T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF EDUDATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

AS PREDICTORS OF ACADEMIC SUCCESS IN EFL CLASSROOMS, SELF-REGULATION, SELF-ESTEEM AND ATTITUDE (A CASE STUDY)

MASTER'S OF ART THESIS

AYSEL BÜŞRA ÖZDİNÇ-DELBESOĞLUGİL

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(A CASE STUDY)**

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ABSTRACT

AS PREDICTORS OF ACADEMIC SUCCESS IN EFL CLASSROOMS, SELF-REGULATION, SELF-ESTEEM AND ATTITUDE (A CASE STUDY)

Özdinç-Delbesoğlugil, Aysel Büşra
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The Psychology's recognition of individual differences has introduced many concepts. Among these concepts are self-esteem, self-regulation and attitude. These concepts, the importance of which has recently been recognized in education may also be among the determinants of foreign language learning. Hence, investigating three of them altogether can reveal important interrelationships which implicate vital clues for classroom practice. Setting out with this purpose, the study analyzed the relationships between self-esteem, self-regulation, attitude and foreign language achievement. With this aim, three hundred eighty three students at Gaziantep University Foreign Languages Higher School were chosen as the subjects of the study. The data was collected through a questionnaire. The participants' academic success was measured with the end of year average. So as to unveil relationship between the variables included in the study, Pearson Moment Correlation and Regression Analysis were used. According to the analysis results, there was a positive relationship between self-regulation and foreign language achievement ($r= .319$ $p > .01$), self-esteem and foreign language achievement ($r= .404$ $p > .01$), and attitude and foreign language achievement ($r=.425$ $p > .01$). When self-regulation, self-esteem and attitude came together, a statistically significant positive relationship with foreign language success was observed ($r= .540$ $p > .01$). Moreover, multiple regression analysis results illustrated that self-esteem, self-regulation and attitude accounted for 29 % of the academic success. While other variables of the study such as age, gender, graduated high school and proficiency levels have no effect on self-regulation, self-esteem and attitudes of the learners, only gender factor was to found to have impact upon attitudes of students. According to Levene's test results, female participants exhibited more positive attitudes than their male counterparts did.

Key words: Attitude, Foreign Language Achievement, Self-esteem, Self-regulation

ÖZET

İNGİLİZCE'NİN YABANCI DİL OLARAK ÖĞRENİLDİĞİ SINIFLARDA AKADEMİK BAŞARININ YORDAYICISI OLARAK ÖZDÜZENLEME, BENLİK SAYGISI VE TUTUM (ÖRNEK OLAY ÇALIŞMASI)

Özdinç-Delbesoğlugil, Aysel Büşra
Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD
Tez Danışmanı: Yrd. Doç. Dr. Filiz Y. TILFARLIOĞLU
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Psikolojinin bireysel farklılıkları tanıması alana birçok kavram kazandırmıştır. Benlik saygısı, öz-düzenleme ve tutum bu kavramlar arasındadır. Eğitiminde son zamanlarda önem kazanan bu kavramlar, yabancı dil öğrenmenin de belirleyicileri arasındadır. Bu nedenle, bu üç kavramı birlikte incelemek sınıf içi uygulamalarda önemli ipuçları veren karşılıklı ilişkiler açığa çıkarabilir. Bu amaçla yola çıkan çalışma benlik saygısı, öz-düzenleme, tutum ve yabancı dil başarısı arasındaki ilişkiyi incelemiştir. Bu amaçla Gaziantep Üniversitesi Yabancı Diller Yüksek Okulu'nda üç yüz seksen üç öğrenci çalışmanın örneklemi olarak seçilmiştir. Veriler anket aracılığıyla toplanmıştır. Katılımcıların akademik başarıları yılsonu ortalamalarıyla ölçülmüştür. Çalışmada yer alan değişkenler arasındaki ilişkiyi açığa çıkartmak için Pearson Moment korelasyon ve regresyon analizi yöntemleri kullanılmıştır. Analiz sonuçlarına göre, öz-düzenleme becerisi ile yabancı dil başarısı ($r= .319$ $p > .01$), benlik saygısı ile yabancı dil başarısı ($r= .404$ $p > .01$), tutum ve yabancı dil başarısı ($r=.425$ $p > .01$) arasında olumlu ilişki vardır. Öz-düzenleme, benlik saygısı ve tutum bir araya geldiği zaman da, yabancı dil ile aralarında istatistiksel olarak önemli bir olumlu ilişki gözlenmiştir ($r= .540$ $p > .01$). Ayrıca çoklu regresyon analizine göre, benlik saygısı, öz düzenleme becerisi ve tutum akademik başarının % 29'unu açıklamaktadır. Yaş, cinsiyet, mezun olunan lise ve yabancı dil seviyesi gibi çalışmanın diğer değişkenlerinin, öğrenenlerin benlik saygısı, öz-düzenleme becerisi ve tutumları üzerine etkisi bulunmazken, yalnızca cinsiyet faktörünün öğrenci tutumları üzerinde etkisinin olduğu bulunmuştur. Levene testi sonuçlarına göre, bayan katılımcılar erkek katılımcılara göre daha olumlu tutumlar sergilemiştir.

Anahtar kelimeler: Tutum, Yabancı Dil Başarısı, Benlik-saygısı, Öz-düzenleme

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CHAPTER ONE

INTRODUCTION

1.0. PRESENTATION

This study intends to discover whether there is a relationship between self-regulation, self-esteem, and attitude and academic success and to what extent self-regulation, self-esteem and attitude account for academic achievement.

In this chapter, firstly background information is presented. Background information briefly reports which theories and studies have inspired the present study. Next, problem statement takes place. The significance of the study follows it. Then, research questions and hypothesis are stated. Some assumptions and limitations which have guided the research are given, and the chapter ends with the definitions of the terms.

1.1. BACKGROUND INFORMATION

This study describes how some popular constructs of educational psychology interact with each other and they affect learning. A primary purpose of this study is to find the relationship between self-regulation, language attitude and academic success. These constructs have been foci of educational physiologists separately. However, there is no paper reporting findings about how these constructs together have impact upon learning.

All the educational psychologists trying to do is to make a contribution to learning which is an indispensable tool of human life. Some researchers are exploring overt and covert reasons underlying behind learning while some others are investigating obstacles or promoters of learning. Many theories and approaches have been proposed about learning and its nature. Therefore, every approach to learning has its own definitions about learning. Basically, learning refers to relatively permanent change in behaviors as a result of experience (De Houwer, Barnes-

Holmes, Moors, 2013).   A broad definition of learning is offered by Jarvis (2006, p 134):

> the combination of processes throughout a lifetime whereby the whole person – body (genetic, physical and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and senses) – experiences social situations, the perceived content of which is then transformed cognitively, emotively or practically (or through any combination) and integrated into the individual person's biography resulting in a continually changing (or more experienced) person.

As an important individual difference variable that significantly affects learning, motivation can explain many underlying reasons of learner performance (Dörnyei, 2005). As to Saville and Troike (2006) motivation is basically "the desire to attain the goal and belief in the likely success or failure of learning". Motivation is the basic drive throughout the learning process. It is necessary while setting goal. It determines the attainability of goals. During the performance, motivation acts as a promoter and assistance. In the final, motivation functions as feedback and inspiration for other achievements. This close relationship between motivation and learning has drawn attention of many researchers (Gardner, 1985; Noels, Pelletier, Clement & Vallerand, 2003; Meyer & Turner, 2006; Csizer & Dörnyei, 2005; Guilloteaux & Dörnyei, 2008). Nearly all the studies confirm that motivation has an inevitable affect upon learning.

Social Cognitive Theory asserts that humans behave as a result of interaction between their own inner processes and environmental promoters (Bandura, 1989a). According to Social Cognitive Theory, motivation has three sources:

-Biological foundations which include physiological conditions.

-Social incentives which include gaining acceptance and approval of others.

-Cognition which includes people's motivating themselves by setting goals and spending efforts to pursue these goals (Bandura, 1986).

People cannot control biological and social incentives based motivation. However, people themselves control stages and manipulate actions throughout cognitive processes. These cognitive actions operate as a result of conscious or subconscious self-regulatory mechanisms humans have (Bandura, 1991).

Self-regulation, self-esteem and attitude are closely related to cognitively based motivations which explain the reasons of human behaviors. However, the effect of social incentives can't be denied on the constructs mentioned above. These concepts which are contributed to learning with the increase of interest in learner

psychology in education may account for the individual differences in learning. They also explain why some learners are more successful than others in the same learning environment.

Achievement is the ultimate aim of the learners. All their effort is to be successful finally. Although modern approaches to learning favors the process rather than the product, learners' desire to reach the summit point where they plan to get at the end of learning process can't be ignored. So what helps them to get what they target? The variables of this study which are self-esteem, self-regulation and attitude are thought to affect achievement greatly. The present study is twofold:

How do self regulation, self-esteem, and attitude affect success when they come together?

To what extent do they affect achievement separately and together?

1.1.1. Self-Regulation

Self-regulation refers to "an agency action to limit its own discretion when no source of authority (such as statue) the agency to act" (Magill, 2009). Social Cognitive Theory emphasis the importance of self-regulation because it functions as a bridge between external factors and internal actions of an individual (Bandura, 1989b). Self-regulation capability an individual has helps him to adapt himself to the environment with his inner potential. An individual's degree of self-regulation affects how he interacts with external area, because self-regulation occurs as a result of reciprocal interaction between personal (covert), environmental and behavioral determinants (Bandura, 1977). Zimmerman (1989) proposes a triadic form of self-regulation by using these determinants in cyclical form (Figure 1.1). He also explains

"*Behavioral self-regulation* involves self-observing and strategically adjusting performance processes, such as one's method of learning, whereas *environmental self-regulation* refers to observing and adjusting environmental conditions or outcomes. *Covert self-regulation* involves monitoring and adjusting cognitive and affective states, such as imagery for remembering and relaxing" (Zimmerman, 2000, p.14).
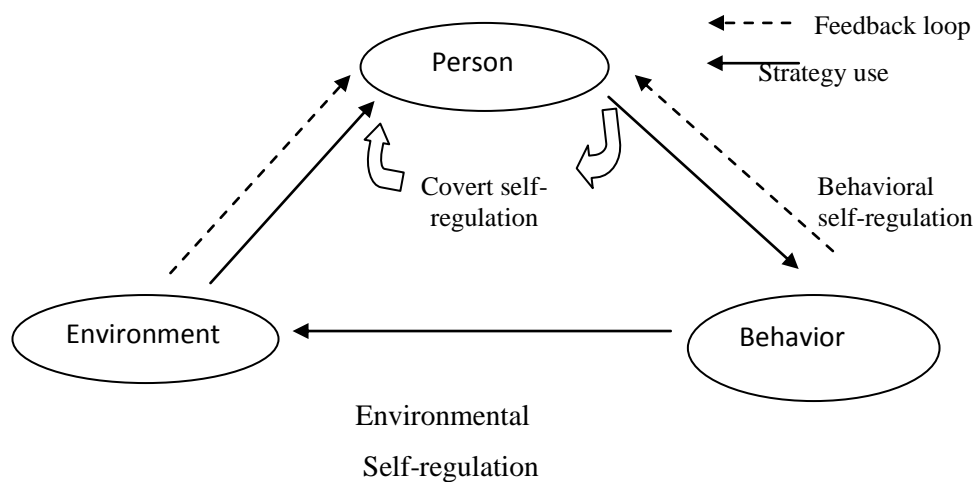
Figure 1.1 Triadic forms of Self-regulation (Zimmerman, 1989)

Self-regulation mediates between external and internal factors. External factors are standards for evaluation and reinforcement (Bandura, 1986). People evaluate their performance according to some criteria, and change or maintain their behavior according to others approval or disapproval. Internal factors are self-observation, self- judgment and self-reaction (Moore, 1999). Self-observation means meta-cognitively controlling and / or recording one's own behavior and outcomes of this behavior (Zimmerman & Paulsen, 1995). Individuals who has high self-regulation monitor, change or adapt their behaviors as a result of self-observation. They are often in the process of observing themselves as well as observing people around them. Self-judgment is defined as "self-evaluating one's learning performance and attributing casual significance to the outcomes" (Zimmerman, 2011 p. 56). Only highly self-regulated learners are open to self-judgment. They believe that self-judgment will help them to develop. They are also generally open to others' criticism. Self-reaction refers to "adaptive of defensive inferences which are conclusions about how one needs to alter his or her approach during subsequent efforts to learn" (Zimmerman & Kitsantas, 2007 p.517). Highly self-regulated learners know when and how to change their behaviors as a result of their self-observation and self-judgment capacity.

As an important organizer of human behavior, self-regulation has also critical value in learning. Motivational, meta-cognitive and behavioral aspects of self-

regulation are emphasized in learning (Zimmerman, 1986). The fact that learners exhibit high self-efficacy, engagement in the task, self-attribution, and persistent efforts shows motivational aspect of self-regulation in learning (Schunk, 1986). Moreover, students regulate their own motivational beliefs and task value beliefs with the help of motivational aspect (Pintrich & Schunk, 1996; Wolters, 1998) Learners' planning, setting goals, monitoring and evaluating themselves throughout the process show meta-cognitive aspect of self-regulation in learning (Corno, 1986). That learners activate necessary knowledge and cognitive strategies for a new learning is also a sign of self-regulation of meta-cognition (Schneider & Pressley, 1997). Learners also organize the learning environment eliminating disturbances and search for help to optimize learning, which shows the behavioral aspect of self-regulation in learning (Zimmerman & Martinez-Pons, 1986). This aspect also involves learners' monitoring their own overt behavior (Pintrich, 2000a).

To sum up, self-regulation affects learning in more than one aspect. Supported by social cognitive theory, self regulation gives important clues about how learning process is sustained. Therefore, self-regulation has been chosen as one of the variables in the present study.

1.1.2 Self-esteem

Self-esteem, the other construct of this study, refers to how valuable an individual finds himself (Cast & Burke, 2002). In other words, Self-esteem reflects one's perspective about himself. Self-esteem has received great interest among researchers investigating personality development. Nearly all of them agree that self-esteem is an important factor which explains reasons of human behaviors.

Maslow who favors humanistic approach to personality development proposes hierarchy of needs in order to explain development of personality. Self-esteem is at nearly top of Maslow's hierarchy of needs. As to Maslow, Self-esteem is a power which helps adaptation to the environment, and develops with self-actualization which is the last stop of hierarchy of needs (Suner, 2000). In order to understand importance of self-esteem in Maslow's hierarchy of needs, it is crucial to discuss the hierarchy from down to top.

Maslow suggests hierarchy of needs   in order to understand the reasons of people's behavior and help them in personality development (Mcleod, 2007). Maslow's hierarchy of needs is comprised of five sequential categories. These

categories are physiological needs, safety, belonging, self-esteem and self-actualization. Needs are ordered from fundamental ones to elaborate ones (Figure 1.2).
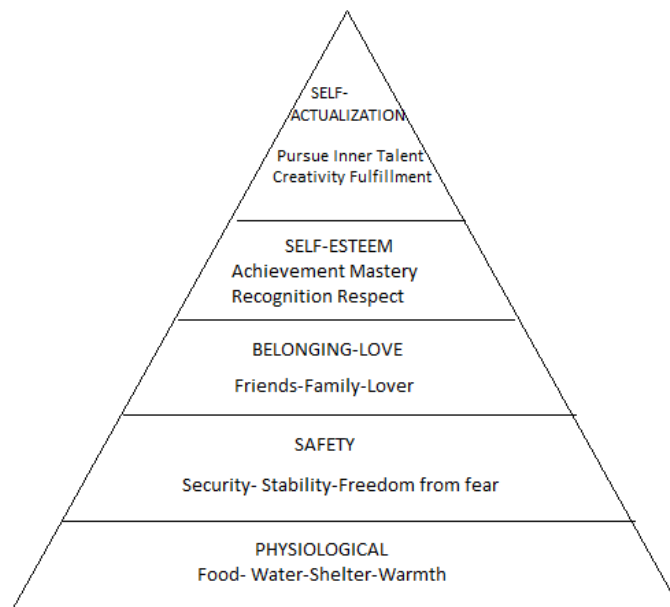
Figure 1.2 Maslow's hierarchy of needs (Jarvis, 2012)

First step needs are physiological needs which are inevitable in order to survive. Once the physiological needs are handled, safety needs are desired to satisfy. After that, needs related to belonging and love are fulfilled so as to reach next step, self-esteem. Self-esteem occurs as a result of personal achievement and recognition from others. The level at which people reach maximum of their capabilities is self-actualization level (Maslow, 1970 in Huitt, 2004). At this ultimate level, people are at peace with themselves and act according to global principles (Sarma & Hoek, 2004). It is not possible to further through the upper level without meeting the needs in lower level. For example, one cannot desire for achievement when he has safety problems like war, natural disaster or death treat. Therefore, it may be wrong to expect high self-esteem capacity from such individuals.

The hierarchy of needs shows that certain needs of an individual be met in order for him to reach self-esteem level. This also gives cues about how to help learners to move in self-esteem step in education. In an education environment which supports individuals to have high self-esteem, learners are supplied with learning environment which provides maximum learning (Physiological needs). Learners feel

secure, don't hesitate to take active roles, and they aren't scared of making mistakes (Safety). Learners learn from their peers. They collaborate with each other effectively (Belonging). All these steps are crucial for learners to develop self-esteem. After these steps, learners feel confident to take active roles and more focused on achievement (Maslow, n.d.).

Along with Maslow, other theorists have also pointed self-esteem in personality development. As to Adlerian theory, self-esteem is the basic drive for our behaviors. Adler claims that main goal of a person is to have self-esteem and maintain self-esteem. According to him, people are inferior when they are born, which he conceptualized as "organ inferiority". While individuals are trying to rescue from this inferiority, they develop their self-esteem at the same time (Steffengahen & Burns 1987). The quality of this process affects ratio of self-esteem.

Another humanist researcher like Adler, James argues that self-esteem is to what extent an individual achieves his goals (French, Story & Perry, 1995). Myers (1969) stresses the importance of knowledge of your-self in development of self-esteem, while Beck (1974) emphasizes individual experiences and value judgments as determinants of self-esteem.

It can be concluded that self-esteem is one of the key factors in explaining human behaviors. It is also certain that self-esteem has an important place in education. It gives clues about how and why learning occurs to some extent. These aspects and theoretical background have been inspiration for choosing self-esteem as one of the variables in the present study.

1.1.3 Attitude

Motivation is a prepotent factor in learning. Motivation is also fundamental in second language learning. Motivation in language learning has got four indispensable components. These are a goal, a desire for achieving this goal, positive attitudes and effort (Gardner, 1985). These are also affective variables in individual differences. Individual differences are responsible for the difference in learning processes and outcomes between the learners.

Gardner's deep investigation into individual differences resulted in socio-educational model of second language learning (Figure 1.3). The model proposes four staged process in order to explain second language learning (Baker, 1995). First stage is social and cultural background. The environment in which an individual

grows up affects his attitudes towards foreign language learning. An individual's native culture's point of view about another culture affects his learning of that culture's language. Having positive attitudes toward the foreign culture, society and language helps to pass this stage successfully. The second stage involves individual differences such as intelligence, aptitude, motivation, attitude, anxiety. The degrees of the variables in these individual differences affect the quality of outcome. The third stage is related to whether language acquisition happens in informal language experience or formal learning context. They both have advantages and disadvantages on learning. Whether learning takes place in informal or formal context depends on the purpose of the learner/ learning. The last stage is the output of whole stages. The output can be both bilingual proficiency and nonlinguistic outcomes (Baker, 1992). Outputs are native like accent, high proficiency levels, attitudes, self-concept, beliefs, and cultural values and tolerance.
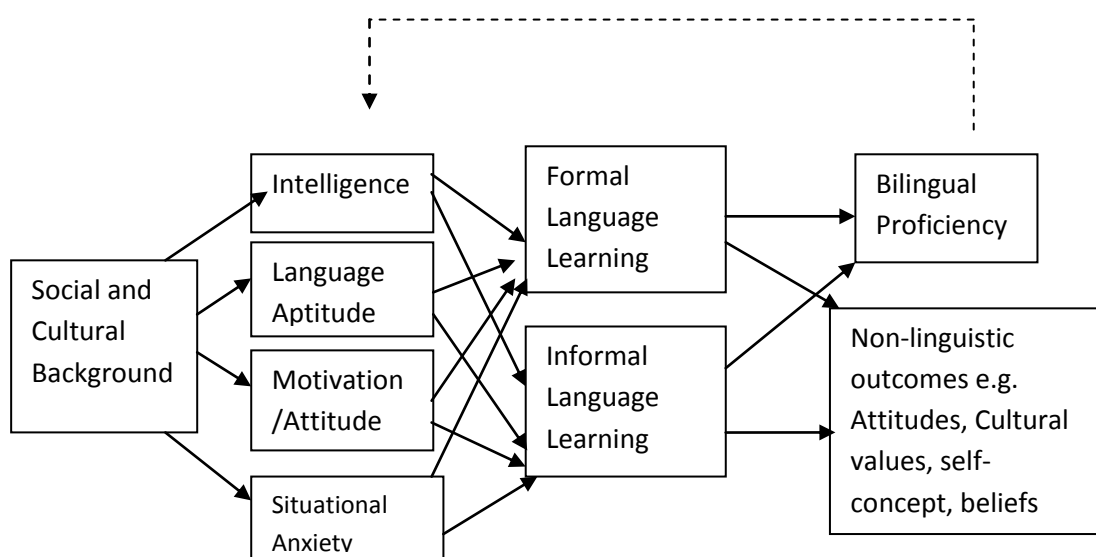
Figure 1. 3. Gardner's socio-educational model (Gardner, n.d.)

Attitude is both input and output according to Garner's socio-educational model. Gardner (1985) strongly stresses the importance of motivation and attitude in language learning. He suggests that two classes of attitudes increase one's motivation to learn a foreign language:

- Integrativeness

- Attitudes toward learning situation

Integrativeness refers to learning foreign language to feel affinity towards the members and culture of target language (Lambert, 1974 in Lin & Warschauer, 2011) Attitudes toward learning are defined as "emotional precursors of the initiation

of learning behavior (Kormos, Kiddle & Csizér, 2011). Attitudes toward learning situation involve attitudes toward teacher, classroom, other learners, learning material and activities. The effects of these on a learner determine whether the learner develops positive or negative attitudes toward learning situation, and so whether learner is motivated enough to learn.

Research on attitude goes back to Lambert, lecturer of Gardner. Lambert (1968) reported that students who had positive attitude toward the foreign language were more successful. Starting to be interested in attitude in language learning while writing his thesis, Gardner developed his socio educational model of foreign language learning, which has been inspiration for choosing "attitude" as a variable in the present study.

1.2. PROBLEM STATEMENT

While I was teaching English at a private university, some students were having difficulties. Because that was my first year of teaching, students' having difficulties increased my anxiety easily. I often blamed myself for their failure. The same materials were being used. The same teacher was teaching. All the learners were involving in the same activities. Nearly all of them had good economical backgrounds, which could be understood due to the fact that they were at a private university where students have to pay to take education. They were provided with same opportunities, but some of them were more successful than others. Why did they differ in success? Thinking about this question I realized the individual differences. Their difference in failure or achievement resulted from individual differences. What are these individual differences? These could be anything related to language learning. As a result of my interviews with students, I found out that their aim to learn a foreign language was the main factor. Some of them were learning English only to pass preparatory class. Some of them were learning English to go abroad. Some of them were learning English because they believed they should. Some of them were learning because they were going to take over their father's business. Some of them were learning English to have a good career in the future. Few were learning because of financial concerns. Their aims affected their motivation to learn. During the discussions in the lessons, I came across their attitudes toward English language and culture. Moreover, their "attitudes toward the learning situations" (Gardner, 1985) were also among my findings. Some of them

were always complaining about why to learn a foreign language or why to learn especially English. They were also complaining about the materials, school policy and principles. However, some of them were happy with the conditions and loved English. Another problem was that some of them lacked of responsibility for doing their assignments and studying for exams. This may have resulted from the fact that university life was the first autonomous life of them. They used to be forced to study and do their homework. When they attended university, they had difficulty handling this autonomy effectively. I thought their autonomy problem resulted from the fact that they lacked of self-regulated learning skills, and they needed training on it.

Besides my experience, other English language teachers are also having the same problems. During the conferences and seminars, I have come across many English teachers who are complaining about their students' negligence in foreign language. Moreover, web tools also enable sharing among language teachers all over the world. Foreign language teachers can discuss about language teaching and learning in these platforms. The general agenda on these web tools is why students can't learn foreign language effectively.

My teaching experience and discussions with other language teachers often force me to think about individual differences in foreign language learning. Moreover, my interest in humanistic approaches and educational psychology led me to think the idea of adapting some key concepts of psychology to foreign language learning. As a result, I decided to explore the effect of self-regulation, self-esteem and attitude on foreign language achievement.

1.3. PURPOSE OF THE STUDY

Our era has been witnessing an increasing value in individual differences. The high interest in human psychology has affected the language learning and teaching. With studies about human psychology, many more individual differences have been discovered, and all the findings have been related to education. All these findings as a result of individual differences have contributed new concepts such as self-regulation, self-esteem and language attitude to education. Therefore, there is a great need to explore and make use of these concepts and innovations they bring while teaching and learning foreign languages. As the significance of learning a foreign language and finding effective ways to teach a foreign language arise, the importance of attributing these innovative terms can't be denied.

There are some studies investigating the relationship between self-regulation, self-esteem, and attitude and student success separately. However, there is no study exploring the relationship all these terms and success together. Therefore, the present study aims to compensate this lack of language learning by investigating the relationship between self-regulation, self-esteem, attitude and academic achievement. This study also intends to find out to what extent self-regulation, self-esteem and attitude account for academic achievement in foreign language learning.

1.4. SIGNIFICANCE OF THE STUDY

Concepts of psychology have attracted many researchers in different areas. Findings of psychology have been benefitted in a variety of scopes. Researchers in English language teaching (ELT) have also started to be interested in these findings. Implications of what is gained as a result of investigating these findings are of vital importance to improve foreign language learning. In order to provide an effective foreign language education (FLE), it is necessary to understand the factors that may affect FLE. Of all the factors influencing foreign language learning, motivation is one of the most significant ones. The concepts of this study, self-regulation, self-esteem and language learning attitude are closely related to motivation. They are so crucial that these concepts have been subject to many studies separately. However, there is no study examining these variables altogether in FLE. Therefore, this study aims to combine three different factors that may affect each other and that affect foreign language education. The implications of this study may give important clues about how to treat the factors affecting foreign language education and to improve them in classroom practice.

1.5. STATEMENT OF RESEARCH QUESTIIONS AND HYPOTHESES

1.5.1. Research Questions

This study purposes to find answers to the following questions:

Research question # 1 Is there a relationship between self-regulation and foreign language achievement?

Research question # 2 To what extent does self-regulation predict foreign language achievement?

Research question # 3 Is there a relationship between self-esteem and foreign language achievement?

Research question # 4 To what extent does self-esteem predict foreign language achievement?

Research question # 5 Is there a relationship between attitude and foreign language achievement?

Research question # 6 To what extent does attitude predict foreign language achievement?

Research question # 7   Is there a positive relationship between self-regulation, self-esteem, positive attitudes and foreign language achievement?

1.5.2. Hypotheses

Hypothesis for Research Question # 1 There is a relationship between self-regulation and foreign language achievement.

Hypothesis for Research Question # 3 There is a relationship between self-esteem and foreign language achievement.

Hypothesis for Research Question # 5 There is a relationship between attitude and foreign language achievement.

Hypothesis for Research Question # 7 There is a positive relationship between self-regulation, self-esteem, positive attitudes and foreign language achievement.

1.6 LIMITATIONS OF THE STUDY

The present study has few limitations. Firstly, the study was conducted only at one school. The results are limited with the conditions at a state university. The study doesn't report results from private universities, colleges, high schools or primary schools. Moreover, participants' age interval is limited. They are generally aged between 17 and 25. Hence, the study doesn't give information about younger or older learners than this age interval. Furthermore, the study was conducted in Gaziantep. The results may not be generalized throughout Turkey.

1.7 ASSUMPTIONS OF THE STUDY

This study aims to explore the relationship between self-regulation, self-esteem, attitude and success. With this aim three different questionnaires, each of which assesses self-regulation self-esteem and attitude separately were adapted and

gathered in one questionnaire. In order to assess success of students, their end of year grades which include midterm and final exams, teacher evaluation and attendance were used. These assessments are assumed to be valid and reliable.

1.8 DEFINITIONS OF TERMS

Below are the definitions of the terms used throughout the study.

Attitude: Attitude refers to 'relatively constant personal characteristics influencing and determining language learning progress'(Sanchez &Rodriguez, 1997).

Learning: Learning refers to permanent change in behaviors (Aydın, 2005).

Motivation: Motivation refers to goal directed behavior (Samaie, Sahragard & Parhizkar, 2006).

Self-esteem: Self-esteem is defined as "the extent to which an individual believes himself to be capable, significant, successful and worthy" (Gergen & Gergen, 1986).

Self-regulation: Self-regulation refers to the one's ability to control, manipulate and improve his behaviors (Corno & Mandinach, 1983).

CHAPTER TWO
LITERATURE REVIEW

2.0. PRESENTATION

This chapter will attempt to present related literature about self-regulation, self-esteem and attitude. Since the purpose is to analyze the relationship between self-regulation, self-esteem, language learning attitude and academic success, it is crucial to review the different ideas and the results of the previous studies in the field.

2.1. SELF-REGULATION

2.1.1. Definition of Self-Regulation and Related Concepts

Humans usually themselves take the responsibility of how to behave, how and when to respond to certain phenomena by using their own thinking processes and mental capacities. That deciding and acting capability of humans is called "self-regulation" which is one of the basic principles of social cognitive theory (Ağır, 2005). Therefore, self-regulation is a fundamental process in an individual's adapting himself to the environment (Bronson, 2000). Fitzsimons and Bargh (2004) stress conscious and intentional aspect of this self regulatory adaptation to environment. Being such an important monitor of the behaviors, self-regulation is also an indispensable part of learning and academic life. Adopting self regulation skill to academic life is referred as either self-regulated learning or self regulation of learning.

Since self-regulation has concerned many researchers in educational psychology, definitions of the term have proliferated a lot. Zimmerman & Schunk (2011) defines self-regulated learning as "the processes whereby learners personally activate and sustain cognitions, affects, and behaviors that are systematically oriented

toward the attainment of personal goals" (p.11). Randi and Corno (2000) described self-regulated learners as "the ones who are exploring different ways of attaining academic goals and determined to handle difficulties preventing themselves from being successful by making use of all resources they need". According to Williams and Hellman (2004), highly self-regulated learners are the ones who aim to achieve certain goals and control all the stages toward the achievement of these goals. What differs learners who are highly self-regulated from the ones who aren't is that they are aware of importance of pursuing goals, planning and time are competent at using cognitive strategies, monitoring mental processes, continuing motivation and eliminating obstacles to achievement by optimizing the opportunities, environment, and assistances (Winne, 1995, Zimmerman, 1998; Weinstein, Husman & Dierking, 2000; Corno, 2001; Clarebout, Horz & Schnotz,2010; Kolovelonis, Goudas& Dermitzaki, 2011).

For better understanding of self-regulation, it is important to refer to self-efficacy. Self-efficacy means one's belief in his ability to meet the requirements needed for achieving certain goals (Bandura, 2012). Self-regulation and self-efficacy are closely related. Self-efficacy is indispensable in self-regulation process (Bouffard-Bouchard, Parent & Larivee, 1991; Pajares, 2008; Wigfield, Klauda & Cambria, 2011).

2.1.2. Phases and Areas of Self-regulation

As self-regulation is a process rather than a momentary event, some different frameworks displaying phases of self-regulation have been proposed. However, all the proposed frameworks share a lot in common. Below is given Zimmerman and Campillo's (2003) schema.

Performance Phase

Self-Control

Task strategies

Volition strategies

Self-instruction

Imagery

Time management

Environmental structuring

Help-seeking

Interest enhancement   Self-

consequences

Self-Observation

Metacognitive monitoring

Self-recording

Forethought Phase
Task Analysis
Goal setting
Strategic Planning
Self- motivation Beliefs
Self-efficacy
Outcome   Expectancies
Goal Orientation

Self-Reflection Phase

Self-Judgment

Self-evaluation

Casual attribution

Self-Reaction

Self-satisfaction/affect

Adaptive/defensive

Figure. 2.1. Phases of self-regulated learning

Forethought phase includes encountering the learning task and making plans, and setting goals to achieve the task. Self-motivation beliefs such as self-efficacy, outcome expectancies, and goal orientation which are among input of this stage affect performance throughout the whole process (Shell, Murphy & Bruning, 1989; Grant & Dweck, 2003). At this first stage, highly self- regulated learners think about background information they need and what kind of strategies they should employ to accomplish the task (Pressley & Woloshyn, 1995). They may also evaluate their readiness level for the task. During performance phase, learners are on the progress. They use strategies and their motivation while progressing, and also monitor themselves to go forward (Duckworth, Akerman, MacGregor, Salter & Vorhaus, 2009). They also keep record of their performance, the strategies they employ and their failures in order to benefit in the future (Zimmerman & Kitsantas, 1996). After this performance phase, self-reflection phase comes out. This phase is the time for critical and reflective thinking. Highly self-regulated learners evaluate their own performance and outcomes appropriately (Zumbrunn, Tadlock, and Roberts, 2011). This phase helps learners gain learning experiences to use for the next time. They may build on these experiences instead of starting again. They also use more effective strategies as a result of the reflective thinking (Butler, 1998).

They also develop self-satisfaction as a reaction to achieving goals, which affects motivation of them for other tasks (Weiner, 1986). In other words, motivation is both input and output in self-regulation process.

Another cyclical model of phases of self-regulation was proposed by Pintrich (2000a). This model also includes areas for regulation in addition to Zimmerman and Campillo's model. The model reveals how each phase and each area interacts.

Table .2.1. Phases and areas for self-regulation

Areas for regulation		
Phases	Cognition	Motivation/affect
1. Forethought, planning and activation	Target goal setting Prior content knowledge activation Metacognitive Knowledge activation	Goal orientation adaptation Efficacy judgments Ease of learning judgments perceptions of task difficulty Task value activation/ Interest activation
2. Monitoring	Metacognitive awareness and monitoring of cognition	Awareness and monitoring of motivation and affect
3. Control	Selection and adaptation of cognitive strategies for learning, thinking	Selection and adaptation of strategies for managing motivation and affect
4. Reaction and reflection	Cognitive judgments Attributions	Affective reactions Attributions

The table continues below.

Areas for regulation		
Phases	Behavior	Context
1. Forethought, Planning, and activation	(Time and effort planning) (Planning for self-observations of behavior)	(Perceptions of task) (Perceptions of context)
2. Monitoring	Awareness and monitoring of effort, time use, need for help Self-observation of behavior	Monitoring changing task and context conditions
3. Control	Incrase/decrease effort Persist, give up Help-seeking behavior	Change or renegotiate task Change or leave context
4. Reaction and Reflection	Choice of behavior	Evaluation of task Evaluation of context

Three areas of regulation which are cognition, motivation/affect and behavior are controlled by the individual himself while the forth area, context, is

mostly controlled by external factors (Pintrich, 2000a). Such kind of separation may result from the fact that the first three areas have psychological foundations and the forth area may be affected from other individuals, environment and external reinforcements or impediments (Snow, Corno, & Jackson, 1996). This also summarizes that an individual's self-regulation is not only result of internal factors but also external factors. However, the proportion of an individual's self-attempts in his self-regulation is undeniably higher than what others contribute to his self-regulation.

Two proposed models which explain how self-regulation operates illustrate that self-regulation is an elaborate and dynamic system which comprises a lot of stages and sub stages (Baumeister, 1998). However, it doesn't mean that all the learners have to complete all the stages. Moreover, they don't necessarily undergo the stages in the same sequence.

2.1.3. Self-regulated Learning Strategies

During self-regulation phases, highly self-regulated learners aren't inactive. They undergo lots of processes and exhibit many actions. Those "processes and actions directed at acquisition of information or skills that involve agency, purpose and instrumentality perceptions by learners" are called self-regulated learning strategies (Zimmerman, 1990). Highly self-regulated learners employ lots of self-regulated learning strategies to regulate and enhance their own learning (Zimmerman, 1989). The amount, frequency and variety of self-regulated learning strategies used by the learners may differ. However, there are basic strategies reported by nearly all the highly self-regulated learners. These strategies are goal setting and planning (Mischel & Patterson, 1978; Bandura& Schunk, 1981;Winne & Hadwin, 1998; Wolters, 1998) keeping records and self-monitoring (Spates& Kanfer, 1977; Diener& Dweck, 1978; Pearl, Bryan, & Herzog,1983; Kuhl, 1985; Carver & Scheier, 1990; Butler & Winne, 1995), rehearsing and memorizing (McCombs, 1984; Paris, Newman & Jacobs, 1984), organizing and transforming (Baird, 1983; Corno & Mandinach, 1983), seeking information and help (Baird, 1983; Wang, 1983; Zimmerman, 1983; Butler, 1998; Ryan, Pintrich & Midgley, 2001), environmental structuring (Thoresen & Mahoney, 1974), self-consequencing (Mace

& Kratochwill, 1985), self-evaluation (Bandura & Cervone, 1983, Schraw & Moshman, 1995).

First, goal setting is students' determining what to achieve (Schunk, 1989). According to Anderson (1997), one should set goals above what he can achieve easily to reach his true level. If learners satisfy with what they can do without much effort, they will not be able to reach their actual capacity, which is not a feature of highly self-regulated learners. Therefore, careful goal setting is very important for the process and outcomes. Goals should be little above learners' capacity (Schunk, 1990). As to the researcher's opinion, too difficult goals don't contribute to the learners rather than discouragement. Similarly, too easy goals don't contribute to learner development.

Second, self-monitoring is the process of an individual's paying attention to his one specific behavior while trying to achieve his goals (Kanfer, 1971). One's recording himself during his performance may dramatically help him develop his self-monitoring strategy (Zimmerman & Kitsantas, 2007). Learners may record their mistakes or success to use for further experiences. These recordings may keep them from time wasting in future tasks.

Third, rehearsing and memorizing strategy is "repetitive exposure to what student is trying to learn" (Weinstein, Acee & Jung, 2011). Memorizing doesn't necessarily mean traditional rote learning. This strategy helps to make learning permanent.

Forth, organizing and transforming strategy is planned arrangement of learning materials (Pape & Wang, 2003). Students transfer what they have gained from prior experiences to their present learning. They revise and reuse their background knowledge for further jobs.

Next, seeking information and help strategy is searching for assistance from a more competent source (Newman, 2002). It doesn't mean being dependent on others to succeed. It is a step toward becoming autonomous. Being a competent user of this strategy means finding true sources and not avoiding requesting assistance (Karabenick & Sharma, 1994; Newman, 1994; Ryan & Pintrich, 1997).

After that, environmental structuring is restructuring the physical surrounding for eligible learning conditions (Zimmerman & Risemberg, 1997). The aim is to have optimal setting by eliminating physical environmental factors which

prevent concentrating on studying (Chen, 2002). As well as learners' organizing the environment, contributions of others such as teachers and parents are also important.

Then, self-consequencing is one's rewarding or punishing himself according to the results of performance (Kitsantas, 2002). Self consequencing is concerned with whether goal expectancies are met or not rather than performance during the whole process. Self-consequencing helps one to be motivated and to be on track throughout the process to get the self-reward and avoid self-punishment.

Finally, self-evaluation is judging one's his own performance relative to standards (Wang, Schwab, Fenn & Chang, 2013). Learners judge themselves accordingly to what extent they have achieved their goals (Shih, 2002). This strategy involves self-instruction which refers to using inside voice to perform a task (Meichenbaum, 1977).

Table. 2.2. Self-regulation strategies and example behaviours (Self-regulation n.d.)

Strategy	Example Behavior
Goal setting	Planning, time management, sequencing
Self-Monitoring	Note-taking, listing errors made, record of marks, portfolio and keeping all drafts of assignments
Rehearsing and memorizing	Mnemonic devices, teaching someone else the material, making sample questions, repetition, mental images
Organizing and Transforming	Outlining, summarizing, rearrangement of materials, highlighting, flashcards, drawing pictures, diagrams, charts and mapping
Seeking information and help	Asking peers and teachers, exemplary models, library and internet sources, reviewing cards, rereading records, tests and textbooks
Environmental structuring	Finding a quiet place to study Good lightening of studying place

Self-consequencing	Self-reinforcement, arrangement or imagination of punishments, and delay of gratification
Self-evaluating	Task analysis, self-instruction, enactive feedback and attentiveness

Learners may not be able to employ all these strategies or may not use them in the same sequence. In order to make use of these strategies more effectively and successfully, learners need training, intervention and motivation (Azevedo & Cromley, 2004; Rosaen & Benn, 2006; Wisner, 2008; Bol& Garner, 2011). Ramdass and Zimmerman (2011) also emphasized the importance of autonomous activities and abundant practice in improving students' using self-regulation strategies.

2.1.4. Determinants of Self-Regulation

As human beings are the core of studies in social studies and all the humans cannot be thought as the same, personal factors have been one of the most important variables in a tremendous amount of studies (Nettle, 2007). Research exploring self-regulation has also used personal factors as variables. Most researchers studying self-regulation have examined the relationship between self-regulation and personal factors such as age and gender. Although some researchers haven't studied the relationship between them directly, they have concluded that personal factors may have affected their findings.

Of the frequently included variables as personal factors in data collection are age and gender. Although research on self-regulated learning of children is seldom (Paris& Newman,1990; Joyce & Hipkins, 2004), there has been much research on self-regulated learning of adolescents (Pintrich, Roeser ,De Groot, 1994; Azevedo, Cromley, Winters, Moos & Greene, 2005; Butler, Cartier, Schnellert, Gagnon, & Giammarino, 2011), and adults (Miles and Stine-Morrow, 2004; Shake, Noh &Stine-Morrow, 2009; Castel, Murayama, Friedman, McGillivray and Link, 2013; Price & Murray, 2012). The rarity of research on children's self-regulated learning may be due to the fact that children's ability to regulate their own learning is not thought to develop enough at those ages (Joyce & Hipkins, 2004). However, Anderson (2002) emphasizes the importance of early childhood in development of self-regulation.

Middle childhood and adolescence are important for self-regulation strategies to improve (Duckworth, Akerman, MacGregor,Salter & Vorhaus; 2009). In adulthood, self-regulation exhibited by individuals is generally based on their childhood and adolescence years. Moreover, the development of self-regulation in early years sheds light upon education level and occupation choices in adulthood (Mannuzza & Klein, 1999).

Whereas some studies focus on one age group, some studies work on more than one age group. In Zimmerman and Martinez-Pons' study investigating student differences in self-regulated learning (1990), there were three different age groups, and the number of male and female students was equal. The results of the study showed that older students showed higher self-regulation skills compared to younger students. Moreover, that female students used more self-regulated learning strategy than boys was among the results. Ray, Garavalia and Gredler (2003) also reported that female students showed higher achievement and greater use of self-regulated learning strategies in their research including two hundreds eighty six college students. Similarly, Saad, Tek and Baharom (2009) found out that female students exhibited higher self-regulated learning than male students in their study with one hundred eighty five Malaysian science students. In another study which searches the use self-regulated learning strategies of Zimmerman and Martinez-Pons' (1986), the gender variable was assumed to affect the results, too. However, Yukselturk and Bulut's study (2009) examining the gender differences in self-regulated online learning environment showed that there was no statistically significant difference between female and male participants. The results may depend on the learning environment. Females are generally reported to have high self-regulation and exhibit more self-regulated learning strategies in research held in traditional learning environment while almost no difference between females and males is reported in online learning environments.

2.1.5. Measuring Self- Regulation

Research evidence has shown that self-regulated learning has a great importance in education. The increasing number of research about self-regulation has brought out the issue of measuring the self-regulation. However, self-regulation is not easy to measure because of some validity concerns (Cook & Champell, 1979).

Moreover, some external factors affect internal validity and generalizability of the results (McMahon & Luca, 2001).

Many measurement instruments have been developed and use although self-regulation has a difficult observable nature. These instruments have been categorized under two broad concepts. These are aptitude and event (Winne, 1997). Aptitude refers to talent of an individual to perform a task (Smemoe & Haslam, 2012). In measurement of self regulation, event refers to "more complex measures that collect information on the sates and processes the student undertakes while he or she is self regulating" (Montalvo & Torres, 2004).

While measuring self-regulated learning as an aptitude, a few different instruments are used. One of them is self-report questionnaires. Self-report questionnaires are widely used due to the fact that they are easy to design, conduct and analyze and administered to many participants at the same time (Genessee & Upshure, 1996). Such kind of questionnaires reflects the participants' views about the observed thing excluding the researcher's comment (Turner, 1995). One of the frequently used questionnaires, *Motivated Strategies for Learning Questionnaire* (MSLQ), was developed by Pintrich, Smith, Garcia, McKeachie in 1991.

Another instrument measuring self-regulated learning is structured interview. Structured interviews used in measurement of self-regulated learning are generally comprised of predetermined questions which will be asked to the participants especially after completing a task (Cleary, Callan & Zimmerman, 2012). One of the advantages of this type of instruments is that they allow open-ended answers, so gathering a lot of data. Moreover, analyzing data collected through open ended answers may also enable researchers to discover new strategies which haven't been described before (Jarvela & Jarvenoja, 2005). Most widely used structured interview, *Self-Regulated Learning Interview Schedule* (SRLIS) was developed by Zimmerman and Martinez-Pons in 1986.

The other instrument measuring self-regulated learning is teacher judgment. This instrument isn't preferred much maybe because of its lower reliability compared to other types of measuring instruments (Hoge & Butcher, 1984). In addition to SRLIS, Zimmerman and Martinez-Pons also developed a teacher scale called *Rating Student Self-Regulated Learning Outcomes* in 1988.

While measuring self-regulated learning as an event, techniques such as think aloud protocols, error detection tasks, trace methodologies, observations of

performance, and keeping diaries are used. In think aloud protocols, learners are wanted to reflect their thinking process while completing a task (Johnson, Kim, Ya-Fang,Nava, Perkins,Smith, Soner-Canela & Lu, 2008). Think aloud protocols are generally used in reading and writing activities (Haak, Jong & Schellens, 2003). However, these kinds of instruments have some validity concerns resulting from disturbance of cognitive process, memory errors, interpretation by the subject, synchronization problems and problems with working memory (Someren, Barnard and Sandberg, 1994).

In error detection tasks, learners are given materials in which there are purposefully inserted errors. Whether the errors will be realized or not and how the learners respond to the errors are main concerns of error detection tasks (Karabenick & Dembo, 2011). The problem with error detection tasks, learners may not realize errors, which invalidates the study. This may have several reasons:

-Learners may lack of relevant knowledge to be able to detect errors in the given task (Winograd & Johnston, 1980).

-Learners may assume that writer couldn't make a mistake, so they don't attempt to correct the mistake (Markman, 1979).

-They may get alternative meanings rather than detecting errors (Baker, 1979).

In order to prevent misleading results with error detection tasks because of the reasons mentioned above, learners need to be informed about the presence of errors in the material (Winograd & Johnston, 1982).

Trace methodologies give implications about how learners engage in the task, how they use strategies and tactics via date collected through audit trails, event traces, and event recordings (Hadwin, Nesbit, Jamieson-Noel, Code & Winne, 2007). In addition to examining students' scripts, interactive software programs which assess self-regulated learning with trace methodologies have also been developed (Winne, 2004). Trace methodologies are also practical in assessment of self regulated learning strategies in online learning environments (Aleven & Roll, 2010).

The fourth but not the last technique is observations of performance. Observation method helps to understand contextual factors on learner behaviour (Winne & Perry, 2000). Turner (1995) developed an observation system divided into three sections. The first one is identifying the data, the second one is observing the performance and the last one is providing checklist.

The last technique is keeping diaries. Diaries give information about meta-cognitive, motivation and volition strategies the learners use in a specified event or activity (Arsal, 2009). As well as presenting valuable data for assessment, diaries also help learners to improve their self-instruction, self-monitoring and self-diagnosing skills (Klug, Ogrin, Keller, Ihringer & Schmitz, 2011). There have been several studies gathering data via diaries while measuring self-regulation (Kanfer, Reicnecker & Schmelzer; 1996; Randi & Corno, 1997; Randi, 2004). The validity problem with diaries is that some learners may be comfortable with writing, therefore they may write every detail openly, however some writers aren't comfortable with writing, so they may write in the diary less than they actually perform (Boekaerts & Corno, 2005).

Table 2.3. Strengths and Weaknesses of self regulation assessment methods (Wolterz, Benzon, Arroyo-Giner, 2011)

Method	Strengths	Weaknesses
Self-report questionnaires	Data on many strategies can be collected quickly and efficiently at low cost; Reliable scales ready for quantitative analyses	Rely on validity and reliability of participants' recall; Restrict reporting novel responses
Interviews	Can allow wide range of responses; cue or structure responses less directly	Rely on validity and reliability of participants' recall; rely on verbal/writing abilities; Increased time and effort needed to collect and analyze data
Direct Observations	Increased ecological validity; Contextual factors can be assessed along with strategy use; Independent of participants' verbal/writing abilities	Mental processes cannot be observed directly; Can provide less insight into reasons for behavior; Increased time and effort needed to collect and analyze data.
Think Alouds	Can provide rich view of mental functioning; Can allow wide range of responses	Can be cognitively challenging for participants; Often lacks ecological validity
Trace Methods	Independent of participants' verbal abilities; Does not rely on validity or reliability of participants' recall	Requires well-designed tasks not available in many cases; Difficult to apply to authentic classroom tasks; Can provide less insight into reasons for behavior.

Various kinds of measuring techniques and instruments have been presented. Some studies use only one of them as data gathering instrument while some studies use some of them altogether to collect data. This may result from the fact that most of measurement instruments have the validity or reliability concerns.

2.1.6. Instructional Principles and Interventions for Self-regulation

It has been stressed that self-regulation is a crucial factor in learning. Self-regulation is affected by external factors as well as internal factors. In other words, self-regulation capability of an individual is open to interventions from outside. It is pointed that self-regulation tends to improve with the help of instructional interventions (Weinstein, 1978; McCombs, 1989; Tuckman, 2003). Interventions embedded into teaching/ learning intend to supply learners with the knowledge of how to learn through adjustment strategies such as setting goals, planning, effective time management, seeking assistance and social support (Kitsantas, Winsler & Huie, 2008).

Boekaerts and Corno (2005) suggest a systematic approach to interventions. Three different kinds of interventions are proposed. They are cognitive-behavior modifications of interventions, direct instruction, and interventions based on principles of Socioculturalism.

2.1.6.1. Cognitive-Behavior Modification Interventions

Cognitive- behavior modification interventions aim to help learner change and adapt their thinking and behaviors (Target, 2011). Learners tend to alter their behaviors only when they realize their way of thinking and behaving, and results of their behaviors (Meichenbaum, 1980). Characteristics of cognitive-behavior modification interventions are stated by Kaplan and Carter (1995):

> "Participants themselves rather than external agents are the primary change agents.
> Verbalization is on an overt level, then a self-monitor level, and then a covert level.
> Participants are taught to identify and use a series of problem-solving steps.
> Modeling is used for instructional purposes.
> Cognitive behavior modification facilitates self-control.(p. 381)"

The educator uses a behavior modification system to encourage learners to modify their maladaptive behaviors. These behavior modification systems are stress inoculation theory, manipulating students' motivation in tasks and modifying the classroom environment.

Stress inoculation theory favors learners' training on emotional control such as anxiety and anger control (Meichenbaum, 1977). Therefore, learners know how to deal with emotional problems preventing achievement. Instead of having fears of failure, students are directed to think how to deal with failure without stress.

Manipulating students' motivation in tasks is another method to help learners modify their behaviors and cognition. It is generally achieved through teacher-student conferencing (Montalvo & Torres, 2008). Teachers guide students to think about the process carefully. Moreover, teachers actively participate in planning and goal setting stage of the process (Boekaerts & Corno, 2005). They give feedback regularly to maintain motivation of students in the process of developing their self-regulation skills autonomously.

Finally, teachers also modify the classroom environment in order to assist learners in behavior modification. Teachers are expected to organize the classroom environment so as to support active student participation (Ames, 1992). Such kind of learner- oriented classrooms enhance student motivation, too.

Different methods of cognitive- behavior modification have been presented. It is important to restate the role of teachers in all these methods. Teachers act as a guide rather than an authority. They are good role models. Additionally, they provide learner autonomy.

2.1.6.2. Direct Instruction

Direct instruction involves explicitly training students on handling self-regulation and how to employ self-regulation strategies (Montalvo & Torres, 2004; Zimmerman, 2008). Self-regulation skills of students can be improved through explicit teaching, directed reflections, metacognitive discussions and involvement in practices with experts (Paris & Paris, 2001). During explicit teaching of self-regulation strategies, teachers can benefit from advance or graphic organizers, concept mapping and previews (Ley & Young, 2001). At first, the teacher shows how to do and make use of these organizers, and then students are expected to do these individually. With the help of direct training, students step by step learn how to activate self-regulation skills they have and they use them more frequently. In direct instruction, teachers also systematically correct student errors in order to help them learn from their mistakes (Gersten & Maggs, 1982). Error analysis helps learners to improve because teachers want students to review their mistakes and employ problem solving strategies one by one so promoting students to think about their own mistakes critically (Karabenick & Dembo, 2011).

Direct instruction of self-regulated learning can be designed in school programs or involved in teachers' own plans (Duckworth, Akerman, MacGregor, Salter & Vorhaus, 2009). In order to embed self-regulation skills and strategies into

regular curricula, there have been several attempts. In order to improve self-regulation in education, instructional training programs for teachers, some adaptations for lesson materials, and sample homework assignments for learners have been designed (Cleary & Zimmerman, 2004; Ramdass & Zimmerman, 2011; Wagner & Perels, 2012).

2.1.6.3. Socio-culturalism Based Interventions

Socioculturalism based instructions involve using the premise of socio-culturalism. In other words, while training students on self-regulation skills, cognitive apprenticeship, and computer mediated learning and collaborative learning methods are used (Boekaerts & Corno, 2005). Cognitive apprenticeship means students' observing the processes that teachers undergo while handling a complex task, and students' trying out these processes in authentic learning environment through guided practice (Collins, 2006). Students are aimed to be trained on cognitive and meta-cognitive strategies rather than physical ones (Collins, Brown, & Newman, 1989). The stages of cognitive apprenticeship are modeling, coaching, scaffolding, articulation, reflection and exploration (Dickey, 2008). Computer mediated learning also helps learners to develop their self-regulation skills and use of strategies. Teachers are offered interactive computer programs which provide data about how students use self-regulated learning strategies (Benz, Polushkina, Schmitz & Bruder, 2007). Collaborative learning enables learners to learn from their peers (Webb, 1991; Orange, 1999; Brindley,Walti & Blaschke, 2009). They regard their peers as model while using strategies. Moreover, they give feedback each other about strategies they are using while completing a certain task (Berthold, Nussbaumer & Albert, 2011). In an experimental study which examines self-regulation interventions related to sociocultural approach, teacher scaffolding and peer collaboration techniques were used (Walker, Pressick- Kilborn, Arnold & Sainsbury, 2004). Teachers were instructed on how to implement the techniques to be used in the study. The data gathered through students' self-report questionnaires, performance measure, teachers' achievement ratings, observations, interviews revealed that students who were in the intervention group displayed more effective use of strategies and higher achievement than students who didn't take any training on self-regulation.

Along with interventions, principles while applying these interventions are of high importance. First of all, supporting learner autonomy is an indispensable principle (Duckworth et al, 2009). Learners are supplied with the opportunities to

pursue their goals, and they are engaged in tasks which involves more learner independence and less teacher involvement (Winne & Perry, 2000). In high self-regulated classrooms, teachers are models, guides and co-regulating agents (Perry & Rahim, 2011). Moreover, teachers should promote students to develop self-assessment, self-management and self-appraisal skills so that the students themselves think more systematically about their own strategies, process, success or failure (Paris & Paris, 2001). Ley and Young (2001) also proposes four principles for implementing self-regulation:

> "Guide learners to prepare and structure an effective learning environment
> Organize instruction and activities to facilitate cognitive and meta-cognitive processes
> Use instructional goals and feedback to present student and monitoring opportunities
> Provide learners with continuous evaluation information and occasions to self-evaluate"

What kind of interventions can be done in order to enhance student self-regulation have been illustrated. Different kinds of interventions are proposed according to the aim of application. Teachers decide the intervention type according to why their students lack of self-regulation skills and what helps them to develop their self-regulation. Self-regulation support is generally embedded into classroom instruction as well as out of classroom activities such as homework and projects.

2.1.7. Self-Regulation and Related Research

Most researchers who are seeking to find the relationship between self-regulation and success have found a positive relationship (Zimmerman& Martinez-Pons, 1986; Pintrich & De Groot, 1990; Zimmerman & Bandura, 1994; Purdie & Hattie, 1996; Perry and Van de Kamp, 2000; Dignath & Bütnen, 2008; Zimmerman & Schunk, 2008; Denham, Bassett, Way, Mincic, Zinsser & Graling, 2012, Cleary & Platten, 2013). Moreover, many studies have investigated self-regulation and self-efficacy together. These studies show that self-efficacy and self-regulation are closely related and they affect each other and the achievement greatly (Schunk, 1990, Shih & Alexander, 2000; Paris & Paris, 2001; Ainley & Patrick, 2006). Bembenutty (2011) suggests that self-regulation increases motivation and self-efficacy and affects strategy choice, thus leading to improvement in academic achievement. Similarly, Boakerts, Pintrich and Zeidner (2000) claim that setting goals, self-monitoring, controlling his own learning processes, responding to feedback, thinking about the

outcomes of his efforts, and self-efficacy beliefs are among the characteristics of a self-regulated learner and these are closely related to academic achievement.

Much research has found the relationship between self-regulation and success by examining students' use of skills and strategies. According to Zimmerman and Martinez-Pons' study (1988), highly self-regulated learners were more competent at using meta-cognitive, motivational and behavioral strategies. They also monitored their learning effectively. Moreover, their academic achievement in standardized tests was higher than other learners.

A similar study by Pintrich and De Groot (1990) searched the relationship between the self-regulated learning strategies and academic achievement. The subjects were one hundred and seventy three students who took English and science courses. The researchers concluded that self-efficacy, motivational beliefs, self-regulation and academic success had a positive correlation and self-regulation was a strong predictor of success.

Along with the fact that use of effective self-regulation skills differs between high achievers and low achievers, use of self-regulations skills also helps researchers to discriminate between regular students and developmentally retarded students. Ley and Young (1998) conducted research to detect retarded students at a community college. According to the results of the structured interview they used in the study, they could identify nearly all the retarded students. The structured interview assessed the use of self-regulation skills.

Some research has indications about the self-regulation training. In Paterson's experimental study (1996) one group of students studied in a learning environment supporting self-regulated learning. The other group of students studied in a traditional learning environment. The first group of students was given training about how to manage time efficiently, seek help and employ cognitive strategies. In traditional class, presentation model of content based teaching was used. According to the results of the study, the first group was determined to use learning strategies more effectively and they were much more successful than the other group. Labuhn, Zimmerman and Hasselhorn (2010) also investigated the effect of training on self-regulation. They reported that students who were trained on self-regulation showed higher self-efficacy and performed better in achievement tests than students who didn't take any education on self-regulation. A similar study examining the impact of self-regulation education on reading achievement of fifth grade students found out

that training enhanced student motivation and increased students' reading skill test scores (Vidal-Abarca, Mana & Gil, 2010).

Current research has examined self-regulation in online education. Yukselturk and Bulut (2009) examined the affect of gender differences on motivational beliefs and self-regulation strategies in a self-regulated online education. According to results of their study there was no meaningful difference between females and males in terms of motivational beliefs and self-regulation strategies in self-regulated online learning environment. Niemi, Nevgi and Virtanen (2003) also examined the relationship between personal factors such as age, gender, motivation and prior knowledge and self-regulation in online learning environment. They concluded that students, who were older, highly motivated and had prior experiences used more self-regulation strategies. Similar to Yukselturk and Bulut's study they didn't find gender differences in self-regulated online learning. In another study exploring the how self-regulated learning skills' affect attitudes toward the internet and web-based education, it was found out that students self-regulation strategies such as goal setting, organizing the environment, time management, seeking help, and self-evaluation affect their attitudes toward internet and web-based education positively (Usta, 2011). Moreover, the most frequent strategy used in web-based education was "organizing environment" while the least frequent strategy reported was "time management".

2.2. SELF-ESTEEM

2.2.1. Definition of Self-esteem and Related Concepts

Self-esteem is an important factor which explains many reasons of human behavior. Self-esteem is defined as how valuable an individual finds himself (Malbi & Reasoner, 2000; Bosson, Brown, Zeigler-Hill & Swan, 2003; Korkmaz, 2007). Gergen and Gergen (1986) described self-esteem as "the extent to which an individual believes himself to be capable, significant, successful and worthy". High self-esteem is parallel to the feeling of worthiness and self-respect while low self-esteem is associated with the inadequacy feeling and lack of self-confidence (Owens, 1994).

Self-esteem term is used in three different ways. They are global self-esteem, self-evaluations, and feelings of self-worth. Self-esteem commonly refers to "individuals' overall evaluation or appraisal of themselves, whether they approve or disapprove of themselves, like or dislike themselves" (Higgins, 1996, p.1073). This

form of self-esteem is called global self-esteem. It is also referred as trait self-esteem. Global (trait) self-esteem includes elements such as unconditional self-acceptance, self-efficacy, and senses of responsibility, safety, belonging and integrity (Alexander, 2001). Self-esteem sometimes refers to an individual's evaluating his capabilities. This way of usage is called self-evaluations or self-appraisals (Brown & Marshall, 2002). Self-esteem is sometimes used for attitudes and feelings arousing from momentarily events (Leary & Baumeister; 2000; Brown, Dutton & Cook, 2001). This way of self-esteem is called feelings of self-worth or state self-esteem. The ways self esteem used show that self-esteem both an affective and cognitive process. Table 2.4. summarizes three ways self-esteem is used.

Table.2.4. Three ways the term self esteem is used (Brown & Marshall, 2002)

Usage	Emphasis on Affective Process	Emphasis on Cognitive Process
Global (or trait) Self esteem	Overall feelings of affection for oneself, akin to self-love	An enduring judgment of one's worth as a person
State self-esteem (Feelings of Self-Worth)	Self-relevant emotional states, such as pride and shame	Temporary or current judgments of one's worth as a person
Domain specific self-esteem (Self-evaluations)	Evaluative judgments of one's specific qualities	Evaluative judgments of one's specific qualities

While explaining self-esteem, it is important to mention about 'self-concept'. They are closely related. Self-esteem and self-concept are sometimes used interchangeably in the literature. Self-concept refers to how an individual perceives himself and his aim in the life (Huitt, 2011). Self-esteem occurs as a result of one's acceptance of his self-concept (Dogru & Peker, 2004). Franken (1994) favors a close relationship between self-concept and self-esteem in that highly self-esteemed people have outstanding perceptions of self-concept. Self-image and ideal self also contribute to self-esteem. Self-image (real self) is one's perception about himself (Rogers & Smith, 1978). Self-image starts at very early ages. Ideal self refers to personality one aims to reach beyond his actual personality (Herbst, Gaertner & Insko, 2003). In other words, ideal self is an individual's expectancy of self-concept. The relationship between self-concept, self-image, ideal self and self-esteem can be concretely seen in figure 2.2.

Self-concept

Self-image   Ideal self
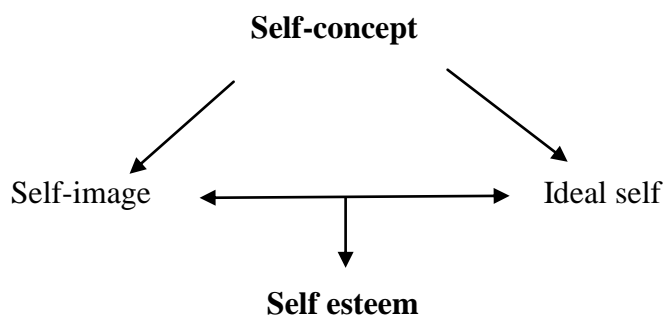
Self esteem

Figure 2.2. Self-concept (Lawrence, 2000)

Self-esteem is key factor in educational, social and occupational life. What are the characteristics of individuals who have high self-esteem? These are

- People with high self-esteem believe in themselves. They have high self-confidence.
- They know their priorities.
- They have goals to pursue.
- They have high motivation for achievement. They don't depend on others' reinforcements in order to succeed.
- They aren't stuck with others' disapproval
- They value themselves and others.
- They have positive attitudes towards themselves and life.
- They are good at effective communication.
- They know their strength and weaknesses.
- They have their own rules, principles and borders in relationship with others.
- They have good sense of humor.
- They don't hesitate to share their ideas with others (Self-esteem n.d.; a,b,c).

In contrast to people who have high self-esteem, people with low self-esteem aren't aware of their capabilities. They underestimate themselves. They aren't good at goal setting. They have low self-efficacy beliefs. They need reinforcement from outside. They have anxiety of failure.

2.2.2. Models of Self-esteem

The ways self-esteem used were presented previously in this chapter. They are global self-esteem (trait self-esteem), feelings of worth (state self-esteem) and self-evaluations (self-appraisal). Researchers are highly interested in how these

constructs are related. This interest of researchers has brought out two models of self- esteem: Bottom-up and Top-down models of self-esteem.

Bottom-up model of self-esteem illustrates that evaluative feedback affects self-evaluations which results in trait self-esteem or state self-esteem. If people's self-evaluations are about momentarily events, self-evaluations lead state self-esteem. If people's self -evaluations reflect their overall perceptions about themselves, this result in trait (global) self-esteem. According to this model, self-esteem is based on cognitive actions. The model assumes that people's valuing their capabilities and thinking about them promote high self esteem (Brown & Marshall, 2006)

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┌─────────────────────────────────────────────────────────────┐
│  ┌──────────────────────┐        ┌──────────────────────┐   │
│  │ State Self Esteem    │        │ Trait Self-esteem    │   │
│  │ Temprory Cognitive   │        │ Enduring Cognitive   │   │
│  │ Judgment of Self-worth│       │ Judgement of self-worth│ │
│  └──────────────────────┘        └──────────────────────┘   │
│            ↖                              ↗                   │
│              ┌──────────────────────┐                        │
│              │   Self-Evaluations   │                        │
│              └──────────────────────┘                        │
│                         ↑                                    │
│              ┌──────────────────────┐                        │
│              │ Evaluative Feedback  │                        │
│              └──────────────────────┘                        │
└─────────────────────────────────────────────────────────────┘
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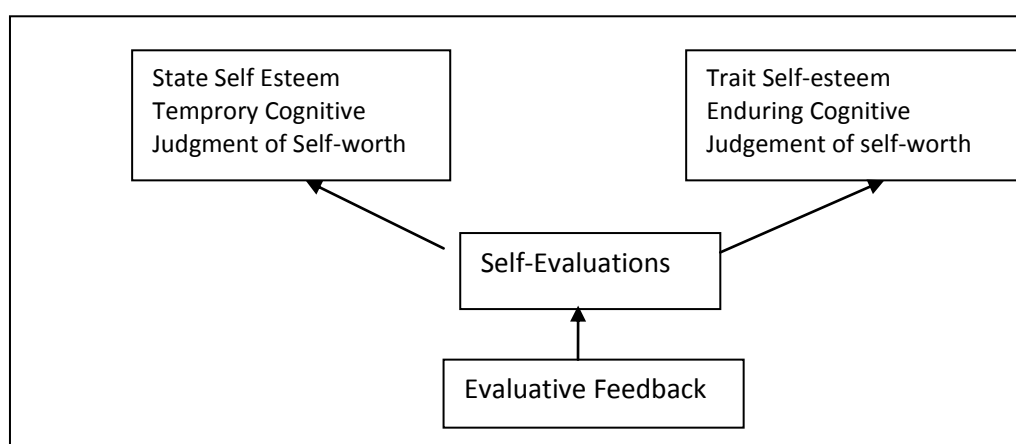
Figure 2.3. A cognitive (Bottom- up) model of self-esteem (Brown & Marshall, 2002).

Top-down model of self-esteem is based on affective side of self-esteem. This model assumes "self-esteem forms early in life in response to relational and temperamental factors, and once formed, endows high self-esteem people with the ability to promote, protect and restore feelings of self-worth" (Brown, Dutton & Cook, 2001). This model illustrates that self-esteem of a person affects his self-evaluations. His self-evaluations directly affect his perception of self-worth. Especially when faced with negative feedback, high self-esteem and low self-esteem people are differentiated. High self-esteem individuals don't relate their failure to their ability. Instead, they attribute their failure to planning, process and strategies they use, so they don't injure their self-worth. However, low self-esteem individuals blame themselves for their underachievement. Therefore, they easily damage their self-worth (Brown & Marshall, 2002). In other words, high self-esteem works as a protection mechanism of self-worth. In this top down model, the aim is to protect and

maintain self-worth by benefitting self-esteem when confronted with negative cases. In positive feedback, self-esteem increases, thus leading to sustaining and reinforcing self-worth.
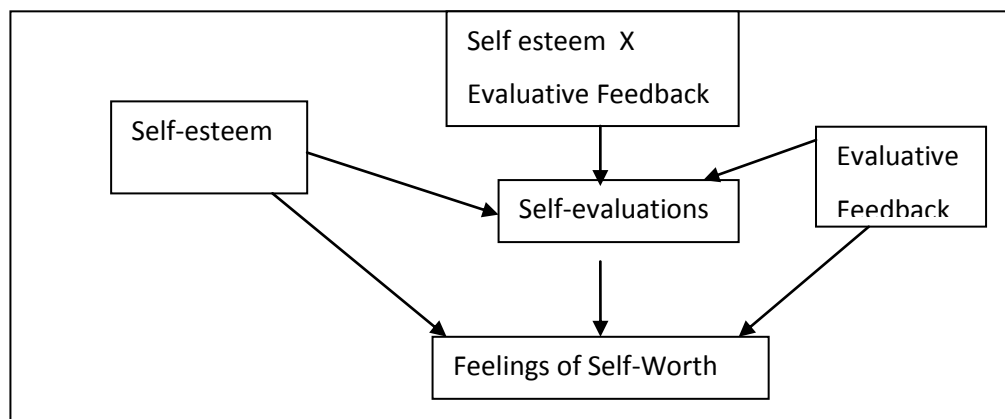
Figure 2.4**.** An affective (Top-Down) model of self-esteem (Brown & Marshall, 2002)

Along with bottom-up and top-down models of self esteem**,** some theories also explain how self esteem functions in our lives. Sociometer theory and terror management theory are among these. These are mostly related to affective side of self esteem. Sociometer theory proposes that an individual's perceptions about social acceptance affect his self-esteem level (Zeigler-Hill, Besser, Myers, Southard & Malkin, 2013). According to this theory, our self esteem reflects how we are valued in society and we feel belong to that society (Bos, Muris, Mulkens, & Schaalma, 2006). Moreover, self esteem level of an individual affects others' views and perceptions about him (Zeigler-Hill et al, 2013). So, it is clear that there is a bidirectional relation between self esteem and social perceptions as to this theory.

Terror management theory acknowledges that self esteem functions as a protector against anxiety, fear and negative emotions (Pyszczynski, Greenberg, Solomon, Arndt & Schimel, 2004). High self-esteem people are reported to have less negative emotions such as anxiety, fear and depression (MacDonald, 2007). Moreover, as they overcome negative feelings, they develop higher self-esteem.

Models of self-esteem and some other theories explain how self-esteem operates in individuals' lives. Some of the models are based on cognitively actions of self-esteem whereas some of the models focus on affective side of self-esteem. Throughout these models, self-esteem is a complex construct. That is to say, self -

esteem does not only account for simple behaviors of humans but also it presents explanations for more elaborate human behaviors.

2.2.3. Determinants and Outcomes of Self-esteem

Self-esteem concept has been one of the major constructs in developmental psychology. The importance of self-esteem can't be denied on individual's behaviors. Therefore, it is important to identify what causes high or low self-esteem. Moreover, it is crucial to know the outcomes of high or low self-esteem in order to understand significance of self-esteem in our lives. Self-esteem of an individual is affected by factors such as age, gender, ethnicity, health, physical appearance, parents, and success or failures.

No matter how early ages are important for development of most personality traits, young adulthood are the critical age for development of self-esteem (Huang, 2010; Orth, Trzesniewski, & Robins, 2010; Yılmazel & Günay, 2012). Another personal factor affecting self-esteem is gender. While some research shows that males have higher self-esteem than females in adolescents and young adulthood (Twenge & Campbell, 2001; Young & Mroczek, 2003; McMullin & Cairney, 2004;Moksnes, Moljord, Espnes, & Byrne, 2010), some research illustrates that there is no significant gender difference in self-esteem (Quatman, Sampson, Robinson & Watson, 2001; Donnellan, Trzesniewski, Conger & Conger, 2007). The culture in which people live and the gender roles attributed to individuals may cause to difference in self-esteem between boys and girls (Tsai, Ying & Lee, 2001). Some cultures underestimate women, which leads to low self-esteem in women. Ethnic identity of an individual also affects self-esteem in relation to the factors such as discrimination, rejection and majority / minority (Erol & Orth, 2011). Health is another factor affecting self-esteem (Benyamini, Leventhal, & Leventhal, 2004; Reitzes & Mutran, 2006; Stinson, Logel, Zanna, Holmes, Cameron, Wood & Spencer, 2008). Good physical health influences self-esteem positively. As consistent with Maslow's hierarchy of needs, overcoming their health problems are the primary concern of people with these problems. They do not tend to progress toward next levels which include security, belonging, self-esteem and self-actualization before their first step needs, physical needs, are satisfied. Physical appearance is also an important determinant in development of self-esteem (Harter, 1993, Kirkcaldy, Shephard & Siefen, 2002; Simona, Sorinel & Andreea, 2010). One's favorable thoughts about his appearance affect his self-esteem positively

(Bear, 1996). Parental support is also crucial in development of self-esteem. Parents' behaviors such as acceptance, approval, affection, reinforcements of good behaviors, valuing efforts and ideas of their children increase self-esteem of the children greatly (Coopersmith, 1967).

Academic achievement has a differential role in self-esteem. Success can be both source and outcome of high self-esteem while failure can be both source and failure for low self-esteem. High academic achievement increases self-esteem, and similarly high self-esteem affects academic achievement positively (Baumeister, 1999; Naderi et al, 2009). Individuals with high self-esteem have higher possibility of achievement because they are aware of their goals and determined to achieve these goals (Raffini, 1996). When they achieve their goals their self-esteem is affected positively. So, it can be said that there is cyclical relationship between high self-esteem and success. However, some argue that high self-esteem doesn't necessarily guarantee academic achievement (Baumeister, Campbell, Krueger & Vohs, 2003; Marsh & O' Mara, 2008).

While high self-esteem has outcomes such as happiness, achievement, good social relationships, occupational satisfaction, good educational backgrounds, low self-esteem has impact upon antisocial behavior, crime, racial prejudice, alcohol abuse, smoking, eating disorders, depression, academic failure and unemployment (Brown & Marshall, 2002; Baumeister, et al 2003; Donders & Verschueren, 2004; Boden, Fergusson & Horwood, 2008; Orth, Robins & Widaman, 2012). However, it is important to note that low self-esteem doesn't always result in such outcomes. Moreover, such kinds of outcomes aren't always related to self-esteem level of individuals. Other factors may have also effect on them. The case is same with high self-esteem, too.

2.2.4. Measurement of Self-esteem

James defines self-esteem as "the ratio of successes to pretentions" (Steffenhagen & Burns, 1987). His popular definition is formulated as self-esteem = success / prent"entions (Heatherton & Wyland, 2003). His definition and formula gives us the idea that self-esteem is a measurable construct. However, the number of instruments measuring self-esteem and research on measuring self-esteem is so

limited that most commonly used measuring instrument dates back to very early years. It is Rosenberg's Self Esteem scale (1965).

The widespread and reliable measure of self-esteem is Rosenberg's scale which assesses global self-esteem (Robins, Hendin & Trzesniewski, 2001). It is ten item self-report questionnaires with very high reliability (.92). The present study also uses Rosenberg's self-esteem scale.

Another instrument assessing self-esteem is The State Self Esteem Scale (SSSE) by Heatherton & Polivy, 1991). This twenty item scale is generally used to assess laboratory manipulations of self-esteem, and the items in this scale are categorized as performance, social and appearance self-esteem (Heatherton & Wyland, 2003).

It is used to measure self-esteem arousing from momentarily events. For example, after getting promotion or having BA degree with completing master thesis, self-esteem of the individual reflects his state self-esteem which is measured by using SSSE.

Projective instrument is also among the instruments assessing self-esteem. It is generally used in classroom environment and it measures unconscious self-esteem (Demo, 1985). Learners are given a stimulus about which they are asked to write or comment about. For example, they are given a character as stimuli. They pretend to be that character and reflect his views, perceptions and evaluations. In fact, this instrument assesses self-esteem based on the assumption that they reflect their own perceptions and evaluations unconsciously. Other techniques which are not frequently used are 'experience sampling' measure pictorial measures for children, Q-sort prototype measures based on observer judgments peer ratings self-ideal discrepancy measures, measures based on letter preferences and reaction time measures (Robins, Hendin & Trzesniewski, 2001).

As seen, the measurement of self-esteem is based on a few instruments. While choosing to use which scale the aim is very important. If an individual's overall evaluation about themselves (trait or global self-esteem) needs to be assessed, Rosenberg's scale is a good option. On the other hand, if a person' evaluations about himself in case of specific events need to be assessed; State Self-esteem scale can be used. If unconscious self-esteem is aimed to measure, projective instruments can be used. Moreover, age group of the participants affects the choice of measuring instrument, too. No matter what kind of instrument is chosen to assess self-esteem, it

is beneficial to support that instrument with other measuring techniques such as observing, peer ratings, interviews in order to increase validity.

2.2.5. Interventions for Self-esteem

Self-esteem has a tremendous effect on achievement, social life, and cognitive actions. Self-esteem which is such a crucial factor deserves focus of interventions as it is amenable to change. Nevertheless, there is almost no systematic approach to interventions for self-esteem. There are some suggestions and programs offering help to increase self-esteem.

First of all, it is important to revise sources of low self-esteem in order to help individuals raise their self-esteem. As previously mentioned, physical appearance, social acceptance, and academic failure affect people's self-esteem. Changing people's misperceptions about these helps them to improve their self - esteem (Emler, 2001). The aim of this kind of intervention is to promote individuals to develop positive attitudes toward what they have. Moreover, it is important to help learners to set realistic goals so as not to injure self-esteem (Bos et al, 2006), which aims to diminish effects of underachievement on low self-esteem. If learners set goals which are parallel to their abilities, the discrepancy between their achievement and aspirations will reduce. Hence, learners avoid developing low self-esteem. Here is important to note that individualized programs of interventions are needed to be applied due to the fact that every individual has different sources of low self-esteem (Emler, 2001).

Another intervention can be in the form of emphasizing achievements rather than failures (Bos et al, 2006). Adopting the principle that every individual is unique and is capable of at least something, teachers can focus on what the student is successful at. Teachers should constantly give positive feedback to efforts of students (Gigante, Dell & Sharkey, 2011). Teachers are to value even little efforts of students. Therefore, even unsuccessful students taste the feeling of achievement. Moreover, learners with low self esteem attribute their failures to themselves and their abilities (Brown & Marshall, 2002). They need assistance to find the true reasons of their failures. In addition, they should be instructed to learn from their failures.

Some intervention programs are designed to enhance self-esteem systematically. Pope, McHale, Craighead (1988) developed an intervention program. The program is based on low self-esteem resulting from not fulfilling achievement expectancies. Learners are helped to set achievable goals. Moreover, learners are

trained on "social problem solving skills, developing positive self-statements, setting realistic expectations, developing self-control, evaluation through appropriate standards, developing social interaction and communication skills and improving body image" (Emler, 2001).

While Pope and collegues developed an intervention program, Mruk (1999) offered seven techniques for self-esteem enhancement. One of these techniques is valuing the importance of acceptance and caring. Learners need to feel belonging to learning environment. Peer support and collaboration enhance student self-esteem. Providing positive feedback is another technique. Teachers should value every single effort of learners and reinforce their good behaviors. Leading students to develop positive self-feedback through cognitive restructuring is among the techniques. Learners are supported to evaluate themselves and give feedback themselves. More autonomous they become, more self-feedback they produce. Teachers can also increase self-esteem by using natural self-esteem moments. As previously mentioned, state self-esteem arise from momentarily events (Leary & Baumeister, 2000). If teachers are able to catch these moments of the students and intervene, they contribute to overall self-esteem of the students. For example, a poor learner who is hardly active tries to volunteer for an activity. The teacher appreciates his participation and gives positive feedback, which contributes to student's state self-esteem and encourages him for further activities. Assertiveness training also enhances self-esteem. Students gain confidence and get rid of inhibition with the help of education (Murray, Holmes & Griffin, 2000). Most school curricula already involve assertiveness training. Modeling is also a technique for enhancement of self-esteem. As always valid, teachers should also be good model of a high self-esteem person. This technique also presumes that successful teachers are good examples for students to take as role models, so leading to increase in student achievement, which results in high self-esteem (James, 2002). The last technique is equipping students with maximum problem solving skills. As previously stated, high self-esteem works as a protection mechanism against failures and negative cases (Brown & Marshall, 2002). Students' having effective problem solving skills will help them to cope with failures and negative cases more easily, thus leading to increase in self-esteem.

To sum up, self-esteem has a changeable nature. Educators can make use of that nature of self-esteem to cope with low self-esteem students and sustain high self-esteem students. Some kinds of interventions are proposed. These are used according

to the sources of low self-esteem in individual student. There are also suggested techniques for teachers to use in regular classrooms as a part of daily activities. However, literature doesn't mention about any teacher training on self-esteem interventions.

2.2.6. Self-esteem and Related Research

As a significant construct in development of personality, self-esteem has recently been popular among educational researchers. Self-esteem is an important factor which explains individual differences in learning (Dörnyei, 2005). There are a plenty of studies which examine the relationship between self-esteem and academic success (Morrison, Thomas and Weaver, 1973; Burns, 1982; Liu & Kaplan, 1992). On the other hand, some studies claim that there is no relationship between self-esteem and academic achievement.

As the developer of widely used Self-esteem inventory, Rosenberg (1965) asserted that the students who had highest scores on self-esteem were found to have high tendencies to be successful at school. Purkey's (1970) study also confirmed that there was a strong relationship between academic success and self-esteem. Kugle, Clements and Powell (1983) also studied the relationship between self-esteem and academic achievement and found a meaningful positive relationship. According to Güngör's research (1989), students who regarded themselves as successful were found to have higher self-esteem than the ones who regarded themselves as unsuccessful. Nurmi and Pulliainen (1991) found that adolescents with high self-esteem thought more internally about their future goals, so stepped forward in terms of success when compared to the ones with lower self-esteem. Robinson and Tayler's study with one hundred and fifty students (1991) also showed that students who were unsuccessful at school displayed lower levels of self-esteem. Robinson and Tayler's study (1996) with Lithuanian adolescents confirmed nearly the same results.

On the other hand, some research demonstrates that self-esteem has a little impact on achievement. Osborne's (1995) longitudinal study in which twelve thousands students from eighth and tenth grade involved revealed that there wasn't an important relationship between participants' self-esteem and school achievement. Peixoto's study (1998) with seventh, eighth and ninth grade students also showed that self-esteem and success didn't affect each other. Zeinvan (2006) examined the relationship between self-esteem, gender and academic achievement in Iranian students. The study illustrated that there was no meaningful relationship between

self- esteem and success. But, there was a gender difference in self-esteem according to the results. Boys exhibited higher self-esteem than girls. Baumeister, Campbell, Krueger & Vohs (2003) searched outcomes of self-esteem. They found out that high self-esteem didn't account for high academic achievement and healthier lifestyle, but high self-esteem had some impact on social relationships, and it greatly affected happiness. Peixoto and Almeida (2010) investigated the relationship between self-esteem and academic success, and strategies underachieving students used to maintain self-esteem. They affirmed that there was no significant relationship between academic success and self-esteem of learners. Underachievers underestimated academic competences and adopted less positive attitudes toward school in order to sustain their self-esteem and not to damage their self -image.

The number of studies which has self-esteem variable in foreign language learning research is rather limited. In a study with Chinese American college students, English and Chinese language proficiency was positively correlated with self-esteem (Tsai et al, 2001). Moreover, Attitudes toward culture strongly predicted learners' self-esteem. Fahim and Rad (2012) conducted a research on the relationship between self-esteem and writing skills of EFL university students in Iran. The results of the study reveal that there is a positive relationship between students self-esteem and writing scores, English language proficiency of students affects their writing scores, and English language proficiency of students is affected by their self-esteem. The general result of the study is that there is a positive relationship between self-esteem, writing skills and English language proficiency. In an experimental study, Ghaith (2003) investigated the effects of cooperative learning on English reading achievement, self-esteem and school alienation. The study was conducted with Lebanese high school students. The results indicate that collaborative learning affects English language proficiency while it has no meaningful effect on self-esteem and school alienation. In contrast, another study examining effects of cooperative learning in foreign language education implicates that cooperative learning develops self-esteem among EFL student (Zhang, 2010). Andrade and Williams (2009) conducted a study with Japanese EFL university students in order to find the outcomes of foreign language learning anxiety. One of their findings related to the present study's concept was that foreign language learning anxiety caused low self-esteem.

To sum up, some research suggests that there isn't any relationship between self-esteem and student success while most research findings propose that there is a significant relationship between self- esteem and success. However, the quantity of research studying self-esteem in foreign language learning is inadequate. Hence, more research needs to be conducted for more prominent results.

2.3. ATTITUDE

2.3.1. Definitions of Attitude and Related Concepts

Language learning is affected by many other factors such as motivation, attitude. Students' attitudes toward a second language may affect their desire to learn that language and their achievement. Sparks and Ganschow (2001) state that affective variables as well as cognitive factors affect success in learning a foreign language. Among the affective factors attitude, "a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (Fishbein and Ajzen, 1975), has been a focus of interest in many studies exploring foreign language learning. A detailed describtion of attitudes is given by Montano & Kasprzyk (2008 p.71)

> "Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude."

Attitudes involve three components: cognition, affect and behaviour (Lambert, 1967). The cognitive components of attitudes are thoughts and beliefs while affective components are feelings and emotions (Wenden, 1991). Behavioral component refers to reaction which results from a combination of affective and cognitive components (Gardner, 1985). Brehm and Kassin (1990) also explains the attitude according to the tricomponent view of attitudes (cited in Gökçe, 2008) :

> According to this tricomponent view, attitudes are, in part, an affective reaction. To have an attitude about something is to evaluate it favorably, unfavorably, or with mixed emotions. Second, attitudes have a behavioral component, in that they predispose people to behave in a particular manner toward an object. Third, attitudes have a strong cognitive component. How you feel about an object depends, in part, on your beliefs about that object (pp. 438-439)

Kara (2009) summarizes this tricomponent view that positive thoughts and feelings about learning lead an individual to react in a positive way towards learning, thus resulting positive attitudes toward learning.

Foreign language research indicates that motivation and attitude are closely related (Dörnyei, 2001; Masgoret &Garner; 2003; Bernaus, Masgoret, Gardner & Reyes, 2004). Gardner and Lambert's research on the effect of attitudes toward target culture on motivation of learning that target language revealed a new term 'integrative motivation' (Sturgeon, 2013). Gardner defines motivation as "a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards the learning the language" (Williams and Burden, 1997). This definition reconfirms the interaction between attitude and motivation.

The general definition, components of attitudes and how motivation and attitude are related are presented. In general, attitudes reflect reaction towards an object. The current study concerns with attitudes toward language and language learning. Therefore, reactions toward language and related things toward language learning will be interest of this study. Attitudes toward language learning involve:

- Attitude to language
- Attitude to culture of that language
- Attitude to people of that language
- Attitude to language accent
- Attitude of parents to language learning
- Attitude to foreign language classroom
- Attitude to foreign language teacher
- Attitude to language learning materials (Baker, 1992).

2.3.2. Determinants of Attitudes

Language attitude may have social and political roots (Mukhuba, 2005). Learners' native culture' s point of view about target language and its culture affect learners' attitudes (Moran, 2001). Moreover, language attitude is affected by factors such as age, gender, school, ability, language background and cultural background (Baker, 1992). Most current research findings are in accordance with previous research (Jones, 1950; Scharp, Thomas, Price,Francis & Davies 1973; Jones, 1982) that proposes attitudes tend to change from positive to negative as learners get older. In a longitudinal study, ninth graders reported less positive attitudes toward language learning than they did when they were seventh graders (Williams, Burden & Lanvers; 2002). Similar results were reported by a cross sectional study, too.

Investigating what contributes to motivation and attitude, Masgoret and Gardner (2003) conducted a survey with elementary, secondary and university students. They found out that the older students got, the less positive attitudes they had toward foreign language learning. Moreover, they didn't find any significant relationship between learning environment and attitudes.

Gender is another issue which is thought to determine attitudes. When looked at the related literature, girls are generally reported to have more positive attitudes toward language learning than boys (Dörnyei & Clément, 2001; Williams et al 2002; Kissau, 2006; Mori & Gobel, 2006; Kormos & Csizér, 2008). In Muchnick & Wolfe's study (1982) females were found to have more positive attitudes toward leaning a second language and be more motivated. Onwuegbouzie et al. (2000a) also supported that men tended to have lower foreign language achievement than women as a result of less positive attitudes toward that second language. In addition to gender, Wright (1999) examined the effect of school type on attitudes toward target language and culture. According to the results, gender was an important factor to determine language attitudes, and females exhibited relatively higher positive attitudes than males. However, school type weakly predicted attitudes. Kobayashi (2002) explored gender differences in English learning attitudes of Japanese high school students. As consistent with other studies Japanese girls outscored boys in terms of foreign language learning attitude. However, in a study held in Iran (Ghanea, Pisheh & Ghanea, 2011), there were no gender differences in attitudes of students toward learning English.

2.3.3. Measurement of Attitudes

Language attitudes are commonly assessed by questionnaires. The widely used attitude measuring questionnaire is Gardner's (1985) Attitude/Motivation Test Battery. Attitude/ Motivation Test Battery (AMTB) was originally developed to measure attitudes of students studying English and French in Canada. Subscales of the instrument were attitudes toward French Canadians, attitudes toward learning French, attitudes toward European French people, interest in foreign languages, integrative orientation, instrumental orientation, anxiety, parental encouragement, motivational intensity, and desire to learn French (Hatcher n.d.). Proving validity and reliability, AMTB has been revised to apply into measurement of attitudes of learners from other countries toward other languages.

The current form of AMTB consists of self-report questionnaires which contain subscales representing different aspects of motivation (Williams and Burden, 1997). The subscales assess attitudinal and motivational variables in second language learning. The subscales are also in accordance with components of socio economic model (previously mentioned in chapter 1): motivation, integrativeness, and attitudes toward the learning situation (Masgoret & Gardner, 2003). The AMTB (Table 2.5.) also contains subscales to assess why learners learn a foreign language. They are given under the subtitles: *instrumental orientation* and *integrative orientation*. Instrumental orientation refers to "reasons for second language learning, that reflect practical goals such as attaining an academic goal or job advancement" (Noels, 2001). Integrative orientation means "a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community, and to increase the affiliation with the target community" (Ghanea, Pisheh & Ghanea, 2011). Because integrative motivation includes positive attitudes toward culture and community of target language, and the target language itself, integrative orientation account for foreign language proficiency more than instrumental orientation (Gardner & Lambert, 1972).

Table 2.5. Attitude Motivation Test Battery Subscales (cited from Masgoret & Gardner, 2003).

Attitudes Toward the Learning Situation
Evaluation of the Course
Evaluation of the teacher
Integrativeness
Attitudes toward the language group
Interest in Foreign Languages
Integrative Orientation
Motivation
Motivational Intensity
Attitudes toward learning the target language
Desire to learn the target language
Orientations
Instrumental Orientation
Integrative Orientation

Another technique used to measure language attitudes is 'the matched guise' developed by Lambert and his colleagues (1960). The matched guise technique has been used in much language attitude research (e.g. Luhman, 1990; Ihemere, 2006; Loureiro-Rodriguez, Boggess & Goldsmith, 2012; Chen & Mao, 2013) In the matched guise technique the voice of the speaker who uses different languages or

dialects of the same language is recorded. The speaker pretends to be a different person while using different languages. But the participants aren't informed that the voices belong to the same person before they listen to the recordings. The participants think that different languages are spoken by different people while listening to the records. While listening to recordings, participants are given a rating scale which involves traits such as educated, modern, beautiful, confident (Soukup, 2012). Participants fill out scale according to the voice they hear. The matched guise technique heavily depends on culture and ethnicity' s effect on personality traits (Diaz-Cambos & Killam, 2012). In other words, participants' responds to the items on the scale in fact reflect their attitudes toward the language and culture they hear from the recording.

The matched guise technique is also used along with a questionnaire or open ended questions. The difference between questionnaires and the matched quise technique is briefly explained by Obiols (2002)

> Indirect techniques such as the matched guise test permit a higher degree of introspection and 'privacy' for the person interviewed (Lambert, 1967), producing more 'spontaneous and sincere responses. Direct questionnaires, on the other hand, introduce aspects with negative methodological connotations, such as: *i*) possible ambiguity in the formulation of direct and indirect questions; this can increase if terms such as 'language' and 'dialect are used, the latter traditionally having negative undertones; *ii*) the limitations of writing for answering this type of questionnaire, in comparison with the fluency and attention to detail permitted by spoken language (p 2).

Although the superiority of the matched guise technique over direct questionnaires such as AMTB has been mentioned, the purpose of the measurement is of high value. While the matched guise technique measures attitudes toward foreign language and its culture, AMTB measures attitudes towards language learning with its subcategories. So, it is possible to conclude that foreign language learning research makes more use of AMTB than the matched guise technique.

2.3.4. Foreign Language Attitudes of Turkish EFL Learners

Learners' beliefs and attitudes play an important role in their learning foreign language. Learners' attitudes toward foreign language and learning that language are shaped in the culture they live in. Therefore, it is important to view learner's beliefs and attitudes in their native culture. Because the present study's participants are Turkish EFL learners, it is beneficial to examine foreign language learning in Turkey.

In Turkey, English education starts at fourth grade in public schools, and continues till the end of university education. In private schools English learning starts at very early ages and students are exposed to English more than students at public schools. Students are also supplied with optional second foreign language education at these schools. In the recent educational system, public school students will be able to learn English at very early ages and can choose a second language in following years like private school students. The recent education system which is called "four plus four plus four education system" premises that English education starts at second grade in primary schools, which will be completely applied next year (2013-2014 eduation year). Moreover, the hour of compulsory English lessons has increased and elective English courses have been added to curriculum of fifth graders. These new applications show the increasing importance of English lessons in Turkish education system.

One of the reason why new arrangements have constantly been done in English education in Turkey is that Turkish students aren't able to learn and speak English effectively despite many years of English teaching in formal education. Turkish EFL learners always complain that they can understand English, but they can't speak it. Many researchers have been seeking the factors which hinder effective English learning in Turkey. Motivation, anxiety, beliefs and attitudes are among factors which affecting English learning and teaching. Reviewing the studies with Turkish EFL learners will give important implications about general situation.

Motivation is undeniably foremost element of language learning. Motivation has been interest of much foreign language learning research. As well as studies abroad, motivation has drawn attention of a great deal of studies in Turkey. Sakıroglu and Dikilitas (2012) searched the factors affecting motivation. The research with one hundred twenty nine Turkish EFL students at the preparatory school of a private university revealed that gender, skill level, and perceived proficiency were among the determinants of motivation. The findings showed that female learners were more motivated to learn English than male peers, and skill level and perceptions about proficiency were positively correlated with motivation. Tılfarlıoglu and Kınsız' study (2011) gives clues about student motivation according to the aim of learning English. Their research with university EFL students shows that most of the learners are both instrumentally and integratively motivated to learn English. However, foreign language learning is seen only a classroom activity by the majority of learners and

they are reported to have negative attitudes toward learning English through communicative ways.

Language learning is evidently affected by learner's beliefs (Horwitz, 1999; Bernat & Lloyd, 2007; Chang & Shen, 2010; Atas, 2011; Wesely, 2012). Learner beliefs refer to "student opinions on a variety of issues and controversies related to language learning" (Horwitz, 1988). According to Oz' (2007) study which investigated Turkish EFL learners' beliefs about language learning with four hundred seventy participants in secondary education, it was concluded that most of the students recognized the importance of learning English in Turkey. Moreover, he reached important implications related to gender and age. Female students developed more positive attitudes toward learning foreign language and use of the language communicatively than male students. In terms of age, younger students were found to have less anxiety and stronger beliefs about foreign language learning aptitude, and they were more eager to use foreign language for communicative purposes.

Similar to Oz' study (2007), in the study with one hundred ninety eight grade students in a private primary school Karahan (2007) also reveals that learning English is seen very important in Turkey. Moreover, most of the students had mildly positive attitudes toward learning English. Girls exhibited more positive attitudes than boys in accordance with results of other studies. However, the study confirmed that students didn't use English communicatively as parallel to general problem of Turkish EFL learners.

Learner beliefs are closely related to attitudes toward learning (Kara, 2009). Bağçeci and Yaşar (2007) searched the learner beliefs. Opinions of high school students about English teaching were the main subject of the study. The study gave implications about students' negative attitudes toward English teaching as well as their negative beliefs and opinions. Their negative attitudes resulted from their belief that English teaching methods weren't effective enough. Their belief that they had to learn English to get high grades caused them to be mostly instrumentally motivated rather than integratively motivated. The researchers relate these findings to English teaching methods and techniques used by English language teachers in Turkey.

Learner beliefs also affect anxiety level of students (Victori & Lochart,1995). Anxiety is one of the demotivating factors in language learning (Scovel, 1978; Horwitz, 1986; Onwuegbuzie, Bailey & Dale, 1999; . Onwuegbuzie, Bailey & Daley, 2000; Zheng, 2008; Kuru-Gonen, 2009; Trang, 2012). Foreign

language anxiety is defined as " the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre,1998 p.27). Subası (2010) sought the causes of Turkish EFL learners oral practice anxiety with fifty five university students from ELT department. She concluded that fear of negative evaluation, self-perceived ability in speaking English caused anxiety in learners preventing their active participation in speaking activities. She suggests that language teachers should carefully approach to students with high anxiety and low self esteem to help them gain confidence in oral communication in English. This study summarizes the biggest problem of Turkish EFL learners.

Some studies focus on attitudes of Turkish EFL learners toward English and its culture. Ilter and Guzeller' s (2005) study with one hundred fifty university students show that majority of learners have positive attitudes toward learning the culture of target language, and girls are reported to have more positive attitudes toward the foreign culture than boys.

Similarly, Büyükyazı (2009)'s study with university EFL learners revealed that the students developed positive attitudes toward foreign language culture because they recognized the importance of culture while speaking that language. Students' integrative motivation was expected to be higher looking at their valuing foreign culture. In contrast, majority of learners' instrumental motivation was higher to learn English.

Lastly, an extensive study on motivation and attitude of Turkish learners toward learning English was conducted by Kızıltepe (2000). The results showed that attitudes of students toward foreign language, foreign language learning, foreign culture and people of that culture were positive. The researcher also draws attention to the high level of instrumental motivation of learners.

To sum up, the recognition of importance given English as a foreign language in Turkey has been increasing. However, Turkish EFL learners have difficulties in learning and speaking English stemming from their beliefs and anxiety. Although some negative beliefs and foreign language anxiety demotivate learners, most of the research confirms that Turkish EFL learners generally develop positive attitudes toward learning English and its culture. When looked at the purpose of learning English, Turkish learners are mostly instrumentally motivated. Moreover, there is a greatly dramatic gender difference in attitudes of learners. Nearly all

studies confirm that Turkish female learners have stronger beliefs, higher motivation and more positive attitudes toward learning a foreign language than male learners.

2.3.5. Attitude and Foreign Language Achievement

Language attitude has an undeniable effect on foreign language achievement (Gardner & Lambert, 1972; Horwitz, Horwitz & Cope, 1986; Prodromou, 1992; Lightbown & Spada, 1993; Masgoret & Gardner, 2003; Mejias and Carlson, 2003; Brantmeier, 2005; Huguet, Lapresta & Madariaga, 2008; Abidin, Pour-Mohammadi & Alzwari, 2012). Additionally, positive attitudes toward foreign language encourage the use of that language for wider communicative purposes (Thomas, 2010). That is learners regard foreign language as a means of communication apart from instrumental purposes such as passing an exam or getting promotion. Several studies have been interested in the relationship between language attitude and foreign language achievement.

A study in Turkish context (İnal, Evin & Saracaloğlu, 2005) examines the relationship between foreign language attitude and achievement in foreign language and the effect of other variables on this relationship with high school students. The study reveals that foreign language attitude affects foreign language success very positively. Other findings show that school type, gender and parent education affects foreign language attitude of students while these variables except gender have no impact upon foreign language achievement.

Research with young EFL learners in Cyprus (Petrides, 2006) investigated the impact of attitudes and motivation on language achievement. The attitude and motivation scores of learners were analyzed with their listening and speaking scores. According to the results, there was a positive relationship between young learners' language achievement and their motivation and attitude toward language learning.

Research in Yemen context also shows similar results to Turkey and Cyprus' context. Ba-Udhan (2010) conducted a study with education faculty students in Yemen. The study reveals that students in Yemen have positive attitudes toward English and there is a significant relationship between attitudes and foreign language achievement.

In Bangladesh al Mamun, Hossain, Rahman & Rahman (2012) searched the univesity students' attitudes toward language learning. Students exhibited highly positive attitudes toward learning English. The researchers attribute learners' high positive attitudes toward foreign language to their high instrumental motivation to

learn English because students often reported they had to get good grades to get better job opportunities.

Hsieh (2008) sought the predictors of foreign language achievement. The participants of the study were college students who were studying Spanish, French and German as a foreign language. According to the results, self-efficacy outscored of all the factors affecting foreign language success while attitude and anxiety proved to be good predictors of foreign language achievement. The results were in accordance with other studies about self efficacy and foreign language achievement (Tılfarlıoglu & Cinkara, 2009; Jabbarifar, 2011; Tılfarlıoğlu & Ciftci, 2011).

Bain, McCallum, Bell, Cochran and Sawyer (2010) searched attitudes and achievement along with aptitude and attribution with postsecondary students. Moreover, the giftedness was used as a variable in the study. According to the results, gifted learners performed higher scores on aptitude and attitude scales than nongifted students. Moreover, gifted learners showed higher academic achievement in foreign language learning. However, there was no difference between gifted and nongifted learners in terms of attribution. The concluding remark of the study was that aptitude, positive attitudes and giftedness affect foreign language achievement positively.

Wesely (2012) explored attitudes, perceptions and beliefs in language learning and their outcomes in her literature review study. Reviewing the literature, she concluded that attitudes, beliefs and learner characteristics played an important role in foreign language learning. Moreover, these variables had important outcomes such as enjoyment in language learning, higher achievement and lower anxiety.

Language attitude and achievement have a reciprocal relationship. In other words, as positive language attitude improves foreign language achievement, foreign language achievement also promotes positive language attitudes. Finch (2004) conducted an experimental study to reveal how language learning activities change attitudes toward language learning. In the study, participants wrote learning journals and actively took part in assessment. The learning environment was student centered. The difference between pre-test and post-test scores shows that not only students' attitudes toward learning English have changed positively but also their language ability improved.

In conclusion, among the factors affecting foreign language learning language learning attitude has an important place. It may predict the success in foreign language. Many studies confirm that adopting positive language attitude promotes foreign language achievement.

CHAPTER THREE
METHODOLOGY

3.0. PRESENTATION

The aim of the present study is to seek the relationship between self esteem, self regulation, attitude and foreign language achievement**.** With this aim this chapter is responsible for reporting on the descriptive study in which the statistical techniques are used, procedure of data collection and data analysis and the subjects are studied. First, research design is mentioned, and then research population and sampling, data collecting instruments, validity and reliability of these instruments are presented. In order to make representation more concrete, a variety of tables and figures representing research population are illustrated in this chapter.

3.1. RESEARCH DESIGN

The research design of this study is descriptive. Descriptive study is the exhibition of the characteristics of the chosen group comprehensively (Lambert & Lambert, 2013). The information gained from participants is presented without any manipulation (Shuttleworth, 2008). Descriptive studies try to test whether the hypothesis are true or not, or tries to find the answers to research questions. In such studies, data are collected through questionnaires, interviews, observation or using several of these techniques together (Bhattacherjee, 2012).

In the present descriptive study, both research questions and hypotheses are set to unveil the relationship between self-regulation, self-esteem, attitude and foreign language achievement. As research population, preparatory school students from a university were chosen. Data collection was fulfilled by means of a questionnaire (Appendix A) and students' end of year scores.

3.2. RESEARCH POPULATION AND SAMPLING

383 volunteers out of 1867 preparatory level students from Gaziantep University Higher School of Foreign Languages participated in this study in 2011-2012 academic year. Students at Gaziantep University Higher School of Foreign Languages take twenty-four hours English lessons per week. Main course, reading-writing, listening and speaking are parts of their weekly English lessons. Students are grouped according to their proficiency levels. They are evaluated through teacher assessment, midterm and final exams.

Participants are generally aged between 17 and 25. There are only seven students who are aged over 25. Figure 3.1. shows descriptive statistics for the age of participants. In parentheses next to the age group, frequencies are given.
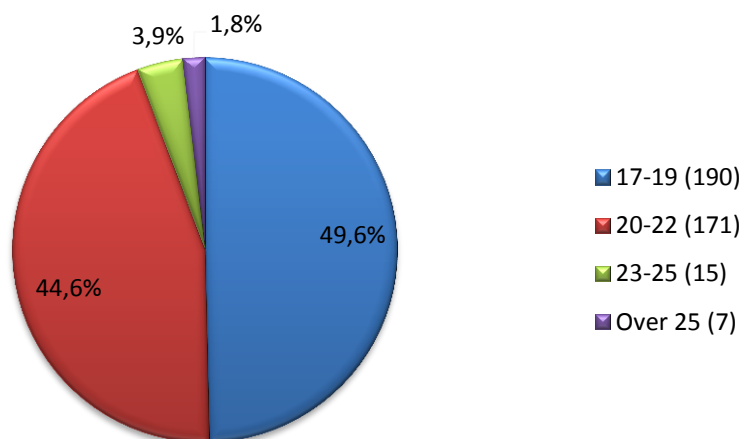
Figure 3.1. Age distribution of the participants

Figure 3.1. illustrates that most of the students (49.6 %) are aged between 17-19. Students who are aged between 20-22 makes of 44.6% of the whole research population. 15 of the participants (3.9 %) are aged between 23-25. 7 students (1.8 %) are over 25.

Among the demographic variables of research population is gender, too. When looked at gender statistics of participants, the number of female students is 157 and the number of the male students is 226. Figure 3.2. illustrates that there are more male participants (59 %) than female participants (41 %).
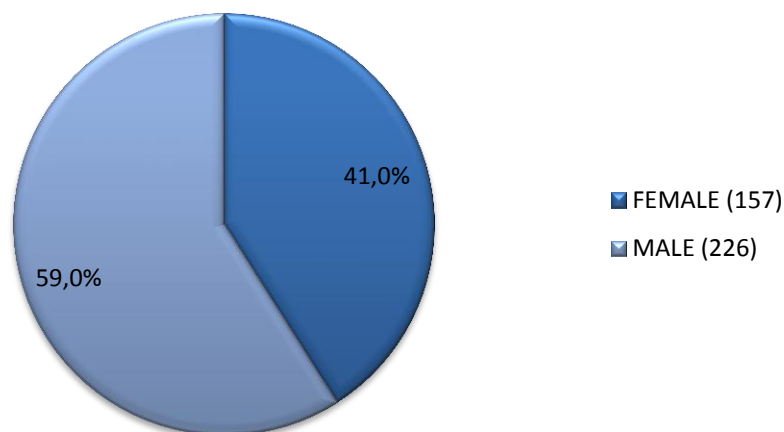
Figure 3.2. Gender distribution of the participants

High schools students graduated from were also among the concerns of the study. Schooling background of the participants varies a lot. When looked at the descriptive statistics, it can be seen that students were graduated from different high schools. In order to determine high schools students graduated from, students were given high school options to choose. The last option was "other", and students were expected to write their high school if it wasn't located among the options. Four students ticked 'other' option and wrote their high school. Analyzing 'other' option, it was found out that three of the students were graduated from open education and one of them was graduated from military high school. Although it took place in options, religion high schools were not presented in the table because there was no participating student from this type of schools.
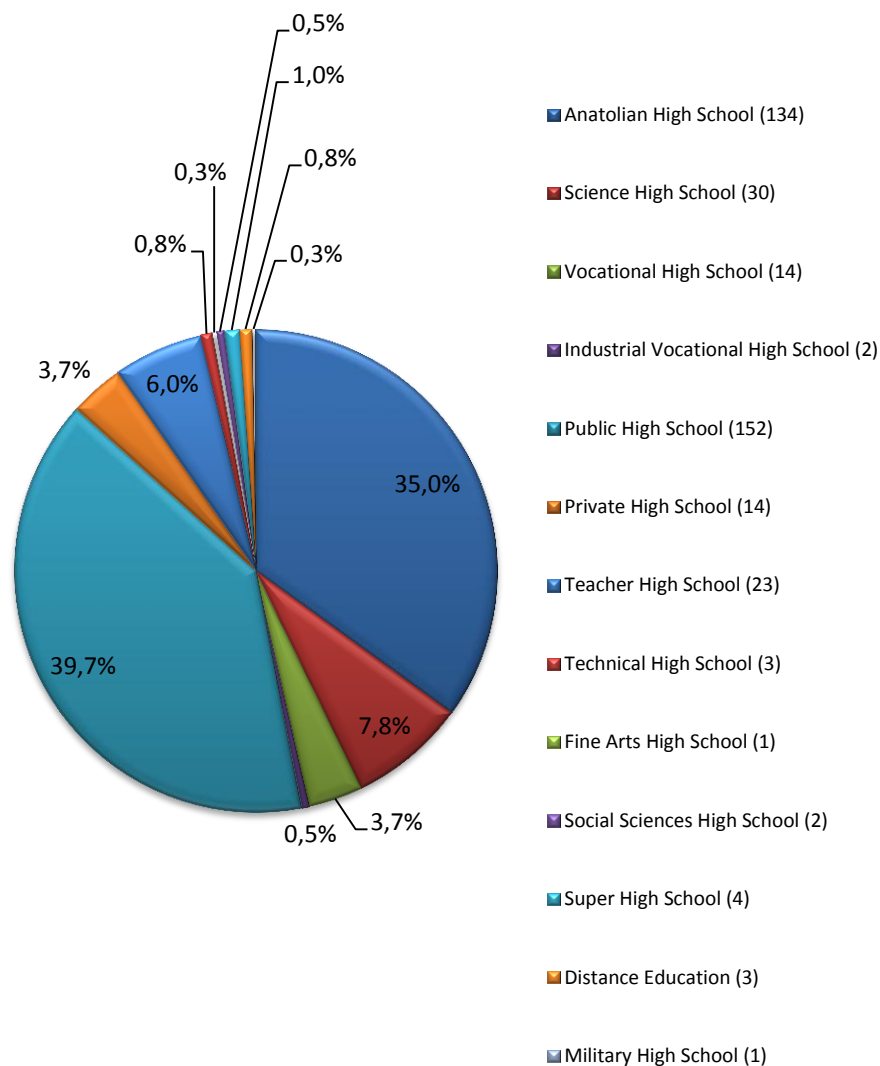
Figure 3.3. Schooling background of the participants

The figure above shows that surpassing majority of the students graduated from Pubic high schools (39.7 %) and Anatolian high school (35 %). Science high schools follow those with frequency of thirty students (7.8 %). Twenty-three of the students (6 %) were graduates of teacher high school. Students from vocational high school constitute 3.7 % of the whole participants. The percentage is same with students from private high school. Four students (1 %) graduated from super high school while three students (.8 %) graduated from technical high school. Similarly, three students (.8 %) graduated from open education. In open high school education, students take education from online sources and TV channels that are specifically set for open education. These students take exam to complete their education at certain examination centers at certain times of the year. Two of the students (.5 %) were

graduates of social sciences high schools that are high school types which have been recently founded. Fine arts and military high schools only make up .3% of all the schools with one participant.

Duration of the students' studying English may affect the relationship between self-esteem, self-regulation, language attitude and success. Therefore, it is important to look at how long students have studied English. Figure 3.4. illustrates the distribution of students' duration of studying English.
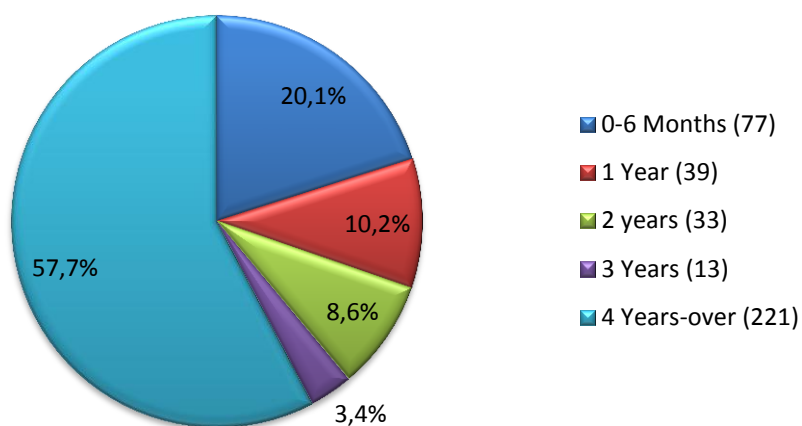
Figure 3.4. Duration of students' studying English

Figure 3.4. shows that more than half of the students (57.7 %) have been studying English at least four years. This is an expected result according to Turkish education system because foreign language education starts at fourth grade in primary schools. However, some students seem not to benefit this system maybe due to the lack of opportunities. Seventy-seven of students (20 %) have been studying English for six months. Those students probably have started studying English for the first time at Gaziantep University Higher School of Foreign languages. Thirty-nine students (10.2 %) have been studying English for one year. They may have participated in summer language courses before coming university. Thirty-three (8.6 %) of the students have been studying English for two years. Only thirteen students (3.4 %) have been studying English for three years.

Lastly, proficiency levels of the participant students are illustrated. Because the interest of the study is the relationship between self-esteem, self-regulation, attitude and foreign language success, proficiency levels of students are of crucial value. Participants in this study were from three different proficiency levels which

were determined by a placement test which was conducted by Gaziantep University High School of Foreign Languages in the beginning of the year. Figure 3.5. shows the distribution of proficiency levels.
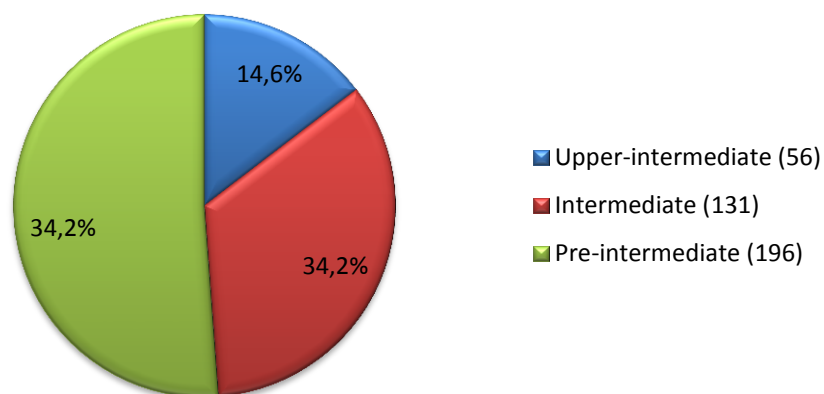
Figure 3.5. Proficiency Levels of the Participants

According to the figure 3.5. fifty-six of participants (14.6 %) were upper-intermediate. Intermediate level students accounted for 34.2 % of the whole participants while pre-intermediate level students constituted most of the participants (51.2 %).

3.3. INSTRUMENT

The purpose of this study is to analyze the relationship between self-esteem, self-regulation, language learning attitude and student success. With this aim data was collected through a questionnaire. The questionnaire used in this study consists of four parts. The first part included data about students' gender, type of high school they graduated from, duration of their learning English and their proficiency levels. The second part of the questionnaire measured students' self-esteem while the third part and forth part measured self-regulation and language attitude respectively.

While measuring self-esteem, Rosenberg's Self-esteem Scale was used (Rosenberg, 1965). The reliability of this scale was originally found as .92. It is a ten item, four-dimensioned scale. All items are answered on a 4-point Likert type scale with the scale points 5: Strongly Agree 4: Agree 2: Disagree 1: Strongly Disagree for items 1,2,4,6,7 while scores are calculated as 1: Strongly Agree 2: Agree 4:

Disagree 5: Strongly Disagree for items 3,5,8,9,10 which are reversed in valence. Score 3 wasn't used in this study as a value while measuring self-esteem scores of students because the questionnaire originally doesn't have "no comment" option. But the other questionnaires used in the study have this option. So, in order to establish balance with the nature of the questionnaires regarding five point likert type scale, such a method was applied.

Self-regulation part of the questionnaire was adapted from Brown, Miller, & Lawendowski (1999). Self regulation questionnaire was originally proved reliability value of .94. The self regulation questionnaire which had originally 63 items was modified and reduced to 16 items. All the items in questionnaire are answered on a 5 point likert scale. The scale points used in both questionnaires are 5: Strongly Agree 4: Agree 3: No Comment 2: Disagree 1: Strongly Disagree. For six items (items 14,18,20,21,23,24) which are reverse in valence, scores are calculated as 1: Totally Agree 2: Agree 3: No Comment 4: Disagree 5: Totally Disagree.

While choosing a questionnaire to measure language attitudes, it was important to choose a questionnaire which was previously designed for Turkish students. With this aim, in the present study language attitude was measured through an adapted questionnaire by Karahan (2007). Karahan also adapted this questionnaire from Buschenhofen (1998) to measure attitudes of learners towards foreign language in Turkish context. All items in this questionnaire are answered on a 5-point likert scale. The scale points used in questionnaires are 5: Strongly Agree 4: Agree 3: No Comment 2: Disagree 1: Strongly Disagree. There are also items which are reverse in valence like other questionnaires in the study. These reverse items are 27,31,32,37, and 41. The scores for these reverse items are calculated like the others in the study.

3.4. DATA COLLECTION

3.4.1. Piloting Procedure

The questionnaire used in this study consisted of three different questionnaires each of which separately proved reliability and validity. These three questionnaires were adapted and modified according to the aim of the present study. So, there was a need for piloting to determine the reliability of the newly adapted questionnaire and do rearrangements if needed. First of all, the researcher took permission to conduct the study at Gaziantep University Higher School of Foreign

Languages (Appendix B). Then, the researcher explained the aim of the study to the pilot group. They were assured that their information would be used only for the stated aim of the study. After that, the questionnaire was applied to forty students.

Piloting procedure of this study is twofold:

- Validity and Reliability issue

- Item analysis

In order to test the reliability of the new questionnaire, the questionnaire was applied to a group of forty students. The reliability of the questionnaire was .809. After reliability analysis, item analysis was done to determine the items which lower reliability. Item analysis can be seen at table 3.5.

Table 3.1. Item analysis

Items	Scale Mean if item deleted	Scale variance if item deleted	Corrected item-total correlation	Cronbach's Alpha if item deleted
Item 1	153.94	217.03	.309	.804
Item 2	154.01	217.84	.252	.806
Item 3	154.79	212.98	.338	.803
Item 4	154.09	214.86	.363	.803
Item 5	154.06	221.53	.129	.809
Item 6	154.16	213.06	.410	.801
Item 7	154.22	212.60	.407	.801
Item 8	155.53	212.61	.246	.807
Item 9	154.97	209.66	.364	.802
Item 10	155.44	217.42	.166	.809
Item 11	154.81	222.17	.062	.811
Item 12	154.45	218.65	.214	.807
Item 13	155.10	216.89	.202	.808
Item 14	155.26	207.58	.453	.799
Item 15	154.10	218.70	.273	.805
Item 16	154.79	217.89	.204	.807
Item 17	154.18	218.13	.273	.805
Item 18	155.02	215.55	.286	.805
Item 19	154.27	215.23	.356	.803
Item 20	156.36	223.35	.032	.812
Item 21	155.16	217.57	.160	.809
Item 22	154.01	219.02	.246	.806
Item 23	154.52	209.03	.423	.800
Item 24	155.27	216.20	.218	.807
Item 25	154.44	220.25	.170	.808
Item 26	154.60	215.37	.303	.804
Item 27	154.21	214.57	.300	.804
Item 28	153.66	219.48	.284	.806
Item 29	154.43	211.00	.425	.800
Item 30	155.41	210.60	.480	.799
Item 31	155.62	224.25	-.008	.814

Item 32	155.78	213.49	.328	.803
Item 33	154.84	209.52	.405	.800
Item 34	154.90	223.72	-.006	.816
Item 35	154.18	213.05	.369	.802
Item 36	154.61	206.42	.465	.798
Item 37	154.86	210.32	.406	.801
Item 38	153.83	220.22	.127	.809
Item 39	154.30	216.84	.209	.807
Item 40	154.26	217.47	.265	.805
Item 41	153.80	216.47	.403	.803
Item 42	154.53	218.86	.156	.809
Item 43	154.17	213.11	.353	.803

When looked at the table, it can be seen that items 11, 20, 31, 34 lower reliability. If item 11 is deleted, the reliability of the questionnaire becomes .811. If item 20 is deleted, the reliability becomes .812. However, these items weren't deleted; instead they were rearranged because their value in corrected item-total correlation was positive. On the other hand, if item 31 and 34 are deleted, the reliability increases to .814 and .816 respectively. In contrast to items 11 and 20, these items had negative values in corrected item-total correlation. Therefore, the items 31 and 34 which were included in the pilot study were decided to excluded in final form of the questionnaire. Reliability of the final form is given in data analysis.

3.4.2. Data Collection

The rearranged form of the questionnaire was conducted with preparatory class students in Gaziantep University. As in the pilot study, the researcher took necessary permission and informed students about the purpose of the study by visiting the classes. Moreover, they were assured that their information would be kept confidentially, and it was reemphasized that participation wasn't compulsory.

3.4.3. Data Analysis

After the collection of data, the responses of the participants were put into the computer and analyzed by means of Statistical Package for Social Sciences 16.0 (SPSS). Descriptive statistics for student demographics were calculated for the first part of questionnaire. In order to determine reliability of the questionnaire, Cronbach's Alpha was used. The results of Cronbach's Alpha analysis shows that the reliability of the questionnaire is .849. Independent T test sample was used to see if there is a meaningful difference between gender and constructs of the study. One-

way ANOVAs was employed to reveal if age, high schools, duration of studying English and proficiency levels of participants affect self regulation, self esteem and attitude. Lastly, Pearson Moment Correlation was used to find out the relationship between variables and foreign language achievement.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.0. PRESENTATION

The aim of this study is find out the relationship between self-esteem, self-regulation, attitude and foreign language success. In order to realize this aim, the data gathered via questionnaires will be analyzed in this chapter through different analysis techniques. Independent t-test, Pearson moment correlation, linear and multiple regression analysis are among the techniques which are employed in the present study. Interpretation of results obtained from these techniques is presented and related schemas are illustrated throughout the chapter. Moreover, findings of the research are compared to other studies in the field.

4.1. ANALYSES OF DEMOGRAPHIC VARIABLES

First part of the questionnaire analyzes the demographic factors which may have effect on self-regulation, self-esteem and attitude of the students. In the first part, participants were wanted to choose related option according to their age, gender, high school they graduated from, how long they have been studying English and their proficiency level. Descriptive statistics about these variables were presented in chapter three. These variables' effect on self-esteem, self-regulation and attitude will be discussed in this chapter.

4.1.1. Age Factor

In some of the studies age has been indicated as an important factor affecting self-regulation self-esteem and attitude. The influence of age of the participants has been shown in the tables 4.1., 4.2. and 4.3 which are reporting results of One-Way Anova technique.

Table 4.1. Effect of age on self regulation

Self regulation	Sum of squares	df	Mean Square	F	Sig.
Between Groups	41.75	3	13.92	.26	.85
Within Groups	20212.48	379	53.33		
Total	20254.23	382			

According to the table 4.1. self-regulation of the participants doesn't seem to be related to the age of them (sig.=.85>.05). These may be due to the fact that middle childhood and adolescence are important for self regulation development (Steinberg, 2005; Duckworth, Akerman, MacGregor,Salter & Vorhaus; 2009; Kochanska,Philibert & Barry, 2009; Florez, 2011). The participants in the present study are adults who are 17 and above. In other words, their self regulation has already developed, and there aren't big gaps among their ages, which prevents age related differences in self regulation among them.

Table 4.2. shows the effect of age on self esteem of participants. According to the table self esteem scores of participants aren't affected by their ages (sig.=.90>.05). Similar to self regulation development, self esteem is also improved in adolescence (Block & Robins, 1993; Williams & Currie, 2000; Robins & Trzesniewski, 2005; Huang, 2010). Because the learners in this study have already left adolescence years behind, their self esteem has almost been shaped.

Table 4.2. Effect of age on self esteem

Self esteem	Sum of squares	df	Mean Square	F	Sig.
Between Groups	23.99	3	7.99	.18	.90
Within Groups	16019.70	379	42.27		
Total	16043.69	382			

Table 4.3. shows whether age has impact upon attitudes of learners. Like other variables of the study, attitude is also independent from age (sig.= .59>.05). The result was in contrast with Ihemere's study (2006) in which age affected language attitudes of the participants. This may be due to the fact that there was not big age differences between participants in the present study.

Table 4.3. Effect of age on attitude

Attitude	Sum of squares	df	Mean Square	F	Sig.
Between Groups	127.63	3	42.54	.63	.59
Within Groups	25233.68	379	66.58		
Total	25361.3	382			

To sum up, tables above inform that age is not a significant contributor to self esteem, self regulation and attitude of the participants. However, these may have various reasons. Because this study isn't a cross sectional or longitudinal study, it is rather usual not to have certain results about the effect of age on the constructs of the study.

4.1.2. Gender Factor

Various studies have emphasized the significance of gender while researching self regulation, self esteem and attitude. This study has also findings related to gender. Tables 4.4., 4.5. and 4.6 show the results of Independent Samples T Test.

Table 4.4. Effect of gender on self-regulation.

Self regulation	Levene's Test for Equality of variances		t-test for equality of means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	3.780	.053	-1.577	381	.116
Equal variances not assumed			-1.536	302.64	.126

	Gender	N	Mean	Std. deviation	Std. error mean
Self - regulation	Male	226	56.58	6.80	.45
	Female	157	57.77	7.89	.63

According to the table 4.4. self-regulation mean of female participants is 56.58 while male's is 57.77, which indicates very slight difference between female and male participants. Moreover, Levene's test also confirms that there is no statistically difference between males and females in terms of self-regulation (11 > .05). The findings are in accordance with Yukselturk and Bulut's study (2009).

However, many studies confirm the effect of gender on self-regulation. Females are generally reported to be more self-regulated than males (Bouffard, Boisvert, Vezeau & Larouche, 1995; Ray, Garavalia and Gredler, 2003; Matthews, Ponitz & Morrison, 2009; Saad, Tek and Baharom, 2009).

Table 4.5. Effect of gender on self esteem

Self esteem	Levene's Test for Equality of variances		t-test for equality of means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	2.899	.08	-1.774	381	.07
Equal variances not assumed			-1.814	359.87	.07

	Gender	N	Mean	Std. deviation	Std. error mean
Self -	Male	226	37.0	6.78	.45
Esteem	Female	157	38.19	5.98	.48

Table 4.5. shows that self-esteem mean of females is 38.19 while male's is 37. There is a slight difference between girls and boys in self-esteem levels like self-regulation levels. Levene's test also illustrates that there is no meaningful difference related to gender in terms of self-esteem levels of the participants (.07>.05). The similar results are reported by some other studies (Donnellan, Trzesniewski, Conger & Conger, 2007; Aryana, 2010). In contrast, some other studies concluded that girls exhibited lower self-esteem than boys (Bolognini, Plancherel, Bettschart and Halfon, 1996; Kling, Hyde, Showers, & Buswell, 1999; Robins, Trzesniewski, Tracy, Gosling & Potter, 2002). Gender related self-esteem differences may root from the cultural roles attributed to women and the culture's point of view about females.

Table 4.6. Effect of gender on attitude

Attitude	Levene's Test for Equality of variances		t-test for equality of means		
	F	Sig.	t	df	Sig. (2-tailed)
Equal variances assumed	.674	.412	2.58	381	.01
Equal variances not assumed			-2.58	335.72	.01

	Gender	N	Mean	Std. deviation	Std. error mean
Attitude	Male	226	38.19	8.09	.54
	Female	157	56.84	59.01	.65

Table 4.6. exhibits independent T test results of gender differences in attitude of the participants. When looked at the means, it is possible to see difference between females (56.84) and males (38.19). Moreover, Levene's test also indicates a statistically significant difference between female and male students (.01 < .05). The result of the table is parallel with other studies which report that girls have more positive approach towards foreign language than boys (Bacon & Finneman, 1992; Kobayashi, 2002; Kormos & Csizér, 2008; Shams, 2008; Elkılıç, Akalın & Salman, 2010; Soku, Simpeh & Osafa-Adu, 2011; Abidin, Pour-Mohammadi &Alzwari, 2012).

4.1.3. School Factor

Literature has witnessed almost no study reporting results about the effect of high schools students graduated from on their self-regulation, self-esteem and attitude. The present study collected data about high schools of participants. In order to comment about the collected data, it is important to looked at One-Way Anova results (Tables 4.7., 4.8, and 4.9.).

Table 4.7. Effect of high school students graduated from on self-regulation

Self-regulation	Sum of squares	df	Mean Square	F	Sig.
Between Groups	980.43	12	81.70	1.568	.09
Within Groups	19273.81	370	52.09		
Total	20254.23	382			

Table 4.7. indicates that high schools of the students don't account for the self-regulation levels of the students (sig.= .09 > .05). In other words, student's self-regulation isn't related to their schooling background. This may result from the fact that there were many different kinds of high school graduates in the present study, which prevents reaching eligible results.

Table 4.8. Effect of high school students graduated from on self-esteem

Self esteem	Sum of squares	df	Mean Square	F	Sig.
Between Groups	527.25	12	3.93	1.04	.40
Within Groups	15516.44	370	41.93		
Total	16043.69	382			

Table 4.8. shows that participants' self-esteem isn't related to high schools they graduated from (sig. = .40 > .05).   Because academic achievement plays an important role in development of self-esteem (Naderi et al, 2009), participants who graduated from high schools which students have to get high scores to enter such as Science high school and Anatolian high school were expected to exhibit higher levels of self-esteem. However, results don't indicate any difference among high school types.

Table 4.9. Effect of high school students graduated from on attitude

Attitude	Sum of squares	df	Mean Square	F	Sig.
Between Groups	599.75	12	49.98	.74	.70
Within Groups	24761.54	370	66.92		
Total	25361.30	382			

Similar to self-regulation and self-esteem, attitude isn't affected by high schools of the participants (sig. = .71 > .05). Although Baker (1992) stated that school was among the factors determining attitudes of students, the present study doesn't confirm the relationship between schooling background and attitudes of the participants.

4.1.4. Duration of Studying English

Tables 4.10 shows whether self-regulation, self-esteem and attitude of the learners are affected by how long they have studied English. The results indicate that duration of students' studying English has no impact upon students' self-regulation, self-esteem and attitude (sig.= .82 > .05, .93 > .05, .15>.05, respectively). That most of the participants have been studying English for many years may prevent differences in findings related to the duration of studying English. Turkish EFL learners generally have been learning English which is generally compulsory since

they started fourth grade and English lessons. Therefore, duration of their studying English is quite expected to be similar and have neutral effect.

Table 4.10. Effect of duration of studying English on self-regulation, self-esteem and
attitude

		Sum of squares	df	Mean Square	F	Sig.
Self regulation	Between Groups	82.06	4	20.51	.38	.82
	Within Groups	20172.16	378	53.36		
	Total	20254.23	382			
Self esteem	Between Groups	35.08	4	8.77	.20	.93
	Within Groups	16008.61	378	42.35		
	Total	16043.69	382			
Attitude	Between Groups	440.74	4	110.18	1.67	.15
	Within Groups	24920.55	378	65.92		
	Total	25361.30	382			

4.1.5. Proficiency Level

The present study also presents information about the proficiency levels of the participants. In order to seek the effect of proficiency levels on students' self-regulation, self-esteem and attitude, One Way Anova technique was applied. Results are shown in table 4.11. Like nearly all other demographic variables of the study, proficiency level of the learners seems not to contribute to their self-esteem, self-regulation and success (sig.=.25 > .05, .57>.05, .93>.05, respectively).

Table 4.11. Effect of proficiency level on self-regulation, self-esteem and attitude

		Sum of squares	df	Mean Square	F	Sig.
Self regulation	Between Groups	148.02	2	74.011	1.39	.24
	Within Groups	20106.21	380	52.911		
	Total	2025.23	382			
Self esteem	Between Groups	47.34	2	23.67	.56	.57
	Within Groups	15996.36	380	42.09		
	Total	16043.69	382			
Attitude	Between Groups	9.58	2	4.79	.07	.93
	Within Groups	25361.72	380	66.71		
	Total	25361.30	382			

4.2. ANALYSES OF RESEARCH QUESTIONS

In this part statistics for each research question stated in chapter one will be presented. Moreoever, whether hypotheses stated in chapter one is confirmed or not is exhibited below. Pearson moment correlation and regression analysis were used to unveil the relationship between constructs of the study and foreign language achievement.

Results for research question # 1: Is there a relationship between self-regulation and foreign language achievement?

So as to answer to this question, participants' self-regulation and success scores were analyzed through Pearson Moment Correlation. According to the table 4.12., there is positive relationship between self-regulation and academic success at medium degree (r= .319 p> .01). Furthermore, the positive relationship between self- regulation and achievement indicates that the increase in self-regulation affects the increase in foreign language success. Despite much research about self-regulation and achievement in other subjects, there are few studies focusing on the relationship between self-regulation and foreign language achievement. In their experimental study, Chularut and DeBacker (2004) reached the similar results to the present study. Developing self-regulation skills of the students led to increase in their achievement. Many other studies also confirm that self-regulation has a profound effect on achievement (Grolnick & Ryan, 1989; Pintrich, 2000b; Howse, Lange, Farran & Boyles, 2003; Ee, Moore & Atputhasamy, 2003; Nota, Soresi & Zimmerman, 2004; Senko & Harackiewicz, 2005; McClelland & Wanless, 2012).

Table 4.12. Relationship between self-regulation and foreign language achievement

		Self-regulation	Foreign language achievement
Self-regulation	Pearson Correlation	1	.319**
	Sig. (2- tailed)		.000
	N	383	383
Foreign language achievement	Pearson Correlation	.319**	1
	Sig. (2-tailed)	.000	
	N	383	383

** Correlation is significant at the 0.01 level (2-tailed).

Results for research question # 2 To what extent does self-regulation predict foreign language achievement?

Self-regulation affects foreign language achievement in a positive way as it can be understood from table 4.12.   Linear regression analysis verifies this positive

relationship, too. According to table 4.1.3. self-regulation accounts for 10% of the foreign language achievement.

Table 4.13. Regression model summary of self-regulation and success

Model	R	R Square	Adjusted R Square	Std. Error of The estimate
1	.319 (a)	.10	.10	14.83

a. Predictors: (Constant) Self-regulation

ANOVAb

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	9335.05	1	9535.05	43.30	.000a
	Residual	83893.60	381	220.19		
	Total	93428.66	382			

a.Predictors (constant), self-regulation

b. Dependent variable: foreign language achievement

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.68	5.99		4.11	.000
	Self-regulation	.68	.10	.319	6.58	.000

a. Dependent Variable : foreign language achievement

According to table 4.13. self-regulation is a meaningful predictor of foreign language achievement (R=.319, R^2 =.10, F= 43.30). However, regression model does not give any implications about cause-effect relationships between variables. It means that self-regulation might not always be the reason of success in spite of the fact that self-regulation is positively correlated with achievement.

Results for research question # 3 : Is there a relationship between self-esteem and foreign language achievement?

As other variable of the study, self-esteem is thought to affect success. Whether there is a relationship between self-esteem and foreign language achievement or not will be revealed as a result of analysis of this research question. The answer to this question is viewed in Table 4.14. below.

Table 4.14. Relationship between self-esteem and foreign language achievement

		Self-esteem	Foreign language Achievement
Self-esteem	Pearson Correlation	1	.404**
	Sig. (2-tailed)		.000
	N	383	383
Foreign Language Achievement	Pearson Correlation	.404 **	1
	Sig. (2-tailed)	.000	
	N	383	383

** Correlation is significant at the 0.01 level (2-tailed).

According to the table 4.14, there is a positive relationship between self-esteem and foreign language success in medium strength of association (r= .404 p> .01). This result is consistent with Hayati and Ostadian (2008)'s study on the relationship between self-esteem and listening comprehension of EFL students. They found a positive relationship between self-esteem scores and a model of TOEFL listening test results of the students. Another language skill, writing skill was also considered to interact with self-esteem levels of students. With this aim, Hassan (2001) examined the effect of self-esteem on EFL writing apprehension and quality. It was found out that self-esteem was negatively correlated with writing apprehension and positively correlated with writing quality. In short, students with high self-esteem were more successful at EFL writing. Furthermore, Bagheri and Faghih (2012) reached the similar findings in their research about the relationship between self-esteem, personality type and EFL reading comprehension In order to relate the variables to success, students' TOEFL scores of reading were used. They found out a positive relationship between self-esteem and TOEFL scores while no significant relationship between personality type and TOEFL scores was found. Similarly, Liu (2012) searched the effects of personality traits, self-esteem, language class risk-taking and sociability on performance in English with nine hundred thirty four Chinese university EFL students. Self-esteem measuring method of that study was the same as the present study's. That is, Rosenberg's self-esteem scale was used to measure participant's self-esteem and Pearson moment correlation was conducted to analyze the relationship. Of all the variables, self-esteem of students was found to be the most significant predictor of foreign language achievement in Liu's study.

Like much research in EFL, this study also signals that self-esteem and success are positively correlated. In other words, students with high self-esteem are generally higher achievers of foreign language. In addition, students' success

increases when they improve their self-esteem. In order to understand to what extent self-esteem affects academic success, it is necessary to look at the regression model summary of self-esteem and foreign language achievement.

Results for research question # 4 : To what extent does self-esteem predict foreign language achievement?

As mentioned earlier, the positive relationship between self-esteem and success is verified in table 4.15., too. Moreover, the table shows that self-esteem accounts for the 16 % of academic success of the students in this study. In other words, self-esteem predicts foreign language achievement to a significant extent.

Table 4.15. Regression model summary of self-esteem and success

Model	R	R Square	Adjusted R Square	Std. Error of The estimate
1	.404a	.16	.16	14.32

a. Predictors: (Constant) Self-esteem

ANOVAb

Model	Sum of squares	df	Mean Square	F	Sig.
1 Regression	15223.75	1	15223.75	74.16	.000a
Residual	78204.90	381	205.26		
Total	93428.66	382			

a.Predictors (constant), self esteem

b. Dependent variable: foreign language achievement

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	27.32	4.30		6.35	.000
(Constant) Self esteem	.97	.11	.404	8.61	.000

a.   Dependent Variable : foreign language achievement

Results for research question # 5: Is there a relationship between attitude and foreign language achievement?

The other variable of this study is attitude of the students. Whether there is a relationship between language learning attitude and academic success is another research question of this study. The table 4.16. below represents the answer to this question.

Table 4.16. Relationship between language learning attitude and academic success

		Attitude	Foreign language achievement
Attitude	Pearson Correlation	1	.425**
	Sig. (2- tailed)		.000
	N	383	383
Foreign Language Achievement	Pearson Correlation	.425**	1
	Sig. (2-tailed)	.000	
	N	383	383

** Correlation is significant at the 0.01 level (2-tailed).

In Table 4.16, it is seen that attitude has a mildly positive correlation with academic success like other variables in this study (r= .425 p> .01). Onwuegbuzie, Bailey and Daley (2000a) also found a positive relationship between language attitude and academic success in their study. Similary, Ushida (2005) also concluded that attitudes played an important role in language learning outcomes. Moreover, the findings of Kuhlemeier, van den Bergh and Melse (1996) were not surprising. They found out that students' attitudes toward foreign language, course material and teacher at the beginning of the course predicted their foreign language achievement at the end of the course greatly.

The relationship between language attitude and academic success is stronger than the relationship between success and the other variables (.425>.404>.319 p > .01). This is an expected result because attitude is directly related to foreign language learning. It may be interpreted that the more positive attitudes students have toward language learning, the more they are successful at foreign language learning. The more negative attitudes students have toward language learning, the less they are successful at foreign language learning. The results of the table also confirms the study's hypothesis that there is a relationship between attitude and foreign language achievement.

Results for research question # 6: To what extent does attitude predict student success?

This research question intends to reveal the dimension of the relationship between attitude and foreign language achievement. As previously mentioned, findings of the study show that there is a positive relationship between attitude and foreign language achievement. However, more analysis was needed to explain the extent of the relation. With this aim, regression analysis results are illustrated in table 4.17.

Table 4.17. Regression model summary of attitude and success

Model	R	R Square	Adjusted R Square	Std. Error of The estimate
1	.425a	.18	.17	14.17

a. Predictors: (Constant) attitude

ANOVAb

Model	Sum of squares	df	Mean Square	F	Sig.
1 Regression	16854.87	1	16854.87	83.86	.000a
Residual	76573.78	381	200.98		
Total	93428.66	382			

a.Predictors (constant), attitude

b. Dependent variable: foreign language achievement

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	16.78	5.19		3.23	.001
Attitude	.81	.08	.425	9.15	.000

a. Dependent Variable : foreign language achievement

Regression model summary shows that 18% of the achievement is explained by attitudes toward language. In other words, attitude is a good predictor of foreign language achievement (R=.425, R^2 =.18, F= 83.86). Learners with more positive attitudes toward foreign language are expected to be more successful compared to their counterparts with less positive attitudes (Trylong, 1987; İnal, Evin & Saracaloğlu, 2005; Petrides, 2006; Youssef, 2012).

Results for research question # 7 : Is there a relationship between self-regulation, self-esteem , attitude and foreign language achievement?

While explaining effect of an independent variable on dependent variable, Regression model keeps effect of other independent variables constant. Because there are three different independent variables in the present study, it is important to analyze them altogether to see how they interact and affect success when they come together. Table 4.18. shows the relationship between self-regulation, self-esteem and attitude.

Table 4.18. Relationship between self-esteem, self-regulation and attitude

		Self-regulation	Self esteem	Attitude
Self-regulation	Pearson Correlation	1	.541**	.258**
	Sig. (2- tailed)		.000	.000
	N	383	383	383
Self esteem	Pearson Correlation	.541**	1	.188**
	Sig. (2-tailed)	.000		.000
	N	383	383	383
Attitude	Pearson Correlation	.258**	.188*	1
	Sig. (2-tailed)	.000	.000	
	N	383	383	383

According to the table, all constructs of the study has positive relation among them. There is a mid-positive correlation between self-regulation and self-esteem ($r= .541$ $p> .01$). The correlation between them has the highest correlation coefficient of all the variables in the study. This positive relationship is also confirmed by Crocker, Brook, Niiya and Villacorat, (2006). Self-regulation is also correlated with attitude positively, but this relationship is at low level ($r= .258$ $p > .01$). There is a low positive relationship between self-esteem and attitude, too ($r =.188$ $p > .01$). In the present study self-regulation, self-esteem and attitude affected achievement and each other positively. In order to see how much they altogether account for achievement, it is necessary to look at multiple regression model (Table 4.19).

Table 4.19. Multiple regression model summary of self-esteem, self-regulation, attitude and foreign language achievement

Model	R	R Square	Adjusted R Square	Std. Error of The estimate
1	.540a	.29	.28	13.21

    a. Predictors: (Constant) self-esteem, self-regulation and attitude

ANOVAb

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	27289.69	3	9096.56	52.12	.000a
	Residual	66138.96	379	174.50		
	Total	93428.66	382			

a.Predictors (constant),self-regulation, self-esteem, attitude

b. Dependent variable: foreign language achievement

Coefficients_a

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	-10.40	6.49		-1.60	.110
Self-regulation	.13	.11	.06	1.24	.216
Self esteem	.73	.12	.30	5.87	.000
Attitude	.67	.08	.35	7.83	.000

a. Dependent Variable : foreign language achievement

According to the multiple regression model of summary, there is a mid-positive relationship between self-esteem, self-regulation, language learning attitude and academic success (r= .540 p> .01). It means that academic success at foreign language is not independent from self-esteem, self-regulation and language attitude of students. In other words, self-esteem, self-regulation and language attitude may be used while predicting students' success.

The table also reveals that self-regulation, self-esteem and attitude account for 29% of foreign language achievement. The rest 71% of success can be related to other factors such as motivation, self-efficacy, aptitude, personality, learning strategies, age and gender (Saville-Troike, 2006). However, in the present study age and gender factors weren't effective enough to predict foreign language success.

CHAPTER 5
CONCLUSION AND SUGGESTIONS

5.0. PRESENTATION

The present study has searched the relationship between self-regulation, self-esteem, attitude and foreign language achievement. In chapter one, background of the study, problem statement, purpose and significance of the study, research questions and hypotheses were presented. In second chapter, related literature was reviewed and similar studies' results were shared. In third chapter, methodological side of the study was focus point. Participants' demographics and kinds of analysis techniques conducted were illustrated. In forth chapter, statistical results of the relationships between the study's variables were revealed. Finally, in last chapter, summary of the study is presented. Next, conclusion takes place. Thirdly, suggestions for further studies close the chapter and the study.

5.1. CONCLUSION

This study settled out to seek the relationship between self-esteem, self-regulation, attitude of learners toward foreign language and academic success. Three different questionnaires were adapted according to the purpose of the study in order to measure variables, self-esteem, self-regulation and attitude. Students' end of year scores were used to compare the academic success with the other variables. Before conducting the research, a pilot study took place with forty students. Moreover, item analysis was done to increase the reliability which was .809 in the pilot study.

Participants of this study were three hundred eighty three students from Foreign Languages Higher School of Gaziantep University. Two hundred twenty six of the subjects were male, while the rest were female. These students had different educational backgrounds. They graduated from thirteen different high schools. Most of the participants graduated from public high schools which are the most common type of high schools in Turkey. These students were at different ages. Most of them

were aged between 17 and 19, and high majority of them (58%) have been studying English for at least four years. Moreover, according to proficiency levels, participants were pre-intermediate, intermediate and upper-intermediate level students.

After conducting questionnaire, the collected data was analyzed. The reliability of the final form of the questionnaire was found as .849, which shows that efforts to increase the reliability worked. Demographic variables gained from the first part of the questionnaire were analyzed through independent sample T test and One-Way Anova. The correlations between the variables were accounted by using Pearson Moment Correlation and Regression Analysis in SPSS 16.0. According to the results, there were mid positive relationships between self-esteem and academic success (r= .404 p> .01), self-regulation and academic success (r= .319 p> .01) , language learning attitude and success (r= .425 p> .01). In addition, there was a positive relationship between self-regulation and self-esteem (r= .541 p> .01), self-regulation and attitude (r= .258 p> .01), self-esteem and attitude (r= .188 p> .01). When self-regulation, self-esteem, attitude and academic success were analyzed together, it was found out that there was a mid positive relationship between self-regulation, self-esteem, attitude and academic success of the students (r= .540 p> .01). In other words, when self-esteem, self-regulation and attitude values of a student are high, his academic success at foreign language is high.

Among the other results of the study, students' age, gender, schooling background, duration of studying English and proficiency levels were found to have almost no effect on students' self-esteem, self-regulation and attitude. Only gender's impact upon attitude was detected. Girls had more positive attitudes than boys toward language learning according to Levene's test results (Chapter 4 Table 4.6.).

5.2. SUGGESTIONS

5.2.1. Suggestions Based on Conclusion

The study shows that there is a meaningful positive correlation between self-regulation and success, self-esteem and success, attitude and success. In addition, there is a positive relationship between self-esteem and self-regulation, self-esteem and attitude, self-regulation and attitude. Moreover, when these constructs come together, they contribute to foreign language achievement significantly.

According to Pearson moment correlation results, there is a positive relationship between self-regulation and academic success of students (Chapter 4 Table 4.12.). Being such an important factor for effective language learning, self-regulation of learners should be improved. There is evidence that self-regulation skills of a student can also be increased with the help of teachers (Zimmerman, 2000; Schunk, 2005; Blair and Razza, 2007). If the features of a self-regulated learner are known, it is easier to encourage and improve these. The signs of being self-regulated are being able to setting goals, selecting and employing appropriate strategies, managing time and thinking about the feedback (Zimmerman, 2008). Therefore, what teachers and parents should first do is to support learner autonomy. It may start at early ages by giving autonomous tasks according to developmental capabilities of the student and continue with more complex tasks throughout the development of the learner. EFL teachers should also value self-regulation in their classrooms. They can plan activities which encourage self-regulated learning. Homework which is the routine of foreign language classrooms is of crucial value in supporting self-regulation of learners (Cooper, Horn & Strahan, 2005; Bembenutty, 2011; Ramdass and Zimmerman, 2011; Cash, 2012). Thus, teachers should give homework that will really help learners to improve themselves rather than only wasting time. Moreover, these homework tasks should support learner autonomy outside the classroom because learner autonomy is indispensable for promoting self-regulated learning (Duckworth et al., 2011). Because language learning is a social process, self-regulation capacity of a learner contributes a lot to this social nature of language learning. The fact that language learning includes students' speaking that language, and students trying to use language outside the classroom through Web tools and other activities is closely related to students' self-regulation. Self-regulated learners are also determined learners who don't give up easily when faced with a difficulty. Because language learning is a process in which there are many trial errors and many practices are needed, learners who employ self-regulation handle these difficulties without giving up and regard their mistakes as a step to their success. Paris & Paris (2001) suggest practical ideas for classroom application of self-regulated learning:

- Teachers should set authentic tasks and state the purpose of the task.
- Students can be explicitly taught about self-regulation strategies.
- The task itself should necessitate engagement in self-regulation (for example collaborative projects).

Self-regulated learning stands out in web-based education, too. Much research has started to focus on self-regulation skills in web-based education (Garrison, 2003; Dabbagh & Kitsantas, 2004; Kauffman, 2004; Van den Boom, Van Merrienboer & Van Gog, 2004; Chang, 2005; Narciss, Proske & Koerndle, 2007). Learner autonomy which is among the attributes of self-regulated learning is one of the fundamentals in web-based learning (Andrade & Bunker, 2009). Moreover, other attributes of self-regulated learning such as time management, self-efficacy, motivation and seeking help contribute a lot to competence at web-based learning (Lynch & Dembo, 2004). In addition, developing self-regulation through the facilities supplied by web-tools also contributes to overall self-regulation processes, which implies that educators should make use of web-tools to enhance self-regulation of learners. They can promote their learners for ultimate use of web sources so that their learners are engaged in more autonomous tasks. In addition, web-based education deserves more attention because of its supporting self-regulated learning.

So far, activities and instructional practices have been suggested for promoting self-regulation of learners. Testing and evaluation is also a crucial part of the classrooms. How does self-regulation take part in assessment? It is difficult to expect learners to develop self-regulation skills in the classes where teachers are the unique authority in evaluation (Boud, 2000). Learner should participate in evaluation part actively. Therefore, they improve self-evaluation, which is one of the important attributes of self-regulation (Zimmerman & Campillo, 2003). Teachers can encourage learners to participate in assessment with the help of summative activities more. These activities are projects, portfolios, journals and performance assessments (Paris & Paris, 2001). In these tasks, students are evaluate their tasks in some parts and they constantly take feedback from teachers and peers. Feedback is of great value for enhancement of self-regulation, too. Nicol & Macfarlane-Dick (2006) explains how good feedback strengths self-regulation:

> "A good feedback helps clarify what good performance is (goals, criteria, expected standards); facilitates the development of self-assessment (reflection) in learning; delivers high quality information to students about their learning; encourages teacher and peer dialogue around learning; encourages positive motivational beliefs and self-esteem; provides opportunities to close the gap between current and desired performance; provides information to teachers that can be used to help shape teaching" (p. 205).

In short, self-regulation is amenable to change. Therefore, learners' self-regulation skills can be improved. Autonomous tasks, web tools, web-based education and evaluations students take part in have significant contributions to self-regulation. Moreover, teachers should realize their important role in development of self-regulation of their learners.

Like positive relationship between self-regulation and academic achievement, Pearson moment correlation and regression analysis show that there is a positive relationship between self-esteem and success, too (Chapter4 Table 4.14.). If a student's self-esteem is high, his success is likely to be high (Watkins & Astilla, 1980; Aryana, 2010; Booth & Gerard, 2011; Farris, Lefever, Borkowski, and Whitman, 2013). Moreover, self-esteem levels of the students affect their attitudes toward the school. Generally, students with low self-esteem develop negative attitudes toward the school (Rosenberg, Schooler, Schoenbach & Rosenberg, 1995; Peixoto & Almeida, 2010). Low self-esteem learners are also reported to exhibit more misbehaviors than their peers with higher self-esteem at school (Rigby and Cox, 1996; O'Moore & Kirkham, 2001; Gendron, Williams and Guerra, 2011). Therefore, the practices to increase a student's self-esteem may help both his academic success increase and his developing positive attitudes toward the school. In addition, developing self-esteem may reduce misbehaviors such as bullying and aggression among peers.

This remarkable effect of self-esteem on achievement, attitudes and behaviors deserves to call attention of parents, teachers and whoever is responsible for education. Because an individual's self-esteem comes out at very early ages and continues to be shaped throughout the life, there should be practices to support self-esteem at all ages. The qualities of teachers and parents such as non-judgmental acceptance of the individual, empathy, adequate tolerance affect student's self-esteem (Rogers, 1991). In EFL classrooms, language teachers should not disregard the importance of self-esteem. With their attitudes towards the students, classroom behaviors and words should encourage self-esteem. Establishing a positive classroom atmosphere enhances higher self-esteem (Burns, 1975). Tolerance towards mistakes, providing a secure classroom environment, valuing every single effort and praising the success can help teachers to increase their students' self-esteem while learning foreign language. Because inhibitions are one of the biggest impediments in language learning, high perception of self-esteem can diminish their effect. Students

have often fear of making mistakes and being laughed by others when they speak foreign language. With improving self-esteem students can be encouraged to overcome this fear. The types of activities can also help to increase self-esteem. Group activities are emphasized to improve self-esteem of learners. Positive feedback from peers during the group activity encourages students' self-esteem (Canfield & Wells, 1994; Lawrence, 1996; Zhang, 2010). However, the way of how group activities are conducted is very important. Students in the group should be willing to collaborate for these group activities to achieve the aim.

Teachers who want to increase their students' success can make use of self-esteem because self-esteem level of learners affects the extent to which students want to achieve their goals (Bandura, 1977; Chen, Gully & Eden, 2004; Hein & Hagger, 2007). Furthermore, self- esteem is essential to raise motivation in language classroom (Ebata, 2008). Therefore, the efforts to increase students' self-esteem contribute to learner motivation and achievement of their goals. Students with high self-esteem are more determined to achieve their goals and accomplish assigned tasks than their counterparts with low self-esteem.

Besides contributions to goal orientation, self-esteem has a positive effect on social relations (Leary, Tambor, Terdal & Downs, 1995; Baumeister et al., 2003; Kernis, 2003), too. Students with high self-esteem are good at their interactions with others. Therefore, enhancing self-esteem of students leads to positive classroom environment in which students work in harmony and peace. Such kind of a classroom environment helps the teacher in classroom management a lot. In summary, teachers should know the importance of self-esteem in foreign language classroom. They need to be aware of their essential role in enhancing their students' self-esteem. Improving students' self-esteem benefits not only students but also teachers of those students.

The other variable of the study, attitude has also positive relationship with foreign language success according to Pearson moment correlation (Chapter 4 Table 4.16.). The increase in language attitude affects the increase in academic achievement in foreign language. Attitude of students can be influenced from their attitude towards the culture of that language, their purpose to learn that language, perceptions of other people around them towards that language, their motivation towards learning and their social and educational backgrounds (Karahan, 2007). Moreover, learners' attitudes are closely affected by their beliefs, motivation and

foreign language learning anxiety. Therefore, it is important to know underlying reasons behind their attitudes toward language learning to promote learners to develop positive attitudes.

First, learners' beliefs about language learning affect their attitudes greatly (Victori & Lockhart, 1995; Bernat & Gvozdenko, 2005; Gabillon, 2007). In order to develop positive attitudes toward language learning, learners should believe the necessity of learning a foreign language. Although they believe its importance, they may still have some prejudices toward foreign language when they first start to learn a foreign language or when they are exposed to wrong practices while learning. Teachers can break or prevent their prejudices to help students have positive language learning attitude. Without trying to expose learners to the culture of that foreign language, teachers can help students improve tolerance and appreciation towards that culture and people of that culture (Masgoret & Gardner, 2003). The language teachers can teach students that their respecting and learning other cultures and languages do not mean they are not patriotic anymore.

Next, motivation and attitudes are also closely related because motivation is "a combination of the learners' attitudes, aspirations and effort with respect to language learning" (Gardner & MacIntyre, 1993). The efforts to raise their motivation will also help learners improve their attitudes. Foreign language learners in Turkey where the present study was conducted are mostly reported to be instrumentally motivated (Kızıltepe, 2000; Büyükyazı, 2009; Tılfarlıoğlu and Kınsız, 2011). However, integrative motivation has got long lasting effect for achievement in foreign language learning (Gardner & Lambert, 1972). Hence, shifting learners from instrumental motivation to integrative motivation may promote them to improve more positive attitudes toward language learning. In order to increase students' integrative motivation, design of classroom activities, materials and curriculum is of great importance. Moreover, EFL interaction through web-tools supports integrativeness in language learning (Wu, Yen & Marek, 2011).

Another reason for students to develop negative attitudes toward language learning is language learning anxiety (Phillips, 1992; Zheng, 2008; Hussain, 2011). When students' anxiety increases, their comprehension and achievement in foreign language decrease (Horwitz, 2001; Kao & Craigie, 2010; Al-Shboul, Ahmad, Nordin & Rahman, 2013). Failures may cause negative attitudes toward language learning. Therefore, efforts to decrease foreign language learning anxiety may help learners

get rid of negative attitudes. In order to reduce the foreign language learning anxiety of learners, teachers need to be aware of anxiety-provoking situations in the classroom and how to deal with foreign language anxiety (Awan, Azher, Anwar & Naz, 2010). Therefore, teachers can guide their students to handle situations which cause anxiety in foreign language learning effectively (Andrade & Williams, 2009). Moreover, they may arrange a supportive learning context by reducing stressful events (Chen & Chang, 2009).

In short, the positive relationship between self-esteem, self-regulation, and language attitude gives important clues for foreign language classrooms. Educators should be aware of that, thus take measures. They can plan their educational activities by promoting learners' self-regulation, self-esteem and attitude. Teachers can also encourage students' self-esteem and self-regulation in the class and outside the class. They can affect students' attitudes toward learning a foreign language by being good models of the target language. Not only being competent at teaching methods and techniques but also knowing learners' psychologically readiness and needs do improve foreign language teaching. Moreover, the present study suggests pedagogical implications for teacher trainers. Teacher training curriculum, in-service teacher training programs, seminars and webinars can be designed and implemented so as to help teachers to develop their students' self-esteem, self-regulation and attitude toward language. Furthermore, these programs need to aim to promote higher self-esteem, self-regulation and positive attitudes toward language learning in teachers themselves. Teachers who are with high self-esteem, self-regulation capacity and positive attitudes can be more fruitful for their learners, and help their learners to improve self-esteem, self-regulation and adopt positive attitudes toward language learning.

5.2.2. Suggestions for Further Studies

This study is first in the field to explore the relationship between self-esteem, self-regulation, attitude and foreign language success. The results exhibit that self-esteem, self-regulation and attitude are good predictors of academic success at foreign language education. Having important implications for educational practices, the present study also provides recommendations for further studies.

First, the subjects were chosen from only one school. Participants were university level students. Other studies may include participants from elementary and high school levels. This enables comparing self-regulation, self-esteem and attitudes of learners across different grades and ages. Moreover, the present study took place in a public university. Other studies may include research population from private schools as well as public schools.

Next, self-regulation can be changed through training (Tuckman, 2003; Kostons, Van Gog & Paas, 2012; Schunk & Zimmerman, 2012).) Some studies have been conducted to test the effect of self-regulation training on achievement (Labuhn, Zimmerman and Hasselhorn, 2010; Nunez, Cerezo, Bernardo, Rosario, Valle, Fernandez & Suarez, 2011; Cleary & Platten, 2013). Like self-regulation, attitude also proves that it has a improvable nature (Dörnyei, 1994; Lasagabaster & Sierra, 2009; Abidin et al., 2012). Finch (2004) conducted a study that is based on training learners to promote positive attitudes through interactive learning journals. However, there is almost no study about training on self-esteem in foreign language learning although there have been suggested intervention programs for self-esteem enhancement (Emler, 2001). Moreover, literature has not witnessed any study that includes training on self-regulation, self-esteem and attitude together and the effect of this training on foreign language achievement. Therefore, an experimental study may be designed to see the effect of training on self-regulation, self-esteem and attitude on foreign language achievement.

Finally, research with learners who are identified as gifted has gained importance a lot recently. For example, Risemberg and Zimmerman (1992) conducted a study on self-regulated learning with gifted students. Johnson, Johnson and Taylor (1993) investigated the effect of cooperative and individualistic learning on gifted students' achievement and self-esteem. Bain et al. (2010) conducted a study on attitudes, aptitudes, attributions and achievement of gifted students. In such experimental studies generally, gifted learners outscored their non-gifted counterparts in terms of self-regulation, self-esteem and language attitudes. However, there is no study that examines the effect of self-esteem, self-regulation and attitude together on foreign language achievement of gifted learners. Thus, studies may be conducted to reveal whether there is a difference between gifted learners and regular learners in terms of self-regulation, self-esteem and attitude in foreign language outcomes.

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APPENDICES

APPENDIX A. QUESTIONNAIRES

-Questionnaire in Turkish

-Questionnaire in English

Appendix A.1. Turkish Questionnaire

Değerli Öğrenci,

  Bu anket Gaziantep Üniversitesi, Sosyal Bilimler Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalı'nda hazırlanmakta olan "İngilizce'nin Yabancı Dil Olarak Öğrenildiği Sınıflarda Akademik Başarının Yordayıcısı Olarak Öz-düzenleme, Benlik saygısı ve Tutum" adlı tez çalışmasının bir bölümüdür. Bu anketten elde edilecek sonuçlar yukarıda belirtilen amaç dışında kullanılmayacaktır.

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Aysel Büşra ÖZDİNÇ
Gaziantep Üniversitesi
Yüksek Lisans Öğrencisi

</div>

1. BÖLÜM

Lütfen size uyan seçeneği işaretleyiniz.

Yaş: 17-19 ( ) 20-22 ( )   23-25 ( ) 25 üstü ( )

Cinsiyet: Bay ( ) Bayan ( )

Mezun olduğunuz okul türü: Anadolu Lisesi ( )
          Endüstri Meslek Lisesi ( )
          Fen Lisesi ( )
         Genel Lise ( )
          Güzel Sanatlar Lisesi ( )
          İmam Hatip Lisesi ( )
          Meslek Lisesi ( )
          Öğretmen Lisesi ( )
          Özel Lise ( )
          Sosyal Bilimler Lisesi ( )
          Süper Lise ( )
          Teknik Lise ( )
          Diğer (……………………………)

Ne kadar süredir İngilizce öğrendiğiniz:

0-6 ay ( ) 1 yıl ( ) 2 yıl ( ) 3 yıl ( ) 4 yıldan fazla ( )

  Devam etmekte olduğunuz kur: A ( ) B ( ) C ( )

2. BÖLÜM

Lütfen size en yakın olan seçeneği işaretleyiniz.

		Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle katılmıyorum
1.	Değerli bir birey olduğumu düşünürüm.	◯	◯	◯	◯
2.	Birçok iyi özelliğimin olduğunu düşünürüm.	◯	◯	◯	◯
3.	Kendimi başarısız bulurum	◯	◯	◯	◯
4.	Görevlerimi en az diğer insanlar kadar iyi yaparım.	◯	◯	◯	◯
5.	Hayatımın övünebilecek yanları vardır.	◯	◯	◯	◯
6.	Kendimle barışığım.	◯	◯	◯	◯
7.	Kendimden memnunum.	◯	◯	◯	◯
8.	Kendime daha fazla saygım olsun isterdim.	◯	◯	◯	◯
9.	Ara sıra, kendimi işe yaramaz hissederim.	◯	◯	◯	◯
10.	Ara sıra, hiç de iyi olmadığımı düşünürüm.	◯	◯	◯	◯

3. BÖLÜM

Size en yakın seçeneği işaretleyiniz.

		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1.	Öfkemi kontrol edebilirim.	◯	◯	◯	◯	◯
2.	Düşünmeden hareket etmem.	◯	◯	◯	◯	◯
3.	Yorgun olsam bile yeni bir işe başlayabilirim.	◯	◯	◯	◯	◯
4.	En ufak problemler bile beni uzun dönemli planlarımdan alıkoyar.	◯	◯	◯	◯	◯
5.	Bir işi gerçekten yapmak istersem olması gerektiği gibi (ideal şekilde) yaparım.	◯	◯	◯	◯	◯
6.	Bir işe ara verdikten sonra veya dikkatim dağıldıktan sonra kaldığım yerden devam edebilirim.	◯	◯	◯	◯	◯
7.	Zor da olsa hedeflerimi gerçekleştirmenin bir yolunu bulurum.	◯	◯	◯	◯	◯
8.	Bir işe karar vermeyi ertelerim.	◯	◯	◯	◯	◯
9.	Kendime başarılı hedefler koyarım.	◯	◯	◯	◯	◯
10.	Hedeflerime ulaşamayınca mutsuz olurum.	◯	◯	◯	◯	◯
11.	Kendimi başkalarıyla kıyaslarım.	◯	◯	◯	◯	◯
12.	Hatalarımdan ders çıkarırım.	◯	◯	◯	◯	◯
13.	Kolay pes ederim.	◯	◯	◯	◯	◯
14.	Değişiklik yaparken zorlanırım.	◯	◯	◯	◯	◯
15.	İhtiyaç duyduğumda başkalarından yardım isterim.	◯	◯	◯	◯	◯
16.	Hedeflerime yaklaştıkça kendimi ödüllendiririm.	◯	◯	◯	◯	◯

4.   BÖLÜM

Lütfen size en yakın olan seçeneği işaretleyiniz

		Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
1.	Yabancı dili çevremdeki insanlar zorladığı için öğrenirim.	◯	◯	◯	◯	◯
2.	Yabancı dili akıcı ve doğru kullanabilmeyi isterim.	◯	◯	◯	◯	◯
3.	Yabancı dil öğrenmek zevklidir.	◯	◯	◯	◯	◯
4.	İyi bir dil öğrencisiyim.	◯	◯	◯	◯	◯
5.	Yabancı dilde konuşurken rahat değilim.	◯	◯	◯	◯	◯
6.	Yabancı dildeki kelimeleri yanlış söylersem insanların bana gülmesinden çekinirim.	◯	◯	◯	◯	◯
7.	Gerekli şartlar sağlanırsa başka bir yabancı dili öğrenebilirim.	◯	◯	◯	◯	◯
8.	Zorunlu bir ders olmasa bile İngilizceyi seçerim.	◯	◯	◯	◯	◯
9.	Yabancı dilde kitap ve dergi okumaktan hoşlanırım.	◯	◯	◯	◯	◯
10.	Yabancı dilde konuşmak vatanseverliği azaltır.	◯	◯	◯	◯	◯
11.	Yabancı dil bilmek eğitimli bir insan olmanın işaretidir.	◯	◯	◯	◯	◯
12.	Yabancı dil kullanırsam ailem ve arkadaşlarım tarafından takdir edilirim.	◯	◯	◯	◯	◯
13.	Farklı ülkelerden insanlarla tanışmaktan hoşlanırım.	◯	◯	◯	◯	◯
14.	Pratiğim olduğu halde yabancı dilde konuşmaya istekli değilim.	◯	◯	◯	◯	◯
15.	Yabancı dilde film izlemekten hoşlanırım.	◯	◯	◯	◯	◯

Değerli katılımınız için teşekkür ederim.

Appendix A.2. English Questionnaire

Dear student,

      This questionnaire is a part of the thesis titled as :" As Predictors ofAcademic Success in EFL Classrooms, Self-regulation, Self-esteem and Attitude", being conducted at English Language Education Department of Social Sciences Enstitute of Gaziantep University. The data gathered from this questionnaire will be used only for the stated purpose above.

<div align="right">

Aysel Büşra ÖZDİNÇ
Gaziantep University
Master of Arts Student

</div>

PART 1

Please choose the best option.

  Age: 17-19 ( )   20-22 ( )   23-25 ( )   Above 25 ( )

  Gender: Male ( )   Female ( )

Graduated High School   : Anatolian High School   ( )
    Industrial Vocational High School   ( )
    Science High School   ( )
   Public High School   ( )
    Fine Arts High School   ( )
    Religion High School   ( )
    Vocational High School   ( )
    Teacher Training High School   ( )
    Private High School   ( )
    Social Sciences High School   ( )
    Super High School   ( )
    Technical High SChool   ( )
    Other (……………………………………..)

  How long you have been studying English:

   0-6 months ( )   1 year ( )   2 years ( )   more than 4 years ( )

  Your Proficiency Level: A ( ) B ( ) C ( )

PART 2

Please choose the option that fits you best.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I feel that I'm a person of worth.	◯	◯	◯	◯
2.	I feel that I have a number of good qualities.	◯	◯	◯	◯
3.	All in all, I am inclined to feel that I am a failure.	◯	◯	◯	◯
4.	I am able to do things as well as most other people.	◯	◯	◯	◯
5.	I feel I have much to be proud of.	◯	◯	◯	◯
6.	I take a positive attitude toward myself.	◯	◯	◯	◯
7.	On the whole, I am satisfied with myself.	◯	◯	◯	◯
8.	I wish I could have more respect for myself	◯	◯	◯	◯
9.	I certainly feel useless at times	◯	◯	◯	◯
10.	At times, I think I am no good at all.	◯	◯	◯	◯

PART 3

Choose the option that fits you best.

		Strongly agree	Agree	No comment	Disagree	Strongly disagree
1.	I can control my anger	◯	◯	◯	◯	◯
2.	I usually think before I act.	◯	◯	◯	◯	◯
3.	Even if I am tired, I can start a new task.	◯	◯	◯	◯	◯
4.	Little problems or distractions throw me off course.	◯	◯	◯	◯	◯
5.	If I want to do something, I do as it should be.	◯	◯	◯	◯	◯
6.	I can continue working even after being distracted and interrupted.	◯	◯	◯	◯	◯
7.	I find a way to accomplish my aims even if it is difficult.	◯	◯	◯	◯	◯
8.	I put off making decisions.	◯	◯	◯	◯	◯
9.	I set successful goals for myself.	◯	◯	◯	◯	◯
10.	I feel bad when I don't meet my goals.	◯	◯	◯	◯	◯
11.	I tend to compare myself with other people.	◯	◯	◯	◯	◯
12.	I learn from my mistakes.	◯	◯	◯	◯	◯
13.	I give up quickly	◯	◯	◯	◯	◯
14.	I have difficulty in making a change.	◯	◯	◯	◯	◯
15.	I call in others for help when I need it.	◯	◯	◯	◯	◯
16.	I reward myself for progress toward my goals.	◯	◯	◯	◯	◯

PART 4

Choose the option that fits you best.

		Strongly agree	Agree	No comment	Disagree	Strongly disagree
1.	I am forced to learn English by the people around me.	◯	◯	◯	◯	◯
2.	I wish that I could speak fluent and accurate English.	◯	◯	◯	◯	◯
3.	It is enjoyable to learn English.	◯	◯	◯	◯	◯
4.	I am a good language learner.	◯	◯	◯	◯	◯
5.	I feel uneasy and lack confidence when speaking English	◯	◯	◯	◯	◯
6.	I am afraid of being laughed by others when I say a word wrongly.	◯	◯	◯	◯	◯
7.	I can learn another foreign language if conditions are suitable.	◯	◯	◯	◯	◯
8.	I would take English even if it were not a compulsory subject at school	◯	◯	◯	◯	◯
9.	I like reading English magazines, books, etc.	◯	◯	◯	◯	◯
10.	If I use English, it means that I am not patriotic.	◯	◯	◯	◯	◯
11.	English is the mark of an educated person.	◯	◯	◯	◯	◯
12.	If I use English, I will be praised and approved of by my family and friends.	◯	◯	◯	◯	◯
13.	I love talking with expatriates in English.	◯	◯	◯	◯	◯
14.	Although I have practice, I don't want to speak English.	◯	◯	◯	◯	◯
15.	I like to see English speaking films	◯	◯	◯	◯	◯

- Thank you for your participation.

APPENDIX B. PERMISSION TO CONDUCT THE QUESTIONNAIRE

T.C.
GAZİANTEP ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ

1987

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REKTÖRLÜK MAKAMINA

Sosyal Bilimler Enstitüsü İngiliz Dili ve Eğitimi Ana Bilim Dalı yüksek lisans programı öğrencilerinden Ayşe Büşra ÖZDİNÇ "Öz-değerlilik, öz düzenleme becerisi, yabancı dil öğrenmeye karşı tutum ve başarı arasındaki ilişki" konulu tez çalışması ile ilgili olarak veri oluşturmak amacıyla, Gaziantep Üniversitesi Yabancı Diller Yüksekokulu öğrencilerine ekteki anket çalışması yapmak istemektedir.

Adı geçen öğrencimizin yukarıda sözü edilen çalışmayı yapabilmesi için gerekli iznin verilebilmesi hususunda gereğini arz ederim.

Yrd.Doç.Dr.Ahmet AĞIR
Sosyal Bil.Enstitüsü Müdürü

Ek: 1 adet Dilekçe
    1 adet anket formu

Y. Yavuz COŞKUN
Rektör

CURRICULUM VITAE

Aysel Büşra Özdinç-Delbesoğlugil was born in Gaziantep in 1988. She graduated from the Foreign Language Education Department of Marmara University in 2010. She started working as an instructor at Zirve University in the same year. After one year of teaching experience at Zirve University, she started teaching at a public school. Since then, she has been teaching at a public schools. She speaks English fluently, and she has survival German skills.

ÖZGEÇMİŞ

Aysel Büşra Özdinç-Delbesoğlugil, 1988 yılında Gaziantep'te doğdu. 2010 yılında Marmara Üniversitesi Yabancı Diller Eğitimi Bölümü'nden mezun oldu. Aynı yıl Zirve Üniversitesi'nde okutman olarak çalışmaya başlamıştır. Zirve Üniversitesi'ndeki bir yıllık öğretim deneyiminden sonra devlet okullarında öğretmenlik yapmaya başlamıştır. O zamandan beri devlet okulunda görev yapmaktadır. İyi derecede İngilizce konuşmaktadır ve temel düzeyde Almanca bilgisine sahiptir.