



**T.C.  
PAMUKKALE ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI  
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI  
YÜKSEK LİSANS TEZİ**

**INVESTIGATING THE USE OF SPEAKING  
E-PORTFOLIOS IN AN EFL CONTEXT AND ITS EFFECTS  
ON STUDENTS' PERCEIVED SPEAKING SELF-EFFICACY**

**UĞUR TÜRKKAYNAĞI**

**Denizli, 2021**

**TR  
PAMUKKALE UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION  
ENGLISH LANGUAGE TEACHING PROGRAM  
MASTER'S THESIS**

**INVESTIGATING THE USE OF SPEAKING  
E-PORTFOLIOS IN AN EFL CONTEXT AND ITS EFFECTS  
ON STUDENTS' PERCEIVED SPEAKING SELF-EFFICACY**

**Uğur TÜRKKAYNAĞI**

**Supervisor  
Prof. Dr. Recep Şahin ARSLAN**

## YÜKSEK LİSANS TEZİ ONAY FORMU

Bu çalışma, İngiliz Dili Eğitimi Anabilim Dalı'nda jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

İmza

Başkan: Prof. Dr. Turan PAKER .....

Üye: Prof. Dr. Şevki KÖMÜR .....

Üye: Prof. Dr. Recep Şahin ARSLAN (Danışman) .....

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun ...../...../..... tarih ve ...../..... sayılı kararı ile onaylanmıştır.

Prof. Dr. Mustafa BULUŞ

Enstitü Müdürü

## ETİK BEYANNAMESİ

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; kullanılan verilerde herhangi bir tahrifat yapmadığımı; bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.

Uğur TÜRKKAYNAĞI

## ACKNOWLEDGMENTS

First and foremost, I would like to express my appreciation and gratitude to my thesis advisor Prof. Dr. Recep Şahin Arslan. His continuous support, encouragement, timely and constructive feedback, and invaluable advice helped me a lot throughout the process of writing this thesis. He was always there to support me with his kind approach whenever I needed help and guidance. Without his support, it would not have been possible for me to complete this study.

I am also grateful to the jury members Prof. Dr. Turan Paker and Prof. Dr. Şevki Kömür for allocating their valuable time to review this thesis. Their insightful comments and feedback helped me make final revisions and complete this study successfully.

I am indebted to Prof. Dr. Demet Yaylı, Asst. Prof. Dr. Selami Ok, and again Prof. Dr. Turan Paker, and Prof. Dr. Recep Şahin Arslan who contributed to my academic and professional growth by sharing their knowledge, experience, and expertise during our MA courses.

I would also like to thank Asst. Prof. Dr. Seher İşcan and Asst. Prof. Dr. Eda Duruk for their support and practical suggestions throughout the study.

My heartfelt thanks go to my parents who have provided me with unconditional love and unwavering support in every step I take since the day I was born. I feel lucky to have parents who made countless sacrifices and dedicated their lives to raise their children. They have constantly encouraged me to continue my studies throughout my life. This thesis would not have been possible without their invaluable encouragement and support.

I owe the most special thanks to my son Alptuğ and my wife, Didem, for bearing with me during this long and exhausting process. I would not have been able to complete this thesis without my wife's tremendous understanding, patience, support, and sacrifice during the times I had to work on writing it. I am also thankful to my son for always being a source of joy and motivation for me. I feel blessed to be the father/husband of these two beautiful people.

## **DEDICATION**

*To my son, my wife, and my parents*

## ÖZET

### **İngilizcenin Yabancı Dil Olarak Öğrenildiği Ortamda Konuşma E-Portfolyolarının Kullanımının ve Öğrencilerin Konuşma Becerisi Öz-Yeterlik Algularına Etkisinin İncelenmesi**

TÜRKKAYNAĞI, Uğur

Yüksek Lisans Tezi, İngiliz Dili Eğitimi,

Danışman: Prof. Dr. Recep Şahin ARSLAN

Haziran 2021, 151 sayfa

Yabancı dil öğrencileri, genel dil becerisi yeterliklerini konuşma becerisindeki gelişimleri üzerinden değerlendirdikleri için konuşma becerisi hem yabancı dil öğrencileri hem de öğretmenleri tarafından önemli bir beceri olarak kabul edilir. Ancak İngilizcenin yabancı dil olarak öğrenildiği ortamlarda, öğrencilerin dil ile ilgili yeterli bilgiye sahip olmalarına rağmen iletişim kurmakta ve sözlü aktivitelere katılmakta zorluk yaşadıkları çoğunlukla gözlenmektedir. Bu konuda daha önce yapılan çalışmalar, bunun sebebinin öğrencilerin sınıf ortamı dışında konuşma becerileri pratiği yapma olanaklarının olmadığını göstermiştir. Bu yarı deneysel çalışma, konuşma e-portfolyolarının ya da elektronik portfolyoların ders-dışı konuşma pratiği araçları olarak kullanımını ve bunun öğrencilerin konuşma becerisi öz-yeterlik alguları üzerindeki etkilerini araştırmayı amaçlamaktadır. Bu çalışma, 2020-2021 akademik yılında Pamukkale Üniversitesi İngilizce Hazırlık Programında eğitim görmekte olan 42 öğrenci ile yürütülmüştür. Önceden oluşturulmuş iki B1 seviyesi öğrenci grubu, deney grubu ve kontrol grubu olarak belirlenmiştir. Sekiz hafta boyunca, deney grubundaki öğrenciler Google Classroom’da ders kitabından uyarlanan çeşitli konuşma e-portfolyosu ödevleri hazırlarken, kontrol grubu öğrencileri benzer konuşma aktivitelerini ders saatleri içinde tamamlamıştır. Konuşma e-portfolyosu uygulamasının, öğrencilerin konuşma becerisi öz-yeterlik algularına etkisini belirlemek için öğrencilerin Konuşma Becerisi Öz-yeterlik Görüşleri Ölçeği ön test ve son test sonuçları karşılaştırılmıştır. Bağımsız gruplar t-testi ve eşleştirilmiş gruplar t-testi sonuçlarına göre deney grubundaki öğrencilerin konuşma becerisi öz-yeterlik algularında istatistiki olarak anlamlı bir artış olmuştur. Bu çalışmanın bir diğer amacı da öğrencilerin konuşma e-portfolyosu süreci ile ilgili düşüncelerini araştırmaktır. Bu amaçla sekiz haftalık konuşma

e-portfolyosu sürecinin sonunda deney grubu öğrencileri anket tamamlamış ve yarı-yapılandırılmış görüşmelere katılmıştır. Anket ve görüşmelerin analizi, öğrencilerin genel olarak konuşma e-portfolyosu uygulamasına ilişkin pozitif tutumları olduğunu göstermiştir. Öğrenciler, çoğunlukla konuşma e-portfolyosu sürecinin konuşma becerilerinin öz-yansıtma ve öz-değerlendirmesine ve özellikle konuşmayı organize etme, kelime kullanımı ve telaffuz bakımından konuşma becerilerine katkı sağladığını bildirmişlerdir. Buna ek olarak, öğrenciler, konuşma e-portfolyo uygulaması sayesinde konuşma becerileri ile ilgili olarak başarı duygusu tecrübe ettiklerini ve bunun motivasyon ve öz-güvenlerini arttırdığını ifade etmiştir. Diğer yandan sonuçlar, öğrencilerin çoğunlukla zaman kısıtlılıkları ve program ders yükü bakımından e-portfolyo uygulamasında zorluk yaşadıklarını göstermiştir.

Anahtar Kelimeler: Konuşma E-portfolyosu, Konuşma Becerisi Öz-Yeterliği, Konuşma Becerileri, Google Classroom, Elektronik Portfolyo



## ABSTRACT

### **Investigating the Use of Speaking E-Portfolios in an EFL Context and its Effects on Students' Perceived Speaking Self-Efficacy**

TÜRKKAYNAĞI, Uğur

Master's Thesis, Department of English Language Teaching,

Supervisor: Prof. Dr. Recep Şahin ARSLAN

June 2021, 151 pages

Speaking is acknowledged as an important skill both by language learners and teachers as most language learners evaluate their overall language proficiency based on their development in speaking skill. However, in EFL contexts, it has usually been observed that students have difficulty in engaging in conversation and participating in oral activities despite having sufficient knowledge about the language itself. Previous research into the causes of this issue has shown that students do not have the opportunity to practice their oral skills once they step out of the classroom. This quasi-experimental study aimed to explore the use of speaking e-portfolios, or electronic portfolios, as out-of-class speaking practice tools and its effects on students' speaking self-efficacy perceptions. The study was conducted with 42 students in the 2020-2021 academic year at the English Preparatory Program of Pamukkale University, Turkey. Two groups of pre-existing B1 level students were assigned as the experimental group and the control group. Over the course of eight weeks, the students in the experimental group kept speaking e-portfolios on Google Classroom by completing various speaking tasks adapted from the coursebook, while the control group students engaged in similar speaking tasks during the class hours. The students' pre and post-test results of the Speaking Self-efficacy Beliefs Scale were compared in order to determine whether speaking e-portfolio implementation affected their speaking self-efficacy perceptions. The results of independent samples t-test and paired samples t-test indicated that there was a statistically significant increase in the experimental group students' speaking self-efficacy perceptions. Another aim of the study was to explore students' perceptions of speaking e-portfolio process. At the end of the speaking e-portfolio implementation process, the experimental group students were given a questionnaire and participated in semi-structured interviews. The results of the questionnaire and the interviews showed that students had positive attitudes towards

speaking e-portfolio implementation. The students mostly valued the e-portfolio process regarding its contributions to their self-reflection, and self-assessment of their speaking skills, and to the improvement of their speaking skills, especially in terms of organizing speech, vocabulary, and pronunciation. Besides, the students reported that they experienced a sense of accomplishment and increased their motivation and self-confidence in their speaking skills. On the other hand, the results showed that the students were mostly challenged by time constraints and program workload during the process.

Keywords: Speaking E-portfolio, Speaking Self-Efficacy, Speaking Skills, Google Classroom, Electronic Portfolio

## TABLE OF CONTENTS

YÜKSEK LİSANS TEZİ ONAY FORMU .....	iii
ETİK BEYANNAMESİ .....	iv
ACKNOWLEDGMENTS .....	v
DEDICATION.....	vi
ÖZET .....	vii
ABSTRACT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES .....	xv
LIST OF FIGURES .....	xvi
CHAPTER 1: INTRODUCTION .....	1
1.1 Background of the Study.....	1
1.2. Statement of the Problem .....	5
1.3. Aim of the Study .....	6
1.4. Research Questions .....	6
1.5. Significance of the Study .....	7
1.6. Limitations of the Study.....	8
CHAPTER 2: LITERATURE REVIEW .....	9
2.1. Introduction .....	9
2.2. Speaking Skill in English Language Learning.....	9
2.2.1. The Importance and the Complexity of Speaking .....	10
2.2.2. The Functions of Speaking.....	12
2.2.2.1. Talk as interaction.....	12
2.2.2.2 Talk as transaction. ....	13
2.2.2.3. Talk as performance.....	13
2.2.3. Speaking and Communicative Competence .....	14
2.2.4. Sub-skills of Speaking .....	17
2.2.5. Teaching Speaking .....	19
2.2.6. Assessing Speaking .....	20
2.2.6.1. Tasks for assessing speaking. ....	22
2.3. The Use of E-Portfolios in Foreign Language Education .....	23
2.3.1. Definition of E-portfolios .....	24
2.3.2. Features of E-portfolios .....	25
2.3.3. Benefits of E-portfolios .....	27
2.3.4. Challenges of E-portfolios.....	29

2.3.5. The Use of Speaking E-portfolios in EFL Contexts.....	30
2.3.5.1. Studies outside the Turkish EFL context.....	30
2.3.5.2. Studies from the Turkish EFL context.....	32
2.4. Self-efficacy .....	33
2.4.1. Social Cognitive Theory and Self-efficacy .....	34
2.4.2. Sources of Self-efficacy .....	35
2.4.2.1. Mastery experiences. ....	35
2.4.2.2. Vicarious experiences. ....	35
2.4.2.3. Verbal persuasion.. ....	36
2.4.2.4. Physiological and affective states.. ....	36
2.4.3. Self-efficacy and Foreign Language Learning .....	37
2.4.4. Previous Research on Speaking Self-efficacy.....	38
CHAPTER 3: METHODOLOGY .....	41
3.1. Introduction .....	41
3.2. Research Design.....	41
3.3. Setting .....	42
3.4. Participants .....	43
3.4.1. The Experimental Group .....	44
3.4.2. The Control Group .....	45
3.5. Treatment in the Experimental Group.....	47
3.5.1. Google Classroom as the Digital Platform for the Speaking E-Portfolio Implementation.....	47
3.5.2. The Treatment Process .....	48
3.6. Data Collection Instruments.....	53
3.6.1. Speaking Skills Self-Efficacy Beliefs Scale.....	53
3.6.2. Speaking E-Portfolio Post-implementation Questionnaire .....	53
3.6.3. Semi-structured Post-implementation Interview .....	54
3.7. Data Collection Procedures .....	56
3.7.1. Pilot Study .....	56
3.7.2. Data Collection .....	57
3.7.2.1. Data collection procedure for the experimental group. ....	57
3.7.2.2. Data collection procedures for the control group. ....	58
3.8. Analysis of Data .....	59
CHAPTER 4: RESULTS.....	61
4.1. Introduction .....	61

4.2. Results of Research Question One .....	62
4.2.1. Distribution of Values and Comparison of Pre-test Results.....	62
4.2.2. Results of Research Question 1.a: Is there a significant difference between post-test results of the control group and the experimental group students? .....	63
4.2.3. Results of Research Question 1.b: Is there a significant difference between pre-test and post-test results of the experimental group students? .....	64
4.2.4. Results of Research Question 1.c: Is there a significant difference between pre-test and post-test results of the control group students? .....	64
4.3. Results of Research Question Two .....	65
4.3.1. General Attitudes Towards Speaking E-Portfolio Implementation.....	67
4.3.2. The Effects of Speaking E-Portfolio on the Development of Students' Speaking Skills .....	69
4.3.3. The Effects of Speaking E-Portfolio on Students' Affective States.....	75
4.3.4. The Effects of Speaking E-Portfolio on Self-Reflection and Self-Assessment .	78
4.3.5. Students' Perceptions about the Problems and Challenges of Speaking E-Portfolio Implementation.....	81
CHAPTER 5: DISCUSSION AND CONCLUSION .....	85
5.1. Introduction .....	85
5.2. Overview of the Study .....	85
5.3. Discussion .....	86
5.3.1. Discussion of the Findings about Research Question One.....	86
5.3.2. Discussion of the Findings about Research Question Two .....	89
5.4. Pedagogical Implications .....	92
5.5. Suggestions for Further Research .....	94
REFERENCES .....	96
APPENDICES .....	106
APPENDIX 1: Speaking Self-Efficacy Beliefs Scale.....	106
APPENDIX 2: Turkish Version of the Speaking Self-efficacy Beliefs Scale .....	109
APPENDIX 3: Speaking E-Portfolio Post-Implementation Questionnaire .....	113
APPENDIX 4: Turkish Version of Speaking E-Portfolio Post-Implementation Questionnaire .....	116
APPENDIX 5: Semi-structured Interview Questions .....	119
APPENDIX 6: Sample Speaking Tasks from E-Portfolio Implementation (Experimental Group) .....	120
APPENDIX 7: Sample Speaking Tasks from the Coursebook (Control Group).....	125
APPENDIX 8: Level B1 Speaking Evaluation Rubric .....	127
APPENDIX 9: Screenshots from Speaking E-portfolio Implementation .....	128

APPENDIX 10: Data Collection Permit .....	133
APPENDIX 11: Online Consent Form .....	134
CV .....	135

## LIST OF TABLES

Table 3.1. <i>BI Level Band Descriptors for Speaking Skill</i> .....	44
Table 3.2. <i>Demographic Information of Experimental Group Students</i> .....	45
Table 3.3. <i>Demographic Information of Control Group Students</i> .....	46
Table 3.4. <i>The Timeline of the Treatment Process</i> .....	49
Table 3.5. <i>Background Details of the Interviewees</i> .....	55
Table 3.6. <i>Dates and Data Collection Procedures for the Experimental Group</i> .....	58
Table 4.1. <i>Normality tests of Pre and Post-test Results of Both Groups</i> .....	62
Table 4.2. <i>Comparison of Pre-test Scores of Experimental and Control Groups</i> .....	63
Table 4.3. <i>Comparison of Post-test Scores of Experimental and Control Groups</i> .....	63
Table 4.4. <i>Comparison of Pre and Post-test Results of Experimental Group</i> .....	64
Table 4.5. <i>Comparison of Pre and Post-test Results of Control Group</i> .....	65
Table 4.6. <i>General Results of the Speaking E-Portfolio Post-Implementation Questionnaire</i> .....	66
Table 4.7. <i>Students' General Attitudes Towards Speaking E-Portfolio Implementation</i> ....	67
Table 4.8. <i>Students' Perceptions About the Effects of Speaking E-Portfolio on the Development of their Speaking Skills</i> .....	69
Table 4.9. <i>Themes about the Contributions of Speaking E-portfolio to Speaking Skill Improvement</i> .....	71
Table 4.10. <i>Students' Perceptions about the Effects of Speaking E-Portfolio on Their Affective States</i> .....	75
Table 4.11. <i>Themes about the Contributions of Speaking E-Portfolio Implementation on Students' Affective States</i> .....	76
Table 4.12. <i>Students' Perceptions About the Effects of Speaking E-Portfolio on Self- Reflection and Self-Assessment of Their Speaking Skill.</i> .....	78
Table 4.13. <i>Students' Perceptions About the Problems and Challenges of Speaking E- portfolio</i> .....	81
Table 4.14. <i>Problems and Challenges of Speaking E-portfolio</i> .....	82

## LIST OF FIGURES

<i>Figure 2.1.</i> Goh and Burns' model of second language speaking competence.....	15
<i>Figure 2.2.</i> Celce-Murcia's revised model of communicative competence .....	17
<i>Figure 3.1.</i> The homepage of the virtual classroom created on Google Classroom.....	47
<i>Figure 3.2.</i> A sample e-portfolio view on Google Classroom.....	48
<i>Figure 3.3.</i> Procedures for each speaking e-portfolio task.....	52



# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

In today's globalized world, popular notions of 'global citizen' or 'world citizen' have recently been used to identify people who can adapt themselves to changes and the challenges in the modern world. Among the skills and knowledge that global citizens need to be equipped with, a great deal of importance has been placed on having a good command of foreign languages due to the increased opportunities for communication, travel, and trade between countries. This has brought about the need for a common language that could ease and fasten interaction in international contexts. English has long been accepted as 'the Lingua Franca of the 20<sup>th</sup> and the 21<sup>st</sup> centuries since it is widely acknowledged as the preferred means of communication at international encounters among people from various linguistic backgrounds (Berns, 2009; Crystal, 2003; Jenkins, 2006; Seidlhofer, 2005). With about a quarter of the world's population that use English as a native, second or foreign language, it has become the most dominant language in international contexts (Crystal, 2003).

As a result of the paramount power of English language in the global economy, technology, science, and academia, it has been presented as the most widely learned and taught language in the world (Nunan, 2003). People started attributing more importance to learning English than any other language in the world as having a good command of English has provided people with opportunities to interact with the world, get better education, job, and career opportunities. Those who lack the necessary knowledge and skills for a good command of English are aware of the fact that they will be left behind with regards to the attainment of these opportunities.

Given the importance of English in global communication, business, and science, research into language learning and teaching has significantly increased since the midst of the 20<sup>th</sup> century. Whereas early language learning studies emphasized the importance of focusing on knowledge about the language itself, there has been a shift towards the communicative uses of language over the past few decades. For many English language learners today, being able to communicate effectively in English is the ultimate goal and

the desired level, which requires time and continuous effort. Effective communication both in oral and written forms of language is possible through the attainment of four macro skills of language: listening, reading, writing, and speaking, which are categorized into receptive skills and productive skills. Listening and reading skills are called receptive in as much as the focus is on receiving and understanding ideas and messages conveyed by the language. On the other hand, speaking and writing are classified as productive skills since learners' attention is on conveying ideas and messages by producing the language (Brown, 2014; Scrivener, 2011). Developing comprehension skills is possible through receptive skills, which also provide necessary input to understand both oral and written forms of language (Gass & Mackey, 2006). However, input alone may not be sufficient for learners to move from comprehending to communicating in the target language. Productive use of language through speaking and writing, which can be considered as output, is also necessary for learners to extend their knowledge of the language and develop their ability to use the language more effectively (Swain, 1985).

Of all these four skills, speaking stands out as an important and complex skill to master because learners usually evaluate their overall performance in language learning with regards to how much they have developed their speaking skills (Richards, 2006). It is an essential language-communication skill in that most of the communication people engage in their lives is through speech. Additionally, engaging in spoken interaction can increase learners' capacity to use the language and support their development in the target language (Goh & Burns, 2012). Encouraging learners to engage in spoken interaction may also help them with their language learning process. On the other hand, speaking is described as “a highly complex and dynamic skill that involves the use of several simultaneous processes—cognitive, physical and socio-cultural— and a speaker's knowledge and skills have to be activated rapidly in real-time” (Goh & Burns, 2012, p. 166). While engaging in interaction, speakers draw on their knowledge of the language and the verbal and non-verbal aspects of spoken communication. The complexity of speaking skill may also result in a lack of confidence and discourage learners from developing their speaking skills (Shumin, 2002).

Apart from the complexity of speaking skill that derives from its nature, learners can also be challenged by affective factors such as motivation (Dörnyei, 1990, 1994; Liu, 2010), anxiety (Horwitz, 2001; Huang & Hung; 2018; Öztürk & Gürbüz, 2013), inhibition (Abedini & Chalak, 2017), self-esteem (Rubio, 2007), attitude (Zhao & Intaraprasert, 2013), and personality (Hakim, 2015; Tianjian, 2010). These affective factors may affect

learners' performance in speaking activities and their attitude towards speaking the target language. Another affective factor that has an influence on learners' attitude towards communicating in English is self-efficacy. Based on social cognitive theory, Bandura (1997) describes self-efficacy as one's beliefs about his or her capability to perform a given task well. According to Bandura (1997), one's level of self-efficacy determines "whether certain coping behaviors will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (p. 2). He maintains that an individual's achievement of a task is extensively affected by beliefs about his or her abilities. In other words, individuals with higher levels of self-efficacy, who hold positive beliefs about their abilities, are likely to perform better than those with low self-efficacy.

Over the past few decades, there have been several studies about self-efficacy theory in academic settings (Bandura, 1997; Gray, 2011; Mills, 2014; Pajares, 1996; Schunk, 1991; Zimmerman, 2000). These studies explored the relationship of self-efficacy with academic achievement, performance, and motivation to learn. Self-efficacy is important in educational contexts as it is accepted as a strong predictor of one's success or failure (Bandura, 1997; Zimmerman, 2000), and motivation (Schunk, 2003). Recently, there has also been a growing interest in research about self-efficacy within the context of second language learning. Given that higher academic performance is related to higher levels of self-efficacy, the majority of the studies about self-efficacy in EFL settings have focused on learners' achievement and its correlation with their self-efficacy (Ghonsooly, Elahi, & Golparvar, 2012; Gorsuch, 2009; Mills, Pajares, & Herron, 2007; Rahemi, 2007). Gorsuch (2009), for instance, examined the relationship between language learners' self-efficacy and their expected use of the target language, and found out that developing self-efficacy is important for improved outcomes. In another study, Rahemi (2007) found out that there is a strong correlation between high school language learners' levels of self-efficacy and their academic performance in English lessons. Similarly, Mills, Pajares and Herron (2007) discovered that students' self-efficacy is an important predictor of their academic achievement, and that language learners' self-efficacy and motivation strongly correlate with each other.

In EFL settings, studies on self-efficacy have concentrated on its relationship with different skill areas of language learning. For instance, KIRMIZI and KIRMIZI (2015) explored the relationship between L2 learners' writing self-efficacy and their writing anxiety. The results indicated that students with higher levels of writing self-efficacy

suffered less from writing anxiety. Erkan and Saban's (2011) study yielded similar results, which suggests that there is a negative correlation between writing self-efficacy and writing apprehension. Research into L2 learners' reading self-efficacy has indicated that learners with higher levels of reading self-efficacy use language strategies more and thus perform better than those with lower levels of efficacy (Li & Wang, 2010; Mills, Pajares, & Herron, 2006; Shang, 2010). As for the listening skill, studies have shown that increased levels of self-efficacy about oral input can help learners with their listening skill achievement. Graham (2011) suggests that listening strategy instruction has the potential to boost learners' listening self-efficacy, which, in turn, can help learners to cope with the challenges they face in academic listening. Mills et al., (2006) found out that listening self-efficacy levels of students can be a significant predictor of their listening proficiency.

There have also been several studies regarding language learners' speaking self-efficacy. In a study, Asakereh and Dehghannezhad (2015) found out that there is a significant relationship between students' perceived speaking self-efficacy and speaking skill achievement. Rahayu and Jacobson (2009) investigated the effects of speaking practice in a multi-user virtual environment and found out that learners' speaking self-efficacy increased as they could practice speaking authentically with native speakers of English. In another study, Liu (2013) explored the potential effects of English Bar, a self-access environment where students practice their speaking skills, on students' speaking self-efficacy. The results indicated that students who visited English Bar improved their speaking self-efficacy. This and other studies suggest that understanding speaking self-efficacy is an important issue for language teachers as it can be improved via speaking practice and has positive effects on students' speaking skill performance and achievement.

Another aspect of this study is speaking e-portfolios which can provide students with opportunities to practice speaking outside the classroom environment. E-portfolios or electronic portfolios are described as "the product, created by the learner, a collection of digital artefacts articulating experiences, achievements, and learning (Gray, 2008, p.6)". E-portfolio is also referred to as "a digital container capable of storing visual and auditory content including text, images, video, and sound" (Abrami & Barrett, 2005, p.2). Several definitions suggest that e-portfolios are digital collections where learners can present and demonstrate their own learning products, then self-monitor, reflect on and receive feedback about their learning progress. Educational benefits and affordances of using e-portfolios in language learning and teaching have been reported in previous empirical studies independent of the language skill each of them focused on. A number of benefits

underlined in the majority of these studies are increasing learning effectiveness, promoting self-assessment and reflection, enhancing learner autonomy, and increasing motivation (Cepik & Yastıbaş, 2013; Goldsmith, 2007; Khampusaen & Lao-Un, 2018; Lorenzo & Ittelson, 2005).

## **1.2. Statement of the Problem**

Speaking is acknowledged as an important skill to master both by language learners and teachers as most language learners evaluate their overall language proficiency on the basis of their development in speaking skill (Richards, 2006). However, in EFL contexts, it has usually been observed that students have difficulty in engaging in conversation and participating in oral activities despite having sufficient knowledge about the language itself, especially about grammar and vocabulary (Arslan, 2013). Previous research into the causes of this issue has shown that students do not have the opportunity to practice their oral skills once they step out of the classroom. Especially in EFL settings, where oral communication is limited to the classroom practice, this problem is more evident (Kara, Ayaz, & Dündar, 2017; Savaşçı, 2014; Tuan & Mai, 2015). In a nationwide large scale study carried out by TEPAV (Turkey Economic Policy Research Foundation) and British Council (2015) about the state of English in higher education in Turkey, out of nine factors affecting their progress in English, students reported that number one is “few chances to meet native speakers of English”, and number two being “inadequate practice in speaking and listening” (West, Guven, & Parry, 2015, p. 71). As pointed out in this report, classroom time is often inadequate for all students to have a fair amount of time to participate in speaking activities and receive feedback from their teachers.

To cope with the challenges caused by inadequate classroom time, teachers can encourage students to keep speaking e-portfolios to provide them with the opportunities to practice their oral skills outside the classroom while allowing them to monitor, self-reflect, and receive feedback on their oral performance. Previous studies on speaking e-portfolios suggest that besides providing students additional opportunities for speaking practice, the use of e-portfolios can decrease learners’ speaking anxiety, and their attention can be drawn into weaker areas of speech (Huang & Hung, 2010). Cepik and Yastibas (2013) examined the effects of speaking e-portfolios and found out that students improved their oral skills in terms of pronunciation, grammar, and vocabulary, along with self-confidence, motivation, and anxiety. In a similar vein, Castañeda and Rodríguez-González (2011) found out that video recordings of oral performance and self-reflection processes increased

learners' self-ability perceptions and self-efficacy along with a significant improvement in their oral performances.

Affective factors that were highlighted in previous research about speaking e-portfolios, such as self-awareness, self-confidence, motivation, and anxiety, are closely related to another affective factor, self-efficacy. Self-efficacy is composed of a set of beliefs a person holds about his or her competencies about a given task (Bandura, 1977, 1986; Schunk, 1991; Zimmerman, 2000). Those with lower self-efficacy about a task may avoid a given task and underperform, whereas those with higher self-efficacy will successfully complete it. Although previous research into self-efficacy in EFL context has indicated its positive correlation with language performance, motivation, and skills achievement in different skill areas, it is still necessary to explore ways in which students' speaking self-efficacy beliefs can be improved. In this regard, this study aims to explore the use of speaking e-portfolios in an EFL context and whether they can be used to enhance students' self-efficacy perceptions.

### **1.3. Aim of the Study**

Self-efficacy is a strong predictor of academic achievement because learners' self-efficacy they hold for the task can be a good determiner of whether they will sustain their efforts despite the challenges they might face during the process. Therefore, helping learners increase their level of speaking self-efficacy can help them engage in effective communication. The current study aims to explore whether out-of-class speaking activities through e-portfolios affect learners' perceived speaking self-efficacy. Another aim of this study is to reveal the effectiveness of speaking e-portfolio implementation in an EFL context through students' perceptions of the speaking e-portfolio process.

### **1.4. Research Questions**

The present study aims to investigate the use of speaking e-portfolios in an EFL context and its effects on students' speaking self-efficacy perceptions. To that end, this study aims to answer the following research questions:

1. Does the use of speaking e-portfolios affect students' perceived speaking self-efficacy?
  - 1.a. Is there a significant difference between post-test results of the control group and those of the experimental group students?

1.b: Is there a significant difference between pre-test and post-test results of the experimental group students?

1.c: Is there a significant difference between pre-test and post-test results of the control group students?

2. What are students' perceptions about the use of speaking e-portfolios?

### **1.5. Significance of the Study**

Recent studies have shown positive effects of using speaking e-portfolios in EFL contexts in terms of learners' motivation, anxiety, self-confidence, self-reflection, skill achievement, and other opportunities it might provide as an alternative tool for assessment, out-of-class practice, and feedback (Castañeda & Rodríguez-González, 2011; Çepik & Yastıbaş, 2013; Gray, 2008; Huang & Hung, 2010; Loan, 2016; Safari & Koosha, 2016; Wang & Chang, 2011). However, there has been little interest in the effects of speaking e-portfolios on learners' speaking self-efficacy perceptions so far. Understanding speaking self-efficacy and in what circumstances it can be enhanced to improve learners' skills achievement are important in that they can potentially indicate the reasons for low or high levels of oral performance. The results of this study, therefore, can provide insightful perspectives on whether students' self-efficacy perceptions can be improved through electronic speaking portfolios.

The results of the study also reveal the effects of speaking e-portfolio practice which can be considered as an out-of-class speaking activity. Most of the time, class time is inadequate for effective practice of speaking in the classroom. Furthermore, due to time constraints, students cannot get individual feedback from their teachers. Accordingly, this can lead to communication apprehension, anxiety, and fear of making mistakes (Kara et al., 2017). The nationwide study of TEPAV and British Council (2015) revealed that most students at the tertiary level complain about the inadequacy of speaking practice at school. In this regard, this study might guide educators, teachers, program coordinators, curriculum planners, and administrators about the effectiveness of electronic speaking portfolio practice and whether it can be integrated into the curriculum.

### **1.6. Limitations of the Study**

First of all, this study was carried out during the Covid-19 pandemic when students were taking courses through online distance education. Although face-to-face interaction between students and the teacher was non-existent due to the nature of distance learning, this was also one of the factors that made this speaking e-portfolio study a necessity. In addition, this study was carried out with a relatively small sample size ( $N=42$ ). Another major limitation of the study concerns its duration. It was necessary to limit the duration of this study to eight weeks since the duration of a module was eight weeks. After eight weeks, the students took a module achievement exam and were re-assigned to level groups in accordance with their exam results. As a result, it was not possible to continue the e-portfolio implementation with the same group of students after eight weeks. Furthermore, the results of this study were dependent on students' opinions and reflections. For the first research question, the findings were obtained from students' pre and post-test results of the speaking self-efficacy scale. Similarly, for the second research question, the students' answers to the e-portfolio implementation questionnaire and semi-structured interview questions were taken as references.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Introduction

This chapter presents a review of the literature about speaking skill, the use of e-portfolios, and self-efficacy construct in English Language Learning. The theoretical background and the previous research are further provided in each section.

#### 2.2. Speaking Skill in English Language Learning

As the world becomes increasingly globalized and digitalized, being able to communicate in English, which has long been accepted as the lingua franca, has been an essential ability. Effective communication both in written and oral forms of English is possible through the attainment of four language skills: writing, reading, listening, and speaking (Brown, 2014; Nunan, 2015). Of these skills, speaking stands out as an important skill as most of the communication in our lives occurs orally. It is described as a productive skill since it requires the production of speech between interlocutors in order to achieve exchange of ideas, feelings, and information (Bailey, 2004). Speaking is also defined as “a unique form of communication ... the basis of all human relationships and the primary channel for the projection and development of individual identity” (Hughes, 2010, p. 208). Another definition by Brown and Lee (2015) suggests that it is an interactive process of making meaning that involves production, reception, and processing of information between interlocutors.

As suggested by the definitions above, speaking skill plays a fundamental role in communication. It can also facilitate language development in that it serves as “a critical tool for thinking and learning” (Goh, 2007, p.1). When learners are encouraged to speak, they will also develop their language skills by producing comprehensible output (Swain, 1995). According to Swain’s *comprehensible output hypothesis*, input alone through listening and reading will not provide learners with the necessary skills and knowledge to become competent speakers. While engaging in talk, learners try to produce utterances that are comprehensible to others by repeating, restating, correcting, or modifying what they have said. Through input, feedback, and modified output cycles during spoken interaction, learners are provided with opportunities to a) become aware of target language forms and

structures that they have not learned yet, b) test their knowledge of the language, develop their metalinguistic knowledge, and c) improve their overall language knowledge and skills (Goh & Burns, 2012; Swain, 1995).

Besides its role in communication and developing language skills through interaction, speaking is a cognitively demanding skill when the processes involved are considered (Hinkel, 2006; Hughes, 2010; Marsh-Schaeffer, 2018; Thornbury, 2012). The cognitive processes included in speech production are described with three interrelated phases by Bygate (1998) as conceptualization, formulation, and articulation. Conceptualization is the process in which the speaker selects the information to be transferred depending on his or her prior conceptual knowledge. During the formulation process, the speaker formulates utterances in real-time using his or her grammatical and lexical knowledge. Articulation is the process in which the speaker phonologically encodes the conceptualized and formulated message through the articulatory system. Adding to these three processes proposed by Bygate (1998), Goh (2007) suggests that following the articulation process, there is another cognitive process called ‘self-monitoring,’ which involves a mental check of whether the intended message has been conveyed successfully. During speaking, all these cognitive processes occur in real-time in an interactive and recursive manner (Goh & Burns, 2012).

Most EFL teachers would acknowledge the key role of speaking skill in communication, its contribution to developing language skills, and the complexity of the processes that it entails. However, in most EFL contexts, learners are rarely given opportunities to develop their knowledge and skills to improve their speaking abilities (Goh & Burns, 2012). Although the demanding cognitive processes that have been explained so far do not require much effort from native speakers, they require lots of effort from non-native speakers (Brown, 2002; Hughes, 2010). Therefore, it is very important to help non-native speakers build a solid knowledge base about the language along with the skills they need to become competent and effective speakers in a variety of contexts (Thornbury, 2012).

### **2.2.1. The Importance and the Complexity of Speaking**

Speaking is acknowledged as an important skill in that a person’s command of a foreign language is usually associated with their speaking abilities in that language. In this regard, Richards (2008) suggests that most language learners evaluate their progress in foreign language learning considering how much they have improved their speaking skills.

In addition, speaking is usually regarded as the most important skill as we often label people as speakers of a language to identify that they know the language, whereas they are seldom labeled as listeners, writers, or readers of the language (Ur, 2009). Furthermore, considering the natural order of language acquisition, the other three language skills are inherently preceded by speaking skill (Hinkel, 2010).

Besides its importance, speaking has been considered as a highly complex skill to master, in that it involves “the use of several simultaneous processes—cognitive, physical and socio-cultural—and a speaker’s knowledge and skills have to be activated rapidly in real-time” (Goh & Burns, 2012, p.166). The nature of its complexity also arises from the fact that knowing linguistic knowledge of the language alone is not sufficient for foreign language learners. Shumin (2002) points out that being able to speak in a foreign language fluently and appropriately requires contextual knowledge of its use in real spoken interaction as well:

Learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for EFL learners, especially adults, to speak the target language fluently and appropriately (p. 204).

The complexity of speaking skill is also reflected in the wide range of sub-skills that it involves. During L2 oral production, learners should continuously and simultaneously attend to linguistic, non-linguistic, pragmalinguistic, and sociolinguistic parameters such as grammar, lexis, morphosyntax, sound systems, body language, interlocutor-receptor relationships, discourse structuring, style, and register (Brown, 2002; Hinkel, 2006; Tarone 2005). With that being said, foreign language learners should build not only the necessary knowledge of the language system but also the skills which will assist them as “coping strategies” (Thornbury, 2012, p.199) or “communication strategies” (Tarone, 2005, p.488) across a wide range of contexts.

The fact that spoken language is different from the written language is another factor that makes it complex and challenging for language learners. As has been suggested by Burns (2019) “speech is constructed spontaneously and therefore shows particular patternings of language use that are not usually found in written texts” (p.4). Echoing the words of Burns, Luoma (2004) lists some distinctive features of spoken language as follows:

- composed of idea units (conjoined short phrases and clauses),
- might be planned (e.g., a lecture) or unplanned (e.g., a conversation),
- involves more vague or generic words than written language,
- employs fixed phrases, fillers, and hesitation markers,
- contains slips and errors reflecting online processing,

- involves reciprocity (i.e., interactions are jointly constructed),
- shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context (pp. 9-27).

To conclude, the cognitive, physical, and social processes involved in speech production, the wide range of sub-skills it entails, and its differences from written language make speaking skill a challenging and complex one in language learning. Accordingly, EFL teachers need to consider these challenges and difficulties while organizing activities and instructional materials to teach speaking.

### **2.2.2. The Functions of Speaking**

Functions are defined as “the purposes that we accomplish with language, e.g., stating, requesting, greeting, parting, etc.” (Brown, 2007, p. 211). There are different functions of speaking skill that serve different purposes in daily communication and across a wide range of contexts. For language teachers, it is necessary to recognize these functions while designing speaking activities and instructional materials (Richards, 2008). There have been several attempts to classify the functions of speaking. An earlier distinction made by Brown and Yule (1999) identified interactional and transactional functions of speaking. The interactional functions are referred to as functions used to build and maintain social relationships. On the other hand, transactional functions are described as functions which primarily focus on information exchange. An expanded version of Brown and Yule’s (1999) distinction by Richards (2008) includes three different functions of speaking: talk as interaction, talk as transaction, and talk as performance, which will be elaborated on in the following sections.

**2.2.2.1. Talk as interaction.** The interactional function of speaking has a primarily social function and is referred to as “interpersonal function” (Nunan, 2003, p.185). This aspect of speaking is also reflected in collaborative conversations that draw upon using social functions of speaking such as greeting, engaging in small talk, recounting experiences, etc. (Richards, 2008; Thornbury, 2005). In such kind of interactional conversations, “the focus is more on the speakers and how they wish to present themselves to each other than on the message” (Richards, 2008, p. 22). As noted by Brown and Yule (1999), these kinds of conversational interactions can be both formal and casual depending on the interlocutors, the degree of politeness, the context, and other circumstances. For instance, “chatting to a school friend over a coffee” or “telling a friend about an amusing

weekend experience” would be considered a casual interactional conversation, while “a student chatting to his or her professor while waiting for an elevator” would be rather formal (Richards, 2008, p. 23). Based on these considerations, it can be concluded that interaction is an important function of speaking, by which speakers can engage in conversations across a wide range of contexts in order to develop and maintain social relationships.

**2.2.2.2. Talk as transaction.** Unlike talk as interaction that focuses on the interlocutors and how they interact with each other, the central focus in talk as transaction is on message conveyed and making oneself understood in a clear and accurate way (Richards, 2008). Transactional function of speaking is primarily “message-oriented” and concerned with conveying messages and information “to get things done in the real world” (Brown & Yule, 1999, p. 13), such as asking someone for directions, a phone conversation to order pizza, a patient discussing the symptoms with the doctor, or a student asking for permission from his or her teacher to leave early (Richards, 2008). As can be understood, the transactional speech is evident in interactions that especially include accomplishing a task or job or transmitting a message. These types of transactional talks may require skills such as “explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing” (Richards, 2008, p. 26).

**2.2.2.3. Talk as performance.** This function of speaking refers to situations where the speaker needs to show performance in front of the audience through making a presentation, giving a lecture, or making a public speech (Harmer, 2007; Richards, 2008). In such kinds of performances, delivering a readily prepared speech to a target audience is the main objective, and the focus is both on the message and the audience. This type of speech often follows a predictable format in terms of its sequence and organization, making it closer to written language rather than conversational language (Richards, 2008). It is also described as ‘extensive speaking’ due to the fact that it requires preparation time and high-level skills (Brown, 2001, p. 274). However, the nature of the speech in these kinds of performances is mostly monologic rather than dialogic, unlike the interactional and transactional talks (Richards, 2008). Talk as performance requires skills such as “using an appropriate format, presenting information in an appropriate sequence, maintaining

audience engagement, using correct pronunciation, grammar, and appropriate vocabulary, and using appropriate opening and closing” (Richards, 2008).

### 2.2.3. Speaking and Communicative Competence

Understanding what communicative and speaking competence involves and knowing how different aspects of speaking competence relates to one another is important for EFL teachers in order to develop a more balanced and comprehensive way of teaching speaking (Goh & Burns, 2012). Speaking is described as “a combinatorial skill that involves doing various things at the same time” (Johnson, 1996, p. 155). As a combinatorial skill, speaking entails a wide range of competencies, each of which correlates with each other. In an effort to identify the different aspects of what makes a speaker competent, Goh and Burns (2012) came up with a list of various competencies as follows:

A competent second language speaker;

- can speak fluently with no or few grammatical mistakes
- is confident when speaking to a large audience
- knows when to say the right things in an effective way
- can communicate well with native speakers
- can be understood easily by others
- can speak effectively and clearly in various situations
- in bilingual settings, knows how to code-switch from the first to the second language, according to circumstances
- can speak clearly and fluently on a wide range of topics
- has good/intelligible pronunciation (p. 50).

Speaking competence can also be examined by referring to the notion of *communicative competence*. The term communicative competence was first put forward by Hymes (1972) and expanded by other researchers (Bachman, 1990; Canale & Swain, 1980; Canale, 1983; Celce-Murcia, 2008; Littlewood, 2011; Savignon, 1991). Hymes (1972) defined communicative competence as the ability to use language in an effective manner in actual conversations and added that it involves both knowledge about the language itself and the skills to use this knowledge of language effectively. According to Hymes (1972), communicative competence involves individuals’ ability to produce utterances that are grammatically accurate and contextually acceptable, and appropriate.

Hymes’ (1972) notion of communicative competence was further developed by Canale and Swain (1980), who proposed a framework of communicative competence that is still considered as a primary reference point. Canale and Swain’s (1980) and later Swain’s (1983) model of communicative competence is made up of four categories: a) grammatical competence, b) discourse competence, c) sociolinguistic competence, and d)

strategic competence. While the first two categories reflect the use of linguistic system, the last two identify the functional aspects of communication (Brown, 2007).

*Grammatical competence* is described as “knowledge of lexical items and rules of morphology, syntax, sentence-grammar semantics, and phonology” (Canale & Swain, 1980, p. 29). It is also associated with “mastering the linguistic code of the language” (Brown, 2007, p. 208), which involves being able to produce utterances that are grammatically, lexically, and phonologically accurate. *Discourse competence* refers to “the ability to connect utterances to produce a coherent whole” (Goh & Burns, 2012, p. 51). *Sociolinguistic competence*, on the other hand, describes knowing and producing contextually, socially, and culturally acceptable and appropriate forms of language in communication (Brown, 2007; Canale, 1983). *Strategic competence* is identified as the ability to use verbal and non-verbal actions to prevent communication breakdowns in order to maintain healthy communication (Bailey, 2004). Strategic competence is also referred to as “compensatory strategies that enhance the effectiveness of the communication” (Brown, 2007, p. 208).

Expanding on Canale and Swain’s (1980) model of communicative competence, Goh and Burns (2012) identify three aspects of second language speaking competence: a) knowledge of language and discourse, b) core speaking skills, and c) communication strategies. Figure 2.1 represents Goh and Burns’ model of second language speaking competence (2012, p. 53):

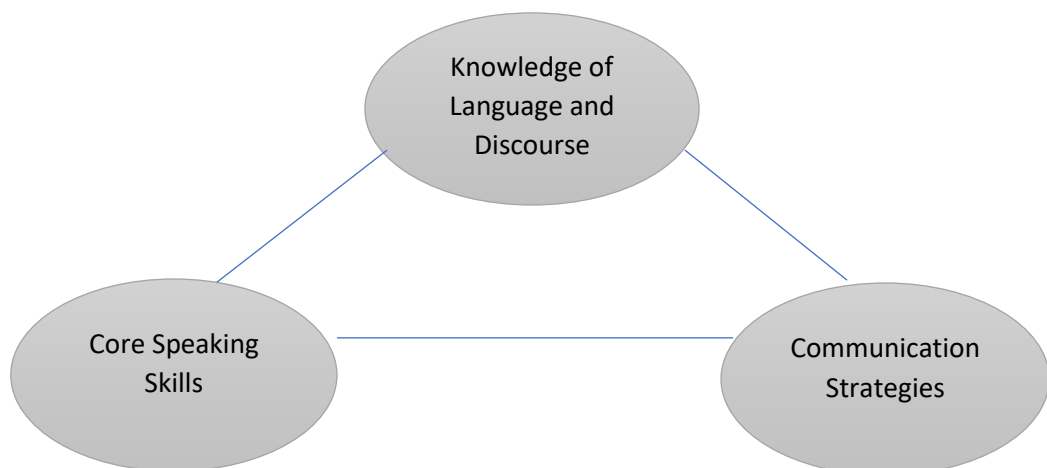


Figure 2.1. Goh and Burns’ model of second language speaking competence

*Knowledge of language and discourse* involves mastering the sound patterns of the language and pronouncing intelligible utterances at segmental and suprasegmental levels

(Burns, 2019, p. 3; Goh & Burns, 2012, p. 53). It also encompasses grammatical and lexical knowledge of the language, and “understanding how stretches of connected speech (discourse, genre) are organized, so that they are socially and pragmatically appropriate (register)” (Burns, 2019, p. 3). However, knowledge about grammatical, lexical, phonological aspects of language and discourse knowledge is not enough to engage in successful communication. Therefore, knowledge about language needs to be worked out by using core speaking skills (Goh & Burns, 2012).

*Core speaking skills* refer to “developing the ability to process speech quickly to increase fluency (e.g., speech rate, chunking, pausing, formulaic language, discourse markers)” (Burns, 2019, p. 3). This aspect of speaking competence also includes speech function skills such as describing, explaining, offering, requesting etc. Additionally, core speaking skills involve interaction management skills such as opening, maintaining, closing conversation, taking turns, and discourse organization skills such as establishing coherence and using discourse markers in spoken interaction (Burns, 2019).

The third component of speaking competence, *communication strategies*, involves building cognitive strategies to compensate for limitations in language knowledge such as “circumlocution, paraphrasing, gestures, word coinage, approximation, avoidance” (Burns, 2009, p. 3). Metacognitive strategies include planning in advance what to say and how to say something (Goh & Burns, 2012). Communication strategies also include interaction strategies which can also be referred to as coping strategies to repair communication breakdowns (Brown, 2007; Thornbury, 2012) through asking for clarification or repetition, reformulating, rephrasing, and checking comprehension (Burns, 2009).

Another revision of Canale and Swain’s (1980) communicative competence model was proposed by Celce-Murcia (2008). In this model, Celce-Murcia explains communicative competence with six competencies that are intertwined and interrelated with each other: sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. The components of the revised version of communicative competence, and the schematic representation of the relationship between these components can be seen in Figure 2.2 (Celce-Murcia, 2008, p.45):



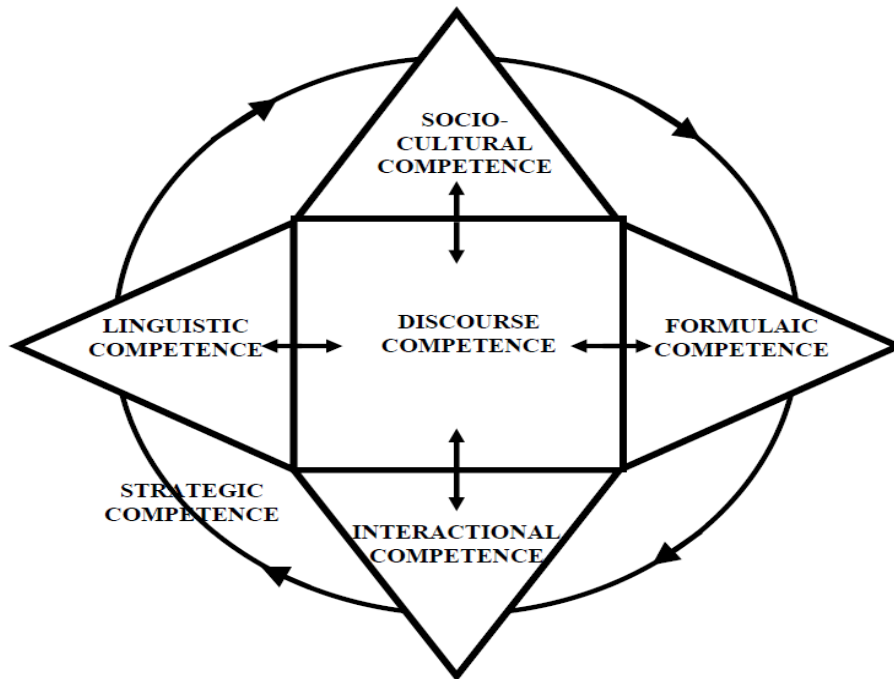


Figure 2.2. Celce-Murcia's revised model of communicative competence

According to Celce-Murcia (2008), *sociocultural competence* means being aware of how to express messages appropriately in the context of an individual's social and cultural background. On the other hand, *discourse competence* refers to the ability to select, sequence, and arrange words, structures, and utterances in order to achieve a unified spoken message. *Linguistic competence* includes phonological, lexical, morphological, and syntactic knowledge of the language. The fixed and prefabricated linguistic chunks that speakers repeatedly use in their everyday interactions with others, such as idioms, collocations, and lexical frames, are called *formulaic competence*. *Interactional competence* is the ability to manage social introductions, complaints, apologies, and so forth when foreign language speakers want to achieve communicative competence in the target language. *Strategic competence* consists of communicative, cognitive, and metacognitive strategies essential for negotiating meaning, resolving ambiguities, and compensating for deficiencies in other competencies.

#### 2.2.4. Sub-skills of Speaking

Sub-skills are often referred to as componential items within a skill, which are used to proceduralize knowledge of the language (Bohlke, 2014). The components of communicative competence and second language speaking competence addressed in the previous section have indicated that effective oral communication requires more than

grammatical and lexical knowledge of the language. In this regard, speakers need to develop various skills to put the knowledge of the language in use in a range of communicative contexts (Johnson, 1996). According to Goh and Burns (2012) speaking involves four key areas of skills: a) phonological skills, b) speech function skills, c) interaction management skills, and d) extended discourse organization skills. Within each of these skills, there are also specific sets of skills referred to as sub-skills.

*Phonological skills* are a set of micro-skills also described as pronunciation skills as these are directly related to the production of sounds at the phonemic and prosodic level (Goh, 2007; Goh & Burns, 2012). These skills involve specific attention to vowels, phonemes, intonation, and stress, through which learners can achieve clarity in their speech (Fulcher, 2003). During spoken interaction, it is equally important to articulate and pronounce individual sounds, words, and phrases and use appropriate intonation and stress for the message and information to be presented clearly and comprehensibly to the listener (Goh & Burns, 2012; Nunan, 2015).

*Speech function skills* are also micro-skills that help learners achieve specific communicative purposes in spoken interaction such as expressing agreement, disagreement, complimenting, accepting, declining, describing, and so on (Goh, 2007). Formulaic expressions that make it easier for learners to communicate their messages across various conversational contexts can be included in teaching speaking to help learners build speech function skills (Goh & Burns, 2012).

*Interaction management skills* are macro skills that have a regulatory function in spoken communication. They help learners regulate and manage interaction through various sub-skills such as initiating and maintaining conversation, turn-taking, negotiating meaning, directing topic, and recognizing verbal and non-verbal clues during conversation (Bohlke, 2014; Goh & Burns, 2012). This set of skills is essential for language learners to engage in communication effectively.

*Extended discourse organization skills* represent another group of macro-skills necessary for structuring various forms of extended spoken language such as narration, description, summary, presentation, procedural discourse, etc. (Bohlke 2014; Nunan, 2015). These skills also involve knowledge of discourse routines (Bygate, 1998), establishing coherence along with using discourse markers to produce longer forms of spoken language (Goh & Burns, 2012). Discourse organization skills help learners to organize speech in accordance with the type of discourse and socioculturally and linguistically appropriate conventions (Goh & Burns, 2012). It is important to note that

while teaching speaking, some of these subskills are expected to be practiced in advanced levels (Brown & Lee, 2015). Nevertheless, taking the sub-skills of speaking into account while preparing speaking tasks and instructional materials for different levels will help language learners build skills and knowledge to speak the target language more effectively.

### **2.2.5. Teaching Speaking**

The complex nature of speaking discussed in previous sections and the cognitive and social processes involved in it make teaching how to speak in a foreign language difficult as well. Despite the complexity and the difficulty of speaking skills, teaching speaking skills was not evident in EFL and ESL classrooms for many years. Rather, speaking was considered a natural by-product of the knowledge of the language (Thornbury, 2012). Teaching speaking took on a more prominent role after the rise of the audio-lingual method, the focus of which was still accuracy, not fluency (Marsh-Schaeffer, 2018). However, after the emergence of communicative language teaching (CLT), which shifted the focus from accuracy to fluency, there have been several attempts to explore the best approaches and practices to provide students with the necessary skills to engage in spoken interaction.

The practices used in teaching speaking can be considered on the continuum of direct and indirect approaches (Richards, 1990). The direct approaches to teaching speaking involve analysis of the components of language, explicit instruction on these components, and giving learners the opportunity to practice them orally. On the other hand, the indirect approaches to speaking describe practices where learners engage in communicative tasks and acquire speaking skills and competence incidentally without explicit instruction on them (Richards, 1990; Thornbury, 2012). While teaching speaking, it is essential to understand both the form and functions of the language (Tarone, 2005). Learners should learn about the grammatical, lexical, and phonological aspects of the language along with how these systems are combined with other linguistic aspects such as pragmatics and language functions. Similarly, Brown and Lee (2015) suggest that some speaking activities can be focused on form and accuracy, while some others can be focused on fluency and meaning depending on the objectives of the lesson. When teaching speaking is primarily focused on form, it encompasses a bottom-up approach, whereas when it is primarily focused on function it describes a top-down approach (Marsh-Schaeffer, 2018). Learners need both focus on form and function in order to build a solid knowledge and skills necessary for effective oral communication (Tarone, 2005). In

addition to the knowledge and skills, teaching speaking should be focused on helping learners build “communication strategies” (Tarone, 2005, p. 488) or “coping strategies” (Thornbury, 2012, p. 199) in order to become more competent speakers in the target language.

A variety of approaches have been suggested as current practices for teaching speaking. These approaches are still evident and influential for the design of course materials and activities. These five current approaches suggested by Thornbury (2012) are: a) the situational approach in which the language choice is determined for various situational contexts of speech such as ordering food or buying a bus ticket, b) the speech act approach where the main focus is various speech acts or language functions such as offering, reporting, requesting, suggesting, etc. c) the skills and strategies approach in which a variety of communication strategies such as asking for clarification, restating, reformulating, turn-taking is emphasized, d) the genre approach where the central focus is on various genres of speech that require different registers such as making small talk, making a presentation, describing procedures, e) the corpus-informed approach where the spoken language corpora are used to explain specific syntactic and lexical features such as ellipsis, topicalization, and formulaic expressions.

### **2.2.6. Assessing Speaking**

The nature of the speaking skill, the processes of speech production, and the knowledge, skills, and strategies that make a speaker competent make assessing speaking an important and a difficult process (Fulcher, 2003; Luoma, 2004). Assessment of speaking can also profoundly affect what types of skills are included in teaching programs (Brown & Abeywickrama, 2010). Besides its importance in course design, assessment of speaking skills also enables learners to evaluate their progress.

Assessment of speaking can be carried out for various purposes (Sheetz, Colwell & Coombe, 2018). Formal assessment of speaking can be used for placement purposes or to evaluate student’s overall language abilities as part of high stakes exams such as TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing Service). Informal assessment of speaking can also be referred to as classroom assessment through various speaking tasks. While assessing speaking across various formal and informal contexts, the components of speaking skill tested are mainly learners’ use of grammatical, lexical, and phonological aspects of language and pragmatic and functional use of language such as interaction management skills and discourse organization skills

(Goh & Burns, 2012). More specifically, learners' accuracy and fluency of their speech, pronunciation, vocabulary, coherence, use of functions, speech acts, discourse markers, and managing interaction are evaluated as major constituents of speaking skill in most speaking tests (Brown & Lee, 2015, p. 386). Similarly, O'Malley and Valdez Pierce (1996) suggest that both fluency and accuracy should be included in the assessment of speaking, and the focus should be placed on "a student's ability to interpret and convey meaning for authentic purposes in interactive contexts" (p. 61).

Several factors are taken into consideration while choosing the types of assessment, such as learner's level of proficiency, age, purposes of the course or teaching program, purposes of the assessment, practicality, and time available (Luoma, 2004; Sheetz et al., 2018). Two distinctive types of speaking assessment are summative and formative assessment. Summative assessment takes place at the end of the teaching program to determine whether specific learning and teaching goals are reached (Brown, 2004; Brown & Abeywickrama; 2010). However, this type of assessment gives learners fewer feedback opportunities about the progress of their speaking skills as it is inherently outcome-based (Luoma, 2004). On the other hand, formative assessment is process-based and more concerned with checking learners' progress since the focus is on assessing outcomes right after they are practiced by learners (Boas, 2018). In that sense, formative assessment provides more opportunities for feedback to improve learners' language skills. This type of assessment also allows teachers to make necessary changes and modifications in their course design through real-time evaluation of the teaching program (Brown, 2004).

Regardless of the type of assessment used, there are two important characteristics of assessment that speaking tests need to include: validity and reliability (Brown, 2004; Fulcher, 2003; Goh & Burns, 2012; Luoma, 2004). Validity refers to whether the speaking test measures what has been taught and what it aims to test. Reliability of the test is ensured through the consistency of the test results if the test is administered to the same group of learners at a different time (Hughes, 2003). In addition to reliability and validity, assessment methods should be in line with the goals and objectives of the course (Goh & Burns, 2012). In other words, the speaking test should not include items or tasks that are not covered in the course or teaching program.

Besides validity and reliability, Luoma (2004) suggests that speaking assessment should be based on specific criteria both for learners to get a clear picture of what aspects of their speaking skills will be scored and for the assessors to ensure objective scoring. These specific criteria can be reflected in scoring rubrics or checklists (Boas, 2018).

Evaluation of performance is not included in checklists as they only indicate whether features of performance exist or do not exist. On the other hand, rubrics include evaluation of performance (Brown & Abeywickrama, 2010). There are two types of rubrics for the evaluation of speaking performance. Holistic rubrics describe the expected level of performance by focusing on one dimension and thus do not provide a detailed description of students' speaking performance. However, analytic rubrics focus on several dimensions of speaking performance, and each dimension is evaluated separately (Boas, 2008; Luoma, 2004). As noted by O'Malley and Valdez Pierce (1996), analytic rubrics are more useful for assessing classroom speaking performance in that they offer more comprehensive diagnostic information about students' weaknesses and strengths.

**2.2.6.1. Tasks for assessing speaking.** The choice of tasks is vital for assessing speaking skills as the real-life use of oral communication skills is expected to be reflected by learners in those tasks (Thornbury, 2012). Besides, tasks for assessing speaking skills are important for the reason that they provide learners with the necessary feedback for showing how much progress they have made in developing the use of their oral language skills (Luoma, 2004). In view of this, it is necessary to use different types of speaking tasks in accordance with course objectives, students' levels, the issues of authenticity, practicality, and focus on accuracy or fluency.

Coombe, Folse, and Hubley (2007) assert that language teachers need to assess speaking skills through various tasks to get a clearer picture of learners speaking proficiency. They offer a variety of tasks categorized as formal and informal speaking tasks. *Formal speaking tasks* are more appropriate for summative assessment and include oral interviews, oral presentations, and debates. According to Sheetz et al. (2018), oral interview, which is also called as Oral Proficiency Interview (OPI), is the most widely accepted formal method of assessing speaking proficiency in language teaching and learning contexts. On the other hand, *informal speaking tasks* are more concerned with assessing classroom performance (Coombe et al., 2007). Examples of informal speaking tasks are picture/photo prompt, information gap activities in which students need to work together on a task, role-plays that require students to act out on imaginary situations, retelling stories, and extemporaneous speaking tasks that require students to speak on a topic extemporaneously or without preparation (Coombe et al., 2007).

In addition to the tasks that have been categorized as formal and informal speaking tasks by Coombe et al., (2007), Brown and Abeywickrama (2010) group speaking tasks for assessing speaking in five categories as follows:

- *Imitative speaking tasks* include simple oral repetition of minimal pairs, words, phrases, and sentences and thus do not require cognitive processes of speech production to complete.
- *Intensive speaking tasks* refer to the types of tasks that are designed to assess a grammatical or phonological aspect of language. These tasks may involve elicitation of directed response (e.g., where did you go last week?), oral sentence completion (e.g., Yesterday, I \_\_\_\_\_), or reading aloud either for pronunciation or fluency.
- *Responsive speaking tasks* are dialogic and require learners to respond. Examples of responsive tasks are picture-cued elicitation of response (e.g., what are the differences between these two pictures?), map-cued elicitation of directions (e.g., how do I get to the post office?), open-ended question and answer (e.g., what's your favorite meal?), and paraphrasing of a short narrative or phone message.
- *Interactive speaking tasks* require more than simple responses and involve longer interactional exchanges through interpersonal dialogues. Examples of these types of tasks are oral interviews, role-plays, pair or group work discussions, and conversations.
- *Extensive speaking tasks* require learners to give extended monologues in the form of oral presentations, oral reports, summarizing, picture-cued storytelling, and narrating or retelling a story or news event (p. 385).

As outlined above, different types of tasks can be used in line with learners' levels and the objectives of the course or teaching program. It should be noted that positive washback effect, which helps learners improve their language skills through practice and feedback from the test-retest cycle, can be achieved using alternative or formative assessment types (Boas, 2018). Using various speaking assessment tasks aligned with the learning outcomes is also important for teachers to make necessary modifications and changes to the course design and the teaching program (Sheetz et al., 2018).

### **2.3. The Use of E-Portfolios in Foreign Language Education**

Portfolios have long been used in foreign language education as a learning and alternative assessment tool in view of the fact that they encourage learners to take responsibility of their own learning and become more active learners (Brown & Hudson, 1998). As an educational learning and alternative assessment tool, portfolio use is in alignment with current constructivist and learner-centered teaching and learning theories for its focus on students' progress over time and promoting learner autonomy, self-reflection, and self-assessment (Brown & Hudson, 1998, Paulson, Paulson & Meyer, 1991). The shift from traditional assessment to learner-centered alternative assessment methods in line with the emergence of communicative language teaching has also increased the interest in portfolio-based learning and assessment. In this section, the use of

e-portfolios in foreign language education will be expanded on through the definition, characteristics, benefits, and challenges along with the previous studies on the use of e-portfolios to improve speaking skills.

### **2.3.1. Definition of E-portfolios**

In order to define and understand what is meant by the term *e-portfolio*, it is necessary to recognize the definition of *portfolio* with a focus on its use in foreign language learning and teaching. A review of the literature yields several definitions of portfolio focus on its use as a learning and assessment tool. Trim (1997), for instance, describes language portfolios as “a document... in which individual learners... can assemble over a period of time, and display in a systematic way, a record of their qualifications, achievements, and experiences in language learning, together with samples of work they have themselves produced” (p. 3). In another definition by Brown and Hudson (1998), portfolios are referred to as “purposeful collections of any aspects of students’ work that tell the story of their achievements, skills, efforts, abilities, and contributions to a particular class” (p. 664). Similarly, Nunes (2004) focuses on portfolios’ role in facilitating learner-centered practice in language learning and teaching by defining portfolios as instruments that can help students self-monitor their own learning and reflect on their learning progress and promote autonomous learning.

The increasing use of technology in education and the emergence of e-learning in the 21st century have also made it necessary to change the way portfolios are used and practiced. The term e-portfolios or electronic portfolios have come to be used more frequently as an alternative for traditional and paper and folder portfolios (Khampusaen & Lao-Un, 2018). E-portfolios or digital portfolios are defined as multimedia environments where learners can demonstrate their learning through samples of their work and performance (MacDonald, Liu, Lowell, Tsai & Lohr, 2004). E-portfolios are also identified as “personalized, web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishment for a variety of contexts and time periods” (Lorenzo & Ittelson, 2005, p. 2). Another definition by Gray (2008) suggests that e-portfolios are “the product, created by the learner, a collection of digital artifacts articulating experiences, achievements and learning” (p. 6). Similarly, Lorenzo and Ittelson (2005) describe e-portfolios as “digitized collection of artifacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution” (p. 2). In view of the several definitions, it can be outlined that in EFL contexts, e-portfolios are



digital collections that help learners to demonstrate, reflect on, and monitor their progress in language learning through samples of their performance.

The definitions of e-portfolio also suggest that e-portfolios support “more learner-centered and personalized forms of learning” (Gray, 2008, p. 5) because they allow learners to keep track of their own progress. As a digital learning tool, e-portfolios enable learners to collect, store, and manage their own performances and work more easily and efficiently as compared to paper and folder-based traditional portfolios (Huang & Hung, 2010). Moreover, e-portfolios allow learners to create, use, and store different types of audiovisual multimedia such as images, graphics, sound clips, or video clips (Knight, Hakel & Gromko, 2008). In summary, e-portfolios are among the important 21st-century learning and teaching tools that make the learning and assessment process more personalized, more learner-centered, and more efficient.

### **2.3.2. Features of E-portfolios**

Definitions of e-portfolio provide us with a limited sense of understanding of what e-portfolios encompass as an educational tool. In this regard, knowing the features of e-portfolios can provide us with a broader and deeper understanding. Research studies on the effectiveness of e-portfolios as a learning and teaching tool to date have yielded several features. Reviewing the previous studies, Cepik and Yastibaş (2013) listed features of e-portfolios as being “authentic, controllable, communicative, interactive, dynamic, personalized, integrative, multi-sourced, motivational, and reflective” (pp. 307-308).

First, *e-portfolios are authentic* in that they include an authentic demonstration and assessment of students’ progress through their own work or performance (Goldsmith, 2007; Gray, 2008). In addition, while preparing e-portfolios, students can use more authentic audiovisual materials such as sound clips, video clips, graphics, images, and visuals (Huang & Hung, 2010; Rhodes, 2011). Besides their authenticity, *e-portfolios are controllable* as long as students are given clear principles and guidelines on how to form and develop their e-portfolio (Goldsmith, 2007; Gray, 2018; Reese & Levy, 2009). These clear guidelines and feedback help students and teachers manage the process while allowing students to take the responsibility of organizing and developing their own e-portfolios. Furthermore, *e-portfolios are communicative and interactive* as they promote meaningful interaction between students and teachers and between peers (Cepik & Yastibaş, 2013; Lin, 2008). During the preparation, selection, and reviewing process in e-

portfolios, in addition to the feedback from the teacher, students can provide feedback to each other, which increases the exchange of ideas and interaction in the classroom.

Another significant aspect of e-portfolios is that *they are dynamic* because “there is an ongoing structure in e-portfolio process including organization of content, collecting and selecting artifacts, self-assessing and self-reflecting the learning process, and improving what is found problematical during the process” (Çepik & Yastıbaş, 2013, p. 307). Moreover, *e-portfolios are personalized* because students are active during the decision and organization of what to include in their own portfolios according to their learning goals, and they set new learning goals by evaluating whether they have achieved these goals through self-reflection and self-assessment processes (Gray, 2008; Lorenzo & Ittelson, 2005). E-portfolios are also personalized in the sense that they include a personal record of students’ learning process and their achievements.

*E-portfolios are also integrative* as they connect students’ learning goals with the goals of the course program or syllabus (Çepik & Yastıbaş, 2013; Gray, 2008). This integrative nature of e-portfolios also helps learners to “understand... the connections between their own lives and their academic work” (Goldsmith, 2007, p.37). In addition to their integrative nature, *e-portfolios are multi-sourced* in that they provide multi-dimensional feedback from teachers, peers, and students’ self-reflection (Çepik & Yastıbaş, 2013; Goldsmith, 2007). Additionally, digital platforms where e-portfolios are prepared and stored enable students’ to use various web-based multimedia resources while preparing their e-portfolios (Huang & Hung, 2010).

Furthermore, *e-portfolios are motivational* because they are learner-centered and allow learners to see how much progress they have made (Bolliger & Shepherd, 2010; Rhodes, 2011). The process-based nature of assessment and self-assessment in e-portfolios increases students’ motivation since they know that they can review, edit, and revise their work throughout the process. Additionally, *e-portfolios are reflective* due to the fact that they promote students’ self-reflection on their development. E-portfolios encourage learners to develop their language skills via self-assessment and self-reflection of their strengths and weaknesses, allowing them to regulate their own learning and set new learning goals (Huang & Hung, 2010; Lin, 2008).

### **2.3.3. Benefits of E-portfolios**

Educational benefits and affordances of using e-portfolios in language learning and teaching have been reported in previous empirical studies independent of the language skill each of them focused on. A number of benefits underlined in the majority of these research studies include increasing learning effectiveness, promoting self-assessment and reflection, enhancing learner autonomy, and increasing motivation.

One of the benefits reported in several studies is e-portfolios increasing language learning effectiveness and improving language learners' competencies. Baturay and Daloğlu (2010), for instance, examined whether e-portfolio use contributed to EFL learners writing skills, and they reported that learners improved their writing skills and use of vocabulary and grammar. Along the same lines, Erice and Ertaş (2011) conducted an experimental study to find out the effects of e-portfolios on learners' writing skills and found out that the digital environment provided by e-portfolios contributed to EFL learners' writing abilities. Barrott (2016) also reported that Facebook-based writing e-portfolio had a positive impact on their learners' writing skills and helped them produce more quality written outputs. Similarly, Sharifi, Soleimani, and Jafarigohar (2017) conducted an experimental study on using e-portfolios to teach vocabulary and found out that e-portfolios contributed to vocabulary learning strategies of learners. In another study, Tanaka, Yonesaka, and Ueno (2015) concluded that e-portfolios enhanced independent and sustainable vocabulary learning as learners were able to use vocabulary learning strategies. Huang and Hung's study (2010) noted that e-portfolios increase learning effectiveness as they offer students additional opportunities to practice and improve their oral language skills.

Promoting self-assessment and self-reflection is another important benefit of e-portfolios. E-portfolio implementation encourages learners to practice self-assessment and self-reflection of their strengths and weaknesses in their performances, allowing them to monitor their progress (Gray, 2008). Through self-reflection and self-assessment of their own progress and achievement, learners can also regulate their own learning and set new learning goals. As suggested by Lin (2008), self-reflection helps learners eliminate their negative thoughts and change how they evaluate their development in language learning. Findings from another study by Ivanova (2017) also suggest that reflection is an important aspect of e-portfolios. Furthermore, self-assessment and self-feedback enable learners to develop an understanding of the purpose and focus as they take responsibility of their own learning and progress. The formative and process-based nature of e-portfolios could also

allow learners to reflect upon their strengths and weaknesses (Baturay & Daloğlu, 2010). This self-reflection and self-assessment process in e-portfolios encourages learners to view their weaknesses as reference points for improvement, which helps them become more autonomous learners.

Another benefit of e-portfolios is the opportunities for promoting learner autonomy. While creating and developing their own portfolios, learners are encouraged to use problem-solving skills and self-directed learning strategies, which supports learning how to learn. An experimental study by Sharifi et al. (2017) on vocabulary learning of EFL learners using e-portfolios highlighted that e-portfolio use allowed learners to become more autonomous and enhanced learners' abilities to plan their learning and make more informed choices about it. Barbera (2009) suggests that learner autonomy is fostered by the formative evaluation through peer and self-assessment involved in e-portfolios and self-regulation processes. In the same vein, Yastıbaş and Yastıbaş (2015) argue that e-portfolios promote learner autonomy and self-directed learning as they require learners to be active participants throughout the process by "selecting and organizing the content of e-portfolios, setting goals, and evaluating their learning process" (p. 10).

As highlighted by several studies, e-portfolios also affect learners' motivation and learner engagement positively (e.g., Chang, 2009; Kırmızı & Kıracı, 2019; Kwok, 2011; Khampusaen & Lao-Un, 2018). In their experimental study, Chang (2009) found out that web-based e-portfolio implementation and the self-evaluation process increased the motivation levels of students, especially those who had low motivation before the e-portfolio implementation. Similarly, Kwok (2011) aimed to investigate the effects of e-portfolio on EFL learners' academic performance and motivation and concluded that although e-portfolio implementation did not significantly affect academic performance, it positively affected students' motivation and engagement. Also, the study revealed that students had more positive attitudes towards English. Kırmızı and Kıracı's (2019) study indicated that e-portfolio increased students' self-confidence and motivated them to use their oral language skills. The positive effects of e-portfolio implementation on motivation, engagement, and self-confidence in these studies could be attributed to the learner-centered nature of e-portfolio assessment which encourages learners to take an active role in their learning process.

#### **2.3.4. Challenges of E-portfolios**

Besides the many advantages and benefits e-portfolios offer as a learning and assessment tool, there are also challenges and difficulties with their implementation and use by students and teachers. The requirements for digital literacy and digital competence, the lack of experience for assessment procedures involved in e-portfolios, time limitations, validity, and reliability issues are some of the challenges and difficulties highlighted in several studies. Goldsmith (2007) argues that e-portfolio implementation requires digital competence as it involves using digital platforms, and different sources of multimedia. Not all teachers and students have the necessary skills and knowledge about how to use digital platforms or learning management systems where e-portfolios are created, shared, and stored. In addition, even students who have digital skills might have difficulty using these e-portfolio platforms if they do not have previous experience in using e-portfolios. In this regard, e-portfolio implementation requires training on technical and pedagogical uses of these platforms and multimedia environments (Goldsmith, 2007; Gray, 2008). This training process can be time-consuming considering the different digital competencies of teachers and students, which makes it challenging to implement e-portfolios in classrooms over a short period (Poole, Brown, McNamara, O'Hara, O'Brien & Burns, 2018). Students with low digital competency can be discouraged from using e-portfolios, which can increase their anxiety (Kwok, 2011). Besides low digital competency and literacy, issues with lack of digital tools such as computers, software, and internet connection also make e-portfolio implementation challenging, especially with economically disadvantaged students and schools or institutions.

Another challenge underlined in several studies is students' lack of experience with self-assessment, self-reflection, and peer assessment. These are considered important components of the e-portfolio learning and assessment process; however, students may not have any prior experience of assessing their own performance or have a limited understanding of self-evaluation (Goldsmith, 2007). Also, students' lack of knowledge and experience of peer assessment may add up to their anxiety as they may take feedback from their peers too seriously and misapprehend the whole process as criticism (Barrott, 2016).

Previous research has also shown that issues with time can be another challenge for e-portfolio implementation. E-portfolio activities or tasks require students to meet several deadlines for outlining, reviewing, reflecting, and revising (Goldsmith, 2007; Gray, 2008). Aydın (2010) reports that students regard these processes as rather time-consuming. Furthermore, the process-based formative assessment procedures of e-portfolios also

require students to dedicate more time and effort to complete tasks, resulting in negative attitudes toward e-portfolio implementation (Aydın, 2010; Kabilan & Khan, 2010).

Just like traditional paper and folder-based portfolios, e-portfolio assessment also includes validity and reliability concerns. Teachers' not setting objectives and content of e-portfolio assessment in relation to course objectives may raise validity concerns. In their experimental study, Huang and Hung (2010) found out that the students recorded oral performance in the e-portfolio might not truly reflect their oral skills competence. Also, peer assessment and self-assessment procedures might affect the objectivity of scoring and the reliability of the assessment (Chang, 2009).

### **2.3.5. The Use of Speaking E-portfolios in EFL Contexts**

**2.3.5.1. Studies outside the Turkish EFL context.** To date, several empirical studies have attempted to explore the effectiveness of e-portfolios in developing learners' speaking skills or oral communication skills outside the Turkish EFL context. Huang and Hung (2010), for instance, examined Taiwanese university students' perceptions of using electronic speaking portfolios and found out that EFL students held positive perceptions about e-portfolio implementation as it allowed them to identify weaker areas in their oral skills. It also allowed them to reduce their anxiety levels and provided them additional oral skills practice. However, it was also found out that the benefits of e-portfolio implementation were shadowed because of the lack of face-to-face interaction. They also revealed concerns about whether speaking e-portfolio implementation reflected the students' actual speaking ability because the students had the chance to plan and prepare their oral performance. Another study by Castaneda and Rodríguez-González (2011) examined whether the use of digital video recordings through multiple speech drafts had an effect on Spanish second language learners' speaking self-ability perceptions. The results of questionnaires and self-reflection papers indicated that the students valued the process-oriented approach, increased their awareness of speaking skills through the self-evaluation process, and improved their self-perception of speaking performance.

A few studies from Korea indicate that speaking e-portfolios are beneficial both as learning and assessment tools (Coomber, 2016; Kwak & Yin, 2018). Coomber (2016) explored the use of mobile-assisted language learning to create digital speaking portfolios with Korean EFL students. It was found out that the participants of the study perceived

digital portfolio implementation and assessment to develop and evaluate their speaking skills as useful and less stressful than one-shot standard speaking tests. The opportunities for organizing, revising, developing, and self-assessment of their portfolio content helped students eliminate their negative feelings towards speaking assessment. Besides, e-portfolio based assessment of speaking skills was regarded as useful in that it offered additional opportunities to engage in spoken interaction outside the classroom, whereas classroom-based assessment of speaking skills mostly focused on interviews or presentations. Similar to what has been underlined in previous studies, Kwak and Yin's study (2018) revealed that the students gained a deeper awareness of their speaking skills through self-reflection and feedback from the teacher.

There have also been several studies examining the effectiveness of speaking portfolios in improving students' affective factors. Wang and Chang (2010) explored the effectiveness of speaking portfolios on improving students' communication apprehension and found out that the use of speaking portfolios lowered students' communication apprehension. In another study, Sun and Yang (2013) examined the effectiveness of digital video recordings uploaded to YouTube and Facebook by EFL learners and found out that students' self-confidence was positively affected by the implementation. The results also showed that students improved their public speaking skills through digital video recordings. In a quasi-experimental study, Loan and Tin (2016) found out that speaking e-portfolios contributed to students' learner autonomy, while no significant improvements were found out for their overall speaking ability.

Instructional efficacy of speaking portfolios for assessing learners' speaking skills was explored by Safari and Koosha (2016) in an experimental study. The results indicated that students significantly improved their overall speaking skill. It was also found out that students had positive attitudes towards speaking portfolio in terms of self-reflection, peer feedback, and overall improvement of their speaking proficiency. On the other hand, the students had some concerns about speaking anxiety, practicality, and speaking portfolio's contribution to their motivation. Another quasi-experimental study by Khampusaen and Lao-Un (2018) to investigate the use of electronic speaking portfolios and its effects on students' speaking ability revealed that e-portfolios are effective for improving students' speaking skills, learner autonomy and media literacy skills. It was also reported that majority of students had positive attitudes towards electronic speaking portfolios

In a more recent experimental study, Cabrera-Solano (2020) analyzed the use of digital portfolios to enhance EFL learners speaking skills. Over the course of five months,

the students recorded themselves while performing their speaking skills outside the classroom individually, in pairs, or in groups, which were then uploaded onto Google Drive. The students received personalized feedback on their oral performances. The results from pre and post-questionnaires and observation sheets showed that digital portfolios were considered effective in improving students' speaking skills, especially in terms of pronunciation and fluency. It was also found out that the students' motivation increased as they were actively engaged in creating and organizing artifacts of their oral performance.

**2.3.5.2. Studies from the Turkish EFL context.** There are also studies on using electronic or digital speaking portfolios in Turkey. In one study from the Turkish EFL context, Özdemir-Çağatay (2012) explored students', teachers', and administrators' attitudes towards speaking portfolio along with the advantages and disadvantages of its implementation. The findings of this study, which was carried out at an English preparatory program of a state university, revealed that all stakeholders have positive attitudes towards e-portfolio implementation. It was also found out that the students improved their oral skills and the speaking e-portfolios contributed to their self-reflection skills, autonomy, and motivation.

In another study carried out at an English preparatory program of a university in Turkey, Çepik and Yastıbaş (2013) examined the effects of e-portfolios on improving students' speaking skills. They found out that e-portfolios can be as beneficial for improving speaking skills as writing skills. The results indicated that through video and audio recordings, the students were able to improve their speaking skills in terms of grammar, vocabulary, and pronunciation. In addition, e-portfolio implementation also positively affected students' self-confidence, motivation, anxiety, and learner autonomy. Besides, it was concluded that e-portfolios improved the students' ability to use technology.

Similar to what has been highlighted by Özdemir-Çağatay (2012) and Çepik and Yastıbaş (2013), Tekir (2013) found out that Turkish university students had positive attitudes towards audio-visual portfolio implementation as an alternative speaking assessment tool. The participants of this study also improved their oral skills, and the audio-visual speaking portfolio positively affected their motivation, autonomy, anxiety, and self-reflection skills. Audio-visual speaking portfolio implementation was also found to be time-consuming as the students reported that they had to spend much time and effort



not being used to the process. In another study, Göktürk (2016) examined the effects of digital video recordings on EFL learners' oral fluency skills and found out that learners improved their overall oral proficiency; however, no significant improvement was reported in students' oral fluency skills.

In a more recent quantitative study, Kırmızı and Kıracı (2019) examined students' views on portfolio based speaking assessment in relation to their speaking skill development, learner autonomy, self-confidence, and self-efficacy. The results of the questionnaire indicated that the students had positive views for speaking portfolios in developing their speaking skills and learner autonomy. On the other hand, the time limit and the preparation process were reported as challenges that the speaking portfolio implementation brought about.

In summary, the previous research on using digital or electronic portfolios reported several gains in terms of improving students' oral skills as e-portfolios offered additional oral practice outside the classroom. The process-based approach in e-portfolios and opportunities for self-reflection, self-assessment, and personalized feedback are also considered as positive effects of speaking e-portfolio implementation by EFL learners. Additionally, it was pointed out that speaking e-portfolios can help students with affective factors such as motivation, self-confidence and anxiety. In spite of some limitations and challenges reported in some studies such as time limitation, which was considered as a factor that increased students' anxiety, and issues as to whether the artifacts of oral performances included in e-portfolios showed actual speaking skills of students, speaking e-portfolios are perceived as effective learning and alternative assessment tools across different EFL contexts. On the other hand, a review of the literature on speaking portfolios has also shown that there is a paucity of research in the Turkish EFL context regarding the effectiveness of speaking portfolios or e-portfolios.

#### **2.4. Self-efficacy**

People's beliefs about their capabilities to accomplish a specific task or attain a desired goal is commonly referred to as self-efficacy (Bandura, 1997, 2006). Self-efficacy plays a determinant role in academic learning and motivation since it affects students' academic achievement regarding persistence, effort, and choice of tasks (Schunk, 1995). It has also been recognized that as a psychological construct self-efficacy plays an important role in a number of multidimensional processes, including learning a foreign language. In this section, self-efficacy construct is defined and explained with reference to its

relationship with social cognitive theory, which is followed by categorizing sources of self-efficacy. This section also gives insight into self-efficacy in English language learning contexts and speaking self-efficacy.

#### **2.4.1. Social Cognitive Theory and Self-efficacy**

Social cognitive theory (Bandura, 1997) is a theory of human behavior asserting that humans have the ability to modify and regulate their behaviors. In this theory, human beings are regarded as “self-organizing, proactive, self-reflective, and self-regulating” (Pajares, 2008, p. 12) as they have the ability to adapt and change through interactions with others in various contexts (Pajares, 2008). According to Bandura (2012), one's achievement is determined by the interplay between his or her behavior, personal factors such as thoughts and beliefs, and environmental factors. This interplay also suggests that personal agency, self-belief, and external environmental factors have important influence on human behavior (Mills, 2014). Self-beliefs may include other important aspects of human capabilities such as “symbolizing, forethought, vicarious learning, self-regulation, and self-reflection” (Bandura, 1997). These capabilities allow individuals “to make decisions, self-assess their performance, and interpret the outcomes, develop beliefs about their competence, and finally, mentally store this information to guide future” (Mills, 2014, p.7). Of these five categories, Bandura (1997) considers self-reflection as the most important one because an individual can change their beliefs and behavior through self-reflection of their actions or thoughts.

In social cognitive theory, self-efficacy is considered as one of the central aspects of self-reflection (Bandura, 1997). Self-efficacy is defined as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, p. 3). In another definition, self-efficacy is referred to as “an individual’s beliefs in his/her ability to perform a designated task or complete an activity and may be used as a predictor of future performance” (Mills, 2014, p. 8). As suggested by Bandura (1997), one's self-efficacy beliefs can influence their decisions, perseverance, and effort, resilience when faced with adversity, thought processes, affective states, and achievements. Accordingly, individuals with high levels of self-efficacy on a given task or job perform better as their beliefs and positive thoughts about their capabilities encourage them to put more effort and perseverance despite challenges or difficulties they may come across. Besides, high levels of self-efficacy bring about a stronger commitment to given undertakings, openness to new experiences, capacity to handle stress, increased motivation,

and desire to reach higher objectives (Cave, Evans, Dewey, & Hartshorn, 2017). Bandura (1997, p. 19) asserts that self-efficacy beliefs “affect almost everything people do; how they think, motivate themselves, feel, and behave.” Thus, behavioral change and goal accomplishment may not be possible if individuals do not have adequate levels of self-efficacy (Bandura, 2006).

#### **2.4.2. Sources of Self-efficacy**

According to Bandura (1997), there are four sources of self-efficacy beliefs: mastery experiences, vicarious experiences, verbal persuasion, and affective or emotional indicators. An individual’s self-efficacy beliefs are affected by these sources, which either increase or decrease one’s ability to perform a given task (Mills, 2014). Given that an individual’s self-efficacy beliefs include present and future conceptions of themselves, their self-efficacy beliefs can be changed if these sources of information are promoted (Bandura, 1997).

**2.4.2.1. Mastery experiences.** Mastery experiences are also referred to as previous personal experiences of success (Cave et al., 2017) and are the most important source of self-efficacy by Bandura (1997). As suggested by Bandura (1997), successful previous experiences increase one’s beliefs in their capabilities to perform a given task successfully, while previous failures weaken perceptions of their own capabilities and decrease their self-efficacy beliefs to accomplish a given task. Mastery experiences affect perceptions of one’s capabilities, their perceptions about the difficulty of the task, and the amount of effort they will put in to accomplish the task (Bandura, 1997). For instance, if someone has failed to complete a given task before, they will probably perceive themselves as less capable, the task as more complex, which may collectively affect their efforts when they are asked to perform a similar task. On the other hand, repeated successful performances will contribute to people’s self-efficacy beliefs and their future success in accomplishing similar tasks (Mills, 2014).

**2.4.2.2. Vicarious experiences.** Vicarious experiences are ‘modelling’ experiences which include observation of success from others with similar abilities (Bandura, 1997). According to Bandura (1997), when people see that others with similar abilities, age, and level are successful in accomplishing a task or goal, they also perceive themselves as

capable of completing a similar task, which contributes to their self-efficacy beliefs. Conversely, when people see others with similar capabilities experience failure on a given task, they may perceive the goal or task as unattainable and put less effort into accomplishing it. Bandura (1997) suggests that observing others fail may positively affect an individual's self-efficacy beliefs only if he or she accomplishes the given task.

**2.4.2.3. Verbal persuasion.** Another source of self-efficacy is verbal persuasion which is also referred to as “socially persuasive feedback” from others (Zhang & Ardasheva, 2019, p. 49). Verbal persuasion may include supportive feedback and encouragement from teachers or mentors about one's performance on a given task (Mills, 2014). According to Bandura (1997), self-efficacy beliefs can be enhanced through constructive feedback focusing on positive aspects of one's performance. On the other hand, negative feedback focusing on shortcomings of one's performance has a discouraging effect and may weaken one's self-efficacy beliefs. Bandura (1997) further claims that “it is easier to sustain a sense of efficacy, especially when struggling with difficulties if significant others express faith in one's capabilities than if they convey doubt” (p. 101). In this regard, it is important for teachers to provide students feedback that focuses on positive aspects of their performance rather than shortcomings in order to help them maintain higher levels of self-efficacy.

**2.4.2.4. Physiological and affective states.** Physiological and affective states are another source of self-efficacy that is also referred to as “a person's ability to manage physical and emotional stress reactions (e.g., breathing, anxiety) during task performance” (Zhang & Ardasheva, 2019, p. 49). Three major factors related to physiological and affective states are stressful conditions, the difficulty of tasks or activities and emotional mood (Bandura, 1997), which may collectively or individually “weaken one's sense of efficacy” (Mills, 2014, p. 9). Given that positive emotional and physiological factors contribute to higher levels of self-efficacy, it is important to eliminate negative factors such as anxiety, stress, and fatigue in learning and teaching environments.

### 2.4.3. Self-efficacy and Foreign Language Learning

The self-efficacy construct has long been studied across several different fields of research, especially social psychology, and educational psychology; however, studies that centralize self-efficacy in foreign language learning contexts have become more prominent relatively recently. Most of these studies have investigated the relationship between self-efficacy and foreign language achievement (e.g., Ghonsooly, Elahi & Golparvar, 2012; Hsieh & Kang, 2010), foreign language anxiety (e.g., KIRMIZI & KIRMIZI, 2015; Woodrow, 2011), language skills (e.g., Mills, Pajares & Herron, 2006; Rahimi & Abedi, 2009) language learning strategies (e.g., Graham, 2007; Graham & Marco, 2008), and self-regulation (e.g., Graham, 2007; Mills, Pajares & Herron, 2007).

In one study, the relationship between university students' self-efficacy levels and their achievement in a general English course was explored by Ghonsooly et al. (2012). The results of the study indicated that self-efficacy is a determinant factor in language achievement of students. Similarly, Hsieh and Kang's (2010) study showed that self-efficacy is a strong predictor of foreign language achievement. The results of the study indicated that students with higher levels of self-efficacy outperformed those with lower levels of self-efficacy. The study also showed that students with higher levels of self-efficacy attributed their test results to internal and personal factors. On the other hand, those with lower levels of self-efficacy attributed their test results to external factors, which reflected that students with a low sense of self-efficacy expressed less personal control over their language achievement.

The relationship between language learners' anxiety and self-efficacy has also been explored in several studies. Woodrow (2010), for instance, examined the relationship between writing anxiety of college-level English language learners and their self-efficacy. The results indicated that students with high levels of writing anxiety had lower levels of self-efficacy and put less effort into their writing, which resulted in performing poorly. In contrast, students with low writing anxiety levels had a higher sense of self-efficacy and performed better in writing tasks. The results of this study also showed that self-efficacy is a stronger predictor of performance than anxiety. In the same vein, KIRMIZI and KIRMIZI's (2015) study with Turkish university EFL learners reported that there was a negative correlation between writing anxiety and writing self-efficacy.

There have also been several studies focusing on the relationship between self-efficacy and foreign language proficiency. Mills et al. (2006) investigated the relationship between foreign language learners' listening and reading proficiency and self-efficacy. The

results indicated that there was a positive correlation because students with higher levels of reading self-efficacy got higher reading proficiency scores. On the other hand, no significant relationship was found between the students' reading anxiety and reading proficiency scores. This result supported Bandura's (1997) claim that self-efficacy is a stronger predictor of performance than anxiety. Similarly, Rahimi and Abedini (2009) found out a positive correlation between listening comprehension self-efficacy levels of EFL learners and their listening proficiency scores.

A number of studies focused on the relationship between language learning strategies and learners' self-efficacy. Graham (2007) explored the effects of listening strategy training on students' self-efficacy. The results of the study revealed that listening strategy training accompanied by feedback was effective in improving the listening self-efficacy beliefs of language learners. Along the same lines, Graham and Marco (2008) found that strategy training was not only effective for improving the use of listening strategies, but it contributed to the students' listening self-efficacy. Besides learning strategies, self-reflection was also found to be related to self-efficacy in several studies. In Mills et al.'s (2007) study, it was indicated that the students' self-efficacy beliefs also contributed to self-reflection and their abilities to plan and monitor their performance in completing tasks. It was also found out that the students who perceived themselves as capable of getting high test scores were the ones that used their self-reflection skills.

As has been underlined in the previous studies, self-efficacy has a relationship with several other factors such as language achievement, language skills proficiency and performance, anxiety, and self-reflection. Those studies have also shown that students' perceptions of self-efficacy can be a strong predictor of academic success in language learning.

#### **2.4.4. Previous Research on Speaking Self-efficacy**

The key role of speaking skill in communication and the complexity of the processes that it requires from foreign language learners is acknowledged by many teachers and students. However, in most EFL contexts, learners are given limited opportunities to develop their knowledge and skills to improve their speaking abilities (Goh & Burns, 2012). Also, affective factors such as anxiety, communication apprehension, lack of willingness to communicate negatively affect the processes for improving speaking skills. Therefore, it may be necessary to look for ways to enhance students' speaking self-efficacy in view of the fact that self-efficacy directly affects how

individuals perform on a given task. To date, a number of studies have been carried about the speaking self-efficacy of English language learners. Of these studies, most of them were descriptive and focused on the relationship between speaking self-efficacy with other aspects of language learning such as skill achievement, anxiety, and feedback.

The relationship between speaking self-efficacy and speaking skill achievement was the main focus in several studies. Asakereh and Dehghannezhad (2015), for example, conducted a descriptive study to investigate the relationship between speaking skills self-efficacy beliefs, student satisfaction with speaking classes, and speaking skills achievement. The results showed that there was a significant correlation between the students' speaking skills self-efficacy beliefs and their satisfaction with speaking skill classes. It was also found that speaking self-efficacy was a strong predictor of speaking skills achievement. A similar study by Alawiyah (2018) reported that speaking self-efficacy positively correlates with speaking skill achievement. As suggested by Bandura (1997), individuals with higher levels of self-efficacy set higher goals for themselves and engage in tasks that require a considerable amount of effort, perseverance, and resilience. In this regard, it is no surprise that the results from these two studies showed that students with high levels of speaking self-efficacy received higher scores in their speaking skill achievement tests. In another study, Demirel, Türkel, and Aydın (2020) investigated the speaking self-efficacy beliefs of university students. The results of this study indicated that students had high levels of speaking self-efficacy based on their scores on the speaking self-efficacy scale. The study also reported that students' annual habit of reading and experience in prepared speech could be important factors affecting their speaking self-efficacy.

The central focus of some studies on speaking self-efficacy was its relationship with speaking anxiety. Mede and Karairmak (2017) conducted a study to investigate the relationship between speaking anxiety and speaking self-efficacy. The results of the study showed that there was a strong negative correlation between self-efficacy and speaking anxiety. Similarly, Gürsoy and Karaca (2018) found a negative correlation between the two constructs. Bandura (1997) suggests that students with low levels of self-efficacy will experience higher levels of anxiety as they perceive their competencies and capabilities as inadequate to perform the task. In this regard, it could be concluded that the results of these two studies are in line with the theoretical background of self-efficacy construct. Besides speaking anxiety, feedback was also found to be related to speaking self-efficacy. In a

recent study by Au and Bardakçı (2020), it was revealed that feedback played a key role in enhancing students' speaking self-efficacy and developing their speaking skills.

In a longitudinal study that was carried out by Leeming (2017), changes in students' speaking self-efficacy levels were investigated. The results of the study indicated that there was significant growth in students' speaking self-efficacy, which suggests that students can grow in terms of speaking skills and speaking self-efficacy if they are given the time and opportunities for language practice. This increase in students' speaking self-efficacy also ensures that students will feel more capable and competent in their speaking abilities when given a more challenging task. In another study, Zhang and Ardasheva (2019) investigated how different sources of self-efficacy predicted students' English public speaking self-efficacy and found out that previous success or failure, modeling of others, verbal persuasion, and affective states all contributed to students' public speaking self-efficacy.

There were just a few studies that reported on practices to enhance students' speaking self-efficacy. In one study, Castañeda and Rodríguez-González (2011) explored whether L2 learners' speaking self-ability perceptions could be improved through recordings of multiple speech drafts. Self-ability perceptions can also be considered as self-efficacy perceptions because self-efficacy involves self-perceptions of one's abilities on a given task (Bandura, 1997). The results of this study indicated that through self-reflection and self-assessment processes, students improved their speaking self-efficacy and self-ability perceptions as well as their overall speaking performances. In another study, Liu (2013) investigated the effectiveness of "English Bar", a self-access center for practicing oral skills, on enhancing students' speaking self-efficacy. The results indicated that the students who visited the self-access center more frequently improved their speaking self-efficacy. The results of this study are also in line with the fact that self-efficacy can be supported, enhanced, or undermined by personal effort and perseverance (Schunk & Pajares, 2009).

As outlined above, a number of studies focused on speaking self-efficacy and its relationship with speaking skill achievement, anxiety, and feedback. However, there is a paucity of empirical research on how to enhance EFL learners' speaking self-efficacy. In this respect, this study aims to provide further empirical evidence as to whether speaking self-efficacy can be enhanced through speaking e-portfolios.



## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the methodology used in this research by explaining the research design, setting, participants, and data collection instruments. Data collection and data analysis procedures are also expanded in this chapter. This study utilizes a mixed method research design with qualitative and quantitative measures to find out whether speaking e-portfolio implementation affects students' speaking self-efficacy and to reveal students' perceptions of speaking e-portfolio implementation. The research questions aimed to be explored in this study are:

1. Does the use of speaking e-portfolios affect students' perceived speaking self-efficacy?
  - 1.a. Is there a significant difference between post-test results of the control group and those of the experimental group students?
  - 1.b. Is there a significant difference between pre-test and post-test results of the experimental group students?
  - 1.c. Is there a significant difference between pre-test and post-test results of the control group students?
2. What are students' perceptions about the use of speaking e-portfolios?

#### **3.2. Research Design**

The main objective of this study is a) to explore students' perceptions of keeping speaking e-portfolios and b) to find out whether using speaking e-portfolios affects students' perceived speaking self-efficacy. For these purposes, the study was primarily designed as quasi-experimental research. Rather than the true experimental design in which the participants are randomly assigned to groups, pre-existing groups are used in accordance with convenience sampling in the quasi-experimental research design (Creswell, 2012). Accordingly, two groups of B1 level classes were included in this study: one as the experimental group and the other one as the control group. Both classes were given the pre-test of the speaking self-efficacy scale. The students in the control group received no treatment with regards to keeping speaking e-portfolios. On the other hand, the

students in the experimental group kept speaking e-portfolios over the course of eight weeks. At the end of eight weeks, the students in both groups were given the same scale as the post-test. The pre and post-test scores of the speaking self-efficacy scale for both groups were compared so as to explore whether keeping speaking e-portfolios had an effect on students' perceived speaking self-efficacy.

In addition to quasi-experimental design, mixed methods research design was employed in this study. Creswell (2012) defines mixed methods research design as “a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem” (p. 535). Scores and numerical data that can be statistically analyzed and interpreted can be obtained through quantitative data. However, combining quantitative data with qualitative data such as open-ended questions, self-reflection, and interview protocols can provide alternative perspectives and a deeper understanding of how the experimental treatment actually worked (Creswell, 2012). Having this opinion in consideration, along with the speaking self-efficacy scale and post-implementation questionnaire, qualitative data was obtained through semi-structured post-implementation interviews with the students in the experimental group. The rationale for choosing mixed methods research design was to provide further insight into the research questions addressed in this study through qualitative and quantitative data collection instruments.

### **3.3. Setting**

The study was conducted with two groups of B1 level English preparatory students studying at the School of Foreign Languages at Pamukkale University, a state university located in the southwestern part of Turkey, during the spring term of the 2020-2021 academic year. Students at the School of Foreign Languages receive English preparatory education before starting their bachelor's degree studies in their departments. At some departments of several faculties at Pamukkale University, the medium of instruction is either completely or partially English. The students of these departments need to take a proficiency exam at the beginning of their first academic year. If they cannot pass the proficiency exam, they have to attend the English preparatory program at the School of Foreign Languages. In addition to the students who attend the English preparatory program on an obligatory basis, students from several faculties where the medium of instruction is Turkish can also choose to study at the school of foreign languages optionally.

English preparatory program at Pamukkale University offers 32-week-English courses broken down into four eight-week modules during an academic year. Each module is specified independently by levels in accordance with the Common European Framework of Reference for Languages (CEFR). Students take a placement exam at the beginning of the academic year and are placed to their levels such as A1 (elementary), A2 (pre-intermediate), or B1 (intermediate) accordingly. The exit level at the school of foreign languages is B1+ which can be identified as a threshold level between B1 and B2 levels. However, the students who are placed at B1 level after the placement exam at the beginning of the academic year can also opt to continue studying at B2 or C1 levels at their own choice.

Each module comprises twenty-four hours of weekly instruction over the course of eight weeks. Each week, the students receive four skills-based courses, such as reading, writing, listening, and speaking, along with an integrated core language course. The students are evaluated through five quizzes, a mid-term exam, and an end-of-module achievement exam for every module. If they fail a level, they need to repeat the same level in the following module.

Within the scope of this study, two pre-existing B1 level classes that successfully passed A2 module were chosen. It is important to note that this study was carried out during the Covid-19 pandemic. Hence, all the lessons were delivered through distance online education. The students did not have a chance to meet and talk to their instructors apart from online sessions, which made speaking skills courses even more difficult for both the students and the lecturers. The researcher himself was the speaking skills course teacher of both the experimental group and the control group. By keeping speaking e-portfolios, the students in the experimental group engaged in speaking activities extensively aside from their regular online classes. The control group students did not keep speaking e-portfolios, and it was ensured that they only engaged in similar in-class speaking activities during their online speaking courses.

### **3.4. Participants**

The participants of this study were forty-two tertiary level university students who were studying at Pamukkale University School of Foreign Languages in the spring term of the 2020-2021 academic year. Two classes of B1 level students who successfully passed the A2 level participated in this study. These two classes were assigned as the control group, and experimental group before the research process started considering that both

groups would be similar as the students in both groups took a placement exam at the beginning of the academic year, and the students of both groups passed A2 level achievement exam. Besides, the students in the control group and the experimental group followed the same coursebook and the syllabus, took the same exams and quizzes, and received the same hours of courses weekly. B1 level students were chosen for the purposes of this study because the speaking tasks (see Appendix 6 and 7) included in this study require a B1 level of proficiency according to CEFR (Common European Framework of Reference) B1 level speaking band descriptors. Table 3.1. shows B1 level band descriptors for speaking skill according to CEFR in terms of range, accuracy, fluency, interaction, and coherence:

Table 3.1. *B1 Level Band Descriptors for Speaking Skill*

Range	Accuracy	Fluency	Interaction	Coherence
Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations.	Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.

### 3.4.1. The Experimental Group

The students in the experimental group were nineteen B1 level students, whose ages ranged between 18 and 24. Eleven students in this group were male, and eight were female. The medium of instruction was English in the departments of eleven students, so they were attending the preparatory program obligatorily. On the other hand, eight students in the experimental group were attending on an optional basis as the medium of instruction was Turkish in their departments. Background information of experimental group students in terms of gender, age, major, and whether they do speaking practice apart from regular class hours is presented in Table 3.2.:

Table 3.2. *Demographic Information of Experimental Group Students*

Gender ( <i>N</i> =19)	<i>N</i>	Percentage (%)
Male	11	57.9
Female	8	42.1
Age ( <i>N</i> =19)	<i>N</i>	Percentage (%)
18	4	21.1
19	9	47.4
20	4	21.1
22	1	5.3
24	1	5.3
Major ( <i>N</i> =19)	<i>N</i>	Percentage (%)
Economics (100% English)	4	21
International Trade and Finance (30% English)	4	21
Business Administration (100% English)	3	15.8
Computer Engineering	3	15.8
Mechanical Engineering	3	15.8
Industrial Engineering	1	5.2
Public Finance	1	5.2
English Speaking Practice Apart From Class Hours ( <i>N</i> =19)	<i>N</i>	Percentage (%)
Yes	15	79
No	4	21

The students in this group were considered similar to the control group students in that they also took the placement exam at the beginning of the academic year and passed the A2 level achievement exam before the implementation started. Additionally, the experimental group students received the same hours of weekly courses, followed the same coursebook and syllabus, and were assessed with the same exams and quizzes. This group of students was determined as the experimental group since the researcher was also the teacher of listening and speaking skills courses in this group, making it easier to train students for e-portfolio implementation, follow their progress, and guide them through the process. Throughout the eight-week module, the students in the experimental group recorded their video while performing speaking tasks adapted from the coursebook (see Appendix 6). Then they shared the audiovisual records of their speaking performance on Google Classroom, a free digital classroom where students and teachers can upload and share documents, different kinds of multimedia such as photos, audiovisual materials, and videos.

### 3.4.2. The Control Group

The participants in the control group were twenty-three B1 level students, whose ages ranged between 18 to 20. Twelve students in the control group were female, and eleven were male. Ten students were attending the English preparatory program on an

optional basis, whereas thirteen students were attending the preparatory program obligatorily because the medium of instruction in their departments was either totally (100%) or partially (30%) English. Background information of control group students in terms of gender, age, major, and whether they do speaking practice apart from regular class hours is presented in Table 3.3.:

Table 3.3. *Demographic Information of Control Group Students*

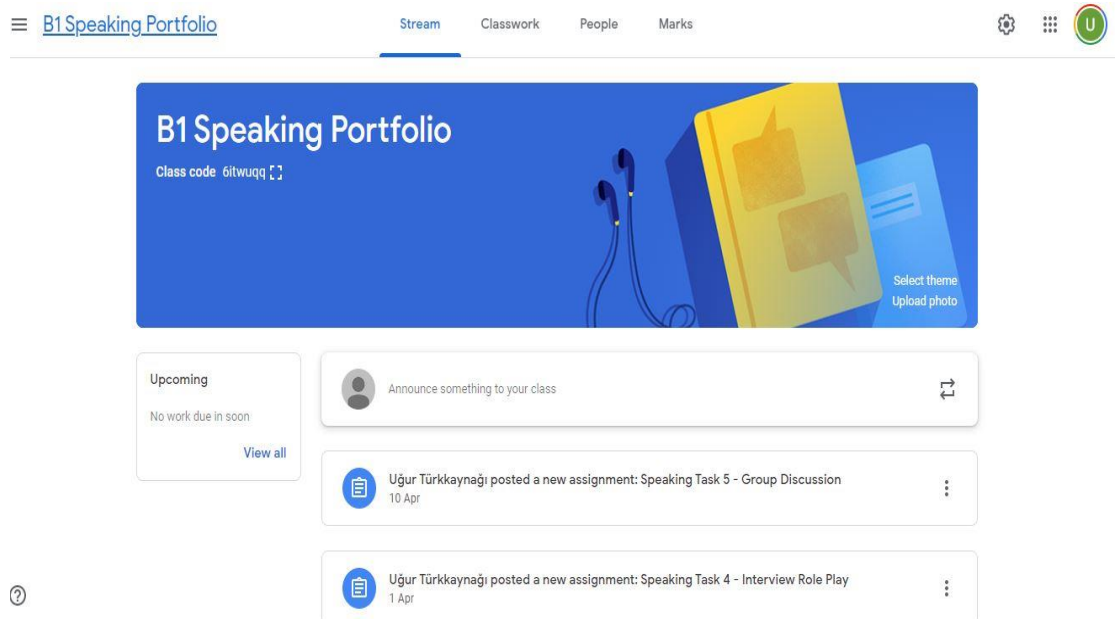
Gender ( <i>N</i> =23)	<i>N</i>	Percentage (%)
Female	12	52.2
Male	11	47.8
Age ( <i>N</i> =23)	<i>N</i>	Percentage (%)
18	5	21.7
19	6	26.1
20	12	52.2
Major ( <i>N</i> =23)	<i>N</i>	Percentage (%)
International Trade and Finance (30% English)	8	34.8
Economics (100% English)	4	17.4
Mechanical Engineering	3	13
Management Information Systems	3	13
Electrical – Electronics Engineering	2	8.7
Public Finance	2	8.7
Business Administration (100% English)	1	4.3
English Speaking Practice Apart From Class Hours ( <i>N</i> =23)	<i>N</i>	Percentage (%)
Yes	16	70
No	7	30

The control group students were similar to the students in the experimental group in terms of their language proficiency as they all passed the A2 level achievement exam. The control group students received twenty-four hours of weekly courses on core language skills, reading skills, writing skills, listening skills, and speaking skills. Three hours were allocated weekly for speaking skill courses, usually integrated with two hours of listening skill courses. Throughout the eight-week module, the control group students did not keep a speaking e-portfolio; instead, they engaged in speaking activities and tasks from the coursebook (see Appendix 7) during the class hours, and their speaking performance was assessed by the teacher. The students in this group were given the speaking self-efficacy beliefs scale at the beginning and at the end of the eight-week module in order to explore whether there was a change in their speaking self-efficacy perceptions.

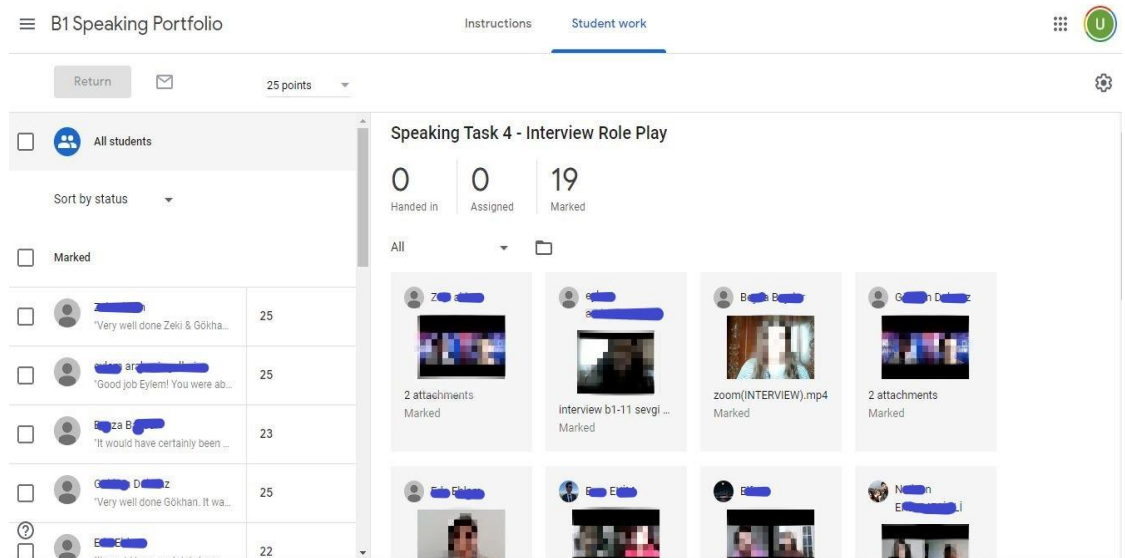
### 3.5. Treatment in the Experimental Group

#### 3.5.1. Google Classroom as the Digital Platform for the Speaking E-Portfolio Implementation

The treatment process in the experimental group covered eight-week study program in which the students kept speaking e-portfolios on Google Classroom. First launched in 2014 by Google, Google Classroom is a digital platform that can be accessed at <https://classroom.google.com/> where teachers can create digital classrooms, add students, share materials and multimedia, set assignments, give feedback to students' assignments, and grade them online. It only requires a Google account to sign up and free for both teachers and students. Additionally, it has a simple interface that makes it easy to use both for teachers and students. The homepage view of the virtual classroom created in Google Classroom and the e-portfolio view in this study can be seen in Figure 3.1 and Figure 3.2.:



*Figure 3.1.* The homepage of the virtual classroom created on Google Classroom



*Figure 3.2.* A sample e-portfolio view on Google Classroom

Besides being free and easy to use, Google Classroom is compatible with other Google applications such as Google Drive, Google Forms, Google Docs, and YouTube, making it more convenient to upload, store, and share different kinds of educational resources. Furthermore, it supports sharing .pdf and word documents, videos, images, and links to web pages. Another advantage of using Google Classroom is that it can also be used on mobile devices via its mobile application. Therefore, the experimental group students could record and upload their speaking performances using their mobile devices. Google Classroom was also chosen as the digital platform where the students would upload their speaking e-portfolios on the grounds that it had been found convenient and effective both by the teacher and the students during the pilot study.

### 3.5.2. The Treatment Process

The treatment process was carried out by the researcher of the present study, who was the teacher of an integrated speaking and listening skills course in the experimental group and the control group. The treatment in the experimental group started with the students being introduced to speaking e-portfolios. As the students were participating in online lessons, the researcher explained the e-portfolio keeping process during the first week of the B1 module, including the speaking tasks, Google Classroom, screen recording tools, the evaluation process, and what they will be doing throughout the e-portfolio implementation in detail. The students were also presented the three instructional training videos prepared by the teacher: 1) how to sign up to Google Classroom using their e-mail



accounts and join in the virtual classroom created by the teacher using the class code, 2) how to record videos using screen recording tools, 3) how to upload their speaking tasks to Google Classroom. These instructional videos were also sent to the students' e-mail addresses so that they could refer to these videos whenever they needed help. These videos served for training purposes, and the students were also told to contact the teacher whenever they needed further support.

During the eight-week e-portfolio implementation process, the students were given five different speaking tasks. They recorded videos of their oral performances for these speaking tasks and uploaded them to their own folders in the virtual classroom created in Google Classroom (see Appendix 9). The timeline of the treatment process and the speaking tasks are presented in Table 3.4.:

Table 3.4. *The Timeline of the Treatment Process*

Dates	Procedures
February 22-26, 2021	<ul style="list-style-type: none"> <li>▪ <i>Introduction to Speaking E-portfolio Process</i></li> <li>▪ <i>Training for E-portfolio Implementation:</i> Video training on how to sign up to Google Classroom, how to use screen recording tools, and how to upload videos on Google classroom.</li> </ul>
March 1-9, 2021	<ul style="list-style-type: none"> <li>▪ <i>Task 1: Introduce Yourself</i> Students were given a personal introduction task for which they recorded themselves while giving oral answers to questions prepared by the researcher.</li> </ul>
March 10-19, 2021	<ul style="list-style-type: none"> <li>▪ <i>Task 2: Presentation</i> Using screen recording tools, the students recorded themselves and their screen while making a short presentation on one of the problems of big cities and proposed their own solutions.</li> </ul>
March 22-31, 2021	<ul style="list-style-type: none"> <li>▪ <i>Task 3: Describing Photos</i> Using screen recording tools, the students recorded themselves while describing five different photos shared by the teacher, all of which had a story. They also expressed their opinions about the photos.</li> </ul>
April 1-9, 2021	<ul style="list-style-type: none"> <li>▪ <i>Task 4: Interview Role-play</i> In pairs, the students got together on Zoom and recorded themselves while interviewing each other by taking on people's roles from different jobs such as accountant, computer engineer, teacher, doctor, etc. They asked and answered questions about the requirements for the job, the difficulties, challenges, enjoyable sides etc.</li> </ul>

(continued on next page)

Table 3.4. *The Timeline of the Treatment Process (continued)*

Dates	Procedures
April 10-18, 2021	<ul style="list-style-type: none"> <li>▪ <i>Task 5: Group Discussion</i> In groups of three or four, the students got together on Zoom and recorded themselves while having a group discussion on whether young people should be allowed to have credit cards.</li> </ul>
April 19-23, 2021	<ul style="list-style-type: none"> <li>▪ <i>Reflection and Evaluation</i> Students' reflecting on their speaking e-portfolio performances Final evaluation of speaking e-portfolio tasks by the teacher</li> </ul>

As seen in Table 3.4., following the video training process in the first week, the students were given various speaking tasks. For the first, second, and third speaking e-portfolio tasks, the students performed their oral skills individually. The fourth task required students to work in pairs and perform an interview role-play. For the fifth speaking task, the students worked as a group and engaged in a group discussion. As the fourth and the fifth speaking task required interaction, the students got together on Zoom and recorded their oral performances before uploading their videos to their speaking e-portfolios.

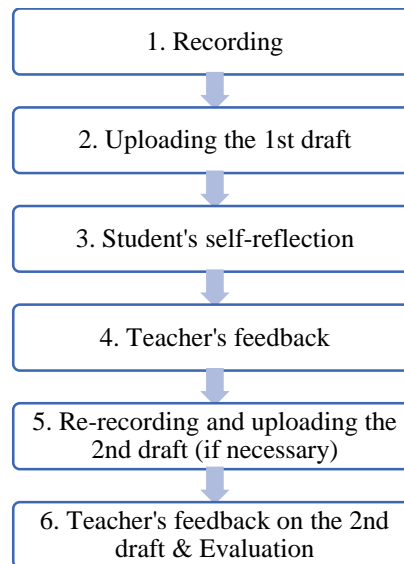
In the first two speaking e-portfolio tasks, introducing oneself and making a short presentation about the problems of big cities, the main objective was to improve students' oral skills in delivering a speech to a target audience. These types of tasks require a certain preparation; therefore, the students were provided with the vocabulary, phrases, and collocations that could be used while engaging in these tasks. For the presentation task, for instance, the students were asked to propose solutions to a problem in big cities after briefly introducing the problem (see Appendix 6). They also expanded on their ideas by giving reasons and examples. To guide students through these processes, they were provided with useful phrases, and examples of how to expand on their ideas using these phrases. Similarly, for describing photos task, the students used the prompts and answered the questions provided by the teacher while describing photos. Using these questions and prompts, they were encouraged to give a more detailed description and reflect on their opinions about the photos shared by the teacher. The interview role-play and the group discussion tasks (see Appendix 6) required students to accomplish several communicative functions such as expressing opinions, exchanging ideas, asking for opinions, and asking follow-up questions. Both of these tasks included pre-task activities on the coursebook. For the interview role-play task, the students watched the video of a fashion designer being

interviewed about his profession. The pre-task activity for the group discussion task included a short paragraph about the financial problems of young people that own a credit card. The pre-task activities for both tasks included useful vocabulary, collocations, and phrases to use in these pair work and group work tasks, which served as a model and guidance for students before they recorded their videos for these tasks.

For each speaking task, the students followed a similar procedure. First, they recorded their oral performance for the task and uploaded the first draft of their speaking e-portfolio assignment. Then, they reflected upon their performance through self-reflection forms so that they could become more aware of their strengths and weaknesses in their speaking skills and their overall speaking performance for the task. The self-reflection forms were the same for each speaking e-portfolio task and shared with the students using Google Forms. The self-reflection questions students answered as soon as they uploaded the first drafts of each speaking task were as follows:

1. What do you think you did well in this speaking task?
2. What do you think you did not do well in this speaking task?
3. Considering your performance in this speaking task, which aspect(s) of your speaking skill do you think you should improve?
4. What would you pay more attention to or change if you had to do the same speaking task again?

Bandura (1997, p. 3), defines self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”. Awareness of one’s strengths and weaknesses plays a critical role in one’s perception of self-efficacy. In this regard, self-reflection forms were included in the treatment process of the present study to increase students’ awareness of their strengths and weaknesses, which, in turn, might contribute to their speaking self-efficacy perceptions. The self-reflection process was followed by the teacher’s feedback on individual performances (see examples on Appendix 9). After the teacher’s feedback, the students were told to re-record and upload the second draft of the task if their performance was not satisfactory. Following this procedure, each student’s speaking e-portfolio task was evaluated by the teacher using an analytic speaking evaluation rubric (see Appendix 8). Figure 5 shows the procedures followed for each speaking e-portfolio task:



*Figure 3.3.* Procedures for each speaking e-portfolio task

Developed by Euroexam International (n.d) for B1 level speaking assessment., the rubric used for evaluation in the present study was explained and shared with the students in the first week of the study so that the students could understand how their speaking performance would be evaluated. The rubric included four main dimensions for assessment: range and accuracy, fluency and coherence, pronunciation, and communication strategies. For each speaking task, the student's performance was evaluated in accordance with the criteria listed in the rubric. Thus, the rubric guided students about how to improve their oral performance while preparing their speaking e-portfolio tasks.

Unlike the classroom speaking tasks, the students were able to plan and organize their speech in advance for the speaking e-portfolio tasks. In this sense, during the e-portfolio implementation process, the students had the opportunity to monitor themselves by watching their own speaking performances and pay more attention to the areas of speech that they felt less competent such as vocabulary, fluency, organization, pronunciation, intonation, and accuracy. In addition, they could re-record themselves after self-reflecting upon their own performances or after the teacher's feedback. During the eight-week treatment process the students engaged in five speaking tasks, and the treatment process ended with a general reflection on the speaking e-portfolio implementation by the students, and the evaluation of each student's overall speaking e-portfolio performance by the teacher.

### 3.6. Data Collection Instruments

#### 3.6.1. Speaking Skills Self-Efficacy Beliefs Scale

The speaking skills self-efficacy beliefs scale used as pre and post-tests in both experimental and control groups was adapted from Asakereh and Dehghannezhad's (2015) study named *Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement*. The adapted version of the scale (see Appendix 1) included 28 items, just like the original version. However, several items considered to be repetitive or very similar to the other items in the original version were removed in the adapted version of the scale. For instance, in the original version, item 3 (*I can speak better than my classmates*) and item 7 (*I am one of the best students in speaking courses*) were considered similar. Thus, item 7 was removed from the adapted version of the scale. Instead of the removed items, important subskills of speaking skill were included in the questionnaire in order to reveal how self-efficacious students feel themselves in those subskills. By reviewing the relevant literature, fluency, accuracy, pronunciation, vocabulary, intonation, rhythm, and stress were included in the adapted version. Necessary changes were also made with regards to wording after the suggestions of the experts in the field. Finally, the adapted version was translated into Turkish by two experienced English language teachers, which was then back translated into English to eliminate any misunderstandings (see Appendix 2).

The final adapted version of the questionnaire included two sections. The first section required participants to fill in their background information such as gender, age, department, and whether they were participating in the preparatory program on an optional or obligatory basis. For each item, participants were asked to choose their response on a scale of one to five: with 1 representing *strongly disagree* and 5 representing *strongly agree*. The piloting of the scale was conducted with 32 B1 level students who were not included in the study. The reliability score of the original version of the scale was .84. Using Cronbach's alpha, the reliability score of the adapted version of the scale after the pilot study was found to be .93, which can be considered highly satisfactory.

#### 3.6.2. Speaking E-Portfolio Post-implementation Questionnaire

The speaking e-portfolio post-implementation questionnaire was used to gather data about the students' perceptions of keeping speaking e-portfolios after the implementation

process. The items were adapted from studies by Özdemir-Çağatay (2012) and Kirmizi and Kiraç (2019). The Cronbach's alpha coefficient scores of the questionnaires in these two studies were .93 and .96, respectively. The adapted version of the questionnaire was evaluated by reviewing the relevant literature. In addition, upon the reviews of the field experts, changes were made about wording and overlapping items. The final version of the adapted questionnaire included 27 five-point Likert-scale items with five main dimensions: general attitudes towards e-portfolio implementation, development of sub-skills, affective states, difficulties and problems, and learner autonomy (see Appendix 3). The first 6 items in this questionnaire were designed to reveal students' general attitudes towards speaking e-portfolio implementation. Items 7, 8, 9, 10, 11, and 12 were designed to explore the effects of e-portfolio implementation on the development of sub-skills of speaking skill. Items 13, 14, 15, and 16 focused on the effects of e-portfolios on the affective states of students, such as self-confidence, motivation, and anxiety. The following six items (item 17, 18, 19, 20, 21, and 22) were aimed at exploring whether e-portfolios contributed to their self-reflection and self-assessment of their speaking performance. The last five items (item 23, 24, 25, 26, 27) were about problems and challenges faced by the students during the e-portfolio implementation process.

The adapted version was translated into Turkish by two experienced English language instructors, which was translated back into English to compare if there were any differences between the two versions in terms of meaning. Considering their current English level, the researcher gave students the Turkish version of the questionnaire (see Appendix 4) to make sure that they understood all the items in the questionnaire clearly. Using Cronbach's alpha coefficient, the reliability of the adapted Turkish version of the questionnaire was found to be reliable ( $\alpha = .82$ ).

### **3.6.3. Semi-structured Post-implementation Interview**

Interviews can provide valuable information through qualitative data when participants cannot be directly observed, and they allow participants to express themselves extensively (Creswell, 2012). The interview questions in this study focused specifically on exploring the students' perceptions of speaking e-portfolio implementation extensively. The questions that the participants were asked during the interview were as follows:

1. Do you think speaking e-portfolio tasks helped you improve your speaking skills? How?
2. Did speaking e-portfolios help you realize your strengths and weaknesses about your speaking skill development? How?
3. What were the difficulties and problems you had while preparing speaking e-portfolio assignments?
4. Do you think speaking e-portfolios should also be implemented in the following modules?

Semi-structured post-implementation interviews were conducted with the participants from the experimental group after the eight-week implementation process. As participation was on a voluntary basis, out of nineteen experimental group students, eleven students accepted to participate in the semi-structured interview. After completing the online consent form, the students who agreed to participate were interviewed through Zoom since they were taking courses through online distance education due to the Covid-19 pandemic. The students' answers to the interview questions were recorded and analyzed through content analysis. The answers were then categorized in accordance with the themes that emerged. The semi-structured interviews were conducted on April 20 and 21, 2021, and the interviewees were coded as S1 (Student 1) or S2 (Student 2) in accordance with the time they were interviewed. The background details of the interviewees are presented in Table 3.5.:

Table 3.5. *Background Details of the Interviewees*

Interviewee	Gender	Age	Major
S1	Female	19	Economics
S2	Female	19	International Trade and Finance
S3	Male	18	Computer Engineering
S4	Male	20	Economics
S5	Female	24	Business Administration
S6	Female	18	Business Administration
S7	Male	18	Industrial Engineering
S8	Female	19	International Trade and Finance
S9	Male	19	Mechanical Engineering
S10	Male	20	Computer Engineering
S11	Male	18	Economics

As seen in Table 3.5., the ages of the interviewees ranged from eighteen to twenty-four. Six interviewees were male (54.5%), while five (45.5%) were female. The interviewees were going to major in various departments from the Faculty of Economics

and Administrative Sciences, and the Faculty of Engineering. As for the duration, the interviews took eight to fifteen minutes.

### **3.7. Data Collection Procedures**

#### **3.7.1. Pilot Study**

Before the data collection process started, a four-week pilot study was carried out by the researcher in the fall term of the 2020-2021 academic year with a group of B1 level students at Pamukkale University School of Foreign Languages. The main objectives of the pilot study were a) to test the effectiveness of digital platform where the students' would upload their speaking performances, b) to understand the training needs of the students regarding how to use these digital platforms and video and screen recording tools, c) to find out the reliability of the scales that would be used in the study, and make necessary changes, and d) to find out any difficulties the students might experience while preparing speaking e-portfolio tasks.

The pilot study revealed that Google Classroom was an effective free digital platform where students could upload their portfolio tasks. Besides, it was also easy for students to enroll in the virtual classroom created in Google Classroom by using their Google accounts and the class codes provided by the teacher. However, it was found out that students had difficulty in uploading their e-portfolio tasks, so the researcher recorded and shared a short instructional video on how to upload their tasks on Google classroom. Another challenge for students was to use the screen recording tool, which was used for describing photos task and presentation task. Thus, the researcher recorded and shared another instructional video on how to use screen recording tools for audiovisual recording of portfolio tasks. As for the reliability of the adapted versions of the data collection instruments, both quantitative instruments used in the study were found to be reliable with the Cronbach's alpha coefficient .93 for speaking self-efficacy beliefs scale, and .82 for the speaking e-portfolio post-implementation questionnaire. The pilot study of the questionnaires also allowed the researcher to make necessary changes to the wording of the items in the questionnaire.



### **3.7.2. Data Collection**

The data collection process started after obtaining necessary permissions from the institution (see Appendix 10) and getting the consent of the students via an informed consent form (see Appendix 11) in the spring term of the 2020-2021 academic year. Initially, the speaking self-efficacy beliefs scale was given as the pre-test in the control and the experimental groups. The students in the experimental group kept an electronic speaking portfolio on Google Classroom (see Appendix 9) over the course of eight weeks, while the students in the control group engaged in similar speaking activities on the coursebook during the class hours. At the end of the eight-week module, the students in both groups were given the same scale of speaking self-efficacy beliefs as post-test. At the end of the implementation, the experimental group students completed a speaking portfolio implementation questionnaire and were interviewed through Zoom, a video conferencing tool, in order to reveal their perceptions and attitudes about the use of speaking e-portfolios. It is important to note that all the quantitative data in this study were also collected online through Google Forms as the courses were delivered online due to the Covid-19 pandemic.

**3.7.2.1. Data collection procedure for the experimental group.** At the beginning of the data collection process, the students in the experimental group completed pre-test of speaking skills self-efficacy beliefs scale. Following the pre-test, the students in the experimental group were given access codes for the virtual classroom on Google Classroom, where they would upload their videos for the speaking tasks. The students in the experimental group were also sent an instructional video on how to use Google Classroom and how to record their videos using screen capture tools. The students were asked to complete five speaking tasks for their speaking portfolio. After creating the first draft of their speaking task, they reflected upon their performance through self-reflection forms and received personalized feedback from the teacher. Following this, students made necessary changes by re-recording their speaking task if necessary. This process was followed by the teacher's evaluation of each student's speaking task.

At the end of the eight-week module, the students in the experimental group were given speaking skills self-efficacy beliefs scale as post-test again. They were also asked to complete the speaking e-portfolio implementation questionnaire. Additionally, a semi-structured interview was carried out with the experimental group students through Zoom in

order to find out their perceptions and opinions about the e-portfolio implementation. The dates and the data collection procedures for the experimental group can be seen in Table 3.6.:

Table 3.6. *Dates and Data Collection Procedures for the Experimental Group*

Dates	Data Collection Procedures for the Experimental Group
February 22 – 26, 2021	<ul style="list-style-type: none"> <li>▪ Pretest of speaking skills self-efficacy beliefs scale</li> </ul>
March 1 – April 18, 2021	Speaking E-Portfolio Implementation <ul style="list-style-type: none"> <li>▪ Task 1: Introduce Yourself</li> <li>▪ Task 2: Presentation</li> <li>▪ Task 3: Describing Photos</li> <li>▪ Task 4: Interview Role-play</li> <li>▪ Task 5: Group Discussion</li> </ul>
April 19 – 23, 2021	<ul style="list-style-type: none"> <li>▪ Posttest of speaking skills self-efficacy beliefs scale</li> <li>▪ E-portfolio post-implementation questionnaire.</li> <li>▪ Semi-structured interviews through Zoom.</li> </ul>

**3.7.2.2. Data collection procedures for the control group.** The data collection process for the control group started with the administration of speaking self-efficacy beliefs scale as the pretest. The students in the control group did not receive any training as speaking e-portfolios are not implemented in this group. Instead, during their online speaking course hours throughout the eight-week module, they engaged in several speaking activities and tasks that were very similar to the speaking tasks given to the students in the experimental group. These tasks were basically coursebook speaking tasks that included photo description, short presentation, interview role-play, expressing opinion, and group discussion (see Appendix 7). The researcher evaluated the students' speaking performance on each speaking task using an analytic speaking rubric (see Appendix 8). However, the students in the control group did not have the chance to get individual feedback or revise their performance as these speaking tasks were practiced as one-shot in-class speaking tasks. At the end of eight weeks, just like the experimental group students, the control group students were given the post-test of the speaking self-efficacy beliefs scale.

### 3.8. Analysis of Data

In the present study, data were collected through both quantitative and qualitative research instruments. A quasi-experimental research design was primarily utilized, in which two pre-existing groups of B1 level students were assigned as the control group and the experimental group (e-portfolio group). In addition to pre- and post-tests of the

speaking self-efficacy beliefs scale, data from the speaking e-portfolio post-implementation questionnaire, and semi-structured interviews with students were analyzed.

For the analysis of the first research question, which aimed to answer whether speaking e-portfolio implementation affected students' speaking self-efficacy perceptions, the quantitative data from pre and post-test of the speaking self-efficacy scale from both groups were analyzed using SPSS 22. Before a comparison was made between groups and within groups, the data from pre and post-tests of speaking self-efficacy scale were analyzed for the distribution of values so as to determine whether parametric or non-parametric tests would be used. As the Shapiro-Wilk test of normality is considered as more appropriate for a small sample ( $N < 50$ ) (Mayers, 2013), and the study was carried out with a relatively small sample ( $N = 42$ ), the Shapiro-Wilk test was taken as reference for the distribution of values. The results of the Shapiro-Wilk test indicated that pre and post-test scores of the students were normally distributed ( $p > .05$ ). Accordingly, parametric tests were used to analyze the data from pre and post-tests of the speaking self-efficacy beliefs scale. The first step was to compare the pre-test results of both groups in order to determine whether there was a significant difference between the groups in terms of their speaking self-efficacy beliefs at the beginning of the study. The results of the independent samples T-test showed that there were no statistically significant differences between the groups before the speaking e-portfolio implementation started in the experimental group. The second step was to compare the pre and post-test results of each group through paired samples t-test to determine whether speaking e-portfolio implementation affected students' speaking self-efficacy perceptions.

The second research question set out to explore students' perceptions of speaking e-portfolio implementation, for which both quantitative and qualitative data collection instruments were utilized. The data was collected through the speaking e-portfolio-post-implementation questionnaire and semi-structured interviews with eleven students from the experimental group. Firstly, the data from the questionnaire was analyzed using descriptive statistics in SPSS. According to Creswell (2012), descriptive statistics "present information that helps a researcher describe responses to each question in a database as well as determine overall trends and the distribution of the data" (p. 619). The questionnaire aimed to explore students' perceptions of speaking e-portfolio implementation regarding five main dimensions: attitudes towards speaking e-portfolio implementation, effects on speaking skill development, effects on affective states, self-reflection and self-assessment, and problems and challenges. Using descriptive statistics, mean values and standard

deviation were analyzed for each group so as to get a general understanding of students' perceptions of and attitudes towards speaking e-portfolio implementation. Following this procedure, students' responses to the items in each dimension were analyzed with frequencies, percentages, mean values, and standard deviation to get a wider perspective of how students responded to each item on the questionnaire.

For the analysis of the qualitative data from the semi-structured interviews with 11 students from the experimental group, each participants' recorded answers to the interview questions were firstly transcribed and coded through descriptive and process coding procedures. According to Miles, Huberman, and Saldana (2013), descriptive coding can be used to initially summarize segments of data. After descriptive coding, pattern coding was applied to the transcribed data in order to group codes into categories, themes, or constructs. The themes that emerged from the coding process and content analysis of the transcription were also analyzed by another experienced English teacher in order to ensure reliability. Besides, the recurring and agreed-upon themes throughout the analysis were then sorted by their frequency in order to find out the most recurrent themes. The themes that were not recurrent were not included in the data analysis.

## CHAPTER 4

### RESULTS

#### 4.1. Introduction

This chapter presents the detailed analysis of the data obtained from the pre and post-test results of the speaking self-efficacy beliefs scale, speaking e-portfolio post-implementation questionnaire, and the semi-structured interviews. The objective of this quasi-experimental study was to explore the use of speaking e-portfolios in an EFL context and its effects on students' perceived speaking self-efficacy. For this purpose, the following research questions were answered in this study:

1. Does the use of speaking e-portfolios affect students' perceived speaking self-efficacy?
  - 1.a. Is there a significant difference between post-test results of the control group and those of the experimental group students?
  - 1.b. Is there a significant difference between pre-test and post-test results of the experimental group students?
  - 1.c. Is there a significant difference between pre-test and post-test results of the control group students?
2. What are students' perceptions about the use of speaking e-portfolios?

To answer these research questions, two pre-existing groups of B1 level students were assigned as the control and experimental groups using convenience sampling. The speaking e-portfolio was implemented in the experimental group for eight weeks, while the control group students engaged in similar speaking activities during the lesson. The pre and post-test results of the speaking self-efficacy beliefs scale were compared to find out about the first research question and determine whether the speaking e-portfolio implementation affected students' speaking self-efficacy perceptions. For the second research question, the experimental group students' attitudes towards speaking e-portfolio implementation and its effectiveness were analyzed through speaking e-portfolio implementation questionnaire and semi-structured interviews. The quantitative data obtained from the pre and post-tests of the speaking self-efficacy beliefs scale and speaking e-portfolio implementation questionnaire were analyzed using SPSS 22 statistics software. The qualitative data obtained from the semi-structured interviews with the experimental group students were analyzed through content analysis.

## 4.2. Results of Research Question One

*Does the use of speaking e-portfolios affect students' perceived speaking self-efficacy?*

### 4.2.1. Distribution of Values and Comparison of Pre-test Results

The first research question aimed to answer whether speaking e-portfolios affect students' perceived self-efficacy. Before the quantitative data were analyzed, the pre and post-test data from both groups were checked using tests of normality. The Shapiro-Wilk test is accepted as more powerful than the Kolmogorov-Smirnov test for testing normality when the sample size is small ( $n < 50$ ) (Mayers, 2013). According to the results of the Shapiro-Wilk test, pre-test and post-test scores of the control group and the experimental group (e-portfolio group) were normally distributed ( $p > .05$ ). Table 4.1 shows the results of the normality tests:

Table 4.1. *Normality tests of Pre and Post-test Results of Both Groups*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Pre-test	.090	42	.200	.973	42	.409*
Post-test	.075	42	.200	.968	42	.273*

\* $p > .05$

Besides the Shapiro-Wilk test of normality, the skewness, and the kurtosis values of both groups' pre and post-test scores were analyzed. According to Hair, Black, Babin, and Anderson (2010), skewness and kurtosis values between  $\pm 1.0$  are considered acceptable. Accordingly, it was indicated that pre-test scores were normally distributed, with skewness of  $-0.25$  ( $SE = 0.36$ ) and kurtosis of  $-0.03$  ( $SE = 0.71$ ). The post-test scores were also normally distributed with skewness of  $-0.26$  ( $SE = 0.36$ ) and kurtosis of  $-0.73$  ( $SE = 0.71$ ). Finally, the histograms and the normal Q-Q plots of data were visually inspected, which also indicated that the data from pre and post-tests of both groups were normally distributed. As the statistical data from the speaking self-efficacy beliefs scale showed normal distribution, independent samples t-test and paired samples t-test from parametric tests were used during the data analysis.

Before the three sub-categories of research question one were analyzed, it was also important to see whether the control and experimental group students were similar or different in terms of their speaking self-efficacy beliefs prior to the intervention. For this reason, speaking self-efficacy pre-test results of the control group and the experimental group (e-portfolio group) were compared through independent samples t-test. The aim was to find out whether there was a significant difference between groups in terms of speaking

self-efficacy levels before the e-portfolio implementation started in the experimental group. Pre-test results were also important for the reliability of the study since the post-test results would be compared to them. Table 4.2. shows the comparison of pre-test results of both groups:

Table 4.2. *Comparison of Pre-test Scores of Experimental and Control Groups*

	Groups	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Md</i> *	<i>t</i>	<i>p</i>
Speaking Self- efficacy Pre-test	Control	23	3.02	.46	.08	-.71	.48**
	Experimental	19	3.10	.42			

\**Md*= Mean difference

\*\**p* > .05

The results suggest that although pre-test mean value of the experimental group was slightly higher ( $M = 3.10$ ,  $SD = .46$ ) than the mean value of the control group ( $M = 3.02$ ,  $SD = .42$ ), there were statistically no significant differences between the pre-test scores of the control group and the experimental group,  $t(40) = -.71$ ;  $p = .48$ ,  $p > .05$ . (see Table 4.2.) In other words, the participants in the control group and the experimental group were similar in terms of their speaking self-efficacy beliefs before the intervention.

#### **4.2.2. Results of Research Question 1.a: Is there a significant difference between post-test results of the control group and the experimental group students?**

The aim of research question 1.a was to make a comparison of post-test results between both groups. Through an independent samples t-test, speaking self-efficacy post-test results of the control group and the experimental group (e-portfolio group) were compared in order to find out whether the e-portfolio implementation affected students' perceived speaking self-efficacy. Table 4.2. shows the comparison of post-test results of both groups:

Table 4.3. *Comparison of Post-test Scores of Experimental and Control Groups*

	Groups	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>t</i>	<i>p</i>
Speaking Self- efficacy Post-test	Control	23	3.21	.42	.23	-2.04	.04*
	Experimental	19	3.45	.31			

\**p* < .05

The independent samples t-test for the post-test results of both groups indicates that the students in the experimental group had higher levels of speaking self-efficacy ( $M = 3.45$ ,  $SD = .31$ ) than the control group students ( $M = 3.21$ ,  $SD = .42$ ) after the intervention. The results also suggest that there was a statistically significant difference between the post-test results of the control group and the experimental group ( $t = -2.04$ ;  $p = .04$ ,  $p <$

.05). In other words, the difference between the post-test results of both groups was in favor of the experimental group, which had higher mean values than the control group.

#### **4.2.3. Results of Research Question 1.b: Is there a significant difference between pre-test and post-test results of the experimental group students?**

The focus of research question 1.b was to find out whether there was a difference between the pre-study and post-study speaking self-efficacy beliefs of the students in the experimental group (e-portfolio group). It should be remembered that the students in this group kept speaking e-portfolios on Google Classroom by completing various speaking tasks for eight weeks. A paired-samples t-test was run to compare the experimental group students' pre and post-test results of the speaking self-efficacy beliefs scale. Table 4.4. shows a comparison of pre and post-test results of the experimental group students:

Table 4.4. *Comparison of Pre and Post-test Results of Experimental Group*

	Groups	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>t</i>	<i>p</i>
Speaking Self-efficacy	Pre	19	3.10	.22	.34	-4.40	.000*
	Post	19	3.45	.31			

\* $p < .001$

As can be seen from Table 4.4., the students had an average level of speaking self-efficacy before the intervention ( $M = 3.10$ ,  $SD = .22$ ). The post-test scores indicated that there was an increase in the students' speaking self-efficacy beliefs after the e-portfolio implementation ( $M = 3.45$ ,  $Md = .34$ ,  $SD = .31$ ). The results of the paired samples t-test showed that the increase in post-test speaking self-efficacy scores was statistically significant, ( $t = 4.40$ ,  $p < .01$ ). In view of the fact that there was a statistically significant increase in their speaking self-efficacy levels at the end of the eight-week intervention, it can be concluded that the speaking e-portfolio implementation positively affected experimental group students' perceived speaking self-efficacy.

#### **4.2.4. Results of Research Question 1.c: Is there a significant difference between pre-test and post-test results of the control group students?**

Research question 1.c aimed to answer whether there was a significant difference between the pre-study and post-study speaking self-efficacy beliefs of the students in the control group. It should be reiterated that the students in this group did not keep a speaking e-portfolio but instead engaged in similar tasks and activities during the class hours over the course of eight weeks. To answer this research question, pre and post-test scores were



compared using paired samples t-test. Table 4.5. shows the comparison of pre and post-test results of the speaking self-efficacy scale for the control group students:

Table 4.5. *Comparison of Pre and Post-test Results of Control Group*

	Groups	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Md</i>	<i>t</i>	<i>p</i>
Speaking Self-efficacy	Pre	23	3.02	.46	.19	-1.66	.11*
	Post	23	3.21	.42			

\* $p > .05$

Table 4.5. demonstrates that the students in the control group had an average level of speaking self-efficacy before the study ( $M = 3.02$ ,  $SD = .46$ ). The post-test scores indicated that there was a slight increase in the perceived speaking self-efficacy levels of the students in the control group ( $M = 3.21$ ,  $Md = .19$ ,  $SD = .42$ ). Although the students in the control group did not keep speaking e-portfolios, this increase in their speaking self-efficacy beliefs was expected considering the eight-week instruction and learning period. However, the paired samples t-test result has shown that this increase was not statistically significant, ( $t = -1.66$ ;  $p = .11$ ,  $p > .05$ ). As a result, it can be concluded that there was not a statistically significant difference between the pre-study and post-study perceived speaking self-efficacy levels of the control group students.

### 4.3. Results of Research Question Two

#### *What are students' perceptions about the use of speaking e-portfolios?*

The second research question of this study aimed to find out the students' perceptions on the use of speaking e-portfolio. Speaking e-portfolio post-implementation questionnaire was designed to elicit students' ideas and perceptions about speaking e-portfolio implementation on five dimensions: students' general attitudes towards speaking e-portfolios, development of speaking sub-skills, affective states, problems and challenges, and learner autonomy. The qualitative findings were obtained from semi-structured interviews with eleven students in the experimental group. Detailed information about the interviewees was presented in Chapter 3 (see Table 3.5.).

Speaking e-portfolio post-implementation questionnaire was given to the students in the experimental group to find out their perceptions on the use and effectiveness of speaking e-portfolios. The questionnaire included twenty-seven items with five main dimensions: general attitudes towards speaking e-portfolio implementation, effects on the development of speaking skills, affective states, self-reflection, and self-assessment. It also included another dimension related to problems and challenges, which was designed to

elicit the problems and difficulties the students encountered during the speaking e-portfolio implementation process. All of the items in this questionnaire were five-point Likert scale items with 1 representing “*strongly disagree*” and 5 representing “*strongly agree*”. Table 4.6. shows general results of the speaking e-portfolio questionnaire for each dimension:

Table 4.6. *General Results of the Speaking E-Portfolio Post-Implementation Questionnaire*

Dimensions	<i>N. of items</i>	<i>M</i>	<i>SD</i>
Effects on development of speaking skills	6	4.03	.47
Effects on self-reflection and self-assessment	6	3.86	.41
General attitudes towards speaking e-portfolio implementation	6	3.85	.42
Effects on affective states	4	3.68	.71
Problems and challenges*	5	3.05	.74
Total	27	3.85*	.55

\**Note:* The mean value of problems and challenges dimension ( $M = 3.05$ ) was not included in the average mean of the questionnaire ( $M = 3.85$ ) since these items were related to the problems rather than the contributions of e-portfolio implementation.

As indicated in Table 4.6., students’ general perceptions of using speaking e-portfolios were relatively high, and the students mostly had positive perceptions about speaking e-portfolio implementation ( $M = 3.85$ ,  $SD = .55$ ). When the mean values of each dimension of the questionnaire are examined, it can be seen that the dimension with the highest mean ( $M = 4.03$ ,  $SD = .47$ ) is the effects of speaking e-portfolio on the development of students’ speaking skills. In other words, the students reported that speaking e-portfolio implementation was effective for developing their speaking skills in terms of pronunciation, fluency, vocabulary, accuracy, intonation, stress as well as planning and organizing their speech. The results also showed that the students had positive attitudes towards e-portfolio implementation ( $M = 3.85$ ,  $SD = .42$ ), and they generally thought speaking e-portfolio contributed to self-reflection and self-assessment of their speaking skills ( $M = 3.86$ ,  $SD = .41$ ). On the other hand, the mean value for the effects of speaking e-portfolio implementation on students’ affective states was the lowest ( $M = 3.68$ ,  $SD = .71$ ). To put it another way, speaking e-portfolio was not perceived as very effective by the students in promoting their self-confidence and motivation, and reducing their stress and speaking anxiety.

Table 4.6. also demonstrates that the lowest mean value belongs to the problems and challenges dimension of the questionnaire ( $M = 3.05$ ,  $SD = .74$ ). To put it another way, the students did not think that they were challenged by the technical problems or time

constraints very much. This could be attributed to the fact that all of the students were digital natives of Generation Z who could use technology very efficiently. Besides, short instructional videos prepared by the teacher about how to enroll in the virtual classroom on Google Classroom, how to record and edit videos using screen recording tools, and how to upload speaking e-portfolio tasks might have been effective in helping them solve problems they encountered during the process.

#### 4.3.1. General Attitudes Towards Speaking E-Portfolio Implementation

This dimension of the speaking e-portfolio post-implementation questionnaire includes six items regarding students' general attitudes towards speaking e-portfolio implementation. Table 4.7. shows descriptive statistics for students' general attitudes towards speaking e-portfolio. Table 4.6. indicates the descriptive statistics of students' general attitudes towards speaking e-portfolio implementation with the mean ( $M$ ) and standard deviation ( $SD$ ) for each item along with minimum and maximum values :

Table 4.7. *Students' General Attitudes Towards Speaking E-Portfolio Implementation*

Items	$N$	$Min$	$Max$	$M$	$SD$
1. I have improved my speaking skills with the help of the speaking e-portfolio.	19	3.00	5.00	4.05	.52
2. I could follow my progress in speaking more easily thanks to speaking e-portfolio.	19	3.00	5.00	4.05	.40
3. Speaking e-portfolio assignments are good evaluation tools for speaking skills.	19	3.00	5.00	3.94	.70
6. Speaking e-portfolio assignments in the upcoming modules will help improve my speaking skills.	19	3.00	5.00	3.84	.68
4. The speaking e-portfolio tasks in my speaking portfolio allowed me to demonstrate my speaking ability realistically.	19	2.00	5.00	3.73	.73
5. I would like to have speaking e-portfolios in the upcoming modules.	19	2.00	5.00	3.47	.70
General				3.85	.42

As presented in Table 4.7., the items with the highest mean values are “*I have improved my speaking skills with the help of speaking e-portfolio*” ( $M = 4.05$ ,  $SD = .52$ ), and “*I could follow my progress more easily thanks to speaking e-portfolio*” ( $M = 4.05$ ,  $SD = .40$ ). In other words, the students believed that e-portfolios contributed to the improvement of their speaking skills and helped them monitor their progress. Besides, the

students' perceptions about speaking e-portfolios as an alternative assessment tool were also relatively high ( $M = 3.94$ ,  $SD = .70$ ).

As indicated on Table 4.7., the item with the lowest mean value is “*I would like to have speaking e-portfolios in the upcoming modules*” ( $M = 3.47$ ,  $SD = .70$ ). To put it differently, the students did not seem to be very willing to have speaking e-portfolios in the following modules. This result may seem slightly in contradiction with item 1 and item 2, the mean values of which are relatively high ( $M = 4.05$ ). Although students valued the contributions of speaking e-portfolio for developing their speaking skills, their eagerness to have speaking e-portfolios for the next modules was relatively low. This contradiction might be the result of the fact that the e-portfolio process is highly demanding and requires continuous effort from students for recording, editing, self-reflecting, self-monitoring, and revising. Therefore, students might be hesitant to go into another rigorous process of speaking e-portfolio implementation despite its contributions.

The analysis of qualitative data from the semi-structured interviews also showed that the students generally had positive attitudes towards speaking e-portfolio implementation. The interviewees mainly stated that the opportunities for planning and organizing speech, monitoring their own speaking performances, and re-recording themselves helped them think more positively about the improvement of their speaking skills. S10, for instance, said, “*When I watch my first and the last video recording, I think I improved myself*”. Similarly, S3 and S8 stated that process-based assessment through speaking e-portfolio implementation contributed to the improvement of their speaking skills:

S3: “*Before the speaking e-portfolio process, I would evaluate my own speech more negatively. But I could notice the parts I need to work on and the parts I am good at about my speaking after watching my own videos*”.

S8: “*During speaking quizzes or speaking activities during class hours, so I usually get excited and am at a loss for words. It was good to get prepared for the speaking e-portfolio tasks and re-record the task whenever we wanted*”.

Although the students did not seem to be very willing to have speaking e-portfolios in the following modules from the quantitative data ( $M=3.47$ ,  $SD=.70$ ), all the interviewees ( $N=11$ ) answered the question as to whether they wanted to have speaking portfolios in the following modules positively. They generally reported that they benefitted from the process and had the opportunity to practice and improve their speaking skill even though it was a very demanding and time-consuming process. For instance, S11 said:

S11: *Normally, I should say no to this question because we made a lot of effort and spent a lot of time on the speaking e-portfolio tasks. But when I think about the benefits, I should say yes.*

Other students also reported similar beliefs to S11. Some other students referred to the program workload and their assignments from other courses and added that the number of speaking tasks should be reduced for the next module.

#### 4.3.2. The Effects of Speaking E-Portfolio on the Development of Students' Speaking Skills

The second part of the questionnaire is concerned with the effects of speaking e-portfolios on the development of students' speaking skills. This part includes six items designed to explore the effects of speaking portfolio on fluency, pronunciation, vocabulary, accuracy, intonation, stress, and organizational aspects of speech production. It should be noted that as compared to the other dimensions of the questionnaire, the highest mean value is represented by the effects of speaking e-portfolio on the development of students' speaking skills dimension ( $M = 4.03$ ,  $SD = .47$ ). Table 4.8. shows the descriptive statistics of students' perceptions about the effects of speaking e-portfolio in developing these aspects of their speaking skills:

Table 4.8. *Students' Perceptions About the Effects of Speaking E-Portfolio on the Development of their Speaking Skills*

Items	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
12. The speaking e-portfolio contributed to my speaking skills in terms of planning and organizing my talks.	19	3.00	5.00	4.21	.53
10. The speaking e-portfolio contributed to my speaking skills in terms of pronunciation.	19	3.00	5.00	4.21	.63
9. The speaking e-portfolio contributed to my speaking in terms of vocabulary use and choice.	19	2.00	5.00	4.10	.65
11. The speaking e-portfolio contributed to my speaking in terms of intonation, rhythm, and stress.	19	3.00	5.00	4.05	.52
7. The speaking e-portfolio contributed to my speaking skills in terms of fluency.	19	2.00	5.00	3.89	.73
8. The speaking e-portfolio contributed to my speaking in terms of grammar.	19	2.00	5.00	3.73	.80
General				4.03	.47

As presented in Table 4.8., the items with the highest mean values are item 12, “*The speaking e-portfolio contributed to my speaking skills in terms of planning and organizing my speech*” ( $M= 4.21, SD=.53$ ), and item 10, “*The speaking e-portfolio contributed to my speaking skills in terms of pronunciation*” ( $M= 4.21, SD =.63$ ). The results indicate that the students found speaking e-portfolio highly effective for planning, organizing their speech and pronunciation. These findings are not surprising considering the nature of speaking e-portfolio tasks which allowed students to plan and organize their speech before recording. Multiple video recordings also allowed students to improve their pronunciation through self-reflection and self-monitoring. Another item with a relatively high mean value is item 9, “*The speaking portfolio contributed to my speaking skills in terms of vocabulary use and choice*” ( $M= 4.10, SD=. 65$ ). This result is also in line with the nature of e-portfolio tasks which enabled students to look up necessary words and phrases before recording their videos.

Table 4.8. indicates that the item with the lowest mean value is item 8, “*The speaking e-portfolio contributed to my speaking in terms of grammar*” ( $M =3.73, SD= .80$ ). This finding might have resulted from the fact that e-portfolio tasks did not primarily focus on grammar and accuracy. Through speaking tasks such as describing oneself, describing photos, making a short presentation, taking part in an interview, and group discussion, students were required to pay attention to functional aspects of language rather than the grammatical aspects. As a result, students might have thought that speaking e-portfolio did not contribute to their grammatical knowledge and use of language as much as it contributed to their pronunciation, organization, and vocabulary.

The analysis of the qualitative data from the semi-structured interviews were in line with the quantitative data. The interview question “*Do you think speaking e-portfolio tasks helped you improve your speaking skills? How?*” aimed to elicit students’ opinions about the effectiveness of speaking e-portfolios in improving students’ speaking skills. The content analysis of the students’ answers to this question revealed that all the students who participated in the interview ( $N=11$ ) reported that they found the speaking e-portfolio implementation useful in general. The themes that emerged from the analysis of students’ answers to the first interview question are shown in Table 4.9.:

Table 4.9. *Themes about the Contributions of Speaking E-portfolio to Speaking Skill Improvement*

Student Number	Themes
S1, S3, S4, S5, S7, S8, S10, S11	Vocabulary
S1, S2, S3, S5, S6, S7, S8, S9, S11	Pronunciation
S2, S4, S6, S9, S10, S11	Organizing and Planning Speech
S4, S6, S10	Fluency
S1, S5, S8	Grammar/Sentence Structure

As presented in Table 4.9., the most frequently recurring themes about the contributions of speaking e-portfolio after analyzing the interview data are “*vocabulary*” and “*pronunciation*”. Six students’ statements were related to the benefits of speaking e-portfolio on “*organizing and planning speech*”. The other two themes that were not as frequently reported as other themes are “*fluency*” and “*grammar/sentence structure*”, each of which was highlighted by three students.

#### *Theme 1: Vocabulary*

The contribution of the speaking e-portfolio to the students’ vocabulary was reported by eight students during the interviews (S1, S3, S4, S5, S7, S8, S10, S11). The students who participated in the interview mostly stated that e-portfolio tasks were beneficial in improving their vocabulary knowledge and use. Similar to what was reported by students for the pronunciation theme, the students stated that they learned new words and phrases during the preparation process of speaking tasks. For example, S1 said “*I think it was beneficial both for learning the meaning of new words and for learning their pronunciation*”. The students also stated that they used dictionaries to look up the words they did not know in English. In this regard, S5 and S8 said:

*S5: In my opinion, e-portfolio was the most effective for developing vocabulary. During the preparation process of speaking tasks, I needed some words to answer questions or to express my ideas on the topic. So, I used the dictionary to look up the words I did not know to express myself better.*

*S8: I keep a vocabulary notebook for new words and try to write all the new vocabulary in my notebook. I added more words to my notebook in this module since I had to look up more words for the speaking e-portfolio assignments.*

*S10: I learnt new words while I was preparing for the speaking task. I also used them in a sentence while speaking. It was effective for learning new vocabulary.*

Some students also stated that they learnt new phrases during speaking e-portfolio implementation. They were given a list of useful phrases for describing photos, making presentations, expressing opinions, taking turns, asking for opinions, agreeing, disagreeing,

interviewing etc. S7, for instance, pointed out the benefits of speaking e-portfolio tasks for learning and practicing these kinds of phrases:

*S7: The phrases we learnt for different speaking tasks were very useful, in my opinion. I tried to use the useful phrases the teacher gave us. I think these phrases are important for speaking because they help us speak more effectively.*

Considering the frequency of vocabulary theme in the analysis of interview data, it can be suggested that speaking e-portfolio implementation helped students improve their vocabulary knowledge and use. Additionally, they reported that speaking e-portfolio increased their use of vocabulary. The statements of students also indicate that they used new vocabulary and phrases in context while speaking, which would possibly help them retain words when they wanted to use them again.

### *Theme 2: Pronunciation*

The interview data indicated that another contribution of speaking e-portfolio was the improvement of pronunciation. Out of eleven students who participated in the semi-structured interview, nine students (S1, S2, S3, S5, S6, S7, S8, S9, S11) stated that speaking e-portfolio implementation helped them improve their pronunciation. Students mostly stated that the opportunity to watch and re-record themselves for the speaking assignments enabled them to improve their pronunciation. For instance, S3 stated that “*I tried to be more careful about my pronunciation in general because I had the chance to re-record my videos*”. Similarly, S7 said, “*I always checked and learned the correct pronunciation of the words that I would use while preparing for the topic and the task before I recorded myself*”. The students also reported that they used dictionary apps to check the correct pronunciation of unfamiliar words, which again contributed to their pronunciation. The use of dictionary apps and self-monitoring through videos were pointed out by S2:

*S2: Before uploading each recording on Google classroom, I watched it myself to see whether it was OK. This contributed to my pronunciation because I used dictionary apps to check whether I had correctly pronounced the words I had recently learned.*

The students also reported that they increased their sense of awareness for pronunciation after engaging in speaking e-portfolio tasks. In this regard, S11 said, “*I started paying more attention to my pronunciation. I also started paying attention to how people pronounce words when I watch videos or films with subtitles*”. In view of these statements by the students and the frequency of pronunciation theme in the interview data, it can be concluded that speaking e-portfolio implementation was the most effective on the



improvement of students' pronunciation. Besides its contributions to their current pronunciation skills, speaking e-portfolio also provided them with a sense of awareness for the correct pronunciation of words, which might help them for further improvement.

### *Theme 3: Organizing and Planning Speech*

Organizing and planning speech was reported as another benefit of speaking e-portfolio by six students during the interviews (S2, S4, S6, S9, S10, S11). This is actually not surprising considering the nature of speaking e-portfolio tasks which allowed students to think about and plan what they would say before recording their videos. Before the speaking e-portfolio implementation started, the students were told not to write down or read everything they were going to say during their video recording as this would make the speaking e-portfolio tasks more of a writing and reading aloud activity rather than speaking tasks. The students were also told that they were allowed to take notes about key points of their speech. In this sense, they had the chance to organize and plan the content of their speech for the speaking tasks. In line with this, S4 and S10 said:

*S4: I think I improved how to organize my speaking. For instance, for the presentation and the interview task, I could plan the things I was going to say before I recorded the video.*

*S10: We usually don't have time to plan and get prepared for speaking tasks during lessons. The teacher gives us some time after asking a question or giving us a speaking task, but the time is never enough for me during lessons. So, I am usually not willing to answer questions during lessons. With speaking e-portfolio tasks, I could think about and plan my speech and look up unknown words from the dictionary.*

As understood from S10's statements, the students had the opportunity to plan and organize their speech for speaking tasks, which they usually did not have during their regular class hours. The insufficiency of preparation time during class hours might also be interpreted as a demotivating factor for students to speak confidently and willingly. Considering this, it can be concluded that the students benefitted from the abundance of time for planning and organizing their speech during the speaking e-portfolio implementation.

### *Theme 4: Fluency*

The fourth theme that emerged from the three students' statements is fluency. S4, S6, and S10 reported that speaking e-portfolio implementation contributed to their fluency because they were able to practice their speaking skill in various speaking tasks individually and in pairs. For instance, S6 said, "*I still can't speak fluently, but I believe*

that I improved my fluency after completing speaking tasks in my e-portfolio”. S10 said that he considered the speaking tasks as opportunities to improve his fluency, so he pushed himself to speak as naturally as possible during the video recordings:

*S10: I also improved my fluency with e-portfolio assignments. Before recording my videos, I didn't write down everything because it wouldn't improve my speaking. Instead, I tried to remember key points as the teacher advised us. It was difficult, but I think this helped me develop my fluency because I pushed myself to speak.*

Considering the students' level and the fact that the implementation only took eight weeks, it is not surprising that the students generally did not report an improvement in their fluency. The students were not expected to experience a considerable change in their fluency perceptions in eight weeks. There might have been more profound changes in the perceptions of students' fluency if the implementation had been carried out over a term or year. However, as a result of the three students' statements, it is still worth noting that the students' perceptions of their fluency changed positively.

#### *Theme 5: Grammar/Sentence Structure*

The analysis of the interview data revealed that few students ( $N=3$ ) improved their grammar/sentence structure skills via speaking e-portfolio tasks. Three students (S1, S5, and S8) stated that speaking e-portfolio implementation contributed to their grammar or sentence structure skills. These three students generally highlighted that through the speaking e-portfolio tasks, they were able to put their grammatical knowledge and knowledge about English sentence structure into practice. In this regard, S1 said, “*I think speaking assignments also helped us use grammar structures we learnt so far*”. Similarly, S5 said, “*I tried to use grammatical structures we learnt during our grammar lessons*”. Reporting on the benefits of her sentence structure skills, S8 said:

*S8: I improved my sentence structure skills. You know Turkish and English are different in terms of sentence structure. This is a challenge for us while speaking. I think if we do more speaking practice, it will be easier for us to form sentences in English.*

The focus of the speaking tasks included in speaking e-portfolio implementation was not mainly accuracy and grammar. The students were also told before the implementation that they should not be afraid of making mistakes. Additionally, the feedback given after each assignment did not focus on grammatical mistakes if they were not very recurrent and important. As a result of these, the students were not expected to place too much emphasis on grammar.

### 4.3.3. The Effects of Speaking E-Portfolio on Students' Affective States

This part of the speaking e-portfolio post-implementation questionnaire includes four items regarding the effects of speaking e-portfolio on students' affective states. The items in this part focused on exploring whether e-portfolio had an impact on students' affective states such as motivation to speak, self-confidence, speaking anxiety, and stress. The overall mean value of this dimension of the questionnaire is relatively low ( $M = 3.68$ ,  $SD = .71$ ). Table 4.10. shows the descriptive statistics of students' perceptions about the effects of speaking e-portfolio on their affective states:

Table 4.10. *Students' Perceptions about the Effects of Speaking E-Portfolio on Their Affective States*

Items	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
16. Keeping speaking e-portfolio helped me think more positively about the improvement of my speaking skill.	19	3.00	5.00	4.00	.57
13. Speaking e-portfolio enabled me to gain self-confidence in speaking English.	19	2.00	5.00	3.68	.88
15. I am more motivated to improve my speaking skill after speaking e-portfolio tasks.	19	2.00	5.00	3.63	.83
14. Speaking e-portfolio allowed me to overcome my stress and anxiety about speaking English.	19	1.00	5.00	3.42	1.01
General				3.68	.71

As shown in Table 4.10., the item “*speaking e-portfolio allowed me to overcome my stress and anxiety about speaking English*” has the lowest mean ( $M = 3.42$ ,  $SD = 1.01$ ). In other words, the participants' perceptions were almost neutral about speaking e-portfolio as a tool that reduced their stress and speaking anxiety. In this regard, it can be argued that speaking e-portfolio implementation did not contribute to the reduction of students' speaking anxiety and stress as much as it did other affective variables. On the other hand, students highly valued speaking e-portfolio implementation for *helping them think more positively about the improvement of their speaking skills* ( $M = 4.00$ ,  $SD = .57$ ). Engaging in and accomplishing various speaking e-portfolio tasks gave students a sense of achievement, which might have helped them eliminate their negative thoughts and feelings towards the improvement of speaking skills.

The content analysis of the students' answers during semi-structured interviews provided a better understanding of the benefits of speaking e-portfolio on students'

affective states such as motivation, self-confidence, speaking anxiety, and sense of accomplishment. The themes that emerged from the analysis of the interview data about the contributions of speaking e-portfolio implementation to students' affective states are shown in Table 4.11:

Table 4.11. *Themes about the Contributions of Speaking E-Portfolio Implementation on Students' Affective States*

Student Number	Themes
S3, S4, S6, S7, S9, S11	Sense of Accomplishment
S2, S3, S8, S9	Motivation & Self-confidence
S2, S3, S10	Decrease in Speaking Anxiety

As shown in Table 4.11., the theme “*Sense of Accomplishment*” was highlighted by six students. “*Motivation & Self-confidence*” also emerged as a theme with the statements of four students. Three students' statements were categorized as “*Decrease in Speaking Anxiety*”.

#### *Theme 6: Sense of Accomplishment*

According to the analysis of the interview data, the theme *sense of accomplishment* was reported by six students (S3, S4, S6, S7, S9, S11). These students generally highlighted that through the speaking e-portfolio, they felt like they accomplished something they had not before and took pride in completing the speaking tasks. The following statements of S4, S7, and S11 explain the sense of accomplishment and pride they experienced:

S4: *After recording my videos, I sent a few of them to my cousin, who is an English teacher, in order to show him how I spoke because I thought I could speak well.*

S7: *I watch videos, series, and films to improve my English, but I recorded myself while speaking English for the first time. I felt good and enjoyed watching myself.*

S11: *I've always liked English lessons since I was a child, but I am usually shy and don't want to speak out during lessons. After recording my first video, I felt that I could speak, and my speaking was not that bad.*

As can be understood from students' statements, through the speaking e-portfolio tasks, they felt that they achieved something and felt proud about it. They enjoyed watching themselves and even wanted to show others how they were doing. It is also important to note that some students were able to experience a sense of accomplishment and eliminate their previously formed negative thoughts about their speaking. This sense of achievement was important because it would motivate and encourage students to keep on improving their speaking skills.

### *Theme 7: Motivation & Self-confidence*

Another theme that emerged from the answers of four students (S2, S3, S8, S9) is motivation and self-confidence. These students generally reported that their motivation and self-confidence increased by speaking e-portfolio implementation. Pointing out the benefits of e-portfolio on self-confidence, S8 said, “*I think one of the most important benefits is self-confidence. I felt more confident about my speaking ability after the second or third assignment*”. Similarly, S3 said, “*It increased my confidence because I could re-record my videos when I felt that I made mistakes or performed poorly*”. For its contribution to his motivation S8 and S9 said:

*S8: I had not recorded myself while speaking even in Turkish before. Recording myself while speaking and watching myself afterwards was motivating for me.*

*S9: When the teacher asks a question during the lesson, I don't answer if the teacher doesn't call my name. But I had to speak for the assignments. I still don't think I can speak well, but I can say it increased my motivation to improve myself.*

Motivation and self-confidence are important affective factors for learning a foreign language. When students lack motivation or self-confidence, they will not be able to reach desired levels of attainment for language learning. It can be concluded from the statements of students that speaking e-portfolio implementation had a positive impact on students' motivation and self-confidence.

### *Theme 8: Decrease in Speaking Anxiety*

Analysis of the students' answers to the first interview question also indicated that some students experienced a decrease in their speaking anxiety. This theme can also be considered in relation to the motivation and self-confidence theme, which highlights the increase in some students' self-confidence. Three interviewees (S2, S3, S10) generally said that speaking e-portfolio implementation helped them with their speaking anxiety because it was less stressful than speaking during class hours. S3 reported that “*I usually feel nervous and anxious when I speak in class, but I felt more comfortable while I was doing the speaking tasks*”. Similarly, S10 said, “*We were able to get prepared for the speaking topics and tasks. I was less stressed out than I would be while speaking in class*”. Considering these statements, it can be argued that speaking e-portfolio implementation allowed students to demonstrate their speaking performance in a stress-free environment and helped them with their speaking anxiety. This is also closely related to the benefits of

e-portfolio on students' speech organization and planning skills, the third theme. Thus, it can be said that speaking e-portfolio gave students the opportunity and time to think about and plan for the speaking topics and tasks, which in turn contributed to a decrease in their speaking anxiety and stress.

#### 4.3.4. The Effects of Speaking E-Portfolio on Self-Reflection and Self-Assessment

Another dimension of the questionnaire is related to the self-reflection and self-assessment aspect of speaking e-portfolio implementation. This part included six items regarding the effects of speaking e-portfolios on students' self-reflection and self-assessment of their speaking performances and speaking skill development. Table 4.12. shows the results of students' perceptions about the effects of speaking e-portfolio on self-reflection and self-assessment of their speaking skill:

Table 4.12. *Students' Perceptions About the Effects of Speaking E-Portfolio on Self-Reflection and Self-Assessment of Their Speaking Skill.*

Items	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
17. I made a lot of effort in preparing speaking e-portfolio assignments.	19	2.00	5.00	4.15	1.01
22. I plan to take the necessary steps to overcome the deficiencies that I detected in my speaking after speaking e-portfolio.	19	2.00	5.00	3.94	.70
20. Speaking e-portfolio helped me evaluate my speaking skills more realistically.	19	3.00	5.00	3.89	.56
19. I am more aware of my weaknesses in my speaking skill after speaking e-portfolio implementation.	19	2.00	5.00	3.89	.65
18. It wasn't difficult for me to deal with problems while preparing speaking e-portfolio assignments.	19	2.00	5.00	3.79	.78
21. I know how to improve my weaknesses in speaking English after speaking e-portfolio assignments.	19	2.00	5.00	3.52	.70
General				3.86	.41

It can be seen from Table 4.12. that the item with the highest mean is item 17, "I made a lot of effort in preparing speaking e-portfolio assignments" ( $M = 4.15$ ,  $SD = 1.01$ ). Given the recording, editing, revising processes involved in e-portfolio implementation, it can be said that these processes require rigorous and continuous effort from the students.

Thus, upon reflecting on the process, the students reported that they made a lot of effort while preparing their speaking e-portfolio assignments. Another item with a relatively high mean is item 22 ( $M = 3.94$ ,  $SD = .70$ ), which indicated that *speaking e-portfolio implementation encouraged students to take necessary steps to overcome the deficiencies they detected in their speaking performances*. In addition, the students generally perceived speaking e-portfolio as a tool that *helped them become more aware of their weaknesses and strengths regarding their speaking skills* ( $M = 3.89$ ,  $SD = .65$ ) and *evaluate their speaking skills more realistically* ( $M = 3.89$ ,  $SD = .56$ ).

As shown in Table 4.12., the item with the lowest mean is “*I know how to improve my weaknesses in speaking English after speaking e-portfolio assignments*” ( $M = 3.52$ ,  $SD = .70$ ). It means that although speaking e-portfolio implementation helped students become more aware of the weaknesses and deficiencies they detected in their speaking performance, they needed more guidance and support on how to improve their weaknesses. When the overall mean value of this section of the questionnaire is examined ( $M = 3.86$ ,  $SD = .41$ ), it can be said that the students generally appreciated the benefits of speaking e-portfolio implementation for self-reflection and self-assessment of their speaking performance. However, the results also showed that they needed to be assisted and guided for further improvement of their speaking skills.

The qualitative data from the semi-structured interviews also showed that students highly valued the e-portfolio implementation process in terms of self-reflection and self-evaluation of their speaking performances. The aim of the interview question “*Did speaking e-portfolios help you realize your strengths and weaknesses in your speaking skill development? How?*” was to find out whether the speaking e-portfolio implementation helped students to realize their strengths and weaknesses in their speaking skill performances. This question was especially included in the interview questions since it is related to the first research question, which explored the effects of speaking e-portfolio implementation on students’ speaking self-efficacy. As suggested by Bandura (1997, p. 3), self-efficacy is “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments”. An important factor that affects one’s self-efficacy perceptions is being aware of strengths and weaknesses. Accordingly, students were asked whether the e-portfolio process raised their awareness about their strengths and weaknesses in their speaking skills. All of the eleven students who participated in the semi-structured interviews reported that speaking e-portfolio implementation contributed to their awareness about their strengths and weaknesses in their speaking skill development. Two

themes emerged from the content analysis of their responses to this interview question. Students generally stated that through the teacher's feedback, reflecting upon their performances, and self-monitoring their progress throughout the e-portfolio process, they were able to become more self-aware of their deficiencies and positive aspects of their speaking skill development.

Reporting on the contribution of speaking e-portfolio on their awareness of strengths and weaknesses, the students generally favored the individual feedback they received after each speaking assignment. Some of the students stated that they changed their concept of weakness after the teacher's feedback:

*S5: I used to think the biggest problem with my speaking was grammar. But after the teacher's feedback, I realized that there were other things I should pay attention to, such as using phrases and words, content, topic etc.*

The students also commented that the teacher's feedback after each assignment guided them for the following assignments and further improvement of their speaking skills. For instance, S9 said, *"I think the teacher's feedback helped me see my weaknesses and strengths"*. Similarly, S4 said, *"I did not have to re-record any of my assignments because I tried to pay attention to the teacher's comments for the following assignments"*. In their accounts of the contributions of speaking e-portfolio implementation, the students generally stated that they were able to reflect upon their weaknesses and strengths concerning their speaking performances and that they were able to monitor their own progress. Reporting on monitoring their progress and self-reflection, S6 said, *"I could see the deficiencies in my speech and the mistakes I made after watching my videos"*. Some other students explained how e-portfolio helped them realize their strengths and weaknesses in certain aspects of their speech. S3, for instance, said:

*S3: I realized that I need to improve my fluency. My pronunciation is good, but I frequently stop and hesitate during my speech.*

As understood from the students' statements, speaking e-portfolio helped them reflect upon their performances and monitor their own progress for the development of speaking skills. In addition, they reported that getting personal feedback on their performances from the teacher was also effective for realizing their weaknesses and strengths. Considering these, it can be concluded that speaking e-portfolio was helpful for raising awareness in students' perceptions about their weaknesses and strengths, which may have contributed to their speaking self-efficacy perceptions as well.



#### 4.3.5. Students' Perceptions about the Problems and Challenges of Speaking E-Portfolio Implementation

This part of the speaking e-portfolio post-implementation questionnaire includes five items related to students' perceptions about possible problems and challenges they experienced during the e-portfolio process. The overall mean value for this part of the questionnaire is the lowest ( $M = 3.05$ ,  $SD = .74$ ) among all the other dimensions, which means that students did not seem to be highly affected by technical problems or other challenges such as time management, group work, and nervousness during recording. Table 4.13. demonstrates students' perceptions about the problems and challenges of speaking e-portfolio:

Table 4.13. *Students' Perceptions About the Problems and Challenges of Speaking E-portfolio*

Items	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
27. Recording my audio/video for the speaking e-portfolio tasks made me feel nervous.	19	2.00	5.00	3.52	1.12
24. Technical issues (video recording, editing, uploading) made the speaking e-portfolio tasks more challenging.	19	2.00	5.00	3.26	1.09
23. Time limit made the speaking e-portfolio tasks more difficult.	19	2.00	5.00	3.05	1.22
26. Group work in speaking e-portfolio tasks made the preparation process longer.	19	1.00	5.00	2.84	1.12
25. I had difficulty in time management during the speaking e-portfolio process.	19	1.00	5.00	2.58	1.12
General				3.05	.74

As presented in table 4.13, the item with the lowest mean is “*I had difficulty in time management during the speaking e-portfolio process*” ( $M = 2.58$ ,  $SD = 1.12$ ). Another item with a low mean value is “*group work in speaking portfolio tasks made the preparation process longer*” ( $M = 2.84$ ,  $SD = 1.12$ ). In this regard, it can be concluded that the students generally did not perceive time management and group work as challenging issues. Additionally, their perception of time limit as something that made the e-portfolio process difficult was not high ( $M = 3.05$ ,  $SD = 1.22$ ). The item with the highest mean value in this part of the questionnaire is item 27, “*recording my audio/video for the speaking e-portfolio*

*tasks made me feel nervous*” ( $M = 3.52$ ,  $SD = 1.12$ ). Although the mean value for this item cannot be considered high in general, it is necessary to point out that the students reported nervousness during audio/video recording as a major challenge compared to other problems and challenges.

The qualitative data from the semi-structured interviews yielded similar findings to the quantitative findings from the speaking e-portfolio questionnaire. The interview question “*What were the difficulties and problems you had while preparing speaking e-portfolio assignments?*” aimed to reveal the problems and challenges of speaking e-portfolio implementation. It was important to find out about students’ the problems and challenges of the implementation in order to eliminate the potential issues and challenges for future use of speaking e-portfolios. Out of the interviewees ( $N = 11$ ), three interviewees (27.3%) stated that they had not experienced any problems at all. Analysis of the remaining eight students’ answers to the problems and challenges revealed four main themes: program workload and time constraints, nervousness while recording videos, technical issues, and groupwork/pair work challenges. The themes that emerged from students’ statements about the problems and challenges of speaking e-portfolio implementation are shown in Table 4.14.:

Table 4.14: *Problems and Challenges of Speaking E-portfolio*

Student Number	Themes
S1, S3, S6, S7, S9	Time constraints/ Program workload
S1, S5, S6	Nervousness while recording videos
S2, S4, S5	Technical issues
S4, S7, S9	Groupwork/pair work challenges

As presented in Table 4.14, the issue of program workload and time constraints stands out as an important problem. This theme was included in the answers of more than half of the interviewees (62.5%), who reported that they had experienced a challenge or a problem. These students mainly reported that speaking e-portfolio implementation was very demanding in terms of time and effort, and they also had assignments for other courses every week. In that sense, it was a challenge for the students to complete speaking assignments by complying with the given deadlines amongst their other weekly assignments for writing, reading, listening, and core language skills courses. Reporting on this issue, S3 said:

*S3: The greatest difficulty for me was time. We had assignments from other courses as well each week. It was difficult to do all the assignments on time.*

Similar to S3, other students also mentioned the time and effort they had to spend on the e-portfolio assignments. S7, for instance, said:

*S7: I spent a lot of time and effort on the speaking e-portfolio assignments. We did not have speaking assignments in previous modules. It's not only about speaking assignments, I think we are given a lot of assignments from other courses too.*

*S9: Sometimes for a four or five-minute video, I had to spend a few hours. For the presentation assignment, for instance, I probably spent more than three hours. It's not only about recording video, I had to do research, prepare slides. Some of the tasks took a lot of time.*

The students' answers indicate that keeping a portfolio is a very demanding process. Thus, it seems that students had to spend a lot of time, even on a short video. Considering the program workload and their responsibilities for other courses' assignments, the e-portfolio seems to have been a challenging and exhausting process for the students.

Another theme that emerged from some of the interviewees' ( $N = 3$ ) statements is “*nervousness while recording videos*”. These students mainly stated that they experienced nervousness and tension while recording their videos. For instance, S5 said, “*While doing the first speaking task, I felt stressed out because I had not recorded myself before*”. Similarly, S1 stated:

*S1: Of course, recording myself is less stressful than speaking in the class, but I also felt a little nervous while recording my videos. This is not about speaking English actually. I would probably feel similar if I had to record myself while speaking Turkish.*

From the students' comments, it is understood that their feelings of nervousness and tension are different from speaking anxiety. They reported that they felt tense while recording their videos because it was an unfamiliar experience for them. Therefore, it can be argued that for some students, speaking e-portfolio implementation provides a stress-free speaking experience because it is less stressful than speaking in class. On the other hand, it can be a source of tension or anxiety for some other students, especially during the first few weeks of the speaking e-portfolio implementation.

The issue of technical problems was another theme underlined by some students ( $N=3$ ). These students did not actually report issues with using Google Classroom, recording, or uploading their videos. The problems they had were mainly related to the internet connection speed and the video size. Reporting on the problems he had with the internet connection, S4 said, “*I live in a village, so our internet connection is not fast. When I want to upload something, it gets even slower.*” S5 stated that he had problems with the size of the videos he recorded on his mobile phone, “*I could not upload my first*

*assignments because the video size was too big. But afterwards, I solved the problem*". Before the e-portfolio implementation started, the students were sent short instructional videos about how to use Google Classroom, how to record their videos using screen recording tools, and how to upload their videos on Google Classroom. These instructional videos served as the training process, which seems to have been beneficial for the students since they did not report too many issues about technical problems.

The challenges of groupwork and pair work were also reported by three students during the interviews. Some of the speaking tasks such as interview role-play and group discussion required students to work in pairs or groups. S4, S7, and S9 mainly complained about the difficulty of making decisions as a group and the discrepancies in terms of effort spent on the task by their peers or group members. In their accounts of the problems, they had with the groupwork, S4 and S9 said:

*S4: For the groupwork, it was difficult to decide on the time to meet. Also, not everyone in the group takes the assignments seriously when we have a group assignment.*

*S9: I think when we do the speak assignments as a group, it is more helpful because it is more realistic than individual assignments. But working in a group is also difficult because some students in the group are unwilling to do the assignment.*

All in all, the analysis of students' answers revealed several problems and challenges of speaking e-portfolio implementation such as time constraints and program workload, nervousness while recording videos, technical issues, and groupwork and pair work challenges. It can be concluded that the themes that emerged from the interviews about the problems and challenges are in line with the data from the questionnaire.

This chapter presented the results of pre and post-test results of the control and the experimental groups, the speaking portfolio post-implementation questionnaire, and the results of the semi-structured interviews. To conclude, it was indicated that speaking e-portfolio implementation positively affected students' speaking self-efficacy beliefs. Besides, the results of the questionnaire showed that students generally had positive attitudes towards speaking e-portfolio implementation ( $M = 3.85$ ,  $SD = .55$ ). The results of the semi-structured interviews were also in line with the quantitative data. According to the analysis of semi-structured interviews, it can be concluded that the benefits and contributions of e-portfolio implementation as perceived by the students outweigh the problems and challenges reported.

## CHAPTER 5

### DISCUSSION AND CONCLUSION

#### 5.1. Introduction

This chapter presents an overview of the results of the study and a discussion of the findings for the research questions. In addition, the pedagogical implications, the limitations of the study, and suggestions for further research are provided in this chapter.

#### 5.2. Overview of the Study

The aim of this quasi-experimental study was to explore the use of speaking e-portfolio in an EFL context and its effects on students' perceptions of speaking self-efficacy. In accordance with this objective, two main research questions were answered: a) *does the use of speaking e-portfolios affect students' perceived speaking self-efficacy?* and b) *What are students' perceptions about the use of speaking e-portfolios?* For the purposes of this study, two groups of B1 level EFL students ( $N = 42$ ) who were studying at the English preparatory program at a state university were assigned as the experimental group (speaking e-portfolio group) and the control group (non-portfolio group). The experimental group students kept an electronic speaking portfolio on Google Classroom by recording their videos for various speaking tasks for eight weeks, whereas the control group students engaged in similar speaking tasks during the class hour. Firstly, the results from the pre and post-tests of the speaking self-efficacy beliefs scale were compared between the groups and within the groups in order to determine whether speaking e-portfolio implementation affected students' perceptions of speaking self-efficacy. Secondly, the results of the speaking e-portfolio post-implementation questionnaire and the data from semi-structured interviews were analyzed to find out how the students perceived speaking e-portfolio implementation.

Analysis of the pre-test scores of the experimental group ( $M = 3.10$ ,  $SD = .22$ ) and the control group ( $M = 3.02$ ,  $SD = .46$ ) showed that the students in both groups had similar moderate levels of speaking self-efficacy, and there were statistically no significant differences between groups at the beginning of the study. Although the mean value of the control group (non-portfolio group) slightly increased at the end of eight weeks ( $M = 3.21$ ,  $SD = .42$ ), there was not a statistically significant increase ( $p = .11 > .05$ ) in their post-test

scores. On the other hand, the results of the paired samples t-test indicated that there was a statistically significant increase in the experimental group students' speaking self-efficacy perceptions ( $M = 3.45$ ,  $SD = .31$ ,  $p < .05$ ). Therefore, it was concluded that speaking e-portfolio implementation positively affected students' perceived speaking self-efficacy.

For the second research question, which aimed to explore students' perceptions about the speaking e-portfolio implementation, the quantitative data from the speaking portfolio post-implementation questionnaire and the qualitative data from the semi-structured interviews with the experimental group students were analyzed. The descriptive analysis of the data from the questionnaire indicated that the students mainly had positive attitudes towards the speaking e-portfolio implementation ( $M = 3.85$ ,  $SD = .55$ ). Content analysis of the qualitative data from the semi-structured interviews showed that students benefitted from the speaking e-portfolio implementation, especially regarding their pronunciation, vocabulary, and organizing and planning their speech. The students also reported that speaking e-portfolio provided a sense of accomplishment, motivation, self-confidence and helped them with their speaking anxiety. On the other hand, the students generally stated that it was a demanding process in terms of time and effort, which also included several challenges concerning time constraints, groupwork, and few technical problems.

### **5.3. Discussion**

#### **5.3.1. Discussion of the Findings about Research Question One**

The first research question set out to explore whether speaking e-portfolio implementation affected students' perceived speaking self-efficacy. The self-efficacy construct is based on social cognitive theory, and as defined by Bandura (1997), it is one's beliefs about his or her capability to perform a given task well. According to Bandura, one's level of self-efficacy determines "whether certain coping behaviors will be initiated, how much effort will be expended, and how long it will be sustained in the face of obstacles and aversive experiences" (1997, p. 2). He maintains that an individual's achievement of a task is extensively affected by beliefs about his or her abilities. In other words, individuals with higher levels of self-efficacy, who hold positive beliefs about their abilities, are likely to perform a task better than those with low self-efficacy. Even though the given task may seem challenging or difficult, those with higher levels of self-efficacy

are likely to exert the necessary effort in order to accomplish it. In that sense, as with other tasks and performances in other areas of life, higher levels of self-efficacy will encourage foreign language learners to put and maintain more effort in improving their language skills, show better performances, and accomplish tasks in spite of the potential difficulties.

Considering the importance of self-efficacy construct in language learning as in other areas of learning, it is necessary to look for ways to increase students' self-efficacy beliefs to help them maintain their efforts in improving their language skills and eliminate their negative beliefs about their language abilities. In this respect, one of the objectives of this study was to explore whether speaking e-portfolios increased students' perceived speaking self-efficacy. The findings of the first research question indicated that speaking e-portfolio implementation positively affected students' perceptions about their speaking self-efficacy. Although the experimental group students' post-test speaking self-efficacy beliefs mean score might not seem to have increased sharply ( $M = 3.10$  for pre-test;  $M = 3.45$  for post-test) at the end of the eight-week speaking e-portfolio implementation, analysis of paired samples t-test indicated that there was a statistically significant increase in students' speaking self-efficacy perceptions. In that sense, it was concluded that speaking e-portfolio implementation could have positively affected students' speaking self-efficacy perceptions.

The findings of the present study related to the positive effects of speaking practice on students' speaking self-efficacy had also been highlighted by several previous studies (Castañeda & Rodríguez-González, 2011; Liu, 2013; Leeming, 2007; Rahayu & Jacobson, 2009). Similar to the results of the present study, Castañeda and Rodríguez-González's (2011) study, which explored whether L2 learners' speaking self-ability perceptions could be improved through recordings of multiple speech drafts, indicated that students improved their speaking self-efficacy and self-ability perceptions, as well as their overall speaking performances. Another study that yielded similar results with the present study was carried out by Liu (2013), which investigated the effectiveness of a speaking club for practicing oral skills and its effects on students' speaking self-efficacy. The results showed that extensive speaking practice could be effective in enhancing students' speaking self-efficacy.

In another study that underlined the effects of out-of-class speaking activities on improving students' speaking self-efficacy, Rahayu and Jacobson (2009) investigated the effects of speaking practice in a multi-user virtual environment. They similarly found out that students' speaking self-efficacy increased as they could practice speaking with other

speakers of English through the computer-based virtual environment. Additionally, the results of Rahayu and Jacobson's (2009) study emphasized the effect of self-reflection in improving students' speaking self-efficacy perceptions, which was also highlighted by the results of the second research question in this study. In a longitudinal study that was carried out by Leeming (2017), changes in students' speaking self-efficacy levels were investigated. The results of the study indicated that there was significant growth in students' speaking self-efficacy, which suggested that students could grow in terms of speaking skills and speaking self-efficacy if they were given the time and opportunities for language practice.

The results of the present study regarding the effects of oral practice on speaking self-efficacy can also be extended and interpreted by examining the role of speaking self-efficacy in speaking skill achievement, motivation, and speaking anxiety as indicated by a number of previous studies. Asakereh and Dehghannezhad's (2015) study, for example, indicated that students' speaking self-efficacy perceptions are related to their speaking skill achievement. They found out that students with higher speaking self-efficacy perceptions were also highly motivated during speaking classes and outperformed those with lower speaking self-efficacy. In another study by Mede and Karairmak (2017), a negative correlation was found between speaking anxiety and speaking self-efficacy, which meant that the students with higher levels of speaking self-efficacy had lower levels of speaking anxiety.

The results of previous studies suggest that students' speaking self-efficacy is closely related to speaking skill achievement, motivation, and speaking anxiety. Additionally, the results of previous studies on speaking self-efficacy and the findings of the present study supported the notion that speaking self-efficacy could be improved and increased through practicing their oral language skills. To put it another way, the findings of the present study are in line with the previous research as it highlights that out-of-class extensive speaking practice through speaking e-portfolio can enhance students' speaking self-efficacy perceptions. It can also be argued that positive changes in students' speaking self-efficacy and their self-constructed beliefs about their own speaking ability can improve their motivation and self-confidence, decrease their negative perceptions and speaking anxiety, and encourage them to improve their speaking skills further.



### 5.3.2. Discussion of the Findings about Research Question Two

The second research question aimed to explore students' perceptions of speaking e-portfolio implementation. Although EFL students have sufficient knowledge about the language itself, especially grammar and vocabulary, they usually have difficulty engaging in conversation and participating in oral activities (Arslan, 2013). Previous research into the causes of this issue has shown that students do not have the opportunity to practice their oral skills once they step out of the classroom. This problem is particularly evident in EFL settings, where oral communication is restricted to classroom practice. (Kara, Ayaz, & Dündar, 2017; Savaşçı, 2014; Tuan & Mai, 2015). According to a nationwide large scale study carried out by TEPAV (Turkey Economic Policy Research Foundation) and British Council (2015) about the state of English in higher education in Turkey, among the nine factors that students say affect their progress in English, number one is "few chances to meet native speakers of English," and number two is "inadequate practice in speaking and listening". (West, Guven, & Parry, 2015, p. 71). It is evident in this report that classroom time is often inadequate to allow all students an adequate amount of time to participate in speaking activities and receive feedback from teachers.

One of the motives behind this study was to explore ways in which students can be encouraged to practice their oral skills outside the classroom to cope with the challenges of the inadequacy of classroom time. In line with the results of previous research, which have shown that e-portfolios can be a useful tool to help students improve their oral skills outside the classroom (Cabrera-Solana, 2020; Coomber, 2016; Çepik & Yastıbaş, 2013, Huang & Hung, 2010; Khampusaen & Lao-Un, 2018; Kwak & Yin, 2018), it was considered that speaking e-portfolios could be used for the extensive out-of-class speaking practice and for improving affective factors regarding speaking. E-portfolios are defined as "personalized, web-based collections of work, responses to work, and reflections that are used to demonstrate key skills and accomplishment for a variety of contexts and time periods" (Lorenzo & Ittelson, 2005, p. 2). Unlike traditional paper or file-based portfolios, e-portfolios are digital collections that help students demonstrate, reflect on, and monitor their progress in language learning through samples of their performance. In this study, portfolio implementation was identified as e-portfolio or electronic portfolio in that the students collected samples of their oral performances on Google Classroom, a free, web-based digital platform for education that allows users to share documents, videos, audio and different sources of multimedia. By engaging in different kinds of speaking tasks

individually, in pairs, and in groups, students recorded and uploaded their oral performances on Google Classroom over the course of eight weeks.

The results of the speaking e-portfolio post-implementation questionnaire and semi-structured interviews with the experimental group students showed that the students generally had positive perceptions about e-portfolio implementation and benefitted from the e-portfolio process. The most salient benefits of speaking e-portfolio, according to students, were on the development of their speaking skills, especially in terms of pronunciation, vocabulary, and planning and organizing their speech. Besides, the students reported that the speaking e-portfolio provided them with a sense of accomplishment, which, in turn, increased their self-confidence and motivation. Furthermore, the students stated that e-portfolio increased their awareness of their weaknesses and strengths in their speaking skills through self-reflection, self-monitoring, and personalized feedback from the teacher. On the other hand, the students reported time constraints and program workload as a major challenge considering the time and effort they spent on each task for their speaking e-portfolio.

The results of qualitative and quantitative data of the present study suggest that students mostly valued the contributions of speaking e-portfolio to the development of their speaking skills with regards to pronunciation, vocabulary, and organization of speech. The students reported an increased self-awareness of their pronunciation and stated that they could improve their pronunciation as they were able to monitor themselves by watching their videos. Moreover, the students perceived an improvement in their vocabulary while preparing for their speaking tasks. Similar findings had also been highlighted by previous research concerning vocabulary and pronunciation improvements (Çepik & Yastıbaş, 2013; Khampusaen & Lao-Un, 2018; Kırmızı & Kıraç, 2019). In view of the fact that the speaking e-portfolio tasks required preparation, planning, and organization, it was not surprising that the students reported progress in terms of organization and planning their speech.

Nevertheless, according to the quantitative and qualitative data analysis, few students reported contributions for fluency and accuracy, which is indeed not surprising considering the duration of the study and the nature of speaking tasks. Oral fluency in a foreign language does not occur overnight; rather, it takes years for an individual to reach the desired level of fluency. In that sense, the students were not expected to experience a considerable change in their fluency perceptions at the end of the eight-week e-portfolio implementation. Similar to fluency, few students reported that the speaking e-portfolio

process contributed to their accuracy. Again, the students were not expected to have developed accuracy through speaking e-portfolio since the focus was not on accuracy in the speaking tasks included in the video, but instead on achieving a communicative function such as describing photos, making a presentation, taking part in an interview, and expressing ideas in a group discussion. These findings align with studies carried out by Göktürk (2016) and Hsu (2015), which indicated that voice blogging or digital video recordings for practicing speaking did not considerably affect students' fluency and accuracy.

The findings of the present study regarding students' increased awareness of their strengths and weaknesses were highlighted by several previous studies on speaking e-portfolios. In Huang and Hung's (2010) qualitative study that explored the effectiveness of speaking e-portfolios, for instance, it was found out that speaking e-portfolios could draw students' attention to weaker areas of their speaking ability and provide additional opportunities for oral practices. In a similar vein, Castaneda and Rodrigues-Gonzales (2011) indicated that multiple video recordings and self-evaluation process not only improved students' speaking skills but also increased their awareness of their own speaking skills. The results of the present study were also in line with Kwak and Yin's (2018) study, which reported that students developed their speaking abilities through recursive cycles of the e-portfolio process. To conclude, the present study and the previous studies emphasized the role of speaking e-portfolios in providing students a broader perspective of developing their speaking skills through self-reflection, self-monitoring, and self-assessment processes.

As for the effects of speaking e-portfolio on students' affective states, the present study indicated that it improved their *motivation* and *self-confidence* and helped them with speaking anxiety. Similar results were found out in previous studies (Cabrera-Solana, 2020; Çepik & Yastıbaş, 2013; Kwak & Yin, 2018). For most students in the present study, recording themselves was rather an unfamiliar experience, which seems to have had both positive and negative effects on the students. The students mostly reported that they took pride in watching themselves speak English and experienced a *sense of accomplishment* by achieving something that they had previously considered difficult or challenging regarding their speaking abilities. This sense of accomplishment might have affected their self-confidence and motivation positively. However, for few students, this unfamiliar experience of recording themselves somehow caused nervousness and anxiety while recording their videos, especially at the beginning of the e-portfolio implementation. These

students reported that it actually had nothing to do with speaking English as they would feel the same anxiety if they had to speak Turkish while recording their videos. Although few students were affected by this kind of challenge during the study, it should be noted that while speaking e-portfolio implementation could help some students with speaking anxiety, it might be a cause of anxiety for some others.

The most salient problem or challenge reported by students in the present study was time constraints along with difficulties resulting from program and course workload. It is no doubt that portfolio keeping is a rigorous process demanding continuous effort and dedication to deadlines. For each speaking e-portfolio task, the students in this study had to go through various processes such as preparation, planning, recording, uploading, self-reflecting, self-monitoring, revising, and editing. These demanding processes and weekly assignments from other courses were the main factors that increased students' workload throughout the process. As a result, for the majority of the students, the main challenge was time constraints and program workload. Although the students mainly valued the process and reported that they took advantage of speaking e-portfolio implementation, they stated that the number of tasks should be decreased for the following modules. On the other hand, technical issues were not reported as a problem or challenge by the majority of students in this study. The teacher prepared and provided students with short instructional videos on using Google Classroom for e-portfolio, recording their videos using screen recording tools, and using Zoom for pair work or groupwork. These instructional videos seem to have worked well for the students, which indicated that video training or face-to-face training is necessary to eliminate the potential problems.

#### **5.4. Pedagogical Implications**

Several pedagogical implications can be made from the findings of the present study. First, the findings of the study supported the idea that additional extensive out-of-class practice of oral skills is possible through speaking e-portfolios. Considering the inadequacy of classroom time to practice speaking in the classroom and few opportunities to practice speaking outside the classroom in EFL settings, this finding may encourage administrators, program coordinators, and teachers to employ speaking e-portfolios in schools. Although the speaking e-portfolio tasks may not reflect students' real speaking performances due to the opportunities for preparation and planning of speech, they may still be useful for helping students to practice their speaking skills outside the classroom. In a similar vein, students can be given opportunities to develop their skills in making

descriptions, presentations, and expressing their opinions on given topics. Encouraging students to keep speaking e-portfolios can also improve their speaking self-efficacy by eliminating their previously formed negative perceptions about their speaking abilities.

The findings of the study also indicated that students mostly had positive attitudes towards keeping speaking e-portfolio and valued the process in terms of its contributions to the development of their oral skills, motivation, and self-confidence. Besides, the students in the study experienced a sense of achievement. Teachers and program coordinators can include speaking portfolios as extracurricular activities to help their students benefit from these contributions. Furthermore, the results indicated that through speaking e-portfolio, students increased their awareness of their weaknesses and strengths regarding their speaking skill development. As a result, teachers can provide their students more informed and guided directions for areas of improvement in their speaking abilities through speaking e-portfolio.

Challenges and problems regarding time constraints might inform administrators, program coordinators, and teachers about the potential difficulties of speaking e-portfolio implementation. In this regard, if speaking e-portfolio is to be implemented and included in the program, the time that is allotted for the implementation should be well-planned in order to make the process more efficient and productive. Like other portfolio processes, the results showed that speaking e-portfolio is a demanding process in terms of time and effort. Both teachers and the students might be negatively affected by the overload of assignments and tasks if the time and the number of assignments are not well-planned. The results of the study showed that training is necessary to eliminate potential problems, especially about technical issues before speaking e-portfolio implementation. The participants in this study were adult university students with certain level of digital literacy and computer skills. As a result, few problems were reported with regard to technical issues in this study. However, teachers and program coordinators should prepare training programs or instructional videos to guide students throughout the process.

In the present study, Google Classroom was used as the digital platform where the students kept their speaking e-portfolios. It was chosen for being free of charge for teachers and students with a Google account, its convenience, and simple interface. Its mobile application also made it possible for students to upload their speaking e-portfolio assignments from their smartphones or other mobile devices without the need for a personal computer. Its compatibility with other Google applications such as Google Drive provided extra storage for the speaking e-portfolio assignments. Other learning

management systems (LMSs) such as Moodle, Edmodo, Schoology, Socrative, and Blackboard can also be used to create a virtual classroom where students can share artifacts of their speaking performances or upload assignments. Besides, students can create their own blogs on the web to keep videos or recordings for their speaking portfolios. However, it should be noted that some of these LMSs are not free of charge and may require an institutional subscription. In addition, limited features and limited storage might be offered in these LMSs without a paid subscription by the teacher or the institution. As for creating blog pages, it should be considered that students might need training on how to create and design blog posts. Moreover, a mobile device or a smartphone might not work compatibly while creating, designing, and creating blogs, and it might be difficult for those that do not have a personal computer to upload the recordings of their speaking performances to the blogs on the web. As a result, while choosing the digital platform for e-portfolio implementation, administrators, program coordinators, and teachers should take into account factors such as convenience, simplicity, price, storage, compatibility with mobile devices, students' digital skills, and the objectives of the e-portfolio implementation. No matter which digital platform or LMS is chosen, it is worth emphasizing that teachers and students need to be trained on how to use it effectively.

### **5.5. Suggestions for Further Research**

There were certain limitations to this quasi-experimental study; thus, suggestions for further research should be examined in light of these limitations. It should be noted that this study was conducted during the Covid-19 pandemic when students were taking courses through online distance education. Further, this study was conducted using a relatively small sample size ( $N=42$ ), so it may not be appropriate to draw strong conclusions from its findings. The study also has a major limitation regarding its duration. The duration of this study had to be limited to eight weeks because a module lasted for eight weeks. The students took a module achievement exam after eight weeks, after which they were re-assigned to level groups. It was, therefore, not possible to continue the implementation of the e-portfolio with the same group of students after eight weeks. Furthermore, the results of this study were dependent on students' opinions and reflections. To find out whether speaking e-portfolio affected students' speaking self-efficacy, the results were derived from students' pre and post-test results of the Speaking Self-Efficacy Scale. Likewise, students' responses to the e-portfolio implementation questionnaire and

semi-structured interview questions were used as references for the second research question.

The abovementioned limitations should be taken into account in further studies to make a more detailed analysis of the effectiveness of speaking e-portfolio implementation and its effects on students' speaking self-efficacy. In further studies carried out during face-to-face education, classroom interaction can be promoted in order to observe possible changes in students' overall speaking proficiency and speaking self-efficacy. Through face-to-face interaction, the researcher or the teacher can get a better picture of students' perceptions on the effectiveness of the e-portfolio implementation and can better observe their speaking performances instead of merely relying on students' reports and reflections. Besides, further studies should be carried out with a bigger sample in order to draw better conclusions about the results of the study. Moreover, in further studies, the duration should be extended to a term or an academic year to comprehend the longitudinal effects of out-of-class oral practice through speaking e-portfolios. In the present study, few students reported that speaking e-portfolios contributed to their fluency and accuracy due to the shortness of the implementation process. In longitudinal studies, the effects of e-portfolio on students' fluency, accuracy, and other aspects of their speaking can be explored. Additionally, further studies can use speaking proficiency tests as pre and post-tests to find out the effects of e-portfolio on students' overall speaking proficiency.

Besides the use of speaking e-portfolios and students' perceptions of them, this study concentrated on the effects of keeping speaking e-portfolio on students' speaking self-efficacy. Further studies can examine the effects of speaking e-portfolios on other affective factors of speaking skill such as motivation, speaking anxiety, communication apprehension, and willingness to communicate. This study was carried out with B1-level university students. There is still a need for further studies examining the effects of speaking e-portfolio across different age groups and various proficiency levels since these studies might yield different results. These studies might focus on and address different aspects of oral proficiency such as fluency, pronunciation, vocabulary, accuracy, and achieving various communicative functions through speaking e-portfolios.

## REFERENCES

- Abrami, P & Barrett, H. (2005). Directions for research and development on electronic portfolios. *Canadian Journal of Learning and Technology*, 31(3), 1-15.
- Alawiyah, T. (2018). Speaking self-efficacy and EFL student teachers' speaking achievement. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 5(1), 87–96.  
doi: [10.19109/ejpp.v5i1.2052](https://doi.org/10.19109/ejpp.v5i1.2052)
- Arslan, R. Ş. (2013). An investigation of prospective English language teachers' spoken communication skills: A case from Turkey. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(1), 27–40.
- Asakereh, A., & Dehghannezhad, M. (2015). Student satisfaction with EFL speaking classes: Relating speaking self-efficacy and skills achievement. *Issues in Educational Research*, 25(4), 345.
- Au, H. Y. C., & Bardakçi, M. (2020). An analysis of the effect of peer and teacher feedback on EFL learners' oral performances and speaking self-efficacy levels. *International Online Journal of Education and Teaching*, 7(4), 1453–1468.
- Aydin, S. (2010). EFL writers' perceptions of portfolio keeping. *Assessing Writing*, 15(3), 194-203. doi: [10.1016/j.asw.2010.08.001](https://doi.org/10.1016/j.asw.2010.08.001)
- Bachman, L. (1990). *Fundamental considerations in language testing*. New York: Oxford University Press.
- Bailey, K. (2004). Speaking. In D. Nunan (Ed.) *Practical English language teaching* (1st ed., pp. 44-66). New York: McGraw-Hill.
- Bandura, A. (1997) *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1(2), 164-180.
- Barbera, E. (2009). Mutual feedback in e-portfolio assessment: An approach to the netfolio system. *British Journal of Educational Technology*, 40(2), 342-357.
- Barrett, H. C. (2007). Researching electronic portfolios and learner engagement: The reflect initiative. *Journal of Adolescent & Adult Literacy*, 50(6), 436-449.
- Barrot, J. S. (2016). Using Facebook-based e-portfolio in ESL writing classrooms: Impact and challenges. *Language, Culture and Curriculum*, 29(3), 286-301.
- Baturay, M. H., & Daloğlu, A. (2010). E-portfolio assessment in an online English language course. *Computer Assisted Language Learning*, 23(5), 413-428.
- Boas, I.V. (2018). Assessing speaking skills in the classroom. In J.I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (1st ed., pp. 1-7). New York: John Wiley & Sons. doi: [10.1002/9781118784235.eelt0246](https://doi.org/10.1002/9781118784235.eelt0246)



- Bohlke, D. (2014). Fluency-oriented second language teaching. In D. M. Brinton, M. Celce-Murcia, and M. A. Snow (Eds.), *Teaching English as a second or foreign language* (pp. 121-135). Boston: Heinle and Heinle.
- Bolliger, D.U. & Shepherd, C.E. (2010). Student perceptions of e-portfolio integrating in online courses. *Distance Education*, 31(3), 295-314.
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (2003). *Teaching English as a foreign language*. London: Routledge.
- Brown, G. & Yule, G. (1999). *Teaching the spoken language*. Cambridge: Cambridge University Press.
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. White Plains, NY: Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching*. New York: Pearson Education.
- Brown, H. D. (2014). *Principle of language learning and teaching: A course in second language learning* (6th ed.). New York: Pearson.
- Brown, H. D. & Abeywickrama, P. (2010) *Language assessment: Principles and classroom practices*. (2nd ed.). White Plains, NY: Pearson Longman
- Brown, H. D. & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed). New York: Pearson Education.
- Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32(4), 653-675.
- Burns, A. (2019). Concepts for teaching speaking in the English language classroom. *Language Education and Acquisition Research Network Journal*, 12(1), 1–11.
- Bygate, M. (1998). Theoretical perspectives on speaking. *Annual Review of Applied Linguistics*, 18(1), 20-42.
- Cabrera-Solano, P. (2020). The use of digital portfolios to enhance English as a foreign language speaking skills in higher education. *International Journal of Emerging Technologies in Learning*, 15(24), 159-175.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied linguistics*, 1(1), 1-47.
- Canale, M. (1983). From communicative competence to communicative language pedagogy. In J. Richards and R. Schmidt (Eds.), *Language and communication* (1st ed., pp. 2-27). London: Longman Group.
- Castañeda, M., & Rodríguez-González, E. (2011). L2 speaking self-ability perceptions through multiple video speech drafts. *Hispania*, 94(3), 483–501.

- Cave, P. N., Evans, N. W., Dewey, D. P., & Hartshorn, K. J. (2017). Motivational partnerships: Increasing ESL student self-efficacy. *ELT Journal*, 72(1), 1–14. doi: [doi.org/10.1093/elt/ccx027](https://doi.org/10.1093/elt/ccx027)
- Celce-Murcia, M. (2008). Rethinking the role of communicative competence in language teaching. In E. A. Soler and M. S. Jorda (Eds.), *Intercultural language use and language learning* (1st ed., pp. 41-57). Dordrecht: Springer
- Cepik, S., & Yastibas, A. E. (2013). The use of e-portfolio to improve English speaking skill of Turkish EFL learners. *The Anthropologist*, 16(1-2), 307-317.
- Chang, C. C. (2009). Self-evaluated effects of web-based portfolio assessment system for various student motivation levels. *Journal of Educational Computing Research*, 41(4), 391-405.
- Charvade, M. R., Jahandar, S., & Khodabandehlou, M. (2012). The impact of portfolio assessment on EFL learners' reading comprehension ability. *English Language Teaching*, 5(7), 129-139.
- Coombe, C., Folse, K., & Hubley, N. (2007). *A practical guide to assessing English language learners*. Ann Arbor: University of Michigan Press.
- Coomber, M. (2016). Portfolio-Based Assessment of Speaking. *KOTESOL Proceedings*, 69-77.
- Demirel, M. V., Türkel, A., & Aydın, İ. S. (2020). Speaking self-efficacy beliefs of Turkish university students. *Cypriot Journal of Educational Sciences*, 15(3), 399–411. doi: [10.18844/cjes.v15i3.4905](https://doi.org/10.18844/cjes.v15i3.4905)
- Erice, D., & Ertaş, A. (2011). The impact of e-portfolio on foreign language writing skills. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 44(2), 73-94.
- Fulcher, G. (2003). *Testing second language speaking*. New York: Pearson Education.
- Gass, S. M., & Mackey, A. (2006). Input, interaction and output. *AILA Review*, 19(1), 3–17. doi: [10.1075/aila.19.03gas](https://doi.org/10.1075/aila.19.03gas)
- Ghonsooly, B., Elahi, M., & Golparvar, S. E. (2012). General English university students' self-efficacy and their achievement. *The Iranian EFL Journal*, 8(3), 153-173.
- Goh, C. C. M. (2007). Teaching speaking in the language classroom. In W. Renandya and J. C. Richards (Eds.), *RELC Portfolio Series* (1st ed., pp. 1-11). Singapore: Seameo Regional Language Center. doi: [10.1145/872757.872869](https://doi.org/10.1145/872757.872869)
- Goh, C. C. M., & Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.
- Goldsmith, D. J. (2007). Enhancing learning and assessment through e-portfolios: A collaborative effort in Connecticut. *New Directions for Student Services*, (19)1, 31-42.

- Gorsuch, G. (2009). Investigating second language learner self-efficacy and future expectancy of second language use for high-stakes program evaluation. *Foreign Language Annals*, 42(3), 505–540.
- Göktürk, N. (2016). Examining the effectiveness of digital video recordings on oral performance of EFL learners. *Teaching English with technology*, 16(2), 71-96.
- Graham, S. (2007) Learner strategies and self-efficacy: Making the connection. *Language Learning Journal*, 35, 81–93.
- Graham, S. and Macaro, E. (2008) Strategy instruction in listening for lower-intermediate learners of French. *Language Learning*, 58(4), 747–783.
- Gürsoy, E., & Karaca, N. (2018). The effect of speaking anxiety on speaking self-efficacy of children in a FLL context. *International Journal of Language Academy*, 6(3), 194-210.
- Hair Jr., J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2010) *Multivariate data analysis: A global perspective*. (2nd ed.). Upper Saddle River: Pearson Education.
- Hakim, M. A. R. (2015). Experienced EFL teachers' challenges and strategies in teaching speaking for introvert students. *European Journal of Social Sciences*, 48(4), 437–446.
- Harmer, J. (2007a). *The practice of English language teaching* (4th ed.). Essex: Pearson Education
- Harmer, J. (2007b). *How to teach English*. Essex: Pearson Education.
- Hinkel, E. (2010). Integrating the four skills: Current and historical perspectives. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (2nd ed., pp. 110-126). Oxford: Oxford University Press.
- Hewett, S. M. (2008). Electronic portfolios and education: A different way to assess academic success. In S. Clarke, M. Jennex & A. Becker (Eds.), *Online and distance learning: Concepts, methodologies, tools, and applications* (1st ed., pp. 3200-3213). Charleston: IGI Global.
- Hinkel, E. (2006). Current perspectives on teaching four skills. *TESOL Quarterly*, 40(1), 109–131. doi: [10.1016/0091-2182\(94\)90015-9](https://doi.org/10.1016/0091-2182(94)90015-9)
- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112–126.
- Huang, H. T. D., & Hung, S. T. A. (2010). Implementing electronic speaking portfolios: Perceptions of EFL students. *British Journal of Educational Technology*, 41(5), 84–89. doi: [10.1111/j.1467-8535.2009.00996](https://doi.org/10.1111/j.1467-8535.2009.00996).
- Hughes, A. (2003) *Testing for language teachers* (2nd ed.). Cambridge: Cambridge University Press

- Hughes, R. (2010). Materials to develop speaking skill. In N. Harwood (Ed.), *English language teaching materials: Theory and practice* (1st ed., pp. 207–24). New York: Cambridge University Press.
- Hsieh, P. and Kang, H. (2010) Attribution and self-efficacy and their interrelationship in the Korean EFL context. *Language Learning*, 60, 606–627.
- Hymes, D. (1972). On communicative competence. In J. Pride & J. Holmes (Eds.), *Sociolinguistics* (pp. 269-293). Harmondsworth: Penguin Books.
- Ivanova, O. V. (2017). The use of e-portfolio to develop English language learners' autonomy and independence. *Information Technologies and Learning Tools*, 60(4), 18–21.
- Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. *TESOL Quarterly*, 40(1), 157-181.
- Johnson, K. (1996). *Language teaching and skill learning*. Oxford: Blackwell.
- Joyes, G., Gray, L., Hartnell-Young, E. (2010). Effective practice with e-portfolios: How can the UK experience inform implementation? *Australasian Journal of Educational Technology*, 26, 15-27. doi: [10.14742/ajet.1099](https://doi.org/10.14742/ajet.1099)
- Kabilan, M. K., & Khan, M. A. (2012). Assessing pre-service English language teachers' learning using e-portfolios: Benefits, challenges and competencies gained. *Computers & Education*, 58(4), 1007-1020. doi:[10.1016/j.compedu.2011.11.011](https://doi.org/10.1016/j.compedu.2011.11.011)
- Kara, E., Ayaz, A. D., & Dündar, T. (2017). Challenges in EFL speaking classes in Turkish context. *European Journal of Language and Literature*, 3(2), 66–74.
- Khampusaen, D., & Lao-Un, J. (2018). The effect of electronic speaking portfolios on EFL learners' speaking ability. *International Journal of Management and Applied Science*, 7(1), 1–8.
- KIRMIZI, Ö., & KIRAÇ, K. (2019). An evaluation of speaking portfolio tasks at English preparatory level. *Curr Res Educ*, 5, 55–69.
- KIRMIZI, Ö., & KIRMIZI, G. D. (2015). An investigation of L2 learners' writing self-efficacy, writing anxiety and its causes at higher education in Turkey. *International Journal of Higher Education*, 4(2), 57-66.
- Knight, W. E., Hakel, M. D., & Gromko, M. (2008). The relationship between electronic portfolio participation and student success. *Association for Institutional Research*, 107, 1-16.
- Kwok, L. (2011). College students' participation in e-portfolio learning in relation to academic ability and motivation. *Electronic Journal of Foreign Language Teaching*, 8(2), 246-267.

- Kwak, Y., & Yin, J. (2018). Using electronic speaking portfolios for assessment in the efl classroom: Students' perspectives. *Korean Journal of English Language and Linguistics*, 18(4), 442–469.
- Leeming, P. (2017). A longitudinal investigation into English speaking self-efficacy in a Japanese language classroom. *Asian-Pacific Journal of Second and Foreign Language Education*, 2(12), 1–18. doi: [10.1186/s40862-017-0035-x](https://doi.org/10.1186/s40862-017-0035-x)
- Lin, Q. (2008). Preservice teachers' learning experiences of constructing e-portfolios online. *Internet and Higher Education*, 11, 194-200.
- Littlewood, W. (2011). Communicative language teaching: an expanding concept for a changing world. In E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning* (2nd ed., pp. 541-557). New York: Routledge
- Liu, M. (2013). English bar as a venue to boost students' speaking self-efficacy at the tertiary level. *English Language Teaching*, 6(12), 27-37.
- Liu, M., & Jackson, J. (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The Modern Language Journal*, 92(1), 71–86.
- Liu, X. (2010). Arousing the college students' motivation in speaking English through role-play. *International Education Studies*, 3(1). doi: [10.5539/ies.v3n1p136](https://doi.org/10.5539/ies.v3n1p136)
- Li, Y., & Wang, C. (2010). An empirical study of reading self-efficacy and the use of reading strategies in the Chinese EFL context. *Asian EFL Journal*, 12(2), 144–162.
- Loan, P. T. (2016). The effect of speaking e-portfolios on learner autonomy for non-English major students at PetroVietnam University. *Hirao School of Management Review*, 6, 106–169.
- Lorenzo, G., & Ittelson, J. (2005). An overview of e-portfolios. *Educause Learning Initiative*, 2, 1-27.
- Luoma, S. (2004). *Assessing speaking*. Cambridge: Cambridge University Press
- MacDonald, L., Liu, P., Lowell, K., Tsai, H. & Lohr, L. (2004). Graduate student perspectives on the development of electronic portfolios. *TechTrends*, 48(3) 52–55.
- Marsh-Schaeffer, K. (2018). Teaching Speaking in ESL Environments. In J.I. Lontas (Ed.), *The TESOL encyclopedia of English language teaching* (1st ed., pp. 1–7). New York: John Wiley & Sons. doi: [10.1002/9781118784235.eelt0700](https://doi.org/10.1002/9781118784235.eelt0700)
- Mayers, A. (2013). *Introduction to statistics and SPSS in psychology*. Harlow: Pearson.
- Mede, E., & Karairmak, O. (2017). The predictor roles of speaking anxiety and english self-efficacy on foreign language speaking anxiety. *Journal of Teacher Education and Educators*, 6(1), 117–131.

- Miles M., Huberman M., Saldana J. (2013) *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks: Sage Publications
- Mills, N. (2014). Self-efficacy in second language acquisition. In S. Mercer & M. Williams (Eds.), *Multiple perspectives on the self in SLA* (1st ed., pp. 6–22). Bristol: Multilingual Matters.
- Mills, N.A., Pajares, F. and Herron, C.A. (2006) A re-evaluation of the role of anxiety: Self-efficacy, anxiety, and their relation to reading and listening proficiency. *Foreign Language Annals*, 39, 273–292.
- Mills, N.A., Pajares, F. and Herron, C. (2007) Self-efficacy of college intermediate French students: Relation to achievement and motivation. *Language Learning*, 57(3), 417–442.
- Nunan, D. (2003). *Practical English language teaching*. New York: Mc Graw Hill.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. New York: Routledge.
- Nunan, D. & Richards, J. C. (2015). *Language learning beyond the classroom*. New York: Taylor & Francis.
- Nunes, A. (2004). Portfolios in the EFL classroom: Disclosing an informed practice. *ELT Journal*, 58(4), 327-335.
- O'Malley, M., & Valdez Pierce, L. (1996). *Authentic assessment for English language learners*. New York: Addison-Wesley.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle and Heinle.
- Özdemir-Çağatay, S. (2012). *Speaking portfolios as an alternative way of assessment in EFL Context*. Unpublished Master Thesis. Bilkent University, Ankara.
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia - Social and Behavioral Sciences*, 70, 654–665. doi: [10.1016/j.sbspro.2013.01.106](https://doi.org/10.1016/j.sbspro.2013.01.106)
- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66(4), 543–578.
- Paulson, L. F., Paulson P. R., & Meyer C. (1991). What makes a portfolio a portfolio? *Educational Leadership*, 48(5), 60-63.
- Poole, P., Brown, M., McNamara, G., O'Hara, J., O'Brien, S., & Burns, D. (2018). Challenges and supports towards the integration of ePortfolios in education: Lessons to be learned from Ireland. *Heliyon*, 4(11), 1-23.

- Rahayu, P., & Jacobson, M. J. (2009). Speaking self-efficacy and English as a foreign language: Learning processes in a multi-user virtual environment. *Learning Technology Research Symposium 2009*, 161-182.
- Rahimi, A. & Abedini, A. (2009). The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. *Novitas-ROYAL*, 3(1), 14-28.
- Rahimi, M., & Abedi, S. (2014). The relationship between listening self-efficacy and metacognitive awareness of listening strategies. *Procedia-Social and Behavioral Sciences*, 98, 1454-1460.
- Reese, M., Levy, R. (2009). Assessing the future: E-portfolio trends, uses, and options in higher education. *ECAR Research Bulletin*, 4, 1-12.
- Rhodes, T. L. (2010). Making learning visible and meaningful through electronic portfolios. *Change: The Magazine of Higher Learning*, 43(1), 6-13.
- Richards, J. C. (2006). Developing classroom speaking activities: From theory to practice. *Singapore Magazine for Language Teachers*, 28(2), 1-10. Retrieved November 12, 2019 from <https://www.professorjackrichards.com/wp-content/uploads/developing-classroom-speaking-activities.pdf>
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Retrieved November 12, 2019 from <https://www.professorjackrichards.com/wp-content/uploads/teaching-listening-and-speaking-from-theory-to-practice.pdf>
- Rubio, R. A. (2007). *Self-esteem and foreign language learning* (1st ed.). Newcastle: Cambridge Scholars Publishing.
- Safari, M., & Koosha, M. (2016). Instructional efficacy of portfolio for assessing Iranian EFL learners' speaking ability. *English Language Teaching*, 9(3), 102-116.
- Savaşçı, M. (2014). Why are some students reluctant to use L2 in EFL speaking classes? An action research at tertiary level. *Procedia-Social and Behavioral Sciences*, 116, 2682-2686.
- Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, 25(2), 261-278.
- Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26(4), 207-231.
- Schunk, D. H. (2003). Self-efficacy for reading and writing: Influence of modeling, goal setting, and self-evaluation. *Reading & Writing Quarterly*, 19(2), 159-172.
- Schunk, D. H., & Pajares, F. (2009). Self-efficacy theory. In Kathryn R. Wentzel and David B. Miele (Eds), *Handbook of motivation at school* (1st ed., pp. 35-53). New York: Routledge.

- Seidlhofer, B. (2005). English as a lingua franca. *ELT Journal*, 59(4). 339-341 doi: [10.1093/elt/cci064](https://doi.org/10.1093/elt/cci064)
- Shang, H.-F. (2010). Reading strategy use, self-efficacy and EFL reading comprehension. *Asian EFL Journal*, 12(2), 18–42.
- Sharifi, M., Soleimani, H., & Jafarigohar, M. (2017). E-portfolio evaluation and vocabulary learning: Moving from pedagogy to andragogy. *British Journal of Educational Technology*, 48(6), 1441-1450.
- Sheetz, D., Coldwell, S. and Coombe, C. (2018). Speaking Assessment. In J.I. Lontas (Ed.), *The TESOL Encyclopedia of English Language Teaching* (1st ed., pp. 11-18). New York: John Wiley & Sons. doi: [10.1002/9781118784235.eelt0338](https://doi.org/10.1002/9781118784235.eelt0338)
- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. *Methodology in Language Teaching: An Anthology of Current Practice*, 12, 204–211
- Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning*, 28(3), 202-219.
- Swain, M. (1995) Three functions of output in second language learning. In Cook, G. and Seidelhofer, B. (Eds.) *Principle and practice in applied linguistics: Studies in honor of H.G. Widdowson* (1st ed., pp. 125-144). Oxford: Oxford University Press.
- Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. *Input in Second Language Acquisition*, 235–253. Retrieved December 16, 2020 from <https://ci.nii.ac.jp/naid/10030942470/>
- Tanaka, H., Yonesaka, S. M., & Ueno, Y. (2015). An e-portfolio to enhance sustainable vocabulary learning in English. *The EUROCALL Review*, 23(1), 41– 52.
- Tarone, E. (2005). Speaking in a second language. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (1st ed., pp. 485–502). New Jersey: Lawrence Erlbaum Associates.
- Tekir, S. (2013). *Audio Visual Portfolio: A New Way of Assessing Speaking in ELT Context*. Retrieved September 24, 2019 from <https://hdl.handle.net/11511/87466>
- The Economic Policy Research Foundation of Turkey (TEPAV) (2013). *Turkey national needs assessment of state school English language teaching*. Retrieved March 27, 2019 from [https://www.britishcouncil.org.tr/sites/default/files/turkey\\_national\\_needs\\_assessment\\_of\\_state\\_school\\_english\\_language\\_teaching.pdf](https://www.britishcouncil.org.tr/sites/default/files/turkey_national_needs_assessment_of_state_school_english_language_teaching.pdf)
- The Economic Policy Research Foundation of Turkey (TEPAV) (2015). *The state of English in higher education in Turkey*. Retrieved March 27, 2019 from [https://www.britishcouncil.org.tr/sites/default/files/he\\_baseline\\_study\\_book\\_web\\_-\\_son.pdf](https://www.britishcouncil.org.tr/sites/default/files/he_baseline_study_book_web_-_son.pdf)



- Theodosiadou, D., & Konstantinidis, A. (2015). Introducing e-portfolio use to primary school pupils: Response, benefits and challenges. *Journal of Information Technology Education: Innovations in Practice*, 14(1), 17-38.
- Thornbury, S. (2005). *How to teach speaking*. Essex: Pearson Education.
- Thornbury, S. (2012). Speaking instruction. In A. Burns & J. Richards (Eds.), *The Cambridge guide to pedagogy and practice in second language teaching* (1st ed., pp. 198–206). New York: Cambridge University Press.
- Tianjian, W. (2010). Speaking anxiety: more of a function of personality than language achievement. *Chinese Journal of Applied Linguistics*, 33(5), 95-109.
- Trim, John L.M. (1997): *A European Language Portfolio: Some Questions Relating to its Nature, Function, Form, Preparation and Distribution*. Retrieved March 22, 2020 from <https://rm.coe.int/1680459fa3>
- Tuan, N. H., & Mai, T. N. (2015). Factors affecting students' speaking performance at Le Thanh Hien high school. *Asian Journal of Educational Research*, 3(2), 8–23.
- Ur, P. (2009). *A course in English language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Wang, L.-J., & Chang, H.-F. (2011). Improve oral training: The method of innovation assessment on English speaking performance. *International Journal of Distance Education Technologies*, 9(3), 56–72.
- West, R., Guven, A., & Parry, J. (2015). *The state of English in higher education in Turkey*. Ankara: Yorum Basın Yayın
- Woodrow, L. (2011). College English writing affect: Self-efficacy and anxiety. *System*, 39(4), 510-522.
- Yastıbaş, A. E., & Yastıbaş, G. Ç. (2015). The use of e-portfolio- based assessment to develop students ' self - regulated learning in English language teaching. *Procedia - Social and Behavioral Sciences*, 176, 3–13. doi: [10.1016/j.sbspro.2015.01.437](https://doi.org/10.1016/j.sbspro.2015.01.437)
- Zhang, X., & Ardasheva, Y. (2019). Sources of college EFL learners' self-efficacy in the English public speaking domain. *English for Specific Purposes*, 53, 47–59. doi: [10.1016/j.esp.2018.09.004](https://doi.org/10.1016/j.esp.2018.09.004)
- Zhao, T., & Intaraprasert, C. (2013). Use of communication strategies by tourism-oriented EFL learners in relation to attitude towards English speaking and English language and exposure to oral communication in English. *International Journal of Scientific and Research Publications*, 3(5), 1–8.
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.

## APPENDICES

### APPENDIX 1: Speaking Self-Efficacy Beliefs Scale

Dear participant,

This questionnaire is a part of the study that aims to explore the use of speaking e-portfolios and its effects on students' perceived speaking self-efficacy. Your voluntary participation in this study will be of great help to reach the objectives of the study. Your responses to this questionnaire will be kept strictly confidential and will only be used for the purposes of this study.

The questionnaire consists of two parts, and it approximately takes ten minutes to complete. The first part includes questions about your background information and the second part includes items about speaking self-efficacy beliefs. For further details about the study, you can contact me via e-mail. If you want to learn about the results of this study, you can write your e-mail below.

Thank you in advance for your voluntary participation.

Öğr. Gör. Uğur Türkkaynağı  
uturkkaynagi@pau.edu.tr  
Advisor: Prof. Dr. Recep Şahin Arslan

*I have read and understood the information above. I agree to participate in this study.*

Yes  No

*I want to learn about the results of this study via e-mail.*

Yes  e-mail:

No

**SECTION 1: Please mark or answer items below according to your details.**

**1. Gender:** Female ( ) Male ( )

**2. Age:** 17( )  
18( )  
19( )  
20( )  
21( )  
Other ( ) Please specify: \_\_\_\_\_

**3. What is your department? Please specify: \_\_\_\_\_**

**4. Your participation in English preparatory program:**

Compulsory( ) Voluntary( )

**5. How often do you engage in activities to practice and improve your speaking skills except for the lessons?**

Always( )    Often( )    Sometimes( )    Rarely( )    Never( )

**a) If you have chosen one of “Always, Often, Sometimes, Rarely” options for the question above, please explain these activities.**

**b) If you have chosen “never” for the question above please explain the reason(s) for not engaging in speaking activities.**

**SECTION II.**

<p><b>Please choose the best options for the items about your speaking self-efficacy beliefs below.</b></p> <p>1: <i>Strongly Disagree</i> 2: <i>Disagree</i> 3: <i>Neutral</i> 4: <i>Agree</i> 5: <i>Strongly Agree</i></p>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I can speak English fluently without long pauses.	1	2	3	4	5
2. I can speak English accurately with no or few mistakes.	1	2	3	4	5
3. I can use a wide range of grammatical structures accurately in my speech.	1	2	3	4	5
4. I can use a wide range of words and word forms appropriately in my speech.	1	2	3	4	5
5. I can pronounce words correctly and comprehensibly.	1	2	3	4	5
6. I can use appropriate intonation, stress and rhythm in my speech.	1	2	3	4	5
7. I believe I am a good English speaker.	1	2	3	4	5
8. I have enough ability to improve the level of my speaking.	1	2	3	4	5
9. I can speak English better than my classmates.	1	2	3	4	5
10. I am confident about my ability to interact with other English speakers.	1	2	3	4	5

11. I am confident I can communicate what I mean easily in English.	1	2	3	4	5
12. When the instructor asks a question, I raise my hand to answer it even if I am not sure about it.	1	2	3	4	5
13. Even if the speaking task is difficult and I do not have the required vocabulary, I can find the strategy to get the message across.	1	2	3	4	5
14. While speaking, I can remain calm when facing difficulties.	1	2	3	4	5
15. The more difficult the speaking practice is, the more enjoyable it is.	1	2	3	4	5
16. I'm able to actively participate in my speaking classes.	1	2	3	4	5
17. I'm not stressed out when speaking English in the classroom.	1	2	3	4	5
18. I'm sure I can express myself orally in English outside the classroom.	1	2	3	4	5
19. I can describe the city I live in orally to other people in English.	1	2	3	4	5
20. I can start and maintain a conversation about topics of general interest.	1	2	3	4	5
21. I can tell a story orally in English.	1	2	3	4	5
22. I can introduce myself or a friend to someone else in English.	1	2	3	4	5
23. I can ask my teachers questions in English.	1	2	3	4	5
24. I can answer my teacher's questions in English.	1	2	3	4	5
25. I can take part actively in group discussions with my classmates about a given topic in class.	1	2	3	4	5
26. I can express my opinions orally in English well.	1	2	3	4	5
27. I can take part in role play activities based on a scenario in English.	1	2	3	4	5
28. I can do oral presentations on a given topic in English.	1	2	3	4	5

## APPENDIX 2: Turkish Version of the Speaking Self-efficacy Beliefs Scale

Değerli Öğrencimiz,

Aşağıda yanıtlanmanız için sizlere sunulan ölçek ile İngilizceyi yabancı dil olarak öğrenen öğrencilerin Konuşma Becerisi Öz Yeterliklerinin ölçülmesi amaçlanmaktadır. Bu çalışmanın başarıya ulaşabilmesi, sizlerin bu çalışmaya gönüllü katılımı ve vereceğiniz içten cevaplar sayesinde olacaktır. Bu ölçeğe vereceğiniz cevaplar kesinlikle gizli tutulacak ve yalnızca bu çalışmanın amaçları doğrultusunda kullanılacaktır.

İki bölümden oluşan bu ölçeği tamamlamak yaklaşık olarak 10 dakikanızı alacaktır. İlk bölüm kişisel bilgileriniz ile ilgili, ikinci bölüm ise konuşma öz yeterliği ile ilgili maddelerden oluşmaktadır. Bu çalışma ile ilgili bilgi almak için aşağıdaki e-posta adresinden bana ulaşabilirsiniz. Çalışmanın sonuçları ile ilgili e-posta yoluyla bilgi almak isterseniz lütfen ilgili bölümü işaretleyerek e-posta adresinizi yazınız.

Bu çalışmaya katılımınız ve aşağıdaki maddelere vereceğiniz içten cevaplar için teşekkür ederiz.

Öğr. Gör. Uğur Türkkaynağı  
uturkkaynagi@pau.edu.tr  
Danışman: Prof. Dr. Recep Şahin Arslan

***Yukarıdaki bilgilendirmeyi okudum ve anladım. Bu çalışmaya katılmayı kabul ediyorum.***

Evet  Hayır

***Bu çalışmanın sonuçlarını öğrenmek istiyorum.***

Evet  e-posta:

Hayır

**I. BÖLÜM: Aşağıdaki bölümde size sunulan maddelerde size uygun seçeneği işaretleyiniz/cevaplayınız.**

**3. Cinsiyet:** Kadın ( ) Erkek ( )

**4. Yaş:** 17( )  
18( )  
19( )  
20( )  
21( )  
Diğer ( ) Lütfen belirtiniz: \_\_\_\_\_

**3. Bölümünüz. Lütfen yazınız:** \_\_\_\_\_

**4. Hazırlık programına katılım şekliniz:**

Zorunlu( ) İsteğe Bağlı( )

**5. Dersler ve okul dışında İngilizce konuşma becerinizi geliştirecek çalışma ya da etkinlikler yapıyor musunuz?**

Her zaman( ) Sıklıkla( ) Bazen( ) Nadiren( ) Hiçbir Zaman( )

a) Yukarıdaki soruda “Her zaman, Sıklıkla, Bazen, Nadiren” seçeneklerinden birini işaretlediyseniz lütfen bu çalışmaların neler olduğunu belirtiniz.

b) Yukarıdaki soruda “Hiçbir Zaman” seçeneğini işaretlediyseniz lütfen sebebini belirtiniz.

## II. BÖLÜM

Aşağıdaki İngilizce konuşma öz yeterliliğiniz ile ilgili ifadelerin her birinin sizin düşüncelerinizi ne kadar yansıttığını 1'den 5'e kadar numaralandırarak yuvarlak içinde belirtiniz. 1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle Katılıyorum	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Uzun duraksamalar olmadan, akıcı bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
2. Hatasız ya da çok az hata yaparak, doğru bir şekilde İngilizce konuşabilirim.	1	2	3	4	5
3. Çeşitli dil bilgisi yapılarını konuşurken doğru bir şekilde kullanabilirim.	1	2	3	4	5
4. Çeşitli sözcükleri ve sözcük yapılarını konuşurken uygun bir şekilde kullanabilirim.	1	2	3	4	5
5. Kelimeleri doğru ve anlaşılır bir şekilde telaffuz edebilirim.	1	2	3	4	5
6. Konuşurken uygun tonlama, vurgu ve ritim kullanabilirim.	1	2	3	4	5

7. İngilizceyi iyi konuştuğumu düşünüyorum.	1	2	3	4	5
8. İngilizce konuşma düzeyimi geliştirmek için yeterli beceriye sahibim.	1	2	3	4	5
9. Sınıf arkadaşlarımdan daha iyi İngilizce konuşabilirim.	1	2	3	4	5
10. İngilizce konuşan diğer kişilerle iletişim kurma becerime güvenirim.	1	2	3	4	5
11. İngilizce konuşurken anlatmak istediğimi kolaylıkla ifade edebileceğim konusunda kendime güvenirim.	1	2	3	4	5
12. Dersin öğretmeni soru sorduğunda, emin olmasam bile cevap vermek için söz alırım.	1	2	3	4	5
13. Konuşma etkinliği zor olsa ve gerekli kelimeleri bilmesem bile kendimi ifade etmek için bir strateji bulabilirim.	1	2	3	4	5
14. İngilizce konuşurken zorlansam bile sakin kalabilirim.	1	2	3	4	5
15. Konuşma etkinliği ne kadar zor olursa, o kadar keyiflidir.	1	2	3	4	5
16. Konuşma becerileri derslerine aktif bir şekilde katılabilirim.	1	2	3	4	5
17. Derste İngilizce konuşurken gergin değilimdir.	1	2	3	4	5
18. Ders dışında kendimi İngilizce sözlü olarak etkili bir şekilde ifade edebileceğime eminim.	1	2	3	4	5
19. Yaşadığım şehri başkalarına İngilizce sözlü olarak tanıtabilirim.	1	2	3	4	5
20. Genel ilgi konularıyla ilgili bir sohbeti başlatabilir ve sürdürebilirim.	1	2	3	4	5
21. Sözlü olarak İngilizce bir hikaye anlatabilirim.	1	2	3	4	5
22. Kendimi ya da bir arkadaşımı başkalarına İngilizce sözlü olarak tanıtabilirim.	1	2	3	4	5
23. Öğretmenime İngilizce sorular sorabilirim.	1	2	3	4	5
24. Öğretmenimin sorularına İngilizce cevap verebilirim.	1	2	3	4	5

25. Derste verilen bir konu ile ilgili sınıf arkadaşlarımla yapılan grup tartışmalarına aktif bir şekilde katılabilirim.	1	2	3	4	5
26. Fikirlerimi sözlü olarak etkili bir şekilde ifade edebilirim.	1	2	3	4	5
27. Bir senaryoya dayanan rol canlandırma etkinliklerine katılabilirim.	1	2	3	4	5
28. Verilen bir konu ile ilgili İngilizce sözlü sunum yapabilirim.	1	2	3	4	5



### APPENDIX 3: Speaking E-Portfolio Post-Implementation Questionnaire

Dear participant,

This questionnaire is a part of the study that aims to explore the use of speaking e-portfolios and its effects on students' perceived speaking self-efficacy. Your voluntary participation in this study will be of great help to reach the objectives of the study. Your responses to this questionnaire will be kept strictly confidential and will only be used for the purposes of this study.

The questionnaire consists of two parts, and it approximately takes ten minutes to complete it. The first part includes questions about your background information and the second part includes items about speaking e-portfolio implementation. For further details about the study you can contact me via e-mail. If you want to learn about the results of this study, you can write your e-mail below.

Thank you in advance for your voluntary participation.

Öğr. Gör. Uğur Türkkaynağı  
 uturkkaynagi@pau.edu.tr  
 Advisor: Prof. Dr. Recep Şahin Arslan

*I have read and understood the information above. I agree to participate in this study.*

Yes  No

*I want to learn about the results of this study via e-mail.*

Yes  e-mail:

No

**SECTION I: Please mark or answer items below according to your details.**

**5. Gender:** Female ( ) Male ( )

**6. Age:** 17( )  
 18( )  
 19( )  
 20( )  
 21( )  
 Other ( ) Please specify: \_\_\_\_\_

**3. What is your department? Please specify: \_\_\_\_\_**

**4. Your participation in English preparatory program:**

Compulsory( ) Voluntary( )

## SECTION II.

<p><b>Please choose the best options for the items below about speaking e-portfolio implementation.</b></p> <p><i>1: Strongly Disagree</i>  <i>2: Disagree</i>  <i>3: Neutral</i>  <i>4: Agree</i>  <i>5: Strongly Agree</i></p>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I have improved my speaking skills with the help of speaking e-portfolio.	1	2	3	4	5
2. I could follow my progress in speaking more easily thanks to speaking e-portfolio.	1	2	3	4	5
3. Speaking e-portfolio assignments are good evaluation tools for speaking skills.	1	2	3	4	5
4. The speaking e-portfolio tasks in my speaking portfolio allowed me to demonstrate my speaking ability realistically.	1	2	3	4	5
5. I would like to have speaking e-portfolios in the upcoming modules.	1	2	3	4	5
6. Speaking e-portfolio assignments in the upcoming modules will help improve my speaking skills.	1	2	3	4	5
7. The speaking e-portfolio contributed to my speaking skills in terms of fluency.	1	2	3	4	5
8. The speaking e-portfolio contributed to my speaking in terms of grammar.	1	2	3	4	5
9. The speaking e-portfolio contributed to my speaking in terms of vocabulary use and choice.	1	2	3	4	5
10. The speaking e-portfolio contributed to my speaking skills in terms of pronunciation.	1	2	3	4	5
11. The speaking e-portfolio contributed to my speaking in terms of intonation, rhythm, and stress.	1	2	3	4	5
12. The speaking e-portfolio contributed to my speaking skills in terms of planning and organizing my talks.	1	2	3	4	5
13. Speaking e-portfolio enabled me to gain self-confidence in speaking English.	1	2	3	4	5
14. Speaking e-portfolio allowed me to overcome my stress and anxiety about speaking English.	1	2	3	4	5
15. I am more motivated to improve my speaking skill after speaking e-portfolio tasks.	1	2	3	4	5
16. Keeping speaking e-portfolio helped me think more positively about the improvement of my speaking skill.	1	2	3	4	5

17. I made a lot of effort in preparing speaking e-portfolio assignments.	1	2	3	4	5
18. It wasn't difficult for me to deal with problems while preparing speaking e-portfolio assignments.	1	2	3	4	5
19. I am more aware of my weaknesses in my speaking skill after speaking e-portfolio implementation.	1	2	3	4	5
20. Speaking e-portfolio helped me evaluate my speaking skills more realistically.	1	2	3	4	5
21. I know how to improve my weaknesses in speaking English after speaking e-portfolio assignments.	1	2	3	4	5
22. I plan to take the necessary steps to overcome the deficiencies that I detected in my speaking after speaking e-portfolio.	1	2	3	4	5
23. Time limit made the speaking e-portfolio tasks more difficult.	1	2	3	4	5
24. Technical issues (video recording, editing, uploading) made the speaking e-portfolio tasks more challenging.	1	2	3	4	5
25. I had difficulty in time management during the speaking e-portfolio process.	1	2	3	4	5
26. Group work in speaking e-portfolio tasks made the preparation process longer.	1	2	3	4	5
27. Recording my audio/video for the speaking e-portfolio tasks made me feel nervous.	1	2	3	4	5

## APPENDIX 4: Turkish Version of Speaking E-Portfolio Post-Implementation Questionnaire

### Konuşma E-Portfolyosu Anketi

Değerli Öğrencimiz,

Aşağıda yanıtlamanız için sizlere sunulan ölçek ile İngilizceyi yabancı dil olarak öğrenen öğrencilerin konuşma e-portfolyosu uygulaması ile ilgili görüşlerini ortaya koymayı amaçlanmaktadır. Bu çalışmanın başarıya ulaşabilmesi, sizlerin bu çalışmaya gönüllü katılımı ve vereceğiniz içten cevaplar sayesinde olacaktır. Bu ölçeğe vereceğiniz cevaplar kesinlikle gizli tutulacak ve yalnızca bu çalışmanın amaçları doğrultusunda kullanılacaktır.

İki bölümden oluşan bu ölçeği tamamlamak yaklaşık olarak 10 dakikanızı alacaktır. İlk bölüm kişisel bilgileriniz ile ilgili, ikinci bölüm ise konuşma e-portfolyosu uygulaması ile ilgili maddelerden oluşmaktadır. Bu çalışma ile ilgili bilgi almak için aşağıdaki e-posta adresinden bana ulaşabilirsiniz. Çalışmanın sonuçları ile ilgili e-posta yoluyla bilgi almak isterseniz lütfen ilgili bölümü işaretleyerek e-posta adresinizi yazınız.

Bu çalışmaya katılımınız ve aşağıdaki maddelere vereceğiniz içten cevaplar için teşekkür ederiz.

Öğr. Gör. Uğur Türkkaynağı  
uturkkaynagi@pau.edu.tr

Danışman: Prof. Dr. Recep Şahin Arslan

***Yukarıdaki bilgilendirmeyi okudum ve anladım. Bu çalışmaya katılmayı kabul ediyorum.***

Evet

Hayır

***Bu çalışmanın sonuçlarını öğrenmek istiyorum.***

Evet  e-mail:

Hayır

**1. BÖLÜM: Aşağıdaki bölümde size sunulan maddelerde size uygun seçeneği işaretleyiniz/cevaplayınız.**

**7. Cinsiyet:** Kadın ( ) Erkek ( )

**8. Yaş:** 17( )

18( )

19( )

20( )

21( )

Diğer ( ) Lütfen belirtiniz: \_\_\_\_\_

**3. Bölümünüz. Lütfen yazınız: \_\_\_\_\_**

**4. Hazırlık programına katılım şekliniz:** Zorunlu( ) İsteğe Bağlı( )

## 2. BÖLÜM

<p><b>Aşağıdaki konuşma portfolyosu uygulaması ile ilgili ifadelerin her birinin sizin düşüncelerinizi ne kadar yansıttığını 1'den 5'e kadar numaralandırarak yuvarlak içinde belirtiniz.</b></p> <p>1: Kesinlikle Katılmıyorum 2: Katılmıyorum 3: Kararsızım 4: Katılıyorum 5: Kesinlikle Katılıyorum</p>	<i>Kesinlikle Katılmıyorum</i>	<i>Katılmıyorum</i>	<i>Kararsızım</i>	<i>Katılıyorum</i>	<i>Kesinlikle Katılmıyorum</i>
1. Konuşma e-portfolyosu konuşma becerilerimi geliştirmemi sağladı.	1	2	3	4	5
2. Konuşma e-portfolyosu sayesinde konuşma becerisindeki gelişimimi daha kolay bir şekilde takip edebildim.	1	2	3	4	5
3. Konuşma e-portfolyosu, konuşma becerileri için iyi bir değerlendirme aracıdır.	1	2	3	4	5
4. Konuşma e-portfolyosundaki ödevler konuşma becerimi gerçekçi bir şekilde gösterebilmemi sağladı.	1	2	3	4	5
5. Gelecek modüllerde de konuşma e-portfolyosu ödevlerinin olmasını isterim.	1	2	3	4	5
6. Gelecek modüllerde konuşma e-portfolyosu ödevleri konuşma becerimin gelişimine katkı sağlayacaktır.	1	2	3	4	5
7. Konuşma e-portfolyosu, akıcılık bakımından konuşma becerimin gelişmesini sağladı.	1	2	3	4	5
8. Konuşma portfolyosu, dilbilgisi kullanımı açısından konuşma becerimin gelişmesini sağladı.	1	2	3	4	5
9. Konuşma e-portfolyosu, kelime seçimi ve kullanımı bakımından konuşma becerimin gelişimine katkı sağladı.	1	2	3	4	5
10. Konuşma e-portfolyosu, telaffuz bakımından konuşma becerimin gelişmesini sağladı.	1	2	3	4	5
11. Konuşma e-portfolyosu, tonlama ve vurgu bakımından konuşma becerimin gelişmesini sağladı.	1	2	3	4	5
12. Konuşma e-portfolyosu, konuşmamı planlama ve organize etme açısından bu becerimin gelişmesini sağladı.	1	2	3	4	5
13. Konuşma e-portfolyosu, İngilizce konuşmamdaki özgüvenimi arttırdı.	1	2	3	4	5

14. Konuşma portfolyosu, İngilizce konuşurken yaşadığım stress ve kaygıyla başa çıkamamı sağladı.	1	2	3	4	5
15. Konuşma portfolyosu, konuşma becerimi geliştirmek için motivasyonumu arttırdı.	1	2	3	4	5
16. Konuşma portfolyosu konuşma becerimin gelişimi ile ilgili daha pozitif düşünmemi sağladı.	1	2	3	4	5
17. Konuşma portfolyosu ödevlerini hazırlarken çok fazla çaba sarfettim.	1	2	3	4	5
18. Konuşma portfolyosu ödevlerini hazırlarken ortaya çıkan problemleri çözmek benim için zor olmadı.	1	2	3	4	5
19. Konuşma portfolyosu uygulamasından sonra konuşma becerimdeki zayıf noktaların daha fazla farkına vardım.	1	2	3	4	5
20. Konuşma portfolyosu kendi konuşma performansımı daha gerçekçi değerlendirmemi sağladı.	1	2	3	4	5
21. Konuşma portfolyosu ödevlerinden sonra konuşma becerimdeki zayıf noktaları nasıl geliştireceğimi biliyorum.	1	2	3	4	5
22. Konuşma portfolyosu ödevlerinden sonra konuşma becerimdeki eksik ve zayıf noktaları geliştirmek için gerekli adımları atmayı planlıyorum.	1	2	3	4	5
23. Zaman sınırı konuşma ödevlerini daha zor hale getirdi.	1	2	3	4	5
24. Teknik sorunlar (video ve ses kaydetme, düzenleme, yükleme v.b) konuşma ödevlerini daha zor hale getirdi.	1	2	3	4	5
25. Konuşma portfolyosu ödevlerini yaparken zamanı yönetmekte zorluk yaşadım.	1	2	3	4	5
26. Konuşma ödevlerindeki grup çalışması, ödevin hazırlık sürecinin uzamasına sebep oldu.	1	2	3	4	5
27. Konuşma ödevleri için konuşurken sesli/videolu kayıt yapmak gergin hissetmeme sebep oldu.	1	2	3	4	5

### **APPENDIX 5: Semi-structured Interview Questions**

1. Do you think speaking e-portfolio tasks helped you improve your speaking skills? How?
2. Did speaking e-portfolios help you realize your strengths and weaknesses about your speaking skill development? How?
3. What were the difficulties and problems you had while preparing speaking e-portfolio assignments?
4. Do you think speaking e-portfolios should also be implemented in the following modules?

**APPENDIX 6: Sample Speaking Tasks from E-Portfolio Implementation  
(Experimental Group)**

**SPEAKING E-PORTFOLIO TASK 2 - Presentation**

Prepare a presentation about ONE of the problems in cities. Record yourself using screen capture tools while presenting. Your presentation should be AT LEAST 4-5 minutes. Pay attention to the steps below. Use the chart to brainstorm ideas before you start preparing your presentation. Use the task checklist to check the outline of your presentation.

**Step 1. Choose ONE of the problems of cities below.**

- Crime
- Transportation
- Environment
- Traffic
- Housing
- Unemployment
- Lack of Social Life Activities/Entertainment
- (You can add your own ideas)

**Step 2. Brainstorming:** Complete the chart with AT LEAST 2 subcategories of the problem. Propose solutions for each problem and explain the predicted result of each.

E.g: Problem: Traffic in cities

Subcategories: A) Traffic congestion B) Traffic accidents

<i>Problem:</i> _____		
<i>Subcategories of the problem</i>	<i>Proposed Solutions</i>	<i>Predicted Results</i>
1. _____	-	-
2. _____	-	-
3. _____ (optional)	-	-

**Step 3. Start preparing your presentation.**

I. Introduce the topic. What specific problem about city life are you going to talk about? Ask a rhetorical question. Give background information about the problem and how it affect people’s lives in detail. Add examples, personal experience where necessary.



II. Explain the subcategories of the problem. You can make a quick research on the Internet to add statistical information, facts, and examples.

III. For each subcategory, propose a solution and explain each proposed solution.

IV. Explain the possible/predicted result of each proposed solution.

V. Summarize the main points in your presentation and finish your presentation with a conclusion.

For each proposed solution use language like this:

- I'd suggest (that).....
- I think it would be better if.....
- In my opinion, we should...
- The best thing would be if ...
- I think/I don't think we...

Expand on your ideas . Use language like this:

- The reason for this is ...
- This is because
- From my own experience
- Personally,

E.g. Idea: I think it would be better if the city council added more buses to the bus schedule during rush hours.

Reason: This is because buses are packed and overcrowded during rush hour.

Example: From my own experience, I can tell you that I don't prefer taking the bus because there are usually no seats available.

TASK CHECKLIST	✓
Greet the audience. (Hello, my name is ..... Today, I'm going to talk about.....)	
Introduce the topic. Ask rhetorical question(s). Give background information.	
Write two subcategories of the problem. Explain them by giving statistics, facts, examples.	
Propose a solution for each subcategory.	
Propose ideas clearly.	
Expand on your ideas clearly by giving reasons, examples and/or personal experiences.	
Finish your presentation with a summary.	

### SPEAKING TASK 4 - INTERVIEW ROLE PLAY

In this speaking assignment, you are going to work in pairs and create two dialogues with your partner. In the first dialogue, Student A (interviewee) is going to answer Student B's (interviewer) questions. In the second dialogue, you are going to change roles and make a similar dialogue. Record your dialogues on Zoom.

**Student A:** Choose a job and imagine that you have been doing this job for several years. Answer the interviewer's questions about your imaginary job. Try to give as many details as possible about your job. Think about the questions that the interviewer might ask about your background, education, training and skills, experience, what you like and dislike about your job, the difficulties of your job etc.

**Student B:** You are an interviewer for a career program on TV. Start with a brief introduction.

*"Hello everyone. Today, we are going to have an interview with .....(name and job of Student A)....."*

Ask Student B questions about his/her job such as background information, education, training and skills, experience, what she/he likes and dislikes about the job, the difficulties of the job etc. You can take a look at sample questions below. Add your own questions as well.

- Can you explain your job briefly? Where do you work? What do you do?
- How long have you been working as a ..... (name of the job).....?
- Does this job require any special skills or training?

After you finish asking all your questions, thank the interviewee and finish your program.

**!!! Change roles after you finish the first interview and record the second interview (Student A: Interviewer, Student B: interviewee)**

**SPEAKING E-PORTFOLIO TASK 5 - GROUP DISCUSSION**

In groups of 3 or 4, you are going to take part in a discussion about whether young people should be allowed to have credit cards. Follow the steps below before you start discussing the topic with your partners. Record your discussion using Zoom or another screen recording application and upload your video on Google Classroom.

**STEP 1: Read the news story below.**

With the financial difficulties faced by many countries around the World, more and more banks are reaching out to teenagers and college-age students. Many young people are sent advertisements for free credit cards as soon as they become old enough. As a result, many of them get into debt and start their lives owing money. This situation has started a public discussion as to whether young people should be allowed to have credit cards.

**STEP 2. Make a list of the advantages and disadvantages of using credit cards for young people.**

_____	_____
_____	_____
_____	_____
_____	_____

**STEP 3. Do you think young people should be allowed to have credit cards?**

Answer the question above and decide which side of the argument you support. **Complete ONE SIDE of the chart with your notes. EXPLAIN your argument** with reasons, examples, your own experience or your family's/friend's experience.

<i><b>Young people should be allowed to have credit cards.</b></i>	<i><b>Young people should not be allowed to have credit cards.</b></i>
Argument 1:	Argument 1:
Supporting Details (reasons, examples, your own or a friend's experience):	Supporting Details (reasons, examples, your own or a friend's experience):
Argument 2:	Argument 2:
Supporting Details (reasons, examples, your own or a friend's experience):	Supporting Details (reasons, examples, your own or a friend's experience):

**STEP 4:** Look at the USEFUL VOCABULARY and USEFUL PHRASES for discussion on pages 95-96 on your coursebook.

**STEP 5:** Decide on the time together to meet on Zoom and discuss whether young people should be allowed to have credit cards with your group partners. Record the discussion on Zoom. After you finish the group discussion, upload your video on your speaking portfolio on Google Classroom.

<b>TASK CHECKLIST</b>	✓
Greet the audience. (Hello everyone, today we are going to have a discussion about .....)	
Introduce the topic. Give brief background information about the discussion topic.	
Express your opinions clearly using phrases for expressing ideas.	
Expand on your ideas clearly by giving reasons, examples, your own experience or other's experience.	
Show agreement or disagreement with your friends' ideas. Use phrases for agreeing and disagreeing.	

**APPENDIX 7: Sample Speaking Tasks from the Coursebook (Control Group)**

**Presentation Task**

SPEAKING TASK

**Give a presentation on a transportation problem and suggest solutions to solve the problem.**

**PREPARE**

**1** Look at the chart you created in Exercises 3 and 4 in Critical Thinking. Review your notes and add any new information.

**2** Use the Task Checklist below to prepare your argument. You can use language like this:

I'd suggest ...                      The best thing would be if ...  
 I think it would be better if ...    I'd like to see ...  
 In my opinion, we should ...

**3** For each proposed solution, make notes about how you will expand on your idea with reasons and examples from personal experience or knowledge. You can use language like this:

The reason for this is ...  
 This is because ...  
 From my own experience ...  
 Personally, ...

TASK CHECKLIST	✓
Compare different options.	
Propose ideas clearly.	
Expand on ideas by giving reasons.	
Talk about personal experiences clearly.	

**PRACTICE**

**4** Work in a small group. Take turns practicing your presentations. Take notes during the discussion. Use your notes to give feedback to each other to improve your presentations.

**PRESENT**

**5** Take turns giving your presentation to the class.

PRISM Online Coursebook

SPEAKING TASK 71



## Group Discussion Task

- 2 Work with a partner. Read the news story and discuss the questions.

With the financial difficulties faced by many countries around the world, more and more banks are reaching out to teenagers and college-age students. Many young people are sent advertisements for free credit cards as soon as they become old enough. As a result, many of them get into debt and start their lives owing money. This situation has started a public discussion as to whether young people should be allowed to have credit cards.

- 1 Do you have a credit card? If yes, at what age did you get it?
- 2 If you don't have a credit card, would you like to have one? Why?
- 3 What are some of the problems with credit cards?
- 4 What is the best age to have your first credit card? Why?

### SPEAKING TASK

- Take part in a discussion about whether young people should be allowed to have credit cards.

#### PREPARE

- 1 Look at the chart you created in Exercise 5 in Critical Thinking. Review your notes and add any new information.
- 2 Use the Task Checklist below to prepare your point for the discussion.

TASK CHECKLIST	✓
Use collocations with <i>pay</i> and <i>money</i> correctly.	
Used conditional sentences correctly.	
Use gerunds to talk about actions clearly.	
Present reasons and evidence to support your argument.	
Use paraphrases.	

#### PRACTICE

- 3 Work in a small group. Discuss your opinions about whether young people should be allowed to have credit cards. Give your reasons and evidence.
- 4 Discuss the questions in your group.
  - 1 Was your point of view strong and well presented?
  - 2 What could you improve about your arguments?

#### DISCUSS

- 5 Work in different groups. Each group should have some students who agree with the topic and some who disagree. Discuss the topic.

### APPENDIX 8: Level B1 Speaking Evaluation Rubric

	<b>Range and Accuracy</b>	<b>Fluency and Coherence</b>	<b>Pronunciation</b>	<b>Communication Strategies</b>
<b>5</b>	A wide range of grammar, lexis and cohesive devices attempted to in completing the tasks although circumlocution may be necessary. Few errors in simple sentences. Errors when attempting more complex structures and lexis do not generally hinder communication.	Some hesitation while formulating language, but can effectively maintain flow of speech. Can link ideas into clear, coherent discourse although with noticeable jumpiness especially in extended contributions.	Pronunciation is clearly intelligible in spite of evident foreign accent. Occasional mispronunciations put some strain on the listener but rarely impede communication.	Initiates maintains and ends turns satisfactorily although not always smoothly. Uses basic repair strategies (clarification, circumlocution) where necessary. Uses appropriate register.
<b>4</b>	Features of 3 and 5			
<b>3</b>	Sufficient range of grammar, lexis and cohesive devices to adequately complete the tasks although circumlocution is common and avoidance strategies may be necessary. Errors, although they may be frequent even when using simple language, do not significantly hinder communication.	Keeps going comprehensibly in spite of frequent hesitation when formulating language and considerable jumpiness and reformulation during longer turns. Requires a patient listener.	Pronunciation is clearly intelligible, although mispronunciations and inability to produce certain sounds may sometimes impede communication of the message.	Attempts made to initiate maintain and end turns using basic language. Evidence of ability to use repair strategies (clarification, circumlocution) although not always applied.
<b>2</b>	Features of 1 and 3			
<b>1</b>	Range of grammar, lexis and cohesive devices insufficient to adequately complete the tasks. Repeated errors even in simple sentences significantly hinder communication.	Frequent hesitation and inability to link ideas coherently causes great strain on the listener.	Mispronunciations and inability to produce certain sounds significantly impedes communication of the message.	Generally, fails to initiate maintain and end turns satisfactorily. Does not use repair strategies (clarification, circumlocution).

Euroexam International (n.d.). *Level B1- Threshold: Speaking Evaluation Rubric*.

Retrieved November 12, 2020 From

[http://www.euroexam.com/sites/network/files/file/download/Marking\\_Criteria/mc\\_level\\_b1\\_speaking.pdf](http://www.euroexam.com/sites/network/files/file/download/Marking_Criteria/mc_level_b1_speaking.pdf)





**Instructions View**

[Instructions](#)   [Student work](#)

---

## Speaking Task 1 - Introduce Yourself

⋮

Uğur Türkkaynağı • 7 Mar (Edited 1 Apr)

25 points
Due 10 Mar, 17:00

---

**SPEAKING TASK 1 : Introduce Yourself**

Introduce yourself answering the questions below. Record your video while answering the questions.

**IMPORTANT NOTES:**  
 Your video should be at least 2-3 minutes. DON'T write down your answers in advance and read them. REMEMBER this assignment IS NOT for the reading or writing lesson. Your speech should be NATURAL. You can take a look at the questions to remember them, but you don't need to read the questions out in your video.

**Background Information**

- What is your name?
- How old are you?
- Do you have any siblings? Describe them shortly.
- Where were you born? Where do you live now? Describe the city that you live in shortly.

**Personality & Hobbies**

- Talk about your personality, your likes and dislikes.
- What are your hobbies? Describe them.

**Studying at University**

- What do you study? / What is your department?
- Why did you choose to study at this department?
- Are you happy about your decision? Would you like to change it later?

**Future Goals**

- What are your goals and aspirations for the next 5-6 years?

**Learning English**

- Do you find speaking English difficult? Why?
- Do you do anything to improve your English? If yes, what are these?

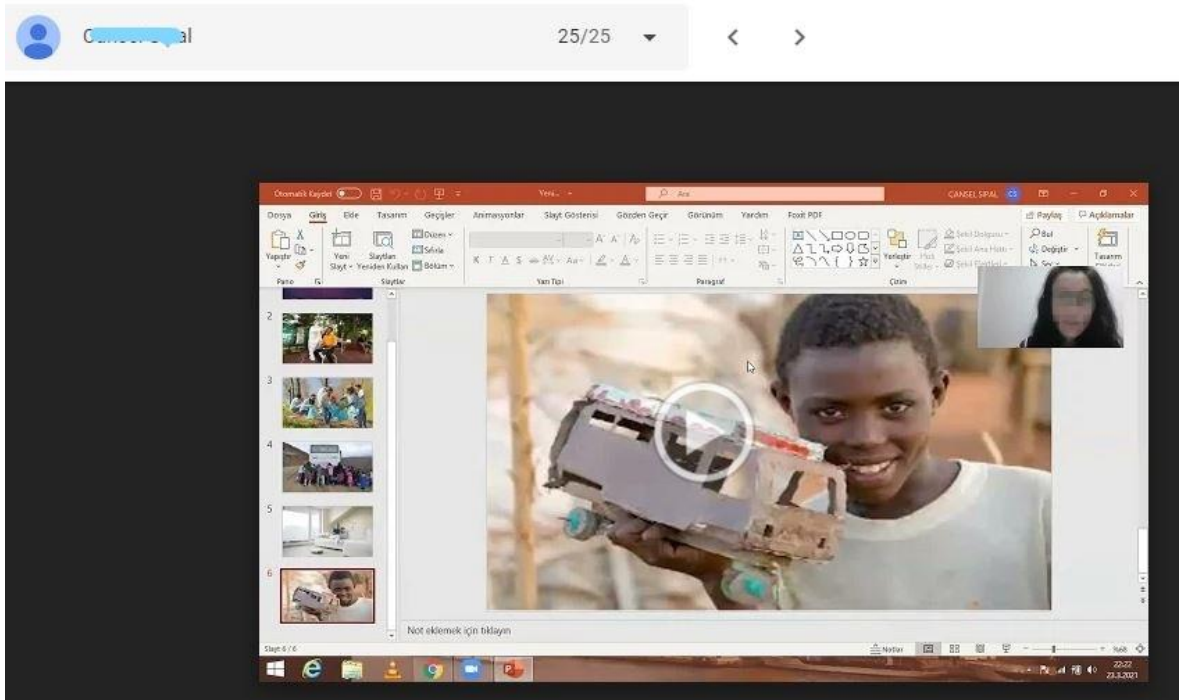
**Individual Student e-Portfolio View**

☰ B1 Speaking Portfolio

SARAH ÖZDEMİR

	Speaking Task 5 - Group Discussion <span style="font-size: 0.8em;">🗨️ 1 🕒 1</span>	13 Apr, 23:59	21/25
<b>All</b>	Speaking Task 4 - Interview Role Play <span style="font-size: 0.8em;">🗨️ 1 🕒 1</span>	5 Apr, 23:59	21/25
Handed in	Speaking Task 3 - Describing Photos <span style="font-size: 0.8em;">🗨️ 1 🕒 1</span>	24 Mar, 23:59	22/25
Returned	Speaking Task 2 - Presentation <span style="font-size: 0.8em;">🗨️ 1 🕒 1</span>	17 Mar, 17:00	23/25
Missing	Speaking Task 1 - Introduce Yourself <span style="font-size: 0.8em;">🗨️ 1 🕒 1</span>	10 Mar, 17:00	21/25

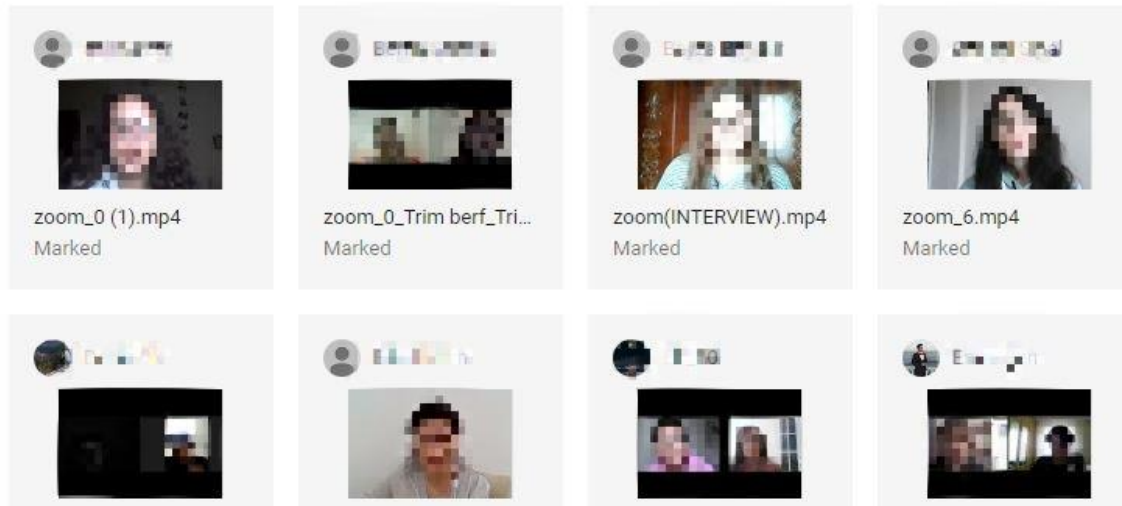
### Speaking Task 3 - Describing Photos



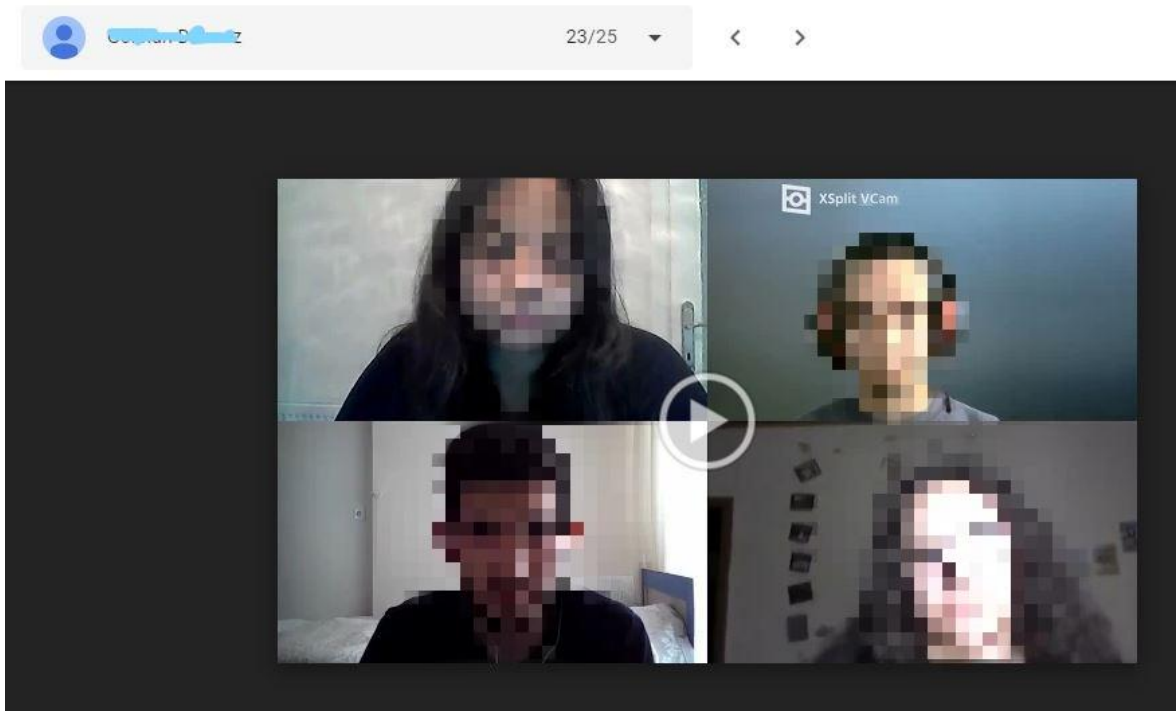
### Speaking Task 4 - Interview Role Play

0 Handed in | 0 Assigned | 19 Marked

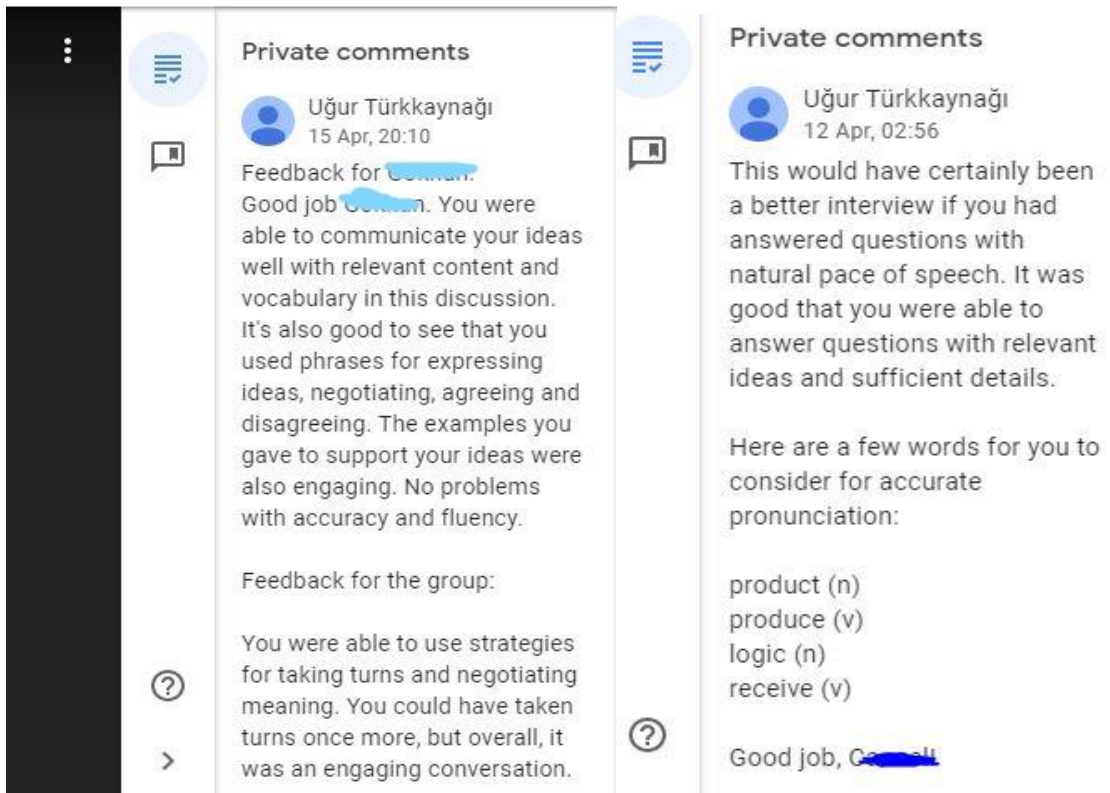
All



Speaking Task 5 - Group Discussion



*Feedback on student's performance on the e-portfolio task*



**Evaluation View**








☰ B1 Speaking Portfolio

Stream

Classwork

People

**Marks**

	Speaking Task 5 -... out of 25	Speaking Task 4 -... out of 25	Speaking Task 3 -... out of 25	Speaking Task 2 -... out of 25	Speaking Task 1 -... out of 25
Sort by surname ▼					
 Class average	22.74	23.47	24.32	24.11	23
 a De	23	23	25	24	23
 Ber Ser	22	24	25	25	24
 Bey Bayc	23	23	24	23	23
 Can Siç	23	22	25	25	25
 De Ö	23	25	25	25	24
 Er Eb'	22	22	22	23	22 Done late

## APPENDIX 10: Data Collection Permit

Evrak Tarih ve Sayısı: 27.05.2021-E.56208



T.C.  
PAMUKKALE ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu



Sayı : E-63788039-302.08.01-55775  
Konu : Anket İzni (Uğur TÜRKAYNAĞI)

27.05.2021

REKTÖRLÜK MAKAMINA  
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 26.05.2021 tarihli ve 55307 sayılı ~~10.201.1.235~~  
~~10.201.1.235~~  
~~28052021~~

Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı 172151025 numaralı Uğur TÜRKAYNAĞI'nın Prof.Dr. Recep Şahin ARSLAN danışmanlığında yürütmekte olduğu "The Use of Speaking E-portfolios in an EFL context and its Effects on Students' Perceived Speaking Self-efficacy" isimli yüksek lisans tez çalışmasına ilişkin veriyi, Yüksekokulumuz İngilizce hazırlık sınıfı öğrencileriyle 2020-2021 Eğitim Öğretim Yılı Bahar Yarıyılında ilgi yazıda belirtilen anketler ve yarı yapılandırılmış görüşme aracılığıyla toplamak üzere izin talebi Müdürlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

Prof. Dr. Recep Şahin ARSLAN  
Müdür

**Bu belge, güvenli elektronik imza ile imzalanmıştır.**

Belge Doğrulama Kodu :BS56M293NF Pin Kodu :97152 Belge Takip Adresi : <https://www.turkiye.gov.tr/pau-ebys>  
Adres:Pamukkale Üniversitesi Yabancı Diller Yüksekokulu 20160 Kınıklı  
Yerleşkesi DENİZLİ  
Telefon:0 (258) 296 15 06 Faks:0 (258) 296 15 64  
e-Posta:ydyo@pau.edu.tr Elektronik Ağ:<https://www.pau.edu.tr/ydya>  
Kep Adresi: paurektorluk@hs01.kep.tr

Bilgi için: Hülya TATLICI  
Unvanı: Memur



**Bu belge, güvenli elektronik imza ile imzalanmıştır.**

## APPENDIX 11: Online Consent Form

# BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Değerli Öğrencimiz,

Bu çalışma, yabancı dil olarak İngilizce öğrenen öğrencilerin konuşma e-portfolyosu kullanımına ilişkin görüşlerini ve konuşma portfolyosu kullanımının konuşma becerisi öz-yeterliklerine olan etkisini araştırmayı amaçlamaktadır. Araştırmada sizden 8 haftalık bir süre içerisinde dersinizin bir parçası olarak bir konuşma e-portfolyosu uygulamasına katılmanız istenmektedir. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, çalışma programına katılım göstermeniz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen şekilde içtenlikle vereceğiniz cevaplarla veri sağlamaktır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır; ancak verileriniz yayın amacı ile kullanılabilir. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya sorabilir ve [aydin.ozgen@yildiz.edu.tr](mailto:aydin.ozgen@yildiz.edu.tr) mail adresinden iletişime geçebilirsiniz. Araştırma tamamlandığında genel/size özel sonuçların sizinle paylaşılmasını istiyorsanız lütfen araştırmacıya iletiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama araştırmacı tarafından yapıldı. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi. Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı;

- KABUL EDİYORUM
- KABUL ETMİYORUM

Adınız -Soyadınız

Your answer

e-posta adresiniz:

## CV

<b>Personal Information</b>	
Name	Uğur
Surname	Türkkaynağı
Place and Date of Birth	Nazilli – December 30, 1987
Nationality	Turkish
Contact and E-mail Adress	Pamukkale University School of Foreign Languages, Pamukkale, Denizli 20160
<b>Educational Background</b>	
Primary	Nazilli Beşeylül Primary School, 1998
Secondary	Selçuk Gazi Mustafa Kemal Atatürk Secondary School, 2001
High School	Selçuk Anatolian High School, 2005
University (Bachelor's Degree)	Pamukkale University, English Language Teaching, 2010
University (MA Degree)	Pamukkale University, English Language Teaching, 2017 - present
<b>Foreign Language</b>	
Foreign Language	English
Name and Date of the Exam	YDS – October, 2017
Score	98.75
<b>Professional Background</b>	
2010 - 2011	Gaziantep University, School of Foreign Languages, Instructor
2011 - 2013	Ministry of Education, Teacher
2013 – present	Pamukkale University, School of Foreign Languages, Instructor