REPUBLIC OF TURKEY

ÇANAKKALE ONSEKIZ MART UNIVERSITY

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DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN STUDENTS' ATTRIBUTIONS, MEDIATED LEARNING EXPERIENCE AND MOTIVATION IN ENGLISH LANGUAGE LEARNING

MA THESIS

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Çanakkale - 2012

TAAHHÜTNAME

Yüksek Lisans Tezi olarak sunduğum "İngiliz dili eğitiminde öğrenci atıflarının, aracılı öğrenim deneyimi ve motivasyonla ilişkisi üzerine bir araştırma" adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.
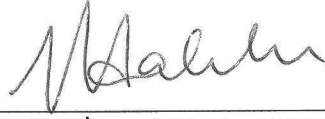
10/09/2012

Sinem TEKİR

Eğitim Bilimleri Enstitüsü Müdürlüğü'ne

Sinem TEKİR'e ait An Investigation into the Relationship between Achievement Attributions, Mediated Learning Experience and Motivation adlı çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı,

İngiliz Dili Eğitimi Bilim Dalında **YÜKSEK LİSANS TEZİ** olarak oybirliği ile kabul edilmiştir.

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ABSTRACT

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN STUDENTS' ATTRIBUTIONS, MEDIATED LEARNING EXPERIENCE AND MOTIVATION IN ENGLISH LANGUAGE LEARNING

MA THESIS

Sinem TEKİR

This study is aspired after whether the implementation of mediated learning experience (MLE) in English language classrooms will have an effect on students' attributions towards English language learning. It was a quasi-experimental, one-group time series study in which students were given pre-test and post-test before and after mediated learning experience intervention by their English language teacher, who is the researcher herself. This study was conducted in Altınoluk Niyazi Erol Primary School, Altınoluk, Balıkesir. The participants were 7th grade students in the first semester of 2010. At the beginning of the semester, students were given a questionnaire to evaluate their attributions and a scale to check their motivation. After a while, they were provided eight-week-MLE by their teacher. At the end of the treatment phase, students were given the same tests as post-test. In order to determine the differences between the results, Statistical Packages for the Social Sciences (SPSS) was used. Data analysis revealed that eight-week period is not enough to have a great progression in students' attributions in a positive way. However, there are still changes in their achievement attributions. Therefore, according to the results, it can be suggested that mediated learning experience can be supplied to have more optimistic learners in our language classrooms.

Key Words: Attributions, Mediated Learning Experience, Motivation, Foreign Language Learning.

ÖZET

İNGİLİZ DİLİ EĞİTİMİNDE ÖĞRENCİ ATIFLARININ, ARACILI ÖĞRENİM DENEYİMİ VE MOTİVASYONLA İLİŞKİSİ ÜZERİNE BİR ARAŞTIRMA

YÜKSEK LİSANS TEZİ

Sinem TEKİR

Bu çalışma İngilizce dersinde aracılı öğrenim deneyiminin öğrencilerin atıfları üzerine etkisi olup olmayacağını ortaya çıkarmayı amaçlamıştır. Bu araştırma, öğrencilere kendi İngilizce öğretmenleri tarafından, aracılı öğrenim deneyimi sağlanmadan önce ön-test ve sonrasında son-testlerin uygulandığı bir yarı deneysel, tek gruplu, zaman serisi şeklinde bir çalışmadır. Çalışma Altınoluk Niyazi Erol İlköğretim Okulu, Altınoluk, Balıkesir'de gerçekleştirilmiştir. Katılımcılar 2010 yılının birinci sömestrindeki 7. Sınıf öğrencileridir. Dönemin başında öğrencilerin atıflarını ölçmek için atıf anketi ve motivasyonlarını belirlemek için tutum ölçeği uygulanmıştır. Bir süre sonra öğrencilere öğretmenleri tarafından sekiz hafta süre ile aracılı öğrenim deneyimi sağlanmıştır. Sürecin sonunda, son-test olarak aynı anket ve ölçek öğrencilere uygulanmıştır. Sonuçlar arasındaki farkları ölçmek amacıyla Sosyal Bilimler için İstatistik Paketi (SPSS) kullanıldı. Veri analizleri sonuçlarına göre, sekiz haftalık uygulama sürecinin büyük bir fark oluşturmak açısından yeterli olmadığı ortaya çıktı. Ancak, yine de öğrencilerin başarı atıflarında değişiklikler olduğu gözlendi. Bu nedenle, dil sınıflarında daha iyimser öğrencilere sahip olmak amacıyla, aracılı öğrenim deneyinin uygulanması önerilebilir.

Anahtar Kelimeler: Atıflar, Aracılı Öğrenim Deneyimi, Motivasyon, Yabancı Dil Öğrenimi.

ACKNOWLEDGEMENTS

TO

MY PARENTS MUHSİNE AND ŞENER

FOR THEIR ENDLESS SUPPORT AND LOVE

TABLE OF CONTENTS

CHAPTER ONE
INTRODUCTION

CHAPTER TWO
REVIEW OF LITERATURE

CHAPTER THREE
METHODOLOGY

CHAPTER FOUR
FINDINGS

CHAPTER FIVE
DISCUSSION, CONCLUSION AND SUGGESTION

LIST OF ABBREVIATIONS

LIST OF TABLES

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter starts with a brief description of the background to the study and continues with the purpose of the study and research questions addressed. Then, the significance of the study and limitations are given. Finally, the chapter ends with the organization of the thesis.

1.2. Background of the Study

As a general concept, motivation is a requirement for learning any kind of thing. Also in the process of language learning, motivation and attribution based theories of motivation are one of the most debated topics. With the enhancement of humanistic approaches, social interactionism has gained importance.

Attribution theory, emerged in 1970s, is a common model in the field of social psychology and defined as a process of human's interpreting the world around them and their own behaviors (Kanouse and others; 1971, 1972). In other words, with respect to social psychology, it explains the period of the individual's judgments for the underlying reasons of the events.

The real importance of the theory is based on the relationship between those perceptions and the future achievements of the learners. To illustrate, if a person attributes his/her failure in the past to being untalented and unlucky, s/he believes that the incident is out of his/her control and may not give a try for the activity in the future. Conversely, if a person believes that the problem occurs because of not striving enough or inappropriate usage of the strategies, s/he may try again in the future (Dörnyei, 2003). As a result of this,

it is thought that attribution process plays an important motivation role in language learning.

Briefly, this psychological theory supports the idea that learners should believe themselves in order to fulfill a series of tasks successfully. Learning a second language is a hard process in itself. Therefore, learners sometimes may lose acceleration. One of the most essential roles of the ideal teacher is to help students to realize their self esteem and improve it.

1.3. Purpose of the study

As it is mentioned above, learners attribute their success and failure to a variety of causes, such as effort, luck, ability and task difficulty. There are many studies to measure achievement attributions, motivational factors and attitudes of learners (Demir, 2005; Satıcılar, 2006).

According to Weiner (2010), motivation affects future outcomes and social interactionism increases self confidence and motivation within the mediated learning experience. Educational translation of this can be stated as *attributional make up*. To illustrate, success from persistence is possible through effort attribution. Particularly in recent years, the relationship between effects and expectancies is a matter of concern in language learning. However, in our country there are not any investigations which attempt to evaluate whether those attributions can be changed. As it is known that significant others play an important role in learning, what teachers can do to promote learning by scaffolding their learners in mediated learning experience is an important issue in language learning. The aim of this study is to unearth what seventh grade students attribute their success or failure in English language learning and if it is possible to change those negative attitudes with the help of mediated learning experience in time. In this respect, it is intended to provide students a period of mediated language learning and to check if their attitudes are affected by the teacher's manner.

1.4. Research questions

With this aim in mind, this study tries to find answers to the following research questions:

RQ 1: What do the students attribute their success in English classes before the process of MLE?

RQ 2: What do the students attribute their failure in English classes before the process of MLE?

RQ 3: Are successful and less successful students different in their achievement attributions in English classes before the process of MLE?

RQ 4: Are girls and boys different in their achievement attributions in English classes before the process of MLE?

RQ 5: Does mediated learning experience influence students' achievement attributions?

RQ 6: Does mediated learning experience have differential influence on girls and boys in their achievement attributions in English classes?

RQ 7: Does mediated learning experience have differential influence on successful and unsuccessful learners in their achievement attributions in English classes?

RQ 8: Why do students learn English?

RQ 9: Does mediated learning experience influence students' attitudes towards learning English as a foreign language?

1.5. Significance of the study

In teaching English as a foreign language, teachers mostly question students in terms of being successful or unsuccessful. Learners, also try to explain the reasons of their success and failure to themselves, their teachers or parents. Those explanations are named as 'attributions' and help us to understand learners' inner worlds (Eggen and Kauchak, 1994). The main aim of this study is to find out what 7th grade students attribute their success and failure and to investigate their motivational attitudes and their changeability

via mediation. It is seen necessary as there is no other similar study which has been carried out in our country.

This study is also significant because it aims to shed light from a different perspective by questioning ourselves. In other words if we, as English language teachers, change our teaching habits, will our students' attributions to success or failure change, too? By establishing 7th grade students' attributions, it is investigated if they are related to students' gender and grades for learning English. In addition to these, it is explored if the negative attitudes thought to be stable can be changed or not by providing eight-week mediated learning experience.

The results of this study will unearth the psychological reasons for students' success or failure in English language classes. In this sense, the outcome of this thesis will help English teachers to understand and know their students better. Furthermore, this information will assist teachers in preparing lesson plan, motivating students and communicating with them.

1.6. Assumptions of the study

This study was carried out under the following assumptions:

To start with, the researcher of this study has been the English teacher of the participants more than one year. She is well informed of her students' strengths and weaknesses. Therefore, it is assumed that the students were grouped as successful and less successful ones in the study correctly as the teacher knows them well.

It is assumed that students can report and discuss their attributions. Thus, another assumption is that achievement attributions of students, success and failure, are readily accessible for research purposes.

The data for this experiment was collected through a questionnaire and a scale which are proved to be valid (Demir, 2005, Satıcılar, 2006).All participants are supposed to attend the courses, pre-treatment and post-treatment willingly and regularly. They are presumed to be able to report their attributions accurately.

1.7. Limitations of the study

This study has a number of limitations as follows:

The researcher implements this study at Altınoluk Niyazi Erol Primary School, Balıkesir. As a researcher, I was employed as a teacher of English at this school for 18 months at the time of research. Therefore, students know the investigator since then.

Data obtained from this study is limited with eighteen 7^{th}grade students who attend a governmental school. Therefore, it may not be appropriate to draw a general conclusion for other cities or other schools in other parts of Turkey. In other words, studies in different contexts may yield different results with different students in other cities or communities.

In addition to these, the period of eight-week mediated language experience was probably not long enough to generate affective and cognitive changes. To generalize the results would not be right because of limited testing techniques will be used.

1.8. Organization of the thesis

This thesis has been organized into five chapters.

Chapter One is the introduction section which gives an overall idea on the importance of the topic by providing some essential literature as the background of the study and research questions. It also includes assumptions, limitations and organization of the study.

Chapter Two presents the theoretical frame for learning theories and social interactionism for learning English as a foreign language. As important figures, Vygotsky's and Feurstein's ideas on this study are discussed in detail. Chapter also reviews a deeper look into motivation types, attribution types and dimensions of attribution theory referring to some other researches.

Chapter Three presents the methodological process of the study. Objectives and rationale for the study are followed by some experimental studies. Then, the chapter continues with the pilot study, setting, participants, instruments and procedures for data collection and analysis.

Chapter Four reports the findings of the main study with the aim of giving answers to each research question.

Chapter Five consists of the discussions, conclusion and implications drawn from the study. Suggestions for further research are proposed, too.

1.9. Summary

Throughout this chapter, brief discussion related to the chief points is touched on by providing basic literature on motivation, attribution theory and mediated learning experience. The purposes of the study and research questions are indicated. The significance, assumptions and limitations of the study are represented. The chapter ends up with the organization of the thesis.

CHAPTER TWO
REVIEW OF LITERATURE

2.1. Introduction

This chapter intends to shed light on some learning theories, social interactionism, some theories like mediation theory and attribution theory to back up the investigation. Behaviorism and cognitive learning are deeply touched upon. As important figures to the study, Vygotsky's ideas on zone of proximal development, and Feurstein's thoughts on mediated learning experience are discussed. Types of motivation, main attributions, such as ability, effort, task difficulty and luck are followed by dimensions of those attributions as locus of control, stability and controllability. Some researches in Turkey and other countries are mentioned. The chapter ends with the summary of the literature review.

2.2. Learning theories and Social Interactionism

More recently and alternatively, social interactionism has emerged as an approach to explain how learning takes place. The main principle of social interactionism is that learning takes place in the society. Also as being one of the most striking approaches in language learning, it embraces the insights of behaviorism, cognitive theory and constructivism. However, it has only recently begun to be seen for the language teacher to take a social interactionist perspective (Williams & Burden, 1997) in language learning environment.

It is widely observed that individuals interact with the society they live in. Jean Piaget, as a great pioneer of constructivism, emphasizes the importance of experiences in constituting knowledge and meaning (1985). As language itself is a social tool for communication which is affected by the community and culture, it can be advocated that language learning occurs through interaction with other people around us. For this reason, society and individuals cannot be separated from each other.

There are some basic theories to present how a foreign language is learnt. Those theories are not totally indifferent; yet complimentary to each other. Behaviorism and cognitive learning are two of them which are seen as significant building stones in education and related to this study.

Behaviorism, on one hand, examines language as an essential part of human behavior and creates a link between observable responses and events that the learners experience (Brown, 2007). The basic principles of it focus on the analyses of behaviors in observable stimulus-response interaction and the link between them (Demirezen, 1988). One of the best-known behaviorists, Skinner, takes a look from another angle to language learning and considers it as a linguistic behavior (1957). According to him, verbal behavior is controlled by outcomes like all the other behaviors. If the consequences of a behavior bring reward that is positive reinforcement, it is maintained by the organism, that is to say human in his theory of learning by operant conditioning. If it is not approved, it brings punishments and the behavior is weakened and perishes in time. To sum up, basically, the behaviorist theory of stimulus-response learning is placed in the operant conditioning model of Skinner who judges all types of learning as a form of habits that occur as a result of reinforcement and reward (Rivers, 1968).

On the other hand, cognitive learning has occurred as an answer to behaviorism that was considered as a predominant school of thought at that time. Prominent physiologists of cognitive learning Pavlov and Skinner (1989) state that behaviorism was short of mental processes and mind as they are not observable. Therefore, cognitive theory emphasizes on how people think, understand and know. It is important to create a link between our behavior and the world around us. Seen from this perspective, it is suggested that, "For teachers to promote more effective learning the teacher needs to link new information to familiar information selectively in as learner – satisfying a format as possible"(Sanchez & Lopes, 1993; Ellis et al., 1994 in Tan et al., 2003, p. 124).

2.2.1. Vygotsky's ideas

Vygotsky's theory of learning is discussed deeply as a subject of child development (Meadows 1993, Smith et al 1998, Light et al 1995, Lee, 1999). He argues that every function in the child's language development occurs twice; firstly on the social level, between people (interpsychological); and later, on the individual level, inside the child (intrapsychological) (1978, p.57). In relation to this, he introduced the concept of a zone of proximal development (ZPD) as the conceptual gap between the learner's current developmental level and potential level of development determined by the ability to cope with the problems under adult guidance or in collaboration with more capable peers. According to him, assisted performance brings out the child's capacity which is hidden yet exposed to inner development. He observed that when children were tested on tasks on their own, they rarely did as well as when they were working in collaboration with an adult (Vygotsky, 1962). Presseisen and Kozulin (1992) attribute this study to the conclusion that if a child has a broader ZPD, s/he will most probably be more successful in learning environment.

In addition to these, Bruner (1978) states that suitable social interactional framework is necessary for learning to take place. To give an example, while a child is learning a first language, s/he is supported by a caregiver (usually the mother) who should be one step forward of him/her. Namely, in order to facilitate child's learning, not only challenging but also familiar and routinized themes are needed to raise expectations on child's performance. This performance is considered as linguistic performance and in that way, children learn the usage of language. Lately, these ideas of Vygotsky have been confirmed and amplified by a number of psychologists and researcher as concept of 'secondary intersubjectivity' by Trevarthen (1988), 'assisted performance' by Tharp and Gallimore (1991), notion of 'guided participation' by Rogoff (1990) and theme of 'negotiation of sense' by Wertsch and Minick (1990).

Scaffolding

The term 'scaffolding' is distinguished by Cazden (1983) as *vertical* and *sequential*. He defines vertical scaffolding as improving one's language by asking further challenging questions like giving a full sentence as an answer to a one word utterance of a child or asking for an elaboration. Whereas sequential scaffolding occurs during meals, games, bed times and so on.

Another aspect to the term is the notion of *instructional scaffolding* which describes the necessity of giving formal directions (Applebee and Langer, 1983). With respect to this, learning is a way of internalizing the routines increasingly and appropriately for the cultural context in which learning takes place. While modeling the others, learners are supported and encouraged, so learner's competence increases and that is the main aim of teaching. In this wise, learner starts to generalize to similar conditions and feel free to act.

Applebee (1986) suggests five criteria for effective scaffolding:

1. *Student ownership of the learning event:* The learner should take the responsibility of instructional task and have the sense of belonging to make a contribution to the task.

2. *Appropriateness of the instructional task:* At this point, Applebee puts emphasis on the necessity of a bridge between what is already known and the new outcome. The task should involve some familiar knowledge while presenting a new one.

3. *A structured learning environment:* It is necessary to assure an indigenous order of thought and language; and learners are supplied appropriate methods and strategies for the task.

4. *Shared responsibility:* As it is highlighted that the activities should be carried out collectively in the learning environment, the teacher's job requires being collaborative rather than evaluative.

5. *Transfer of control:* In scaffolding process, the main aim is learner's gain of self confidence. Therefore, as learners internalizing new procedures and routines, they gradually take a greater responsibility of learning.

He concludes his ideas by placing a great importance on providing a new way to think about recognized, habitual teaching instructions which are routinized, not to abandon the past completely. With respect to all these suggested above, ZPD and 'scaffolding' can be incorporated in teaching and learning process to provide a useful framework for teachers who want to build essential skills and strategies to broaden learner's interactive and discourse skills at all ages and levels of learning (Wood, Bruner & Ross, 1976).

2.2.2. Feuerstein's Ideas

Opposite to Vygotsky's theoretical writings, the work of Feuerstein is based on a practical need, and is therefore, grounded in its implications for classroom teaching and learning (Williams & Burden, 1997). According to him, everybody can become a fully effective learner with the guidance of teachers who provide them with the skills and strategies to overcome their learning difficulties (Feuerstein, 1980). Like Vygotsky, Feuerstein thinks that the mediator plays an important role in effective learning and advocates that the teacher has an important place in choosing and shaping the learner's responses in learning experience but he does not support the behaviorist idea as he encourages learners to learn not only independently but also cooperatively.

Mediated learning experience is defined as an interaction between the learner and his/her social interactions (Feuerstein & Feuerstein, 1991). According to him, this interaction occurs with the help of a human mediator, who is a teacher in language learning environment. Mediator, also called as a facilitator, assists the learner to *'frame, filter and schedule stimuli'* (Feuerstein, 1980) and eventually, arouses the underlying potential of transferring knowledge inside the learner (Perkins & Salomon, 1988). With the help of mediation, much emphasis is put on to go beyond the information given and it becomes

easier to make a connection between the experiences in the past and predictions for the future (Presseisen & Kozulin, 1992).

With respect to Gardner's ideas, MLE has an important place in psychological development and highlights the importance of human intelligence in cognitive learning and thus it is considered as contrary to behaviorist model (1985). Jean Piaget, regarded as the 'father' of cognitive developmental psychology, strongly influenced many researchers, such as Vygotsky and Feuerstein yet they were not pleased with some of his ideas. According to Vygotsky's point of view, social mediation was ignored and individualism was not enough for a full development of cognition (1986). Feuerstein, on the other hand, gave weight to the need for another human to learn via mediation (1980). Presseisen and Kozulin (1992) say that by comprehending the studies of Vygotsky and Feuerstein, one can have a close look into this new educational paradigm.

Factors of mediation theory

With this theory, Feuerstein (1990) emphasizes the role of teacher as a mediator who gives support to learners in order to find their ways for the next level of understanding the language. He identifies twelve parameters, first three of which are prerequisites for every learning environment and regarded as universals. Rest of the criteria is not seen as indispensible yet feasible for a good interaction in learning environment (Williams & Burden, 1997).

Feuerstein (cited in Williams & Burden, 1997) identifies twelve features of mediation as follows:

1. *Significance:*

This parameter stands as a power point for learner behaviors which are affective, motivational, value-oriented and attitudinal (Feuerstein, 1991). Learners always need a

reason in order to give effort to learn anything. Understanding the significance of something makes it possible to answer questions as why or what for. In this way, they can see the value of any knowledge for themselves and wider cultural context (Williams & Burden, 1997). Presseisen and Kozulin states that, thanks to this parameter, mostly implicit and didactic knowledge becomes explicit and meaningful for learners (1992).

Feuerstein puts emphasis on the meaning for cultural transmission, too (1991). According to him, when there is a lack of interaction between a child and parent or a learner and teacher, the deficiency of meaning will be indispensible which may give birth to not only immediate but also long-term outcomes:

"A parent who is reluctant to impart to his children the 'meaning' of existence impoverishes their lives, not only by certain contents, values, and motivations, but by denying them the very faculty and need to search and even construct for themselves the meanings of their lives and their activities. In the absence of these meanings, any substitute no matter how noxious, comes to fill up the void and becomes acceptable even if it is self-destructive".

(Feuerstein &Feuerstein, 1991, p. 27)

2. *Purpose beyond the here and now:*

In this parameter of universal quality, Feuerstein (1990) emphasizes to widen learner's scope of interaction not only for its significance now, but also for the future goals which are distant to learner at that moment. To give an example when the learner asks for a word, giving the meaning in mother language is an unmediated response. Instead of labeling, showing ways to discover what it is by providing some cues enables him/her to make further connections. In language learning environment, the teacher may start with asking the question 'Why do you learn a foreign language?' to raise some consciousness in their mind. There are many similarities and differences among the languages. Learners may compare their mother language and target language to find out some structures in

grammar or discover some features of daily life and culture. In this way, comparative skills of learners may develop (Williams & Burden, 1997).

Also called as 'transcendence', this criterion both provides amplification for cognitive elements and moreover, considers widening the continuous change in learner needs (Presseisen and Kozulin, 1992). Kozulin (1991) claims that this parameter may be implemented unintentionally or unconsciously, especially in parent-child relationship. Mostly it is transferred in cultural context from generation to generation. However, Feuerstein (1990) supposes that it is restrictive and rarely occurs yet the most humanitarian universal parameter.

3. *Shared intention:*

Also known as reciprocity, shared intention highlights the learner's cognition rather than the information to be learnt. Teacher should present his/her purpose explicitly to be understood by the students. Learner's feeling, attitudes, mistakes and attention spam are focused as the main aim of mediated learning experience (Feuerstein & Feuerstein, 1991). Presseisen and Kozulin say "As reciprocity develops; mediated learning becomes a two-way street" in their study (1992, p. 13). Consequently, this kind of intention colligates cognitive and affective states of one as expected in mediation.

4. *A sense of competence:*

Being able to succeed is one of the best motives in learning environment. Presenting a task that learners can understand and go one step forward will be the best for them. Every learner can succeed to some extent and they need to be conducted according to their capacity for the task given. They need to feel all their responses will be valued and they will be praised.

5. *Control of own behavior:*

Learning is possible by controlling and planning thoughts and actions. At this point, students are expected to be more logical and act plausibly rather than impulsively or without thinking. It is better to think before answer. For this reason, the mediator leads learners to think about the strategies they use also to see whether they are appropriate or not. Therefore, learners start to act systematically and reasonably.

6. *Goal-setting:*

This parameter stands for the necessity of having some goals for future which learners can achieve in the future. It may be possible to start with setting some personal goals, such as learning a number of words in a week. At the end they see whether their goal was realistic and achievable.

7. *Challenge:*

This feature explains the need for some challenges in life. It points out that the task is challenging when it is sufficiently difficult to make one curious and at the same time has some parts that can be achieved by the learner. When that is the case, students may have the feeling to go one step forward by relating to previous knowledge.

8. *Awareness of change:*

This is about the continuous changes in one through learning process. Learners need to notice and accept those changes. This is possible with self-assessment test, keeping diaries and monitoring their own progress.

9. A belief in positive outcomes:

Learning process is full of obstacles which may lead some learners to desperate thoughts. They need to believe in themselves and think positively about future outcomes.

10. Sharing:

Co-operation with other peers makes it possible to see some problems are common and can be solved with some help from outside, either from a peer or from a teacher. Listening and respecting to others avoids aggressive behaviors, too.

11. Individuality:

Uniqueness of an individual and his/her personality should be necessarily considered. This type of mediation encourages the creativity of learner as it is known that their ideas, suggestions or thoughts about themselves are acceptable.

12. A sense of belonging:

Everyone needs to feel that s/he belongs to a community and a culture. This is also true for classroom setting. To give an example, societies like indigenous Hawaiian islanders show strong endurance for individual works in learning environment as they feel better as a group (Sugden, 1989).

To summarize, MLE is a way of learner training which means teaching learners how to learn so that they are equipped with strategies to learn on their own or to learn in class as effectively as possible (Feuerstein, 1980) and once teachers get used to pay attention to these features of mediation, they will become more like a facilitator than someone trying to

teach only by giving instructions and MLE will become an integral component of the lesson plans (Blagg, 1991).

2.3. The Concept of Motivation

The role of variables as motivation in language learning has gained importance over the past few decades (Gardner & MacIntyre, 1993; Sparkes & Ganschow, 2001). These variables mean self-concept, also known as attributions for success and failure, learning styles and strategies, language anxiety and motivation (Liu, 2010). Considered as one of the most important and necessary issues, motivation has been a concern for many researchers of the field by aiming to build a bridge between motivation concepts and language learning (Deci 1975; Gardner & Lambert, 1995; Rogers 1986; Brown 1987; Oxford & Shearin 1994; Dörnyei 1994, 1996; Williams & Burden, 1997) and the link between motivation and success has been clarified.

Reasons for   ⟶   Deciding to   ⟶   Sustaining the effort

doing something   do something   or persisting
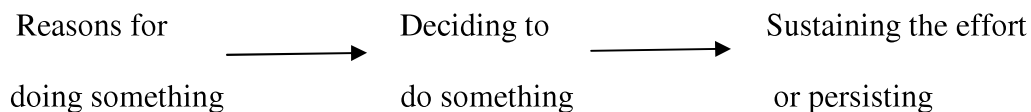
Figure 1: A three-stage model of motivation (Williams & Burden, 1997; p. 121)

In terms of language learning, the question rises in minds as why to learn another language. Williams and Burden (1997) support the idea that language belongs to individual's social identity and language learning is a process affected by individual differences or linguistic factors, such as social environment and nonlinguistic factors. One of the leading factors influencing this process is motivation. Various studies have shown that there is a strong relationship between language learning and social variables and as the motivation increases, learners' performance in language learning environment gets better (Gardner, 1985; Dörnyei, 1994, 1996; Clement, Dörnyei, & Noels, 1994).It is clear that learning another language as a lesson is quite different from other school subjects in that it is equal to learning to be another person (Crookall & Oxford, 1988). As one of the corner stone of the field of motivation in language learning Gardner indicates that:

"Languages are unlike any other subject taught in a classroom in that they involve the acquisition of skills and behavior patterns which are characteristics of another community."

(Gardner, 1985; p. 146)

Depending on Piaget's studies on child development, Williams and Burden, have presented a constructivist approach in a cognitive framework in language learning. According to the constructivist education approach every individual can be motivated differently since they are unique (1997). At this juncture, it is suggested that the reasons why some students are more motivated than others should be investigated. While Özek (2000) points out the differences in age, gender and level; according to Gardner and Tremblay (1994) all individual differences affect learner motivation. Whatever the situation is, it is the teachers who are responsible to motivate students until they become independent learners.

"At any age we learn best when we are motivated to perceive by insightful experiences."

(Bruner, 1978)

2.3.1. Types of Motivation

As the prominent research specialists, Gardner and his colleges (Gardner & Lambert, 1959; Gardner & Symthe, 1975) have influenced many others to the subject of motivation in language learning, too (Crookes & Schmidt,1991; Dörnyei, 1994; Jacques, 2001; Syed, 2001). It has been debated under a numerous subheadings and one of the most debated one is the distinction between integrative and instrumental orientations in socio-educational model for second language education.

Integrative orientation

Integrative orientation intends to explain the inner wish to learn another language eagerly with the aim of interacting with others from different language groups (Liu, 2010).

Instrumental orientation

On the other hand, instrumental orientation refers to learning another language because of the needs from outside such as to pass the class, to attain an occupation or for a better position in job (Liu, 2010).

However, as a matter of fact, both of these orientations are clarified to be effective in language learning (Gardner & MacIntyre, 1991).Dörnyei (1990) argues the need for two other points in foreign language learning as **need for achievement** and **attributions about past failure**. He claims that especially the third component, need for achievement makes a great contribution for the motivation in foreign language learning.

Gardner (1985) emphasizes the needs for motivation as the "combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language". Without one of those, he believes accurate motivation for learning cannot be reached. From another angle, Crookes and Schmidt (1991) state that there are four concerns that one need for motivation:

1. *Interest for language learning*
2. *The perception of one that personal needs are fulfilled by the learning situation*
3. *Expectations for success or failure*
4. *Extrinsic and intrinsic rewards*

They are all inherent components for motivation and found to be essential for learning.

Another point of view examines motivation as intrinsic and extrinsic (Deci & Ryan, 1985). In addition to these two categories, inspired from the self-determination theory, another category called as amotivation has been introduced by some researchers (Noels, Pelletier, Clement & Vallerand, 2000; Noels, 2001) as explained below.

Intrinsic motivation

Intrinsic motivation can be simply defined as to do an activity for oneself (Deci, 1975). In other words, it is to feel happy and satisfied by one's own action (Demir, 2005) and believed to be constructed by innate attention and enjoyment.

Extrinsic motivation

Extrinsic motivation can be defined as the motivation which consists of prizes provided in order to carry out a task or an activity. It can be also explained as to carry out an activity for an award or a better position (Harter, 1981). It is believed to emerge from the practical reasons in one's self-concept. Reinforcements like getting a high mark, praise from parents or teachers are factors occur regardless of the student and can be examples for extrinsic motivation (Küçükahmet, 2003, p. 173).

Amotivation

Last of all, amotivation is explained as the way students feel when the outcome is not related to their actions (Noels, 2001).According to Liu (2010) it is like the feeling known as "learned helplessness" in educational psychology that occurs in the absence of motivation during learning process.

2.4. Attribution Based Theories of Motivation

Attribution theory, as being among the most expressive motivation theories, is unique in creating a link between the student's past experiences and future achievement efforts and tries to express casual attributions (Dörnyei, 2001).These attributions have been

put forward preliminary by Weiner (2010) and expressed as the motives for future success or failure.

Definition of attribution theory in educational psychology is described as the learners' attempt to explain their success and failure systematically at school environment (Dörnyei, 1990). In other words, it is the process and methods applied by people to make conclusions of the reasons of their own behaviors or the incidents happening around them (Royer & Feldman, 1984).For instance, if a student attributes his failure in the past to his lack of luck or the difficulty of a task, he may not feel himself responsible for his failure and may not give it a try in the future. On the other hand, if a student ascribes his failure to his lack of effort or appealing wrong strategies, this means that he takes the responsibility of being unsuccessful and does not give up trying.

Tolman (1932), Rotter (1954) and Atkinson (1957) emphasized the importance of *'Expectancy X Value'* in shaping the behavior and in addition to these two; Atkinson stressed the significance of motives, too. This means that behaviors rely on what has been acquired multiplied by the plausibility of achieving it (Weiner, 2010). From another point of view, Thorndike (1911) argues that while rewarded actions are observed to continue, punished behaviors diminish in time and disappear. According to this, it is not inappropriate to say that the past experiences have an influence on future behaviors. As an attribution theorist, Weiner (2010) explains that inferences of reward and punishment may direct the behavior positively or negatively respectively. Therefore, they both have motivational results in the future.

For Heider (1958), *'Can X Try'* has an effect on learner's outcomes not in theory of motivation but on attributions for success and failure. According to his analysis of action, *'Can'* stands for the ability for the task difficulty and *'Try'* for the effort given by the learner. Hence, Heider specifies three distinctive factors of performance as ability, effort and task difficulty; first two of which (ability and effort) are categorized as internal for the doer while the last one (task difficulty) is an external cause of an action.

In addition to those three attributions, Rotter (1966) introduced one more external cause as luck (or chance) and proposed four main achievement attributions to express success and failure of one. Weiner and his colleagues (Slavin, 2003; Dörnyei, 2001; Williams & Burden, 1997) also allocated attribution theory into four to explain to be successful or unsuccessful in reaching the personal goals as ability, effort, task difficulty and luck.

The reasons which students attribute their success and failure have different features. The relationship between the attributions and their dimensions are show in the table below.

Table 1: The relationship between the attributions and dimensions (Eggen & Kauchak, 1994)

	Locus of control	Stability	Controllability
Ability	Intrinsic	Stable	Uncontrollable
Effort	Intrinsic	Unstable	Controllable
Luck	Extrinsic	Unstable	Uncontrollable
Task Difficulty	Extrinsic	Stable	Uncontrollable

2.4.1. Definition of Attribution

People need to attribute their own behaviors and other people's behaviors in their life. For this reason, in order to understand those behaviors, they ask questions started as "Why…?" and make coincidental interpretations. These interpretations of the individuals to understand the world are called "attribution". Eggen and Kauchak (1994) also identify it as the explanation made by individuals to understand their success and failure.

Attributions have an important role in human psychology and learning. As Blumer (1969) suggests, human beings give importance to the things they experienced in the past. Those ascriptions make them to interpret the thing they come across in the future and act according to those attributions.

2.4.2. Attribution theory and its relation to language learning

Attribution theory has been raised firstly in 1940s and 1950s by sociologist Fritz Heider (1944, 1958) in order to make sense of people's lives by giving reasons for the events. According to Heider, it is the perception of an event for a person which affects the behavior more than the event itself. At this point, the importance of attributions can be understood more clearly for future anticipations.

Heider's opinions have been improved to express which reasons people relate their success and failure and how these attributions affect their future achievements by Bernard Weiner (1979, 1980 & 1986). One of the most important contributions of Weiner to studies of motivation and learning is to design his own version of attribution theory by combining achievement motivation and locus of control (Williams & Burden, 1997). According to this theory, there is a link between one's success and self-efficacy because it is clear that causality has an effect on affective reactions (Duman, 2004).

2.4.3. Main Elements in Attribution Theory

Ability

The first element appears in attribution theory is *ability* (or talent) which is thought to come from inside of a learner and therefore titled under internal causes of attributions. If a person repeats his/her mistakes even though s/he studies hard, s/he can entitle his/her failure as inability. As a result, s/he starts to consider this situation is out of his/her control and accepts that s/he cannot be successful in the future and gives up trying. This is known as "learned helplessness" in educational psychology (Satıcılar, 2006). This situation may prevent learners from trying as they cannot have any influence on this internal factor. Ability is regarded to remain steady and cannot be changed optionally. For this reason, learners may be affected negatively towards learning as they feel no effort will work out to be successful in the future since they do not have the ability to succeed (Eggen & Kaucchak, 1994).

From another perspective, ability as an achievement attribution is related to the success of learner's peers. To illustrate, when a learner is unsuccessful at a task that is carried out easily by others, this situation may lead to feel talentless and hopeless. On the other hand, if a learner can get through a task which is unfeasible for other, this will nourish the feeling of pride within the successful learner and he is proud of himself (Satıcılar, 2006).

With regard to these situations stated above, it is possible to claim that ability is one of the most important factors that affects learners' psychology towards learning and should be given importance to raise students' future expectations for achievement.

Effort

Effort, as the second attribution in the theory, has an influence on affective reactions of learners towards learning process since it is evaluated as an internal factor that can be controlled by learners. As it can be understood from its qualities, effort as an internal, unstable and controllable factor is a quite favorable attribution for motivation. In a learning environment if a learner ascribes his success to studying hard, doing his homework regularly or listening to the teacher carefully, this means that he gives some effort for learning and takes the responsibility for the situation. When that is the case, he thinks that his achievement is under his control and thus he is conscious that he has an influence on his future achievement which brings motivation. In a like manner, if a learner cannot succeed at a task and expresses his failure as not struggling enough, he attributes this to lack of effort and again feels himself responsible.

As being an internal factor, effort yields for hope for future expectancies. When learners feel that learning is under their control, they are hopeful to change the situation for future performances via working hard. According to some research (Chan, 1994; Youlden & Chan, 1994), successful learners mostly attribute their success and failure to effort and believe to control their achievement.

Pride is affected by the effort as an attribution like ability (Satıcılar, 2006). When success is related to effort, learners are proud of themselves typically. On the contrary, when the case is being unsuccessful due to lack of effort, learners feel themselves guilty as it is under their control.

Consequently, effort is one of the desired attributions from the learners as it means to take responsibility of one and makes it possible to expect a better performance in the future.

Task difficulty

In some situations, learners tend to ascribe their failure to task difficulty. They explain that they are unsuccessful because of hard questions in the exam and they believe they cannot succeed it. For this reason they feel that their failure is not controllable. Also, if they succeed at a task and relate it to easy task, success is considered as easy to gain.

Another point about task difficulty as a reason for achievement motivation is about others' success or failure. Weiner and Kukla (1970) and Frieze and Weiner (1971) state that if an activity is completed by a great number of students, the individual concludes that the task is easy. In the same way, if the failure proportion is high, it is accepted that the task is difficult and achievement is out of their control. When that is the case, learners may not feel pride from their success or shame from their failure since they do not have an impact on those. That is to say, as an external factor, they do not need to feel responsible for their achievement and their feeling of pride or shame is decreased.

As a result, it is clear that task difficulty is an attribution which is not expected from students as it may not affect future performances in a positive way. Therefore, learners should avoid ascribing their success or failure to task difficulty and feel themselves at the wheel.

Luck

Last of all, it is discussed that a student may relate his success or failure to being lucky or unlucky. It is changeable but an uncontrollable circumstance, so it is difficult to guess whether the student will be persistent for the next time. When learners believe that their success or failure is due to luck, it means that they cannot affect the situation and it becomes more difficult to expect a better performance in the future. They are successful in the exam because the teacher asked the questions they know or they have studied that part just before the exam by chance. If not so, they are unsuccessful in the exam because they did not listen that part during the lesson or they do not have suitable studying conditions at home.

In terms of pride, when success is perceived as being lucky, it results in decreased pride or vice versa, failure brings less shame because luck can change out of learner's control, related to the environment.

In conclusion, luck, similar to task difficulty is an external and uncontrollable factor as an achievement attribution. However, it is different from task difficulty in that it is regarded as unstable since luck can be change next time.

2.4.4. Dimensions of Attributions

Weiner (1986) used a-three-dimensional model for these attributions:

Locus of control

Locus of control is the first classification of four attributions and explained as "perceived location of a cause as internal or external to the learner" by Williams and Burden (1999, p.194). According to Rotter (1966) in terms of expectancy-value

framework, locus of control influences the expectancy of success or failure by ascribing internal or external beliefs. For instance, if a learner gets a high mark because he believes he studies hard and gives effort, there will be an increase in his expectancy of success. Albeit with this, decrease for expectancy will occur after failing because of difficult questions which is considered as an external factor that one cannot control. Rotter also believes that if one feels that what has been going on around her is under his/her control (identified by skill or effort), s/he will be more successful than the one who ascribes success or failure to external control.

Furthermore, Atkinson (1957) discusses the affective phase of achievement performance with respect to feeling pride. According to him, when attribution of success is an internal reason like ability or effort, it grounds for a greater pride than ascribing it to an external cause like easy task or being lucky.

Difficult task -- High pride

Internal causal locus for the success

Easy task -- Low pride

External causal locus for the success
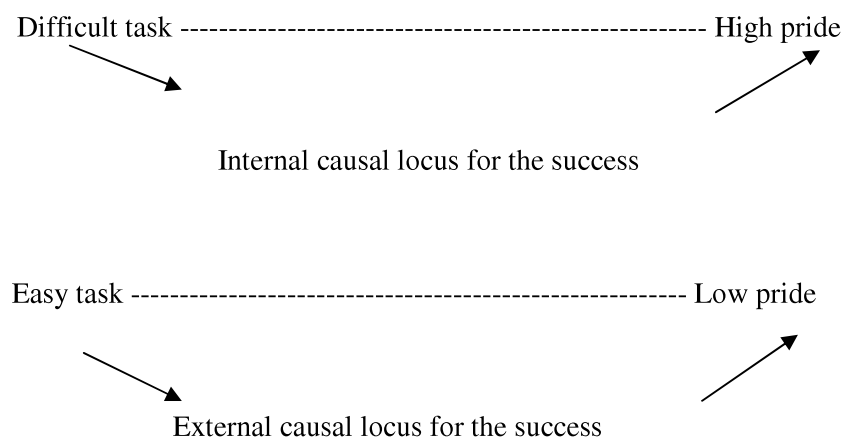
Figure 2. Relationship between task difficulty and pride mediated by perceptions of causality (causal locus) (Weiner, 2010)

It can be understood from the Figure 2 that the harder the task, the more likely that one attributes his/her success to internal factors rather than external factors.

Stability

Causal stability stands for the changeability of behavior in the future. As Heider (1958) acknowledges, stability is related to hope. In other words, if a person feels that his/her failure is related to an unstable cause like lack of effort (internal to the person) or being unlucky in the exam (external to the person), s/he believes that situation can change in a future experience. However, if the cause is not subject to future change, hope cannot be maintained for the future. For instance, if a learner ascribes his/her failure to lack of ability (internal to the person) or a harsh teacher (external to the person) there will be an expectation for failure as the situation seems stable (Weiner, 2010).

For Weiner (2010), causal stability is different from locus of control in that the former is seen as the basis for expectancy shifts. As long as the cause is considered to be valid for the future, the previous effect is anticipated to occur despite of casual locus. Yet if the cause is believed to be changeable, so is the outcome in the future (Weiner, Nierenberg & Goldstein, 1976). This fact asserts that there is a link between past and future by looking at the stable or unstable attributions.

Controllability

Controllability, as the last classification of attributions is defined as "… the extent to which an event or outcome is under the control of the learner" (Williams & Burden, 1999, p. 194). External causes are considered to be uncontrollable by the doer while some internal attributions are controllable (Weiner, 2010). For instance, while making an effort (internal to the person) is controllable, teacher bias or offending peers are controllable by others, which means they are uncontrollable by the learner. In addition to these, luck is an uncontrollable external cause, too.

As it can be understood, all causes as effort, luck, task difficulty and ability, are locatable in a dimension taxonomically. To summarize, the features of the four attributions

mentioned above are as follows: effort is internal, unstable and controllable; luck is external, unstable and uncontrollable; task difficulty is external, stable and uncontrollable (but controllable by the teacher) and ability is internal, stable and uncontrollable.

All these causes and the dimensions they take place in help one to understand the reasons of his/her attributions for success and failure. By looking at those, it can be understood that learner's past experiences may have an influence on future expectations of achievement to a great extent.

2.5. Studies on MLE and Attributions in Language Learning

There are a number of researches related to MLE and attributions towards language learning over the years and in the following paragraphs they will be mentioned concisely.

2.5.1. Research in Turkey

In a study conducted by Satıcılar (2006), attributions of English language learners at 6th and 9^{th}grades were examined through a questionnaire and interview to find out the differences between achievement attributions. Variables as gender, grade and outside help were given importance in the study. According to the results of the study, learners mostly attribute failure to internal factors rather than external ones in language learning. It also revealed that gender and age have significant effects on achievement attributions. While females appeared to ascribe their success to effort more than boys, 6^{th}graders were found out to relate their success to internal factors more than 9th graders.

In another study, carried out by Demir (2005) effects of motivational factors and attitudes of primary school students on learning English as a foreign language were investigated through social status questionnaire and motivation-attitude questionnaire. When the results are checked, it was concluded that females, younger learners (4^{th}graders in this study) and learners who have better socio-economic conditions are more motivated

and have more positive attitudes towards language learning than males, older learners (8th graders in this study) and learners who have lower socio-economic status.

Erten and Burden (2011) explored the relationship between language learning achievement, academic self-concept and casual attributions with 6th grade students in five different cities of Turkey. Turkish version of Myself-as-a-Learner Scale (MALS), 20-item one-dimensional scale and 5-point likert scale were used to elicit information about academic self concept (ASC). Attributions were investigated through a questionnaire based on Weiner's (1992) locus, controllability and stability matrix and last of all, self-reports were applied to check language learning achievement. According to the results obtained from students of various cities in Turkey, learners mostly relate their success to uncontrollable factors like teacher and ability which may result in learned helplessness and hopelessness. It was also found that ASC and success are related to each other and ability is the best predictor of success which means that success in foreign language learning is determined beyond their control.

2.5.2. Other Research

Cochran, McCallum and Bell (2010) explored the three A's as attribution, aptitude and attitude and their effects on foreign language learning. The study was applied to 648 participants who were college students aged from 18 to 41. Foreign language aptitude was evaluated through Modern Language Aptitude Test (MLAT; Carroll & Sapon, 2002). In order to measure attributions, simplified version of the College Academic Scale (CAAS; Williams and Clark, 2002) which consists of 10 positive items as achievement attributions was applied. Items were related to four explanations as follows:

"*I worked hard on the project.*" relates to effort.

"*I am good at doing projects.*" relates to ability.

"*The project instructions were clear.*" relates to teacher input.

"*I was lucky.*" relates to chance or luck.

Attitudes were evaluated through Foreign Language Attitudes and Perceptions Survey (FLAPS; Sparks et al., 1993). The results of the study indicated that among the models, attitudes were prominent model for prediction. On the other hand, attributions had no effect on predictions for success yet females were found to give importance to effort more than males.

Williams, Burden, Poulet and Maun (2004) investigated the influence of attributions on gender, age, perceived success and the language that is studied. Another point of the study is the differences between the students who consider themselves as successful and unsuccessful in language learning task. 285 learners of Spanish, French and German who are aged from 11 to 16 in five different schools in the South West of England were given a questionnaire that is consisted of two open ended statements and the participant's personal evaluation of success. Success is defined as 'doing well' while failure is defined as 'not doing well'. At the end of the research, the results have shown that learners who are doing well are apt to have the control of their learning and surprisingly, learners who are not doing well ascribe their failure to internal factors, too as successful one do. In terms of gender differences, female learners were found to attribute failure internal factors like lack of effort and ability while males were found to be more external. As for age, older learners (year 11) attribute failure to lack of interest and strategy more than younger learners (year 7). Effort is found to be the leading attribution for success and moreover lack of effort is the leading attribution for failure across all three languages as Spanish, French and German.

In another study by Graham (2004), English students aged from 16 to 19 were examined for their attitudes and it was investigated what kind of reasons they relate being below the success level in learning French as a foreign language. Generally, students who relate their success to effort, being very talented and using effective strategies were found to be more successful. Moreover, students who want to continue their French education in the following years relate their success to these attributions listed above compared to reluctant ones. Being untalented and task difficulty are pointed as the main reasons behind the lack of success. However, one of the thought-provoking results ignored by the students is the role of learning strategies. As a result of the study, Graham states that self-concept

and motivation can be improved by the strategies applied by the learners' to create a link towards better academic performances. By giving encouragement, students can change their attributions for their success and failure in a positive way in language classrooms.

Zohri (2011) investigated the casual attributions for failure and the effect of gender among Moroccan EFL university learners through a Casual Attribution Scale of University Failure (CASUF) with the participation of randomly selected 333 university students studying English as a foreign language in four different universities. The study resulted in that teacher's attitude, effort, interest and pressure were the foremost reasons for failure while social problems, lack of teachers' help and ability were less powerful on learners. During the interviews, teachers' attitude was explained as unfair grading, difficult exams and previous failure were explained as the most influential reasons for discouragement for learning. As it is seen, uncontrollable external factors result in less motivation which is not expected in a learning environment. As for gender, there is not a remarkable difference between female and male students' attributions yet girls were found to attribute failure to ability and difficulty of school subject more than boys.

Another research conducted by Kissau, Kolano and Wang (2010) explored the gender differences in motivation to learn Spanish as a foreign language at a high school in United States. 60 participants were given a questionnaire followed by interviews. The results have shown that girls are more motivated than boys yet both sexes need to be motivated with the right strategies which show diversities in boys and girls. In terms of classroom management, while boys prefer relaxed learning environment with enjoyable tasks, girls would rather teacher control in the classroom since they are mostly distracted by misbehaviors. What is needed at this point is to build a bridge between those needs of learners to create *student-centered, teacher-directed* classrooms.

2.6. Summary

This chapter started with a review of some learning theories as behaviorism and cognitive learning which were followed by social interactionism. Scaffolding and mediation theory were discussed in the light of Vygotsky and Feuerstein as key figures of the topic. Throughout the chapter, the concept of motivation was explained and types of motivation were presented. It further touched upon attribution based theories of motivation, attribution theory and its relation to language learning. Main elements in attribution theory and their dimensions were adverted in detail. Finally, the chapter came to an end with some studies on mediated language experience and attributions in language learning. The next chapter will present the methodology of the study.

CHAPTER THREE
METHODOLOGY

3.1. Introduction

This chapter presents the methodology applied in the investigation. It starts with the objectives and rationale for the study and continues with the definition of experimental studies. Next, the methodological process is discussed. Pilot study, setting, participants, instruments and procedures for data collection and analysis will be explained respectively. Finally, the chapter finishes with the summary of the methodological process.

3.2. Objectives

The main objective of this study was to explore achievement attributions of students for learning English. The study also aimed to investigate whether it is possible to alter atrributional reasoning of students through the process of MLE. Another purpose of the study was to find out if the attribution and motivation of students are affected by participants' gender. In addition to these, discovering the relationship between motivations and attributions was another aspect of the study. Research questions that were addressed were as follows:

RQ 1: What do the students attribute their success in English classes before the process of MLE?

RQ 2: What do the students attribute their failure in English classes before the process of MLE?

RQ 3: Are successful and less successful students different in their achievement attributions in English classes before the process of MLE?

RQ 4: Are girls and boys different in their achievement attributions in English classes before the process of MLE?

RQ 5: Does mediated learning experience influence students' achievement attributions?

RQ 6: Does mediated learning experience have differential influence on girls and boys in their achievement attributions in English classes?

RQ 7: Does mediated learning experience have differential influence on successful and unsuccessful learners in their achievement attributions in English classes?

RQ 8: Why do students learn English?

RQ 9: Does mediated learning experience influence students' attitudes towards learning English as a foreign language?

3.3. Research Design

In this part, it is explained why this study was carried out and why questionnaire and scale methods were chosen with references to methodological literature. One-group, time series, quasi-experimental research design was suitable for the study as the researcher was the teacher of the classroom.

Action Research

Since the main aim of the study is to observe and compare whether there is a difference in learners' attributions after the mediated learning experience, action research in which the role of the teacher is the researcher herself was considered as the best model for the study. Being an on-the-spot procedure designed to deal with the problem in an immediate situation, action research enables the researcher to move towards a greater understanding and improvement of practice as a teacher in an educational setting. It is also useful as it provides background information about the participants and knowledge about their personalities and experiences. McNiff (1988, p. 50) explains that action research enables the researcher to move towards a greater understanding with the following lines:

"Built into action research is the proviso that, if as a teacher, I am dissatisfied with what is already going on, I will have the confidence and resolution to attempt to change it. I will not be content with the status quo but I will have a sound foundation of personal knowledge to enable me to change the direction of my life and that of the children in my care."

As a novice English language teacher, who was studying for master degree at the time of research, the researcher felt the need for improvement of some motivational factors and decided on preparing lessons plans which are incorporated and prospered with the factors of mediation theory. In this way, it was tried to change those achievement attributions of learners that were external, uncontrollable and stable into internal, controllable and unstable in order to upgrade motivation in the language learning environment.

A commonsense view of action research provided by McNiff (2002, p. 7) is that on the researcher teacher should:

- *review the current practice,*
- *identify an aspect that is desired to improve,*
- *imagine a way forward,*
- *try it out, and*
- *take stock of what happens.*
- *modify the plans in the light of what has been found, and continue with the 'action',*
- *monitor what has been done,*
- *evaluate the modified action,*
- [continue] *until reaching a satisfactory level of the work.*

Quasi-experimental Research Design

In order to assess the effectiveness of the MLE, quasi-experimental research design was chosen to obtain data on whether, how and for whom the intervention was carried out and whether the outcomes were changed as expected. McMillan and Schumacher (1993) defined experimental design as a random selection of participants to investigate the relationship between cause and effect of an implementation. Experimental studies are categorized as pre-experimental, quasi-experimental and true-experimental design (Brown, 1988 and Nunan, 1992). Quasi-experimental studies explore the outcomes of a program by comparing pre-test and post-test results. Different types of quasi-experimental research designs provide various types of information on comparison with a similar group or community, comparison with matched individuals, a pre-test/post-test design, with the individual as his or her own comparison or use of statistical methods to control for measured and unmeasured variables (Moore, 2008). In this study, pre-test/post-test design was used and each learner's comparison was made within itself by using statistical analysis.

Time Series Study Design

Fisher and Foreit (2002) explain time series study design as a quasi experimental research design in which measurements of the same variables are taken periodically before, during and after the implementation of a treatment or an intervention to make inferences and draw conclusions about the effects of the period. Time series design is different from 'one shot' cross-sectional design in that it allows the researcher to control or compare the differences in the group within the time.

Experimental   Time

$\longrightarrow$

GroupO_1 O_2 O_3 X O_4 O_5 O_6
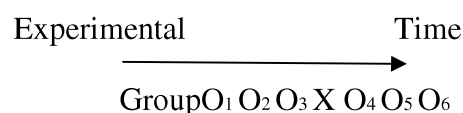
Figure 3. Time series research design (Fisher & Foreit, 2002)

To sum up, time series design provides more detailed information on the analysis of the effects of intervention and is preferable especially when it is possible for the researcher to make multiple observations before, during and after the treatment (Fisher & Foreit, 2002). As the researcher was the English language teacher of the classroom in which the exploration took place, this type of research was appropriate for the study.

3.4. Methodology of the study

This study consists of a pilot study and main study. The details of them are explained in detail in the following parts.

3.4.1. Pilot Study

Pilot study was conducted just to explore whether the instructions in MLE procedures were clear, accessible and comprehensible for the students. It also explored whether the instruments were comprehensible to students for research purposes. The data from the pilot study was not analyzed but reactions of students were qualitatively evaluated.

3.4.1.1. Setting and Participants of the Pilot Study

The pilot study was carried out during the fall semester of 2010-2011 academic years on the second week of September at Altınoluk Niyazi Erol Primary School, Altınoluk, Balıkesir, Turkey. In order to figure out the comprehensibility of the items and questions in the questionnaire and scale were tested with 26 eight grade students.

3.4.1.2. Instruments of the Pilot Study

In pilot study, the aim was to see whether there were any problems with the instruments which were going to be used in the main study. In this way, it was possible to rewrite the complicated items, if any. Achievement attributions questionnaire and a scale for attitudes towards language learning were applied in order to test the comprehensibility and make the necessary changes. Those adaptations will be mentioned in the instruments of the main study part.

3.4.2. Main Study

3.4.2.1. Setting

The main study was conducted during the fall semester of 2010-2011 academic years at Altınoluk Niyazi Erol Primary School in a small town, Altınoluk, Balıkesir, Turkey. It is a state school which has one group for each level with about 150 students in total. The researcher used to work as an English language teacher there at the time of research. That school was selected as the setting because the application of the study and observations would be easier and fruitful.

The study was applied in the normal process of English classes and the mediated learning experience was provided by the researcher. The teacher, also as the researcher, motivated the participants for the study.

3.4.2.2 Participants

The study was done to a single group consisted of 17 students. There were 9 female and 8 male students who were at 7th grade. As one of the main reasons of this study is to compare the attributions of successful and less successful students, a participant whose mark was "3" or over (4 or 5) on last year's school report was accepted as "successful".

The distribution of the students participated in the questionnaire and scale is shown in Table 2.

Table 2. Distribution of students participated in questionnaire and the scale

	Female	Male	Total
Successful	7	5	12
Less successful	2	3	5
Total	9	8	17

3.4.2.3 Instruments

Multiple tools of data collection were used to support the study by using other methods. Two different instruments as 'Achievement Attributions Questionnaire' and 'A Scale for Attitudes towards Language Learning' were used for data collection. Instruments were given in Turkish as the level of students may not be good enough to understand the items and questions.

Achievement Attributions Questionnaire

Achievement attributions questionnaire used in this study has two parts which involves 12 statement expressing attributions for success and 12 statements expressing attributions for failure in English lessons. In addition to 24 items related to reasons for achievement, there is a part at the end which has 7 questions for personal information about learners. These questions ask about gender, grade, whether they get help from outside for English or not and if so, what kind of help they get, whether they consider themselves as successful or not in English lessons, their English mark in the report the previous year and lastly how often they study for English.

This questionnaire was prepared by Satıcılar (2006) and edited according to the aims and objectives of the study. In the achievement attributions questionnaire, the explanations as 'A student is successful in English because…' was rewritten as 'I am successful in English because…' and similarly, the statement as 'A student is not successful in English because…' was rewritten as 'I am not successful in English because…'. In this way, it was aimed to make it possible for learners to internalize the reasons of being successful or not. Also, the items in the questionnaire were rewritten as shown in the figure below.

Table 3: Edited parts of the Achievement Attributions Questionnaire

Original Statements	Rewritten Statements
1. S/he has the ability for English.	1. I have the ability for English.
6. S/he has a special interest for English.	6. I have a special interest for English.
21. S/he does not study enough for English.	21. I do not study enough for English.

As it is stated in Chapter 2, Weiner classified attributions according to locus of control, stability and controllability. Items in the questionnaire are related to those dimensions as shown in the following table (see Appendix A & Appendix B). Moreover, all the items in the questionnaire are related to ability, effort, task difficulty and luck.

Table 4: Classifications of the items related to success and failure in English in the questionnaire according to the three dimensions of attribution theory (Satıcılar, 2006).

	Locus of Control	Stability	Controllability
1. I have the ability for English.	*Internal*	*Stable*	*Uncontrollable*
2. I get help from outside (tutor, private lesson, help from family, etc.)	*External*	*Unstable*	*Controllable*
3. My English teacher asks easy questions in the exams.	*External*	*Stable*	*Uncontrollable*

4. I study very hard for English.	*Internal*	*Unstable*	*Controllable*
5. My teacher loves me.	*External*	*Stable*	*Uncontrollable*
6. I have a special interest for English.	*Internal*	*Stable*	*Uncontrollable*
7. I love my English teacher.	*Internal*	*Stable*	*Uncontrollable*
8. Please do not mark this line.			
9. I am very lucky in English exams.	*External*	*Unstable*	*Uncontrollable*
10. I do my homework regularly.	*Internal*	*Unstable*	*Controllable*
11. I listen to the teacher carefully during the lessons.	*Internal*	*Unstable*	*Controllable*
12. I make preparations for English lessons before coming to lesson.	*Internal*	*Unstable*	*Controllable*
13. I am not careful in English exams.	*Internal*	*Stable*	*Uncontrollable*
14. My class is very noisy.	*External*	*Stable*	*Uncontrollable*
15. I cannot listen to the lesson because I sit at the back of the classroom.	*External*	*Stable*	*Uncontrollable*
16. I am afraid of being kidded when I make mistakes.	*Internal*	*Stable*	*Uncontrollable*
17. I have no ability for English.	*Internal*	*Stable*	*Uncontrollable*
18. I do not have a good place to study lesson well at home. / Studying conditions at home are very bad.	*External*	*Stable*	*Uncontrollable*
19. My teacher does not teach English well.	*External*	*Stable*	*Uncontrollable*
20. I have health problems because I am excited very much.	*External*	*Unstable*	*Controllable*
21. My English teacher does not care enough for me (she does not give me enough chance to speak, does	*External*	*Unstable*	*Uncontrollable*

not help enough in the lessons, does not guide me enough).			
22. I do not study enough for English.	*Internal*	*Unstable*	*Controllable*
23. I am not intelligent.	*Internal*	*Stable*	*Uncontrollable*
24. I do not love my English teacher at all.	*Internal*	*Stable*	*Uncontrollable*

A Scale for Attitudes towards Language Learning

The second instrument used in the study was a scale for attitudes towards language learning in order to evaluate the tendency of learners to learn English as a foreign language. It was adapted from Language Learning Orientations Scale by Noels, Pelletier, Clement and Vallerand (2000). In this scale, the items were classified under some subheadings as amotivation, intrinsic motivation and extrinsic motivation to express why one might study English as a foreign language. Items in the scale are shown the following figure in accordance with their reasons (see Appendix C & Appendix D).

Table 5: Classifications of the items related to attitudes towards learning English as a foreign language in the scale according to their reasons (Noels, Pelletier, Clement & Vallerand; 2000)

Amotivation
1. I do not understand why I have to learn English.
2. Learning a foreign language is meaningless to me.
3. Foreign language learning gives me the impression of wasting time.
4. I do not understand what will be the use of learning a foreign language.
External Regulation
1. I want to have a more prestigious job in the future.
2. I want to earn much more money in the future.
3. Other people expect me to learn a foreign language.
Introjected Regulation
1. I feel ashamed if I cannot speak English speaking tourists in my country.
2. I feel guilty if I do not know a foreign language.

3. I want to prove myself that I am a good citizen who can speak a foreign language very well.
Identified Regulation
1. I want to be a person who can speak more than one language.
2. I think that learning English is necessary for self development.
3. I want to be able to speak English.
Intrinsic Motivation – Accomplishment
1. It gives me pleasure to guess a difficult structure in English.
2. I feel happy when I succeed in a difficult task.
3. It gives me pleasure to be successful in English lessons.
Intrinsic Motivation – Knowledge
1. I like to learn about English-speaking people's life styles.
2. Learning new things makes me happy.
3. I like to learn about English-speaking people's culture.
Intrinsic Motivation – Stimulation
1. It gives me pleasure to listen English-speaking people.
2. I like speaking English.
3. I like listening to people whose first language is English.

3.4.3. Procedures for data collection

Before completion of the questionnaires and the scales, the researcher gave participants a letter of invitation for the study that explained the study (see Appendix E and Appendix F). Participants completed the questionnaires and scales during English lesson, class time. At the beginning of the testing session, the researcher went over the basic format of the questionnaire as an example to ensure that learners clearly understood the instructions. Students were encouraged to ask questions if they were unsure of concepts in the items. Students were told that their participation was voluntary, their responses would remain confidential and only group results would be reported.

Pre-treatments were given on the third week of September, 2010. Subsequent to the pre-treatments, eight-week-MLE was provided to learners. At the end of the process, participants were given the same instruments as post-treatments. Scales and questionnaires

were given on different days, at the beginning of the lessons. Flow of the procedures in the study can be summarized as in the table below.

Table 6: Flow of the procedures during the process of the data collection

Steps	Dates
Pre-treatment: Achievement Attributions Questionnaire	27.09.2010
Pre-treatment: A Scale for Attitudes towards Language Learning	29.09.2010
Treatment: 8-week-MLE (Learning through MLE principles)	01.10.2010- 25.11.2010
Post-treatment: Achievement Attributions Questionnaire	06.12.2010
Post-treatment: A Scale for Attitudes towards Language Learning	08.12.2010

3.4.4. Teaching procedures

During the eight-week-mediated learning experience, key features of mediation theory were given importance and considered as the starting point for the lessons. As it was mentioned in chapter two, mediated learning has some requirements to create a truly educational environment. The teacher's job as a mediator is to help learners how to learn and use the best strategies for them. At the end of the process they were expected to become more autonomous learners who can take the responsibility and control of their learning.

As Feuerstein states, the 12 features of mediation, first three of which are considered to be essential for all kinds of learning tasks, were applied during the English lessons. As

for the first feature, *significance* of a task was explained in every lesson. Yet more, on the first day of the mediated learning experience, the teacher wrote 'why English?' on the board to create a brainstorming atmosphere in the class and expected some reasons for learning English as a foreign language. In this way it was aimed to arouse learners' attention to find some reasons and understand the necessity of learning another language. Teacher mentioned the aims and objectives of the lesson each day at the beginning of the lesson so that learners can see the need for doing the task provided and understand the value of it in the future. Students were given a simple wrap up activity at the end of each task in order that they could understand the significance of it as shown below.

ACTIVITY	*WHY I DID IT*

Figure 4: Example of a wrap up activity

This also shed light on the second feature of mediation as *purpose beyond the here and now*. As Williams and Burden suggest (1997) importance or relevance makes it meaningful to carry out a task. Therefore, the teacher tried to build a bridge between what to teach and learners' everyday interests. Learners were explained how they will use the information they learn in the future by giving authentic examples. Learners were oriented for using the appropriate strategies for themselves like for vocabulary learning strategies, such as recognizing parts of speech, using the word in a sentence, concentrating on suffixes or prefixes, etc. Analytical strategies were presented to understand some grammatical structures by comparing.

As the third feature, *shared intention* aims to give more clear and comprehensible instructions. When a student does not know what to do with a task, they stop trying and reject learning. However, during the process learners were provided instructions, also by demonstrations and illustrations. For instance, when learners had a project work, the teacher provided some examples from the last year students' works and said that they could do better ones if they try. Showing while explaining, asking students to repeat the

instructions or asking for a student to demonstrate what to do made it easier that intentions were reciprocated.

As well as those three essential features explained above, other nine features were given importance, too. With the application of the MLE, it was paid attention to provide tasks in different degrees of difficulty to enable learners think that they were capable of coping with the activities and felt the sense of achievement which is the fourth element in mediation as *a sense of competence*. By doing so, it was also aimed to increase the self-confidence inside learners. When they saw that they could achieve, the fear of embarrassment decreased and they felt themselves valuable as their ideas and contributions were valued. With this aim in mind, students were expected to improve self-esteem, self-confidence and a positive self-image so they were asked to complete the statements on small cards as shown below.

I can..
I am capable of doing ....

Figure 5: Activity to improve a sense of competence

As once the learners feel themselves as incompetent, it becomes surely so hard to motivate them (Williams & Burden, 1997). Therefore, one of the most important missions of the teacher as a mediator is to give them a sense of competence by providing activities that involve some previous knowledge while taking them one step forward.

In order to improve **control of behavior**, learners who were 13 years old at the time of research needed to learn to be more reflective learners who think before answering and give slower, more calculated decisions rather than to act impulsively. Also, learners were expected to respect others' answer no matter they were true or false especially by avoiding aggressive behaviors. Allowing others to finish what they were saying was difficult for the

learners as most of them were impulsive. However, with the feeling of empathy, instead of making others accept what they say, they saw the necessity of listening others.

As stated above, learners' motivation can be increased with *goal-setting*. If they have some goals, this means they have reasons to give effort for learning. As they got favorable results, they felt themselves successful. On the other hand, the state of aimlessness would probably lead to learned helplessness. According to the recent research when learners set their own goals they become more successful compared to those who were not active at this phase and when the significant others as teachers or parents set goals for them (van Werkhoven, 1990). To do this, learners were expected to fill out some pieces of paper so as to set some short and long-term goals (see Figure 6 below).

| **Short-term Goals:** |
| *This week I shall ………………..* |
| **Long-term Goals:** |
| *My plan is to achieve………….. until…………………* |
| *At the end of the semester/year, I want to ……………* |

Figure 6: Form of short term & long term goals (adapted from Williams and Burden, 1997)

Additionally, before some tasks related to vocabulary knowledge, a game called 'Auction' was played in which learners were asked to guess how many words at most they could find or guess from the context. They set targets for themselves and evaluated if their goal was realistic or achievable. These activities were resulted in class discussions and competences among the individuals, pairs or groups.

The teacher provided instructions that were partially compulsory and optional to enable all learners to decide for themselves into what extent they would aim for. In other words, everyone had to complete a certain minimal part of a task and then the rest is optional. Students who had time, understood and wished to do more were allowed to do the

rest. For instance, in a task consisted of 10 questions, first 6 were compulsory and the remaining 4 were optional for those who would like to do. The instruction was as followed 'Finish the first 6 questions in 10 minutes and if you have time you can do the rest, too'. By doing so, self confidence of successful learners is promoted and at the same time non-confident learners feel that they can cope with the task and manage it.

As another feature of mediation, learners were shown their project works from last year to show how much progress they have made. When they were **aware of the change** within themselves, this gave them encouragement to go further. Awareness of change can be possible with self-evaluation rather than teacher's assessments for autonomous learners. For this purpose, learners were given some self-evaluation forms to assess themselves and see the change in time. They were allowed to fill this in their mother language, Turkish as they may feel more comfortable. However, it was observed that day by day, most of the learners passed to English while completing the forms. By writing down how many books they have read, how many new words they have learnt, etc. they could assess their progress during the week, month or year.

ACTIVITY	*WHAT I LEARNED*	*HOW I PERFORMED*	*DIFFICULTIES I STILL HAVE*

Figure 7: Example of a self evaluation form (Williams & Burden, 1997; p.76)

In order to facilitate learning, **a belief in positive outcomes** is a must. To arouse this inside the learners, positive feedback was given. **Sharing** and **individuality** were given importance, too so as to promote co-operation among others while also the recognition of uniqueness of each individual. During the MLE period, lessons involved individual works, such as peer editing, discussion activities and group exercises to promote personal growth and worth. Sharing is extremely fundamental for language learning since it demands communication. Without interaction, language learning would be pointless. Beside these pair and group work activities, individual works were also implemented for those who like working on their own. Last of all, seating arrangement was changed. In the questionnaire

for attributions, some students were complaining about their seats as they were at the back rows. Therefore, to improve communication and interaction, seating arrangement was changed from traditional arrangement into horseshoe. Also, according to the aims and needs of the activities, modular arrangement was employed from time to time.

Learning English as a foreign language also means learning another society's culture. Therefore, some learners used to have difficulty to accept the differences between different countries and societies. However, *a sense of belonging* is necessary to accept those changes and respect them. Referring to sharing, group formation activities made it possible to act as a team and created the sense of belonging to a group. In order to accomplish this, a class work as a journal named 'All We Need' was prepared. Every week voluntary students prepared some news about the related topics of the units in their course books, such as global warming, our city, and animals in danger. After finding or drawing some pictures, they wrote some sentences as far as they could and exhibited them on the school boards in the corridors.

To summarize, learner training means to teach learners how to learn by using proper strategies for themselves and also creating a suitable learning environment in the classrooms. Furthermore, when teachers get used to involve the features of mediation theory into their teaching process, it becomes a normal part of day-to-day teaching (Blagg, 1991).

3.4.5. Procedures for data analysis

Quantitative data obtained from the questionnaire and the scale was fed into a computer using SPSS 16.0 for windows (Statistical Package for Social Sciences) data editor. Group features were explored through *descriptive statistics* while group differences were investigated by using *independent t-test* procedures. The effects of experiencing a mediated learning experience was examined by using *paired samples t-test*, members of each being scores of the same attribution item measured as before and after the experimentation.

3.5. Summary

This chapter presented the methodology applied in the study. It started with the objectives and research questions. Then, information about the research design was explained through action research, quasi-experimental research design and time-series study. The pilot study and the main study were presented in detail. Afterwards, teaching procedures during MLE process were pointed out. The next chapter will concern with the analyses of the data obtained from the main study.

CHAPTER FOUR

FINDINGS

4.1.Introduction

This chapter presents the results of the questionnaire and the scale before and after the process of MLE. The results of pre-treatment and post-treatment were compared. The results and findings of the analyses are introduced in the light of the research questions.

4.2. Findings of the main study

In this part of the study, the results of pre-treatment and post-treatment were compared by using some statistical methods. By comparing the results of the group, the researcher aimed to reach whether the mediated learning experience had an impact on students' attributions and motivation towards learning English as a foreign language or not. In addition to this, it was aimed to determine the differences of students' achievement levels by comparing each student's pre-treatment and post-treatment results. In order to find out the impact of MLE to group members, groups' achievement levels were analyzed.

In the methodology part, all the theoretical information related to the study and research questions were discussed in detail. For this reason, this chapter focuses on the research findings which were obtained through the instruments mentioned are explained and discussed.

The data will be analyzed by means of descriptive statistics and a T-test procedure on SPSS 16.0 for windows.

4.2.1. Results from the questionnaire

RQ 1: What do the students attribute their success in English classes before the process of MLE?

In order to find out the students' attribution for success before the MLE process, descriptive statistics of the achievement attributions were asked and means were calculated. The following data in Table 7 shows the mean values for the seventh grade learners' attributions for success before the process of MLE.

Table 7. Descriptive Statistics of learners' achievement attributions to success in English

Items	N	Locus of Control	Mean	SD
7. I love my teacher.	17	Internal	4,82	,529
5. My teacher loves me.	17	External	4,41	,870
12. I make preparation for the lesson.	17	Internal	4,29	1,31
11. I listen to the teacher carefully during lessons.	17	Internal	4,12	1,11
6. I have a special interest for the lesson	17	Internal	4,12	1,32
1. I am talented.	17	External	4,12	,993
10. I do my homework on time.	17	Internal	3,88	1,27
9. I am lucky in the exams.	17	External	3,82	,883
4. I study very hard for the lesson.	17	Internal	3,59	1,12
3. My teacher asks easy questions in exams.	17	External	3,29	1,16
2. I get help from outside (tutor, private lesson, etc).	17	External	2,82	1,81

The mean values of the statements show that seventh graders mostly attribute their success to their love for their English teacher (mean: 4,82). In addition to these, according to the participants, teacher's love (mean: 4,41) and preparation for the lesson (mean: 4,29) are quite important to be successful. As internal factors, items; *"I listen to my teacher", "I have a special interest for the lesson"* and *"I am talented"* follow by sharing the same value of mean 4,12. As it is seen from the results, attributions for success are mostly *internal, unstable* and *changeable*. This means that participants feel themselves responsible for their success and they believe it is under their control and can change it. Additionally,

external factors like "*My teacher loves me*" (mean: 4,41) and "*I am talented*" (mean: 4,12) have great impact on participants, too. On the other hand, as it can be seen in the table above, they attribute their success to easy questions in the exam (mean: 3,29) and help from outside (mean: 2,82) less than other causes. In other words, learners rarely attribute their success to *external, uncontrollable, unstable* causes. In terms of effort, learners do not ascribe success to the item '*I study very hard for the lesson*' (mean: 3,59) which is a needed attribution for a fruitful learning environment. Consequently, before the MLE, learners perceive that their success mainly depends on affective reasons.

RQ2: What do the students attribute their failure in English classes before the process of MLE?

Table 8 indicates the descriptive statistics of the participants' attributions to failure in English lessons before the MLE process.

Table 8. Descriptive Statistics of learners' achievement attributions to failure in English

Items	N	Locus of Control	Mean	SD
14. The class is very noisy.	17	External	4,35	1,17
16. I am afraid of being kidded when I make a mistake.	17	External	2,71	1,90
15. I can't listen to the lesson as I sit at back of the class.	17	External	2,71	1,83
13. I am careless in the exams.	17	Internal	2,65	1,54
22. I do not study enough for the English lesson.	17	Internal	2,18	1,38
17. I am not talented.	17	Internal	2,18	1,43
23. I am not intelligent.	17	Internal	1,94	1,30
18. Conditions for studying are not suitable at home.	17	External	1,88	1,36
20. I have health problems as I am excited in the exams.	17	Internal	1,82	1,47
21. My teacher does not care enough for me.	17	External	1,65	1,17
19. My teacher does not teach English well.	17	External	1,65	1,37
24. I do not like my teacher at all.	17	Internal	1,29	,686

The investigation of Table 8 reveals that learners attribute their failure distinctively to an external factor, noisy class (mean: 4,35). Other external reasons follow it as the fear of being kidded in case of a mistake (mean: 2,71)and sitting at the back of the class and because of this, not listening to the lesson (mean: 2,71). On the other hand, they attribute their failure to the issues about their teacher less than other causes like "*My teacher does not care enough for me*" (mean: 1,65), "*My teacher does not teach English well*" (mean: 1,65) and "*I do not like my teacher at all*" (mean: 1,29). In other words, these results point out that the participants of the study mostly attribute their failure to *external, stable, uncontrollable* causes and this means they do not take the responsibility of their failure.

After presenting the descriptive statistics of the learners' achievement attributions to success in English before the process of MLE, Independent Samples T-Test results for the differences between successful and less successful students' attributions to success and failure are given.

RQ3: Are successful and less successful students different in their achievement attributions before the process of MLE?

Table 9 shows the differences between successful and unsuccessful seventh graders' attributions to success. There were only two significant differences. Therefore, only these two figures were given in the table below.

Table 9: Independent Samples T-Test results of differences between successful and unsuccessful students' attributions to success

Items		Mean	SD	MD	t	df	Sig. (2-tailed)
1.I am talented	Successful	4.58	0.51	1.58	4.38	15	P<.001
	Unsuccessful	3.00	1.00				
9.I am very lucky in the exams.	Successful	4.17	.000	1.17	3.066	15	P<.008
	Unsuccessful	3.00	.835				

When the means are compared, there is a significant difference between successful and unsuccessful students' attributions for success especially in two items as stated above in Table 9. As it can be understood, successful students in both of these stated causes outscore unsuccessful students. They think that they are successful because they are *talented* (mean difference: 1.58) and *lucky* in the exams (mean difference: 1.17). In other words, less successful students believe that they are not talented and lucky enough to be successful.

Following the attributions for success, Table 10 aims to reveal the results of the differences between successful and unsuccessful learners' attributions for failure before the MLE process.

Table 10:Independent Samples T-Test results of differences between successful and unsuccessful students' attributions to failure in English

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
13. I am not careful in the English exams.	Successful	2.08	1.38				
	Unsuccessful	4.00	1.00	1.92	2.79	15	P<.014
15. I cannot listen at the back rows.	Successful	2.08	.837				
	Unsuccessful	4.20	1.78	2.12	2.51	15	P<.024
16. I am not talented.	Successful	1.50	.905				
	Unsuccessful	3.80	1.095	2.30	4.51	15	P<.000
19. My teacher does not teach English well.	Successful	1.08	.289				
	Unsuccessful	3.00	2.00	1.91	3.39	15	P<.004
23. I am not intelligent.	Successful	1.42	.793				
	Unsuccessful	3.20	1.48	1.78	3.27	15	P<.005
24. I don't like my teacher.	Successful	1.08	.289				
	Unsuccessful	1.80	1.095	.717	2.18	15	P<.046

According to Table 10, when students were asked the reasons of their failure, successful and unsuccessful students reported almost reverse reactions to given causes compared to causes to success. In all of the six significant differences found, unsuccessful students had higher scores for failure attributions. More specifically, they attributed their failure initially to an external factor *not being able to listen at the back of the classroom* more than successful students (mean difference : 2.12, p<.024), then to an internal factor *being careless in the exams* (mean difference: 1.92, p<.014). Talent attribution also yielded significant differences between the two for failure. Less successful students thought they fail because they are *not talented* (mean difference: 2.30, p<.000) and *not intelligent* (mean difference: 1.78, p<.005) more than successful students. Teacher attribution was another striking difference. Although both groups reported very little *dislike of the teacher* on a scale of 5 (means: 1.80 for unsuccessful group and 1.08 for successful group), the difference between the two groups was significant with less successful students' less liking their teacher (mean difference: 0.717, p<.046). However, *teacher's teaching* was not liked by unsuccessful students. Less successful students think their *teacher does not explain well* as an external cause to their failure (mean difference: 1.91, p<.004).

RQ4: Are girls and boys different in their achievement attributions in English classes before the process of MLE?

Table 11 shows the differences between female and male students' attributions to success.

Table 11: Independent Samples T-Test results of differences between female and male students' attributions to success

Item	Gender	Mean	SD	MD	t	df	Sig. (2-tailed)
1. I am talented.	Female	4.56	1.014	.931	2.132	15	.050
	Male	3.62	.744				
4. I study very hard for English.	Female	4.22	.667	1.35	3.046	15	.008
	Male	2.88	1.126				
6. I have a special	Female	5.00	.000				

interest for English.	Male	3.12	1.356	1.88	4.165	15	.001
10. I do my homework regularly.	Female	4.67	.500	1.67	3.550	15	.003
	Male	3.00	1.309				
11. I listen to the teacher carefully.	Female	4.67	.500	1.17	2.485	15	.025
	Male	3.50	1.309				
12. I make preparations for the lesson.	Female	5.00	.000	1.50	2.818	15	.013
	Male	3.50	1.604				

As Table 11 displays, when students were asked the reasons of their success, female and male students reported quite different reactions to given causes. In all of the six significant differences found, female students had higher scores for success attributions. According to the table, they attribute their success initially to an internal, stable, uncontrollable factor as *being talented* more than male students (mean difference: .931,p<.050), then to the most favorable attribution in educational setting, effort which is an internal, changeable, controllable factor (mean difference: 1.35, p<.008). There is a significant difference between female and male learners in ascribing their success to *having a special interest on English* (mean difference: 1.88, p<.001) and similarly *making preparations for the lesson* (mean difference: .1.50, p<.013). In terms of internal achievement attributions to success in English, females outscore males also in listening to the teacher carefully during the lessons (mean difference: 1.50, p<.013).

In order to analyze the gender differences of attributions to failure Independent Samples T-Test was carried out. Table 12 indicates the results of achievement attributions to failure in English in terms of gender.

Table 12: Independent Samples T-Test results of differences between female and male students' attributions to failure

Item	Gender	Mean	SD	MD	df	Sig. (2-tailed)
13. I am not careful in the English exams.	Female	1.67	1.12	2.08	15	.002
	Male	3.75	1.17			
17. I am not talented.	Female	1.44	.882	1.56	15	.019
	Male	3.00	1.51			
22. I do not study enough for English.	Female	1.56	1.13	1.32	15	.045
	Male	2.88	1.36			

Table 12 reveals that there are only three different attributions which have significant differences between genders in attributions to failure. In all three items, males outpoint females. Initially, males attribute their failure to an internal, changeable, uncontrollable factor as *not being careful in the exams* (mean difference: 2.08, p<.002). In addition to this, as another internal, stable, uncontrollable factor, *ability* plays an important role for failure according to males (mean difference: 1.56, p<.019). Last but not the least; it was found that boys ascribe failure to *not giving enough effort on English* which is an internal, unstable, controllable reason (mean difference: 1.36, p<0.45).

RQ 5: Does mediated learning experience influence students' achievement attributions in English classes?

To investigate the effectiveness of MLE process, Paired Samples T-Test was carried out. Whether mediated learning experience influenced students' attributions or not is shown in two different tables below as for success and failure.

Table 13: Paired Samples T-Test results of students' achievement attributions to success in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am talented.	Pre	4,12	,993	,294	1,43	16	,172
	Post	3,83	1,38				
I get help from outside.	Pre	2,82	1,81	-,059	-,12	16	,907
	Post	2,88	1,80				
Questions are easy.	Pre	3,29	1,16	,059	,187	16	,854
	Post	3,24	1,30				
I study very hard for English.	Pre	3,59	1,12	,118	,324	16	,750
	Post	3,47	1,33				
My teacher loves me.	Pre	4,41	,870	,412	1,16	16	,262
	Post	4,00	1,37				
I have a special interest for English.	Pre	4,12	1,32	,353	,946	16	,358
	Post	3,77	1,39				
I love my English teacher.	Pre	4,82	,529	,529	2,31	16	,034
	Post	4,29	1,10				
I am very lucky in English exams.	Pre	3,82	,883	1,00	2,92	16	,010
	Post	2,82	1,42				
I do my homework regularly.	Pre	3,88	1,27	,294	,838	16	,415
	Post	3,59	1,27				
I listen to the teacher carefully.	Pre	4,12	1,11	,412	1,51	16	,150
	Post	3,71	1,49				
I make preparations for the lesson.	Pre	4,29	1,31	,471	1,29	16	,216
	Post	3,82	1,47				

It appears that almost all success attributions, with an exception of receiving external help, decreased over time. Of these only decreases qualified as significant. External attributions to *liking of the teacher* (pre-mean: 4.82; post-mean: 4.29; p<.034) and *luck* attribution (pre-mean: 3.82; post-mean: 2.82; p<.010) received lower mean values at the end of the term. This implies that students gave up to some extent attributing their success to these external factors. Differences in other attribution factors did not reach the significance level of: 05.

Table 14: Paired Samples T-Test results of students' achievement attributions to failure in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am not careful in the English exams.	Pre	2,65	1,54	,412	1,329	16	,203
	Post	2,24	1,35				
The class is noisy.	Pre	4,35	1,17	,882	1,915	16	,074
	Post	3,47	1,70				
I sit at the back rows.	Pre	2,71	1,83	,529	1,208	16	,245
	Post	2,18	1,55				
I am afraid of being kidded when I make mistakes.	Pre	2,71	1,90	,000	,000	16	1,00
	Post	2,71	1,36				
I have no ability for English.	Pre	2,18	1,43	,118	,416	16	,683
	Post	2,06	1,34				
The studying conditions at home are very bad.	Pre	1,88	1,36	-,176	-,545	16	,593
	Post	2,06	1,34				
My teacher does not teach English well.	Pre	1,65	1,37	,000	,000	16	1,00
	Post	1,65	1,37				
I have health problems because I am excited very much.	Pre	1,82	1,47	-,059	-,155	16	,878
	Post	1,88	1,17				
My English teacher does not care enough for me.	Pre	1,65	1,17	-,294	-,893	16	,385
	Post	1,94	1,56				
I do not study enough for English.	Pre	2,18	1,38	,471	1,515	16	,149
	Post	1,71	1,21				
I am not intelligent.	Pre	1,94	1,30	-,118	-,368	16	,718
	Post	2,06	1,25				
I do not like my English teacher.	Pre	1,29	,686	-,294	-1,571	16	,136
	Post	1,59	1,12				

Table 14 indicates no significant differences in attributions to failure after the process of MLE. The possible reasons of this will be mentioned in the next chapter.

RQ 6: Does mediated learning experience have differential influence on girls and boys in their achievement attributions in English classes?

In order to understand the gender factor of MLE on learners' attributions to success and failure in English, Paired Samples T-Test was carried out. Table 15 and Table 16 indicate the Paired Samples T-Test results of female students' attributions to success and failure respectively.

Table 15: Paired Samples T-Test results of female students' achievement attributions to success in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am talented.	Pre	4,56	1,01	-,111	-1,00	8	,347
	Post	4,67	,707				
I get help from outside.	Pre	3,44	1,88	,000	,000	8	1,000
	Post	3,44	1,74				
Questions are easy.	Pre	3,44	1,24	-,111	-1,00	8	,347
	Post	3,55	1,33				
I study very hard for English.	Pre	4,22	,667	,111	,555	8	,594
	Post	4,11	,600				
My teacher loves me.	Pre	4,67	,707	,222	,512	8	,622
	Post	4,44	1,33				
I have a special interest for English.	Pre	5,00	,000	,667	1,789	8	,111
	Post	4,33	1,12				
I love my English teacher.	Pre	5,00	,000	,222	1,00	8	,347
	Post	4,78	,667				
I am very lucky in English exams.	Pre	4,11	,928	,667	1,265	8	,242
	Post	3,44	1,51				
I do my homework regularly.	Pre	4,67	,500	,444	1,835	8	,104
	Post	4,22	,833				
I listen to the teacher carefully.	Pre	4,67	,500	,111	1,000	8	,347
	Post	4,56	,726				
I make preparations for the lesson.	Pre	5,00	,000	,111	1,000	8	,347
	Post	4,89	,333				

Table 16: Paired Samples T-Test results of female students' achievement attributions to failure in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am not careful in the English exams.	Pre	1,67	1,12	,111	,217	8	,834
	Post	1,56	1,13				
The class is noisy.	Pre	4,56	1,01	,667	,970	8	,360
	Post	3,89	1,70				
I sit at the back rows.	Pre	2,56	1,94	,333	,471	8	,650
	Post	2,22	1,86				
I am afraid of being kidded when I make mistakes.	Pre	1,89	1,76	-,222	-,610	8	,559
	Post	2,11	1,36				
I have no ability for English.	Pre	1,44	,882	-,222	-1,512	8	,169
	Post	1,67	,866				
The studying conditions at home are very bad.	Pre	1,67	1,41	,000	,000	8	1,000
	Post	1,67	1,41				
My teacher does not teach English well.	Pre	1,44	1,33	,333	,707	8	,500
	Post	1,11	,333				
I have health problems because I am excited very much.	Pre	1,33	1,00	-,222	-1,00	8	,347
	Post	1,56	1,13				
My English teacher does not care enough for me.	Pre	1,22	,667	-,222	-,426	8	,681
	Post	1,44	1,333				
I do not study enough for English.	Pre	1,56	1,13	-,222	-1,512	8	,169
	Post	1,78	1,39				
I am not intelligent.	Pre	1,56	1,13	-,222	-,610	8	,559
	Post	1,78	1,20				
I do not like my English teacher.	Pre	1,00	,000	-,222	-1,00	8	,347
	Post	1,22	,667				

Table 15 and Table 16 show that there is no significant difference in female learners' achievement attributions. In other words, after the intervention, in terms of attributions for success or failure, there were not any considerable changes.

The following tables present the results of the Paired Samples T-Test analysis that was done to find out the possible changes occurred in male students' attributions to success and failure after the MLE intervention.

Table 17: Paired Samples T-Test results of male students' achievement attributions to success in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am talented.	Pre	3,62	,744	,750	2,049	7	,080
	Post	2,88	1,36				
I get help from outside.	Pre	2,12	1,55	-,125	-,129	7	,901
	Post	2,25	1,75				
Questions are easy.	Pre	3,12	1,13	,250	,370	7	,722
	Post	2,88	1,25				
I study very hard for English.	Pre	2,88	1,13	,125	,163	7	,875
	Post	2,75	1,58				
My teacher loves me.	Pre	4,12	,991	,625	1,049	7	,329
	Post	3,50	1,31				
I have a special interest for English.	Pre	3,12	1,36	,000	,000	7	1,00
	Post	3,13	1,46				
I love my English teacher.	Pre	4,62	,744	,875	2,198	7	,064
	Post	3,75	1,28				
I am very lucky in English exams.	Pre	3,50	,756	1,38	3,274	7	,014
	Post	2,13	,991				
I do my homework regularly.	Pre	3,00	1,31	,125	,174	7	,867
	Post	2,88	1,36				
I listen to the teacher carefully.	Pre	3,50	1,31	,750	1,342	7	,222
	Post	2,75	1,58				
I make preparations for the lesson.	Pre	3,50	1,60	,875	1,142	7	,291
	Post	2,63	1,30				

When the means are compared it is seen that there is a decrease in the attribution of *luck* (mean difference: 1.38, p<,014). This means that male learners do not ascribe success to an external, unstable, uncontrollable factor as much as before the process. Unfortunately, there is no positive change towards effort attribution as expected from the intervention process.

Table 18: Paired Samples T-Test results of male students' achievement attributions to failure in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am not careful in the English exams.	Pre	3,75	1,17	,886	2,39	7	,048
	Post	3,00	1,20				
The class is noisy.	Pre	4,12	1,36	1,81	1,76	7	,122
	Post	3,00	1,69				
I sit at the back rows.	Pre	2,88	1,81	1,49	1,43	7	,197
	Post	2,13	1,25				
I am afraid of being kidded when I make mistakes.	Pre	3,62	1,69	1,83	,386	7	,711
	Post	3,38	1,06				
I have no ability for English.	Pre	3,00	1,51	1,60	,882	7	,407
	Post	2,50	1,69				
The studying conditions at home are very bad.	Pre	2,12	1,36	1,69	-,629	7	,549
	Post	2,50	1,20				
My teacher does not teach English well.	Pre	1,88	1,46	2,62	-,406	7	,697
	Post	2,25	1,83				
I have health problems because I am excited very much.	Pre	2,38	1,77	2,23	,158	7	,879
	Post	2,25	1,16				
My English teacher does not care enough for me.	Pre	2,12	1,46	1,19	-,893	7	,402
	Post	2,50	1,69				
I do not study enough for English.	Pre	2,88	1,36	1,49	2,376	7	,049
	Post	1,63	1,06				
I am not intelligent.	Pre	2,38	1,41	1,60	,000	7	1,00
	Post	2,38	1,30				
I do not like my English teacher.	Pre	1,62	,916	,916	-1,158	7	,285
	Post	2,00	1,41				

According to the table 18, boys attribute failure to *not being careful in the English exams* less than before the process (mean difference: ,886, p<,048). In addition to this, there is a significant decrease in attribution to *noisy classroom* for failure (mean difference: 1,81, p<,122). In other words, male learners attribute failure less to external and uncontrollable factors. Likewise, *no ability for English* is given less importance after the MLE intervention (mean difference: 1,60, p<,407). Last but not the least, in terms of effort, there is a considerable decrease for the item *'I do not study enough for English'* (mean difference: 1,49, p<,049) and that means that male learners do not ascribe failure to not giving effort anymore as much as they did before the process.

RQ 7: Does mediated learning experience have differential influence on successful and unsuccessful learners in their achievement attributions in English classes?

In order to find out whether a significant difference occurred after the process of MLE between successful and unsuccessful learners' attributions to success and failure was analyzed. Paired Samples T-Test results of successful students are shown in Table 19 and Table 20 below.

Table 19: Paired Samples T-Test results of successful students' achievement attributions to success in English before and after MLE

Item		Mean	SD	MD	T	df	Sig. (2-tailed)
I am talented.	Pre	4,58	,515	,167	,804	11	,438
	Post	4,42	,996				
I get help from outside.	Pre	3,17	1,95	,083	,143	11	,889
	Post	3,08	1,88				
Questions are easy.	Pre	3,42	1,08	,333	1,301	11	,220
	Post	3,08	1,31				
I study very hard for English.	Pre	3,75	1,22	-,167	-,352	11	,732
	Post	3,92	1,16				
My teacher loves me.	Pre	4,67	,651	,583	1,343	11	,206

		Mean	SD	MD	t	df	Sig. (2-tailed)
	Post	4,08	1,51				
I have a special interest for English.	Pre	4,33	1,16	,167	,340	11	,740
	Post	4,17	1,19				
I love my English teacher.	Pre	4,92	,289	,500	1,732	11	,111
	Post	4,42	,996				
I am very lucky in English exams.	Pre	4,17	,835	1,17	2,76	11	,019
	Post	3,00	1,48				
I do my homework regularly.	Pre	4,17	1,19	,083	,192	11	,851
	Post	4,08	,996				
I listen to the teacher carefully.	Pre	4,42	,793	,250	,713	11	,491
	Post	4,17	1,19				
I make preparations for the lesson.	Pre	4,42	1,17	,250	,561	11	,586
	Post	4,17	1,19				

Table 20: Paired Samples T-Test results of successful students' achievement attributions to failure in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am not careful in the English exams.	Pre	2,08	1,38	,000	,000	11	1,00
	Post	2,08	1,24				
The class is noisy.	Pre	4,25	1,36	,667	1,23	11	,244
	Post	3,58	1,62				
I sit at the back rows.	Pre	2,08	1,78	,167	,297	11	,772
	Post	1,92	1,44				
I am afraid of being kidded when I make mistakes.	Pre	2,42	1,78	,000	,000	11	1,00
	Post	2,42	1,51				
I have no ability for English.	Pre	1,50	,905	,167	,518	11	,615
	Post	1,33	,492				

The studying conditions at home are very bad.	Pre	1,58	1,17	-,250	-,897	11	,389
	Post	1,83	1,27				
My teacher does not teach English well.	Pre	1,08	,289	-,333	-,938	11	,368
	Post	1,42	1,16				
I have health problems because I am excited very much.	Pre	1,67	1,37	,167	,411	11	,689
	Post	1,50	1,00				
My English teacher does not care enough for me.	Pre	1,58	1,24	,250	1,393	11	,191
	Post	1,33	1,16				
I do not study enough for English.	Pre	2,00	1,35	,250	,713	11	,491
	Post	1,75	1,36				
I am not intelligent.	Pre	1,42	,793	-,333	-1,301	11	,220
	Post	1,75	1,22				
I do not like my English teacher.	Pre	1,08	,289	-,250	-1,00	11	,339
	Post	1,33	,779				

According to the Table 19 and Table 20, there is a decline in successful learners' attribution to *luck* (mean difference: 1,17, p<,019) which is a positive situation as chance, or luck, is an external and uncontrollable attribution element. Additionally, there is a decrease for the item *'I sit at the back rows'* (mean difference: ,667 p<,244) for successful students' achievement attributions to failure in English after the MLE intervention. This may most probably have a positive effect on learners' motivation as it is an external and uncontrollable achievement attribution.

Table 21: Paired Samples T-Test results of unsuccessful students' achievement attributions to success in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am talented.	Pre	3,00	1,00		1,177	4	,305
	Post	2,40	1,14				
I get help from outside.	Pre	2,00	1,23	-,400	-,389	4	,717
	Post	2,40	1,67				
Questions are easy.	Pre	3,00	1,41	-,600	-,688	4	,529
	Post	3,60	1,34				
I study very hard for English.	Pre	3,20	,837	,800	2,138	4	,099
	Post	2,40	1,14				
My teacher loves me.	Pre	3,80	1,10	,000	,000	4	1,00
	Post	3,80	1,10				
I have a special interest for English.	Pre	3,60	1,67	,800	1,633	4	,178
	Post	2,80	1,48				
I love my English teacher.	Pre	4,60	,894	,600	1,500	4	,208
	Post	4,00	1,41				
I am very lucky in English exams.	Pre	3,00	,000	,600	1,000	4	,374
	Post	2,40	1,34				
I do my homework regularly.	Pre	3,20	1,30	,800	1,372	4	,242
	Post	2,40	1,14				
I listen to the teacher carefully.	Pre	3,40	1,52	,800	2,138	4	,099
	Post	2,60	1,67				
I make preparations for the lesson.	Pre	4,00	1,73	1,00	1,581	4	,189
	Post	3,00	1,87				

Table 22: Paired Samples T-Test results of unsuccessful students' achievement attributions to failure in English before and after MLE

Item		Mean	SD	MD	t	df	Sig. (2-tailed)
I am not careful in the English exams.	Pre	4,00	1,00	1,40	2,33	4	,080
	Post	2,60	1,67				
The class is noisy.	Pre	4,60	,548	1,40	1,51	4	,206
	Post	3,20	2,04				

I sit at the back rows.	Pre	4,20	,837	1,40	2,75	4	,052
	Post	2,80	1,79				
I am afraid of being kidded when I make mistakes.	Pre	3,40	2,19	,000	,000	4	1,00
	Post	3,40	,547				
I have no ability for English.	Pre	3,80	1,10	,000	,000	4	1,00
	Post	3,80	1,10				
The studying conditions at home are very bad.	Pre	2,60	1,67	,000	,000	4	1,00
	Post	2,60	1,52				
My teacher does not teach English well.	Pre	3,00	2,00	,800	,535	4	,621
	Post	2,20	1,79				
I have health problems because I am excited very much.	Pre	2,20	1,79	-,600	-,688	4	,529
	Post	2,80	1,10				
My English teacher does not care enough for me.	Pre	1,80	1,10	-1,60	-1,97	4	,120
	Post	3,40	1,52				
I do not study enough for English.	Pre	2,60	1,52	1,00	1,58	4	,189
	Post	1,60	,894				
I am not intelligent.	Pre	3,20	1,48	,400	,431	4	,688
	Post	2,80	1,10				
I do not like my English teacher.	Pre	1,80	1,10	-,400	-1,63	4	,178
	Post	2,20	1,64				

According to the Table 21 and Table 22, there is a decrease in the item *'I cannot listen at the back rows'* (mean difference: 1,40, p<,052) for unsuccessful learners. In other words, there is a decrease to attribute failure to an external and uncontrollable situation.

4.2.2. Results from the Scale

RQ 8: Why do students learn English?

In order to measure motivational attitudes towards learning English as a foreign language, descriptive statistics results of the attitude scale were analyzed. In this way it was aimed to discover why students learn English basically before the process of MLE.

Table 23: Descriptive Statistics of the attitudes toward English learning before the process of MLE

	N	Min.	Max.	Mean	SD
Intrinsic Accomplishment	17	1,00	5,00	4,18	1,17
External Regulation	17	3,00	5,00	4,08	,702
Identified Regulation	17	1,00	5,00	4,06	1,29
Intrinsic Knowledge	17	1,00	5,00	4,00	1,25
Intrinsic Stimulation	17	1,00	5,00	4,00	1,07
Introjected Regulation	17	1,00	5,00	3,36	1,41
Amotivation	17	1,00	5,00	1,62	1,186

When the results are examined it can be seen that learners tend to learn English because of the need for intrinsic accomplishment (mean: 4,18). This shows a positive and competitive attitude for learning. After that external regulations (mean: 4,08) like *earning more money, having a more prestigious job and others' expectations* follow. Identified regulation, intrinsic knowledge and intrinsic stimulation share more or less the same mean (means: 4,06, 4,00, 4,00 respectively). However, it was found that amotivational reasons did not gain much popularity among learners (mean: 1,62) which is an expected situation in motivational issues.

Following the MLE, it was expected internal factors to outscore external ones. Table 24 presents the descriptive statistics for attitudes towards learning English after the process.

Table 24: Descriptive Statistics of the attitudes toward English learning after the process of MLE

	N	Min.	Max.	Mean	SD
Intrinsic Accomplishment	17	1,33	5,00	4,00	1,33
Identified Regulation	17	1,00	5,00	3,96	1,24
Intrinsic Knowledge	17	1,00	5,00	3,67	1,45
External Regulation	17	2,00	5,00	3,65	,777

Intrinsic Stimulation	17	1,00	5,00	3,35	1,49
Introjected Regulation	17	1,00	5,00	3,02	1,15
Amotivation	17	1,00	3,75	1,59	,833

According to Table 24, intrinsic accomplishment motivation plays the most important role for learners' motivation (mean: 4,00). Identified regulation (mean: 3,96) and intrinsic knowledge (mean: 3,67) outscore external regulation (mean: 3,65) as it was hoped for higher motivation, too. For instance, as an identified regulation item, *'I think that learning English is necessary for self development'*or as an intrinsic knowledge *'Learning new things makes me happy'* are considered much more motivating than an external regulation as *'I want to earn much more money in the future'*. Amotivation which stands for the negative attitudes towards learning English do not effect learners' motivation too much and this shows that learning is not a waste of time for the learners.

RQ 9: Does mediated learning experience influence students' attitudes towards learning English as a foreign language?

Last of all, in order to see whether mediated learning has affected learners' attitudes towards learning English as a foreign language, Paired Samples T-Test was carried out as presented in the Table 25 below.

Table 25: Paired Samples T-Test results of the differences in attitudes towards learning English

		Mean	SD	MD	t	df	Sig (2-tailed)
Amotivation	Pre	1,62	1,19	,029	,085	16	,933
	Post	1,59	,833				
External Regulation	Pre	4,08	,702	,431	1,875	16	,079
	Post	3,65	,777				
Introjected Regulation	Pre	3,36	1,41	,333	,965	16	,349

	Post	3,02	1,15				
Identified Regulation	Pre	4,06	1,29	,098	,402	16	,693
	Post	3,96	1,24				
Intrinsic Accomplishment	Pre	4,18	1,17	,176	,754	16	,462
	Post	4,00	1,33				
Intrinsic Knowledge	Pre	4,00	1,25	,333	1,66	16	,115
	Post	3,67	1,45				
Intrinsic Stimulation	Pre	4,00	1,07	,647	2,64	16	,018
	Post	3,35	1,49				

To start with, amotivation results of pre and post test results were compared. Although it is a slight difference, there is a decline in amotivation (mean difference: ,029) in learners attitudes after the process. This means a positive change as amotivation refers to the items as *'I do not understand why I have to learn English'* or *'Learning a foreign language is meaningless to me'* in the attitude scale (see Appendix C and Appendix D). In other words, learners tend to understand the use of learning English as a foreign language. Secondly, there is a slight decline in external regulation (mean difference: ,431), too. It is also defined as instrumental orientation (Liu, 2010) and relates to the needs from outside as attaining an occupation or a better position in job. However, contrary to what was anticipated, intrinsic motivation like for accomplishment, knowledge and stimulation did not fostered as much as expected.

4.3. Summary

In this chapter, all the research questions were analyzed and answered with the use of SPSS 16.0 for windows by means of descriptive statistics and T-test procedure. Data obtained from the attribution questionnaire and the scale for attitudes was aimed to shed

light on the existing achievement attributions of learners and attitudes towards learning English as a foreign language. Also the results were compared with post treatment results to find out the effects of eight-week MLE. Conclusions will be drawn in the next chapter.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND IMPLICATIONS

5.1. Introduction

This chapter, as being the last of this study, focuses on a brief summary of the present study and major findings will be discussed referring to the literature. Conclusion will be drawn supported by the findings and some suggestion will be offered for further research.

5.2.Discussions

The main aim of this study was to discover seventh grade students' existing achievement attributions to success and failure and whether it was possible to lead them to more internal and controllable attributions with the intervention of mediated learning experience. Also, another purpose was to discover learners' attitudes towards learning English as a foreign language and to raise their awareness for its usefulness. This study was a quasi-experimental, one-group time series study. As an initial step, learners were provided a questionnaire for achievement attributions and a scale for attitudes towards learning English as a foreign language. After that they were exposed to mediated learning experience by focusing on the factors of mediation theory, offered by Feuerstein, as explained in the literature review part. As the researcher was the English teacher of the learners, lessons were prepared in the light of mediation theory and learners were tried to be fostered for learning English. After the eight-week MLE period, the same instruments were given to compare and assess the differences occurred after the process.

General attributions for success and failure

There are many different studies with varied results for the attributions of learners. One reason for this variety occurs in the case of a study by McQuillan (2000) in which students attributions were defined by some categories given in the questionnaire like this thesis. Also, cultural factors may affect the situations for attributions, too. In a study of Williams, Burden and Al-Baharna (2001), it was found that for Arabian learners, family influence has an important place in attributions. Third of all, success or failure may stand differently for varied subjects. For instance, one's explanation for a good performance may be quite different from one's attribution to success in learning a new language or arts.

It is a well known fact that achievement attributions have a significant place in education and differential effects on motivation (Weiner, 1992). In a research done by Satıcılar (2006), attributions of success and failure were examined and the results showed that learners mostly attribute failure to internal factors more than external ones. From another point of view, a study by Erten and Burden (2011) revealed that success was ascribed to uncontrollable factors. For instance, teacher and being talented were found to be reasons for success and this may suspend the enthusiasm for learning as it is believed that learning is out of learners' control. Williams, Burden, Poulet and Maun (2004), investigated secondary school students' attributions similar to this study and the results show that effort is the most widely pointed attribution not only for success but also for failure. The results were also counterpart for the early attributional researches in schools (Bar-Tal et al., 1984; Whitley & Frieze 1985; Williams & Burden, 1999). When it comes to this study, before the MLE process, seventh grade learners tend to attribute success to affective reasons as love for their teacher and their teacher's love for them. Many internal factors as preparation and special interest for the lesson or listening to the teacher carefully outscored some external factors. However, as one of the most essential attributions, effort appeared in lower levels of significance.

Individual differences in attributions

As for individual differences, many studies were done to explore the effects of gender, age or level of the participants as defining factors. As mentioned earlier, the study by Satıcılar (2006) was applied to 6th and 9th graders. In terms of the age and level, 6th graders were found to relate success to internal factors more than 9th graders. This may be related to the decrease of motivation as the learners grow up. On the other hand, Williams, Burden, Poulet and Maun (2004) discovered that learners at 7th grade do not ascribe failure to lack of interest and strategy use which are internal factors as much as 11th graders.

In terms of gender, they have found that females appeared to be more internal and take the responsibility for failure compared to boys while Satıcılar concluded as effort was more expressive for females' attribution to success. Similarly, this study explored the role of gender and found that female learners attribute success mainly to internal factors, interest for English and making preparations for the lessons while males attribute success to ability which is an internal but uncontrollable attribution to success. In short, it can be concluded that females attribute success to effort more than males (Cochran, McCallum and Bell, 2010).

When it comes to success, learners were grouped as successful ones and unsuccessful ones according to their marks and their ideas about themselves. According to the results of this thesis, successful learners associate success to internal factors, while they attribute failure to external factors as noisy classroom. Williams, Burden, Poulet and Maun (2004) state that *'Students who saw themselves as usually doing well attributed their success to effort more than did failure oriented students'*(p.26). Contrary to what they have found, surprisingly it was discovered that unsuccessful students relate success to effort, special interest for the lesson and making preparation for the lesson which are all internal and controllable and ascribe failure to external factors. The reason for this may be the self-fallacy and they may want to believe that they do their best but because of lack of talent, they cannot succeed.

Attribution alteration

Human beliefs and impression to express what makes one act or refrain from acting have gained importance in the process of learning to reach the objectives (Williams and Burden, 1997; Dörnyei and Ushioda, 2009). For Weiner (1992), these beliefs and thought are alterable and this is possible via motivation (Dörnyei, 2000).

Many researches have been carried out in the field of teaching excellence most of which concentrate on strategies and how to improve them. However, there was no study in which attributions were tried to be altered and improved via the intervention of MLE in Turkey. In this study, attributional and attitudinal dispositions were aimed to be improved in a single language learning environment. It is a well known fact that motivation plays an important role in learning. In order to facilitate learners' motivation, twelve features of Feuerstein's mediation theory were involved in lessons. The results indicated that changing those attributions of learners is not so easy and their beliefs can be settled. Nevertheless, some changes occurred as decrease in males' and successful learners' attribution to ability to express success. For instance, sitting at the back rows lost importance as a reason for failure and all of these mean that, even there is not a great difference, via MLE, some uncontrollable attributions give way to controllable ones and learners start to feel that learning is not beyond their control.

Attitudes and changes in motivation

When it comes to attitudes towards learning English as a foreign language, it is not wrong to say that learners did not have negative attitudes towards English by looking at the slight interest for items about amotivation before and after the intervention period. Marsh (1992) states the significance of self-attitude in learning a foreign language achievement, too. In his study, he indicates the distinctive feature of self-concept in school achievement. Özek (2000) denied the relationship between the achievement in English and learner interest in Turkish context. However, from another perspective, Gardner (1985) considers attitudes in different categories and states that there is a relationship between positive attitudes towards the foreign language and achievement in foreign language learning. This

study, also categorized attitudes and the results supported that students have a positive attitude towards learning English before and after the MLE process.

5.3. Conclusions

A notable issue which underlies in the studies related to this area is that attributions do not necessarily externalize the real reasons for success or failure of a student on a task. Rather than the true reasons, they are interpretations of an individual for why s/he performed well or not and found as stronger than the actual reasons. In this respect, attribution theory gains importance as a constructivist approach to learning and is hoped to shed light on to the personal explanations of learners about success and failure.

Another advantage of taking such an approach into account is its changeability. In other words, while there is a fixed syllabus defined by the ministry of education and stable student abilities, perceptions of one's are alterable. Therefore, it is not wrong to advocate that by constructing positive attitudes and attributions towards learning process, students act more positively and willingly to carry out a task.

Regardless of the unattained changes in attributions to success and failure, this study revealed the achievement attributions of 7th graders. As Weiner (2010) summarizes in his study, attributions are affected from various reasons and they are related to academic self-concept (Erten & Burden, 2011) yet in order to cultivate and upgrade attributions longer period of mediation is needed.

Even there are some changes occurred after the mediation process, there is no significant difference in internal and controllable attributions of learners. Therefore, it can be concluded as the results are tentative rather than generalizable.

As final words related to learner beliefs and teaching, if beliefs and attitudes towards learning influence the actions of learners, they should not be ignored yet instead, should be focused on by teachers. When there is a conflict between the beliefs of learners and teacher, mastering may not likely to occur. This idea proposes teachers to understand their students' beliefs to guide them in the way through learning and make them aware of those beliefs.

5.4.Implications

5.4.1. Methodological implications

This study was carried out as a survey among 7th graders and an intervention was provided by the researcher who was the English language teacher of the classroom. The intervention was provided to 17 learners who were accepted as successful or unsuccessful according to last years' English lesson marks and learners' opinions about their performance in English. Further research might apply to an English proficiency test to assign the learners' level of success.

Moreover, mediated language experience can be applied by other subject teachers with smaller groups. In this way learners may feel more motivated and it might be easier to change their level of self-efficacy. A longitudinal study which is administered to only unsuccessful learners may reveal better results, too. In order to collect data, some techniques which are qualitative in nature may provide more detailed information. For instance, observations and journals may be appropriate to apply in longer periods and achievement attributions and reactions of learners to learning and assessment process may be detected better.

5.4.2. Pedagogical implications

The implications of the study for language learners and teachers can be concluded as follows.

Although applying the principles of Feuerstein's mediation theory did not bring the anticipated changes in attributions for success and failure, it is clear that they constitute a basis for effective teaching and learning. Therefore, it will be fruitful to incorporate in language learning environment so as to create a positive attitude towards learning and English. Involving those twelve features of mediation, first three of which are strongly needed in all types of activities (significance, purpose beyond here and now and shared intention), may change learners existing negative attributions into positive ones. With this aim in mind, teachers should attain some attribution training programs and learn to design activities to shape learners attributions. If they feel they can take the control of their learning, they would probably ascribe success to internal, unstable and controllable reasons such as effort and this enables them to feel that they can control their future performances.

It is one of the main missions of inquisitive teachers to investigate and discover learners' attributions. These kinds of action researches, makes it possible for teachers to get to know their learners better and reflect the efficiency or shortcoming of our teaching process. Relating success and failure to external causes is a great concern for student performance and behavior. For this reason, it would be reasonable to try to alter learners' external-uncontrollable attributions to internal-controllable ones.

5.4.3.Suggestions for further research

This study described the achievement attributions and attitudes of English language learners at 7th grade by underlining their significance in foreign language learning. Longitudinal studies with more groups consisted of fewer participants may provide deeper insight and bring brighter results. Different groups in different cities may yield

for other results. Lastly, in-service teachers should be well informed about the achievement attribution training programs and freshmen at the department of teaching English as a foreign language should be aware of the relation between attributions and achievement starting from the first year of their education.

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APPENDICES

APPENDIX A: ACHIEVEMENT ATTRIBUTIONS QUESTIONNAIRE (Turkish Version)

APPENDIX B: ACHIEVEMENT ATTRIBUTIONS QUESTIONNAIRE (English Version)

APPENDIX C: A SCALE FOR ATTITUDES TOWARDS LANGUAGE LEARNING (Turkish Version)

APPENDIX D: A SCALE FOR ATTITUDES TOWARDS LANGUAGE LEARNING (English Version)

APPENDIX E: LETTER OF INVITATION (Turkish Version)

APPENDIX F: LETTER OF INVITATION (English Version)

APPENDIX A

BAŞARI ATIFLARI ANKETİ

Değerli Öğrenciler,

Bu anket, sizlerin İngilizce dersindeki başarı durumunuzu hangi nedenlere bağladığınızı tespit edebilmek amacıyla hazırlanmıştır. Ankette toplam 24 ifadeye yer verilmiştir. Her bir ifadede katılım düzeyini gösteren "kesinlikle katılıyorum", "katılıyorum", "bir fikrim yok". "katılmıyorum", "kesinlikle katılmıyorum" seçenekleri yer almaktadır. İfadeleri dikkatlice okuduktan sonra sizin için en uygun seçeneği (X) ile işaretleyiniz. Lütfen, işaretlenmemiş hiçbir ifade bırakmayınız. Anketin üzerine kimliğinizi belirtecek her hangi bir işaret koymayınız. Vereceğiniz yanıtlar kesinlikle gizli tutulacak ve bu çalışmanın dışında başka hiçbir çalışmada kullanılmayacaktır.

Katılımınızdan dolayı teşekkür ederiz.

Sinem TEKİR

E-mail: sinem_tekir@hotmail.com

İngilizce dersinde başarılıyım çünkü…	Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1.İngilizceye yeteneğim var.	( )	( )	( )	( )	( )
2. Bu ders için dışarıdan yardım alıyorum (özel ders, dershane, aileden birisinden yardım, v.b.).	( )	( )	( )	( )	( )
3. Ders öğretmenim kolay sorular sorar.	( )	( )	( )	( )	( )
4. Bu ders için çok çalışırım.	( )	( )	( )	( )	( )

	Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
5. Ders öğretmenim beni sever.	( )	( )	( )	( )	( )
6. Bu derse özel bir ilgi duyuyorum.	( )	( )	( )	( )	( )
7. Ders öğretmenimi çok seviyorum.	( )	( )	( )	( )	( )
8.Lütfen bu maddeyi boş bırakın.	( )	( )	( )	( )	( )
9. İngilizce sınavlarında çok şanslıyım.	( )	( )	( )	( )	( )
10.Ödevlerimi zamanında yaparım.	( )	( )	( )	( )	( )
11.Derste öğretmenimi dikkatle dinlerim.	( )	( )	( )	( )	( )
12.Derse hazırlıklı gelirim.	( )	( )	( )	( )	( )
İngilizce dersinde başarısızım çünkü…	Kesinlikle katılıyorum	Katılıyorum	Bir fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
13. İngilizce sınavlarında çok dikkatsizim.	( )	( )	( )	( )	( )
14. Sınıfta çok gürültü oluyor.	( )	( )	( )	( )	( )
15. Arka sıralarda oturduğum için dersi dinleyemiyorum.	( )	( )	( )	( )	( )
16**.** Hata yaptığımda arkadaşlarımın dalga geçmesinden korkuyorum.	( )	( )	( )	( )	( )
17. İngilizceye yeteneğim yoktur.	( )	( )	( )	( )	( )
18. Evdeki çalışma şartlarım uygun değil.	( )	( )	( )	( )	( )
19. Öğretmenim dersi iyi anlatmıyor.	( )	( )	( )	( )	( )
20. İngilizce sınavlarında heyecanlandığım için sağlık problemleri yaşıyorum.	( )	( )	( )	( )	( )
21. İngilizce öğretmenim benimle yeteri kadar ilgilenmiyor (söz hakkı tanımıyor, derslerde yardım etmiyor, yol gösterici olmuyor).	( )	( )	( )	( )	( )
22. İngilizce dersine yeterince çalışmıyorum.	( )	( )	( )	( )	( )
23. Zeki değilim.	( )	( )	( )	( )	( )
24.Ders öğretmenini hiç sevmiyorum.	( )	( )	( )	( )	( )

Aşağıda kişisel bilgilerinizi içeren 7 soru bulunmaktadır.

Lütfen soruları dikkatlice okuyarak cevaplayınız.

1. Cinsiyetiniz: Erkek ( )   Bayan ( )

2. Sınıfınız: 6. sınıf ( )   7. sınıf (   )   8. sınıf ( )

3. İngilizce dersi için her hangi bir yardım alıyor musunuz?

    Evet ( )   Hayır ( )

4. Yanıtınız Evet ise, aşağıdaki ifadelerden varsa size uygun olanlarını işaretleyiniz.

    ( ) İngilizce dersi için dershaneye ya da herhangi bir kursa gidiyorum.

    ( ) İngilizce dersi için özel ders alıyorum.

    ( ) Ailemden ya da akrabalarımdan İngilizce bilen biri bana İngilizce çalıştırıyor.

    ( ) Diğer (lütfen belirtiniz) ....

5. Kendinizi İngilizce dersinde başarılı buluyor musunuz?

    (   ) Evet   (   ) Hayır

6. Geçen seneki İngilizce karne notunuz.

    (   )1   (   )2   (   ) 3   (   )4   (   )5

7. İngilizce dersine ne kadar sıklıkta çalışırsınız?

    ( ) Düzenli çalışırım

    ( ) Yalnızca sınavlardan önce çalışırım

(   ) Çalışmam

(   ) Diğer (lütfen belirtiniz) ....

Anket bitmiştir.

Katılımınız için teşekkür ederiz.

APPENDIX B

ACHIVEMENT ATTRIBUTIONS QUESTIONNAIRE

Dear students,

This questionnaire is designed to find out the attributions of students related to success in the English lesson. There are 24 statements in the questionnaire. There are 'I certainly agree', 'I agree', 'I have no idea', I don't agree', 'I never agree' choices that show the level of agreement of the students. After reading the statements carefully please mark the most suitable choice for you with (X). Mark all the statements and do not leave any signs showing your identity on the questionnaire. Your answers are going to be confidential and they are not going to be used in a different study.

Thank you for your participation.

Sinem TEKİR

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I am successful in English because…	Strongly agree	Agree	No idea	Not agree	Strongly disagree
1. I have the ability for English.	( )	( )	( )	( )	( )
2. I get help from outside (tutor, private lesson, help from family, etc).	( )	( )	( )	( )	( )
3. My English teacher asks easy questions in the exams.	( )	( )	( )	( )	( )
4. I study very hard for English.	( )	( )	( )	( )	( )
5. My teacher loves me.	( )	( )	( )	( )	( )
6. I have a special interest for English.	( )	( )	( )	( )	( )

	Strongly agree	Agree	No idea	Not agree	Strongly disagree
7. I love my English teacher.	( )	( )	( )	( )	( )
8. Please do not mark this line.	( )	( )	( )	( )	( )
9. I am very lucky in English exams.	( )	( )	( )	( )	( )
10. I do my homework regularly.	( )	( )	( )	( )	( )
11. I listen to the teacher carefully during the lessons.	( )	( )	( )	( )	( )
12. I make preparations for English lessons before coming to lesson.	( )	( )	( )	( )	( )
I am not successful in English because…	Strongly agree	Agree	No idea	Not agree	Strongly disagree
13. I am not careful in the English exams.	( )	( )	( )	( )	( )
14. My class is very noisy.	( )	( )	( )	( )	( )
15. I cannot follow the lesson carefully because I sit at the backrows.	( )	( )	( )	( )	( )
16. I am afraid of being kidded when I make mistakes.	( )	( )	( )	( )	( )
17. I have no ability for English.	( )	( )	( )	( )	( )
18. I do not have a good place to study lesson well at home. The studying conditions at home are very bad.	( )	( )	( )	( )	( )
19. My teacher does not teach English well.	( )	( )	( )	( )	( )
20. I have health problems because I am excited very much.	( )	( )	( )	( )	( )
21. My English teacher does not care enough for me (My teacher does not give enough chance to speak, does not help enough in the lessons, does not guide me enough).	( )	( )	( )	( )	( )
22. I do not study enough for English.	( )	( )	( )	( )	( )
23. I am not intelligent.	( )	( )	( )	( )	( )
24. I do not love my English teacher at all.	( )	( )	( )	( )	( )

Below are asked 7 personal questions about you.

Please read the questions carefully and answer them.

1. Gender: Male (   )   Female (   )

2. Grade: 6th grade (   )   7th grade (   )   8th grade (   )

3. Do you get any help for English lesson?

 Yes (   )   No (   )

4. If your answer is Yes, mark the suitable choices for you, please.

 ( ) I go to a private school or an English course.

 ( ) I take private English lessons from a tutor.

 ( ) Someone who is in my family or my relative teaches me English.

 ( ) Other (please specify) ....

5. Do you think you are successful in the English lesson?

 (   ) Yes   (   ) No

6. What is your English grade in the report?

 (   ) 1   (   ) 2   (   ) 3   (   ) 4   (   ) 5

7. How often do you study English?

 (   ) Regularly

(   ) Only before the exams

(   ) Never

(   ) Other (please specify) ....

The questionnaire is over.

Thanks for your participation.

APPENDIX C

DİL ÖĞRENME YÖNELİMİ ÖLÇEĞİ

Sevgili öğrenciler;

Bilimsel bir araştırma için kullanılacak olan bu anket sizlerin İngilizce derine bakış açılarınızı, İngilizce dersindeki motivasyonunuzu ve öğrenme stillerinizdeki farklılıkları belirlemek amacını taşımaktadır. Kimliğiniz ve anket sorularına verdiğiniz cevaplar gizli tutulacaktır. Unutmayınız ki bu ankette DOĞRU ya da YANLIŞ cevap yoktur. İfadeleri dikkatlice okuduktan sonra sizin için en uygun değeri işaretleyiniz. Ankete içten ve dürüst olarak cevap vermeniz çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir. Bu çalışma ile ortaya çıkacak sonuçlar sizlerin bireysel öğrenme stillerinizi ortaya çıkartacaktır.

Sinem TEKİR

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Sınıfınız : _____

Rakamların değerleri aşağıdaki tabloda verilmiştir.

Cevap	Değer
Kesinlikle katılmıyorum	1
Katılmıyorum	2
Fikrim yok	3
Katılıyorum	4
Kesinlikle katılıyorum	5

İngilizce öğreniyorum fakat;						
1.	Neden yabancı bir dil öğrenmek zorunda olduğumu anlayamıyorum.	1	2	3	4	5
2.	Yabancı bir dil öğrenmek bana anlamsız geliyor.	1	2	3	4	5
3.	Yabancı bir dil öğrenmek bende tamamen boşa zaman	1	2	3	4	5

	geçirdiğim izlenimi yaratıyor.					
4.	Yabancı bir dil öğrenmenin ne işime yarayacağını anlamış değilim.	1	2	3	4	5

İngilizce öğreniyorum çünkü;

5.	İleride daha prestijli bir meslek sahibi olmak istiyorum.	1	2	3	4	5
6.	İleride daha fazla para kazanmak istiyorum.	1	2	3	4	5
7.	Lütfen bu maddeyi boş bırakınız.	1	2	3	4	5
8.	Başkaları benden yabancı bir dil öğrenmemi bekliyor.	1	2	3	4	5
9.	Ülkeme gelen İngilizce konuşan turistlerle İngilizce konuşamazsam utanırım.	1	2	3	4	5
10.	Eğer bir yabancı dil bilmezsem kendimi suçlu hissederim.	1	2	3	4	5
11.	Yabancı bir dil konuşabilen iyi bir vatandaş olduğumu kendime ispatlamak istiyorum.	1	2	3	4	5
12.	Birden fazla dil konuşabilen bir insan olmayı istiyorum.	1	2	3	4	5
13.	İngilizce öğrenmenin kişisel gelişimim için gerekli olduğunu düşünüyorum.	1	2	3	4	5
14.	İngilizce konuşabilmeyi istiyorum.	1	2	3	4	5
15.	İngilizcedeki zor bir yapıyı doğru tahmin etmek bana zevk veriyor.	1	2	3	4	5
16.	Zor alıştırmaları başardığımda mutlu oluyorum.	1	2	3	4	5
17.	İngilizce derslerinde başarılı olmak bana zevk veriyor.					
18.	İngilizce konuşan insanların yaşam tarzları ile ilgili bilgi edinmek hoşuma gidiyor.	1	2	3	4	5
19.	Yeni şeyler öğrenmek beni mutlu ediyor.	1	2	3	4	5
20.	İngilizce konuşan insanların kültürü ile ilgili bilgi edinmek hoşuma gidiyor.	1	2	3	4	5
21.	İngilizce konuşan insanları dinlemek bana zevk veriyor.	1	2	3	4	5
22.	İngilizce konuşmayı seviyorum.	1	2	3	4	5
23.	Ana dili İngilizce olanları dinlemekten zevk alıyorum.	1	2	3	4	5

Anket bitmiştir.

Katılımınız için teşekkür ederiz.

APPENDIX D

A SCALE FOR ATTITUDES TOWARDS LANGUAGE LEARNING

Dear participants;

This questionnaire which was designed to use for a scientific research aims to find out your attitudes towards English lessons, your motivation in the lessons and differences in your learning styles. Your identity and answers will be confidential. There is no RIGHT or WRONG answer in this questionnaire. After reading the items carefully, choose the best value for you. Your sincerity and honesty are very important for the results of the study. Results of the study will reveal your individual learning styles.

Sinem TEKİR

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Class:_____

The values for the numbers are presented in the table below.

Answer	Value
Totally disagree	1
Disagree	2
No idea	3
Agree	4
Totally agree	5

I learn English but						
1.	I do not understand why I have to learn English.	1	2	3	4	5
2.	Learning a foreign language is meaningless to me.	1	2	3	4	5
3.	Foreign language learning gives me the impression of wasting time.	1	2	3	4	5
4.	I do not understand what will be the use of learning a foreign language.	1	2	3	4	5

I learn English because						
5.	I want to have a more prestigious job in the future.	1	2	3	4	5
6.	I want to earn much more money in the future.	1	2	3	4	5
7.	Please, do not respond to this item.	1	2	3	4	5
8.	Other people expect me to learn a foreign language.	1	2	3	4	5
9.	I feel ashamed if I cannot speak English speaking tourists in my country.	1	2	3	4	5
10.	I feel guilty if I do not know a foreign language.	1	2	3	4	5
11.	I want to prove myself that I am a good citizen who can speak a foreign language very well.	1	2	3	4	5
12.	I want to be a person who can speak more than one language.	1	2	3	4	5
13.	I think that learning English is necessary for self development.	1	2	3	4	5
14.	I want to be able to speak English.	1	2	3	4	5
15.	It gives me pleasure to guess a difficult structure in English.	1	2	3	4	5
16.	I feel happy when I succeed in a difficult task.	1	2	3	4	5
17.	It gives me pleasure to be successful in English lessons.					
18.	I like to learn about English-speaking people's life styles.	1	2	3	4	5
19.	Learning new things makes me happy.	1	2	3	4	5
20.	I like to learn about English-speaking people's culture.	1	2	3	4	5
21.	It gives me pleasure to listen English-speaking people.	1	2	3	4	5
22.	I like speaking English.	1	2	3	4	5
23.	I like listening to people whose first language is English.	1	2	3	4	5

Anket bitmiştir.

Katılımınız için teşekkür ederiz.

APPENDIX E

20.09.2010

DAVET MEKTUBU

Sayın katılımcı;

Bu çalışmanın amacı 7. sınıfların İngilizce dersine olan başarı ve başarısızlık atıflarını tanımlamaktır. Bu amaçla bu çalışmada anket ve ölçek veri toplama araçlarıyla veri toplanacaktır.

Bu çalışmada sizden veri toplamak amacıyla yapılacak olan araştırmaya katılmanız ve sorulara dürüst cevap vermeniz rica edilmektedir. Cevaplarınız çalışma için veri toplamada son derece önemlidir.

Kabul ediyorsanız, lütfen aşağıdaki 'Kabul ediyorum' bölümünü imzalayınız.

Çalışmaya katkılarınızdan dolayı teşekkür ederim.

Kabul ediyorum

İmza

APPENDIX F

20.09.2010

LETTER OF INVITATION

Dear participant,

The aim of this study is to describe achievement attributions of English language learners who are 7th graders. With this aim, data will be collected with questionnaire and scale data collecting instruments in this study.

You are requested to participate to the study and answer the questions of the instruments. Your answers are very important to collect data for the study.

If you accept, please sign the part of 'I accept it'.

Thank you for your contributions to this study.

I accept it

Signature