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**Exploring Locus of Control Orientations of Turkish Efl Learners andthe Relationship
between Attributional Retraining and Academic Achievement: An Application ofan
Educational Training Programme**

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(Doctoral Thesis)**


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Declaration

I hereby declare that the Doctoral Thesis “Exploring Locus of Control Orientations of Turkish Efl Learners and the Relationship between Attributional Retraining and Academic Achievement: An Application of an Educational Training Programme”, which was written by myself, has been prepared in accordance with the ethical scientific values, and all the sources which I have used are contained in the references.



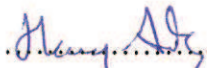
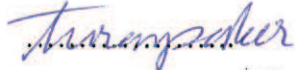

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Foreword

This doctoral thesis started a long time ago in a city that always makes me happy both itself and the people I met there. It was an amazing journey full of joy, sincerity, and, of course, full of tasks that created and shaped my career. During this journey, many people put a brick into the wall and I want to thank many people for their contributions. I specially thank to my thesis supervisor, Dr. Aysun YAVUZ for her support, and encouragement during the this journey.

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Abstract

Exploring Locus of Control Orientations of Turkish Efl Learners and the Relationship between Attributional Retraining and Academic Achievement: An Application of An Educational Training Programme

The focus of this research is on investigating learners' attributions with respect to their success or failure in an EFL setting with different variables such as gender, academic level and socio-economic status of the participants. A further concern was to evaluate the potential contribution of an attribution retraining intervention program to improve participants' internal locus of control, and finally, to find out whether this attribution retraining intervention program has an effect on academic achievement.

This experimental study was designed based on a pretest-posttest model and was conducted with the participants in School of Foreign Languages at Pamukkale University during 2013-2014 academic year.

The study conducts an attribution retraining intervention program in addition to a questionnaire, semi-structured pre- and post-interviews, self reports. An eight-week training program on attributional retraining intervention program was administered to an experimental group of 20 learners who were purposively selected.

The findings of the questionnaire were analyzed through SPSS 20 Program (Statistical Program for Social Sciences) and the pre- and post interviews were analyzed through qualitative content analysis.

Significant differences were found between experimental and control groups and also successful and unsuccessful students within the experimental group. Participants attributed their success to internal attributions rather than external ones, whereas they attribute their failure to both internal and external ones. No significant gender differences were observed from the findings. Socio-economic status of the participants was another important concern of

the study. It was found that participants with low socio-economic status attribute their failure to external attributions more than the participants with good or average socio-economic status.

Findings of the study were discussed in the light of the relevant literature and some suggestions for further studies were made.

Key Words: Attribution, Attribution retraining, Academic Achievement, Socio-economic Status

Özet

İngilizceyi Yabancı Dil Olarak Öğrenen Türk Öğrencilerin Denetim Odaklarının Belirlenmesi ve Yükleme Eğitimi ve Akademik Başarı Arasındaki İlişki: Bir Eğitim Programı Uygulaması

Bu çalışmanın başlıca amacı katılımcıların cinsiyet, akademik seviye, sosyo-ekonomik statüleri gibi farklı değişkenler esas alınarak Yabancı Dil öğrencilerinin başarı ve başarısızlığa yönelik yüklemelerini belirlemektir. Çalışmanın bir diğer amacı, öğrencilerin içsel öğrenme kontrolünü geliştirmeyi amaçlayan bir yüklemelere müdahale eğitimi programını değerlendirmektir ve son olarakta, bu yükleme müdahale eğitiminin katılımcıların akademik başarıları üzerinde bir etkisinin olup olmadığını ortaya çıkarmaktır.

Bu deneysel araştırma, ön-test son-test modeline dayanmaktadır ve 20 öğrencinin katılımıyla 2013/2014 Akademik yılında Pamukkale Üniversitesi Yabancı Diller Yüksekokulunda uygulanmıştır.

Çalışma bir ankete, yarı yapılandırılmış, çalışma öncesi ve sonrası yapılan görüşmelere ek olarak bir yükleme eğitimi müdahale program deseni kullanılmıştır. 8 haftalık deneysel eğitim programı örneklem yoluyla seçilmiş ve katılımcılara uygulanmıştır.

Anket çalışmasının bulguları SPSS 20 Programı yoluyla analiz edilmiştir ve deney öncesi ve sonrası görüşmeler de ise döküman analizi yöntemi kullanılmıştır.

Deney ve kontrol grupları arasında ve hatta deney grubu içerisinde önemli farklılıklar bulunmuştur. Katılımcılar başarıya yönelik yükleme sebeplerini içsel yüklemelere bağlarken, başarısızlığa yönelik yüklemelerini ise dışsal faktörler oluşturmuştur. Cinsiyetle ilgili farklılığa rastlanmamıştır. Bu çalışmada sosyo-ekonomik durum çalışmanın başka bir boyutudur. Sosyo-ekonomik durum kötüleştikçe katılımcıların başarısızlığı dışsal faktörlere, iyileştikçe ise içsel faktörlere bağladıkları tespit edilmiştir.

Elde edilen veriler ilgili literatür ışığında tartıřılmış ve ileriki alıřmalar için önerilerde bulunulmuřtur.

Anahtar Sözcükler: Yüklemeler, Yükleme Eđitimi, Akademik Başarı, Sosyo ekonomik durum

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Abbreviations

APA	American Psychological Association
AR	Attributional Retraining
EFL	English as a Foreign Language
ESL	English as a Second Language
PISA	Program for International Student Assessment
SD	Standart Deviation
SEM	Standart Error Mean
SES	Socio-Economic Status

CHAPTER I

1. INTRODUCTION

It is an indispensable fact that human beings try to understand what the reasons are behind and question the reasons underlying a specific result, and try to find the deeper understanding of the event, and change and develop the process when the result is negative or inadequate. To answer these reasons, people ask themselves and each other “why” questions, and as the modification to these questions, people try to change their behaviors and thoughts. In education, people try to do these changes through their living, under desired way and intentionally. Although education and teaching are the two key terms that are mostly used interchangeably and in the same meaning, there are some important differences between these two terms. Education, in broad terms, is the process of changing behaviors; on the other hand, teaching is the process of changing behavior according to an education program systematically. While education can be anytime and anywhere, teaching is mostly in schools (Demirel, 2009).

Furthermore, another important term in addition to education and teaching is “learning”, because the notions, “education”, and “teaching”, come to life when there is a “learner”.

According to Woolfolk (2004), learning is the relatively persistent and observable change in a person’s knowledge and behavior as a result of the interaction with the environment. These changes can be intentionally or unintentionally, to better or worse, and consciously or unconsciously. However, in the process of education and learning, whether

“learner” or “teacher”, human being is the focus domain, so when there is an interaction between human beings, it is inevitable that human psychology will be one of the most important concerns. In education context, in theory and application processes, human psychology must be taken into consideration. As a result, attitudes of the learner, their preferences towards learning, and psychological factors that affect these preferences attract educational researchers’ and academicians’ attraction in the age of humanistic approaches, and during the last few decades, researchers have spent a lot of effort on cognitive aspects of learning (Altan, 2006).

It is known that the learner should be willing motivated to learn actively to implement the effective learning and teaching process. In another words, unless the learner is motivated, however successful your materials, curriculum and methods are, the learning- teaching process can end up with a failure because of an unmotivated learner. Thus, motivation appears to be at the heart of the teaching-learning process.

The term “motivation” is a central construct in psychology and educational psychology, and in correlation with motivation, Attribution theory achieved a unique status among contemporary motivation theories, and subsequently, it became the dominant model in research on student motivation (Dörnyei, 2003). Attribution theory mainly deals with how motivation of success is influential in language learning. Finding out and describing the attributions of the learners, being aware of the reasons underlying these attributions and trying to treat these attributions is of a great importance to motivate the learners and improve their success in learning.

1.1 Problem Statement

“Why do people fail?” is probably the most frequently asked question both by people themselves, and in this context, by teachers and learners sharing the same classroom. In

language learning classrooms, this question may be more complex as learning a foreign language is a very different area of learning because no other field of study necessitates learners to take social risks, and it is highly related to personal factors (Horwitz, 1990). Another reason is that although learning a foreign language may seem as a “learnable” school subject and contains grammatical rules that are taught explicitly, it is a social event and it is socially and culturally bounded (Williams, 1994).

As the individual factors gain importance, factors affecting learning and achievement are believed to unearth the key to success, and it takes the great attention of all stakeholders in education ranging from researchers to institutions and, of course, the learners. Psychological factors including motivation are among the most important driving forces that direct a goal (Schunk, 1990). It should be noted that psychological factors are important in motivation and achievement for a specific goal, however, just being aware of psychological factors and the relationship between psychology and achievement does not help teachers and learners to understand the reasons for failure deeply and help them to be more successful, so, in order to gain knowledge about psychological factors and achievement and also individual differences, knowledge of the factors paving the road to success is highly critical.

As a result, researchers turned their way to explore reasons why some learners are more successful and motivated than others and it forced them to question deeper reasons for failure such as past experiences, socio-economic differences and sometimes culture, which lead the researchers and teachers to search for the underlying reasons for failure, so for the last two decades, there has been a great interest in the universities in Turkey to start Foreign Language Teaching programs in the first year of the students from different departments ranging from faculty of medicine to some programs in the faculty of education or engineering. As a result of starting these programs, the number of students receiving foreign language teaching programs in these classrooms has increased rapidly over the past two decades. As the

learner is the centre of learning, a successful implementation of these foreign language teaching programs in 85 universities cannot be possible if the role of the learner is neglected (Weiner, 1985). With this respect, the most prominent role, indispensably, belongs to the learner. Moreover, without being aware of the psychological and individual differences in the same classroom would make the program defective and inconclusive, however, having knowledge on the attributions, backgrounds, differences and needs of the learners would certainly improve not only the performance of the learners but also the teachers and the program itself.

Despite the primary importance of the psychological and individual differences of the learner, there is a lack of studies on their attributions towards success and failure in foreign language teaching programs in the first year of the universities although learners have different educational and socio-economical backgrounds. If educators, researchers and teachers have knowledge about attributions of the students, they can redesign or modify their programs or design an attribution retraining program rather than teaching in the same way. Moreover, when learners are aware of their attributions to their failure or success, and how these attributions lead to behaviors and motivation, they will be able to change some maladaptive behaviors into more favorable ones, so that they can provide self-control and it may have a positive effect on language learning process, and it may improve their performance (McDonough, 1989)

To sum up, the lack of studies to unearth the attributions of EFL learners in foreign language teaching programs in the first year of the universities, and also uninvestigated practices in terms of attribution retraining programs and their effects on the success or failure of the learners gives the study further credibility.

1.2 Purpose of the Study

The main purpose necessity of searching for ways to understand the reasons why some learners learn more effectively than others has become one of the great domains in socio-constructivist theory, which focuses on the journey through individual differences and traces the people have built since their birth, and this sparked the interest to the learners themselves and the tasks with which they are faced (Williams & Burden,1997), the messages transmitted by their teachers (Feuerstein et al., 1991), the nature of the learning environments (Fraser, 1998) and their own perceived capabilities (Bandura, 1997).

The purpose of this study is to investigate the Turkish English as a foreign language (EFL) learners' attributions for their success and failure with different variables such as gender, level of English proficiency, and socio-economic background. By covering all these data and variables, as another particular focus of the study the study applies an attribution retraining program to change the participants' attribution perceptions from external ones to internal ones and to what extent this attribution retraining program makes a difference in the achievement scores of the participants. In the academic domain, the study is twofold. Firstly, investigating all these concepts will help all the stakeholders to be aware and understand the reasons behind the learners' success and failure in a wide range including socio-economic differences, gender, and level of proficiency. Secondly, it will evaluate the effectiveness of an attribution retraining program and how much it can help the learners improve their performance.

With respect to these aims, the study posed the following research questions:

1. To what factors do the Turkish EFL learners attribute their success in English language learning?
2. To what factors do the Turkish EFL learners attribute their failure in English language learning?

3. What is the role of gender, level and socio-economic background on the attributions of success and failure?
4. Does AR (Attribution Retraining) program change the participants' attributions from external to internal?
5. Does AR (Attribution Retraining) program makes any significant difference in the participants' achievement (final test grades)?

1.3 Significance of the Study

Trying to find out the reasons why the things happen has always charmed people as they always want to control their own world to predict and control the events (Hunter & Barker, 1987), so they observe the things happening around, and seek ways to understand and forecast the causes (Pintrich & Schunk, 1996). People always question the outcome of an event in their minds and they attribute different causes or reasons that may change or be alike with other people and these descriptions which people think or feel are called as attributions (Hsieh & Schallert, 2008). In that sense, this study is significant due to some reasons. Firstly, although some aspects of the attribution theory have been investigated both in Turkey (Saticilar, 2006; Semiz, 2011; Ozkardes, 2012) and in other countries by the researchers from different majors (Stevenson & Lee 1990; Christenson et.al. 1992; Moore & Chan 1995; O'Sullivan & Howe 1996; Georgiou 1999; Williams & Burden, 1999; Pintrich & Schunk, 2002; Williams, Burden, Poulet & Maun, 2004; Peacock, 2009), some important parts of the theory such as socio-economic backgrounds of the learners and a longitudinal retraining program designed by considering some specifications including strategy training, and the effect of the strategy program to academic achievement have not been investigated. In that sense, teachers, psychologists and all the stakeholders shaping the education context are concerned with these explanations to improve the learning and motivate their students

(Williams & Burden, 1997). Therefore, the present study is unique as it represents some additional points and a specific retraining program and these points are beneficial for active teachers who implement a similar program because results concerning learners' perceptions can be important for improving learners' performance in learning a foreign language and help educators modify or reconstruct the content of their programs.

Secondly, this study gives insights about the attributions of learners in a foreign language learning program in their first year. Weiner (2000) states that learners always try to find out information which may explain the reasons why they have succeeded or failed. During this stage, various causes regarding with their success and failure are ascribed, and attributions have a significant effect on their future performance and motivation. As the learner is in the centre of language learning, and it is more than a specific course, the results of the study will be useful for learners to gain understanding of their attributions towards learning a language, and also how they can change their attributions from external ones to internal ones through an attribution retraining program. When learners are aware of their attributions to their failure or success, and how these attributions lead to behaviors and motivation, they will be able to change some maladaptive behaviors into more favorable ones, so that they can provide self-control and it may have a positive effect on language learning process, and it improves their performance (McDonough, 1989).

Thirdly, this study provides findings for the institutions such as universities, school of foreign languages and colleges. In Turkey, institutions applying foreign language education programs have different plans and strategies for teaching the target language. However, the findings regarding with gender, level of the learners, and also the socio-economic backgrounds of the learners should be taken into consideration and can yield results that should be included in the program for students to improve their performance.

Finally, embedding an attribution retraining program into foreign language teaching program can change perceptions of learners related to learning English which can support foreign language teaching programs and can help to improve the performance of learners.

1.4 Assumptions of the Study

Taking into consideration the steps of this study, there are some assumptions. Firstly, it is assumed that as they were all informed about the study and process of the study, all the participants take part in the study willingly, and it is also assumed that the items and questions in the interview and questionnaire were answered honestly and in a sincere way.

In addition, data collection instruments were checked and analyzed by the experts in the field to ensure the validity and reliability of the data collection instruments. For that reason, it is assumed that the data collection instruments in this study are valid and reliable.

Finally, the attribution retraining program designed by the researcher under the lights of literature is assumed to be appropriate for this study, and time allocated for the retraining program is sufficient, and the content is suitable to conduct this study.

1.5 Limitations of the Study

Several limitations should be considered in this current study. One limitation is regarding with the case selected by the researcher. The study was conducted in Pamukkale University School of Foreign Languages in the academic year 2012-2013, therefore, the data gathering and analyzing is limited to the selected case and cannot be generalized for all EFL learners in Turkey.

Secondly, the content of the attribution retraining program was designed and implemented by the researcher himself, thus, the content and results of the study may differ from the other studies designed.

The final limitation can be described as the duration of the study. The attribution retraining program was an 8 week program, and it can be assumed that a more longitudinal study could yield more generalizable results.

1.6 Literature Review

1.6.1. Introduction

This chapter aims to summarize the literature on individual differences in foreign language learning. First, a general view of individual variations is represented. Then, ‘intelligence’, ‘cognitive styles’ and ‘learning styles and preferences’ are reviewed and explained.

1.6.2. Attribution theory: background and definition

As social psychology gained importance, and individuals try to seek answers to the events in a meaningful way rather than attributing the reasons and results to destiny, religion or tradition, people had a strong desire to find out the reasons and put the world around them in order. As cognitive theories were gaining grounds in 1960s and 70s, individuals were trying to find the causes (Slavin, 2000). During that time, Heider (1958) was the first to propose a systematic analysis of causal structure, and he is known as the founder of *“Attribution Theory”*.

Heider’s attribution theory simply based on a three-step process: (1) it is strongly believed by the individuals that there are causes behind behaviors (2) people believe that it is important to find out why others behave as they do; and (3) the cause of a behavior is in a person, a situation, or both (Sweeton & Deerrose, 2010). As a result, for the first time, personal causes were differentiated from situational ones.

According to Heider (1958:146), understanding and being aware of the causal structure of human behavior is significant as it has an important effect on expectancy for future success and behaviors. Accordingly, he states that consciousness of the causal structure of human behavior is a great limestone and factor for people's future expectancies and behaviors. Heider's attribution theory (1958) claims that individuals need a basic description to define and arrange the events in an order. Individuals who attributes the events in a meaningful way have more chance to control and understand the environment (Kelley,1967). Fritz Heider's studies constitute the basis of the theory today known as attribution theory. Attribution theory has originated in the field of social psychology to explain how people regard the causes of events and behaviors (Heider, 1958). According to Heider, individuals have the necessity to predict and affect what the outcome of a specific event will be, so ,to reach the goal, the best way is to understand and describe the specific reasons of the behaviors (Kelley, Michela 1980).

Heider's definitions and classifications on understanding of attributional structure inspired other psychologists and researchers to look into the processes by which people explain their own successes and failures (Ozkardes, 2012). His attributional structure was taken up and extended by many social psychological researchers such as Rotter, 1966 and Weiner, 1986).

Rotter (1966) was the first psychologist that made a clear distinction between internal and external factors and he also introduced *locus of control* dimension to the attribution theory as he claimed that some individuals are tended to perceive themselves in control of events in their lives, while others see events and results beyond their control and environmental circumstances affect them.

Kelley advanced Heider's theory of attribution and tried to find out the underlying reasons how people decide whether to make external or internal attributions (Kelley & Mihella, 1980).

With these advances and clarifications on attribution theory, it did not take a great time to adapt it into educational context although attributions on success and failure were first used in sports and for athletes.

Bernard Weiner broadened Heider's ideas and had a great contribution to the development of attribution theory. The most important contribution of Weiner is to link between attributions and locus of control (Weiner, 2010). Attributions for Heider is how a person make inferences on his environment in order to have a foresight to control what is going around, and provide some benefits by functioning like a mirror reflecting the world.

What Weiner suggested with his attribution theory in 1986 is that student attributions concerning success and failure consist of three dimensions as locus of control (internal or external), stability (stable or unstable), and controllability (controllable or uncontrollable).

“As individuals grow and get knowledge on both himself/ herself and also the environment surrounding, s/he can attribute her/his success or failure to different reasons (Gronhaug & Falkenberg, 1989: 23).”

According to the earliest attribution theory of Weiner, attributions for success and failure are generally based on four causes, specifically ability, effort, task difficulty and luck, which are the most remarkable factors in achievement outcomes (Weiner, 1974). Skehan explains that the relationship between attribution theory and language learning stems from causal factors that affect academic achievement.

When it comes to definition of attribution, it is clear that attribution theory deals with what reasons people ascribe as the causes for their success and failures (Slavin, 2000), and it took its place in educational psychology in the mid 1970s.

Attribution theory can also be called as common sense psychology since it deals with the human behavior. (Kelly, 1992).

According to some other definitions, attributions are qualified as the explanations made by people so that it would be possible to control similar events likely to happen in the future (Heider, 1958; Weiner, 1979). According to Weiner (1991), it is of critical issue for human beings to find out the reasons for the specific events they observe.

The aim of attribution theory is to determine what students think about the reasons of their failure or success during their academic progress.

On the other hand, in educational context, when individuals succeed or fail in a task or test, they attribute the results to different reasons. As these reasons can differ according to the personal traits and characteristics of individuals, it may affect their future judgments. In short, attribution theory examines what kind of reasons individuals attribute to for their success or failure.

Weiner (2000) also suggests that student attributions may reflect students' expectations, values, emotions, and beliefs about their competence.

While attribution theory describes the behaviorist reasons, it also focuses on how the motivation of the individuals should be enhanced. Attribution theory forms a basis on the outcomes of the events and tries to define the real underlying reasons and tries to modify, develop and motivate the individual rather than describing them with unrealistic and external reasons (Weiner, 1992).

1.6.2.1. *Main attributions in Attribution theory*

Since the foundation of attribution theory, there have been many causes but ability, effort, task difficulty and luck are always the most prevalent causes to which learners ascribe their achievement (Weiner, Russell & Lerman, 1979).

Weiner (1992) states that success and failures can be attributed to:

- ability
- effort
- task ease
- good luck

1.6.2.1.1. Ability

According to Graham (2004) two distinguishing factors explaining success in western culture are effort and ability, while they are supposed to increase motivation. Ability has always been one of the most frequently mentioned attributions by learners to explain their success or failure. The past experiences of the individuals have a great effect on ability attributions, and individuals always compare their abilities with others'. According to Bernard Weiner (1992), subjective reasons to which people attribute their past successes and failures have a significant effect on our motivational disposition. Accordingly, as the individual attributes his/her failure to ability, it is unlikely to try to achieve that particular task because, in his/her opinion, his/her ability is not enough to accomplish the task and as s/he cannot control and change ability, s/he thinks that however hard s/he tries, his/ her performance will not improve. For that reason, learned helplessness occurs, which is a situation individuals think, however they think they are motivated, they think they will not be able to succeed. As Keblawi (2009) claims, this situation happens when learners feel they lack control on the outcome desired. On the contrary, when ability is attributed for success and achievement, they feel proud and happy, and as a result, self-esteem is enhanced. Self-esteem is highly related to achievement motivation (Thompson, 1994) and ability is the most important factor that influences self-esteem (Covington, 1992). To sum up, students with higher self-esteem are more likely to achieve and have a greater expectation for success.

1.6.2.1.2. *Effort*

In Turkish context, it is sometimes fun and joyful that when learners are successful, they ascribe the reasons to their effort, on the other hand, when they fail, it is customary that they ascribe their failure that the teacher is the reason for them to fail. There is no doubt that effort is one of the most important factors which is cited by individuals when they account for their success or failure. When a learner fails, s/he tries to find out the reasons behind it. On the other hand, if he failed in a specific exam, although he was successful in the previous ones, this failure can easily be attributed to insufficient effort.

Weiner (2010) indicates that if students explain their high grades as resulting from great effort, they will feel high self-satisfaction and pride. On the other hand, when learners attribute their failure to lack of effort, they feel regret or feel guilty because they feel responsible for their failure. According to Chan (1994) and Youlden & Chan (1994), successful students attribute their success and failure to effort, which is a factor they can control.

1.6.2.1.3. *Task difficulty*

It is a great possibility for teachers in the classrooms that students always complain about the difficulty of tasks, and accordingly, when they cannot achieve the task, they may apt it to the difficulty of the task. When learners have success on a task, they may have an idea that it is because of the task and it is easily gained. Similarly, it is a high possibility again that when learners are successful at a very difficult task, they may attribute their success to good luck, and failure to bad luck (Fosterling, 2001). While tasks are on average difficulty, learners attribute to internal factors such as effort and ability (Bar-tal, 1978:264), when tasks are difficult, attributions of the individuals are more likely to luck, on which individuals think that they have less control, so they feel less responsible for the results of the event.

1.6.2.1.4. Luck

Luck is another factor learners attribute their success and failure. It is always common in Turkish settings and classrooms that students tell each other that s/he was luck because the tasks in the test or during the classes were what s/he studied before, or they tell that although s/he studied or challenged on most of the task, it was a bad luck that teacher/test or task was about the other part s/he did not study. In this situation, they believe that they did their best and they do not feel responsible or pride at a great extent. For this reason, when “luck” is the factor attributed for success and failure, it is less likely to expect a better performance. Weiner (1972) states that when learners always attribute their success or failure, there would be no or less improvement in their performance as they do not have ability to achieve it, as they always think that luck is the determinant factor.

1.6.2.2. Causal dimensionality

Weiner (1986) inclined attribution dimensions to attribution theory, which was one of the most influential developments in the theory.

As mentioned in the previous parts, Heider (1958) developed the first systematic analysis of causal structure and asserted that two sets of conditions cause individuals decide and feel on the results; factors within the person and factors deriving from environmental factors.

However, Weiner (1985) stated that the comparison between internal and external individuals in psychology became dominant with the work of Rotter (1966), and Weiner et al. (1971) claimed that while some internal causes are stable, and others are not, so a second dimension to causality is a necessity (cited in Saticilar, 2006). As a result, Weiner et al. (1971) developed a more detailed scheme and causes such as ability, effort, task difficulty and luck were categorized as internal and stable, external or unstable. In this respect, ability was

classified as internal and stable, effort as internal and unstable, task difficulty as external and stable, and luck was considered external and unstable.

This scheme was another great contribution to the theory, however, Rosenbaum (1972) claimed that intentions should gain a place in the theory so mood, fatigue, and temporary effort should be taken into consideration although they are changeable, and as a result, Weiner (1979) offered this feature as controllability dimension.

In 1986, the latest formulation of attribution theory was shaped by Weiner, stating that some events are attributed to causes which are the dimensions of locus of causality, stability, and controllability.

1.6.2.2.1. *Locus of control*

Lim (2007) asserts that if learners have a sense of internal locus of control, their previous successes influence their future expectations of success positively, while their previous failures affect perceived probability of future success negatively. However, if individuals have sense of external locus of control such as luck or other uncontrollable factors, they are less likely to connect their previous failures or successes to expectancies of future outcomes. Williams & Burden (1999:194) suggest that locus of control is a perceived location of a cause as internal or external to the individual. In other terms, locus refers to the degree to which outcomes are perceived to be intrapersonal factors or the factors that come from environment. The beliefs regarding locus of control depend on the outcomes, and whether they are controlled by personal characteristics, actions or they are beyond individuals' control and affected by environmental circumstances (Rotter, 1966).

Ability, effort, and aptitude can be categorized as internal factors, luck and task difficulty are examples of external factors. As mentioned in the previous parts, when a learner thinks that he succeeded because the task was easy enough, s/he makes an external attribution,

on the other hand, if the learner thinks that s/he can not be successful in English classes as s/he does not have “ability” in English, s/he makes an internal attribution (ability). With that respect, researchers and psychologists began to look into more details and like many researchers (Weiner, 1986; Peacock, 2009). Santrock (2004) claimed that internal attributions are more likely to result in bigger changes rather than external attributions and adds that internal locus of causality brings about pride and growth in self-esteem in successful outcomes. To illustrate; one can experience happiness following a high grade in an exam however, s/he can be proud only when s/he ascribes the reasons of success to internal causes like ability and effort. On the contrary, if s/he believes that success is due to the teacher who gives only high grades, it becomes unlikely to experience pride. Thus, in a success situation, people feel pride (self-satisfaction) when they can attribute their performance to either ability or effort, both internal causes. However, if as Bartal (1978) emphasized, they attribute their success to good luck or the ease of the task which are external causes, people feel considerably less pride.

1.6.2.2.2. *Stability*

Stability can be described as “the potential changeability of a cause over time” Williams & Burden (1999:194). Stability dimension is important and closely related to the expectations of learners’ for their future performance. While stable causes (ability, task difficulty) and conditions lead to similar performance and outcome in the future, unstable causes may change and different performances can be expected (Woolfolk, 1998).

In other words, it is related to permanent situations or temporary and changeable ones.

Therefore, if students attribute their failure to effort which is an unstable attribution, they can improve their performance next time by studying harder. When failure is attributed to task difficulty by the learners, low expectancy for success are more likely to comes out.

Similarly, if students think that his failure is from an unfair or demotivated teacher, which is a stable condition, it can be assumed that his/her future performance may not improve greatly (Weiner, 2000). It can be inferred that the stability dimension has a great effect for the expectation for future success or failure.

1.6.2.2.3. Controllability

Controllability is the last dimension and as it can be understood from its name, it is about to what extent an event or outcome is under the control of the individual. It is one of the most important terms in attribution theory as distinguishing the events or outcomes as controllable or uncontrollable affects the future performance. There is no doubt that when an individual thinks an event is under his/her control, s/he is more likely to be persistent for future performance. Similarly, when an individual thinks that a cause is out of his/her control, s/he will be less persistent in his/her efforts for future performance.

Dörnyei (2001) states that failure attributed to uncontrollable factors hinder achievement. If learners attribute their failure with stable and uncontrollable causes, they will hesitate and unmotivated to improve effort for their future so their motivation and performance are likely to decrease or even vanish completely. They believe that whatever they do and however hard they study, there is no or little chance to achieve and change the outcome. To sum up, beliefs in stable and uncontrollable ones not only block motivation but also lead to learned helplessness.

The controllability dimension is also associated with feelings such as anger, gratitude, embarrassment, guilt, pity, and shame. Weiner (2000) asserts that controllability has an influence on whether guilt or shame is experienced after the nonattainment of a specific goal. For example; if a student attributes his/her failure to insufficient effort, which is internal and controllable, he often feels guilty because s/he is aware that if s/he had put enough effort, a

better outcome would have been gained. On the other hand, if s/he ascribes it to lack of ability or aptitude, which is internal but uncontrollable, often feelings of shame, embarrassment, and humiliation will be aroused. This is because, in such cases, the learner has no control over the outcome (Ozkardes, 2012). Furthermore, Woolfolk (1998) claims that when learners succeed at a controllable task, they may feel proud, however, when they succeed in a task which is an uncontrollable, they are likely to feel lucky or grateful.

1.6.2.3. Attributions for success and failure

In literature, it is possible to come across some studies on the relationship between causal attributions about success-failure and motivation.

Weiner suggest that attributions are the reasoning way of students related to their academic success (1985). Attribution theory derives its significance from the fact that it has an effective role in students' academic life as it can change learner expectations concerning future success, their affective states, and their subsequent behavior and performance (Weiner, 1985, 2000).

Weiner (1970, 2000) emphasized the importance of identifying students' attributions which will possibly affect the achievement activities undertaken by students, the intensity of work at these activities, and the degree of persistence in the face of failure.

Studies conducted on achievement attributions demonstrate that internal attributions of achievement are connected to higher actual achievement and expected to lead to better future performance (Stevenson & Lee 1990; O'Sullivan & Howe, 1996). The findings from these studies assert that effort and ability, which are internal attributions, are closely related to achievement. It was also found in many studies that successful language learners attribute their achievement to effort and ability while unsuccessful language learners attribute their

achievement to external factors such as task difficulty and luck (Williams & Burden, 1999; Georgiou, 1999).

In another study conducted by Gobel & Mori (2007), similar findings arose, attributions for success and failure of the first year Japanese university students in English speaking and reading classes were examined. The results of the study suggested that students with low performance attributed this to lack of ability and effort, while students with high performance attributed this to their teacher and classroom.

1.6.2.4. Attribution Retraining

As for the definition of Attributional Retraining (AR), it is an intervention design prepared to support learners so that they can themselves construct a frame about their attitudes towards success and failure during their academic progress (Haynes, Perry, Stupnisky & Daniels, 2009).

Perry (2003) suggests that thanks to the training provided for students, it would become possible to encourage students to take the responsibility of their academic outcome by controlling their own perceptions especially in terms of attributions for failure, specifically for lack of ability, unstable and controllable ones, such as lack of effort and strategy.

In a study conducted by Williams & Burden (1999), concerning the success and failure, attributions of students learning French, whose ages ranged between 10 and 15, were investigated. The data was obtained through the interviews with these students. As for the result of the study, different age groups had different attributions for their success and failure. In addition, older students had more various attributions such as ability, level of work, circumstances, and the influence of others.

If it is the internal factors that matter for students in terms of their success and failure then they try to control it by spending more effort with a higher motivation. Once realising the

fact that he can control the situation, the student devotes more energy to manage his success or failure. When it comes to external factors, however, there is low possibility for student to give a try as he has already accepted the situation which he thinks cannot change.

1.6.2.5. Attribution Retraining Programs

Attribution Retraining, which is a pathway to success, aims to encourage the learners to have more positive attributions. According to Försterling (1985), the first and the most important aim of the attribution retraining is to change the behaviors of the individuals. Weiner (1985) describes attribution retraining as the theory of motivation that attempts to change the maladaptive behaviors and attributions to failure. Once attributions are retrained, they provide greater motivation to succeed because learners can try harder or use a better strategy, which may result in improved performance and effort (Schunk, 1998). Attribution retraining programs, which are also called ‘attribution intervention programs’ try to foster the expectations for success, and designed in many disciplines ranging from sports to the children with disruptive behavior and reading and literacy. There have been many attribution retraining programs designed for different disciplines and it has been stated that attribution retraining programs encourage explanatory thinking and help the students improve their performance (Försterling, 1985). In one of the earliest and major attribution retraining programs, Wank (1983) designed his study by breaking complex tasks into meaningful and manageable parts which search for ordering and organizing the information to be learned. The treatment also included setting realistic personal learning goals, and better results were obtained at the end of the study.

Secondly, as another study, Booth-Butterfield’s study (1996) was designed to enhance self-esteem of the learners, and it was aimed in the study that the more internal explanations students have the more successful they can be.

Thirdly, Seligman's ABCDE method of changing attribution styles (1990) attempted the students to question themselves, identify the adversity learners are experiencing or experienced, and as the treatment, to transform the beliefs into energization.

Nelsen's attribution retraining of children with disruptive behavior attempted to change the attributions from external to internal by setting reasonable goals, giving specific feedback to learners. He argued that, by training student's responsibility and reinforcing behaviors which are trained, disruptive behaviors of children can yield more positive results.

Finally, Dweck (2000) conducted his research called success training or attribution retraining by studying two groups, one of which got success training and the other one got attribution retraining. It was found in his attribution retraining study that attribution retraining is more promising for the learners because the group that got attribution retraining improved significantly.

1.6.2.6. Attribution in EFL studies

During the last two decades success and failure attributions have gained popularity and psychologists and researchers tried to explore success and failure attributions in learning foreign language situations. It has been widely mentioned in the literature, however, the studies related to the theory is relatively little. In a study conducted by Williams & Burden (1999), learners whose ages range between 10 and 15 were interviewed with the aim to find out their attributions towards learning French, and the results of the study revealed that age is an important factor to attribute success and failure and as the learners get older, their attributions are more complicated compared to their younger counterparts. However, most of the participants stated that "teacher", which is an external factor, is the most cited attribution factor for success. In his study, Tse (2000) investigated students' self-perception on learning a foreign language. The results showed that most of the participants attributed success in

learning a foreign language to external attributions such as teacher, family or classroom environment on the other hand, failure to insufficient effort and motivation. Many studies also suggested that the results of many studies found and supported the earlier findings that internal attributions of achievement are closely related to higher actual achievement and better outcomes (Stevenson&Lee 1990; O’Sullivan & Howe 1996). To sum up, it was found in many studies that, successful language learners attribute their achievement to internal attributions such as effort and ability while unsuccessful language learners attribute their achievement to external ones such as task difficulty and luck (Moore & Chan 1995; Williams & Burden 1999; Georgiou 1999). As for the definition of learners’ attributions, it is clear that being aware of the learners’ attributions brings some advantages to language learning and teaching. When learners are aware of their attributions they can understand the cognitive reasons behind their achievement (Williams & Burden 1997). Finally, as for educators and teachers, being aware of learners’ attributions is also helpful in classroom atmosphere as it is also an individual difference and may be helpful to understand the causes to their future performance and outcomes. (Saticilar, 2006).

1.6.2.7. Studies on attributions in EFL in Turkey

There have been recent studies in Turkey although most of the research has been done in primary and secondary school contexts and many of which are descriptive (Akça, 2011; Aydın, 2006).

Özduygu (1995) investigated the achievement attributions of elementary school students and found no significant differences between these two groups of students in terms of their attributions.

Kayaoğlu (1997), in his study of the learning strategies of Turkish EFL and ESL adult learners, explored language learners’ past and present experiences and identified the reasons

which learners attributed to success and failure in language learning using an open-ended questionnaire. The major finding was that learners attributed success and failure to different internal and external factors which seemed to affect their approaches to language learning and language behavior. Teacher-related factors and attitudinal factors were found to be the most stated reasons for success and failure. Another major result was that stable factors such as ability, a good ear and a good memory affected their strategy choice.

In another study, Can (2005) examined elementary school teachers' attributions for their perceived success and failure in their professions in terms of their causal dimensions. The results revealed that participants made more internal, stable and controllable attributions for success than they did for failure. Gender difference was also apparent as female teachers made more internal attributions for success than male teachers. Besides, male teachers tended to believe that they were more in control of their failures.

Saticilar (2006) investigated the achievement attributions of English language learners at sixth and ninth grades. The results revealed that students tended to attribute their success and failure in learning English to internal factors. Effort was found to be the most important cause for success and failure. As for the gender difference, female learners attributed their success to effort more frequently than male learners did. Male learners tended to attribute their success more to ability compared to female learners.

Büyükselçuk (2006) examined the relationship between self-efficacy beliefs and causal attributions of 342 undergraduate senior and graduate students at Boğaziçi University. Findings of the study showed that students made more external and effort attributions in failure situations regardless of the level of their self-efficacy. High self-efficacious students, on the other hand, made mostly ability attributions for their successes.

These results led her to conclude that it might be of help to use attributional retraining to change the attributional styles of low self-efficacious students in order to increase their self-efficacy.

Semiz (2011) examined the effects of a training program on EFL students' attributional beliefs, self-efficacy, language learning beliefs, achievement and effort. The training program aimed to alter EFL learners' maladaptive attributions for failure and thus enhance their self-efficacy, success and effort. A further concern was to investigate the explanations of EFL students of success and failure at Karadeniz Technical University during 2010-2011 academic year and it was found that successful students have more internal and personal attributions (effort and strategy) compared to unsuccessful students. Although no gender differences were observed, Pre-and post-test comparisons revealed significant changes in attributional beliefs.

Even though there has been an increase in the number of studies in EFL contexts both in Turkey and around the world, most appear to be descriptive in nature and there are just a few attribution retraining studies. In addition, the relationship between socio-economic status and attributions is a new research domain in the study, and also the effect of attribution retraining programs has a potential benefit to all EFL stakeholders including teachers, researcher, and learners.

1.6.2.8. *Academic achievement*

It has been found in many studies that many studies examined the role of attribution in academic achievement. In the study conducted by O'Sullivan & Howe (1996), it was found that ability is the most attributed factor stated by the students to their reading success. It was also found in many studies that successful learners mostly attribute to internal attributions and they mostly attribute to ability and effort (Platt, 1988: 1 & Kim, 1998; Georgiou, 1999). On

the other hand, it is no further surprising that, learners who are unsuccessful attributed their failure to external factors more (such as luck, effects from parents and teachers) and external attributions stated by them were correlated with their academic achievement negatively.

1.6.3. Motivation

1.6.3.1. Motivation: definitions and explanations

The Latin word “*movere*” which means “*to move*” is the root of the term “motivation” and it is the first step of this psychological construct. Motivation is in each step of human life. There is no doubt that motivation has a real and significant influence on human behavior and success (Ryan & Deci, 2000).

For this reason, motivation is a common construct which should be defined and explained. According to Harmer (1991), motivation can be defined as the internal drive that an individual has to succeed. Similarly, Velez (2007) defines motivation as the characteristic that is necessary in order to achieve anything in life; it inspires, motivates and encourages a person to do his/her best.

Williams & Burden (1997) define motivation as a drive to conscious decision to act in a cognitive and emotional way in order to achieve the aims that are previously set by the individual.

Ryan & Deci (2000:54) define motivation and state “to be motivated means to be moved to do something”. Moreover, Harmer (2001: 51) highlights motivation as “some kind of internal derive that encourages somebody to pursue a course of action”. In addition, he adds if the goal is ‘sufficiently attractive’, the person is internally driven.

Deeply, Williams & Burden (1997) present three stages for motivation:

- Reasons for a specific activity

- Reasons to decide to do for a specific activity
- Sustaining the effort, persisting

William & Burden (1997) also underline that these three stages will take place within a social context and culture and the social context and culture will certainly have an influence on choices at each stage.

The sources of motivation, how the energy inside us is moved is a very important domain in motivation research. What stimulates people's behavior can lead to intrinsic or extrinsic motivation.

1.6.3.1.1. *Intrinsic and extrinsic motivation*

Some explanations of motivation rely on internal, personal factors such as needs, interests, curiosity, and enjoyment. Motivation that stems from internal factors are called intrinsic motivation (Deci & Ryan, 1985; Woolfolk, Winne & Perry, 2011). According to Raffini (1996), what motivates people to do something when we do not do anything is called intrinsic motivation, and the activity itself is rewarding. On the other hand, when something is done to gain a reward, avoid punishment, please the teacher, in short, when external factors influence the individual's motivation, it is called extrinsic motivation (Woolfolk, Winne & Perry, 2011).

In a learning environment and school, both extrinsic and intrinsic motivation are important. According to Brown (2000), learners need to have both intrinsic and extrinsic motivation in a balanced manner to have better learning outcomes.

1.6.3.1.2. *Motivation and learning*

Motivation is a vital tool to enhance the learning and student performance in foreign language classrooms. There is no doubt that learners with high motivation for success study more, on the other hand, those with low motivation for success avoid completing the tasks they are required to fulfill. The reason why the learners with low motivation avoid studying, or study less is related to what kind of experiences individuals have in their life, how they perceive these experiences. Although two individuals have similar life experiences, they may interpret these experiences in a completely different ways, or they may attribute different values to these experiences, so these differences can affect the future behaviors of the individuals (Arik, 1996). Smith (2001) states that learners with high motivation believe in their abilities, and they have controllable outcomes (attributions), on the other hand, learners with little self-motivation feel less confidence on their personal abilities and think that it is unrealistic to achieve their goals. In literature, many different explanations on the definition of motivation can be found. Motivation has been identified as the learner's orientation with regard to the goal of learning a second language (Crookes & Schmidt 1991).

There have been many studies asserting that motivation can influence the outcomes of language learning process regardless of the language aptitude (Gardner & Lambert, 1972; Wigfield & Wentzel, 2007), so fostering positive motivation for the learners is certainly important to improve the language education for all students. Therefore, an examination not only of motivation's contribution to learning outcomes, but also of ways to foster such positive motivation among students, is certainly relevant in improving language education for all students.

Dörnyei (2001) states that motivation is a key factor to initiate learning L2 and, then, to continue the longterm learning process, on the other hand, without enough motivation, even

the most successful learners can not be successful to achieve their longterm goals in their learning process.

According to Dornyei (1996), the main aim of the motivation theories is to answer the question “why humans do as they do”, and as every individual is unique, it would not be true to assume any simple or straightforward answer.

1.6.3.1.3. *Cognitivist motivational theories*

Motivation is a complicated subject which is closely related to not only personal traits or individual characteristics such as curiosity, self-confidence or interests, but also many external factors including rewards, punishments. General approaches to motivation can be classified into four groups (Woolfolk, Winne&Perry, 2011), which are;

- Behavioral Approaches- defines motivation with concepts such as “incentives” that encourages or discourages behavior. Learners are attracted to rewards, and the reward may motivate the individual’s behavior.
- Humanistic Approaches- This view developed in 1940s and claims that individuals are continually motivated by inherent needs and they have a tendency from “birth” to be motivated or encouraged for a specific goal. Abraham Maslow (1970) is known as the most important proponent of this theory, and he suggested individuals have a hierarchy of needs, in which lower-ones should be met before higher-ones can reach to a fulfillment.
- Sociocultural Conceptions- According to sociocultural views of motivation, individuals take part in activities to keep and maintain their identities and also their interpersonal relations in a specific community, so learners would be more motivated to learn if the other members of the school or community values learning.

- Cognitive Approaches- Cognitive theories of motivation also developed as a reaction to behavioral views like humanistic approaches. Individuals' thinking is valued as the most important determinant and shapes the behavior. Accordingly, individuals and their decisions are seen more important than external factors. Cognitive approaches are based on the choices of the individuals, decision making and problem solving (Taspinar, 2004). In cognitive theories, individuals are active and curious searchers for information and in these approaches, mental plans, schemas, expectations and attributions are believed to initiate the behavior. Thus, cognitive theories, such as Bernard Weiner's attribution theory, are related to intrinsic motivation.

1.6.4. Learning strategies and preferences

It is not difficult for language teachers to see that some learners are better than the others and they do different things than the rest, and, as a result, they are more successful than their counterparts. The most prominent concern for researchers who study in the field of EFL/ English as Second Language (ESL) has been the process of gathering new information on individual differences affecting the process in learning a new language (Erarslan & Höl, 2014). According to Reid (1995), these differences are habitual and they perceive process and retain new information in a different way. Chamot (1987) defines the techniques handled by the learners in learning a foreign language as strategies and he states that strategies are approaches which facilitate the learning. Gas & Selinker (2008) state that strategy use is an individual trait and is a good significance why some students perform far better than others in language classrooms, and or why some students fail in language classroom.

Cook (2011) states that aptitudes, demographic variables, learning styles and strategies differ vary between the learners when learning a second language process started (cited in Abhakorn, 2008: 2). Learner strategies are generally referred as the process which is selected

consciously by the learner. According to Oxford (2001), strategies are the specific behaviors or thoughts handled by the learners to facilitate learning. Phakiti (2003) claims that strategy usage enhances the language learning process and performance, and it is a conscious dimension. According to Williams & Burden (2000), the use of strategies in language learning enables learners to monitor and evaluate their own learning.

Many researchers have taxonomies on language learning strategies in many different ways including cognitive, meta-cognitive, or socio-affective (Brown & Palinscar, 1982; Chamot, 1987). O'Malley & Chamot and their colleagues had another classification of (1985:582) and it is based on the difference between metacognitive, cognitive and social-affective strategies. In addition to these classifications, Oxford (1990: 16-17) defines two main categories of language learning strategies, which are direct and indirect learning strategies. While direct strategies refer to subconscious tasks, indirect strategies refer to more conscious strategies. As a deep insight, Oxford (1990) divides two classifications into six subdivisions, which are memory strategies, cognitive strategies and compensation strategies under the heading of direct strategies, and metacognitive strategies, affective strategies and social strategies as indirect strategies.

In conclusion, learning strategies are undeniably significant in that they are influential during the language which may affect the success or failure of the students.

1.6.5. Culture and community

The cultural and socio-economic diversity in language classrooms are increasing steadily. There is no doubt that whatever their gender, ethnicity, race, culture, social class or religion, all the learners should have educational equality in schools (Banks, 1993X :24). As the study takes place in Turkey, which does not have commonly different learners from different races, religions or ethnicity, only socio-economic status were taken into

consideration in the study. Family income, parents' occupations, and parents' education are considered as overall indicators of socio-economic status (Lipps& Frank, 1997).

1.6.5.1. Gender- role identity

Gender is widely accepted as one of the most important elements of individual differences that has a significant effect on language-learning process. There have been many studies that show that gender differences is important, because while males have higher average ability than females in some abilities, while females have higher average ability than their male counterparts (Feingold, 1994). Men and women are different and years of research indicate that men are generally more assertive than women and they have slightly higher self-esteem, on the other hand, women are extroverted, anxious and trusting (Feingold, 1994).

In foreign language education, it is generally claimed that female learners are more successful than male ones. Ellis (1994) states that attitudes towards learning a foreign language has a big role as female learners have more positive attitudes towards learning a foreign language than male learners.

Most studies find that females have higher average ability than males in second language ability (Payne & Lynn, 2011).

In addition, there have been many studies related to the differences in using learning strategies between girls and boys. Zimmerman and Martinez-Pons (1990) state that female learners use metacognitive strategies including goal-setting, planning, keeping records, and monitoring, more than boys, and girls differ from boys in strategy use in language learning as they use more strategies than men (Dreyer & Oxford, 1996).

1.6.5.2. Socio-economic class differences and achievement

Socio-economic status (SES) is a defining term which is used by sociologists for variations in wealth, power, and prestige, and it is closely related to academic achievement (Woolfolk, Winne&Perry, 2011).

According to American Psychological Association (APA), socioeconomic status can be described as the social class of a person or a specific group, and a combination of education, income and profession are the most important signs (Ghaemi & Yazdanpanah, 2014).

There have been many researches on the relationship between socio-economic status and achievement. The PISA (Program for International Student Assessment) report clearly states that learners whose parents had higher qualifications performed significantly better in the language proficiency test administered to European school-age children (cited in Ray & Margaret, 2003). It can be clearly seen from the studies that students who have a high Socio-economic status are more successful and they stay longer in school compared to their counterparts who have low socio-economic level (Conger, Conger, & Elder, 1997), and the longer the learner is in poverty, the stronger impact it has on the achievement (Woolfolk, Winne&Perry, 2011). According to Bogdon (2010), the gap between the learners with high socio-economic level and those with low socio-economic levels is getting larger because the learners with high socio-economic level can access to different types of schools (public vs. private) and extracurricular exposure. In addition, Fan (2011) claims that socio-economic status does not only affect learners' achievement but also it has a profound influence on their perceptions and motivations towards language learning.

Many researches show the relation between learners' language performance and SES variables. According to Thompson (1994) age of acquisition, motivation, language family, literacy, and socioeconomic status of the learner are a few of the many significant factors that

should be taken into consideration while studying the acquisition of a new language by individuals. Yuet (2008) claims that socio-economic background of learners play a big role to motivate the learners to learn a new language. The main reason to this idea is that parents with low-income may be so busy with the necessities of life that they have little time to consider how to promote their children's cognitive development. Brustall (1975, cited in Ellis 1994) states that there is a strong correlation between socio-economic status and achievement as learners with middle SES got higher rank than the learners with lower SES in the study of primary and secondary school learners of L2 French. In his study, Shamim (2011) found that, when English scores are compared with socio-economic levels of the students, learners from high socio-economic level always outperformed the learners with low socio-economic level and the reason may be attributed to their opportunities in learning a foreign language at an earlier age or private courses.

Learners' motivation factors can strongly be influenced by socio-economic factors. Learners' immediate environment such as their family and friends, and their socio-economic status can play an important role in their learning motivation, self-efficacy and effort to carry out learning tasks.

According to The PISA (Programme for International Student Assessment) Report (2003), students having parents with higher qualifications significantly performed better in the language proficiency test administered. Similarly, Nikolov (2009), in his study, found a close relationship between parents' education level and academic achievement of learners in language learning. Munoz (2008) states that having different socio-economic status directs the way the students are exposed to language learning, as they attend to different schools, they can study abroad or home country. Accordingly, Benson (2007) claims that socio-economic factors such as Access to learning resources both at home and school may have an effect on learners' learning behaviour. With respect to these findings, Fan (2011) suggests that socio-

economic status not only affects motivation but also it has a significant effect on self-related beliefs, and also attributions.

In our research, although attributions on success and failure have been investigated and clearly highlight, we will also focus on the relationship between socio-economic status and attributions of EFL learners in success and failure in learning English as it is neglected in the previous studies and we consider it as one of the most important antecedents in foreign language education.

CHAPTER II

METHODOLOGY

2.1 Introduction

This chapter explains the philosophical assumptions and research design of this study, and also presents and justifies why the particular method and the steps were chosen. In addition, the chapter explains the strategy that the data sample was chosen justifies using mixed research design as a method of data collection and outlines the method of data analysis including the main points of data analysis.

2.2 Background to the Study

The purpose of the present study is a) to find out the students' attributions related to their success and failure b) to evaluate the potential of an attribution retraining intervention in improving the participants' internal locus of control, and c) the effect of attribution retraining on academic achievement (final course grades). The study examined an attribution retraining treatment in the form of a questionnaire, interviews, and classroom instruction techniques along with a control group of students who will receive no attribution retraining, to determine any significant difference in the impact on internal locus of control, final course grades, and course retention.

In general terms, research is defined as a systematic process of steps to collect and analyze data related to a topic (Creswell, 2008; Brown & Rodgers, 2009; Nunan, 2005) and

"it consists of three components: (1) a question, problem or hypothesis, (2) data, (3) analysis and interpretation of data (Nunan, 2005:3). Similarly, while conducting a research, there are some guided steps to be followed by the researcher and according to Creswell (2008:7), there are six steps of conducting a research;

"(1) Identifying a research problem, (2) Reviewing the literature, (3) Specifying a purpose for research, (4) Collecting data, (5) Analyzing and interpreting the data, (6) Reporting and evaluating the research".

Research design is generally regarded as the glue of the study that holds the research project together (Başaran, 2010). The design is the backbone of the study and determines the most important elements of the research including the participants, data collection tools, treatment and analysis. Great advantages can be obtained by obtaining qualitative and quantitative methods in social research. When used together for the same purpose, the two method types can build on each other and offer the researcher more and deep insights rather than either one could provide alone (Merç, 2010). As all the methods have bias, the researcher can triangulate the research to find out the data underlying. According to Fielding & Fielding (2000), while designing a theoretical framework for the research, validating survey data, interpreting statistical analysis, qualitative work can assist quantitative work.

Before conducting a research, depending on the ontological and epistemological assumptions, the researcher takes methodological issues into consideration which in turn gives rise to issues of instrumentation and data collection (Cohen, Manion & Morrison, 2000). Basically, again, depending on the nature of the research questions to be sought in a research, methodologically the researcher may adopt quantitative, qualitative or mixed method approach to the research design. Identifying a study's research design is important because it communicates information about key features of the study, which can differ for qualitative, quantitative, and mixed methods (Harwell, 2011). As stated by Nunan (2005), in many ways

there is no a clear cut distinction between quantitative and qualitative research and if there is, this distinction is simplistic and naive. On the other hand, those who draw a distinction between these two research methods mention that quantitative research is "obtrusive, controlled, objective, generalisable, outcome oriented and assumes the existence of facts while qualitative research assumes that all knowledge is relative, subjective, and holistic" (Nunan 2005: 3)

Quantitative research is the research type that explains the subject matter to be studied based on numerical data and it is as a type of empirical research into a social phenomenon or human problem, testing a theory consisting of variables which are measured with numbers and analyzed with statistics in order to determine if the theory explains or predicts phenomena of interest (Creswell, 2008). As stated by Harwell (2011), quantitative research methods seek objectivity, replicability, and generalizability related to findings, and main concern of the researcher in quantitative research is the objectivity without the interference of his or her experiences, perceptions, and biases, quantitative studies make use of instruments such as tests or surveys to collect data, and reliance on probability theory to test statistical hypotheses that correspond to research questions.

Qualitative research, on the other hand, investigates things in a natural setting that the researcher tries to understand and interpret the phenomena such as actions, decisions, beliefs and value regarding the meanings people attach to them (Lewis & Ritchie, 2003). As Flemming (2014:51) states, "a salient strength of qualitative research is its focus on the contexts and meaning of human lives and experiences for the purpose of inductive or theory development driven research. It is a systematic and rigorous form of inquiry that uses methods of data collection such as in-depth interviews, ethnographic observation, and review of documents".

Mixed methods of research in which both qualitative and quantitative methods are combined in ways that ostensibly bridge their differences in the service of addressing a research question and one of the key feature of mixed methods research is that various types of data through various strategies and methods are collected when only qualitative or quantitative data would not give the whole picture (Harwell, 2011), thus, it gives the researcher “opportunity to compensate for inherent method weaknesses, capitalize on inherent method strengths, and offset inevitable method biases” (Greene, 2007:xiii, as cited in (Harwell, 2011:151). As (Creswell, 2003:5) points out "to include only quantitative and qualitative methods falls short of the major approaches being used today in the social and human sciences".

In this experimental study, a mixed study approach was chosen. While doing the research, both quantitative and qualitative studies were taken because a quantitative study would concentrate on the relationships by attaching quantifiable measures and would be useful to find out the relationships, if there is, by attaching quantifiable measures. It would be appropriate for the study to measure whether a relationship exists, or how strong the relationship is as the first step of the study. It is clear that a quantitative approach cannot itself find out the deep understanding and complexities of an individual’s behavior (Robson, 2002:98), which is one of the most important aspects of this study, as it seeks to find out information on individuals’ behaviors. On the other hand, although there is no doubt that quantitative measures put out really interesting accounts, it should be also argued that attributions of the individuals is a factor more than numerical data and the meanings, reasoning and all the underlying factors should be attached by participants, and the researcher has a duty to make them speak. It is known by all the researchers that there are many other factors such as cultural and environmental influences and socio-economic influences for the individuals that may have an effect on a young-adult participant’s thoughts and ideas.

Thus, for the given reasons explained, this study made use of a mixed approach experimental design.

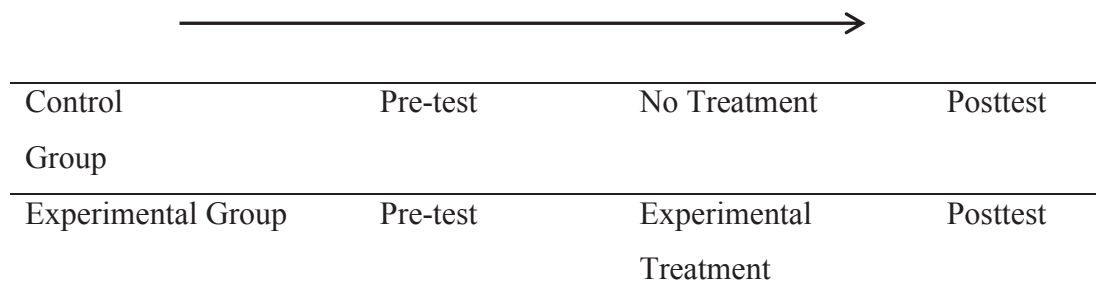


Figure 1. Pre-and Post-test design

2.3 Research Questions

This study will examine the impact of attribution retraining on locus of control and academic achievement (final course grades). The following research questions will be investigated:

Research Question 1: To what factors do the Turkish EFL learners attribute their success in learning English as a foreign language?

Research Question 2: To what factors do the Turkish EFL learners attribute their failure in learning English as a foreign language?

Research Question 3: What is the role of gender, level and socio-economic background on the attributions of success and failure?

Research Question 4: Does AR (Attribution Retraining) program change the participants' attributions from external to internal?

Research Question 5: Does AR (Attribution Retraining) program makes a significant difference in the participants' achievement (final test grades) ?

2.4 Data Collection Tools

2.4.1. *Instruments and procedures*

There are numerous ways of collecting data applied by the researchers and each has its own advantages and also disadvantages. These include questionnaires, surveys, interviews including structured or semi-structured, observations and documents collection (Creswell, 2008). The questionnaire, interviews were designed in this study as research instruments to collect data from the learners studying English as a Foreign Language to find out the achievement attributions of EFL Learners for success and failure according to different variables and the relationship between attribution retraining and an increase in internal locus of control.

The data collection tools, their methodological aspects and instrumentation phases are as follows:

2.4.1.1. *Instrument Design*

As the first step of the study, a poster was used to announce the study to the students at Pamukkale University School of Foreign Languages. The aim of the announcement by poster to different parts and notice boards of the school was to reach as many participants as possible (see Appendix I). The second step was to publicize the study to the students. With that aim, teachers of the school were informed about the study and then, the students were informed by the teachers about the study in their own classes. By this way, it was thought that the learners might need more information about the study. On the other hand, there were some limitations to take part in the study, which were to be an unsuccessful learner, for that reason, repeat students that failed in the previous academic year would be chosen as they can be labeled as ‘**unsuccessful**’, and the participants would be willing to take part in the study. In this part, 120 students applied to take part in the study.

Table 1

Design of the Study

Step 1: Development of the Attribution Retraining (AR) Questionnaire Item Pool			
THROUGH	SETTING	PARTICIPANTS	PROCESS
Poster Announcement Announcement by the Teachers	Pamukkale University School of Foreign Languages	Number: 120 Feature: Only Fail Students Only Voluntary Students	- open-ended questionnaire - writing self report
Step:2 Development of the Attribution Retraining Questionnaire			
THROUGH	SETTING	PARTICIPANTS	PROCESS
-Analysis of the students' opinions about success and failure -Itemizing the statements	Pamukkale University School of Foreign Languages	Number: 9 Students Feature: Participants evaluated the items	- 4 Experts edited the items -15 of 60 items in the AR questionnaire excluded
Step 3: Interview Protocol			
THROUGH	SETTING	PARTICIPANTS	PROCESS
Itemizing the statements in the self-report to design interview questions	Pamukkale University School of Foreign Languages	- 9 participants evaluated the interview items -4 experts edited the items	- Document Analysis
Step 4: Pilot Study of the AR Questionnaire			
THROUGH	SETTING	PARTICIPANTS	PROCESS
The questionnaire developed	Pamukkale University School of Foreign Languages	Number: 70 Students Feature: - 35 of them in Pre-Intermediate Level -35 of them in Intermediate Level	-The questionnaire was piloted for reliability and validity

Table 1-continued

Step 5: Pilot Study of the Interview			
THROUGH	SETTING	PARTICIPANTS	PROCESS
Interview Questions developed	Pamukkale University School of Foreign Languages	Number: 4 Students	-The interview protocol was piloted for reliability and validity
Step 6: Pilot Study of the AR Program			
THROUGH	SETTING	PARTICIPANTS	PROCESS
The AR program developed	Pamukkale University School of Foreign Languages	Number: 20 Students	-The AR Program was piloted for the effect of the program

In the following part, the first group of the participants was asked to answer and fill an open-ended questionnaire/ writing self report which takes between about five to ten minutes. For the questions asked in the instrument development stage of the study, see Appendix III. The participants were free to record their attributions and causes of success and failure in English, but the following question was posed for the construction of data collection instrument;

“Thinking about English, why do you think some people are successful in learning English and some are unsuccessful?”

As the third step, the answers given to the questions were analyzed carefully by the researcher and the themes which commonly appeared in the answers were categorized. Additionally, the personal descriptions/ statements written by the participants that take in the instrument development stage of the study were itemized to design the questionnaire that would be used for the study. While designing the items, 9 participants were consulted to evaluate the items to avoid any lack of understanding or misunderstanding of the items. Furthermore, 4 experts were consulted to evaluate and edit the items, and finally, under

the lights of the opinions of the experts and the participants, the items in the questionnaire were reviewed and 15 of 60 items were excluded after editing, and the questionnaire included 45 items.

As the next step, for a deeper understanding of the participants, interview protocol was applied in the study. The statements the participants declared in the self-report form were itemized to design the interview questions. Secondly, 9 participants evaluated the interview questions to avoid the problems in wording and misunderstanding. The criteria for the number of the participants were the "data saturation". In addition, 4 experts edited the items in the interview. The analysis of the interview data was done by context analysis after the transcription of the interviews.

Thirdly, as one of the aims of the study is to find out the effect of an attribution retraining program, Thus, the open-ended questions asked to the learners in the instrument development stage of the study were used both for the item pooling of the questionnaire and for the construction of Attribution Retraining Programme. Depending on their answers both in written form and interviews, an Attribution Retraining Program was constructed under the lights of related literature as well as their responds to the questions about their beliefs to success and failure.

2.4.1.2. Pilot study

A pilot study was conducted primarily to test out the data collection instruments. In addition, another aim of the pilot study was to test the wording, appropriateness and logical structure of the data collection instruments before the core data collection was carried out. The pilot study was one of the most important steps implemented in this study, and to find out the possible problems, to revise and modify the instruments if needed, the final version of the instruments were piloted to examine the internal reliability of the instrument. 70 participants

from the School of Foreign Languages at Pamukkale University agreed to take part in the pilot study. The pilot study was applied to 70 participants before conducting the main study. A report of the pilot study is given in the following section.

This experimental intervention study took place in Pamukkale University, School of Foreign Languages, which is a state university located in the western part of Turkey with a diverse student population during the summer school in 20012-2013 academic year. The pilot study was conducted in the school mentioned because of the convenience sampling to the researcher as the researcher has been working in the school as an EFL instructor and organizing the setting, determining the time and setting would be more convenient. The pilot study started in the 1st week of July, and lasted 5 weeks.

The data collection instruments were administered to 70 prep class students all of whom were young adult learners whose ages range between 17 and 19, and are native speakers of Turkish, and were studying English as a Foreign Language.

There were two groups of participants selected for the pilot study. The first group was the experimental group consisting of 35 participants, and the control group had 35 students, too. The participants selected for the pilot study were selected according to purposeful sampling and they were exempted from the main study. For the interviews, the first five students of the each group were selected. The gender and proficiency level of the students were shown in the following tables.

Table 2

Gender Distribution and English Proficiency Level of the Participants in the Questionnaire Piloting Step (N=70)

		Frequency	Percent
Gender			
Valid	Male	35	50
	Female	35	50
	Total	70	100
Level			
Valid	Pre- intermediate	35	50
	Intermediate	35	50
	Total	70	100

In this step, reliability of the questionnaire using a pilot test is carried out. Reliability refers to random error in measurement and indicates the accuracy or precision of the measuring instrument (Norland, 1990). In the next step of the study, the students contacted the researcher and they were given detailed information about the study, the purpose of the study, the methods used, and the confidentiality component were clearly mentioned. and they were required to fill a consent form that includes information about their contact information and states that they take part in the study voluntarily (see Appendix II). All the participants were assured that the procedure and the data gathered from the participants would be confidential and used for the research purpose only. After the students were selected to participate, consent forms for the participants which were available in both Turkish and English were distributed and collected from students subject to participate in the study. It was also noted that final grades of the participants would be available for the researcher to use for the study. To answer the research questions and gather the relevant data, a questionnaire consisting the

demographic information, attributions of the EFL Learners to success and attributions of the EFL Learners to failure was developed by the researcher (see Appendix IV). The questionnaire consists of three parts. The first part of the questionnaire was designed to collect general demographic information on each participant. Categories included: gender, proficiency level of English and high school graduated. Neill (2005) states that locus of control has in the past been correlated to demographic characteristics. In addition, gender plays a role with males tending to be more internal than females. Age also is a factor in internal versus external locus of control. Older people become more internal (Ordonez, 2008). The demographic survey was used to assist in identifying variables which may have impacted locus of control results. The second part of the questionnaire aimed to find out the achievement attributions of EFL Learners for success, and finally, the third part included items that aim to determine the achievement attributions of EFL Learners for failure

A sample of 70 responses were obtained, coded, and analyzed. The respondents of the pilot study were both pre-intermediate (50 %) and intermediate level students (50 %), and 35 students (50 %) were female, and 35 students (50 %) were male from different faculties ranging from Faculty of Medicine, Engineering and Economics. The researcher wanted the number of the participants' gender and English proficiency level to be in equal numbers because it could be an important determinant in the study. The questionnaire consisted of a 5-point Likert Scale ranging from "Completely Disagree" to "Completely Agree". The questionnaire included two parts; (a) the first part was designed to collect general demographic information on each participant. Categories included: gender, level of the English class the participant attends, midterm results and the type of high school the participant graduated. According to Neill (2005), locus of control is correlated to demographic characteristics. In addition, gender plays a role with males tending to be more internal than females and age also is a factor in locus of control because older people become

more internal. As a result, the demographic survey was used to assist in identifying variables which can affect locus of control results. The Turkish version of the questionnaire was checked by the three experts in order to prevent the wording and fluency and flowing of the items. The questionnaire consisted 45 items before piloting, and after the reliability of the questionnaire was analyzed 8 items were deleted to have a higher reliable questionnaire. As the last step, the questionnaire was applied to 204 participants and reliability and validity analysis was conducted and Cronbach's coefficient in general was found as;

Table 3

Cronbach's α Coefficient of the Attributions

Reliability Statistics		
	Cronbach's Alpha	N of Items
General	.800	38
For Success	.799	13
For Failure	.773	25

The questionnaire is comprised of 3 parts, the first part is demographic information, the second part, which aims to identify the attributions on success, is comprised of 13 items and the third part, which aims to explore the attributions on failure, consisted 25 items, and in total, the questionnaire has 38 items. The questionnaire tries to identify 6 dimension classification for causal attributions which were adapted from Vispoel and Austin (1995); the items of which are as follows;

1. Ability (Items 2, 11,12,18, 23, 25, 27, 33, 36)
2. Effort (Items 1, 13, 16,30,37)
3. Interest (Items 8,9,21, 24, 38)
4. Task Difficulty (Items 7, 10, 17, 19, 29, 31,)

5. Luck (Items 6, 26)

6. Teacher/ School influence (Items 3, 4, 5, 14, 15, 20, 28, 32)

And is comprised of two dimensions of the attribution; External and Internal attributions

External: Items 3, 4, 5, 6, 7, 10, 14, 15, 17, 19, 20, 28, 31, 32, 34,35

Internal Items 1, 2, 8, 9,11, 12, 13, 16, 18, 21, 22, 23, 24, 25, 26, 27, 29, 30, 33, 36, 37, 38

2.4.1.3. Interview protocol piloting

Just using a questionnaire would contradict with the philosophical assumptions of the researcher. Looking into detailed descriptions and explanations of the participants' opinions, exploring their background stories and gaining richness to the data were a must for the researcher, so semi-structured interviews were used as the second step in the study. Interviews are one of the most widely used qualitative data collection methods (Bagozzi, 1994), and it is direct, personal way of data collection and helps to uncover underlying motivations, beliefs, attitudes and feelings (Malhotra, 2004). The semi-structured interviews are between two extremes, one of which is structured interviews characterized by pre-prepared and formulated questions and, on the other hand, unstructured interviews consisting of by more flexible questions (Kardoff & Steinke, 2004).

According to Yates (2004), there are three types of interviews are available:

- **Structured.** The interviewer/researcher has a list of pre- set/prepared questions that should be asked and followed in the same way. The results from these interviews usually have fixed response
- **Semi-structured.** The interviewer has a list of pre- set/prepared questions buy the order can be changed and the interviewer/ researcher can probe for more information depending on what answers s/he gets from the interviewees.

- **Unstructured.** There is no overall structure, yet there might be a list of topics to be covered. It is more like a conversation on the topic.

Semi-structured interview was chosen for this study rather than structured interview because it certainly gives more freedom and also gives enough flexibility to both the participants and the researcher. In addition, using an unstructured interview would not give the control on the topic and it would be inconsistent and problematic during the data analysis. Kvale (1993) defines the characteristics of the semi-structured interviews as they have a lower degree of structure designed by the researcher, asking some fixed questions would pave the way to obtain relevant information, and also provoke the interviewees to elaborate and explain their own reasons and specifications that have brought into the research from their own life. The study is an exploratory study to gain a deeper understanding of the participants, and to understand the participants' attributions. This semi-structured interview would certainly help the researcher to investigate the reasons and the hooks in their minds. According to Silverman (2000), in-depth interviews will allow the researcher to find out the subjective meaning, and these meanings can be related to objective data.

Another important benefit of the interview is that it increases the comprehension of the data and makes the data collection more detailed and more organized for each participant (Greenfield, 2002). However, as the drawback, there is always a fear that an important issue can be accidentally left out, so to overcome this drawback, interviewees should be given as much time as possible and all aspects should be aimed to discover thoroughly. Malhotra (2004) states that the role of the interviewer is critical because s/he should avoid being superior during the interview protocol and should help the interviewee feel comfortable and help them explain their opinions and should be informative.

In the study, four participants were randomly selected to take part in the interview process, which is the second step to gather a detailed and more specific data and ensure the data gathered from the questionnaires. Individual interviews were conducted and took five to ten minute sessions in the researcher's office. After the interview protocol, some interview questions were modified or rewritten according to the feedbacks from the participants. Furthermore, the participants stated that the time allocated for the interview was enough.

The translated version of the interview was used to find out more flexible and detailed data. Some interview questions were modified after the piloting of the interviews to develop a more valid and reliable data

Piloted item:

Original Statement:

1. Sizce İngilizce dersinde başarılı olan öğrencilerin özellikleri nelerdir?

Revised item:

Rewritten Statement:

- 1- İngilizce dersinde BAŞARILI olduğunuzu düşündüğünüz kişileri göz önünde bulundurduğunuzda, bu kişiler sizce;**
 - a)** Ne tür özelliklere sahiptir? Lütfen Belirtiniz?
 - b)** Başarısız olarak düşündüğünüz kişilerden ne gibi farklı özelliklere sahiptirler?
 - c)** Başarılarına en çok etki eden faktör/ faktörler nelerdir?
 - d)** Bunların dışında İngilizce dersinde başarılı olmak için yapılması gereken başka şeyler var mıdır? Lütfen açıklayınız.

2.4.1.4 Attribution retraining program piloting

It is the aim of the study to find out whether Attribution Retraining Program (AR) has any effect on the attributions of EFL Learners on failure and on academic achievement. According to the literature reviewed and the statements that the students who took part in the item pool process, an AR program was designed. It was hypothesized that the AR program could improve the performance of the learners in foreign language learning, some of which are presented in Table 4. As mentioned, the statements learners provided and the difficulties they had described.

To design the Attribution Retraining program, the open-ended questions asked to the learners in the instrument development stage of the study were used both for the item pooling of the questionnaire and for the construction of Attribution Retraining Programme. Depending on their answers both in written form and interviews, an Attribution Retraining Program was constructed under the lights of related literature as well as their responds to the questions about their beliefs to success and failure.

Table 4

Attribution Retraining Program Samples

Name of the Attribution Retraining Program	Skills involved in Attribution Retraining Program
<i>Adaptive Learning Environment Model (Wang, 1983)</i>	<ul style="list-style-type: none"> • setting realistic personal learning goals • breaking complex tasks into meaningful and manageable subparts ways of searching for organizing and putting in the information to be learned and remembered in the right order
<i>ABCDE method of changing attribution styles by Seligman (Seligman, 1990)</i>	<ul style="list-style-type: none"> • questioning ourselves • Identify the adversity that learners are experiencing or have experienced • Identify the beliefs learners are using to explain that bad event • Examining the consequences of having that belief • Question yourself about the belief • Transform the beliefs into energization
<i>Attribution versus persuasion (Booth-Butterfield, 1996)</i>	<ul style="list-style-type: none"> • internal explanations for their successful achievements • persuasion and argumentation • self-esteem enhancement
<i>Attribution retraining of children with disruptive behaviour (Nelsen, 2000)</i>	<ul style="list-style-type: none"> • setting reasonable goals • giving specific feedback • training student's responsibility • reinforcing behaviours being trained
<i>Success training vs. attribution training (Dweck, 2000)</i>	<p>In the study, she studied with two groups, one of which got success training, and the other one got attribution retraining, and found that attribution retraining is more promising for the learners because The group with attribution retraining improved significantly in their success.</p>

The Retraining Program Piloting was completed in 5 weeks, 40/ 120 minutes sessions per week. The 5 week piloting also included the administration of pre-tests and post-test of the questionnaire and interview. The piloting treatment is as the following

Table 5

Content of Attribution Retraining Program Piloting

Week	Content of the Program	Tools	Duration
Week 1	Pre-training Assessment / Screening	1. Questionnaires 2. Interviews	1. 40 minutes for the questionnaires 2. 9-20 minutes for each interview
Week 2	Promoting Performance	1. Solution Therapy 2. Modeling/Self-Talk (Realistic Performance Situations)	1. 1 hour for the solution therapy 2. 50 minutes for modeling presentation
Week 3	Strategy Training	1. Awareness Training: Lectures and Discussion 2. Strategies-Based Instruction (Cohen,2003)	1. 2 hours for lectures and discussion 2. 2 hours for strategies-based instruction
Week 4	L2 Motivation	1. Presentation (How to be a tomato)	1. 1 hour for the presentation
Week 5	Post-training Assessment / Screening	1. Questionnaires 2. Interviews (Formal / Less Formal)	1. 40 minutes for the questionnaires 2. 9-20 minutes for each interview

To sum up, in the first week of the attribution retraining program piloting, questionnaires and interviews were filled by the participants. Then, in the second week of the study, solution therapy was applied by the researcher as it is a goal-oriented, short term, goal-focused therapeutic approach which focuses on solutions rather than problems (De Shazer, 1985). In addition solution focused therapy aims to concentrate on future success rather than past failures or experiences or conflicts. In this therapy, learners are encouraged to increase the useful behaviors that could help them to be successful in the future. Finally, solution therapy focuses on “the change” of the learners. For all the reasons mentioned above and the statements made by the participants in the instrument development stage, the researcher decided to use the solution therapy as one of the parts of the study. Another content that is presented in the second week of the study was role-model realistic performance situations. The researcher took it into the attribution program piloting because he decided that real-life situations and role models who have experienced success or failure in the same classrooms could be one of the ways to transform the beliefs of the participants, so the researcher decided “modeling” as one of the parts of the attribution program piloting.

As the third part of the study, strategy training that was observed by the researcher as one of the most important lacks of the learners was applied. From the semi-structured self-reports and interviews, it was observed by the researcher that although the learners try to do their best and the time allocated for studying a foreign language could be enough to improve and achieve, they are unsuccessful to do it as they need to have a strategy awareness and training program.

In the fourth week of the pilot- study, L2 motivation of the learners were tried to increase because the participants were the learners who failed in the preparatory program in the previous year, so it was a “**must**” to guide them to increase their motivation. As motivation consists of several distinct phases and it should be generated first, and secondly, it

needs to be actively maintained and protected, and finally, it should be evaluated by the learner, the concept presented by Dörnyei (2001) as the process model of learning motivation in the L2 classroom was chosen as the guide to the study, and a motivational presentation was presented to the participants. It was assumed that planning and presenting the motivational components would help the participants to achieve better.

Finally, in the fifth week, as the post-step of the study, the questionnaire on the attributions of EFL learners towards success and failure was applied, and interview protocol was applied to the participants.

Based on these aspects of the study, the general overview of the research design, participants and procedures have been illustrated in the table below.

2.6 Data Collection Procedure

2.6.1. Main study

Table 6

Summary of the Research Design, Participants and Procedures

Research Design	➤ Blended, both qualitative and quantitative
Choosing sample	➤ Convenience Sampling, Purposeful Sampling
Participants	➤ 20 participants were chosen for the experimental group, 20 participants were chosen for the control group
Data Collection Tools	<ul style="list-style-type: none"> ➤ Multiple Causal Attributions Questionnaire ➤ Self- Report Forms ➤ Face-to-face open-ended interviews (9 participants, twice-before and after the treatment)
Data Analysis Tools	<ul style="list-style-type: none"> ➤ SPSS 20 (for the analysis of Multiple Causal Attributions Questionnaire) ➤ Content Analysis (for the interviews)
Treatment Practice	➤ Attribution Retraining Program developed by the researcher,
Time and Duration	➤ From March 2013 to May 2013, 8 weeks, every week, about between 50- 75 minutes, (1 or 2 hours classes)

2.6.1.1. Setting and participants of the study

The present study aims to explore the attributions of EFL Learners for success and failure, and to try to help the participants of the study to attribute the failure to internal locus of control rather than external locus of control, so the selection of the participants is of great importance. As the study is an experimental one, purposeful sampling was preferred by the researcher because the participants should have some specific features such as to be unsuccessful, and to have external locus of control. The study was conducted in Pamukkale University, School of Foreign Languages. In order to identify the participants for our

experimental study, the piloted questionnaire was administered to 204 students at pre-intermediate and intermediate levels. Among them, 85 students who had achievement scores equal to or more than 70 points, which is the score the students need to be successful from the preparatory class programme were excluded from the study. Among 119 students who have scores less than 70 points were categorized as the **external-unsuccessful** and **internal-unsuccessful**. As one of the aims of the study is to try to change external attributions to internal, 69 students were identified as they stated that they have external locus of control on attributions of failure. Out of the identified 69 students, 20 of them were randomly selected as the members of the experimental group, and 20 of them were randomly selected as the members of the control group. Students were from two proficiency level, which are pre-intermediate and intermediate level. Students were placed according to the placement test administered by the School of Foreign Languages at Pamukkale University.

2.6.1.2. Instruments

The study employs both the quantitative and qualitative types of research, so the research tools were designed according to the purpose of the study and to find out the possible answers to the research questions. The quantitative part of this study is consisted of a quasi-experimental design (pretest-treatment- posttest). Experimental research finds answers when a cause and effect relationship between independent and dependent variables are sought to a specific question.

The quantitative research instrument in the study is the Multiple Causal Attributions Questionnaire developed by the researcher. On the other side of the coin, semi-structured interviews with some of the participants and open ended-questions consisted the qualitative research method in the study.

2.6.1.2.1. *Causal attributions questionnaire in the main study*

In order to identify the causal attributions of the EFL Learners on success and failure as before and after the Attribution Retraining program (AR), Causal Attributions Questionnaire developed by the researcher was used as the quantitative data collection tool in the main study together prior to interview protocols.

2.6.1.2.2. *Semi structured interviews*

In order to identify the pre-test and post-test perceptions of the participants about the attributions on failure, open-ended interviews were conducted with 9 students twice, once in the first week of the study, and the second one was when the treatment period was over. Open-ended interview method is one of the methods that fosters the deep analysis and gives the researcher to conduct a more flexible and deep insight research. In order to triangulate the data collection, and to provide deep insights and validation to the data collected, a set of questions were prepared by the researcher and the interviews were held both at the beginning and end of the research. All the interviews were audio-recorded with the permission of the interviewees. The participants' responses were categorized in specific descriptive codes; responses were compared and discussed by the researcher.

2.6.1.3. *Procedure and treatment*

It is the aim of the study to find out the attributions of EFL Learners on success and failure, and try to change the attributions developing and applying an Attribution Retraining (AR) program.

After implementing the Attribution Retraining Program Piloting, the researcher decided to modify the AR Program according to his observations and the feedbacks from the participants because it was too busy to implement in **8 weeks**, so under the lights of the

reflections gathered from the participants, the researcher omitted Solution Therapy Treatment, as the participants found it the least effective and ordinary procedure, but rather decided to extend Strategy Training one session more, because the participants found it more effective and stated that they needed more time on strategy training, and the final modified AR program is as follows;

Table 7

AR Program in the Main Study

Week	Content of the Program	Tools	Duration
Week 1	Pre-training Assessment / Screening	1. Questionnaires 2. Interviews	1. 40 minutes for the questionnaires 2. 9-20 minutes for each interview
Week 2	Modeling	Providing an experience of Success Presentation (See Appendix V)	1. 50 minutes for modeling presentation
Week 3	Strategy Awareness Training Introduction	Awareness Training: Lectures and Discussion	1. 50 minutes for the presentation 2. 20 minutes for discussion
Week 4	Encouraging the learner	Presentation on Motivation (under the title of How to be a tomato? (See Appendix VI)	1. 1 hour for the presentation

Table 7-continued

Week	Content of the Program	Tools	Duration
Week 5	Strategy Awareness Training	Teaching learner strategies. Strategies-Based Instruction (Cohen, 2003).(See Appendix VII)	1. 50 minutes for the presentation 2. 20 minutes for discussion
Week 6	Strategy Awareness Training (Speaking)	Teaching learner strategies. Strategies-Based Instruction (Cohen, 2003).(See Appendix VIII)	1. 50 minutes for the presentation 2. 20 minutes for discussion
Week 7	Strategy Awareness Training (Goal setting conference)	Presentation/ Self-Evaluation	1. 50 minutes for the presentation 2. 20 minutes for discussion
Week 8	Post-training Assessment	1. Questionnaires 2. Interviews	1. 40 minutes for the questionnaires 2. 9-20 minutes for each interview

The present research was completed in 8 weeks, including pre-tests (in Turkish version), and post-tests. Pre-tests, trainings and post-tests were carried out by the researcher.

The researcher designed the activities to be used in the research depending on the students' comments and the literature related and the expert ideas consulted for the design of the study.

In the first week of the research, the questionnaire developed was applied to the sampling group. In addition, as part of the screening, interviews as the pre-test was conducted

with the participants to find out deep insights and determine if they have real external attributions. The interviews lasted between 9-15 minutes, and conducted in the researcher's office. The interview data collection tool consisted 4 main questions and 10 sub-questions (see Appendix IV).

According to Dörnyei (2006), the best recipe to build learners' confidence is to administer regular dosages of success and claims that '**Success breeds success**'. *In the second week of the AR program*, to improve motivation and performance, as the role-model, an ex-prep class student, coded as S1, gave a speech about himself and the progress he made during his foreign language learning process. He stated that he had to drop out school after high school education and had to work as a waiter, so when he started his L2 learning journey, he had no background in English, but at the end of the academic year, he was the best student in his class, and the third best student in his level of English classes. In his speech, he stressed that "your mentality creates and shapes your life".

At Pamukkale University, Studies on Foreign Language Learning belongs to the School of Foreign Languages, however students come from many different degree programs ranging from the faculty of medicine to faculty of education. Some learners have some prior knowledge of English, while others might have their first contact at the School of Foreign Languages. The foreign language learning program is divided into two semester-long courses each entails 20 hrs of English courses per week. As it was assumed that they had no prior knowledge of language learning strategies. *In the third week of the AR program*, participants were informed about **what the language strategies are**, and **the importance of language strategies**. In this part of the training, it was aimed that the participants get familiar with the language strategies. In addition, the taxonomy of language strategies in the literature (Oxford, 2000; Cohen, 2004) was presented.

In the fourth week, a psychologist who has a lot of publications and experience on student motivation and success gave a presentation called “How to be a tomato?”. The presentation aimed to foster self-confidence and self-worth of the participants which are important components of the motivation. It took nearly 1 hour, and the participants were delivered a piece of paper to write down their reflections on the treatment, and whether it was useful for them or not. It was assumed that the presentation and discussions can help learners’ motivation into a positive direction.

In the fifth week, students were presented on explicit teaching techniques, which are stated that they are more helpful to the learners in improving the target language.

Language learners have differences among each other based on their aptitudes, background conditions, their way of learning, and strategies they use in language learning (cited in Abhakorn, 2008: 2). Among other variables related to individual differences, the term "learner strategies" generally refers to learners' consciously selected processes. According to Oxford (2001), strategies are the specific behaviors or thoughts which learners employ to enhance learning. What turns an ordinary learning activity into a learning strategy is its consciousness. Dörnyei (2005) mentions three distinguishing features of learning strategies: goal-directed, intentionally invoked and effortful. Thus, why some students perform far better than others or why some students fail in language classroom has a direct relationship with learners' strategy use in language learning. It is a common observation that some learners are better than others, yet good learners do different things than poorer language learners (Gass and Selinker, 2008). In foreign language learning and teaching, it is easily recognized both by teachers and learners that some students are more successful, use the received input in a linguistically productive way than others and do better in accomplishing the tasks given in classroom. Reid (1995) mentions that students' learning preferences are habitual and they prefer different ways while perceiving, processing, and retaining new information and skills. According to Oxford (2003),

language learning styles and strategies students use account for their learning and the amount of the language they learn. It is clear that if language learners have more awareness on their strategy use, they will be able to get insight into how to learn best; thus, they are likely to be more effective and skillful language learners. In fact, when learners make use of strategies, they are more likely to try solutions in case of specific situations and control their learning actively (Williams & Burden, 2000).

Strategies-based instruction (SBI) has an advantage in that it integrates strategies training into foreign language classrooms. SBI was introduced by Andrew Cohen (Cohen 1996, 1998, 2003). It is a learner-centered approach to teaching that extends strategies training to include both explicit and implicit integration of language learning and language use strategies into a foreign language classroom. In a typical SBI classroom, followings are the procedures applied:

- Describe, model, and give examples of potential useful strategies
- Elicit additional examples from students, based on students own learning experiences
- Lead small-group and whole-class discussions about strategies
- Encourage students to experiment with a broad range of strategies
- Integrate strategies into everyday class materials, explicitly and implicitly embedding them into the language tasks to provide for contextualized strategy practice (Cohen 2003).

Frameworks for Strategy Training (Cohen, 2003) included the following steps;

- Initial modeling of the strategy by the teacher, with direct explanation of the strategy's use and importance
- Guided practice with the strategy
- Consolidation, where teachers help students identify the strategy and decide when it might be used

- Independent practice with the strategy
- Application of the strategy to new tasks

The goal of this kind of instruction is to help the learners gain knowledge about how they learn in a more effective ways to promote their outcomes and improve development in learning foreign language. In this kind of strategy based-instruction, the teacher or the researcher should give detailed information and illustrate strategies which might be useful and important in terms of the students; additionally, they also need to match these strategies with the learners' own way of learning conditions as well as supporting them with using such strategies so that they can gain insight into the importance of employing strategy use in the language learning environment (Cohen & Dörnyei, 2002).

At the end of the second strategy awareness training, and after they became familiar with the strategy based- instruction, participants were asked to reflect, via self-evaluation form, which aspects of their foreign language learning they think they need and which areas they think they need to focus on in their following training. Results from the self evaluation forms revealed that it would be more beneficial to study and be trained on strategies that would be useful for them cope with: speaking strategies. Their comments also indicated that they blame external factors such as having no 'speaking test' before in their previous institutions and so, they have no experience in speaking tests make the situation worse. Learners also think that they are in a rather passive position in speaking classes.

Taking into consideration the students' comments and the training program course content and aims, *in the sixth week of the AR program*, it was decided to teach them a set of speaking strategies considered effective to help students tackle the difficulties they had identified in speaking a foreign language.

In week 7, as the final part of strategy awareness and increasing motivation retraining program, the nature of goal-setting was defined and it was stated that goal setting is relatively

easy to learn, and it requires just a simple planning, and also useful because they can learn how to break down tasks and assignments into small steps and monitor their own progress (Dörnyei, 2006). In the training, the participants were provided information how to implement a goal-setting process into their L2 learning journey and stated that goals should be;

- *Clear, specific and realistic, difficult* but in the range of their own capacities
- Have a *completion date*, it can be weekly or monthly
- Both for short-termed and long-termed

In addition, they were given a template that they can easily understand the components of goal-setting;

1. Define your goals clearly
2. List the steps to take to accomplish your goal
3. Think of problems that you can come up during your learning process
4. Think about solutions to these problems
5. Set a timeline for reaching the goal
6. Evaluate your progress
7. Reward yourself for accomplishments

(McCombs and Pope, 1994:68)

In the last week of the experiment, post-tests were applied to both the experimental and control group to discover the changes during the treatment program.

2.7 Data Analysis

Quantitative data analyses were performed by using SPSS 20 statistical software program. Differences are considered to be statistically significant if $p \leq 0.05$. As for the analysis of the questionnaire, the interval scale for the items was calculated using $n-1/n$ formula and the interval was found as 0.80. Thus, the mean scores (M) and standart deviation

(SD) for each item of their responses were calculated on the basis of the following classification according to a five-point Likert scale:

4.21 - 5.00 = strongly agree;

3.41 - 4.20 =agree;

2.61 - 3.40 = neutral

1.80 - 2.60 =disagree

1.00 - 1.79 = strongly disagree

Qualitative content analysis was used for the qualitative data. According to Phillip (2000) the object of (qualitative) content analysis can be all sort of recorded communication (transcripts of interviews, discourses, protocols of observations, video tapes, documents).

CHAPTER III

FINDINGS

3.1 Introduction

This chapter presents both the quantitative and qualitative findings of the study through the analysis of the data gathered via data collection instruments and were analyzed through SPSS 20. This present sought to examine the attributions of EFL learners who are prep class students and took part in the study. Some variables of the participants including the role of socio-economical background, level, and gender of the participants were also inducted to the study to make it clear whether there is a difference on their attributions on success and failure in an EFL setting.

In addition, the otherpurpose of the study is to gain an insight into the effect of an Attribution Retraining program developed by the researcher and lasted 8 weeks and whether AR program helps to change the attributions of the participants from external attributions to internal ones. Finally, it is hoped that the AR program makes a positive difference in participants' achievement scores (final test grades).

Under the lights of the variables and theoretical information, the analysis of the findings of the data gathered will be explained and discussed in this chapter.

The findings are presented according to the research questions respectively.

3.2 To what factors do the Turkish EFL learners attribute their success in English language learning?

Table 8

Descriptive Statistics of the Participants to Success before the AR (N=204)

Attributions	Mean	SD	SEM
Internal	3.26	.73	.051
External	2.97	.67	.047

When the attributions on success in the questionnaire data were analyzed, the mean of the internal attributions is 3.26, while the external ones are 2.97. As the means more than 3 are regarded as positive and less than 3 are regarded as negative, and as the internal factors' mean is more than 3 and has a bigger mean than the external attributions, it can be said that the participants attribute their success on internal factors. Although they are aware of the external attributions, they think that internal attributions are more important than external ones. Paired sample t-test was applied to find out whether it is meaningful statistically and was found that $t= 7.047$, $p<0.05$, it is meaningful statistically.

As the second step and to put out the details of the analysis, the following table puts out the mean values of both internal and external attributions on success for each item to reveal a more detailed way of the findings.

Table 9

Descriptive Statistics of the Participants to Success (N=204)

	Descriptive Statistics	Mean	SD
	Their English backgrounds from their past education give them additional advantage	3.62	1.48
	They have self confident in learning English	3.51	1.14
I	They attend classess regularly	3.40	1.18
	They have ability for learning English	3.35	1.05
	Classes are enjoyable for them	3.34	1.17
	Their teachers are successful	3.28	1.08
	They are intelligent	3.25	1.15
	They work hard	3.02	1.16
	They read books in English after school	2.99	1.20
E	Learning English is easy for them	2.88	1.09
	Exams are easy for them	2.80	1.10
	The system in their school support them to work hard	2.73	1.22
	They are lucky in exams	2.50	1.07

The mean values of the each item in the questionnaire show that although the participants attribute their success to internal factors in general, the highest mean of all the items is having a better educational background as the most important factor among all items, which is an external and uncontrollable one, whose mean is 3.62. In addition to this, when all

the means of items considered, it is clear that the means are between 2.50, *Being Lucky in the exams, which has the least mean, and 3.62, * Having a better educational background, and there is no striking difference between internal and external attributions, which shows that the participants have a blended/ mixed perception on the attributions of success. It is clear from the table that, EFL learners attribute the success in learning English to having self-confident in learning English, which is the most important to the participants with the mean 3.51. In addition to the participants, attending the classess regularly (M=3.40) and ability in learning English are also the factors that lead to be successful in learning English. On the other hand, the participants regard being lucky in the tests (M=2.50), the system of the school (M=2.73) and the easiness of the tests (M=2.80) as the least important factors in learning English. To conclude, although there is no meaningful difference on the internal and external attributions of success of the participants, it can be said that they attribute the success in learning English to internal attributions more than external ones.

3.3. To what factors do the Turkish EFL learners attribute their failure in English language learning?

Table 10

Descriptive Statistics of the Participants to Failure (N=204)

Attributions	Mean	SD	SEM
Internal	3.26	.52	.037
External	3.25	.55	.039

When the attributions of the participants of failure were analyzed, it can be seen from the table that the mean of internal factors is 3.26; on the other hand, the mean of external factors is 3.25. As the means more than 3 are regarded as positive and less than 3 are regarded as negative, and the means less than 3 can be regarded as negative, and as the means

of both internal and external items are very close to each other, the participants attribute the failure in learning English to both internal and external factors although the internal factors are a bit bigger than external ones. When the t-test was applied to find out whether there is a meaningful difference or not, and $t= 0.444$ and p-value is $0.658 > 0.05$, it can not be rejected, but the mean difference between internal and external factors was 0.01618 and no meaningful statistical difference was found.

Table 11

Descriptive Statistics of the Participants to Failure on Each Item (N=204)

Part III	Mean	SD
They don't have a robust background from their past elementary and high school education	3.92	1.26
They study enough	3.79	1.03
They don't study hard enough	3.76	1.07
They don't believe in themselves enough to learn English	3.66	1.06
Their attendance to class is not in a regular basis	3.6	1.14
They don't have enough motivation to learn English	3.55	0.98
Working hard lets students be successful	3.54	1.26
Teachers determine student's destiny in learning English	3.5	1.23
They are nervous about being unsuccessful	3.46	1.11
They don't have enough self-confidence in learning English	3.46	1.11
Working hard is the most important factor in learning English	3.41	1.27
Exams are hard for them	3.38	1.13
Their classes are boring	3.22	1.2
They think that they won't succeed in learning English even they study hard	3.21	1.17
The language teaching system of the school is unsatisfactory	3.18	1.16

Students are determinants of their destiny in English learning by themselves	3.17	1.22
They don't have ability to learn English	3.13	1.15
System of school does not adapt to new developments	3.04	1.19
Their teachers are not successful in teaching English	3.03	1.08
Table 11-continued		
Part III	Mean	SD
Exams are difficult and therefore they don't succeed	3	1.12
It's hard to learn English	2.97	1.16
They don't like their teacher	2.86	1.17
They are unlucky in learning English	2.83	1.15
They are not smart enough	2.43	1.16
Being successful in English is a matter of luck	2.32	1.11

As the Table 11 shows, the results indicate that prep-class students attribute the failure in learning English to “not having enough background in learning English effectively from their elementary/ secondary school education”, which is an external and uncontrollable attribution with the mean 3.92. However, the participants secondly tend to attribute the failure in learning English to “not studying hard enough”, which is an internal and controllable attribution signalling to “effort”. In addition, the results show that further highest items are related to internal attributions, which are respectively “not having self-confidence enough in learning English (M=3.66), “not attending the classes regularly (M=3.60)”, and “not having enough motivation in learning English (M=3.55).

On the other hand, the results describe that the participants think that “luck” is the least effective factor of failure in learning English (M=2.32). Similarly, they do not consider “being smart enough” as one of the reasons to fail in learning English (M=2.43). They also tended to

rate “teacher” as one of the least effective factors in failure (M=2.86). In addition, these results are remarkable in that although the participants think that internal factors are slightly a bit more effective in failure in learning English than external factors, they are nearly undecided and confused on the reasons of success and failure in learning English.

3.4. What is the Role of Gender, Level and Socio-Economic Background on the Attributions of Success and Failure?

Further analysis was conducted to find out whether there is a difference on the attributions of success and failure in learning English according to some variables such as gender, level and socio-economic background.

3.4.1. The relationship between gender and attributions

Participants’ scores were also analyzed by gender, and t-test was run in addition to the means of both samples. From the t-test procedures, it was found out that there is no significant difference between two groups, however, female students tended to attribute success in learning English to more internal factors than male participants.

Table 12

Gender Attributions on Internal Factors on Success in Learning English

	Gender	N	Mean	SD	SEM	t	p
Internal	Female	100	3.34	.67	.068	1.509	0.133
	Male	104	3.19	.77	.076		
External	Female	100	3.05	.69	.069	1.780	0.077
	Male	104	2.89	.65	.064		

Another t-test was applied to examine the differences on external achievement attributions of the participants according to the gender. No significant difference was found although the female participants have more external attributions than male counterparts.

3.4.2. Differences of the participants according to their proficiency level of English

The other domain of the present study is to find out whether there is a relationship between the proficiency level of the participants and their attributions on success and failure. To reveal the results, independent sample t-test were carried out.

Table 13

Distribution of the Participants According to Their Level and Gender

		Level of language proficiency		Total	
		Pre-Intermediate	Intermediate		
Gender	Female	Count % of Total	20 9.8%	80 39.2%	100 49.0%
	Male	Count % of Total	32 15.7%	72 35.3%	104 51.0%
Total	Count % of Total	52 25.5%	152 74.5%	204 100.0%	

Table 14

Distribution of the Participants According to Their Level

	What is your level of language	N	Mean	SD	SEM	t	P
Attributions to Success General	Pre-Intermediate	52	3.03	.74	.103	-1.320	0.188
	Intermediate	152	3.16	.60	.048		
Internal Attributions to Success	Pre-Intermediate	52	3.12	.74	.124	-1.460	0.149
	Intermediate	152	3.31	.60	.053		

External Attributions to Success	Pre- Intermediate	52	2.93	.69	.096	-0.578	0.564
	Intermediate	152	2.99	.67	.054		

Table 14 reveals that Internal attributions of the participants is higher in both group samples and intermediate level participants have tended to both more internal attributions to success and have higher levels than pre-intermediate level participants although there is no statistically meaningful difference. The findings indicate that level is not a statistically important factor in attributions to success.

To investigate the level factor of the participants towards attributions of failure in learning English, independent t-test was carried out.

Table 15

Participants' Attributions to Failure in Terms of Their Level

	What is your level of language	N	Mean	SD	SEM	t	P
Internal Attributions to Failure	Pre- Intermediate	52	3.18	.59	.082	-	0.179
	Intermediate	152	3.29	.50	.040	1.350	
External Attributions to Failure	Pre- Intermediate	52	3.14	.60	.084	-	0.120
	Intermediate	152	3.28	.53	.043	1.563	

According to the table 15, the results indicate that there is no meaningful difference between Pre-Intermediate and Intermediate Level participants with regard to attributions to failure. Although Intermediate level participants have higher level of attributions to both internal and external attributions, it is not a statistically meaningful difference.

3.4.3. Attributions of the participants according to their socio-economic level

To find out the socio-economical level of the participants, in the questionnaire, the economical level of the students were categorized and used in the study as follows;

Table 16

Categorization of Socio-Economic Level of the Participants

Level of Education	Economical Situation	Socio-Economical Situation
Very High	Very Good	Very Good
Very High	Good	Good
Very High	Average	Good
Very High	Low	Average
Very High	Very Low	Average
High	Very Good	Good
High	Good	Good
High	Average	Average
High	Low	Average
High	Very Low	Average
Average	Very Good	Good
Average	Good	Average
Average	Average	Average
Average	Low	Average
Average	Very Low	Low
Low	Very Good	Average
Low	Good	Average
Low	Average	Average
Low	Low	Low
Low	Very Low	Low
Very Low	Very Good	Average
Very Low	Good	Average
Very Low	Average	Low
Very Low	Low	Low
Very Low	Very Low	Very Low

ANOVA test was used to test the hypothesis as there are more than two socio-economical status. As the Hypothesis F-value = 6,526 and $p= 0.002 < 0.05$, it is denied. As a result, it is clear from the data analysis that there is a meaningful difference between the attributions of the participants and their socio-economical background. When the means were analyzed, as the socio-economic level gets better, the responses to the items related to success get lower.

Table 17

Relationship between Internal Attributions on Success and Socio-Economic Level of the Participants

Household Socio-Economic Status	N	Mean	SD	SE
Low	39	3.57	0.71	0.113
Average	149	3.22	0.70	0.058
Good	16	2.98	0.81	0.202
Total	204	3.26	0.73	0.051

According to the results of Table 18, there is a meaningful relationship between socio-economic level of the participants and their internal attributions to success. While the participants having low socio-economical status have more internal attributions to success, the participants with good socio-economic status have less internal attributions than the other two groups.

Table 18

Relationship between External Attributions to Success and Socio-Economic Level of the Participants

Household Socio-Economic Status	N	Mean	SD	SE
---------------------------------	---	------	----	----

Low	39	3.29	0.67	0.108
Average	149	2.90	0.65	0.053
Good	16	2.83	0.70	0.175
Total	204	2.97	0.67	0.047

The quantitative analysis of the relationship between external attributions of the participants and socio-economic status of the participants show that the participants with bad socio-economic level status attribute their failure to external attributions more than the participants with average and good socio-economic status. When the means were analyzed, it was found that as the socio-economic level gets better, the responses to the items related to success get lower.

Table 19

Relationship between Internal Attributions on Failure and Socio-Economic Level of the Participants

Household Socio-Economic Status	N	Mean	SD	SEM
Low	39	3.32	0.55	0.088
Middle	149	3.25	0.51	0.042
Good	16	3.28	0.57	0.144
Total	204	3.26	0.52	0.037

When ANOVA test was applied, no statistically meaningful difference between the groups in terms of internal attributions on failure and socio-economic level of the participants was found.

Table 20

Relationship between External Attributions on Failure and Socio-Economic Level

Household Socio-Economic Status	N	Mean	SD	SEM
---------------------------------	---	------	----	-----

Low	39	3.30	0.61	0.097
Middle	149	3.23	0.55	0.045
Good	16	3.28	0.42	0.106
Total	204	3.25	0.55	0.039

The results of the ANOVA test make it clear that socio-economic level of the participants has no effect on the external attributions on failure in learning English. It shows that there is no relationship between the external attributions on failure and socio-economic level.

3.5 Does AR (Attribution Retraining) Program Change the Participants' Attributions from External to Internal?

After 8 weeks of Attribution Retraining program, the participants' post test scores were analyzed to find out whether there is a change in participants attributions on success and failure over time.

Table 21

Post-Test Results on Attributions to Success (N=25)

Part II	Groups	Mean	SD	t-statistics	p
They study hard	Control	2.84	1.11	-3.677	0.001**
	Experimental	3.88	0.88		
They have the ability to learn English	Control	3.56	0.82	-2.395	0.021**
	Experimental	4.12	0.83		
Their English backgrounds from their past education give them additional advantage	Control	3.64	1.35	2.757	0.008**
	Experimental	2.72	0.98		
Their teachers are succesfull	Control	3.32	1.03	0.144	0.866
	Experimental	3.28	0.94		

The system in their school support them to study hard	Control	2.52	1.19	-0.767	0.447
	Experimental	2.76	1.01		
They are lucky in exams	Control	2.52	0.82	-2.021	0.049**
	Experimental	3.12	1.24		
Table 21-continued					
Part II	Groups	Mean	SD	t-statistics	p
Learning English is easy for them	Control	3.28	0.84	-0.643	0.524
	Experimental	3.44	0.92		
Their attendance to class is on a regular basis	Control	3.24	1.09	-3.523	0.001**
	Experimental	4.20	0.82		
Classes are enjoyable for them	Control	3.24	1.05	-3.647	0.001**
	Experimental	4.24	0.88		
Exams are easy for them	Control	2.82	1.08	-0.62	0.538
	Experimental	3.12	1.20		
They have self-confidence in learning English	Control	3.84	0.99	-1.739	0.088***
	Experimental	4.28	0.79		
They are intelligent	Control	3.44	1.04	-1.986	0.053***
	Experimental	3.96	0.79		
They read books in English after school	Control	3.08	1.38	-2.82	0.007**
	Experimental	4.00	0.87		

It is clear from the table that the results clearly show an improvement in internal attributions on success in the experimental group when compared with those in the control group. The results indicate that there is a significant difference in the scores of experimental and control group. Although both the students in the experimental group (M=4.28) and control group (M=3.84) state that “having self-confident” is the most responsible attribution on success, the participants in the external group attribute the success in learning English to internal attributions such as “Classes are funny and enjoyable” (M= 4,24), “Attendance to the classes” (M=4.20), and “ability” in learning English (M= 4.12), however, the participants in the control group state that “having a good background in learning English in their previous school/institution” (M=3.64) is the second most effective factor in learning English. In addition, they state that “ability” in learning English (M= 3.56), “being intelligent” (M=3.44), and “having a successful teacher” (M=3.32), and “easiness of task (learning English)” (M= 3.28) are the other domains that the participants think as the most important items in learning English and being successful respectively. According to the results, while the participants in the experimental group attribute success in learning English to internal attributions, the participants in the control group attribute “success” either to external attributions more or to internal ones less than the experimental counterparts.

On the other hand, the students in the experimental group think that “having a good background in learning English in their previous school/institution” (M= 2.72), “system of the school” (M= 2.76), “being lucky in the exams” (M= 3.12), and “easiness of the exams” (M= 3.12) are the least effective factors in learning English. The items the experimental group participants state are external and uncontrollable factors, while the participants in the control group believe that they have more internal and uncontrollable attributions.

3.6 To What Factors Do Learners Attribute Their Success and Failure?

This section presents the qualitative analysis of pre and post interviews with 9 participants from different faculties ranging from Faculty of Medicine, Engineering, and Economics. The interviews were conducted in the researcher's office one by one by asking open-ended questions to get more detailed and accurate data. The pre-interviews were conducted during the first week of February, 2014 and post-interviews were conducted after the AR program in May, 2014

3.6.1. Qualitative analysis of pre-test interviews

Table 22

The Participants' Attributions for Success and Failure (Pre-Test)

Number	Attributions for failure	Locus
Participant I	Teachers	External
	Lack of Interest	Internal
Participant II	Lack of Education system	External
	Learning Environment	External
Participant III	Lack of Education system	External
	Teachers	External
Participant IV	Lack of Interest	Internal
	Lack of Interest	Internal
Participant V	Lack of Education system	External
Participant VI	Teachers	External
	Lack of Education system	External
Participant VII	Lack of Education system	External
Participant VIII	Lack of Education system	External
Participant IX	Teachers	External
	Lack of Education system	External

After the quantitative analysis of the questionnaire, semi-structured interviews were conducted with the participants to find out their attributions to failure in learning English. Surprisingly, they thought that they were discouraged in learning English and mostly stated that they were unsuccessful owing to the lack and problems of education system of their school/institution and their teachers in their previous institution. P1 stated that:

I grew up in a village and I did not have an English Teacher and their history teacher helped them to learn English, but both the teacher and the learners were not successful and the participant cheated during the exams to get a high mark and pass the class.

Similarly, P2 attributed her failure to lack of education system and stated;

I did not get efficient English courses although it was not so bad during she was at secondary school. She also noted that she had her high school education in Vocational High School, and the education system did not help her to learn English, but some courses such as Maths and Physics.

In addition to two participants, P3 mentioned about one of the most striking points regarding with the education system, he noted that;

Yes, I attended to a good high school, the quality of the school, the environment and students were all really nice and successful. However, when it comes to English courses, I can say that I just learnt grammar, nothing more. I did not have a chance to practice my English and improve my motivation. English courses were like Literature classes, just from book to exercises, nothing more, however, now, I have to speak, listen and write.

Another participant thinks that the skills and information which is not tested is forgotten quickly. He mentioned that *the students in Turkey have to be successful in YGS-LYS tests to be admitted to a university, and in these tests, English is not necessary, so the high school students who have not enough awareness in the importance of learning a foreign language ignore learning English*

3.6.2. Qualitative analysis of post-test interviews

The participants' initial attributions on failure were found out in the pre-intervention interviews. The same participants were interviewed after the AR period for the second time. The participants were asked open-ended questions to discover the attributions on success and failure.

Table 23

The Participants' Attributions for Success and Failure (Post-Test)

Number	Attributions for failure	Locus
Participant I	Effort	Internal
	Lack of Interest	Internal
Participant II	Ability	Internal
	Effort	Internal
Participant III	Lack of Interest	Internal
	Teachers	External
Participant IV	Effort	Internal
	Teachers	External
Participant V	Effort	Internal
	Lack of Interest	Internal
Participant VI	Lack of Motivation	Internal
	Lack of Self-Confidence	Internal
Participant VII	Ability	External
	Effort	Internal
	Lack of Education system	External
Participant VIII	Attendance to the Classes	Internal
	Effort	Internal
Participant IX	Teachers	External
	Effort	Internal

The responses given by the participants were far more different from the pre-intervention interviews. 7 out of 9 students stated that “Effort” is the most important attribution, which is an internal attribution. The attribution “Lack of Interest” was stated by 4 participants, and seemed the second highest attribution to the participants. Participant 4 stated that teacher is the most important factor to success or failure in learning English, she stated that:

If the student has a successful teacher, he/she can help the learner to improve her/his motivation, and the learner can be successful.

Although she thinks that “teacher” is the most important attribution, she mentions that “motivation” leads to be more successful.

Another participant mentions that effort in learning English is very important and she keeps saying:

We do not talk during the classes, we have even American teachers for speaking classess but we do not put enough effort to improve our English.

3.7 Does AR Program Makes a Significant Difference in the Participants’ Achievement (Final Test Grades)?

Achievement scores of experimental and control group were analyzed to find out whether AR program makes a significant difference on the achievement scores of the participants.

Table 24

Achievement Scores of Experimental Group

	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	1	1.00	1.00	-3.903	.011
Positive Ranks	19	11.00	209.00		
Ties	-				
Total	20				

According to the findings from the table, it can be concluded that there is a meaningful difference between the achievement scores (midterms) of the participants' before AR program and Post- AR program. All the participants, except one, increased their midterm scores. When the mean ranks and total points are taken into consideration, the positive ranks identified show that there is a meaningful difference between AR program and its effect on academic achievement.

Table 25

Achievement Scores of Control Group

	N	Mean Rank	Sum of Ranks	z	p
Negative Ranks	7	9.64	67.50	-1.400	.161
Positive Ranks	13	10.96	142.50		
Ties	-				
Total	20				

According to the findings from the table, it can be concluded that there is not a meaningful difference between the achievement scores (midterms) of the participants' before AR program and Post- AR program of the control group. As $P > 0.05$, no significant relationship was found between pre- AR program and post- AR program achievement scores in the control group

CHAPTER IV

DISCUSSIONS, CONCLUSIONS AND IMPLICATIONS

4.1 Introduction

This mixed method study described the attributions and retraining process of first-year Turkish university students at a state university engaged in learning English as a foreign language. The study focused on the attribution perceptions the learners have before and after an eight week treatment, and compared the results whether there is a comparable difference and change. In addition, the study also focused on the socio-economic level of the participants and their views, which makes the study different from the ones related to the research area. In order to investigate learners' attributions on success and failure in EFL settings, an adapted questionnaire was distributed to 204 Turkish university students. The questionnaire was given before and after eight week attribution re treatment program. Participants also filled in the program evaluation form after each treatment to express their views and feelings to get the most instant and hot data about the treatment program. Nine participants were interviewed at the end of the course with the aim of triangulation and gaining a deeper understanding of the process. The quantitative data were analyzed by using descriptive statistics via SPSS version 20. The data from interviews were analyzed through coding procedures and findings were illustrated in Chapter 3.

This final chapter aims to discuss the findings of the study referring to the related literature in the second and third chapters and conclusions of the study. Implications for all the stakeholders constitute the last part of the chapter and the discussion section is followed by conclusions. Finally, it covers recommendations for future researchers.

4.2 Discussion

This study tries to find answers to the following research questions:

1. To what factors do the Turkish EFL learners attribute their success in English language learning?
2. To what factors do the Turkish EFL learners attribute their failure in English language learning?
3. What is the role of gender, level and socio-economic background on the attributions of success and failure?
4. Does AR(Attribution Retraining) program change the participants' attributions from external to internal?
5. Does AR(Attribution Retraining) program makes any significant difference in the participants' achievement (final test grades) ?

4.2.1. Discussion of findings from Research Question 1:

Quantitative and qualitative analyses showed that participants hold a great diversity of attributions on success; however, they mostly attribute success on internal causes, some of which are effort and ability.

The results of so many studies showed that learners attribute their success on internal attributions. (Stevenson & Lee 1990; O'Sullivan & Howe 1996; Williams & Burden 1999).

Özduygu (1995) investigated the achievement attributions of elementary EFL learners, however, no meaningful difference was found in terms of attributions.

Platt (1998) conducted a research and suggests that attributions to internal causes can lead to expectancy for future success. In addition, McCombs & Pope (1994) holds a study and found that internal factors has a determinant role for future success and enhance it.

There are also studies conducted from different level of learners about the attributions on success.

In Stajkovic and Sommer's study (2000), it was found that foreign language learners tended to attribute failure to external factors while they attribute success to internal factors, In another study, Can (2005) investigated the success and failure perceptions of elementary school learners and found out that they have more internal attributions on success than failure. Furthermore, Brown, Gray & Ferrara (2005) analyzed the attributions of university students from different countries, which are Turkey, China and Japan. It was found in the study that the participants suggested internal factors for both success and failure. However, there was a small difference between the samples as Japanese students have equally internal attribution to success and failure, but Turkish and Chinese participants reported more internal attributions for success than for failure, which can involve the cultural dimension of the attributions.

In Saticilar's study (2006), it was found that elementary school learners attribute their success to internal factors. In his analyses of attributions of 80 Turkish foreign language students, he found out that internal attributions have a great domain in their perceptions of success.

Finally, Semiz (2011) held a study on university level of learners and it was found in the study that successful students endorsed more internal and personal attributions (effort and strategy) more strongly than unsuccessful students.

4.2.2. Discussion of findings from Research Question 2

Another result of the study is that the participants attribute their failure in English not only to internal ones but also to the external ones as the results of the research question show that both internal and external factors related to failure of the participants were very close to each other.

In other words, they feel that they are responsible for their failure in English. However, according to most attribution studies, learners have an egotistical system that they attribute success to internal factors, such as effort, ability, and failure to external factors, such as task difficulty, luck (Stevenson & Lee 1990; Christenson et. al. 1992; O'Sullivan and Howe 1996; Georgiou, 1999). Yet, in this particular study the results showing that learners attribute their failure also to internal factors could be interpreted from a number of perspectives. One of the most important factors could be the personalities of the participants in the study. However, this speculation also calls for research that is more detailed studies, which will include personality differences. The results of both questionnaire and interview indicate that most of the participants' achievement attributions to their success in English are unstable and controllable (e.g. effort). As it is mentioned in Chapter Three, stability dimension is closely related to the expectations about the future. In other words, when learners attribute their achievement to stable causes (ability and task difficulty); a similar performance is expected from them in the future. On the other hand, unstable causal explanations (e.g. effort and luck) cause the expectation of different performances in the future (Woolfolk, 1998). According to the findings of the study, a better performance of English may be expected from the participants in the future because their achievement attributions to success in English are unstable. In other words, the unsuccessful learners whose attributions are unstable may be more successful in English in the future. The results of the main study also reveal that the participants attribute their success in English to their effort (internal-unstable-controllable)

more frequently than other achievement attributions. Williams & Burden (1999), Georgiou (1999), Moore and Chan (1995) also found that language learners attribute their success to effort more frequently than other achievement attributions. Therefore, the results of this study are in line with those cited here. In conclusion, most participants of this study believe that when they make effort to learn English they can be successful in English.

4.2.3. Discussion of findings from Research Question 3:

According to the findings concerning the relationship between gender and achievement attributions, although there is no significant difference between male and female participants, it can be seen that female participants have more internal achievement attributions to success in English than their male counterparts. These findings are correlated with the findings of the studies of Power and Wagner (1984), Lightbody et. al. (1996), Georgiou (1999). It was found in their studies that that female participants state more internal attributions when compared to male learners. The difference may be due to physiological and psychological facts that distinguish the two genders.

When it comes to the level of the participants and their level of English, although there is no meaningful difference between pre-intermediate and intermediate level of students, it was found that as the level of students get higher, their internal attributions for success is higher than external attributions. The findings are related to the studies in the literature. Hashemi (2011) found that there is a significant relationship between English language proficiency level and internal attributions. It was revealed in his study that the higher the level of students is, the higher their internal attributions such as effort and interest is.

Another domain in this study was about the attributions of EFL learners and their socio-economic backgrounds and to find out whether maladaptive attributions are linked to the socio-economic levels of the learners. The relationship between socio-economic level of

the students, the location of their school or house and success has been one of the focus for the researchers (Hashemi 2011, Banks & Woolfson 2008, Westwood 2004). This present study focuses on the attributions of the learners and their socio-economic levels, which makes the study unique. The results revealed that the participants with bad socio-economic status have more internal attributions than the ones with good socio-economic status.

4.2.4 Discussion of findings from Research Question 4:

Foersterling (1985) defines attribution retraining as efforts to alter attributional patterns and increase at risk learners' efforts toward achievement and focusing them to their own effort for success.

It has been hypothesized in the research design of the study that attribution retraining program is likely to focus on altering malattributions to internal ones. The training program aimed the unsuccessful participants to think in a more positive way and reflect this changing to their foreign language learning environment and their achievement. The results showed that ART (attribution retraining program) can be called as a successful technique that helped the experimental group to move their attributions from external ones to internal ones.

The findings are in correlation with studies in which ART encouraged the students to have more internal attributions rather than external ones (McLoughlin 2001; Haynes et al., 2006; Perry et al, 2010; Carylton 1997; Weinstein 2004).

4.2.5. Discussion of findings from Research Question 5:

The research also investigated the achievement scores of EFL learners. The results indicate that ART program has a significant effect on the participants' test scores. Hall, Nathan Chladkyj, Steven Perry et al. (2004) argued in their longitudinal study that attributional retraining techniques have a big effect on academic achievement and motivation,

and it leads to improvements in their achievement scores. In addition to this, it was found in the study that while there are fluctuations in final exam scores of the control group, the experimental group has higher final scores except one of the participants. The findings have important clues for all the stakeholders ranging from student to teachers and institutions because it suggests that learners need training, motivation and counseling apart from just teaching in the classroom. By bringing strategy training, motivation and other educational psychological concepts into the classroom will certainly yield positive results.

4.3 Conclusions

There is no doubt that the kind of methodology used in each study to investigate different dimensions of attributions has a great effect on the results and discussions. Based on the studies in the field of EFL, this study has attempted to shed light on attributions for success and failure according to different variables and the effect of an AR program.

The findings revealed a number of significant attributional differences between success and failure; while success is considered as an internal attribution in some variables and research questions in this study, some perceptions are attributed to external reasons.

In addition, it can be concluded from the findings of the study that students' perceptions or experiences in EFL classrooms can affect their attributions or success in language learning. It was also found in the study that individual differences such as socio-economic backgrounds take an important place for the attributions on success and failure. This may be another important and useful domain for teachers, educators, researchers and institutions to find out how the learners interpret their success and failure, and it can also help teachers, educators and institutions to find out the effect of socio-economic factors on the attributions of success and failure and change the external attributions to internal ones and also malattributions learners have.

As another conclusion for this study, it can not be denied that teachers play an important role in EFL setting and they can be one of the reasons that the learners attribute their success or failure in learning English. While teachers who are successful in their classrooms can create a positive atmosphere for the learners and can affect the attributions learner have in learning a foreign language, teachers with poor performance can lead to a learner attribute to external or internal attributions unconsciously, so the role of teachers in EFL classrooms can not be ignored.

As teachers are dealing with malattributions that can be changed, it can be suggested that teachers can affect the future causal attributions of students on success and failure as they can motivate the learners in a more positive way and they can put bricks on the perceptions of success and failure.

4.4 Implications

The findings of the study suggest several implications for the language teaching practice and research on second language learning and teaching.

The study made it clear that learners' attributions can be external or internal according to some variables and have a great diversity. Teachers should be aware of this diversity and complexity so that they can help learners change their attributions. The study also verifies that attributions can be difficult to change, but when they are improved or changed, there is no doubt that, it may help to create a favorable learning condition.

Language learners and teachers always aim at successful performance and grades, however, learning and teaching a foreign language is a complicated and challenging process and progress, and it is never simple and one-sided. The related literature suggest that internal, unstable, and controllable causes should be attributed to be successful and when they can achieve this, they can control the causes of their achievement and they can be more successful

language learners in future. Although attributions on success and failure affect the learners' performance, grades and motivation, there are many other domains and factors to be taken into consideration and addressed.

It should be also noted that attributions on success and failure in language learning are sometimes resistant to change; however, it was shown in the study that improvement and change in the attributions of learners is possible via using a treatment procedure. Guiding, counseling, and strategy training can help the learners and motivate them, which improve their success and performance.

Finally, it should be taken into account that external influences may have an effect on the learners' attribution on success and failure. Another research question aimed to find out the differences on attributions and learners' socio-economic backgrounds. Teachers and institutions should be aware that in addition to individual differences, learners have different socio-economic levels and being aware and understanding these differences can shed light on their attributions and in turn, their performance and achievement scores as these differences affect the learners' reactions to learning a foreign language and also to success and failure.

4.5 Suggestions for Further Research

This study described the attributions of the EFL learners on success and failure, and attributions of failure were aimed to improve or change. This study is also a suggested further study by Saticilar (2006) and involves a training program of achievement attribution. Based on the findings of the study, further research may focus on the other side of the coin, on EFL teachers as the second most important stakeholder in the classroom and should seek the perceptions of EFL teachers towards the attributions of their learners on failure in their classroom settings. This would certainly complete the study and researchers would have a

chance to compare the perceptions of both sides, learners' perspective and teachers' perspective.

Finally, a longitudinal research is needed to investigate long-term attributions of learners on success and failure about foreign language learning

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Appendices



Pamukkale Üniversitesi
Yabancı Diller Yüksekokulu

İngilizce

Öğrenmede Başarısız mısınız?

İngilizce öğrenmeyle ilgili endişelerinizin sizi başarısız yaptığınızı inanıyorsunuz?



Ücretsiz
Eğitim Programımıza katılın
bakış açınızı değiştirelim

Detaylı Bilgi için:

Okt. Devrim HÖL

Yabancı Diller Yüksekokulu

1. Kat Oda No: 126

devrimh@pau.edu.tr

APPENDIX II

Sevgili öğrenciler,

Bu araştırma bir doktora tez çalışmasının bir parçası olarak yapılmaktadır. Araştırmanın amacı öğrencilerin başarı/ başarısızlık yüklemelerini saptamak, çeşitli değişkenlere göre incelemek ve 8 haftalık bir eğitim programının öğrencilerin yükleme eğilimleri ve başarılarına etkisini tespit etmektir. Çalışma süresince verdiğiniz bilgiler tamamen gizli tutulacak ve sadece araştırma amacıyla kullanılacaktır. Tez çalışması tamamlandığında eğer isterseniz araştırmanın sonuçlarını talep edebilirsiniz. Her türlü öneri, görüş ve sorunlarınız için devrimh@pau e-mail adresimden ulaşabilirsiniz.

Yukarıda ifade edilen çalışmada yer almak istiyorum

Tarih:.....

Katılımcı Adı Soyadı:.....

e-mail adresi:.....

Sınıfı:.....

Öğrenci No:.....

İmza:.....

APPENDIX III

EFL LEARNERS' PERCEIVED ATTRIBUTION REPORTS INTERVIEW FORM

İngilizce dersinde BAŞARILI olduğunu düşündüğünüz kişileri göz önünde bulundurduğunuzda, bu kişiler sizce;

Ne tür özelliklere sahiptir? Lütfen Belirtiniz?

Başarısız olarak düşündüğünüz kişilerden ne gibi farklılıklara sahiptirler?

Sizce başarılarına en çok etki eden faktörler nelerdir?

Bunların dışında İngilizce öğrenmede başarılı olmak için yapılması gereken başka şeyler var mıdır? Lütfen açıklayınız.

İngilizce dersinde BAŞARISIZ olduğunu düşündüğünüz kişileri göz önünde bulundurduğunuzda, bu kişiler sizce;

a) Ne tür özelliklere sahiptir? Lütfen Belirtiniz?

b) Başarılı olarak düşündüğünüz kişilerden ne gibi farklılıklara sahiptirler?

c) Başarısızlıklarına en çok etki eden faktörler nelerdir?

Yukarıda belirttiğiniz başarılı ve başarısız öğrencileri göz önüne aldığınızda,

Kendinizi İngilizce dersinde ne derecede **başarılı** buluyorsunuz?

Oldukça Başarılı Buluyorum

Başarılı Buluyorum

Kararsızım

Başarısız Buluyorum

Oldukça Başarısız Buluyorum

Yukarıda verdiđiniz cevaba gre, bařarılı/bařarısız bulmanızın sebepleri arasında kiřisel payınız nedir? Aıklayınız.

Yukarıda verdiđiniz cevaba gre, bařarılı/bařarısız bulmanızın sebepleri arasında kendi dıřınızdaki sebepler nelerdir? Aıklayınız.

Eđer kendinizi bařarısız buluyorsanız, sizi nelerin bařarılı yapabileceđini dřnyorsunuz?

APPENDIX IV-A

ACHIEVEMENT ATTRIBUTION QUESTIONNAIRE

Dear Participants,

This questionnaire is designed as a part of the doctoral dissertation. The aim of this study is to find out the effects of a 8 weeks of education program on the attributions of EFL learners related to their success or failure in learning English.

Your answers will be kept confidential and will not be used except for academic purposes. When the research has ended, a report will be sent to your e-mail if you wish. Please read the statements carefully and mark the most suitable choice for you with (X).

If you have any questions in any steps, please contact the following e-mail address:

devrimh@pau.edu.tr

Thank you for your participation

PART- 1

Please answer the questions

Personal Information

School Number:

Gender: Male () Female ()

Level: Pre-intermediate () Intermediate ()

Midterm results: 1. midterm: 2. midterm: 3. midterm:

Type of High School:

Science High School () Anatolian High School ()

Super High School () State High School () Others:

PART- 2

Students are successful in learning English because..	Completely disagree	Disagree	Neutral	Agree	Completely Agree
1. They study hard enough					
2. They have ability in learning English					
3. Their English background education in primary or secondary school helps them					
4. Their teachers are successful					
5. The school system encourages them to study harder					
6. They are lucky in the exams/tests					
7. Learning English is easy					
8. They attend classes regularly					
9. Classes are enjoyable					
10. Exams are easy					
11. They are self-confident in learning English					
12. They are intelligent					
13. I read books in English out of school					
Others:					

PART-3

Students are not successful in learning English because..	Completely disagree	Disagree	Neutral	Agree	Completely Agree
1. Their teacher is not successful in teaching English					
2. They don't have enough background education in primary or high school					
3. They don't study enough					
4. Learning English is difficult					
5. They don't have ability in learning English					
6. Exams are really difficult for them					
7. School's system is not efficient					
8. They don't attend classes regularly					
9. They don't study enough (Reversed item..17)					
10. They are not self-confident during the classes					
11. Classes are boring					
12. They are not intelligent enough					
13. Being successful in English is a matter of luck					
14. They are anxious and afraid of failure					
15. They don't like their teachers					
16. They think they can't be successful in learning English no matter how they try hard					

17. Studying hard is the most important factor in learning English					
18. Exams and tests are really difficult, so I am unsuccessful					
19. School system is old-fashioned* (reversed item 7)					
20. They don't have enough confidence in learning English (reversed item..10)					
21. They are unlucky during the exams/tests					
22. Teachers control their destiny in prep classes					
23. The students themselves are the only determinants of their destiny					
24. Studying hard always brings the success					
25. They have low motivation in learning English					
Others:					

APPENDIX IV-B

Değerli Katılımcı,

Bu anket bir doktora tezi çalışmasının bir parçasıdır ve çalışmanın amacı 8 haftalık bir eğitim programının Yabancı Dil olarak İngilizce öğrenen öğrencilerin, İngilizce öğrenme konusundaki başarı yada başarısızlıkların ile ilgili yüklenme atıflarını belirlemektir.

Cevaplarınız araştırma etiği göz önünde bulundurularak gizli tutulacak ve akademik amaçlar haricinde kullanılmayacaktır.

Çalışma tamamlandığı zaman, dilerseniz e-mail yoluyla sonuçlar tarafınıza bildirilecektir.

Lütfen aşağıdaki ifadeleri dikkatlice okuyunuz ve size en uygun olacak şekilde soruyu cevaplayınız,

Katılımınız ve desteğiniz için teşekkür ederim

Devrim HÖL

devrimh@pau.edu.tr

PART- 1

Kişisel Bilgiler

Okul Numaranız:

Cinsiyet: Bayan () Bay ()

Yabancı Dil Seviyeniz: Pre-intermediate () Intermediate ()

Midterm Sonuçlarınız: 1. midterm: 2. midterm: 3.
midterm:

Mezun Olduğunuz Lise Türü:

Fen Lisesi () Anadolu Lisesi () Endüstri Meslek Lisesi ()

Super Lise () Düz Lise () Ticaret Meslek Lisesi ()

Anadolu Öğretmen Lisesi () Otelcilik/ Turizm Lisesi ()

İmam Hatip Lisesi () Özel Lise/ Kolej ()

Diğer (Lütfen Belirtiniz):

Ailenizin Hane Olarak Aylık Ortalama Geliri:

850 TL'den daha az () 1700 TL'den daha az () 1701-2550 TL arası ()

2551- 3500 TL arası () 3501- 4500 TL arası () 4500 TL'den daha fazla ()

Eviniz

Kendi Evimiz ()

Kira ()

Arabanız

Var ()

Yok ()

Babanızın Mesleđi

Emekli () Memur () İşçi () Çiftçi () Serbest Meslek () İşsiz ()

Diđer (Lütfen Belirtiniz):

Babanızın Eğitim Durumu:

Master- Yüksek Lisans/ Doktora ()

Fakülte (4 veya daha fazla) mezunu ()

Yüksekokul (2 yıllık) mezunu ()

Lise Mezunu ()

Ortaokul Mezunu ()

İlkokul Mezunu ()

Mezuniyeti yok,okuma yazma biliyor ()

Okuma Yazma Bilmiyor ()

Annenizin Mesleđi

Emekli () Memur () İşçi () Çiftçi () Serbest Meslek () İşsiz ()

Diđer (Lütfen Belirtiniz):

Annenizin Eğitim Durumu:

Master- Yüksek Lisans/ Doktora ()

Fakülte (4 veya daha fazla) mezunu ()

Yüksekokul (2 yıllık) mezunu ()

Lise Mezunu ()

Ortaokul Mezunu ()

İlkokul Mezunu ()

Mezuniyeti yok,okuma yazma biliyor ()

Okuma Yazma Bilmiyor ()

PART- 2

Öğrenciler İngilizce öğrenmede başarılıdır çünkü...	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Yeterince sıkı çalışırlar					
2. İngilizce öğrenmede yeteneklidirler					
3. İlköğretim yada Lise döneminde sahip oldukları İngilizce temelleri onlara avantaj sağlamaktadır					
4. Öğretmenleri çok başarılıdır					
5. Okullarında uygulanan sistem, onları daha sıkı çalışmaya teşvik etmektedir					
6. Sınavlarda şanslıdırlar					
7. İngilizce öğrenmek onlar için kolaydır					
8. Derslere düzenli olarak devam etmektedirler					
9. Dersler onlar için eğlenceli ve zevklidir					
10. Sınavlar onlar için kolaydır					
11. İngilizce öğrenme konusunda kendilerine güvenleri vardır					
12. Zekidirler					
13. Ders dışında İngilizce kitaplar okurlar					
Others:					

PART-3

Öğrenciler İngilizce öğrenmede başarılı değildir çünkü...	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. İlköğretim yada Lise döneminde yeterince sağlam bir İngilizce temelleri yoktur					
2. Yeterince çalışmıyorlardır					
3. Öğretmenleri İngilizce öğretme konusunda başarılı değildir					
4. İngilizce dilini öğrenmek zordur					
5. İngilizce öğrenmeye yetenekli değildirler					
6. Sınavlar onlar için zordur					
7. Okulun dil öğretim sistemi yetersizdir					
8. Derslere düzenli devam etmezler					
9. Yeterince sıkı çalışmıyorlardır					
10. İngilizce öğrenme konusunda kendilerine yeterince güvenmiyorlardır					
11. Dersler sıkıcıdır					
12. Yeterince zeki değildirler					
13. İngilizcede başarılı olmak biraz şans işidir					
14. Gergindirler ve başarısızlıktan korkmaktadırlar					
15. Öğretmenlerini sevmezler					

16. Ne kadar sıkı çalışırlarsa çalışsınlar İngilizce öğrenmede başarılı olamayacaklarını düşünmektedirler					
17. Sıkı çalışmak İngilizce öğrenmede en önemli faktördür					
18. Sınavlar zordur ve bu yüzden başarılı olamazlar					
19. Okul sistemi yeni çağın gereksinimlerine ayak uyduramamaktadır					
20. İngilizce öğrenmede kendilerine yeterli güvenleri yoktur					
21. Sınavlarda şanssızdırlar					
22. Öğretmenler İngilizce öğrenmede öğrencilerin kaderini belirler					
23. Sıkı çalışmak her zaman başarı getirir					
24. İngilizce öğrenmede yeterli motivasyona sahip değillerdir					
25. Öğrenciler tek başlarına İngilizce öğrenmede kaderlerinin belirleyicisidir					
Others:					

APPENDIX IV-C

INTERVIEW QUESTIONS

İngilizce öğrenmeyi seviyor musunuz?

İngilizce öğrenmede kendini başarılı buluyormusunuz?

İngilizce öğrenmede seni neler başarılı yapabilir?

İngilizce öğrenmede seni ne/ neler başarısız yapıyor?

Sizce İngilizce dersinde başarılı öğrencilerin özellikleri nelerdir?

Sizce İngilizce dersinde başarısız öğrencilerin özellikleri nelerdir?

APPENDIX V

Konuřmacı:

-Merhaba, ismim İbrahim Kalaycı. Marmara Üniversitesi İngilizce İktisat Bölümü'nde okuyorum. Konuřmaya bařlamadan önce ben çok zeki bir insan deęilim. Mükemmel bir liseden mezun olmadım. Anlatacaklarım size ütöpic gelebilir. Ama insanın çalıřıp da yapamayacaęı hiçbir Őey yok, kendi hayatımdan biliyorum. Ben 2007'de bir meslek lisesinden mezun oldum.2007 yılının öncesi ve sonrasında meslek lisesinden mezun olmak demek üniversiteye girememek demektir çünkü katsayı vardı. Sadece üniversiteye girerken kendi alanına girebiliyordun. Onda da kontenjan sınırlıydı. O yüzden aile zoruyla kendi alanıma gittim, sonra iki yıl ara verdim. Hizmet sektöründe bir yıl çalıřtım, aslında garsonluk yaptım.Sonra endüstri sektöründe bir yıl çalıřtım.Bana göre olmadığını anladım. Hayat şartları çok zor, özellikle özel sektörde. Tekrar üniversite giriř sınavına hazırlandım. Sıfırdan deęil negatiften bařladım çünkü meslek lisesinden mezundum ve aslında bir bölüme yerleřmiřtim, o yüzden puan kaybım da olacaktı.Matematik2, edebiyat, geometri olsun zordu ve üniversiteye giriř sistemi de deęiřmiřti. Kendi alanımda bir üniversite kazanıyordum ama istemedim. 2011'de tekrar denedim ve Pamukkale Üniversitesi İktisat İngilizce bölümünü kazandım. Bilerek ve isteyerek tercih ettim. Hocamın dedięi gibi geldięimde İngilizce namına hiçbir Őey bilmiyordum ama hedeflerim vardı. Sınıftaki arkadaşlarımdın hedefi sınıfı geçmekti benimkisi ise İngilizceyi öğrenmekti. Derse gelmeden önce kelimelerin anlamlarını çıkartıyordum. Ezberleme yöntemiyle bir kelimeyi 30-40 kere yazıyordum. Bunun bana avantajı, hem yazılıřı ile hem de okunuřuyla öğreniyordum. Faydası olacaęını biliyordum ve hazırlıkta dersleri aksatmıyordum. Hazırlıktan sonra work and travel yapmak nasip oldu. Burada öğrendięim teoriyi pratięe döktüm çok da faydası oldu. Bölüme geldięimde hocalar çok basit sorular soruyorlardı. Kulak ařinalıęım vardı, dięer arkadaşlar bilmesine raęmen cevap vermiyordu ben yanlıř olsa da söylüyordum. Kesinlikle work and travel tavsiye

ediyorum. 3.5 ayda ABD’de çok anılarım geçti. Sınıftan iki kişi geçtik. Dediğim gibi amacım karşımdakinin dediğini anlayıp Türkçeye dökabilmektir. Bölüm yeni dersler %100 İngilizce. Hoca geliyordu 500 sayfa slayt var günde 50 sayfa işliyor. İlk haftalar zordu ben not çıkardım hocanın dediklerini. Kelime haznem genişti ve hocanın dediklerini yazabiliyordum. Her dersin ayrı ayrı notları vardı tekrar ediyordum sınav zamanında da çalışıyordum. Derste öğrendiklerimi hayatta pratik yapıyordum arkadaşlarım da bana kızarlardı bu yüzden. İnsan ders anlattıkça daha çok öğrenir bu şekilde sistemli çalıştım. Türk dili dersine dahi gittim biliyordumki dışarıda hayat zor. Okumaktan başka çarem yoktu. 1.dönemin sonunda 3.60 ile birinciydim. Bizim zamanımızda bölüm yeni olduğu için şu hoca nasıl diye soracağımız kimse yoktu. Avantajımız sınavlar testti ama zordu. İkinci öğretimdim ve maliyeti 860 lira idi. Bu maliyetten kurtulmak için çalıştım ve birinci dönem böyle geçti. İkinci dönem de bu şekilde çalıştım artık nasıl çalışılır çözmüştüm.

Erasmus’u kazandım ama gitmedim çünkü hedefim yatay geçiştir. Marmara Hacettepe ya da İstanbul Üniversitesi hedefimdi. Hep söylemişimdir hedefi olmayan gemi okyanusta sürüklenir. İkinci dönem Erasmus ile Çek Cumhuriyeti’ne gidecektim ama yatay geçiş yaptım. 2.dönemin de birincisiydim 3.76 ile. Marmara ve İstanbul Üniversitesi’ne başvurduğum. İkisini de kazandım ama Marmara’yı tercih ettim. Çünkü akademik kadrosu daha iyi. Tavsiye ederim. Marmara’ya geçtikten sonra İngilizce sınavı yaptılar. Çok kolaydı buradaki herkesin geçeceğini düşünüyorum. Baraj 60’tı. 60 soru 60 dakika. Sıkıntı süreydi. Hedefinizi bir şeye oturtuktan sonra başaramayacağınız hiçbir şey yok. Şu an Marmara Üniversitesi’nde bölüm ikincisiyim. Birinci ile aramda iki puan var.

Benim gibi İngilizce öğrenmeyi isteyenler hazırlığı zaten geçiyordu. Diğer arkadaşlar dersi geçmek çalıştılar ve çoğu kaldı. Yaz okulunda geçtiler. İngilizceleri bizimle kıyaslanamayacak kadar farklıydı. Onlar bölüme gittikleri zaman ilk hafta gelirler sonra bir şey anlamıyoruz diye gelmezler. Üst dönemlerden hocalar hakkında kötü şeyler duydukları

için onlar da kötölüyordu. O kötölleyenler de derse gitmeyenlerdi. Hocalara hiç bakmadan derslere gidin. Sadece sınav haftası çalıştıkları için bir şey öğrenemiyorlardı. Zaten ortalamayı yüksek tutunca Erasmus ve Mevlana şanslarınız oluyor. Eğer diğer mezunlardan farkınız olmasını istiyorsanız bir CV oluşturmanız gerek. Bu da Erasmus ve Mevlana ile sağlanıyor. Oradaki hocaların öğrenciye yaklaşımları da çok iyi. Öğrencilerin sorunlarını dinleyen, dertlerini anlayan bir kadro var. Buradaki hocaların egosu biraz tavan yapmış. Bir hocamız ayda 2-3 kere ekonomi programlarına çıkıyor. Ben buraya katsayıyla yerleştim. Şu an fen lisesi ve kolej mezunlarıyla okuyorum. 10 binlerle kazanmışlar. Kesinlikle üniversite insanı sıfırlıyor. Lisede başarısız olabilirsiniz ama lisede başarısız olacağınız anlamına gelmiyor. Çalışınca oluyor. Marmara'da Erasmus'u kazandım. Beni dinlediğiniz için teşekkür ederim.

APPENDIX VI



KONUŞMACI:

-Günaydın arkadaşlar (Gülüşmeler, çünkü saat:14). Her eğitim bir aydınlık olsa gerek. En azından ben öyle düşünüyorum. Dolayısı ile aydınlık olunca öyle deniyor ya. İsmim Hüseyin Öztürk psikolojik danışmanım. Yaklaşık 16 yıldır Denizli, İzmir ve İstanbul'da eğitim faaliyetleri yürütüyoruz. Bugün güzel şeyler paylaşacağız ama önce yanınızdakine dönüp güzel bir şekilde merhaba der misiniz (gülüşmeler). Ben beden dilini kullanarak merhaba diyorum adam çoluk çocuk nasıl gidiyor diye devam ediyor.

Düşün olsun, her şey bir düşünceyle başlar. Aranızda fen bilimleri okuyanlar mutlaka vardır. Maddeyi nasıl tarif eder fen bilimleri okuyanlar; boşlukta yer kaplayan, şekli olandır. Bence eksik bir tanımdır, madde denilen şey şekillenmiş düşünceden ibarettir. Şu anda dokunduğunuz gördükleriniz bir zamanlar birisinde birer düşünceydi. Birisi dedi ki dediklerimi karşı tahtaya resmediyorum projeksiyon çıktı. Birisi dedi televizyonun düğmesine her an basamıyorum, siz bilmezsiniz eskiden küçük diye bizi kullanılırlardı, kumanda diye oğlum şunu bir aç diye. Benim nesil kumanda muamelesi gördü. Bu durumdan muzdarip olan bir kişi ne yapabilirim dedi ve kumandayı buldu.

Dünyadaki her şey bir zorunluluktan ve bir düşünceden doğmuştur. Ve hala keşfedilmeyi bekleyen sürüyle şeyler var. Bunları da siz yapacaksınız. Beyni yönlendirmek çok basit. Pozitif ve negatif yönlendirmek psikologların işi, reklamlarda bunu yapıyor zaten. Reklamlar, siyasiler, müzikler tamamen beyni yönlendirmek ister. Hemen görelim. Benim sizden

istediğim 3 cevap var. Sizden kafamdaki cevapları söyletmek istiyorum. Bunun içinde beyninizi yönlendireceğim. Aklınızdan bir sayı tutun 9 ile çarpın, geçen bir üniversitede sordum hareket şu... (gülüşmeler) sonra mahçup olmasın diye bölümünü de sormadım, iki basamaklı bir sayı çıktı bu çıkan sayıları biribiriyle toplar mısınız. Lütfen etapları net olarak yapalım. Çıkan sayıları ilk harfiyle bir ülke düşünün. Bu ülkenin sondan 3.harfiyle Türkiye'de bir şehir düşünün. Bu şehrin baştan 2.harfiyle bir hayvan düşünün. Şimdi sizden 3 şey istiyorum. Ülke, şehir, hayvan. Muhtemelen bunlar olacaktır. (gülüşmeler) D ile bir ülke düşünün dendiğinde %99 Danimarka geliyordu şimdi nedense Dominik geliyor. Eğitimin yaptığı şey de budur ya ufkunuzu açar ya da tam tersi. Aslında biz bizim kafamızda oluşturulan senaryoları yaşıyoruz. Kendi ayaklarımızın üstünde durup ben şunu yapabilirim demedikten sonra. Hayat denilen şey silgi kullanmadan resim yapma sanatıdır diyorlar. Aynen canlı bomba sınıfındaki gibi iyi gözlemlerle. Oraya çizdiğin resmi bir daha değiştirme şansın yok diyorlar.

Üniversiteye hazırlanırken benim gibi hep şundan muzdarip oluruz "**temelim kötü**". Lise 4'e gelmiş bir çocuk var matematiği kötüydü hala daha kötü, hep aynı cevabı alırsınız. Bu temel ne ise hiç düzelmiyor.

Ama ben biliyorum ki hayat madem silgi kullanmadan resim yapma sanatı her yeni gün yeni bir başlangıçtır. Bir iş yerine gittim duvarda kocaman şu yazıyı gördüm"bugün geri kalan yaşamınızın ilk günüdür". Temelin kötü olabilir, iyi birisiyle evlenmemiş olabilirsin, işin kötü olabilir ama bugün geri kalan yaşantının ilk günü. Bunu öğrenin. Biraz dinlendirelim sizi. Lütfen bir konsantrasyon sağlayalım. Ekranda bir bebek resmi var görebiliyor musunuz? (gülüşmeler) Ben psikoloji okudum bize empatiden bahsettiler. Dediler ki biz empati yeteneği olmayan bir milletiz. Külliye yalan. Şu manzarayı gördükten sonra birisi görüyor ya diğerleri görmese de görüyor. İnanılmaz bir yardımlaşma. Hemen yardım etme isteği hissediyoruz.(gülüşmeler). Bazıları da düşünüyor şurada anne baba varsa buralarda bir bebek

olabilir. Hemen oraya yönleniyor. Ama geniş bakabilenler bebeğin alnı burnu ağzı sırtını görüyor. Görenleri tebrik ediyorum. Bir soru daha Hz.Musa gemisine her hayvandan kaç tane almıştır? (Hz.Nuh). Ortalığı sel götürünce hayvanları yerleştirmişler. Ağačkakana yer bulamamış o da fitratı geređi, ağacı delmeye başlamış.

Soru şu; siz o kadar yatırım yapıyorsunuz küçük şeyleri yapmadığınızdan ötürü bu gemi ya batacak ya da en yakın limana çekilecek. Ben dil eğitime benzetiyorum. Herkes istekli değil mi? Küçük gibi görünen büyük sorunlar. İş hayatında aldığınız sertifikalar vardır ama özgüveniniz yoksa bittiniz. (Film açılır) (Gülüşmeler) Sıradışı bir şey gören var mı? Şimdi televizyon izler gibi izleyin topları saymayın.Arkadan bir goril geçti biz onu görmedik çünkü kafada top sayıyorduk. İşte dünyada beyni yönlendirmede kullanılan argümanlar bunlardır. Mesela ırk savaşlarında birileri topları sayarken arkadan goriller geçer. Biz bazen gündelik hayatta kafada top saymaktan basit hesaplardan önümüzü göremiyoruz. Çok şey kaçırıyoruz. Psikolojik olarak toparlamamız gerek. Bunu minimize etmemiz gerek.Buna psikolojide zihinsel geniş getirme diyorlar. Hep aynı şeyi düşünüyoruz. Bu filmde anlamamız gereken kafamızda top saymayı bırakmamız gerek.

Hiçbir şey görüldüğü gibi değildir. Sınavlar, evlilik, iş hayatı siz şekillendirirseniz karşınıza öyle çıkıyor. Hayat zor dersiniz zor; kolay dersiniz kolay çıkar karşınıza. (resim gösterir) Ne görüyorsunuz bu resimde? Motosiklet zannediyorsunuz ama değil o resmin bir bölümü halbuki bir çim biçme makinesi. Biz hayatı böyle zannediyoruz. Sınav beni ezip geçecek diyorsunuz ama çok basitmiş. Önce kafanızda revizyon başlatın. Eğer kafanızdaki zor olursa önünüze gelen kolay olsa da başaramazsınız. Eskiler ne güzel söylemiş korktuğum başıma geldi diye. Keşke tersini de söyleselermiş. Atasözleri çok sıkıntılıdır. Söz gümüşse sükut altındır. Ben hep onunla büyüdüm. Bir sürü zeka testine girdim ama anneannemin zeka testine bayılıyorum. Büyüklerinin yanında ne kadar sessiz duruyorsan o kadar akılısın. Zeki değil akıllı. Hep eğiyorduk kafayı üniversiteye gelince kaldırmaya başladık. Anneanneme

göre ben delirdim. Bir soru daha. Allah sizi insan olarak yaratmış dese ki size insan yerine sebze olarak yaratacağım hangi sebze olurdu ve sebep? (cevaplar gelir) (gülüşmeler).

Cevap domatestir. Dünyanın en motivatör meyvesi domatestir. Lütfen domateslere bir daha bakın konuşuyor resmen sizinle. Domatesi doğrarsın salça olur ketçap olur. Ben İzmir'de tat fabrikasını gezdikten sonra 2 yıl ketçap yiyemedim. İşte domates gibi insanlar kazanıyor. İşte nasıl domates olur onu anlatacağız. Çıkarken herkes domates gibi çıkacak. Domates olan insanların net bir idealleri vardır. Kafalarında net bir resim vardır. Kesinlikle bu hedef doğrultusunda eyleme geçer ve risk alır. Eyleme geçerken attığı adım iyi mi kötü mü bunu fark eder ve inatla yanlış yolda yürümez geri adım atar. Bunları aklınızdan çıkarmayın. 4 soru soracağım bunların cevabını istiyorum. Hedef belirleme.

İnsan kaç para eder? (cevaplar gelir) İnsanoğlu 50 lira ediyor. 7 kalıp sabun çıkacak kadar yağ, orta boy çivi yapacak kadar demir, biraz şeker ve kireç, fosfor var biraz da potasyum bulunuyor. Piyasa değerimiz 50 lira. Bazı insanların değerini biçemiyorsun. Adam çığ açıp kapatıyor. Dünyada kaç tane çığ var? Çevrenizde vardır öyle adamlar değerini parayla ölçemezsiniz. İşte bu insanların özellikleri net bir hedeflerinin olması.

Toyota felsefesi diye bir kitap var mutlaka okuyun. Hedeflerle ilgili bir şeyler anlatıyor. Adam balıkları yiyor. Gün geliyor balık kalmıyor. Gidiyorlar okyanusun içinden balık alıp geri geliyorlar. 3 günlük mesafeden gelen balıkları insanlar yemiyor. Onlarda derin dondurucuya koyalım diyorlar. Tadı değiştiği için yine yemiyor. Bu kez gemilerin içine akvaryumlar yapıyorlar. O balıkları yarı baygın olunca alınmıyor. Siz olsanız ne yaparsınız? Birinin aklına bir fikir gelir. Akvaryumun içine bir köpekbalığı koyarlar. Balıklar ölmek için canlı kalır. Köpekbalığı da balıkların yarısını yer. Bir psikoloji öğrencisi der ki köpekbalığı ile diğer balıkların cam akvaryuma koyalım. Bu kez balığı 207 kez dener ve vazgeçer. Cam kaldırılır. Artık köpekbalığı diğer balıklara dokunmaz. Bunun adı öğrenilmiş çaresizlik. Beynimize bir köpekbalığı atın. Hedefi olan insanlar mıknatıs gibi çeker. Kafada

net bir hedefin olması lazım. Ticari olabilir, evlilik olabilir, yaşantınla ilgili olabilir. Ama ne olacağınız belli olmalı.

Neden sorusu beyinde her zaman mazeret üretir. **Neden** sorusu çok saçma,mazeret ürettiriyor beyne. Batı toplumları ise **nasıl** diye sorarlar. **Nasıl düzeltebiliriz**. Nasıl diye sorunca beyne beyin hedefe yönelir.Benim odamda hep nasıl sorusu yazılıdır.Dünyadaki en enfes sorudur. Neden diye sorunca kaderci yaklaşıyorsunuz. Nasip böyleymiş. (Resim gösterir) Herkes aynı resme bakıyor ama kimisi yaşlı kimisi genç bir kadın görüyor.

Dünyanın en büyük gücü nedir? Dünyanın en büyük gücü mecbur olmanın gücüdür.Bir test yapalım. Hayatta en çok kime değer veriyorsunuz? Sizin için kim olmazsa olmaz. (cevaplar gelir) Annenizdir. Annenizi kaçırlırlar ve size deseler ki bu sınavdan 99 olmazsan anneni bir daha göremezsin. Peki şimdi nasıl çalışırsınız. Tekrar söyleyeyim dünyanın en büyük gücü mecbur olmaktır. Mecbur olan insanın yapamayacağı şey yoktur. Adamlar banka bile soyuyorlar.(Resim gösterir) Bu kadın (75 yaşında) 1.5 ton ağırlığındaki bir ağırlığı kaldırıyor. Normalde kaldıramaz. Ne olursa kaldırır? Çocuğu arabanın altında kalıyor. Etrafta da yardım isteyecek kimse olmayınca yani mecbur kalınca kaldırıyor. Mecburiyetin gücü.

Gözleri görmeyen bir kız 40 bin kişinin sıfır çektiği sınavda 2386. oluyor. Bunu neye borçlu? Mecburum diyor, okumak zorundayım diyor. Normal bir çocuk 10 soru çözerken bu çocuk bir iki soru çözebiliyor. Babası okuyor o çocuk cevap veriyor. Bu şekilde çözüyorlar. Dünyanın en büyük gücü mecbur olmanın gücü mecbur olmanın gücüdür. Beynimizi yönlendirmek bizim elimizde iyi veya kötü. Domates olmayı seçen insanlar hangi işte çalışırlarsa çalışsınlar başarılı olurlar. Hedef yoksa hiçbir şey yoktur. Hedef var ama o işin sonunda mecburiyet yoksa o iş biter. Ve şimdi herkes birbirine baksın (gülüşmeler) ve gözlerinin rengini söylesin.

APPENDIX VII

Part I. Listening Strategies

Pre-listening Strategies

You might get ready to listen by thinking about:

The speaker and the speaker's purpose: Who is the speaker? What do you think they want you to know or do?

Your purpose for listening: What do you want? To find out specific information? The gist? The speaker's mood? To support the speaker?

Your knowledge/experience: Think about what you already know about the subject, the situation, and the language you will be hearing

How you would listen in your native language: How would you make sure you understood?

How would you listen actively?

Limiting or removing distractions

Predict what you will be hearing by considering:

The language you will hear: key words or phrases, the grammar tenses, etc.

The information or opinions you expect to hear

While-listening Strategies

While you listen you'll need to use strategies to comprehend:

Use visual clues to help you understand: the setting, body language, facial expressions

Do targeted listening for specific information

Listen for key words that you know

Listen for clues (verb endings, intonation, sequence words) that help you understand

Take notes to help you organize and remember what you hear

Pause periodically to ask yourself, “Does this make sense to me?”

Decide what is and is not important to understand; what you can “skip”

Ask for help if you do not understand

- Ask for clarification or repetition from the speaker or ask if what you understood is correct

- Ask additional questions to flesh out your understanding

Post-listening Strategies

After you listen these strategies might help you synthesize, interpret and evaluate what you’ve heard:

See if you can restate, paraphrase, or summarize what you heard

Consider what you heard and how it fits with what you know

Check the accuracy of your predictions

Discuss or respond to what you heard through writing, drawing, drama, etc.

Identify facts vs. opinions, more and less important details, supported vs. unsupported ideas

Decide whether your listening purpose has been met and what else you need to do

Think about the process and strategies you used to listen – which worked well?

PART II

Reading Comprehension Strategies Content

1. **Setting a Purpose:** Students were explicitly taught how to create reading objectives by reading questions at the end of the passage to focus their reading.
2. **Previewing:** Students were taught how to preview the format of the chapter (title, headings, subheadings, bolded vocabulary, maps, time-lines, charts, pictures).
3. **Activating Background Knowledge:** Students were explicitly taught how to brainstorm information related to a passage using “w” questions (who, what, where, when, and why) to help themselves remember things they already know about the topic.
4. **Self-Questioning:** Students were trained to turn headings and subheadings into questions and to answer those questions after they read each section
5. **Summarizing:** Students were taught to summarize using four steps: (1) Who (or what) is this section of the article about? (2) What are we supposed to learn from this section? (3) List most important words from this section (goal: not more than 10!), and (4) Write the summary of the text (goal: not more than 2 sentences!).
6. **Strategy Monitoring:** Students were taught how to integrate all of the strategies that they had learned in the preceding lessons in order to promote applying strategies in a flexible manner.

Attribution Retraining Concepts & Strategies

1. **Positive vs. Negative Thoughts:** Students were taught how to recognize that positive thoughts can be selfpromoting and how negative thoughts can be self-defeating.

2. Using Self-talk (Simple Scenarios): Students were taught to develop self-talk statements that reinforced strategy use when presented with simple positive and negative scenarios.
3. Using Self-talk (Complex Scenarios): Students were taught to develop self-talk statements that reinforced strategy use when presented with complex positive and negative scenarios.
4. Using Self-talk (Promoting Persistence and Flexible Strategy Use): Students were prompted to use self-talk during lessons where they needed to monitor their own reading comprehension strategy use.
5. Attribution Feedback: After students answered comprehension questions about a passage, teachers provided attribution feedback designed to help students make direct connections between the use of strategies and academic outcomes.

(Adapted from: Berkeley, S., Mastropieri, M. A., & Scruggs, T. E. (2011). Reading comprehension strategy instruction and attribution retraining for secondary students with learning and other mild disabilities. *Journal of Learning Disabilities*, 44(1), 18-32.)

APPENDIX VIII

1) Before You Speak

Lower your anxiety

- deep breathing
- positive self-talk
- visualize yourself succeeding
- relaxation techniques
- feel prepared
- other anxiety-lowering techniques?

Prepare and plan

- Identify the goal and purpose of the task: what is it you are to learn/ demonstrate in this exercise?

Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.

- Activate background knowledge; what do you already know about this situation/task?

- Relate the task to a similar situation; make associations.
- Predict what is going to happen:
 - Predict the vocabulary you will need. Make word maps, groupings. ☐
 - Think of how you might circumlocute for vocabulary you do not know.
 - Think of synonyms, antonyms, explanations, or nonverbal communication that can substitute.
 - Translate from English to French any words you predict you will need that you do not already know. ☐
 - Predict the structures (grammar) you will need. ☐
 - Review similar tasks in your textbook.

- Transfer sounds and structures from previously learned material to the new situation. ☒
- Predict the difficulties you might encounter.

Plan your responses and contributions:

- Organize your thoughts. ☒
- Prepare a general "outline" (use notes, keywords, draw pictures). ☒
- Predict what the other party is going to say. ☒
- Rehearse (practice silently, act out in front of a mirror, record yourself and listen).
- Cooperate in all areas if it is a group task. ☒
- Encourage yourself to speak out, even though you might make some mistakes.

2) While You Are Speaking

Feeling in control:

- Take your emotional temperature. If you find you are tense, try to relax, funnel your energy to your brain rather than your body (laugh, breathe deeply).
- Concentrate on the task, do not let what is going on around you distract you. • Use your prepared materials (when allowed).
- Ask for clarification ("Is this what I am supposed to do?"), help (ask someone for a word, let others know when you need help), or verification (ask someone to correct pronunciation).
- Delay speaking. It's OK to take time to think out your response.
- Don't give up. Don't let your mistakes stop you. If you talk yourself into a corner or become frustrated, back up, ask for time, and start over in another direction.
- Think in the target language.

- Encourage yourself (use positive self-talk).

Be involved in the conversation

- Direct your thoughts away from the situation (e.g., test!) and concentrate on the conversation.
- Listen to your conversation partner. Often you will be able to use the structure or vocabulary they use in your own response.
- Cooperate to negotiate meaning and to complete the task.
- Anticipate what the other person is going to say based on what has been said so far.
- Empathize with your partner. Try to be supportive and helpful.
- Take reasonable risks. Don't guess wildly, but use your good judgment to go ahead and speak when it is appropriate, rather than keeping silent for fear of making a mistake.

Monitor your performance

- Monitor your speech by paying attention to your vocabulary, grammar, and pronunciation while speaking.
- Self-correct. If you hear yourself making a mistake, back up and fix it.
- Activate your new vocabulary. Try not to rely only on familiar words.
- Imitate the way native speakers talk.
- Compensate by using strategies such as circumlocution, synonyms, guessing which word to use, getting help, using cognates, making up words, using gestures.
- Adjust or approximate your message. If you can't communicate the complexity of your idea, communicate it simply. Through a progression of questions and answers, you are likely to get your point across, rather than shutting down for a lack of ability to relate the first idea.
- Switch (when possible) to a topic for which you know the words.

3) After You Speak

Evaluate your performance

- Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance.
- Evaluate how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal? If not, what will you do differently next time?)
- Identify the problem areas.
- Share with peers and instructors (ask for and give feedback, share learning strategies).
- Be aware of others' thoughts and feelings.

Plan for future tasks

- Plan for how you will improve for the next time.
- Look up vocabulary and grammar forms you had difficulty remembering.
- Review the strategies checklist to see what you might have forgotten.
- Ask for help or correction.
- Work with proficient users of the target language.
- Keep a learning log (document strategies used and task outcomes, find out what works for you).