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CAUSAL ATTRIBUTIONS OF TURKISH HIGH SCHOOL STUDENTS FOR ACADEMIC ACHIEVEMENT IN EFL CONTEXT

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CAUSAL ATTRIBUTIONS OF TURKISH HIGH SCHOOL STUDENTS FOR ACADEMIC ACHIEVEMENT IN EFL CONTEXT

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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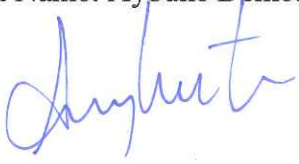

ABSTRACT

CAUSAL ATTRIBUTIONS OF TURKISH HIGH SCHOOL STUDENTS FOR ACADEMIC ACHIEVEMENT IN EFL CONTEXT

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Attributions are individuals' perceptions or explanations for the causes or outcomes of events that happen to and around them (Ickes & Laydon, 1976; Kelley & Michela, 1980; Försterling, 2001). In EFL contexts, attributions are learners' reasons or beliefs for their successes or failures (Peacock, 2009). The purpose of this study is to shed light on what Turkish high school students' causal attributions for their success and failure in learning English are as causal attributions are mediating links between past performance and future efforts (Weiner, 1992; Dörnyei, 2003). In order to achieve this goal a descriptive mixed method approach was adopted. The research was conducted at an all-boys public high school in İstanbul, Turkey and the participants of the students were volunteer 9th and 10th grade students (N=227) aged 15-16 with A2 level proficiency in English. The quantitative data were collected through LACAS and CDS-II scales and analysed by CHAID analysis as well as descriptive analysis whereas the qualitative data were collected through reflective essays and analysed both inductive and deductively. Results indicated that students ascribed their success and failure to a number of factors. The results are discussed and suggestions are made in relation to current literature.

Keywords: Attribution Theory, Causal Attributions, Academic Achievement, EFL

ÖZ

İNGİLİZCE'Yİ YABANCI DİL OLARAK ÖĞRENEN TÜRK LİSE ÖĞRENCİLERİNİN AKADEMİK BAŞARI İÇİN OLAN NEDENSEL YÜKLEMELERİ

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Yüklemeler, bireylerin kendi başlarına gelen ya da etraflarında oluşan olayların nedenleri-sonuçları hakkındaki algıları ya da açıklamalarıdır (Ickes & Laydon, 1976, Kelley & Michela, 1980, Försterling, 2001). Yabancı dil olarak İngilizce öğretilen ortamlarda ise yüklemeler, öğrencilerin başarı-başarısızlıkları için olan sebepleri ya da inançlarıdır (Peacock, 2009). Bu çalışmanın amacı, Türk lise öğrencilerinin İngilizce öğrenmedeki başarı ya da başarısızlıklarına olan nedensel yüklemelerinin neler olduğuna ışık tutmaktır. Bu amaçla bu çalışmada, betimleyici karma metot yaklaşımı benimsenmiştir. Çalışma İstanbul, Türkiye'de tamamı erkek öğrencilerden oluşan bir devlet okulunda, 9. ve 10. sınıflar arasından gönüllü olan, 15-16 yaşlarında ve İngilizce düzeyi A2 olan katılımcılarla gerçekleştirilmiştir. Nicel veriler LACAS ve CDS-II ölçekleri ile toplanmış, betimleyici ve CHAID analizleriyle incelenmiştir. Nitel veriler ise yansıtıcı yazılar ile toplanmış, hem tümevarım hem de tümdengelim yöntemleri ile analiz edilmiştir. Elde edilen sonuçlar öğrencilerin başarı ve başarısızlıklarını çok çeşitli faktörlere atfettiklerini göstermiştir. Bulgular mevcut literatür göz önünde tutularak tartışılmış ve buna göre önerilerde bulunulmuştur.

Anahtar Kelimeler: Yükleme Teorisi, Nedensel Yüklemeler, Akademik Başarı, Yabancı Dil Olarak İngilizce

To My Beloved Son Mehmet Erdem &

Dear Husband Sinan

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LIST OF ABBREVIATIONS

AT	Attribution Theory
EFL	English as a Foreign Language
ESL	English as a Second Language
AR	Attribution Retraining
CDS-II	Causal Dimension Scale
LACAS	Language Achievement Attribution Scale
ELT	English Language Teaching
RQ	Research Question

Chapter 1
Introduction

This chapter introduces an overview of the present study which aims at exploring causal attributions of students for their academic achievement at a public high school in Turkey. After giving a brief description of the background to the study, the chapter states the problem that triggered this study and later puts forward the purpose of the study and the research questions addressed. The chapter also spotlights the significance of the study and ends with concise definitions of the terms that play a key role for the study.

1.1 Overview

Put forward by Heider (1958), and broadened by Rotter (1966), attribution theory (AT) refers to the perceptions of people about the causes of their own behaviours. This theory was advanced in further studies by Weiner (1985; 1986; 1992) in an attempt to understand people's mentality on why certain events took place in their lives. According to Weiner (1992), the attributions people make may have possible effects on their future tasks. Jarvis (2005) stated that attributions of people make it easier or harder to handle future performances due to their impact on people's motivation. Because Weiner's attribution model (Weiner, 1979; 1985; 1986) is more complete in comparison to other attributional models (Graham, 1991), it has been used as a frame of reference in many studies (Meyer & Koelbl, 1982; Bempechat, Ginsburg, Nakkula, & Wu, 1996; Boruchovitch, 2004; Ong, 2006; Lei, 2009) in education field.

AT is unique in the sense that it links one's past experiences with their future attempts for success. Personal reasons that are attributed to past successes and failures determine motivational tendencies. Dörnyei (2001a) articulated that it is also possible to relate AT to language learning as the sense of failure is very common among language learners worldwide. Thus, their perceptions of failure have close connections to their future actions towards learning. As a result, the causes and the mindset that the learners have for the outcomes of their performance, in other words learner attributions (Weiner, 1986) have been recognized as one of the most critical

elements that influence learners' endurance, hope for future success, motivation and consequently academic achievement (Brophy, 1998; Weiner, 2000; Pintrich & Schunk, 2002).

1.2 Statement of the Problem

The significance of the attribution theory has been recognized by many researchers so long ago (Crookes & Schmidt, 1991; Skehan, 1991; Dörnyei, 1994; Oxford & Shearin, 1994, Williams & Burden, 1999) yet research in the field of language learning examining the attributions for success and failure is relatively short (Williams & Burden, 1999; Dörnyei, 2001a) and unfortunately this is the case in Turkish EFL context as well.

Student attributions in other words how they perceive or interpret the causes of their success or failure in learning English through their window can make it possible for teachers to gain a deeper understanding of learners' motivation and language acquisition. Because of the fact that attributions are specific to situation and impossible to generalize (Siegel & Shaughnessy, 1996) it is quite possible for learners from different cultural backgrounds to attribute their academic performance to various different reasons under several different academic circumstances. As a result, it is worthy to investigate attributions in achievement contexts, especially in EFL learning in Turkey for this research.

In Turkey, EFL teaching starts at the second grade of primary education in state schools. An average public school student has two lessons of English per week at the second, third and fourth grades; three lessons of English per week at fifth and sixth grades; and four lessons of English per week at seventh, eighth, ninth, tenth, eleventh and twelfth grades. When it comes to university level education, it is seen that most tertiary level students go through a mandatory preparatory year where they dedicate their whole time trying to learn English. Some students even are made to repeat this year if their end-of-term results do not meet the faculty expectancies. Most departments of universities in Turkey adopted English as the medium of education; hence the students are expected to perform their in-class and after-class communication, interaction, assignment preparation and submission 100% in English and the departments that do not require 100% use of English still seek for at least 30% performance from their students.

Such being the case, learning English or trying to learn English occupies a great deal of time of an average Turkish student no matter at what grade or school he is and these learners develop a particular set of beliefs about themselves and make attributions in relation to their experience in language learning. When you add failure or the sense of failure into this amount of time and effort, unsuccessful students may feel entrapped and hopeless after so much trial and failure. This is why it is highly crucial for teachers and researchers to understand their students' reasons, logic, and attributions for their failure. It is also very important not to discard the viewpoint and the attributions of the successful students as they are the reference point of the desired outcome. Therefore, these attributions that learners make in English language learning process towards their success and failure are priceless as they help teachers to gain insights about learners' perceptions of achievement besides these attributions are essential in both interpreting the present performance and elucidating potential future performance (Weiner, 1986; 1994).

Many of us have witnessed success and failure of students coming from similar backgrounds and socioeconomic lives, getting education under similar terms; yet, having various achievement levels. The question directed by Gardner and Lambert (1972) "How is it that some people can learn a second or foreign language so easily and do well while others, given what seem to be the same opportunities to learn, find it almost impossible?" (p.130) surely sums up the situation in most language classrooms and the key to answer this question, I believe, lies in understanding what the attributions of the students for their successes and failures are so that we can eliminate the things that hold them back them and flourish what thrive them. For this reason, this study aims to investigate the attributions of English language learners at Maltepe Orhangazi Anatolian Imam Hatip High School for their successes and failures in language learning process with the aim of gaining insights about learners' beliefs and perceptions.

1.3 Purpose of the Study

After years of education, high school students start their new school life preconditioned. If they were successful before, they most probably excel in English courses and if they were unsuccessful before, in most cases, they tend to accept this and do almost nothing to change it even though public high schools in Turkey offer them a clean slate by literally starting from scratch thanks to the newly developed

skills-based curriculum which enables students to be grouped based on their proficiency levels and starts the academic year by the teaching of the alphabet and aiming to teach the basics for any A1 level learner.

The reason behind this attitude by the students is generally their attributions based on their past performances. Imagine a student getting bad scores in a language test and concluding that this happened because he lacks language aptitude, this perception may generate a feeling of shame and result in less future effort in language classes. And, in fact, these psychological and behavioural consequences may have nothing to do with the actual causes of that negative outcome which can be the result of a number of things such as not studying hard enough, not being able to concentrate, the test being very difficult and so on. But still, these reasons change nothing as once the perceived reason (I lack language aptitude) has clung in the learner's mind, his present and future efforts and performances will be decimated. This example was just one of the countless attributions students develop and associate with their academic achievements. Since every context has its own distinct characteristics in terms of different environments, teachers, methods and resources, student attributions in relation to achievement in language learning differ and diversify accordingly. The reasons of this variety is quite intriguing since I believe diagnosing the reasons of the difference among student achievement may lead us teachers to take proper measures with the aim of increasing students' performance and teaching/learning quality. For this reason, this study was intended to shed light on what the students' causal attributions for their success and failure are as causal attributions are mediating links between past performance and future efforts (Weiner, 1992; Dörnyei, 2001a; 2003).

1.4 Research Questions

Understanding of students' perspectives might elucidate students' attributions of success and failure and enable them to help gain control over their own language development and progress. In line with this goal, this study aims to make a contribution to the literature by investigating the causal attributions of high school students for academic achievement in Turkish EFL context by attempting to address the research questions below;

1. To what specific factors

a. do Turkish high school students attribute their success and failure in the process of learning English?

b. do successful, less successful and unsuccessful students attribute their measured proficiency?

2. To which causal dimensions

a. do students' attributions of success and failure belong?

b. do successful, less successful and unsuccessful students' attributions of measured proficiency belong?

3. Is there a significant relationship between the causal dimensions that students attribute their success and failure and

a. their grades?

b. their perception of personal success and failure?

c. their studying habits?

4. Is there a significant relationship between

a. the factors that students attribute their success or failure and their perception of personal success or failure?

b. students' studying habits and their exam results?

c. students' studying habits and the factors they attribute their success or failure?

5. What are the successful, less successful and unsuccessful students' opinions concerning their success or failure in the process of learning English?

1.5 Significance of the Study

Learning a second language is a complicated process which involve the acquisition of the grammar and the vocabulary items, the development of four skills (i.e. reading, writing, listening, speaking) especially by gaining fluency in communicative skills and being aware of the social and cultural aspects of the language in order to achieve mastery in daily use of it by learning the idioms, collocations, functions and notions, even the slang. As it can be understood from all the things mentioned in the previous sections, learning a second language, in this case English, takes up quite a lot of time and effort of students throughout their academic life. Some learners can cope with this process and become successful while others get troubled and find it quite hard to gain competence and make progress.

If learners can believe that they are in control of their language learning processes and if the negative associations and attributions for their lack of performances can be diagnosed and the necessary precautions are taken accordingly, then the motivation and the achievement levels of the students will most probably increase drastically. This consciousness about learners' attributions for success and failure and their relation to certain emotions (such as pride and shame) and behaviours may not only help students to get rid of their maladaptive attributions which hinder their present and future performances but also enable student autonomy in learning by creating an opportunity for self control (Williams & Burden, 1999; Peacock, 2009). Also, learners' attributions of success and failure have without a doubt great influence on their motivation to learn and the acquisition of the language (Tse, 2000).

Although research on AT has gained nothing but popularity decade after decade and is abundant oversees in various contexts, unfortunately it is not the case in Turkish EFL context. Especially keeping in mind the fact that attributions can change from one culture to another, from one context to another, and from one person to another, the need for more research on the area is insatiable. Besides, according to Hsieh (2004), studies such as Weiner and Kukla (1970), Frieze and Weiner (1971) and Holschuh, Nist and Olejnik (2001) on the student perception of causality of attributions focused on students' reactions on hypothetical scenarios, lacking the examination of real learning settings. Furthermore, attribution studies in Turkish context are not only short in number, but also mainly focused on tertiary level students. Last but not least, most studies around the world and in Turkey adopted a quantitative stance, lacking the valuable input that may be gathered from qualitative tools which would allow the participants to raise their voice and to be heard. All things considered, this study presents a bridge to the gap in the literature by investigating Turkish high school students' causal attributions for their academic achievements in learning English by applying an explanatory sequential mixed method research design.

1.6 Definitions

EFL (English as a Foreign Language): The act of learning a language mostly in a formal classroom setting in a place where the target language is not used outside the classroom (Lightbown & Spada, 2006).

Successful Learners: Learners who accomplish the course objectives and can project it by getting successful results thus see themselves as successful in language learning process.

Unsuccessful Learners: Learners who do not fully accomplish the course objectives as a result which cannot get successful results and thus see themselves as unsuccessful in language learning process.

Attribution: Individuals' perceptions or explanations for the causes or outcomes of events that happen to and around them (Ickes & Laydon, 1976; Kelley & Michela, 1980; Schunk, 1991; Försterling, 2001). In EFL contexts, attributions are learners' reasons or beliefs for their successes or failures (Peacock, 2009).

Attribution Theory: A theory of social psychology proposed by Heider (1958) with the aim of accounting for why and how people develop an understanding about others' and their own behaviour. Bernard Weiner later furthered this theory via numerous research by relating it to people's perceptions of the causes of academic success and failure and their effect on people's emotions and motivation.

Learned Helplessness: A fitting characterization for the low achievement syndrome as when one's achievement motivation lowers he loses sight of the effect of personal effort on outcome therefore he stops making effort to succeed (Weiner, 1972).

Causal Attributions: The way in which individuals perceive their own successes and failures and the way in which they present causes for those successes and failures (Williams, Mercer & Ryan, 2015).

Causal Dimensions: The three dimensions i.e. stability (unstable/stable), locus of control (internal/external) and controllability (controllable/uncontrollable) in which individuals elucidate their perceptions of the various reasons of the events in their lives (Weiner, 1985).

Attribution Retraining: An orderly set of procedures aiming to help learners to change their negative oriented attributions to more positive ones concerning their performance on educational tasks (Palmer & Guerra, 1987)

Chapter 2
Literature Review

This chapter provides a thorough review of literature relevant to this study and the background information about the studies done on the field. The chapter starts with defining what attributions are, moves on to the emergence and development of the AT, elaborately explains main attributions in the literature and causal dimensionality, discusses adaptive/maladaptive attributions and attribution retraining as well as individual differences such as gender, age and culture in relation to AT. The last part of the chapter is allocated to the existing studies which investigated the causal attributions of learners around the world and in Turkish EFL context.

2.1 Definition of Attribution

Humans, by nature, have a tendency to try to understand the causes of their and other people's behaviours. Thus, they observe, reflect on and interpret the behaviours of every individual in their lives, including their own behaviours, in an attempt to find the underlying causes. That is to say, they are in constant search for an answer to the question "Why?" in order to be able to comprehend the world around them. These explanations that these naive scientists find during their quest to perceive the world on a daily basis for any given situation are called *attributions*. Attributions may differ to a great extent from one person to another even though the circumstances are similar or the same. In other words, human attributions are subjective, individual and various which is why they have been a hot area of research in social psychology for decades. In time, this just interest in people's attributions has stimulated intensive research in many directions (Kelley & Michela, 1980), educational research being one example.

Since being in the spotlight of researchers for decades, many attempts have been made in order to define what attributions are over the years. Described as "the way in which individuals explain the causes of positive and negative events in their lives" by Ickes and Laydon (1976, p.2), as "causal statements that answer 'why' something happened" by Ellis (1985, p.32), as individual attempts by learners to

make sense of their success and failure by Dörnyei (1990) and as the subjective reasons and explanations of people for their failure or success at a task, test or an activity by Weiner (1992; 2010), attributions aid humans to acquire a mental mastery of their perception of the world and to control the course of events in their lives (Forsyth, 1980).

2.2 Attribution Theory

Based on the definitions given by scholars throughout the years it is safe to say that AT focuses on how the common man accounts for the causes of the events in his life, what psychological outcomes occur from these interpretations and how he responds to these outcomes to shape his future moves (Kelley, 1992). Since AT centralizes perceived causes set forth by the people, actual causes of the events are out of the domain of this theory. It is rather what individuals see and sense as the cause of a negative outcome that is in the territory of interest of AT (Stipek, 1998; Weiner, 2000; Försterling, 2001). In short, what attribution theorists scrutinize is "the perception of causality, or the judgement of why a particular incident occurred" (Weiner, 1972, p.1) and as a consequence of this, which future actions are determined by the perceiver.

The basis of attribution theory can be traced back to the philosophers Aristotle, Kant, Hume and Mill; yet, Heider (1944), commonly referred to as the founder of this theory (Försterling, 2001), was the one who described the causal attribution process. Heider (1958) suggests that human beings are prone to possess an instinctive desire to comprehend the causes of behaviours and certain outcomes and they make attributions to these so that they can feel a sense of stability and predictability about the world they live in. Heider (1958) made a distinction between the personal and situational causes by claiming that behavioural outcomes, success and failure, can be assigned to *Can x Try*; *Can* referring to relation between personal ability with task difficulty whereas *Try* referring to individual effort which meant that the outcome would be established either by the factors within the person (ability and effort) or by the factors originating from the environment (task difficulty). Heider (1958) also states that getting a good understanding of these underlying causal structures behind human behaviour is highly important as they have serious impacts on expectancy of future success and subsequent behaviour. Therefore, being conscious and aware of these causal structures holds the key to future expectancies and behaviours of people.

Heider's AT is composed of three steps in which the first element is observing an event, the second is arbitrating on the intent behind the event and lastly making an attribution about the event which can be internal, external or both (Sweeton & Deerrose, 2009). Looking at these steps, it can be inferred that the reason why a person behaves in a specific way may be related to his disposition (internal cause), related to the environment (external cause) or related to his disposition and the environment (internal and external causes). This realization that attributions may be internal or external led other researchers like Rotter (1966), Kelley and Michela (1980) and Weiner (1986) to expand their research on causal attributions and ended up in the advancement of the theory (Sweeton & Deerrose, 2009).

It was Rotter (1966) who made a clear distinction of internal and external factors by introducing locus of control dimension to AT. He asserted that there are those who see themselves in charge of the events in their lives and there are those who are easily influenced by environmental conditions and think that the events in their lives are beyond their control.

Kelley (1967) advanced the theory by examining the decision making of people when it comes to making external or internal dispositional attributions. Through these examinations he identified three factors that affected the attribution-making process namely; consistency, distinctiveness and consensus. According to Kelley (1971), in order to understand the causes of people's behaviours individuals pay attention to the stability of that behaviour. If that behaviour is repeated to the same stimuli in the same way by the target person at different times that means there is consistency so individuals make dispositional attributions for these actions; if the same behaviour is repeated to different stimuli there is low distinctiveness and if the behaviour changes then, people may attribute that behaviour to the situation at hand; and lastly, if a person behaves how most people would under same circumstances then, the attributions are formed by consensus and an external attribution is the reasonable one. In short, Kelley's model emphasizes how observers relate the responsibility for the outcomes of others' behaviours.

Scaffolding on Heider's and Rotter's works, Weiner (1979) bound AT to achievement motivation and figured out an attributional model which is widely referred to (Meyer & Koelbl, 1982; Bempechat et al., 1996; Boruchovitch, 2004; Ong, 2006; Lei, 2009). This model presumes that learners aspire to make sense of the causes of their successful or unsuccessful results by asking themselves why they had

succeeded or failed (Weiner, 1979). Due to cognitive limitations, the search for the reason why tends to be initiated when the individual faces an unexpected negative outcome rather than for every event that occurs during the day as people do not question their success when it was something expected; yet, a sudden failure will most certainly trigger attributional processes (Weiner, 2000). Weiner's model (1979) suggests a three-dimensional taxonomy of attributions namely; locus of causality (internal or external), stability (stable or unstable), and controllability (controllable or uncontrollable). In addition to this, he suggested people often referred to four main sets of attributions for their successes and failures which are ability, effort, luck and task difficulty (Williams & Burden, 1997). The relationships among main attributions and dimensions are demonstrated in Table 1.

Table 1

The Relationships among Attributions and Dimensions (Eggen & Kauchak, 1994)

	Locus of Control	**Stability**	**Controllability**
Ability	Internal	Stable	Uncontrollable
Effort	Internal	Unstable	Controllable
Luck	External	Unstable	Uncontrollable
Task difficulty	External	Stable	Uncontrollable

AT, which can be defined as an attempt to systematically describe learners' explanations for their success and failure in school settings (Eggen & Kauchak, 1994), holds a unique position among other contemporary motivation theories in the sense that it was able to challenge Atkinson's classic achievement motivation theory which resulted in AT becoming the dominant model in research arena by linking students' past experiences with their future achievement efforts and explaining it by causal attributions (Dörnyei, 2001a). Attributions as internal factors are directly linked to human motivation (Williams & Burden, 1997). For instance, if a past failure is assigned with individual's low ability, that individual will probably not make an attempt to perform that activity. However, if the individual believes that the failure stems from lack of effort or wrong strategy use, the chance of future attempts increases highly. When the high prevalence of failure in language learning around the world is taken into consideration, attributional processes certainly play a crucial

motivational role in language studies, which is also collaborated by the research done on the field (Williams & Burden, 1999; Williams, Burden & Al-Baharna, 2001).

2.3 Main Attributions in Attribution Theory

Potentially, individuals can find countless causal explanations precisely when faced an unexpected outcome. Although there is an abundance of possible attributions presented in some studies (Tse, 2000; Graham, 2004; Williams, Burden, Poulet & Maun, 2004) which should not be overlooked, certain attributions seem to be recurrent in high frequency (Weiner, 1979). These are ability, effort, task difficulty and luck. It is these four main causal attributions that learners tend to use while interpreting their previous success and failure which can be a predictor of their future performance (Satıcılar, 2006).

2.3.1 Ability. Being among the mostly named attributions by the learners during their attempts to explain their achievement outcomes, ability can be defined as individual's own assessment of his talent, aptitude or skills. Ability is an internal factor which is regarded to be steady and it cannot be changed arbitrarily. When a learner becomes unsuccessful on a certain task time and time again no matter how hard he tries for success, this negative outcome regardless of his efforts will most probably cause him to think that he lacks the ability necessary to overcome that task. This judgement may result in a generalization of the situation and a sensation that the learner has no control over his performance outcomes due to his inability and changing the result is also beyond his control; therefore he gives up trying. In other words, learners' past failure prohibits his future prospects for success because he quits any attempt to succeed as he ties his failure to his inability to perform that task and this surrender is called "learned helplessness" in educational psychology (Satıcılar, 2006). Learned helplessness occurs when learners feel that they lack control on the desired outcome (Keblawi, 2009). Especially when the learner is unsuccessful at a task but his peers are mostly successful, he accounts for his failure by attributing it to incompetence and lack of talent and feels helplessness. Learners who develop this kind of attitude feel that no amount of effort can change the result and lead to success (Eggen & Kauchak, 1994).

On the other hand, when the learner determines that he is successful because he is talented and capable of doing a specific task especially in the case that others have

difficulty, the learner will attribute his positive outcome to his ability which ends up in a feeling of pride and high motivation for the task at hand due to high expectations of future success (Satıcılar, 2006). Self-esteem of learners increase to a great extent by attributions to ability and learners with high self-esteem tend to have higher expectations for future success and are more persistent (Covington, 1984; 2002).

When what has been mentioned above is taken into consideration, it can be claimed that attributions to ability are extremely important in education field and should be paid attention to understand and increase student achievement.

2.3.2 Effort. According to Weiner (1992) and Graham (1994), ability and effort are the chief attributions reported by learners for success or failure. Success is linked with high ability and hard work, failure is associated with low ability and inadequate diligence. With this in mind, effort refers to the amount of work and energy that learners put in to perform a task. When a learner fails in an exam, the first sensation he may encounter is unhappiness which results in a search for the 'why'. During this search if the learner was successful in his previous exams, and if he had not put enough labour before the exam, he can ascribe this failure to insufficient effort. Likewise, when a student succeeds an exam, he can explain it by his studying hard before the exam. On the cases when learners attribute their success or failure to abundance or lack of effort, it is observed that they have faith in themselves for being successful or keep being successful again next time by studying hard. It can be inferred that an expectancy of a better future performance is always on the table for those who attribute their failure into lack of effort and this is supported by the research done on the area (Chan, 1994; Youlden & Chan, 1994) as well.

Attributions to effort have also affects on learners' affective associations of success and failure; that is, those who attribute their success to effort feel pride and those who attribute their failure to effort feel shame, regret, guilt and responsibility for this negative outcome (Weiner, 2010). However, according to Burden (2003), those learners who experience negative feelings after a negative outcome due to lack of effort still remain optimistic about their performance thanks to their belief of being in control of their achievement by simply putting in more effort. All in all, generally it is high achievers who attribute their success or failure to effort; therefore, in the

case of attribution to effort, it is possible to expect a different outcome from the learner in the future depending on their effort due to its controllable nature.

2.3.3 Task difficulty. When students become unsuccessful in an exam, sometimes they explain it by claiming that they faced hard questions in the exam and as a consequence of this, their failure was out of their hands, i.e. uncontrollable. They believe they would have succeeded if the exam (task) was not that difficult. Similarly, some learners relate their success to ease of the task, success is perceived as easy to get. All these attributions are in relation to task difficulty factor. Försterling (2001) states that students attribute their success in a difficult task to good luck and their failure to bad luck. Hence it can be inferred that attributions to internal factors such as ability and effort by learners experiencing task difficulty can be made only if the task was of intermediate difficulty (Bar-Tal, 1978).

According to Weiner and Kukla (1970) and Frieze and Weiner (1971), the higher the number of successful students, the higher is the likeliness of an attribution to the ease of the task and the higher the number of unsuccessful students, the higher is the likeliness of an attribution to the difficulty of the task. That is, the difficulty of a task is defined by making a judgement with respect to others' performances by the learners. That is why, attributions to task difficulty in the event of success achieved by the majority can cause learners to feel decreased pride while attributions to task difficulty in the event of a mass failure, learners feel decreased shame since they come to the conclusion that they are not responsible for the outcome as it was dependent on an external factor which was uncontrollable. As a result, learners with task difficulty attributions are likely to perform similarly in the future which means that avoiding attributions to task difficulty as a cause of failure can increase future success prospects of learners.

2.3.4 Luck. Last of the frequently attributed achievement factors is good or bad luck. Due to its changeable and uncontrollable nature, it is quite hard to guess future performances based on luck. When attributions for success or failure are made to luck by the learners it is a sign of students feeling powerless over the situation which causes instability in the expectance of better future performances. In the event of being successful because of being lucky learners feel decreased pride and similarly failure causes less shame when the attribution is to being unlucky as it is

out of the learners' hands, environmental and can simply change next time. Just like task difficulty, luck is an external and uncontrollable factor of achievement attributions yet it is unstable and changeable unlike task difficulty.

In sum, it is a fact that achievement attributions have tremendous impacts on achievement motivation and behaviour as attributions of success to ability and failure to lack of effort increases the motivation; on the other hand, attribution of success to external factors such as task ease and failure to lack of ability has negative connotations in terms of motivation and behaviour (Weiner, 1979).

2.4 Causal Dimensionality

Weiner (1986) proposed a three-dimensional model of taxonomy for success and failure attributions in which he classifies them as locus (i.e. internal of external location of the cause), stability (i.e. the cause being changeable or not) and controllability (i.e. if there can be control on the cause). The inclusion of attribution dimensions to AT was a major step forward (Russel, McAuley & Tarico, 1987) because of the effect of those attributions on individual's motivation as this process bears both psychological (such as expectancy for success and self efficacy) and behavioural (such as choice, persistence, and effort) consequences (Kelley & Michela, 1980).

All of the achievement attributions, namely ability, effort, task difficulty and luck can be placed in a dimension taxonomically. That is to say, ability is internal, unstable and controllable; effort is internal, unstable and controllable; task difficulty is external, stable and uncontrollable (although it is controllable by the teacher) and luck is external, unstable and uncontrollable for the learners. These dimensions help teachers and researchers to understand the reasons for student success or failure and are worth exploring as they not only shed light on learners' past experiences but also provides implications for future achievement expectancies.

2.4.1 Locus of causality. According to Rotter (1966), outcomes are either controlled by individual's actions and properties or they are beyond control as they stem from environmental circumstances. The first classification of achievement attributions, i.e. locus of control is defined as "perceived location of a cause as internal or external to the learner" by Williams & Burden (1999, p. 194). Locus of control indicates that through the eyes of the learner, achievement outcomes, i.e.

success or failure, are dependent on conditions within the person such as aptitude, ability, and degree of effort; or within the environment such as luck and task difficulty.

For instance, if becoming successful in English classes is considered to be the result of talent, this means that the learner makes an internal attribution to his ability which may have positive effects on his achievement and motivation. If this success is believed to be a direct result of an easy exam, than an external attribution (task difficulty) is made by the learner and this could have negative effects on the learner. Looking at these examples it can be inferred that by making internal or external attributions future expectancies of success or failure are influenced by the locus of causality.

Atkinson (1957) pointed out the affective aspect of achievement performance by taking pride as a reference point. He suggested that in the case of success attributions being internal reasons like ability and effort, the pride the learner feels is higher than the circumstances of attributions to external causes like ease of the task or being lucky as illustrated in Figure 1.

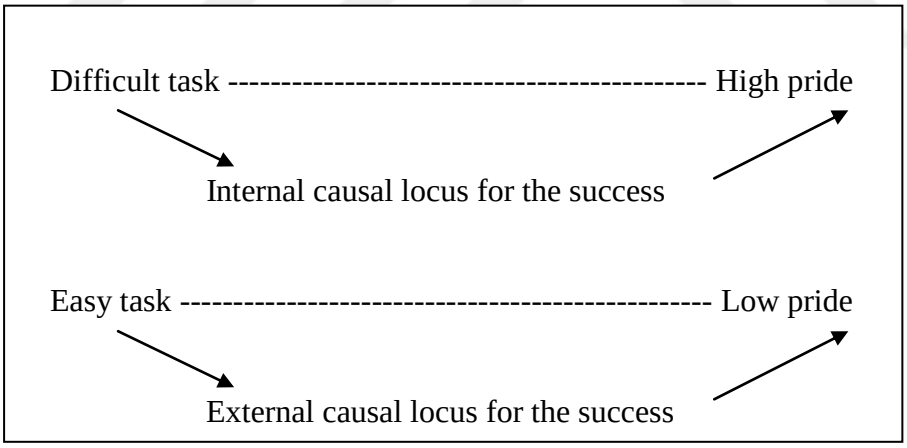

Figure 1. Relationship between task difficulty and pride mediated by perceptions of causality (causal locus) (Weiner, 2010)

It is easily understood from the figure that the harder the task, the higher the possibility of making an attribution to the internal factors rather than the external. Weiner (1979; 1986) and Santrock (2004) stated that internal attributions have higher prospects to produce bigger changes than external attributions which means that internal locus of causality leads to pride, self-satisfaction and growth in self-esteem in the case of successful outcomes. For instance, students feel content and proud of

themselves after getting a high score from an exam that they studied hard since they interrelate the reasons of the high score to their ability and effort; however, this would not be the case if the situation was caused by the teacher being generous with scoring, hence the absence of pride. When it comes to failures, if learners attribute them to lack of ability or effort, they feel ashamed which results in self-dissatisfaction, whereas if they attribute their failure to the difficulty of the task or bad luck, the feeling of shame does not occur as no personal responsibility is taken by the student. In conclusion, pride and positive self-esteem are consequences of attribution of a positive outcome to the self; on the other hand, negative self-esteem is a consequence of attribution of a negative outcome to the self (Weiner, Nierenberg & Goldstein, 1976; Weiner, 1979; Stipek, 1983).

According to Lim (2007), the sense of internal locus of control results in positive expectancy of future success stemming from previous successes. Reversely, it results in negative expectancy of future success stemming from previous failures. The sense of external locus of control attributed to luck or other uncontrollable factors, on the other hand, do not strengthen or weaken the expectancies of future outcomes as a result of former failures or successes.

2.4.2 Stability. Causal stability refers to the changeability of the behaviour in time. It is highly related to hope (Heider, 1958). That is to say, if the learner thinks that the reason for his failure is linked to unstable conditions such as lack of effort (internal) or being unlucky (external), he then keeps faith that he can change this result in future performances, hence preserves hope. Contrarily, if the reasons of the failure are unchangeable due to lack of ability (internal) or a harsh teacher (external), his hopes for a possible future success are shattered and the expectancy of failure is increased making it stable (Weiner, 2010).

Causal stability is different from locus of control in the sense that it is perceived as a foundation for shifts in expectancies (Weiner, 2010). Provided that the reason is true for the future, the former effect likely to happen albeit with the causal locus. However, if the reason is perceived as convertible, so is the future outcome (Weiner et al. 1976). Therefore, a bond between past and future is exposed by looking at the stable and unstable attributions of the learners.

Stability dimension is crucial for future expectancies of outcomes as it contributes to the feeling of hopelessness or hopefulness in learners (Weiner et al.,

1978; Weiner, 1979; McLoughlin, 2007). Repeated failure of a certain task can lead to an attribution to lack of ability which is stable and therefore can cause hopelessness for the future and this may pave the way to learned helplessness.

2.4.3 Controllability. Last classification of the achievement attributions, in other words controllability is defined as "the extent to which an event or outcome is under the control of the learner" (Williams & Burden, 1999, p. 194). According to Weiner (2010), external causes are accepted as uncontrollable whereas some internal attributions are controllable. For example, making an effort to be better at an exam is internal and controllable but a biased teacher, peer pressure or being unlucky are external and uncontrollable.

This dimension is linked with emotions such as anger, gratitude, embarrassment, guilt, pity and shame. According to Weiner (2000), as well as locus, controllability has effect on the feeling of guilt or shame after being unable to achieve a specific goal. For instance, attribution of failure to insufficient effort (internal and controllable) results in feeling guilty as the learner notices that if he had put more effort, the outcome would have been better whereas attribution of failure to lack of ability or aptitude (internal but uncontrollable) causes shame, embarrassment and humiliation. This difference occurs because the learner loses control over the outcome in the second attributional style. Similarly, success at a task attributed to controllable factors leads to pride; yet, when the situation is seen due to an uncontrollable task, learners feel lucky or grateful.

As an opposition to Weiner (2000), Gobel, Mori, Thang, Kan and Lee (2011) stated that learners' attributions for success and failure are not limited to four factors. There are factors such as environment, initial knowledge, peers, distracters, enjoyment, administrative policies, other people, mood, fatigue or illness, personality, physical appearance and many more which are also reported by learners to illuminate the reasons for their successes and failures.

Controllability dimension is also in relation to learners' future perseverance and effort as failure owing to uncontrollable factors impedes achievement (Dörnyei, 2001a). In the case of association of failure with uncontrollable-stable factors, learners may stop striving for positive future outcomes and lose their motivation in learning the language as in their eyes everything they do is another in vain desperate attempt and this eventually leads to learned helplessness. Contrarily, association of

failure with unstable-controllable factors increases persistence as learners feel that they can change the outcome with their willpower (Bar-Tal, 1982). As it is understood, controllability is a critical factor in education since if learners attribute their failure to things out of their control, there will be no expectancy of future success.

All in all, the underlying causal structures i.e. dimensions are considered of more importance than the actual causes as they shape expectancies (Weiner, 1979; 1985; 1986) and the place of causal attributions on the dimensional scale is more important than the attributions themselves. Table 2 and Table 3 are presented to exemplify the dimensional classification of some of these attributions.

Table 2

Weiner's Theory of Causal Attribution Dimension Classification Reasons for Failure (adapted from Weiner, 1992; Woolfolk, Winnie & Perry, 2011).

Dimension Classification	**Reasons for Failure**
Internal-Stable-Uncontrollable	Lack of ability
Internal-Unstable-Controllable	Lack of personal effort
Internal-Unstable-Controllable	Did not get ready for the exam
External-Stable-Uncontrollable	Mean teacher
External-Unstable-Uncontrollable	Having no luck
External-Unstable-Controllable	Unhelpful peers

Table 3

Weiner's Theory of Causal Attribution Dimension Classification Reasons for Success (adapted from Weiner, 1992; Woolfolk et al., 2011)

Dimension Classification	**Reasons for Success**
Internal-Stable-Uncontrollable	Ability
Internal-Unstable-Controllable	Hard work
Internal-Unstable-Uncontrollable	Being in good mood
External-Stable-Uncontrollable	Helpful school conditions
External-Stable-Uncontrollable	Enthusiastic instructor
External-Unstable-Uncontrollable	Being lucky
External-Unstable-Controllable	Helpful peers

Weiner (1985) connects each causal dimension to particular affective states. Locus of causality projects alterations in pride and self-esteem, stability dimension is in connection with the feelings of hopelessness or hopefulness and last but not least controllability dimension leads to emotions of anger, gratitude, guilt, pity and shame. These affective states trigger subsequent behavioural consequences stemming from attributions and their place on a causal dimension; therefore, they are identified as "attribution-dependent" emotions by Weiner (1985). Looking back to aforementioned explanations, one can deduce that cognitive processes, which generate attributions, are in close connection with the learning process as they have effects on future success expectancies of individuals in addition to their affective states, motivation, subsequent behaviour and performance as illustrated in Figure 2.

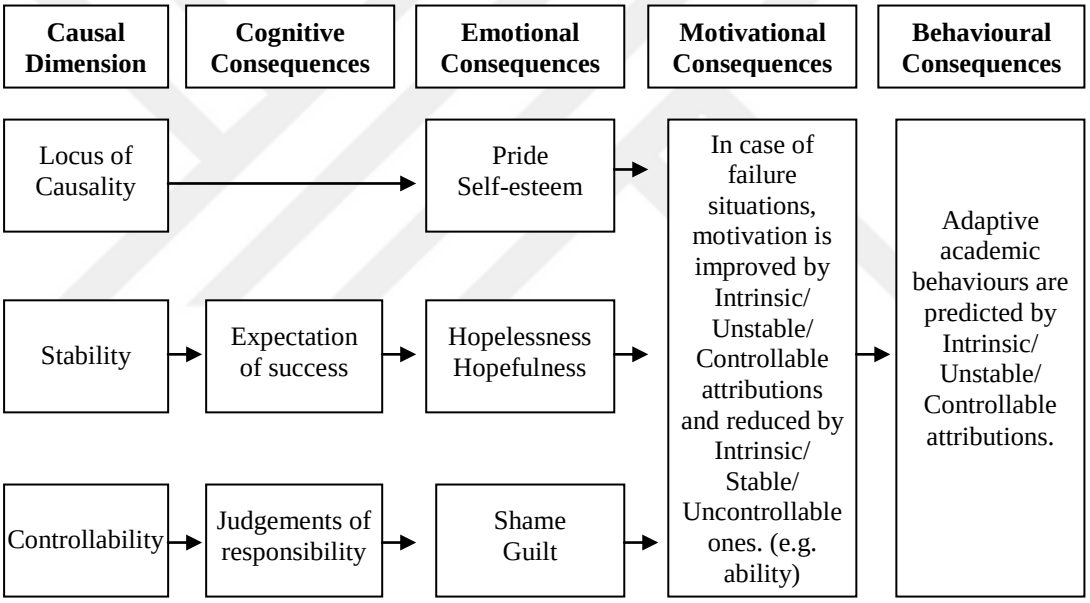

Figure 2. Attributional dimensions and emotional outcomes (adapted from Haynes, Perry, Stupnisky & Daniels, 2009)

2.5 Adaptive – Maladaptive Attributions and Attribution Retraining

"Attribution process" and "attributional process" are different from each other in that the former consists of two types of antecedent conditions one being environmental factors (specific information, social norms and situational features), the other being personal factors (causal schemas, attributional bias, prior knowledge and individual differences) both of which affect attribution generation. On the other hand, the latter refers to the results of attributions for individual's motivation, affect

and behaviour, that is to say attributional processes have not only psychological (expectancy for success, self-efficacy, affect) but also behavioural (choice, persistence, level of effort and achievement) consequences (Kelley & Michela, 1980).

There is no doubt that the attributional process has an elemental place in educational contexts due to its effect on motivational processes (Pintrich & Schunk, 2002). Hence, having a functional (adaptive) attributional style has positive effects on learners such as expectancy of success, self-concepts, invested effort and performance (Schunk & Gunn, 1986; Weiner, 1986).

According to Weiner (1985), those who make more internal, unstable, controllable attributions to their failures have high prospects of better results in the future than those who make internal, stable, uncontrollable attributions because when individuals make internal, unstable, controllable attributions they believe that they can better their performance by putting more effort and being persistent and ultimately achieve success (Dörnyei, 1994; Brophy, 1998). However, uncontrollable and stable attributions for failures result in maladaptive behaviour also known as learned helplessness which has undesired negative consequences such as putting in less effort or giving up trying altogether to access to achievement (Stipek, 1998).

In success situations, internal, mostly stable, controllable attributions reinforce adaptive behaviour as they end up in fostering individuals' belief of success under similar conditions in the future (Brophy, 1998). For instance, attribution of success to ability leads to high self-efficacy and for this reason it is considered adaptive, whilst attribution of success to luck or the circumstances is considered maladaptive as these attributions represent external factors which are out of individual's control (Trembley & Gardner, 1995). Carlyon (1997) also suggests that successful students, in other words high achievers, have more adaptive attributional styles as they have high self-esteem and because of that they generally attribute their success to ability (internal-stable-uncontrollable) or effort (internal-unstable-controllable) and failure to lack of effort (internal-unstable) which shows that they take responsibility of both their success and failure. As a consequence, these learners do not lose motivation and show persistence when faced challenging and difficult tasks because they have confidence in their natural abilities or they believe studying diligently will pave the way to success (Sweeton & Deerrose, 2009) all of which points to the fact that these

learners will keep hope and expect a positive future performance even after a negative outcome (Perry, Hechter, Menec & Weinberg, 1993).

As oppose to this, unsuccessful students who have low self-esteem and tend to avoid challenges because of it, in other words low achievers, after experiencing failure so many times, are prone to attribute their academic setbacks to internal-stable-uncontrollable factors such as lack of ability (Kistner, Osborne & LeVerrier, 1988; Carr & Borkowski, 1989) and rare academic triumphs to external-unstable-uncontrollable causes such as luck and ease of the task (Dweck, 1975; Cook, 1983; Licht, 1983). These students do not own their success as they link it to external factors beyond their control which can change next time therefore the success they achieve do not facilitate to increase either their self-esteem or motivation in the learning process (Brophy, 1998).

According to Stipek (1998), attributions of failure to uncontrollable-external causes doom students to do nothing in subsequent situations and when another failure takes place the students' perception of inevitability of failure is confirmed as long as the loop continues. The concept of "Attribution Retraining" was the remedy put forward by educational psychologist with the aim of breaking this vicious cycle and freeing students from the negative connotations of maladaptive attributions. Williams, Burden, Poulet & Maun (2004) stated that what is more important than being successful in an exam is the attributions made by the students about the outcome as these attributions define the prospect of future success. As a consequence, AR aims to change the negative mindset of students stemming from maladaptive attributions into more positive, internal, controllable ones (Försterling, 2001). The programs conducted during AR encourage students to adopt a more constructive positive and adaptive outlook on their failures and regain control over their own learning (Försterling, 1985). Regaining control by students is highly crucial due to the fact stated by Williams and Burden (1997) that "the extent to which learners are in control of a language will have a pronounced effect upon their motivation to be continually involved in learning that language" (p. 134).

Attribution retraining studies are mostly made up of one-to-one or group interventions focusing on causal dimensions of stability and controllability. After reviewing more than 20 studies on AR, Robertson (2000) stated that the majority of these interventions, especially the ones smaller in number reached success. By focusing on learners whose attributions of failure are to the self and success are to

external factors, AR targets to replace those beliefs hence get rid of major obstacles that hinder student motivation. Instead, unstable ascriptions for failure are aimed to be adopted by the learners (Weiner, 2010).

To sum, it is possible for learners to improve the effectiveness of their attributions through AR (Eggen & Kauchak, 2007). AR treatments' main goal is to restructure learners' perceptions in terms of failure in their academic life (Eggen & Kauchak, 2007; Haynes et al. 2009). Learners should be made aware of the fact that most of the time failure situations in language learning environments are due to lack of proper effort and thus students should be heartened to study more in order to improve their low academic results (Pishghadam & Zabihi, 2011).

2.6 Individual Differences in Attributions and Attribution Research

Individual differences such as gender, age, culture and their relation to success and failure attributions have been heavily investigated by researchers over the years. Below are the highlights of those studies.

2.6.1 Gender. It has been revealed by many studies both in EFL and other educational contexts such as mathematics (Newman & Stevenson, 1990; Boruchovitch, 2004), and music (Asmus, 1986; Painsi & Parncutt, 2004) that how people make attributions can change depending on their gender (Nicholls, 1975; Bar-Tal, 1978; Bar-Tal & Darom, 1979; Asmus, 1986; Reis, 1987; Newman & Stevenson, 1990; Rimm, 1991; Stipek & Gralinski, 1991; Siann, Lightbody, Stocks & Walsh, 1996; Beyer, 1999; Alderman, 2004; Painsi & Parncutt, 2004; Williams et al. 2004; Peacock, 2009; McClure et al. 2011; Pishghadam & Modaressi, 2008; Besimoğlu, Serdar & Yavuz, 2010; Mok, Kennedy & Moore, 2011; Kızgın & Dalgın, 2012; Yılmaz, 2012; Tulu, 2013). That is why researchers tried to come up with explanations for these observed differences between opposite sexes (Stipek, 1998).

According to some earlier studies, boys are more likely to attribute their success to ability and their failure to lack of effort (Nicholls, 1975) whereas girls are likely to attribute their success to luck (Reis, 1987) or effort (Rimm, 1991) and their failures to lack of ability (Nicholls, 1975; Reis, 1987; Beyer, 1999). In addition, in comparison to girls, boys tend to attribute their success to high ability and failure to luck yet girls tend to attribute their failure to low ability (Stipek & Gralinski, 1991).

Other studies suggested that girls tend to attribute their positive outcomes to preparation, studying, effort and home conditions (Beyer, 1999; McClure et al., 2011; Mok et al. 2011). In line with these findings more recent studies suggested that female learners cited more internal-unstable-controllable factors which is optimum for future success potentials as they see their own effort as a milestone for their outcomes (Williams et al. 2004; Peacock, 2009; Besimoğlu et al. 2010; Tulu, 2013).

Notwithstanding the results found in the above mentioned studies indicating attribution making differences among genders, there are some studies (Boruchovitch, 2004; Lei, 2009; Cochran, McCallum & Bell, 2010; Lian, 2012; Pishghadam & Mokatef, 2012; Mahasneh, Al-Zoubi & Batayeneh, 2013; Ghonsooly, Ghanizadeh, Ghazanfari & Ghabanchi, 2015) in literature which did not find any significant differences between male and female participants.

2.6.2 Age. Difference in attributional patterns in association with age was also scrutinized by researchers over the years. According to Mok, Kennedy and Moore (2011), it is possible for age and maturity factors to be in close connection with cause and causality concepts. This may be the cause of the fact that as children develop cognitively, their ability to make distinctions between effort, ability and other factors become more definite; therefore, they can better express their causal attributions for their successes and failures (Williams & Burden, 1999; Alderman, 2004)

With the aim of investigating the association of age with attributional studies numerous studies have been conducted in different contexts such as academic achievement in general (Lei, 2009; Mok et al. 2011), mathematics (Boruchovitch, 2004), music (Asmus, 1986; Painsi & Parncutt, 2004), learning a foreign language (Williams & Burden, 1999; 2004) and EFL/ESL contexts (Hassaskhah & Vahabi, 2010; Ghonsooly et al., 2015) all of which except for the study by Painsi and Parncutt (2004) have revealed that age or grade level made a great difference on attributional factors for success and failure reported by the participants.

For instance, in a study by Williams and Burden (1999) investigated students learning French from 10 to 15 years of age and the results which were also parallel with a number of studies (Bar-Tal, Goldberg & Knaani, 1984; Whitley & Frieze, 1985; Williams et al., 2004) indicated that learners of different age groups made different types of attributions for their successes and failures. The findings of the study by Mok et al. (2011) revealed that older students were more inclined to

attribute their success and failure to effort and proper strategy use than younger ones, besides attributions such as lack of interest and peer influence were more common among older learners. Hassaskhah and Vahabi (2010) investigated the relationship between age and learner attributions in EFL context by working with a total of 90 students from two different schools and the results revealed that with regard to attributional dimensions, attribution making is specific to age. Ghonsooly Ghanizadeh, Ghazanfari & Ghabanchi, (2015) investigated EFL instructors' attributions for achievement situations and if these attributions changed depending on their age and teaching experience. The results of the study confirmed the variation of attributions were in relation to the teachers' age and teaching experience.

2.6.3 Culture. It has been observed that it is possible for research context and culture to have impact on learner attributions to account for their success and failure (Weiner, 1976; Erten & Burden, 2014). According to Bar-Tal (1978), it is possible that the effect of causal attributions on academic achievement might vary in different social groups as the pattern of forming causal attributions might change depending on the culture. Weiner (1986) also expressed that the differences that occur between people's judgements about learning outcomes are caused by certain cultural learning experiences. Duda and Allison (1989) added to the idea by telling that culture plays a crucial role in people's way of thinking and the variety in their attribution making by exemplifying this with cultures that are dominant in determining the role of an individual in that society lead learners to construct diverse causal attributions accordingly. Williams, Burden and Al-Baharna (2001) stated that in most contexts culture and attributions are hand in hand; therefore, culture should be counted as a contributing factor in addition to environment, family, peers, school and individual differences because differences in ethnic, religious and other cultural groups pave the way to differences in attributions for success and failure. Mok et al. (2011) supported the idea by arguing the possibility of cultural effects on learners' beliefs of themselves. Lastly Gobel et al.'s study (2011) conducted with three groups namely Thai, Japanese and Malaysian revealed the influence of culture on EFL/ESL students' attributions for performance as the findings of the study reported that internal-controllable factors such as interest, preparation and enjoyment for successful outcomes were stressed more frequently by Thai and Malaysian participants than Japanese whereas in failure situations Thais credited lack of

interest, Japanese learners ascribed lack of effort and Malaysians pinned their low performance to lack of ability which meant that Japanese and Thai learners attributed failure mostly to controllable factors unlike their Malaysian counterparts who favoured uncontrollable factors more. On top of all these, it was also found that Japanese were the most self-critical among the three.

According to many cross-cultural studies westerners tend to link success to internal factors such as effort as they value self-power and failure to external ones (Miller, 1984; Lee & Seligman, 1997; Williams, Burden & Al-Baharna, 2001; Smith & Bond, 2013); however, Asians are prone to ascribe their success to external factors such as luck and ease of task while failures to internal causes such as lack of ability or effort (Kitayama, Markus & Matsumoto, 1995; Kurman, 2004).

2.7 Attribution Research around the World

Attributions have been examined in an extensive variety of psychological disciplines such as social, educational, experimental, clinical, organizational and motivational (Försterling, 2001). Ever since Weiner (1972; 1974) claimed that the implications of attribution theory for educational processes are quite significant, and the constitution of causal attributions has immense influence on learners' future success potentials and persistence, there has been a number of studies conducted on foreign and second language learning (Williams & Burden, 1999; Tse, 2000; Williams et al, 2001; Williams, Burden & Lanvers, 2002; Graham, 2004; Hsieh, 2004; Williams et al. 2004; Gobel & Mori, 2007; Lim, 2007; Rui & Liang, 2008; Pishghadam & Zabihi, 2011; Zohri, 2011; Dong, Stupnisky & Berry 2013). However, there is still need for many more because even though the importance of attributions has been stressed time and time again, surprisingly not enough research has been conducted on attributions over the years (Dörnyei, 2001b) this is the case especially in language learning and teaching (Hsieh, 2004; Peacock, 2009; Hashemi & Zambihi, 2011; Erten & Burden, 2014). Fortunately, research on attributional causes has started to gradually attract the well-deserved attention in foreign and second language education fields over the past two decades.

In her qualitative study Tse (2000) worked with 51 American undergraduate and graduate foreign language university students to see their perceptions and attributions of success and failure making use of autobiographies to gain insight on participants' self-perception on foreign language learning. The results of the study

suggested that students praised good student teacher interaction as they saw it as a precious key to improve their learning. Besides this, students mostly attributed success to teachers' willingness to help their students, a positive classroom environment, getting help from target language speakers in their family or community and motivation to learn; on the other hand, they attributed unsuccessful situations to internal causes such as lack of effort, lack of motivation as well as issues originating from teachers and mixed level classrooms, yet not many students attributed failure to lack of ability. She stated that knowing students' opinions and attitudes towards language learning and classroom activities can help teachers to become aware of their students' affective states which would facilitate teaching on decision making processes such as designing classroom activities or choosing appropriate teaching methods.

Williams et al. (2001) conducted a study in Bahrain to find out student attributions for success and failure in learning English by asking 25 Bahraini EFL schoolchildren to explain the reasons why they succeeded or failed in English. 11 positive attributions including practice, support from family and teachers, exposure to language and a positive attitude and 18 negative attributions including inadequate teaching methods, lack of support from family and teachers, poor comprehension and a negative attitude surfaced as the results of the study.

Graham (2004) carried out a qualitative study with the intention of explaining the relationship between attributions and achievement level using sentence completion and interviews as data collection tools. According to the results of the study, English students with high ability and effective learning strategies attributions had higher levels of achievement and persistence in learning French. Besides, learners that made more internal attributions had higher achievement levels. The conclusion was that it is likely for learners with adaptive/positive attributional styles to attribute success to ability and perceive this innate ability as an internal-stable factor.

Hsieh (2004) scrutinized the relations among learners' foreign language attributions, achievement and self-efficacy beliefs in a quantitative research carried out with 500 participants learning Spanish, German and French. The results of the study suggested that those who made internal-stable and personal attributions received higher grades than those with external-unstable and non-personal attributions. One other finding of the study was that there was a positive correlation

between self-efficacy and internal-stable and personal attributions whilst a negative one with external attributions.

In another study carried out in UK by Williams et al. (2004) stressed out not enough attention has been given to learners' attributions in language learning. 285 secondary school students' ages ranging between 11 and 16 were the participants of the study and answered open questionnaires which aimed to seek their perceptions of learning specific languages and their attributions to success and failure. Responses were categorized and 21 categories for success attributions and 16 categories for failure attributions emerged. Analysis revealed substantial differences between sexes, ages and the languages studied. It was also seen that in general, learners attributed success in language learning to effort, ability, interest and strategy use, ignoring luck and reward totally. Effort was the most frequent factor among both successful and unsuccessful learners. Older learners attributed strategy use to their success and failure more often than younger ones.

Gobel and Mori (2007) investigated the relationship between Japanese college students' achievement levels and their attributions by presenting them a list of attributions retrieved from previous research in the field and asking students to rate them. Results of the study indicated that students were inclined to attribute their success to external factors and failure to internal factors which was in contrast to the majority of the previous findings yet in line with studies done with Asians as a result of the self-critical culture they were exposed to and it was stated that these type of attributions may lead to learned helplessness.

Lim (2007) tried to understand student perceptions and beliefs, in what way they affected learning outcomes in language classrooms and their interrelation to student anxiety. Lim hypothesized students with higher internal locus of control would have less anxiety which meant that the correlation between anxiety and locus of control would be negative. Although a direct connection between success and failure of students and their language learning anxiety was found, the hypothesis was not verified. In fact, students with achievement attributions to external factors and the belief that it was out of their hands had lower level of language anxiety in comparison to students who attributed their achievement to internal factors. This unexpected result was interpreted to be due to the uniqueness of language learning anxiety.

An attributional study in Asian context with Chinese students conducted by Rui and Liang (2008) pointed out that adult learners attributed their achievement outcomes to internal-controllable reasons rather than external-uncontrollable ones which indicated that attribution of success in language learning to internal-stable-controllable factors increased the likelihood of future success on similar tasks and causes learners to be more confident whereas attribution of success to external-unstable-controllable reasons leads to less confidence among learners. The importance of behavioural effects of adaptive attributions was highlighted by this study as well.

Lei and Qin (2009) carried out a research to see the relationship between EFL learners' attributions and English learning achievement with Chinese tertiary level EFL students and the results unveiled that teacher and effort were the factors attributed to success in learning English and lack of confidence, lack of practical use and test-oriented learning were the factors attributed as the reasons of failure.

Mori (2009) investigated tertiary level EFL learners' perceived causes for success and failure and found out that those with lower proficiency were apt to attribute internal factors such as ability or interest to absence of improvement in comparison to those with high proficiency. The findings of this study about interest related attributions are in line with the findings of some other studies (Peacock, 2009; Mori, Gobel, Thepsiri & Pojanapunya, 2011; Erten & Burden, 2014) in the literature. As for success attributions, learners were prone to attribute internal factors such as ability or interest to improvement. These findings suggested that lower proficiency group perceive the cause of no improvement in their English proficiency is because they are not good at English; therefore, they have little interest in studying English and the case is vice versa with the high proficiency group.

Another study that examined the link between causal attributions and proficiency levels of university students making use of both qualitative and quantitative tools was conducted by Peacock (2009). It was uncovered that success was attributed to internal-controllable factors such as paying attention, interest, self competition and effort by high proficiency learners whereas their low proficiency counterparts attributed success to easiness of tests and failure to lack of enjoyment of the language both of which are external and uncontrollable.

Mori, Gobel, Thepsiri and Pojanapunya (2011) conducted a study to shed light on university students' success and failure attributions in ESL context. What can be

deduced from the results of the study is that both actual successful learners and those who perceive themselves as successful related their success to internal factors such as effort and ability more than unsuccessful language learners. Contrarily, on the case of failure, actual high proficiency learners and perceived successful learners were inclined to attribute it to environment and interest whilst unsuccessful ones tended to attribute it to ability and effort.

Pishghadam and Zabihi (2011) worked with Iranian EFL learners to find out the relationship between attributions for success and failure in foreign language learning and achievement in foreign language classes. The results of the study were an indication of the fact that stable-internal attributions were the predictor of learners' foreign language achievement. Moreover, attribution to effort was the best indicator of achievement seeing that those who attributed their exam results to effort were the ones with higher marks.

Zohri (2011) carried out a study that aimed to unearth the perceptions of failure of 333 Moroccan university students studying English pertaining to their causal attributions. Results of the study indicated that although some gender differences were seen, mostly the attitude of teacher, students' lack of effort, interest and the pressure students felt on their shoulders were the reasons attributed to failure.

Lian (2012) searched for causal attributions for success and failure in an EFL skill i.e. listening of Chinese EFL majors using questionnaire-surveys. According to the results of the study, social factors and self comparison were the key sources of listening achievement attributions. Furthermore, student efforts and teachers' aid were both attributions of both successful and unsuccessful learners.

Dong, Stupnisky and Berry (2013) looked into a variety of causal attributions of 156 North American college students in foreign language classes using open-ended questions which enabled students to get the chance to express themselves more freely to account for their success. Recurrent attributions were in correspondence with the multiple attributions proposed by Weiner's (1985) causal dimensions of external vs. internal, stable vs. unstable, personal control vs. external control and different causal attributions were cited in success and failure cases.

2.8 Attribution Research in Turkish EFL Context

Although attribution research in achievement contexts is more in number in literature, it is quite rare in Turkish context in comparison. Looking back at the

literature in terms of research conducted in Turkish context, it can be seen that some of them dealt with learned helplessness and anxiety (Aydın, 2006; Akça, 2011) yet most of them concentrated on relationship between success and causal attributions which are reviewed below in detail in this part of the study.

In a study by Brown, Gray and Ferrara (2005), the researchers compared the attributional patterns of 61 Turkish, 94 Japanese and 71 Chinese university students. The results indicated that all three groups ascribed success and failure to internal causes more than external causes yet the attribution factors differed from culture to culture. It was also revealed that although according to the literature the participants of Asian origin show a different kind of bias with respect to the western cultures who tend to take credit for success on themselves but put the blame for failure on others (Mezulis, Abramson, Hyde & Hankin, 2004), their participants accepted their part in both success and failure.

Satıcılar (2006) conducted a research by working with 6th and 9th grade students and collecting data through a questionnaire and interviews to find out the differences between achievement attributions depending on gender, grade and getting outside help. The results of the study indicated that failure attributions were mostly made to internal factors in language learning and that gender and age had significant effect on attribution making as female participants linked their success to effort more than male participants and 6th graders ascribed success to internal factors more than 9th graders.

Büyükselçuk (2006) investigated the relationship between self-efficacy beliefs and causal attributions of a total of 342 undergraduate senior and graduate students at one of the most prestigious universities in Turkey. Results unveiled that students made more external and effort attributions to their failures no matter what their self-efficacy levels were. However, high self-efficacious learners made attributions to ability and low self efficacious learners made attributions to external factors for their successes. It was suggested that attribution retraining might be made use of in order to change the attributional styles of the low self-efficacious learners to gain profits in achievement.

158 EFL students' causal attributions of perceived success and failure in language learning process were investigated by Taşkıran (2010). The students were grouped as success-oriented and failure-oriented depending on their answers on a self-administered questionnaire assessing their perceived success and failure as well

as perceived causes of these outcomes. According to the results, the number of those who perceived themselves as successful were higher than the others, more causal attributions for failure were made than success and success-oriented students had internal-controllable-stable attribution patterns when compared to failure-oriented group.

In a study by Özkardeş (2011) causal achievement attributions of 233 university preparatory class learners for their perceived success and failure was investigated using both quantitative and qualitative tools. Success was attributed to teacher, self-confidence, interest and enjoyment while failure was attributed to lack of enough vocabulary, difficulty of exams, short education term to learn English and lack of background education. Another result emerged was that females had a tendency to make more internal-unstable-controllable attributions than males.

Şahinkarakaş (2011) carried out a research so as to find out what influenced young learners' success and failure during the English language learning process by giving self-assessment papers to 52 participants. It was seen that their attributions were related to internal and unstable factors such as paying attention to the teacher in class and doing assignments. It was concluded that in order to increase the effectiveness of language learning process, teachers' awareness about students' achievement attributions should be raised.

In a study that explored the skill-based attributions of 91 undergraduate Turkish EFL learners Yılmaz (2012) tried to uncover success and failure attributions in reading comprehension context in terms of gender, achievement and teacher beliefs by collecting quantitative and qualitative data. According to the findings of the study, achievement level of the participants had no major role in success or failure attributions for EFL reading.

Erten and Burden (2014) investigated the interaction between self-efficacy, academic self-concept and causal attributions in a study comprised of 267 Turkish 6th grade EFL learners from different cities around Turkey by gathering data through a scale and a questionnaire. The results pointed out that teacher followed by ability, interest and long term effort were the most frequently repeated attributions by the learners. Erten (2015a), one of the most prolific researchers in the field in Turkey furthered his studies on attributions by conducting a research which involved data collection through a questionnaire to understand if age and gender played a role in causal attributions. Participants of the study were 262 6th graders and 313 10th

graders, 336 of whom were female and 238 were male. Results of the study uncovered that both groups attained teacher as the main source of their performance. Besides, statistically significant main and interaction effects of both gender and age were discovered on most of the attributions for exam achievement. In another study Erten (2016) tried to explore the causal relationships between achievement attributions and exam results of 310 10^{th} grade EFL learners making use of a questionnaire. The emergent results surfaced that participants attributed their exam scores to teacher, interest, ability, task difficulty, long-term effort, situational effort, classroom atmosphere, luck and family but mainly to uncontrollable-stable factors such as luck, interest and classroom atmosphere. Erten (2015b) also explained how attribution retraining can be applied in language classes.

In an attempt to scrutinize the connection between causal attributions, gender and proficiency levels, two recent studies were conducted by Paker and Özkardeş-Döğüş (2017) and Yavuz and Höl (2017). The implications of both of the studies are that gender differences causes distinction in that females make more internal attributions in comparison to males. On the matter of proficiency levels, the study by Paker and Özkardeş-Döğüş indicated that less proficient students attributed their performance to external causes while proficient ones attributed their performance to internal factors. As for the study by Yavuz and Höl (2017), there were no statistically meaningful differences with regard to different proficiency levels.

Lastly, in their study Taşkıran and Aydın (2017) explored the distinction between success-oriented and failure-oriented students' attributions. Results of the study were in line with the previous studies indicating that students that have high self-efficacy make internal attributions whereas their counterparts ascribe to external reasons.

In brief, looking back at the literature, one can claim that attribution research is a relatively new and uncharted area of research in ELT in Turkey. Being aware of adaptive and maladaptive attributions of their students, teachers can be of more help to them in turning their past educational outcomes into positive future outcomes (McLoughlin, 2007). Furthermore, causal attributions for learning situations play a crucial role in teachers' understanding of factors effecting their students' motivation and achievement. Therefore, it is of vital importance to carry out more research on the area in Turkish context making use of participants of every age, educational level, gender etc.

Chapter 3
Methodology

This chapter describes the methodology of this study by presenting the research design, participants and the setting, data collection instruments and procedures, data analysis, validity and reliability as well as the limitations in detail. In line with the abovementioned goals of the present study, the answers of the following research questions can be formulated in this thesis:

1. To what specific factors

a. do Turkish high school students attribute their success and failure in the process of learning English?

b. do successful, less successful and unsuccessful students attribute their measured proficiency?

2. To which causal dimensions

a. do students' attributions of success and failure belong?

b. do successful, less successful and unsuccessful students' attributions of measured proficiency belong?

3. Is there a significant relationship between the causal dimensions that students attribute their success and failure and

a. their grades?

b. their perception of personal success and failure?

c. their studying habits?

4. Is there a significant relationship between

a. the factors that students attribute their success or failure and their perception of personal success or failure?

b. students' studying habits and their exam results?

c. students' studying habits and the factors they attribute their success or failure?

5. What are the successful, less successful and unsuccessful students' opinions concerning their success or failure in the process of learning English?

3.1 Research Design

Paradigm, which was originally defined by Kuhn (1962) as a process to build up a scientific study on philosophical grounds in order to accurately depict the data revealed making use of theoretical terms, characterizes the outline or framework of a scientific school, discipline or study by referring to the philosophical and theoretical features of the generalizations, experiments and laws carried out to obtain a systematic end or result. The prevalent concept i.e. research paradigm is a collection of shared assumptions, beliefs and values that researchers make use of in selecting their method and founding their study so as to account for their findings properly (Guba & Lincoln, 1994; Johnson & Onwuegbuzie, 2004).

Quantitative and qualitative methods are among the most commonly embraced research paradigms among researchers. The former involves with descriptive or calculable numerical data whereas the latter aims to interpret personal thought, perceptions, viewpoints and attitudes of the participants. Traditionally, educational and social researchers were inclined to adopt either a pure quantitative stance or a pure qualitative one; however, this tradition has left its place to mixed method research design in the most contemporary studies so that the quantitative and qualitative findings can complement and back up each other (Robert, 2011; Creswell, 2012; Ary, Jacobs, Sorenson & Walker, 2013).

The purpose of mixed methodology is to collect data by means of not only quantitative but also qualitative instruments to supply a more vigorous and reliable set of data without limitations (Robert, 2011). As a matter of fact, it is the inadequacy of using merely one of the either methods that pushes researchers to make use of a fusion of both as a sole quantitative research might lack in illuminating the setting of the observation area accurately whereas a sole qualitative one might be not enough to help researchers to make generalizations on a larger scale. Therefore, combining the two for an educational and social study enables researchers to approach the dynamics of the research environment and come up with generalizable theories for corresponding or prospective studies (Ary et al., 2013). Besides, blending of these two methods makes it possible for researchers to verify or consolidate their findings through triangulation (Rossman & Wilson, 1991). Among the types of mixed method designs, as suggested by Creswell (2012), explanatory sequential design, which is illustrated in Figure 3, was found more appropriate for the purposes of this study.

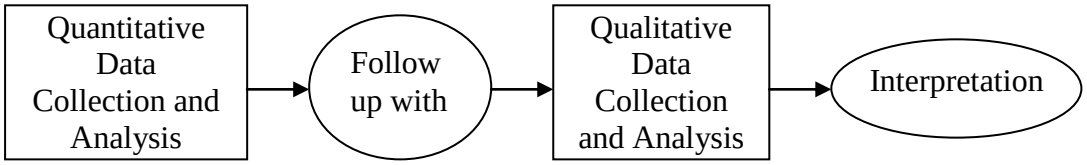

Figure 3. Explanatory sequential design (Creswell, 2012, p. 541).

In light of all of the things mentioned above, this descriptive study embraced explanatory sequential mixed method approach, applying both quantitative and qualitative methods to seek the causal attributions of Turkish high school students for their success and failure in English language learning. To elaborate, after taking their final exams, a total of 227 volunteer 9th and 10th grade high school students were asked to fill in two likert type scales i.e. Language Achievement Attributions Scale (LACAS) and Causal Dimension Scale (CDS-II) to gather the quantitative data and later on 44 volunteer students wrote reflexive essays to convey their attributions first-hand without any limitations so that the researcher can gain a more in-depth insight in the search of answers of the research questions as well as complementing the findings of the quantitative data by means of triangulation. The visual representation of the research design of the present study is illustrated in Figure 4.

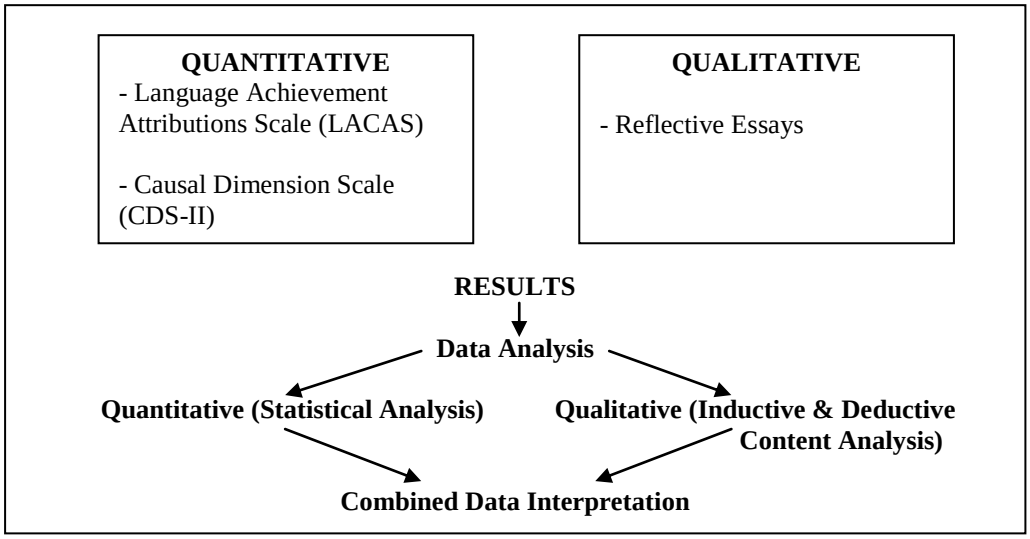

Figure 4. Visual model of the research design.

3.2 Setting and Participants

This study took place in the second (spring) semester of 2017 – 2018 academic year in Maltepe Orhangazi Anatolian Imam Hatip High School which is an all-boys public high school in İstanbul, Turkey. The term "Anatolian" in the name of the school refers to the fact that only students who get enough scores from the transition from primary to secondary education (TEOG) exams, which is a nation-wide test in order for students to be placed to high schools, can enrol in this school. Therefore, it can be claimed that the student body that took part in this study is homogenous in terms of academic achievement. The school follows the official national curriculum in each grade level prepared by the Ministry of National Education. According to the regulations of the Ministry, the academic years are made up of two semesters each lasting for 18 weeks.

There are 7 English lessons a week at the 9th grade, 4 English lessons a week at the 10th grade, and 2 English lessons a week at the 11th and 12th grades in this school. The approaches and the materials used in each grade vary widely according to the needs of the groups. Classes are taught by 6 English teachers the researcher herself included. At the beginning of each academic year the teachers of the English department of the school prepare a proficiency exam to the newcomers to place them into classes in accordance with their proficiency level. The school has got a total of 857 students 143 of them being in the 9th, 322 of them being in the 10th, 216 of them being in the 11th and 176 of them being in the 12th grade.

The participants of the study consisted of the volunteer students from the 9th and 10th graders of the school. A total of 229 students (107 9th graders and 122 10th graders) took part in the first phase of the study which involved the implementation of two likert-scales. However, 2 of them, one being in the 9th grade and the other being in the 10th grade, were excluded from the study as they completed the scales incorrectly or left some parts missing (i.e. they used the option "Not sure/No idea" for too many questions or they ignored to state their exam results) reducing the number of participants to 227 (106 9th graders (45,8% of the population) and 121 10th grade (54.2% of the population) students). All of the participants were male and Turkish, aged 15-16. According to the proficiency exams administered at the beginning of the academic years by the English department of the school, the proficiency level of this year's 9th graders were A2, and the 10th graders were A1 last year, A2 this year which meant the whole group were more or less at the same

proficiency level in English, yet they used different materials in class and had different amount of lessons a week. Among these students, 44 of them were willing to take part in the second phase which involved writing reflective essays for the qualitative part of the study.

According to the answers of the participants to the demographic part question number 2 i.e. “Do you find yourself successful in English language learning process? Yes/No”, 53.7% of the participants perceived themselves as successful in English language learning process whereas 46.3% of the participants perceived themselves as unsuccessful. Only 1.8% of the participants stated that they were taking extra English lessons at a language course.2.2% of the mass stated that they were being tutored and 6.2% of the students reported that someone competent in English in their family helped them in learning English. On the matter of their frequency of studying English, 68.7% stated that they studied only before the exams and 19.4% declared they did not study English at all, leaving merely 11.9% of the population as regular studying group. All of these statements indicated that most of the students that took part in this study were on their own in the learning process apart from the help they got from their teachers at school and the majority of them did not have the habit of studying English regularly.

Average point of the English final exams of the participants is 59.42 over 100 and the standard deviation of it is 19.234. Whether the scores the students got from the last English exam had normal distribution or not was investigated using Kolmogorov-Smirnov test and it has been determined that they were not distributed normally, in fact they showed kurtosis and negative skew (Kurtosis= -0.451, Skewness= -0.19).

3.3 Procedures

This section of the study respectively presents the data collection instruments, data collection and analysis procedures, as well as the reliability and validity of the study.

3.3.1 Data collection instruments. Both quantitative and qualitative tools were used during the data gathering process to retrieve the necessary data to reach the findings of the study. The quantitative data collection instruments of the study comprised of LACAS (Appendices A for Turkish & B for English version) and CDS-

II (Appendices C for Turkish & D for English version). Using scales as a tool is advantageous in that they allow researchers to get into contact with a huge mass of participants in comparison to qualitative data collection instruments; they are practical, time and cost effective besides they facilitate researchers to make comparisons between and within groups (Oppenheim, 2001). Reflective essays (Appendix E) were also used to collect qualitative data for triangulation purposes. Data collection and analysis lasted for four weeks in total.

3.3.1.1 Language achievement attributions scale (LACAS). To find out what attributions the students made for the success or failure they achieved with their latest English exam score, the researcher employed LACAS (Appendices A for Turkish & B for English version) which was a scale recently developed by Çağatay (2018). The scale consisted of 29 items and the items in the scale aimed to check the viewpoints of the students on their associations their exam results with the following attributions: Ability (items 2, 7, 13, 20), Effort (items 1, 8, 11, 18, 26), Task Difficulty (items 3, 19, 27), Luck (items 5, 24), Teacher (items 6, 14, 22, 28), Health (items 4, 16, 23), Classroom Environment (items 10, 17), School System (items 9, 15, 21, 29) and Family Support (items 12, 25). The items were based on participants making a scalar judgement upon a 5-point Likert type scale ranging from 1 (totally disagree) to 5 (totally agree).

The total Cronbach's alpha estimate of the scale was found to be .838. The Cronbach's alpha estimates for each factor ranged from α= .695 to α= .86 (Health: α= .746; Effort: α= .84; Ability: α= .86; School System: α= .778; Teacher: α= .784; Task Difficulty: α= .829; Family: α= .822; Luck: α= .728; Classroom Environment: α= .695). LACAS provided data for the first and the fourth RQs.

3.3.1.2 Causal dimension scale (CDS-II). Another quantitative tool that was utilized to measure participants' causal attributions was the CDS-II (Appendices C for Turkish & D for English version) developed by McAuley, Duncan and Russell (1992). The scale consisted of 12 items and assessed the causal attributions along four dimensions: Locus of Causality (items 1, 6, 9), Stability (items 3, 7, 11), Personal Control (2, 4, 10), and External Control (5, 8, 12). The items were again based on participants making a scalar judgement upon a 5-point Likert type scale ranging from 1 (totally disagree) to 5 (totally agree).

McAuley et al. (1992) reported the internal consistency values of the four subscales as; locus of causality: α= .60 to .71; stability: α= .65 to .68; personal control: α= .71 to .90; external control: α= .71 to .92 after employing data from four studies. As for the reliabilities for this study, the total Cronbach's alpha estimate of the scale was found to be .654. The Cronbach's alpha estimates for each factor ranged from α= .512 to α= .72 (Locus of Causality: α= .512; Stability: α= .72; Personal Control: α= .572; External Control: α= .642). These scores were counted as acceptable as the number of items is quite low and the results were similar to former studies in Turkish context (Koçyiğit, 2011; Semiz, 2011). CDS-II provided data for the second and the third RQs.

Along with this scale the demographic information of the participants of the first phase of the study was also collected. The demographic part included at what grade the participants were, the latest exam score of the participants, whether they perceived themselves as successful or not, if they got any external help while studying English (if yes from where) and how often they studied English.

3.3.1.3 Reflective essays. Reflective essays provide insight into one's perceptions, attitudes, understanding, thoughts and reactions in relation to his experiences on the matter at hand. Therefore, to complement the data collected from the scales, the researcher asked willing students to take part in the second phase of the study which included writing reflective essays (Appendix E) on their causal attributions for their success and failure in learning English. Among the 227 students that participated the first phase of the study, 44 students stepped forward to take part in the second phase which enabled students to express themselves freely in any way they felt appropriate and aimed to see if any other attributions would be revealed or if the results of the quantitative and the qualitative tools would match. These essays provided data for the fifth RQ.

3.3.2 Data collection procedures. With the aim of depicting a vivid picture of the research, procedural steps taken are explained in detail in this section of the study.

3.3.2.1 Types of sampling. Sampling is what enables researchers to conduct their research on a small piece of the population rather than the whole group (Cohen,

Lawrence & Morrison, 2007; Ary et al. 2013; Creswell & Clark, 2017). Sampling has got two types which are called probability sampling which refers to the selection of participants from a population randomly in that each of the members of the population has equal probability of being selected and non-probability sampling which refers to the selection of the participants depending on some criteria and it has three main types which are convenience, purposive and quota sampling (Cohen et al., 2007; Ary et al. 2013; Creswell & Clark, 2017).

In light of the information above it can be argued that this study employed stratified random sampling type of probability sampling (Creswell, 2012) which enabled the researcher to more or less balance the number of the participants from 9th and 10th grades and to guarantee that the sample included specific characteristics that were sought. However, the school where the participants enrolled was chosen due to the convenience of access to the participants as the school where the study was conducted was the researcher's workplace.

3.3.2.2 Implementation. This study took place in the spring semester of 2017-2018 academic year in Maltepe Orhangazi Anatolian Imam Hatip High School. Prior to data collection, on May 22, 2018 English final exam was administered to 9th and 10th graders by the teachers of the English department in the school. Following the announcement of the exam results by the teachers to all of the classes, the researcher started the data collection process. In order to eliminate any language barriers intervening with the comprehensibility, Turkish versions of the scales were administered.

3.3.2.2.1 Quantitative data collection procedures. The quantitative data collection through the scales LACAS and CDS-II lasted for a week and took place between May 22 and May 28, 2018. After getting consent from the school administration to conduct the research on the school premises, the researcher visited all of the 9th and 10th grades and informed the students about the scope of the research. While informing the students the researcher tried to recruit volunteers from each class by trying to keep a balance between the numbers of the 9th and 10th graders and later on administered the Turkish version of both of the scales together to them in groups of 25-30. The administration of the scales took approximately one class hour (40 minutes) which involved the following steps; detailed explanation of the

scales and how to fill in them (10-15 minutes), students responding to the statement in the scales (25-30 minutes).

3.3.2.2.2 Qualitative data collection procedures. The qualitative data collection through reflective essays took place on May 29 and May 30, 2018. The students were gathered in two groups according to their grades and were asked to write their opinions in their own words in two sessions on those days; one of the sessions were for the 9^{th} graders and the other for the 10^{th} graders. Each session took approximately one class hour (40 minutes).

3.3.3 Data analysis procedures. In order to achieve the aims of this study both quantitative and qualitative data were collected, analyzed and interpreted. The quantitative data were gathered through LACAS and CDS-II and the qualitative data were accumulated by means of reflective essays.

3.3.3.1 Quantitative data analysis procedures. All the quantitative data were processed and analyzed through SPSS (Statistical Package for the Social Sciences) version 24. Firstly, the Cronbach's alpha scores of both the scales were calculated for the whole scales and for each factor in the scales as well. Negative items in the scales were reverse-coded to understand the mean better for each category. After that, Confirmatory Factor Analysis was employed to check whether the variables and the sub-categories for the items designated for the scales were in line with each other or not. In order to see the variables and variable clusters that effect students' attributions for their success and failure, the data were analyzed using Chi-square Automatic Interaction Detector (CHAID) analysis for both of the scales.

In order to see the factors and dimensions that are attributed to students' success and failure CHAID analysis was used. CHAID analysis is a multi-variable analysis and is also referred to as *Regression Tree* or *Decision Tree*. Decision trees create tree-like regression models that allow the classification of a data set that construct a problem depending on their structure. They also perform a simple decision making process in classification and regression classification, and the solution of the regression problem thanks to its multi-staged and sequential approach by turning the data that have a complex structure into a hierarchic state. In tree models, classification trees are used when the dependent variable is in categorical

state and regression tree model is used when the dependent variable is a continuous variable (Sümbüloğlu & Akdağ, 2007). Classification and regression trees help to estimate the class membership of repeated or continuous dependent variable without putting forward any preconditions belonging to the independent variable. Visually resembling an upside down tree and serving the purpose of revealing the changes in the dependent variable and guessing the values of dependent variable by using categorical or continuous, one or combination of more than one independent variables with repetitive dual homogenous divisions are called tree models (Akşahan & Keskin, 2015).

Thanks to CHAID analysis, the variables or variable clusters that are assumed to affect the dependent variable can be obtained which enables to detect the variables and variable clusters that influence student achievement. While conducting the CHAID analysis, students' latest exam scores and students' achievement categories were named as dependent variables. Student categories were generated by grouping them under three headings depending on their exam scores. Those who got 0-49 over 100 were grouped as unsuccessful, those who got 50-74 were grouped as less successful and those who got 75-100 were grouped as successful.

Students' scores for the items ranged between 1-5 in both of the likert-scales used in this study and whether these scores that students attained to each item altered depending on different properties or not was also investigated. Firstly, Kolmogrov-Simirnov normality test was applied to see if the mean scores of the sub-themes in the scales and students' exam results were distributed normally. Non-parametric analysis method was used to investigate the differences between groups since the data were not distributed normally according to the results of the Kolmogrov-Simirnov normality test. Mann-Whitney U test was administered to measure whether there were any significant differences between two groups and Kruskal-Wallis test was used to see if there were any significant differences among more than two groups. With the aim of designating the differences among more than two groups, Bonferroni multiple comparison test was also utilized.

3.3.3.2 Qualitative data analysis procedures. As for the analysis of the qualitative part of the study, to begin, exploratory analysis of the reflective essays was done with the aim of getting a general sense of the data (Creswell, 2012). Then, in the scrutiny of the data, inductive qualitative analysis (Erickson, 1986; Miles &

Huberman, 1994; Merriam, 1998) and deductive approaches (Yin, 2011) were combined and content analysis (Mertler & Charles, 2005) which is also referred to as text mining (Miles & Huberman, 1994) technique was used. Utilizing these two approaches enabled the researcher to analyze both what has been *said* and what has been *meant*. First, the data from the respondents' reflective essays were structured using Microsoft Word tables by coding, categorizing and thematizing. Then, any repetitions, verbosities and digressions were eliminated. Finally, the meanings that lied beneath the words stated by the participants were condensed and formulated into brief and precise themes. In order to ensure inter-coder reliability, coding and thematizing of each of the sentences in the respondents' essays were done simultaneously by the researcher herself and a highly experienced expert in qualitative research and ELT via skype sessions. On some cases differences of opinions occurred and they were overcome by finding out the most appropriate code or theme through negotiations and the coders reached 100% agreement on each and every one of the codes and themes. For instance, coders argued whether exposure was an internal or external factor and later on decided that it was external, in another case, coders discussed whether materials factor was a stable or unstable one and later reached an agreement on unstable, etc.

As Merriam (1998) suggested, the data were rearranged to make up analytically meaningful sections. By reading and rereading the participants' answers to extract any relevant data some assertions were formed and invivo codes from the respondents' answers were used to guarantee and exemplify them. The results were arranged according to these themes and presented in tables. Based on the iterative nature of the qualitative research (Dörnyei, 2007), the researcher moved back and forth, pulled the data apart and put it back together, reading and rereading the data, analyzing and interpreting until a saturation point was reached.

3.3.4 Reliability and validity. Reliability and validity of a study are of utmost importance to the researcher as they are critical in constructing reliance on the findings (Ary et al., 2013). Reliability refers to the consistency of a tool in measuring what it intends to measure. Validity, on the other hand, refers to "the degree to which the test measures what it is supposed to measure" (Gay, 1981, p. 131). According to Mertler and Charles (2005), validity can be categorized as internal validity and external validity. The former indicates the "validity level of the conclusions drawn as

to the cause and effect relationships between dependent and independent variables" (Creswell, 2012, p.303). The latter refers to what extent the results of any research can be generalized for other cases and people (Brewer, 2000; Robson, 2002).

In order to ensure a high reliability for the present study, the researcher tried to follow some steps. First of all, the researcher aimed to eliminate random errors by giving explicit instructions and guidance to participants during the data collection stage so as everyone to know what to do which enabled a reduced margin of error during the administration stage. In addition, Cronbach's alpha scores for each sub-category and LACAS were calculated through SPSS version 24 and the Cronbach's Alpha value for the composite scale was .828. Table 4 presents reliability analysis and descriptive results for LACAS in terms of the items in their sub-categories as well as the mean values, standard deviations, corrected item total correlations and Cronbach's alpha if item deleted. The sub-categories are abbreviated as; EF: effort, AB: ability, DIF: task difficulty, HE: health, LU: luck, TC: teacher, SCS: schools system, EN: classroom environment and SU: family support.

Table 4

Reliability Analysis and Descriptive Results for LACAS

	Items: **I received this score from the latest English exam, because...**	$\overline{X}$	**SD**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
EF1	I did not get prepared enough for this exam	2,84	1,387	,578	,827
EF2	I did not study for the English class	2,69	1,355	,693	,794
EF3	I did not put a lot effort into this exam	2,76	1,355	,709	,789
EF4	I studied hard during the semester	2,35	1,200	,574	,826
EF5	I studied for this exam really hard	2,56	1,334	,670	,800
	Cronbach's Alpha=0,84 Scale Mean=2,638 Average Scale Variation= 1,763				
AB1	I have no ability to learn English	3,55	1,380	,694	,828
AB2	I have an ability to learn English	3,30	1,307	,736	,810
AB3	I think I have an ear for learning English	3,07	1,293	,648	,845
AB4	I am talented to learn a foreign language	3,18	1,376	,750	,804
	Cronbach's Alpha=0,860 Scale Mean=3,275 Average Scale Variation= 1,794				
DIF1	The exam questions were difficult	3,44	1,317	,708	,742
DIF2	The exam questions were easy	2,93	1,411	,699	,752
DIF3	The exam questions were quite manageable	3,52	1,270	,656	,793
	Cronbach's Alpha=0,829 Scale Mean=3,295 Average Scale Variation= 1,779				
HE1	I had some health problems during the exam	1,68	1,170	,532	,710

HE2	I did not feel good on the day of the exam (e.g. nausea, had stomach-ache)	2,31	1,468	,599	,641
HE3	I felt sick on the exam date	1,91	1,245	,605	,627
	Cronbach's Alpha=0,746 Scale Mean=1,968 Average Scale Variation= 1,691				
LU1	I was unlucky in the exam	3,70	1,353	,753	
LU2	It was all tough luck	3,80	1,274	,573	
	Cronbach's Alpha=0,728 Scale Mean=3,749 Average Scale Variation= 1,726				
TC1	My teacher's teaching methods were good	3,80	1,255	,681	,683
TC2	I like my English teacher	3,94	1,243	,605	,723
TC3	My teacher teaches well	3,94	1,214	,662	,695
TC4	My teacher do not care about me (do not give me the right to speak, do not help me in the lessons, do not guide me, ...)	4,01	1,324	,430	,813
	Cronbach's Alpha=0,784 Scale Mean=3,922 Average Scale Variation= 1,587				
SCS1	The educational system did not help me to learn English	3,12	1,401	,504	,769
SCS2	The school system helped me to learn English	2,91	1,257	,586	,724
SCS3	The testing system does not support my English learning	3,30	1,324	,591	,720
SCS4	The curriculum that is followed in the school is good	2,84	1,264	,659	,686
	Cronbach's Alpha=0,778 Scale Mean=3,042 Average Scale Variation= 1,723				
EN1	My classroom atmosphere was not suitable for my learning	3,53	1,301	,533	
EN2	In English classes, there was not any atmosphere that facilitates learning English	3,30	1,369	,533	
	Cronbach's Alpha=0,695 Scale Mean=3,416 Average Scale Variation= 1,783				
SU1	My family supported me to learn English	3,30	1,352	,699	
SU2	I felt the support of my family for learning English	3,17	1,320	,699	
	Cronbach's Alpha=0,822 Scale Mean=3,785 Average Scale Variation= 1,785				
Whole Scale: Cronbach's Alpha=0,838 Scale Mean=3,129 Average Scale Variation= 1,732					

Cronbach's alpha scores for each sub-category and CDS-II were also calculated through SPSS version 24 and the Cronbach's Alpha value for the composite scale was .654. The scores being higher than .60 in both of the scales confirmed that both of them provided adequate reliability numbers and internal consistency (Özdamar, 2011). Table 5 presents reliability analysis and descriptive results for CDS-II in terms of the items in their sub-categories as well as the mean values, standard deviations, corrected item total correlations and Cronbach's alpha if item deleted. The sub-categories are abbreviated as; CA: locus of causality, PERC: personal control, STAB: stability and EXC: external control.

Table 5

Reliability Analysis and Descriptive Results for CDS-II

	Items: My success or failure in English (is) / (something that)	$\overline{X}$	**SD**	**Corrected Item-Total Correlation**	**Cronbach's Alpha if Item Deleted**
CA1	Reflects an aspect of myself (effort, ability, etc.)	3,28	1,275	,231	,599
CA2	Onside of me	3,95	1,016	,363	,362
CA3	Something about me	3,94	1,061	,411	,277
	Cronbach's Alpha=0,512 Scale Mean=3,722 Average Scale Variation= 1,261				
PERC1	Manageable by me	4,11	1,080	,360	,669
PERC2	I can regulate	3,81	1,083	,542	,412
PERC3	Over which I have power	3,85	1,020	,463	,531
	Cronbach's Alpha=0,642 Scale Mean=3,922 Average Scale Variation= 1,126				
STAB1	Permanent	2,62	1,326	,485	,697
STAB2	Stable over time	2,41	1,305	,538	,632
STAB3	Unchangeable	2,50	1,322	,598	,558
	Cronbach's Alpha=0,720 Scale Mean=2,511 Average Scale Variation= 1,736				
EXC1	Over which others have control (family, friends, teachers, etc.)	2,69	1,371	,387	,464
EXC2	Under the power of other people	2,38	1,167	,430	,409
EXC3	Other people can regulate	2,53	1,328	,336	,542
	Cronbach's Alpha=0,572 Scale Mean=2,535 Average Scale Variation= 1,668				
Whole Scale: Cronbach's Alpha=0,654 Scale Mean=3,405 Average Scale Variation= 1,448					

With the aim of establishing construct validity of the scales, SPSS version 24 (AMOS) was used for the confirmatory factor analysis (CFA). CFA is used to confirm whether the items in the scales are categorized under the correct sub-themes. Some of the fit index acquired by CFA for LACAS are $\chi 2$=546,866; *d.f.*=341; $\chi 2/df$=1.604, *RMSEA*=0.052, *NFI*=0.896, *CFI*=0.920, *IFI*=0.950, *RFI*=0.870, *GFI*=0.855, *RMR*=0.087 and for CDS-II $\chi 2$=85,088; *d.f.*=47; $\chi 2/df$=1.81, *RMSEA*=0.060, *NFI*=0.894, *CFI*=0.926, *IFI*=0.928, *RFI*=0.793, *GFI*=0.943, *RMR*=0.096.

After examining the fit index, it can be argued that the confirmatory models are acceptable. *Z* statistics among the variables in the model and latent variables were investigated and all the paths were decided to be statistically meaningful for both the scales. The lowest *Z* value was 7,008 and the highest *Z* value was 12,446 for LACAS; and the lowest *Z* value was 4,057 and the highest *Z* value was 8.001 for CDS-II. Figure 5 and Figure 6 show the CFA of both of the scales.

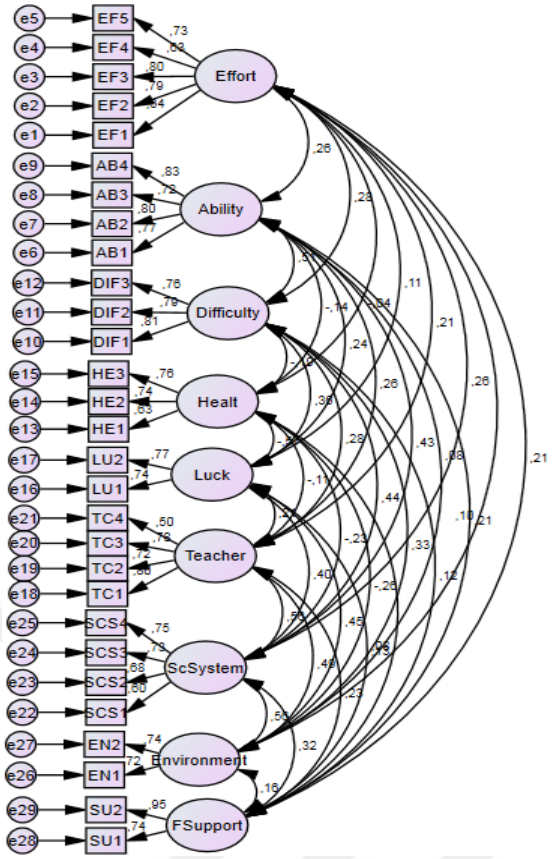

Figure 5. Confirmatory Factor Analysis path diagram of LACAS.

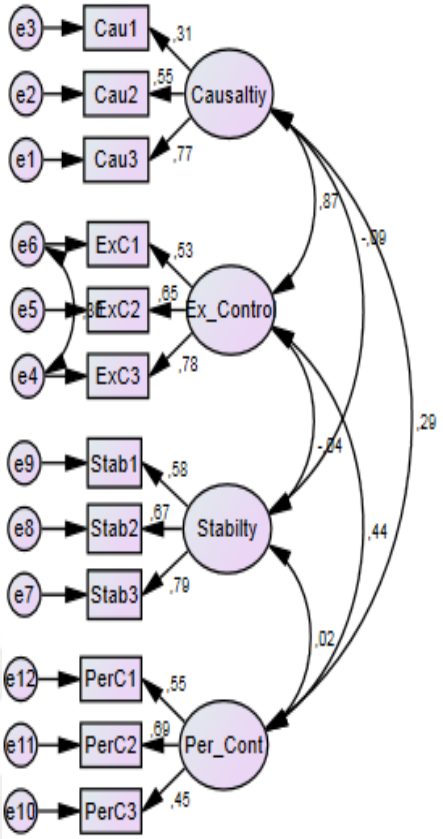

Figure 6. Confirmatory Factor Analysis path diagram of CDS-II.

As for external validity it can be argued that the findings of the present study can be generalized only if the population at hand has similar or same characteristics as the ones subject to this study.

3.4 Limitations

Although it can be claimed that this study achieved its goals thanks to thorough and meticulous data collection and analysis procedure, there are still some limitations that should not be overlooked. Firstly, this study is limited to the volunteer students of the 9th and 10th grades of Maltepe Orhangazi Anatolian Imam Hatip High School of 2017-2018 academic year. With larger populations, the study could have achieved a higher external validity. However, it is not possible to make generalizations from the results of this study for all English language learners in Turkey. In addition to this, the data provided for the study was collected through LACAS and CDS-II scales as well as reflective essays; that is why, the results are limited to these instruments. One other limitation of the study is that the success levels of the students were determined by taking their English final exam results into

consideration as that exam was the most comprehensive one for 2017-2018 academic year. However, students' success levels could have been different because the exam results would be different in other exams. To sum, the results of this research are tentative in nature and limited to the context EFL teaching in one high school in Turkey.

Chapter 4
Findings

This chapter presents the findings of the current study which aims to investigate students' causal attributions for their academic achievements in learning English. The following sections include the results of the quantitative data and qualitative data in detail.

4.1 Findings of the First Research Question

4.1.1 Research Question 1a. This research question of the present study aimed to answer the question "To what specific factors do Turkish high school students attribute their success and failure in the process of learning English?". In order to answer this question CHAID analysis was applied to LACAS scale. CHAID analysis was used to find the relationships between variables because it builds a predictive model i.e. tree so as to help determine how variables best merge to explain the outcome in the given dependent variable. CHAID splits the continuous data into categories and creates all possible cross tabulations for each categorical predictor until the best outcome is achieved and no more splitting is possible. Thanks to CHAID, it is possible to see the relationships between the split variables and the associated factors within the tree. The advance of the decision tree which is also named as classification tree starts with designating the dependent variable which is also referred to as the root node. Then, CHAID splits this target node (also known as the root) into two or more categories called initial or parent nodes which is followed by another splitting that bears the child nodes. The algorithm stops splitting at the terminal node. In a decision tree, the most influential category for the dependent variable is the parent node and the least influential one is the terminal node.

The relationship between students' latest English exam scores (which was accepted as the indicator of their success or failure); in other words, the dependent variable and the independent variables was investigated and depicted in the first decision of the current study with the aim of answering the abovementioned research question. The independent variables in the model were factors that are attributed to exam result by the students in the LACAS scale such as Ability (AB), Effort (EF),

Luck(LU), Task Difficulty (DIF), Teacher (TC), Health (HE), Family Support (SU), Classroom Environment (EN) and School System (SCS) as well as students' demographic information such as at which grade they were, if they perceived themselves as successful in learning English, if they got any help while studying English and the frequency of their studying habit for English. After the CHAID analysis, 4 splits and 22 nodes were acquired. In the model, independent variables such as health, luck, teacher, and family support among the main attributions and all of the demographic information variables were found statistically meaningless. The root node symbolizes the dependent variable which is students' latest exam scores. The mean of students' (*N*=227) exam scores was calculated as 59,419±19,234 and presented in the root node. The independent variable which had the greatest influence on students' exam scores in other words their success in English was assigned to be Task Difficulty (*F*=44,22 *P*=0,0001) which is symbolized as DIF in the regression tree. DIF variable is composed of 3 nodes. The first node shows the range between [1;3,333], the second one shows the range between [3,333;4,667] and the last one showing [4,667;5]. What these nodes tell us is that while the students' DIF values increased their success also increases. In other words, when the students perceive the questions in the exam as easy or when they can answer the questions in the exam easily (ease of task), their success in English increases as well. If DIF variable is read reversely it can also be said that when students' perceptions of the questions being difficult or undoable increases, their success decreases.

According to DIF variable, the parent split Node 3 having the DIF value between [4,667;5] contributed to students' success the most. Node 3 is made up of 19 students which represents the 8.4% of the population. The students' mean of English final exam is 78,632±14,334. The independent variable which has the most effect on the node that holds the DIF value between [4,667;5] is identified as Effort (*F*=18,064 *P*=0,001) which is symbolized as EF in the splits and this meant that when there was an increase in students' effort for the exam, their results or success increased as well and there was a decrease in their success in the adverse condition. EF variable consisted of three terminal nodes that had values between [1;1,20] [1,20;3,20] [3,20;5] respectively. Node 11 [3,20;5] is the most influential node on DIF variable with respect to EF and this node includes 11 students which consists 4.8% of the population. The mean of English final exams of these students are calculated as

87,273±9,799. Node 10 [1,20;3,20] and Node 9 [1;1,20] are the other EF nodes that contributed to DIF variable with the former having more effect than the latter. Each of these nodes contained 4 students and each node represents 1.8% of the population. While the mean of student success was calculated as 75,5±3,697 for Node 10, it was calculated as 58,00±6,683 for Node 9. No more splits occurred for this variable.

The second parent DIF split which contributed to student success less than the last (Node 3) more than the first (Node 1) split was Node 2 with Dif values between [3,333;4,667]. This node included 88 students which constituted 38.8% of the population. The mean of the English final exam of the students in this node is calculated to be 67,909±18,143. The independent variable which has the most effect on this node that holds the DIF value between [3,333;4,667] is identified as Ability (F=24,105 P=0,0001) which is symbolized as AB in the splits. According to AB variable, students' success and exam results increase as their attributions for ability increase. AB variable consists of two child nodes; Node 7 and Node 8, the former representing the AB value between [1,00;3,00] and the latter representing the AB value between [3,00;5,00].

Node 8 contains 61 students and comprises 26,9% of the population. The mean of the English final exam scores of the students in this node is calculated as 73,525±16,525. It is also identified as the node that has more effect on Node 2 i.e. DIF split [3,333;4,667]. Node 8 i.e. AB split [3,00;5,00] is found to be linked to Effort (EF) by learners (F=9,353 P=0,003) and splits into four terminal nodes namely Node 19, Node 20, Node 21 and Node 22. Among these four nodes, Node 22 has the most influence on AB and consists of 35 students making up 15,4% of the population. The average EF value of these students is higher than 2,8 and their mean of latest exam scores is 79,943±12,010. The second most influential EF node for AB is Node 19 which has EF value lower than 1,6 and contains 6 students with mean scores of 72±18,21 that covers 2,6% of the population. The third most influential EF node for AB is Node 21 which has EF value between [1,80;2,80] and contains 18 students with mean scores of 65,778±16,196 that covers 7,9% of the population. The least influential terminal EF node for AB is identified as Node 20 which contains 2 students that make up the 0,9% of the population. The mean of English final exam scores of these students is calculated as 35,50±2,121.

On the other hand, Node 7 consists of 27 students which represents the 11,9% of the population. The mean scores of the students in this node is found to be 55,222±15,083 and this node is assigned to have less influence on DIF split [3,333;4,667]. Node 7, in other words, AB [1,00;3,00] is found to be linked to School System (SCS) by learners (*F*=9,50 *P*=0,033) and splits into three terminal nodes namely Node 16 SCS [1,00;2,00], Node 17 SCS [2,00;3,50] and Node 18 [3,50,5,00]. Based on these nodes while the students' SCS values were increasing, their exam results were also increasing that is why it can be argued that when there is a rise in the satisfaction with the English teaching system of the school among students, their success in English also rises. The most contribution to Node 7 comes from Node 18 i.e. SCS [3,50;5,00] which includes 7 students having a mean exam score of 68,00±12,042. The second most influence to Node 7 emerges from Node 17 which comprises of 17 students with a mean exam score of 53,824±12,315. The least contribution to AB [1,00;3,00] stems from Node 16 that contains 3 students who has a mean exam score of 33,333±1,528.

The last parent DIF split which contributed to student success less than the others is Node 1 with DIF values between [1;3,333] and this node composed of 120 students covering 52,9% of the population (*F*=16,962 *P*=0,0001). The mean of the latest exam score of these students are calculated as 50,150±15,231. The variable that contributed the most to this node is AB and it splits into three child nodes which are Node 4 [1,00;2,50], Node 5 [2,50;4,25] and Node 6 [4,25;5,00]. When examined, these nodes reveal that an increase in students' ability to learn English results in an increase in their exam results and success in English. The node that contributed the most to DIF variable Node 1 is found to be Node 6 i.e. AB [4,25;5,00] that contains 11 students which represent 4,8% of the population and the students' mean score of their latest English exam is calculated as 64,455±12,910. Node 6 splits into two terminal nodes, Node 14 [1,00;3,00] and Node 15 [3,00;5,00], in relation to Classroom Environment (EN) variable (*F*=15,516 *P*=0,020) which shows that the more suitable and facilitating the students perceived the classroom environment for learning English, the more successful they became. Node 15 contributes more to Node 6 in terms of better fit EN to learn English, consists of 7 students, mirrors the 3,1% of the population and the students' mean of exam scores are 71,857±4,375.

Node 14 contribute less to AB [4,25;5,00] in terms of EN, includes 4 students making up of 1,8% of the population and the mean of these students' score is 51,5±12,871. The second most contributing child node to DIF [1;3,333] i.e. Node 1 is Node 5 also named as AB [2,50;4,25] which is also a terminal node as no more splitting occurs under this node. There are 58 students in this node which covers 25,6% of the population and their mean of the latest English exam scores is calculated as 54,19±13,434. The least contributing child node to DIF [1;3,333] is Node 4, in other words, AB [1,00;2,50]. This node is made up of 51 students representing 22,5% of the population with a mean score of 42,471±13,745 and has got two terminal nodes namely Node 12 [1;1,60] and Node 13 [1,60;5,00] in relation to EF variable (F=14,902 P=0,003). According to EF variable, it can be claimed that students' exam results and success increases when there is an increase in student effort. Node 13, which has more influence on AB [1,00;2,50], includes 35 students and generates 15,4% of the population whose mean scores are calculated as 46,914±12,463. Node 12 has less influence on Node 4 and comprised of 16 students occupying 7% of the population. The mean of the English final exam scores of the students in this node is calculated as 32,75±11,44. All of the above-mentioned results of the first decision tree are presented in Figure 7.

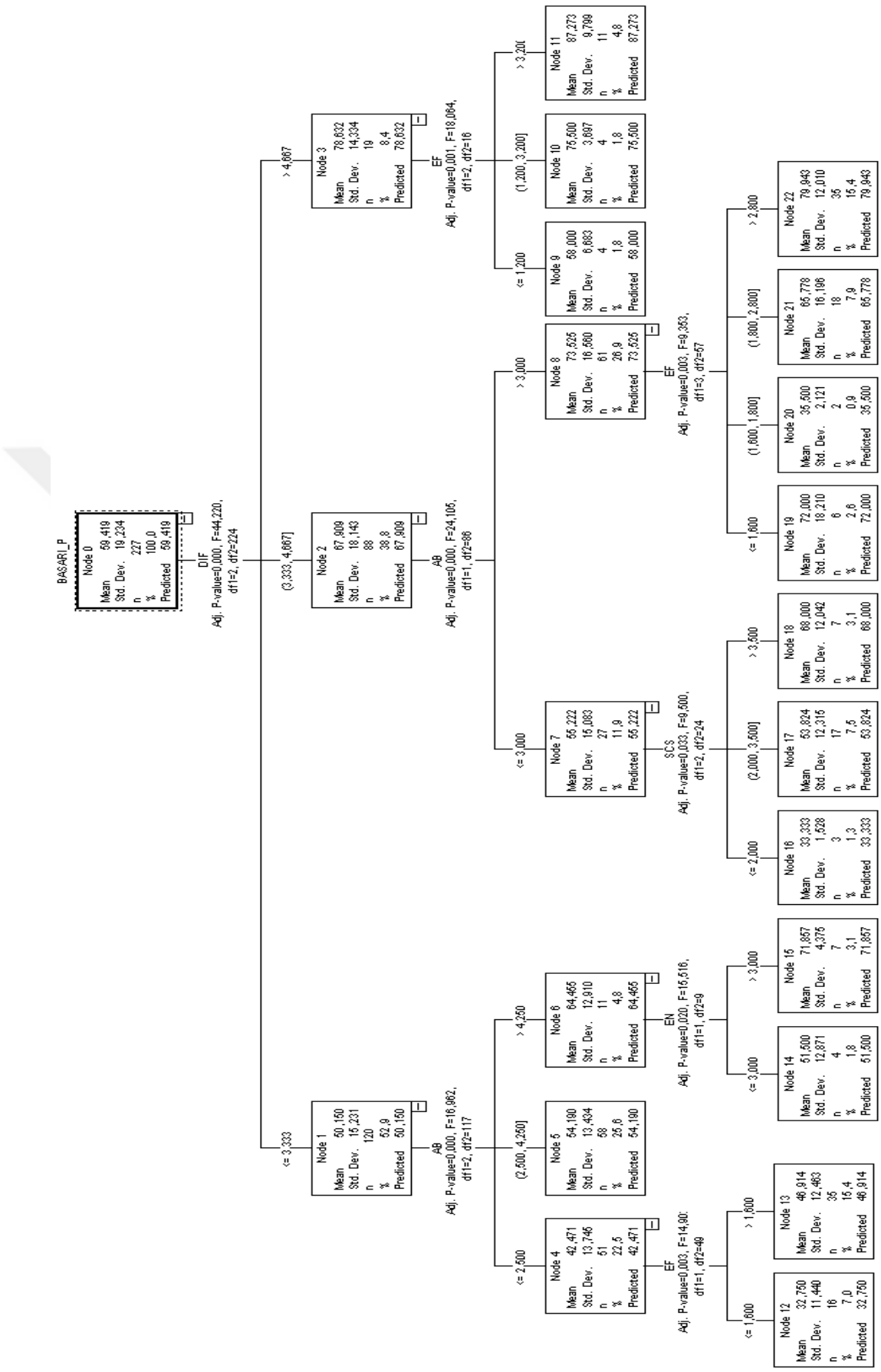

Figure 7. Regression tree model for attributions towards learning English.

In brief, the answer of RQ 1a which is "To what specific factors do Turkish high school students attribute their success and failure in the process of learning English?" was scrutinized via the first instrument of the study and the findings of the CHAID analysis indicated that according to the participants of the present study, the most influential factor attributed to student success or failure was task difficulty which is an external-unstable-uncontrollable factor. When the perception of the difficulty of task decreased, student success increased and in the adverse condition, their success decreased. Based on the values from 1 to 5 the students gave on the likert-scale, their attribution to task difficulty was found to be fed by effort (controllable-unstable) and ability (uncontrollable-stable) both of which are internal factors. Students who valued task difficulty the most [4,667-5,00] were also the most successful ones and their making attributions to effort shows that when there is an increase in student effort, student achievement also increases and their achievement decreases in the reverse situation. The other attribution that fed the main attributions of the participants i.e. task difficulty was ability. Ability was attributed by the students who gave values of [3,333-4,667] and [1,00-3,333] to task difficulty and it can be argued that while students' success and exam results increased, their attributions for ability also increased. These two groups of students' ability attributions are also fed by other attributions as in the first group who valued [3,333-4,667] to task difficulty also made attributions to effort and school system and those who valued [1,00-3,333] to task difficulty also supported their attributions to ability by making attributions to classroom environment and effort. Effort taking place in both ability attribution groups can be inferred as all of the participants considered effort as a major indicator of success one way or another. This summary of the findings for the RQ 1a is illustrated in Figure 8 to clarify the picture.

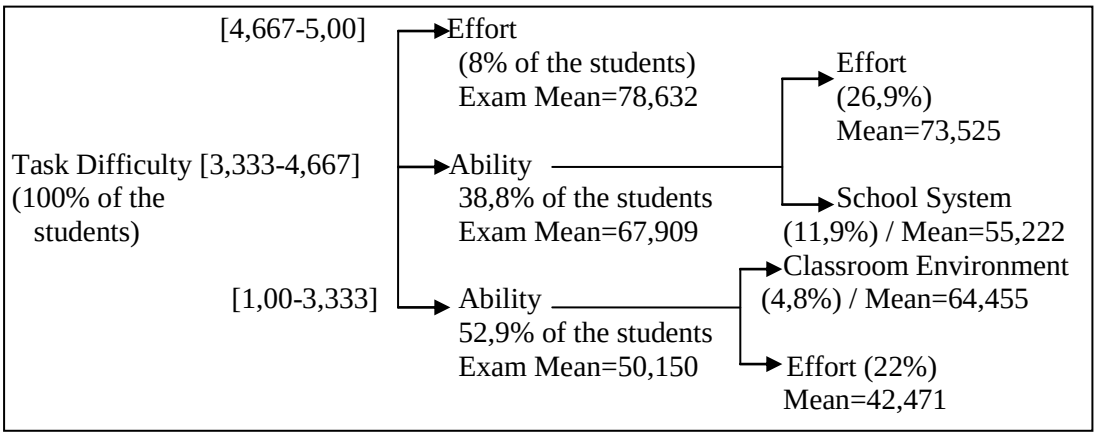

Figure 8. Summary of the findings of RQ 1a

4.1.2 Research Question 1b. The purpose of this research question was to find an answer to the question "To what specific factors do successful, less successful and unsuccessful students attribute their measured proficiency?". In order to answer this question CHAID analysis was applied to LACAS scale. Student success was determined by taking students' English final exam score into consideration in this study because that score was the overall result of a whole academic year. Students (*N*=227) were divided into three categories based on their exam results. Successful students are the ones who got 75-100 over 100, less successful ones are the ones who got 50-74 and the unsuccessful group was made up of those who got 0-49 in their end-of-year exam. In the second decision tree of this study, the relationship between students' success categories which is the dependent variable and its relationship with the independent variables was investigated. The independent variables in the model were again the factors that are attributed to the exam result by the students in the LACAS scale such as Ability (AB), Effort (EF), Luck(LU), Task Difficulty (DIF), Teacher (TC), Health (HE), Family Support (SU), Classroom Environment (EN) and School System (SCS) as well as students' demographic information such as at which grade they were, if they perceived themselves as successful in learning English, if they got any help while studying English and the frequency of their studying habit for English.

After CHAID analysis, 4 splits and 18 nodes were acquired for this classification tree. In the model, independent variables such as teacher, classroom environment and family support among the main attributions and all of the demographic information variables were found statistically meaningless. The root node symbolizes the dependent variable which is students' success category. The number of successful students in the root node is 55 which constitutes 24,2% of the population, less successful group includes 98 students making up the 43,2% of the population and the unsuccessful student number is 74 which covers 32,6% of the population. The independent variable which had the greatest influence on students' success category in other words what defined their existence in the attained success groups is discovered to be Task Difficulty (χ^2=65,588 *P*=0,0001) which is symbolized as DIF in the CHAID tree. DIF split consists of three parent nodes namely Node 1 [1,00;3,333], Node 2 [3,333;4,667] and Node 3 [4,667;5,00] which

indicates that when students' perception of the exam questions being manageable increases, their success in English learning category also increases.

Node 1 consists of a total of 120 students (52,9% of the population) with DIF values [1,00;3,333]; therefore, it contributes to DIF variable the least. 49,2% of the students (*n*=59) in this node are in the less successful category and 46,7% of them (*n*=56) are in the unsuccessful group leaving only 4,2% (*n*=5) in the successful category. The variable that supported Node 1 is identified as Ability (χ^2=14,081 *P*=0,002) which is also referred to as AB in the decision tree. AB is split into two child nodes i.e. Node 4 [1,00;2,50] and Node 5 [2,50;5,00]. When these two nodes are examined, it can be argued that while students' ability to learn English diminishes their level of failure expands. In node 5, which includes students with ability in learning English values higher that 2,5, there are a total of 69 students 59,4% (*n*=41) of whom are in the less successful category, 33,3% (*n*=23) of whom are in the unsuccessful category and only 7,2% (*n*=5) of whom are in the successful category. No more splitting happens under this node which makes it a terminal node as well. Node 4, on the other hand, consists of students with ability in learning English values lower than 2,5 and 64,7% of those students (*n*=33) are in the unsuccessful category in this node whereas 35,3% students (*n*=18) are in the less successful group leaving no room for successful students. Node 4 splits into two terminal nodes, Node 10 [1,00;2,50] and Node 11 [2,50;5,00], in relation to Luck (LU) variable (χ^2=10,253 *P*=0,008). According to the students who made attributions to this variable, failure in exams happens regardless of an increase or decrease in luck which is why students who take the exams leaning on the luck factor fail in the exams because as the regression tree represents, the majority of the students in these two nodes are in the unsuccessful category (93,8% of the students i.e. *n*=15 in Node 10 and 51,4% of the students i.e. *n*=18 in Node 11) and the rest are in the less successful category (6,2% of the students i.e. *n*=1 in Node 10 and 48,6% of the students i.e. *n*=17 in Node 11) which means there are no students in the successful category.

Node 2 consists of a total of 88 students (38,8% of the population) with DIF values [3,333;4,667] and it contributes second most to DIF variable. 37,5% of the students (*n*=33) in this node are in the less successful category and 20,5% of them

(*n*=18) are in the unsuccessful group leaving 42,0% (*n*=37) in the successful category. The variable that is associated with Node 2 the most is identified as Ability (χ^2=15,565 *P*=0,001) which is also referred to as AB in the decision tree. AB is split into two child nodes i.e. Node 6 [1,00;3,00] and Node 7 [3,00;5,00].

Node 6 has got a total of 27 students. 37% of them (*n*=10) are in the unsuccessful category, 51,9% of them (*n*=14) are in the less successful category and 11,1% of them (*n*=3) are in the successful category. Node 6 splits into five terminal nodes, namely, Node 12 [1,00;2,00], Node 13 [2,00;3,00], Node 14 [3,00;3,25], Node 15 [3,25;3,50] and Node 16 [3,50;5,00], in relation to School System (SCS) variable (χ^2=22,405 *P*=0,021). Only 3 students with a SCS value less than 2 form Node 12 and all 3 are in the unsuccessful group having an exam score in the range of 0-49. A total of 11 students with a SCS value between [2,00;3,00] generate Node 13 and 5 of whom belong to unsuccessful category and 6 of them are in the less successful category having exam scores between 50-74 range. Node 14 consists of a total of only 4 students with a SCS value between [3,00;3,25] and while 3 of the students are in the less successful group there is 1 student in the successful category. Node 15 comprises of 2 students with a SCS value between [3,25;3,50] and both of them are in the unsuccessful category having exam scores in the 0-49 range. Last node in relation to Node 6 is Node 16 which is made up of a total of 7 students with a SCS value between [3,50;5,00]. 5 of these students are placed in the less successful category and 2 of them are in the successful category having exam scores in the 75-100 range.

Node 7 [3,00;5,00] is the other AB variable child node in relation to Node 2 and it contributes to DIF variable more. Node 7 consists of 61 students 55,7% (*n*=34) of whom are in the successful category, 31,1% (*n*=19) of whom in the less successful category and 13,1% (*n*=8) in the unsuccessful category. Node 7 splits into two terminal nodes, namely, Node 17 [1,00;2,00] and Node 18 [2,00;5,00], in relation to Health (HE) variable (χ^2=9,875 *P*=0,010) which implies that when students are healthier they are more successful or in other words, those who made attributions to ill-health were not successful in the exam. A total of 45 students with a HE value between [1,00;2,00] constitute Node 17. 66,7% of these students (*n*=30) are in the successful category, 26,7% of them (*n*=12) are in the less successful category and

6,7% of them (*n*=3) are in the unsuccessful category whereas Node 18 is made up of 16 students with a HE value between [2,00;5,00]; 25,0% of them (*n*=4) being in the successful category, 43,8 of them (*n*=7) being in the less successful category and 31,2% (*n*=5) being in the unsuccessful category.

The parent node that contributed to DIF variable the most is Node 3 [4,667;5,00]. It contains 19 students taking up 8,4% of the population. 68,4% of these students (*n*=13) are in the successful category and 31,6% of them (*n*=6) are in the less successful category. The variable that is associated with Node 3 the most is identified as Effort (χ^2=11,652 *P*=0,004) which is also referred to as EF in the decision tree. EF is split into two child nodes i.e. Node 8 [1,00;1,20] and Node 9 [1,20;5,00]. These nodes can also be referred to as terminal nodes as no more splitting occurs under them. Node 8 consists of 4 students all of whom are in the less successful category and Node 9 consists of a total of 15 students. 13 of these students (86,7%) were placed in the successful category whereas 2 of them (13,3%) were located in less successful category. The findings of the second classification tree that are discussed so far are displayed in Figure 9.

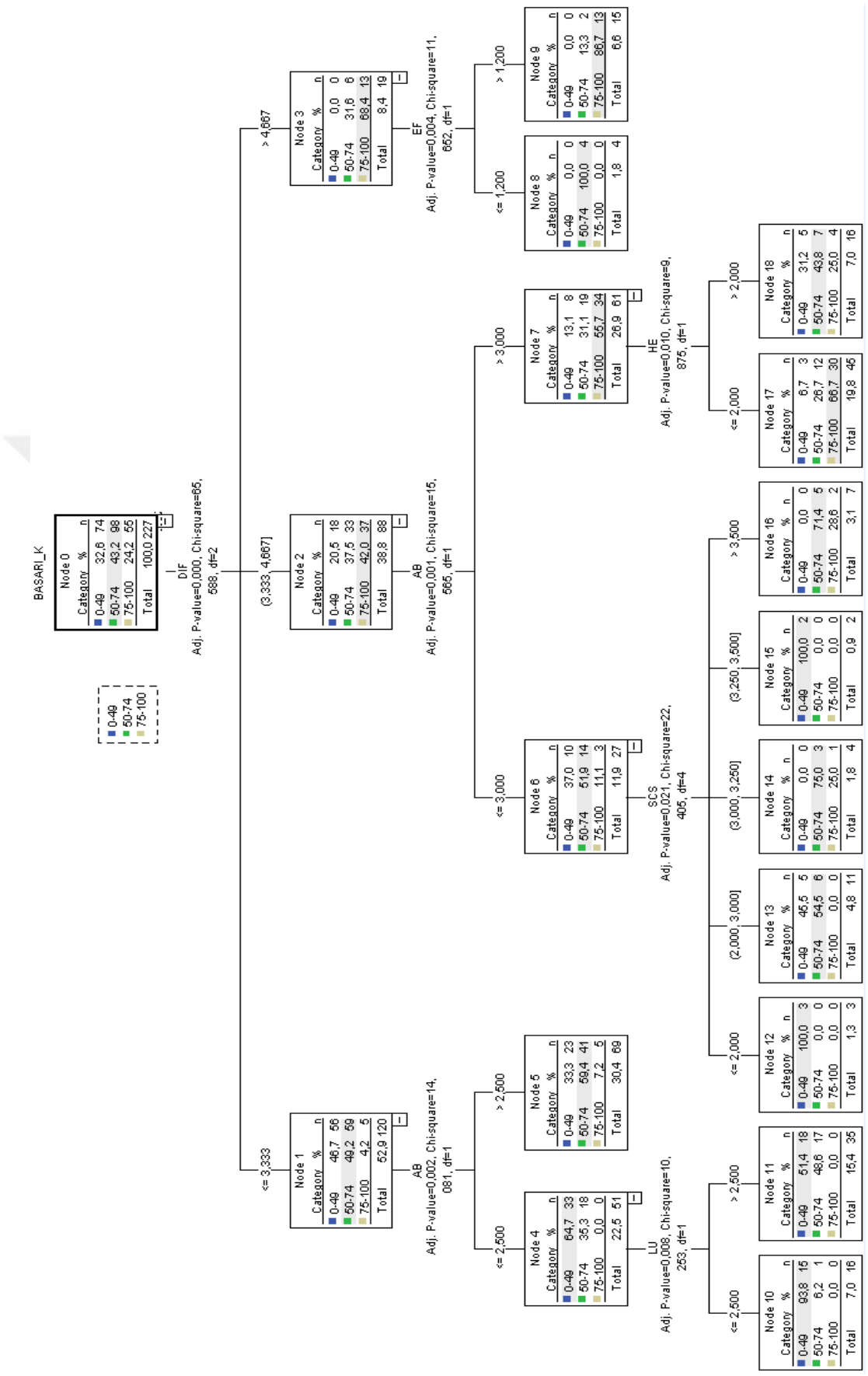

Figure 9. Classification tree to determine the success category of the students.

To sum, an answer to RQ 1b which is "To what specific factors do successful, less successful and unsuccessful students attribute their measured proficiency?" was sought making use of the LACAS instrument by means of CHAID analysis and it has been discovered that the most influential factor attributed by all the student categories was task difficulty (external-unstable-uncontrollable) and it is fed by two internal factors namely, effort with task difficulty values of [4,667-5,00] and ability with task difficulty values of [3,333-4,667] and [1,00-3,333]. In addition, ability is fed by three external-unstable-uncontrollable factors which are health, school system and luck. Most of those who made attributions to effort, ability [3,333-4,667] and health were in the successful category; majority of those who made attributions to ability [1,00-3,333] and school system were in the less successful category whereas those who made attributions to luck were mostly in the unsuccessful category. Seeing effort as the choice of the successful students' explanation for their success and luck as the choice of unsuccessful students' explanation for their failure can be interpreted as those who take control in their own learning reach to the desired positive outcome; however, those who make put the blame on unluckiness instead of making effort to learn English get undesired results in exams. This brief wrap up of the findings for the RQ 1b is depicted in Figure 10 to show things more clearly.

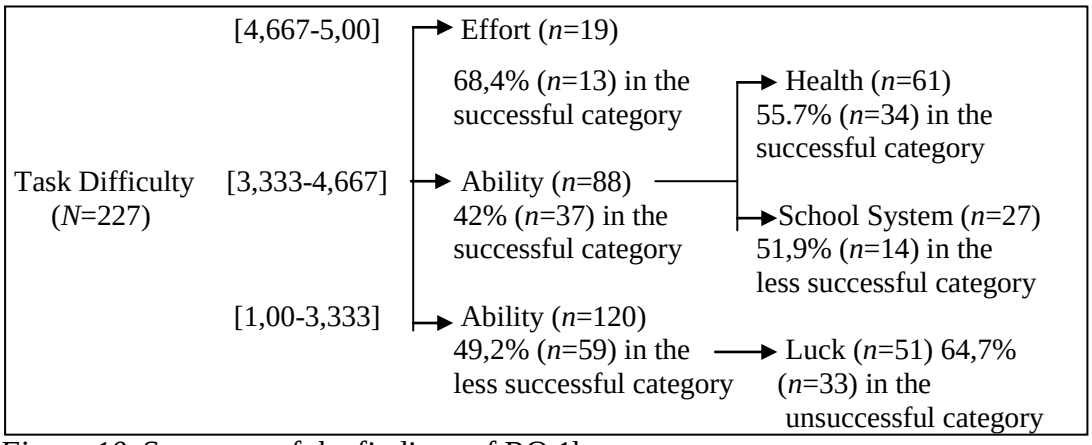

Figure 10. Summary of the findings of RQ 1b.

4.2 Findings of the Second Research Question

4.2.1 Research Question 2a. This research question of the present study aimed to answer the question "To which causal dimensions do students' attributions of success and failure belong?". In order to answer this question CHAID analysis was conducted for CDS-II scale. In the third regression tree of the current study, the

relationship between students' English final exam scores i.e. the dependent variable as continuous variable and the independent variables was scrutinized. The independent variables in the model were the causal dimensions that are attributed to the exam result by the students in the CDS-II scale such as Locus of Causality (CAU), Stability (STAB), Personal Control (PERC) and External Control (EXC) as well as students' demographic information such as at which grade they were, if they perceived themselves as successful in learning English, if they got any help while studying English and the frequency of their studying habit for English.

After the CHAID analysis, 4 splits and 13 nodes were acquired. In the model, independent variable EXC among the causal dimensions and all of the demographic information variables apart from students' grade (which is symbolized as GRAD in the regression tree) were found statistically meaningless. The root node symbolizes the dependent variable which is students' latest exam scores. The mean of students' (*N*=227) exam scores was calculated as 59,419±19,234 and presented in the root node. The independent variable which had the greatest influence on students' exam scores in other words their success in English was assigned to be Personal Control (*F*=20,859 *P*=0,0001) which is symbolized as PERC in this regression tree. Accordingly, it can be deduced that students believe that their success or failure in the exam is under their control. Particularly, it has been detected that students' attributions to personal control increases as their success increases. PERC variable is consists of two parent nodes which are Node 1 [1,00;3,667] and Node 2 [3,667;5,00]. Node 1 comprises of 81 students that makes up the 35,7% of the population and the mean of these students' score is 51,914±18,914. Node 2, on the other hand, includes 146 students which is the 64,3% of the entire population and the mean of these students' exam results is calculated as 63,582±18,672. Node 2 is under the influence of Stability independent variable the most and it is symbolized as STAB in the regression tree (*F*=13,136 *P*=0,0001). Students think that their performance is permanent and stable over time. Node 1 is also a terminal node and no more splitting takes place under it; however, Node 2 splits into 3 child nodes namely Node 3 [1,00;2,00], Node 4[2,00;3,333] and Node 5 [3,333;5,00]. It can be inferred from these nodes that the more successful the students get the more escalated their perception of stability about their success becomes.

Node 3 comprises of 57 students (25,1% of the population) who has the lowest success level among the three child nodes of Node 1 as their mean of exam scores is

55,596±16,936. The students in this node has been influenced by Personal Control variable (*F*=4,967 *P*=0,031). Node 3 splits into three terminal nodes which are Node 6 [1,00;4,00], Node 7 [4,00;4,333] and Node 8 [4,333;5,00]. The mean score of the 19 students in Node 6 is 52,632±14,777 and they make up 8,4% of the population. Node 7 contains 17 students which covers 6,2% of the population and their mean scores are 67,143±15,048. Node 8 consists of 24 students making up the 10,6% of the population and the mean of their last English exam score is 51,85±12,445.

Node 4 is another stability child node that contributes second most to Node 2 and includes 62 students whose mean of English final exam scores is 65,661±18,155. The students in this node attributed their performance in the exam to Locus of Causality the most (*F*=10,237 *P*=0,003). These students believe that the locus of their success or failure comes within or that it is an aspect of theirs. Node 4 splits into 3 terminal nodes, namely, Node 9 [1,00;3,667], Node 10 [3,667;4,333] and Node 11 [4,333;5,00]. Looking at these nodes, it is safe to say that as students' CAU values increase, their success rate also increases. Node 9 has got 20 students (8,8% of the population) with a mean score of 56,85±15,445; Node 10 comprises of 36 students making up 15,9% of the population with a mean score of 66,472±16,624 and Node 11 contains only 6 students (2,6% of the population) with a handsome mean score of 90,167±12,007.

Node 5 is the most contributing child node to Node 2 in relation to STAB variable and is made up of 27 students taking up 11,9% of the population with a mean of 75,667±15,858. The variable that affects this node the most is students' grade (*F*=8,043 *P*=0,009). Students' success increases as their grade level increases. Node 5 splits into two terminal nodes which are Node 12 that represent 9^{th} graders and Node 13 that represent 10^{th} graders. Node 12 has 12 students making up 5,3% of the population with a mean score of 67,083±16,262 while Node 13 consists of 15 students taking up 6,6% of the population with a mean score of 82,533±12,065. The aforementioned results of the third decision tree are illustrated in Figure 11.

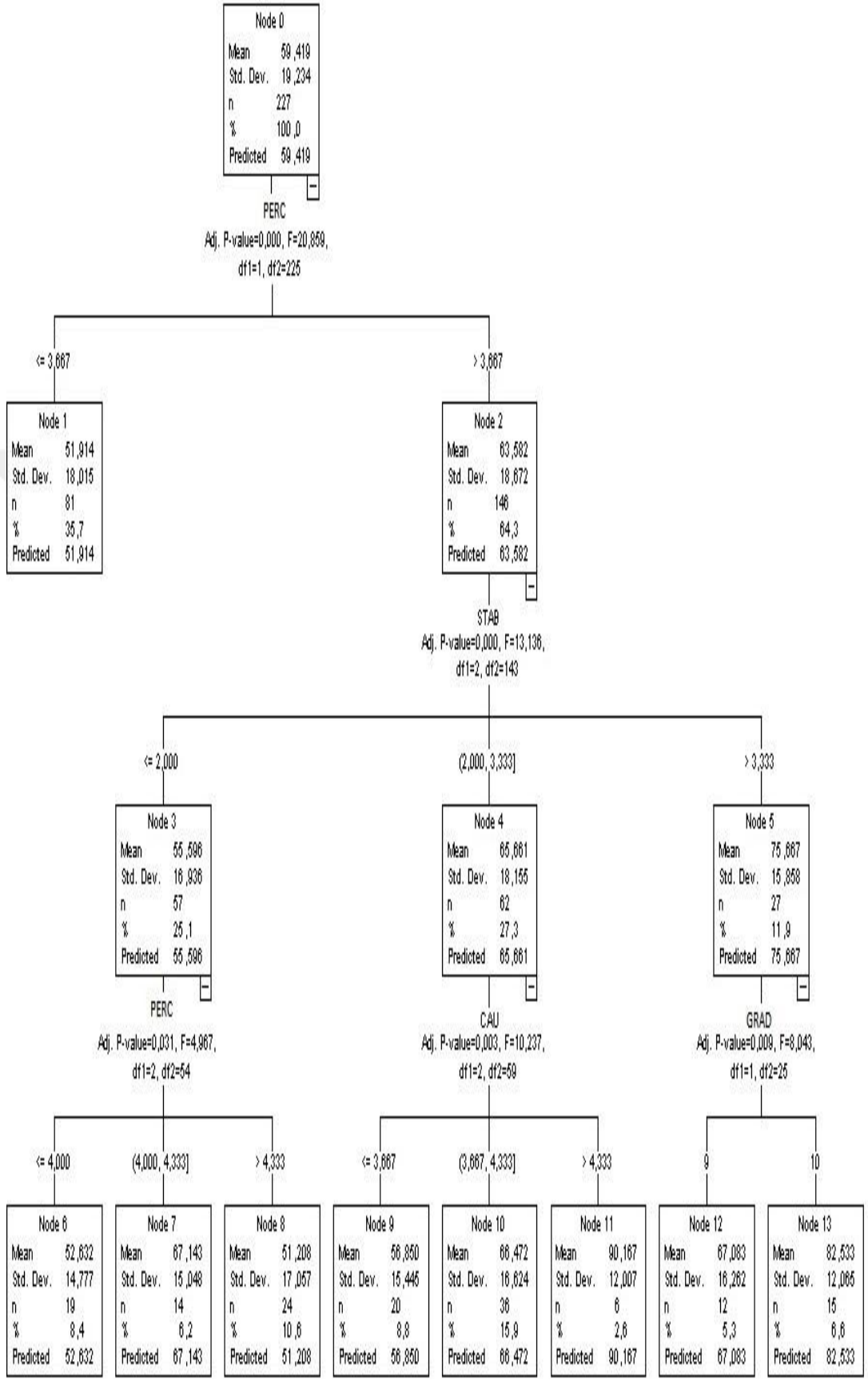

Figure 11. Regression tree model for causal success attributions of the students.

Concisely, an answer to RQ 2a which is "To which causal dimensions do Turkish high school students' attributions of success and failure belong?" was explored using the second instrument of the study and the findings of the CHAID analysis revealed that according to the participants of the present study, the most influential causal dimension for student success or failure was personal control and it was fed by stability dimension which was influenced by students' grades, locus of causality dimension and personal control dimension. It can be deduced from these findings that students who took part in this study believe that their success or failure is under their control and as they believe that they are in charge of their own leaning, their success increases. Learners also believe that their performance is stable and as their perception of stability increases, their success also increases which may be an indicator of the power of self-confidence. Students also believe that their success or failure comes within themselves and their locating of causality internally increases as their grades increase in other words, 10th graders consider themselves as the source of their own success or failure more when compared to 9th graders. The boiled down version of the findings are portrayed in Figure 12 to make things clearer.

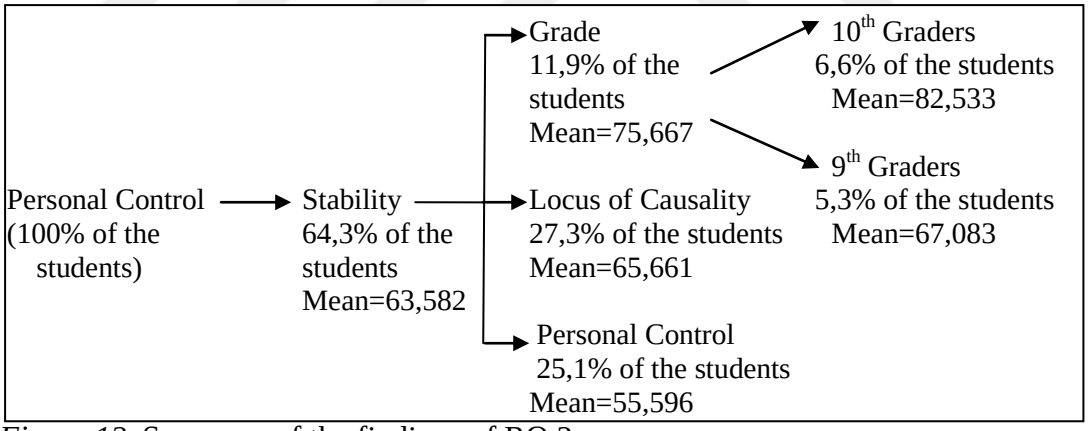

Figure 12. Summary of the findings of RQ 2a

4.2.2 Research Question 2b. The purpose of this research question was to find an answer to the question "To which causal dimensions do successful, less successful and unsuccessful students' attributions of measured proficiency belong?". In order to answer this question CHAID analysis was conducted for CDS-II scale. Students are divided into three categories namely; successful (75-100), less successful (50-74) and unsuccessful (0-49) based on their latest exam scores as stated before. This way, students' exam scores are categorized which facilitated the implementation of Classification Tree which is a feature of CHAID analysis applied to categorical

variables. The classification tree will enable to classify the causal variables that the students attribute to while learning English.

After CHAID analysis, 4 splits and 14 nodes were acquired for this classification tree. In the decision tree, the root node is on the top and represents the dependent variable which is students' success category whereas the independent variable EXC among the causal dimensions and all of the demographic information variables were not represented in the tree as they were found statistically meaningless. In the root node, 32,6% of the students (*n*=74) are placed in unsuccessful category, 43,2% of the students (*n*=98) are in less successful category and 24,2% of the students (*n*=55) are in the successful category. Students attributed their outcome in learning English, which was measured by their latest exam, to Personal Control variable the most which is symbolized as PERC in the tree (χ^2=22,767 *P*=0,0001) which implies that students think that the factors that influence their success outcomes and their success category in learning English are manageable and under their control. PERC split consists of three parent nodes namely Node 1 [1,00;2,667], Node 2 [2,667;3,667] and Node 3 [3,667;5,00]. Node 1 consists of 24 students (10,6% of the population) with PERC values [1,00;2,667]; therefore, it contributes to PERC variable the least. 29,2% of the students (*n*=7) in this node are in the unsuccessful category and 50,0% of them (*n*=12) are in the less successful group leaving 20,8% (*n*=5) in the successful category. No other variable was found to have influence on the attributions of the students in this node therefore this node has no more splitting under it making it also a terminal node. Node 2 is also a terminal node with no more splitting taking place under it. Node 2 is the second most influential node to PERC variable and has got a total of 57 students 32 (56,1%) of whom are in the unsuccessful category, 20 (35,1%) of whom are in the less successful category and 5 (8,8%) of whom are in the successful category. Node 3, on the other hand, is made up of 146 students (64,3% of the population) and the students are categorized as 24% unsuccessful (*n*=35), 45,2% less successful (*n*=66) and 30,8% successful (*n*=45). The variable that effected PERC the greatest was detected to be Stability variable which is symbolized as STAB in the tree (χ^2=22,781 *P*=0,0001) what can be inferred from this is that students are under the impression that their success or failure is stable and is something they can regulate.

Node 3 splits into three child nodes which are Node 4 with STAB values [1,00;2,00], Node 5 with STAB values [2,00;3,333] and Node 6 with STAB values [3,333]. Node 4 includes 57 students (25,1% of the population). 35,1% of these students (*n*=20) are in the unsuccessful category, 49.1% of them (*n*=28) are in the less successful group and 15,8% (*n*=9) are in the successful cluster. The variable which affects the success outcomes of these students is found to be PERC (χ^2=9,402 *P*=0,027) which can be inferred as students feel that their exam results ergo their success in English is in their hands and that they have power and control over their learning. Node 4 splits into 3 terminal nodes which are Node 7 [1,00;4,00], Node 8 [4,00;4,333] and Node 9 [4,333;5,00]. 19 students i.e. 8,4% of the population constitute Node 7 and 8 of these students (42,1%) are in the unsuccessful category, 10 of them (52,6) are in the less successful category leaving only 1 student (5,3%) in the successful slot. Node 8 includes a total of 14 students representing 6,2% of the population and there are 6 students in both successful and less successful groups whereas only 2 students in the unsuccessful category. Node 9 consists of 24 students (10,6%) and the distribution of these students are; 41,7% (*n*=10) in the unsuccessful group, 50% (*n*=12) in the less successful group and 8,3% (*n*=2) in the successful group.

Another STAB cluster that has effect on Node 3 which represents PERC variable is Node 5 and it comprises of 62 students that is 27,3% of the population. 22,6% of these students (*n*=14) are in the unsuccessful category, 46,8% of them (*n*=29) are in less successful category and 30,6% of them (*n*=19) are in the successful category. The students in this node attributed their success in English to Locus of Causality the most which is symbolized as CAU in the tree (χ^2=13,998 *P*=0,019). These students believe that the stability of their performance in English is a result of the locus of their success or failure and it comes within or that it is an aspect of theirs. Node 5 splits into three terminal nodes as well which are Node 10 with a CAU value of [1,00;3,333], Node 11 with a CAU value of [3,333;4,333] and Node 12 with a CAU value of [4,333;5,00]. Node 10 has the least contribution to CAU variable and accommodates a total of 13 students taking up 5,7% of the population. Both the unsuccessful and the less successful categories have 6 students each and only 1 student in successful category in this node. Node 11 contributes second most to CAU variable and is composed of 43 students which is 18,9% of the population. 8 of these

students are in the unsuccessful group, 22 of them are in the less successful group and 13 students are in the successful group in this terminal node. Node 12 is the most effective one among the three terminal nodes of CAU variable and contains only 6 students 5 of whom are in the successful category leaving 1 student in the less successful category.

The STAB cluster that has the most influence on PERC variable Node 3 is Node 6 and it has got 27 students (11,9% of the population) in it. 63% of these students (*n*=17) are in the successful category, 33,3% of them (*n*=9) are in less successful category and only 3,7% of them (*n*=1) is in the successful category. The students in this node attributed the stability of their performance in English to Locus of Causality the most which is symbolized as CAU in the tree (χ^2=7,736 *P*=0,032). In other words, these students most of whom are in the successful category think that their performance is stable due to reasons stemming from themselves. Node 6 splits into two terminal nodes which are Node 13 with a CAU value of [1,00;4,667] and Node 14 with a CAU value of [4,667;5,00]. Node 13 has the less contribution to CAU variable and houses a total of 20 students taking up 8,8% of the population. 50% (*n*=10) of the students of this node are in the successful category and 45% (*n*=9) of them are in the less successful category leaving only 1 student (5%) in the unsuccessful category. On the other hand, Node 14 has more contribution to CAU variable and hosts 7 students all of whom are in the successful category. All the results of the fourth decision tree depicted above is in display in Figure 13.

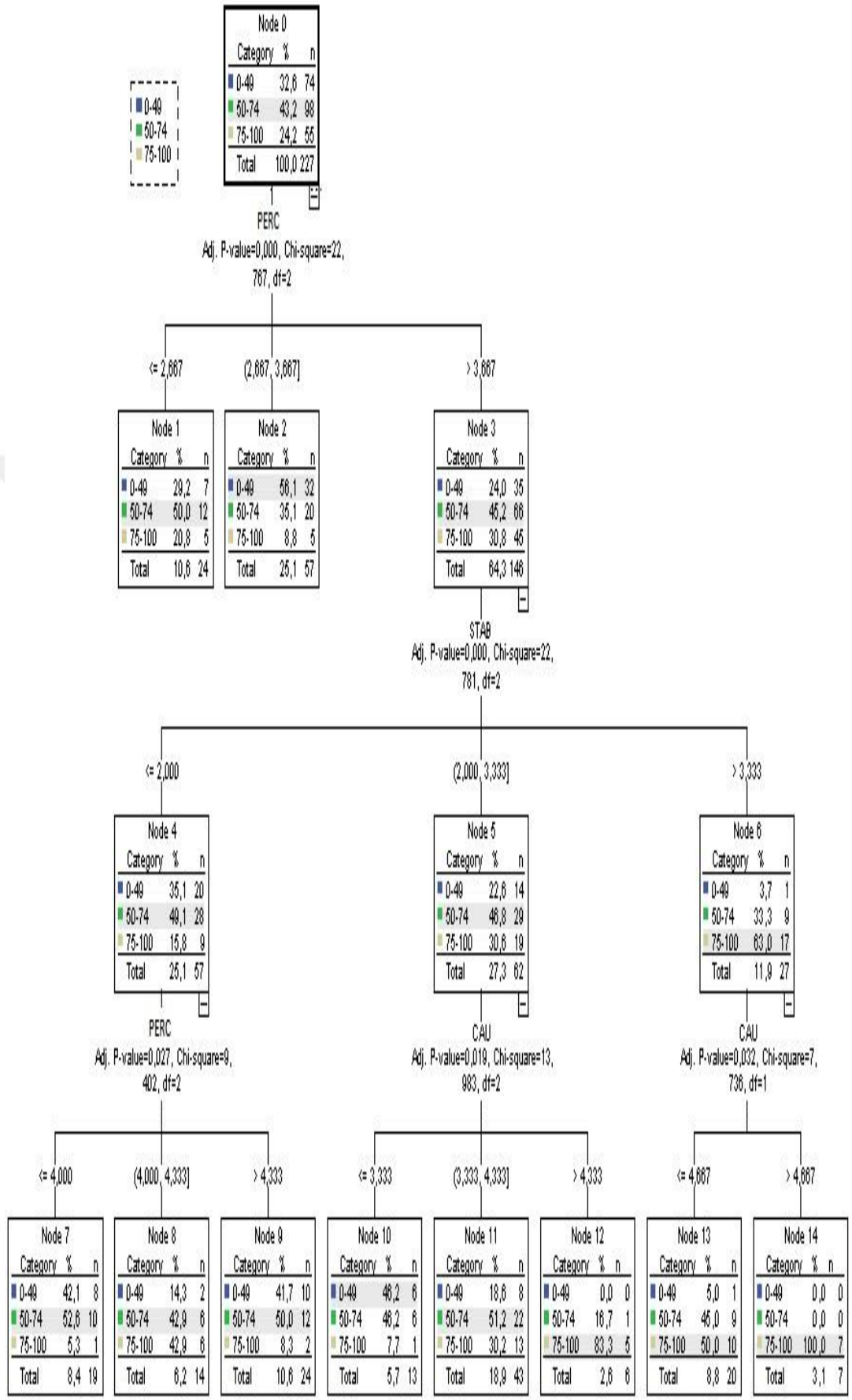

Figure 13. Classification tree for causal success attributions of the students.

In a nutshell, the answer of RQ 2b which is "To which causal dimensions do successful, less successful and unsuccessful students' attributions of success and failure belong?" was delved into through the CHAID analysis of CDS-II scale and the results implied that the most influential causal dimension for students' success and failure was personal control dimension for all the student categories and it was fed by stability dimension which mostly consisted of less successful and successful students. Moreover, stability dimension was nourished by locus of causality (which includes mostly successful and less successful students) and personal control (which mainly includes less successful and unsuccessful students) dimension. It can be inferred from these findings that all of the participants of the study are aware of the importance of their own share in the process of learning English no matter what category they are. A simplified illustration of these findings is demonstrated in Figure 14.

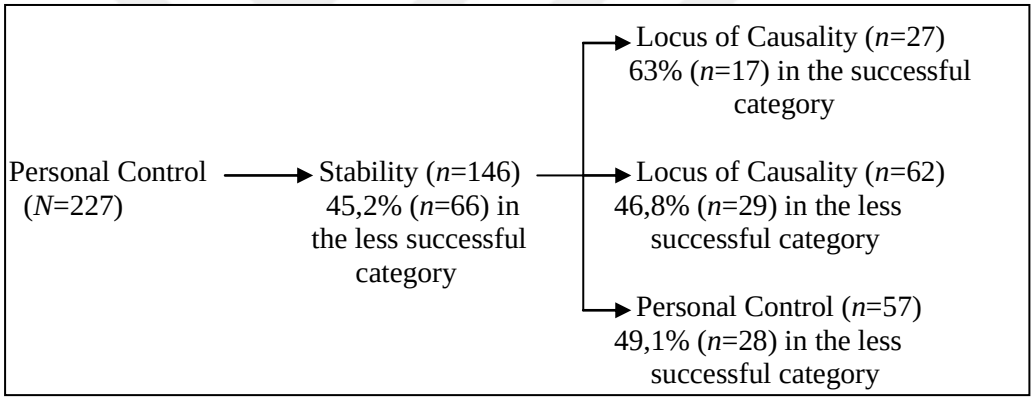

Figure 14. Summary of the findings of RQ 2b.

4.3 Findings of the Third Research Question

4.3.1 Research Question 3a. This research question of the present study tried to answer the question "Is there a significant relationship between the causal dimensions that students attribute their success and failure and their grades?". The dimensions students attributed their success or failure and whether the values students gave to sub-themes formed from the items in CDS-II scale showed any differences based on various features or not was investigated. First of all, whether the mean scores of sub-scales in CDS-II were distributed normally or not was examined. According to the results of Kolmogorov-Smirnov normality test the four sub-themes, namely, locus of causality, stability, personal control and external control in the

CDS-II scale were not distributed normally. Therefore, the differences between the groups were investigated by means of non-parametric procedures.

Mann-Whitney U test was utilized to find out if there were any statistically significant differences between the causal dimensions and students' grades and no statistically meaningful differences were discovered. The findings of the Mann-Whitney U test are demonstrated in Table 6.

Table 6

Causal Dimensions Difference Test According to Students' Grades

Dimensions	Grade	N	Mean	Std. Deviation	Z	P
Locus of Causality	9	104	3,7596	,84692	1,142	,253
	10	123	3,6911	,75768		
Personal Control	9	104	3.9327	,79015	,251	,802
	10	123	3,9133	,82960		
Stability	9	104	2,5545	1,01723	,583	,560
	10	123	2,4743	1,08811		
External Control	9	104	3,5128	,93352	,682	,496
	10	123	3,4255	,96222		

Table 6 indicates that 9th graders gave higher values to each one of the dimensions yet this difference between two grades is not statistically meaningful. However, one thing that can be deduced from the mean values of the dimensions is that both 9th and 10th graders gave highest scores to locus of causality and personal control dimensions which implies that all of the participants of the study feels that success and failure comes from within and under their control.

4.3.2 Research Question 3b. This research question of the present study tried to find an answer to the question "Is there a significant relationship between the causal dimensions that students attribute their success and failure and their perception of personal success and failure?". Students were asked whether they perceived themselves as successful in the process of learning English or not in the demographic part of the scales and the existence of a statistically significant relationship between their answers (yes/no) and causal dimensions were sought through Mann-Whitney U test. Statistically significant differences were observed in all of the dimensions except for external control dimension. Those who perceived themselves as successful considered that they (internal attributions) were the reason of this success (Z= 2,943 P= 0,003), their belief in themselves as in charge of their own learning was higher (Z=3,093 P=0,002) and in their eyes, their success was

stable (*Z*=2,508 *P*=0,012) which suggested that they had higher self-confidence than those who did not perceive themselves as successful in the process of learning English. These results for RQ 3b are presented in Table 7.

Table 7

Causal Dimensions Difference Test According to Perceived Success

Dimensions	Success*	N	Mean	Std. Deviation	Z	P
Locus of Causality	Yes	122	3,8607	,76642	2,943	,003
	No	105	3,5629	,80902		
Personal Control	Yes	122	4,0574	,78985	3,093	,002
	No	105	3,7651	,80851		
Stability	Yes	122	2,6721	1,04445	2,508	,012
	No	105	2,3238	1,04028		
External Control	Yes	122	3,5738	,93524	1,511	,131
	No	105	3,3397	,95181		

***** *Do you perceive yourself as successful in English language learning process?*

4.3.3 Research Question 3c. This research question of the current study was intended to look for an answer to the question "Is there a significant relationship between the causal dimensions that students attribute their success and failure and their studying habits?". Whether there were any statistically meaningful differences between the causal dimensions and students' studying habits or not was investigated by Kruskal Wallis test and no statistically meaningful differences were detected. The findings are as depicted in Table 8.

Table 8

Causal Dimensions Difference Test According to Students' Studying Habits

Dimensions	Studying Habits	N	Mean	SD*	TS*	P
Locus of Causality	I study English regularly	27	3,8765	,69889	1,782	,40
	I study English only before exams	156	3,7094	,82585		
	I do not study English	44	3,6742	,76245		
	TOTAL	227	3,7225	,79873		
Personal Control	I study English regularly	27	4,0864	,54375	,764	,682
	I study English only before exams	156	3,9103	,82726		
	I do not study English	44	3,8636	,88431		
	TOTAL	227	3,9222	,81004		
Stability	I study English regularly	27	2,4815	,85901	3,126	,209
	I study English only before exams	156	2,4466	1,03522		
	I do not study English	44	2,7576	1,20799		
	TOTAL	227	2,5110	1,05468		
External Control	I study English regularly	27	3,4074	,94432	1,199	,549
	I study English only before exams	156	3,4423	,92606		
	I do not study English	44	3,5833	1,03710		
	TOTAL	227	3,4655	,94809		

**SD= Standard Deviation, TS= Test Statistics*

Table 8 reveals that those who stated that they studied English regularly gave the highest mean values to locus of causality and personal control dimensions and those who stated that they did not study English gave the highest mean values to stability and external dimensions. Although these differences were found statistically insignificant, they clearly paint a picture as in those who study keep studying English as they feel their personal effort makes a difference towards their own benefit. On the other hand, those who do not possess the habit of studying English might be suffering from learned helplessness as they favoured external control and stability dimensions which may be perceived as a token of feeling no control or power over the results.

4.4 Findings of the Fourth Research Question

4.4.1 Research Question 4a. This research question of the current study intended to answer the question "Is there a significant relationship between the factors that students attribute their success or failure and their perception of personal success or failure?". The factor that students attributed their success or failure and whether the values students gave to sub-themes formed from the items in LACAS scale showed any differences based on various features or not was investigated. First of all, whether the mean scores of sub-scales in LACAS were distributed normally or not was examined. According to the results of Kolmogorov-Smirnov normality test the nine sub-themes; namely, effort, ability, task difficulty, luck, health, teacher, school system, classroom environment and family support in the LACAS scale were not distributed normally. Therefore, the differences between the groups were investigated by means of non-parametric procedures.

Students were asked whether they perceived themselves as successful in the process of learning English or not in the demographic part of the scales and the existence of a statistically significant relationship between their answers (yes/no) and factors that students attribute their success or failure were scrutinized through Mann-Whitney U test. According to the findings of the Mann-Whitney U test, statistically significant differences were observed in all of the factors except for classroom environment factor. The results indicated that those who perceived themselves as successful in the process of English language learning gave higher mean values to effort (Z= 4,252P=0,0001), ability (Z=8,23 P=0,0001), task difficulty (Z=4,554 P=0,0001), teacher (Z=3,475 P=0,001), school system (Z=4,764 P=0,0001) and

family support (*Z*=2,283 *P*=0,022) whereas those who perceived themselves as unsuccessful in the process of English language learning gave higher mean values to health (*Z*=2,315 *P*=0,021) and luck (*Z*=2,582 *P*=0,010). These findings are presented in Table 9.

Table 9

Attributional Factors Difference Test According to Perceived Success

Factors	Locus of Causality	Success*	N	Mean	Std. Deviation	Z	P
Effort	Internal	Yes	122	2,9148	1,05138	4,252	,000
		No	105	2,3162	,92519		
Ability	Internal	Yes	122	3,8320	,95587	8,230	,000
		No	105	2,6286	,94825		
Task Difficulty	External	Yes	122	3,6148	1,08417	4,554	,000
		No	105	2,9238	1,11923		
Health	External	Yes	122	1,8333	1,01255	2,315	,021
		No	105	2,1238	1,09511		
Luck	External	Yes	122	3,5303	1,09905	2,582	,010
		No	105	3,9381	1,20833		
Teacher	External	Yes	122	4,1066	,94744	3,475	,001
		No	105	3,7071	,97963		
School System	External	Yes	122	3,3545	,98325	4,764	,000
		No	105	2,6786	,93652		
Classroom Environment	External	Yes	122	3,5205	1,14704	1,381	,167
		No	105	3,2952	1,18827		
Family Support	External	Yes	122	3,3770	1,30053	2,283	,022
		No	105	3,0619	1,12808		

***** *Do you perceive yourself as successful in English language learning process?*

Table 9 indicates that students made mixed attributions and combined internal and external factors to account for their success. On the one hand, they stressed the internal factors such as effort and ability; on the other hand, they exhibited appreciation of teacher, school system and family support which are external factors. As for students who perceived themselves as unsuccessful attributed this to external factors such as health and luck which may be inferred as students' not taking any responsibility for their part in their own learning process.

4.4.2 Research Question 4b. The purpose of this research question of the study was to arrive at an answer to the question "Is there a significant relationship between students' studying habits and their exam results?". Whether there was a statistically meaningful relationship between the exam results and studying habits of the participants of this study was investigated by means of Kruskal-Wallis test and

the existence of statistically significant differences were discovered (*Test Statistics*=9,123 *P*=0,010). In order to understand to which group these differences belong, Bonferroni multiple comparison test was administered. According to the results of Bonferroni multiple comparison test, those who study English before the exams become more successful in the exam that those who do not study English (*P*=0,009). Results of the Bonferroni multiple comparison test are shown in Table 10.

Table 10

Exam Results Difference Test According to Students' Studying Habits

Studying Habits	N	Mean	Std Deviation	Test Statistics	P
I study English regularly	27	60,5926	21,46958	9,123	,010
I study English only before exams	156	61,4038	18,22928		
I do not study English	44	51,6591	19,77424		
TOTAL	227	59,4185	19,23392		

4.4.3 Research Question 4c. This research question of the present study aimed to answer the question "Is there a significant relationship between students' studying habits and the factors they attribute their success or failure?". With the aim of finding if there were any statistically meaningful difference between students' studying habits and the factors that they made attributions, Kruskal Wallis test was executed and statistically significant differences were discovered for effort (*Test Statistics*=27,346 *P*=0,0001), teacher (*Test Statistics*=7,518 *P*=0,023), school system (*Test Statistics*=19,364 *P*=0,0001) and family support (*Test Statistics*=7,274 *P*=0,026) but no statistically meaningful differences were observed for the factors ability, health, luck, classroom environment and task difficulty. In order to designate the differences among groups, Bonferroni multiple comparison test was utilized.

According to the results of this test, those who study English regularly gave higher mean values to effort than those who only study before exams (*P*=0,010) and those who do not study at all (*P*=0,0001). In addition, those who study English before the exams also had higher effort mean values that those who stated that they did not study English (*P*=0,001). These differences among the groups indicated that the more the students studied the more attributions to effort were made to account for their success in the process of learning English; in other words, effort is a strong indicator of potential future success. One other difference detected was about the teacher factor. The mean values of teacher factor of those who study English

regularly were statistically significantly higher than of those who did not study English which implies that regular studying group had more positive perceptions towards their teacher while explaining their success in English in comparison to not studying group. Another statistically significant difference discovered was about the school system factor. Those who study English regularly gave higher mean values to school system than who do not study at all (*P*=0,0001); besides, those who study English before the exams also had higher school system mean values in comparison to those who do not study English at all (*P*=0,003) which implied that the more the students ascribed to the school system to account for their success the more they were content with the school system. The last difference discovered was about family support. According to the results of the Bonferroni multiple comparison test, mean values of family support factor of those who study English regularly were significantly higher than of those who stated that they did not study English which implies that regular studying group got more family support and related this to their success in English in comparison to not studying group. All of these findings are represented in Table 11.

Table 11

Attributional Factors Difference Test According to Students' Studying Habits

Factor	Dimension	Studying Habit	N	Mean	SD*	TS*	P
Effort	Internal	I study English regularly	27	3,3926	1,13474	27,346	,0001
		I study only before exams	156	2,6821	,97633		
		I do not study English	44	2,0182	,82385		
		TOTAL	227	2,6379	1,03692		
Teacher	External	I study English regularly	27	4,1481	1,02671	7,518	,023
		I study only before exams	156	3,9599	,97281		
		I do not study English	44	3,6477	,94518		
		TOTAL	227	3,9218	,98084		
School System	External	I study English regularly	27	3,5926	,95864	19,364	,0001
		I study only before exams	156	3,0913	,99802		
		I do not study English	44	2,5284	,90896		
		TOTAL	227	3,0419	1,01750		
Family Support	External	I study English regularly	27	3,7963	1,14572	7,274	,026
		I study only before exams	156	3,2147	1,16552		
		I do not study English	44	2,9432	1,41099		
		TOTAL	227	3,2313	1,23125		

**SD= Standard Deviation, TS= Test Statistics*

4.5 Findings of the Fifth Research Question

With the aim of answering the last research question, namely, "What are the successful, less successful and unsuccessful students' opinions concerning their success or failure in the process of learning English?" 44 participants' (who

volunteered to take part in the second phase of the study) responses to the reflective essays were qualitatively analyzed through both inductive and deductive analysis techniques. Emerging and existing attributional factors were thematized according to causal dimensions. Participants were also categorized based on their proficiencies as successful (*n*=18), less successful (*n*=16) and unsuccessful (*n*=10) in order to see the differences between attributional factors and causal dimensions across groups. The attributional factors and their causal dimensions reported by the successful learners are demonstrated in Table 12 by using invivo codes as examples.

Table 12 indicates that successful students reported 7 internal-unstable-controllable factors repeated 31 times, 6 external-unstable-uncontrollable factors repeated 23 times and 1 external-unstable-controllable factor repeated 4 times. They made more attributions to controllable factors than uncontrollable ones. The most striking internal reason attributed by the learners for their success was effort which suggested that learners are aware of their part in their own learning and that they are autonomous learners. Effort is followed by interest, attention, ability, learning strategies, willingness and language use beyond classroom which implies that students have quite a lot of internal-controllable explanations for their success. Another controllable factor attributed by successful students was exposure which indicates that students' hobbies and pastime activities are indirect facilitators in the process of English language learning. Successful students also made attributions to external-uncontrollable factors and the most outstanding one was teacher factor that was repeated 11 times which clearly signals the appreciation of teacher by students. Besides teacher, students also mentioned classroom environment, ease of task, materials, peer effect and family support to account for their success which emphasizes that according to the successful informants of the current study, the importance of students' own efforts should be supported by external factors in order to achieve success.

Table 12

Attributions of Successful Students for Their Success

Invivo Codes	Factors	Dimensions
• The reason for my success is that I love and understand English and I study a lot. (P1) • Learning English gets easier when you put emphasis on it. One cannot learn English if enough attention is not paid. There is no such thing as failure, there is not putting enough effort. (P3) • I got 96 in the exam. The main reason for me to get this mark is that I study hard. (P17)	Effort (P1, 3, 4, 6, 10, 13, 14, 17, 35, 44)	Internal, Unstable, Controllable
• The reason why I am successful in English is that I have been interested in English since 8th grade. (P1) • Thanks to my interest in English since I was a child, I can show success in English exams. (P14)	Interest (P1, 10, 14, 20, 37, 38, 42, 44)	
• I believe that I am successful because I pay attention in the class. (P13) • I am successful because I follow the lesson carefully. (P44)	Attention (P4, 10, 13, 44)	
• I am talented to learn English. (P10) • I have a passion for learning a language and meeting new people and as I am talented in learning English I can both keep the things I learned in my mind easily and use them later. (P39)	Ability (P10,20,37, 39)	
• I am successful because I apply some learning strategies that are unique to me. (P6) • I know how to study English. (P35)	Learning Strategies (P6, 35)	
• Learning a language is in fact about willingness. I believe that forcing people into learning a language will not reach to success after a certain point. (P17) • Instead of seeing English as oppression, really demanding and being willing to learn it removed all the obstacles between me and my success. (P38)	Willingness (P17, 38)	
• As I usually play online games I come across people from all around the world which necessitates me to speak English to them. And this gives me the opportunity to practice and see my mistakes. (P39) • I choose to listen to English songs. While I am listening I look at their lyrics. After I memorize the lyrics, pronunciations of the words also settle in my mind. (P39)	Language Use Beyond Classroom (P39)	
• I consider myself as successful in the last exam. The reason for this is my teacher's effort and success in teaching. (P3) • The reason for my success is my teacher's teaching well, making us love and enjoy learning English and paying attention to all of her students. (P44)	Teacher (P3, 4, 8, 13, 16,17, 35, 37, 39, 42, 44)	External, Unstable, Uncontrollable
• Having a quiet and fun environment and students who are eager to learn improves my success. (P17)	Classroom Environment (P13, 17, 35)	
• The exam being appropriate to my level is a factor in my success. (P6) • I was more successful in my last exam than the first one because paragraph, matching, gap filling questions are better than multiple choice questions as one can get confused by the options. (P11)	Task (P6, 11, 13)	
• I improved my English with the help of the worksheets that my 9th grade teacher gave me and I still keep them. (P1) • Materials are another factor that has impact on success. The higher the quality of the materials the faster you learn. (P3)	Materials (P1, 3)	
• I study better at the dormitory before the exams with my friends who are studying for the same exam. Seeing everyone studying motivates me and I learn a lot from the talks among friends while studying. (P4) • I talk to some of my friends completely in English on our way home after school so as to practice. (P39)	Peer Effect (P4, 39)	
• My brother knows English and helps me a lot which facilitates my learning. (37)	Family Support (P37)	
• I am successful (thank God) because I do not learn English just from lessons at school. I try to learn from different aspects of my life (such as playing games etc.) as well. (P20) • It is possible that the movies and series that I watch in English all the time may be helping me improve my English. (P37) • It can be said that I am very involved in English. Music, games, lessons, etc. I also have foreign friends on the internet and I talk to them. We communicate just fine. (P39)	Exposure (P14, 20, 37, 39)	External, Unstable, Controllable

Attributional factors and their causal dimensions reported by less successful students were also tabulated after qualitative analysis and the results are presented in Table 13 by using invivo codes to exemplify them. Table 13 reveals that a total of 10 different factors repeated a total of 26 times were stated by the less successful students and the factor which was most frequently ascribed was lack of effort (internal-unstable-controllable) by 11 times. They also made more attributions to controllable factors than uncontrollable ones just like the successful group. Other internal-controllable factors reported by the informants of this group were ability and interest. Exposure was also among the controllable factors mentioned by the learners though being external by nature. Students in this group mostly claimed that they would normally have gotten a better result in the exam if not for some external misfortunes out of their control such as task difficulty, loss of interest, hunger, poor health, incompetent teacher and school system or if not for their irresponsible conduct before the exam by not studying which suggest that while they mostly projected their failure to outside forces by putting the blame on them, they still took some of the responsibility on themselves. Those who perceived themselves as successful even though their exam scores were relatively lower than the successful group made attributions to the factors such as ability, interest, teacher, family support and exposure to English to account for their success. Two factors namely interest and teacher were used by these learners to make both positive and negative attributions as exemplified in Table 13 which suggests that those who perceive themselves as successful in this group ties these factors to their success and those who perceive themselves as unsuccessful relates their failure with these factors.

Table 13

Attributions of Less Successful Students for Their Performances

Invivo Codes	Factors	Dimensions
• I got 62 from the English exam. And I do not think that this is a good enough score for me. Because I could have gotten a better result. I did not study well enough for the exam and now I have to deal with my own fault. If I had studied more, I would have gotten a much higher mark. I trust myself to perform better in English lesson in the future. (P26) • I got 70. The reason for this is that I do not study well lately due to unwillingness. Normally, I am interested in English a lot but I have started to lose this interest over the past two years. I just cannot make sense of this. (P30)	Lack of Effort (P7, 21, 23, 24, 25, 26, 27, 28, 29, 30, 33)	Internal, Unstable, Controllable
• The reason for my success in English is that I have an ear for English, I have a passion for English and I am talented in English. (P15) • I am talented in English. (P27)	Ability (P15, 27)	
• The reason why I am successful in English is that I am interested in English. (P15) • I got 70 in the last exam and this is due to not studying enough and unwillingness. (P30)	Interest (P15, 25, 27, 30)	
• I got unsuccessful in the exam because I could not study as I did not have enough time. And because the exam was in Ramadan my will to study was decreased. For example, my first exam was 20 points higher than this last one. The reason why my exam score is low this time is due to Ramadan. (P33)	Hunger (P33)	Internal, Unstable, Uncontrollable
• There is a general ill-success in the class as a result of our teacher's attitudes towards the whole class. She treats everyone as if they were her friends and therefore no one takes her seriously. So she has no authority over the students. This is the general cause of failure in our class. (P2) • My 9th grade English teacher plays a key role in my success. (P15)	Teacher (P2, 15)	External, Unstable, Uncontrollable
• The general reason of my failure in English is not speaking English in the lessons. This reason is valid both for me and for my classmates. No matter how much we study on grammar, nothing helps as much as speaking. Even a baby learns a language by first listening then speaking not by studying the grammar. In short, we must speak. (P19) • As we have lessons based on written work instead of logical and auditory activities due to the curriculum interest and success in English lesson is low. (P41)	School System (P19, 41)	
• I was really stressed during the exam. I could not cool down for a long time. I was very obsessed. (P9)	Health (P9)	
• I did not get a score as good as I usually do in this exam because the exam was too long and I did not have an experience of a three page multiple questions test before. (P9)	Task Difficulty (P9)	
• My family has always been supportive and that is the reason why I am successful.	Family Support (P15)	
• I believe my success comes from talking to people that I meet while playing games online.	Exposure (P2)	External, Unstable, Controllable

Lastly, attributional factors and their causal dimensions declared by the unsuccessful learners were also analyzed qualitatively and the findings are displayed in Table 14 by including invivo codes with the aim of exemplification.

Table 14

Attributions of Unsuccessful Students for Their Failure

Invivo codes	**Factors**	**Dimensions**
• I am unsuccessful because I do not study English. (P5) • I have little interest in English therefore I am not motivated to either listening to the lesson or studying for it. Frankly, studying English is a total struggle. (P12) • Sometimes I participate in the lesson a lot and I give examples to what our teacher teaches us. But when I do not revise what I have learnt at home I forget everything I learn. The reason for not being successful in this exam is being reluctant to study English at home. I did not study for the exam anyway. Maybe that was because I was expecting to get a low mark again. (P18) • I got a bad result from the exam because I did not study regularly and effectively. I did not revise what I have learnt before the exam either. I could not write even the things I knew during the exam as well because I could not remember them as a result of lack of consolidation. (P22) • The reason for my failure is the fact that I do not study and I do not pay enough attention to English at all. (P32)	Lack of Effort (P5, 12, 18, 22, 31, 32, 36, 40)	Internal, Unstable, Controllable
• The reason why I am unsuccessful in English is that I do not like English. (P5) • The reason for my failure is lack of interest and not studying enough. (P32)	Lack of Interest (P5, 12, 18, 32, 36)	
• I have not been successful English since the 6th grade because that year I had just moved to İstanbul. Later on, as I got bad results from the exams my love for English diminished and as it diminished I got lower and lower marks. (P34) • I am not successful in English because I did not have enough English lessons at the primary and secondary schools. Our teacher was pregnant that is why we did not have any English lessons at the 5th, 6th and 7th grades. (P43)	Previous Learning Experiences (P34, 43)	
• The reason of my failure in English is that I do not have any talent for English. (P5)	Lack of Ability (P5)	
• I have little interest in English therefore I am not motivated to either listening to the lesson or studying for it. Frankly, studying English is a total struggle. (P12)	Lack of Willingness (P12)	
• I am quite interested in English and I like it too. However, sometimes I feel afraid that I will make a mistake in class and that is why hesitate to ask the things I do not understand. I just pretend that I understood everything and this results in failure in the exams. (P18)	Fear (P18)	Internal, Unstable, Uncontrollable
• I fail in English because our teacher does not teach us well. To me English lessons are boring and they make me sleepy. (P5) • I was a student in a private school at the 8th grade but our English teacher there was not competent enough. Now I try so hard to understand English but I cannot. (P43)	Teacher (P5, 40, 43)	External, Unstable, Uncontrollable
• There are too many different subjects taught at our school. Just as expecting one teacher to teach 14 different subjects is absurd; it is absurd to expect students to perform well in all these subjects. This system brings failure to students. (P40)	School System (P40)	
• I do not have a regular sleep pattern. I sleep late at night and when I wake up so early for school, I cannot help but sleep during the classes. (P12)	Health (P12)	

Table 14 unveils that 9 specific factors recurring 23 times were brought up by the informants in the unsuccessful group and among them the most commonly cited one was lack of effort, which is an internal-unstable-uncontrollable factor, by 8 times. Other internal-controllable factors reported by the learners were lack of interest, previous learning experiences, lack of ability and lack of willingness to learn English. All of these attributions were mentioned to account for their lack of motivation to study or learn English which causes the students to fail repeatedly. Some of the learners in this group are seemingly exhibiting symptoms that they are suffering from learned helplessness as they expressed their hopelessness in getting a better result and as a result their quitting in trying at all as it can be clearly seen in the invivo codes provided for participants 18, 34 and 43. Others preferred to reflect their failure on uncontrollable and mostly external causes such as teacher, school system and their well-being. Putting the blame on others show that these learners are not aware of their own part in their learning process and as they do not see any wrong doing on their side they do nothing to change and lack taking action to get better results as they feel things are out of their hands and beyond their control. Ascriptions to fear shows the importance of emotions in students' decision making process and that negative connotations can be restrictions that hinder the learning process which might be accepted as a justified need for attribution retraining.

Chapter 5
Discussion and Conclusions

The chief purpose of this study was to investigate the causal attributions of Turkish high school students to success and failure in the process of learning English. In addition, the current study attempted to explore the causal dimensions of these attributions and to find out whether these attributions and their dimensions differed across groups when the participants of the study are classified as successful, less successful and unsuccessful. To achieve these goals, data were obtained through both quantitative and qualitative instruments including LACAS and CDS-II scales as well as reflective essays. In this last chapter of the present study, the implications of the findings of the pre-determined research questions will be thoroughly discussed in relation to the literature and suggestions for future studies will be provided.

5.1 Discussion of the Findings for Research Questions

5.1.1 Discussion of the findings for RQ1. The first RQ of the study was posed to find out the specific factors that the participants attributed to their success and failure in the process of learning English as well as the specific factors attributed by successful, less successful and unsuccessful learners to their measured proficiency. The data collected quantitatively from the EFL learners via LACAS scale and analyzed using CHAID analysis. Findings are presented in Figures 7 and 9 and summarized in Figures 8 and 10.

According to the findings for this RQ, the most important factor as an indicator of success or failure was task difficulty contributed by effort which is referred to as the best predictor of achievement (McClure et al., 2010; Hashemi & Zabihi, 2011) and ability for the participants of this study. Besides, effort, school system and classroom environment were the factors that influenced ability attributions. What these results indicate is that student success increases as their belief in the ease of task increases since they perceive the questions as manageable. Engaging learners in tasks with reasonable challenge increase their self-esteem, intrinsic motivation and self-confidence which are all crucial variables in second language learning (Gardner & Lambert, 1972) and critical to subsequent successful academic performance

(Chang & Chiou, 2010). Learners who are intrinsically motivated are eager to take part in tasks for its own sake (Pintrich & Schunk, 2002) which promotes long-term retention of language (Dörnyei, 1990). Success was also in parallel relations with effort and ability which are internal-unstable-controllable factors and this means that the more effort they put in or the more capable the students the more successful they were. In addition, school system and classroom environment which are external-unstable-uncontrollable factors were also important in the eyes of the learners which implies that students value circumstantial factors as a complement of their success and these findings are in line with those found in Taşkıran and Aydın's study (2017).

As for the attributions of successful, less successful and unsuccessful students, the most dominant factor to account for their success or failure was again task difficulty contributed by effort and ability; ability was fed by health, school system and luck factors. The most successful students' majorly attributed factors were task difficulty and effort which can be referred to as adaptive (Weiner, 1992) in nature as they facilitate learning. It can be argued that students' diligence is strengthened by positive outcomes they get and tasks that are appropriate to their level. Seeing that successful students' tendencies to see themselves as in control of their success is a favourable phenomenon for language learning situations (Peacock, 2009; Mori et al. 2011) as these students are mostly self-confident, open to change and in charge of their own learning (autonomous). On the other hand, less successful and unsuccessful students were inclined to put the blame on lack of ability and external-unstable-uncontrollable factors which are maladaptive (prohibiting their future prospects of success) such as health, school system and luck. These type of attributional style influence future motivated behaviour negatively (Williams & Burden, 1997; Dörnyei, 2000; Weiner, 2010).

5.1.2 Discussion of the findings for RQ2. The second RQ of the study was intended to discover the causal dimensions that students' attributions of success and failure as well as the causal dimensions of successful, less successful and unsuccessful students' attributions of measured proficiency. The quantitative data gathered from the EFL learners through CDS-II scale are analysed by CHAID analysis. Results are demonstrated in Figures 11 and 13 and summarized in Figures 12 and 14.

Based on the findings for this RQ, the most noteworthy causal dimension is personal control contributed by stability and locus of causality. Students believe that their success or failure is under their control and the more they feel they are in control, the more successful they get. Learners feel that their exam results ergo their success in English is in their hands and that they have power and control over their own learning which supports the findings of the first RQ. These attributions made by the participants to their success or failure to internal causes are in line with the findings of some previous studies (Williams & Burden, 1999; Satıcılar, 2006). Students also believe that success is something permanent and as their perception of stability escalates their success also ascends. Furthermore, participants think that their success or failure comes within or that it is an aspect of theirs. Especially the participants in the successful category think that their performance is stable due to reasons stemming from themselves. When learners ascribe their achievement to stable causes a similar performance is expected from them in the future (Woolfolk, 1998) which make these attributions adaptive. Having adaptive attributional style is desired as they pave the way to success in the future as well (Lim, 2007; Weiner, 2010; Williams et al., 2015). All in all, the students seem to have made internal-stable-controllable attributions in both general sense and in the student categories based on their success levels which is reported as ideal by Peacock (2009) and Erten (2015a; b). Moreover, attributions to locus of causality besides personal control and non-existence of external control in neither parts of findings of the second question are all signals of students having adaptive attributional styles which is quite healthy and welcomed (Erten & Burden, 2014) as it makes room for moulding or shaping the belief systems of less successful and unsuccessful students with the aim of improving their success

5.1.3 Discussion of the findings for RQ3. The third RQ of the study is asked to unveil whether there is a significant relationship between the causal dimensions that students attribute their success as well as their failure and their grades, their perception of personal success as well as their failure and lastly their studying habits. The quantitative data gathered from the EFL learners through CDS-II scale are analysed descriptively. Results are demonstrated in Tables 6,7 and 8.

Looking at the findings for this RQ, it can be asserted that both 9^{th} and 10^{th} graders gave highest scores to locus of causality and personal control dimensions

which implies that all of the participants of the study feels that success and failure comes from within and under their control which complies with the findings of the first and the second RQs. Participants who perceived themselves as successful made internal attributions for their success which suggested that they had higher self-confidence than those who did not perceive themselves as successful in the process of learning English. This inclination to make internal attributions to success might cause learners to feel pride as Weiner (2010; 2014; 2018) proposed repeatedly and this positive emotion might facilitate the continuation of the performance in order to keep living this feeling. Lastly, those who stated that they studied English regularly gave the highest mean values to locus of causality and personal control dimensions and those who stated that they did not study English gave the highest mean values to stability and external dimensions. In other words, those who study keep studying English as they feel their personal effort makes a difference towards their own benefit as supported by the findings of Yılmaz (2012). On the other hand, those who do not possess the habit of studying English might be suffering from learned helplessness as they favoured external control and stability dimensions which may be perceived as a token of feeling no control or power over the results. These results were found to be concurrent with the findings of the study by Satıcılar (2006).

5.1.4 Discussion of the findings for RQ4. The fourth RQ of the study aimed to reveal if there is a significant relationship between the factors that students attribute their success or failure and their perception of personal success or failure, their studying habits and their exam results and lastly their studying habits and the factors they attribute their success or failure. The data collected quantitatively from the EFL learners via LACAS scale and analyzed descriptively. Findings are presented in Tables 9, 10 and 11.

The results indicated that those who perceived themselves as successful in the process of English language learning valued to effort, ability, task difficulty, teacher, school system and family support whereas those who perceived themselves as unsuccessful in the process of English language learning gave higher mean values to health and luck. The attributions by those who perceive themselves as successful linked to effort and ability shows student autonomy and self-confidence as they did in the findings of other RQs so far and supported by the findings of findings of other studies in the literature (Lim, 2007; Haynes et al. 2009; Weiner, 2010; Erten &

Burden, 2014; Williams et al., 2015; Taşkıran & Aydın, 2017). In addition, attributions of those who perceive themselves as successful to outside factors such as teacher, school system and family support might be stemming from the conventional oriental culture effect as suggested by some previous studies (Williams et al., 2001; Gobel & Mori, 2007; Peacock, 2009; Thang, Gobel, Nor & Suppiah, 2011; Erten & Burden, 2014; Erten, 2015b; Taşkıran & Aydın, 2017). On the other hand, the attributions of learners who perceive themselves as unsuccessful to external-uncontrollable factors such as health and luck prove their tendencies to reflecting the source of the problem to outside factors as found in some other studies (Hsieh, 2004; Büyükselçuk, 2006; Gobel & Mori, 2007; Peacock, 2009; Yang, 2009; McClure et al., 2011; Erten & Burden, 2015; Williams et al., 2015; Paker & Özkardeş-Döğüş, 2017).

Results also pinpointed that those who study English before the exams become more successful in the exam that those who do not study English. Moreover, those who study English regularly value effort more than those who only study before exams and those who do not study at all. These differences among the groups indicated that the more the students studied the more attributions to effort were made to account for their success in the process of learning English; in other words, effort is a strong indicator of potential future success (Hashemi & Zabihi, 2011; Erten & Burden, 2014). Teacher, school system and family support factors are appreciated the most by the regular studying group which can be accepted as an indicator of cultural and traditional effect as claimed by previous studies (Gobel & Mori, 2007; Peacock, 2009; Thang, Gobel, Nor & Suppiah, 2011; Erten & Burden, 2014; Erten, 2015b; Taşkıran & Aydın, 2017).

5.1.5 Discussion of the findings for RQ5. The fifth RQ of the study targeted to unearth the opinions of successful, less successful and unsuccessful students concerning their success or failure in the process of learning English. The data collected qualitatively from the EFL learners through reflective essays and analyzed both deductively and inductively. Findings are presented in Tables 12, 13 and 14.

The findings of this RQ signified that successful students made more attributions to controllable factors than uncontrollable ones. The most striking internal reason attributed by the learners for their success was effort which suggested that learners are aware of their part in their own learning and that they are

autonomous learners and this overlaps with the findings of the other RQs. Other controllable factors reported by the successful participants were interest, attention, ability, learning strategies, willingness, language use beyond classroom and exposure. Successful students also made attributions to external-uncontrollable factors and the most outstanding one was teacher factor followed by classroom environment, ease of task, materials, peer effect and family support which suggests that successful informants of the current study believe that their own efforts should be supported by external factors in order to complement success.

As for the less successful students, the factor which was most frequently ascribed was lack of effort which is internal-unstable-controllable. Other controllable factors stated by them were ability, interest and exposure. Students in this group mostly claimed that they would normally have gotten a better result in the exam if not for some external misfortunes out of their control such as task difficulty, loss of interest, hunger, poor health, incompetent teacher and school system or if not for their irresponsible conduct before the exam by not studying which suggest that while they mostly projected their failure to outside forces by putting the blame on them, they still took some of the responsibility on themselves.

Lastly, the unsuccessful group most commonly cited lack of effort which is an internal-unstable-uncontrollable factor which is similar to some other previous studies (Tremblay & Gardner, 1995; Rui & Liang, 2008; Taşkıran, 2010). Other internal-controllable factors reported by the learners were lack of interest, previous learning experiences, lack of ability and lack of willingness to learn English. Students in this group attribute their failure in English language learning to factors stemming from themselves such as their negative attitudes and perceptions of students toward English as well as use of wrong strategies while learning English. What can be understood from these results is that unsuccessful students need more guidance from teachers in that they are deprived of correct learning strategies and they have developed negative feelings as a result of repeated failure which suggests learned helplessness (Brophy, 1998; Satıcılar, 2006; McLoughlin, 2007). In such cases, it is a good idea to resort to attribution retraining (Försterling, 1985; Erten 2015a) which might be of help to get rid of the restrictions of maladaptive attributions. On the other hand, they also attribute their failure in English language learning to flaws of the national education system such as limited class time in the curriculum and absence or inadequacy of English teachers which are external-

uncontrollable factors and this tendency of unsuccessful learners putting the blame on outside forces is corroborated by other studies in the field (Hsieh, 2004; Peacock, 2009; McClure et al,, 2010). By looking at these findings, it can be concluded that according to students, the Ministry of National Education needs to revise the curriculum, increase the weekly number of English lessons, and provide students with English teachers who are expert in their fields. It can also be deduced that in-service teacher trainings are also necessary for teachers so that they can comply with the needs and demands of their students. Fear and health were also stated by the learners of this group as an explanation of their failure which asserts the importance of both physical and mental well-being during the process of English language learning.

In a nutshell, attributions of success and failure by all of the groups suggest that more internal factors were ascribed than external ones as was in the study by Satıcılar (2006). It is also seen that success was not only ascribed to controllable factors but also associated with uncontrollable factors as in Erten and Burden's study (2011). Effort and lack of effort was the most frequently pointed out factor in all the groups to account for their success or failure which is an overlapping result with many other research studies done in the area (Bar-Tal, 1982; Whitley & Frieze, 1985; Williams & Burden, 1999; Graham, 2004; Williams et al., 2001; Williams et al., 2004; Tekir, 2012). The most widespread attributions (Weiner, 1979; 1984; Graham, 1984) such as ability, effort, and task difficulty were also repeated by members of all the groups as well as fresh ones such as fear, learning strategies, exposure.

5.2 Conclusion

The primary purpose of this study was to find out the causal attributions of Turkish high school students to success and failure in the process of learning English. Besides, the causal dimensions of these attributions and whether these attributions and their dimensions differed across groups when the participants of the study are classified as successful, less successful and unsuccessful were also scrutinized. It has been discovered that students made mixed attributions to internal and external, controllable and uncontrollable factors. As for the attributions based on learners' proficiency, successful students exhibited more adaptive attributions facilitating their future potential success whereas less successful and unsuccessful

students were inclined to make mostly maladaptive attributions hindering their prospects for success in the future.

To conclude, this study put forward the importance of knowing the mindsets of students in the course of teaching English as detecting students with negative attitudes towards the language and taking precautions accordingly will foster EFL teaching at schools.

5.3 Pedagogical Implications

The findings of the study provide pedagogical implications for both learners and teachers. First of all, it is of great importance that learners are aware of their attributions to their success and failure as achievement attributions to English not only account for how they perceive their current performance in English but also shed light on their future performance. Besides, language learners should not have maladaptive attributions or fixed mindsets as they prohibit their language acquisitions. Instead, they should adopt a more adaptive attributional style which will enable them to keep an open mind regardless of the outcome of any task they face. In addition, students should be encouraged to make attributions to internal-unstable-controllable factors such as effort to become more successful in the process of learning English. If they can manage to do this, they can control the causes of their achievement and their future prospects for success increase by becoming autonomous learners.

As for teachers, they should acknowledge that students' attributions of success and failure are indicators of their perceptions and their potential for future outcomes. Therefore, they should make an effort to understand the underlying reasons of their students' performances and take student states of mind, emotions and attributions into consideration. In order to do so, they can make an attempt to find out their students' attributions at the beginning of each academic year and plan their lessons and in-class activities accordingly. Besides, they can make use of this knowledge in other decision making situations such as choosing materials for class, assignments and preparing exams. They can also give feedback and make necessary adjustments in their teaching style by keeping their students' attributional style in mind as well as reinforcing learners' positive beliefs and making examples of those possessing desired attitudes towards learning English and attributions for success or failure which can be done by emphasising the importance of effort in achieving a successful

outcome. Moreover, it can be a good idea to supply teachers with in-service teacher trainings or novice teachers with pre-service trainings on the issue. Furthermore, teachers can plan attribution retraining programmes for learners in need so that they can guide their students to success. In addition, teachers should enable their students, even the most unsuccessful ones, to taste success by providing them with manageable tasks and achievable goals so that they can break their learners' prejudices and get rid of the helplessness feeling they might be suffering from which will foster their self-confidence at the end of the day. Last but not least, teachers can analyse the reasons why their students become successful or unsuccessful together with them in order to raise their awareness about the actual reasons rather than their perceptions. In sum, both students and teachers should seek for learner autonomy and students' gaining control over their own learning.

5.4 Recommendations

This study has several recommendations for future direction of research in the field. Firstly, a more comprehensive analysis of causal attributions for success and failure could be executed for various different grades, schools and departments so that the results of different contexts can be compared. Secondly, longitudinal studies may provide deeper insights and bring more tangible results. Thirdly, further research can be utilized to elucidate the relationship between attributions and individual differences such as culture, region, beliefs, and motivation. Fourthly, practitioners' points of view could be taken into consideration by making them participants in future studies. Fifthly, studies with pure qualitative stance can be conducted to illuminate the opinions, awareness levels and ideas of the participants in a more in-depth sense. Sixthly, studies with interventions may be made use of to increase or create the awareness of the prospective novice teachers on the issue. And lastly, more research should be done on attribution retraining so that the maladaptive attributions diagnosed in the learners can be replaced with adaptive ones with the aim of increasing student achievement in the process of English language learning.

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APPENDICES

A. LACAS (LANGUAGE ACHIEVEMENT ATTRIBUTION SCALE) TURKISH VERSION

Değerli Öğrenciler,

Bu ölçek, öğrencilerin İngilizce dersindeki başarı durumunu hangi nedenlere bağladığını tespit edebilmek amacıyla yürütülen akademik bir çalışmada kullanılacaktır. Ankete içten ve dürüst olarak cevap vermeniz bu çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir. Aşağıda yer alan ifadeleri kendi düşüncelerinize göre değerlendiriniz. Lütfen ankette yer alan her bir madde için "kesinlikle katılmıyorum", "katılmıyorum", "emin değilim", "katılıyorum" ve "kesinlikle katılıyorum" seçeneklerinden kendinize en uygun olanı işaretleyiniz ve işaretlenmemiş hiçbir madde bırakmayınız. Anketin üzerine kimliğinizi belirten hiçbir şey yazmayınız. Vereceğiniz yanıtlar kesinlikle gizli tutulacak ve sadece akademik çalışmalarımda kullanılacak, okul derslerinize veya notlarınıza hiçbir etkisi olmayacaktır.

Katılımınızdan dolayı teşekkür ederim.

Aybüke Demet ÖREN

LACAS (LANGUAGE ACHIEVEMENT ATTRIBUTION SCALE)

(Sınav Performansı Sebepleri Anketi)

Aşağıdaki ifadeleri okuyarak kendi durumunuza en uygun olan rakamı seçiniz.

1: Kesinlikle Katılmıyorum, 2: Katılmıyorum, 3: Emin Değilim, 4: Katılıyorum, 5: Kesinlikle Katılıyorum

	Son İngilizce sınavından bu notu aldım, ÇÜNKÜ…	**Kesinlikle Katılmıyorum**	**Katılmıyorum**	**Emin Değilim**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1	Çünkü bu sınav için iyi hazırlanmadım.	1	2	3	4	5
2	Çünkü İngilizceye karşı yeteneksizim.	1	2	3	4	5
3	Çünkü sorular zordu.	1	2	3	4	5
4	Çünkü sınav esnasında sağlık sorunlarım vardı.	1	2	3	4	5
5	Çünkü sınavda şanssızdım.	1	2	3	4	5
6	Çünkü hocamın öğretim yöntemleri iyiydi.	1	2	3	4	5
7	Çünkü İngilizce öğrenmeye kabiliyetliyim.	1	2	3	4	5
8	Çünkü İngilizce dersine çok çalışmadım.	1	2	3	4	5
9	Çünkü eğitim sistemi İngilizce öğrenmeme yardımcı olmadı.	1	2	3	4	5

	Son İngilizce sınavından bu notu aldım, ÇÜNKÜ…	**Kesinlikle Katılmıyorum**	**Katılmıyorum**	**Emin Değilim**	**Katılıyorum**	**Kesinlikle Katılıyorum**
10	Çünkü sınıf ortamımız İngilizce öğrenmeye uygun değildi.	1	2	3	4	5
11	Çünkü bu sınav için yeterince gayret göstermedim.	1	2	3	4	5
12	Çünkü ailem İngilizce öğrenmem için destek oldu.	1	2	3	4	5
13	Çünkü sanırım dile kulağım var.	1	2	3	4	5
14	Çünkü hocamı seviyorum.	1	2	3	4	5
15	Çünkü okul sistemi İngilizce öğrenmeme destek oldu.	1	2	3	4	5
16	Çünkü sınav günü fiziksel olarak kendimi iyi hissetmiyordum. (Midem bulanıyordu, karnım ağrıyordu, vb.)	1	2	3	4	5
17	Çünkü İngilizce derslerinde öğrenmeye yardımcı sınıf atmosferi yoktu.	1	2	3	4	5
18	Çünkü dönem boyunca sıkı çalıştım.	1	2	3	4	5
19	Çünkü sınavdaki sorular kolaydı.	1	2	3	4	5
20	Çünkü dil öğrenmeye yatkınım.	1	2	3	4	5
21	Çünkü okuldaki sınav sistemi İngilizce öğrenmemi desteklemiyor.	1	2	3	4	5
22	Çünkü hocamız dersi iyi anlatıyor.	1	2	3	4	5
23	Çünkü sınav günü rahatsızlandım.	1	2	3	4	5
24	Çünkü tamamen talihsizlik.	1	2	3	4	5
25	Çünkü İngilizce konusunda ailemin desteğini hissettim.	1	2	3	4	5
26	Çünkü bu sınav için çok çalıştım.	1	2	3	4	5
27	Çünkü sınavdaki sorular yapılabilir seviyedeydi.	1	2	3	4	5
28	Çünkü hocam benimle yeterince ilgilenmiyor. (Söz hakkı tanımıyor, derslerde yardım etmiyor, yol gösterici olmuyor, vb.)	1	2	3	4	5
29	Çünkü okulda takip edilen müfredat/program iyi.	1	2	3	4	5

Eklemek istediğiniz başka sebepler var ise lütfen yazınız.

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B. LACAS (LANGUAGE ACHIEVEMENT ATTRIBUTION SCALE)
ENGLISH VERSION

Dear Students,

This scale will be used in a research study which aims to find out to what students attribute their success or failure in English language learning. It is of utmost importance that you fill in the scale candidly and honestly in order to ensure that the study reaches accurate results. Please read the statements below and rate them according to your opinion by choosing one of the options 1- Totally Disagree, 2- Disagree, 3- Not Sure, 4- Agree, 5- Totally Agree for each of the items below and do not leave any items unmarked. Do not write anything that could reveal your identity on the paper. All of your responses will be kept confidential and used only in my academic studies; they will have no influence on your lessons or grades.

Thank you for your participation.

Aybüke Demet ÖREN

LACAS (LANGUAGE ACHIEVEMENT ATTRIBUTION SCALE)

(Causes of Test Performance)

Read the items below and mark the number which best fits the statement "I received this score from my English final exam because …"

1: Totally Disagree, 2: Disagree, 3: Not Sure, 4: Agree, 5: Totally Agree

	I received this score from the latest English exam, BECAUSE…	**Totally Disagree**	**Disagree**	**Not Sure**	**Agree**	**Totally Agree**
1	Because I did not get prepared enough for this exam.	1	2	3	4	5
2	Because I have no ability to learn English.	1	2	3	4	5
3	Because the exam questions were difficult.	1	2	3	4	5
4	Because I had some health problems during the exam.	1	2	3	4	5
5	Because I was unlucky in the exam.	1	2	3	4	5
6	Because my teacher's teaching methods were good.	1	2	3	4	5
7	Because I have an ability to learn English.	1	2	3	4	5
8	Because I did not study for the English class.	1	2	3	4	5
9	Because the educational system did not help me to learn English.	1	2	3	4	5

	I received this score from the latest English exam, BECAUSE…	**Totally Disagree**	**Disagree**	**Not Sure**	**Agree**	**Totally Agree**
10	Because my classroom atmosphere was not suitable for my learning.	1	2	3	4	5
11	Because I did not put a lot effort into this exam.	1	2	3	4	5
12	Because my family supported me to learn English.	1	2	3	4	5
13	Because I think I have an ear for learning English.	1	2	3	4	5
14	Because I like my teacher.	1	2	3	4	5
15	Because the school system helped me to learn English.	1	2	3	4	5
16	Because I did not feel good on the day of the exam (e.g. I felt nausea, had stomach-ache, ...)	1	2	3	4	5
17	Because in English classes, there was not any atmosphere that facilitates learning English.	1	2	3	4	5
18	Because I studied hard during the semester.	1	2	3	4	5
19	Because the exam questions were easy.	1	2	3	4	5
20	Because I am talented to learn a foreign language.	1	2	3	4	5
21	Because the testing system does not support my English learning.	1	2	3	4	5
22	Because my teacher teaches well.	1	2	3	4	5
23	Because I felt sick on the exam date.	1	2	3	4	5
24	Because it was all tough luck.	1	2	3	4	5
25	Because I felt the support of my family for English learning.	1	2	3	4	5
26	Because I studied for this exam really hard.	1	2	3	4	5
27	Because the exam questions were quite manageable.	1	2	3	4	5
28	Because my teacher do not care about me (do not give me the right to speak, do not help me in the lessons, do not guide me, ...)	1	2	3	4	5
29	Because the curriculum that is followed in the school is good.	1	2	3	4	5

Please add if you have other causes for your exam score.

_____

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C. CAUSAL DIMENSION SCALE (CDS-II) TURKISH VERSION

Değerli Öğrenciler,

Bu ölçek, öğrencilerin İngilizce dersindeki başarı durumunu hangi nedenlere bağladığını tespit edebilmek amacıyla yürütülen akademik bir çalışmada kullanılacaktır. Ankete içten ve dürüst olarak cevap vermeniz bu çalışmanın doğru sonuçlara ulaşması açısından çok önemlidir. Aşağıda yer alan ifadeleri kendi düşüncelerinize göre değerlendiriniz. Lütfen ankette yer alan her bir madde için "kesinlikle katılmıyorum", "katılmıyorum", "fikrim yok", "katılıyorum" ve "kesinlikle katılıyorum" seçeneklerinden kendinize en uygun olanı işaretleyiniz ve işaretlenmemiş hiçbir madde bırakmayınız. Anketin üzerine kimliğinizi belirten hiçbir şey yazmayınız. Vereceğiniz yanıtlar kesinlikle gizli tutulacak ve sadece akademik çalışmalarımda kullanılacak, okul derslerinize veya notlarınıza hiçbir etkisi olmayacaktır.

Katılımınızdan dolayı teşekkür ederim.

Aybüke Demet ÖREN

CAUSAL DIMENSION SCALE (CDS-II)

(Nedensel Boyutlar Anketi)

Aşağıdaki ifadeleri okuyarak kendi durumunuza en uygun olan rakamı seçiniz.

1: Kesinlikle Katılmıyorum, 2: Katılmıyorum, 3: Emin Değilim, 4: Katılıyorum, 5: Kesinlikle Katılıyorum

	Benim bu ölçüde başarılı veya başarısız olmam;	**Kesinlikle Katılmıyorum**	**Katılmıyorum**	**Fikrim Yok**	**Katılıyorum**	**Kesinlikle Katılıyorum**
1	Benim bir özelliğimi yansıtmaktadır. (Çaba, Yetenek, Beceri, Motivasyon, Tutum, vb.)	1	2	3	4	5
2	Benim elimdedir.	1	2	3	4	5
3	Kalıcıdır.	1	2	3	4	5
4	Kontrolüm altındadır.	1	2	3	4	5
5	Başkalarına bağlıdır. (Hocalar, arkadaşlar, aile, vb.)	1	2	3	4	5
6	Benden kaynaklanmaktadır.	1	2	3	4	5
7	Zaman içinde değişmez.	1	2	3	4	5
8	Başkalarının denetimindedir. (Hocalar, arkadaşlar, aile, vb.)	1	2	3	4	5

	Benim bu ölçüde başarılı veya başarısız olmam;	**Kesinlikle Katılmıyorum**	**Katılmıyorum**	**Fikrim Yok**	**Katılıyorum**	**Kesinlikle Katılıyorum**
9	Kendimle ilgilidir.	1	2	3	4	5
10	Benim denetimim altındadır.	1	2	3	4	5
11	Hep böyle kalacaktır.	1	2	3	4	5
12	Diğer insanlar tarafından kontrol edilebilir.	1	2	3	4	5

Kişisel Bilgiler:

Aşağıdaki bilgilerden kendinize uyanları işaretleyiniz.

1) Sınıfınız: 9 ( ) 10 ( )

2) İngilizce öğrenme sürecinde kendinizi başarılı buluyor musunuz?

Evet ( ) Hayır ( )

3) İngilizce dersinden olduğunuz son sınavdan aldığınız notu yazınız. (……)

4) İngilizce dersi için herhangi bir yardım alıyor musunuz?Evet ( ) Hayır ( )

5) Yanıtınız Evet ise, aşağıdaki ifadelerden size uygun olanlarını işaretleyiniz.

( ) İngilizce dersi için bir dershaneye/kursa gidiyorum.

( ) İngilizce dersi için özel ders alıyorum.

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

( ) Diğer (lütfen belirtiniz) ……

6) İngilizce dersine ne sıklıkta çalışırsınız?

( ) Düzenli çalışırım

( ) Yalnızca sınavlardan önce çalışırım

( ) Çalışmam

( ) Diğer (lütfen belirtiniz) ……

D. CAUSAL DIMENSION SCALE (CDS-II) ENGLISH VERSION

Dear Students,

This scale will be used in a research study which aims to find out to what students attribute their success or failure in English language learning. It is of utmost importance that you fill in the scale candidly and honestly in order to ensure that the study reaches accurate results. Please read the statements below and rate them according to your opinion by choosing one of the options 1- Totally Disagree, 2- Disagree, 3- No Idea, 4- Agree, 5- Totally Agree for each of the items below and do not leave any items unmarked. Do not write anything that could reveal your identity on the paper. All of your responses will be kept confidential and used only in my academic studies; they will have no influence on your lessons or grades.

Thank you for your participation.

Aybüke Demet ÖREN

CAUSAL DIMENSION SCALE (CDS-II)

Read the items below and mark the number which best fits your opinion.
1: Totally Disagree, 2: Disagree, 3: No Idea, 4: Agree, 5: Totally Agree

	My success or failure in English (is) / (something that) ...	**Totally Disagree**	**Disagree**	**No Idea**	**Agree**	**Totally Agree**
1	Reflects an aspect of myself (effort, ability, etc.).	1	2	3	4	5
2	Manageable by me.	1	2	3	4	5
3	Permanent.	1	2	3	4	5
4	I can regulate.	1	2	3	4	5
5	Over which others have control (family, friends, teachers, etc.).	1	2	3	4	5
6	Onside of me.	1	2	3	4	5
7	Stable over time.	1	2	3	4	5
8	Under the power of other people.	1	2	3	4	5
9	Something about me.	1	2	3	4	5
10	Over which I have power.	1	2	3	4	5
11	Unchangeable.	1	2	3	4	5
12	Other people can regulate.	1	2	3	4	5

Demographic Information:

Please mark the items that are true for you.

1) Class: 9 ( ) 10 ( )

2) Do you perceive yourself as successful in English language learning process?

Yes ( ) No ( )

3) Please write your English final exam score here. (……)

4) Do you get any help for learning English? Yes ( ) No ( )

5) If yes, mark the statements that fit you.

( ) I go to a language course.

( ) I have a tutor.

( ) Someone in my family who is competent in English helps me.

( ) Other (please state) ……

6) How often do you study English?

( ) Regularly

( ) Only before exams

( ) I do not

( ) Other (please state) ……

E. REFLECTIVE ESSAY INSTRUCTIONS

Write a reflective essay (2-3 paragraphs) that includes the causes you attribute to your success or failure in learning English

F. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Ören, Aybüke Demet

Nationality: Turkish (T.C.)

Date and Place of Birth: 7 April 1098, İstanbul

Marital Status: Married

Phone: +90 532 333 55 48

E-mail: ademetoren@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BA	Marmara University	2005
High School	Private Coşkun High School	2000

WORK EXPERIENCE

Year	Place	Enrolment
2014 - Present	Maltepe Orhangazi Anatolian Imam Hatip High School	English Teacher
Feb. - Jun. 2014	Kartal Anatolian Imam Hatip High School	Substitute Teacher
2010 - 2014	Maltepe Anatolian Imam Hatip High Sch.	English Teacher
Mar.- Aug. 2010	Kartal Mehmet Akif Ersoy Anatolian Imam Hatip High School	English Teacher
2007 - 2009	Pendik Faruk Nafiz Çamlıbel High School	English Teacher
2005 - 2007	Küçükçekmece Eşref Bitlis High School	English Teacher
2004 - 2005	Deulcom International Language Course	English Teacher

FOREIGN LANGUAGES

English (Advanced), German (Elementary)

PUBLICATIONS

1. **Ören, A. D.**, Öztüfekçi, A., Kapçık, A. C., Kaplan, A., & Uzunkaya, Ç. Y. (2017). Building awareness of World Englishes among university preparatory students. *International Online Journal of Education and Teaching/ISSN: 2148-225X, 4*(4), 483-508.

2. Kapçık A., Öztüfekçi, A., **Ören, A. D.,** Kaplan, A., Uzunkaya, Ç. Y. & Mede, E. (2018). Mentoring university preparatory students through World Englishes (WEs) integrated courses. In K. Dikilitaş, E. Mede & D. Atay (Eds.), *Mentorship strategies in teacher education.* (pp. 77-96). IGI Global.

PRESENTATIONS

1. **Ören, A. D.,** Öztüfekçi, A., Kapçık, A.C., Kaplan, A., & Uzunkaya, Ç. Y. (2017). *Building awareness of World Englishes among university preparatory students.* Paper presented at GlobELT 2017; The Third International Conference on Teaching and Learning English as an Additional Language, 18-21 May, İzmir, Turkey.