BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATION SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
MASTER'S DEGREE PROGRAM IN ENGLISH LANGUAGE TEACHING WITH THESIS

PERCEPTIONS OF STUDENTS ABOUT LANGUAGE LEARNING ADVISING PROGRAM A CASE STUDY

PREPARED BY

DUYGU ICTEN PAYDAK

MASTER THESIS

ANKARA – 2022

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ADVISOR

ASSOC. PROF. DR. SENEM USTUN KAYA

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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Yukarıda başlığı belirtilen Yüksek Lisans çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 77 sayfalık kısmına ilişkin, 04/08/2022 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %16'dır. Uygulanan filtrelemeler:

1. Kaynakça hariç
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"Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını" inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

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ABSTRACT

Duygu ICTEN PAYDAK

Perceptions of Students about Language Learning Advising Program: A Case Study

Başkent University
Institute of Educational Sciences
Foreign Language Education Major Science
English Language Teaching with Thesis Master Program

2022

The present study seeks to reveal the perceptions of students in an English preparatory school regarding the effectiveness of the Learning Advisory Program (LAP) at a state university. Specifically, the study aims to investigate the efficacy of the LAP in terms of motivation, language learning strategies, goal-setting practices, and academic success. This is a case study carried out with mixed-method research. In the current study, both quantitative and qualitative data were collected from intermediate-level students who took advising sessions for 12 weeks offered by LAP Clubs in the LAP at a state university. The participants in the quantitative phase of the study were 50 students who voluntarily participated in the advising sessions twice a week for 12 weeks. In the qualitative phase of the study, eleven of the participants were interviewed by the researcher. The data collection tools were the Motivated Strategies for Learning Questionnaire (MSLQ), one-to-one interviews, and the achievement scores of the participants. The quantitative data were analyzed by using descriptive statistics. The questionnaire was conducted twice; before and after taking the advising sessions. The quantitative data results revealed that the LAP has increased the students' motivation level, improved their goal-setting practices, and enhanced their language learning strategies to some extent. Similarly, the results of the content analyses of the qualitative data revealed that the students' perceptions related to LAP were positive as they found it helpful for developing their motivation, setting goals, and determining learning strategies. On the other hand, according to the academic scores of participants at the end of sessions, it cannot be claimed there is a direct impact of advising sessions on the learners' academic success and these findings cannot be generalized. The study ends with recommendations for further research and practice.

Key Words: Learning advisory program, language learning strategies, goal-setting practices, motivation.

ÖZET

Duygu İÇTEN PAYDAK

Öğrencilerin Dil Öğrenimin Danışmanlığı Programına İlişkin Algıları Bir Vaka Çalışması

Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
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2022

Bu araştırma, bir devlet üniversitesindeki Öğrenme Danışmanlığı Programının (ÖDP) etkililiğine ilişkin İngilizce hazırlık okulundaki öğrencilerin algılarını ortaya koymayı amaçlamaktadır. Özellikle bu çalışma, ÖDP'nin motivasyon, dil öğrenme stratejileri, hedef belirleme uygulamaları ve akademik başarı açısından etkinliğini araştırmayı amaçlamaktadır. Bu çalışma karma yöntem araştırmasıyla ilişkili bir vaka çalışmasıdır. Çalışmada bir devlet üniversitesindeki ÖDP kulüpleri tarafından 12 hafta boyunca danışmanlık alan dil öğreniminde orta düzeydeki öğrencilerden hem nicel hem de nitel veriler toplanmıştır. Araştırmanın nicel aşamasındaki 50 katılımcı, 12 hafta boyunca gönüllü olarak haftada iki kez danışmanlık almıştır. Araştırmanın nitel aşamasında ise 11 katılımcı ile araştırmacı tarafından birebir görüşme yapılmıştır. Veri toplama araçları, Motive Edilmiş Öğrenme Stratejileri Anketi (MEÖSA), mülakatlar ve başarı puanlarıdır. Çalışmadaki nicel veriler, tanımlayıcı istatistikler kullanılarak analiz edilmiştir. MEÖSA danışmanlık seansları almadan önce ve danışmanlık seansları aldıktan sonra iki kez yapılmıştır. Nicel veri sonuçları, ÖDP seanslarının öğrencilerin motivasyon düzeylerini arttırdığını, hedef belirleme uygulamalarını iyileştirdiğini ve bir dereceye kadar dil öğrenme stratejilerini geliştirdiğini ortaya koymuştur. Benzer şekilde, nitel verilerin içerik analizlerinin sonuçları, öğrencilerin ÖDP seanslarının motivasyonu arttırma, hedef belirleme ve öğrenme stratejilerini belirleme açısından yararlı bulduklarını ve algılarını olumlu olarak etkilediğini ortaya koymuştur. Diğer yandan, danışmanlık oturumlarının sonunda katılımcıların akademik puanları incelendiğinde, danışmanlık seanslarının katılımcıların akademik başarısı üzerinde doğrudan bir etkisinin olduğu sonucu genellenebilir bir sonuç değildir. Çalışma, daha kapsamlı araştırma ve uygulamalara yönelik önerilerle sona ermektedir.

Anahtar Sözcükler: Öğrenme danışma programı, dil öğrenme stratejileri, hedef belirleme uygulamaları, motivasyon.

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LIST OF ABBREVIATIONS

ALL	Advising in Language Learning
EFL	English as a Foreign Language
ELS	English Language School
ELT	English Language Teaching
ILC	Independent Learning Center
LA	Learning Advisor
LAP	Learning Advisory Program
MSLQ	Motivated Strategies for Learning Questionnaire
SRL	Self-Regulated Learning

1. INTRODUCTION

The present study is about language learning processes and certain perceptions of university-level students who are enrolled in a language advising program at a state university. One of the major determinants of the effectiveness of a learning process is the perception of students about the learning process. Especially, the performance and success of the advising process are directly related to the extent to which students perceive the learning process. So, the effectiveness of the learning process in terms of shaping students' perceptions of advising is a topic that is worth consideration. To this extent, the present research to find out the perceptions of students in terms of motivation, self-esteem, goal-setting practices, and learning strategies by applying well-designed and systematic surveys.

1.1. Background of the Study

The learning difficulties experienced by students at various educational levels in our country mostly stem from their inability to learn what and how they will learn, more explicitly their inadequacy in effective learning. Before telling students to work harder in solving such problems, they must teach them effective ways and methods that they can use in different learning situations, in other words, learning strategies, and providing chances for using these strategies. This is also necessary for raising students who actively participate in the learning process and individuals who learn actively in the future (Dikbaş and Hasırcı, 2008; Tunçer and Güven, 2007).

Learning strategies emerged as methods and techniques that can be used to facilitate cognitive processes based on the principles of information processing and coding in the cognitive learning model (Somuncuoğlu and Yıldırım, 1998). Learning strategies are also called cognitive strategies because they are related to achieving cognitive learning goals rather than behavior (Arends, 1997). Although their definitions differ, it is seen that learning strategies consist of cognitive and metacognitive strategies. Cognitive strategies are acquiring, selecting, and organizing knowledge; repeating the material to be learned, associating new knowledge with prior knowledge in memory; and recalling different types of information. On the other hand, metacognitive strategies include activities such as planning, goal setting, organization, supervision and evaluation, monitoring, and forecasting at various points in the learning process (Lee, 2002; Zimmerman, 1990).

Students need to know and use many learning strategies to fulfill various learning tasks (Arends, 1997). In particular, the completion of important tasks for students' success often depends on the implementation of various cognitive and metacognitive strategies rather than using a single strategy (Lenz, 1992). Just as it is not enough for a carpenter to use his favorite hammer for all his work, he needs a set of tools that includes different types of hammers, so students need a set of strategies in other words, a repertoire of strategies that they must have for different learning tasks. Thus, a student can choose a strategy or strategies that he or she finds useful in a particular situation or try different strategies from this repertoire in cases where the chosen strategy does not work (Weinstein et al., 2011). It can be said that students who can use appropriate learning strategies and develop new learning strategies in different learning situations realize effective learning (Özer, 1998).

The idea of learning to learn is of constant interest to various groups, such as education advocates, program designers, cognitive psychologists, and educational reformers. Since lifelong learning is a feature of the modern technological society, the most important aim of compulsory education should be to raise individuals who tend to learn and can learn to learn (Nisbet and Shucksmith, 1986). Existing approaches to learning recognize that in order to effective learning to take place, the learner had better be active in controlling his learning (McCombs, 1988). Accordingly, an increasing number of psychologists and educators emphasize the importance of teaching students how to learn (Mayer, 2008). On the other hand, one of the most basic elements in the learning-to-learn process is learning strategies. Learning strategies function as a sub-element of learning to learn (Weinstein, 1988).

1.1.1. Statement of the problem

Several theories and methods have been proposed to find ways to foster autonomy and self-directedness (Cotterall, 2000; Hafner and Miller, 2011). One of them is self-regulated learning (SRL) which focuses on the learners and the learning process itself to assist learners to accomplish success in the academic atmosphere by holding steps in the direction of improving their process of learning practices (Luke, 2008) and SRL is the act in which learners reach desire, willingness, and motivation to notice previously set goals (Zimmerman and Schunk, 1989). According to Zimmerman and Schunk (1989), successful learners in the academic environment are often described as self-regulated learners. According to Knowles (1980), learners may not perceive the necessity of attaining more autonomy or self-regulated learning in learning atmospheres.

For this reason, language schools should aim to enhance learner autonomy and self-regulated learning by supporting learners to achieve learning abilities. Reinders (2010) puts forward several approaches for language institutions and English instructors to increase learners' autonomous learning, these approaches are different from regular classroom teaching and contain supportive structures like strategy instruction, self-access, and language advising. Considering this need, some scholars have recently suggested an advising program, LAP, to be used in language schools (Kato and Mynard, 2016; Mynard, 2010). Kato and Maynard (2016) define the term Advising in Language Learning (ALL) as "this is the process of assisting learners to transform into reflective language learners who are effective and aware of the learning process" (p. 27). According to Kato and Mynard (2016), language advising does not refer to other professions, it depends on the "intentional dialogue" aims to assist learners and enable them to reach connections, make self-reflection, and take essential responsibilities for the process of language learning" (p. 28).

In addition to these definitions and essential views about advising, Kato and Mynard (2010) highlight that language advising is considered as an effective method in which learners can easily reflect and find out beneficial paths to learn for themselves as well as providing learners a dense ability of metacognitive awareness which leads learners to achieve a well–organized study plan. Moreover, they pointed out that using ALL, learners can easily evaluate their learning process and recognize their strengths and weaknesses during this process. During the advising sessions, metacognitive and cognitive awareness can be promoted outside the classroom environment by advising programs and self-study modules. As it is seen, ALL is a long journey in which both learners and educators can benefit in many various ways. Therefore, it is clear that there is an emergence of analyzing ALL to have a deeper understanding of the processes. In this regard, the proposed study definitively merits its significance since it seeks whether language advising fulfills the needs of learners in terms of motivation, self-esteem, goal-setting practices, individualized learning strategies, and academic success.

1.1.2. The aim of the study

Today, many higher education institutions establish Independent Learning Centers to develop their students' independent learning skills (Benson, 2008; McMurry et al., 2010). The Independent Learning Center (ILC) in the School of Foreign Languages (SFL) at Ankara Yıldırım Beyazıt University (AYBU) also carried out a "*Scientific Research Project"* (BAP),

aiming to develop its existing resources and services and to establish a new Learning Counseling Unit. Within the scope of the project, skill-based independent learning counseling training was received by the lecturers, an independent learning counseling program and resources were developed, and independent learning counseling practices have been actively carried out since 2014.

In this regard, at AYBU, the LAP has been also established in response to the received feedback from both teachers and students for nearly nine years. The feedback has usually been held using semi-structured interviews which deeply investigate the outcomes of the program. According to these feedbacks, the feelings and thoughts of the participant lecturers about their gains and experiences during the transition from teaching to learning counseling are in a positive and meaningful transformation process in providing this service. Furthermore, learning counselors are aware of the requirements of their new roles. Similarly, students, who benefit from this advising service, also satisfy that they are taken into consideration. In addition, students state that they observe the very positive contributions of their improvement and development showing that they have a positive attitude towards these meetings and that they want to continue.

In the light of the positive feedback taken from both advisors and advisees about LAP for several years, it is clear that there still exists a deep need for research on whether this advising program fulfills the needs of learners or not in the AYBU context. Additionally, there is no prior study dealing with the efficiency of LAP on preparatory students in detail. With all the aforementioned points in mind, this current study aims at exploring the attributions of LAP to learners' motivation, self-esteem, goal-setting practices, individualized learning strategies, and academic success. More specifically, the purpose of this study is to find out how students use and benefit from the LAP to create goals for themselves and increase their self-motivation when learning English and how they motivate themselves toward the proficiency exam which is held at the end of the term at the preparatory school.

1.1.3. Research questions

The proposed study is planned to be carried out at AYBU-SFL in 2021-2022 and the overall aim of this study is to examine and explore the attributions of the LAPme which has been carried out since 2014 in the English Preparatory classes. More specifically, the purpose of this study is to find out to what extent English learners use and benefit from the LAP in

terms of motivation, self-esteem, goal-setting practices, individualized learning strategies, and academic success. To achieve this goal and explain the purpose and nature of the study, the following set of research questions are addressed:

Q 1: What are the implications of LAP on goal-setting practices of students along with LAP's influence on the motivation of students to learn English?

Q 2: What are learners' perceptions about LAP's role to help them acquire and use learning strategies while learning English?

Q3: What are the implications of LAP on the academic success of students learning English?

1.1.4. Limitations of the study

One of the major limitations of the study is that it is limited to the extent that participants perceive survey questions and to the scope that they intend to disclose these perceptions. Present research examines intrinsic goal orientation, extrinsic goal orientation, self-efficacy for learning and performance, test anxiety, cognitive and metacognitive learning strategies, and resource management strategies. These sub-scales are all being measured using survey questions. Here, it is obvious that the way participants evaluate these sub-scales are highly related to the cognitive processes, psychological state, and the extent to which participants perceive these scales. Other limitations appear as limitations due to the generalizability of the findings, as the research was to be conducted only on the participants who voluntarily took the advising sessions in LAP Clubs for 12 weeks. That is why the research was made on a limited sample of pre-intermediate level students of SFL at AYBU and this LAP is only issued in this state university in Turkey which also restricts the number of participants in this study.

1.1.5. Significance of the study

At AYBU-SFL, as in many other English preparatory schools in Turkey, some of the students fail the English Proficiency Exam at the end of the year. When students do not pass the proficiency exam at the end of their first year, they have to repeat the preparatory year as repeat students at AYBU. While looking deeper into their background and levels, it is seen that these students who failed the exam usually started preparatory school at beginner levels and they achieved to pass elementary, and pre-intermediate levels and nearly half of

them passed intermediate levels. Additionally, the students who failed the exam could not pass the upper- intermediate level and advanced levels at AYBU.

According to Lebedina-Manzoni (2004), the previous works held by academicians on repeat students revealed that students who could not complete their levels are likely to show a low level of self-efficacy, motivation, and self–confidence. Additionally, these learners are unable to apply individualized learning techniques or learning strategies consisting of a variety of behaviors or actions which learners use to achieve more self-directed and effective language learning (Rubin, 1975). Moreover, especially low-level students or repeat students are not able to set concrete goals to study properly which leads them to have negative feelings and attitudes easily toward language learning (Peacock, 2010). In this regard, at AYBU, to deal with these challenges, the LAP has been offered to students from all levels, especially, while analyzing the participants of LAP at AYBU, it is observed that low-level students and repeat students are considered as the main participants of the program throughout the terms since 2016.

Research studies which focus on and examine ALL are abundant in the recent literature. On the other hand, there is a need for research studies that explore different dimensions of advising and its effect on both learners and educators. Especially, this study is different from other studies in terms of having different variables such as motivation, self-esteem, self-efficacy, goal–setting practices, individualized learning strategies, and academic success. Additionally, this study can be distinguished from previous studies through focusing on students' perceptions from various perspectives by integrating both quantitative and qualitative methods for 12 weeks. In this respect, this current study would be helpful to provide a comprehensive look at the field and it would also set light on answering to the question of whether the LAP at AYBU achieves its goals or not. Furthermore, the current study may enlighten both curriculum departments and program developers as well as the other administration units regarding learners, especially low-level students' motivation, strategy use, and goal–setting practices to have a better learning process and identify their fundamental emergencies to become more autonomous learners. Thanks to this study, the advisors can also be better qualified and trained on the occasion of making decisions related to extra-curriculum of the LAP.

1.1.6. Definitions of key terms

Learning Advisory Program (LAP): "the process and practice of assisting learners in order to pave the way to become more autonomous, self-competent learners". (Mynard and Carson, 2012, p. 4).

Learning Advisor (LA): A language professional or specialist who focuses on learners and works them regarding language learning achievements (Kato and Mynard, 2016).

Advising in Language Learning (ALL): The process of assisting learners to become reflective, effective, and self-confident language learners (Kato and Mynard, 2016).

Independent Learning Center (ILC): Many higher education institutions establish Independent Learning Centers to develop their students' independent learning skills (Benson, 2011; McMurry et al., 2010).

Self-Regulated Learning (SRL): the process of learning in which learners stimulate and maintain cognition, motivation, and attitudes to accomplish their goals or targets (Zimmerman and Schunk, 1989).

2. LITERATURE REVIEW

2.1. What is ALL?

In the literature, students who can provide their learning by using learning strategies effectively are strategic learners, independent learners, self-regulated learners, self-instructing learners, and self-directed students or learners (Arends, 1997; Senemoğlu, 2010). In this context, all theories based on strategic and self-regulated learning include using learning strategies (Weinstein et al., 2011). Naturally, the main purpose of teaching-learning strategies is to help students provide their own learning. The fact that many students lack the strategies and skills necessary to motivate themselves and control their learning reveals the need for effective teaching of metacognitive, cognitive, and affective strategies and skills (McCombs, 1988).

Learning strategies are essential and vital for students' academic success in their educational life (Mayer, 2008). By using learning strategies, the individual can organize and conduct his learning, so that he can continue the learning process more easily and permanently (Özer, 2002). Students who can use learning strategies flexibly and follow their learning processes can learn more efficiently as a result (Nisbet and Shucksmith, 1986). Therefore, using learning strategies effectively results in more learning (McKeachie, 1988). In this respect, we can increase the level of learning in the classroom by improving our knowledge and awareness of learning strategies, measuring the effects of these strategies and trying to teach them to students. In this respect, it is generally accepted that teaching learning strategies affect increasing the academic success of students (Arends, 1997; McCombs, 1988). Numerous studies also reveal that when students are taught effective learning strategies, success may increase (Wilson, 1988).

Lee (2002) suggests that "learning strategies not only help students direct their own learning processes and make appropriate decisions independently but also increase their motivation and self-confidence" (p. 102). For the learner to take responsibility for his learning, he must have the knowledge and skills to use appropriate metacognitive, cognitive, and affective strategies effectively, as well as sufficient motivation (McCombs, 1988). Students need to see that the strategies they learn and use during strategy teaching increase their performance and success in terms of increasing their motivation (Pressley and Harris, 1990).

The literature reveals that the contributions of learning strategies and teaching described above are valid in the field of second and foreign language learning as well as in many subject areas. For example, according to Oxford (1990, p. 201), "language learning requires the learner to be self-directed effectively". If it is desired to achieve an acceptable communication competence in language learning, it may not be enough for the learner to always be dependent on the teacher. In this regard, learning strategies are particularly important in language learning because they are tools that support active, self-regulated learning. Research shows that language learning strategies help students become more proficient by taking responsibility for their learning. In addition, the appropriate use of language learning strategies increases language proficiency and self-confidence. In this context, it was determined that the students who received strategy instruction learned better than those who did not.

Oxford and Crookall (1990, pp. 26-27) state that considering the difficulties in learning vocabulary and the difficulties in coping with these difficulties, vocabulary teaching should be at the top of foreign language teaching, but the opposite is the case. Accordingly, even though reading, speaking, listening and grammar courses are common in foreign language teaching, very little is given to vocabulary teaching. In addition, students are left alone in learning vocabulary by giving lists of words that need to be memorized in the lessons and not providing any support on how to learn words. In this respect, systematic teaching of vocabulary learning strategies by the interests and needs of students in foreign language teaching can provide important contributions to students' vocabulary and language development.

As a result, the main goal shared by educators is to educate everyone. Teaching learning strategies play a very important role in achieving this goal (Wittrock, 1988). The potential power of learning strategies is that they aim to make students a vital and active part of the educational process. Learning strategies act to activate the passive student by raising awareness about skills that were not sufficiently developed or were not aware of before (Miles, 1988). Considering the nature of learning and the mental benefits of actively participating in the learning process, students' developing and using effective learning strategies can make it easier to reach their educational goals (Sünbül, 2010). In this context, various studies conducted on students at different educational levels have also revealed that students need to learn learning strategies (Özer, 2002). For many years, educators have assumed that students develop effective learning and study skills as they grow and experience school over time. Although this is partially true, most students cannot acquire

effective strategies unless they are trained in learning strategies (Pressley and Harris, 1990; Weinstein,1988). In addition, students can be taught more strategies than they can discover on their own. However, one of the reasons why students do not use learning strategies in the learning process is that teachers do not teach these strategies during the school process (Pressley and Harris, 1990). Therefore, teachers have an important place in students' development of effective learning strategies and in solving the problems they experience while using strategies (Weinstein, 1988). Only the teacher can make it possible for students to master learning strategies (Miles, 1988). Ignoring learning strategies may prevent students from developing and discovering their learning strategies (Lee, 2002). It should not be forgotten that students who receive good strategy teaching during their school years can acquire information that might be very useful in coping with various learning situations that they may encounter throughout their lives. Considering the time people spend in school, job training, and gaining knowledge about their interests, the ability to find good solutions to learning problems may be the most important thinking skill for all of us (Derry, 1988).

2.2. Theoretical Perspectives in ALL

Advising in language learning or language advising is considered a comparably recent field in applied linguistics which has been appealing to interest and attention because of various aspects that focus on personalized language learning (Kato and Mynard,2016; Mynard and Carson, 2012). Kelly (1996) defines advising as "a type of therapeutic interaction that allows a person to manage an issue" (p. 94). Language advising is supposed to help students with their language learning and foster learner autonomy (Reinders, 2008). As it is obvious, the main target of language advising is to improve students to turn into self-confident persons as well as being learners who are reflective and effective in their language learning, hence they can become more motivated, independent and self–reliant.

In Addition, ALL involves the process and practice of helping students to direct their paths to become more effective and more autonomous language learners (Carson and Mynard, 2012). Through the advising process, with the support of a language advisor, the learner is inspired to be an effective participant in his learning process in respect of selecting, designing, and evaluating lesson plans, in this process, the language advisor is a person who facilitates learner’s process; rather than directs and controls it (Mynard, 2012). Thus, Language advisers are considered as professionals who assist students in becoming self-directed learners in the field of language acquisition. A learning advisor is also someone who

works outside of the classroom and outside of class time to help individual students with their requirements (Mynard, 2011).

ALL, as a new profession, has drawn to some extent on existing discourse practices from counseling and guidance. According to Silverman (1997), ALL is also establishing its own set of practices and discourses. It has emerged as a distinct field of professional practice which is different from counseling. In counseling, the process involves dealing with conflicts, pain, individual struggles, or emotional issues working with a qualified or certified therapist (Silverman, 1997). On the other hand, language advising is not usually associated with the same kinds of personal difficulties or inner conflicts; the advising in language learning process is usually related with individual affective issues such as lack of self-confidence, self-esteem or lack of motivation which can adversely affect on learning. (Mozzon-McPherson, 2001). The language learning advising is mainly derived from sociocultural theory and constructivism. To comprehend deeply the aspects of language advising from theoretical perspectives, in this section, the threshold fields related to advising; constructivism, sociocultural theory, and learner autonomy is analyzed in detail.

2.2.1. Constructivism

According to Fosnot (1996), constructivism is a "theory of knowledge", discovering how humans learn and explore cognitive processes which are stimulated when learners expose to new information or knowledge. A constructivist framework for teaching and advising underlines that learners should be provided with the opportunities in a real environment to comprehend the new concepts and learning is directed at experimental learning which is based on a concrete experience in language laboratories, classrooms, and discussions with classmates, etc. In the advising context, this constructivist learning environment can be reached by building self–access centers in the institutions (Jonassen, 1991). In constructivist terms, a self-access learning center is considered a place where these differences can be accommodated and this place should include various opportunities for learners to reconstruct their understanding of concepts and achieve equilibrium (Von Glaserfeld, 1989). According to theory, learners' background is also essential in the learning process because constructivists believe that learners bring motives, feelings, attitudes, ideas, and beliefs which stem from their personal experiences and observations. On this basis, learners can have a different understanding of the knowledge depending on their experience and perspectives used in interpreting it (Brooks, 1993). To cater to the needs of the learner,

in a constructivist framework, a learner advisor should take on several roles such as being an observer, facilitator, mentor, feedback provider, etc. Similarly, they have to obtain various skills such as reasoning, problem–solving, observation and questioning. In the terminology, similarly, Gardner and Miller (1999) and Mozzon-McPherson (2000) have also identified similar terms for the role of advisor such as 'facilitator', 'mentor', 'counselor', 'adviser', 'helper', 'learner support officer' and 'consultant'. The learning advisor can reach learners via dialogues and using constructing dialogues, the learner can reconstruct existing schemata and increase self-awareness (Kelly, 1996).

2.2.2. Sociocultural theory

In sociocultural theory, language is considered one of the available psychological tools for the joint construction of knowledge (Wertsch, 1990) and it is also named a vehicle for the development of cognition. Similar to constructivism, sociocultural theory suggests the idea that "sociocultural constructs while interacting with the world" (Kozulin, 1998, p. 80) and the abilities of cognitive and metacognitive improve through establishing a mediational dialogue and also through egocentric speech (Vygotsyky, 1987). According to the sociocultural concept, mediation or dialogue between language advisors and learners requires applying psychological tools to their learning and their understanding of learning to advance their development. The concept which Vygotsky's construct 'Zone of Proximal Development' also supports the idea that optimal learning takes place within this zone and support is better to be provided in the form of tasks and questions which are appropriate to the student's proficiency level, scaffold a learning activity. (Adelman-Reyes and Vallone, 2008). The main target of scaffolding does not mean providing learners with a simplified version of a target task but simplifying the learners' role in the activity or task (Grabe and Grabe, 1998). Stone (1993) exemplified this target within a concrete example; during the sessions, the language advisor may share a language–learning strategies that are common to other learners and the advisor is better to assist learners to choose the appropriate ones for themselves and adapt their personalized learning process. Hence, the learners are gradually able to take responsibility for their learning which means that they are becoming more autonomous learners.

In both approaches as stated above, the learner is needed to be central to the learning process and the learner is involved in the active individual construction of knowledge (Cobb, 1994). Additionally, both theories perceive learning as a transition from action to thought

and this model needs to show both interactions with internal processes and the physical world (Kozolin, 1998). Both constructivism and sociocultural theory emphasize the importance of social interaction and it is assumed to be a vital tool for learning to occur and collaborative learning forms the basis of concept construction. ALL provides learners with many opportunities or options to engage in communicative activities or group discussions with an emphasis on reflection and language production (Cobb, 1994). Applied to the field ALL, constructivist approaches support that the learning advisor should concentrate on individual differences and explore new methods or approaches to language learning. Similarly, a sociocultural perspective supports the notion that the learning advisors should focus on the background of the students and what the students bring them within their communities, and how the dialogue is changing their cognitive processes. (Cullen, 1998).

2.2.3. Learner autonomy

Like constructivism and sociocultural theory**,** ALL has been largely influenced by developments in the field of language learner autonomy. Learner autonomy is considered a capacity in which learners take responsibility for their own learning (Benson, 2001; Little, 1991). Additionally, according to Little (2003), autonomy requires insight, a positive attitude, readiness to be proactive in self-management, and a capacity for reflection. On the other hand, Gardner (1999) had a different perspective about learner autonomy depending on the notion that learner autonomy requires the process of self-assessment to determine the level of knowledge and language skills. According to them, during this process, the learner is considered a decision-maker who decides which materials or tools are appropriate for himself and which resources should be used in appropriate tasks.

As stated above, it is generally accepted that being an autonomous learner involves taking charge of one's learning (Holec, 1985). The new trends of language learning and the emerging needs of language learning have continuously changed. Benson (2009) states that if individuals achieve to learn how to become lifelong learners rather than require continuous instruction (provided by only educational institutions), it would be more efficient and permanent for their learning process. In this aspect, it is also emphasized that language advisors "help students learn to lead the kinds of lives that they wish to lead, rather than fit them out with the skills and attributes that society demands of them" (Benson, 2009, p. 26). To increase learner autonomy, ALL emphasized the dialogue between the advisor and learner, between learners, or on the internal dialogue (Mynard, 2012). While learner advisors

interact with each other about various aspects of language and learning, they create this dialogue which is different from the act of giving advice and recommendations. Rutson-griffiths and Porter (2016) highlighted that language advisors focus on a reflective thinking process in which the learner can reflect on his learning process, by listening intensively during the sessions, advisors help learners to find their way of learning the language and how to solve the problems they deal with this process, hence learners can manage their learning. In other words, language advisors are not the specialists who reach precisely cognitive- affective connections, on the contrary, they hold sessions in order to contribute the required scaffolding to ease those cognitive- affective meaning-making processes by means of using well–organized reflective questions which enhance learners to reflect on themselves and foster their metacognitive awareness (Mynard, 2011).

2.3. The Key Components of ALL

As mentioned above in the current literature review related to Advising in Language Learning, some basic concepts and terms are permanent in the advising model. (Mynard and Navarro, 2010). In the advising model, the "advisee" is the person who is being assisted in operating in a self–directed way and he is directly negotiated with the learning process such as identifying needs, planning, organizing, evaluating suitable study and resources, etc. The second term which is crucial in advising is "advisor". The term refers to the person who facilitates the learning process, not directing. (Kelly, 1996). According to Kelley (1996), who was the first to introduce fundamental norms in terms of skills in advising, there are two important components listed as Macro and Micro skills. Macro skills can be categorized under the skills; of initiating, goal setting, modeling, supporting, giving feedback, linking, guiding, modeling evaluating, and concluding. These skills emphasize content over process which is based on an expert-notice relationship and a passive view of the learner. Micro skills are also categorized as the skills of attending, restating, paraphrasing, summarizing, questioning, interpreting, and confronting. By contrast, the usage of micro-skills has targeted shifting advisers, and advisees to the co-learners (Kelley, 1996). Especially, micro-skills are common in advising dialogue, and in this partnership adviser and advisee take turns in learning the learning process and conversation (Mozzon-McPherson, 2001). To implement these skills into practice, the advising sessions can hold as intensive dialogues. Therefore, the threshold components of advising should be analyzed as the terms dialogue and cognitive tools".

2.3.1. Dialogue

In advising in language learning, as it is mentioned above, dialogue is the threshold of the advising process and is defined as a psychological tool in sociocultural theory. Likewise, from a constructivist perspective, language learners are associated with new opportunities which reflect and construct their understandings of concepts related to their language learning process (Vallone, 2008; Von Glasersfeld, 1989) In practice, dialogue provides the opportunity to implement the appropriate skills for advisor such as questioning, reflecting, guiding. (Mynard, 2010). Additionally, on the part of the learner, establishing dialogues enables learners to use reflective thinking skills and hypothesis-testing (Mozzon-McPherson, 2001) The dialogue in advising can also be categorized into two parts as mediational dialogue and inner dialogue. In the mediational dialogue, learners have a chance to jump from the position of novice learner to an expert colleague by the way of externalized interaction (Seikkula and Trimble, 2005). Through mediational dialogue, an advisor can connect with the advisee to cover motivational factors, prior beliefs, experiences, individual differences, and expectations. In inner dialogue, learning advisors also engage to stimulate reflective processes. (McNamee, 2007). The dialogue can be established even in language-1 (L1) or language-2 (L2) according to the context. In some contexts, using L1 ensures the learning experience is effective, fulfilling, and useful (Yamashita and Mynard, 2015).

2.3.2. Cognitive tools

Tools in the advising process can be classified as cognitive, theoretical, or practical. Cognitive tools consist of self-evaluation sheets, learning plans, and written daily journals or records along with practices that activate cognitive and metacognitive processes (Benson, 2011).

Additionally, cognitive tools enable learners to comprehend the learning process intensively and let them focus more deeply during the designing stage of a learning plan. These tools can be implemented by a learner alone or with partners before, during, or after the advising sessions. To build on cognitive tools, language learning advisors both organize one-to-one learning sessions based on dialogues or conversations and hold group workshops as well as deliver learning strategies, self-awareness or study skills sessions (Mynard and Navarro, 2010). During these various advising activities, the ultimate aim is to set the conditions for learners gradually to take charge of their learning and help a learner to learn

how to learn, in other words, the goal is the development of self-directedness (Gremmo, 2009). Moreover, during these sessions, the advisor may arrange and monitor reciprocal language exchanges. In creating these opportunities, a cognitive tool can be used in conjunction with social interactions to facilitate the process. (Von Glasersfeld, 1989).

2.3.3. The context and components of LAP in the current study

The approaches and models to advising vary from institution to institution (Mynard and Navarro,2010). All the cognitive tools mentioned above are currently being used by both learner advisors and learners at the AYBU-SFL as a way to support self-directed learning and learner autonomy at Self-Access Learning Center (SALC). Since the institution was established in 2010, Self-Access Learning Center (SALC) has been named as the Independent Learning Center (ILC) which is located in the SFL at AYBU. Since 2016, advising sessions have been held at the ILC in both L1 and L2 depending on the learner's choice, and common themes for the sessions are developing skills and learning strategies, improving study skills, setting goals and aims, how to deal with proficiency exam or how to cope with exam anxiety.

As we all have been experiencing a COVID-19 pandemic process for nearly two and half years, there has existed a huge demand for students to support learner autonomy and well-being at institutions, as a result of this demand, the LAP has provided learners the LAP Club sessions enclosed by its integrated framework since 2020. These sessions are held both face-to-face and even in distance education. Considering the implementation period which lasts seven weeks at AYBU-SFL, LAP Club sessions last six weeks, leaving one week for the exams, special events, or national holidays. In this respect, six sessions are conducted for each period. Attendance at LAP Club sessions is not compulsory and it may be freely chosen by the student or negotiated with his instructor. Both language advising sessions in LAP Club and peer-advising sessions offer a cross-language service for learners of languages as Turkish or English according to the learners' language expertise and choices.

Self-determination theory (SDT) is considered as a prior model implemented in extracurricular programs in LAP Club sessions (Ryan and Deci, 2017). These sessions are being held according to the basis of SDT and the PERMA Model. Moreover, the sessions are conducted on the structure involving intentional reflective dialogue (Seligman, 2012). The reflective dialogue consists of social interaction which can conclude in reframing learning (Kato and Mynard, 2016). In addition to this unique framework, in the LAP Club

model, various dynamic tools which are stemmed from dynamic systems theories are implemented and those tools involve self-evaluations and assessment processes that facilitate critical thinking as well as scaffolding the interaction between advisor and learner more deeply (Thelen and Smith, 2006). This multidimensional LAP Club model in which the current study is carried out in Learning Advisory Program has six main components named as discovering self, valuing the self, building a vision, setting goals, putting plans into action, and reflecting on the process (Güven-Yalçın, 2021). These components are stated in detail in the following sections.

2.3.4. Discovering the self and valuing the self

Derived from the field of philosophy, self-discovery is the process that refers to "progress in which potentials are discovered by the person and the person comes to attain the status of personally concordant goals that are to be actualized" (Waterman, 2007, pp. 290-293). This advising model of LAP draws attention to learners to search out 'true selves" by identifying aspects such as personal potentials, personal aims, and goals for learning and creating opportunities to use the potentials correctly. The advisor's role is to help learners to recognize and understand the potential of learners which already exists and improve self-knowledge. Discovering one's potential in learning and identifying strengths, and weaknesses allow one to set realistic short–term targets and learners can increase self-awareness which promotes the level of well-being, and positive emotions (Güven-Yalçın, 2021). Hence, in this aspect, learners can be transformed into self-regulated learner who is aware of the task requirements of their own organizes, monitors their progress, and regulates their cognition, motivation, and behavior (Pintrich, 2004).

2.3.5. Building the vision and fostering critical thinking

In this component of LAP, advisors' main goal is to help learners to create and establish a vision for learning. Thus, a vision for learning helps to create a unified set of values and beliefs which drive the development of learners with high performance. (Güven-Yalçın, 2021). The learner finds out the answers to questions; *Why am I here? What is my purpose? How do I achieve my goals?* As it is clear, this component entails the creativity and critical thinking process of learners in their learning process. In the literature, Scriven and Paul (1987) emphasized critical thinking as a process in which actively and proficiently conceptualizing, scrutinizing, integrating, and evaluating information collected or generated

by observation and reflection. In academic settings, critical thinking is mostly referred to as logical thinking or as cognitive skills inherent to problem-solving and it is assumed as the cornerstone of understanding definitions, evaluating evidence, identifying assumptions, drawing conclusions, and considering implications. (Amua-Sekyi, 2016). By fostering critical skills in this component, advisors enable learners to reflect and share their ideas on themes and concepts which require examining their emotions, feelings, and perceptions related to their background. Furthermore, learners can have high self-esteem and more responsibility engaged in their learning, improve the accuracy of their actions, and demonstrate an improved performance (Beckman, 2002).

2.3.6. Setting goals and building self-determination

Implementing self-set goals help learners to notice their strengths and weaknesses (Bloom, 2013). Therefore, language learners need to be involved in setting their own short-term and long–term goals for their learning process. Most importantly, when learners set their own goals, they can judge for themselves whether they achieve the goals or not. In a way, these judgments allow them to feel more control of their learning, gaining a sense of accomplishment and self-efficacy (Schunk, 1990). Additionally, goal-setting practices can have positive effects on motivation, especially intrinsic motivation and it enables to build off strong self-determination which is based on the theory of human motivation and well–being (Ryan and Deci, 2017). A major contribution of self determination to the learning process is to emphasize learner autonomy, competence, strong adaptability, and relatedness as essential needs for motivation. The more language advisors support these aspects, the more likely that learners are likely to feel a sense of well–being (Ryan and Deci, 2017). Implementing these components, in this institution, LAP Club sessions facilitate effective learning and performance, promote awareness, and foster greater wellness.

2.3.7. Reflections as a learning tool

According to Boud et al. (1985, p. 19), reflection is considered “an essential human activity in which people convey and recall their experiences that are crucial in the learning process”. Reflection is an intentional and purposeful act of thinking which focuses on methods to respond to issue situations in language teaching and learning. It entails not just a succession of concepts, but a sequential ordering in which the instructor and student depend on, or refer to, previously taught and/or learned knowledge (Dewey, 1933). In the reflecting

process, learners focus on what they have learned and evaluate what they have experienced and how they have learned. Hence, they can conclude their learning process and the value of their learning. As Rodgers (2002) also stated that reflection is considered an essential part of education, as it lets the learner make connections between experiences and analyze them within a perspective to solving problems. Additionally, through reflecting a learner can improve the knowledge of their learning style and develop a range of learning skills such as collaborative skills. This component, therefore, is one of the key elements of the PERMA Model, the five pillars of wellbeing, in this advising program. By holding face-to-face reflection sessions or taking written reflections during the sessions; both advisors and learners can untangle the problems and they can make more sense of puzzling situations; a better understanding of the problem and ways of solving it (Güven-Yalçın, 2021).

2.4. Why do Language Learners Need Advising?

Discussions on foreign language learning and teaching processes in our country generally focus on English (Aydınlı and Ortaçtepe, 2018; British Culture-MEB-TEPAV, 2013; British Culture-YÖK, 2015 joint reports). It is frequently mentioned that English cannot be taught effectively, and accordingly, individuals face important problems in their education and career development. The causes and solutions of the problems are generally sought in the language teaching processes, and it is noteworthy that the learner element is often put into the background in the suggestions made. However, a long-term, interactive, and continuous learning process such as learning a foreign language is too extensive to be limited to classroom environments. In Turkey, most of the students who get lost in a more test-centered teaching process realize the necessity of learning a foreign language quite late. Even though English teaching started from the primary education stage, the awareness of language learning is not brought to the young people to the required extent. Students, on the other hand, often need support in terms of accessing resources, managing the learning process effectively, and using the right strategies, and this necessity is not only seen in the field of foreign language learning (Benson, 2011; McMurry et al., 2010; Nasöz, 2015; Uzun, 2014; Uzun et al., 2015; Uzun et al., 2016).

In solving similar problems, "Self-Access Centers" (*Self-Access Center / Independent Learning Center*) or "Learning and Teaching Development Centers" are among the applications that are widely used in the world, especially in higher education institutions (McMurry et al., 2010). Such centers support students to access different types of resources

and take responsibility for their learning (Benson, 2011). Regarding these aspects, the centers' main target is to assist and enhance learner autonomy. Accordingly, students should be aware of learning responsibilities or duties as well as taking the charge of these responsibilities, setting goals, and assessing predictable outcomes. However, students do not become independent learners because they only visit such centers, and they need guidance and training. Similar situations are frequently observed in our country. Feedback from students visiting Independent Learning Centers, learning, and observations regarding the needs of students who have difficulties revealed that students do not have an independent learner profile, even though they use these centers intensively (Nasöz, 2015; Uzun, 2014; Uzun et al., 2015). Therefore, there is a need for learning counseling services that encourage independent learning.

Again, the problems related to English proficiency in our country are frequently discussed and are the subject of various reports (British Council 2013, 2015). According to Education First-English Proficiency Index, which evaluates language proficiency by country, Turkey is ranked 51st in the very low language proficiency category. In this context, it is aimed to provide solutions to student problems that may arise from several reasons (linguistic, psychological, etc.), to develop the independent learning skills of English learners, to gain them the competence to work independently and take responsibility defined within the framework of higher education qualifications and as a natural consequence of this, it is aimed to contribute to the development of academic skills and career planning in the long term. It is thought that activities in this direction may also be beneficial in reducing the drop-out rates (Bülbül, 2012), which are increasing gradually in Turkey and many other countries and are mainly caused by academic adjustment problems. Similarly, it is envisaged that customized services might be provided for students who cannot adapt to the academic environment due to their differences, by preparing an independent learning consultancy program that can be an extension of Individualized Education Programmes at the higher education stage.

2.5. Related Studies in Literature

There is a flourishing part of research in ALL which explores the field in various ways. According to Candlin (2012), advising "stands in need to analyze in linguistic, discursive, pragmatic and social psychological concerns of a process among persons" (p. 13). In this

part, detailed related research are analyzed and examined to gain a broad perspective on language advising.

2.5.1. Studies related to learner motivation

The study which was conducted at Saitama University in 2012 focused on examining what motivational factors encourage learners who regularly attend advising sessions at the English Resource Center (ERC). The study was a form of qualitative in structure and a total of 30 students participated in the study. To identify more closely the reasons why learners are involved with ERC and the advising practices they value, a short ten-point questionnaire was designed and administered to the participants. According to the results of the study, initially, the students preferred to attend the sessions due to the need of improving individual language skills, later on, social collaborative learning among the peers takes a lead role in taking advising sessions. In other words, students mostly continued to attend advising sessions due to peer-oriented factors such as networking and socializing. Additionally, the results showed that more than language materials, publicity, or language pedagogy, the key factor which makes the learner continue to attend the sessions is the establishment of social bonds between attendees. (Hughes and Vye, 2012).

In Brazil, a longitudinal case study was also conducted by Eduardo Castro (2019) at the Federal University of Para. Likewise, as the previous study, the study was related to motivational factors in language advising and it aimed to understand how motivation fluctuates in advising in language learning. Specifically, the goal is to identify and describe the factors and elements which contribute to such fluctuation. In the study, a 23-year-old participant Laura with a low proficiency level was interviewed and the adviser's diary was the main instrument of the study. According to the results of the study, some key factors were released related to motivation in advising. For instance, tiredness, task complexity, and a sense of competences are among the factors which influenced the motivation of the learner. One surprising result is that perceived competence is different from the overall assumptions about advising. Although the student, Laura completed the planned activities in the sessions like; reading books, group and pair works, and goal-setting practices in sessions, she reported that her motivation decreased gradually due to the negative aspects of language learning. In the study, it is concluded that engaging in significant activities in advising does not guarantee a high level of motivation.

Similarly, another longitudinal qualitative case study was carried out at the School of Modern Languages of the Federal University of Para in Brazil (Castro, 2018). The study examined the motivational dynamics in the learning trajectory of a Brazilian university-level student in the context of language advising. In the study, the data was collected by various instruments; open-ended questionnaires, field notes, and in-depth interviews both from the advisee, two professors, classmates, and the adviser as the researcher. The findings of this case study were examined in three ways. The initial findings indicated that Lucas' motivation for learning is intensively influenced by external factors like different learning backgrounds and environments, etc. His attitude gradually changed when he engaged in successive self-perceived positive experiences in language, including language advising and peer-group sessions which led to the development of a stronger L2 vision. He constantly reported on how language advising influenced his emerging L2 teacher self. In that sense, the language advisor had an essential role in disturbing participants' motivational system, hence the advisee's language learning trajectory could follow more favorable paths. The latter findings also provided a clear proof that dynamics of motivation could be fostered or constrained according to different learning contextual factors, including language advising and in that case, language advising seemed to be a locus of regulation of language learning motivation in different learning contexts. By examining this study deeply, the immediate interaction between the adviser and learner, and interactions with different elements, or agents revealed that the holistic view of the individual who is learning a foreign language is the center of the process of advising. The last qualitative study by Tassinari (2012), who is a language advisor working at the Centre for Independent Language Learning (CILL) of the Freie Universität Berlin, examined how emotions and feelings are expressed in learners' and adviser's discourse and how they are frequent. In his research, it is questioned what kind of roles emotions and feelings play in advising sessions and the learning process. Additionally, the study focused on discourse analysis of both learner's and adviser's discourse. The corpus of the study contained four advising sessions with three different students named L1, L6, and L9, all female and one adviser. Advising sessions were audio-recorded by the researcher with the consent of the learners and it was conducted a qualitative content analysis of the expression of emotions and feelings based on transcripts. According to the results of the study, based on the findings of both content and discourse analysis show that in learner's discourse, the presence of emotions is relevant, especially during the reporting process on learning activities, reflection sessions on learning experience, and evaluation sessions on learning progress, failure, or planning the future steps. As a result of the study, it is

highlighted that although advisers may not feel uncomfortable when discussing psychological aspects of language learning, avoiding emotional factors or omitting the affective factors in the advising sessions is not an option. (Tassinari, 2012).

2.5.2. Studies related to learner autonomy and metacognitive awareness

The study by Yamashita (2015) was conducted as a case study related to an EFL learner who lives in Japan. The main purpose of the study is to explore the role of learners' effect in the improvement of learner autonomy utilizing language advising. In the study, a mixed-method approach was implemented through both oral and written recording of advising sessions, study logs of the learner, and assessment questionnaires. The questionnaires contained two open-ended questions and the learner completed the questionnaires in an atmosphere in which the advisor was not present. The other data, written data "My study Log" provided a record including the date, duration, study content, reflection, and self–evaluation of the motivation and concentration. The logs of the study were compiled after the 24 sessions held with the learner. The results of the study revealed that there was a gradual development of Tomoko's metacognitive awareness while she participated in more cognitive-affective meaning processing of her learning in advising sessions. All the qualitative and quantitative results showed that Tomoko was a passive, non-autonomous, or dependent learner (Level 1) at the beginning of the sessions, later on, she was turned into an active autonomous learner profile who can reflect in a critical way on her learning processes, have faith in feelings or decisions, identify necessary resources, recognize and utilize the negative feelings or emotions effectively. In other words, it was concluded that she was an active learner who is taking more responsibility for her learning. A similar study likewise Yamashita's was conducted by Carson (2012) at Asia Pacific University, Japan. The study aimed to understand how metacognition occurs during independent learning and how language learners engage in metacognitive processing while they take control of their learning. In the study, there were 30 English language major students. The study was based on a qualitative research method, including the implementation of the verbal protocol analysis (VPA) method. During the research, students were recorded by video – recordings, and they were asked to engage in a variety of independent complex learning tasks. While analyzing the results of the study, metacognitive knowledge consciously happens with less frequency than monitoring and control. During independent learning, monitoring and control decisions highly occur in the learner's learning

process. In that sense, advisors are supposed to arrange more time to discuss the necessity of 'self-management in learning' when students collaborate in learning. Furthermore, the results revealed that the previous learning experiences of the learner directly affect task performance and learning effectiveness, therefore; learners might be affected by these memories positively or negatively (Carson, 2012).

In another study, which was conducted by Shelton-Strong (2020) at a private university near Tokyo, it was aimed to search how students perceived their experience in advising sessions, and to what extent advising experience could be viewed as providing support for the student's basic psychological needs of autonomy, competence, and relatedness. This study was qualitative with 66 participants and used interpretative coding. According to the results, the majority of the participants reported positive feedback on learning advisers and the sessions they had attended, rating them as encouraging, supportive, enjoyable, and positive in general. Moreover, the participants reported that their basic psychological needs of autonomy, competence, and relatedness were fulfilled by the dialogic and reflective nature of language learning advising in the study (Shelton-Strong, 2020). Lastly, the other recent study (Altındağ, 2019), which was conducted at a state university-AYBU in Turkey, aimed to explore how much learning advising sessions assist learners in terms of using learning strategies, increasing self-awareness, and individual autonomous learning habits. The data was collected through quantitative and qualitative methods. Quantitative data were collected from 45 learners through surveys. In the qualitative part of the study, seven learners and two language advisors were interviewed. According to the results, it was indicated that students were able to achieve the ability using different learning strategies after taking advising sessions. Especially, the quantitative data analyses revealed that learners used the time and study management strategies; and metacognitive self–regulation strategies more than any other strategies (Altındağ, 2019).

2.5.3. Research related to teacher development

A recent study (Tassinnari, 2018) has been carried out at a self-access language center (SALC) at the Language Centre of the Freie Universität Berlin. The main purpose of the study is to reflect on how the experience at the SALC affects student assistant professional development as future specialists or professionals in the field of language learning. Additionally, the study focused on how a pedagogy for autonomy and reflection in or on action is implemented with student assistants at the SALC at the Freie Universitat Berlin.

The data consists of observations, reflections, field notes, and a questionnaire on the student assistants' perception of their activity and personal development throughout the process of their service at the SALC. The questionnaire was held with 27 student assistants. According to the results of the study, it was underlined that 63% of student assistants felt autonomous while working at the SALC, they appreciated the collegial atmosphere, teamwork, and contact with the students learning at the SALC, and they reported that they were so satisfied the opportunity to advise them. On the other hand, through the reflections and field notes, it was clear that there was an emergence need to keep the track of one's work, communicate with colleagues and negotiate with managers (Tassinari, 2018). The other study conducted by Magno e Silva and Castro (2018) was implemented at the Federal University of Brazil. In the university, proper training with fourteen pre-service language advisors was held and the study explore its effects and the perceptions of language advisors. The data was derived from a focus group interview and open questionnaire with fourteen participants. According to the results of the study, 77% of the participants were satisfied due to having a training programme and they viewed this programme as an opportunity for professional development, they stated that their motivation level and enthusiasm for being advisors increased and they started to implement some of the ideas that they learned from training programme into their language classrooms. Moreover, from the reflections, there were some suggestions related to training programme content: extending the theoretical component into the sessions and increasing the time limit in the sessions. (Magno e Silva and Castro, 2018)

Another similar study (Esen, 2020) was conducted at AYBU related to the field of teacher development in language advising. The study aimed to investigate whether advising had an impact on their continuous professional development or not and if the concept of advising was directly or indirectly assessed in various teacher development frameworks. The research was implemented with 12 participants who are trained as language advisors and working as language advisors in the institution. Additionally, the data was collected through a 38-item-questionnaire and a written interview. The analysis of the results suggested that there are some teacher development frameworks as if the teachers were all language learning advisors and these frameworks are essential to creating autonomous learners. Moreover, 87% of participants responded in a positive way regarding the impacts of advising on their teaching skills. The written interviews also encouraged the results of the questionnaire. Most of the teachers agreed on the idea that advising- training sessions made a high contribution to learner diversity, goal-setting practices, strategy training, and designing of tasks and activities to foster learner autonomy (Esen, 2020).

The other study by Morrison (2012) was based on a case study about the shifting roles from language teachers to learning advisors. The study was carried out at the Kanda University of International Studies (KUIS) in Japan. The study's purpose is to identify common themes which provide important insights and practical implications for teachers considering advising. The data was collected through document analysis of a total of 21 formal reflections taken from face-to-face advising sessions. The findings of the study revealed that some skills commonly referred to as guiding, questioning, and goal setting need to be developed in learning advisor sessions. The results also highlighted that a deeper understanding of these skills and awareness-raising related to these skills contribute to the transformation of educators into better language advisors. The last study was also carried out at Soka University in Tokyo (Ishikawa, 2012). The study aimed to explore the interactions between advisors and advisees in peer-advising sessions within a perspective of promoting independent language study. The data was collected from one student- advisor whose name is Eiko through observations, interviews, and reflections according to the results of the study, it was revealed that student advisors can give recommendations or advice to their peers under the impression of their learning background, study experiences, beliefs, and time management methods. Furthermore, such feelings as relatedness to peers, and conflicts between being strict or being generous might appear during the peer-advising sessions among student advisors and advisees.

3. RESEARCH METHODOLOGY

The research design of the present study is a case study that consists of both qualitative and quantitative research components. The present research is a longitudinal study, as it contains 12 weeks of data collection. The sample population has been selected as the learners who are taking LAP courses voluntarily for 12 weeks at a state university.

3.1. Design of the Study

In the current study, the efficacy of the LAP, regarding learners' beliefs and attitudes towards their language performance in terms of motivation, self-esteem, goal-setting practices, learning strategies, and academic success were investigated. This study is a case study with a group of learners who took LAP courses for 12 weeks. Additionally, this study employs a mixed-method approach with quantitative and qualitative components. In this aspect, the study is also classified as a sequentially designed mixed-method study. According to Caracelli et al. (1989), it is highlighted that quantitative and qualitative methods complement each other if they are applied in combination. This combination allows researchers for more powerful analysis, obtaining richer interpretations of observed phenomena so that researchers can take the advantage of the strengths of each (Miles and Huberman, 1994). Additionally, Creswell (2003) pointed out that mixed approaches observations and interviews (qualitative data) are combined with traditional surveys (quantitative data) to decrease the limitations of approaches and methods in case of the situation in which they are used alone.

In this study, the rationale for using a mixed method is that neither quantitative nor qualitative methods are sufficient by themselves to capture the details of a situation because attaining students' perception related to a specific program requires a large- scale information and taking students' perceptions is a big collection of hidden traits which are influenced by culture, emotions, values, and learning experience. Therefore, the content of this study can be best understood when a variety of data collection is gathered from different aspects. Holding this rationale for this study leads the component of the study as both descriptive and interpretive in which the descriptive data is derived from the quantitative method and the interpretive data is stemmed from the qualitative method.

As for the quantitative part of the study, a questionnaire including motivation, learning strategies, and goal-setting aspects created by Pintrich et al. (1991) is implemented for pre-

intermediate students attending preparatory school at a state university in Ankara. Students belong to the same age group who participated in LAP. After having analyzed the obtained data from the questionnaire, for the qualitative part of the study, eleven students are asked to participate in a follow-up interview to gain more in-depth information. According to Schell (1992), the interview method is defined as the most flexible form of all research designs, which allows the researcher to manipulate the data, conditions, and resources while investigating empirical events. This flexibility also makes the interview an appropriate method for this study because flexibility is essential while manipulating the conditions of the outer environment and social context according to this research, and while changing the direction of the questions asked whenever it is necessary.

3.2. Participants

The participants of this research were pre-intermediate level students who voluntarily took advising sessions for 12 weeks offered by LAP Clubs in the LAP at AYBU-SFL in Turkey. For both qualitative and quantitative parts of the study, a criterion sampling method was used as one of the dedicated purposeful sampling methods (Yıldırım and Şimşek, 2005). The participants belonged to the same age group between 18-21 years old. The quantitative phase of the study was made up of 50 participants who voluntarily took advising sessions for 12 weeks. In the qualitative phase of the study, eleven of the students were interviewed by the researcher. All the participants in the sample signed forms of consent to participate in the study, took part in interviews, and provide written reflections about the LAP.

3.3. Data Collection Instruments

As mentioned earlier, the research design was a case study that was implemented at a state university at English Language School in Turkey as the research questions were investigated deeply to obtain learners' insights and perceptions of LAP in detail. The major benefit of implementing a case study is to enable the researcher to investigate participants' conceptualizations and perceptions to a great extent by conducting the data collection instruments such as questionnaires and interviews. In this study, three main instruments were implemented: the MSLQ, pre-and post-interviews, and achievement scores.

Table 3.3. Data Collection Instrument

Data Collection Tool	Participants	
MSLQ	50	Research Questions (1,2)
Achievement Scores	7	Research Questions (3)
Interviews	11	Research Question (1,2,3)

As seen in Table 3.3, for the first three research questions which investigated the perceptions of participants about LAP regarding their motivation level, goal practices, and learning strategies, The MSLQ was utilized. As for the fourth research question which was associated with the impact of LAP on learners' academic success, academic scores (Language Proficiency Results of LAP learners) were analyzed in detail. Additionally, to attain participants' experience related to LAP both before and after the advising session period, pre- and post-interviews were applied to 11 volunteer respondents.

3.3.1. The MSLQ

The quantitative data collection instrument of this study is the MSLQ created by Pintrich et al. in 1986. The original questionnaire comprised two main sections: a motivation section, and a learning strategies section. The original questionnaire consists of 81 items, the first section is made up of 31 items and the second has 50 items. The last section which is called the learning strategies section has 19 items whose target is to evaluate students' management skills (Pintrich et al., 1991). The original version of MSLQ is a 7-point Likert scale questionnaire.

In this current study, the item number of the questionnaire is shortened according to the needs of the research questions and to make it more practical for the participants of the study. The pilot study of the adapted version of the MSLQ was not conducted as the opinion of one expert in the field was taken into consideration. The questionnaire implemented consists of 30 questions including the themes of motivation and learning strategies. The items from 1-16 aim at assessing motivation. In addition, items from 17-28 measure learning strategies, and finally items 29-30 assess resource management strategies. In the questionnaire, items between 1-8 which are under the theme of motivation measure the goal–setting practices in terms of intrinsic goal – orientation and extrinsic goal orientation. The items were intentionally chosen in an attempt to answer research questions 1 and 2, *What are the implications of LAP on goal-setting practices of students along with LAP's influence*

on the motivation of students to learn English? What are learners' perceptions about LAP's role to help them acquire and use learning strategies while learning English? As opposed to the original version of the MSLQ, the new version of the questionnaire has a 5-Likert Scale. Participants were to choose one point among 5 such as "*Strongly agree*", "*Agree*", "*Neutral*", "*Disagree*", and "*Strongly disagree*".

The rationale for reducing the number of Likert scales is to prevent confusion and misinterpretations for the participants due to their language level as well as their time management skills. Additionally, the adapted version of the MSLQ was administered in both English and Turkish. The translation of the MSLQ into Turkish language was checked by two linguists in order to prevent any possible misunderstanding.

Reliability and validity of the quantitative instrument:

In the scope of the present study, first, reliability analysis has been conducted for each subscale and then, inferential statistics have been used as interpretations have been made via independent samples t-test.

Based on the results of reliability analysis, for intrinsic goal orientation, Cronbach's alpha has found to be 0.60. For extrinsic goal orientation, Cronbach's alpha has found to be 0.72. For self-efficacy for learning, Cronbach's alpha has found to be 0.77. For the test anxiety subscale, Cronbach's alpha has found to be 0.71.

Meanwhile, for the rehearsal strategies subscale under the learning strategies scale, Cronbach's alpha has found to be 0.85. For the elaboration strategies subscale under the learning strategies scale, Cronbach's alpha has found to be 0.78. For the organization strategies subscale under the learning strategies scale, Cronbach's alpha has found to be 0.73. For the self-regulation strategies subscale under the learning strategies scale, Cronbach's alpha has found to be 0.65. Finally, for the effort regulation subscale under the learning strategies scale, Cronbach's alpha has found to be 0.57.

3.3.2. Pre- and Post-Interviews

Effective interview questions should be direct, simple, transparent, direct goal-oriented, and easy to understand. Moreover, the questions and the setting in which they are asked should allow participants to be honest, and comfortable without trying to act like someone else. The questions should ensure validity which means that they should measure the effect of the social context on learner beliefs and actual learning performance, in different

conditions which create different effects on people's level of self-confidence and self-esteem. In addition, the questions should also be consistent and reliable which means that they should indicate the same meaning with each repetition to each individual (Turner, 2010). As Turner highlighted above, in this study interview process was conducted in two steps to be transparent and direct goal-oriented. Firstly, the pre-interview was conducted before the start of the advising sessions to achieve background knowledge about the learners' profile, learner goals, motivation, and enrolling aims for the program. The pre-interview consists of 16 questions underlying the mentioned themes. Pre-interview questions also highlighted the possible reasons the learners want to have an advisory session. Additionally, the participants also had a chance to talk about their learning plans and the specific language skill(s) they want to improve in the LAP (Appendix 2). Secondly, post-interview was held by the researcher at the end of the LAP sessions during the term and it includes 8 reflective questions to ask about the effectiveness of LAP to the participants. The themes of the post-interview are the effectiveness of LAP on setting goals, learning strategies, and motivation (Appendix 3). Overall, the questions both in pre- and post-interview aim to answer the first, second, and third research questions. Each interview lasted about 25 minutes face-to-face or via video call, and it was recorded with the consent of the participants.

3.3.3. Achievement scores

In this current study, to observe the implications of LAP upon learners' academic success, mainly one academic score of the students is taken into account which is English Proficiency Exam scores. It is based on four skills prepared by the Testing Unit at AYBU and it was held at the end of the LAP which was done in the second week of January. The proficiency exam scores of the participants in this study were analyzed in detail; this implementation ensured the reliability of the study and answered the third research question.

3.4. Data Collection Procedure

After the selection of these data collection tools, the researcher applied to the ethical committee at the state university at the beginning of the 2021-2022 academic semester. After obtaining the acceptance of the study, the researcher connected with the participants to receive their allowance through a consent form and attained their permission. The MSLQ questionnaire was implemented twice in a face-to-face atmosphere. The questionnaire was both given in English and Turkish due to the level of students. The translation of the MSLQ

was made by the researcher and then it was checked by two linguists in order to prevent any possible misunderstanding. The pre-administration was conducted at the beginning of the advising sessions, the post-administration was implemented at the end of the advising sessions. Additionally, the researcher contacted advisors working at the institution to get their insights throughout the implementation process of the questionnaire. As for the interview process, the researcher held the pre- and post-interviews in her office at the university. As for the timing, the interviews lasted 20-25 minutes. After taking permission from the participants, the interviews were recorded and transcribed by the interviewer.

3.5. Data Analysis

For the quantitative phase of the study, Inferential statistics and the independent sample t-test method were carried out to analyze the data, as it is intended to make inferences based on the change between pre-and post-testing periods. The frequencies, means, percentages, and standard deviations for the items are demonstrated in detail. Throughout the statistical analysis of the quantitative data, the Statistical Package for Social Sciences (SPSS) 25.0 was used. As for the reliability analysis of MSLQ, Cronbach Alpha Value was calculated which is usually utilized in Likert- type scales.

The following data process was followed within qualitative data analysis. The interviews were recorded by the researcher. The analysis process began with transcribing the interviews. During the transcription of the interview, the pre-determined strategy categories were selected and grouped regarding the quotes of the participants. Especially, certain keywords that could give clues about the research were primarily determined by the researcher, and the responses the participants give were grouped according to these certain keywords under the main categories. According to Jones (2007), this technique, which is called ‘coding’ enables researchers to determine the major components of the study, and it makes an inference about the hypothesis, according to the attitude of the respondents to these already determined codes. Additionally, the main key themes were also highlighted with different colors to differentiate them easily and sub-headings for the key themes were also identified and grouped correctly. While analyzing the data, an experienced colleague working at the university as both an English Instructor and Learner Advisor was asked to review and analyze the transcriptions. The researcher and colleague discussed the analysis until there was a consensus. This process helped to ensure the reliability of the analysis and this process was repeated for each student.

4. RESULTS AND DISCUSSION

This chapter consists of the results and commentary of the questionnaire completed by 50 EFL learners, who are students at a pre-intermediate level in Preparatory Classes of the at AYBU-SFL in Ankara, Turkey, during the 2020–2021 academic year's spring term. It provides the findings related to each research question in an orderly way and contains descriptive tables and figures which are sequentially numbered and labeled to display the data.

4.1. Quantitative Analysis

According to the results of the independent samples t-test (Appendix 4), for questions 1, 2, 3, 10, 15, 16, 19, 22, 23, 25, 26, 27, 28, and 30, there exists a significant difference ($p<.05$) between pre- and post-motivation and learning strategies questionnaires, meaning that the results have undergone a significant change. For the rest of the questions, there is no significant change between pre- and post-questionnaires. To be more specific, in terms of the intrinsic goal orientation, there exists a significant difference between pre- and post-measures. There also exists a difference in terms of self-efficacy for learning and performance, test anxiety, metacognitive self–regulation, and organization and effort regulation (Appendix 4).

In table 4.1 below, all the items in the survey are presented in terms of their scores in pre- and post-questionnaires. In the 'Group' column of the table, '0' indicates pre-measures while '1' indicates post-measures. The mean, standard deviation, and standard error mean of each pre- and post-score are declared in the related column.

Table 4.1 Overall Group Statistics

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Item 1	,00	50	3,1200	1,15423	,16323
	1,00	50	3,6400	1,02539	,14501
Item 2	,00	50	3,5600	1,05289	,14890
	1,00	50	4,0000	,90351	,12778
Item 3	,00	50	4,1000	,99488	,14070
	1,00	50	4,4600	,67643	,09566
Item 4	,00	50	3,4000	1,22890	,17379
	1,00	50	3,7400	1,08440	,15336
Item 5	,00	50	3,6400	1,19112	,16845
	1,00	50	3,6400	1,22491	,17323
Item 6	,00	50	3,2800	1,24605	,17622
	1,00	50	3,4200	1,31071	,18536
Item 7	,00	50	3,6800	1,23619	,17482
	1,00	50	3,7200	1,27839	,18079
Item 8	,00	50	3,3200	1,43484	,20292
	1,00	50	3,3600	1,65073	,23345
Item 9	,00	50	3,3800	1,02798	,14538
	1,00	50	3,6000	1,03016	,14569
Item 10	,00	50	2,6800	1,09619	,15502
	1,00	50	3,3400	1,13587	,16064
Item 11	,00	50	3,9200	1,06599	,15075
	1,00	50	4,0600	,99816	,14116
Item 12	,00	50	3,0400	1,08722	,15376
	1,00	50	3,1400	1,12504	,15910
Item 13	,00	50	2,5000	1,32865	,18790
	1,00	50	2,4200	1,32619	,18755
Item 14	,00	50	3,5600	1,18080	,16699
	1,00	50	3,3800	1,12286	,15880
Item 15	,00	50	3,5400	1,23239	,17429
	1,00	50	2,7200	1,17872	,16670
Item 16	,00	50	2,8600	1,30946	,18519
	1,00	50	2,1800	1,00387	,14197
Item 17	,00	50	2,9000	1,21638	,17202
	1,00	50	3,3800	1,25990	,17818
Item 18	,00	50	3,4800	1,23288	,17436
	1,00	50	3,8600	1,04998	,14849
Item 19	,00	50	3,0600	1,15016	,16266
	1,00	50	3,6000	1,22890	,17379
Item 20	,00	50	3,3400	1,17125	,16564
	1,00	50	3,7400	1,13946	,16114
Item 21	,00	50	3,1400	1,04998	,14849
	1,00	50	3,4800	1,14713	,16223
Item 22	,00	50	3,0200	1,15157	,16286
	1,00	50	3,7200	1,05056	,14857
Item 23	,00	50	3,3800	1,15864	,16386
	1,00	50	3,8400	1,13137	,16000
Item 24	,00	50	2,4000	1,12486	,15908
	1,00	50	2,8400	1,41940	,20073
Item 25	,00	50	3,9000	1,03510	,14639
	1,00	50	4,2800	,85809	,12135
Item 26	,00	50	3,2000	,92582	,13093
	1,00	50	3,6600	1,06157	,15013
Item 27	,00	50	3,0400	1,17734	,16650
	1,00	50	3,8400	,97646	,13809
Item 28	,00	50	3,2000	1,21218	,17143
	1,00	50	3,7000	1,09265	,15452
Item 29	,00	50	3,1800	1,45251	,20542
	1,00	50	2,6200	1,49680	,21168
Item 30	,00	50	3,3600	1,41075	,19951
	1,00	50	2,0000	1,08797	,15386

In the tables below, all the items in the survey are divided into subscales and are presented in terms of their scores in pre- and post-questionnaires. The results are analyzed in detail within tables under the major themes discussed in the research questions.

4.1.1. Research question 1

What are the implications of LAP on goal-setting practices of students along with LAP's influence on the motivation of students' learning English?

To answer this research question in detail, Students' intrinsic goal orientation, extrinsic goal orientation scores, self-efficacy for learning and performance, and text anxiety scores were analyzed under the scales of motivation.

Table 4.2. Intrinsic Goal Orientation

	Mean	*Std. Deviation*	*Std. Error Mean*
Item 1	3,1200	1,15423	,16323
	3,6400	1,02539	,14501
Item 2	3,5600	1,05289	,14890
	4,0000	,90351	,12778
Item 3	4,1000	,99488	,14070
	4,4600	,67643	,09566
Item 4	3,4000	1,22890	,17379
	3,7400	1,08440	,15336

In Table 4.2, it is seen that intrinsic goal orientation gradually increased in all items after the pre-test period. The items question the learners' perceptions of the reasons why they are engaging in a learning task. Additionally, the items concern the degree to which the students perceive themselves to be participating in a task for reasons such as curiosity, mastery, and challenge. As Table 4.2 displays, overall participants identify themselves better in intrinsic goal orientation after being involved in the LAP process. This means that students 'intrinsic goal orientation increased after the pre-test process. According to this result, it can be assumed that attending advising sessions is a significant contributor to increasing learners' curiosity about both classroom materials and the learning process. Furthermore, the students with a high intrinsic goal orientation are more likely to achieve the ability to choose appropriate learning tools, they tend to value a deeper level of understanding of tasks as well as evaluating their learning process ignoring the outsiders. This result can also support the existing literature as pointed out earlier. The research has shown that the intermediate-level college students who participated in advising sessions in Japan for one year had higher levels

of intrinsic goal orientation compared to students who did not participate in the sessions in a traditional instructional setting. (Ruthson-Griffiths and Porter, 2016)

Table 4.3. Extrinsic Goal Orientation

	Mean	*Std Deviation*	*Std. Error Mean*
Item 5	3,6400	1,19112	,16845
	3,6400	1,22491	,17323
Item 6	3,2800	1,24605	,17622
	3,4200	1,31071	,18536
Item 7	3,6800	1,23619	,17482
	3,7200	1,27839	,18079
Item 8	3,3200	1,43484	,20292
	3,3600	1,65073	,23345

In Table 4.3, it can not be totally claimed that extrinsic goal orientation scores dramatically increase from pre to post-test. The items in the extrinsic goal orientation contain issues that are not directly related to student – participation in the task, they concern grades, rewards, and comparisons between one's performance to others. For the items (6^{th}, 7^{th}, 8^{th}), it may be seen that pre-test extrinsic goal orientation means are slightly above the means of post-test. On the other hand, based on these results, it can be assumed that there is a moderate rise in participants after taking LAP sessions in terms of extrinsic goal orientation. Only the 5^{th} item's mean is stable pre- to post-test. The item especially questions whether getting a good grade is the most satisfying thing or not from the student's point of view. According to this result, it might be assumed that after taking LAP sessions, learners might turn into more intrinsic goal-oriented learners who have more self-esteem, self-awareness, and a higher level of autonomy. Therefore, it is not surprising to have a medium level of extrinsic goal orientation. Additionally, it might also be seen that extrinsic goal orientation is slightly volatile.

Table 4.4. Self-Efficacy for Learning and Performance

	Mean	*Std Deviation*	*Std. Error Mean*
Item 9	3,3800	1,02798	,14538
	3,6000	1,03016	,14569
Item10	2,6800	1,09619	,15502
	3,3400	1,13587	,16064
Itm11	3,9200	1,06599	,15075
	4,0600	,99816	,14116
Item 12	3,0400	1,08722	,15376
	3,1400	1,12504	,15910

For self-efficacy for learning and performance in Table 4.4, it might be also claimed that there slightly exists a moderate increase between pre- and post-measures. The items in pre- and post-test questions students' self–appraisal of their ability to master the tasks in the course and include judgments about learners' ability and self-confidence to accomplish or perform a task. For instance, item 10 undergoes a significant change between pre- and post-test measures. The item questions the students whether they understand the most difficult materials presented in the readings in the course or not. Based on this result, it can be assumed that students have increased their self-efficacy in terms of task accomplishment, especially in reading tasks after taking advising sessions. In other words, after taking advising sessions, students might become more persistent in pursuing intrinsic goal orientation or they might become more aware of their outcome expectations and interests as well as successful learning experiences. Therefore, they might be more willing to attempt difficult tasks. Additionally, other items (9^{th},11^{th},$12^{th)}$ have overall a medium increase in terms of self-efficacy and performance. This result can also support the existing literature. The research which was conducted at one of the state universities in the UK has shown that 30 out of 10 college students who gradually engaged in language advising sessions twice a week in Self-Access Centers have more tendency to engage in classroom activities that have more challenging sub-skills such as interpreting, synthesizing, summarizing and critical thinking. It has been also underlined that they have higher self-efficacy rates according to quantitative results. Additionally, in the interviews, they stated that some of them are more willing to attempt challenging tasks in classroom activities (Schneider, 2013).

Table 4.5. Test Anxiety

	Mean	*Std Deviation*	*Std. Error Mean*
Item 13	2,5000	1,32865	,18790
	2,4200	1,32619	,18755
Item 14	3,5600	1,18080	,16699
	3,3800	1,12286	,15880
Item 15	3,5400	1,23239	,17429
	2,7200	1,17872	,16670
Item 16	2,8600	1,30946	,18519
	2,1800	1,00387	,14197

In Table 4.5, it is seen that test anxiety scores decrease from pre- to post-period for the majority of the items. The items underline mainly two components; an emotionally component; worries and a cognitive component. According to the table, especially the items 15th and 16th have undergone a significant decrease, the questions were based on whether students think consequences of failing after tests or not and if they have an upset or negative feeling when they take an exam. Based on this result, it can be assumed that students who took advising sessions might have beneficial outcomes in terms of test anxiety, and the more their intrinsic motivation, goal orientation, and self-efficacy increase, the more their test anxiety decreases. Additionally, during the advising process, students might increase their awareness related to test-taking skills and the use of effective learning strategies so that their anxiety level was lower than during the pre-test period. This result supports the idea that taking advising sessions might have positive outcomes for learners in terms of the emotional component during their learning process. This result seems to be parallel within the recent literature. Research in one of the state universities in France has shown that some college school students who took reflection sessions with their advisors or participated in peer advising sessions had lower levels of anxiety, worry, or pessimistic point of view compared to other high school students who were in the regular system (Ciekansi, 2007).

4.1.2. Research question 2

What are learners' perceptions about LAP's role to help them acquire and use learning strategies while learning English?

In the current study, the 2nd research question searches the role of the LAP in terms of using learning strategies. To answer the 2nd research question in detail, learning strategies: cognitive and metacognitive strategies were analyzed under the scales of motivation.

Tablo 4.6. Cognitive and Metacognitive Strategies: Rehearsal, Organization, and Elaboration

	Mean	*Std Deviation*	*Std. Error Mean*
Item 17	2,9000	1,21638	,17202
	3,3800	1,25990	,17818
Item 18	3,4800	1,23288	,17436
	3,8600	1,04998	,14849
Item 19	3,0600	1,15016	,16266
	3,6000	1,22890	,17379
Item 20	3,3400	1,17125	,16564
	3,7400	1,13946	,16114
Item 21	3,1400	1,04998	,14849
	3,4800	1,14713	,16223
Item 22	3,0200	1,15157	,16286
	3,7200	1,05056	,14857
Item 23	3,3800	1,15864	,16386
	3,8400	1,13137	,16000
Item 24	2,4000	1,12486	,15908
	2,8400	1,41940	,20073

In table 4.6, there are eight main items under the theme of cognitive and metacognitive strategies as rehearsal, organization, and elaboration. First of all, the items numbered as 17th, 18th and 19th questions learners' rehearsal strategies which are based on learning basic rehearsal strategies such as naming, reciting items from a list, or keeping new information in long–term memory. Items 20th, and 21st focus on elaboration strategies including summarizing, paraphrasing, and creating analogies. The rest of the items; 22nd, 23rd, and 24th also interrogate the usage of students' organization strategies. These strategies consist of clustering, outlining, selecting main ideas in receptive skills, etc. In the 4.6. table, it is revealed that there is an obvious increment in the usage of cognitive and metacognitive strategies mentioned above from pre- to post-test.

Especially, the means of the items 17th, 19th, 22nd, and 23rd show a significant raise between pre- and post-measures. The items are under the themes of rehearsal and organization strategies. On the other hand, the items 20th and 21st have a medium rise in terms of elaboration strategies between pre and post-test. The pre-test means of these items (20th, 21st) are slightly above the means of a post-test. Overall, in light of these results, it can

be assumed that students after taking advisory sessions might increase their abilities in terms of using organization, rehearsal strategies, and elaboration. Especially, they might be more acknowledged of how to use and implement strategies such as organizing, reciting, outlining, summarizing, clustering, etc. There are some similar results in the recent literature in which advising sessions have an impact on learners' metacognitive strategy use. An exploratory study of learning strategies through advising conducted by Altındağ (2019) revealed that students used a range of strategies in terms of metacognitive, time, and study environment management strategies after taking advising sessions. Additionally, students reported that they either directly or indirectly acknowledged implementing strategies like rehearsal, elaboration, organization, critical thinking, and metacognitive self-regulation. Also, the study pointed out that advisory sessions helped learners to create strategies to foster their learning under the themes of metacognitive strategies. Similarly, the other study was mentioned earlier in the literature review; in the study of Yamashita (2015), the Japanese learner was observed, and results showed that Tomoko's metacognitive awareness was gradually developed after taking advising sessions and she was turned into an active learner who reflects critically on her learning process. Of course, on the other hand, it can not be claimed that all students taking advising sessions are fully able to comprehend how to use strategies in a correct way or these results do not completely prove that only advising sessions enable students to acquire all these strategies deeply and all their performance is derived from advising sessions.

Table 4.7. Metacognitive and Resource Management Strategies: Self-Regulation and Effort-Regulation

	Mean	*Std. Deviation*	*Std.Error Mean*
Item 25	3,9000	1,03510	,14639
	4,2800	,85809	,12135
Item 26	3,2000	,92582	,13093
	3,6600	1,06157	,15013
Item 27	3,0400	1,17734	,16650
	3,8400	,97646	,13809
Item 28	3,2000	1,21218	,17143
	3,7000	1,09265	,15452
Item 29	3,1800	1,45251	,20542
	2,6200	1,49680	,21168
Item 30	3,3600	1,41075	,19951
	2,0000	1,08797	,15386

In table 4.7, there are 6 main items under the theme of metacognitive and resource management strategies: self-regulation and effort regulation. First of all, the items numbered as 25th, 26th, 27th and 28th questions are related to the metacognitive self–regulatory strategies: planning, monitoring, and regulating. The items 29th and 30th focus on resource management strategies including effort regulation. The items interrogate the students' goal commitments when there are difficulties and distractions. According to the results of the 4.7. table, it is obvious that there is a moderate increase in the rates of self–regulation from pre to post-test. Especially, the means of the items 27th and 28th show a significant raise between pre- and post-measures. The items are under the themes of self-regulation strategies: planning, monitoring, and task analysis. Based on this result, it can be assumed that after taking advising sessions, students might be better at planning, monitoring, and task analysis process in their learning. In other words, students might better track their learning process in terms of understanding the materials and integrating them with their prior knowledge. On the other hand, items 29th and 30th have a medium decline in terms of effort–regulation between pre and post-test post-test. Although it seems a decline according to the means stated above, the items question the students whether they quit their studies when they feel so bored and when the task is difficult or not. Therefore, before LAP sessions, learners tended to quit their work easily when they come across difficulties or when they are bored, but after sessions, based on results, the post-test means are lower than pre-test which means their self–management; effort regulation is better than the pre-period. Overall, in the light of these results, it can be assumed that students after taking advisory sessions might increase their abilities in terms of using self–regulation strategies and resource management strategies.

4.1.3. Research question 3

What are the implications of LAP on the academic success of students learning English?

In the current study, the 3rd research question searches the role of the LAP in terms of the academic success of the students. To answer the 3rd research question in detail, the proficiency exam results of the pre-intermediate students who enrolled LAP for 12 weeks are examined which are stated below.

Table 4.8. Language Proficiency Exam Results of LAP learners

	Reading	*Listening*	*Speaking*	*Writing*	*Total Result*
Student 1	17,50	17,50	24,5	18,75	78,25
Student 2	20,00	20,00	17,50	12,38	69,88
Student 3	22,50	10,00	17,13	21,25	70,88
Student 4	17,50	12,50	23,75	16,75	70,50
Student 5	17,50	17,50	21,88	18,13	75,00
Student 6	22,50	15,00	14,63	20,00	72,13
Student 7	17,50	15,00	17,50	20,00	70,00
	*Mean:*19,29	*Mean:*15,36	*Mean:*19,56	*Mean:* 18,18	

In the January proficiency exam (2022) at SFL in AYBU, there were 366 participants from pre-intermediate to advanced levels, and 261 out of 366 students passed the exam. In this current study, 50 pre-intermediate students took advising sessions for two periods at AYBU and only half of them (25) got the official right to take the proficiency exam because pre-intermediate students' term average should be above 80 points if they want to take the exam in January. Out of 25 pre-intermediate students, these 7 students mentioned above successfully passed the exam, the others, unfortunately, could not reach the point of 70 and failed the exam. Based on the points that the students get, their total results are slightly above 70. When it is analyzed in terms of skills, it can be claimed that the means of reading and speaking skills are higher than listening and writing skills. Based on these results, it can be assumed that students might have better performance in speaking and reading which could be an effect of advising sessions. However, it can not be claimed that all the students could reach those scores with only the help of advising sessions. The exact reasons for this result are unknown because these students had also an intensive language course in classroom settings for 14 weeks. In other words, it is difficult to verify the actual effect of advising sessions by solely focusing on the sample size used in this study, and more normally distributed data from a larger sample may produce different results and assumptions.

4.2. Qualitative Analysis

In this current study, qualitative data was collected to verify and expand on the quantitative data. The quantitative phase of the study contains face-to-face interviews, and they were conducted in two processes: pre- and post-process (Appendix 1 and 2). During the

interviews conducted with the learners taking the LAP sessions, their views regarding whether the program helped them through their language learning journey were asked in detail. The pre- and post-interview questions were constructed to elicit information about the LAP's role to help students acquire and use learning strategies, goal-setting practices, and LAP's effects on learners' motivation, and academic success, as well. The face-to-face interviews were conducted in Turkish, then translated into English. The data were subjected to content analysis. A group of 11 students from the pre-intermediate level participated in the face-to-face interviews. These learners were coded as S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, and S11 during the presentation of the findings. Learners' responses are presented under 5 themes: motivation, goal-setting practices, learning strategies, academic success, and the reasons why they attend LAP Clubs in the institution.

Based on the answers of the participants to the interview questions, five key themes mentioned above have been determined and they have been ordered based on their frequency. The major keywords participants used while defining these themes have also been added to the table.

1-Very rare

5-Very frequent

Table 4.9. Major Themes Apparent in Interviews

Major Themes Apparent in Interviews	*Frequency*	*Key words*
Learning strategies	5	"New paths for learning", "planning", "learning style", "individual differences"
Motivation	4	"More motivated", "more confident", "setting future goals", "having lower exam anxiety"
Goal-setting	3	"Setting long term goals easier", "setting short term goals", "planning", "day by day learning"
Why LAP	2	"Advised by others", "improving performance", "improving personality", "new strategies"
Academic success	1	"Increasing grade performance", "higher points in speaking especially", "having better grades", "better class performance

4.2.1. Findings regarding motivation and goal–setting practices

The study's findings provide some insight into students' level of motivation. In the pre-interviews, when analyzing the codes related to the motivation theme, it can be inferred that students (S1, S2, S3, S4, S5, S6, S8, S9, S10) may have a low level of motivation before taking the LAP sessions and they had a lack of self-confidence about their study plans and learning progress. As an example, under the code of lack of motivation, S1 indicated "I have a lower motivation and I do not trust myself, especially when I do not know what to do or if I am confused". Additionally, some of them had a higher level of anxiety and their intrinsic motivation is too low. For example, S2 stated, "I am always afraid of making mistakes. Due to my frequent mistakes, my motivation is really low about English". Additionally, S6 indicated that I rarely feel confident about English because I am usually confused about my goals, my methods, and learning style.

While analyzing students' responses about motivation after taking the LAP sessions, it can be inferred that their motivation level has gradually increased both intrinsically and extrinsically. Under the codes of initiating and sustaining motivation, S1 stated "I can safely say that my motivation and interest have increased, and I am more open-minded to try new methods and techniques to improve my skills". Their intrinsic motivation also might increase. To illustrate, S3 stated, "I feel more motivated and self-esteem during study English, I feel safer and clearer after my class because I know what I should do in progress, that is why I want to learn more and more". Moreover, students managed to build up their self-confidence and self-esteem utilizing self-monitoring and self-reflection sessions done by the advisor. S5 indicated "We did specific action plans, and I wrote reflections in the sessions about my process to see if I am on target so that I started to feel more motivated and more confident." S9 also added that "with the help of swot analysis and self-reflection tools in advising sessions about our progress, I have noticed my strengths, weaknesses, opportunities. With this conscious-raising process, I am becoming more self–confident and more autonomous. The results mentioned in this part correspond with the ones stated in the literature review part (Castro, 2018). Additionally, according to the qualitative study conducted by (Karaaslan and Şen, 2019), 9 students who benefited from learning advisory sessions reported that they had positive attitudes towards the sessions regarding the themes of discovering the self, increasing motivation, building self–confidence and making discoveries about their learning processes. Overall, we can safely claim that learners held a positive attitude towards the LAP regarding the theme of motivation.

In the post-interview sessions, it can be inferred that the students might have clearer and more concrete goals regarding their learning process, and they manage to set goals successfully after taking sessions in LAP. During the pre-interview sessions, it is observed that the most problematic aspect of goal setting for the students was underlined with the code of being unconscious of the learning process and they have broad language goals. To illustrate, S5 indicated "I do not know exactly where I should start and where I should go" and S3 stated, "I realized that I had no specific goal or plan, especially for my productive skills: speaking and writing". On the other hand, some participants have clearer future goal-setting practices. For instance, S1 mentioned her broader language goals by stating, "I want to learn English because I want to be an academician when I graduate from university, and I want to go abroad with Erasmus in the following years". Similarly, S7 stated that "I want to learn English because I want to find a job in Europe when I graduate from my department."

After taking sessions, according to the results of the post-interview, it can be claimed that students might increase their self-awareness about their short-term and long-term goals. This process was implemented in the sessions by self-monitoring and self-reflection sessions conducted by the advisor. In the transcript, the codes titled setting goals and determining goal-setting process highlighted the changing status of goal-setting practices. S1 stated, "I can safely state that I started to set short-term and long-term goals through my advisor, we hold many sessions on how to set goals clearly and how to achieve them progressively". Additionally, S3 mentioned that "My advisor directs me some planning techniques such as short- and long-term goal setting practices and we set short-term goals to increase my speaking skills. I realized that I could improve my speaking skill by having a proper plan and goal." S5 also added "I have more detailed learning goals right now. I can figure out my weakness and strength in the learning process using self-reflection activities done by my advisor and I learn how to determine my long- and short-term goals". These results are supported by the quantitative results in terms of goal orientation stated above. In the recent literature, this finding is again aligned with the results of the previous research (Altındağ, 2019; Karaaslan and Şen, 2019).

4.2.2. Findings regarding learning strategies

The study's findings provide beneficial results regarding students' perceptions of learning strategies. In the pre-interviews, it is obvious that students' low levels of knowledge about learning strategies and metacognitive awareness are potential factors preventing them

from taking charge of their learning. For instance, S1 and S2 uttered the same statements "I only study grammar and study vocabulary, by just memorizing. S3 articulated, "There is no specific approach or methods that I will follow for my studies" and S4 also declared "I am doing my homework every day. But I do not know how to study better, and I do not have a proper learning plan while studying English".

In post-interviews, all the students indicated that their work and session with the advisor assisted them to acquire certain methods, using new learning strategies, and gaining practical strategies to complement their learning efforts. Their statements suggest that thanks to LAP Club sessions, they can raise their awareness about how to use learning strategies on their own and increase their learner autonomy. In other words, LAP might enable them to take more responsibility for their learning by adapting various strategies to learn English. Under the codes of awareness about cognitive and metacognitive strategies, especially rehearsal strategies. S4 stated her changing situation by saying "This vocabulary strategy enhances recalling new words and increases retention of knowledge in my long-term memory. S1 highlighted learning different metacognitive strategies such as elaboration and organization, by indicating "My advisor taught me how to deal with long texts with fostering strategies such as skimming, scanning, summarizing, and inferring. Now, I can deal with longer texts better". In the same way, S3 underlined learning new strategies within self–regulation and self-monitoring by saying "I learned how to improve my productive skills through focusing on different learning strategies. My advisor suggested me some strategies for speaking such as reading before speaking, taking notes, outlining, video recordings, and mirror speaking. After many trials, I discovered that I could speak more fluently and enthusiastically while speaking and observe my pronunciation mistakes easily, try to correct them". S3 and S6 also highlighted the motivational impacts of implementing metacognitive strategies employing self–evaluation. S3 stated that "I am not afraid of making mistakes after monitoring my mistakes in front of the mirror." Furthermore, S6 indicated that before LAP Club sessions, I had a higher language ego which prevents me from having a face-to-face connection, even my eye-contact was too weak, right now, I feel no anxiety, or worry while spontaneously speaking in front of the public. These results are supported by the quantitative results in terms of cognitive and metacognitive strategies (Table 6 and Table 7). Moreover, these results demonstrate a correlation in recent literature mentioned previously. In the study (Altındağ, 2019; Carson 2012; Yamashita, 2015), there were similar comments and ideas underlying the importance of advising in terms of efficacy in metacognitive and cognitive strategies. As a concrete example of the learner in Altındağ's study (2019), S7 uttered that

“With the help of advising sessions, I learned how to combine writing and speaking practice using familiarizing the subject and focusing on useful vocabulary during essay writing”. She reported that this strategy enabled her to integrate new words into her speaking which increases her fluency as well as the content of her speaking.

Another highlighted code of learning strategy is discovering learner style and awareness of individual differences in the learning process. Based on the results, most of the students declared that LAP enabled them to recognize different learner styles and helped them to find out the individual differences which affect their learning progress positively. S1 declared “I discovered that I am a verbal learner but also, I can learn better while I listen and watch. With this awareness, right now, I can design my study plan and style so that I feel learn better”. Similarly, S3 and S8 discovered that they were audial and visual learners thanks to different questionnaires held by advisors and self-reflection sessions. S8 also stated that this realization enabled her to select study materials according to his differences. She also indicated “I feel more comfortable and relaxed while studying after being aware of the individual differences during learning”.

When analyzing the other codes related to learner strategy, it can be assumed that LAP might have a positive impact on students ‘awareness of learning needs and learner autonomy, as well. Their statements revealed that they become more conscious of their weaknesses and strengths so that there is an increase in their capacity for autonomous learning. For instance, S9 and S10 supported this result by indicating “I become more autonomous about my learning style and strategies, now I can drive my car in this journey, she smiles during the interview” (S9). “After self-awareness of my strength and weaknesses in terms of skills, I started to create more efficient short- and long-term plans for my studies” (S10). These results support existing literature that attending learning advisory sessions is a significant contributor to learner autonomy as pointed out in the literature review part stated above. According to the research, most of the participants reported positive feedback on and sessions. In their interviews, there were similar comments and concerns as mentioned in the study related to the impacts of advising on learner – autonomy, self–awareness, and self-efficacy. (Altındağ, 2019; Carson, 2012; Karaaslan and Şen, 2019, Yamashita, 2015) Especially, one of the studies in Berlin (2022), the majority of the advisors reported that learning advising sessions inspired learners and sessions lead them how to deal with challenging tasks or tools, how to evaluate their learning process and how to control these processes without getting lost (Tassinari, 2022).

4.2.3. Findings regarding academic success

Referring to the third research question about LAP's impacts on academic success, in the post-interviews, it is found that five participants reported seeing improvements in different language skills after taking the sessions. When comparing first and second midterm exams, specifically, S1, S4, and S5 reported seeing improvements in their receptive skills; reading and listening. For example, S5 indicated that "I improved my reading and listening skills with the scores of readings: 16 points, and my listening: 13 points and these points were 3 points higher than my previous midterm". S2, S3, and S7 reported improvements in their productive skills: speaking and writing. To illustrate; S2 supported this improvement by indicating "I can see my speaking scores differences. My first exam result is 14 points. Surprisingly, the second one is 19 points". S7 indicated that "My writing points in the portfolio improves 2-4 points, I started to have better feedback from my instructor since I have started advising sessions at school". On the other hand, S9 and S10 did not mention the specific academic improvement in their grades. These qualitative results confirm the benefits of attending advising sessions in terms of academic achievement, on the other hand, it can not be claimed that students might achieve these academic scores only by attending advising sessions for 12 weeks because they officially attend 7 weeks intensive language course depending on the academic strategy training.

4.2.4. Findings regarding the reasons why students attend LAP.

According to the pre-interviews, most of the students have similar reasons for attending the LAP Club sessions. S1, S2, S3, S4, and S5 indicated that they want to attend the sessions because they had no idea about the learning process of a second language, and they were confused about which way they should follow. For example, S5 stated that "I have the motivation and self-confident problems about how to study English and in what ways I should follow. Also, my motivation is regularly up and down, and it makes me sad, that is why I want to try LAP Clubs". On the other hand, other students S6, S7, S8, S9, and S10 stated that they have no idea about advising sessions, but their friends gave them information about advising clubs. For instance, S10 indicated that "My friends informed me about the positive feedback, and I am curious about LAP". In the post-interviews, it is also obvious that all of them were satisfied and happy to attend the sessions. S7 especially stated her gratitude by saying that "After attending advising sessions - I am feeling like I am holding a diamond which I can never afford to buy in my life". Based on these results, it can be

assumed that students might start with an ambiguous mind with the feelings of getting lost during the learning process, at the end of the sessions, they might be more conscious of the way in which they road in, more self-autonomous, and satisfied.

5. CONCLUSION

5.1. An Overview of the Study

The present study aimed to discover the perceptions of students in a preparatory program towards LAP, specifically in terms of motivation, language learning strategies, goal-setting practices, and academic success. The results of the content analyses of qualitative data revealed that students' perception of the LAP was positive as they found it helpful for enhancing motivation, setting goals, determining learning strategies, and increasing academic success. Additionally, the students reported that they have positive attitudes toward advising sessions. They would like to attend the sessions throughout their academic life as they believe they are supported and guided in their learning process. The quantitative data findings similarly revealed that the LAP helped students to increase their motivation, and goal-setting practices and enhance the skills required for learning strategies. In brief, the LAP is both credited for developing students' learning processes and academic improvement.

Here, it is a worth notation that besides the LAP itself, the positive perceptions about the LAP also contributed to the learners. One of the major points that LAP contributed to the learners is their self-confidence, which leads to autonomy while learning. Besides, learners perceive the language learning process as a very complex process in which they feel themselves alone and lost. Especially when they have no guidance, they have trouble developing learning strategies and finding their way. Hence, LAP acts as a guide for the learners while learning the language, and while doing this, it increases learners' self-confidence, autonomy, and satisfaction with the learning process.

Finally, besides feeling more confident and satisfied, LAP has also made some concrete contributions, which lead to some academic improvement. LAP has increased academic success, but it is also worth mentioning that LAP might increase academic grades because participants have officially attended 7 weeks of intensive language courses as part of academic strategy training. To be able to make more solid arguments on LAP's contribution to academic success, LAP training should be separated from this extensive language-learning part and should be tested accordingly.

5.2. Pedagogical Implications

It should be taken into account the negativities encountered in teaching and learning a foreign language. The reasons are stemmed from the system, administration, or curriculum. Additionally, individual, social, legal, pedagogical, administrative, and cultural reasons cause problems in both teaching and learning. At this point, students and their families should be cared for and taken into account by the authorities because they are at the threshold of the teaching and learning process.

The current research points out that students' lack of background knowledge about the importance of a foreign language, the fact that students only care about taking notes and passing grades in foreign language learning, and lack of national coordination and supervision are among the factors that make LAP ineffective.

It has been revealed that in our country, in parallel with the principles and methods used in foreign language teaching, different problems (motivation, teacher training, measurement and evaluation, culture, policy, etc.) are encountered. Hence, foreign language teaching in our country remains ineffective and unsuccessful. These findings revealed that achievement in foreign language teaching is firmly related to strategy training, student motivation, teacher-student interaction, foreign language teacher training, curriculum, assessment, culture, and success in mother tongue teaching and learning.

The characteristics of the foreign language teachers and the program and the characteristics of the environment in which the teaching takes place (culture, spoken language, economic and social characteristics, etc.) also affect motivation in LAP. The present study states that it is important to have a positive and very close relationship between students, teachers, and administrators for the successful implementation of a foreign language teaching advisory program.

A method formed on innovations in language, language theories, and dynamics, keeping track of the changes both in teaching and learning theories, and balancing between meaning, form, and function-oriented approaches may raise the chances of achievement in foreign language teaching. According to Can (2004), among the alternative methods in foreign language teaching, there are humanist approaches such as the silent way, inspired method, and supervised language learning, and these methods are inspired by psychology rather than linguistics and focus on the affective aspects of language and learning. As can be seen, different methods can be used in foreign language teaching, but no single method is sufficient on its own.

According to Tosun (2012), it is widely believed that we are unsuccessful in learning and teaching a foreign language in our country. To change this situation, it may be more beneficial to adapt, implement and improve a variety of methods along with an eclectic approach based on social and cultural characteristics to construct an effective foreign language teaching. Even though English is a foreign language that has been taught in our country for a long time, the report of the Economic Policy Research Foundation of Turkey (TEPAV, 2011) revealed that Turkey is placed 43rd among 44 countries in Chile, Indonesia, and Saudi Arabia in the English Proficiency Index. According to the report, it is stated that there is not enough investment per student in Turkey, fewer opportunities and income are offered to teachers, textbooks are worse, and very few extracurricular activities are practiced. This negative picture is also reflected in the advisory programs in language teaching and appears as an indicator of the current situation of foreign language teaching in our country.

Although foreign language lessons are given in primary, secondary, high school, and university in our country, the existence of individuals who cannot speak and understand a foreign language yet show that foreign language teaching and learning is insufficient in our current education system. It would not be correct to attribute and explain these negativities to a single reason. It is unfair to claim that only the teacher is the reason for the insufficiency of teaching or only the student is responsible for the inadequacy of learning. The causes for the problems experienced in foreign language teaching and especially in second foreign language teaching should be sought in other places other than teachers, students, and the system. For instance, it is essential to examine and discuss the structure of the society, its culture, the methods and techniques implemented in foreign language teaching, and education policies. Here, the findings of the present study show that the lack of motivation and self-confidence are also among the psychological factors that deteriorate the language learning process.

5.3. Suggestions for Further Studies

As a suggestion to improve LAP, more effective sharing and information exchange should be made between the Ministry of National Education and universities in the preparation of the English Curriculum. For this purpose, joint advisory boards should be established, and these advisory boards should act together from beginning to end during the preparation and implementation of the program.

To implement the new program more efficiently, efficient in-service training should be organized by the ministry. All problems related to the program should be resolved by ensuring the active participation of teachers in these seminars. Again, to assist the problems faced by the teachers in the operation of the process, various advisory boards should be established and they should be provided with the necessary support to the teachers.

With the new education program, the scope of the level determination exam held at the end of each year should be examined and necessary arrangements should be made. In particular, the scope and content of the new program and the placement test should be matched, and teachers' concerns on this issue should be addressed.

To improve the writing and speaking skills of teachers, compulsory courses should be included in the curriculum of the education faculties of universities, and it should be ensured that teacher candidates benefit from these courses effectively.

In addition, various in-service training activities should be organized by the Ministry of National Education, and especially native Turkish speakers should participate in these training. Many kinds of activities have been included in the workbooks prepared within the framework of the new English curriculum to achieve the planned goals. For these activities to be carried out efficiently and effectively, the number of students in the classes should be at a reasonable level. For this reason, class sizes, especially in big cities, should be in reasonable numbers for the activities in the program to be implemented healthily.

Families also play an important role in achieving success in this new curriculum. A family that is aware of the content of the program can take an active role in the process and can be in constant cooperation with the teacher. For this reason, informative seminars for families should be held at the beginning of the academic year so that the new program can be better understood by the families.

The sample texts in the textbooks should be chosen with a very careful and meticulous examination, as these texts are important tools for the performance of the learners. The fact that the learners participating in the interview drew attention to the academic quality-related problems shows that the content of the program should also be revised. For this reason, more meticulous attention should be paid to the selection of the teaching materials in the program, and the role of these materials in reaching the learning outcomes should not be overlooked.

Future studies investigating the perceptions towards LAP could determine more specific and goal-oriented measures to assess the performance of the program. In the present study, the efficacy of the LAP has been measured in terms of motivation, language learning strategies, goal-setting practices, and academic success. However, later research might also

divide these scales into sub-scales to be more specific and target-oriented. In addition, surveys and interviews might suffer from desirability bias, and participants may feel obliged to give answers that are expected from them. To overcome this problem, more implicit studies might be conducted involving experimental manipulations.

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APPENDICES

APPENDIX 1: The Motıvated Strategıes for Learning Questionnaire

Age: ……. Gender / Level:……..

The Questionnaire is a list of 30 statements. There are no right or wrong answers in this list of statements. It is simply a matter of what is true for you. Read every statement carefully and choose the one that best describes you. Thank you very much for your participation.

1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly agree

MOTIVATION & LEARNING STRATEGIES

1. In a class like this, I prefer course material that really challenges me so I can learn new things.	1 2 3 4 5
2. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1 2 3 4 5
3. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.	1 2 3 4 5
4. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.	1 2 3 4 5
5. Getting a good grade in this class is the most satisfying thing for me right now.	1 2 3 4 5
6. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.	1 2 3 4 5
7. If I can, I want to get better grades in this class than most of the other students.	1 2 3 4 5
8. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.	1 2 3 4 5
9. I believe I will receive an excellent grade in this class.	1 2 3 4 5
10. I'm certain I can understand the most difficult material presented in the readings for this course.	1 2 3 4 5

11.I'm confident I can learn the basic concepts taught in this course.	1 2 3 4 5
12. I'm confident I can understand the most complex material presented by the instructor in this course.	1 2 3 4 5
13. When I take a test, I think about how poorly I am doing compared with other students.	1 2 3 4 5
14. When I take a test, I think about items on other parts of the test I can't answer.	1 2 3 4 5
15. When I take tests, I think of the consequences of failing.	1 2 3 4 5
16. I have an uneasy, upset feeling when I take an exam.	1 2 3 4 5
17. I make lists of important items for this course and memorize the lists.	1 2 3 4 5
18. I memorize keywords to remind me of important concepts in this class.	1 2 3 4 5
19. When studying for this course, I read my class notes and the course readings over and over again.	1 2 3 4 5
20. When I study for this class, I pull together information from different sources, such as lectures, readings, and discussions.	1 2 3 4 5
21. I try to relate ideas in this subject to those in other courses whenever possible.	1 2 3 4 5
22. When I study the readings for this course, I outline the material to help me organize my thoughts.	1 2 3 4 5
23. When I study for this course, I go through the readings and my class notes and try to find the most important ideas.	1 2 3 4 5
24. I make simple charts, diagrams, or tables to help me organize course material.	1 2 3 4 5
25. When I become confused about something I'm reading for this class, I go back and try to figure it out.	1 2 3 4 5
26. If course readings are difficult to understand, I change the way I read the material	1 2 3 4 5
27. Before I study new course material thoroughly, I often skim it to see how it is organized.	1 2 3 4 5
28. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.	1 2 3 4 5

29. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.	1 2 3 4 5
30. When course work is difficult, I either give up or only study the easy parts.	1 2 3 4 5

APPENDIX 2: Pre-Interview Questions

1) Personal background

- Which university do you attend?
- What do you major in?
- Which year are you in?
- How old are you?

2) Information on English language competence

- How long have you been learning English at your university?
- Have you passed a language examination?
- What is your level in prep school?
- How do you judge your level of English?

3) Information on motivation, learning strategies, and goal setting

- What motivates you to learn English?
- What demotivates you to learn English?
- Do you feel confident while studying English?
- Can you describe the approaches or methods that you use while you study English?
- Do you have a proper learning plan while studying English?

4) Information on enrolling advising sessions

- What do you know about Learning Advisory Program?
- Why do you want to take Advising Sessions?
- In what ways, do you feel that Advising Sessions will help you?

APPENDIX 3: Post-Interview Questions

1) Information about the effectiveness of LAP in Setting Goals

- Have your learning goals become clearer than before? Explain in detail
- Do you feel self-confident about organizing your study plans while studying English?

2) Information about the effectiveness of LAP on Learning Strategies

- Have you been able to find a learning method(s) that you are comfortable with you? Explain in detail.
- Do you feel your language skills have improved compared to before? Explain in detail.
- In what ways, do you feel that LAP helped you to use the learning strategies given in sessions.? Explain in detail.

3) Information about the effectiveness of LAP on Motivation

- Do you feel more confident about yourself while studying English? Explain.
- Have you developed any interest or awareness of how you learn? Explain.
- Are you glad that you have used Learning Advisory Service?

APPENDIX 4: Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	SSig.	t	df	SSig. (2-tailed)	M Mean Difference	SStd. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Item 1	Equal variances assumed	,987	,323	-2,382	98	,019	-,52000	,21834	-,95329	-,08671
	Equal variances not assumed			-2,382	96,658	,019	-,52000	,21834	-,95337	-,08663
Item 2	Equal variances assumed	4,622	,034	-2,243	98	,027	-,44000	,19621	-,82937	-,05063
	Equal variances not assumed			-2,243	95,792	,027	-,44000	,19621	-,82948	-,05052
Item 3	Equal variances assumed	1,638	,204	-2,116	98	,037	-,36000	,17014	-,69763	-,02237
	Equal variances not assumed			-2,116	86,326	,037	-,36000	,17014	-,69820	-,02180
Item 4	Equal variances assumed	2,085	,152	-1,467	98	,146	-,34000	,23178	-,79996	,11996
	Equal variances not assumed			-1,467	96,505	,146	-,34000	,23178	-,80005	,12005
Item 5	Equal variances assumed	,235	,629	,000	98	1,000	,00000	,24163	-,47950	,47950
	Equal variances not assumed			,000	97,923	1,000	,00000	,24163	-,47951	,47951
Item 6	Equal variances assumed	,239	,626	-,547	98	,585	-,14000	,25576	-,64754	,36754
	Equal variances not assumed			-,547	97,750	,585	-,14000	,25576	-,64756	,36756
Item 7	Equal variances assumed	,031	,860	-,159	98	,874	-,04000	,25149	-,53908	,45908
	Equal variances not assumed			-,159	97,890	,874	-,04000	,25149	-,53909	,45909
Item 8	Equal variances assumed	3,912	,051	-,129	98	,897	-,04000	,30931	-,65382	,57382
	Equal variances not assumed			-,129	96,136	,897	-,04000	,30931	-,65397	,57397
Item 9	Equal variances assumed	,021	,886	-1,069	98	,288	-,22000	,20581	-,62843	,18843
	Equal variances not assumed			-1,069	98,000	,288	-,22000	,20581	-,62843	,18843

Item 10	Equal variances assumed	,135	,714	-2,956	98	,004	-,66000	,22324	-1,10302	-,21698
	Equal variances not assumed			-2,956	97,876	,004	-,66000	,22324	-1,10302	-,21698
Item 11	Equal variances assumed	,338	,562	-,678	98	,499	-,14000	,20653	-,54984	,26984
	Equal variances not assumed			-,678	97,579	,499	-,14000	,20653	-,54987	,26987
Item 12	Equal variances assumed	1,040	,310	-,452	98	,652	-,10000	,22126	-,53908	,33908
	Equal variances not assumed			-,452	97,886	,652	-,10000	,22126	-,53909	,33909
Item 13	Equal variances assumed	,010	,921	,301	98	,764	,08000	,26548	-,44684	,60684
	Equal variances not assumed			,301	98,000	,764	,08000	,26548	-,44684	,60684
Item 15	Equal variances assumed	,170	,681	,781	98	,437	,18000	,23044	-,27730	,63730
	Equal variances not assumed			,781	97,753	,437	,18000	,23044	-,27731	,63731
Item 15	Equal variances assumed	,147	,702	3,400	98	,001	,82000	,24117	,34140	1,29860
	Equal variances not assumed			3,400	97,806	,001	,82000	,24117	,34139	1,29861
Item 16	Equal variances assumed	3,857	,052	2,914	98	,004	,68000	,23334	,21694	1,14306
	Equal variances not assumed			2,914	91,809	,004	,68000	,23334	,21655	1,14345
Item 17	Equal variances assumed	,750	,389	-1,938	98	,055	-,48000	,24767	-,97149	,01149
	Equal variances not assumed			-1,938	97,879	,055	-,48000	,24767	-,97149	,01149
Item 18	Equal variances assumed	3,490	,065	-1,659	98	,100	-,38000	,22902	-,83448	,07448
	Equal variances not assumed			-1,659	95,577	,100	-,38000	,22902	-,83462	,07462
Item 19	Equal variances assumed	1,252	,266	-2,269	98	,025	-,54000	,23804	-1,01238	-,06762
	Equal variances not assumed			-2,269	97,573	,025	-,54000	,23804	-1,01240	-,06760
Item 20	Equal variances assumed	,232	,631	-1,731	98	,087	-,40000	,23109	-,85860	,05860
	Equal variances not assumed			-1,731	97,926	,087	-,40000	,23109	-,85860	,05860
Item 21	Equal variances assumed	1,711	,194	-1,546	98	,125	-,34000	,21993	-,77644	,09644
	Equal variances not assumed			-1,546	97,242	,125	-,34000	,21993	-,77648	,09648

Item 22	Equal variances assumed	,141	,708	-3,175	98	,002	-,70000	,22044	-1,13747	-,26253
	Equal variances not assumed			-3,175	97,185	,002	-,70000	,22044	-1,13751	-,26249
Item 23	Equal variances assumed	,629	,430	-2,009	98	,047	-,46000	,22902	-,91448	-,00552
	Equal variances not assumed			-2,009	97,944	,047	-,46000	,22902	-,91448	-,00552
Item 24	Equal variances assumed	2,871	,093	-1,718	98	,089	-,44000	,25612	-,94827	,06827
	Equal variances not assumed			-1,718	93,138	,089	-,44000	,25612	-,94860	,06860
Item 25	Equal variances assumed	1,733	,191	-1,998	98	,048	-,38000	,19014	-,75734	-,00266
	Equal variances not assumed			-1,998	94,744	,049	-,38000	,19014	-,75750	-,00250
Item 26	Equal variances assumed	1,766	,187	-2,309	98	,023	-,46000	,19920	-,85531	-,06469
	Equal variances not assumed			-2,309	96,221	,023	-,46000	,19920	-,85540	-,06460
Item 27	Equal variances assumed	1,843	,178	-3,698	98	,000	-,80000	,21631	-1,22927	-,37073
	Equal variances not assumed			-3,698	94,759	,000	-,80000	,21631	-1,22945	-,37055
Item 28	Equal variances assumed	,963	,329	-2,166	98	,033	-,50000	,23079	-,95800	-,04200
	Equal variances not assumed			-2,166	96,962	,033	-,50000	,23079	-,95806	-,04194
Item 29	Equal variances assumed	,042	,837	1,899	98	,061	,56000	,29496	-,02535	1,14535
	Equal variances not assumed			1,899	97,912	,061	,56000	,29496	-,02535	1,14535
Item 30	Equal variances assumed	7,124	,009	5,398	98	,000	1,36000	,25195	,86002	1,85998
	Equal variances not assumed			5,398	92,056	,000	1,36000	,25195	,85961	1,86039

APPENDIX 5: Ethics Committee Approval

Evrak Tarih ve Sayısı: 29.01.2022-98617

1993
BAŞKENT ÜNİVERSİTESİ
Akademik Değerlendirme Koordinatörlüğü

29.01.2022

Sayı : E-62310886-302.14.03-98617
Konu : Tez Önerisi (Duygu İçten Paydak)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 19.01.2022 tarih ve 95688 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Duygu İçten Paydak'ın, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı "Öğrencilerin Bir Devlet Üniversitesinde Dil Öğreniminde Danışmanlık Algılaması" adlı tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-30
Konu : Tez Önerisi

25 OCAK 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Duygu İçten Paydak'ın, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı "Öğrencilerin Bir Devlet Üniversitesinde Dil Öğreniminde Danışmanlık Algılaması" adlı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.
Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

Ad, Soyad	Değerlendirme	İmza
Prof. Dr. M. Abdülkadir Varoğlu	Olumlu/~~Olumsuz~~	
Prof. Dr. Kudret Güven	Olumlu/Olumsuz	
Prof. Ali Sevgi	Olumlu/Olumsuz	
Prof. Dr. Işıl Bulut	Olumlu/Olumsuz	
Prof. Dr. Sadegül Akbaba Altun	Olumlu/~~Olumsuz~~	
Prof. Dr. Can Mehmet Hersek	Olumlu/~~Olumsuz~~	
Prof. Dr. Özcan Yağcı	Olumlu/~~Olumsuz~~	

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Duygu İçten Paydak'ın, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı "Öğrencilerin Bir Devlet Üniversitesinde Dil Öğreniminde Danışmanlık Algılaması" adlı tezin yapılabileceği; ancak, araştırma yapılacak devlet üniversitesinin isminin yöntem kısmında belirtilmemesi ve araştırmada kullanılacak ölçekler için izin alınması gerektiği görüşündeler.

Prof. Dr. Özcan Yağcı, Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Duygu İçten Paydak'ın, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı "Öğrencilerin Bir Devlet Üniversitesinde Dil Öğreniminde Danışmanlık Algılaması" adlı tez önerisinin uygun olduğu düşüncelerini iletmişlerdir.