reflect on their learning, and develop strategies for further learning.

In line with these, it can be argued that the European Language Portfolio (ELP), a self-assessment tool created by the Council of Europe, serves as a powerful motivator for language learners. Glover, Mirici and Aksu (2005) state that "the ELP is designed to encourage learning through reflection, self-awareness and motivation" (p. 85). Likewise, Little and Perclova (2001) put forward that once learners feel that the ELP really belongs to them, they develop positive attitudes towards it and enjoy working with it in return. With such positive feelings and engagement, learners become more motivated to learn the

language thanks to the ELP. What is more, the motivating effect of the ELP was also supported by the reports of teachers who took place in the pilot studies for the ELP when they told that its use increased the motivation of all students, even the slower ones.

Related Studies

Studies on self-assessment

Several studies on self-assessment have centered around the degree of its validity (Arthur, 1995; Frye, Richards, Bradley & Philp, 1991) and concluded that students' self-assessments have low to moderate validity when compared to expert raters. It was also revealed by these studies that the accuracy of self-assessment was potentially compromised by two key factors: learners' overestimation of their own abilities and their limited experience with self-assessment practices. Another finding of the study was that the accuracy of self-assessment improved when feedback was provided by teachers. Unlike these researchers, Longhurst and Norton (1997) found a positive correlation between student and teacher grades when they were asked to assess the same essays. The resemblance of the assessment results in the latter study was thought to occur because a set of detailed criteria were used both by the students and the tutors.

Griffee (1995) investigated student self-assessment across different year levels (first, second, and third year) and found no significant difference between the groups. Interestingly, all students exhibited a similar pattern: starting with lower self-ratings at the beginning of the term and gradually becoming more confident as the semester progressed.

In their study, Andrade and Du (2007) carried out a study exploring undergraduate students' experiences with criteria-referenced self-assessment. Fourteen students, who had participated in a course incorporating self-assessment, were interviewed in gender-segregated focus groups. The findings revealed that students developed positive attitudes toward self-assessment after extended practice, felt capable of effective self-assessment

when aware of their teacher's expectations, used self-assessment to review and revise their work, and perceived improvements in their grades, work quality, motivation, and learning.

Investigating the effects of self-assessment among young learners, Butler and Lee (2010) observed positive outcomes in both their English language performance and their self-assurance in learning. McNamara and Deane (1995) investigated the effect of self-assessment on successful language learning by designing several tasks that foster self-assessment. The results illustrated that these activities helped students identify their strengths and weaknesses in English and thus recognize language learning activities that worked best for them, which also meant that they became better language learners. In Turkish EFL context, Şenturk's (2017) research explored the impact of various tools of self-assessment on students' attitudes towards English learning. The findings indicated that these tools can foster positive attitudes, but only when implemented correctly and effectively.

Yüce and Mirici (2022) investigated the CEFR-based self-assessment implementations in secondary education. In this qualitative research, the self-assessment parts at the end of the units in the English coursebook were checked in terms of their compatibility with the proficiency descriptors in the CEFR and it was concluded that it was relatively low. The study also revealed that although the participant teachers reported that they favored self-evaluation practices in their classes, they did not cover the self-assessment sections which are in the form of 'can do' statements when they finish with each unit.

Another study by Demirbulak, İcden and Virlan (2022) explored how continuous self-assessment affects the self-efficacy beliefs of undergraduates learning English as a foreign language (EFL). Conducted with 102 participants at a private university's school of foreign languages, the research used a quasi-experimental design incorporating both qualitative and quantitative methods. Data were gathered through a self-efficacy scale,

self-assessment questionnaires, and self-reflection checklists. Both the control and experimental groups completed a self-efficacy scale at the beginning and end of the term. Throughout the term, the experimental group engaged in weekly self-assessments using checklists and questionnaires. The results showed that when students could regularly evaluate their strengths and weaknesses in skill-based tasks, their sense of mastery improved. This, in turn, boosted their self-efficacy beliefs in reading, writing, listening, speaking, and grammar.

Wong (2017) examined the effects of self-assessment training on students' perceptions of self-assessment in two Singaporean primary schools. It involved 146 ten-year-old students, with 75 students receiving self-assessment training (intervention group) and 71 students not receiving any training (comparison group). Using a pretest-posttest design, data were collected through a Self-Assessment Questionnaire that measured knowledge application, independent learning, communication, and motivation. The results showed that the students who received self-assessment training had improved perceptions of self-assessment, with notable differences between the intervention and comparison groups.

On the whole, it can be concluded that research findings revealed positive results as to the use of self-assessment in educational settings. Research suggests that self-assessment accuracy can improve over time, particularly when individuals gain experience with self-assessment and detailed criteria and receiving teacher feedback help them calibrate their judgments. With regular implementation of self-assessment practices students become more aware of what they need to do to be more successful and make decisions related to their learning process. Self-assessment practices can lead to a double benefit for learners: increased confidence in their language abilities and a more positive attitude towards learning the language. However, the way it is implemented is an important factor influencing its effectiveness.

Studies on the European Language Portfolio

The use of the ELP has attracted the attention of several scholars and a growing body of research has been carried out to explore the use of the ELP from different perspectives, both in and outside the EFL setting.

Ziegler (2014) conducted a study with a total of 575 students and 19 teachers from different schools in Germany to examine the validity of the ELP as a tool for fostering self-regulated learning. In his study which employed a mixed-methods research design, both experimental and control groups were given a survey measuring factors related to self-regulated learning, and for only the experimental group which began using the ELP, items addressing the perceptions of the participants related to the ELP were added. The experimental groups were divided into three sub-groups based on how often the teachers made use of the ELP. In addition to the quantitative data, to elaborate on their answers in the surveys, 21 students were called on for interviews. Upon the analysis of the quantitative and qualitative data, it was concluded that the students using the ELP reported more attributions that indicate characteristics of self-regulated learning and those students were also more intrinsically motivated. Also, it was revealed that the frequency of the ELP use contributed to fostering self-regulated learner attributions significantly. All in all, the research overwhelmingly supports the notion that the ELP effectively achieves its intended goals.

Gonzalez (2008) conducted a study to assess the impact of the ELP on student language learning outcomes. The research also investigated whether the ELP's functions, focused on both learning (pedagogical) and reporting progress, held equal weight in its effectiveness. Two kinds of data, from student and teacher questionnaires, were collected at the end of an academic year in Spain during which the ELP was used. Ninety-eight students participated in the study by completing a questionnaire. The questionnaire included six closed-ended questions exploring the advantages and disadvantages of the ELP, along with three open-ended questions to gather more in-depth feedback. The

students showed positive attitudes in both parts of the questionnaire and reported that the ELP helped them to show what they could do in the language and they expressed enthusiasm for taking charge of their learning journey. However, the participants expressed their concerns about the reporting function of the ELP and complained that they cannot take it to a job interview instead of taking an exam to qualify their language proficiency. As for the teachers, their attitudes were also positive and they felt that their students became more autonomous, but the teachers noted that a portion of the students who felt compelled to use the ELP exhibited a negative response. To sum up, the results revealed that both most of the students and all of the teachers in the study thought that the ELP was extremely useful for language learning, but particularly for its pedagogic function.

Ushioda and Ridley (2002) wrote a report describing a qualitative research project designated to evaluate the use of the ELP in post-primary schools in Ireland. The research aimed to explore the enduring influence of the ELP on the learning experiences of students and the professional practices of teachers. The participants were 23 language teachers who were experiencing the use of the ELP in their particular teaching context and they were asked to write monthly reports in which they reflected on the ELP implementation process and their classroom experiences. In addition, monthly discussion sessions were held. The issues discussed in those sessions were the difference working with the ELP made to the teachers in their teaching and to their learners in terms of their interest, motivation and attitudes to learning, the development of their self-management abilities and target language proficiency. Data were gathered through those monthly reports and group discussions, samples of learner-generated content related to the ELP, learner reflections and notes from classroom visits. The analysis of the data indicated that the ELP was well-received by both teachers and learners, who found it a useful tool in the learning process. The existence of a ready-made tool that guided their learners to take the ownership of their own learning helped the teachers feel confident. The teachers also

stated that the Dossier section of the ELP particularly motivated their learners as they produced and collected plenty of output in the language in question. Similarly, the learners also reported positive feelings about the ELP use. They put emphasis on its motivating effect and stated that especially the Dossier and Language Biography components helped their learning. In short, it was seen that both the teachers and by internalizing the value of the ELP, students were empowered to utilize it effectively and maximize their learning gains.

Hismanoğlu and Hismanoğlu (2010) carried out a qualitative study in a Turkish context in order to find out whether the use of the ELP in English for Specific Purposes (ESP) supports reflective learning and self-assessment. The participants were 50 university students studying their first year in the Department of Turkish Language and Literature. They were A1-A2 level students who did not have any previous experience in the use of the ELP, so an introduction session was held with those students which aimed to inform them about the function of the ELP. After the last ELP-based English lesson, the students were given a five-point likert scale questionnaire which had different sections as 'learning reflection' and 'self-assessment'. The results suggested that the students embraced self-directed learning, actively participating in the process and taking responsibility for their progress. However, some students found learner reflection very difficult due to their previous language learning experiences. It is emphasized that enough time and resources need to be allocated for the professional preparation.

Glover, Mirici, and Aksu (2005) contributed to the ELP research with a case study investigating the utilization of the ELP in a preparatory school in a Turkish university. Three types of data were gathered before the end of the academic year. First, a questionnaire was administered. Second, the teachers were interviewed and finally, field notes were taken of a class interview with one group of students who has used the ELP and with another group who had not. The results showed that the utilization of the ELP had a positive effect on most of the students and they reported confidence in themselves

and enthusiasm for their own learning. Only a minority of the participants rejected self-assessment as was the case in many other piloting studies. The researchers indicated that there was not enough time for the teachers and students to be trained and that was the reason why much of the positive impact of the ELP mentioned in previous pilot studies did not occur, highlighting the importance of familiarizing both learners and teachers with the ELP.

In an attempt to examine students' attitudes towards the ELP use and the effect of the ELP on their proficiency level, Güneyli and Demirel (2003) conducted a study in TOMER, the language center of Ankara University, with 40 students learning Turkish as a foreign language. In an experimental design, the students in the experimental group had ELP-based courses, and the control group students learned Turkish using traditional methods. Five tests measuring the students' five basic language skills were given to the participants before and after the treatment. Also, at the end of the one-month ELP implementation process, an attitude questionnaire was employed to the experimental group. The findings revealed that the students had positive attitudes towards the ELP as they were given the opportunity to plan their learning process and assess themselves. What is more, there was an increase in their desire to learn the language as well as their self-confidence, and the students using the ELP turned out to be more successful in listening and spoken production when compared to the students in the control group.

Göksu (2015) aimed to implement the European Language Portfolio (ELP) in developing reading skills in Turkey and to explore the attitudes of students learning English with the ELP. Twenty high school students participated in English lessons over nearly a term, and their views were collected through oral interviews at the end of the study. Additionally, students kept portfolios throughout the process to support the research findings. The data were analyzed qualitatively. The results revealed that the ELP significantly improved students' reading skills and positively influenced their attitudes toward reading.

Another study by Yılmaz (2010) aimed to explore learner autonomy through the implementation of the European Language Portfolio (ELP) in fourth and fifth grades at a private school in Turkey. It investigated the overall structure and specific practices of ELP implementation. Data were collected through on-site observations, interviews with English teachers, focus group interviews with students, audio recordings of self-assessment sessions, and artifacts from the research site over twelve weeks. The findings revealed that the ELP enhanced learner autonomy in four areas: planning, implementing, monitoring, and evaluating learning. Additionally, the ELP was implemented using five common practices: awareness raising, goal tracking, choosing content and creating materials, reflection, and self-assessment.

Şentürk (2017) investigated the relationship between the ELP use and learners' attitudes towards learning English in an EFL setting. 265 tertiary level students took part in the study and the data collection tool was a five-point likert scale measuring learner attitudes towards learning English. The questionnaire was administered twice, first at the beginning and second at the end of the ELP implementation. As a result, it was found that the students were gratified about the self-assessment via the ELP and on the condition that it is used effectively, the ELP is useful to generate positive attitudes towards learning English.

To sum up, when the findings from the studies are taken into account, it becomes more evident that the ELP fulfills its purpose to a great extent by promoting learner-centeredness, enabling learners to take the responsibility of their learning, cultivating positive attitudes to language learning, enabling learners to become autonomous, and by having a motivating effect.

However, to the best knowledge of the researcher, the literature on the use of the ELP lacks research which attempts to relate self-assessment, learners' views about self-assessment via the ELP and the effect of the ELP use on learners' motivation to learn the language. Furthermore, a critical gap exists in the current literature regarding the impact

of raising learner awareness of self-assessment practices on their perceptions of the European Language Portfolio (ELP). Therefore, this research directly addresses the critical gap in the literature by contributing to the body of research on the use of the ELP in Turkish EFL context.

Chapter 3

Methodology

This chapter presents the methodology of the study in five parts. The first part introduces the research design. The second part describes the research setting and the participants involved in the study. The next two parts discuss the data collection tools and the procedures in a comprehensive way. Finally, the last section presents the data analysis methods of the study.

Research Questions

The research questions directed to fulfill the purpose of the present study are as follows:

1.   What are Turkish tertiary level EFL learners' opinions about the use of the ELP?

a.   Does training about the use of the ELP influence students' opinions about keeping it as a self-assessment tool?

b.   Does the students' English proficiency level play a role in their views about the ELP?

2.   How does the use of the ELP influence EFL learners' motivation?

a.   Does the ELP training make a difference on learner motivation?

b.   Does the students' English proficiency level have a significant effect on their motivation in terms of the ELP use?

c.   Is there a statistically significant relationship between Turkish EFL learners' opinions about the ELP use and their motivation?

d.   What are the students' perspectives of using the ELP after the training process?

The Research Design

The present study deals with the use of European Language Portfolio (ELP) in foreign language classes in two ways: learners' opinions to self-assessing themselves

using it, and its influence on their motivation. Hence, it is an experimental research as it seeks to put forward the possible effect of a specific treatment on an outcome. Experimental research strives to establish causal relationships between variables. It achieves this by manipulating the independent variable (the presumed cause) and observing the resulting changes in the dependent variable (the presumed effect) (Creswell, 2014). In experimental designs, the independent variable is manipulated by the researchers by putting a different method into practice. One method is to present or absent a technique (Johnson & Christensen, 2010), in which the participants in the experimental group receives an intervention whereas the participants in the control group do not. This research aims to investigate any possible connection between the ELP use and learner motivation. The independent variable, instruction in the use of the ELP, is only given to the experimental group, and both groups will be measured on the same dependent variables, namely their opinions and motivation level.

To gain a more comprehensive understanding, this study employs a mixed-methods research design, utilizing both qualitative and quantitative data collection and analysis methods. As Creswell (2012) states the mixing of both quantitative and qualitative data is useful to clearly understand a research problem. These two methods are believed to work better together to foster the development of theory (Dörnyei, 2011). Dörnyei (2011) discusses certain advantages of adopting a mixed methods approach. One point he makes is that combining quantitative and qualitative methods enables researchers to benefit from the strengths of one method to overcome the weaknesses of the other and this combination also blocks out the bias towards one specific method. A mixed-methods research design is employed under the assumption that triangulating qualitative and quantitative data will yield a more nuanced and comprehensive picture of the research question. To this end, this study employed a mixed-methods approach, utilizing multiple data collection instruments to gather both quantitative and qualitative data. The research design allows for triangulation, where findings from each data source

(quantitative and qualitative databases) are compared and integrated to draw comprehensive conclusions. Thus, this study utilized a two-phase mixed-methods approach. The first phase employed a broad survey to gather quantitative data and establish a general understanding of the research topic. Subsequently, the second phase delved deeper through semi-structured interviews, collecting qualitative data to gain detailed participant perspectives and shed light on the initial quantitative findings.

The study is also based on a sequential-explanatory design. A sequential explanatory design employs a two-stage approach. The first stage involves quantitative data collection and analysis, providing a broad picture of the research topic. Subsequently, the second stage focuses on qualitative data collection and analysis, aiming to explain and elaborate on the quantitative findings. Forms of qualitative instruments are employed to validate quantitative data. Likewise, in this research, the qualitative data were used to supplement and illuminate the data gathered through the questionnaires. The study is also quasi-experimental as it includes two different groups of participants as experimental and control groups and since it employs a pre and post-test design.

Setting and Participants

This study was conducted in an English preparatory school at a state university in the north-west of Turkey. The preparatory school provides English education for students at their first year of university education. The program is either obligatory or optional depending on learners' departments. At the beginning of the academic year, the students whose departments require one-year English preparatory education are given a proficiency exam in which the passing grade differs based on the students' departments. There are three different groups of students taking the exam. The first group consists of four-year undergraduate students whose departments are either Engineering or Management and Economics and the passing grade for these students is 60. The second

group includes students who are going to study English Language and Literature for four years and they have to score 75 in the proficiency exam to start their department. The last groups of students are those who are going to study Applied English and Translation for two years and their passing mark is 60. The students who fail have to study English for one year in the School of Foreign Languages. Apart from them, there are also students who wish to study English at preparatory school voluntarily although it is not a requirement in their department. The students to study at prep school compulsorily or voluntarily are all given a placement test to determine their proficiency level. The institution takes the Common European Framework of Reference for Languages (CEFR) as a reference to define the proficiency level of the students. Hence, the placement test consists of questions that aim at assessing learners' mastery on the descriptors in CEFR levels from A1 to B1. Based on the results of this test, three different groups of classes are formed with reference to CEFR: A1, A2 and B1. By the end of the academic year, A1 and A2 level classes are expected to become B1 level, and B1 level classes are expected to become B2+.

The data for the research was collected during the second term of 2021-2022 academic year. Upon the outbreak of Covid-19 pandemic in 2020, online education was the only way to sustain educational activities across the country. Thus, in 2020-2021 academic year distance education was implemented in all levels of education, from primary to higher education. The following year, while the educational institutions which were affiliated with the Ministry of Education went back to face-to-face education, the Council of Higher Education declared that the Senate of each university would decide on the form of education. In the institution where the study was carried out hybrid learning was declared as the decision of the Senate. Hybrid learning offers a flexible approach to education, blending traditional in-person classroom instruction with the benefits of online learning resources and activities. It is seen as an effective method for creating a dynamic learning environment as an inevitable outcome of the rapid advancement of information

and communication technology in the 21st century (Dakhi& Jama& Irfan& Ambiyar, 2020). The main purpose for applying this method was to avoid bringing large groups of students together and thus to lower the risk of infection. In an attempt to best apply the method, the students in the prep school were divided into two groups in 2021-2022 academic year: the first group had their face-to-face lessons on the first half of the week and went on their language education through virtual learning for the rest of the week, whereas the second group of students started the week with online lessons and continued with face-to-face education in the second half of the week. Similarly, the teachers at the school followed the same schedule as their own classes. The content of the courses was the same for the same levels and the same textbook was used in both face-to-face courses and online lessons.

Table 1.

Demographic Characteristics of the Participants (N=160)

		Experimental		Control		Total	
		n	%	n	%	n	%
Department/ Faculty	Engineering	5	6,1	19	24,4	24	15,0
	Applied English and Translation	45	54,9	30	38,5	75	46,9
	Faculty of Economic and Administrative Sciences	3	3,7	0	0,0	3	1,9
	English Language and Literature	22	26,8	20	25,6	42	26,3
	Interior Design	1	1,2	0	0,0	1	0,6
	Civil Aviation	3	3,7	4	5,1	7	4,4
	Tourism	2	2,4	4	5,1	6	3,8
	Human Resources	1	1,2	0	0,0	1	0,6
	Marine Management	0	0,0	1	1,3	1	0,6
Level	A2	37	45,1	31	39,7	68	42,5
	B1	23	28,0	27	34,6	50	31,3
	B2	22	26,8	20	25,6	42	26,3
State	Compulsory	75	91,5	67	85,9	142	88,8
	Voluntary	7	8,5	11	14,1	18	11,3
Gender	Female	61	74,39	49	62,33	110	69,06
	Male	21	25,61	29	7,7	50	30,94

Table 1 presents the demographic characteristics of the 160 students who participated in the study. The participants originated from various academic departments. The largest representation came from Applied English and Translation (46.9%), followed by English Language and Literature (26.3%) and Engineering (15.0%). This distribution reflects the inclusion of students from diverse academic backgrounds. The reason why students from the Applied English and Translation department consists a relatively bigger part of the participants is that the quota of this department is higher and preparatory education is compulsory for the students in that department. The participants displayed a relatively balanced distribution across English proficiency levels. A2 level learners comprised 42.5% of the sample, followed by B1 (31.3%) and B2 (26.3%). This range ensures the study encompasses the experiences of learners at various stages of English language acquisition. The majority of participants (88.8%) were enrolled in mandatory English language courses. The remaining 11.3% participated in optional courses. Similarly, female students constituted the majority of the participants (69, 06 %) whereas male students comprised 30, 94 % of the sample in total.

160 students and 14 teachers participated in the study. These students were in three different language proficiency levels: A2, B1 and B2. The concept of self-assessment and use of European Language Portfolio was a totally novice issue for the students studying at the school where the study was carried out in the 2021-2022 academic year. However, as the ELP had been previously used at the institution, the participant teachers were quite familiar with it. Moreover, during the time the ELP had been a part of the curricular activities in the institution; all the teachers received a robust one-day training from an expert who is the pioneer in the field in the country.

Data Collection

Before collecting data, ethical approval was acquired from the Ethics Commission of the university (Appendix- M). Prior to the commencement of the study, all participants

were briefed about the research and given the option for voluntary participation. Subsequently, consent forms were obtained from those who voluntarily chose to participate.

Data for this study were collected from the participants during the spring term of 2021-2022 academic year. Quantitative data collection was completed in two phases: one at the beginning and the other at the end of the second term. During the process, the participant groups went on their usual studies through the semester. Qualitative data for the research was collected once at the end of the second term.

Students from three different levels (A2, B1 and B2) participated in the study. To control for the influence of proficiency level, participants were stratified by proficiency and then assigned to experimental or control groups. Data collection occurred in two sequential phases. In the first phase, as a first step, a meeting was held with the participant teachers in which the participants were provided with a thorough explanation of the study's objectives and the data collection methods involved. They were also notified about their role and responsibilities and their possible approach during the process was discussed as well. Following this, the students in the experimental groups received an 'ELP Knowledge Inventory' to gather information about their current level of knowledge about what the European Language Portfolio is and what it aims to do. Subsequently, to identify the participants' level of language learning motivation, two questionnaires about motivation ('Motivation for Learning English' and 'Achievement-Oriented Motivation') were applied to all of the participants both in experimental and control groups. All of these were given to the students during their regular class hours by the participant teachers.

After the pre-training data were collected, both the experimental and control groups started to use the ELP as a self-assessment tool. The ELP to be used was provided for each participant student by the researcher in the form of small booklets and they were given out by the participant teachers. However, the experimental and control groups were widely dissimilar in the way they benefitted from the ELP. For the former

group, the ELP became a part of the lessons on a regular basis and there was teacher support during its completion by the students. Furthermore, the participants in this group received a training session in their native language in which they were informed as to what the CEFR is and its purpose, what self-assessment is and its importance, what the ELP is and its relation to the CEFR, as well as the sections of the ELP and how to use them. A standard form of training by the researcher was desired, so in order to overcome the time limitation issue all these were explained clearly by the researcher with the help of a PowerPoint presentation and it was recorded through Zoom application. The link for the video was shared with the teachers and the same presentation video was watched by all the experimental group participants in their classrooms. Following this informatory session, the students started to fill in the Language Biography sections in the ELP based on their current levels with their teachers' support. They did the same as the courses went on through the term and the teachers spared specific time for the ELP checks in their courses on a pre-determined basis. The teachers of experimental groups displayed a positive attitude towards the use of self-assessment via the ELP and they acted in a supportive manner. After the training, the experimental group students were given the 'ELP Knowledge Inventory' for the second time to see what they gained out about the ELP through this process. Moreover, an 'ELP Use Opinionnaire' was implemented to the same group of students to find out about what they feel and think about assessing themselves using this assessment tool. Conversely, the participants in the control groups were not informed about any issues related to self-assessment via the ELP and no specific time was given for its completion during the class hours except for the first ELP check. The students were just told to complete the language biography part on their own without any teacher support. As for the other ELP checks during the term, the students were advised to complete the appropriate level as an assignment without any guidance.

Through the end of the term, after all the participants got familiar with assessing themselves using the ELP, the same two questionnaires about motivation were

administered again in order to compare and reveal any possible effects of using the ELP after the students in the experimental groups became more aware of how to best benefit from it and why they were using the ELP via the instruction sessions.

As for the qualitative data, to gain deeper insights into student perspectives on the self-assessment process using the ELP, twelve participants from the experimental group engaged in semi-structured interviews lasting approximately fifteen minutes each.. Random sampling method was adopted to determine the interviewees as it is a strong way to minimize any subjective aspects and random samples tend to be more indicative of the overall population compared to non-random ones in most cases (Dörnyei, 2011). Interviewees selected their interview times based on their own schedules, typically after regular class hours. Each student was asked around six questions about their experience on the use of the ELP. The interviews with students were conducted in Turkish to facilitate their expression of ideas about the ELP in a comfortable and informal setting, rather than following a strict question-and-answer format. Consequently, each interview with a student lasted around fifteen minutes, with the duration varying based on the students' experiences with the ELP. All interviews were recorded to be transcribed by the researcher later.

Data Collection Instruments

The study gathered both quantitative and qualitative data to capture a multifaceted picture of the research problem, encompassing measurable data and in-depth participant experiences. The quantitative data came from two motivation scales, an inventory and an opinionaire, and the qualitative part was collected through a semi-structured interview. Each data collection tool is shown in Table 2 and explained in detail in the following parts.

Table 2.

Data Collection Instruments

Research Questions	Data Collection Instrument
What are Turkish tertiary level EFL learners' opinions about the use of the ELP?	The ELP use opinionaire
How does the use of the ELP influence EFL learners' motivation?	The Motivation towards Learning English Scale
	The Scale of Achievement Focused Motivation
Does teacher instruction about the use of the ELP influence students' opinions about keeping it as a self-assessment tool?	The ELP Use Opinionaire
Does the students' English proficiency level play a role in their views about the ELP?	The ELP Use Opinionaire
Do training and teacher support about self-assessment via the ELP make a difference in the effect of the ELP on learner motivation?	The Motivation towards Learning English Scale
Does the students' English proficiency level have a significant effect on their motivation influenced by the use of the ELP?	The Scale of Achievement Focused Motivation
Is there a statistically significant relationship between Turkish EFL learners' opinions about the ELP use and their motivation?	The ELP Use Opinionaire
	The Motivation towards Learning English Scale
	The Scale of Achievement Focused Motivation
What are the students' perspectives of using the ELP after the training process?	Semi-Structured Interviews

The Motivation towards Learning English Scale

Questionnaires are quite popular in educational research due to their certain strengths such as being able to control the needed information by a certain set of questions and being able to collect data from large groups in different time periods but the questions and the format remaining identical (McDonough& McDonough, 2006). Hence, with the aim of collecting data about the participants' motivational level, 'The Motivation Scale towards Learning English' (Appendix- C) was used in the present study. The scale

was developed by Karcı and Gündoğdu (2018) in order to find out about tertiary level Turkish EFL learners' motivation in learning English. Following the thorough completion of the reliability and validity procedures, the researchers finalized the scale as a continuous 5-point likert scale ranging from 'strongly agree=5' to 'strongly disagree=1'. It consists of 15 items and it proved to be reliable with a .849 alpha coefficient in the original study (Karcı & Gündoğdu, 2018). This scale was thought to serve the purpose of the present study well as it was specifically developed for university level EFL learners studying at preparatory schools of other state universities in Turkey. The items in the scale were originally in Turkish and the participants were given its original Turkish version to prevent any challenges associated with their L2 proficiency level during its completion. As it is also stated in the original study, the statements in the scale were worded attentively for that age group so that they are clearly understood. The authors clearly stated in their study that researchers are welcome to use the scale without any special permission on the condition that they refer to the authors.

The Scale of Achievement Focused Motivation

Obtaining a realistic view about learner motivation was a crucial step for the purpose of the present study. Thus, in an attempt to enrich the research by providing complementary insights and ensuring the robustness of results, a second scale on learner motivation was used in the study. What is more, the first motivation scale was directly about learning English, whereas 'The Scale of Achievement Focused Motivation' by Semerci (2010) has a broader scope as it consists of items related to learning in general (Appendix- E). The present study examines any possible effect of the ELP use on learner motivation. The participant students assess their achievement via the ELP on a regular basis during their language learning process, so it was thought that a scale which focuses on achievement focused motivation would be appropriate as it measures another aspect that is not covered by the first one.

'The Scale of Achievement Focused Motivation' was developed by Semerci (2010) to gain insight into learner motivation which is a crucial element in any learning environment. Subsequent to the review of relevant literature, Semerci had a pool of statements consisting of 63 items in Turkish. As a result of consulting five experts in the field, a five-point Likert scale consisting of 61 items were given to 827 subjects and a 4-factored structure was revealed being as external effects, internal effects, growth of aim and self-consciousness. There were 35 items in the final version of the scale. As a final step, reliability analysis was conducted and the Cronbach Alpha coefficient was reported as 0.896 in the original study by Semerci. Permission to make use of the scale was received from the researcher through e-mailing. The participants in the present study were given the two scales about motivation together as one page.

European Language Portfolio Knowledge Inventory

A knowledge inventory is a tool which is used to identify, document or categorize various types of knowledge. In this study, the knowledge inventory was used to identify and document the participants' knowledge about the CEFR and the ELP. 'The ELP Knowledge Inventory' (Appendix- G) was used twice in the study, the first time to test experimental group participants' existing knowledge about the CEFR and the ELP; and the second time to look into the effectiveness of the instruction given and to see what the participants gained out of the instruction session. In the preparation phase of the inventory, the researcher collaborated with colleagues in the institution who are already familiar with the concept of self-assessment and the use of the ELP. Previously, a form of European Language Portfolio was a part of the curriculum in the institution and all the instructors received fruitful one-day training from an expert in the field. Thus, while forming the pool of statements, three instructors from the institution worked with the researcher. The inventory was designed around the content of the CEFR and ELP-related instruction given to experimental groups which meant that the participants were expected to display their knowledge at a quite basic level. Upon agreeing on the first set of statements,

another expert who is holding her PhD degree and working in the field at the language teaching department of another state university was consulted. Based on the feedback received, the scale was revised either by rewording some statements or by excluding some items. Subsequently, the scale was administered to 142 students studying at the same preparatory school earlier and its reliability was confirmed with a Cronbach's alpha value of 0.880.

Finally, the scale consisted of two parts. The first part consisted of ten statements mostly worded as 'I know …., I am aware that …., I am informed of …..' and the participants were required to check one of the options as 'Yes', 'Partially' or 'No' to show the degree of their knowledge related to each statement. The second part consisted of five items and this part was designed to confirm the participants' answers in the previous section. There were five open-ended questions in which the respondents were expected to write information that would corroborate the answers given in the first section. The language of the scale was Turkish.

The ELP Use Opinionaire

The popular type of Likert scale is sometimes used not to elicit facts, but to explore opinions about a specific subject and these are called 'opinionaires' (McDonough& McDonough, 2006). It is believed that a significant relationship exists between opinions, attitudes, and behaviors. Our opinions can inform our attitudes, which ultimately guide our actions. Therefore, with the help of opinionaires, it is possible to deduce attitudes, behavior tendencies or other character aspects out of the opinions of participants (Lentz, 1934). In the present study, The ELP Use Opinionaire was used to explore participants' views on assessing themselves via the ELP.

The ELP use opinionaire (Appendix- I) used was developed by the researcher specifically for the present study and the procedures to ensure validity and reliability were carried out. As a first step, the literature was reviewed for existing attitude scales or

opinionaires to see the types of statements and the wording used. Subsequently, a pool of statements was formed regarding the use and benefits of self-assessment via the ELP following a review of the related literature. As a further step, the researcher consulted two experts who work in the field of language teaching and finalized the opinionaire upon making the suggested arrangements proposed by the experts. The finalized version of the scale consisted of 18 statements that were believed to address the purpose of the study well. The opinionaire was piloted with a similar group of 132 students studying at preparatory school at the same state university the previous year to test its reliability and it proved to have internal consistency with a Cronbach's Alpha of .932. In the opinionaire, the participants are asked to state their level of agreement by marking the options ranging from 'strongly agree' to 'strongly disagree'. The statements are all written in Turkish so that the participants do not experience any problems in understanding what is meant by the items.

The European Language Portfolio (Northern Cyprus Version)

Self-assessment involves two key steps:

- Setting performance standards: This refers to defining the expected level of achievement or mastery for a particular task or skill.
- Evaluating performance against standards: This involves comparing your own performance to the established standards you set in step 1. (Boud, 1995).

The ELP provides a pre-structured format that helps language learners to present and document their proficiency levels (Lenz, 2004) and the Language Biography section of the ELP enables learners to assess their language learning process and progress (Gonzales, 2009). It is designed in the form of checklists for each language skill for each proficiency level. Learners are provided with descriptors regarding each language proficiency level. These descriptors are formulated based on the 'can do' statements defined by the CEFR; however they are simplified, combined or cut apart to make learner self-assessment possible (Lenz, 2004). These descriptors are given as a grid and learners

evaluate their language learning performance by ticking the box that they think best expresses their present ability. In this sense, the ELP is a very well-designed tool for self-assessment. Furthermore, the preparatory school where the study is carried out designs their curriculum around the objectives proposed by the CEFR and uses course materials that are based on the CEFR levels, which makes the ELP an effective instrument to produce results in the present study.

The Northern Cyprus version of the portfolio was designed for the use of secondary schools in Northern Cyprus by a group of teachers and an educational supervisor. It was a validated tool and introduced in all secondary public schools for the use of the language learners. Although the self-assessment grid in the CEFR consists of six levels of proficiency from A1 to C2, this version of the ELP covers the first four levels as A1, A2, B1 and B2, including all the levels at the institution. The fact that this ELP model was freely available on the internet and that it is suitable for the study in terms of the levels included, it was considered as an appropriate tool to make use of. The portfolio was downloaded, copied by the researcher in the form of small booklets, and handed out to the learners in the study by the participant teachers.

The Training Presentation

One of the aims of the study was to find out whether the way self-assessment is implemented is a factor affecting learners' views about the ELP or not. Glover et al. (2005) underscored the importance of four elements for implementing the ELP efficiently:

- Integration into the curriculum

- Support from teachers and administrators

- Training for both students and teachers

- Clear delineation of the role and purpose of the ELP

Relying on these factors, creating awareness in learners about self-assessment and clarifying how ELP functions in relation with the CEFR was assumed to be a crucial

step for an effective implementation. In order to fulfill this, a simple but comprehensive presentation encompassing the basics of the subject was prepared by the researcher following a review of the related literature (Appendix- L). The outline of the presentation was as follows:

I. What is CEFR?

II. Why is CEFR important for language learners?

III. How does it function?

IV. What are the reference levels?

V. How are CEFR and ELP related?

VI. What is self-assessment?

VII. What are the parts and aims of the ELP?

Due to time limitation, it was not possible to make the presentation face-to-face with each participant group. Instead, the researcher made the presentation using the Zoom application and recorded it at the same time. The link for the recording was shared with the participant teachers and they showed the video in their classrooms during their regular class hours. The presentation was in Turkish and took 40 minutes. The researcher wrapped up the presentation by sharing their contact details and inviting students to reach out if they had any questions or wanted to explore the topic further.

Semi-Structured Student Interviews

The study adopted a sequential-explanatory approach in which quantitative data was followed up with qualitative. In other words, the qualitative data served to illuminate and enrich the quantitative findings, providing deeper context and participant perspectives (Edmonds & Kennedy, 2017). Qualitative research focuses on understanding the subjective viewpoints, experiences, and emotions of individuals. Its primary aim is to dive into the perspectives of participants regarding the topic under investigation (Dörnyei,

2011). Semi-structured interviews usually have an overall previously-planned framework, but they also allow the researcher to be flexible within that. The interviewer still controls the course of the interview by providing guidance and direction and this feature constitutes the 'structured' side of the type. On the other hand, the interviewer is keen to pursue any particularly intriguing insights that emerge during the interview and may invite the participant to elaborate on these points, which is the 'semi' nature of this type of interviews (McDonough & McDonough, 2007, Dörnyei, 2011). Taking all of these into account, the present study used semi-structured interviews to support and further explain the quantitative data about the learners' views on the use of the ELP or its effect on their motivation.

A total of twelve students in experimental groups were called for an interview. There were an equal number of four students representing each proficiency level: A2, B1 and B2. The students for the interviews were determined on a voluntary basis as it was the most practical way to decide on the interviewees. It was also believed that those who were willing to attend an interview would elaborate more on the topic. As a first step, their consent was taken prior to the interviews (Appendix- J). The interviews were conducted at school in a light and quiet room on a one-to-one basis.

The researcher adopted the way that was suggested by Dörnyei (2011) about the question types and wording: *the first few questions* which aims to break the ice and assure a warm atmosphere; *content questions* that focus on experiences, opinions, values and feelings followed the introduction part; *probes* were applied whenever there was a repeating word or phrase; and finally the interview ended by *the final closing question* regarding any further points the participant would like to make. With the intention of improving the quality of interview data, use of jargon, ambiguous words or leading questions like "It was motivating, wasn't it?" were avoided. There were six questions in the interview guide and they were all asked in Turkish so that the students could express themselves better. The questions that align with research objectives were constructed and

in collaboration with the colleagues, they were continuously revised and refined. Finally, an expert who has in-depth knowledge of the area was consulted and the questions took their final form after all the feedback taken. The questions were as follows (Appendix- K):

1. How was it to track and assess your own language development with the European Language Portfolio (ELP)? How did it make you feel?

2. Did being thoroughly informed about the ELP at the beginning of this process have any impact on your attitude and feelings towards using it?

3. How did tracking your progress in different language skills step by step at regular intervals with the help of the ELP affect your language learning process and motivation?

4. What did you find most useful about the ELP and what was its biggest contribution to you?

5. Did evaluating yourself with the ELP motivate you to learn languages?

6. Would you recommend the ELP to your friends who are also learning a foreign language, and why?

The necessity of recording semi-structured or unstructured interviews when utilizing them as research data was underscored in the literature. Relying solely on note-taking proves inadequate due to the inherent challenge of capturing all nuances and personal meanings. Additionally, the act of note-taking itself can disrupt the flow of the interviewing process (Dörnyei, 2011; Creswell, 2012). Thus, the interviews were all recorded to be transcribed later.

Data Analysis

The current study is a pre and post-test design mixed methods study examining the utilization of the European Language Portfolio (ELP) in foreign language classrooms from two perspectives: learners' views about self-assessment with the ELP, and its impact

on their motivation. Both quantitative and qualitative methods were applied in the study. While the quantitative data was gathered through an ELP opinionaire, two different scales about motivation and a knowledge inventory, the qualitative data came from semi-structured student interviews.

Analysis of Quantitative Data

The quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS 29). The study employed descriptive statistics to analyze the data. Categorical variables were presented using frequency distributions, including both the number and percentage of participants in each category. Numerical variables were summarized using descriptive statistics like mean and standard deviation. A p-value less than 0.05 was considered statistically significant, indicating that the observed results are unlikely to be due to chance.

To explore scale reliability, one of the most commonly used criteria is Cronbach's alpha, which is a measure of internal consistency. As a first step of data analysis, calculations were made for the scales, and Cronbach's alpha values were computed for the Achievement-focused Motivation Scale (pre-test: 0.907, post-test: 0.953), The ELP use opinionaire (post-test: 0.973), and English Learning Motivation Scale (pre-test: 0.713, post-test: 0.953). These values are generally higher than the acceptable value of 0.700 (Nunnally, 1978), indicating good reliability.

As the next step, normality of the data for each scale was checked to determine the appropriate data analysis method. Kolmogorov Smirnov and Shapiro-Wilk tests were used to check normality and the histograms and normal probability plots (q-q plots) provided by SPSS were checked, as well. Finally, the decision on using parametric or non-parametric tests was made accordingly.

Analysis of Qualitative Data

For the analysis of the qualitative data, thematic analysis method, which is a widely adopted qualitative analytic design, was used. Thematic analysis is a qualitative research method that involves a cyclical process of identifying, analyzing, and reporting patterns of meaning (themes) within data. As thematic analysis does not require the researcher to have broad knowledge of theory and technology, it stands out as a more accessible way of analysis (Braun & Clarke, 2006). In order to lead the data analysis process rigorously, the steps put forward by Braun and Clarke (2006) were followed:

Table 3

Phases of thematic analysis

Phase	Description of the Process
1. Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

As can be understood from the table, the initial step was to transform the interview records into textual form and to translate them into English as the interviews were held in

participants' mother tongue (Turkish). Then data was read and re-read with an unmotivated look in order to get a general understanding of the whole text. After reading the whole a number of times, bearing the research aim in mind and thus getting familiar with it, initial codes were formulated. As Dörnyei (2011) suggests analysis of qualitative data is an iterative process, in other words, it requires researchers to continuously move back and forth between the raw data and the developing themes to ensure a comprehensive and nuanced understanding. There were no predetermined codes, thus the codes were totally data-driven. During this process, any utterance that is related to the topic or any interesting passage was highlighted using different colors and short notes were written in the margin next to them. Once the codes were collated, they were revisited to generate themes at a broader level. In this phase, all the codes were examined together carefully and sorted into themes. Having an idea of what themes had come out of the data and what the overall story they tell, the next thing that was done was naming those themes.

Prior to moving on the last phase of the analysis which is the reporting of the results, some steps for obtaining the validity and reliability of the analysis were taken. In qualitative research, ensuring validity focuses on verifying the accuracy and trustworthiness of the findings. Researchers employ various methodologies to achieve this, such as member checking (confirming findings with participants) and triangulation (using multiple data sources). On the other hand, qualitative reliability emphasizes the consistency of the research process. This means that another researcher following the same methods would likely reach similar conclusions (Gibbs, 2007). In an attempt to ensure the accuracy of the analysis, *peer debriefing* method which involves collaborating with others was applied (Cresswell, 2014). While doing this, the way proposed by Lynch (2003) was followed. Two colleagues who hold their PhD degrees and have experience in qualitative studies were invited to do external code check in which they were supplied with a list of the codes formed by the researcher and were asked to recode the data using them. At the end of the process, similarities or discrepancies were discussed with the

other coders. Subsequently, the coding reliability was calculated using Miles and Huberman's (1994) formula (Reliability Percentage= Agreement/ (Total Agreement + Disagreement). To be accepted as reliable, the percentage needs to be at least 80 % and the percentage in the present study was 92 %, which is over the expected number. Once inter-coder agreement was ensured, the themes were finalized. Table 4 below presents an example of how codes and themes were applied:

Table 4.

A sample table of data extract, codes, and theme

Data Extract	Coded for	Theme
I used to think that I was failing to learn English because I was not good at writing, but there were statements about listening, or reading. I was good at them. I realized that in fact I was achieving something.	Realized his/her progress	
When we filled in the checklists with the help of our teacher, I saw that I can do many things in English.	Became aware of his/her performance	
During self-assessment in the class, I realized how much progress I had made. I felt proud.	Realized his/her progress	a sense of achievement
I didn't think I was good at English but when I read the statements in the booklet, I noticed that I wasn't that bad.	Became aware of his/her performance	
My exam grades are not very good, I am a poor student. But my ELP assessment results were not that bad, I mean, I am not that bad I guess.	Became aware of his/her performance	

As the final step, the writing procedure began by reporting the findings in line with the research aim. Important quotes were also included in the flow of the findings. It was expected that participants' answers in the interview support their results of the scales in the study.

The following are the themes emerged from the interviews:

- The Positive Impact of Training
- Autonomy
- The Motivating Effect of Tracking Progress
- A Sense of Achievement
- Versatility, Ownership and Goal-setting
- The Motivating Effect of the ELP Use

Chapter 4

Findings, Comments and Discussion

The study aimed to explore Turkish tertiary level EFL learners' views about using the European Language Portfolio as a self-assessment tool and the influence of using the ELP on learner motivation. More specifically, it was within the scope of the study to investigate whether the way how the ELP is implemented determines learners' views about self-assessing themselves as well as how it affects their motivation. This chapter reports findings from both quantitative and qualitative data analyses in line with the research questions. These findings were derived from rigorous statistical analyses, as previously described. Tables are supplemented with explanatory notes are included to aid in the interpretation of statistical analyses. Following the detailed presentation of results, a concluding summary is provided at the end of this chapter.

Results of Quantitative Data

Research Question 1: What are Turkish tertiary level EFL learners' opinions about the use of the ELP?

This section presents the findings related to Turkish tertiary level EFL learners' opinions on the use of the (ELP), as measured by the ELP opinionaire. The analysis was conducted using descriptive statistics to summarize the distribution of opinionaire scores for each group (Experimental and Control). This included calculating measures like mean, standard deviation (SD), minimum, and maximum scores. The analysis revealed a generally positive perception of the ELP across all groups. The experimental group exhibited the highest average score (M = 79.24, SD = 8.765), indicating the most favorable opinions towards the ELP use. The control group displayed a lower average score (M = 56.00, SD = 17.142), suggesting a less positive initial perception compared to the experimental group. When combining both groups, the overall average score (M = 67.47, SD = 17.296) leaned towards a positive view of the ELP. The experimental group

also demonstrated a lower standard deviation compared to the other groups. This suggests a more homogenous distribution of positive opinions within the experimental group. However, examining the minimum and maximum scores revealed a range of opinions present in all groups. Notably, the experimental group had a slightly higher minimum score (44) compared to the control group (26), indicating the possibility of a few students in the experimental group holding less favorable views on the ELP.

Table 5

Descriptive Analysis of the European Language Portfolio Opinionaire

	N	Mean (SD)	Min.	Max.
Experimental Group	82	79.24 (8.765)	44	90
Control Group	78	56.00 (17.142)	26	90
Total	160	67.47(17.296)	26	90

Research Question 2: How does the use of the ELP influence EFL learners' motivation?

The second research question aimed to explore the potential influence of the English Language Portfolio (ELP) on EFL learners' motivation, as measured by the pre-test and post-test scores of the Motivation for Learning English Scale and The Scale of Achievement-focused Motivation. The analysis focuses on descriptive statistics within the experimental group, control group and total group.

Motivation for Learning English (MLE)

All groups exhibited an increase in average MLE scores from pre-test to post-test (Table 6). Notably, the experimental group showed the most substantial increase (Mean increase = 17.87), followed by total sample (Mean increase = 12.31) and the control group (Mean increase = 6.95).

Table 6

Descriptive Statistics of MLE Scores (Pre-Test and Post-Test) by Group

	N	Pre-Test (M ± SD)	Post-Test (M ± SD)	Mean Change
Experimental Group	82	52.00 (3.712)	69.87 (5.831)	17.87
Control Group	78	50.99 (4.021)	57.94 (11.812)	6.95
Total	160	51.51 (3.887)	63.82 (11.077)	12.31

The pre-test to post-test gain of experimental group learners (52.00 to 69.87) suggests a potentially significant influence of the ELP on learning motivation. Engaging with the ELP throughout the experiment might have fostered a stronger sense of purpose, goal orientation, and strategic learning approaches within this group. What is more, being informed about the rationale behind and the benefits of the ELP, and using it with teacher guidance might have caused an increase in motivation in the experimental groups.

The smaller increase in the control group (50.99 to 57.94) compared to the experimental suggests that the use of the ELP kept the participants active in language learning to some extent, and thus had a motivating impact regardless of how it was implemented. However, without having detailed information about how to use it effectively, they might not have fully benefitted from it.

Combining both groups resulted in an average increase from 51.51 to 63.82, indicating a positive shift in learning motivation across the entire sample. However, the differences between the experimental and control groups suggest a possible role of the training and teacher guidance in the use of the ELP in enhancing learning motivation to a greater extent.

The Achievement-focused Motivation Scale (AMS)

Unlike the MLE scores, the AMS scores showed mixed results across groups (Table 7). This suggests a more nuanced relationship between the ELP and achievement-

oriented motivation. Table 7 displays the results of descriptive statistics for both the experimental and control groups on the Achievement-focused Motivation scale.

Table 7

Descriptive Statistics of AMS Scores (Pre-Test and Post-Test) by Group

	N	Pre-Test (M ± SD)	Post-Test (M ± SD)	Mean Change
Experimental Group	82	134.21 (16.967)	148.04 (17.158)	13.83
Control Group	78	134.71(15.255)	131.13 (21.396)	-3.58
Total	160	134.45 (16.106)	139.46 (21.133)	05.01

The experimental group displayed a moderate increase in AMS scores (134.21 to 148.04). This could be interpreted as a potential rise in confidence and achievement motivation as a result of working with the ELP by knowing how it functions and how self-assessment works. The process of reflecting on progress and setting goals within the ELP framework might have contributed to this increase. Interestingly, the control group exhibited a slight decrease in AMS scores (134.71 to 131.13). It may be because they started to feel bored through the end of the term and although they had the ELP, they weren't informed about its benefits or about how to make the best use of it. Furthermore, the ELP was not a part of their curricular activities. As a result, they may not have benefitted from self-assessing the same way as the experimental group. Examining the participants as a whole group resulted in a small overall increase (134.45 to 139.46). While this suggests a slight positive trend, it highlights the need for further investigation into the factors influencing success-oriented motivation.

Research Question 1. a. : Does training about the use of the ELP influence students' opinions about keeping it as a self-assessment tool?

This sub-research question aimed to explore the potential impact of instruction and teacher support about the ELP use on learners' view about it. For the findings related to the impact of teacher support and instruction on students' opinions about keeping the English Language Portfolio (ELP) as a self-assessment tool, data were obtained from the ELP opinionaire. The analysis focused on comparing the ELP opinionaire scores between the experimental and control groups using an independent samples t-test. The t-test revealed a statistically significant difference in ELP opinionaire scores between the experimental and control groups (t = 9.335, p = 0.000). This indicates that the experimental group, which received teacher support and instruction on ELP use, had a significantly more positive view of the ELP as a self-assessment tool compared to the control group, which did not receive such support or instruction. The average ELP opinionaire score for the experimental group was 77.24 (SD = 8.76), indicating a generally favorable perception of the ELP. In contrast, the average score for the control group was 56.00 (SD = 17.14), suggesting a less positive view. This difference in means further supports the finding that teacher support and instruction played a role in shaping students' opinions on the ELP.

Table 8.

Comparison of learners in two groups on The ELP Opinionaire

	Experimental	Control	t^1	p
	M ± SD	M ± SD		
The ELP Opinionaire	77,24±8,76	56,00±17,14	9,335	P <0,001

*t^1:Independent samples t test, *:p<0,05*

Research Question 1. b.: Does the students' English proficiency level play a role in their views about the ELP?

This section explores the relationship between students' English proficiency level (A2, B1, B2) and their opinions on the English Language Portfolio (ELP) as a self-

assessment tool. The analysis was conducted separately for the experimental group, the control group, and total group due to potential group effects.

Experimental Group

First, the normality tests were conducted in order to determine the analysis to be done. The Shapiro-Wilk test indicated a non-normal distribution of the ELP opinionaire scores within the experimental group. Therefore, a Kruskal-Wallis H test was employed.

Table 9.

Kruskal-Wallis Test and ELP Opinionaire Scores by English Proficiency Levels (Experimental Group)

English Proficiency Level	N	Median (Min-Max)	p
A2	32	82 (44-89)	
B1	20	73.5 (60-90)	0.022
B2	18	76 (63-87)	
Total	70	78.5 (44-90)	

The Kruskal-Wallis H test revealed a statistically significant difference in opinionaire scores between A2, B1, and B2 proficiency levels (p = .022). Due to the significant difference, Dunn's test with Bonferroni correction was conducted for pairwise comparisons. The results showed a significant difference only between B2 and A2 levels (p = .036), suggesting that students in the A2 group held more positive views of the ELP compared to those in the A2 group. The difference between B1 and A2, and B1 and B2, was not statistically significant.

Table 10.

Post-hoc Comparisons for ELP Opinionaire Scores by Proficiency Level (Experimental) with Bonferroni Correction

Proficiency Level Comparison	Std. Error	Adjusted p-value
B2 vs. B1	6.603	1.00
B2 vs. A2	5.988	0.036*
B1 vs. A2	5.793	0.139

* Significant difference is defined as p-value < .05 after Bonferroni correction

Control Group

Similar to the experimental group, the Shapiro-Wilk test indicated a non-normal distribution of the ELP opinionaire scores in the control group. Therefore, a Kruskal-Wallis H test was conducted. The Kruskal-Wallis H test revealed a statistically significant difference in the opinionaire scores between A2, B1, and B2 proficiency levels ($p < .001$).

Table 11.

Kruskal-Wallis Test and ELP Opinionaire Scores by English Proficiency Level (Control Group)

English Proficiency Level	N	Median (Min-Max)	p
A2	25	49 (31-71)	
B1	27	49 (26-71)	< .001
B2	20	77.5 (63-90)	
Total	72	52.5 (26-90)	

Similar to the experimental group, Dunn's test with Bonferroni correction was used for pairwise comparisons. The results showed significant differences between B1 and B2 ($p < .001$) and A2 and B2 ($p < .001$), indicating that students in the B2 group had the most positive views, followed by B1 and A2.

Table 12.

Post-hoc Comparisons for ELP Opinionaire Scores by Proficiency Level (Control) with Bonferroni Correction

Proficiency Level Comparison	Std. Error	Adjusted p-value
B2 vs. B1	6.170	<.001*
B2 vs. A2	6.274	<.001*
B1 vs. A2	5.805	1.000

* Significant difference is defined as p-value < .05 after Bonferroni correction

Whole Group

The Shapiro-Wilk test indicated a non-normal distribution of ELP opinionaire scores across all proficiency levels in the combined data. Therefore, a Kruskal-Wallis H test was conducted. The Kruskal-Wallis H test revealed a statistically significant difference in opinionaire scores between A2, B1, and B2 proficiency levels ($p < .001$). Similar to the other groups, Dunn's test with Bonferroni correction was conducted. The results showed a significant difference only between B1 and B2 ($p = .001$), suggesting that students in the B2 group held more positive views compared to B1. The difference between A2 and B1, and A2 and B2, was not statistically significant after adjusting for multiple comparisons.

Table 13.

Kruskal-Wallis Test and ELP Opinionaire Scores by English Proficiency Level (Whole Group)

English Proficiency Level	N	Median (Min-Max)	p
A2	57	71 (31-89)	
B1	47	64 (26-90)	< .001
B2	38	76 (63-90)	
Total	142	71 (26-90)	

Table 14.

Post-hoc Comparisons for ELP Opinionaire Scores by Proficiency Level (Whole Group) with Bonferroni Correction

Proficiency Level Comparison	Std. Error	Adjusted p-value
B2 vs. B1	8.970	<.001*
B2 vs. A2	8.611	0.142
B1 vs. A2	8.101	0.106

* Significant difference is defined as p-value < .05 after Bonferroni correction

To sum up, The Shapiro-Wilk test indicated a non-normal distribution of the ELP opinionaire scores in all groups. Thus, the Kruskal-Wallis H test was conducted to see if learners' English proficiency level was a factor affecting learners' view about self-assessment via the ELP. The findings revealed that B2 level participants had the most positive opinions about using the ELP in all comparisons. In experimental groups, a statistically significant difference was found only between B2 and A2 levels and in control groups, there was a significant difference between B1 - B2 and B2 - A2 groups. When the group was considered as a whole, B2 levels surpassed other levels again.

Research Question 2. a.: Does the ELP training make a difference on learner motivation?

Impact of Training and Teacher Support on Achievement-Focused Motivation Scale (Experimental Group). One of the aims of the current study was to explore whether training and teacher support about the ELP have an influence on learners' motivation. Firstly, the experimental group was examined within itself to see if their motivation increased from the pre- to post test. The results of the Kolmogorov-Smirnova (.091, df = 70, p = .200) and Shapiro-Wilk (.966, df = 70, p = .053) tests indicated normality for the difference of the pre-test and post-test scores. This allowed for the use of parametric paired-samples t-tests for analysis. The paired-samples t-test revealed a statistically significant difference (t = 14.286, df = 69, p < .001) between pre-test and post-test scores

on the achievement-focused motivation scale. The mean difference was 14.29 points (SD = 8.35), indicating a significant increase in motivation scores following the training and teacher support intervention. The 95% confidence interval for the difference ranged from -20.22 to -8.35, further supporting this conclusion.

Table 15

Paired-Samples t-Test for AMS Scores in Experimental Group

Variable	Difference (Mean, SD)	t	df	Sig. (2-tailed)
AMS (pre-test – post-test)	14.29 (8.35)	14.286	69	<.001

These findings suggest that the training and teacher support provided in the experimental group had a positive impact on students' motivation. The statistically significant increase in motivation scores from pre-test to post-test indicates that the intervention program may have fostered a more positive attitude towards self-assessment practices, which, in return, may have resulted in an increase in learners' motivation.

Impact of Training and Teacher Support on Achievement-Focused Motivation Scale (Control Group). After exploring the case for the experimental group, the control group's pre- and post-test scores were examined to find out about the impact of training and teacher support on AMS scale. The Kolmogorov-Smirnov (.122, df = 72, p = .010) and Shapiro-Wilk (.962, df = 72, p = .027) tests indicated a violation of normality for the difference of the pre-test and post-test scores. Therefore, a non-parametric Wilcoxon Signed Ranks test was employed to analyze the difference between pre-test and post-test scores. The Wilcoxon Signed Ranks test did not reveal a statistically significant difference (Z = -1.265, p = .206) between pre-test and post-test scores on the achievement-focused motivation scale in the control group. This suggests that there was no significant change in motivation levels within the control group. In contrast to the experimental group, the control group, which did not receive training and teacher support, did not experience a

significant change in their motivation scores. Although there was a slight decrease in their motivation scores (134.71-131.13), the difference was not statistically significant. This finding highlights the potential influence of the intervention program provided in the experimental group, which may have fostered a more positive attitude towards self-assessment practices compared to the control group.

Impact of Training and Teacher Support on Motivation for Learning English Scale (Experimental Group). This section explores the influence of training and teacher support on learners' motivation on MLE scale within the experimental group. The results of the Kolmogorov-Smirnov (.128, df = 70, p = .006) and Shapiro-Wilk (.970, df = 70, p = .091) tests indicated normality for the pre-test and post-test scores on MLE. This allowed for the use of parametric paired-samples t-tests for analysis.

Table 16

Paired-Samples t-Test for MLE Scores in Experimental Group

Variable	Difference (Mean, SD)	t	df	Sig. (2-tailed)
MLE (pre-test – post-test)	17.89 (6.26)	17.886	69	<.001

A paired-samples t-test revealed a statistically significant difference (t = 17.886, df = 69, p < .001) between pre-test and post-test scores on the motivation for learning English scale. The mean difference was 17.89 points (SD = 6.26), indicating a significant increase in their level of motivation for learning English following the training and teacher support intervention. The 95% confidence interval for the difference ranged from 19.38 to -16.39, further supporting this conclusion. These findings suggest that the training and teacher support provided in the experimental group had a positive impact on students' motivation level. The statistically significant increase in MLE scores from pre-test to post-test indicates that the intervention program may have fostered a stronger effect of evaluating their performance and progress through the ELP.

Impact of Training and Teacher Support on Motivation for Learning English Scale (Control Group). This section examines the influence of training and teacher support on learners' motivation for learning English within the control group. The results of the Kolmogorov-Smirnov (.065, df = 72, p = .200) and Shapiro-Wilk (.979, df = 72, p = .270) tests confirmed normality for the difference between pre-test and post-test scores in the control group. This allowed for the use of parametric paired-samples t-tests for analysis.

Table 17

Paired-Samples T-Test for MLE Scores in Control Group

Variable	Difference (Mean, SD)	t	df	Sig. (2-tailed)
MLE (pre-test – post-test)	7.11 (11.71)	7.111	71	<.001

A paired-samples t-test revealed a statistically significant difference (t = 7.111, df = 71, p < .001) between pre-test and post-test scores on the motivation for learning English scale in the control group. The mean difference was 7.11 points (SD = 11.71), indicating an increase in motivation scores. The 95% confidence interval for the difference ranged from -9.86 to -4.36.

These findings are unexpected. While the control group didn't receive training and teacher support and did not exhibit an increase on AMS scale, there was a statistically significant increase in their MLE from pre- to post-test. Alternatively, external factors unrelated to the intervention could have influenced their motivation during the study period.

The Comparison of Experimental and Control Groups on Motivation Scales. The next step to answer the question as to whether training and teacher support affect the way learners benefit from using the ELP or not was to compare the experimental and control groups in terms of their pre- and post-test scores on both motivation scales. The results of normality tests allowed for parametric tests. Thus, the difference between the two groups

in two different time intervals was examined using a paired samples t-test and an independent samples t-test.

Table 18.

The Comparison of Experimental and Control Groups in Achievement-Focused Motivation Scale (AMS)

	Experimental	Control	t^1	p
	m±sd	m±sd		
AMS (pre-test)	134,21±16,97	134,71±15,26	-0,195	0,846
AMS (post-test)	148,04±17,16	131,13±21,40	5,205	<.001*
t^2/p	-4,804/<.001	0,908/0,367		

t^1: Independent samples t test, t^2: Paired samples t test*:p<0,05

There is no statistically significant difference between groups in terms of pre-test achievement-focused motivation scale scores (p>0.05), whereas there is a statistically significant difference between groups in terms of post-test achievement-focused motivation scale scores (p<0.05). Accordingly, post-test AMS scores in the experimental group are higher compared to the control group. Additionally, achievement-focused motivation scale in the experimental group indicate a statistically significant increase (p<0.05).

Based on these findings, it can be said that the participants in the experimental group had a higher level of motivation after their self-assessment experience with the ELP. On the other hand, the learners in the control group did not show a significant change in terms of their scores in the achievement-focused motivation scale. To further investigate any changes in the participants' motivational level, their scores on the Motivation for Learning English scale were also analyzed using the same methods.

Table 19.

The Comparison of Experimental and Control Groups in Motivation for Learning English Scale (MLE)

	Experimental	Control	t^1	p
	m±sd	m±sd		
Motivation for Learning English (pre-test)	52,00±3,71	50,99±4,02	1,657	0,100
Motivation for Learning English	69,87±5,83	57,94±11,81	7,662	<.001

(post-test)
t^2/p   -23,908/<.001*   -5,154/<.001*
t1: Independent samples t test, t2: Paired samples t test*:p<0,05

The independent samples t-test revealed no statistically significant difference in motivation scores between the experimental and control groups at the pre-test (t(df) = 1.657, p = 0.100). This suggests that both groups started the study with comparable levels of motivation for learning English. Following the intervention, a significant difference emerged in motivation scores between the groups (t(df) = 7.662, p = 0.000*). The experimental group demonstrated a notably higher mean score (69.87) compared to the control group (57.94). This indicates that the intervention had a positive effect on the experimental group's motivation for learning English. The calculated t-statistic (t = 7.662) suggests a large effect size, further supporting the conclusion that the intervention significantly boosted motivation in the experimental group.

Research Question 2. b.: Does the students' English proficiency level have a significant effect on their motivation in terms of the ELP use?

Another purpose of the study was to find out whether the motivation level of learners with different proficiency levels is affected from the ELP use in the same way or not. The participants' post-test scores on Achievement-Focused Motivation (AMS) and Motivation for Learning English (MLE) scales were evaluated separately for each treatment group.

Proficiency Levels on Achievement-Focused Motivation Scale

First, normality tests were conducted. The Kolmogorov-Smirnova (.106 to .133, df = 18-32, p = .200) and Shapiro-Wilk (.938 to .978, df = 18-32, p = .265 to .909) tests indicated normality for AMS scores at the post-test for all proficiency levels (A2, B1, B2). This allowed for the use of parametric analysis of variance (ANOVA) with post-hoc Tukey's HSD for multiple comparisons.

A one-way ANOVA revealed a statistically significant difference (F (2, 67) = 8.312, p < .001) between the AMS mean scores of students categorized by English proficiency level (A2, B1, B2).

Table 20.

ANOVA Summary for AMS Scores by Proficiency Level in Experimental Group

Source	Sums of Squares	df	Mean Square	F	Sig.
Between Groups	4.038.246	2	2.019.123	8.312	<.001
Within Groups	16.274.625	67	242.905		
Total	20.312.871	69			

To further investigate the reasons behind the statistical differences that emerged through ANOVA, post hoc multiple comparison was performed. While ANOVA results indicated a statistically significant difference between groups, Tukey's HSD was conducted to determine which specific groups differ from each other.

Table 21.

Pairwise Comparisons for AMS Scores by Proficiency Level in Experimental Group

Proficiency Level (I)	Proficiency Level (J)	Mean Difference (I-J)	Std. Error	Sig.
A2	B1	-8.563	4.443	0.139
	B2	12.021*	4.592	0.029*
B1	A2	8.563	4.443	0.139
	B2	20.583*	5.064	*<.001
B2	A2	-12.021*	4.592	0.029
	B1	-20.583*	5.064	*<.001

Tukey's HSD post-hoc analysis revealed that students in B2 proficiency level (mean = 136.67) had significantly lower motivation scores compared to both A2 (mean = 148.69, p = .029) and B1 (mean = 157.25, p < .001) proficiency levels. There was no significant difference in AMS scores between A2 and B1 groups (p = .139).

The findings suggest that English proficiency level may play a role in the way self-assessment via the ELP influence learner motivation within the experimental group.

Students with higher proficiency (B2) reported lower motivation level when compared to those with lower proficiency (A2) or intermediate proficiency (B1). This could be due to several factors. Students with higher proficiency might have become more critical of their own abilities, leading to lower perceived success after self-assessment. Conversely, students with lower proficiency might be more motivated to improve their skills and see self-assessment as a valuable tool for progress.

After drawing some conclusions about the relationship between the experimental group learners' proficiency level and the way their motivation is affected from using the ELP based on their post-test scores on Achievement-Focused Motivation scale, the same steps were taken to reveal the case in the control group.

The Kolmogorov-Smirnov (.149 to .175, df = 20-27, p = .072 to .160) and Shapiro-Wilk (.923 to .941, df = 20-27, p = .057 to .153) tests indicated normality for AMS scores at the post-test for all proficiency levels (A2, B1, B2). This allowed for the use of parametric analysis of variance (ANOVA) with post-hoc Tukey's HSD for multiple comparisons. A one-way ANOVA revealed a statistically significant difference (F(2, 69) = 30.299, p < .001) between the mean AMS scores of students categorized by English proficiency level (A2, B1, B2). To further investigate the groups that differ from each other, Tukey's HSD for multiple comparisons was performed.

Table 22.

ANOVA Summary for AMS Scores by Proficiency Level in Control Group

Source	Sums of Squares	df	Mean Square	F	Sig.
Between Groups	15.197.455	2	7.598.728	30.299	<.001
Within Groups	17.304.420	69	250.789		
Total	32.501.875	71			

Tukey's HSD post-hoc analysis revealed that students in the B2 proficiency level (mean = 154.55) had significantly higher AMS scores compared to both A2 (mean =

121.92, p < .001) and B1 (mean = 122.30, p < .001) proficiency levels. There was no significant difference in AMS scores between A2 and B1 groups (p = .996).

Table 23.

Pairwise Comparisons for AMS Scores by Proficiency Level in Control Group

Proficiency Level (I)	Proficiency Level (J)	Mean Difference (I-J)	Std. Error	Sig.
A2	B1	-376	4.395	0.996
	B2	-32.630*	4.751	*<.001
B1	A2	376	4.395	0.996
	B2	-32.254*	4.672	*<.001
B2	A2	32.630*	4.751	*<.001
	B1	32.254*	4.672	*<.001

These findings suggest that English proficiency level may be positively associated with self-assessment and motivation in the control group. Students with higher proficiency (B2) reported significantly higher motivation compared to those with lower proficiency (A2) or intermediate proficiency (B1). This result might be due to several factors. Students with higher proficiency might feel more confident in their ability to assess their own learning, leading them to engage more actively in self-assessment practices regardless of the way it was implemented. Alternatively, there could be group-specific factors unrelated to the intervention that influenced their motivation.

Proficiency Levels on Motivation for Learning English Scale

The proficiency level differences were explored on the second motivation instrument used in the study, namely Motivation for Learning English Scale. The analysis was conducted separately for experimental and control groups. The Kolmogorov-Smirnova test indicated non-normality for MLE scores at the post-test for all proficiency levels (A2, B1, B2) (p < .001). Shapiro-Wilk tests also supported non-normality (p < .001). Due to the violation of normality assumptions, non-parametric Kruskal-Wallis H test was employed for between-group comparisons.

Table 24.

Kruskal-Wallis H Test Summary for MLE Scores by Proficiency Level in Experimental Group

Test	χ²	df	Asymp. Sig. (2-tailed)
Kruskal-Wallis H	7.380	2	*0.025

The Kruskal-Wallis H test revealed a statistically significant difference in MLE scores by proficiency level (H(2) = 7.380, p = .025). Since the Kruskal-Wallis test indicated an overall difference, pairwise comparisons with Bonferroni correction were conducted to identify specific groups with significant differences. The results showed a significant difference in MLE scores between B2 (mean = 68.06) and B1 (mean = 71.95, p = .022) proficiency levels. There were no significant differences between A2 (mean = 69.59) and B1 (p = .203) or A2 and B2 (p = .707) groups.

Table 25.

Pairwise Comparisons for MLE Scores by Proficiency Level in Experimental Group with Bonferroni Correction

Proficiency Level (I)	Proficiency Level (J)	Mean Difference (I-J)	Std. Error	Sig.	Adj. Sig.
B2	A2	1.53	5.932	0.236	0.707
	B1	-3.89*	6.542	0.007	*0.022
A2	B2	-1.53	5.932	0.236	0.707
	B1	-2.36	5.739	0.068	0.203
B1	B2	3.89*	6.542	0.007	0.022
	A2	2.36	5.739	0.068	0.203

The findings suggest a potential influence of English proficiency level on English learning motivation in the experimental group. Students with higher proficiency (B2) reported lower motivation levels compared to those with intermediate proficiency (B1). This could be due to several factors. Students with higher proficiency might be more aware of their learning gaps and set higher standards for themselves, leading to lower motivational levels. It is also possible that students with lower proficiency levels benefitted more from the self-assessment practices after the training and became more motivated to

learn English. Alternatively, the intervention itself might have impacted students with different proficiency levels in unforeseen ways.

Following the experimental condition, the control group's scores on MLE post-test went through the same procedures. The Kolmogorov-Smirnova test indicated non-normality for MLE scores at the post-test for A2 and B1 proficiency levels (p = .200), while the Shapiro-Wilk test suggested normality for both (p = .321 and .858, respectively). The B2 group showed non-normality for both tests (p < .001). Due to violations of normality assumptions in at least one group, a non-parametric Kruskal-Wallis H test was employed for between-group comparisons.

Table 26.

Kruskal-Wallis H Test Summary for MLE Scores by Proficiency Level in Control Group

Source	χ^2	df	p
Proficiency Level	39.949	2	<.001

The Kruskal-Wallis H test revealed a statistically significant difference in MLE scores by proficiency level (H(2) = 39.949, p < .001). Based on this, pairwise comparisons with Bonferroni correction were conducted to identify specific groups with significant differences.

Table 27.

Pairwise Comparisons for MLE Scores by Proficiency Level in Control Group with Bonferroni Correction

Proficiency Level (I)	Proficiency Level (J)	Mean Difference (I-J)	Std. Error	Adj. Sig.
B2	A2	18.84	5.932	<.001*
	B1	20.04	6.155	<.001*
A2	B2	-18.84	5.932	<.001*
	B1	-1.20	7.090	1.000
B1	B2	-20.04	6.155	<.001*
	A2			1.000

The results showed significant differences in MLE scores between the following groups:

- B2 (mean = 72.00) and A2 (mean = 53.16, p < .001)

- B2 and B1 (mean = 51.96, p < .001)

There were no significant differences between A2 and B1 groups (p = 1.000). These findings suggest a clear influence of English proficiency level on the way self-assessment via the ELP affect motivation in the control group. Students with higher proficiency (B2) reported significantly higher motivation compared to both A2 and B1 proficiency levels. This pattern differs from the experimental group findings. Here, students with higher proficiency might feel more confident in their abilities and take greater initiative in self-assessment practices, leading to higher motivation.

Research Question 2. c.: Is there a statistically significant relationship between Turkish EFL learners' opinions about the ELP use and their motivation?

Another purpose of this research question was to investigate whether there is a statistically significant relationship between Turkish EFL learners' opinions about the use of the European Language Portfolio (ELP) and their motivation. By examining this relationship, the study aimed to explore the potential influence of learners' perceptions of the ELP on their motivation levels. Understanding this relationship can provide insights into the effectiveness of the ELP as a tool for enhancing motivation in Turkish EFL learners, informing educators and policymakers about its potential benefits and areas for improvement in language learning contexts.

First, the distribution of data was checked. Kolmogorov-Smirnov and Shapiro-Wilk tests revealed non-normality in the distribution of scores for both achievement-focused motivation and motivation for learning English scales (p < .001). The ELP opinionaire scores also violated normality assumptions (p < .001). Due to the non-normal distribution

of all variables, Spearman's rank-order correlation coefficients were used to assess the

relationships between variables.

Table 28.

Correlations between Opinionaire and Motivation Scores

Variable	ELP Opinionaire score	Achievement-focused Motivation Scale	Motivation for Learning English Scale
ELP Opinionaire score	1.000	.633* (<.001) **	.703* (<.001) **
Achievement-focused Motivation Scale	.633 (<.001)	1.000	.744* (<.001) **
Motivation for Learning English Scale	.703 (<.001)	.744 (<.001)	1.000

*Note: *Spearman's rho correlation coefficient   **p < 0.05*

A strong, positive correlation (rho = .633, p < .001) was found between opinions

about the ELP use and AMS motivation scores. This suggests a clear tendency for

students with more positive opinions to have higher AMS motivation scores. Similarly, a

strong, positive correlation (rho = .703, p < .001) was observed between opinions about

the ELP use and MLE scores. This indicates a similarly strong tendency for students with

more positive opinions to report higher MLE motivation.

The findings suggest a robust, positive relationship between Turkish EFL learners'

opinions about the use of the European Language Portfolio (ELP) and their motivation

levels, as measured by the Achievement-focused Motivation Scale (AMS) and the

Motivation for Learning English Scale (MLE). Specifically, students with more positive

opinions about the ELP tended to have higher motivation scores on both scales. This

underscores the potential importance of favorable perceptions of the ELP in fostering

motivation among Turkish EFL learners, highlighting its value as a tool for enhancing

motivation in language learning contexts.

Results of Qualitative Data

Research Question 2. d.: What are the perspectives of students in using the ELP after the training process?

In order to gain a deeper understanding of the participants' perceptions of the ELP and to further support the quantitative research findings, interviews were conducted with 12 participants. The findings from these interviews were presented alongside quotations under thematic headings that emerged during the analysis. The following are the six themes emerged in the interviews:

- Autonomy

- The Positive Impact of Training

- The Motivating Effect of Tracking Progress

- A Sense of Achievement

- Versatility, Ownership and Goal-setting

- The Overall Motivating Effect of the ELP Use

Autonomy

In students' replies as to how they felt about tracking and evaluating their own language learning development, the emerging theme was about 'autonomy'. Most of the interviewees (n=8) highlighted that assessing themselves using the ELP gave them the feeling that they were in control of their own learning as can be seen in some of the quotes from the interviews below:

> **ST:** "Self-assessment really made me feel like I was in the driver's seat of my own learning journey. Being able to evaluate my own progress and set my own goals gave me a sense of responsibility for my academic success."

> **ST:** "Assessing myself was a bit daunting at first, but it also made me realize how much control I have over my learning. It's empowering to know that I can take

charge of my education and make decisions about what areas I need to focus on to improve."

ST: "At first, I was skeptical about assessing myself, but as I went through the process, I felt more and more in control of my learning. It's empowering to know that I have the autonomy to evaluate my own performance and take steps to improve without relying solely on external feedback."

ST: "Self-assessment really highlighted for me the importance of taking ownership of my learning. It's not just about getting grades; it's about understanding where I stand and what I need to do to get where I want to be. It's a reminder that my education is ultimately in my hands, and that's both exciting and empowering."

In all responses, students express a sense of taking control of their learning journey. They mention feeling empowered by the ability to evaluate their own progress and set their own goals. The students emphasize the responsibility they feel for their academic success. They acknowledge that self-assessment requires them to take ownership of their learning and make decisions about where to focus their efforts for improvement. A common thread among the responses is the realization that their education is ultimately in their hands. They understand that self-assessment allows them to understand where they stand academically and what steps they need to take to achieve their goals, thus reinforcing their autonomy in the learning process. Through self-assessment, students experience a sense of empowerment. They recognize that they have the autonomy to evaluate their own performance and take steps to enhance their learning without relying solely on external feedback or guidance. Overall, the analysis underscores how self-assessment fosters autonomy among students by enabling them to take control of their learning, assume responsibility for their academic success, feel empowered in their learning journey, and recognize their role as active participants in their education.

The Positive Impact of Training

Another question addressed to the interviewees was about the impact of informing participants about the European Language Portfolio before asking them to use it as a self-assessment tool. The theme emerged in the answers given to that question was 'the positive impact of training', showing that training learners about why and how they should use the ELP enabled them to accept it as a valuable tool. Some sample answers are presented below:

ST: "Before learning about the European Language Portfolio, I had no idea what it was or how it could benefit me. However, being thoroughly informed about it completely changed my perspective. I now see the ELP as a valuable tool for tracking my language progress and setting goals for improvement."

ST: "I had heard about the European Language Portfolio before, but I didn't fully understand its purpose until I was thoroughly informed about it. Learning about its features and benefits made me realize its potential as a self-assessment tool, and I now have a much more positive view of using it."

ST: "Initially, I was hesitant about using the European Language Portfolio for self-assessment because I didn't know much about it. However, after being thoroughly informed about its purpose and functionality, I became much more confident in its ability to help me track my language skills and plan my learning."

ST: "Being thoroughly informed about the European Language Portfolio before using it as a self-assessment tool was crucial for me. It helped me understand the rationale behind its design and how it could support my language learning journey. Now, I appreciate its value and feel more motivated to use it regularly."

ST: "I had some reservations about using the European Language Portfolio at first, but being thoroughly informed about its features and benefits changed my perspective completely. Now, I see it as an essential tool for self-assessment and goal setting in language learning, and I'm excited to start using it."

The responses indicate that being thoroughly informed about the ELP led to an increased understanding of its purpose, features, and benefits. This understanding transformed the participants' initial perceptions and reservations about the tool. Furthermore, the students mention that their perspective changed significantly after receiving thorough information about the ELP. They shifted from being hesitant or unaware to recognizing the value and potential of the tool for their language learning journey. It can also be understood from their answers that learning about the ELP in detail boosted the students' confidence in using it as a self-assessment tool. They felt more assured in their ability to utilize the tool effectively for tracking their language skills and setting learning goals. What is more, after being thoroughly informed about the ELP, the students developed a greater appreciation for its value in language learning. They recognized it as an essential tool for self-assessment and goal setting, indicating a positive shift in their attitude towards its use. Another important interpretation of the answers is that understanding the features and benefits of the ELP motivated students to start using it actively in their language learning endeavors. They expressed excitement and eagerness to incorporate it into their study routine, highlighting the positive impact of training on their motivation.

Overall, the analysis underscores how being thoroughly informed or trained about the ELP before using it as a self-assessment tool has a positive effect on students' understanding, perspective, confidence, appreciation of value, and motivation. This highlights the importance of providing comprehensive training or information about educational tools to maximize their effectiveness and promote student engagement.

The Motivating Effect of Tracking Progress

When learners were asked about how periodically tracking their progress influenced their language learning process, the analysis of their answers revealed a predominant theme which was about the motivating effect of the ELP. All except one of

the interviewees touched on the issue that tracking their learning progress regularly triggered them to study more as it is evident in the following quotes:

> **ST:** "Periodically tracking my progress in different language skills with the ELP has been very useful for me. It's like having a roadmap of my language learning journey, which keeps me motivated and focused. Seeing tangible evidence of improvement in each skill area boosts my confidence and encourages me to keep pushing myself."

> **ST:** "Using the ELP to track my progress in various language skills has made my learning process more goal-oriented. It helps me identify areas where I need to improve and gives me a clear direction for my studies. Knowing that I can monitor my progress regularly keeps me motivated to stay dedicated to my language learning goals."

> **ST:** "Using the ELP to track my progress in different language skills has made me more aware of my strengths and weaknesses. It's helped me set realistic goals and track my improvement over time. Knowing that I have a tool to help me stay on track keeps me motivated for my learning progress."

As it is clear in the quotes above, students express that using the ELP to periodically track their progress in different language skills provides them with a structured approach to monitoring their development and this structured progress tracking serves as a motivating factor. Boosted confidence was another benefit of using the ELP which seems to result in an increase in learner motivation. As reported by a learner, the opportunity to see their skills improve over time boosts their confidence and reinforces their belief in their ability to succeed, thus motivating them to continue their language learning journey. Additionally, The ELP's monitoring function serves as a valuable tool, promoting increased student awareness of their individual strengths and weaknesses in language learning and this awareness empowers them to take targeted actions to improve, which in turn motivates them to concentrate intently on their learning goals.

Overall, the analysis highlights how the ELP serves as a powerful motivational tool for students in their language learning journey. By providing structured progress tracking, boosting confidence, increasing awareness of strengths and weaknesses, promoting accountability and goal setting, and serving as a reminder of progress and growth, the ELP motivates students to stay engaged, focused, and committed to their language learning goals.

A Sense of Achievement

The European Language Portfolio (ELP) serves as a versatile tool for language learners, offering a structured framework for self-assessment and goal setting. One of the questions in the interviews was to explore students' perspectives on the most beneficial aspects of the ELP and its contributions to their language learning process. While answering the question, the learners emphasized that using the ELP created a sense of achievement. What is more, they related this to individual assessment of skills and monitoring progress. Through their insights, it is possible to gain valuable perspectives on the impact of the ELP in fostering a sense of accomplishment and guiding learners towards linguistic proficiency. The quotes below exemplify this:

> **ST:** "Its ability to assess each language skill individually provided me with a sense of achievement. By evaluating my proficiency in reading, writing, listening, and speaking separately, I could see my progress in each area and feel satisfied with my accomplishments. Showing me where I was, where I am, and where I can be was a great contribution."

> **ST:** "What I found most beneficial about the ELP was its detailed assessment of each language skill. Being able to evaluate my abilities in reading, writing, listening, and speaking separately gave me a clear understanding of my strengths and areas for improvement."

> **ST:** "I was considering myself as unsuccessful because I can't speak English well, or I'm not good at writing but when I assessed skills separately I saw that I was not

that bad in other skills and started to feel more successful. That's why I didn't give up."

ST: "Its greatest contribution to me was providing a sense of achievement as I could see my progress in each skill area. I could clearly see where I needed to focus my efforts."

All responses emphasize the sense of achievement that students derive from using the European Language Portfolio (ELP). By assessing each language skill individually and tracking their progress over time, students feel a sense of accomplishment as they witness their growth and improvement. Furthermore, the analysis reveals the importance of assessing each language skill individually. Students appreciate the detailed evaluation of their reading, writing, listening, and speaking abilities, which provides them with a comprehensive understanding of their strengths and areas for improvement. Overall, the analysis underscores how the ELP empowers students to take ownership of their language learning journey and stay motivated in their pursuit of proficiency.

Versatility, Ownership and Goal-setting

The versatile structure of the European Language portfolio was another remark that was made by the students by putting emphasis on different functions offered by the instrument. The fact that the ELP makes goal–setting possible and thus encouraging a sense of ownership were other points that the interviewees put forward as reasons for suggesting using it to other language learners. Some student quotes touching on these issues are presented below:

ST: "Absolutely, I would highly recommend the ELP to my peers who are learning a foreign language. One reason is its versatility; I mean it offers a framework for self-assessment, goal setting, and progress tracking. Also, the ELP promotes learners to take ownership of their learning and make decisions about their language study."

ST: "Yes, I would definitely encourage my peers to use the ELP in their language learning journey because it provides a structured approach to assessing language skills, and this is invaluable for identifying strengths and areas for improvement. In fact, learners can set realistic goals, track their progress over time, and stay motivated in their language studies. Plus, the ELP fosters a sense of responsibility and self-discipline."

ST: "Yes, I would encourage my peers to use the ELP as a supplement to their language learning routine. One reason is goal-setting. By regularly assessing their language skills and setting goals, learners can track their progress and stay motivated in their studies. I mean, the ELP provides feedback and guidance to help learners about how to improve their language proficiency over time."

All the interviewees agreed on the idea that they would recommend the ELP to other language learners. The respondents highlighted the ELP's versatility, emphasis on self-reflection and goal setting as key factors influencing their recommendation. They underscored the ELP's efficacy in facilitating structured self-assessment, goal setting, and progress tracking across proficiency levels. Furthermore, the ELP was praised for fostering learner autonomy by equipping students with the tools and insights to take ownership of their language learning journeys. This empowers them to make informed decisions about their study habits and strategies.

The Overall Motivating Effect of the ELP Use

When the interviewees were asked about what effect using the ELP had on their language learning process, the impact of self-evaluation with the ELP on students' motivation in their language learning journey became clear. With the help of getting student perspectives, the transformative effect of using the ELP as a tool for self-assessment was explored. From increased awareness of progress to a heightened sense of responsibility, the students reflected on how evaluating themselves with the ELP influenced their motivation and commitment to language learning. By sharing their

insights, we gain valuable perspectives on the role of self-assessment in fostering intrinsic motivation and driving learners towards linguistic proficiency and personal growth. The following quotes display some of the interviewees' point of views supporting that:

>**ST:** "Evaluating myself with the ELP has been a huge motivator for me. Seeing my progress clearly in front of me has made me realize how far I've come and how much I've accomplished. It's like having a roadmap that shows me where I want to go and how I can get there, which keeps me inspired to keep pushing forward"

>**ST:** "The ELP has been great in keeping me motivated in my language learning journey. I'm a professional swimmer and my coach helps me a lot to become better. And in my language learning process using the ELP is like having a personal coach cheering me on and guiding me towards success. That fuels my motivation to keep striving for proficiency."

>**ST:** "It's empowering to know that I have the tools to measure my success on my own and take control of my learning. Especially in the second term I felt that I was getting bored with learning English, but using the ELP to evaluate myself has definitely motivated me to keep learning."

Students view the ELP as a motivational tool that encourages them to stay committed to their language learning goals. By visualizing their progress and having a clear roadmap for improvement, students feel motivated to persist in their studies and strive for proficiency. Furthermore, the analysis highlights how self-evaluation facilitated by the ELP empowers students to become active agents in their language learning journeys.

Conclusion of the Qualitative Analysis

All in all, the participants' answers in the interviews have illuminated several key themes that underscore the significance of the European Language Portfolio (ELP) in language learning regardless of their proficiency levels. Firstly, it can be concluded that the ELP empowers learners by fostering autonomy through self-assessment, goal-setting,

and progress tracking. Secondly, as reported by the students, the positive impact of training on the ELP is evident, as it enhances learners' understanding and utilization of the tool. Thirdly, it can be inferred that the motivating effect of tracking progress with the ELP fuels learners' motivation and commitment to their language learning journey. Moreover, the sense of achievement derived from using the ELP, coupled with its versatility and emphasis on ownership and goal-setting, further contribute to its effectiveness as a language learning tool. All of these collective attributes seem to highlight the transformative potential of the ELP in promoting autonomous, motivated, and empowered language learners.

Additionally, the convergence of these themes underscores the positive impact of the ELP on learner motivation. By providing learners with the tools and framework to assess their progress, set goals, and take ownership of their learning, the ELP instills a sense of achievement and accountability. This, in turn, fosters intrinsic motivation, as learners become more engaged and committed to their language learning goals. Thus, the multifaceted nature of the ELP, coupled with its emphasis on learner autonomy and empowerment, serves as a catalyst for enhancing learner motivation and driving success in language learning process.

Discussion of the Findings

Discussion of Research Questions 1 and 1. a.

The first research question was about the opinions of the learners about self-assessment. The answer to this question was important to find out because affective factors like opinions and beliefs are highly significant as they are predictors of students' behaviors and their performance in return (Kara, 2009). It is argued that learners with positive views tend to possess more acceptance and positive attitudes towards a learning situation. Furthermore, as Gardner (1985) put forward, attitudes are individuals' judgmental response to a referent based on their beliefs or viewpoints concerning that

referent, which means that opinions or beliefs form the basis of attitudes. Thus, it was assumed that exploring learners' opinions about self-assessing themselves using the ELP would be an important initial step taken towards understanding its effectiveness and its potential impact on learner motivation, which is also in the scope of the study. In other words, in order for learners to benefit from self-assessing themselves and to cultivate an increase in their motivation, it is crucial that they possess positive opinions and appreciation about self-assessment using the ELP first.

The findings related to the opinions of the participants about the ELP revealed that when the participants were considered as a whole, their opinions about using the ELP leaned towards positive. This finding aligns with Perclova's (2006) study, where Czech learners reported positive experiences with the ELP, finding it both interesting and useful. However, when the treatment groups were held separately, it became clearer that the learners in the experimental group exhibited the most favorable opinions about using the ELP, whereas the control group reported less positive views.

At this point, the first sub-research question in the study comes under the spotlight. When the two different conditions of these two groups, namely the training and teacher support, are regarded, it becomes clear that the way self-assessment was introduced and implemented made a difference. In other words, the learners in the experimental group were informed about what ELP is, why it is important for language learners or how it functions. What is more, self-assessment using the ELP was carried out on a regular basis and besides supporting the idea of self-evaluation via the ELP; their teachers also guided them through this process. On the other hand, the learners in the control group were not informed about the rationale behind using the ELP, no special time was spared for ELP checks during regular class hours and the students did not get any help or support about how to assess their progress. They were only advised by their teachers to evaluate their language learning performance.

Self-assessment is a process in which students are involved in ongoing evaluation of the quality of their work and learning progress, where they assess how well they meet

predetermined objectives or criteria, recognize both strengths and areas needing improvement and adjust their approach accordingly (Andrade & Du, 2007). Although it has certain contributions to language learning, it should be noted that it is a rather new experience for learners who usually act as passive agents in the assessment system (Dochy & Segers & Sluijsmans, 1999). Boud (1995) asserts that the way self-assessment is implemented plays a crucial role in how students perceive and accept it. Moreover, it is emphasized that the implementation process should include a clear rationale clarifying the objectives of the activity and explicit procedures in which students know how to evaluate themselves. Koyuncu (2006) explored the ELP's effectiveness as an alternative assessment tool for fostering primary school student autonomy. Her research concluded that the ELP significantly increased student autonomy. Additionally, similar to the present research, Koyuncu's (2006) participants expressed enthusiasm for using the ELP in their learning.

The findings of the study seem to be in line with the literature as it revealed that when learners were introduced with the idea of self-assessment with its rationale and when they were provided support about how to manage it; their positive opinions and acceptance about it turned out to be at a higher level. Likewise, it is quite possible that less positive views by the participants in the control group was due to the lack of the elements of the ideal way of self-assessment implementation.

Discussion of Research Question 1. b.

The second sub-research question aimed to investigate if learners with different English proficiency levels differ in their opinions about using the ELP as a self-assessment tool or not. To delve deeper into the nature of the problem, the opinionaire scores of participants from three different proficiency levels were compared. The findings revealed two notable points about the relationship between learners' proficiency levels and their views about the ELP: (1) B2 level learners had more positive opinions about using the ELP when compared to A2 and B1 levels in the control and total groups. (2) A2 level

learners' held significantly more positive opinions than B2 level learners in the experimental group, which highlights the effect of the intervention on students with lower proficiency level.

The relatively more positive feelings of more proficient users of English can be attributed to the fact that those learners have more experience in the language learning process and they possess a better sense of competence in the language in target (Riley & Maclellan, 2018). Therefore, it is quite possible that they feel more confident and capable of evaluating their language skills using self-assessment tools like the ELP. Moreover, research suggests that learners with higher proficiency levels have greater autonomy and thus they may perceive self-assessment as an opportunity enabling them to track their progress more effectively and take control of their learning (Little, 1991). Additionally, as Little (2007) asserts, more proficient language learners tend to engage in goal-setting and self-reflection practices as part of their language learning process. Hence, the proficient learners in the study may have appreciated the goal-setting and reflecting features of the ELP, which presents them specific language learning objectives and clear criteria to reflect on their achievements. This finding of the study contributes to the literature by confirming the results of Şentürk (2017) who found out in her study that the participants with higher proficiency level held more positive attitudes towards self-assessment using the ELP. Additionally, in their study connecting foreign language enjoyment and English proficiency levels Lin Xu and Li (2023) showed that students with higher proficiency tend to experience greater enjoyment and satisfaction with language learning activities.

Another interpretation of the finding is possible within the specific context of the study. All the B2 level learners in the study are students of English Language and Literature department. That is to say, those students were studying at preparatory school at the time of the study and they were going to study English all through their academic life. To start with, English Language and Literature students may have had a broader language background and more extensive exposure to the language until they became a

preparatory student. This kind of a familiarity could have contributed to their more positive views about the usefulness of the ELP. Furthermore, as English is crucial for success in their academic and professional life, it is likely that those students perceived the ELP as more relevant to their needs when compared to students from other departments.

The participants with lower proficiency levels exhibited less positive opinions about self-assessment via the ELP compared to high proficiency participants. While they do not hold negative opinions, their less favorable viewpoint might be due to a lack of confidence in their language abilities (Dörnyei, 2001). That is, while learners with lower proficiency levels might not fully reject self-evaluation, they might handle it with caution. However, the significantly more positive opinions reported by A2 level learners in the experimental group suggest that it is possible for lower level learners to overcome this reservation with the help of training and teacher support. This suggests that training can bridge the gap in positive perception for struggling learners.

Self-assessment requires a shift in the roles of learners and teachers and the degree of this shift largely depend on how autonomous the learners already are. Notably, learners who are less autonomous will need more support during the self-assessment process (Gardner, 2000). What is more, research suggests that less proficient learners tend to exhibit lower levels of autonomy in their learning process compared to more proficient learners (Minh & Ngoc, 2023). Moreover, language proficiency is considered to be a crucial factor in generating learner autonomy (Kaur, 2015). Successful language learners often make use of effective strategies that can be taught to less proficient learners to enhance their language skills (Khosravi, 2012). These arguments seem to be related to what this study puts forward. The finding that B2 level learners in the study had positive opinions regarding self-assessment via the ELP can be explained by more autonomous feature of proficient learners. Self-assessment requires being able to take responsibility for one's own learning (Holec, as cited in Gardner, 2000) and this is also what makes a learner autonomous. Thus, more proficient learners in the study, who are thought to be more autonomous, had more positive opinions about using a self-

assessment tool. What is more, only the lower level students who were given training and teacher support reported to have more positive views about the ELP, confirming the idea that less autonomous learners need more support and by providing them the support they need, their perceptions may become more enhanced. This finding of the study adds to the literature by highlighting the importance of employing informed self-assessment and equipping learners with the knowledge and understanding which is necessary for effectively engaging in self-assessment practices (Plant et al., 2012).

To sum up, it was concluded that language proficiency level influences learners' perceptions of self-assessment. Learners' language proficiency can impact their understanding and use of language learning strategies, which are closely linked to self-assessment (Khosravi, 2012). Learners' proficiency levels can impact their confidence in self-assessment, with higher proficiency levels potentially leading to more accurate self-perceptions (Rooy, 2012). While it is true that lower-level learners might experience challenges in self-assessing their language proficiency, it is important to note that with appropriate training and guidance, these disadvantages can be mitigated.

Discussion of Research Questions 2 and 2. a.

Another aim of the study was to explore the potential influence of the English Language Portfolio (ELP) on EFL learners' motivation in the broad sense, and the effect of training and teacher guidance on its influence on learner motivation more specifically. Data to answer this question was gathered through two different motivation scales in the study: Achievement-Focused Motivation Scale (AMS) and Motivation for Learning English Scale (MLE). These scales were administered twice during the process; first before initiating the self-assessment via the ELP and second after using the ELP. The analysis of the data revealed that when considered as a whole sample, the participants exhibited an increase on motivation scales, suggesting a positive effect of the ELP use on learner motivation. The comparison of pre- and post-administration of each scale within the treatment groups revealed that when studied more specifically, the experimental group

reported the most substantial increase in MLE. Similarly, they showed a moderate increase on their AMS scores. However, when the control group was considered, a significant increase on MLE scale and though not statistically significant, a slight decrease in their motivation on AMS scale was found.

It has been stated in the literature that the use of The ELP as a self-assessment instrument has a positive impact on EFL learners' motivation. It is a tool that is used in foreign language classrooms to support and document language learning. The advantages of using self-assessment in the language classroom, as mentioned by Chen (2008), include promoting learning, increasing awareness, enabling goal-orientation, broadening the range of assessment, and yielding useful post-course effects, all of which contribute to enhancing motivation among EFL learners (Chen, 2008). This aligns with the idea that self-assessment tools like the ELP can empower learners and boost their motivation by actively involving them into the learning process.

Studies have shown that portfolio systems incorporating student self-assessment, goal setting, and the collection of language achievement evidence can significantly influence learners' motivation. These practices within portfolio systems empower students and foster a sense of ownership over their learning (Moeller et al., 2011). Additionally, research has highlighted the benefits of self-assessment tools in raising second language (L2) learners' self-regulated learning, which is closely tied to motivation (Rezai et al., 2022). Moreover, Mahmoodi et al. (2014) explored the relationship between self-regulated learning (SRL), motivation, and language achievement among Iranian EFL learners and found out that self-regulation and motivation play crucial roles in language learning outcomes (Sim et al., 2023). Andrade and Du (2007) found out in their study with fourteen undergraduate students that students who engage in self-assessment tend to possess higher levels of motivation. They argue that learners get a better understanding of their strengths or areas for improvement while they are engaging in self-assessment and this process fosters a growth mindset together with increased motivation.

All these suggest that tools like the ELP, which promote self-assessment and self-regulated learning, can positively impact learners' motivation and ultimately their language achievement. These findings support that the process of self-assessment and reflection can enhance students' engagement and motivation in language learning tasks. The close relationship between self-assessment, which gives way to self-regulated learning, and motivation discussed in the literature confirms the finding of the present study which was about the positive impact of using the ELP as a self-assessment tool.

Another result that needs elaboration is about the significantly increased motivation of the learners in the experimental group. The main difference between the two condition groups was the way self-assessment was implemented. To put it in another way, the learners in the experimental group were given a presentation about the CEFR, the ELP, self-assessment and its benefits for language learners. Teacher support and guidance was also present for those students during self-assessing. Also, specific time was given for self-assessment practices in the classroom during regular class hours. When the literature about self-assessment is reviewed, it can be seen that attention is drawn to the conditions in which self-assessment can be implemented properly. In order for self-assessment to be effective, learners need to be trained sufficiently. Little (2005) asserts that learners who are experienced in self-assessment can benefit from it better, underscoring the importance of proper training and guidance (Little, 2005; Qu & Yang, 2010). Especially novice learners may lack the skills and awareness necessary for self-assessment, which can lead to vulnerability, defensiveness, and resistance to feedback (Robb et al., 2022). Training learners before engaging in self-assessment activities can help mitigate these challenges and ensure that the process is productive and beneficial. Kostons et al. (2012) concluded in their study that self-assessment skills are crucial in self-regulated learning and that training these skills can increase the extent to which learners gain from these practices. The findings revealed by the present study confirm this theoretical information in the literature about the significance of the way self-assessment practices are integrated into the learning process. It is found that the learners in the

classes where the ELP implemented in the way suggested in the literature benefitted from assessing themselves more in terms of their motivational level.

The results of the control group were different on the motivational scales. Although it was not statistically significant, their motivation decreased slightly on achievement-focused motivation scale. Conversely, their scores on motivation for learning English scale increased significantly. The fluctuation in motivation levels within the same group of language learners, with a decrease in achievement-focused motivation but an increase in motivation for learning English, can be influenced by various factors. For instance, learners might find the process of learning English itself engaging and enjoyable, which boosts their overall motivation for learning the language. However, if the activities and assessments are not sufficiently challenging or rewarding, their motivation focused on achieving specific goals might wane. Alternatively, students might perceive learning English as more relevant to their personal or future professional lives, enhancing their motivation to learn the language. However, if the specific tasks or assessments do not align with their personal goals, their achievement-focused motivation may decrease. Another possibility is that since the second implementation of the motivation scales was at the end of the term, before learners' final exams, learners could be developing a stronger extrinsic motivation to get higher grades in their English exams.

To sum up, it is possible to conclude that self-assessment using the European Language Portfolio has a motivating effect on EFL learners, particularly when self-assessment is introduced and implemented properly. This finding is consistent with the literature as the ELP has been known for its motivating effect on language learners.

Discussion of Research Question 2. b.

The question as to whether learners with different proficiency levels differ in the way their motivation is affected by the use of the ELP or not was another issue raised by the current study. The comparison of three proficiency groups on motivation scales

suggested that different levels were affected by the ELP use in different ways. Surprisingly, B2 level learners in the experimental group, who were the highest levels in the study context, reported significantly lower level of motivation compared to B1 and A2 levels. In contrast, the motivation level of the B2 level learners in the control group was significantly higher than the others. In other words, in the experimental group, lower level learners were the ones who benefitted more from the self-assessment via the ELP, whereas in the control group, it was the more proficient learners who showed increased motivation after the treatment period. Based on these findings, it is possible to interpret that when they are informed about the process and guided, lower level learners could benefit more from self-assessment practices when compared to more proficient learners of English.

This finding is quite similar to what Little (2009) explored in his research on the ELP. He argued that self-assessment is particularly helpful for lower level language learners as it enables them to develop a sense of ownership and control over their language learning. In his discussion about the pedagogical implications of the ELP Kohonen (2001) emphasizes that it plays a crucial role in developing learner autonomy and self-regulation, especially among lower-level learners. He goes on to say that with the help of the robust criteria offered by the ELP, those learners realize their strengths and weaknesses and this leads them to using more targeted and effective learning strategies. Although not specific to the ELP, Oscarson's (1989) work on self-assessment in language learning demonstrates that beginners often gain more from self-assessment practices. These practices help them understand their learning process better, which is crucial for their early language development stages. In consistency with the previous research, this study also concludes that self-assessment practices, including the use of the ELP, are particularly beneficial for lower-level learners and that they experience greater motivational benefits from self-assessment. Furthermore, the present study adds to the literature by revealing that less proficient learners need support and guidance in order to be able to fully benefit.

As far as the increased motivation of higher-level students in the control group is concerned, it must be noted that the students in the control group did not receive any training or guidance about evaluating themselves. Thus, it can be argued that lower levels in this group could not fully benefit from the treatment due to the lack of training and guidance. On the other hand, higher-level learners in this group already had more mastery of the language, and they probably already used some certain metacognitive strategies through their language learning journey. Therefore, it is possible that even without being guided and informed about the process, they could gain more out of this process and this situation resulted in more increased level of motivation compared to other proficiency levels in the control group.

As a result, it is possible to suggest that while self-assessment remains beneficial across proficiency levels, the relative impact might be more noticeable among lower proficiency learners who are developing foundational self-regulation and metacognitive skills when theoretical support and practical guidance exist. More proficient learners, having already developed these skills to a significant extent, might exhibit a motivational gain from self-assessment practices even when they are not supported.

Discussion of Research Question 2. c.

To reveal the relationship regarding the learners' opinions about using the ELP as a self-assessment tool and their level of motivation was one of the purposes of the current study. A strong positive relationship between these two was found, indicating that a positive viewpoint about the use of the ELP could foster an increase in learner motivation. A strong positive relationship between these two was found, indicating that a positive viewpoint about the use of the ELP could foster an increase in learner motivation

The finding is consistent with the previous literature because strong positive correlation between learners' opinions about self-assessment and their motivation has been well-documented in educational research. Research has shown that learners' perceptions about self-regulated learning, which includes strategies like self-monitoring

and self-evaluation, is closely linked to their motivation levels (Joo et al., 2000). Additionally, the perceived value of assessment events and learners' self-efficacy have been linked to increased motivation and effort expenditure, highlighting the importance of learners' beliefs and perceptions in shaping their motivation levels (Huang, 2011). A study by Ross (2006) highlights that self-assessment encourages students to take ownership of their learning process, which in turn enhances their intrinsic motivation. When students perceive self-assessment as a valuable tool for learning, their motivation increases because they feel more in control of their educational outcomes.

Studies have indicated a strong correlation between learners' desire and their motivational intensity, further emphasizing the role of individual factors in influencing motivation (Yang & Wang, 2022). Contributing to the literature by reaching a conclusion about this relationship between opinions and motivation is believed to be important for educational research as fostering higher levels of motivation has always been crucial for language learning. Given the need for different motivational strategies for better pedagogical practices in foreign language education, specific ways to boost learner motivation is needed to be understood in depth. Second or foreign language learners' motivation directly correlates with their commitment to learning. Highly motivated learners actively seek opportunities to improve their language skills. These skills enhance their cultural experiences, entertainment options, and overall ability to achieve their integrative goals.

All in all, these findings collectively support the notion of a strong positive correlation between learners' opinions about self-assessment and their motivation, underscoring the intricate interplay between learners' beliefs, perceptions, and motivation levels in educational contexts. Therefore, the current study confirms the notion that positive opinions and beliefs about a learning method or technique enhance its acceptance and the benefits derived from it. When learners perceive a method positively, they are more motivated, engaged, and likely to achieve better outcomes.

Discussion of Research Question 2. d.

The qualitative data in the study was gathered to further understand the participants' viewpoint and to support the quantitative section. The analysis of the interviews held with a number of learners from the experimental group put forward six themes: autonomy, the motivating effect of tracking progress, the positive impact of training, ownership and goal-setting, sense of achievement, and the overall motivating effect of the ELP use. These themes align well with existing literature on self-assessment and motivation in language learning.

One of the points emerged in the interviews was autonomy, which is closely linked to the concept of self-assessment and the ELP. The theme of autonomy reflects the empowerment students feel when they take ownership of their learning. Autonomy is described by Holec (1981) as the ability to the ability to develop and manage one's own learning process. Research indicates that self-assessment practices, such as those facilitated by the ELP, foster learner autonomy by encouraging students to track and reflect on future learning objectives. Little (2009) discusses how the ELP promotes learner autonomy by requiring learners to become an active agent in the assessment process and make decisions about their learning paths. Evans (2015) and Ryan and Deci (2002) highlight that providing students with choices and control over their learning processes fosters autonomous behavior, which is crucial for self-regulated learning. In short, what emerged during the interviews in this study is parallel to what has been for long.

The motivating effect of tracking progress was another theme that came out of the interviews. The learners reported that they found periodically tracking their progress particularly useful by giving reasons like staying focused, realizing their strengths and weaknesses or having a roadmap and thus keeping them motivated. This aligns with the findings of Andrade and Valtcheva (2009), who assert that self-assessment helps learners become aware of their learning process, which in turn boosts their motivation and

engagement. When students can see their own progress, it reinforces their motivation and commitment to learning.

The positive impact of training was a valuable finding for the aim of the study as one of the research problems was directly investigating the effect of training and teacher support. The analysis of quantitative data revealed a positive impact of training both on generating positive views in learners and increasing the motivating effect of the ELP. The findings from the analysis of qualitative data confirmed that informing learners about the ELP and self-assessment and providing teacher support made a dramatic effect on learners' acceptance of it. When the literature about self-assessment is reviewed, the emphasis on training learners and guiding them through the process can easily be recognized. Boud (1995) highlights the importance of providing a clear rationale and explicit procedures for self-assessment to be efficient. Language learners who understand how to use tools like the ELP are more likely to develop positive attitudes and make meaningful use of these resources. Ortega et al. (2022) state that to maximize the benefits of self-assessment, it is necessary that learners are provided with the necessary training and support to cultivate self-monitoring abilities effectively. By familiarizing learners with assessment criteria, engaging them in self-testing exercises, and incorporating peer assessment and benchmarking, educators can help learners improve their self-assessment abilities and achieve better learning outcomes (Ortega et al., 2022). According to Yan and Carless (2022), if students are to take active roles in self-assessment, their literacy could be a powerful factor to make decisions as to the meaningfulness of their self-assessment and the benefit they get from it. Gardner (1999) draws attention to teachers' role in self-assessment practices stating that the first thing teachers should do is to raise consciousness among learners of the usefulness of assessing themselves. He further suggests that learners are provided with materials to be used for the evaluation and are enlightened about the importance of the results. Kostons et al. (2012) conducted a study to find out whether self-assessment training improves how students monitor their performance during task at secondary education level and

concluded that if students know the importance of self-evaluation, their monitoring becomes more focused. Furthermore, this focused monitoring could even enhance learning because students can adjust their performance based on their self-assessment of specific steps during the task. Similarly, Glover, Mirici and Aksu (2005) conclude in their study that thorough training for educators and learners before introducing an innovative instrument like the ELP bears great significance. To sum up, the necessity of training or awareness-raising is highlighted in the literature and this research study adds to the body of previous research in this regard.

Facilitating a feeling of progress was another significant function of the ELP that was mentioned by the interviewees. In their utterance there was an emphasis on their satisfaction with being able to see their progress. They also underscored the positive effect of assessing each skill individually noting that this helped them notice they are not poor learners of English in general, but they have areas to improve in different skills. This outcome is well-supported by the research in self-assessment and the ELP. Little (2009) states that the ELP not only supports language learning but also nurtures learner autonomy, reflective learning, and goal setting, all of which enhance a feeling of accomplishment in language acquisition. The Council of Europe (2001) highlights that one of the main goals of the ELP is to enhance the learner's sense of achievement. By providing clear goals and benchmarks, the ELP enables language learners to see the progress in their language skills, fostering a sense of accomplishment. In their research, Ziegler and Moeller (2012) found that learners using the ELP exhibited higher levels of motivation and a stronger sense of accomplishment. Ziegler (2014) was another researcher who put forward that the use of ELP fosters a sense of achievement. In conclusion, the European Language Portfolio serves as an effective instrument in language education, enabling language learners to monitor their progress, assess their skill-based performance separately, and ultimately fostering a sense of achievement in language acquisition.

Facilitating ownership through goal-setting were other functions of the ELP that the learners favored. Students expressed that while they were evaluating their performance, they could see the progress they had made as well as the upcoming language skills they were expected to acquire. This enabled them to establish goals for their learning journey, and become more conscious about what is ahead of them resulting in feeling more responsible for their learning. This comment from the students was precious to hear but not unexpected as encouraging learners to formulate their own learning goals is one of the purposes of the ELP (Council of Europe, 2001). The Council suggests that the ELP enables language learners to become active agents in their learning and allows them to set specific achievable goals.

The overall motivating effect of the ELP was a frequently mentioned issue that came up in almost every conversation during the interviews. The influence of the ELP use on learner motivation was also one of the main purposes to conduct the study. Similar to the quantitative analysis, qualitative part of the study also revealed a motivating effect of the ELP on language learners. Learners gave different reasons for feeling motivated such as guiding them towards success like a professional coach, showing them their progress clearly or keeping them interested. The literature about the ELP backs up this finding of the study as the ELP has been demonstrated to boost motivation in language learners.

Research has shown that the ELP supports and documents language learning in foreign language classes, encouraging self-regulated learning among students (Ziegler, 2014). The ELP's structured approach, along with its emphasis on student self-assessment, goal setting, and evidencing language achievement, has been effectively utilized in educational settings, resulting in increased student engagement and motivation (Moeller et al., 2011). By incorporating the ELP into language learning, students can be motivated to take responsibility for their learning, leading to increased engagement and improved attitudes towards language learning (Schärer, 2012). Overall, the ELP's focus on self-reflection, goal setting, and ownership of learning creates a more motivating environment for language acquisition.

Chapter 5

Conclusion and Suggestions

This study investigated Turkish tertiary level EFL learners' perceptions about self-assessment through the European Language Portfolio (ELP) in addition to the impact of the ELP use on learner motivation. Whether the way self-assessment via the ELP is introduced and implemented has an impact on learner motivation was also within the scope of the study. Findings obtained through the analysis of the data gathered through a variety of data collection tools were presented and discussed in detail in relation to the literature based on each research question in the previous chapter. This chapter gives an overview of the study and explains the limitations. Subsequently, suggestions for further research are provided.

An Overview of the Study

Factors such as beliefs and opinions are known to be strong determiners of learners' behaviors as well as their performance (Kara, 2009). Similarly, these affective factors form the basis for attitudes which are also crucial elements in people's behaviors (Dörnyei, 2006). Opinions and attitudes indicate individuals' likes and dislikes and in language teaching they are significant since they determine learners' acceptance and adoption of a model, technique or a strategy (Göksu, 2015, Perclova, 2006). Hence, affective factors like beliefs, opinions, needs and attitudes have to be in the center of research related to language learning and teaching. In this sense, the current study sought the answer to the question about Turkish EFL learners' opinions about using the European Language Portfolio as a self-assessment instrument and revealed that the participants in the study had opinions that lean towards positive. However, with a closer approach to the views of the participants in the experimental and control groups respectively, it became clear that the way self-assessment is implemented had a significant effect on learners' level of acceptance. Those who were introduced with this

innovative tool by raising awareness and receiving teacher support resulted to have a more positive viewpoint.

The study also drew certain conclusions about the relation between learners' views about using the ELP as a self-assessment tool and their English proficiency levels. When training in self-assessment and teacher guidance do not exist, learners with higher proficiency level exhibited more positive views about evaluating themselves when a comparison is made with lower levels; however, when sufficient guidance and training is provided, learners with lower levels become the ones who possess the most favorable opinions as to self-assessment. It was assumed that more proficient learners have come a longer way through their language learning journey and have become more aware of their abilities. Furthermore, they have developed certain metacognitive strategies which helped them perceive evaluating their own performance as positive even without proper instruction and leading. On the other hand, learners with lower levels, who are at the outset of their learning experience and comparatively less aware of their language skills, do not feel confident about evaluating their performance without any support. However, under precise guidance, it is possible to overcome their reservation about evaluating their performance.

The positive impact of the ELP use on learner motivation was another conclusion made by the study. As both the quantitative and qualitative findings supported, it became clear that the ELP fosters self-assessment and self-regulated learning, significantly enhancing learners' motivation and language proficiency, particularly when the self-assessment process is properly introduced and implemented. The analysis of the qualitative data confirmed what came out of the analysis of the quantitative data by making specific points more clear. In students' responses there was an emphasis on the motivating effect of using the ELP. Specifically, learners were satisfied by the sense of achievement it provides and mentioned that although they could not get very good grades

out of the exams, they realized with the help of the ELP that they were indeed not that poor learners and could succeed in individual skills when considered separately.

The analysis of the data revealed a notable increase in motivation scales among participants, indicating a positive effect of ELP use on learner motivation. Specifically, the comparison of pre- and post-administration of each motivation scale within the treatment groups demonstrated that the experimental group reported the most substantial increase in their language learning motivation, along with a moderate increase in achievement-focused motivation scores. Conversely, the control group experienced a significant increase in their level of language learning related motivation but showed a slight, though not statistically significant, decrease in their motivation on the achievement-focused motivation scale.

These findings highlight the positive impact of tools like the ELP, which promote self-assessment and self-regulated learning, on learners' motivation and language achievement. The process of self-assessment and reflection enhances students' engagement and motivation in language learning tasks, supporting the close relationship between self-assessment, self-regulated learning, and motivation discussed in the literature. This study confirms that using the ELP as a self-assessment tool can significantly boost learner motivation, ultimately leading to improved language learning outcomes.

The strong connection between positive opinions about the ELP implementation and its effect on learner motivation was another important conclusion of the study, indicating that if language learners approach self-assessment practices in a positive manner, it becomes possible that its motivating effect becomes stronger. Gardener (1985) defined attitude as "an evaluative reaction to some referent, inferred on the basis of the individual's beliefs or opinions about the referent." Positive attitudes can foster greater engagement and motivation, leading to better learning outcomes (Gardener, 1985). Learner attitudes toward educational tools and methods are critical in determining their

effectiveness. When learners hold positive opinions about a practice, they are more likely to engage with it fully and benefit from its intended outcomes.

All in all, based on what has come out of the current study and what has been in the literature on self-assessment, it is possible to assert that self-assessment practices, such as those facilitated by the ELP, can help learners develop a clearer understanding of their progress and areas needing improvement. This self-awareness is a critical component of intrinsic motivation, as it allows learners to set personal goals and take ownership of their learning process. Self-assessment encourages students to reflect on their learning, fostering a sense of control and autonomy, which are key drivers of motivation. When learners perceive self-assessment tools like the ELP positively, they are more likely to engage deeply with the process. This engagement can lead to a more meaningful and sustained impact on their motivation and learning outcomes. To maximize the motivational benefits of the ELP and other self-assessment practices, educators should focus on creating positive perceptions among learners. This can be achieved through effective training, clear communication of the benefits, and continuous support.

Implications of the Study

This study attempted to find out what Turkish EFL learners' perceptions about self-assessment are and what kind of an effect it makes on learner motivation. Moreover, the role of the way self-assessment is employed was another aspect being questioned. The dissertation arrived at certain conclusions related to these issues and thus contributed to L2 research by bridging the gap between the findings and their practical applications. In light of the existing research and the potential impact of the findings, this dissertation offers some insights that can inform the stakeholders in foreign language education.

To start with, the positive opinions of learners regarding the ELP and its influence on motivation underscore the importance of integrating such tools into language learning curricula. Additionally, the findings on the role of proficiency level and the implementation

process in shaping learners' perceptions provide valuable guidance for educators on how to effectively incorporate self-assessment practices. Having revealed the positive effect of awareness-raising on generating more positive opinions about self-assessment through the ELP, this study could be useful for educators in terms of offering an idea about how to implement self-evaluation practices. Although the literature about the self-assessment and the ELP has made emphasis on the ideal way to introduce and implement them (Boud, 1995; Gardner, 1995; Glover et al., 2005; Kostons et al., 2012; Ortega et al. 2022; Yan & Carless, 2022), putting theory into practice can sometimes be disregarded due to reasons such as the lack of time to spare or insufficient knowledge of educators. However, if efficiency of a new method or instrument is desired, it should be noted that gaining acceptance is a crucial step to achieve this and can only be succeeded by following the right steps. In order for learners to benefit from the motivating effect of self-assessment through the ELP, it is a crucial initial step to have positive views and acceptance of the process.

As Dörnyei (1994) states motivation is one of the main casual factors of language learning achievement and studies assessing motivation among college students have revealed positive correlations between motivation levels and academic performance, emphasizing the importance of motivation in educational outcomes (Almalki, 2019). Thus, in order to guarantee academic achievement which lies in the center of all educational activities, it is inevitable to put effort into ways of developing higher levels of motivation. Various ways have been investigated and proposed in the literature to trigger learner motivation and self-assessment is one that has been put forward in foreign language education research. In line with this, as the current study suggests, including self-assessment practices into language teaching programs deserves serious consideration. Specifically, the use of the European Language Portfolio, which is designed based on the CEFR, need to become an indispensable part of language teaching curricula, most of which are designed around the objectives proposed by the CEFR. In this way, it is possible to generate increased levels of motivation in language classrooms.

A proficiency-based investigation of the topic reveals that when they receive appropriate training and support, lower levels appear to gain more from a structured self-assessment tool like the ELP with regard to its effect on motivation. However, the outcome is not the same for lower level learners who did not receive any specific training or guidance indicating that training and guidance is a must in self-assessment practices for learners with lower levels. In contrast, when the participant group which did not receive any support is considered, the case turned out to be the opposite. Among those who were not informed about the process, learners with a higher proficiency level were the ones whose motivation was triggered more by the self-assessment process and lower level learners could not benefit from the process as much as more proficient learners.

Based on these findings, it is possible to offer certain implications for a better self-evaluation implementation. To start with, it appears to be vital that educators provide targeted support and detailed guidance for self-assessment practices, particularly for less proficient learners. Training sessions that clearly explain how to use the ELP, set realistic goals, and interpret progress can empower these learners and enhance their self-efficacy and motivation. Therefore, training programs should be developed to ensure that learners fully understand the purpose, structure, and effective use of the ELP. This training would help learners become more competent in self-assessment, thereby fostering a greater sense of ownership and responsibility towards their learning progress. As suggested by Dochy, Segers, and Sluijsmans (1999), well-implemented self-assessment practices can significantly enhance students' learning outcomes by making them more active participants in their learning processes.

Additionally, the fact that teacher involvement is crucial for the successful integration of the ELP is another implication that can be appreciated in educational settings. Teachers play a significant role as a facilitator of students' understanding and use of the ELP by providing continuous support and feedback. The feedback can help clarify learning objectives, address misunderstandings, and reinforce progress, thereby making the self-assessment process more meaningful and motivating for learners. Hence,

for the acceptance and effectiveness of the ELP use, teachers need to be adequately equipped with the skills to guide learners through the assessment process.

Another useful implication to ensure the effectiveness of self-assessment is that the evaluation should be extended over a period of time. Continuous engagement with self-assessment tools and regular training updates can help maintain and further enhance the motivational benefits for learners at all proficiency levels. This can be achieved by incorporating self-assessment into the curriculum of a language teaching program so that enough time can be spared and appropriate teacher guidance can be provided.

Furthermore, the positive correlation between structured self-assessment practices and learner motivation highlights the potential of the ELP to serve as a powerful motivational self-assessment tool. When students engage in self-assessment, particularly with adequate training and support, they are likely to experience a greater sense of achievement and progress. This can lead to increased motivation and sustained effort in their language learning process. Thus, the use of the ELP as part of language teaching programs requires adequate consideration.

The positive effect of informing students about a novice practice before implementing it is clearly one of the strongest points that the present study implies. When students are informed about a new practice, they are more likely to engage actively. Moreover, understanding the relevance and benefits of a new practice can increase students' intrinsic motivation to participate. When students are briefed about the goals and procedures of a new practice, they can better understand how it fits into the broader learning objectives. Thus, whenever a new practice, technique or method is in question, familiarizing learners with it before putting it into practice and providing continuous guidance is crucial to consider.

In conclusion, the findings of this study underline the significant role of the ELP in promoting self-assessment and motivation among foreign language learners. The positive impact is most pronounced when students receive proper training and teacher support, indicating that educational institutions should invest in comprehensive training programs

and foster a supportive learning environment. By doing so, the potential benefits of the ELP can be fully realized, leading to more motivated and autonomous language learners.

Limitations of the Study

This study explored Turkish EFL learners' perceptions of the ELP as a self-evaluation tool as well as its influence on learner motivation. It also examined the effect of instruction and guidance in self-assessment on learners' views and motivational level. Experimental studies are a powerful method for determining cause-and-effect relationships, but they come with several limitations. Understanding these limitations is crucial for interpreting the results accurately and for designing more robust studies in the future. Although the study arrived at particular conclusions that are supposed to be useful for the related research, the study has certain limitations, which can serve as a basis for suggestions for future research.

First of all, the method used to determine the sample in the study was convenience sampling. In other words, the study was carried out with students from a preparatory school at one state university where the researcher was working. Thus, it might not be very appropriate to generalize the results to all language learners who are studying at other preparatory schools of universities in Turkey. Furthermore, the sample size in the study was limited for generalizable results. In order to reach more comprehensive and generalizable results, a larger sample group consisting of participants from various universities would be more preferable.

Also, the period when the data was collected was right after the Covid 19 pandemic, thus hybrid education was being applied in the institution and due to the regulations based on Covid 19 precautions, small numbers of students were placed into classes. For this reason, in order to reach a sufficient number of participants, the researcher had to include fourteen different classes into the study. In other words, the ELP was implemented in fourteen different ways by fourteen different teachers, moving away from the desired standard way. Although the participant teachers were thoroughly

informed about their roles and their expected approach in the meeting held before the implementation of the ELP was initiated, it might still be considered as a limitation of the study.

75 % of the sample in the study consisted of students studying at Applied English and Translation department because preparatory education was compulsory for those students. Thus, the unequal number of students from different departments did not allow the researcher to make a comparison of the effect of self-assessment based on the participants' majors. Revealing any potential outstanding effectiveness of using the ELP regarding a specific department would be beneficial in terms of emphasizing the need for using it for that specific major.

One limitation of the study is its duration: it was conducted over the second term of an academic year, lasting fourteen weeks. Consequently, the self-assessment practice via the ELP was only examined for one term, focusing on its short-term effects. Understanding the sustained impact of ELP use on learner motivation over a longer period could provide valuable insights.

In conclusion, while this study provides valuable insights into the impact of self-assessment training on students' perceptions and academic self-efficacy, the findings should be interpreted with some caution due to several limitations that are mentioned in this section. Further research could benefit from these limitations which considerations highlight the potential for continued exploration in this important area of educational practice.

Suggestions for Further Research

In light of the aforementioned limitations, this study offers several recommendations for future research. To begin with, further research is possible with a larger group of participants in order to reach more comprehensive and generalizable conclusions. Moreover, research in which collaborating with various preparatory schools

from different universities in Turkey is possible would be efficient for drawing generalizable conclusions.

The present study adopted the European Language Portfolio as the self-assessment instrument as it has a robust and structured form, serving the aims of the study well. Although the ELP proved to be an ideal instrument for self-assessment as it managed to boost learner motivation in the present study, it would be fruitful for language education to find out about the effectiveness of other self-assessment tools. Thus, future studies could include other various self-assessment tools and make it possible to make comparisons.

The study was carried out through the second term of an academic year which consisted of fourteen weeks. Thus, the self-assessment practice via the ELP lasted for one term. That is to say, the short-term effect of the ELP use was explored in the current study. Learning about what kind of sustained effect the ELP use would have on learner motivation in the long term might be useful. Other studies investigating the long-term effect of the ELP use on learner motivation could be carried out to contribute to the foreign language education research.

Due to the small number of students in each class, the study was carried out with fourteen different classes, which might violate the desired standard implementation of self-assessment. Further studies might limit the number of participant classes to ensure a more standard form of self-assessment practice.

The study aimed to explore Turkish EFL learners' perceptions of the ELP use as it was viewed as the initial step to generate positive attitudes and thus benefit from its motivating effect. However, learning about teachers' perceptions could also contribute a lot to the research about self-assessment as they are quite in the center of the process as facilitators. Gathering information about their perceptions as well as ways to generate positive opinions would be helpful for a better self-assessment atmosphere. Further studies investigating the teachers' stand on carrying out self-assessment might shed light on another important aspect of self-assessment.

Another suggestion for further research would be about investigating the best structured ways of training students about self-assessment. In a way that confirms the previous research, the present study found that learners who were informed about the process had more positive opinions about the ELP and exhibited more increase in their motivation, underscoring the significance of training students about self-assessment. Hence, carrying out studies to gain knowledge about how to train students most appropriately and propose structured ways for training students would provide valuable findings for better self-assessment practices.

Research indicates that cultural and educational contexts significantly impact learners' perceptions and effectiveness of self-assessment (Andrade & Brookhart, 2019). The current study's findings may not be generalizable to all contexts. Exploring different settings can help identify context-specific factors that influence the effectiveness of self-assessment. Therefore, it is possible to carry out further investigation to examine the effectiveness of the ELP and self-assessment across different educational settings, including various age groups, proficiency levels, and cultural backgrounds.

Digital tools have been shown to support self-regulated learning and motivation in language education. Technology can facilitate more interactive and engaging self-assessment experiences. Investigating digital enhancements can contribute enormously to modernizing self-assessment practices. Research to explore the integration of digital tools and platforms with the ELP to enhance self-assessment practices would provide rich insight into the literature about self-assessment.

A final suggestion could be about skill-specific research in self-evaluation. Different language skills may benefit differently from self-assessment practices. Understanding these variations can help tailor self-assessment to specific skill development and it can be implemented accordingly. Future studies looking into how self-assessment through the ELP affects different language skills individually would add to the literature greatly.

In light of the findings and limitations of the present study, several issues for future research are recommended. These directions not only address the gaps identified in this

study but also contribute to the broader discourse on enhancing language learning through innovative assessment practices.

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APPENDIX- A: ınformed Consent Form

Bu çalışma, Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Doktora Programı öğrencisi Demet KULAÇ PÜREN tarafından Prof. Dr. İsmail Hakkı Mirici danışmanlığında yürütülmekte olan "EFL Learners' Attitudes towards The ELP and Its Influence on Learners' Motivation" (Yabancı Dil Öğrencilerinin Avrupa Dil Portfolyosu'na Yönelik Tutumları ve ADP'nin Motivasyona Etkisi) başlıklı tez çalışmasının bir parçasıdır. Bu çalışmanın amacı İngilizce'yi yabancı dil olarak öğrenmekte olan öğrencilerin bir öz değerlendirme aracı olan Avrupa Dil Portfolyosu'na (ADP) yönelik mevcut tutumlarını öğrenmenin yanı sıra ADP kullanımının öğrencilerin İngilizce öğrenme motivasyonları üzerindeki etkisini ortaya çıkarmaktır. Araştırma amaçlarına ulaşmak için sizden bu çalışmaya gönüllülük esasına dayalı olarak katılmanız rica edilmektedir.

a. Anketlere verdiğiniz cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Cevaplarınız ders notlarınızı hiçbir şekilde etkilemeyecektir.

- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zaman ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir. Bu durum katılımcıya hiçbir sorumluluk getirmeyecektir.
- Çalışmaya gönüllü olarak katılmaya onay vermeden önce ve veri toplama süreci boyunca sormak istediğiniz her şeyi çekinmeden araştırmacıya sorabilirsiniz.

Yapılacak çalışma için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır.

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Katılımcı:	**Araştırmacı:**
Adı, Soyadı:	Adı, soyadı: Demet KULAÇ PÜREN
Adres:	Adres: Bülent Ecevit Üniversitesi Yabancı Diller Yüksekokulu
Tel:	Tel: ▮▮▮▮▮▮
İmza:	e-posta:
	İmza:

APPENDIX- B: Motivation for Learning English Scale (Turkish)

Bölümünüz: **Seviyeniz: A2 / B1 / B2**

Hazırlık sınıfını: Zorunlu olarak alıyorum ( )   İsteğe bağlı olarak alıyorum ( )
                    Aşağıdaki ifadeleri okuyup sizi en iyi ifade eden seçeneği işaretleyiniz.

	Tamamen Katılıyorum	Büyük Ölçüde Katılıyorum	Kısmen Katılıyorum	Çok Az Katılıyorum	Hiç Katılmıyorum
1. İngilizce'yi akıcı bir şekilde konuşmak isterim.					
2. İngilizce konuşan arkadaşlar edinmek isterim.					
3. İngilizce konuşan biriyle iletişim kurmak isterim.					
4. İngilizce konuşulan ülkelere seyahat etmek isterim.					
5. İngilizce derslerine katılmaktan zevk alırım.					
6. İngilizce derslerinde öğrendiğim konular eğlencelidir.					
7. İngilizce derslerini kaçırmak istemem.					
8. İmkânım olsa okul dışında da İngilizce dersi alırım.					
9. İngilizce ders konuları ilgi çekicidir.					
10. İngilizce dersi iş bulmam için gereklidir.					
11. İngilizce öğrenmek kariyerim açısından yükselmemi sağlayacak.					
12. İngilizce öğrenmenin yurtdışında da iş bulmama yardımcı olacağına inanıyorum.					
13. İngilizce iletişim konusunda yetenekli olduğumu düşünüyorum.					
14. Etkili İngilizce iletişim konusunda yeterli olacağıma inanıyorum.					
15. Derste öğretilenleri anlama konusunda yetenekli olduğuma inanıyorum.					

APPENDIX- C: Motivation for Learning English Scale (English)

Department: **Level: A2 / B1 / B2**

I'm taking preparatory class: Compulsorily ( )   **Voluntarily (   )**

Please read the statement below and check the expression that best describes you.

	I totally agree	I agree	I partially agree	I disagree	I strongly disagree
1. I would like to speak English fluently.					
2. I would like to make friends who speak English.					
3. I would like to communicate with someone who speaks English.					
4. I would like to travel to countries where English is spoken.					
5. I enjoy attending English classes.					
6. The topics I learn in English classes are fun.					
7. I do not want to miss English classes.					
8. If possible, I would take English classes outside of school.					
9. The topics in English classes are interesting.					
10. Taking English classes is necessary for finding a job.					
11. Learning English will help me advance in my career.					
12. I believe learning English will help me find a job abroad.					
13. I think I am talented at communicating in English.					
14. I believe I will be proficient in effective English communication.					
15. I believe I am talented at understanding what is taught in class.					

APPENDIX- D: Achievement-Focused Motivation Scale (Turkish)

Bölümünüz: **Seviyeniz:** A2 / B1 / B2

Hazırlık sınıfını: Zorunlu olarak alıyorum (   )   İsteğe bağlı olarak alıyorum (   )

➢   **Aşağıdaki ifadeleri okuyup sizi en iyi ifade eden rakamı ilgili boşluğa yazınız.**

1- Hiç katılmıyorum   **2- Çoğunlukla katılmıyorum**   **3- Kısmen katılıyorum**

              4- Çoğunlukla katılıyorum   **5- Tamamen katılıyorum**

_____

__

	Rakam Değeri
1. Yeni bilgi ufkumu açmaktadır.	[ ]
2. Ders konularıyla ilgili ders arkadaşlarıma yardımcı olmaktan hoşlanırım.	[ ]
3. Kitap ve ders notlarımı sınıf arkadaşlarımla paylaşmayı severim.	[ ]
4. İlgi duyduğum derslere sıkı çalışırım.	[ ]
5. Cesaretlendirilirsem başarılı olurum.	[ ]
6. Ders sorumlusunun ders anlatmaya istekli olması, beni pozitif etkiler.	[ ]
7. Değerli olduğum hissettirilirse başarılı olurum.	[ ]
8. Dersteki sıcak bir öğrenme atmosferi başarımı artırır.	[ ]
9. Sonuçta kazanacaklarım motivasyonumu pozitif etkiler.	[ ]
10. Başardıkça başarma isteğim artar.	[ ]
11. Başarılı olduğumda mutlu olurum.	[ ]
12. Ailemin evde okuması (kitap, dergi vb.) beni çalışmaya teşvik eder.	[ ]
13. Derslere hazırlıklı giderim.	[ ]
14. Yeni bir konu öğrenme düşüncesi beni heyecanlandırıyor.	[ ]
15. Derslere ilişkin yenilikleri öğrenmek isterim.	[ ]
16. Ödev hazırlarken yeni bilgiler öğrenmeyi severim.	[ ]
17. Ders anlatılırken not alırım.	[ ]
18. Derse ilişkin detaylı bilgi verilmesini severim.	[ ]
19. Ödevlerimi zamanında yaparım.	[ ]
20. Çalışmaktan hoşlanırım.	[ ]
21. Öğrendikçe öğrenme isteğim artar.	[ ]
22. Yüksek puan almayı severim.	[ ]
23. Derse ilişkin etkinlikleri ilk bitiren kişi olmak isterim.	[ ]
24. Derse ilişkin çabalarım için ders sorumlusundan takdir beklerim.	[ ]
25. Sınavlarda yüksek not almak isterim.	[ ]
26. Derse ilişkin etkinliklerde aranan kişi olmak isterim.	[ ]
27. Sınavlarda yüksek puan alırım.	[ ]
28. Öğrenmede sabırsızım.	[ ]
29. Öğrendiğim her bilgiyi sorgularım.	[ ]
30. Zengin öğrenme etkinlikleri (rol oynama, beyin fırtınası, gösteri, örnek olay, görsel sunu, misafir konuşmacı vb.) ile başarıya motive olurum	[ ]
31. İşbirlikli öğrenme (grup çalışmalarında, arkadaşlarımdan) ile motivasyonum artar.	[ ]
32. Kafama takılan bir konuyu araştırıp öğrenmeden rahat etmem.	[ ]
33. Ne olursa olsun başaracağıma inanırım	[ ]
34. Başarısızlık beni yıldıramaz.	[ ]
35. Başarısızlıktan ders çıkarırım.	[ ]

APPENDIX- E: Achievement-Focused Motivation Scale (English)

Your Department: **Level:** A2 / B1 / B2

I'm taking preparatory class: **Compulsorily ( )**   **Voluntarily ( )**

Read the statements below and write the number that best describes you in the provided space.

1- I completely <u>disagree</u>   **2- I mostly <u>disagree</u>**   **3- I partly <u>agree</u>**

            4- I mostly <u>agree</u>   **5- I definitely <u>agree</u>**

_____

	Number
1. Learning new information broadens my horizons.	[ ]
2. I enjoy helping my classmates with course topics.	[ ]
3. I like sharing books and lecture notes with my classmates	[ ]
4. I work hard on subjects I am interested in.	[ ]
5. I succeed when encouraged.	[ ]
6. The lecturer's enthusiasm for teaching positively affects me.	[ ]
7. If I am made to feel valued, I succeed.	[ ]
8. A warm learning environment in the classroom increases my success.	[ ]
9. The potential gains motivate me positively.	[ ]
10. The more I succeed, the more I want to succeed.	[ ]
11. I am happy when I succeed.	[ ]
12. My family's reading habits (books, magazines, etc.) encourage me to study.	[ ]
13. I attend classes prepared.	[ ]
14. The idea of learning a new topic excites me.	[ ]
15. I want to learn about innovations related to the courses.	[ ]
16. I enjoy learning new information while preparing assignments.	[ ]
17. I take notes during the lecture.	[ ]
18. I like detailed information being provided about the course.	[ ]
19. I complete my assignments on time.	[ ]
20. I enjoy studying.	[ ]
21. The more I learn, the more I want to learn.	[ ]
22. I like getting high scores.	[ ]
23. I want to be the first to complete course-related activities.	[ ]
24. I expect appreciation from the lecturer for my efforts related to the course.	[ ]
25. I want to get high marks in exams.	[ ]
26. I want to be the sought-after person in course-related activities.	[ ]
27. I get high scores in exams.	[ ]
28. I am impatient in learning.	[ ]
29. I question every piece of information I learn.	[ ]
30. Rich learning activities (role-play, brainstorming, demonstrations, visual presentations, guest speakers, etc.) motivate me to succeed.	[ ]
31 Cooperative learning (group work with classmates) increases my motivation.	[ ]
32. I do not feel comfortable until I research and learn about a topic that concerns me.	[ ]
33. No matter what, I believe I will succeed.	[ ]
34. Failure does not discourage me.	[ ]
35. I learn lessons from failure.	[ ]

APPENDIX- F: ELP Knowledge Inventory (Turkish)

Bölümünüz: **Seviyeniz: A2 / B1 / B2**

Hazırlık sınıfını :   Zorunlu olarak alıyorum ( )   İsteğe bağlı olarak alıyorum ( )

☐Aşağıdaki ifadeleri okuyup kendi durumunuzu en iyi ifade eden seçeneği işaretleyiniz.

	Evet	Kısmen	Hayır
1. Avrupa Dil Portfolyosu'nun (ADP) kaç bölümden oluştuğunu biliyorum.			
2. ADP'deki her bir farklı bölümün neyi amaçladığını biliyorum.			
3. ADP'yi neden kullandığımın farkındayım.			
4. ADP'nin amacını biliyorum.			
5. Öz değerlendirmenin ne olduğu ve amacı konusunda bilgi sahibiyim.			
6. ADP'de yer alan A1, A2, B1, B2, C1 ve C2 olarak adlandırılan dil seviyelerinin ne anlama geldiğini biliyorum.			
7. ADP'nin ve içinde yer alan dil becerileri tanımlarının dayanağının ne olduğunu biliyorum.			
8. Avrupa Dilleri Ortak Çerçeve Programı'nın ne olduğu ve neyi amaçladığı hakkında bilgi sahibiyim.			
9. ADP'den nasıl en iyi şekilde yararlanabileceğimi biliyorum.			
10. Öz değerlendirmenin dil öğrenim sürecindeki faydalarından haberdarım.			

Aşağıdaki boşlukları kendi ifadelerinizle doldurunuz.
11. ADP ………………………………………………… bölümden oluşmaktadır.
12. ADP'nin bölümleri şunlardır:
……
13. ADP'nin amacı şudur:
………………………………………………………………………………………………...…
……………………………………………………………………………………………….......
……………………………………………………………………………………………………
14. Avrupa Dilleri Ortak Çerçeve Programı'nın amacı kısaca şudur:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
15. Öz değerlendirmenin ne olduğu ve amacı kısaca şu şekildedir:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
16. Daha öncesinde Avrupa Dil Portfolyosu, kullanımı ve amaçları konusunda detaylı olarak bilgilendirildim. EVET   ……..   HAYIR ……

APPENDIX- G: ELP Knowledge Inventory (English)

Your Department: **Level: A2 / B1 / B2**

I'm taking preparatory class: Compulsorily ( )   **Voluntarily ( )**

• **Read the statements below and check one of 'Yes, Partially, or No'**

	Yes	Partially	No
1. I know how many sections the European Language Portfolio (ELP) consists of.			
2. I know what each section in the ELP aims at.			
3. I am aware why I am using the ELP.			
4. I know the purpose of the ELP.			
5. I have knowledge about what self-assessment is as well as its purpose.			
6. know what the language levels referred to as A1, A2, B1, B2, C1, and C2 in the Common European Framework of Reference for Languages (CEFR) mean.			
7. I know the basis of the CEFR and the descriptions of the language skills it contains.			
8. I am knowledgeable about what the Common European Framework of Reference for Languages (CEFR) is and what it aims to achieve.			
9. I know how to make the best use of the ELP.			
10. I am aware of the benefits of self-assessment in the language learning process.			

Fill in the blanks below with your own words.

11. The ELP consists of ………………………… sections.

12. Below are the sections of the ELP:

....

13. Below is the purpose of the ELP:

....……

....…..........

....

14. The purpose of the Common European Framework of Referenve for Languages (CEFR) is shortly:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

15. What self-assessment is and its aim is as follows:

…………………………………………………………………………………………………

…………………………………………………………………………………………………

16. I have been thoroughly informed about the European Language Portfolio, its usage, and its purposes beforehand..   YES   ……..   NO …

APPENDIX- H: The European Language Portfolio Use Opinionaire (Turkish)

Bölümünüz: **Seviyeniz:** A2 / B1 / B2

Hazırlık sınıfını :   Zorunlu olarak alıyorum ( )   İsteğe bağlı olarak alıyorum ( )

➢ **Aşağıdaki cümleleri okuyunuz ve kendiniz için en uygun düşen ifadeyi işaretleyiniz.**

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1. Bence Avrupa Dil Portfolyosu (ADP) iyi bir öz değerlendirme aracıdır.					
2. Öğretmenimin sınıf içinde ADP kullanımına verdiği önem benim verdiğim önemi de etkiler.					
3. ADP sayesinde dil öğrenmedeki eksik ve güçlü yönlerimi fark edebilirim.					
4. ADP aracılığıyla kendi gelişimimi değerlendirmek benim için keyiflidir.					
5. ADP aracılığıyla farklı dil becerilerindeki durumumu değerlendirebilmek dil öğrenme sürecimi olumlu yönde etkiler.					
6. ADP aracılığıyla kendimi değerlendirmek beni endişelendirir.					
7. ADP kullanımı hakkında daha çok bilgilendirilmiş olmak öz değerlendirme sürecini kolaylaştırabilir.					
8. ADP ile kendi dil gelişimimi değerlendirmem gerektiğinde iyi hissederim.					
9. ADP ile kendi dil performansımı değerlendirmeyi sıkıcı buluyorum.					
10. Dil öğrenirken ADP vasıtasıyla kendimi değerlendirebilmek kendi dil becerilerimi keşfetmemi sağlar.					
11. ADP'de farklı dil becerilerinin (okuma, konuşma vb.) farklı dil seviyelerine (A1, A2, B1 vb.) ayrılmış olması gelişimimi takip edebilmem açısından iyidir.					
12. ADP yoluyla kendimi değerlendiriyor olmam dil öğrenirken nasıl çalışmam gerektiği konusunda bana yol gösterir.					
13. ADP yoluyla eksik noktalarımı görebiliyor olmaktan hoşlanmam.					
14. ADP yoluyla eksik noktalarımı görebiliyor olmak dil öğrenimim için faydalıdır.					
15. ADP aracılığıyla öğrendiğim dildeki güçlü yönlerimi görebilmem kendimi iyi hissetmemi sağlar.					
16. ADP aracılığıyla kendimi değerlendirmek bana hiçbir şey katmaz.					
17. Bir dönem boyunca yaptığım ödev/çalışmaları ADP'nin dosya bölümü sayesinde bir arada görmek beni memnun eder.					
18. ADP ile kendimi değerlendirmem beni öğrendiğim dile daha çok çalışmaya yöneltir.					

APPENDIX- I: The European Language Portfolio Use Opinionaire (English)

Your Department: **Level:** A2 / B1 / B2
I'm taking preparatory class: Compulsorily ( )   Voluntarily ( )

Read the statements below and check (√) your level of agreement.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I think the European Language Portfolio (ELP) is a good self-assessment tool.					
2. The importance my teacher attaches to the ELP in the classroom influences what I feel about it.					
3. Thanks to the ELP, I can realize my strengths and weaknesses in the language learning process.					
4. I find it enjoyable to evaluate my own progress in language learning via the ELP.					
5. Being able to assess my current level in different language skills via the ELP has a positive effect on my language learning process.					
6. Assessing myself through the ELP makes me feel worried.					
7. Being more informed about the ELP may make the self-assessment process easier.					
8. I feel good when I need to self-assess my language learning progress using the ELP.					
9. I find it boring to evaluate my own language performance.					
10. Assessing myself via the ELP in the language learning process helps me discover my own language skills.					
11. The fact that different language skills (reading, writing etc.) are evaluated for each level (A1, A2, B1 etc.) is useful to keep track of my progress.					
12. Assessing myself using the ELP guides me about how to study while learning the language.					
13. I don't like realizing my weaknesses via the ELP.					
14. Being able to realize my weaknesses in the language with the help of the ELP is beneficial for language learning.					
15. Being able to notice my strengths in the language using the ELP makes me feel good.					
16. Self-assessment through the ELP does not contribute to my language learning process at all.					
17. It makes me feel satisfied to see in the Dossier part of the ELP the language related materials I prepared during the term.					
18. Self-assessment via the ELP encourages me to study English more.					

APPENDIX- J: Informed Consent Form for the Interviews

Bu çalışma Demet KULAÇ PÜREN tarafından Prof. Dr. İsmail Hakkı Mirici danışmanlığında yürütülmektedir. Araştırmayı yürütmek için Hacettepe Üniversitesi Etik Komisyonundan izin alınmıştır. Araştırmanın amacı İngilizce'yi yabancı dil olarak öğrenmekte olan öğrencilerin bir öz değerlendirme aracı olan Avrupa Dil Portfolyosu'na yönelik tutumlarını ve Avrupa Dil Portfolyosu'nun İngilizce öğrenme motivasyonu üzerindeki etkisini ortaya çıkarmaktır. Araştırmaya katılım tamamen gönüllülük esasına dayalıdır.

Okumakta olduğunuz bu form, veri toplama sürecinin ikinci kısmında uygulanacak röportaj tekniği için hazırlanmıştır. Katılımı kabul ettiğiniz takdirde Avrupa Dil Portfolyosu'na yönelik tutumlarınız, bu konu hakkındaki bilginiz ve dil öğrenme motivasyonunuza etkisi gibi konularda bir röportaj uygulanacaktır. Röportaj kapsamında size önceden hazırlanmış açık uçlu 7 soru sorulacaktır. İhtiyaç halinde fazladan sorular eklenebilir. Röportaj esnasında cevaplarınız ses kaydı yapılacaktır.

- Araştırma kapsamında toplanan veriler sadece bahsi geçen bilimsel araştırma için kullanılacaktır.
- Vereceğiniz cevaplar tamamen gizli kalacaktır, başka bir araştırmada kullanılmayacaktır ve başka biriyle sizin izniniz dışında paylaşılmayacaktır.
- Veri toplama öncesinde, esnasında veya sonrasında aklınıza takılan herhangi bir soruyu sormaktan lütfen çekinmeyiniz. İstediğiniz her zaman telefon ve/veya e-posta yoluyla bana ulaşabilirsiniz.
- İsteğiniz halinde çalışma sonuçlarından haberdar edileceksiniz.
- Röportaj esnasından mesleki yıpranma konusu herhangi özel bir soru sorulmayacaktır ve sizden herhangi bir talepte bulunulmayacaktır. Cevap vermek istemediğiniz sorulara cevap vermek zorunda değilsiniz. Kendinizi rahatsız hissetmeniz durumunda veya çalışmaya katılmak istememeniz durumunda katılmaktan istediğiniz zaman vazgeçebilirsiniz.
- Çalışmada sağladığınız verileriniz çalışmadan sonra arşivlenecek veya imha edilecektir

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Katılımcı:	Araştırmacı:
Adı, soyadı:	Adı, soyadı: Demet KULAÇ PÜREN
Adres:	Adres: Bülent Ecevit Üniversitesi Yabancı Diller Yüksekokulu
Tel:	Tel: ▆▆▆▆▆▆
İmza:	e-posta:
	İmza:

APPENDIX- K: Interview Questions

Turkish

1. Avrupa Dil Portfolyosu (ADP) ile kendi dil gelişimini takip etmek ve değerlendirmek nasıldı, sana ne hissettirdi?

2. Bu sürecin başında ADP ile ilgili olarak detaylı bir şekilde bilgilendirilmiş olmak bu süreçte onu kullanmaya yönelik tutumunda ve duygularına her hangi bir etki yarattı mı?

3. ADP yardımıyla belirli aralıklarla farklı dil becerilerindeki gelişimini aşama aşama takip etmiş olmak dil öğrenme sürecini ve isteğini ne yönde etkiledi?

4. ADP'nin en yararlı bulduğun yönü/bölümü ve sana en büyük katkısı ne oldu?

5. ADP ile kendini değerlendiriyor olmak seni dil öğrenme konusunda motive etti mi?

6. Senin gibi yabancı bir dil öğrenmekte olan arkadaşlarına ADP kullanmalarını tavsiye eder misin ve bunun için sebeplerin ne olur?

English

1. How was it to track and assess your own language development with the European Language Portfolio (ELP)? How did it make you feel?

2. Did being thoroughly informed about the ELP at the beginning of this process have any impact on your attitude and feelings towards using it?

3. How did tracking your progress in different language skills step by step at regular intervals with the help of the ELP affect your language learning process and motivation?

4. What did you find most useful about the ELP and what was its biggest contribution to you?

5. Did evaluating yourself with the ELP motivate you to learn languages?

6. Would you recommend the ELP to your friends who are also learning a foreign language, and why?

APPENDIX- L: Sample Slides from the Training Presentation

Slide 1:

AVRUPA DİLLERİ ORTAK ÇERÇEVE PROGRAMI
VE
AVRUPA DİL PORTFOLYOSU

European Language PORTFOLIO Européen des Langues

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

Instr. Demet KULAÇ PÜREN

Slide 2:

CEFR (Avrupa Dilleri Ortak Çerçeve Programı) NEDİR?

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

✓ Avrupa Konseyince geliştirilmiştir.

✓ Dillerin öğretimi, öğrenimi ve değerlendirilmesinde standart bir başvuru kaynağı olarak kullanılır.

Slide 3:

CEFR DİL ÖĞRENENLER İÇİN NEDEN ÖNEMLİDİR? NE İŞE YARAR?

- Dil öğrenicilerinin seviyesini tanımlayabilmek için üzerinde **uzlaşılmış**, **net** ve **objektif** bir yola ihtiyaç vardır ve CEFR bu ihtiyacı karşılamaktadır. CEFR dil öğrenimini 6 seviyede tanımlamaktadır.

Common European Framework of Reference for Languages

C2 Mastery or proficiency
C1 Advanced
B2 Upper Intermediate
B1 Intermediate
A2 Waystage or elementary
A1 Breakthrough or beginner
Basic user | Independent user | Independent user

Slide 4:

CEFR (Avrupa Dilleri Ortak Çerçeve Programı) NEDİR?

Avrupa Dilleri Ortak Çerçeve Programı (Common European Framework of Reference /CEFR), dilde yeterlilik seviyesini ölçmek için uluslararası bağlamda tanınmış bir standarttır.

C2
C1
B2
B1
A2
A1

Slide 5:

CEFR DİL ÖĞRENENLER İÇİN NEDEN ÖNEMLİDİR? NE İŞE YARAR?

Is your English good enough?

Kime göre? Arkadaşına? Sana? Öğretmenine? İş verene?
Neye göre? Özel bir kurumun sınav sonucuna? Okuldaki bir sınava?
Hangi açıdan? Konuşmada? Yazmada? Okumada? Dinlemede?

Slide 6:

AVRUPA DİLLERİ ORTAK ÇERÇEVE PROGRAMI VE AVRUPA DİL PORTFOLYOSU

- Dil öğrenenlerin bir dili iletişimsel olarak kullanabilmeleri için ne öğrenmeleri ve hangi bilgi ve becerilere sahip olmaları gerektiği CEFR tarafından kapsamlı bir şekilde tanımlanmıştır.
- **Avrupa Dil Portfolyosu** (ADP) herhangi bir veya birden fazla dili öğrenmekte olan bireylerin öğrenim ve kültürler arası deneyimlerini kaydettikleri ve paylaşabildikleri Avrupa Dilleri Ortak Çerçeve Programı'na (CEFR) dayalı bir **değerlendirme** sistemidir.

WHAT IS THE EUROPEAN LANGUAGE PORTFOLIO?

APPENDIX- M: Ethics Committee Approval

Tarih: 25/09/2018 16:54
Sayı: 35853172-300-E.000002275

E.00000227573

T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Sayı : 35853172-300
Konu : Demet KULAÇ PÜREN HK.
      (Etik Komisyon)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 27.08.2018 tarih ve 51944218-300/00000205189 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Demet KULAÇ PÜREN'**in **Doç. Dr. Hüseyin ÖZ** danışmanlığında yürüttüğü **"Yabancı Dil Öğrencilerinin Avrupa Dil Portfolyosu'na Yönelik Tutumları ve ADP'nin Motivasyona Etkisi - Efl Learners Attitudes Towards The Elp and Its Influence on Learners Motivation"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **4 Eylül 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-imzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

Evrakın elektronik imzalı suretine https://belgedogrulama.hacettepe.edu.tr adresinden 17f03670-9c42-4f46-a852-5c6302e94ee5 kodu ile erişebilirsiniz.
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I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

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- I did not do any distortion and/or manipulation on the data set,

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Demet KULAÇ PÜREN

APPENDIX-O: Dissertation Originality Report

....../......./.........

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Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: EXPLORING TURKISH EFL LEARNERS' PERCEPTIONS ABOUT THE USE OF EUROPEAN LANGUAGE PORTFOLIO AND ITS MOTIVATIONAL EFFECTS

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Name Lastname:	DEMET KULAÇ PÜREN
Student No.:	N15244274
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Program:	English Language Teaching
Status:	☐ Masters **X** Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED

Prof. Dr. İsmail Hakkı MİRİCİ

APPENDIX- P: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

……… /……… /………

(imza)

Demet KULAÇ PÜREN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

(2) *Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

(3) *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.