

**AN INVESTIGATION INTO THE PREP SCHOOL STUDENTS' ATTRIBUTIONS
FOR SUCCESS AND FAILURE IN AN EFL CONTEXT: THE CASE OF A STATE
UNIVERSITY IN TURKEY**

**A Thesis Submitted to the Institute of Educational Sciences of
Canakkale Onsekiz Mart University**

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**In Partial Fulfilment of the Requirements for the Degree of Doctor of Philosophy in the
Department of Foreign Languages Education**

June-2016

Undertaking

I hereby declare that the Doctoral Thesis “**An Investigation into the Prep School Students’ Attributions for Success and Failure in an EFL Context: The Case of a State University in Turkey**” that was written by me, has been prepared in accordance with the scientific ethics and customs, and the sources that I benefitted from have been fully cited in the references.

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Abstract

An investigation into the Prep School students' attributions for success and failure in an EFL context: The case of a State University in Turkey

The purpose of this study is to investigate Prep School students' attributional beliefs for their success and failure situations in learning English as a foreign language (EFL). In order to achieve this goal the mixed methods embedded research design correlational model was used. A total of 192 prep school students, 95 male and 97 female, took part in the developing the scales and the piloting procedures. In order to build the questionnaire, firstly, the participants were asked to write down their attributions for their success and failure situations. After this qualitative data collection procedure a questionnaire consisting of two different parts was developed. The first part was designed for success attributions and the latter focused on failure attributions. Validity and reliability analysis of the data were conducted. Secondly, the main part of the study was conducted by way of a surveyquestionnaire. Exactly five hundred, 294 male and 206 female, students participated in this main study. Next, in order to collect the qualitative data, six focus group interviews with the learners and four with the instructors were conducted. 43 EFL learners and 11 EFL instructors participated in these focus group interviews. Quantitatively collected data were analysed using the SPSS software program. In addition, Independent Sample T-test and One Way ANOVA tests were conducted in order to investigate whether there exist significant differences between the variants.

The emergent results from the analysis of the collected data revealed that learners ascribe their EFL learning outcomes to a wide range of causal attributions. It was demonstrated that successful students attributed their high proficiency to mostly internal, controllable and unstable factors which are commonly favoured attributions in success

situations. As for the findings regarding the failure situations, prep school EFL learners preferred mostly external, uncontrollable and stable factors which are not very much favoured as they promise no future success for the learners. The salient conclusion that might be drawn from the research is that especially low proficiency learners need support in retraining their imperfect attributions in order to attain successful future academic outcomes.



Özet

Yabancı dil olarak İngilizce öğrenen hazırlık sınıfı öğrencilerinin İngilizce öğrenmedeki başarı ve başarısızlık durumlarını atfettikleri nedensel yüklemeler üzerine bir araştırma:

Türkiye’de bulunan bir devlet üniversitesi durumu.

Bu çalışma Hazırlık Okulunda İngilizceyi yabancı dil olarak öğrenen öğrencilerin başarı ve başarısızlık durumlarını atfettikleri nedensel yüklemeleri araştırmak amacıyla yapılmıştır. Bu amaca ulaşmak için karma metod gömülü desen kullanılmıştır. Çalışmada kullanılacak ölçeği oluşturma ve pilot çalışması yapma aşamasına 95 erkek ve 97 kadından oluşan 192 öğrenci katılmıştır. Bu aşamada, öncelikle, katılımcılara açık uçlu bir anket uygulanmış, öğrencilerin İngilizce öğrenmede başarılarını ve başarısızlıklarını atfettikleri nedenleri yazmaları istenmiştir. Bu çalışmadan sonra bir tanesi başarı bir diğeri de başarısızlık durumları için olmak üzere iki bölümden oluşan bir ölçek geliştirilmiştir. Ölçeklerin geçerlilik ve güvenirlik çalışmaları yapılmıştır. Oluşturulan bu anket pilot çalışmasına katılan grup dışında 294 erkek ve 206 kadın olmak üzere toplamda 500 katılımcıya uygulanmıştır. Nicel olarak toplanan verileri desteklemek amacıyla toplamda 43 kişiden oluşan, 6 öğrenci grubu ve 11 kişiden oluşan 4 öğretmen grubuna 10 farklı grupta odak grup görüşmesi yapılmıştır. Nicel olarak toplanan veriler SPSS bilgisayar programı kullanılarak analiz edilmiştir. Değişkenler arasında fark olup olmadığını görmek için Bağımsız Örneklem T-testi ve Tek Yönlü ANOVA testleri uygulanmıştır.

İstatistiksel olarak analiz edilen veriler göstermiştir ki yabancı dil olarak İngilizce öğrenen hazırlık sınıfı öğrencileri başarı ve başarısızlıklarını çok çeşitli nedenlere atfetmişlerdir. Başarılı öğrenciler başarılarını çoğunlukla içsel, kontrol edilebilir ve değişken nedenlere atfederken, başarısız olduğunu ifade eden öğrenciler ise çoğunlukla dışsal, kontrol edilemez ve kalıcı nedenlere atfetmişlerdir. Çıkan sonuçlara göre şans faktörü öğrencilerin

atıflarında yer bulmazken, ilgi ve çaba faktörü en çok başvurulan atıflar olmuştur. Bu iki faktörü takip eden yükleme ise öğretmen faktörü olmuştur. Yapılan analizler göstermiştir ki cinsiyet değişkeni yüklemeler üzerinde önemli bir etkiye sahip değildir. Bunun yanında yaş, öğrenim türü, bölüm, mezun olunan lise türü ve akademik başarının yapılan yüklemeler üzerinde önemli farklar oluşturduğu görülmüştür. Çıkan bu sonuçlar başarılı öğrenciler için tercih edilen atıflar olmuşken başarısız öğrencilerin atıfları tercih edilmeyen, ve destekle düzeltilmesi önerilen türden atıflar olmuştur.



Acknowledgement

I have to confess that a study of this kind is impossible to be accomplished without contributions, support and cooperation of a lot of people. Firstly, I must appreciate that my supervisor Assoc. Prof. Dr. Cevdet YILMAZ has always motivated and encouraged me on the way of my pursuit of scholarship. Needless to say, I am particularly obliged to Prof. Dr. Dinçay KÖKSAL who has always inspired me and let me feel his wisdom and support. I owe gratitude to Assoc. Prof. Dr. Mustafa Yunus Eryaman for his guidance. I must also send special thanks to Assoc. Prof. Dr. Çavuş ŞAHİN and Asst. Prof. Dr. Osman Yılmaz KARTAL for their friendly assistance in the process of writing. I am also grateful to Assoc. Prof. Dr. Ece Zehir TOPKAYA, Assoc. Prof. Dr. Aysun YAVUZ and Assoc. Prof. Dr. Muhlise Coşkun ÖGEYİK for their enlightening classes and to all my colleagues and students who sincerely gave me a helping hand whenever I needed.

I wish to thank Assoc. Prof. Dr. Zübeyde Sinem GENÇ and Asst. Prof. Dr. Lütfiye CENGİZHAN for their valuable contributions to this thesis.

Special thanks to my dad who always inquired about my works, to my mum who has always prayed for my success and well-being, to my brother and sisters for their warmth.

To my son Tarık, my daughter Rüveyda and my wife Aliye for their priceless love.

Thank you to all special people who have touched my life and changed it deeply...



to all my beloved ones...

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List of Abbreviations

QUAL..... Qualitative

QUAN....Quantitative

KMO..... Kaiser-Meyer-Olkin

EFL.....English as a Foreign Language

ESL... English as a Second Language

YDS..... Yabancı Dil Sınavı (A high-stake advanced level English proficiency exam results of which generally used for academic purposes in Turkey)

L2....Second Language

Chapter I: Introduction

Most of the students attending tertiary level institutions in Turkey study English during the first year of their enrolment at the preparatory schools of the universities. However, a respectable number of students experience difficulty in mastering a foreign language. Those learners who succeed and those who fail develop different attributions to explain their achievement outcomes in EFL contexts.

While some learners view failure as evidence of their low ability, a perception which arouses negative feelings motivating them to give up learning, some other learners interpret failure as being due to controllable factors, such as “not putting enough effort”; hence, they might decide to make necessary effort to reach their academic goals. This difference in attaining educational goals is brought by different styles of attributions (Takahashi, 2003).

Individuals seek to find an explanation as to why a certain outcome occurred, particularly if this outcome appears to be unfavoured and unexpected. Therefore, attributional patterns give a response to questions starting with “why”, like “Why did I receive a low mark at the English exam?” or “Why did I fail my prep class”? Ultimately, it can be claimed that, we tend to make causal attributions about almost all our actions, which inevitably influence present or future personal motivation (Graham, 1997; Stipek, 1988).

It is significant to underline the fact there exist many different causal factors that influence learning English as a foreign language since the process of language learning is a complicated continuum affected by individual differences, environmental factors, subject matter, teaching methods, motivational matters, and so on (Dörnyei, 1990; Weiner, 1982).

Grasping language learners’ thoughts, personal beliefs, and their educational experiences is an important prerequisite for effective learning (Meskill & Rangelova, 2000). It was asserted that causal attributions for educational outcomes are the most influential factors

affecting learners' persistence, motivation, and future academic success (Weiner, 2000; Dörnyei, 1990; Bandura, 1977).

Learners' success and failure attributions are valuable data to bring explanation to their cognitive reasoning about achievement outcomes, foretell their prospective academic engagement, and provide assistance to become autonomous learners who take control of their own academic attainment (Weiner, 2000). In this respect, particularly in Turkish context, more empirical research is needed to shed light on the field. The field of attributional styles in tertiary level EFL context and the influence of causal attributions on learner achievement and motivation are comparatively untouched field in the studies conducted in Turkey, although there has always been an increasing concern in attributional researches abroad in the field of language learning (Williams & Burden, 1999; Haynes et al., 2009; McLoughlin, 2004; Williams, Burden, Poulet & Maun, 2004; Gobel & Mori, 2007; Peacock, 2009). Keeping in mind these considerations, current study intends to present contribution to attain better EFL education in Turkish institutions.

The main purpose in conducting this research is to ascertain types of attributions the prep school language learners ascribe to their successes and failures with a hope that we could help unmotivated and slow learners develop positive feelings towards learning English as a foreign language (EFL) and possibly show them a way to maximize their personal motivation and future success.

The current study is different from earlier studies conducted in Turkish context concerning EFL learners' attributional styles in three aspects: (1) It dwells upon tertiary level students. (2) It does not impose any pre-used instrument of other contexts. (3) Rather than hypothetical attributional styles, it gives chance to learners to bring up their own causal attributions by using a grounded theory approach.

Statement of the Problem

Learners usually ascribe their achievement outcomes to various attributional factors. These causal attributions change from student to student and from environment to environment. The founder of Attributional Theory Weiner (1974) argued that learners mostly use four attributional factors: Ability of the learner, personal effort, difficulty of the task and Luck (Weiner, 1974; 1986; 1992). Brown (2007) states that depending on the individual a number of causal determinants might be cited. Contrary to what Weiner (1974) claimed Gobel et al. (2011) stated that students might attribute their achievement situations to many more factors such as: attitude, effort, peers, environment, teacher, luck, assistance, enjoyment, instructions, distractions, problems with policies, other people, mood, sickness, and personal traits. Thus, there might be many more explanations students can give as a reason for success and failure in learning a task.

The attributional causes for success and failure that the learners put forward might sometimes be of positive disposition and sometimes of negative disposition. Eggen & Kauchak (2007) argue that learners are able to improve the effectiveness of their negative attributions by way of proper outside help. In order for the instructors and the administrators to be able to provide assistance to the learners in mastering English language properly and well, learners' attributions for success and failure situations must be thoroughly analysed and the reasons that bring success or failure be investigated. Since attributional factors have a potential to affect future performance (Weiner, 2000), they have to be scrutinised so as to attain more awareness. It is possible to help learners improve their academic achievement by making them realize that success comes as a result of internal and controllable factors.

Attributions cited by the learners for educational outcomes might differ depending on culture, context, individual differences, and specific situations (Weiner, 1976; Erten &

Burden, 2014). Thus, in order to grasp the perceived reasons why some of the learners have failed or some others have succeeded much more studies have to be conducted in various contexts with different participants. As for Turkish context, it is difficult to say there are enough studies investigating learners' attributions for success and failure, particularly in EFL context (Besimoğlu et al., 2010; Duran, 2015; Erten & Burden, 2014; Höl, 2016; Koçyiğit, 2011; Özkardeş, 2011; Saticılar, 2006; Taşkiran, 2010). Thus, this research intends to be one of the pioneer studies contributing to the area of attribution theory in Turkish EFL context.

At Çanakkale Onsekiz Mart University there are certain departments where the medium of education is 100% through English, in some other departments this rate is 30% through English. Thus, those learners who are going to attend these English-medium departments are supposed to attain high proficiency levels of English language. However, taking into consideration the proficiency exam results it is clearly seen that most of the prep school EFL learners are far from that level of achievement. From the proficiency test conducted at the end of 2013-2014 educational year only 322 students out of 1197 got 60 or over which is the necessary level to be able to pass preparatory school. The worst of all, about one third of the students couldn't have the right to take the proficiency test either because of high absenteeism levels or low achievement results during the year. Thus, all these handicaps and drawbacks in mind, current study intends to investigate EFL learners' causal ascriptions for their academic success and failure outcomes in learning English as a foreign language at the Çanakkale Onsekiz Mart University School of Foreign Languages.

Purpose of the Study

The fundamental purpose of this empirical research is to uncover attributional patterns of language learners, particularly of those learners who attend a Prep School for the first year

of their university life. It is aimed at investigating the origins of attributions by utilising various kinds of data collection procedures because educational psychologists (e.g. Dweck, 1975; Weiner, 1985; Oxford & Shearin, 1994; Williams & Burden, 1999; Peacock, 2009) state that attributional beliefs the learners develop during their educational life have significant influence on their academic achievement and on their future professional life. It is going to be endeavoured to answer following research questions.

Research Questions

In the research, the purpose was to find answers to the enumerated research questions:

1. What are preparatory class students' attributions for success in learning English as a foreign language?
2. What are preparatory class students' attributions for failure in learning English as a foreign language?
3. Are there any differences in failure attributions of EFL learners in terms of Gender, Education Type, Age and Achievement?
4. Are there any differences in success attributions of EFL learners in terms of Gender, Education Type, Age and Achievement?
5. Are there any differences in success attributions of EFL learners in terms of departments and graduated schools?
6. Are there any differences in failure attributions of EFL learners in terms of departments and graduated schools?

Significance of the Study

Weiner's attribution theory has always been a matter of concern throughout different subject areas of psychology. Unfortunately, in EFL contexts it has not been that much popular (Hsieh, 2004). As foreign and second language learning has generally been a long and tedious process (Williams and Burden, 1997), more attributional studies are needed to uncover the problems and difficulties the learners are undergoing. Thus, this empirical study intends to fill this gap by investigating the success and failure attributions of EFL learners attending School of Foreign Languages at Çanakkale Onsekiz Mart University. This attributional study is one of the rare studies conducted in a Turkish tertiary level EFL context to uncover learners' causal attributions for their success and failure outcomes. The data gathered by means of this study is supposed to be helpful for all stakeholders in the long and troublesome way of attaining a proper achievement in learning a foreign language.

Even though some attributional studies have been conducted in the EFL/ESL context like: Attributions and perceived achievement (Tse, 2000; Burden, 2003; Williams, Burden, Poulet and Maun, 2004; Besimoğlu, Serdar and Yavuz, 2010; Mori, 2010; Hsieh and Kang, 2010; Ishikawa, Negi and Tajima, 2011; and Güleç, 2013), attributions and age (Lei, 2009; Mok et al., 2011; Williams and Burden, 1999; Williams and Burden, 2004; Painsi and Asmus, 1986; Parncutt, 2004; Ghonsooly et al., 2014; Boruchovitch, 2004), attributions and gender (Bar-Tal and Darom, 1979; Asmus, 1986; Newman and Stevenson, 1990; Siann et al., 1996; Beyer, 1999; Baruchovitch, 2004; Painsi and Parncutt, 2004; Williams et al., 2004; Lei, 2009; Peacock, 2009; McClure et al., 2010; Cochran et al., 2010; Besimoğlu et al., 2010; Mori, 2011; Swinton et al., 2011; 2012; and Tulu, 2013) it has not caught the proper attention from the researchers, particularly in Turkish context. Merely a couple of studies have focused upon EFL learners' attributional styles concerning their academic success and failure outcomes in Turkish context (Satıcılar, 2006; Taşkıran, 2010; Besimoğlu et al., 2010; Özkardeş, 2011;

Koçyiğit, 2011; Semiz, 2011; Tekir, 2012; Erten & Burden, 2014; Duran, 2015; and Höl, 2016). Thus, the main purpose of this study is to investigate the attributional factors the EFL students in Turkish context ascribe to their success and failure outcomes, and to find out how these factors differ in terms of learners' age, department, gender, education time, actual achievement, and perceived achievement.

This thesis would endeavour to investigate about the reasons why some of the EFL learners are successful while some others, unfortunately, cannot manage to succeed. Learners of English as a foreign language attending Prep Schools might bring forward various reasons for their success and failure situations. Understanding learners' attributions would give a chance to the instructors and the administrators to find ways to help learners in their future educational life. This study is important as it will contribute in grasping the reasons why our university students undergo difficulties in learning foreign languages. The findings and results of this research are going to shed light on learning foreign languages.

This study is essential because it concentrates on learners' perceived success instead of some other grading systems like marks or instructors' assessment and it does not impose any attributions on the learners. This study is significant since it intends to give a chance to learners to consider whether they have been successful or not, but also allows them to speculate on the actual personal reasons that brought their success or failure situation without any interference by pre-generated attribution instruments.

On the whole, all the attributional factors cited by preparatory school EFL learners will help not only learners, but also instructors and administration of the school to provide learners with optimum circumstances for a better EFL education and academic achievement, particularly, in Turkish environment.

Limitations of the Study

This study seeks to scrutinize preparatory class English language learners' attributional beliefs about their success and failure situations. The following limitations can be cited:

1. The study findings are limited to the data collected only from prep class students of Çanakkale Onsekiz Mart University in 2013-2014 Educational year. The findings might have been different if students from more universities could have participated in the study.
2. This study was conducted with a limited number of learners in a restricted setting. So, the results may not reflect the patterns in other universities.

Theoretical Framework

This research aimed to investigate EFL students' ascriptions for their failure and success outcomes in the process of learning English as a foreign language (EFL). The conceptualization of attribution theory is of particular importance to ground the research on a sound theoretical framework. To start with, attribution theory, or more correctly, "attribution theories" –because there are different theories of attribution- (Petri & Govern, 2004) began with the common-sense psychology of Heider. Heider (1958) was interested in the reasons people give for an outcome such as success or failure on a task. Following Fritz Heider's "Naïve Psychology" the Jones and Davis' Correspondence Theory (1965), and Kelley's Covariation Theory (1967, 1971, 1972, 1973) were developed as theories of attribution (Petri& Govern, 2004), however attribution theory's most influential exponent has been Bernard Weiner (1970, 1972, 1986, 1992, 2000) whose "statement of theory" has been the guiding light for much of the early work in this field. Weiner (2000) highlighted that the

researchers of the fields of motivation, social psychology, and educational psychology have scrutinized the conception of attribution theory ever since its first mention. As learners' attributions are argued to be closely related to student motivation (Weiner, 1974; Woolfolk, 2011) influencing it throughout learners' academic life, motivation along with educational psychology are going to be touched upon before scrutinising attribution theory and related studies.

Educational Psychology and Paradigms

Reynolds & Miller (2003) state that Educational psychology, as a research field, has advanced extensively especially throughout the recent decades. At the same time, Williams & Burden (1997) and Reynolds & Miller (2003) argue that it has been defined in various ways. Basically, it has been described as a distinct discipline uniquely focused upon "the systematic study of the individual in educational context" (Reynolds & Miller, 2003). Woolfolk et al. (2011) argue that educational psychology deals with regular issues of education which are generally utilised in the complex schooling process. Good and Brophy (1986) further viewed educational psychology as a framework for looking at the student, the learning process, and the learning situation. This framework provided by the psychologists is sure to be too comprehensive to be induced to merely one theory.

Williams and Burden (1997) stated that, throughout its short history the theory of educational psychology has undergone various changes and fashions. Some of these fashions have had a greater impact upon educational practice than others. An understanding of how these theories initially started and attached or rivalled with each other enables us to evaluate their respective contributions to the subject area of education and language teaching and to place it within a meaningful context. Educational Psychology has been classified into four different paradigms which have had considerable influence on language learning and

teaching. These paradigms are presented below and they are going to be touched upon briefly in the following paragraphs.

1. The Positivist School,
2. Cognitive Psychology,
3. Humanistic Approaches, and
4. Social Constructivist Model.

The Positivist School

Williams & Burden (1997) stated that the positivist paradigm underlines the assumption that knowledge and facts exist within the real world and they can only be uncovered by way of conducting strictly controlled experiments in which hypotheses are introduced and tested. The positivist school assumed that the lessons learned from such experiments could then be easily applied to human learning. Unfortunately, within this paradigm, thoughts and feelings of human beings were not investigated as they were considered to be inaccessible to proper scientific investigation. Instead, principles of human learning were tried to be understood by investigating the behaviour of animals under rigorously defined conditions. As positivist paradigm downgraded the importance of cognition and mind in human learning it gave way to cognitive psychology.

Cognitive Psychology

How human mind thinks and learns is within the concern of Cognitive psychology. It focuses on learners' beliefs, expectations, and needs (Patricia, et al., 2006). Williams and Burden (1997) also pointed out that cognitive psychologists, contrary to positivists, are interested in the procedures people build up their memories and benefit from them and the

ways in which they are involved in learning mechanism. Williams and Burden (1997) further stated that in cognitive learning learners behave as active participants in the process of learning by way of drawing upon different strategies for the sake of sorting out the backbone of the language under scrutiny.

Humanistic Approaches

Humanistic psychology is a paradigm of educational psychology which emanated as a reaction to limitations of positivist theories (Maslow, 1967). Williams and Burden (1997) argue that humanistic approaches to learning put a great emphasis on the inner self of the learner. They highlight that human development can go further in cooperation with individual's thoughts, feelings and emotions. Humanistic approaches highlight the fact that every learning experience should be seen within its context and that learning should be personalized as much as possible. Williams and Burden (1997) further underline that teachers, particularly language instructors, have to put effort in order to grasp the personality of the learners and how they make sense of the surrounding world so as to be a perfect guide for them throughout the long and tiresome procedure of learning.

Social Constructivist Model

The social constructivist model presents a central role to the learners to play. In this model there are four important factors which have the potential to effect the learning process of the individuals: teacher, learner, task and environment. All these four factors interact as part of a dynamic, on-going process instead of existing in isolation (Williams & Burden, 1997). As the factors of teachers, learners, tasks and contexts also play an important role in attributional beliefs, Pishghadam and Motakef (2012) drew our attention to the fact that

“Attribution Theory” developed within the social constructivist framework. They highlight that a constructivist approach to learning favours the idea that learners are not passive recipient of knowledge; rather, it is underlined that the process of the construction of knowledge happens as a result of the interaction between the individuals’ pre-existing knowledge and beliefs and the information and ideas that they obtain from the environment. Thus, individuals form personal attributions through the schemata existing within the learners’ brain.

Motivation

For the purposes of the present study the construct of motivation presents another matter of concern. Dörnyei (2010) claims that throughout the exhaustive and often prolonged process of acquiring a foreign or second language, learners’ enthusiasm, self-commitment and determination are the key ingredients of success or failure. He further states that language teachers use the term “motivation” to define this state of psychology.

It is possible to define motivation as internal state which is prompting, directing, and maintaining individual’s behaviour over time (Schunk, 2000, Woolfolk, 2011; Sternberg & Williams, 2002; Slavin, 2003;). In another definition, Good and Brophy (1986) state that the construct of motivation is used to bring an explanation to the initiation, continuity, and frequency of goal-oriented behaviour. Ryan and Deci (2000) explained what it means to be motivated as “to be moved to do something”. They maintained that motivated and unmotivated people are characterized as: Motivated people are the ones who are energised or activated towards an aim whereas unmotivated people are the ones who have no internal driving force for a determined goal.

Dörnyei and Skehan (2003) similarly highlight that human behaviour is determined by motivation, whether high or low, by way of energizing or giving it proper direction. In accordance with what Dörnyei and Skehan (2003) maintain, Sternberg & Williams (2002) propose that motivated students have a tendency to achieve more in school; they stay in school longer, learn more, and perform better on tests.

As for language learning and motivation it is claimed by Ushioda & Dörnyei (2012) and Dörnyei, et al. (2015) that second language motivation research was initiated by Robert Gardner and Wallace Lambert who were influential psychologists based in Canada. These scientists conducted a number of investigations with a purpose to study language learners' motivation and attitudes starting from 1950s. They managed to publish a report in 1972 which shed light on the field of educational psychology. Dörnyei argued in his book "Motivation in Second and Foreign Language Learning" (1998) that both language teachers and educational researchers widely accepted that motivation is an influential element that has immense influence over the success in language learning. He further claims that it is by means of motivation that learners initiate learning the L2 and later sustain this tiresome and prolonged process. Therefore, it can be concluded that neither some perfect curricula nor extremely good teaching methodologies are sufficient enough to bring learner success in academic situations unless learners are properly and wilfully motivated.

Ushioda & Dörnyei (2012) claim that it has always been a complicated issue to analyse the temporal structure of motivation in the field of motivational psychology, as motivation research is normally based on theoretical approaches and related research designs that generally measures motivation based on data collected by means of cross sectional methods. Major approaches to motivation are based on major theories of learning which also help explain motivation. Basically, Skinner (1957), Sternberg & Williams (2002), Slavin (2003),

and Woolfolk (2011), claim that four approaches to motivation follow from the learning theories:

1. Behavioural approaches to motivation,
2. Humanistic approaches to motivation,
3. Cognitive approaches to motivation, and
4. Sociocultural conceptions of motivation.

The part that follows is intended to highlight the theoretical concerns embedded in these approaches that inform motivational research.

Behavioural Approaches to Motivation

Behaviourists have come to explain motivation in conjunction with concepts such as “reward” and “incentive” (Woolfolk, 2011). Prominent behaviourists like Watson (1913), Thorndike (1905) and Skinner (1936) argued that people may develop new habits or tendencies for their actions in case they are continuously reinforced for certain behaviour. Therefore, Woolfolk (2011) summarises that, according to behavioural view, understanding student motivation requires probing students’ views about what they count as incentives and distinguishing these from what we may think are rewards.

Eggen & Kauchak (2007) agreed that behaviourist approach to learning provides an incomplete explanation for motivation. Behaviourism treats learning and motivation in the same way, and although they are closely related, they are not identical. As behaviourism does not consider cognitive factors, the theory can’t explain why the student is not motivated to complete learners’ educational assignment.

Humanistic Approaches to Motivation

In the mid-1950s when the “cognitive revolution” in learning was emerging, a similar movement called humanistic psychology also began to develop (Eggen & Kauchak, 2007). As cited from Maslow (1968) humanistic approaches to motivation underlines the fact that people keep being motivated by their perceived inner needs to actualise their “self realisation” or “self determination” (Woolfolk, 2011).

Humanistic psychology developed as a reaction against behaviouristic “reductionist” thinking, emphasizing the total physical, social, emotional, and intellectual person. Eggen and Kauchak (2007) state that a strong student-teacher relationship and a positive classroom climate are two essential elements of the teaching –learning process for the development of motivation.

Sociocultural Conceptions of Motivation

Woolfolk (2011) argued that according to sociocultural views of motivation, everybody acts and continues his/her life maintaining their interpersonal relations within a social community that is also sometimes called a community of practice. Woolfolk (2011) further claims that learning bears the meaning of taking part and being a member of the life of that community. Thus, being a member of a classroom or community that gives importance to learning is a significant factor for learners to be positively motivated.

Cognitive Approaches to Motivation

It is claimed by cognitive approaches to motivation that it is our thinking that determines behaviour, not just whether we have been reinforced or punished. Mental plans,

goals, schemas, expectations, and attributional beliefs initiate and regulate our behaviour (Woolfolk, 2011). One central assumption in cognitive approaches to motivation like Bernard Weiner's (1972, 1986, 1992, 2000) Attribution Theory is that people respond to their personal interpretations of external happenings rather than directly to these events. These cognitively constructed personal beliefs have influential effects on learner success or failure.

As it is going to be thoroughly investigated in this study the learners' psychological and behavioural consequences were always tightly connected with the existence of cognitive structuring process. That is to say, learners concurrently develop a number of beliefs about their abilities and about perceived reasons, attributional factors, for their achievement outcomes. Thus, it can be concluded that learners can estimate and have control over the events which may influence their academic outcomes and keep on trying in order to succeed in the future situations by way of looking for attributions for success and failures keeping in mind that they are capable of succeeding (Hsieh and Kang, 2010).

Attribution Theory and Attributional Dimensions

Weiner (1972) defines Attribution Theory as a construct which investigates the perception of causality, or the judgement of why a particular incident occurred as a consequence of which future actions are determined by the perceiver. Weiner (1974, 1986, 1992, 2000), Williams & Burden (1997), Dörnyei (2001), Slavin (2003), and Brown (2007) describe attribution theory in terms of four explanations for success and/or failure in achieving a personal objective:

1. Ability,
2. Effort,
3. Perceived difficulty of a task, and

4. Luck.

Two of those factors are internal to the learner: ability and effort; and two are attributable to external circumstances outside of the learner: task difficulty and luck. Weiner (1986, 1992) suggests that learners, mostly, tend to explain or attribute their success or failure on a task on these four attributions. Brown (2007) states that depending on the individual, various attributional determinants might be cited by the learners. Thus, while failure to get a high grade on a final exam in a language class might be judged to be a consequence of poor ability or effort by some learners, it might be ascribed to difficulty of exam or just bad luck by some others. Here are short definitions of these four factors:

Ability. Ability is our rating of our own aptitude or skills. Ability inferences are determined primarily by past history information. Repeated success or failure in part indicates whether an individual “can” or “cannot”. For example, high grades often are accepted as evidence that a person is “smart”. Winning games are the proof of a “good” team; and so on (Weiner, 1974).

Effort. It means how hard a learner tries to accomplish a personal goal. Past success history, social norms, pattern of performance, and performance peaks also influence effort ascriptions. Individuals who succeed perceive themselves and are judged by others as having tried harder than those who fail (Weiner, 1974).

Task difficulty. How difficult or easy we believe the task to be. Task difficulty generally is inferred from social norms and from objective task characteristics, such as the steepness of a mountain about to be climbed or the length of a puzzle. The greater the percentage of others succeeding at a task, the more likely that a given success will be ascribed to the ease of the task. In a similar manner, the greater the percentage of others failing at a task, the more likely

that a given failure will be attributed to the difficulty of the task (Weiner, 1974).

Luck. Luck is inferred from an apparent lack of personal control over the outcome and variability in the outcome sequence. Thus, the number rolled on a dice will be ascribed to chance. But repeated appearance of the same number suggests personal control over the outcome and would produce ascriptions to ability (Weiner, 1974).

Stipek (1998) highlights effort attributions as they are more constructive than most other attributions for learning, and as they promise better future academic performance for learners. Students who attribute past failure to low effort (an unstable factor), therefore, can hope for success in the future. Students who attribute past failure to low ability (a stable trait), however, are not as likely to exert effort on future tasks because without the prerequisite ability they cannot expect success. Stipek (1998) further argues that effort-related attributions are also desirable when success occurs. The learner's belief that effort is an important cause of success implies that the student possesses the required ability to be successful, but acknowledges that success is not achieved without proper effort. However, attributing success merely to ability might have negative effects on behaviour in achievement situations. When students succeed without putting necessary effort, they might start to believe that effort is not an essential factor for success. As a result, they will not try very hard on future tasks, thus, they will perform at levels below their true capabilities.

In Weiner's model, attributional explanations are cited along with three dimensions (Weiner, 1979, 1992; Stipek, 1998):

1. Locus of causality
2. Stability

3. Controllability

In attribution theory, these three dimensions are drawn upon to classify the perceived causes of achievement outcomes (Gobel, et al., 2011). These three attributional dimensions are further explained as follows:

The Locus of Causality Dimension. Whether an attribution is internal or external to the learner is the focus of the locus of causality dimension. In other words, it is about whether causal attributions external or internal to the person. Learners' success and failure ascriptions are categorised in terms of an internal-external continuum (Stipek, 1998; Weiner, 2000; Ghonsooly, et.al., 2014).

The Stability Dimension. The second dimension of attributions is a stable – unstable continuum. Whether an attribution is fixed or changeable over time is the focus of the stability dimension. Stability is whether the attributional cause stays the same, typically constant, or can change with context such as “ability” or “aptitude”, while unstable attributions like “peers” or “distractors” are the ones which can possibly change in the course of time (Stipek, 1998; Weiner, 2000; Ghonsooly, et.al., 2014).

The Controllability Dimension. This dimension refers to the amount of influence or control we have over the causes of failure and success situations. However, while attributions like “personal effort” and “strategy use” are the ones which can be changed wilfully, some others like “distractors” or “teacher” cannot be altered at learners' request (Stipek, 1998; Weiner, 2000; Ghonsooly, et.al., 2014).

Table 1

Examples of Attributions by Dimension (adapted from Alderman, 2004)

		Dimensions		
		1. The Locus of Causality Dimension		
		<u>Internal</u>	<u>External</u>	
		3. The Controllability Dimension		
		<u>Controllable</u>	<u>Uncontrollable</u>	<u>Uncontrollable</u>
2. The Dimension	<u>Stable</u>	I've really improved my English language skills due to my practice over the last six months.	I am not good at learning languages.	I am not good at writing because I have never had a teacher who made me write in English.
	<u>Unstable</u>	I didn't overlearn material for the last exam. I wasn't well organized in studying.	I was sick all week and couldn't study for the test.	I got a good grade because my mum helped me get ready for the test.

According to Weiner (1974), three attributional dimensions can characterize every cause to which students ascribe success or failure outcomes (Woolfolk, 2011). In Table 1 some examples of attributional causes by dimension are presented.

Table 2

A Three Dimensional Taxonomy of the Perceived Causes of Success and Failure (Weiner, 1974)

		Controllable		Uncontrollable	
		<u>Stable</u>	<u>Unstable</u>	<u>Stable</u>	<u>Unstable</u>
Internal	<u>Internal</u>	Personal effort	unstable effort of self	ability of self	Hunger, tiredness
	<u>External</u>	Some other people's effort	unstable effort of some others	difficulty of task	of luck

Table 2 indicates that ability and effort factors are internal or personal, while difficulty of the task is perceived as a property of the environment. Further, ability and task difficulty remain relatively constant over time, while effort and luck may vary from moment to moment. Hence, ability is a fixed internal factor; effort is a variable, internal factor; task difficulty is a fixed, external factor; and luck is a variable, external factor (Weiner, 1974).

Contrary to what Weiner (1974) claimed Gobel et al. (2011) argue that students might attribute their successes and failures to more than four factors. These ascriptions might be as follows: environment, initial knowledge, peers, distractors, enjoyment, administrative policies, other people, mood, fatigue or illness, personality, physical appearance, and many more (Gobel, et al., 2011). Thus, there might be a variety of explanations students can give for why they fail or pass a test.

Table 3

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

Dimension Classification	Reasons for Failure
Internal-stable-uncontrollable	Lack of ability
Internal-unstable-controllable	Lack of personal effort
Internal-unstable-controllable	Did not get ready for the exam
External- stable- uncontrollable	Mean teacher
External- unstable- uncontrollable	Having no luck
External- unstable- controllable	Unhelpful peers

Table 4

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

Dimension Classification	Reasons for Success
Internal-stable-uncontrollable	Ability
Internal-unstable-controllable	Hard work
Internal-unstable-uncontrollable	Being in good mood
External- stable- uncontrollable	Helpful school conditions
External- stable- uncontrollable	Enthusiastic instructor
External- unstable- uncontrollable	Being lucky
External- unstable- controllable	Helpful peers

In Table 3 and Table 4 there are reasons representing combinations of locus, stability, and controllability in Weiner's model of attributions. In this context, it is underlined by Alderman (2004) that it is especially important for language instructors to understand the stable-unstable dimension of learner causal attributions. Thus, instructors are expected to make the learners think of ability as a skill or knowledge that is learnable – an unstable quality. As an example, a language learner with poor speaking skills who believes that speaking ability is a stable, uncontrollable and external factor is not likely to seek help to improve himself in speaking skills.

Attributions and Emotions

A considerable amount of research has been dedicated to the relationship between attributions and affective factors. Williams, Burden and Al-Baharma (2001) state that, basically, people attribute different causes, or causal attributions, to events in their lives which they use to explain why a particular outcome occurred. Therefore, it is claimed that Weiner's

(1980) attribution theory is interested in reasons people ascribe to their success and failure situations. Learners' personal contributions for success and failure situations will affect an individual's subsequent actions, future motivation and will also give rise to different affective and emotional reactions in their learning situations.

Alderman (2004) asked the following questions in order to find out the emotional reactions generated by attributions: "What emotional reactions might one's attributional beliefs about his/her achievement outcomes generate? How do these emotions affect motivation?" Weiner and his colleagues (1980, 1985, 1986, 1992, and 1994) have examined the effects of different causal attributions on individuals' emotional reactions to their own as well as to others' achievement outcomes. They argued that some emotions occur strictly as a function of outcome. To make it clear, students are happy when they succeed and sad when they fail, regardless of their attribution for the cause of their success or failure. Other emotional outcomes are tied to some specific attributions. Stipek (1998) claims that learners usually feel "surprised" if they ascribe their achievement outcomes to luck, they feel "grateful" if they ascribe to help from others, and feel "guilty" if they ascribe failure to scarcity of effort. On the other hand, "Pride" and "shame" occur only when one's own outcome is attributed to some internal cause.

Weiner (1974) claimed that locus of causality influences affective responses to success and failure. For example, internal ascriptions of the learner augment positive and negative evaluations and feelings of pride and shame, while external attributions modulate affective reactions. The general attributional model of achievement strivings may be expanded to include the psychological consequences of both the stability and the locus of causality. Alderman (2004), in line with Weiner (1974), suggested that attribution to some external and uncontrollable causes tends to minimize achievement-related emotional reactions. To set an example, if students say they succeeded on a test because they lucked out or people say that

luck was responsible for their getting a job, their feeling of pride and self-esteem is minimized as they think they had very little control over the outcomes of their learning process.

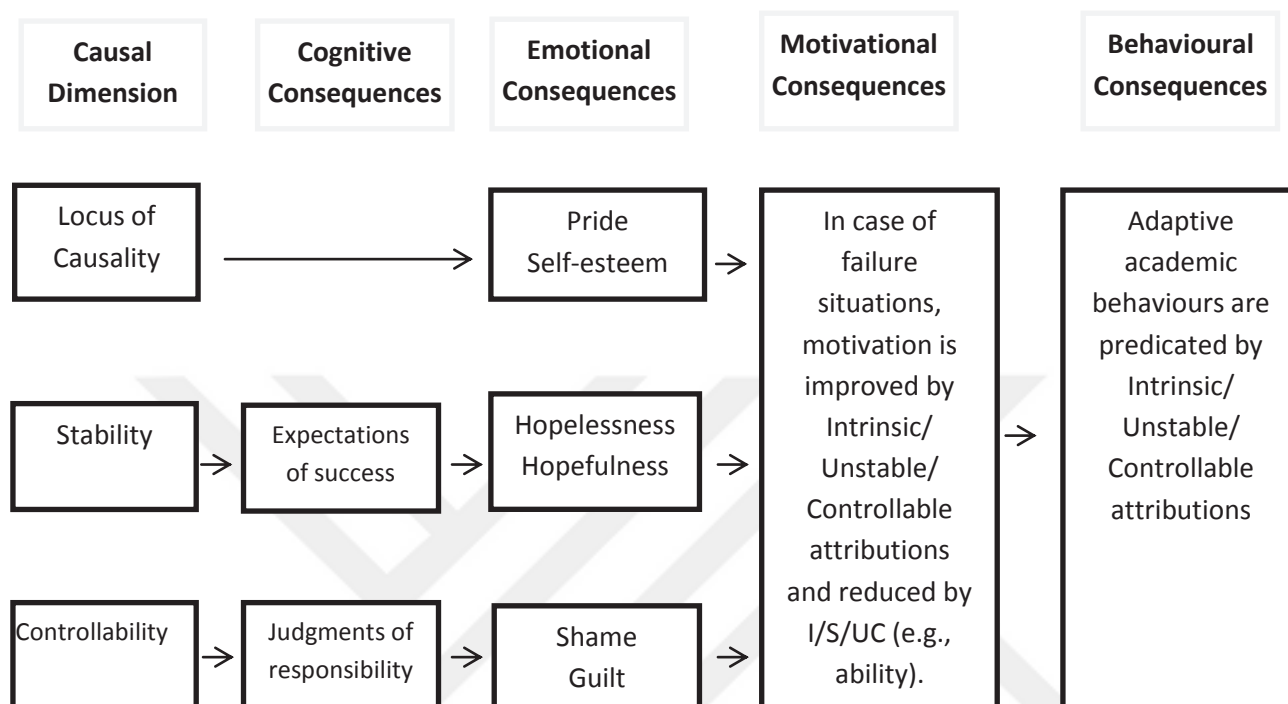


Figure 1: Attributional Dimensions and Emotional Outcomes (adapted from Haynes, et al., 2009).

Hynes et al. (2009), as outlined above, illustrated the interplay between attributional dimensions and emotional outcomes. This circle of emotional outcomes is depicted in Figure 1. Woolfolk (2011) suggests that students might be happy if they made a good grade on an easy test, but wouldn't feel pride as well. When students ascribe success or failure to the factors internal to the person, success leads to feel pride and increased motivation, but failure leads to feel lower self-esteem. The dimension of stability, similarly, closely influence future anticipations. If learners attribute failure to the factors external to the person, such as the difficulty of the subject matter or teacher of that subject, they will probably be in a mood of failing in the same subject in the forthcoming exams. This phenomenon is called "learned helplessness" which is going to be elaborated under the next title. On the other hand, if they

ascribe outcomes to controllable factors, such as enjoyment or effort, then, they can expect better future educational outcomes.

Attribution and Learned Helplessness

The reasons one gives for success and failure, Alderman (2004) argues, have consequences that influence both actions and expectations of the learners in the form of “Learned Helplessness”. Weiner (1972) defines learned helplessness as “an appropriate label for the low achievement syndrome, since people low in achievement motivation do not perceive that personal effort influences outcome”. A student who has a history of failure and does not expect this to change will attribute failure to lack of ability which is an internal, uncontrollable and stable factor. This pattern is characteristic of learners who are classified as having “learned helplessness”. These individuals expect that their actions and efforts will be futile in affecting future outcomes. These learners desperately believe that there is nothing that they can do to avoid failure in learning situations (Stipek, 1998). That is to say, they do not see connection between their actions and their academic outcomes (Alderman, 2004). Consequently, these students exert little effort on school tasks and give up easily when they encounter difficulty (Alderman, 2004; Harvey, et al., 2009; Stipek, 1998). Weiner (1976) claimed that feelings of helplessness produce negative affect and a cessation of responding. Eggen & Kauchak (2007) claimed in line with this argument that, for example, attributing failure to lack of ability, which is uncontrollable, could lead to a debilitating state. This perspective results in overwhelming feelings of shame and self-doubt and giving up without trying. In Table 5 a list of behaviours suggesting “Learned helplessness” is demonstrated.

Table 5

Learner Behaviours Suggesting “Learned Helplessness” (Adapted from Stipek, 1998)

Examples
* They say, “I just can’t do ”.
* They do not attend to what teachers instruct.
* They do not request for help when needed.
* They do nothing in the class.
* They do not show pride in their own successes.
* They usually get distracted and bored.
* They usually do not respond to teachers’ inquiries.
* They are easily discouraged.
* They never volunteer in the class.
* They are not voluntarily involved in an interaction with peers.

As an implication for the educators, Stipek (1998) argued that it is best to prevent children from developing an attribution pattern resulting in helpless behaviours than to try to change the behaviour. Such an attribution pattern is difficult to reverse. Stipek (1998) stated that children can fall into self-perpetuating cycles in which they attribute failure to uncontrollable and external causes, do nothing to avoid failure in subsequent situations, and consequently fail again, thus confirming their perceptions of themselves as being an incompetent learner and so the vicious cycle continues. In order to break this unfavoured cycle “Attribution Retraining” was put forward by the educational psychologists. Williams and Burden (2004) claimed that the most important thing about being successful or unsuccessful is not just the mark the learner received but the fact that whether learners attributed these academic outcomes to internal or external, stable or unstable, and countable or uncountable

attributional factors. Thus, it can be argued that if an attributional factor developed by the learner is internal, unstable, and controllable, it will more likely have positive effects on academic outcomes than the one which is external, stable, and uncontrollable. For this reason, “Attribution Retraining” intends to change negative attributions originating from “learned helplessness”, to more positive, internal, and controllable ones.

Attribution Retraining

Palmer & Guerra (1987) defined Attribution Retraining as “an orderly set of procedures aiming to help learners to change their negative oriented attributions to more positive ones concerning their performance on educational tasks”. Eggen & Kauchak (2007) argue that learners are able to improve the effectiveness of their attributions by means of attribution retraining. Williams and Burden (2004) state that in case a learner ascribes his/her failures to some unhelpful attributional factors, he/she might be possibly encouraged to develop more favourable attributions and thus attain future educational achievement. Haynes and his colleagues (2009) suggest, in line with Eggen and Kauchak (2007) that attributional retraining treatments aim to restructure learners’ perceived causes of failure situations in their academic or everyday life. As a result of attributional retraining, if the learners perceive that increased effort will result in success, they will persist and enhance their performance.

Good and Brophy (1986) argue that the primary objective of attributional retraining is to help learners replace their negative attributional causes with more positive and helpful ones. Thus, it will be possible to promote positive motivational mood, as Weiner (1974) claimed, so as to attain future educational success. So, attribution retraining attempts to alter perceived causes of failure in order to increase achievement-related behaviour of the learners who attribute their academic failures to uncontrollable, stable and external factors, by training

them to attribute failure to internal, controllable and unstable causes like having made insufficient effort or having used the wrong strategy (Good and Brophy, 1986).

Good and Brophy (1986) claim that attribution theory places considerable emphasis on helping students to perceive the relationship between effort and success. A lot of learners give meaning to their success or failure on the basis of traditional ways that they have learned to view their behaviour, rather than on the basis of the actual causal factors operating in the situation- such as saying “I failed because I am dumb,” rather than “I failed because I got frustrated and gave up quickly instead of persisting or getting help.” From this point of view, Eggen & Kauchak (2007) suggest that teachers can increase students’ motivation to learn by teaching them learning strategies and encouraging them to attribute success to effort. Teachers could encourage internal, controllable, and unstable attributions for success and failure situations.

Finally, Haynes, et al. (2009) claim that learners are considerably more eager to reach successful outcomes if they see that their school achievement is within their own control. On the other hand, when the outcomes are perceived out of control and external, there is always less eagerness to succeed. Pishghadam (2011) added in line with Haynes et al. (2009) that learners should be reminded that failure situations in language learning comes a result of lack of proper effort. They should be encouraged that with individual hard work it will be possible to compensate for their low academic outcomes.

Attributions and Language Learning

Weiner (1972, 1974) claimed that attribution theory has significant implications for the educational process, and that the disposition of causal attributions has a potential to influence learners in undertaking future success activities, their allocating enough time on these activities, and also the extent of their persistence in such activities.

McLoughin (2005) draws our attention on the cognitive processes that produce causal attributions stating that these attributions have the strength to influence the consequences of language learning activities by shaping individuals' attitude and feelings towards the task and the intensity of the performance on that task. Ellis (2012) and Dörnyei (2005) further state concerning language learning that attributions can affect a learner's motivation which can result from as well as lead to success in second language learning.

Forsyth & McMillan (1981) explain the influence of attributions on learning in terms of dimensions. They argue that the student who fails a test and believes the cause lies in some external, unstable factor, such as teacher bias, may continue to expect failure because teacher bias is almost impossible to control. They further claim that if students think they can somehow have control over their teacher's bias, then expectations may become more positive. Therefore, all three variables, controllability, stability, and locus of causality, are, in an interactive fashion, related to expectations of the learners. After failure, individuals who attribute their outcomes to external, uncontrollable and stable factors are the most negative in their expectations. Those who succeed and believe internal, controllable and unstable factors were the cause of their success should, on the other hand, be the most positive in their expectations of their future success.

McLoughin (2005), in line with Mori (2009), stated that Weiner's (1977) attribution theory provides us with a chance to understand how learners' self perceptions of their past achievement outcomes might affect their way of looking at future performances, especially, in ESL and EFL contexts. Thus, learners of languages might possibly seek the reasons behind their failure situations and act accordingly to attain better academic achievement results. As McLoughin (2005) and Mori (2009) claim not only unsuccessful outcomes might influence learners' future behaviour, motivation, and achievement but also learners' perceived causes of failure may have influences over future motivation. Mori (2009) underlines that tertiary level

EFL learners come to their class with some kind of causal schemas. According to Attribution Theory these causal schemas together with other factors affect students' perception of why they fail or succeed at a certain task in language learning process. The causal reasons the EFL learners attribute their favourable and unfavourable learning experiences then influences their affect and expectancy for success at the future tasks which in turn has an effect on their learning behaviour.

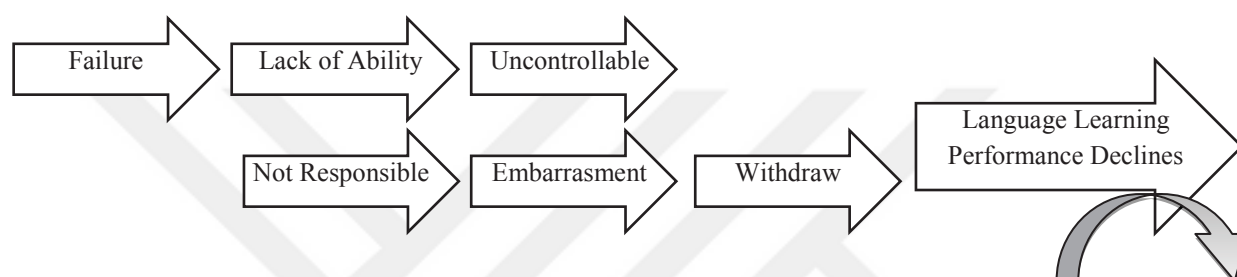


Figure 2: Declining Language Learning Performance (Adapted from Woolfolk, 2011)

When failure is attributed to lack of ability and the student considers ability to be uncontrollable, the sequence of language learning motivation is depicted in Figure 2.

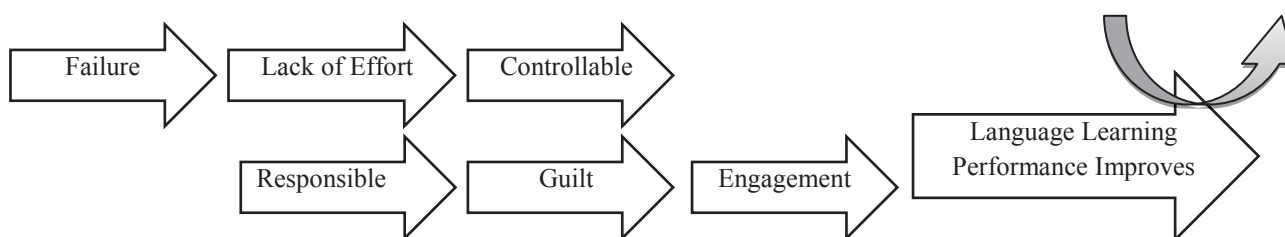


Figure 3: Improving Language Learning Performance (Adapted from Woolfolk, 2011)

When failure is attributed to “lack of effort” or some other internal factors, the sequence of language learning motivation is demonstrated in Figure 3.

Attributions and Individual Differences

Weiner (1972) in his influential study claimed that individuals differ in their predispositions to attribute achievement outcomes to various attributional factors. There are a variety of environmental factors which might be inferred as causal factors of achievement outcomes. Weiner (1972) and Stipek (1998) posited a comprehensible list of factors as follows: percentage and number of prior success and failure experiences, pattern of performance, primacy and recency, social norms, past performance, time spent at the task, co-variation of the outcomes with incentives, and a multitude of other factors are among the cues one uses to infer attributions of causality.

Thus, as individual differences play an important role in producing attributional beliefs, an important implication for teachers is to determine the type of attributions that students make for success and failure in their particular subject area or on different types of tasks. In support of this, students who think ability is the key factor for success in an art project and believe they cannot draw a straight line, the teacher will have to plan instruction so that ability is perceived as a skill that can be developed (Alderman, 2004).

Attribution researchers have conducted studies investigating the relationship between the attributional differences and various individual factors— including, academic discipline, past performance, culture, gender, age, and teachers' attitudes and behaviours.

Literature Review

This part starts with a brief review of the attributional studies conducted in Turkish context. Then attributional styles depending on the variables of academic disciplines, academic achievement, perceived achievement, age factor, gender, culture, and teacher factor are scrutinised in detail based on previously conducted studies.

Attribution Studies in Turkish Context

Although studies in the field of attribution theory date back to 1950s (first study conducted by Heider, 1958) and plenty of them have been conducted by other researchers, quite limited studies have been administered in Turkey. Turkish researchers essentially dwelled upon investigating dimensions of learners' success and failure attributions (Saticilar, 2006; Taşkıran, 2010; Besimoğlu et al., 2010; Özkardeş, 2011; Koçyiğit, 2011; Erten & Burden, 2014; Duran, 2015;). Some researchers conducted experimental studies to investigate the influence of attributional retraining on learner attributions (Höl, 2016; Semiz, 2011; Tekir, 2012). The mere studies Taşkıran (2010), Semiz (2011), Özkardeş (2011), Duran (2015), and Höl (2016) were conducted at preparatory schools of the universities like the present study.

Can (2005) intended to analyse elementary school teachers' causal attributions for their success and failure in their professional life. 231 elementary school teachers participated in the study. The results demonstrated that teachers' attributions for success were mostly internal, controllable, and stable. It was found that gender had significant influence on attributions while year of experience had no significant effect on causal attributions. Similarly, Gümüş (2014) also conducted a study with English language instructors. However, the researcher in this study wanted to find out perceptions of their students' success and failure outcomes. The data were gathered through a questionnaire, interviews and classroom observations. The findings of the study demonstrated that English language instructors ascribed their learners' success and failure outcomes in English exams to a variety of causal attributions.

As for EFL prep class context Höl (2016) and Semiz (2011) conducted experimental studies. Höl (2016) investigated EFL learners' success and failure attributions and tried to find out whether an attribution retraining programme had an effect on academic achievement.

Results indicated significant differences between control and experimental groups in terms of attributional styles. Learners attributed their success to internal factors and failure to both internal and external ones. Gender played no significant role on the attributions. In the same way, Semiz (2011) administered an experimental study with the students of School of Foreign Languages at Karadeniz Technical University with a purpose to investigate the effects of attribution retraining programme on EFL learners' attributional beliefs, self-efficacy, and achievement. A five-week attributional training programme was administered. According to results successful and unsuccessful students differed in terms of their attributions. Gender played no significant role on attributional styles. Comparisons of pre and post tests revealed significant changes in attributional beliefs but no differences were recorded in terms of self-efficacy.

Another experimental study was conducted by Tekir (2012) with the participation of seventh graders at a state primary school to find out whether mediated learning experience in English language classrooms had any influence on EFL learners' attributions for success and failure outcomes. After implementing an eight week period of mediated learning experience it was revealed that although it was a short time for significant changes there was progression in learners' attributions in an optimistic style.

Other studies conducted at prep schools are Duran (2015), Taşkiran (2010), and Özkardeş (2011). Duran (2015) investigated learners' causal attributions for success and failure and self-efficacy beliefs with the participation of 150 prep class learners at Mersin University. The results demonstrated that participants of the study had a tendency to attribute their achievement outcomes to external and uncontrollable reasons. As for dimensions of the attributions, it was demonstrated that high-achievers cited more internal, stable, and controllable attributions than their low-achiever counterparts. The results indicated that

learners with higher self-efficacy beliefs cited internal and controllable causes more than the ones with lower self-efficacy beliefs.

Similarly, Taşkıran (2010) intended to find out 158 Anadolu University Preparatory School students' causal attributions for their success and failure outcomes in learning English as a foreign language. Participants of the study reported their causal attributions in a semi structured questionnaire and it was revealed that failure oriented learners cited more attributions than the success oriented learners. Contrary to Yılmaz (2012) which revealed that achievement level did not play an important role in success and failure attributions, success-oriented students attributed their outcomes mostly to internal, unstable, and controllable factors rather than the failure oriented learners.

Özkardeş (2011) conducted a study in an EFL context to investigate the success and failure attributions of prep class students attending the School of Foreign Languages at Pamukkale University. Contrary to Taşkın (2010) in which internal factors were ascribed, results suggested that “a successful teacher” is the main factor that high achievers cited for their success. However, low achievers attributed their failure mostly to “lack of vocabulary”. More proficient learners had a tendency to ascribe their success to external factors like “having background knowledge” while unsuccessful learners tended to ascribe their failure to “lack of background knowledge”.

Saticılar (2006) –with sixth and ninth graders-, Aydemir (2007) –sixth and seventh graders-, and Erten and Burden (2014) –sixth graders- conducted a study with secondary school learners. Saticılar (2006) investigated achievement attributions of EFL learners attending sixth and ninth grades of secondary schools in Tekirdağ. The results of the study indicated that learners attributed their achievement outcomes to internal, unstable, and

controllable factors. As for grade differences, it was found that younger learners attributed their success more to internal factors than older ones.

Aydemir (2007) conducted a study to investigate the influence of gender and proficiency on learners' success and failure attributions and strategy use with participation of 802 secondary school pupils. Analysis of the data demonstrated that achievement and gender had significant influence on the causal attributions learners developed and on the learning strategies they used. It was revealed that those learners who used more learning strategies showed more success. Successful learners ascribed their success both to internal and external factors while they ascribed their failure to internal reasons and it appeared that female learners used more strategies and were more successful.

Erten and Burden (2014) conducted a study investigating the relationship between, classroom achievement, and causal attributions among six grade Turkish students. The results of the study revealed that "teacher" was the most frequent attribution for academic achievement followed by "ability", "interest", and "long term effort". The findings of the study, in line with Aydemir (2007) and Satıcılar (2006) indicated that high proficiency learners make more frequent reference to internal and controllable factors than low proficiency students which was a promising finding as they seem to place the locus of causality within themselves.

Koçyiğit (2011) conducted a descriptive research with 300 participants to find out the dimensions of university students' success and failure attributions. Results of the analysis demonstrated that success attributions were more internal, controllable, and unstable while failure attributions were uncontrollable, stable, and external to the learners. Contrary to Besimoğlu, Serdar and Yavuz (2010) gender played no significant role on the dimensions of the causal attributions. According to the results of the study conducted by Besimoğlu, Serdar

and Yavuz (2010) female learners suggested more internal attributions than male learners for both success and failure situations.

Attributions and Academic Disciplines

In order to investigate the differences in attributional factors cited by learners depending on the variable of academic discipline several studies have been conducted. Peacock (2009), Swinton, Kurtz-Costes, Rowley and Okeke-Adeyanju (2011), Mahasneh, Al-Zoubi, Batayeneh (2013), Newman and Stevenson (1990) and Williams, Burden, Poulet and Maun (2004) are among these writers who conducted studies to find out attributional differences based on the academic discipline the learners are studying. The results arising from these studies suggest that learner attributions differ significantly from one academic discipline to another.

505 tertiary level language learners were asked by Peacock (2009) to cite their attributions with a purpose to investigate if there is any relationship between attributions and academic disciplines. Participants were asked to elicit their causal attributions for achievement outcomes. In Peacock's study (2009) in terms of academic discipline there appeared significant differences in attributions of learners. The researcher found that there were six differences in attributions of students studying different academic disciplines. The results found by Peacock (2009) are in line with the results found by Mahasneh, Al-Zoubi, Batayeneh (2013) and Swinton, Kurtz-Costes, Rowley and Okeke-Adeyanju (2011) in that humanity and science college students' attributions yielded statistically significant differences. Science learners ascribed their success to two attributional factors. They are "luck" and "tests being easy". Students of humanities attributed their success to three factors. They are "interest in English", "teacher effect" and "focusing on English outside school". It

was observed from the emerging results that learners attending science classes had a propensity to ascribe their academic outcomes to external, unvariable, and uncontrollable factors like “good luck”, “exams being easy”, and “bad luck”. Thus, it can be argued that humanities students displayed more internal and controllable attributions which is a favourable situation in terms of future success.

612 university students participated in the study conducted by Mahasneh et al. (2013) in which it was aimed to investigate the correlation between attributional factors and academic disciplines. The results showed statistically significant differences as in Peacock (2009) between the humanities and scientific college students in the positive attribution style in favour of the humanities. The results further indicated that the scientific college learners have an inclination to use the positive attribution style more frequently than the humanities students do.

With the purpose to investigate learners’ learning outcomes and causal ascriptions in maths and reading, a study was conducted by Newman and Stevenson (1990). It was found that children produce different attributions about mathematics and reading success and failure which is in line with the results found by Peacock (2009).

Another study conducted in a language learning context like Peacock (2009) is the one which was carried out by Williams, Burden, Poulet and Maun (2004). They started out to investigate secondary school learners’ perceived causes for their achievement outcomes in learning modern languages, Spanish, German, and French, and if there were any significant attributional differences in terms of the specific languages studied. In this study as well, as it was with Newman and Stevenson (1990) and Swinton et al. (2011), significant differences were found between different academic disciplines studied. The analysis of the data revealed that learners of Spanish language ascribed their better outcomes more to “aspects of the task” factor than the learners of other languages. As for French language learners, “teacher effect”,

“ability”, and “proper strategy use” were the factors mostly cited for success situations. In German, “ability” factor comes after “proper strategy” factor as a contributor to learner achievement. As for the failure attributions, internal, controllable, and unstable factor of “lack of effort” appeared to be the most cited attribution for failure in all three languages. “Lack of interest” was also found to be an important attribution for failure in all three languages.

Attributions and Academic Achievement

Majority of the researches in the field of learner attributions have been conducted with the purpose to find out if the learners differ in their attributional styles in terms of their actual academic achievement. Newman and Stevenson (1990), Banks and Woolfson (2008), Lei (2009), Hawi (2009), Hsieh and Kang (2009), Peacock (2009), Mori (2009), Mori et al. (2010), Hsieh and Kang (2010), McClure et al. (2010), Cochran et al. (2010), Baştürk and Yavuz (2010), Erten and Burden (2010), Sahinkarakaş (2011), Mok et al. (2011), Pishghadam and Zabihi (2011), Shores (2011), Hashemi and Zabihi (2011), Yılmaz (2012), Han (2012), Lian (2012), and Gallibon and Fatemi (2013) are among those studies in which actual achievement of the learners was a variable while attributional styles were investigated. Majority of these studies were conducted in an EFL/ ESL context, others were related to mathematics, music or general school achievement. While majority of the studies have revealed that significant differences exist in attributional factors of the learners of different achievement levels, Yılmaz (2012) found that achievement level did not have a strong influence on learners’ attributional beliefs. Most of these studies were conducted in a tertiary level context as the present study was, however, mostly quantitative methods of data collection procedures were utilised followed by mixed methods, which was also adopted for the present research.

The study conducted by Mori (2009) aiming to find out tertiary level learners' perceived causes for success and failure situations in a university EFL context revealed that lower proficiency groups have a more propensity to attribute ability or interest oriented internal factors to absence of improvement than high proficiency group does. Mori's (2009) "interest" related attributions are in line with Peacock (2009), Mori et al. (2011), and the recent study by Erten and Burden (2014). In contrast, as for success attributions, successful learners have a great propensity to attribute ability/interest-related internal factor to improvement. These results suggest that while lower proficiency groups perceive that their English proficiency has not improved because they are not good at English, and they have little interest in studying English, the reverse is the case with high proficiency case.

Another study conducted to investigate university students' success and failure attributions in an ESL context was of Mori et al. (2011). The analysis of the findings of this study revealed that both actual successful learners and those who perceived themselves successful ascribed their successful outcomes to internal factors of "effort" and "ability" more than unsuccessful language learners did. On the contrary, as for failure situations actual high proficiency learners and perceived successful learners tended to attribute their failure outcomes to environment and interest related factors while unsuccessful students had a propensity to attribute their low proficiency to controllable factors of "ability and effort". Similar results were found in the work of Erten and Burden (2014), long term effort; Hashemi and Zabini (2011), effort factor being the main attribution for better outcomes; McClure et al. (2010), attributing highest marks to effort; Cortes-Suares and Sandiford (2008), effort as the most frequently used attribution for performance; and Pishghadam and Zabihi (2011), effort factor as the best indicator for success. However, in the study conducted by Hawi (2009) in a context of computer programming course "effort" was almost absent among the attributional factors for success and failure.

So as to investigate learners' ascriptions for their academic achievement situations and their relations to school achievement a quantitative study was conducted by McClure et al. (2010) with secondary level students. The results were in line with the studies conducted by Shores (2011) and Mori (2009). To find answers to this problem, 5333 secondary school pupils were asked to report their attributional factors for academic outcomes. The emergent results give a gist about the learners' perceptions of their academic success. They have a propensity to attribute their success to effort related factors.

A recent study conducted by Pishghadam and Zabihi (2011) investigated learner attributions and their achievement in a language learning context. The researchers compared attributional factors of ability of the learner, personal effort, difficulty of the task, mood, luck, and the teacher factor in terms of three attributional dimensions of locus of control, stability, and controllability with learners' English language proficiency. The emergent findings of the research demonstrated that, in line with McClure et al. (2010) and Cortes-Suares and Sandiford (2008), effort related attributional factors were the most cited ones for achievement situations which demonstrates that those who ascribe their academic outcomes to effort oriented factors got better marks on the proficiency test.

Lei (2009) conducted a research on the causal attributions for academic achievement of tertiary level learners. The emergent results revealed that successful learners have a tendency to ascribe exam results to external factors, while unsuccessful learners have a propensity to ascribe test marks to internal causal factors. These results are completely opposite of the study conducted by Hsieh and Kang (2010) which investigated the attributions of the Korean EFL students in a high school context. Their study demonstrated that high proficiency learners of English language have a tendency to attribute success situations to internal factors more than low proficiency ones.

The connections between causal attributions and proficiency levels of University students were investigated by Peacock (2009). Students were asked first qualitatively, later quantitatively to elicit their success and failure attributions for EFL outcomes. The results of the study revealed statistically significant differences between attribution and EFL proficiency level of the learners. The emergent findings revealed that high proficiency learners attributed their success to four internal and controllable factors: “paying attention”, “interest”, “self competition”, “effort”. On the other hand, low-proficiency learners ascribed their success to “easiness of tests”, and failure to “lack of enjoyment of the language”. So it can be concluded that while learners with high academic achievement attributed success outcomes to internal factors, low proficiency learners ascribed success and failure results to external and uncontrollable factors. Sahinkarakas (2011) also found similar results like ‘listening to teacher’ and ‘doing homework’ as the most important attributions for success situations.

One of the scarce empirical studies investigating attributions for failure and success in an EFL skill was conducted by Lian (2012) regarding the causal attributions of listening achievement of Chinese EFL learner majors. Other skill-based studies deemed relevant to attributions included Yılmaz (2012) investigating reading skills and Rasekh and Zabihi (2012) investigating speaking skills. Through questionnaire-survey and factor analysis, Lian (2012) explores EFL learners’ success and failure self-attributions for listening achievements. Results revealed that “social factors” and “self-comparison” were the key sources for listening achievement attributions. Student’s effort and teacher’s aid have been effective attributions both for successful and unsuccessful learners.

Erten and Burden (2014) conducted a study investigating the relationship between, classroom achievement, and causal attributions among six grade Turkish students. The results of the study revealed that “teacher” was the most frequent attribution for academic achievement followed by “ability”, “interest”, and “long term effort”. The findings of the study

indicated that high proficiency learners make more frequent reference to internal and controllable factors than low proficiency students which was a promising finding as they seem to place the locus of causality within themselves. Successful learners attributing more to internal and controllable factors and unsuccessful learners attributing more to external and uncontrollable factors are the results similar to the ones found by McClure et al. (2010) and Hsieh and Kang (2010).

A rare study which investigated skill based attributions was conducted by Yılmaz (2012). The research was performed with the participation of 91 undergraduate learners with the purpose to investigate Turkish EFL learners' success and failure attributions in reading comprehension context. The researcher set out to find out tertiary level learners' causal attributions for achievement outcomes in the EFL reading skills and to see whether there are any noteworthy attributional differences concerning gender, achievement, and teacher beliefs. The results of the study which was conducted both qualitatively and quantitatively revealed that achievement level did not play an important role in success and failure attributions for EFL reading. This insignificant relationship between achievement and attributional styles was the mere result that the researcher of the present study could encounter. Another study investigating attribution beliefs in foreign language reading was conducted by Han (2012) with Chinese EFL learners. The results of the study showed that Chinese EFL learners had different attributional beliefs for success and failure situations in English reading skills. Contrary to results found by Yılmaz (2012) mid-proficient and low-proficient readers differed in their attributional beliefs. The most three frequent Attributions for success in English reading comprehension were the "effort one puts", the "reading strategies", and the "teacher" factor. For the reasons of failure in English reading, the learners believe that "evil luck" is the most frequently cited factor, followed by "poor English teaching" and "difficulty of the reading tasks".

Ninety-six intermediate EFL learners attending English Language Courses participated in a study conducted by Hashemi and Zabini (2011) aiming to find out students' achievement attributions for success and failure in learning English as a foreign language. Learners' EFL achievement marks were compared with their perceived attributions. Attributional dimensions and factors were compared with learners' achievement scores. The results showed significant differences between attributions and learner achievement. Findings of the study demonstrated that learners with high academic scores cited more effort oriented attributions as it was in McClure et al. (2010), Cortes-Suarez et al. (2008) and Hsieh and Kang (2010). Moreover, results of the study indicated that internally oriented attributional factors positively, while externally oriented factors negatively predicted learners' language learning outcomes..

While Weiner (1977, 1980) confirmed that there are four basic attributional causes (effort, task difficulty, ability, and luck) cited by the learners for success and failure situations, the results of the study conducted by Hawi (2009) to investigate causal attributions of university students demonstrated "ability" and "luck" factors were absent at all, and "task difficulty" and "effort" were almost absent. Participants of the study cited 10 different causal attributions for their achievement outcomes. They were "strategy use", "lack of studying", "task difficulty", "lack of effort", "teaching methods", "anxiety", "cheating at the exam", "unfairness", and "lack of practising". "Strategy use" was mentioned by all high proficiency learners.

Thepsiri and Pojanapunya (2010) conducted a research investigating students' ascriptions for success and failure in learning English as a foreign language. The findings of the study revealed that "grades", "effort", and "teachers" are perceived as the most influential factors for their success, whereas "lack of ability", "inappropriate strategies", and "lack of effort" are the factors learners ascribe for their failure situations. Students attribute different

factors as causes for success or failure. Personal “effort” in learning is considered as the factor contributing to both successful and unsuccessful experiences. Internal, unstable and controllable attributions are categorized as the most of the first three highest-rated attributions. This phenomenon demonstrates that the learners have positive ways of thinking since the results reflect that the learners accept they are in control of their learning outcome, either success or failure. In a similar study conducted by Shaukat, Abiodullah and Rashid (2010) investigating the learners’ locus of causality dimension of attributions, their attributional patterns in tests it was found, in line with Thepsiri and Pojanapunya (2010), that successful students mostly attributed their successful outcomes to ability and effort factors and unsuccessful learners ascribed their failure or low proficiency to luck or difficulty of the task.

Attributions and Perceived Achievement

Since the essence of Weiner’s (1980) attribution theory is individual perceptions, Williams et al. (2004) highlight the importance of the conception of “perceived” success or failure. Tse (2000), Burden (2003), Williams, Burden, Poulet and Maun, (2004), Besimoğlu, Serdar and Yavuz (2010), Mori (2010), Hsieh and Kang (2010), Ishikawa, Negi and Tajima (2011), and Güleç (2013) have conducted studies in the field of attributional theory with the purpose to find out if there is any significant relationship between attributional styles and level of perceived success. All of the studies mentioned above were conducted in an EFL/ESL or just language learning context. The findings revealed from all of the studies have demonstrated that there are significant differences in attributional factors of the learners of different perceived-level achievement groups. Five of the studies were conducted in a tertiary level context, one with academic staff, one with high school students, and one of them was conducted with secondary level students.

Güleç (2013) conducted a study recently with the participation of five academic staff referring to 2 different subjects: ‘How do the academic staff studying for YDS (a high-stake advanced level English proficiency exam in Turkey) exam conceptualize their notion of ‘doing well’ in the exam?’ and ‘What reasons do Academic staff who study for YDS exam attribute their success and failure to?’ According to findings of the study, most frequently stated attributions for success were ‘effort and ability’. This result is in line with most of other studies like Williams et al. (2004), Hsieh and Kang (2010) ,and Ishikawa et al. (2011) in which learners, similarly, cited “effort” and “ability” factors as attributions for their success. On the other hand, in Güleç’s (2013) study most frequently stated attributions for failure were ‘effort and task difficulty’.

Malaysian university students’ attributional tendencies and their relationships with perceived proficiency were investigated by Mori (2010). The results of the analysis indicate that the students of medium success ascribed more than high achievement group on class/interest-related success attribution while the high level group scored significantly higher than the low and mid-level groups on both within-control and luck-related success attributions. Interest-related attributions were also most cited factors by the students who perceive themselves as successful learners in the study conducted by Ishikawa et al. (2011). Mori (2010) explained the results with the fact that the students who consider themselves of mid-level English proficiency tended to attribute classroom related attributions such as teacher factor and class atmosphere and interest in the activity and getting a good grade more than the other students. On the other hand, those who regard themselves as high level English learners have a stronger tendency to endorse internal and controllable factors. Success was, similarly, attributed to internal factors in the studies of Besimoğlu et al. (2010) and Hsieh and Kang (2010).

In order to find out whether there are any relationship between learners' perceived success and causal attributions a study was conducted by Hsieh and Kang (2010). The researchers found that, contrary to the findings of Williams and Burden (1999), high proficiency English language learners have a tendency to attribute their success to the factors that can be controlled by themselves more than low proficiency learners. The researchers came to the conclusion that high proficiency students attributed their educational outcomes to internal factors of "ability" and "effort" more often than unsuccessful students did which was in line with Burden (2003).

In order to examine secondary school pupils' causal attributions for high and low marks in learning modern languages and to investigate the ways in which these attributions change in terms of perceived success a study was conducted by Williams, Burden, Poulet and Maun (2004). According to results obtained from the study successful learners cited the controllable ascriptions of "effort", "strategy use" and "ability" as attributions for success. Internal attributions for success situations are similarly cited as the most important factors in the studies of Mori (2010) and Hsieh and Kang (2010). High achieving learners provided an internal factor of "Interest" for their successful outcome. Lack of ability and lack of interest were cited by failure-oriented students. Attributing external factors to failure situations is in line with the results cited by Tse (2000), Mori (2010), and Güleç (2013).

Ishikawa, Negi and Tajima (2011) conducted a study investigating the causal attributions of university students as to whether they perceive themselves successful or unsuccessful in English language courses by evaluating their own class performance and achievement. This study revealed that those who perceive themselves successful rate "effort" and "interest" significantly higher than those who perceived themselves unsuccessful. Interest was also cited in Tse (2000) for success situations in line with the present study. Similarly,

Besimoğlu et al. (2010) cited lack of interest and lack of effort as an attribution for failure situations.

Burden (2003) set out to investigate the causal attributions Japanese students ascribe for their failure situations in EFL context. Perceived unsuccessful learners cited more causal attributions than those learners who perceived themselves successful. “Lack of ability” factor was the most cited attribution for failure situations by perceived successful learners. 70% of those learners who never perceived themselves successful also cited “lack of ability” for their EFL failure. Thus, “ability” or “lack of ability” as in Williams et al. (2004), Mori (2010), and Güleç (2013) were the most cited attributions by English language learners for both failure and success situations.

Attributions and Age (Grade Level)

The questions whether attribution is age related and whether children, teens and adults provide different attributional causes for their perceived and actual academic success and failure in the context of foreign language learning have always been asked by the researchers (Hassaskhah and Vahabi, 2010). Mok et al. (2011) claim that age and maturity factors might be closely connected with the notions of cause and causality. Williams and Burden (1999), for example, argued that different age groups and maturity level learners might possibly develop various attributional causes for their achievement outcomes. Similarly, Alderman (2004) states that as children develop cognitively, they increasingly make distinctions between effort and ability and become more accurate about the causal attributions for their success and failure situations.

In order to investigate the relationship between age and attributional styles various studies have been conducted. These studies were carried out in the context of (1) academic achievement in general: Lei (2009), Mok et al. (2011); (2) learning a foreign language:

Williams and Burden (1999), Williams and Burden (2004); (3) Music training: Painsi and Asmus (1986), Parncutt (2004); (4) EFL/ ESL situations: Hassaskhah and Vahabi (2010), Ghonsooly et al. (2014); and (5) Mathematics: Boruchovitch (2004). All of the studies except Painsi and Parncutt (2004) have demonstrated that attributional factors for success and failure varied significantly with age or grade level.

A study to investigate how students conceptualise the conception of doing well and their causal attributions for success and failure situations was conducted by Williams and Burden (1999) interviewing learners from 10 to 15 years of age in learning French. The emergent results of the study demonstrated that learners of different age groups constructed different types of attributions for their academic success and failure in line with the study by Williams and Burden (2004). While only “listening” and “concentrating” were the attributions cited by 6 and 7 grade learners, proportionately more attributions, like “ability”, “hard work”, “environment”, and “peers” were mentioned by the learners of 9 and 10 grades. Similarly, clear differences emerged between year groups according to results of the study conducted by Williams and Burden (2004). By the time the students were approaching their graduation “strategy use” and “interest in the language” were the mostly ascribed attributions followed by “effort” in the third place. Mok, Kennedy and Moore (2011) also found similar results that older students had more propensity than younger ones to attribute success and failure to “strategy use”. In addition, “lack of interest” and “peer influence” were also the most acknowledged attributional factors for failure outcomes by older learners.

Lei (2009) conducted a research to investigate the attributional patterns of university learners for success situations by means of a survey design. The results revealed that differences among students’ grades were significant. Similarly, Mok, Kennedy and Moore (2011) aimed to investigate academic attribution of secondary students and to analyse the effects of grade of the learners on the types of attributions they cite for their academic

achievement. The study revealed that older learners ascribed their achievement outcomes to “effort” and “proper strategy” more than their younger school mates did. In contrast, in the study of Folmer et al. (2007) which was conducted in order to examine developmental differences in effort and ability understanding of children, the researchers observed some within-age variability in effort/ability level.

Hassaskhah, Vahabi (2010) conducted a research to investigate if there is any relationship between age and learner attributions in EFL contexts. The participants were 90 learners from two language schools. The emergent results demonstrated that regarding attributional dimensions, attribution is age-specific. The results of this research suggest that the age factor was effective in providing causal attributions for success and failure outcomes. All three age-groups thought that lack of effort factor for failure was the most responsible causal attribution, with different degrees. Mok et al (2011) also found similar results while investigating academic attribution of secondary students stating effort as the most important reason for academic outcomes. Hassaskhah, Vahabi (2010) also noted that the factor of "luck" was the least important factor for all other groups which is in line with most of other studies. Findings of the study demonstrated that younger learners believed in themselves and perceived themselves as in control of their own educational outcomes.

One intriguing research was conducted by Ghonsooly, Ghanizadeh, Ghazanfari, and Ghabanchi (2014) to investigate EFL instructors' attributions for achievement situations. It also aimed to find out if these ascriptions change by teachers' age, and teaching experience. It turned out that language teachers' attributions vary by their age, and teaching experience. As a result of the correlation analysis of teachers' attributions and age, it was found out that “teaching competency” and “teacher effect” are positively correlated with teacher age.

Attributions and Gender

Do male and female students differ in their explanations for success and failure? After posing this question, Alderman (2004) argues that in some cases “yes they do”. Many researchers have suggested explanations for the observed gender differences in attribution patterns (Stipek, 1998). Bar-Tal (1978) suggested in his early article that there are data that suggest gender differences in making attributions. Different researchers have come up with quite various findings concerning gender differences in attributional factors.

Bar-Tal and Darom (1979), Asmus (1986), Newman and Stevenson (1990), Siann et al. (1996), Beyer (1999), Baruchovitch (2004), Painsi and Parncutt (2004), Williams et al. (2004), Lei (2009), Peacock (2009), McClure et al. (2010), Cochran et al. (2010), Pishghadam and Modaressi (2010), Besimoğlu et al. (2010), Mok et al. (2011), Mori (2011), Swinton et al. (2011), Kızgın and Dalgın (2012), Lian (2012), Farid and Iqbal (2012), Yılmaz (2012), Yeo and Tan (2012), Pishghadam and Mokatef (2012), Tulu (2013), Mahasneh et al. (2013), and Ghonsooly (2014) are among the studies that investigated gender and attribution relationship. While most of the studies were conducted in an EFL context there are also works which were conducted in Maths, Science, Reading, and Music contexts. The populations of the researches range from secondary school to tertiary level. Various results were reported by the researchers after analysing the data. Whereas some studies have found no significant differences between genders in terms of attributional factors: Lei (2009), Lian (2012), Pishghadam et al. (2012), Boruchovich (2004), Ghonsooly (2014), Mahasneh et al. (2013), and Cochran et al. (2010); some other empirical studies reported significant differences in attributional factors in terms of gender: These include Bar-Tal et al. (1979), Asmus (1986), Newman and Stevenson (1990), Siann et al. (1996), Beyer (1999), Painsi et al. (2004), Williams et al. (2004), Pishghadam and Modaressi (2008), Peacock (2009), McClure et al. (2010), Besimoğlu et al.

(2010), Mok et al. (2011), Mori (2011), Kızgın and Dalgın (2012), Farid et al. (2012), Yılmaz (2012), Yeo et al. (2012), and Tulu (2013).

In the context of academic achievement various empirical studies were conducted: Bar-Tal and Darom (1979), Siann et al. (1996), Beyer (1999), Lei (2009), McClure et al. (2010), Mori (2011), Mok et al. (2011), Farid et al. (2012), Yeo et al. (2012), and Mahasneh et al. (2013). While Lei (2009) Kızgın and Dalgın (2012), and Mahasneh et al. (2013) have found no significant relationship between genders in success and failure attributions for academic achievement, other eight empirical studies reported that there are significant differences in attributions of different gender groups. Quite intriguingly, only male participants of the study conducted by Siann, Lightbody, Stocks & Walsh (1996) cited “luck” attribution for their success situations. The emergent results revealed that mostly male learners cited external and uncontrollable factor of “luck” while female learners stress the internal and controllable factor of “hard work”.

Lei (2009) and Mahasneh, Al-Zoubi and Batayeneh (2013) are among the two empirical studies that explored the attributional patterns of the learners for their academic achievement and the prevalence of attribution styles according to the variable gender. Both of the researchers have come to the conclusion that girls and boys ascribed no statistically different attributions for both their success and failure outcomes. However, Lei (2009) reported that in success situations male learners demonstrate more positively oriented emotional reactions than female ones, while females tend to have more negative emotional responses in failure educational situations.

The studies that yielded significant differences between different genders in terms of attributional styles are Bar-Tal et al. (1979), Beyer (1999), McClure et al. (2010), Mori (2011), Mok et al. (2011), Kızgın and Dalgın (2012), Farid et al. (2012), Yeo et al. (2012). Bar-Tal and Darom (1979) were the first to investigate gender and attribution in terms of

academic achievement. The researchers conducted an empirical study to investigate pupils' attributions of success and failure with regard to gender differences. The study found that in general girls, more than boys, tended to attribute their outcome to preparation and home conditions. These results are in line with the findings of Beyer (1999), Mok et al. (2011), McClure (2010), and as the female participants of the mentioned studies also suggested internal factors like “effort” and “studying”.

McClure et al. (2010) and Mok et al. (2011) are the studies conducted to investigate male and female learners' attributions for their best and worst marks. These two studies yielded almost similar results. The findings of both studies revealed that girls have a tendency to attribute their success to effort related factors more than boys. Similarly in both studies girls were more likely than boys to ascribe their failure situations to low ability. In line with these studies, female participants in Beyer's (1999) study attributed their failure to the same reason, “lack of ability”. While in McClure et al.(2000) female learners' attributions for both success and failure were also about teacher effect more than male learners', in Mori (2011) male participants cited “teacher” influence for their failure situations. Furthermore, female learners in Mok et al. (2011) had a tendency to attribute their school success to proper “strategy use” and failure to “lack of proper strategy use”.

Another empirical study to investigate gender differences in causal attributions for perceived success and failure on academic achievement was Beyer (1999). The findings of the study indicate that gender differences in causal attributions do exist. In Beyer's (1999) study female learners made fewer “ability” attributions for success situations than males did. They, particularly, underlined the importance of “effort” and “paying attention”. On the other hand, male students attributed their failure to “lack of effort” and “low interest” while their female school mates cited more “lack of ability” factors for school failure. These results are compatible with the work of Farid et al. (2012) as “lack of interest” and “lack of effort”

factors were attributed to male failure in their study as well. Similarly, “lack of ability” attribution for female failure situations were cited in the works of McClure et al.(2000) and Mok et al. (2011) as well. Contrary to Beyer (1999), in the study of Farid and Iqbal (2012) the male participants cited “luck” factor for their failure situations which is external in terms of locus dimension.

Mori (2011) conducted a research investigating gender differences in causal attributions in the domain of foreign language learning. Differences between genders were found to be significant. Based on the findings, the researcher postulated that Asian women may show a greater propensity to attribute successful outcomes to external causes in line with Peacock (2009) and Painsi et al. (2004) and a stronger self-critical tendency when they fail. On the other hand, male students used more effort attributions than female students for successful outcomes in line with the study conducted by Williams et al. (2004). Female students attributed failure to lack of interest and task difficulty more than students did. Male students attributed failure to teacher influence more than female students did. The findings reported by Besimoğlu et al. (2010) and Yılmaz (2012) support the idea of teacher influence on attributions.

In EFL and ESL contexts Peacock (2009), Pishghadam et al. (2012), Besimoğlu et al. (2010), and Tulu (2013) conducted empirical studies in order to investigate learner attributions. The work conducted by Pishghadam and Motakef (2012) is the mere study results of which suggested no significant differences among genders in terms of success and failure attributions in an EFL context. Peacock (2009) set out to investigate tertiary level learners’ attributions for success and failure and if there are any connections between attribution and gender. Learners were asked to elicit to what they attributed their EFL achievement outcomes. The emergent findings revealed that there are statistically significant differences between attribution and gender. According to the emergent results female learners

attributed their success to the following factors: (1) teacher effect; (2) paying attention; (3) interest; (4) competition among learners; (5) hard work; and (6) self competition. Most of the attributions cited by the learners appeared to be internal, unstable, and controllable which is ideal for future success situations as the learners imply by their attributions that successful outcomes are in their personal control. Thus, it can be claimed that female learners tended to attribute their successful outcomes to their “own effort” more than male learners did which is in line with Tulu (2013) and Besimoğlu (2010) where female learners suggested more internal attributions for their success than male learners.

Another intriguing study which was conducted by Besimoğlu, Serdar and Yavuz (2010) in a Turkish EFL context investigated university students’ attributions for their perceived successes and failures and examined the ways in which their attributions differ according to gender. According to the findings of the study female learners suggested more internal attributions than male learners for both success and failure situations. Peacock (2009) and Tulu (2013) reported opposite results since the female participants in their studies cited external, uncontrollable and stable attributions like “luck” and “teacher”. “Use of proper strategies” as a reason for successful situations was cited by female learners more than males did. On the other hand, male learners attributed their success to “background knowledge”, “teacher”, and “classroom atmosphere” more often than the girls did. As for failure academic outcomes “lack of ability”, “environment”, and “educational policy” were the most cited attributional factors by male learners. The results obtained by Yılmaz (2012) in an EFL reading context are in line with these findings in that male learners attributed their failure to external reasons like “teacher” factor. However, contrary to prevailing external attributions of males for failure situations cited in Besimoğlu et al (2010), the male participants in the study of Tulu (2013) attributed their failure to internal factors like “lack of effort”.

In the context of learning modern languages Williams et al.(2004) and Cochran, McCallum and Bell (2010) conducted a study to examine learners' attributions for their foreign language learning outcomes and to investigate the ways in which these attributions vary according to gender. In the study of Williams, Burden, Poulet and Maun (2004) significant differences emerged between boys and girls. First of all, more female learners attributed the success outcomes to internal and controllable factor of "proper strategy use". Female learners tended to ascribe "effort" attributions for their school success. As for external attributions, "teacher influence" was cited by female students for success situations more than male learners did. To add, "nature of the EFL task" was preferred by male learners for success more than girls did. As for success attributions both male and female learners attribute their success more to internal factors. Again, both male and female learners attributed their failure outcomes more to internal factors. However, it appeared that female learners attributed their failure situations to internal factors more than male learners in language learning context.

Among the attributional studies Yilmaz (2012) and Lian (2012) were the mere works which were conducted to investigate male and female language learners' attributions for success and failure situations in language skills. Yilmaz (2012) investigated attributions about reading, while Lian (2012) searched for listening attributions. Lian (2012) found no significant differences between attributions of different genders concerning listening skills. The aims of the study by Yilmaz (2012) were to find out tertiary level prospective ELT teachers' attributions for achievement outcomes in English language reading and to investigate whether there are any significant attributional differences in terms of gender, achievement level, and teacher beliefs

. According to statistical analysis many significant differences were reported in attributions of different genders. Female learners tended to attribute their success outcomes to

internal factors of “intellectual ability” and “cultural background”. It seems that female learners had a higher propensity than male ones to ascribe their EFL reading success to their own individual “effort”. As for failure attributions, an external and uncontrollable factor of “teacher effect” became another differing point in learner beliefs. In this regard, male students, in contrast to female learners, considered that “inadequate teacher feedback” and “poor teaching methods” were among the reasons bringing their EFL reading failure. These results revealed that male participants attributed their failure to external attributions, which is not a desirable phenomenon in terms of future learner success.

As for the studies conducted in Mathematics context Newman and Stevenson (1990), Boruchovitch (2004), and Swinton, Kurtz-Costes, Rowley, and Okeke-Adeyanju (2011) investigated gender –related differences in attributions for failure and success situations. Boruchovitch (2004) suggested that there were scarce differences in attributions of both genders for their learning outcomes. Nonetheless, males in this investigation were more external to explain both their success and their failure experiences than were females. On the other hand, Newman and Stevenson (1990) found that girls were more likely than boys to attribute outcomes to the mastery of specific skills required for test performance which is a unique attribution just cited in this study. As for the study by Swinton, Kurtz-Costes, Rowley, and Okeke-Adeyanju (2011) the boys attributed mathematics success to ability related factors more than girls and tended to attribute failure in English to lack of ability which might indicate that boys related their success with the ability they had.

Apart from languages and maths, “music” was another area of research in attributional studies. Asmus (1986) and Painsi and Parncutt (2004) were the studies to investigate and compare causal attributions of young musicians’ success and failure situations and to examine gender differences in attributions. In the work of Painsi and Parncutt (2004) the attributional factors of “ability”, “effort”, and “teacher influence” were the main attributions for musical

success. Male learners tended to ascribe “luck” and “task difficulty” for their failure more than females did. Contrary to the study by Painsi and Parncutt (2004) female participants of the study conducted by Asmus (1986) made more internal and stable attributions than males.

Attributions and Culture

It is also interesting to observe that research context and culture (Weiner, 1976) may influence types of attributions ascribed by the learners to explain success and failure situations (Erten and Burden, 2014). Duda & Allison (1989) point out that culture plays an important role in the ways of thinking and in producing various attributions. They highlight the fact that if a certain culture is dominant in deciding the role of the individual, it will cause the learner to develop quite different causal attributions. That is, it is argued that causal structures and attributions might vary in complexity and form from culture to culture. Weiner (1976) states that differences in interpersonal evaluations about learning outcomes might be a result of some certain cultural learning experiences. Williams et al. (2001) cited about culture and attributions in line with the above researchers that cultural dimension should also be cited as an influential contributing factor in addition to environment, family, peers, school, or general characteristics of the learner. Williams et al. (2001) highlight that different ethnic, religious, and other cultural groups are likely to cite different attributions for success and failure. Bartal (1978) in his early study underlined the same idea that the effect of causal attributions on academic performance has an important implication in the light of evidence that the pattern of forming causal attributions might differ in various social groups. Mok and Kennedy (2011) supported other thoughts about culture and attributions that different cultures might affect learners' beliefs of themselves differently.

Gobel et al. (2011) conducted a research to investigate the impact of culture on student attributions for performance with three groups of EFL/ESL learners: Thai, Japanese and Malaysian. It was aimed to investigate language learners' perceived causal attributions for their successful and unsuccessful educational outcomes in different teaching environments and to find out factors and dimensions of these attributional outcomes. The researchers came to a conclusion that there are significant differences among the three culture groups. According to findings of the study, learners of Thai and Malaysian backgrounds tended to attribute successful outcomes to internal and controllable factors of "interest", "preparation", and enjoyment" more frequently than their Japanese counterparts. Regarding failure attributions, Thai learners ascribed their low marks to "lack of interest", Japanese learners more to "lack of effort", and Malaysian ones blamed their poor performance on uncontrollable factor of "lack of ability". It appeared that Japanese and Thai learners attributed their failure outcomes mostly to controllable factors whereas Malaysian learners tended to ascribe their low performance to uncontrollable causal factors. Of the three groups, the results suggested that, Japanese learners are more self critical than Thai and Malaysian learners.

Learner Attributions and Teacher Role

Williams & Burden (1997) argue that teachers have to stick to a continuous personal reflection process throughout their teaching experience so as to be kept informed and acknowledged about their own and learners' cultural and personal values that comprise a basis for learner practices. Ghonsooly et al. (2014) argue that the teachers' attributional beliefs would make a base for teacher actions and teaching expectancies. It is within reason to claim that teachers who can not construct sound and beneficial attributions will have difficulty in

building up healthy attributional patterns for their learners. The beliefs that teachers hold about the role of ability and effort affect their responses to their students, which, in turn, affect achievement and motivation of their learners (Alderman, 2004).

McLoughin (2005) clarifies and gives suggestions to teachers that learners' low achievement experiences will possibly lead them to search for attributions. Therefore, teachers are expected to find out the reasons of learner failure when they get undesired marks. Teachers, in such situations, should be careful to hold positive beliefs towards learners' capabilities. Thus, it is important not to ascribe learner failure to external, uncontrollable, and stable factors. Rather, unstable, internal and controllable factors like "hard work", "interest", and "enjoyment of the subject" should be emphasized. Feedback is an opportunity to motivate the student thus it has to be accurate so that learners themselves have the opportunity to make more healthy and positive attributions in order to attain better future academic results. McLoughin (2005) further argues that sometimes students do try hard and still they are unsuccessful. What other adaptive attributions can those students develop? In such situations, a teacher may have the wrong belief that this low performance is because of low ability of the learners. Instead, teachers can underline some necessary skills or proper strategies that he or she believes the learners are lacking for reaching better outcomes. Such kinds of attributions are controllable and internal to the learners. Teachers must keep in mind that they are able to help learners become more aware of inner strength they need in order to develop; all in all, teachers are recommended to encourage learners to seek effective ways of developing those crucial skills and strategies.

Consequently, it should be noted that, as McLoughin (2005) argued, by acknowledging adaptive or maladaptive attributions, teachers can help students perceive their past educational outcomes in ways that will positively influence their future success. A full command over learners' causal attributions for learning situations can aid teachers'

understanding of learner motivation and achievement. To further illustrate teacher role, as Mori and Gobel (2010) stated that instructors coming from European countries to teach in Eastren countries have to keep in mind the idiosyncratic cultures of non-western countries when preparing tasks and activities. Teachers are also advised to consider the effect of culture on the behaviour and performance of the learners and act accordingly.



Chapter II: Methodology

Chapter three will introduce, in the first place, the mixed method research design, data collection phase of the present study, and the rationale for preference. Then, the research design of the present study will be elaborated along with developing and piloting of the scales and main study procedures.

Criteria and Rationale for Selecting Mixed Method

With regard to the methodology of the present study, Mixed Methods Approach Embedded Design was found appropriate to the purpose of the study. At this point a question comes to fore to be replied: What are the possible preferences influencing the choice of the data collection method for the design of a research paper? Creswell (2003) suggests that three considerations play into this decision:

1. the research questions,
2. researcher's educational experiences, and
3. stakeholders to whom the research concerns.

Of these three considerations mentioned by Creswell (2003), "the research problem" addressed in the study turns out to be the main factor for choosing mixed method design. Staruss and Corbin (1990), similarly, justifies the rationale for mixing methods stating that researchers might employ qualitative data to support quantitatively reached findings, or use quantitatively collected data to validate qualitatively conducted analysis.

Dörnyei (2007) describes another reason, which is also the rationale why mixed methods approach has been chosen for this study, stating that methodological triangulation has a potential to reduce the weaknesses of using a single method by taking the advantage of

strengths of other methods. In this way, both internal and external validity of the study is maximized as well.

Research Design of the Study

The purpose of this research was to investigate preparatory school students' causal attributional beliefs for their success and failure outcomes in learning English as a foreign language. It aimed to find out the origins of attributions because educational psychologists (e.g. Dweck, 1975; Weiner, 1985; Oxford & Shearin, 1994; Williams & Burden, 1999; Peacock, 2009) state that attributions the learners develop during their educational life have significant influence on their academic achievement.

This study will use the mixed methods embedded research design correlational model in which one of the data sets supports the other, or plays a secondary role along with the other, so as to fulfil the above-mentioned purpose of the research (Creswell & Plano Clark, 2007; Fetters et al., 2013).

The Embedded Design, or 'nested' design as cited in Creswell (2003), is the one in which one data set (qualitative or quantitative) is supported by the other data set (Creswell & Plano Clark, 2007; Fetters et al., 2013). The so called embedded design occurs when the QUAN and the QUAL data sets are gathered and construed within the realm of a conventional quantitative and qualitative design. In an embedded design it is up to the researcher to choose whether to add quantitative into qualitative data or to add qualitative into quantitative data. In the this research design, the supportive data is embedded to improve the ultimate design (Creswell & Plano Clark, 2007; Creswell & Plano Clark, 2011). The difference between the traditional triangulation model and a nested approach is that a nested approach has a strong method to guide the research. One of the data collection procedures, whether qualitative or

quantitative is granted less priority and it is embedded within the prevailing method throughout the research phases (Creswell, 2003).

The underpinning characteristics of the embedded design are that a mere data set is not enough to answer the research questions thoroughly and that different types of data sets have the advantage to answer different kinds of questions. This design is usually preferred when the researchers want to include different types of data into a predominantly qualitative or quantitative research. Embedded design is especially useful when it is particularly needed to enlarge a quantitative design with some qualitative components (Creswell & Plano Clark, 2007).

In this study the researcher chose to collect quantitative data primarily using questionnaires. Other sources for collecting data were interviews and focus groups. One apparently prevailing aim for embedding different data collection procedures in this study was to draw upon the data collected by means of qualitative procedures to elaborate, enhance, or illustrate the results from the quantitative methods (Greene, Caracelli & Graham, 1989).

Phases of the Research

Research phases of the present study starting from “selecting and defining research problem” to “drawing conclusions and highlighting implications” are illustrated in Table 6.

Phases of the Research	
1.	Selecting and defining research problem
2.	Building theoretical framework and reviewing literature
3.	Defining population and selecting sample of the study
4.	Conducting an open-ended questionnaire to construct the scales (Appendix A)
5.	Drawing up an item pool from which potential items were chosen
6.	Building the scales by consulting experts of the field and the learners (Appendix C)
7.	Conducting pilot work
8.	Editing and revising the inventory by consulting the experts of the field
9.	Conducting factor analysis
10.	Collecting data quantitatively (Appendix E)
11.	Conducting focus group interviews
12.	Analysing data using SPSS software program
13.	Presenting and discussing findings
14.	Drawing conclusions and highlighting implications

Developing and Piloting the Questionnaire

This section presents the procedures of developing and piloting the questionnaire. Dörnyei (2007) states that a scientific research is the process in which questions set by the researchers are tried to be answered in a systematic and disciplined way. Thus, data collecting by means of questionnaires has become one of the most important procedures in the field of social sciences.

Dörnyei (2007) suggests that research instruments and procedures should be piloted before launching the project. A great deal of frustration and possible extra work can be avoided by patiently going through the piloting procedures.

Dörnyei (2007) and Büyüköztürk et al. (2010) asserted that developing and piloting of a questionnaire is a stepwise process and that consisted of the following steps:

- Defining the purpose.
- Deciding on qualities to be searched.
- Drawing up an item pool from which potential items can be chosen later.
- Initial piloting of the item pool in order to reduce the large list of questions in the item pool.
- Pilot administering the questionnaire to a group of respondents similar to the target population.
- Item analysis. The answers of the pilot group are submitted to statistical analyses to fine-tune and finalize the questionnaire. Statistical packages like SPSS offer a very useful procedure, ‘reliability analysis’, which provides a straightforward technique to exclude items that do not work and to select the best items up to the predetermined length of the instrument.

- Post hoc item analysis. After the administration of the final questionnaire researchers usually conduct a final item analysis to screen out any items that have not worked properly.

In line with what Dörnyei (2007) and Büyüköztürk et al. (2010) suggested, before setting out to develop the questionnaire of the study, literature of the field of learners' attributions for success and failure was thoroughly investigated. Heider (1958), Weiner (1974), Weiner (1985), Weiner (1992), Williams et al. (2004), Ushiodo (2011), Mori & Gobel (2010), and Peacock (2013) were among the prominent studies which were initially elaborated.

In order to construct and pilot the scales of the study, 192 prep school learners, 95 male and 97 female, attending nine intact classes randomly chosen in the School of Foreign Languages of Çanakkale Onsekiz Mart University were asked to participate. Initially, they were presented an open-ended questionnaire consisting of two questions which are demonstrated below. After deciding on the items of the scales based on the pool of items deriving from the open-ended questionnaire piloting was conducted.

1. If you think you have been successful in learning English as a foreign language,
“What are the possible reasons that brought your success?”
 - 1.
 - 2.
 - 3.
2. If you think you have been unsuccessful in learning English as a foreign language
“What are the possible reasons that caused your failure?”
 - 1.
 - 2.
 - 3.

Table 7

Gender, School of Graduation, and Departments of the Participants

Gender		School of Graduation		Departments	
Male	95	Vocational High School	41	History	36
Female	97	Regular High School	105	Accomodation Management	36
		Anatolian High School	46	Molecular Biology and Genetics	4
				Foreign Commerce	11
				Archeology	5
				International Relations	54
				Public Administration	45
				Food Engineeirng	1
Total	192		192		192

As Table 7 demonstrates 49% of the participants involved in questionnaire development phase were male and 51% of them were female learners.

Table 8

Time of Classes of Open-ended Questionnaire Participants

	Frequency	Percent
Evening Classes	130	67%
Daytime Classes	62	33%
Total	192	100%

As Table 8 indicates while 67% of the developing and piloting phase participants were evening class learners 33% of them were daytime class learners.

Prior to implementing the study the participants were assured of confidentiality and they were set free whether to participate in the study or not. Participants were also assured that all the information elicited from them would be used just for research purposes.

The learners who perceived themselves as “successful” in learning English as a foreign language responded only to the first question which inquired about their “attributions

of success”. The learners who perceived themselves as “unsuccessful” responded only to the second question which inquired about their attributions of failure. The reason why an open-ended questionnaire is administered at this stage is that the data collected would not be influenced by any pre-determined categories (Williams et al., 2004). And the reason why perceived success is emphasized is because, as Williams et al. (2004) claim, attribution theory itself is that of self perception. For instance, a learner who received 80% in a proficiency test might consider himself/herself unsuccessful, whereas another learner who received 60% might consider himself/herself successful.

Table 9

Number of Attributions of Perceived Successful Students

Successful Students	Number of Attributions Cited	Different Kinds of Attributions
80 out of 192	212	33

The collected qualitative data were analyzed counted, tabulated, and put into categories. As it is illustrated in Table 9, 80 learners out of 192 perceived themselves “successful” which makes 41% of the whole learners. Results of the analysis suggest that 80 successful learners cited 212 various attributions for being successful. Totally 33 different attributions for being successful in learning English as a foreign language were mentioned.

Table 10

Success Attributions of the Learners

Attribution Factors	Frequency	Percentage
Effort	62	29%
Strategy	50	24%
Teacher	32	15%
Interest	30	14%
Initial knowledge	17	8%
Teaching materials	9	4%
Circumstances	5	2%
Need	3	2%
Peers	2	1%
Ability	1	1%

As it is demonstrated in Table 10, learners, mostly, attributed their success to “effort” by 29%, next coming “strategy use” by 24%. Surprisingly, only 1% of the whole success attributions were about ability. Intriguingly, “luck” has not been mentioned among the success attributions which was cited as one of the four basic attributions by Weiner (1985).

Table 11

Perceived Unsuccessful Students

Unsuccessful Students	Number of Attributions Cited	Number of Different Kinds of Attributions
112 out of 192	320	39

As for perceived unsuccessful learners, as it is shown in Table 11, 112 participants out of 192 perceived themselves unsuccessful which makes 59% of the whole. 112 successful learners cited 320 attributions for being unsuccessful. These attributional statements were analyzed and it was observed that totally 39 different attributional factors for being unsuccessful were mentioned.

Table 12

Failure Attributions

Attribution Factor	f	%
1. (lack of) effort	62	19%
2. task (difficulty)	58	18%
3. circumstances	46	14%
4. teacher	29	9%
5. (lack of) need	28	9%
6. mood	26	8%
7. (lack of) interest	25	8%
8. (lack of) initial knowledge	20	6%
9. (lack of) strategy	17	5%
10. peers	4	1%
11. (lack of) ability	4	1%

As it is indicated in Table 12 unsuccessful learners attributed their failure to (lack of) effort related factors by 19%. The next factor the learners cited as an attribution to their failure is “task difficulty” by 18%. The least cited one is, as mentioned by successful learners, (lack of) ability by 1%.

After this qualitative data collection procedure a questionnaire consisting of two different parts was developed. As it is demonstrated in Tables 13 and 14 the first part was for “success attributions” and the other part was for “failure attributions”. The survey questionnaire was in Turkish because qualitative data collection was also in Turkish. Participants wrote their attributional reasons in their mother tongue (Turkish) and the items were formed in their mother tongue so as to provide better understanding for the participants. The questionnaire was named (BABA) which stands for “Başarı ve Başarısızlık Atıf Anketi” in Turkish which means “Success and Failure Attribution Survey” in English. The original Turkish questionnaires are presented in the appendix section (Appendix C).

These closed-ended questionnaires were formed on the basis of the ‘Likert scale’, which consists of attributional statements and respondents were asked to indicate the extent to which they ‘agree’ or ‘disagree’ with them by marking one of the responses ranging: “strongly disagree”, “disagree”, “partly agree”, “agree”, and “strongly agree”.

I have been SUCCESSFUL in learning English because...		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	I like English.	1	2	3	4	5
2	I want to learn English.	1	2	3	4	5
3	I studied regularly and hard.	1	2	3	4	5
4	Instructors taught us effectively.	1	2	3	4	5
5	My English was good when I started prep class.	1	2	3	4	5
29	I searched the topics I couldn't understand.	1	2	3	4	5
30	Intensive curriculum contributed.	1	2	3	4	5
31	Teaching methods have been effective.	1	2	3	4	5
32	I have a talent for learning foreign languages.	1	2	3	4	5
33	I wanted to pass prep class and acted accordingly.	1	2	3	4	5

As it is observed in Table 13, a part of the questionnaire of Attributions for Success is demonstrated consisting of 33 items which was formed after analyzing the data collected by means of qualitative data collection procedure. The whole form of Success Attributions Questionnaire is presented in Appendix D section.

I have been UNSUCCESSFUL in learning English because...		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	I didn't study enough.	1	2	3	4	5
2	I thought it was unnecessary to learn English.	1	2	3	4	5
3	Lessons have been quite boring.	1	2	3	4	5
4	My English knowledge was insufficient at the beginning of the year.	1	2	3	4	5
5	I haven't revised enough.	1	2	3	4	5
35	I failed although I made great effort.	1	2	3	4	5
36	I didn't have the motivation as I enrolled in a department I didn't like.	1	2	3	4	5
37	With the convenience of being in college I did not take lessons seriously.	1	2	3	4	5
38	I did a lot of absenteeism.	1	2	3	4	5
39	I couldn't prepare for the exams properly.	1	2	3	4	5

The questionnaire of Attributions for Failure consisted of 39 items which was formed after analyzing the data collected by means of qualitative data collection procedure. In Table 14 a part of the questionnaire is demonstrated. The original form of Failure Attributions Questionnaire is presented in Appendix D section of the study.

Ensuring Validity and Reliability of the Instruments

Validity

The concept of validity from a measurement perspective has traditionally been summarized by the simple phrase: A test is counted to be valid if it measures what it is set out to measure (Dörnyei, 2007).

Researchers take many steps to ensure that the outcomes of their investigations are useful. Two key concepts in this endeavor are reliability and validity. Most researchers agree that collection and interpretation of the data must be reliable and valid in order for the activity to be considered a viable research (Nunan & Bailey, 2009).

Tashakkori and Teddlie (1998) argue that by content validity a group of judges or experts evaluate the degree to which items on a test measure the intended instructional objectives or the content. The content validity of the present survey instrument was established by four experts working in the field of English Language teaching and Educational research. One of the field experts was an Assoc. Prof. Dr. who is specialised in educational research, two of them were Asst. Prof. Dr. who are specialised in ELT, and one of them was a PhD. candidate in the field of ELT at the time of data collection procedure of the study. These specialists determined that the items in two questionnaires had the capacity to measure learners' causal ascriptions of their high or low proficiency outcomes in EFL context. In preparing and shaping the items the studies of Weiner (1985), Williams & Burden (2004), and Peacock (2010) were consulted in addition to specialists' ideas.

Quantitative data in this study were collected through survey research. The underlying aim of a survey is to grasp a snapshot of the circumstances and attitudes of a selected population at a certain point in time by way of gathering data from a sample of that particular population (Nunan & Bailey, 2009).

In a survey research the first step is writing good items (Brown & Rogers, 2002). Thus, during the item writing process the researcher followed the advice of Brown and Rogers (2002), Dörnyei (2007), Büyüköztürk et al. (2010) about building the questionnaire:

1. Short and simple items were aimed
2. Simple and natural language was used

3. Ambiguous words and sentences were avoided
4. Double barrelled items were avoided
5. Negative construction was avoided
6. Loaded word items were avoided
7. Leading items were avoided
8. Embarrassing items were avoided
9. Irrelevant items were avoided
10. Biased items were avoided

Dörnyei (2007) suggested that questionnaires have a fairly standard component structure consisting of the following elements which were taken into account by the researcher in building the scale of the study:

1. Title (to identify the domain of the investigation)
2. General introduction (to describe the purpose of the study)
3. Specific instructions (to demonstrate how to answer the questions)
4. Questionnaire Items
5. Additional Information (about the researcher, or a promise to send the summary of the findings if interested)
6. Final “Thank You”

Dörnyei (2007) argues that the optimal length of the questionnaire depends on how important the topic of the questionnaire is for the respondent. Reliability and validity of the data collected from the respondents can be enhanced and ensured to a reasonable extent by producing an attractive and professional looking questionnaire.

The quantitatively collected data were coded in the SPSS software programme (Statistical Packages for Social Sciences). Validity and reliability analysis of the data were

conducted. Factor analysis may not be suitable for all kinds of data. Suitability of the sampling size for factor analysis is determined by Kaiser-Meyer-Olkin Measure of Sampling (KMO), and Barlette Sphericity Test. Data are decided to be suitable if KMO is bigger than 0.60, and if the Barlette test is meaningful (Büyüköztürk, 2006). KMO (0,815 and 0,771>0,50) and Barlette results in Tables 15 and 16 demonstrate that our data are suitable for factor analysis [$\chi^2=1660,754$ and $2444,705$, $p<0,001$]. KMO and Barlette adequacy is regarded “very good” according to SPSS results (Eroğlu, 2009).

Table 15

KMO and Barlette's Test Results for Success Questionnaire

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	,771
Bartlett's Sphericity	Test of Approx. Chi-Square	1660,754
	Df	528
	Sig.	,000

Kaiser-Meyer-Olkin measure of sampling adequacy rate for success attributions questionnaire is indicated in Table 15.

Table 16

KMO and Bartlett's Test for Failure Survey Questions

Kaiser-Meyer-Olkin Adequacy.	Measure of Sampling	,815
Bartlett's Sphericity	Test of Approx. Chi-Square	2444,705
	Df	435
	Sig.	,000

Kaiser-Meyer-Olkin measure of sampling adequacy rate for failure attributions questionnaire is indicated in Table 16.

Exploratory Factor Analyses

In order to find out attributional patterns in the respondents' answers to the success questionnaire items, after conducting the survey to the pilot group the 33 variables were submitted to factor analysis. Five items were deleted so as to increase the internal reliability of the scale, as a result, the variables were grouped into four categories. The factors which were deleted were: 20, 15, 14, 33, 19. Interpretative labels were suggested for each factor. Factor1: "Effort", Factor2: "Environment", Factor3: "Task Orientation", Factor4: "Strategy use".

Factor 1 included nine items. All the factors were about the effort learners demonstrated in learning English as a foreign language. Thus, Factor 1 was interpreted as reflecting "Effort". Cronbach's alpha reliability coefficient for the nine items was 0.80.

Factor 2 included six items. These items were about the school environment of the learner. Thus, Factor 2 was interpreted as reflecting "Environment". Cronbach's alpha reliability coefficient for the six items was 0.79.

Factor 3 included four items that related to "Task Orientation". Cronbach's alpha reliability coefficient for the four items was 0.58.

Factor 4 included six items that related to "Strategy Use". Cronbach's alpha reliability coefficient for the six items was 0.55.

	Attributions	Factor 1	Factor 2	Factor 3	Factor 4
C3	I studied regularly and hard.	,803			
C13	I have done my homework on time and properly.	,784			
C16	I revised regularly.	,747			
C24	I took notes during classes.	,640			
C11	I tried not to miss classes.	,582			
C12	I paid attention to have practice.	,560			
C7	I have attended lessons well.	,486			
C17	I prepared for the exams well.	,450			
C29	I searched the topics I couldn't understand.	,405			
C31	Teaching methods have been effective.		,778		
C9	Our textbooks were interesting.		,716		
C10	Instructors were enthusiastic and interested.		,709		
C4	Instructors taught us effectively.		,679		
C23	Technical equipment in the class contributed.		,676		
C30	Intensive curriculum contributed.		,472		
C1	I like English.			,739	
C32	I have a talent for learning foreign languages.			,673	
C2	I want to learn English.			,641	
C5	My English was good when I started prep class.			,540	
C22	I studied with my friends.				,643
C8	I have listened to English songs.				,591
C26	Department education being 100% in English forced me to study.				,492
C27	I asked for help when I didn't understand.				,489
C6	I have watched movies in English.				,460
C28	We spoke in English in the lessons.				,457

Table 17 presents the results of the rotated factor matrix for the four factor solution and the loadings of variables on success factors.

Furthermore, second part of the survey which contains 39 failure questionnaire items was also submitted to factor analysis in order to find out attributional patterns in the respondents' answers. Six items were deleted in order to improve internal reliability, as a

result, the variables were grouped into four categories as in the success scale. The factors which were deleted were: 33, 17, 24, 10, 31, 30. Interpretative labels were suggested for each factor. Factor1: “Environment”, Factor2: “Task Difficulty”, Factor3: “Lack of Effort”, Factor4: “Lack of Motivation”.

Factor 1 included eight items. Three of these items were concerned with teacher, and the others were concerned with the materials, surroundings and the classes. Taking these eight items as a group, Factor 1 was interpreted as reflecting “*Environment*”. Cronbach’s alpha reliability coefficient for the eight items was 0.75.

Factor 2 included ten items. These items were about difficulty of the language and the text structure. Thus, Factor 2 was interpreted as reflecting “*Task Difficulty*”. Cronbach’s alpha reliability coefficient for the ten items was 0.76.

Factor 3 included five items that related to learners’ “*lack of effort*” in learning English. For example, lack of preparation and inadequate practice. Cronbach’s alpha reliability coefficient for the five items was 0.73.

Factor 4 included four items that related to “*lack of motivation*”. Cronbach’s alpha reliability coefficient for the four items was 0.5.

	Attributions	Factor 1	Factor 2	Factor 3	Factor 4
D16	Some of our instructors did not treat us sympathetically.	,754			
D9	Teaching methods were not effective.	,678			
D3	Lessons have been quite boring.	,603			
D28	We had no other subjects to socialize.	,591			
D25	We were forced to do lots of homework.	,508			
D12	Absenteeism put pressure on me.	,473			
D29	The money I paid for the textbooks lessened my motivation.	,451			
D13	Topics progressed so fast that I could not keep up.	,446			
D6	English was difficult to learn		,711		
D4	My English knowledge was insufficient at the beginning of the year.		,614		
D7	I don't like learning foreign languages.		,591		
D34	Exams were very difficult.		,568		
D14	Compulsory preparatory class demotivated me.		,551		
D22	I had the fear of not being able to pass to my department.		,517		
D8	I had difficulty in learning new vocabulary.		,499		
D21	I could not understand lessons most of the time.		,457		
D18	Our course was too intensive.		,445		
D2	I thought it was unnecessary to learn English.		,441		
D1	I didn't study enough.			,780	
D5	I haven't revised enough.			,756	
D15	I could not practice enough.			,746	
D39	I couldn't prepare for the exams properly.			,621	
D38	I did a lot of absenteeism.			,424	
D36	I didn't have the motivation as I enrolled in a department I didn't like.				,720
D37	With the convenience of being in college I did not take lessons seriously.				,566
D20	I could not adapt to Çanakkale.				,560
D27	Friends affected me negatively concerning studying.				,425

Table 18 demonstrates the results of the rotated factor matrix for the four factor solution and the loadings of variables on failure factors.

Reliability

As Dörnyei (2007) cites reliability is how well the data are consistent with each other (Nunan & Bailey, 2009). In other words, the construct of reliability is to which extent measurement procedures generate coherent results in a certain population in different conditions. Dörnyei (2007) cites from Bachman (2004) that all the professional international standards require researchers to estimate and report the reliability of each total score, subscore, or combination of scores that is to be interpreted.

Dörnyei (2007) suggested that Cronbach Alpha coefficient is used to measure internal consistency reliability of the instrument. This is a figure ranging between 0 and +1, and if it happens to be low, it might be claimed that either that certain scale is too short or the questionnaire items have little consistency with each other. Internal consistency estimates for well developed scales ought to approach 0.80.

Table 19

Success Reliability Statistics

Cronbach's Alpha	N of Items
,821	28

As the Table 19 demonstrates internal consistency reliability of data collecting instrument for success attributions is suitable (Cronbach's Alpha is 0,821).

Table 20

Failure Reliability Statistics

Cronbach's Alpha	N of Items
,816	33

As the Table 20 demonstrates internal consistency reliability of data collecting instrument for failure attributions is suitable (Cronbach's Alpha is 0,816).

Mackey and Gass (2012) suggested that the reliability analysis phase is important not only because it yields "Cronbach Alpha" which describes the homogeneity of the questionnaire items but also because it advises whether to exclude any items from the scale in order to increase internal reliability. Internal reliability of the scale of the present research was increased by excluding 6 items from failure scale and 5 items from success scale in accordance with the results of the factor analysis.

Conducting the Main Study

Administering The Questionnaire

In accordance with what Dörnyei (2007) suggests the forthcoming strategies were followed in administering the questionnaire in order to achieve a successful data collection process:

1. Advance notice: The questionnaire was announced a few days in advance explaining the purpose and nature of the questionnaire.
2. Attitudes conveyed by authority figures: Support of the authority figures were attained in advance because the participants are quick to pick up their superiors' attitude.
3. Respectable sponsorship: It was tried hard to present a highly positive representation as it is important for getting high quality data (Dörnyei, 2007).
4. The behaviour of the survey administrator: Administration of the overall survey has been tried to be professional.

5. Conveying the aims and importance of the study: The respondents were conveyed the potential usefulness, assurance of confidentiality, duration, and they consequently were thanked for cooperation (Dörnyei, 2007).

Setting

This study was conducted at a state university named Çanakkale Onsekiz Mart University situated in the west of Turkey during the 2013-2014 educational year. Five hundred Preparatory School (School of Foreign Languages) students participated in this research. School of Foreign Languages is the department students attend the first year of their enrollment, some voluntarily and some others compulsorily, to learn English language at an upper-intermediate level. The classes consist of approximately twenty five students. There are evening and daytime classes. Annually about one thousand students attend School of Foreign Languages majority of whom start from A1 level. There were thirty eight classes at the time of the study and the questionnaire development phase was conducted in nine of them, and the remaining thirty classes participated in the main study. Students were from variety of departments like: Economics and Administrative Science, Accomodation Management, English Language Teaching, Environmental Engineering, Bioengineering, Archeology, History, Foreign Commerce, Food Engineering, and Public Administration.

Participants

Students attending prep classes took part in the study. It was planned that necessary data would have been collected from about eight hundred students excluding the 192 learners who participated in the piloting procedure. There were approximately one thousand prep-class students at the beginning of the first term. However, 190 students lost the right to attend the classes during the second term because of exceeding absenteeism in the first term. Ultimately,

some other students being absent during the week of data collection, exactly five hundred students participated in the main study. Some information about the students are demonstrated in the Tables 21, 22, 23, 24, 25 and 26:

Table 21

Gender of the participants

Gender	F	%
Male	294	59
Female	206	41
Total	500	100

As Table 21 indicates totally 500 learners participated in this study and 59% of the whole participants were male students while 41% of them were female students.

Table 22

University Attending time

Time of Attendance	F	%
Daytime	387	78
Evening	113	22
Total	500	100

Table 22 indicates that at the university where this study is conducted there are students attending daytime classes for all the departments and there are also students attending evening classes for some departments. Those students who enrolled in an evening course attend evening classes at the School of Foreign Languages too. Thus, while 78% of the participants were daytime class students, 22% of them were evening class students.

Table 23

Schools the Students Graduated

Schools	F	%
Regular High School	247	49
Anatolian High School	161	32
Vocational High Schools	92	19
Total	500	100

As it can be observed in Table 23 learners graduated from various high schools in Turkey. The students who participated in our study graduated mostly from Regular High Schools by 49%, from Anatolian High Schools by 32%, and from Vocational High Schools by 19%.

Table 24

Age of the Participants

Age	f	%
18	83	17
19	191	38
20	145	29
21	51	10
22	12	3
23	10	2
24+	8	2
Total	500	100

As for the age of our participants Table 24 indicates that 38% of them are 19 years old, 29% of them are 20 years old, and just two percent of the participants are over 24 years old which shows us that majority of the participants are of normal freshman ages.

Table 25

Type of Preparatory Education

	f	%
Compulsory	470	94
Optional	30	6
Total	500	100

Almost all of the participants, as Table 25 demonstrates, by 94%, took the prep class as a compulsory course. Only 6% of the participants took the prep class optionally.

Table 26

Departments of the Participants

Departments	f	%
International Relations	87	17
Public Administration	83	16
Accommodation Management	71	14
Travel Management and Tourism Guidance	54	11
History	50	10
Environmental Engineering	34	7
Molecular Biology and Genetics	33	7
English Language Teacher Education	32	6
Foreign Commerce	26	5
English Language and Literature	22	4
Food Engineering	7	2
Total	500	100

Students from various departments attend the School of Foreign Languages. Students from all the departments taking prep classes participated in our study. Name of the departments and frequency of the students, as it is indicated in Table 26, are as follows: International Relations, 17%; Public Administration, 16%; Accommodation Management, 14%; Travel Management and Tourism Guidance, 11%; History, 10%; Environmental Engineering, 7%; Molecular Biology and Genetics, 7%; English Language Teacher

Education, 6%; Foreign Commerce, 5%; English Language and Literature, 5%; and Food Engineering, 2%.

Table 27

Final Marks of the Participants

Mark Range	f	%
0-60	229	56
61-100	271	44
Total	500	100

As it is observed in Table 27 only 44% of the whole participant students received proficient marks, other 56% of the participants got a mark under sixty which counts as a failing result. Additionally, 25% of the students scored under 50 which is quite poor. Surprisingly, and unfortunately, only 1% of the respondents received a mark above 90.

Table 28

Perceived Success of the Participants

	F	%
Unsuccessful	211	42
Successful	289	58
Total	500	100

The participants were asked to state whether they perceived themselves successful or unsuccessful taking into consideration the improvement in their English skills. Surprisingly, Table 28 demonstrates that 58% of the respondents, a quite high percentage in comparison with their actual scores, reported that they perceived themselves successful. This perception of respondents' success proves us that despite their actual failure they managed to improve their English quite well.

Conducting the Instructor Questionnaire

After building the learner questionnaire, wording of the items were modified in order to construct the instructor questionnaire. For example the item in the learner questionnaire “I have been successful in learning English because I will need it in my future life” modified into “They have been successful in learning English because they will need it in their future life”. Expert opinion was asked for in order to ensure construct validity. Instructor questionnaire was conducted to 28 participants. Participants of the instructor questionnaire are demonstrated in Tables 29, 30 and 31.

Table 29

Gender of the Instructor Participants

Gender	f	%
Female	18	64
Male	10	36
Total	28	100,0

As it is observed in Table 29, 64% of the instructor participants are female while 36% of them are male instructors.

Table 30

Year of Experience of the Instructor Participants

Experience	f	%
0-5 years	11	39
6 years and above	17	61
Total	28	100,0

Table 30 shows that 39% of the instructor respondents have an experience of 5 years or under. 61% of the instructors have an experience of 6 years or over.

Table 31

Education Level of the Instructor Participants

Education	f	%
Graduate	19	68
Postgraduate	9	32
Total	28	100,0

As Table 31 indicates while 68% of the instructors have a graduate level of education, 32% of them are postgraduate instructors.

Collecting the Qualitative Data for the Study

It is claimed by Dörnyei (2007) that qualitative studies concentrate on making sense of and comprehending people's practices and therefore they are directed at describing the aspects that make up an idiosyncratic experience rather than determining the most likely. In theory, qualitative inquiry is not concerned with how representative the respondent sample is or how the experience is distributed in the population (Dörnyei, 2007). But, by way of sampling it is aimed to maximize the knowledge we get by finding participants who can contribute rich and varied data.

In order to collect the qualitative data for the present study focus group interviews were conducted. The reason for choosing focus groups is because people do not usually mind participating in focus groups, in fact, they tend to find the sessions enjoyable and stimulating, and the interviews typically yield rich data. Because of the flexible and information-rich nature of the method, focus groups are often used in mixed methods research. In applied linguistic research they have been widely used for generating ideas to inform the development of questionnaires and subsequent deep interviews (Dörnyei, 2007).

Iteration, Saturation, and Sample Size

What was the focus group interview sample size of the study? In deciding size of the samples and number of the groups related literature was taken into consideration. Dörnyei (2007) claims that the participant selection process and deciding of the number of groups should remain open in a qualitative study as long as possible so that after initial data are collected and analysed, additional participants can be included who can add extra information to the initial description or can expand or even challenge it. This cyclical process of moving back and forth between data collection and analysis is often referred to as 'iteration'.

When do we stop 'iteration'? There are no rigid guidelines, but scholars agree that ideally the iterative process should go on until we reach 'saturation'. Namely, saturation is the point when the researcher becomes confident that he/she has all the data needed to answer the research questions. It is also the point when the informants start to repeat what the previous participants have already revealed (Dörnyei, 2007).

Dörnyei (2007) further asks the question and gives the answer: "How big should the sample size be in a qualitative study?" The better answer is that a study consisting interviews with a sample size of 6 to 10 participants might be enough.

As for the sampling strategy of focus group interviews of the present study, homogeneous sampling (Dörnyei, 2007) has been practised and perceived successful and perceived unsuccessful students were interviewed in different groups with a purpose to manage an in-depth analysis to identify common patterns in a group with learners of similar traits. According to Dörnyei (2007) homogeneous sampling is when the investigator chooses participants from a certain population who have similar characteristics pertinent to the study under scrutiny.

Interviews

Interviews, a powerful method of data collection (Tashakkori & Teddlie, 1998), are a type of elicitation procedure in which the researcher tries to obtain data directly from the informants (Nunan & Bailey, 2009). It is most appropriately used in situations where an in-depth knowledge of issues and relationships is needed. Interviewing works so well as a multifaceted data collection instrument. Interviewing is the most frequently employed qualitative inquiry method although there is a number of qualitative data collection procedures available for the investigators (Dörnyei, 2007). Dörnyei (2007) suggests that the interview methodology is a commonplace and acceptable way of data collection procedure that people usually feel at ease with.

There are various kinds of interviews and they can be placed on a continuum in terms of their formality. As it is illustrated in Figure 4 (Dörnyei, 2007) they are classified into 5 types. These types of interviewing are going to be touched upon shortly below.

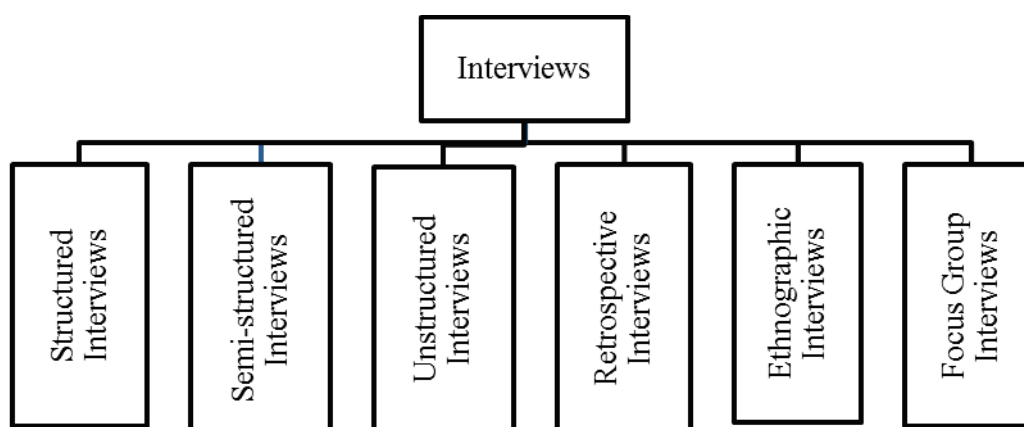


Figure 4: Interview Types (Adapted from: Nunan & Bailey, 2009; Fontana & Frey, 2005; Dörnyei, 2007)

Structured interviews. The researcher normally works with one person at a time, asking him or her questions and recording the person's answers (Nunan & Bailey, 2009; Fontana & Frey, 2005).

Semi-structured interviews. In semi-structured interviews the format is open-ended with some sets of pre-prepared questions for guidance and the participants are encouraged to share their ideas in an exploratory manner (Dörnyei, 2007).

Unstructured interviews. The agenda of the interviewee is to develop the course of interview rather than the agenda of the one who is conducting the interview in an unstructured interview (Nunan & Bailey, 2009).

Ethnographic interviews. Ethnographers doing field research often use interviews to discover and develop the emic (insider's) perspective (Nunan & Bailey, 2009).

Focus group interviews. Focus group interviews usually engage with small number of participants in carefully formed groups with a purpose of collecting qualitative data through group discussions (Wilkinson, 2011).

Being the qualitative data collection procedure of the study focus group interviews are going to be further elaborated.

Focus Group Interviews

Wilkinson (2011) stated that focus group interviews became a popular method of research across various disciplines like educational studies, media literacy, sociology, and educational psychology starting from 1990s.

Wilkinson (2011) regarded that conducting a focus group interview might seem simpler than it really is. The researcher further states that some particular topics or issues are discussed in a focused manner by engaging groups of people with a purpose to collect elaborative qualitative data. In focus group discussions the researcher usually acts as “moderator” guiding the discussion with the help of afore prepared questions. They pose the questions, keep the discussion flow, and make sure all the members of the group participate fully. This kind of group discussions have a potential to yield high quality and insightful data because of synergistic environment (Dörnyei, 2007).

Dörnyei (2007) claims that the dynamics of the focus group interview runs better with samples of homogeneous nature. Therefore, in order to obtain comprehensible data, the common strategy is to have various groups which, as a whole, are different from each but each of which is made up of similar people; this is usually referred to as ‘segmentation’ and it involves within-group homogeneity and intergroup heterogeneity in the sample.

In focus group interviews of the study the interviewer usually acted as a ‘moderator’, different from that in one-to-one interviews. The researcher tried to prevent any dominating and inhibiting group opinion from emerging by actively encouraging group members to think critically (Dörnyei, 2007). It is also important to emphasize that the discussion is about personal views and experiences and therefore there are no right or wrong answers (Dörnyei, 2007). The moderator of the focus groups stirred the discussion by using probes, and body language and gesturing devices to control the flow and keep the groups focused (Dörnyei, 2007).

For the qualitative part of the study data were collected by means of focus group interviews. The discussions held with the participants were tape-recorded, collected data were

later transcribed, and then they were analysed with the assistance of two specialists (Dörnyei, 2007).

As the field experts (Dörnyei, 2007; Fontana & Frey, 2005) suggest the focus groups in the present study consisted of four to twelve learners. Totally six focus group interviews were held with the learners. More focus groups were also possible to form and interview, however, after sixth interview it was understood that, as Dörnyei (2007) suggests, adequate breadth and depth of information had been achieved. As for the instructors, eleven instructors- six male and six female - were interviewed.

Questions were prepared in advance with the assistance of related literature and experts of the field. There were four questions to be discussed. The questions, later, were shown to the learners to double check whether they could understand what the researcher meant.

1. What are the reasons that made you successful/unsuccessful?
2. Why do you think so?
3. What did/didn't you do to be successful/ unsuccessful?
4. What factors affected your success?

Some brief information about the focus group learner and instructor participants is in Tables 32, 33, 34, 35, 36, 37 and 38.

Table 32

Learner Focus Group 1

Participants	Gender	Perceived Success
Participant 1.1	Male	Unsuccessful
Participant 1.2	Male	Unsuccessful
Participant 1.3	Male	Unsuccessful
Participant 1.4	Female	Unsuccessful
Participant 1.5	Female	Unsuccessful
Participant 1.6	Female	Unsuccessful
Participant 1.7	Male	Unsuccessful
Participant 1.8	Female	Unsuccessful
Participant 1.9	Female	Unsuccessful
Participant 1.10	Female	Unsuccessful
Participant 1.11	Female	Unsuccessful
Participant 1.12	Male	Unsuccessful

Table 32 shows that 5 of the learners were male and 7 of the learners were female in learner focus group 1. All of the participants in this group perceived that they have been unsuccessful in learning English as a foreign language in the School of Foreign Languages.

Table 33

Learner Focus Group 2

	Gender	Perceived Success
Participant 2.13	Male	Successful
Participant 2.14	Male	Successful
Participant 2.15	Male	Successful
Participant 2.16	Female	Successful
Participant 2.17	Female	Successful

As Table 33 demonstrates 3 of the participants were male and 2 of them were female in learner focus group 2. All of the participants in this group perceived themselves successful in learning English as a foreign language.

Table 34

Learner Focus Group 3

Participants	Gender	Perceived Success
Participant 3.18	Male	Successful
Participant 3.19	Female	Successful
Participant 3.20	Male	Successful
Participant 3.21	Male	Successful

Table 34 shows that 3 of the learners were male and 1 of the learners was female in learner focus group 3. All of the participants in this group perceived themselves unsuccessful.

Table 35

Learner Focus Group 4

Participants	Gender	Perceived Success
Participant 4.22	Female	Successful
Participant 4.23	Male	Successful
Participant 4.24	Female	Successful
Participant 4.25	Female	Successful
Participant 4.26	Female	Successful
Participant 4.27	Female	Successful
Participant 4.28	Male	Successful
Participant 4.29	Male	Successful
Participant 4.30	Male	Successful

Table 35 demonstrates that 4 of the learners were male and 5 of the learners were female in learner focus group 4. All of the participants in this group perceived themselves successful.

Table 36

Learner Focus Group 5

Participants	Gender	Perceived Success
Participant 5.31	Female	Unsuccessful
Participant 5.32	Female	Unsuccessful
Participant 5.33	Male	Unsuccessful

Table 36 demonstrates that 1 of the learners was male and 2 of the learners were female in learner focus group 5. All of the participants in this group perceived themselves unsuccessful.

Table 37

Learner Focus Group 6

Participant	Gender	Perceived Success
Participant 6.34	Male	Successful
Participant 6.35	Male	Successful
Participant 6.36	Male	Successful
Participant 6.37	Female	Successful
Participant 6.38	Female	Successful
Participant 6.39	Female	Successful
Participant 6.40	Male	Successful
Participant 6.41	Female	Successful
Participant 6.42	Female	Successful
Participant 6.43	Female	Successful

Table 37 demonstrates that 4 of the learners were male and 6 of the learners were female in learner focus group 6. All of the participants in this group perceived themselves successful.

Table 38

Instructor Focus Group

	Gender	Year of Experience	Academic Title
Participant 1	Male	14	MA
Participant 2	Male	15	PhD Candidate
Participant 3	Male	16	PhD Candidate
Participant 4	Male	8	PhD
Participant 5	Male	11	PhD Candidate
Participant 6	Male	15	MA
Participant 7	Female	3	MA
Participant 8	Female	3	MA
Participant 9	Female	13	MA
Participant 10	Female	12	PhD Candidate
Participant 11	Female	17	PhD Candidate

Table 38 shows that 6 of the learners were male and 5 of the learners were female in instructor focus group. Year of experience of the instructors ranges from 3 years up to 17 years. One of them has a PhD degree, 5 of them are PhD candidates and other 5 are MA students.

As it is seen in the Tables 32, 33, 34, 35, 36, 37, and 38 totally 43 learners in six groups, and 11 instructors in four groups participated in our focus group interviews. These interviews were conducted during the spring semester of 2013-2014 educational year. We held our interviews in the classroom environment after the regular class hours. After the classes those learners who volunteered to participate remained in the classroom for the interviews. Thus, only the volunteers took part in the interviews. We tape recorded the interviews, and all focus group interviews totally lasted approximately 400 minutes. The researcher treated the students with tea or coffee in order to create a friendly environment.

Validity and Reliability of the Focus Group Interviews

In order to enhance content validity of qualitative part of the research, namely the focus group interviews, specialists in the field were consulted. They were consulted about what questions to ask to the participants of focus group interviews.

To check reliability of the study ten participants were asked to read the questions in order to find out whether all the learners understand the same things from the questions. The results showed that questions were quite easy to understand by the participants.



Chapter III: Findings

This chapter is going to present the findings of the study taking research questions into consideration. The data obtained by means of quantitative methods will be presented in Tables and the data collected by means of interviews both with instructors and the learners are going to be presented in order to support the results.

Research Questions

1. What are preparatory class students' attributions for success in learning English as a foreign language?
2. What are preparatory class students' attributions for failure in learning English as a foreign language?
3. Are there any differences in failure attributions of EFL learners in terms of Gender, Education Type, Age and Achievement?
4. Are there any differences in success attributions of EFL learners in terms of Gender, Education Type, Age and Achievement?
5. Are there any differences in success attributions of EFL learners in terms of departments and graduated schools?
6. Are there any differences in failure attributions of EFL learners in terms of departments and graduated schools?

Research Question 1 and the Findings

Research Question 1: What are preparatory class students' attributions for success in learning English as a foreign language?

The first research question of the study is “What are preparatory class students’ attributions for success in learning English as a foreign language?”. The data collected quantitatively from the EFL learners are statistically analysed and frequencies, percentages and mean values are demonstrated in Tables 39, 40 and 41.

Table 39

Frequency and Percentage of Learner Attributional Factors for Success

Attributional Factors for Success		%/F	Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	I like English.	F 3 % 1	14 5	17 6	91 32	164 57	
2	I want to learn English.	F 3 % 1	9 3	15 5	57 20	205 71	
3	I studied regularly and hard.	F 28 % 10	46 16	100 35	83 29	32 11	
4	Instructors taught us effectively.	F 2 % 1	22 8	61 21	120 42	84 29	
5	My English was good when I started prep class.	F 66 % 23	46 16	60 21	83 29	34 12	
6	I have watched movies in English.	F 15 % 5	31 11	31 11	97 34	115 40	
7	I have attended lessons well.	F 1 % 1	12 4	54 19	112 39	110 38	
8	I have listened to English songs.	F 13 % 5	26 9	32 11	73 25	145 50	
9	Our textbooks were interesting.	F 23 % 8	41 14	85 29	82 28	58 20	
10	Instructors were enthusiastic and keen.	F 6 % 2	24 8	53 18	113 39	92 32	
11	I tried not to miss classes.	F 30 % 10	33 11	55 19	85 29	86 30	
12	I paid attention to have practice.	F 9 % 3	35 12	89 31	99 35	55 19	
13	I have done my homework on time and properly.	F 24 % 8	34 12	62 22	85 29	84 29	
14	I revised regularly.	F 31 % 11	51 18	98 34	79 27	29 10	
15	I prepared for the exams well.	F 14 % 5	23 8	72 25	115 40	64 22	
16	I participated in the lessons actively.	F 5 % 2	21 7	68 24	103 36	92 32	

Table 39 Continued

	F	248	9	10	15	7
17 I took extra English courses.	%	86	3	4	5	2
	F	61	52	53	83	40
18 I studied with my friends.	%	21	18	18	29	14
	F	17	42	83	89	57
19 Technical equipment in the class contributed.	%	6	15	29	31	20
	F	14	26	34	83	131
20 I took notes during classes.	%	5	9	12	29	46
	F	3	4	6	24	251
21 I will need English in the future.	%	1	1	2	8	87
	F	96	16	46	52	79
22 Department education being 100% in English forced me to study.	%	33	6	16	18	27
	F	13	21	37	93	125
23 I asked for help when I didn't understand.	%	5	7	13	32	43
	F	14	26	56	104	89
24 We spoke in English in the lessons.	%	5	9	19	36	31
	F	7	23	68	119	71
25 I searched the topics I couldn't understand.	%	2	8	24	41	25
	F	34	50	67	89	49
26 Intensive curriculum contributed.	%	12	17	23	31	17
	F	19	30	92	92	56
27 Teaching methods have been effective.	%	7	10	32	32	19
	F	8	16	56	113	96
28 I have a talent for learning foreign languages.	%	3	6	19	39	33

Table 39 indicates the frequencies and percentages of learner attributional factors for success. As it is seen in Table 40 the most cited attributional cause for being successful in learning English as a foreign language is “I will need English in the future” factor. The mean values of this factor is (4,7917). This attributional cause is internal, controllable and unstable by dimension which are all favoured dimensions by character. As it is observed from Table 40 most of the top success attributions are internal, controllable and unstable.

Table 40

Mean Values of Learner Attributional Factors for Success.

	I have been successful because...	Mean	Min.	Max.
1	I will need English in the future.	4,79	1	5
2	I want to learn English.	4,56	1	5
3	I like English.	4,38	1	5
4	I have attended lessons well.	4,10	1	5
5	I have listened to English songs.	4,07	1	5
6	I asked for help when I didn't understand.	4,02	1	5
7	I took notes during classes.	4,01	1	5
8	I have a talent for learning foreign languages.	3,94	1	5
9	I have watched movies in English.	3,92	1	5
10	Instructors taught us effectively.	3,90	1	5
11	Instructors were enthusiastic and keen.	3,90	1	5
12	I participated in the lessons actively.	3,88	1	5
13	We spoke in English in the lessons.	3,78	1	5
14	I searched the topics I couldn't understand.	3,77	1	5
15	I prepared for the exams well.	3,76	1	5
16	I have done my homework on time and properly.	3,59	1	5
17	I tried not to miss classes.	3,56	1	5
18	I paid attention to have practice.	3,54	1	5
19	Technical equipment in the class contributed.	3,44	1	5
20	Teaching methods have been effective.	3,47	1	5
21	Our textbooks were interesting.	3,38	1	5
22	Intensive curriculum contributed.	3,23	1	5
23	I studied regularly and hard.	3,15	1	5
24	I revised regularly.	3,08	1	5
25	Department education being 100% in English forced me to study.	3,00	1	5
26	I studied with my friends.	2,96	1	5
27	My English was good when I started prep class.	2,90	1	5
28	I took extra English courses.	1,35	1	5

As the Table 40 suggests the attributional reasons “*I took extra English courses.*” (mean=2,9066) and “*My English was good when I started prep class.*” (mean=1,3529) were the least effective factors on prep school EFL learners’ success. The attributional factors “*I studied regularly and hard.*” (mean=3,1557) and “*I revised regularly.*” (mean=3,0833) following the least effective factors demonstrated that learners have not studied autonomously very much in order to be successful.

Table 41

Mean Values of Instructor Attributional Beliefs for Learner Success.

	Successful learners have succeeded because...	Mean	Min.	Max.
1	They will need English in the future.	4,32	1	5
2	They took notes during classes.	4,28	1	5
3	Department education being 100% in English forced them to study.	4,17	1	5
4	They like English.	4,07	1	5
5	They have attended lessons well.	3,96	1	5
6	They participated in the lessons actively.	3,96	1	5
7	They studied with their friends.	3,89	1	5
8	Instructors taught them effectively.	3,85	1	5
9	They prepared for the exams well.	3,85	1	5
10	They spoke in English in the lessons.	3,85	1	5
11	Teaching methods have been effective.	3,82	1	5
12	Technical equipment in the class contributed.	3,78	1	5
13	They have a talent for learning foreign languages.	3,78	1	5
14	They asked for help when they didn't understand.	3,78	1	5
15	They want to learn English.	3,75	1	5
16	They revised regularly.	3,71	1	5
17	Instructors taught us effectively.	3,71	1	5
18	They studied regularly and hard.	3,67	1	5
19	Our textbooks were interesting.	3,67	1	5
20	They tried not to miss classes.	3,64	1	5
21	They have done my homework on time and properly.	3,57	1	5
22	They have listened to English songs.	3,50	1	5
23	Intensive curriculum contributed.	3,39	1	5
24	They searched the topics they couldn't understand.	3,35	1	5
25	They have watched movies in English.	3,17	1	5
26	Their English was good when they started prep class.	3,03	1	5
27	They paid attention to have practice.	2,96	1	5
28	They took extra English courses.	2,00	1	5

Table 41 depicts what responses the instructors gave to the success attribution questionnaire. As the results suggest instructors also thought that “feeling the need of English in the future” is the most popular reason that the instructors believed to be the cause of learner success. Learners and the instructors are in agreement about the least effective factors on learner success too. Both stakeholders had the opinion that “taking extra English courses” and “having a good initial knowledge of English” have been the least effective factors in determining learner success.

Table 42

“I will Need English in the Future.”

	f	%
Strongly Disagree	3	1
Disagree	4	1
Partly Agree	6	2
Agree	24	8
Strongly Agree	251	87

As psychologist Maslow (1970) argued underlying needs or drives may act as compelling force behind our decisions. In this respect, as Table 42 indicates the frequency and percentage findings of the attributional factor *“I will Need English in the Future”*, learners declared that feeling the need in English is the main attributional force behind their success in learning English as a foreign language. The statistical results clearly show that prep school EFL learners have been successful because of internal and controllable reasons. Learners verbalize this attribution in focus group interviews. Focus group interview participants express that they will need English in their future professional life *“desperately”*. What learners reported concerning this attributional belief is demonstrated below.

Participant 26: *One of the most effective factors in my success is the fact that English will be useful for our professional life.*

Participant 38: *In my future professional life I will need English desperately. I am aware of that. That’s why I need to learn English.*

Participant 47: *I chose English preparatory class on purpose. Before coming here I didn’t like English at all. I came here because I needed for my professional life. I think I will be more advantageous than other friends who didn’t choose preparatory class.*

Table 43

“I Want to Learn English.”

	f	%
Strongly Disagree	3	1
Disagree	9	3
Partly Agree	15	5
Agree	57	20
Strongly Agree	205	71

When the participants were asked how much they agreed with the factor “I want to learn English” as an attribution for their success in learning English, 91% of the learners agreed with the item. Just 4% of the participants stated that they did not agree. The mean values for the item is (4,5640). What the learners expressed during the focus group interviews is in line with the statistical results. One of the participants stated that “everybody must learn English as it is a lingua franca”.

Participant 42: *I have always liked English. However, when I came here everybody was criticising that there is prep class. Students thought it was useless. But at the end of the term we understood the importance. Now we can understand almost everything. I don't run away from tourists anymore. I have self-confidence.*

Participant 47: *I think everybody must learn English. It is a lingua franca.*

Participant 39: *I won't need English in my department but I will need it in my life. I won't stop here, I will keep studying.*

Table 44

“I like English.”

	f	%
Strongly Disagree	3	1
Disagree	14	5
Partly Agree	17	6
Agree	91	32
Strongly Agree	164	57

As Table 44 demonstrates 89% of the participants stated that they succeeded learning English because they liked the language. What the learners told in the interviews support the survey results. We understand from the interviews that successful learners enjoyed studying English and they saw it as a facilitator tool for their future life. The mean value of the learner results is (4,3806), mean value for the teacher questionnaire is (4,0714). This attributional factor is internal, controllable and unstable in terms of dimension. Interview talks are demonstrated below.

Participant 21: *It is impossible to succeed without loving. I started to like English thanks to my teacher at secondary school. She was teaching fun. That’s why I am fond of it now. I attend the classes curiously. The experiences I have lived caused me to love English.*

Participant 18: *I like English because it is a lingua franca. A person who doesn’t speak foreign languages is incomplete in my opinion. Those who can speak English is a step ahead of everyone.*

Instructor 8: *It was my first year with prep classes. When I had a conversation with successful and unsuccessful students they declared that they loved or didn’t love English. Those who said that they loved English were self motivated and studied more but those who said they didn’t love English were always reluctant.*

Instructor 7: *Being fond of the language effects learner success. Their fondness to learning English at the beginning continued till the end. Those who had prejudices against English or who had negative experiences with English started the year with no enthusiasm. Especially those who came from certain geographical parts, for example the East part of the country. They told that their English teachers were never subject teachers.*

Table 45

“I have Attended Lessons Well.”

	f	%
Strongly Disagree	1	1
Disagree	12	4
Partly Agree	54	19
Agree	112	39
Strongly Agree	110	38

As pointed out in Table 45 the attributional factor *“I have Attended Lessons Well.”* emerged with 77% agreement by the participants. This attributional reason came forward as the number five attribution to bring success to the learners. This choice is in line with the instructors’ opinion. The instructors also thought that learners’ proper attendance is a significant causal factor to bring success. As it is stated in the interviews, one of the instructors indicated that those who have been active in the class succeed more.

Participant 22: *I have attended classes well. I tried not to miss classes. I listened to the teachers carefully.*

Participant 25: *One of the most important factors in my success was listening to the lessons carefully.*

Participant 39: *We also send our gratitude to our teacher since he keeps explaining until we understand.*

Instructor 3: *Learners have little chance of using the language outside, they have to use it in the class. Those who are active in the class succeed more.*

Table 46

“I have Listened to English Songs.”

	f	%
Strongly Disagree	13	5
Disagree	26	9
Partly Agree	32	11
Agree	73	25
Strongly Agree	145	50

Statistical analysis demonstrated that 75% of the participants agreed with the fact that listening to English songs is another important attributional cause to bring success to the learners. The mean value of this item is (4,0761). The interview results do not, interestingly, coincide with the statistical analysis. At the interviews learners stated that they listened to English songs, but they are not very much sure that listening to songs contribute to English success. Instructors also stated that listening to songs does not have an immediate influence on learners' success that much.

Participant 17: *I place importance on listening to English songs. I listen to songs with lyrics. I try to translate. I look up the words in a dictionary. I think it is very useful.*

Participant 24: *The songs I listen to are in English. I read the lyrics too. I sing the songs while listening. I saw the benefits.*

Participant 17: *I have learned lots of words from songs and movies. I wrote new words down and revised. I used to think things and translate them in my head. If I couldn't translate I used to google it.*

Participant 47: *I listened to some songs repeatedly reading the lyrics. I think it has been beneficial.*

Table 47

“I Took Notes During Classes.”

	f	%
Strongly Disagree	14	5
Disagree	26	9
Partly Agree	34	12
Agree	83	29
Strongly Agree	131	46

The following attributional factor that is believed to bring success is *“I Took Notes During Classes.”* factor. 75% of the participants declared in this manner with a mean value of (4,0104). However, in the focus group interviews learners articulated diverse opinions. As it is seen in the interview records while some successful learners stated that they took notes, some others told that they have never taken notes.

Participant 23: *I would prefer learning by writing a lot because when you take notes you remember more.*

Participant 44: *I always carry a notebook and take notes. I write down everything teachers say and write on the board. When I return home I revise it.*

Table 48

“I have a Talent for Learning Foreign Languages.”

	f	%
Strongly Disagree	8	3
Disagree	16	6
Partly Agree	56	19
Agree	113	39
Strongly Agree	96	33

“Talent” as an attribution for being a successful learner has been number ten reason with a mean value of (3,9446). 72% of the learners declared that they agreed with *“I have a Talent for Learning Foreign Languages.”* factor. This factor is internal, stable and uncontrollable. However, during the interviews learners indicated that they did not attach very much importance to “talent” for being successful in learning English. Most of the learners as well as the instructors stated that “willingness” and “effort” rather than “talent” is important in order to be a successful language learner. One of the instructors appeared to support this result by stating: *“My students are not very talented or able, they just study a lot.”*

Participant 25: *I am talented in learning languages. I had already learned another language and that also helped me.*

Participant 23: *There is nothing you won't achieve as long as you wish to.*

Participant 33: *I think eagerness is more important than having talents.*

Participant 47: *Willingness is more important than talents. If you are willing, you can revise, do homework or study extra. But If you count on your talent, you won't study or try properly.*

Participant 36: *I think some students have talent, some others have willingness. Some learners succeed just by listening to lessons. Some others succeed only if they study hard.*

Instructor 3: *Of course talent might help. But having talent or not is not very important. Everybody can learn a language.*

Instructor 2: *There weren't that much talented students in my class. My students are not very talented or able, they just study a lot.*

Table 49

"I have Watched Movies in English."

	F	%
Strongly Disagree	15	5
Disagree	31	11
Partly Agree	31	11
Agree	97	34
Strongly Agree	115	40

As it can be observed from Table 49, 74% of the successful learners declared that the attributional factor *"I have Watched Movies in English."* has been an effective contributing cause in their success. The mean value of this factor is (3,9204). However, instructors' opinion about the effect of watching movies on learner success is different. Mean value of the instructor responses is (3,1786). Only 14% of the instructors strongly agreed that "watching movies" brought their EFL success. In fact, the words of an instructor summarise what most of the instructors tend to think about that: *"In the long run I am sure watching movies and listening to songs are very useful for learning. But I don't think our students do such kind of things regularly."*

Participant 20: *We can hear authentic dialogues in the movies. Pronunciation and accent can be learned correctly.*

Participant 41: *My base knowledge was not so good. I can't say I have studied properly either. I have always watched movies. I think I improved my English this way.*

Instructor 10: *English films with English subtitles are really useful for learning vocabulary, structure, and grammar. Turkish subtitle is not useful.*

Instructor 8: *I also think that watching movies in English is very effective in learning languages. I had such a student who watched a lot. He knew most of the words. This way culture of the target language is also understood.*

Instructor 3: *In the long run I am sure watching movies and listening to songs are very useful for learning. But I don't think students do such kind of things regularly. I think about 10% deal with these kinds of activities. Those who prefer watching movies in English, or prefer reading books in English make about 10%. Languages are not learnt in textbooks, it should be practised. This can be achieved by watching movies. For example in Balkan countries, they have just four hours of English, but most of them can speak fluently, that's because they watch English movies all through their lives. Movies on their tvs are not dubbed, they are aired with subtitles.*

Table 50

“Instructors Taught us Effectively.”

	f	%
Strongly Disagree	2	1
Disagree	22	8
Partly Agree	61	21
Agree	120	42
Strongly Agree	84	29

Analysis of the quantitatively collected data demonstrated that 71% of the learners believed that in student success instructors played an important role by a mean value of (3,9063). This attributional belief is external, uncontrollable and stable. While most of the learners uttered how effectively their instructors taught them, a small number of the participants stated that some instructors quarrelled with them and demotivated them.

Participant 21: *Thanks to some of our teachers everybody attended classes. One of our teachers used to ask questions to everyone, mostly questions that they can answer, so they feel happy when they are able to answer questions.*

Participant 25: *Teachers are the main reason most of our friends have learnt that much English. When we started this year we didn't know even basic things. Most of us haven't studied much. We have learned a lot of English just thanks to our teachers.*

Participant 46: *My teacher last term was really perfect. He always helped us no matter what the problem was. After a while we started to like English thanks to the teacher. If he hadn't been so helpful and understanding, everything would have been different.*

Instructor 11: *Teachers definitely can contribute to success. First of all, by motivating the students. How can you motivate them? You have to get to know them. You have to make them feel, I think, that you are on their side. That you are not the opposite team.*

Together move forward. Make them feel relaxed. Help them feel more confident. You have to help them believe that they can be successful. If they believe that they can be successful, they will probably be. Bring suitable materials. Try to understand whether the students are having problems and teach accordingly.

Table 51

“Instructors were Enthusiastic and Interested.”

	f	%
Strongly Disagree	6	2
Disagree	24	8
Partly Agree	53	18
Agree	113	39
Strongly Agree	92	32

71% of the learners stated that *“Instructors were Enthusiastic and keen.”* and that has been influential on their EFL success. Unfortunately, only 51% of the instructors declared that they have been enthusiastic and interested. One of the instructors articulated following statements: *“Teachers should be careful not to discriminate among the students. They shouldn’t label them as successful or failing students. Teachers should treat all the students equally. Otherwise, learners have an attitude against the teachers. I think teachers should care about learners’ problems too.”*. It seems instructors have been more self-critical in thinking that they might impair student motivation by mistreatment of them.

Participant 19: *Teachers have been concerned and helpful. They motivated us. But some of our teachers should be more kind and understanding. They shouldn’t humiliate us.*

Participant 22: *I think teachers have been willing and caring. They have always been in mood of teaching something to us. That had an effect in my success.*

Participant 37: *I must say teachers have been willing and enthusiastic. I didn't like English before but now I like it very much thanks to our teachers.*

Instructor 2: *Instructor has been the most effective factor in student success in my opinion. Teachers should be careful not to discriminate among the students. They shouldn't label them as successful or failing students. Teachers should treat all the students equally. Otherwise, learners have an attitude against the teachers. I think teachers should care about learners' problems too.*

Table 52

"I Participated in the Lessons Actively."

	f	%
Strongly Disagree	5	2
Disagree	21	7
Partly Agree	68	24
Agree	103	36
Strongly Agree	92	32

According to statistical analysis of the quantitatively collected data 68% of the successful learners stated that they have participated in the lessons actively and that has been an effective attributional cause in their success. 79% of the instructors agreed with this attributional factor. What one of the learners articulated about attending lessons summarises the reality: *"I used to attend lessons carefully first term. This term I cannot attend very much. I was more successful first term."*

Participant 36: *I always attend classes. I never distract my attention.*

Participant 39: *I used to attend lessons carefully first term. This term I cannot attend very much. I was more successful first term.*

Participant 46: *I don't attend the lessons actively, but I always listen carefully.*

Table 53

“I Prepared for the Exams Well.”

	f	%
Strongly Disagree	14	5
Disagree	23	8
Partly Agree	72	25
Agree	115	40
Strongly Agree	64	22

62% of the learners stated that they prepared for the exams well and that had a positive effect on their success. Rhalmi (2011) underlined the fact that exam preparation is of paramount importance for learner success in line with the study results. Interview records also proved that prep school EFL learners do not study regularly very much, they just get ready for the exams as one of the learners articulated: *“We prepared for the exams properly. We studied with friends.”*

Participant 25: *We prepared for the exams. We came together with friends in the library, cafes or restaurants in order to study.*

Participant 44: *When you study exam-oriented you can't learn things properly. You forget what you have learned soon. It is better to study and revise daily in order to learn better.*

Instructor 11: *Another thing I want to mention is exams. I am not convinced that lots of exams are very useful. Some of the students learn just for the exams. They don't really learn. They forget after the exams. Unfortunately in Turkey there is a strong exam culture. So, students study for the exams. I don't really know if they contribute to success.*

Table 54

“I Have Done my Homework on Time and Properly.”

	f	%
Strongly Disagree	24	8
Disagree	34	12
Partly Agree	62	22
Agree	85	29
Strongly Agree	84	29

58% of both learners and instructors agreed that those who have been successful English language learners have done their homework on time and properly. The mean value of this item is (3,5917). What an instructor told during the interviews summarises the case: *“They have performed all their assignments. They even performed extra tasks like reading and listening.”*

Participant 18: *Although it is difficult to do homework, it reinforces what we have learned.*

Participant 24: *I cannot say I have done my homework.*

Instructor 2: *Those who have been successful have studied their textbooks quite a lot. They have performed all their assignments. They even performed extra tasks like reading and listening.*

Table 55

“I Tried not to Miss Classes.”

	f	%
Strongly Disagree	30	10
Disagree	33	11
Partly Agree	55	19
Agree	85	29
Strongly Agree	86	30

Table 55 indicates the responses to “*I Tried not to Miss Classes.*” factor. As the analysis reveals 59% of the learners and 64% of the instructors agreed that successful learners have been careful not to miss the classes and that has been an influential attributional cause in their success as Mirtcheva (2009) argued that students’ attendance is closely linked with higher academic achievements. One of the learners expressed that he did not miss any classes last term and his values were good. This term he sometimes does not attend and he sees clearly that he has difficulty in understanding those days’ topics.

Participant 20: *It is essential not to miss classes as you shouldn’t break loose from subjects. Otherwise, it is very difficult to pull oneself together.*

Participant 26: *There have been pop quizzes. That’s why we had to attend the classes. However, unknown quiz dates demoralized us. Having a quiz a day when we weren’t ready got us down.*

Participant 46: *I had no absenteeism last term. I didn’t miss any topics. This term I sometimes do not attend. When I miss the classes I see clearly that I do not understand those days’ topics.*

Table 56

“I Paid Attention to Have Practice.”

	f	%
Strongly Disagree	9	3
Disagree	35	12
Partly Agree	89	31
Agree	99	35
Strongly Agree	55	19

According to the analysis of the data 54% of the participants stated that they paid attention to have practice. This attributional factor is controllable, internal and unstable. The mean value of this internal factor is (3,5436). The results demonstrate that most of the learners searched for the ways to practice. However, just 25% of the instructors believed that the learners tried to have practice.

Participant 19: *I tried to practice with tourists. We talk on the internet.*

Participant 23: *When we had a talk with friends I used to translate into English myself.*

Participant 25: *My roommates were prep students too. We usually talked in English.*

Participant 35: *I didn't have any practice.*

Participant 26: *First term we tried to talk English with our friends, but we couldn't succeed. Then we quit.*

Participant 39: *We learn theory more than practical part of the language. I believe we would have been more successful if we had had the chance to practice. Our native teachers are also very useful in practising.*

Table 57

“Technical Equipment in the Class Contributed.”

	f	%
Strongly Disagree	17	6
Disagree	42	15
Partly Agree	83	29
Agree	89	31
Strongly Agree	57	20

Atkinson (2000) suggested that technology has positive effects on student motivation. In this respect, 51% of the learners and 58% of the instructors expressed that the technical equipment in the classes contributed to the learner success. This attributional factor is external, uncontrollable and stable. One of the instructors asserted this belief by stating: *“I am certainly sure that technological equipment and programmes effected student success. Using whiteboards and computers in the classrooms have positive effects on learning. We could see the difference clearly at different classes.”*

Participant 23: *Smart boards and other appliances have been effective.*

Participant 42: *White-boards have been very beneficial. We could attend the lesson even though we sometimes don't bring the books.*

Instructor 7: *I am certainly sure that technological equipment and programmes effected student success. Using whiteboards and computers in the classrooms have positive effects on learning. We could see the difference clearly at different classes. For example, maincourse digital materials are more intersting than skills materials. Students were also more motivated at maincourse classes than skills classes.*

Instructor 3: *Nowadays, I started to think differently. I reckon that technological equipments make our students lazy. It doesn't make them happy. They lack eagerness and excitement. No technology make them happy. They have no eagerness inside. They*

have all the equipment under their hands but they lack something inside. The best strategy is chalk and talk.

Table 58

“Our Textbooks were Interesting.”

	f	%
Strongly Disagree	23	8
Disagree	41	14
Partly Agree	85	29
Agree	82	28
Strongly Agree	58	20

Hutchinson and Torres (1994) asserted that a carefully organized textbook enables learners to learn better, faster, clearer, easier and more. Concordantly, 48% of the learners and 57% of the instructors agreed and 29% of the learners partly agreed that textbooks were interesting and effective learner success. This attributional factor is external, stable and uncontrollable with a mean value of (3,3841). At the focus group interviews learners articulated similar ideas. One of the learner summarised the general thinking of all participants this way: *“Our textbooks included authentic materials. There was information about different cultures. They were both educative and pragmatic. Stories were interesting.”*

Participant 22: *Our textbooks have been chosen carefully. There were very different activities in them. Vocabulary range was very wide. They include a wide variety of topics. Reading passages were very interesting. Topics were authentic from everyday life. I was reading the passages in order to understand.*

Participant 38: *Topics are very well designed. Every unit has a special topic and vocabulary group. Each unit has a different grammar topic. Vocabulary and phrases*

of everyday topics are taught. For example: movies, holiday and trip. Yes, they were expensive. But they are worth it.

Participant 37: *I find them very useful too. Textbooks started from very beginning and taught us English without noticing. We have learned much more while learning English. Topics have been about everyday life. Reading passages were authentic and interesting. They raised curiosity.*

Instructor 7: *Our maincourse textbook is quite satisfactory. I think it's because all skills are integrated perfectly. Reading, listening, speaking, writing are integrated together. I am personally very content with them. My students are also content with them. But I can't say that they liked some skills books, especially writing books.*

Table 59

“Intensive Curriculum Contributed.”

	f	%
Strongly Disagree	34	12
Disagree	50	17
Partly Agree	67	23
Agree	89	31
Strongly Agree	49	17

The success attribution factor *“Intensive Curriculum Contributed.”* was proved to be the least contributive factor to learner success. 48% of the whole successful learners and 51% of the instructors agreed that intensive curriculum contributed to their success. At the interviews learners stated that intensive courses contributed but the curriculum was not set properly. The classes started either too early or too late.

Participant 23: *Intensive courses haven't been helpful I think. We got bored very much when we had 8 hours of lessons.*

Participant 25: *Our curriculum was awful. We started either very early or very late. When we started late, accordingly we finished very late.*

Participant 43: *Sometimes it was so tiring and boring. 26 hours of English a week is too much I think. Timetable is not also suitable. We sometimes have very early classes which we usually fail to attend. Sometimes we have 8 classes non-stop. We really get tired. There shouldn't be more than 5 classes a day I think.*

Table 60

“I Studied Regularly and Hard.”

	f	%
Strongly Disagree	28	10
Disagree	46	16
Partly Agree	100	35
Agree	83	29
Strongly Agree	32	11

The fact that just 10% of the learners strongly agreed with the item *“I Revised Regularly.”* demonstrates that our learners are not very much hard working students. During the focus group interviews almost no learners declared that they have studied regularly. They stated that they just studied for the exams. One of the learners summarised almost all learners thoughts: *“I always studied the last days before the exams”*.

Participant 21: *I didn't study regularly but I attended classes attentively. I tried to understand in the lesson. I revised for the exams. If I had studied regularly I would have been more successful.*

Participant 18: *First term I didn't study much, but second term as the things became harder I revised for the exams.*

Participant 46: *I am a graduate of regular high school. My English level was zero in the beginning of the year. I studied and I succeeded. I can make myself understood now. I liked, I wanted and I did it.*

Table 61

“My English was Good When I Started Prep Class.”

	f	%
Strongly Disagree	66	23
Disagree	46	16
Partly Agree	60	21
Agree	83	29
Strongly Agree	34	12

The fact that just 12% of the participant learners strongly agreed with the attributional factor *“My English was Good When I Started Prep Class.”* shows that majority of our learners come to prep class with a quite little base knowledge of English. 7% of the instructors strongly agreed with that attribution which supports learners’ opinion. One of the instructors summarises initial knowledge effect this way *“It is attitudes which is more important than whether they have initial knowledge.”*

Participant 20: *My background knowledge was good. I have been fond of English for a long time. Our teachers have been very kind too.*

Participant 47: *I am a graduate of Anatolian High school. I didn’t know that prep class was compulsory. I didn’t study much. I succeeded because my initial knowledge was good. But, I wish I could have studied more and learned more.*

Instructor 11: *As we start from zero we don’t need any background knowledge. We assume that they know nothing. It is attitudes which is more important than whether they have knowledge. If they think that they don’t have a base knowledge that is necessary then they will be demotivated. If they realize that it is not important then*

they can be successful I think. In my opinion, sometimes, having no initial knowledge is better. So there won't be any false knowledge. It is difficult to try to correct wrong things. It is much easier to teach something new than try to correct something.

Research Question 2 and the Findings

Research Question 2: What are preparatory class students' attributions for failure in learning English as a foreign language?

The second research question of the present study is "What are preparatory class students' attributions for failure in learning English as a foreign language?". After analysing responses of the learners, frequencies, percentages and mean values are demonstrated in Tables 62.

Table 62

Mean Values of Attributional Factors for Failure

	<i>Attributional Factors for Failure</i>	Mean	Min.	Max.
1	I had the fear of not being able to pass to my department.	4,28	1	5
2	We had no other subjects to socialize.	4,11	1	5
3	The money I paid for the textbooks lessened my motivation.	4,08	1	5
4	Compulsory preparatory class demotivated me.	3,97	1	5
5	Exams were very difficult.	3,88	1	5
6	My English knowledge was insufficient at the beginning of the year.	3,78	1	5
7	Our course was too intensive.	3,70	1	5
8	I haven't read enough books.	3,67	1	5
9	Absenteeism put pressure on me.	3,59	1	5
10	Lessons have been quite boring.	3,57	1	5
11	I haven't revised enough.	3,53	1	5
12	I didn't know how to study.	3,49	1	5
13	I could not practice enough.	3,48	1	5
14	Teaching methods were not effective.	3,46	1	5
15	I had difficulty in learning new vocabulary.	3,43	1	5
16	I didn't study enough.	3,24	1	5
17	Topics progressed so fast that I could not keep up.	3,32	1	5

Table 62 Continued

18	English was difficult to learn	3,24	1	5
19	I missed my family.	3,19	1	5
20	I couldn't prepare for the exams properly.	3,18	1	5
21	I could not understand lessons most of the time.	3,13	1	5
22	I could not pay attention to lessons.	3,09	1	5
23	We were forced to do lots of homework.	2,97	1	5
24	I failed although I made great effort.	2,91	1	5
25	Some of our instructors did not treat us sympathetically.	2,82	1	5
26	My accomodation environment was not appropriate to study.	2,62	1	5
27	I did a lot of absenteeism.	2,59	1	5
28	I don't like learning foreign languages.	2,45	1	5
29	Friends affected me negatively concerning studying.	2,36	1	5
30	With the convenience of being in college I did not take lessons seriously.	2,30	1	5
31	I could not adapt to Çanakkale.	2,20	1	5
32	I didn't have the motivation as I enrolled in a department I didn't like.	1,92	1	5
33	I thought it unnecessary to learn English.	1,72	1	5

As it is demonstrated in Table 62 the most cited attributional cause for learner failure is “*I had the fear of not being able to pass to my department.*” factor. The mean value for this attributional factor is (4,2871). This attributional cause is external, uncontrollable and stable by dimension. As it is observed from Table 62 most of the mentioned failure attributions, contrary to success attributions, are external, uncontrollable and stable.

As the Table 62 indicates the failure attributional reasons “*I thought it unnecessary to learn English.*” (mean=1,7251) and “*I didn't have the motivation as I enrolled in a department I didn't like.*” (mean=1,9234) were the least effective attributional factors on prep school EFL learners' failure. The attributional factors “*I could not adapt to Çanakkale.*” (mean=2,2048) and “*With the convenience of being in college I did not take lessons seriously.*” (mean=2,3062) following the least effective factors demonstrated that mood of the learners did not bring them very much failure.

Table 63

Mean Values of Instructor Attributional Beliefs for Learner Failure.

	Attributional Beliefs	Mean	Min.	Max.
1	They couldn't prepare for the exams properly.	4,500	1	5
2	They haven't revised enough.	4,464	1	5
3	They couldn't prepare for the exams properly.	4,250	1	5
4	They thought it was unnecessary to learn English.	4,107	1	5
5	They could not practice enough.	4,107	1	5
6	Their English knowledge was insufficient at the beginning of the year.	4,071	1	5
7	They could not pay attention to lessons.	4,071	1	5
8	They haven't read enough books.	4,07	1	5
9	They thought it was unnecessary to learn English.	3,928	1	5
10	With the convenience of being in college they did not take lessons seriously.	3,857	1	5
11	They had no other subjects to socialize.	3,821	1	5
12	They had the fear of not being able to pass to their department.	3,750	1	5
13	They did a lot of absenteeism.	3,750	1	5
14	They had difficulty in learning new vocabulary.	3,642	1	5
15	They didn't know how to study.	3,642	1	5
16	Friends affected me negatively concerning studying.	3,428	1	5
17	English was difficult to learn.	3,392	1	5
18	Absenteeism put pressure on them.	3,250	1	5
19	Compulsory preparatory class demotivated them.	3,250	1	5
20	The money they paid for the textbooks lessened their motivation.	3,250	1	5
21	They missed my family.	3,214	1	5
22	They could not understand lessons most of the time.	3,107	1	5
23	Topics progressed so fast that they could not keep up.	3,071	1	5
24	Their course was too intensive.	2,928	1	5
25	They could not adapt to Çanakkale.	2,928	1	5
26	Exams were very difficult.	2,785	1	5
27	They didn't have the motivation as I enrolled in a department they didn't like.	2,785	1	5
28	Some of their instructors did not treat them sympathetically.	2,750	1	5
29	Their accomodation environment was not appropriate to study.	2,571	1	5
30	They failed even though they made great effort.	2,571	1	5
31	Lessons have been quite boring.	2,428	1	5
32	Teaching methods were not effective.	2,428	1	5
33	They were forced to do lots of homework.	2,071	1	5

Table 63 demonstrates what responses the instructors gave to the failure attribution questionnaire. As the analysis results of the survey suggest instructors' most popular failure attribution was "*They couldn't prepare for the exams properly.*" which differed completely from what the learners thought. Learners preferred "*I had the fear of not being able to pass to my department.*" factor as the most cited attributional cause for their failure. Findings reveal that learners prefer more external attributional factors while instructors prefer more internal reasons for learner failure.

Table 64

"I had the Fear of not Being able to Pass to my Department."

	f	%
Strongly Disagree	16	8
Disagree	9	4
Partly Agree	17	8
Agree	24	12
Strongly Agree	143	68

As the most important attributional factor for failure learners cited the fear of not being able to pass to their departments at the end of one year of prep class education. 80% of the learners agreed on that cause. This learner attribution is external and uncontrollable. As for instructor choice, only 62% of the instructors assumed it as a reason for learner failure. These results show how learner success is affected by negative mood.

Participant 14: *Before enrolling in the prep school I used to watch movies and tv-series in English. I was interested in English. I was happy that there was preparatory class. The fact that we couldn't go to our departments unless we pass the proficiency demotivated us.*

Participant 4: *We can't explain to our family why we can't go to our departments.*

Table 65

“We had no Other Subjects to Socialize.”

	f	%
Strongly Disagree	11	5
Disagree	14	7
Partly Agree	29	14
Agree	42	20
Strongly Agree	113	54

As table 65 suggests learners attribute their failure to another external cause which is: *“We had no Other Subjects to Socialize.”*. Learners highlighted the need to have access to various courses to socialize in addition to those fixed in the present syllabus. 74% of the learners and 71% of the instructors agreed on that factor. One of the participants of focus group interviews expressed this concern and gave a piece of advice: *“There could be some other subjects like music or PE for us to relax. For example native speakers could teach us playing some instrument while teaching us English, or we could have crafting classes with them. We could both learn and have fun.”*.

Participant 15: *There could be some other subjects like music or PE for us to relax. For example native speakers could teach us playing some instrument while teaching us English, or we could have crafting classes with them. We could both learn and have fun.*

Instructor 7: *Having music or PE classes among intensive English classes would be nice. They get tired English after English. They sometimes need some socialising classes. Some talented foreign instructors may give music lessons, or teach to play some instruments, so that learners both could relax and learn English at the same time.*

Table 66

“The Money I Paid for the Textbooks Lessened my Motivation.”

	f	%
Strongly Disagree	23	11
Disagree	7	3
Partly Agree	26	12
Agree	27	13
Strongly Agree	126	60

Table 66 demonstrates that the money they paid for the textbooks made them and that affected their success. Learners state at the interviews that although the materials are useful and interesting they were quite expensive. This attributional factor is external and uncontrollable.

Participant 29: *There were interesting topics. They raised curiosity. They were really useful. But they were expensive.*

Participant 46: *Our materials have been interesting but they were really expensive.*

Table 67

“Compulsory Preparatory Class Demotivated me.”

	f	%
Strongly Disagree	22	11
Disagree	11	5
Partly Agree	25	12
Agree	43	21
Strongly Agree	108	52

As displayed in Table 67, an overwhelming majority of students appeared to complain about the functions of prep school in foreign language teaching. From the findings it is evident that another attributional factor which is said to bring failure to the learners is “Compulsory preparatory class demotivated me” factor. 73% of the participants stated that this factor caused them to fail. Learners stated that when they are taught something

involuntarily they get distressed and demotivated. Most of the unsuccessful learners clearly expressed that their failure is due to the fact that they are forced to learn obligatorily. They stated that even if you would like to do something, you wouldn't do it if you are forced to by someone else. The mean value of this item is (3,9761) and it external and uncontrollable by dimension.

Participant 8: *Compulsory preparatory class is not interesting at all. Let the volunteer come to prep-school. The fact that I won't go to my department if I fail English demotivates me. On the one hand English being hard on the other hand its being compulsory distress us.*

Participant 9: *I didn't choose prep school myself. I didn't know it was compulsory. I came to know here after enrolling. If I had known there was prep class I wouldn't have chosen.*

Instructor 11: *Yes, obviously. If they have selected voluntarily they would be more interested in learning English than if they are obliged to do it. As we know, for example, history department students are very resistant because it is compulsory for them. Some of them are very resistant to learn English, but not all of them. Some other departments like tourism are more willing to learn if they need for their job.*

Instructor 2: *Prep class being compulsory affects student success greatly. Knowing that without passing proficiency test students can't go to their departments makes the learners study hard. Because this way they are aware of the fact that they have to be successful. However, without this obligation they think that they may pass some time in four years, and this thinking*

Table 68

“Exams were Very Difficult.”

	f	%
Strongly Disagree	11	5
Disagree	17	8
Partly Agree	43	21
Agree	53	25
Strongly Agree	85	41

66% of the unsuccessful learners declared that exams were quite difficult and that's why they failed in succeeding. However, 67% of the instructors did not agree with that saying that exams were not so difficult.

Table 69

“My English Knowledge was Insufficient at the Beginning of the Year.”

	f	%
Strongly Disagree	24	11
Disagree	26	12
Partly Agree	23	11
Agree	37	18
Strongly Agree	101	48

66% of the unsuccessful participants declared that another attributional cause that brought failure to them is “insufficient initial knowledge of English at the beginning of the prep class”. This attributional factor is also external, stable and uncontrollable which means learners are blaming some others for their failure. Similarly, 67% of the instructors also thought that initial knowledge of English plays an important role in learner success. One of the instructors summarises what most of the instructors think about this attributional cause: *“Those coming from Anatolian high schools with a good knowledge of English have no difficulty in keeping up with the pace. Others have problems. Background knowledge is a*

“must” otherwise learners undergo hard times. They lose faith in a short time, and give up studying.”

Participant 9: *My base knowledge was inadequate too. We didn't have a serious language education at high school. Majority of our classes were wasted. That's why it was as if we encountered the topics the first time. We were not as lucky as those friends who had had a proper education. There were loads of new words. It was quite hard to grasp the things as I saw them the first time.*

Instructor 9: *Background knowledge does affect success. But some of the learners do not study just because they have background knowledge. They rely on their background and choose not to revise much so they lag behind as the topics become harder and harder.*

Instructor 7: *If I look at the whole year I can say that students with some proper background knowledge have been more eager. The ones with no background knowledge were willing at the beginning but as the time passed and the topics became harder they lost energy and willingness. They got demotivated because everything got harder and harder but they didn't try harder to catch the pace.*

Table 70

“Our Course was too Intensive.”

	f	%
Strongly Disagree	26	12
Disagree	21	10
Partly Agree	32	15
Agree	42	20
Strongly Agree	89	42

The learners were asked whether intensive courses affected their success or not. 62% of the participant learners declared that “courses being too intensive” is another attributional cause which brought their failure. During the focus group interviews one of the learners stated that prep school curriculum is too intensive and that if one loses the thread once, it is almost impossible to catch again. Some other learners complained about schedule planning.

Participant 15: We sometimes finish classes very late.

Participant 14: If you lose the thread once, it is almost impossible to catch again. If you miss the classes just for one day, you miss a lot.

Instructor 2: Having twenty five hours is not too much. Perhaps curriculum planning might be a problem. For example some days having 8 classes some days five classes is not good.

Table 71

“Absenteeism Put Pressure on Me.”

	f	%
Strongly Disagree	33	16
Disagree	22	11
Partly Agree	29	14
Agree	40	19
Strongly Agree	86	41

Findings have demonstrated that 60% of the participants of the study attributed their failure in learning English to low absenteeism rate and its pressure on them. One of the learners summarised absenteeism problem saying that attendance problem creates pressure on everybody. To make it worse, he says that they are not announced their attendance rates regularly. An that they are afraid of failing because of high absenteeism.

Participant 4: *Attendance obligation creates pressure on me. It kills the pleasure. They schedule very early classes and expect us to attend. At 8:15 in the morning nobody can listen to a lesson.*

Participant 8: *Attendance problem creates pressure on everybody. Apart from that we are not announced our attendance rates regularly. We are afraid of failing because of high absenteeism.*

Participant 14: *Absenteeism has been a real pressure on us. Furthermore, we have never known the exact number of absenteeism rate. Some say 52 hours, some say 54 or sixty. Our student relations say something, somebody else's say something different. So we never know who says the truth.*

Instructor 1: *In our school there is attendance obligation. This has negative effects on the learners. If the learners come to the class because they are obliged to, they are not interested in what is taught in the class.*

Table 72

“Lessons have been Quite Boring.”

	f	%
Strongly Disagree	18	9
Disagree	27	13
Partly Agree	45	21
Agree	57	27
Strongly Agree	64	30

Another attributional reason for failure cited by the participants is *“Lessons have been Quite Boring.”* factor. 57% of the respondents expressed that lessons have been quite boring and that brought their failure. This attributional reason is external, stable and uncontrollable by dimension. One of the learners articulated at the interviews that the lessons have been

boring because they just could not understand what was going on in the lessons, that's why they lost sight of it most of the times.

Participant 14: *Classes have been boring. We have changed seven teachers. Some teachers have been quite authoritarian. I do not remember any interesting lessons. We were forced to attend classes against our will. I cannot say all the teachers have been that kind of people but anyway, I have never had an interesting lesson.*

Participant 7: *Lessons haven't been boring. There is a planned course of study to be covered so pace is fast. When there is an incoherent topic we lose the thread. We say we can study later. Then, that "later" never comes until the exam day. When you just study one day before the exam you unavoidably fail.*

Instructor 1: *I don't think that the classes have been boring. We have smartboards, our materials are interesting. But sometimes they might have too many classes so they get tired and bored I think.*

Table 73

"I haven't Revised Enough."

	f	%
Strongly Disagree	18	9
Disagree	32	15
Partly Agree	40	19
Agree	61	29
Strongly Agree	60	28

When the learners were inquired about how much they attributed their failure to not revising enough which is an internal and controllable attribution, 57% of them responded that they haven't revised enough and that affected their success negatively. Participants of the focus group interviews also stated that they do not really revise what they have learnt. One of

the instructors asserted that in each class there are 3 or 4 students who seem eager to learn, and that others just linger around.

Participant 5: *I didn't revise regularly. How can I revise the things that I don't understand? It is difficult to recycle at home when you don't understand the things.*

Participant 1: *We felt ourselves at ease that's why we didn't revise. I signed up for a private course. They guaranteed to pass the proficiency at the course. That's why I didn't take classes seriously here.*

Participant 7: *I didn't revise regularly. I had some personal problems. It was difficult to revise the materials I didn't understand. When I start to revise I get stuck whenever there is something I don't understand. You need someone to answer your questions.*

Instructor 1: *It is necessary to recycle the material, to do exercises in English. But unfortunately our students are not voluntary to do that. They don't even keep notebooks. They do not even try to learn the new vocabulary. In each class there are 3 or 4 students who seem eager to learn, others just linger around.*

Table 74

"I didn't Know how to Study."

	f	%
Strongly Disagree	29	14
Disagree	26	12
Partly Agree	44	21
Agree	60	29
Strongly Agree	49	23

One of the items emerging from the questionnaire is concerned with the study habits of students when learning English. 52% of the learners and 54% of the instructors asserted that the unsuccessful EFL learners did not know how to study a foreign language. Just 26% of

the learner participants stated that they disagreed with this attributional cause for failure. One of the instructors stated that learners did not really know how to study or what to study and this poses one of the major problems.

***Instructor 3:** One of most important problems is this one. Learners do not know how to study and what to study. They usually say they haven't studied for the exam because they didn't know what to do. Unfortunately they never do any self studying at home like reading, listening or watching. They always wait to be assigned.*

***Instructor 1:** There are those who know and those who don't know how to study. Those who attended special courses are more knowledgable. Most of the students really don't know what to do.*

Table 75

"I could not Practice Enough."

	f	%
Strongly Disagree	19	9
Disagree	31	15
Partly Agree	47	22
Agree	56	27
Strongly Agree	57	27

54% of the learner participants of the study declared that they could not practice enough and that was one of the attributional causes that brought student failure. On the other hand, 76% of the instructors thought that the deficiency of learners' practicing chance is a significant attributional cause for learner failure.

***Participant 14:** We haven't had practising chance. First term we didn't have native speaker teachers. Second term there was a native speaker. We saw the benefit.*

***Participant 11:** We have no opportunity to have practice. We just watch movies in English. We learn grammar, we don't improve speaking skill.*

Table 76

“I had Difficulty in Learning New Vocabulary.”

	f	%
Strongly Disagree	27	13
Disagree	36	17
Partly Agree	27	13
Agree	60	28
Strongly Agree	61	29

Another attributional cause that is thought to bring learner failure in learning English as a foreign language is having difficulty in learning new vocabulary. 57% of the learners and 67% of the instructors agreed on this attributional factor. Learners express that there are always a lot of new words and that it is sometimes impossible to memorise them.

***Participant 1:** Some learners have mathematical intelligence, some have social intelligence. Some learn vocabulary quickly, some do not. Memorising vocabulary for me has been especially difficult.*

***Participant 8:** I also couldn't learn enough vocabulary. I remember the words the first day I learn but then I forget the other days. I didn't use strategies to learn vocabulary. When you encounter loads of words everyday it is really difficult to memorise them.*

Table 77

“I didn't Study Enough.”

	f	%
Strongly Disagree	29	14
Disagree	39	19
Partly Agree	39	19
Agree	59	28
Strongly Agree	45	21

This item sought to answer to what extent students' lack of commitment to individual study had an influence over their failure. As Table 77 demonstrates 49% of the participants declared that they have not studied adequately to which they attributed their failure in learning English. However, 89% of the instructors asserted that the reason of learner failure must be attributed to the cause that the learners have not studied properly and sufficiently.

Participant 4: *We didn't study systematically and enough. We are short of time. There are classes at 8:15 in the morning. We are not the kind of people who can go to sleep at 10 pm. Time is running out. It is a new city for us. We want to do some sightseeing. So there is little time left for studying. That's why we couldn't study enough.*

Participant 8: *I didn't study enough and systematically. At the beginning of the year things were easier. We were happy with that and thought that it would go on this way. I thought I would overcome easily. I didn't have a serious base knowledge. When the topics became harder my will of studying also disappeared. Initially, I thought I could succeed. Later, I became to think I can't.*

Table 78

"Topics Progressed so Fast that I could not Keep up."

	f	%
Strongly Disagree	27	13
Disagree	32	15
Partly Agree	51	24
Agree	45	21
Strongly Agree	55	26

47% of both learners and the instructors declared that topics progressed so fast that learners could not catch up most of the times and consequently they failed learning English. Only 28% of the learners disagreed with that attributional factor. One of the instructors admits the situation saying that as too much material is to be covered learners don't have enough

time to absorb the material. They don't have enough time for recycling vocabulary or grammar. Learners also state that as they take a new topic every day it's not easy to keep track of things. They add that topics are already difficult, and that they always cover new topics and plus when the pace is too fast they completely fall behind.

Participant 10: *As we take a new topic every day it's not easy to keep track of things. Topics are already difficult, we always cover new topics and plus when the pace is too fast we completely fall behind.*

Participant 7: *Preparatory school finishes earlier than the other departments. It lasts seven months. That's why topics are covered fast. If the topics could have been covered slower then it would have been better.*

Instructor 11: *I think this is true sometimes. Too much material is to be covered. They don't have enough time to absorb the material. They don't have enough time for recycling vocabulary or grammar.*

Instructor 10: *But I think curriculum is very intensive. We use three books of three levels. I think that's too much. We are striving to finish the units and activities. Especially when we come to the third level they become to sweat.*

Table 79

“English was Difficult to Learn.”

	f	%
Strongly Disagree	32	15
Disagree	32	15
Partly Agree	48	23
Agree	51	24
Strongly Agree	48	23

McLaughlin (1992) points out that learning a second or foreign language is difficult, and that it requires a remarkable amount of time and energy. Table 80 demonstrates that 47% of learner respondents and 53% of the instructors stated that English was difficult to learn and that was an attributional cause for being unsuccessful. One of the learners complained that English is difficult and grammar is complicated. They state that words have more than one meaning and that sentence structure is quite different.

***Participant 4:** Yes, it was difficult to learn English. We are learning a new language. We are learning a new culture. Anyway, being difficult was not an obstacle. Grammar was the hardest. I didn't have much initial knowledge.*

***Participant 15:** I studied until a certain date. But it always got harder and harder. Everyday there were new topics and subjects which suffocated us after a while.*

***Instructor 11:** English is basically not a difficult language. It depends on how learners perceive it. If they think it is difficult. Especially if it is their first foreign language, and they don't know anything about foreign languages it would seem more difficult probably. If they see it easy they will be more successful.*

***Instructor 2:** English is from a different family language but English grammar is much easier than Turkish grammar. English is not a difficult language to learn grammatically.*

***Instructor 1:** Learning English is not difficult. It just takes time. Learners need to give some time. They should seek ways to recycle their knowledge. They are reluctant to use the language.*

Table 80

“I could not pay Attention to Lessons.”

	f	%
Strongly Disagree	45	21
Disagree	26	12
Partly Agree	47	22
Agree	49	23
Strongly Agree	43	21

As seen in Table 80, the item “attention to lessons” in the questionnaire was widely cited by students who felt unsuccessful in English. 78% of the instructors stated that one of the most important reasons for student failure is that they did not pay attention to lessons. However, only 44% of the learners agreed on that attributional factor. This attributional cause is internal, unstable and controllable by dimension.

***Participant 14:** If it is a nice day for me I always attend to lessons. If I had some personal problems it is of course difficult to attend.*

***Participant 5:** We sometimes haven't paid attention. There have been days when we were sleepless. We couldn't pay attention to the lessons.*

***Participant 8:** When we have lessons early in the morning we are usually sleepy. If there is reading first, we can't manage to understand it. My house is too far from the school so I have to get up very early.*

Table 81

“I Failed Even Tough I Made Great Effort.”

	f	%
Strongly Disagree	53	26
Disagree	27	13
Partly Agree	53	26
Agree	35	17
Strongly Agree	40	19

As Table 81 suggests 36% of the learner respondents stated that they failed even though they have made great effort for succeeding in the English courses . On the other hand only 18% of the prep school instructors thought that unsuccessful learners failed although they tried hard. The view that one of the learners held appeared to summarise the responses of learners by saying that she underwent failure here for the first time in her life she adds that she felt herself desperate and lazy.

Participant 14: *I studied hard until the first midterm. We went to the library with friends. But the questions at the exam and things we have learned were different. I got very low mark at the midterm. It was the first time I failed an exam for which I studied very hard. Prep school disappointed me. I became a failure even though I tried hard. So I quit.*

Instructor 7: *I can't say that everybody who studied succeeded. Some of my students who did all their assignments and listened carefully in the class were not successful.*

Participant 8: *I experienced failure despite hard-work for the first time here. I studied very hard before midterms. At the beginning of second term I started studying daily. I performed all assignment. After all this hard-work when I got low marks I quit studying.*

Table 82

“Some of our Instructors did not Treat us Sympathetically.”

	f	%
Strongly Disagree	59	28
Disagree	41	20
Partly Agree	35	17
Agree	27	13
Strongly Agree	48	23

Perkins (2013) stated that instructor attitude directly effects learner attitude. Results revealed that, almost 36% of the prep school EFL learners attributed their failure to the factor that some of their instructors did not treat them sympathetically. 29% of the instructors agreed on this attributional factor. One of the learners expressed during focus group interviews that some teachers have not been kind and understanding and that they had high egos.

***Instructor 11:** This is what I am saying that having good rapport with the students. If they feel that teachers are on their side, if they think the teacher is eager to help them they would be more successful. If they think that the teacher is against them, or is not helping them, or is not interested in them, then they will probably be less successful.*

***Instructor 7:** Every year at the end of the year I ask the students to criticise the educational year. They give feedback of the whole year. Some say for example previous years they had teachers they didn't like that's why they were reluctant to study. They stated the importance of teachers. Similarly, in the middle of the term some students who changed the classes gave similar feedbacks.*

Table 83

“Friends Affected me Negatively Concerning Studying.”

	f	%
Strongly Disagree	84	40
Disagree	35	17
Partly Agree	42	20
Agree	26	12
Strongly Agree	22	11

57% of the instructors and only 33% of the participant learners agreed on the attributional factor that friends affected learner success negatively. One of the learners claimed that some students created tension in the class by quarrelling with the teachers. This attributional factor is external, stable and uncontrollable by dimension.

Participant 14: *Some friends created a tension in the class, they quarrelled with the teachers.*

Instructor 7: *Concerning being successful, inside-class environment also has influenced the success because some enthusiastic students being in the class affected others' mood and motivation too. Their interaction also affected their success.*

Instructor 11: *One or two very successful students in the class can affect others' success. The others want to catch up with them. There can be competitions sometimes. It depends on the composition of the class, how well they get on together. If they get on well together they may tend to help each other more. If they don't like each other, there might be problems.*

Instructor 7: *Learners make groups in the class. If there are hard-working students in the groups they affect the others positively. If most of them are mostly lazy students the others also become lazy like them. There was a student hard-working at the beginning*

when she started to be friends with a lazy one she then stopped studying like she did before.

Table 84

“I Thought it was Unnecessary to Learn English.”

	f	%
Strongly Disagree	141	67
Disagree	26	12
Partly Agree	17	8
Agree	15	7
Strongly Agree	12	6

In quest of student failure this item in the questionnaire was designed in order to find out the extent to which students were motivated to learn English. The least effective factor on student failure is regarding English as unnecessary to learn. Just 13% the learners asserted that they have seen learning English useless and that’s why they became unsuccessful. On the other hand, interestingly, 75% of the instructors thought that unsuccessful learners have regarded English unnecessary to learn. In fact, One of the instructors made the point that learner reluctance saying that there are a lot of students who see English useless, especially students from some certain departments. She asserts that even those from tourism department are sometimes reluctant to learn English.

Participant 12: *I regard learning English unnecessary because it has no use for me. It shouldn't be taught compulsorily. Nobody can teach me anything by force. The reason of my failure is its being compulsory. I am kept here against my free will. Most of the class are kept here by force.*

Participant 12: *On the opposite site of Dardanelles we had a war with the British. Why should I learn their language. Why should I learn language of a nation that want to divide my country. I am allergic to the nations whose native tongue is English.*

Instructor 7: Some of our students came here without knowing that they will have a prep class. When we had a talk with them, they usually declared that they won't need English in the future. So they never did the assignments and their homework.

Instructor 2: There are a lot of students who see English useless. They see no reason to learn. Especially students from some certain departments. Even those from tourism department are sometimes reluctant to learn English. There might be various reasons for that.

Research Question 3 and the Findings

Research Question 3: Are there any differences in failure attributions of EFL learners in terms of Gender, Education Time, Age, Education Type and Achievement?

The third research question of the study is “Are there any differences in failure attributions of EFL learners in terms of Gender, Education Time, Age, Education Type and Achievement?”. In order to answer the third research question Independent Samples T-test was administered to the quantitatively collected data and the results are demonstrated in Tables 85, 86, 87, 88, and 89.

Table 85

Independent Samples T-test Results of the Failure Factors In Terms of Participants' Gender

Factors	Gender	N	Mean	S. D.	t	df	Sig. (2-tailed)
Environment	Male	108	3,43	,82	-1,193	209	,234
	Female	103	3,56	,84			
Task Difficulty	Male	108	3,45	,73	1,960	209	,051
	Female	103	3,25	,77			
Lack of Effort	Male	108	3,14	,92	-,965	209	,336
	Female	103	3,27	,95			
Motivation	Male	108	2,09	,84	-1,932	209	,055
	Female	103	2,33	,90			

Table 85 indicates the Independent Samples T-test results of the attributional factors for failure in terms of participants' gender. The T-test results do not indicate significant differences between male and female learners in terms of failure factors as the "p" values are above "0.05" (p1= 0,234; p2= 0,051; p3= 0,336; p4= 0,055).

Table 86

Independent Samples T-Test Results of the Failure Factors According to Education Time

Factors	Education Time	N	Mean	S. D.	t	df	Sig. (2-tailed)
Environment	Daytime	140	3,36	,83	-3,428	209	,001*
	Evening	71	3,76	,76			
Task Difficulty	Daytime	140	3,32	,77	-,950	209	,343
	Evening	71	3,43	,71			
Lack of Effort	Daytime	140	3,19	,95	-,304	209	,761
	Evening	71	3,23	,90			
Motivation	Daytime	140	2,28	,89	1,657	209	,099
	Evening	71	2,07	,84			

* p≤.05

Table 86 demonstrates the Independent Samples T-test results of the attributional factors for failure in terms of participants' Education Time. The T-test results do not indicate significant differences between daytime and evening learners' failure attributions in terms of factors 2,3 and 4 as their "p" values are above "0.05" (p2= 0,343; p3= 0,761; p4= 0,099).

However, the T-test results indicate significant differences between daytime and evening learners' failure attributions in terms of factor 1 as its "p" value is below "0.05" ($p_1=0,001$).

Table 87

Independent Samples T-Test Results of the Failure Factors According to Age

Factors	Age	N	Mean	S. D.	t	df	Sig. (2-tailed)
Environment	19 and below	90	3,43	,83	-,890	190,431	,375
	20 and above	121	3,54	,82			
Task Difficulty	19 and below	90	3,16	,79	-3,331	177,276	,001*
	20 and above	121	3,50	,69			
Lack of Effort	19 and below	90	3,07	,89	-1,813	199,313	,071
	20 and above	121	3,30	,96			
Motivation	19 and below	90	2,03	,73	-2,518	209	,013*
	20 and above	121	2,34	,95			

* $p \leq 0,05$

Table 87 demonstrates the Independent Samples T-test results of the attributional factors for failure in terms of participants' age. The T-test results do not indicate significant differences between "19 and below" and "20 and above" age of learners in terms of failure factors 1 and 3 as their "p" values are above "0.05" ($p_1=0,375$; $p_3=0,071$). However, the T-test results indicate significant differences between "19 and below" and "20 and above" age of learners in terms of failure factors 2 and 4 as their "p" value is below "0.05" ($p_2=0,001$; $p_4=0,013$).

Table 88

Independent Samples T-Test Results of the Failure Factors According to Academic Achievement

Factors	Academic Achievement	N	Mean	S. D.	t	Df	Sig. (2-tailed)
Environment	60 and below	176	3,48	,85	-,540	56,808	,591
	61 and above	35	3,55	,69			
Task Difficulty	60 and below	176	3,46	,71	4,683	47,061	,000*
	61 and above	35	2,82	,74			
Lack of Effort	60 and below	176	3,25	,91	1,563	45,375	,125
	61 and above	35	2,96	1,02			
Lack of Motivation	60 and below	176	2,23	,91	1,167	60,082	,248
	61 and above	35	2,07	,69			

* p<.05

Table 88 demonstrates the Independent Samples T-test results of the attributional factors for failure in terms of participants' academic achievement. The T-test results do not indicate significant differences between "60 and below" and "61 and above" academic achievement of learners in terms of failure factors 1, 3 and 4 as their "p" values are above "0.05" (p1= 0,591; p3= 0, 125; p4= 248). However, the T-test results indicate significant differences between "60 and below" and "61 and above" academic achievement of learners in terms of failure factor 2 as its "p" value is below "0.05" (p2= 0, 000).

Research Question 4 and the Findings

Research Question 4: Are there any differences in success attributions of EFL learners in terms of Gender, Education Time, Age, Education Type and Achievement?

The fourth research question of the study is “Are there any differences in success attributions in terms of Gender, Education Time, Age, Education Type and Achievement?”. In order to answer the third research question Independent Samples T-test was administered to the quantitatively collected data and the results are demonstrated in Tables 89, 90, 91, 92, and 93.

Table 89

Independent Samples T-Test Results of the Success Factors According to Gender

Factors	Gender	N	Mean	S. D.	t	Df	Sig. (2-tailed)																																
Effort	Male	186	3,79	,67	5,077	178,035	,000*																																
	Female	103	3,31	,82				Environment	Male	186	3,60	,77	1,437	287	,152	Female	103	3,46	,77	Task Orientation	Male	186	3,90	,74	-1,318	287	,189	Female	103	4,02	,68	Strategy Use	Male	186	3,70	,69	2,472	287	,014*
Environment	Male	186	3,60	,77	1,437	287	,152																																
	Female	103	3,46	,77				Task Orientation	Male	186	3,90	,74	-1,318	287	,189	Female	103	4,02	,68	Strategy Use	Male	186	3,70	,69	2,472	287	,014*	Female	103	3,49	,72								
Task Orientation	Male	186	3,90	,74	-1,318	287	,189																																
	Female	103	4,02	,68				Strategy Use	Male	186	3,70	,69	2,472	287	,014*	Female	103	3,49	,72																				
Strategy Use	Male	186	3,70	,69	2,472	287	,014*																																
	Female	103	3,49	,72																																			

* $p \leq .05$

Table 89 demonstrates the Independent Samples T-test results of the attributional factors for success in terms of participants' gender. The T-test results do not indicate significant differences between “male” and “female” learners in terms of success factors 2 and 3 as their “p” values are above “0.05” ($p_2 = 0,152$; $p_3 = 0,189$). However, the T-test results indicate significant differences between “male” and “female” learners concerning success factors 1 and 4 as their “p” value is below “0.05” ($p_1 = 0,000$; $p_4 = 0,014$).

Table 90

Independent Samples T-Test Results of the Success Factors According to Education Time

Factors	Education Time	N	Mean	S. D.	t	Df	Sig. (2-tailed)
Effort	Daytime	247	3,61	,74	-,144	50,416	,886
	Evening	42	3,64	,92			
Environment	Daytime	247	3,55	,75	-,052	287	,958
	Evening	42	3,56	,94			
Task Orientation	Daytime	247	3,96	,69	,712	50,393	,480
	Evening	42	3,86	,86			
Strategy Use	Daytime	247	3,63	,71	,535	287	,593
	Evening	42	3,57	,70			

Table 90 demonstrates the Independent Samples T-test results of the attributional factors for success in terms of participants' education time. The T-test results do not indicate significant differences between daytime and evening learners of English in terms of success factors as the "p" values are above "0.05" ($p_1=0,886$; $p_2=0,958$; $p_3=0,480$; $p_4=0,593$).

Table 91

Independent Samples T-Test Results of the Success Factors According to Age

Factors	Age	N	Mean	S. D.	t	df	Sig. (2-tailed)
Effort	19 and below	184	3,56	,75	-1,592	212,125	,113
	20 and above	105	3,71	,77			
Environment	19 and below	184	3,51	,76	-1,103	206,356	,271
	20 and above	105	3,62	,80			
Task Orientation	19 and below	184	3,97	,71	,693	210,704	,489
	20 and above	105	3,90	,73			
Strategy Use	19 and below	184	3,68	,70	1,855	213,633	,065
	20 and above	105	3,52	,71			

Table 91 demonstrates the Independent Samples T-test results of the attributional factors for success in terms of participants' age. According to the T-test results no significant differences were observed between "19 and below" and "20 and above" age of learners of

English regarding success factors as the “p” values are above “0.05” ($p_1= 0,113$; $p_2= 0,271$; $p_3= 0,489$; $p_4= 0,065$).

Table 92

Independent Samples T-Test Results of the Success Factors According to Compulsory or not

Factors	Obligation	N	Mean	S. D.	t	df	Sig. (2-tailed)
Effort	Compulsory	270	3,61	,77	-1,224	22,813	,233
	Optional	19	3,78	,58			
Environment	Compulsory	270	3,54	,77	-1,159	20,412	,260
	Optional	19	3,76	,80			
Task Orientation	Compulsory	270	3,94	,71	-,064	19,961	,950
	Optional	19	3,96	,82			
Strategy Use	Compulsory	270	3,64	,71	1,960	21,583	,063
	Optional	19	3,35	,61			

Table 92 demonstrates the Independent Samples T-test results of the attributional factors for success in terms of participants’ learning English obligatorily or not. The T-test results do not demonstrate significant differences between “compulsory” and “optional” learners of English in terms of success factors as the “p” values are above “0.05” ($p_1= 0, 233$; $p_2= 0, 260$; $p_3= 0, 950$; $p_4= 0, 063$).

Table 93

Independent Samples T-Test Results of the Success Factors According to Academic Achievement

Factors	Academic Achievement	N	Mean	S. D.	t	Df	Sig. (2-tailed)
Effort	60 and below	53	3,49	,83	-1,280	72,064	,205
	61 and above	236	3,65	,75			
Environment	60 and below	53	3,41	,77	-1,518	77,656	,133
	61 and above	236	3,59	,77			
Task Orientation	60 and below	53	3,66	,69	-3,218	78,848	,002*
	61 and above	236	4,01	,71			
Strategy Use	60 and below	53	3,49	,78	-1,422	71,120	,159
	61 and above	236	3,66	,69			

* $p \leq .05$

Table 93 demonstrates the Independent Samples T-test results of the attributional factors for success in terms of participants' gender. The T-test results do not reveal significant differences between "60 and below" and "61 and above" of academic achievement of learners regarding success factors 1, 2 and 4 as their "p" values are above "0.05" ($p_1=0,205$; $p_2=0,133$; $p_4=0,159$). However, the T-test results indicate significant differences between "60 and below" and "61 and above" of academic achievement of learners with regard to success factor 3 as its "p" value is below "0.05" ($p_3=0,002$).

Research Question 5 and the Findings

Research Question 5: Are there any differences in success attributions of EFL learners in terms of departments and graduated schools?

The fifth research question of the study is "Are there any differences in failure attributions in terms of departments and graduated schools?". In order to answer *the fifth research question* descriptive statistics and One-Way ANOVA Post Hoc Tukey Test were administered to the collected data and the results are demonstrated in Tables 94, 95, 96, 97, 98, and 99.

Table 94

Descriptive Statistics of the Successful Learners in Terms of Graduated Schools

Factors	Graduated School	N	Mean	S.D
Effort	Anatolian High School	110	3,55	,83
	General High School	131	3,66	,69
	Vocational High School	48	3,65	,81
Environment	Anatolian High School	110	3,41	,76
	General High School	131	3,60	,73
	Vocational High School	48	3,73	,89
Task Orientation	Anatolian High School	110	4,04	,69
	General High School	131	3,84	,75
	Vocational High School	48	4,01	,67
Strategy Use	Anatolian High School	110	3,69	,72
	General High School	131	3,59	,71
	Vocational High School	48	3,57	,66

Table 94 presents Anatolian High School, General High School and Vocational High School learner participants' numbers, mean values for the success factors (effort, environment, task and strategy). As it can be observed from Table 94, general high school graduates attributed their success mostly to "effort" factors, vocational high school graduates attributed their success mostly to "environment" factors, Anatolian high school graduates attributed their success mostly to "task orientation" factors and "strategy use" factors.

Table 95

One Way Anova Analysis of Success Factors in Terms of Graduated School

Factors		Sum of Squares	Df	Mean Square	F	Sig.
Effort	Between Groups	,78	2	,39	,66	,515
	Within Groups	169,17	286	,59		
Environment	Between Groups	3,96	2	1,98	3,31	,038*
	Within Groups	171,21	286	,59		
Task Orientation	Between Groups	2,41	2	1,20	2,32	,100
	Within Groups	148,52	286	,51		
Strategy Use	Between Groups	,84	2	,42	,83	,435
	Within Groups	144,98	286	,50		

* $p \leq .05$

An Analysis of Variance (ANOVA) test indicated that the differences observed for “success factor 2” were statistically significant [$F = 3,315, p = .038$] according to their school of graduation. Group differences were examined through a post hoc Tukey Test, differences were found between graduates of Anatolian High School and Vocational High School ($p=.049$) for factor 2 and the results are demonstrated in Table 95 and Table 96.

Table 96

One-Way Anova Post-Hoc Tukey Test Results of Success Factors for Graduated Schools

Factors	Graduated School(I)	Graduated School(J)	Mean Difference (I-J)	Std. Error	Sig.
Effort	Anatolian High School	General H. School	-,10	,09	,518
		Vocational H. School	-,10	,13	,717
	General High School	Anatolian H. School	,10	,09	,518
		Vocational H. School	,00	,12	,999
	Vocational High School	Anatolian H. School	,10	,13	,717
		General H. School	-,00	,12	,999
Environment	Anatolian High School	General H. School	-,18	,10	,144
		Vocational H. School	-,31*	,13	,049*
	General High School	Anatolian H. School	,18	,10	,144
		Vocational H. School	-,12	,13	,591
	Vocational High School	Anatolian H. School	,31*	,13	,049*
		General H. School	,12	,13	,591
Task Orientation	Anatolian High School	General H. School	,19	,09	,101
		Vocational H. School	,03	,12	,968
	General High School	Anatolian H. School	-,19	,09	,101
		Vocational H. School	-,16	,12	,382
	Vocational High School	Anatolian H. School	-,03	,12	,968
		General H. School	,16	,12	,382
Strategy Use	Anatolian High School	General H. School	,10	,09	,478
		Vocational H. School	,12	,12	,583
	General High School	Anatolian H. School	-,10	,09	,478
		Vocational H. School	,01	,12	,991
	Vocational High School	Anatolian H. School	-,12	,12	,583
		General H. School	-,01	,12	,991

* $p \leq .05$

As Table 96 shows although there are differences between the mean values of Anatolian High School, General High School and Vocational High School for factors 1, 3 and 4; these differences are not statistically significant at the level of $p > .05$. However, as the results of the analysis revealed regarding the factor two (environment) significant differences were observed between graduates of Anatolian High School and Vocational High Schools ($p < .05$). As expected, the results suggest that Vocational High School graduates attribute their success situations to environmental factors more frequently (mean= 3.73) than the graduates of Anatolian High Schools (mean=3.41).

Table 97

Descriptive Statistics of the Successful Learners in Terms of Departments

	Departments	N	Mean	Std. Deviation
Task Orientation (Factor 3)	Travel Management and Tourism Guidance	25	3,6000	,58985
	International Relations	52	4,0962	,61865
	Foreign Commerce	7	4,1071	,34932
	Environmental Engineering	26	3,6731	,84193
	Public Administration	42	3,6190	,82128
	History	24	3,6979	,58967
	Accomodation Management	30	3,9000	,92522
	English Language Teacher Education	31	4,1371	,51977
	Molecular Biology and Genetics	19	4,0263	,64493
English Language and Literature	21	4,4167	,45644	

Table 97 presents learner participants' numbers, mean values for the success factor 3 (Task orientation) in terms of the departments they enrolled in. It can be observed from Table

97 that English Language and Literature learners were the ones attributing their failure mostly to “Task orientation” factors.

Table 98

One-Way Anova Analysis of Success Factors in Terms of Departments

Factors		Sum of Squares	Df	Mean Square	F	Sig.
Effort	Between Groups	3,54	9	,39	,66	,745
	Within Groups	166,42	279	,59		
Environment	Between Groups	8,88	9	,98	1,65	,099
	Within Groups	166,29	279	,59		
Task Orientation	Between Groups	15,42	9	1,71	3,53	,000*
	Within Groups	135,50	279	,48		
Strategy Use	Between Groups	7,68	9	,85	1,72	,083
	Within Groups	138,14	279	,49		

* $p \leq .05$

As it is indicated in Table 98 an Analysis of Variance (ANOVA) test demonstrated that the differences observed were statistically significant [$F = 3,530$, $p = 0.000$] for success factor 3 (Task Orientation) according to learners' departments.

Table 99

One-Way Anova Post-Hoc Tukey Test Analysis of Success Factor 3- Task Orientation - in Terms of Departments

Factors	(I) Departments	(J) Departments	Mean Differenc e (I-J)	Std. Error	Sig.
International Relations		Travel Management and Tourism Guidance	,07	,14	1,000
		Foreign Commerce	-,01	,28	1,000
		Environmental Engineering	,42	,16	,259
		Public Administration	,47*	,14	,036*
		History	,39	,17	,382
		Accomodation Management	,19	,15	,967
		English Language Teacher Education	-,04	,15	1,000
		Molecular Biology and Genetics	,06	,18	1,000
		English Language and Literature	-,32	,18	,748
		Travel Management and Tourism Guidance	-,34	,17	,637
Environmental Engineering		International Relations	-,42	,16	,259
		Foreign Commerce	-,43	,29	,906
		Public Administration	,05	,17	1,000
		History	-,02	,19	1,000
		Accomodation Management	-,22	,18	,969
		English Language Teacher Education	-,46	,18	,271
		Molecular Biology and Genetics	-,35	,21	,806
		English Language and Literature	-,74*	,20	,012*
		Travel Management and Tourism Guidance	-,40	,15	,245
		International Relations	-,47*	,14	,036*
Public Administration		Foreign Commerce	-,48	,28	,786
		Environmental Engineering	-,05	,17	1,000
		History	-,07	,17	1,000
		Accomodation Management	-,28	,16	,802
		English Language Teacher Education	-,51	,16	,058
		Molecular Biology and Genetics	-,40	,19	,519
		English Language and Literature	-,79*	,18	,001*
		Travel Management and Tourism Guidance	-,32	,18	,757
		International Relations	-,39	,17	,382
		Foreign Commerce	-,40	,29	,936
History		Environmental Engineering	,02	,19	1,000
		Public Administration	,07	,17	1,000
		Accomodation Management	-,20	,19	,988
		English Language Teacher Education	-,43	,18	,381
		Molecular Biology and Genetics	-,32	,21	,877
		English Language and Literature	-,71*	,20	,022*

* $p \leq .05$

Group differences were examined through a post hoc Tukey Test, differences were found between learners of International Relations, Public Administration, Environmental Engineering, English Language and Literature and History ($p = .000$) and the results are demonstrated in Table 98 and Table 99. As Table 99 shows there are significant differences between learners of International Relations and Public Administration ($p = .036$); between Environmental Engineering and English Language and Literature ($p = .012$); between Public Administration and English Language and Literature ($p = .001$); between History and English Language and Literature ($p = .022$). Although there are differences between the mean values of departments for success factors 1, 2 and 4; these differences are not statistically significant where $p > .05$.

Research Question 6 and the Findings

Research Question 6: Are there any differences in failure attributions of EFL learners in terms of departments and graduated schools?

The sixth research question of the study is “Are there any differences in failure attributions in terms of departments and graduated schools?”. In order to answer *the fifth research question* descriptive statistics and One-Way ANOVA Post Hoc Tukey Test were administered to the collected data and the results are demonstrated in Tables 100, 101, 102, 103, 104, and 105.

Table 100

Descriptive Statistics of the Unsuccessful Learners in Terms of Graduated Schools

Factors	Graduated Schools	N	Mean	Std. Deviation
Environment	Anatolian High School	49	3,56	,97
	General High School	127	3,47	,81
	Vocational High School	35	3,50	,71
Task Difficulty	Anatolian High School	49	3,12	,93
	General High School	127	3,36	,70
	Vocational High School	35	3,66	,54
Lack of Effort	Anatolian High School	49	3,10	,97
	General High School	127	3,18	,94
	Vocational High School	35	3,42	,82
Lack of Motivation	Anatolian High School	49	2,10	,96
	General High School	127	2,18	,84
	Vocational High School	35	2,47	,85

Table 100 presents unsuccessful Anatolian High School, General High School and Vocational High School graduate participants' numbers and mean values for the failure factors ("environment", "task difficulty", "lack of effort" and "strategy"). As it can be observed from Table 100, Anatolian high school graduates attributed their failure mostly to "environment" factors and vocational high school graduates attributed their failure mostly to "task difficulty", "lack of effort", and "lack of motivation" factors.

Table 101

One-Way Anova Analysis Failure Factors in Terms of Graduated School

Factors	Groups	Sum of Squares	df	Mean Square	F	Sig.
Environment	Between Groups	,30	2	,15	,21	,806
	Within Groups	145,23	208	,69		
Task Difficulty	Between Groups	5,92	2	2,96	5,38	,005
	Within Groups	114,40	208	,55		
Lack of Effort	Between Groups	2,16	2	1,08	1,23	,293
	Within Groups	182,54	208	,87		
Lack of Motivation	Between Groups	3,06	2	1,53	1,99	,138
	Within Groups	159,79	208	,76		

As it is indicated in Table 101 an Analysis of Variance (ANOVA) test revealed that the differences observed were statistically significant [$F = 5,382, p = .005$] for “failure actor 2” according to their school of graduation.

Table 102

One-Way Anova Post-Hoc Tukey Test Results of Failure Factors for Graduated Schools

Factors	(I) Graduated School	(J) Graduated School	Mean Difference (I-J)	Std. Error	Sig.
Environment	Anatolian High School	General High School	,09	,14	,789
		Vocational High School	,06	,18	,939
	General High School	Anatolian High School	-,09	,14	,789
		Vocational High School	-,03	,16	,981
	Vocational High School	Anatolian High School	-,06	,19	,939
		General High School	,03	,16	,981
Task Difficulty	Anatolian High School	General High School	-,23	,12	,141
		Vocational High School	-,54*	,16	,003
	General High School	Anadolu Lisesi	,24	,13	,141
		Vocational High School	-,30	,14	,087
	Vocational High School	Anatolian High School	,54*	,16	,003
		General High School	,30	,14	,087
Lack of Effort	Anatolian High School	General High School	-,08	,16	,856
		Vocational High School	-,32	,21	,280
	General High School	Anatolian High School	,08	,16	,856
		Vocational High School	-,23	,18	,395
	Vocational High School	Anatolian High School	,32	,21	,280
		General High School	,23	,18	,395
Lack of Motivation	Anatolian High School	General High School	-,08	,15	,854
		Vocational High School	-,37	,20	,140
	General High School	Anatolian High School	,08	,15	,854
		Vocational High School	-,29	,17	,195
	Vocational High School	Anatolian High School	,37	,19	,140
		General High School	,29	,17	,195

Group differences were examined through a post hoc Tukey Test, differences were found between graduates of Anatolian High School and Vocational High School ($p = .003$)

and the results are demonstrated in Table 101 and Table 102. As Table 102 shows although there are differences between the mean values of Anatolian High School, General High School and Vocational High School for failure factors 1, 3 and 4; these differences are not statistically significant where $p > .05$.

Table 103

Descriptive Statistics of the Unsuccessful Learners in Terms of Departments They Enrolled In

Factors	Departments	N	Mean	S. D.
Environment	Travel Management and Tourism Guidance	17	3,47	,82
	International Relations	35	3,58	,84
	Foreign Commerce	19	3,25	,72
	Environmental Engineering	15	3,15	,57
	Public Administration	41	3,65	,93
	History	26	3,38	,91
	Accomodation Management	43	3,55	,84
	Molecular Biology and Genetics	14	3,55	,68
Task Difficulty	Travel Management and Tourism Guidance	17	3,30	,53
	International Relations	35	3,07	,75
	Foreign Commerce	19	3,52	,62
	Environmental Engineering	15	3,24	,69
	Public Administration	41	3,35	,76
	History	26	3,53	,80
	Accomodation Management	43	3,53	,72
	Molecular Biology and Genetics	14	3,21	1,07
Lack of Effort	Travel Management and Tourism Guidance	17	3,41	,83
	International Relations	35	3,24	,96
	Foreign Commerce	19	3,48	1,00
	Environmental Engineering	15	2,62	,92
	Public Administration	41	3,23	1,11
	History	26	3,35	,93
	Accomodation Management	43	3,00	,76
	Molecular Biology and Genetics	14	3,38	,63
Lack of Motivation	Travel Management and Tourism Guidance	17	2,76	,67
	International Relations	35	1,92	,72
	Foreign Commerce	19	2,60	,92
	Environmental Engineering	15	2,20	,95
	Public Administration	41	2,24	,95
	History	26	1,96	,98
	Accomodation Management	43	2,02	,70
	Molecular Biology and Genetics	14	2,62	,92

Table 103 presents learner participants' numbers, mean values for the failure factors (environment, task difficulty, lack of effort and lack of motivation) in terms of the departments they enrolled in. Table 103 indicates that regarding failure attributions Public Administration students attributed their failure mostly to "environment" factors, History and Hospitality Management learners attributed their failure mostly to "task difficulty" factors, Foreign Commerce learners attributed their failure to "lack of effort" factors, and the learners of Travel Management and Tourism Guidance department attributed their failure to "lack of motivation" factors.

Table 104

One-Way Anova Analysis of Failure Factors in Terms of Departments

Factors	Groups	Sum of Squares	df	Mean Square	F	Sig.
Environment	Between Groups	4,73	7	,67	,97	,45
	Within Groups	140,78	202	,69		
Task Difficulty	Between Groups	6,09	7	,87	1,53	,15
	Within Groups	114,20	202	,56		
Effort	Between Groups	10,05	7	1,43	1,66	,11
	Within Groups	174,30	202	,86		
Lack of Motivation	Between Groups	16,53	7	2,36	3,26	,00
	Within Groups	146,03	202	,72		

As it is indicated in Table 104 an Analysis of Variance (ANOVA) test demonstrated that the differences observed in attributions were statistically significant [$F = 3,267, p = 0.003$] for failure factor 4 (Lack of motivation) according to learners' departments.

Table 105

One-Way Anova Post-Hoc Tukey Test Analysis of Departments for Failure Factor 4- Lack of Motivation-

(I) Department Dependent Variable: Motivation -Tukey HSD	(J) Department	Mean Differen ce (I-J)	Std. Error	Sig.
Travel Management and Tourism Guidance	International Relations	,83*	,25	,023
	Foreign Commerce	,15	,28	,999
	Environmental Engineering	,56	,30	,570
	Public Administration	,52	,24	,404
	History	,80	,26	,055
	Accomodation Management	,74	,24	,053
	Molecular Biology and Genetics	,13	,30	1,000
International Relations	Travel Management and Tourism Guidance	-,83*	,25	,023
	Foreign Commerce	-,67	,24	,103
	Environmental Engineering	-,27	,26	,969
	Public Administration	-,31	,19	,743
	History	-,03	,22	1,000
	Accomodation Management	-,09	,19	1,000
	Molecular Biology and Genetics	-,69	,26	,166
Public Administration	Travel Management and Tourism Guidance	-,52	,24	,404
	International Relations	,31	,19	,743
	Foreign Commerce	-,36	,23	,790
	Environmental Engineering	,04	,25	1,000
	History	,28	,21	,889
	Accomodation Management	,22	,18	,934
	Molecular Biology and Genetics	-,38	,26	,834
History	Travel Management and Tourism Guidance	-,80	,26	,055
	International Relations	,03	,22	1,000
	Foreign Commerce	-,64	,25	,198
	Environmental Engineering	-,23	,27	,989
	Public Administration	-,28	,21	,889
	Accomodation Management	-,06	,21	1,000
	Molecular Biology and Genetics	-,66	,28	,270
Hospitality Management	Travel Management and Tourism Guidance	-,74	,24	,053
	International Relations	,09	,19	1,000
	Foreign Commerce	-,58	,23	,208
	Environmental Engineering	-,17	,25	,997
	Public Administration	-,22	,18	,934
	History	,06	,21	1,000
	Molecular Biology and Genetics	-,60	,26	,299
Molecular Biology and Genetics	Travel Management and Tourism Guidance	-,1	,30	1,000
	International Relations	,69	,26	,166
	Foreign Commerce	,01	,29	1,000
	Environmental Engineering	,42	,31	,880
	Public Administration	,38	,26	,834
	History	,66	,28	,270
	Accomodation Management	,60	,26	,299

Group differences were examined through a post hoc Tukey Test, differences were found between learners of Travel Management and Tourism Guidance and International Relations ($p=0,003$) and the results are demonstrated in Table 104 and Table 105. Although there are differences between the mean values of other departments for failure factors 1, 2 and 3; these differences are not statistically significant where $p>.05$.



Chapter IV: Discussions

By conducting this research it was aimed to find out attributional beliefs of foreign language learners who attend the School of Foreign Languages at Çanakkale Onsekiz Mart University. The main purpose was to investigate the origins of attributions by utilising various data collection procedures as prominent educational psychologists (Dweck, 1975; Weiner, 1985; Oxford & Shearin, 1994; Williams & Burden, 1999; Peacock, 2009) state that certain attributions the learners develop during their educational life have significant influence on their academic and future professional life.

With the purpose to seek answers to the research questions which were posed concerning the present research, quantitative and qualitative data have been collected from learners, instructors and the administrators and these data were analysed using proper research methods. In this part of the study, the findings of the analyses are going to be discussed with reference to the research questions.

Research Question 1: *What are preparatory class students' attributions for success in learning English as a foreign language?*

The first research question of the study is posed to find out preparatory class students' attributions for success in learning English as a foreign language. The data collected quantitatively from the EFL learners are statistically analysed and frequencies, percentages and mean values are demonstrated in Tables 39, 40 and 41. Qualitatively collected data from learners and the instructors are also presented in the findings part to support the quantitative data.

The findings revealed that 67% of the participant learners attributed their success to internal factors, 65% of them made an attribution to controllable factors and 65% of the

learners indicated unstable attributional factors for their success situations as indicated in Appendix J . The dimensional parameters of the success attributional factors demonstrated that successful learners are mostly in control of their success which is a favourable phenomenon for language learning situations. This finding pertinent to successful learners is in line with the studies conducted by Peacock (2009) and Mori et al. (2011). Peacock (2009) concluded his research stating that most of the attributions the participants possessed for their success are internal to learner, unstable (i.e. open to change), and controllable (i.e. under learners' control). The set of attributions cited by high achieving learners for their success situations revealed the fact that successful learners display a better learner autonomy in learning a foreign language.

Successful learners' most cited attributions for their success situations were "interest, need, and love in English". These factors were "I will need English in the future", "I want to learn English", and "I like English". Thus, these results prove that successful prep school learners are aware of the importance of English. McClure et al. (2011) also found similar results summarising that learners tend to show a self-serving pattern of ascribing their high proficiency outcomes to internal reasons more than their low proficiency outcomes.

As for the results of instructor survey concerning attributions for learner success, statistical analysis demonstrated similar results with the learner outcomes. The most cited attributional cause for success was "They will need English in the future" factor as was with the learner survey. On the other hand, both learners and instructors declared that "taking extra English classes" and "having a proper base knowledge of English at the beginning" were the least effective factors on learner success. Therefore, from the findings it can be concluded that if the learners are internally motivated and see personal effort and interest as factors bringing success, they can master a foreign language at a basic level.

Other attributional causes mentioned by the learner participants can be classified into groups like “individual factors” and “components of classroom teaching”. These factors are as follows: attendance, taking notes, talent, effort, audial and visual materials, teachers, being active in the class, effective textbooks, teaching methods, technical equipment in the class, and friends. These perceived attributional causes claimed to contribute to learner success demonstrate that not only “some individual factors” but also a variety of “environmental” factors play an initial role in attaining learner success.

Cortes-Suares and Sandiford (2008), Hashemi and Zabini (2011), and McClure et al. (2010) similarly cited “effort” as the best predictor for achievement. “Teacher”, “peer”, and “ability” factors were mentioned in the studies conducted by Mori (2009) and Shores (2011) as the attributional causes for learner success. Similarly, in the study conducted by Lei (2009) analysis of the findings revealed same results stating that external factors were the causes of learner success. “Effort” and “teacher” factors were cited as the factors bringing EFL success in the study conducted by Yilmaz (2012) too. In the study conducted by Erten and Burden (2014) “teacher”, “ability”, “interest”, and “long term effort” were cited as the most effective factors on learner success adding that successful learners make more frequent reference to internal causes as found in the present research.

Research Question 2: *What are preparatory class students’ attributions for failure in learning English as a foreign language?*

The second research question of the study is “What are preparatory class students’ attributions for failure in learning English as a foreign language?”. The data collected quantitatively from the EFL learners are statistically analysed and frequencies, percentages and mean values are demonstrated in Tables 62, 63 and 64. Qualitatively collected data by

means of focus group interviews from learners and the instructors are also presented in the findings part to support the statistical data.

As it is revealed in Appendix K the findings of the study demonstrated that 55% of the learners exerted external reasons for their failure, 56% of them mentioned uncontrollable reasons, and 56% of the participants attributed their failure to stable reasons in line with the study conducted by Hsieh and Kang (2010) whose research also revealed that unsuccessful learners tend to ascribe their failure to external and uncontrollable factors. These failure attributions are not favoured taking into consideration future success of the learners.

According to the statistical analysis the top eight attributional causes for learner failure were external, uncontrollable, and unstable which means learners take almost no responsibility for their failure. They mostly blamed their failure on course planning, task difficulty, and administrative reasons. These results are in line with the findings of Peacock (2009) in which learners also attributed their failure mostly to external reasons. McClure et al. (2010) and Hsieh & Kang (2010) have also come up with similar results as lower scoring learners in their studies also attributed their failure to external attributions.

On the other hand, having analysed instructor attributions for learner failure, it was revealed that instructors blamed learners themselves for the failure situations. Instructors declared that top eight causes of learner failure are internal to learners, unstable and completely controllable by dimension. Instructors particularly underlined the assertion that unsuccessful learners failed because they haven't made the necessary "personal effort" to succeed.

On the part of the learners, it was realized that "course schedule", "mood", "task difficulty", "lacking initial knowledge", "lack of effort", "unsuitable teaching methods", "lack of proper strategies", "fast pace", "lack of motivation", "instructors", "peers", "environment", and "lack of interest" were the principal factors on which unsuccessful learners blamed their

failure situations. As it is seen from the results, low achieving learners tend to be critical of the existing teaching methodologies applied by the instructors.

Taking the results into consideration it can be observed that “lack of ability” and “lack of luck” factors were not mentioned at all by unsuccessful learners contrary to Weiner (1974, 1979, 1992) who cited “ability”, “effort”, “task difficulty”, and “luck” as the basic four attributions both for success and failure situations. This unexpected outcome might be explained by different cultural background of the participant learners and by the setting in which the study was conducted.

“Inappropriate strategies” and “lack of effort” factors were also cited in the study of Thepsiri and Pojanapunya (2010) as the attributions bringing failure. Shaukat, Abiodullah, and Rashid (2010) investigating learner attributions for unsuccessful situations cited “task difficulty” in line with the present study for failure.

Research Question 3: *Are there any differences in failure attributions of EFL learners in terms of gender, education time (daytime learners and evening learners), age, education type (compulsory and optional), and academic achievement?*

The third research question of the study is “Are there any differences in failure attributions in terms of gender, education time, age, education type and academic achievement?”. In order to find answers to the third research question Independent Samples T-test was administered to the quantitatively collected data and the results are revealed in Tables 86, 87, 88, 89 and 90.

The results of the statistical analysis do not indicate significant differences between male and female learners in terms of failure factors. Although no significant differences are revealed according to statistical analysis, female participants have a propensity to attribute

their failure more to “environment”, “lack of effort”, and “lack of motivation” factors, while male learners are inclined to attribute their failure more to “task difficulty”.

As it is stated in the literature review section different researchers have come up with quite various findings concerning gender differences in attributional factors. The studies conducted by Boruchovich (2004), Lei (2009), Cochran et al. (2010), Lian (2012), Pishghadam et al. (2012), Mahasneh et al. (2013), and Ghonsooly (2014) did not report significant differences in line with the present research. However, some other empirical studies like Bar-Tal et al. (1979), Asmus (1986), Newman and Stevenson (1990), Siann et al. (1996), Beyer (1999), Williams et al. (2004), Painsi et al. (2004), Pishghadam and Modaressi (2008), Peacock (2009), Besimoğlu et al. (2010), McClure et al. (2010), Mok et al. (2011), Mori (2011), Kızgın and Dalgın (2012), Farid et al. (2012), Yılmaz (2012), Yeo et al. (2012), and Tulu (2013) reported significant differences in attributions of learners in terms of gender.

Mori (2011) reported that Asian females and Yılmaz (2012) found that Turkish males show a greater tendency to attribute failure outcomes to internal ones. In line with Yılmaz (2012), Boruchovitch (2004) also reported that males were more internal to explain their failure experiences than were females. However, the studies conducted by Tulu (2013), Asmus (1986), and Williams et al. (2004) yielded results suggesting that female learners made considerably more reference to internal and stable attributions for their failure.

When it comes to education time of the learners, Independent Samples T-Test results demonstrated that, as it is illustrated in Table 87, there are no significant differences between male and female learners' attributional failure factors 2 (task difficulty), 3 (lack of effort), and 4 (lack of motivation) in terms of learners' education time. However, statistical analysis revealed significant differences between evening and daytime learners' failure attributions in terms of factor 1 (environment). Results demonstrated that evening learners attributed their failure more to environmental causes than daytime learners. Although there are no significant

differences between daytime and evening learners' failure attributions in terms of factors 2, 3, and 4, it is observed that evening learners tend to attribute their failures more to "task difficulty" which is external and daytime learners more to "lack of motivation" factor. These results are in line with the study conducted by Duman (2004) who also reported that evening learners attributed their failures more to external reasons.

In accordance with research question three T-Test analysis was conducted to investigate whether there are significant differences in failure attributions of different age groups. Results revealed that there are differences only in "task difficulty" factor. Table 88 indicates that older learners attributed their failure more to "task difficulty". This might suggest that the difficulty level of language tasks for use can have detrimental effect upon the learner achievement. No significant differences have been observed in "lack of effort", "lack of motivation", and "environment" factors.

In order to see if there are significant differences in failure attributions of different achievement groups Independent samples T-Test was conducted. According to test results it was revealed that there are significant differences only in "task difficulty" factor. Results demonstrated that, as it is illustrated in Table 90, learners who got 60 and below (unsuccessful learners) attributed their failure to "task difficulty" more than successful learners. Similarly, participants of the study conducted by Güleç (2013) also made reference to "task difficulty" factor for their unsuccessful learning situations. Researches conducted by Tse (2000) and Mori (2010) are also in line with the present study in that low achieving learners attributed their failure to external factors. Again, it is made evident that difficult tasks pose potential problems particularly for unsuccessful second language learners.

Research Question 4: *Are there any differences in success attributions of EFL learners in terms of Gender, Education time (daytime-evening), age, education type (compulsory-optional), and academic achievement?*

The fourth research question of the study is “Are there any differences in success attributions in terms of gender, education time, age, education type and achievement?”. In order to find answers to the fourth research question Independent Samples T-test was administered to the quantitatively collected data and the results are revealed in Tables 90, 91, 92, 93 and 94.

The results of the statistical analysis demonstrate that there are significant gender differences in success attributions of the participant learners concerning factors 1 (effort) and 4 (strategy use). These two factors are internal, controllable and unstable by dimension. As it is indicated in Table 90 male learners attributed their success to “effort” and “strategy use” more than female learners. It can be concluded that male participants make reference more to internal causes and state that they are totally in control of their success situations. However, Beyer (1999), McClure (2010), and Mok et al. (2011) revealed in their studies that, contrary to the present study, female learners suggested more internal factors for their success situations.

As for attributional differences of the learners for success situations according to their education time, statistical analysis of the quantitative data revealed that there are no significant differences between attributions of daytime and evening learners. Although there are no significant differences between daytime and evening learners’ success attributions, it can be argued according to data revealed in Table 91 that evening learners tend to attribute more to “effort” attributions and daytime learners have a propensity to attribute their success to “strategy use” factors. While both daytime and evening participant learners of the present

study made reference to mostly internal attributions, evening learner participants of the study conducted by Duman (2012) attributed their success mostly to external causes.

In accordance with the T-Test results conducted in order to find answers to research question number four no statistical differences in success attributions were observed between different age groups. Although similar results were observed it can be easily noticed that older learners tend to attribute their success more to internal factor of “effort” while younger learners have an inclination to attribute their success to another internal factor of “task orientation”.

As it is mentioned in the literature review part, contrary to the present study, majority of the studies like Williams & Burden (1999), Lei (2009), Hassaskhah & Vahabi (2010), Mok et al. (2011) and come up with results that show significant attributional differences between age groups. It was claimed that different age groups may reveal various causal attributions which reflect their cognitive and maturational developmental differences.

Similarly, T-Test results of the success attributional factors according to whether the course is compulsory or not yielded no significant differences. Both educational type group, compulsory and optional, made almost similar attributional success references. Nevertheless, even though there are no significant differences, as it is illustrated in Table 93, compulsory learners of English have a tendency to attribute more to all four success factors (effort, environment, task orientation, and strategy use) . From these findings, we can draw the conclusion that obligatory attendance works as a strong motivation to learn second language.

Statistical analysis conducted to reveal whether there are significant differences in attributional factors of different academic achievement groups demonstrated that different achievement groups differed significantly in their success attributions in terms of factor 3 which is “task orientation”. As it is demonstrated in Table 94 the results indicate that those

learners who got higher proficiency marks have a stronger tendency to attribute their success to factors concerning the task itself like “interest in the task”, “ability about the task” or “love of the task”. In line with this study higher proficiency learners participating in the study conducted by Mori (2009) made reference to “ability” and participants in the work by Erten & Burden (2014) made reference to “ability” and “interest”. Other studies investigating attributional differences in terms of academic achievement revealed mostly “effort” factor as an attribution to success situations like Peacock (2009), Thepsiri & Pojanapunya (2010), and Han (2012).

Research Question 5: *Are there any differences in success attributions of EFL learners in terms of departments and graduated high schools?*

The fifth research question posed in the study relates to the consideration of differences in success and failure attributions of EFL learners in terms of departments and graduated high schools”. In order to find answers to the fifth research question One-Way ANOVA Post Hoc Tukey Test was administered to the quantitatively collected data and the results are revealed in Tables 94, 95, 96, 97, 98, and 99.

Learners who participated in the study had graduated from three kinds of high schools. These are Anatolian high schools, General high schools, and Vocational high schools. Those learners who get higher scores in the high stake centralized exams usually graduated from Anatolian high schools. Those who get the lowest marks usually attended Vocational high schools and the mid-level success learners usually had been students of General high schools. In accordance with the fifth research question, in order to decide whether there are significant differences in success attributions of learners with respect to their graduated high schools One-Way ANOVA Post Hoc Tukey Test was conducted. As it is demonstrated in Table 96,

ANOVA test indicated that the differences observed for success attributions of the learners in terms of factor 2 which is “environment”. Group differences observed were examined through a post hoc Tukey Test and differences were found between success attributions of graduates of Anatolian High Schools and Vocational High Schools. According to analysis results it can be argued that Vocational high school graduates attributed their success situations to “environmental” factors which are external, uncontrollable and stable more than Anatolian high school graduates. Thus, Anatolian high school graduates who are supposed to have higher academic scores declare that they attribute their success to internal causes and that they are noticeably in control of their success situations. Results of the studies conducted by Mori et al. (2011), Erten and Burden (2014), Hashemi and Zabini (2011), McClure et al (2010), Cortes-Suares and Sandiford (2008), and Shores (2011) support the findings of the present study in which successful learners also made reference to internal attributional factors for their success.

In order to find out if there are any significant differences in success attributions of prep class EFL learners in terms of the departments they enrolled in. One-Way ANOVA Post Hoc Tukey Test was conducted to analyze the quantitative data. Results demonstrated that significant differences were observed in terms of factor 3 which is “task orientation”. Differences were observed between the success attributions of the learners of Travel Management and Tourism Guidance and Public Administration, and between learners of Environmental Engineering and English Language Literature.

Research Question 6: *Are there any differences in failure attributions of EFL learners in terms of departments and graduated high schools?*

The sixth research question posed in the study relates to the consideration of differences in failure attributions of EFL learners in terms of departments and graduated high schools". In order to find answers to the fifth research question One-Way ANOVA Post Hoc Tukey Test was administered to the quantitatively collected data and the results are revealed in Tables 100, 101, 102, 103, 104, and 105.

In order to find out if there are any significant differences in failure attributions of prep class EFL learners in terms of the departments they enrolled in one-Way ANOVA Post Hoc Tukey Test was conducted to analyze the quantitative data. As it is demonstrated in Table 99, ANOVA test indicated that significant differences were observed for failure attributions of the learners in terms of factor 2 which is "task difficulty". Group differences were examined through a post hoc Tukey Test and differences were again found between failure attributions of graduates of Anatolian High Schools and Vocational High Schools. According to analysis results it is revealed that Vocational high school graduates attributed their failure situations to "task difficulty" factors which are external, uncontrollable and stable more than Anatolian high school learners. Thus, Vocational high school graduates who are supposed to be lower proficiency learners declare that they attribute their failure to external causes and that they are not totally responsible for their failure situations. They, intriguingly, blame their failure on "others". Findings of the studies conducted by McClure et al (2010), Peacock (2009), Cortes-Suares and Sandiford (2008), and Hsieh and Kang (2010) support the findings of the present study participants of which made reference also to external attributional factors for their failure situations.

In order to find out if there are any significant differences in success and failure attributions of prep class EFL learners in terms of the departments they enrolled in. One-Way ANOVA Post Hoc Tukey Test was conducted to analyze the quantitative data. Results demonstrated that there are significant differences between groups in failure factor 4 which is “lack of motivation”. A Post Hoc Tukey test was conducted to find which groups differ significantly from each other. Results indicated that failure attributions of learners of Travel Management and Tourism Guidance and International Relations significantly differed from each other in terms of factor 4. The analysis of the results connotes that learners of the department of Travel Management and Tourism Guidance attribute their failure more to “lack of motivation” than learners of International relations. As for success attributions significant differences were observed in terms of factor 3 which is “task orientation”. Differences were observed between the success attributions of the learners of Travel Management and Tourism Guidance and Public Administration, and between learners of Environmental Engineering and English Language Literature.

Chapter V: Conclusion and Implications

The present research was conducted with the purpose to investigate prep school EFL learners' attributional beliefs for their success and failure situations in learning English. The analysis of attributions of perceived successful learners and unsuccessful learners for their learning experiences have yielded intriguing results.

The results of the statistical analysis have demonstrated that successful EFL learners attributed their success mostly to internal, controllable and unstable factors which are in line with the results of most studies. As for unsuccessful language learners, they attributed their failure mostly to external, uncontrollable and stable factors.

In research question one it was aimed to investigate preparatory class students' attributions for success in learning English as a foreign language. The statistical data generated in this research demonstrates that "interest towards English language" and "effort of the individual learners" have been the most cited attributional factors for learner success which are particularly favoured factors for learner success situations. Learners reported that they had been successful in learning English as a foreign language since they felt its importance for their future educational and professional life.

Prep school students, unexpectedly, did not attribute their success to "luck factor" at all which had been a significant outcome in the studies of Weiner (1970, 1974, 1979). As a followup to interest and effort factors, the participant learners attributed their success to "instructors" which is an external, uncontrollable and stable factor. It was claimed that instructors were enthusiastic and interested which would result in student success.

As for the results of analysis of unsuccessful EFL learners' attributions, the data collected quantitatively and qualitatively revealed that learner failure has been attributed mostly to external, stable and uncontrollable factors. It has been observed that some administrative applications like "passing system", "subject variations" and "textbook fees"

have been the most popular factors that were attributed to learner failure. Thus, it can be concluded that unsuccessful learners blamed their failure, mostly, on administrative matters. Unfortunately, “lack of personal effort” found itself a minor position in failure attributions which is anticipated to be fundamentally attributed.

As for the third research question it was aimed to investigate whether there were any differences in failure attributions in terms of “gender”, “education time”, “education type”, “age” and “academic achievement”. The statistical data generated in the study demonstrates that there are no significant attributional differences between failure attributions of males and females. As for education time, there appeared differences between “daytime” and “evening” students in terms of first failure factor “environment”. Evening time learners stated that “environment” had more influence on their failure. Concerning age groups, elder learners stated that “task difficulty” and “lack of motivation” were important factors in influencing their failure. As for academic achievement groups, those learners who got “60 and below” declared that “task difficulty” was the most important factor bringing their failure.

When it comes to success attributions, successful male learners declared that “effort” and “strategy use” were more effective in their success. Daytime and evening learners have not declared any differences in their attributions. Similarly age groups also have not stated any significantly different attributions in bringing their success. However, when it comes to academic achievement those learners who got “61 and above” stated that task orientation factor has been more effective in their success.

Research question five aimed to investigate whether there are any differences in success and failure attributions of the learners in terms of their “departments” and “graduated schools”. The results of statistical analysis demonstrated that graduates of “Vocational high schools” rather than graduates of “Anatolian high schools” declared that “environment” factor was more effective in their success. As for unsuccessful learners, graduates of

“Vocational high schools” more than graduates of “Anatolian high schools” declared that “task difficulty” factor was more effective in their failure.

Statistical analysis in terms of departments demonstrated that there are attributional differences concerning fourth factor “lack of motivation”. Results showed that learners of the department “Travel Management and Tourism Guidance” rather than learners of “International Relations” declared that “lack of motivation” factor was more effective on their failure. As for high proficiency groups, there were significant differences among the learners of different departments in terms of “task orientation” factor.

Implications

Having analysed the findings of the quantitative and qualitative data of the present research three dimensional implications could be articulated: English language learners, Instructors, and the Administration.

Implications for the Learners

Attributing our deeds to some causal ascriptions is an unavoidable part of our life. These causal ascriptions are claimed (Weiner, 1974) to have indisputable influence on learners’ academic achievement in particular. Furthermore, Williams and Burden (2004) claim that the more important issue is whether learners attribute their educational outcomes to internal, unstable, or controllable factors rather than to external, uncontrollable, and stable factors. Thus, if the students produce unfavoured attributions it will be unlikely to reach future academic achievement than when they are ascribed to internal, changeable and to the factors within the learners’ control.

Results revealed that those learners who perceive themselves successful in learning English as a foreign language have developed positive attributions claiming that “learner effort”, “autonomy”, “positive attitude”, “willingness”, and “proper strategy use” are among the significant factors to bring success. The fact that successful outcomes were almost never attributed to “ability” and “talent” by high achieving learners should be reconsidered by low achieving learners, particularly, by those who suppose that they have no talent or ability to learn a foreign language properly.

One more factor that should be kept in mind by the learners is that successful students ascribed their success mostly to effort related factors. They declared that it is their own controllable and internal effort that brought them success. Thus, the fact that effort related factors were repeatedly underlined by high achieving learners to be most effective on success should be reconsidered by failing learners.

Implications for the Instructors

Pishghadam (2011) in line with Haynes et al. (2009) claimed that it is highly important to remind the students that their failure outcomes in foreign and second language learning contexts are because of their lack of necessary effort rather than some external causes. Thus, they will have the chance to recognize that they failed to make sufficient effort for desired successful outcomes, and possibly try to compensate for their lack of success in similar educational contexts in the future. As the results of the present study suggested, especially unsuccessful learners have a propensity to ascribe their failure to the environmental causes outside of themselves. This is a phenomenon that the instructors should approach carefully for the sake of learners' future success. Therefore, it can be suggested that instructors of the School of Foreign Languages pay more attention, particularly, on the learners with low

academic proficiency to develop more positive, internal, and controllable causal ascriptions for their academic outcomes.

Stipek (1998) argued it is best to prevent children from developing a negative attribution pattern resulting in helpless behaviours than to try to modify the behaviour afterwards. Such an attribution pattern is difficult to reverse when it is already constructed. Children can fall into self-perpetuating cycles in which they attribute failure to uncontrollable, stable and external causes, do nothing to avoid failure in subsequent situations, and consequently fail again. Thus, they confirm their perceptions of themselves as being an incompetent learner and so the vicious cycle continues. So, it can be suggested that instructors do endeavour to prevent this continuum in advance than try to change the helpless situation afterwards.

For this reason, instructors' and also administrators' responsibility in helping learners to grasp the significance of developing positive and constructive attributions can not be denied.

Instructors should highlight the fact that ability, intelligence, aptitude, and memory are not the basic elements to bring success in EFL. They should always point out the connection between personal effort and EFL success. Low proficiency learners can be encouraged to take control of their environment and learning situations and persist so that they can find their internal strength of achievement.

Another important issue for the instructors might be concerning the effectiveness of teaching methods employed by them. Particularly low proficiency learners complain about the teaching methods. They assert that they easily get bored. Successful learners are usually easy to handle, however, teaching methodologies and strategies might be enriched for the sake of low proficiency learners.

Implications for the Administration

There are possibly some implications for the administration as a stakeholder to take into account, too. Focus group interviews with the failing learners revealed that particularly low achievers have problems that can be handled by the authorities. Learners stated that they kept studying until a certain date but it got to a point where it was no more possible to keep track of classes. This might be a sign of the need to implement level classes in the School of Foreign Languages since learners come with a great variety of English level. It appears a considerable number of learners do not have enough background knowledge to cope with the fast pace of preparatory class.

Another matter of concern that the administration might deal with is that the high price learners have to pay for the textbooks. In fact, authentic English language textbooks are not so cheap due to high taxes. However, there are still learners coming from really low income families. These students might get some reasonable discount if the textbook companies are convinced by the administration.

Concerning the administration, learners repeatedly brought forward the fact that they did not have any other subjects except English in order to socialize. Some students proposed even that they could have music, PE, or fine-arts classes taught by native speaker instructors so that they could both have a chance to socialise and have content based learning.

Suggestions for Further Research

Having analysed the findings of the present research some suggestions could be articulated for the future investigations.

1. A more comprehensive analysis of attributional causes for success and failure could be undertaken not only in prep classes but also in all grades of all departments in order to be able to have the chance to compare the results of different contexts.
2. As discussed in the literature review of the present study culture is an effective factor in constructing attributional beliefs of the learners. Therefore, further research in this attributional field could deal with the relationship between different regional outcomes and attributional beliefs.
3. Researchers could investigate success and failure attributions of learners from different prep schools of various universities to have the chance of observing college-influence on learner attributions in learning English as a foreign language.
4. As discussed in the literature of the present study teacher effect is also a significant factor in constructing learner attributional beliefs for their success and failure. Therefore, future research should reach more EFL instructors to be able to investigate the relationship between instructor and learner attributional beliefs.
5. As discussed in the literature, attributional retraining is a solution to reshape learners' attributional beliefs of negative-texture into more positive disposition; however it has been beyond the scope of this present study to investigate how to make this transformation possible. Therefore, future

researchers could implement a research in order to find out ways to make this attributional retraining process possible.

6. Literature review of the present study demonstrated that research papers investigating the relationship between attributional beliefs and learner personalities are scarce. Therefore, it can be suggested that a comprehensive study could be undertaken in order to see if there is a relationship between learner attributional beliefs and personal characteristics.
7. As the analysis of the findings of the present study yielded some results concerning administrative applications, a more comprehensive further research is recommended to investigate administrative implementations and their possible influence on learner attributions in the field of learning English as a foreign language.

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Appendices

Appendix A: Open-ended Questionnaire for Learners

Değerli Katılımcı,

Hazırlık okulumuzda okuyan öğrencilerin başarı ve başarısızlıklarını hangi sebeplere atfettiklerini araştıran bir çalışma yapmaktayım. Sizlerin fikirleri çalışmama değer katacaktır. Fikirlerinizi içtenlikle paylaştığınız için şimdiden teşekkür ediyor iyi çalışmalar diliyorum.

Okt. Abdullah Yördem

A. Cinsiyetiniz: *Erkek / Kadın*

Bölümünüz:

Mezun Olduğunuz okul:

Öğrenim türünüz: I. öğretim (.....) II. Öğretim (.....)

(Aşağıdaki I. veya II. bölümlerden sadece bir tanesine düşünceleriniz ayrıntılı olarak ifade ediniz.)

I. Kendinizi hazırlık sınıfında başarılı görüyorsanız bunun nedenleri sizce neler olabilir?

(başarınızı getiren tüm nedenleri lütfen belirtiniz)

1.
2.
3.
4.
5.

II. Kendinizi hazırlık sınıfında başarısız görüyorsanız bunun nedenleri sizce neler olabilir?

(başarısızlığınızı getiren tüm nedenleri lütfen belirtiniz)

1.
2.
3.
4.
5.

Appendix B: Open-ended Questionnaire for the Instructors

Değerli Meslektaşım,

Hazırlık okulumuzda okuyan öğrencilerin başarı ve başarısızlıklarını hangi sebeplere atfettiklerini araştıran bir çalışma yapmaktayım. Sizlerin fikirleri çalışmama değer katacaktır. Fikirlerinizi içtenlikle paylaştığınız için şimdiden teşekkür ediyor iyi çalışmalar diliyorum.

Okt. Abdullah Yördem

A. Cinsiyetiniz: *Erkek / Kadın*

Öğretim tecrübesi yılınız:

I. İngilizce öğrenmede başarılı gördüğünüz öğrencilerin başarılı olmalarının sebepleri sizce neler olabilir?

1.
2.
3.
4.
5.

II. İngilizce öğrenmede başarısız gördüğünüz öğrencilerin başarısız olmalarının sebepleri sizce neler olabilir?

1.
2.
3.
4.
5.

Appendix C: Başarı ve Başarısızlık Atf Anketi (BABA) (Turkish)

Başarı ve Başarısızlık Atf Anketi (BABA)

Değerli katılımcı, bu anket çalışması kendisini İngilizce öğrenmede başarılı veya başarısız gören öğrencilerin bu durumu hangi sebeplere atfettiklerini öğrenmek amaçlıdır. Kişisel bilgileriniz başkalarıyla paylaşılmayacaktır. Fikirlerinizi içtenlikle aktardığınız için teşekkürler.

1. Cinsiyetiniz: 1. (...) Kadın 2. (...) Erkek	4. Yaşınız: 1. (...)18 2. (...)19 3. (...)20 4. (...)21 5. (...)22 6. (...)23+
2. Öğrenim Türü: 1.(...).Normal Öğretim 2.(...) İkinci Öğretim	5. Hazırlık Eğitimi Türü: 1.(...) Zorunlu 2.(...) İsteğe Bağlı
3. Mezun olduğunuz lise türü: 1. (...) Anadolu Lisesi 2. (...) Fen Lisesi 3. (...) Genel Lise 4. (...) Meslek Lisesi 5. (...) Diğer (.....)	6. Kazandığınız Bölüm: 1. (...) Seyahat İ. & Turizm R. 6. (...) Tarih 2. (...) Uluslararası İlişkiler 7. (...) Konaklama İşletmeciliği 3. (...) Dış Ticaret 8. (...) İngilizce Öğretmenliği 4. (...) Çevre Mühendisliği 9. (...) Biyoloji 10.(...) Gıda Müh. 5. (...) Kamu Yönetimi 11. (...) İngiliz Dili ve E. 12. Diğer

Hazırlık okulunda İngilizceyi öğrenmede başarılı olduğunuzu düşünüyor musunuz?

1. (...) Evet, **BAŞARILI** oldum.

2. (...) Hayır, **BAŞARISIZ** oldum.

İngilizce öğrenmede **Başarılı** olmanız konusunda aşağıdaki sebeplere ne oranda katılıyorsunuz?

İngilizce öğrenmede BAŞARILI oldum çünkü...		Hiç katılmıyorum	Katılmıyorum	Kısmen katılıyorum	Katılıyorum	Tamamen katılıyorum
1	İngilizceyi seviyorum.					
2	İngilizce öğrenmeyi çok istiyorum.					
3	Düzenli ve sıkı ders çalıştım.					
4	Hocalar dersi etkili anlattılar.					
5	Hazırlık eğitimine başlarken İngilizce bilgim iyiydi.					
6	İngilizce film izledim.					
7	Dersleri iyi dinledim.					
8	İngilizce şarkı dinledim.					
9	Ders kaynaklarımız ilgi çekiciydi.					
10	Hocalar çok ilgili ve istekliydiler.					
11	Devamsızlık yapmamaya çalıştım.					
12	Pratik yapmaya özen gösterdim.					
13	Ödevlerimi zamanında ve eksiksiz yaptım.					
14	Farklı yöntemler kullanarak kelime öğrendim.					
15	Sevdiğim bölümü kazandım.					
16	Düzenli tekrar yaptım.					
17	Sınavlara iyi hazırlandım.					
18	Aktif olarak derse katıldım.					
19	Yabancı hocalar başarıma katkı sağladı.					
20	İngilizce okuma yaptım.					
21	Takviye İngilizce kursu aldım.					
22	Arkadaşlarımla beraber çalıştım.					
23	Sınıflardaki teknik imkanlar katkı sağladı.					
24	Ders dinlerken not aldım.					
25	İleriki yıllarda İngilizceye ihtiyacım olacak.					
26	Bölümümün %100 İngilizce olması beni çalışmaya zorladı.					
27	Anlamadıklarımı bilen birilerine sordum.					
28	Derslerde İngilizce konuşuldu.					
29	Bilmediğim konuları araştırdım.					
30	Yoğun ders programı etkili oldu.					
31	Öğretim metotları etkili ve öğreticiydi.					
32	Yabancı dil öğrenme yeteneğim var.					
33	Hazırlığı geçmek istiyordum ve buna uygun hareket ettim.					

Başarısız olmanız konusunda aşağıdaki sebeplere ne oranda katılıyorsunuz?

İngilizce öğrenmede BAŞARISIZ oldum çünkü...		Hiç katılmıyorum	Katılmıyorum	Kısmen katılıyorum	Katılıyorum	Tamamen katılıyorum
1	Yeterli ders çalışmadım.					
2	İngilizce öğrenmeyi gereksiz gördüm.					
3	Dersler oldukça sıkıcı geçti.					
4	Sene başında İngilizce bilgin yetersizdi.					
5	Düzenli tekrar yapmadım.					
6	İngilizce öğrenmek zordu.					
7	Yabancı dil öğrenmeyi sevmiyorum.					
8	Yeterli kelime ezberlemekte zorlandım.					
9	Ders işleyiş sistemi etkili değildi.					
10	Kişisel problemlerim vardı.					
11	Ders sırasında anlatılanlara dikkatimi veremedim.					
12	Devamsızlık sorunu üzerimde baskı oluşturdu.					
13	Konular çok hızlı ilerledi, ayak uyduramadım.					
14	Zorunlu hazırlık eğitimi öğrenme isteğimi kırdı.					
15	Yeterince pratik yapamadım.					
16	Bazı hocalarımız bize anlayışlı davranmadılar.					
17	Gelecek yıl ilçede okuyacak olmam motivasyonumu kırdı.					
18	Ders yoğunluğumuz çok fazlaydı.					
19	Ailemi çok özledim.					
20	Çanakkale'ye uyum sağlayamadım.					
21	Çoğu zaman dersleri anlayamadım.					
22	Hazırlıkta kalıp bölüme gidememe korkusu taşıdım.					
23	Nasıl ders çalışacağımı bilemedim.					
24	Hocalar konuları İngilizce anlattıkları için birçok şeyi anlayamadım.					
25	Çok ödev verilip baskı uygulandı.					
26	Kaldığım ortam ders çalışmaya uygun değildi.					
27	Arkadaşlarım ders çalışma konusunda beni olumsuz etkilediler.					
28	Sosyal aktivite yapabileceğimiz farklı bir ders yoktu.					
29	Kitaplara verdiğim para beni mutsuz etti.					
30	Motivasyonum düşüktü.					
31	Sınavlarda basit hatalar yaptım.					
32	Yeteri kadar İngilizce kitap okumadım.					
33	Hazırlık sınıfıyla ilgili belirsizlikler vardı.					
34	Sınavlar çok zordu.					
35	Çok ders çalıştığım halde yine de başarısız oldum.					
36	İstemediğim bir bölümü kazandığımdan motive olamadım.					
37	Üniversitede olmanın rahatlığıyla dersleri ciddiye almadım.					
38	Çok devamsızlık yaptım.					
39	Sınavlara yeterince çalışmadım.					

Appendix D: Attributions for Success and Failure (ASF) (English)

Attributions for Success and Failure (ASF)

Dear participant, this survey questionnaire is designed to find out success and failure attributions of the students who learn English as a foreign language. Your personal information won't be shared with others. Thank you for sharing your opinions.

1. Gender: 1. (...) Female 2. (...) Male	4. Age: 1. (...)18 2. (...)19 3. (...)20 4. (...)21 5. (...)22 6. (...)23+
2. Time of Education: 1.(...).Daytime 2.(...) Evening	5. Preparatory Class Type: 1.(...) Compulsory 2.(...) Optional
3. High school you graduated from: 1. (...) Anatolian High School 2. (...) Science High School 3. (...) Normal High School 4. (...) Vocational High School 5. (...) Other (.....)	6. Department: 1. (...) Travel M. and Tourism G. 6. (...) History 2. (...) International Relations 7. (...)Accomodation M. 3. (...) Foreign Commerce 8. (...) ELT 4. (...) Environmental Eng. 9. (...)M. Biology and Genetics 5. (...) Public Administration 10.(...) Food Eng.11.(...) English Lit. 12. Other

Do you think that you have been successful in learning English as a foreign language in preparatory class?

1. (...) Yes, I have been SUCCESSFUL.

2. (...) No, I have been UNSUCCESSFUL.

To what extent do you agree with the factors below that might have brought you success?

I have been SUCCESSFUL in learning English because...		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	I like English.					
2	I want to learn English.					
3	I studied regularly and hard.					
4	Instructors taught us effectively.					
5	My English was good when I started prep class.					
6	I have watched movies in English.					
7	I have attended lessons well.					
8	I have listened to English songs.					
9	Our textbooks were interesting.					
10	Instructors were enthusiastic and interested.					
11	I tried not to miss classes.					
12	I paid attention to have practice.					
13	I have done my homework on time and properly.					
14	I have learned vocabulary using different methods.					
15	I enrolled in the department I loved.					
16	I revised regularly.					
17	I prepared for the exams well.					
18	I participated in the lessons actively.					
19	Native speaker instructors contributed to my success.					
20	I have read English story books.					
21	I took extra English courses.					
22	I studied with my friends.					
23	Technical equipment in the class contributed.					
24	I took notes during classes.					
25	I will need English in the future.					
26	Department education being 100% in English forced me to study.					
27	I asked for help when I didn't understand.					
28	We spoke in English in the lessons.					
29	I searched the topics I couldn't understand.					
30	Intensive curriculum contributed.					
31	Teaching methods have been effective.					
32	I have a talent for learning foreign languages.					
33	I wanted to pass prep class and acted accordingly.					

To what extent do you agree with the factors below that might have caused your failure?

I have been UNSUCCESSFUL in learning English because...		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	I didn't study enough.					
2	I thought it was unnecessary to learn English.					
3	Lessons have been quite boring.					
4	My English knowledge was insufficient at the beginning of the year.					
5	I haven't revised enough.					
6	English was difficult to learn					
7	I don't like learning foreign languages.					
8	I had difficulty in learning new vocabulary.					
9	Teaching methods were not effective.					
10	I had personal problems.					
11	I could not pay attention to lessons.					
12	Absenteeism put pressure on me.					
13	Topics progressed so fast that I could not keep up.					
14	Compulsory preparatory class demotivated me.					
15	I could not practice enough.					
16	Some of our instructors did not treat us sympathetically.					
17	I was demotivated that I will have to continue studying in a small town next year.					
18	Our course was too intensive.					
19	I missed my family.					
20	I could not adapt to Çanakkale.					
21	I could not understand lessons most of the time.					
22	I had the fear of not being able to pass to my department.					
23	I didn't know how to study.					
24	I couldn't understand many things as the instructors taught us in English.					
25	We were forced to do lots of homework.					
26	My accommodation environment was not appropriate to study.					
27	Friends affected me negatively concerning studying.					
28	We had no other subjects to socialize.					
29	The money I paid for the textbooks lessened my motivation.					
30	I had low motivation.					
31	I made simple mistakes in the exams.					
32	I haven't read enough books.					
33	There were uncertainties about the preparatory class.					
34	Exams were very difficult.					
35	I failed although I made great effort.					
36	I didn't have the motivation as I enrolled in a department I didn't like.					
37	With the convenience of being in college I did not take lessons seriously.					
38	I did a lot of absenteeism.					
39	I couldn't prepare for the exams properly.					

Appendix E: Attributions for Success and Failure Questionnaire After Factor Analysis (ASF) (English)

Attributions for Success and Failure (ASF)

Dear participant, this survey questionnaire is to find out success and failure attributions of the students who learn English as a foreign language. Your personal information won't be shared with others. Thank you that you share your opinions.

1. Gender: 1. (...) Female 2. (...) Male	4. Age: 1. (...)18 2. (...)19 3. (...)20 4.(...)21 5.(...)22 6.(...)23+
2. Time of Education: 1.(...) Daytime 2.(...) Evening	5. Preparatory Class Type: 1.(...) Compulsory 2.(...) Optional
3. High school you graduated from: 1. (...) Anotolian High School 2. (...) Science High School 3. (...) Normal High School 4. (...) Vocational High School	6. Department: 1. (...) T. M. Tourism G. 6. (...) Tarih 2. (...) International Relations 7. (...)Accomodation M 3. (...) Foreign Commerce 8. (...) ELT 4. (...) Environmental Eng. 9. (...) Bialogy 10.(...) Food Eng. 5. (...) Public Administration 11.(...) English Lit. 12. Other

Do you think that you have been successful in learning English as a foreign language in preparatory class?

1. (...) Yes, I have been **SUCCESSFUL**.

2. (...) No, I have been **UNSUCCESSFUL**.

To what extent do you agree with the factors below that might have brought you success?

I have been SUCCESSFUL in learning English because...		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	I like English.					
2	I want to learn English.					
3	I studied regularly and hard.					
4	Instructors taught us effectively.					
5	My English was good when I started prep class.					
6	I have watched movies in English.					
7	I have attended lessons well.					
8	I have listened to English songs.					
9	Our textbooks were interesting.					
10	Instructors were enthusiastic and interested.					
11	I tried not to miss classes.					
12	I paid attention to have practice.					
13	I have done my homework on time and properly.					
14	I revised regularly.					
15	I prepared for the exams well.					
16	I participated in the lessons actively.					
17	I took extra English courses.					
18	I studied with my friends.					
19	Technical equipment in the class contributed.					
20	I took notes during classes.					
21	I will need English in the future.					
22	Department education being 100% in English forced me to study.					
23	I asked for help when I didn't understand.					
24	We spoke in English in the lessons.					
25	I searched the topics I couldn't understand.					
26	Intensive curriculum contributed.					
27	Teaching methods have been effective.					
28	I have a talent for learning foreign languages.					

To what extent do you agree with the factors below that might have caused your failure?

I have been UNSUCCESSFUL in learning English because...		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
1	I didn't study enough.					
2	I thought it was unnecessary to learn English.					
3	Lessons have been quite boring.					
4	My English knowledge was insufficient at the beginning of the year.					
5	I haven't revised enough.					
6	English was difficult to learn					
7	I don't like learning foreign languages.					
8	I had difficulty in learning new vocabulary.					
9	Teaching methods were not effective.					
10	I could not pay attention to lessons.					
11	Absenteeism put pressure on me.					
12	Topics progressed so fast that I could not keep up.					
13	Compulsory preparatory class demotivated me.					
14	I could not practice enough.					
15	Some of our instructors did not treat us sympathetically.					
16	Our course was too intensive.					
17	I missed my family.					
18	I could not adapt to Çanakkale.					
19	I could not understand lessons most of the time.					
20	I had the fear of not being able to pass to my department.					
21	I didn't know how to study.					
22	We were forced to do lots of homework.					
23	My accomodation environment was not appropriate to study.					
24	Friends affected me negatively concerning studying.					
25	We had no other subjects to socialize.					
26	The money I paid for the textbooks lessened my motivation.					
27	I haven't read enough books.					
28	Exams were very difficult.					
29	I failed although I made great effort.					
30	I didn't have the motivation as I enrolled in a department I didn't like.					
31	With the convenience of being in college I did not take lessons seriously.					
32	I did a lot of absenteeism.					
33	I couldn't prepare for the exams properly.					

Appendix F: Attributional Questionnaire for the Instructors

Değerli Meslektaşım,

aşağıdaki anket çalışması kendisini İngilizce öğrenmede başarılı veya başarısız gören hazırlık sınıfı öğrencilerimizin bu durumu neye atfettiklerini öğretmen bakış açısından öğrenmek amaçlıdır. Katkılarınızdan dolayı şimdiden teşekkür ederim.

- A.**
1. Cinsiyetiniz: *Kadın / Erkek*
 2. Öğretmenlik tecrübeniz: yıl.
 3. Eğitim durumunuz: A. Lisans (...)
B. Yüksek Lisans - devam ediyor (...), mezun oldum (...).
C. Doktora - devam ediyor (...), mezun oldum (...).

B. Bazı öğrencilerinizin İngilizce öğrenmede BAŞARILI olması konusunda aşağıdaki sebeplere ne oranda katılıyorsunuz?

Bazı öğrencilerim İngilizce öğrenmede <u>BAŞARILI</u> oldular çünkü...		Hiç katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen katılıyorum
		1	2	3	4	5
1	İngilizceyi seviyorlar.					
2	İngilizce öğrenmeye karşı çok istekliydim.					
3	Düzenli ve sıkı ders çalıştılar.					
4	Hocalar dersi etkili anlattılar.					
5	İngilizce altyapıları iyiydi.					
6	İngilizce film/dizi/tv programı izlediler.					
7	Dersleri iyi dinlediler.					
8	İngilizce şarkılar dinlediler.					
9	Ders kaynakları ilgi çekiciydi.					
10	Hocalar çok ilgili ve istekliydim.					
11	Devamsızlık yapmamaya çalıştılar.					
12	Günlük yaşamda pratik yapmaya özen gösterdiler.					
13	Ödevlerini zamanında ve eksiksiz yaptılar.					
14	Farklı yöntemler kullanarak kelime öğrendiler.					
15	İstedikleri bir bölümü kazanmışlardı.					
16	Düzenli tekrar yaptılar.					
17	Sınavlara iyi hazırlandılar.					
18	Aktif olarak derslere katıldılar.					
19	Yabancı hocalar çok etkili oldu.					
20	İngilizce okuma yaptılar.					
21	Kurs aldılar.					
22	Arkadaşlarıyla beraber ders çalıştılar.					
23	Sınıflardaki teknik imkanlar katkı sağladı.					
24	Ders dinlerken not aldılar.					
25	İleride İngilizceye ihtiyaçları olacağını bilincindeydiler.					
26	Bazı öğrencilerin bölümlerinin 100% İngilizce olması onları zorladı.					
27	Anlamadıklarını bilen birilerine sordular.					
28	Derslerde İngilizce konuşuldu.					
29	Bilmedikleri konuları araştırdılar.					
30	Yoğun ders programı etkili oldu.					
31	Öğretim metotları etkili ve öğreticiydi.					
32	Yabancı dil öğrenmeye yetenekleri vardı.					
33	Hazırlığı geçmek istiyorlardı ve buna uygun hareket ettiler.					

C. Bazı öğrencilerinizin İngilizce öğrenmede **BAŞARISIZ** olması konusunda aşağıdaki sebeplere ne oranda katılıyorsunuz?

Bazı öğrencilerim İngilizce öğrenmede BAŞARISIZ oldular çünkü...		Hiç katılmıyorum	Katılmıyorum	Kısmen Katılmıyorum	Katılıyorum	Tamamen katılıyorum
		1	2	3	4	5
1	Sistemli ve yeterli çalışmadılar.					
2	İngilizce öğrenmeyi gereksiz gördüler.					
3	Dersler oldukça sıkıcıydı.					
4	Başlangıçta İngilizce altyapıları yetersizdi.					
5	Düzenli tekrar yapmadılar.					
6	İngilizce öğrenmek onlar için zordu.					
7	İngilizceyi sevmiyorlardı.					
8	Yeterli kelime öğrenmekte zorlandılar.					
9	Ders işleyiş sistemi etkili değildi.					
10	Kişisel sorunları vardı.					
11	Ders sırasında anlatılanlara dikkatlerini vermediler.					
12	Devamsızlık sorunu üzerlerinde baskı oluşturdu.					
13	Konular çok hızlı ilerliyordu, ayak uyduramadılar.					
14	Zorunlu hazırlık eğitimi öğrenme isteklerini kırdı.					
15	Yeterince pratik yapmadılar.					
16	Bazı hocaları onlara katı davrandılar.					
17	Seneye ilçede okuyacak olmaları motivasyonlarını kırdı.					
18	Ders yoğunlukları çok fazlaydı.					
19	Ailelerini çok özlediler.					
20	Çanakkale'ye adapte olamadılar.					
21	Çoğu zaman dersleri anlayamadılar.					
22	Hazırlıkta kalıp bölüme gidememe korkusunu taşıdılar.					
23	Nasıl ders çalışacaklarını bilemediler.					
24	Hocalar konuları İngilizce anlattıklarından birçok şeyi anlayamadılar.					
25	Çok ödev verilip baskı uygulandı.					
26	Kaldıkları ortam ders çalışmalarına uygun değildi.					
27	Arkadaşları olumsuz etkilediler.					
28	Sosyal aktivite yapabilecekleri farklı bir ders yoktu.					
29	Kitaplara verdikleri para onları mutsuz etti.					
30	Motivasyonları düşüktü.					
31	Sınavlarda basit hatalar yaptılar.					
32	Yeterli İngilizce okuma yapmadılar.					
33	Hazırlıkla ilgili birçok şey net değildi.					
34	Sınavlar çok zordu.					
35	Çok çalıştıkları halde yine de başarısız oldular.					
36	İstemedikleri bir bölümü kazandılar.					
37	Üniversitede olmanın rahatlığıyla dersleri ciddiye almadılar.					
38	Çok devamsızlık yaptılar.					
39	Sınavlara yeterince çalışmadılar.					

Appendix G: Instructor Questionnaire Percentage Results for Success Attributions

Bazı öğrencilerinizin İngilizce öğrenmede Başarılı olmasını aşağıdaki sebeplere ne oranda bağlı görüyorsunuz?

Bazı öğrencilerim İngilizce öğrenmede <u>BAŞARILI</u> oldular çünkü...		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
		%	%	%	%	%
1	İngilizceyi seviyorlar.	0	18	11	18	54
2	İngilizce öğrenmeye karşı çok istekliyidiler.	4	18	7	43	29
3	Düzenli ve sıkı ders çalıştılar.	7	14	11	39	29
4	Hocalar dersi iyi/etkili anlattılar.	0	7	21	50	21
5	İngilizce altyapıları iyiydi.	11	25	21	36	7
6	İngilizce film/dizi/tv programı izlediler.	4	25	36	21	14
7	Dersleri iyi dinlediler.	0	7	14	54	25
8	İngilizce şarkılar dinlediler.	0	7	46	36	11
9	Kaynaklarımız öğretici ve ilgi çekiciydi.	0	7	36	39	18
10	Hocalar çok ilgili ve gayretliyidiler.	0	7	36	36	21
11	Devamsızlık yapmamaya çalıştılar.	4	18	14	39	25
12	Günlük yaşamda pratik yapmaya özen gösterdiler.	4	29	43	18	7
13	Ödevlerini zamanında ve eksiksiz yaptılar.	4	11	29	40	18
14	Farklı yöntemler kullanarak kelime öğrendiler.	4	14	32	50	0
15	Sevdikleri ve istedikleri bir bölümü kazandılar.	7	11	36	43	4
16	Düzenli tekrar yaptılar.	0	21	11	43	25
17	Sınavlara iyi hazırlandılar.	0	11	25	32	32
18	Aktif olarak derse katıldılar.	0	11	14	43	32
19	Yabancı hocalar çok etkili oldu.	4	14	36	29	18
20	İngilizce kitap/gazete/dergi okudular.	0	7	29	46	18
21	Kursa gittiler.	43	25	25	4	4
22	Arkadaşlarıyla beraber çalıştılar.	0	7	29	32	32
23	Sınıflardaki teknik imkanlar katkı sağladı.	0	7	36	29	29
24	Ders dinlerken not aldılar.	0	7	4	43	46
25	İlerde İngilizceye ihtiyaçları olacağını bilincindeydiler.	0	0	11	46	43
26	Bazılarının bölümlerinin 100% İngilizce olması onları zorladı.	4	0	14	39	43
27	Anlamadıklarını öğretmenlerine sordular.	0	11	29	32	29
28	Derslerde İngilizce konuşulması etkili oldu.	0	7	25	43	25
29	Bilmedikleri konu ve kelimeleri araştırdılar.	0	14	43	36	7
30	Yoğun ders programı etkili oldu.	7	14	25	39	14
31	Öğretim metotları etkili ve öğreticiydi.	0	0	29	61	11
32	Yabancı dil öğrenme kabiliyetleri vardı.	0	4	32	46	18
33	Hazırlığı geçmek istiyorlardı ve buna uygun hareket ettiler.	0	7	7	50	36

Appendix H: Instructor Questionnaire Percentage Results for Failure Attributions

Bazı öğrencilerinizin İngilizce öğrenmede <u>Başarısız</u> olmasını aşağıdaki sebeplere ne oranda bağlı görüyorsunuz?		Strongly Disagree	Disagree	Partly Agree	Agree	Strongly Agree
		%	%	%	%	%
1	Sistemli ve yeterli çalışmadılar.	0	7	4	21	68
2	İngilizce öğrenmeyi gereksiz gördüler.	7	0	18	25	50
3	Dersler oldukça sıkıcıydı.	14	40	36	11	0
4	Başlangıçta İngilizce altyapıları yetersizdi/ yoktu.	0	7	25	21	46
5	Düzenli tekrar yapmadılar.	4	0	11	18	68
6	İngilizce öğrenmek onlar için sıkıcı ve zordu.	7	21	18	32	21
7	İngilizceyi sevmiyorlardı.	0	7	25	36	32
8	Kelime hazneleri çok zayıftı/ kelime ezberlemekte zorlandılar.	4	11	21	46	18
9	Ders işleyiş sistemi etkili ve ilgi çekici değildi.	25	32	25	11	7
10	Kişisel sorunları vardı.	7	14	46	21	11
11	Ders sırasında anlatılanlara dikkatlerini ver(e)mediler.	0	11	11	39	39
12	Devamsızlık sorunu üzerlerinde baskı oluşturdu.	18	14	14	32	21
13	Konular çok hızlı ilerliyordu, ayak uyduramadılar.	21	7	25	36	11
14	Zorunlu hazırlık eğitimi öğrenme isteklerini kırdı.	11	11	39	21	18
15	Pratik yapmadılar.	4	4	18	29	47
16	Bazı hocaları onlara değer vermediler.	18	21	32	25	4
17	Seneye ilçede okuyacak olmaları motivasyonlarını kırdı.	4	7	43	25	21
18	Ders yoğunlukları/ ders sayısı çok fazlaydı.	18	18	25	32	7
19	Ailelerini ve evlerini çok özlediler.	7	4	61	18	11
20	Çanakkale'ye/ ortama adapte olamadılar.	11	14	54	14	7
21	Çoğu zaman dersleri/ anlatılanları anlayamadılar.	11	29	14	32	14
22	Hazırlıkta kalıp bölüme gidememe korkusunu taşıdılar.	4	7	29	32	29
23	Nasıl ders çalışacaklarını bilemediler.	0	14	32	29	25
24	Hocalar konuları İngilizce anlattıklarından birçok şeyi anlayamadılar.	14	21	32	25	7
25	Çok ödev verildi ve baskı uygulandı.	36	29	29	7	0
26	Kaldıkları ortam ders çalışmalarına uygun değildi.	21	11	57	11	0
27	Arkadaşları olumsuz etkilediler.	7	11	25	46	11
28	Sosyal aktivite yapabilecekleri farklı bir ders yoktu.	0	11	18	50	21
29	Kitaplara verdikleri para onları mutsuz etti.	14	14	25	25	21
30	Moralleri bozuk, motivasyonları düşüktü.	0	0	7	36	57
31	Sınavlarda stres ve dikkatsizlikten basit hatalar yaptılar.	7	21	11	32	29
32	Yeterli İngilizce kitap/ dergi okumadılar.	0	11	7	46	36
33	Hazırlıkla ilgili birçok şey net değildi, sorularına cevap bulamadılar.	11	7	32	36	14
34	Sınavlar çok zordu.	11	36	21	29	4
35	Çok çalıştıkları halde yine de başarısız oldular.	25	14	43	14	4
36	İstemedikleri bir bölümü kazandılar.	11	24	50	14	4
37	Üniversitede olmanın rahatlığıyla dersleri ciddiye almadılar.	0	0	25	64	11
38	Çok devamsızlık yaptılar.	0	14	21	39	25
39	Sınavlara yeterince çalışmadılar.	0	4	11	43	43

Appendix I: Instructor Questionnaire Mean Scores Results for Success Attributions

Bazı öğrencilerim İngilizce öğrenmede BAŞARILI oldular çünkü...

B. Bazı öğrencilerim İngilizce öğrenmede <u>BAŞARILI</u> oldular çünkü...		Mean
1	İlerde İngilizceye ihtiyaçları olacağını bilincindeydiler.	4,3214
2	Ders dinlerken not aldılar.	4,2857
3	Bazılarının bölümlerinin 100% İngilizce olması onları zorladı.	4,1786
4	Hazırlığı geçmek istiyorlardı ve buna uygun hareket ettiler.	4,1429
5	İngilizceyi seviyorlar.	4,0714
6	Dersleri iyi dinlediler.	3,9643
7	Aktif olarak derse katıldılar.	3,9643
8	Arkadaşlarıyla beraber çalıştılar.	3,8929
9	Hocalar dersi iyi/etkili anlattılar.	3,8571
10	Sınavlara iyi hazırlandılar.	3,8571
11	Derslerde İngilizce konuşulması etkili oldu.	3,8571
12	Öğretim metotları etkili ve öğreticiydi.	3,8214
13	Sınıflardaki teknik imkanlar katkı sağladı.	3,7857
14	Yabancı dil öğrenme kabiliyetleri vardı.	3,7857
15	Anlamadıklarını öğretmenlerine sordular.	3,7857
16	İngilizce kitap/gazete/dergi okudular.	3,7500
17	İngilizce öğrenmeye karşı çok istekliydi.	3,7500
18	Düzenli tekrar yaptılar.	3,7143
19	Hocalar çok ilgili ve gayretliydi.	3,7143
20	Düzenli ve sıkı ders çalıştılar.	3,6786
21	Kaynaklarımız öğretici ve ilgi çekiciydi.	3,6786
22	Devamsızlık yapmamaya çalıştılar.	3,6429
23	Ödevlerini zamanında ve eksiksiz yaptılar.	3,5714
24	İngilizce şarkılar dinlediler.	3,5000
25	Yabancı hocalar çok etkili oldu.	3,4286
26	Yoğun ders programı etkili oldu.	3,3929
27	Bilmedikleri konu ve kelimeleri araştırdılar.	3,3571
28	Farklı yöntemler kullanarak kelime öğrendiler.	3,2857
29	Sevdikleri ve istedikleri bir bölümü kazandılar.	3,2500
30	İngilizce film/dizi/tv programı izlediler.	3,1786
31	İngilizce altyapıları iyiydi	3,0357
32	Günlük yaşamda pratik yapmaya özen gösterdiler.	2,9643
33	Kursa gittiler.	2,0000

Appendix J: Instructor Questionnaire Mean Scores Results for Failure Attributions

	C. Bazı öğrencilerim İngilizce öğrenmede BAŞARISIZ oldular çünkü...	MEAN
1	Sistemli ve yeterli çalışmadılar.	4,5000
2	Motivasyonları düşüktü.	4,5000
3	Düzenli tekrar yapmadılar.	4,4643
4	Sınavlara yeterince çalışmadılar.	4,2500
5	İngilizce öğrenmeyi gereksiz gördüler.	4,1071
6	Pratik yapmadılar.	4,1071
7	Başlangıçta İngilizce altyapıları yetersizdi.	4,0714
8	Ders sırasında anlatılanlara dikkatlerini vermediler.	4,0714
9	Yeterli İngilizce okuma yapmadılar.	4,0714
10	İngilizceyi sevmiyorlardı.	3,9286
11	Üniversitede olmanın rahatlığıyla dersleri ciddiye almadılar.	3,8571
12	Sosyal aktivite yapabilecekleri farklı bir ders yoktu.	3,8214
13	Hazırlıkta kalıp bölüme gidememe korkusunu taşıdılar.	3,7500
14	Çok devamsızlık yaptılar.	3,7500
15	Kelime ezberlemekte zorlandılar.	3,6429
16	Nasıl ders çalışacaklarını bilemediler.	3,6429
17	Seneye ilçede okuyacak olmaları motivasyonlarını kırdı.	3,5357
18	Sınavlarda stres ve dikkatsizlikten basit hatalar yaptılar.	3,5357
19	Arkadaşları olumsuz etkilediler.	3,4286
20	İngilizce öğrenmek onlar için sıkıcı ve zordu.	3,3929
21	Hazırlıkla ilgili birçok şey net değildi, sorularına cevap bulamadılar.	3,3571
22	Devamsızlık sorunu üzerlerinde baskı oluşturdu.	3,2500
23	Zorunlu hazırlık eğitimi öğrenme isteklerini kırdı.	3,2500
24	Kitaplara verdikleri para onları mutsuz etti.	3,2500
25	Ailelerini ve evlerini çok özlediler.	3,2143
26	Kişisel sorunları vardı.	3,1429
27	Çoğu zaman dersleri/ anlatılanları anlayamadılar.	3,1071
28	Konular çok hızlı ilerliyordu, ayak uyduramadılar.	3,0714
29	Ders yoğunlukları çok fazlaydı.	2,9286
30	Çanakkale'ye adapte olamadılar.	2,9286
31	Hocalar konuları İngilizce anlattıklarından birçok şeyi anlayamadılar.	2,8929
32	Sınavlar çok zordu.	2,7857
33	İstemedikleri bir bölümü kazandılar.	2,7857
34	Bazı hocaları onlara değer vermediler.	2,7500

Appendix K: Dimensions of Success Attributional Factors

	Stability	Controllability	Locus
1	Unstable	Controllable	Internal
2	Unstable	Controllable	Internal
3	Unstable	Controllable	Internal
4	Unstable	Controllable	Internal
5	Unstable	Controllable	Internal
6	Unstable	Controllable	Internal
7	Unstable	Controllable	Internal
8	Unstable	Controllable	Internal
9	Stable	Uncontrollable	External
10	Stable	Uncontrollable	Internal
11	Unstable	Controllable	Internal
12	Stable	Uncontrollable	External
13	Unstable	Controllable	Internal
14	Stable	Uncontrollable	External
15	Stable	Uncontrollable	External
16	Unstable	Controllable	Internal
17	Unstable	Controllable	Internal
18	Unstable	Controllable	Internal
19	Unstable	Controllable	Internal
20	Unstable	Controllable	Internal
21	Unstable	Controllable	Internal
22	Unstable	Controllable	Internal
23	Unstable	Uncontrollable	Internal
24	Stable	Uncontrollable	External
25	Stable	Uncontrollable	External
26	Stable	Uncontrollable	External
27	Stable	Uncontrollable	External
28	Unstable	Controllable	Internal
29	Unstable	Controllable	Internal
30	Stable	Uncontrollable	External
31	Unstable	Controllable	Internal
32	Stable	Uncontrollable	External
33	Stable	Controllable	External
Total	21-Uns/ 12-Sta	21-Cont/ 12-Unc	22-Intr/ 11-Ext
%	65%-Unstable	65% Controllable	67%-Internal
	35% Stable	35% Uncontrollable	33% External

Appendix L: Dimensions of Failure Attributional Factors

	Stability	Controllability	Locus
1	Stable	Uncontrollable	External
2	Stable	Uncontrollable	External
3	Stable	Uncontrollable	External
4	Stable	Uncontrollable	External
5	Stable	Uncontrollable	External
6	Stable	Uncontrollable	External
7	Unstable	Controllable	Internal
8	Stable	Uncontrollable	External
9	Stable	Uncontrollable	External
10	Unstable	Controllable	Internal
11	Stable	Uncontrollable	External
12	Stable	Uncontrollable	External
13	Unstable	Controllable	Internal
14	Unstable	Controllable	Internal
15	Unstable	Controllable	Internal
16	Unstable	Controllable	Internal
17	Stable	Uncontrollable	External
18	Stable	Controllable	Internal
19	Unstable	Uncontrollable	Internal
20	Unstable	Uncontrollable	External
21	Stable	Uncontrollable	External
22	Stable	Uncontrollable	External
23	Unstable	Controllable	Internal
24	Unstable	Controllable	Internal
25	Unstable	Uncontrollable	Internal
26	Unstable	Controllable	Internal
27	Stable	Uncontrollable	External
28	Unstable	Controllable	Internal
29	Stable	Uncontrollable	External
30	Stable	Uncontrollable	External
31	Stable	Uncontrollable	External
32	Unstable	Controllable	Internal
33	Stable	Controllable	Internal
34	Stable	Uncontrollable	External
35	Stable	Controllable	Internal
36	Unstable	Controllable	Internal
37	Unstable	Controllable	Internal
38	Stable	Uncontrollable	External
39	Unstable	Controllable	Internal
Total	17-Uns/ 22-Sta	17-Unc/ 22-Cont	19-Int/ 20-Ext
%	44% Unstable	44% Controllable	48%-Internal
	56% Stable	56% Uncontrollable	52% External