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We **certify** that thesis under the title of “**INVESTIGATING UNIVERSITY STUDENTS’ CLASSROOM ENVIRONMENT PERCEPTIONS AS A PREDICTOR OF THEIR ENGLISH SELF-EFFICACY AND SELF-REGULATION**” which was prepared by our student Ceyda ÖRÜK with number 20168006 is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

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26 / 09 / 2018

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**DEDICATION**



*To My Beloved Father and Mother*  
*H. FİKRET GÜNEŞKÜTER and NESİBE GÜNEŞKÜTER*

**ETHICS DECLARATION**

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Perceptions As a Predictor of Their English Self-efficacy and Self-regulation

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,  
I prepared this thesis within the framework of academic and ethics rules,  
I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,  
I cited all sources to which I made reference in my thesis,  
The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

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26/09/2018

Ceyda ÖRÜK

**ABSTRACT****INVESTIGATING UNIVERSITY STUDENTS' CLASSROOM ENVIRONMENT PERCEPTIONS AS A PREDICTOR OF THEIR ENGLISH SELF-EFFICACY AND SELF-REGULATION****Ceyda ÖRÜK****Master Thesis, Department of English Language Education****Supervisor: Prof. Dr. Jülide İNÖZÜ****September 2018, 161 pages**

This study was carried out to investigate the relationship between university students' perceptions of classroom environment, their English self-efficacy and self-regulation regarding their motivation and use of self-regulated learning strategies. The data of the study which was conducted in a state university in Adana, Turkey, was gathered by quantitative research methods. Three questionnaires measuring the learners' classroom environment perceptions, their English self-efficacy beliefs and motivation as well as use of learning strategies in terms of self-regulation were used to collect the relevant data. Within the scope of research questions, descriptive, correlation and multiple regression analyses were computed to analyze the data. The results of the study primarily revealed that in general participants have positive perceptions toward their classroom environment, find themselves quite efficient in English language and within the framework of self-regulation they are motivated to learn the language and use self-regulated learning strategies quite often. Nevertheless, correlation and multiple regression analyses results indicated that participants' perceptions of their classroom environment do not predict their motivation as well as use of learning strategies in terms of self-regulation. On the other hand, personalization aspect of the classroom environment which refers to teacher support was found positively associated with participants' English self-efficacy. The findings of the study were discussed within the scope of previous researches carried out in the literature.

**Key Words:** Classroom environment, English self-efficacy, self-regulation, motivation, learning strategies

## ÖZET

# ÜNİVERSİTE ÖĞRENCİLERİNİN SINIF ORTAMI ALGILARININ İNGİLİZCE ÖZ YETERLİLİKLERİNİN VE ÖZ DÜZENLENMELERİNİN YORDAYICISI OLARAK İNCELENMESİ

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Bu çalışma, üniversite İngilizce hazırlık bölümü öğrencilerinin sınıf ortamı algılarının İngilizce öz yeterlilikleri ve öz düzenlemeleri ile olan ilişkisini incelemek amacıyla yürütülmüştür. Adana, Türkiye’de bulunan bir devlet üniversitesinde yürütülen çalışmada veriler nicel araştırma yöntemleri kullanılarak elde edilmiştir. Veriler, öğrencilerin sınıf ortamı algılarını, İngilizce öz yeterlilik inançlarını ve öz düzenlemeleri ile ilgili olarak motivasyonlarını ve öğrenme stratejileri kullanımlarını ölçen üç farklı anket aracılığı ile toplanmıştır. Araştırma soruları kapsamında elde edilen veriler betimsel, korelasyon ve çoklu regresyon analiz yöntemleri kullanılarak test edilmiştir. Sonuçlar, öğrencilerin genel olarak sınıf ortamı ile ilgili pozitif bir algıya sahip olduğunu, kendilerini İngilizce konusunda öz yeterliliklerinin olduğunu ve öz düzenleme kapsamında İngilizce öğrenmeye karşı motivasyonlarının olduğunu ve öğrenme stratejilerini sıklıkla kullandıklarını ortaya koymuştur. Ancak, korelasyon ve çoklu regresyon analiz sonuçları, öğrencilerin sınıf ortamı algılarının öz düzenleme ile ilgili olarak motivasyonlarının ve öğrenme stratejileri kullanımlarının anlamlı bir yordayıcısı olmadığını göstermiştir. Diğer taraftan, sınıf ortamı kapsamında öğretmenlerin destekleyici tutumlarının öğrencilerin öz yeterliliklerini olumlu bir şekilde etkilediği anlaşılmıştır. Bu araştırmanın bulguları alan yazınında bu konuda yapılmış çalışmalar dikkate alınarak tartışılmıştır.

**Anahtar Kelimeler:** Sınıf ortamı, İngilizce öz yeterlilik, öz düzenleme, motivasyon, öğrenme stratejileri

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**ABBREVIATIONS**

<b>CUCEI</b>	: College and University Classroom Environment Inventory
<b>QESE</b>	: Questionnaire of English Self-efficacy
<b>MSLQ</b>	: Motivated Strategies for Learning Questionnaire
<b>SRL</b>	: Self-regulated Learning



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## CHAPTER I

### 1. INTRODUCTION

This quantitative study which was carried out in an English preparatory school of a state university in Adana, Turkey, basically aims at presenting an understanding of students' perceptions of their classroom environments, self-efficacy beliefs, and self-regulation in terms of their motivational orientations and use of self-regulated learning strategies. The study also seeks to find out associations among students' perceptions of classroom environment, their self-efficacy beliefs, and self-regulation considering their motivation and use of self-regulated learning strategies.

#### 1.1. Background of the Study

The vast developments in technology have led us to a more globalized world in which the need of communication with other nations became more important than ever. Therefore, with the 21st century, learning a foreign language, especially learning English language has become inevitable as it has become the language of communication across the world. Accordingly, the increasing demand for foreign language learning has led researchers and experts in the field to reconsider dynamics of language teaching and learning in respect to which several theories have emerged.

One of the most prominent theories developed in the last few decades was Bandura's (1986) social cognitive theory aiming to reveal the functioning of the human behavior. Bandura (1991) defines the human behavior as a product of self-directed mechanism. Within the scope of his theory, behaviors are produced within a casual process in which there are bidirectional interactions between the person, behavior and the environment (Bandura, 1991). Individuals' self-efficacy beliefs, their motivation, and environmental factors are accepted as important determinants of their behavior (Bandura, 1991). When Bandura's social cognitive theory is considered in educational contexts, learners' self-efficacy systems are put forward as an effective construct of their attitudes toward classes and academic activities (Klassen & Usher, 2010). Furthermore, self-efficacy beliefs are also pointed out to be influential in learners' motivation (Zimmerman & Pons, 1992). A learners' self-efficacy beliefs, in other words beliefs s/he holds about his/her capabilities is one of the primary sources of his/her motivation to initiate an activity, exert effort, persist in the face of difficulties, and

achieve the desired goal (Klassen & Usher, 2010). Parallel to that, learners' perception of self-efficacy beliefs and motivation are important milestones in their self-regulative processes of learning. Learners' self-efficacy beliefs functions as a motivator and directs their goal orientation, efforts as well as self-regulated strategies in overcoming obstacles and achieving success (Boekaerts & Niemivirta, 2000).

In addition, since the literature indicates that positive classroom environment “promotes and motivates student interest in learning, hence leading to better cognitive and affective outcomes” (Fraser & Goh, 2003, p. 465), it is also essential to understand the classroom environment constructs as a part of learning processes. Basically, classrooms may be defined as multidimensional social environments where certain actions and behaviors are performed by the participants to achieve a learning outcome. In respect to that there are several factors that affect the functioning of the classroom learning (Fraser, 2012). The relationship among the participants of the environment, the opportunities the environment nestles as well as its qualities in respect to clarity, organization, and innovativeness either enhances or inhibits learning (Fraser et al., 2003). Furthermore, classroom dimensions are also defined as influential in constructing self-efficacy beliefs (Lorsbach & Jinks, 1999) and in connection with it, enhancing self-regulative processes of learners (Paris & Paris, 2001).

Consequently, it is impossible to evaluate classroom environment, learners' self-efficacy beliefs and their self-regulation apart from each other as they are interrelated. Therefore, learners' perception of their classroom environments as well as their self-efficacy beliefs and self-regulation along with the associations among them, which are subject to this study, are important in gaining an understanding of learning processes that take place in specific environments.

## **1.2. Statement of the Problem**

The literature search involving classroom environment, self-efficacy and self-regulation in the last few decades indicates that several studies were conducted on three of the research fields which are mentioned in the literature review chapter of this thesis. Nevertheless, it seems that even though these three fields are interrelated, most of the studies that were carried out dealt with them separately. Among the studies conducted regarding classroom environment and self-efficacy, very few of them investigated the relationship between them. (Spinner & Fraser, 2005; Wang, 2012). Therefore, as

Daemi, Tahriri & Zafarghandi (2017) mention there is still a need to investigate associations between classroom environment and academic self-efficacy. Likewise, although most of the self-regulation studies investigate the link between self-efficacy and self-regulation, the number of the studies which examines self-regulation and classroom environment interrelatedly is limited. Zimmerman (2008) suggests that the effect of factors in the classroom environment on students' self-regulation needed to be investigated further. Likewise, Olaussen & Braten (1999) underline the importance of conducting self-regulation studies in different countries having different contexts to maintain generalization of self-regulation theories and models. Moreover, the review of literature also demonstrates that most of the studies (e.g. Dorman, Waldrip, & Fisher 2006; Wernsman, 2009; Alkharus, 2009; Taat, 2015) were conducted in primary, middle school and high school contexts and focus on certain areas such as science, technology and mathematics. Since classroom environment is considered as influential on learners' thoughts, beliefs, and behavior in the scope of social-cognitive perspective, associations among classroom environment constructs, self-efficacy beliefs, and self-regulation should be further searched in different classroom contexts with students from different age groups.

### **1.3. Significance of the Study**

Considering the existing gap in literature and limited number of studies in Turkey that examine classroom environment, self-efficacy, and self-regulation it is assumed that this study primarily will contribute to the literature by investigating university EFL students' perceptions of their classroom environments and self-efficacy beliefs as well as self-regulation with respect to their motivation and use of self-regulated learning strategies. Furthermore, since the studies that have been carried out lack of presenting the associations among classroom environment, self-efficacy, and self-regulation, this study can be helpful in analyzing the interrelation between them as it examines the extent of the relationship among university students' perceptions of classroom environment, their self-efficacy beliefs and self-regulation.

### **1.4. Purpose of the Study and Research Questions**

Primarily, this study aims at understanding the university EFL students' perceptions of classroom environment, self-efficacy beliefs and self-regulation

considering their motivation and use of self-regulated learning strategies. In addition, the study also explores the relationship between learners' classroom environment perceptions and their self-efficacy beliefs as well as motivation and use of learning strategies in terms of self-regulation. The extent to which learners' classroom environment perceptions explain their self-efficacy beliefs and self-regulation is also a concern of this study. Regarding the above-mentioned purposes, the study addresses the following research questions.

1. What perceptions do learners have of their classroom environment?
2. What perceptions do learners have of their English self-efficacy?
3. What perceptions do learners have of their motivation in terms of self-regulation?
4. To what extent learners use learning strategies in terms of self-regulation?
5. Does a relationship exist between learners' perception of their classroom environment and their English self-efficacy as well as self-regulation in respect to their motivation and use of self-regulated learning strategies?
6. Does learners' perception of classroom environment predict their English self-efficacy beliefs and self-regulation in respect to their motivation and use of self-regulated learning strategies?

## CHAPTER II

### 2. REVIEW OF LITERATURE

#### 2.1. Introduction

This chapter aims at providing literature review and theoretical framework relevant to classroom learning environment, self-efficacy, and self-regulation regarding motivation and use of self-regulated learning strategies. The first section presents historical perspectives and studies on classroom learning environment including the classroom environment studies in English education. The following sections respectively discuss self-efficacy beliefs and self-regulation as well as their associations with learning environments.

#### 2.2. Historical Perspectives and Studies on Classroom Learning Environment

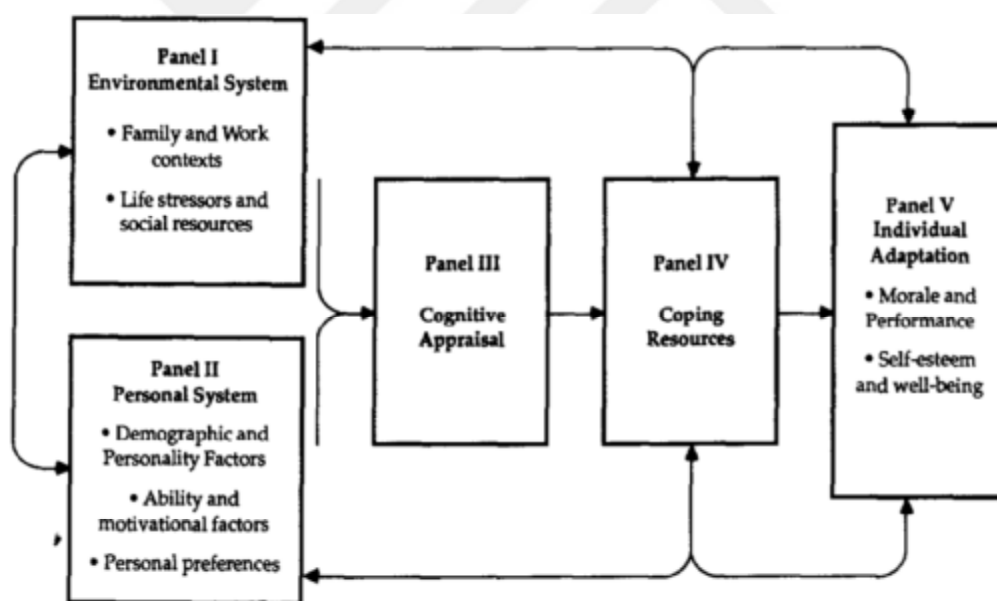
Having a 98 year of historical background, classroom learning environment has always been one of the most salient subjects in the field of education. Moreover, within the last three or four decades, as Fraser (1998) states, it has accepted as an important and credible educational research paradigm and gained more recognition internationally. Among the various definitions it has, within the context of classrooms, the word “environment” may be accepted as the “shared perceptions of the students and the teachers in that environment” (Fraser, 1986, p. 23). Likewise, Ghosh (2015) defines the classroom learning environment as “a combination of social and physical qualities that create the learning experience” and further adds that in educational settings it refers to “the atmosphere, ambiance, tone, or climate that pervades the particular setting” (p. 436). Supporting Ghosh’s point of view, Boy and Pine (1988) define classroom environments as human environments. Similarly, Fraser (1994) makes a distinction between the physical qualities and psychosocial qualities of the learning environment by introducing two types of learning environments; a physical environment which refers to the material setting and human environment including the students and the teachers as well as the interaction between them. According to Fraser (2012), the learning environment involves social, psychological and pedagogical contexts which influence students’ attitudes as well as achievements.

Even though the researches that have been carried out over the last 30 years focus more on the human aspect of the learning environment, the earliest research which was conducted by Thomas in the USA, 1920 was mainly related to observation and recording of explicit classroom experience (Chavez, 1984). Following Thomas' work, Lewin (1936) developed the theory defining the behavior as a function of person and environment;  $B=f(P, E)$ . From his point of view, researchers should deal more with the person and the psychological environment. Later, Lewin's theory was improved by Murray (1938) who introduced the need press theory stating that what produces or guides the behavior is the interaction of needs and press. According to his point of view, "the press of an object is what it can do to the subject – the power it has to affect the well-being of the subject in one way or another" (Murray, 1938, p. 121). Within the context of learning environments, Murray (1938) used terms of *alpha press* referring to external observers' perception of a learning environment and *beta press* indicating an internal perspective with which he aimed at understanding the participants of the learning environment.

In pursuit of Murray, Stern, Stein and Bloom in 1956 developed the need press theory by introducing terms of *private beta press* which stands for the individual's insider perspective and *consensual beta press* referring to the whole insider group's perspective to make a distinction between the individuals' perception and the group's perception of the environment (Zandvliet, 2013). Similarly, Getzels and Thelen (1960) formulated a model seeing classrooms as social systems in which group behavior, as well as the learning outcomes, are predicted by the interaction of personality needs, role expectations, and classroom environment. Subsequently, by extending the need press theory, Stern (1970) designed a theory of "person-environment congruence in which complimentary combinations of personal needs; motivational personality characteristics representing tendencies to move in the direction of certain goals and environmental press; an external situational counterpart which supports or frustrates the expression of internalized personality needs enhance student outcomes" (Fraser, 1986, p. 6).

Following Stern's theory which founded a basis for person-environment fit studies, research on the conceptualization of classroom environments and assessment of psychological environments has developed rapidly (Ghosh, 2015). In 1968, Walberg (Walberg & Anderson, 1968) formed Learning Environment Inventory (LEI) as a part of his research studies in Harvard Project Physics. In addition, Walberg's (1981) multi-factor psychological model introduced that among the various factors such as age,

ability, motivation, quality of instruction, type of activities, the classroom learning environment was one of the most influential factors of students' achievement and motivation (Gür, 2006). Likewise, Moos' (1987) social climate scales which were developed in collaboration with Edison Trickett led to studies in various range of human environments and to development of the Classroom Environment Scale (CES, Moos & Trickett 1974; Trickett & Moos 1973). Furthermore, their work put forward three dimensions of human environments: "Relationship" referring to the quality of the personal relationships in the environment, "Personal Development" indicating the opportunities presented in the environment for enhancement and growth of learners, and "System Maintenance and System Change" dealing with order, clarity and innovativeness of the environment (Ghosh, 2015, p. 436). Moos' (1987) model of an integrative person-environment framework implied that the interaction of personal and contextual factors influence cognitive appraisal, coping responses, well-being, and adaptation of individuals (see Figure 1).



*Figure 1.* Model of Links between Personal and Environmental Factors and Individual Adaptation" (Moos, 1987, p. 232)

Within the last two decades, Walberg and Moos' studies dealing with classroom environment perceptions evoked the development of further researches related to conceptualization, assessment, and investigation of the classroom learning environment (Fraser, 2012). In Netherlands, together with his colleagues Theo Wubbels initiated a

research which focuses particularly on the student-teacher interaction within the classroom environment. Followingly, teacher-student interpersonal relationship became a significant research topic in many other countries and many studies, such as “Rowena Scott and Darrell Fisher (2004) in Brunei Darussalam; Choon Lang Quek, Angela Wong, and Barry Fraser (2005) in Singapore; Sunny Lee, Barry Fraser, and Darrell Fisher (2003) in Korea; and Barry Fraser, Jill Aldridge, and Widia Soerjaningsih (2010) in Indonesia” (Fraser, 2012, p.79) investigated it. Similarly, in Australia, Barry Fraser’s and his colleagues’ research distinctively focused on student-centered classrooms to assess learning environment dimensions of open or individualized classroom settings (Fraser, 2012). Regarding this, development of other specific-purpose classroom environment instruments (see Table 1) were developed.





Table 1

*Classroom Environment Instruments and Scales*

Instrument	Level	Item per Scale	Scales classified according to Moos' Scheme		
			Relationship Dimension	Personal Development Dimension	System Maintenance and Change Dimension
Learning Environment Inventory (LEI)	Secondary	7	Cohesiveness Friction Favoritism Cliqueness Satisfaction Apathy	Speed Difficulty Competitiveness	Diversity Formality Material environment Goal direction Disorganization Democracy
Classroom Environment Scale (CES)	Secondary	10	Involvement	Task orientation Competition	Order and organization Rule clarity Teacher control Innovation
Individualized Classroom Environment Questionnaire (ICEQ)	Secondary	10	Affiliation Teacher support Personalization Participation	Independence Investigation	Differentiation
College and University Classroom Inventory (CUCEI)	Higher Education	7	Personalization Involvement Student Cohesiveness Satisfaction	Task orientation	Innovation Individualization

Table 1 (continued)

Instrument	Level	Item per Scale	Scales classified according to Moos' Scheme		
			Relationship Dimension	Personal Development Dimension	System Maintenance and Change Dimension
My Class Inventory (MCI)	Elementary	6-9	Cohesiveness Friction Satisfaction	Difficulty Competitiveness	
Science Laboratory Environment Inventory (SLEI)	Upper Secondary /Higher Education	7	Student cohesiveness	Open-endedness Integration	Rule Clarity Material environment
Questionnaire on Teacher Interaction (QTI)	Secondary/ Primary	8-10	Leadership Helpful/Friendly Understanding Student responsibility and freedom Uncertain Dissatisfied Admonishing Strict		
Constructivist Learning Environment Survey (CLES)	Secondary	7	Personal relevance Uncertainty	Critical voice Shared control	Student negotiation
What Is Happening In this Class? (WIHIC)	Secondary	8	Student cohesiveness Teacher support Involvement	Investigation Task orientation Cooperation	Equity

Table 1 (continued)

Instrument	Level	Item per Scale	Scales classified according to Moos' Scheme		
			Relationship Dimension	Personal Development Dimension	System Maintenance and Change Dimension
Technology-Rich Outcomes-Focused Learning Environment Inventory (TROFLEI)	Secondary	10	Student cohesiveness		
			Teacher support	Investigation	Equity
			Involvement	Task orientation	Differentiation
Constructivist-Oriented Learning Environment Survey (COLES)	Secondary	11	Young adult ethos	Cooperation	Computer usage
			Student cohesiveness		
			Teacher support		Equity
			Involvement	Task orientation	Differentiation
			Young adult ethos	Cooperation	Formative assessment
Personal relevance		Assessment criteria			

*Taken from Fraser (2012)*

Along with the validation and application of various classroom environment instruments that were developed within the context of learning environments research in the USA and leading researches that were initiated in the Netherlands and Australia, classroom environment research has gained a special interest and attention in many parts of the world. As Fraser (2012) states especially Asian researches such as; “Angela Wong and Barry Fraser (1996); Choon Lang Quek, Angela Wong, and Barry Fraser (2005); Swee Chiew Goh and Barry Fraser (2000); Barry Fraser, Jill Aldridge, and Widia Soerjaningsih (2010)” (p. 79) contributed to the field.

Moreover, as it is stated in Dorman, Aldridge & Fraser (2006), Fraser’s (1998), Dorman’s (2002), Goh and Khine’s (2002) and Khine and Fisher’s (2003) reviews of the classroom environment research revealed several areas of classroom environment research involving: relationship between classroom environment and learning outcomes, evaluation of educational programs, differences between students’ and teachers’ perceptions of classroom as well as their perceptions of actual and preferred environments, variables that affect classroom environment, school psychology, teacher education and productivity in education, and enabling changes in the environment by using environment instruments. Regarding the results of the studies conducted, as Fraser (1994, 1998), Goh & Fraser (2003), Dorman et al. (2006), and Zandvliet (2013) report, students’ perception of learning environment is considerably correlated with learning outcomes. That is, the more students perceive their classroom environment positively, the better they learn and the more they have favorable attitudes towards learning.

### **2.2.1. Studies on Learning Environment in English Education**

“Until now, learning environment studies have concentrated on the narrower science and technology education milieu, however, the methods are increasingly being viewed as applicable to inter/multi-disciplinary fields of study” (Zandvliet, 2013, p. 109). Likewise, Lim & Fraser (2017) state that previous studies on learning environment specifically dealt with science and mathematics and mainly focused on the middle and high school education. In comparison to science and education disciplines, fewer learning environment studies have been carried on English education at university level.

As Lim & Fraser (2017) mention, in the last two decades the classroom environment research in English language education mainly focused on the difference

between students' and teachers' perceptions of classroom environment, differences in perceptions of classroom environment in respect to age and gender, students' actual and ideal classroom environment perceptions, associations between perceptions of classroom environment and motivation, and relation between perceptions of learning environment and achievement in English.

With respect to that several studies were conducted in various countries such as; Harris (2013) in USA; Safa & Doosti (2017) and Ebrahimi (2015) in Iran studied the differences between students' perceptions on their actual and ideal classroom environment. In his study which was conducted with 8<sup>th</sup> grade English students, Harris (2013) found big differences between learners' actual and preferred classroom environments. Safa & Doosti (2017) in their study worked with 573 secondary-school students and 32 English teachers. The results of their study revealed similar results with Harris' as the participants' scores for actual and preferred classroom environment scales were significantly different. On the other hand, Ebrahimi (2015) carried out his study with participation of 622 students of English Language Teaching. According to the results obtained from the study, students would like to have a more constructivist classroom environment and that they are not satisfied with their current learning environment.

Likewise, Harris (2013); Tulloch (2011); Waxman & Huang (1998) in USA, Lui & Fraser (2013); Sun (2009;2010) in China, and Jannati & Marzban (2015) in Iran investigated differences between student's and teachers' perceptions of classroom environment as well as the differences between students' perceptions in respect to gender and age. Hariss' (2013) study indicated that the difference between actual and preferred classroom environment perceptions of female students were larger in respect to male students. In addition, while Waxman & Huang's (1998) study with 13.000 elementary, middle, and high school students pointed out that female students perceive their classroom environment more favorably than male students, Tulloch's (2011) study which was conducted with 544 junior college students didn't find any significant difference between male and female perceptions. Furthermore, Lui & Fraser (2013) and Sun (2009) in their studies found out that in general female students have more positive perception when it is compared with male students. Additionally, Luis & Fraser's (2013) study in which 1235 7<sup>th</sup>, 8<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students participated also revealed that older students perceive their classroom environment less positively than younger students. Moreover, both of Sun's (2009; 2010) studies which were carried out

with university students indicated that teachers' perceptions of classroom environment are more positive than that of students.

When it is compared to previously mentioned studies, fewer studies were carried out regarding the perceptions of classroom environment and motivation. Bi (2015) in China, Maulana, Opendakker, Den Brok & Bosker (2011) in Indonesia, Wei & Ellias (2011) in Malaysia analyzed the associations between learners' perception of classroom environment and their motivation. Bi's (2015) study with 945 who are studying English as a major showed positive and strong correlation between students' perceptions of task orientation, involvement, and teacher support and their motivation. Likewise, Maulana et al. (2011) in their study found that influence and proximity are important determinants of students' motivation. On the other hand, Wei & Ellias' (2011) study indicated weak correlations between classroom environment perceptions and student motivation. Similarly, Alzubaidi, Aldridge & Khine (2016) in Jordan searched for the relationship between university students' perceptions of classroom environment and their motivation as well as self-regulation. In their study, Alzubaidi et al. (2016) brought out significantly positive associations between 994 university students' learning environment perceptions and their motivation as well as their self-regulation.

Moreover, several studies such as; Jannati & Marzban (2015); Ebrahimi & Rahimi (2013) in Iran, Gedamu & Siyawick (2014) in Ethiopia, Harris (2013) in USA, Baekt & Choi (2002) in Korea and Liu & Fraser (2013); Peng & Woodrow (2010); Sun (2009); and Wei, Den Brok & Zhou. (2009) in China aimed at understanding the extent to which students' perceptions of classroom environment affect their achievement in English classes. The results acquired from all the studies mentioned above revealed that students' perceptions of classroom environment are closely related with their achievement in learning English language.

To sum up, the studies conducted in the last two decades on English classroom environment designate that how students perceive their classroom is significantly related with their achievement and motivation to learn the language. Nevertheless, most of the studies focus on the difference between perceptions either between student' and teacher' or by considering different aspects such as gender and age. On the other hand, the literature review points out that there are fewer studies which investigates the associations between classroom environment and motivation as well as self-regulation.

### 2.3. The Social Cognitive Theory and Self-efficacy

Without any doubt, beliefs learners hold about their capabilities are one of the key factors of success in educational settings (Klassen & Usher, 2010). As Bembenutty (2007) states “We are, to a very great extent, the very beliefs we carry inside our heads” (p. 665). The self- efficacy theory which was introduced in 1977 by Albert Bandura as a construct of Social Cognitive Theory, attained great attention in almost every domain of social science. Since then, researchers have investigated the role of self-efficacy in people’s behaviors. (Klassen & Usher, 2010).

Within the framework of Social Cognitive Theory, which explains human functioning as a dynamic and interactive process, an individual can observe the environment and the participants of that environment, reflect to it regarding his/her own beliefs and thoughts, and alter his/her own self-regulatory functions accordingly through a cognitive functioning process (Burney, 2007). Similarly, regarding the Social Cognitive Theory, Bandura (1997) states that people are self-organizing, proactive, self-reflecting and self-regulating organisms who contribute to their environment rather than just being receivers and products of the environmental influences. That is, individuals are agents who are active in their own development, learning and functioning and adaptive within the environment to improve performance and well-being (Bandura, 1986). According to. Bandura (1997), because of “a triadic reciprocal causation” (p.6) (see Figure 2) which is the bidirectional interactions that occur between personal, contextual and behavioral influences, individuals become both the “products” and “producers of their own environment and their social systems” (p. 6).

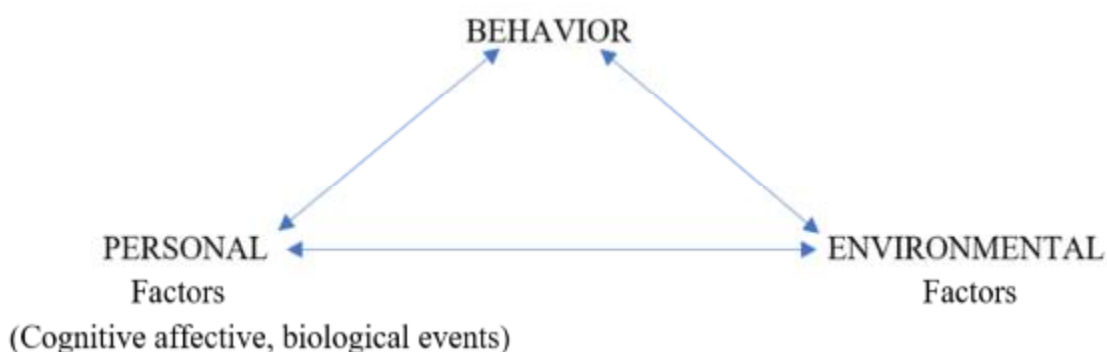


Figure 2. Bandura’s concept of “triadic reciprocity” (Bandura, 1997, p. 6)

Accordingly, Bandura (1997) explains that even though the strength of the behavioral, personal and contextual factors is not equal, and they don't occur simultaneously, those factors that form the reciprocal causation interact with each other which in fact demonstrates the association between thought, affect and action. In other words, individuals' behaviors are shaped by their expectations, beliefs, and goals while their thoughts and emotional reactions are determined by their actions. The environmental factors affect individuals' beliefs, expectations and competencies and environments are influenced by the characteristics of individuals. In addition, within this perspective of human functioning, beliefs that individuals hold about themselves enable them to control their thoughts, feelings, and actions (Bandura, 1986).

Furthermore, Bandura (1986) introduces the concept of self-efficacy as an important construct of Social Cognitive Theory since it influences human behavior. According to him, self-efficacy is "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performances (Bandura, 1986, p. 391). Supporting him, Schunk (1984) presents self-efficacy as a significant determinant of individuals' performances. Similarly, Linnenbrick & Pintrich (2002) define self- efficacy as one's capability to accomplish a specific task at a certain level of performance. Moreover, Bandura (1997) put forward that rather than being a "fixed ability", self-efficacy is a "generative capability in which cognitive, social, emotional and behavioral sub-skills must be organized and effectively orchestrated to serve innumerable purposes (p. 36). Yet, individuals' performances rather depend on their self-efficacy beliefs than the skills they have. In other words, even though individuals have the necessary knowledge and skills to perform they may not act ideally if their self-efficacy beliefs cannot mediate the relationship between knowledge and action (Bandura, 1986). Therefore, individuals' performances are based on their self-efficacy perceptions and the interaction of their social, cognitive and behavioral sub-skills (Bandura, 1986; Burney, 2007).

### **2.3.1. Sources of Self-efficacy**

In line with Bandura's definition of self-efficacy, his cognitive interactional model of human functioning indicates that cognitive and symbolic representations are crucial in individuals' adaptation and change processes. According to him these representations, namely the visualized actions and outcomes of reflective thought found



a basis for individuals to assess their personal efficacy. Self-efficacy is formed and altered from the interpretations that individuals make of their experiences. From his perspective, there are four primary sources of self-efficacy; mastery experiences, vicarious experiences, verbal persuasion and, physiological and affective states (Bandura, 1997).

Being the most influential one among the other sources of self-efficacy beliefs, mastery experiences builds self-efficacy through experiences of success and failure (Bandura, 1997). It is further stated that “successes rebuild a robust belief in one’s personal efficacy” while “failures undermine it, especially if failures occur before a sense of self-efficacy is firmly established” (Bandura, 1997, p. 80). Putting it differently, the successes of individuals reinforces their self-efficacy beliefs while failures reduce. In addition, mastery experiences are more effective in building self-efficacy when the tasks are challenging and valued since an easy gain of success might result with overestimation of one’s capabilities which eventually would result with discouragement (Bandura, 1997).

Similarly, vicarious experiences, in other words, observation of other successful individuals, also affect self-efficacy beliefs. Since "individuals are particularly sensitive to the performances of social models whom they perceive share similar characteristics with them" (Klassen & Usher, 2010), observing a similar individual who succeeds would establish self-efficacy beliefs in a positive sense. On the other hand, observing a failure of a socially compared individual would decrease self-efficacy beliefs (Brown & Inouye, 1978). So, the key factor in the reinforcement of self-efficacy beliefs through vicarious experiences is that the social comparison should have done between similar models otherwise it wouldn't be effective (Bandura, 1997).

Being the third source of self-efficacy, verbal persuasion refers to the act of verbally encouraging and convincing an individual that s/he has the required skills to accomplish a given task (Bandura, 1997). Nonetheless, the encouragement and feedback should be realistic and should be received from a credible persuader such as parents, peers or teachers to whom the self-evaluating individual has confidence in. On the other hand, unrealistic persuasion may result with the failure of the individual as s/he would not be able to overcome what the task demands and relatively the self-efficacy beliefs would be weakened (Bandura 1986; 1997).

Likewise, the physiological and affective state of individuals is accepted as a source of self-efficacy. Bandura (1997) claims that emotional and physiological

indicators such as; anxiety, stress, fatigue, and nervousness affect individuals' self-efficacy. As Pajares (2002) explains negative emotions of an individual about his/her capabilities can reduce self-efficacy beliefs since it would create more anxiety and stress which would result with unsatisfying performance and failure. On the other hand, lower levels of fear and stress bring higher levels of self-efficacy. Likewise, Bandura (1997) states that people show optimal performances when their physiological arousal is balanced. Overall, "changes in self-efficacy occur only when people cognitively interpret information from each of the sources" (Klassen & Usher, 2010).

### **2.3.2. Self-efficacy and Learning Environment**

#### **2.3.2.1. Academic and Instructional Self-efficacy**

Within the context of educational settings, self-efficacy beliefs of learners, namely academic self-efficacy stand for the confidence a learner has in his/her capabilities to perform successfully in a given academic task (Lorshbach & Jinks, 1999; Schunk, 1991). Similarly, Bandura (1986, 1997) defines academic self-efficacy as beliefs learners possess about their capabilities to perform academic tasks and learn as well as a motivational factor in learning. Zimmerman (1995), likewise, states that self-efficacy refers to judgements of one has about his/her capabilities to organize and perform courses of action to achieve specified types of educational performances.

"Self-efficacy influences several aspects of behavior that are important to learning" (Lorsbach & Jinks, 1999, p. 159). As Bandura, 1977, 1982, 1989; Schunk, 1989a, 1989b; Zimmerman, Bandura & Martinez-Pons, 1992 state, the choice of activities that a student makes, the effort the student exerts and constancy in achieving a task are among those behaviors that are influenced by self-efficacy. Furthermore, regarding Bandura's theory which indicates that "individuals develop particular beliefs about their ability to cope with situation-specific constructs", it can be predicted that "students with high academic self-efficacy would be likely to demonstrate greater success" (Lorsbach & Jinks, 1999, p. 159). Likewise, Fraser & Fisher (1994) state that students' perception of academic self-efficacy is related to academic performance since it considerably accounts for learning outcomes. Parallel to that, Schunk (1983) puts forward that "a heightened sense of efficacy sustains task involvement and results in greater achievement and lower percepts of efficacy lead to less persistence and lower achievement" (p. 92).

Nonetheless, instructional self-efficacy, in other words, teacher self-efficacy mainly refers to teachers' evaluation of his/her teaching abilities. Teacher self-efficacy is defined by Tschannen-Moran & Hoy as "a judgement of his/her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (p. 783). Furthermore, Skaalvik & Skaalvik (2007) identify teacher self-efficacy as a set of beliefs regarding teachers' abilities to plan, organize, and conduct the required tasks to achieve educational goals. According to Bandura (1997) and Patrick & Ryan (2007) teacher self-efficacy is a multidimensional concept which is specified by several instructional factors such as; ability to instruct well, administer effective classroom management, adjust education considering students' needs, motivate and engage students in the learning process, sustain discipline and construct a positive learning environment. From Chong, Klassen & Kates' (2010) point of view, teachers' classroom behaviors such as; using instructional strategies, managing the classroom, maintaining discipline and engaging learners in the learning process, is associated with their perceptions of instructional self-efficacy. Moreover, teachers with high instructional self-efficacy show high self-regulated behaviors while ones with a low level of instructional self-efficacy tend to be more stressful which may result with conflict (Gibson & Dembo, 1984; Skaalvik & Skaalvik, 2007).

#### **2.3.2.2. Associations between Self-efficacy and Classroom Learning Environments**

From a constructivist perspective Lorschach & Tobin (1995) describe learning environment as "a construction of the individuals in a given social setting; an individual's socially mediated beliefs about opportunities to learn and the extent to which the social and physical milieu constrains learning" (p. 20). Lorschach & Jinks (1999) further add that even though learning environments are personal, the culture of the learning environment and the individual constructions are shaped through the interaction of the participants of the learning environment. In addition, "each individual brings to setting beliefs about the classroom roles for themselves and others. These beliefs not only govern how that individual acts in specific situations, but also constrain the meaning of the actions of others" (Lorschach & Jinks, 1999, p. 158).

Therefore, "efficacy appraisal is an inferential process in which persons weight and combine the contributions of personal and situational factors" (Schunk, 1985, p.

209). In the context of classroom learning, students consider factors such as “self-perceptions of task outcomes, ability, effort expenditure, task difficulty, situational circumstances, and the pattern of successes and failures” (Schunk, 1985, p.209) to form efficacy beliefs. Likewise, students’ self-efficacy beliefs are accepted to be influenced by educational practices as being one of the contextual factors (Schunk, 1984). In line with it, “the concept of self-efficacy is an important component of all three of Moos’ (1987) dimensions for classifying human environments” (Lorsbach & Jinks, 1999, p. 161) since they have been considered as predictors of students’ learning outcomes (Walberg &Haertel,1980).

Within the framework of Relationship Dimension, which refers to the extent to which people are involved with and supportive of one another, self-efficacy is related to the social-comparative appraisals (Lorshbach & Jinks, 1999). According to Lorshbach & Jinks (1999), students’ self-efficacy beliefs are constructed through comparisons they make of their personal knowledge and skills with that of their peers, since one of the sources that influence self-efficacy is vicarious experiences referring to the evaluation of one’s capabilities by comparing it to the ones that have similar capabilities. “Social comparisons provide vicarious efficacy information because people learn something about their own capabilities from observing others and offer the best information for judging one’s own performance capabilities” (Schunk, 1985, p.218). In addition, Rosenholtz & Rosenholtz (1981) claim that students’ self-efficacy beliefs are influenced by the teachers’ use of social-comparative appraisals. The social comparative information setting a successful peer as an example promotes self-efficacy beliefs of students if they perceive that they can learn as well as their peers (Schunk, 1985).

In the context of Personal Development Dimension, students’ outcome expectations which are often related to their prior experiences, namely mastery experiences influence their self-efficacy beliefs in a particular domain of activity (Schunk, 1985). According to Schunk (1984), students who think that they have control over their successes and failures tend to engage more in activities while students who believe that their actions do not influence the outcomes do not show effort. Therefore, students with higher academic self-efficacy show more effort for improvement more than the ones with lower academic self-efficacy. On the other hand, although early failures negatively influence students’ beliefs, the positive outcome patterns, that is the perception of progress students observe in the learning environment can promote their academic self-efficacy (Schunk, 1984). Overall, as Lorsbach & Jinks (1999) put

forward “the related idea of outcome expectation also can be influenced by others. Self-efficacy is associated with Personal Development Dimension” as “it is essentially about one’s personal appraisal of ability and growth although it is rooted in the social system in which one acts” (p. 161).

Self-efficacy is also “dependent upon components of the classroom environment that are determined by how such things as goals, incentives, and expectations are created and maintained” (Lorsbach & Jinks, 1999, p. 161). Regarding those components which are involved in System Maintenance and System Change Dimension, order and clarity of a learning environment enable more accurate appraisals of ability (Lorsbach & Jinks, 1999). In relation to this, teachers’ instructional presentations considered to be effective on students’ self-efficacies (Winnie cited in Schunk, 1985).

Clarity of the instructions given by teachers enhances self-efficacy since students who can understand the teachers’ instructions and explanations feel more efficacious than the ones who understand less (Schunk, 1985). Similarly, combining explanations by cognitive modeling, that is maintaining a cognitive model of the application or showing visual models during classroom instruction promote skill development and provides a vicarious source of efficacy information (Bandura, 1977; Rosenthal & Zimmerman, 1978). As Schunk (1984) states, when students observe a teacher performing cognitive modeling they deduce the meaning that they have the capability to succeed if they perform in the same way which eventually reinforces their self-efficacy beliefs. Moreover, “to develop self-efficacy, students need clear information that they are acquiring knowledge and skills and mastering the material” (Schunk, 1985, p. 215). Therefore, giving feedback about students’ performance outcomes and patterns which inform them that they are making progress and acquiring knowledge sustains self-efficacy (Schunk, 1985). Likewise, giving effort attributional feedback, in other words telling students that their past failures were caused by insufficient effort, is a persuasive source of self-efficacy. Encouraging students that they have the necessary capabilities to succeed when they show enough effort increases their self-efficacy beliefs (Schunk, 1982). Goal setting which is giving or letting students choose a goal to attain also enhances self-efficacy. In respect to that, giving proximal goals, ones that can be attained in a short period of time, promotes self-efficacy as students would be able to observe their progress (Bandura, 1977).

In addition, not only the teachers’ instructional presentations but also their instructional efficacies are effective factors of students’ self-efficacy beliefs. Within the

framework of Relationship Dimension of classroom environment teachers' instructional efficacies play an important role in enhancing students' academic efficacies. Gibson & Dembo, (1984) state that teachers with high self-efficacy beliefs allocate more time to students' needs. Likewise, teachers who have high self-efficacy not only display more positive teacher behavior and construct positive interaction with students (Ashton & Webb, 1986; Guskey, 1988; Hall, VILLEME & Brockmeier, 1992) but also encourage positive interpersonal relationship among students (Rich, Lev, & Fisher, 1996). Moreover, within the context of Personal Growth Dimension, a high instructional efficacy of teachers promotes learning and support student autonomy with respect to problem-solving abilities (Woolfolk, Rosoff, & Hoy, 1990). According to Gibson & Dembo (1984) in contrast to teachers with low instructional efficacy, efficacious teachers put more effort in teaching and setting goals as well as be more enthusiastic which create a learning environment that enhances students' academic growth. Furthermore, regarding the System Maintenance and System Change Dimension, teachers with higher self-efficacy are more effective in coping with environmental stressors and conflicts while teachers who are less efficacious in managing classroom environment are not. That is, while teachers with higher instructional efficacy may create more favorable learning environments in respect to organization and clarity, teachers with lower efficacy may lead to conflicts within the environment which would result with distraction and remaining off-task (Bandura, 1980). Similarly, Bandura (1997) summarizes the association between learning environment perceptions and teachers' instructional self-efficacy as:

Teachers who have a high sense of instructional efficacy devote more classroom time to academic activities, provide students who encounter difficulties with the guidance they need to succeed and praise their academic accomplishments. In contrast, teachers of low perceived efficacy spend more time on academic pastimes, readily give up on students if they do not get quick results and criticize them for their failures. Thus, teachers who believe strongly in their ability to promote learning create mastery experiences for their students, but those beset by self-doubts about their instructional efficacy construct classroom environments that are likely to undermine students' judgements of their abilities and their cognitive development. (Bandura, 1997, p. 241)

Hence, teachers' perception of their instructional self-efficacy is determinant in the construction of the learning environments in respect to creating an atmosphere for students to enhance academic self-efficacy beliefs. As Ross (1992) states students who have teachers with a high level of efficacy show higher levels of achievement, motivation and academic self-efficacy.

### **2.3.3. Studies on Self-efficacy and Learning Environments**

Being a broad psychological concept, self-efficacy has been the subject of a vast number of researches in last two decades (Dorman, 2001). Moreover, "investigations of self-efficacy have been prominent in educational contexts, where researchers have established that self-efficacy is an excellent predictor of academic motivation and achievement" (Klassen & Usher, 2010).

One of the fields that self-efficacy studies focused is the academic achievement since it is accepted as one of the key factors that influence academic success. Regarding the fact that self-efficacy is context specific, several studies conducted in various educational fields which investigate the relationship between self-efficacy and academic achievement such as; Hackett & Betz, 1989; Pajares & Kranzler, 1995; Pajares & Miller, 1994; De Rozario & Taat, 2015 investigated the relationship between self-efficacy and mathematics achievement, Andrew, 1998; Britner & Pajares, 2001;2006; Lawson, Banks, & Logvin, 2006 carried out researches examining academic achievement in the field of science, Pajares & Valiante, 1997; Shell, Murphy, & Bruning, 1989; 1995 studied academic achievement and self-efficacy within the context of first language reading and writing.

Parallely, in the field of language learning, studies concerned with the relationship between both academic achievement in general and achievement in language skills. Huang & Chang, 1996; Mills, Pajares, & Herron, 2006; Chen, 2007 in their studies looked through the relationship between learners' self-efficacy beliefs and their academic achievement in listening and reading skills. Likewise, Pajares, Johnson, & Usher, 2007 and Chen & Lin, 2009 investigated the effect of self-efficacy beliefs on learners' achievement in writing skill. Similarly, Wang, Hu, Zhang, Chang, & Xu (2012), studied the relationship between self-efficacy, self-regulated learning strategies and academic achievement.

Nevertheless, as Lorschach & Jinks. (1999) state the number of studies concerning the associations between psychosocial learning environments and academic self-efficacy is limited. Responding to that deficiency in the educational field, Dorman (2001) conducted a research investigating the closeness of the relationship between learning environment and academic self-efficacy in secondary school mathematics classes. Likewise, Saki, Fallah & Mahmoodabad (2013) investigated the relationship between classroom environment and self-efficacy and self-concept as mediators of Mathematics achievement. In their studies, Wernsman, (2009) and Alkharus (2009) examined the associations between classroom environment and academic self-efficacy of middle school students. Furthermore, Stewart (2014) in her dissertation studied the mediating role of classroom social environment in teacher self-efficacy and student adjustment. On the other hand, even though there are some studies investigating associations between classroom environment and self-efficacy in the context of language learning (Rashidi & Moghadam, 2014; Daemi, Tahriri, & Zafarghandi, 2017) literature research indicates that there is an ongoing deficiency in the literature concerning this specific domain.

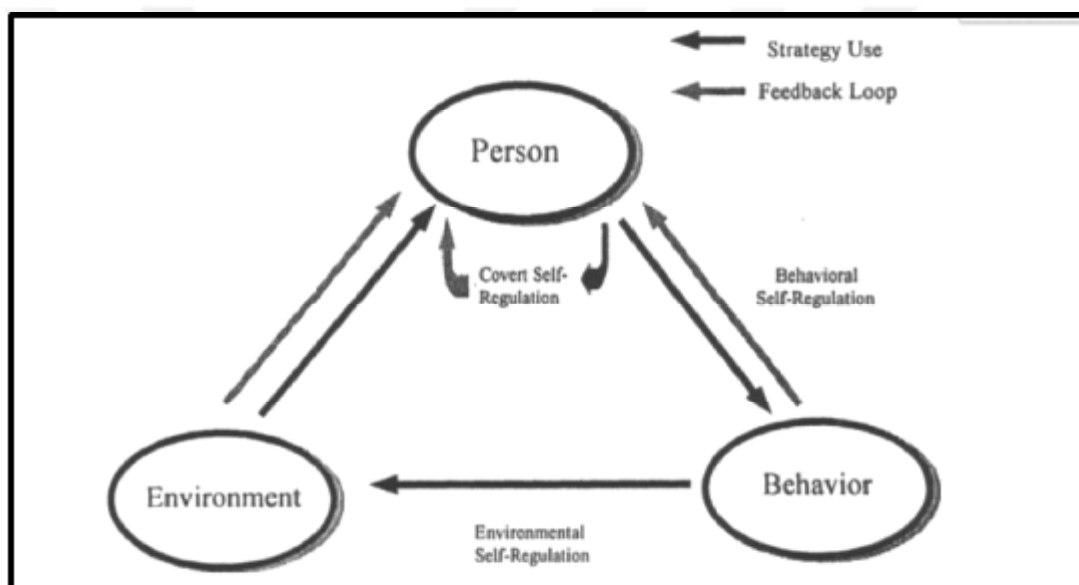
#### **2.4. The Social Cognitive Theory and Self-regulation**

Within the framework of social cognitive theory, Bandura specifies self-regulatory systems as causal processes in which “self-regulative mechanism operates through three principal subfunctions of self-monitoring (self-observation of one’s behavior, its indicators, and its influence), self- judgement (one’s evaluation of personal standards and environmental conditions) and, self-reaction” (Bandura, 1991, p. 248). In line with it, he states that people’s thoughts, feelings, motivation, and actions can be influenced by their self-reflective and self-reactive capabilities. That is, “people adopt certain standards of behavior that serve as guides and motivators and regulate their actions anticipatorily through self-reactive influence” (Bandura, 1991, p. 249). From Bandura’s social cognitive perspective self-regulation functions through “an interaction of personal, behavioral, and environmental triadic processes” (Bandura cited in Zimmerman, 2000, p.13).

Based upon Bandura’s perspective, Zimmerman explains that self-regulation “refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals” (Zimmerman, 2000, p. 14). Therefore, self-



regulation depends both on cognition as well as metacognition and self-beliefs along with affective reactions specific to contexts. In other words, self-regulation not only involves the cognitive abilities to manage environmental factors but also the knowledge and personal agency to perform those abilities in relevant situations. Within the cyclic process of self-regulation, people constitute beliefs about what they can do by taking into consideration their prior experiences and adjust their actions accordingly to achieve desired outcomes (Zimmerman, 2000). Zimmerman (2000) further claims that those adjustments are necessary since personal, behavioral, and environmental factors continuously change during learning and performance which should be monitored through three self-oriented feedback loops (see Figure 3).



*Figure 3.* Triadic forms of self-regulation (Zimmerman, 2000).

The effectiveness of individuals' strategic adjustment and their self-beliefs depend on the extent to which self-monitoring of these three triadic sources: behavioral self-regulation (self-monitoring and adjustment of performance), environmental self-regulation (observing and adjustment of environmental factors and outcomes), and covert self-regulation (monitoring and adjustment of cognitive and affective states), take place accurately and constantly (Zimmerman, 2000). Furthermore, within the scope of the social cognitive theory, self-regulation occurs in three cyclic phases of forethought, performance or volitional control, and self-reflection (see Figure 4).



Figure 4. Cyclical phases and subprocesses of self-regulation (Zimmerman & Campillo, 2003).

Bandura (1991) defines forethought as the process of forming beliefs and setting goals. Likewise, Zimmerman (2000) states that goal setting and strategic planning are important factors in the forethought phase. Highly self-regulated people set realistic and proximal goals for themselves attainment of which would reinforce individuals' self-efficacy beliefs and intrinsic interest (Bandura & Schunk, 1981). In addition, individuals need to adopt appropriate self-regulated strategies to achieve optimal goals (Zimmerman, 1989). As Pressley & Woloshyn (1995) add, appropriately chosen strategies facilitate cognition, affect control, and action orientation. Moreover, "self-regulatory skills are of little value if a person cannot motivate themselves to use them" (Zimmerman, 2000, p. 17). Therefore, self-motivational beliefs such as; self-efficacy, outcome expectations, intrinsic interest, and goal orientation are substantial components of the forethought phase. Individuals who are more efficacious set higher goals for themselves and persist until they attain them (Bandura, 1991; Locke & Latham, 1990). In addition, when they have difficulties in achieving their goals they exert more effort while less efficacious individuals recede (Bandura & Cervone, 1986). Attainment of optimal goals, namely process goal attainment, provide intrinsic motivation (Deci, 1975). Shortly, compared to outcome goal orientation, *process goal orientation*, which

is named as a task goal orientation by Nicholls (1984) enhances motivation and promotes acquisition as well as performance (Pintrich & Schunk, 1996).

Performance or volitional control phase involves self-control and self-observation processes. Self-control processes mainly refer to the techniques and strategies such as; self-instruction, imagery, attention focusing and task strategies that an individual use enabling them to stay focused on the task and enhance the effort that is put forward. More specifically, self-instruction ascribes the techniques and strategies one uses while performing a task. In addition, Garfield & Bennett (as cited in Zimmerman, 2000, p. 19) define imagery as a mental visualization technique ameliorating the performance through imagining successful performances. In the same framework, attention focusing implies strategies such as; eliminating distracting elements and not thinking over the previous unsuccessful performances that individuals adapt to concentrate on the task and filter out the environmental facts, are accepted as influential in the enhancement of performances (Corno, 1993). Similarly, task strategies embody the strategies of simplifying a task by splitting it into parts and reorganizing them in a meaningful way.

Along with the self-control processes, within the scope of volition or performance control phase self-observation which embraces self-recording and metacognitive monitoring indicates an individual's pursuing his/her own performance, the conditions enclosing it, and the influence that it produces (Zimmerman & Paulsen, 1995). According to Bandura (1986), among the factors that affect the quality of self-observation proximity plays an important role since the delay of self-evaluation would prevent an individual from justifying his actions promptly. Additionally, the quality of the self-observation also depends on how informative, accurate, and valuable the self-feedback is. According to Ericsson & Lehman (1996) performing in a setting which is well organized and structured improves the quality of the information acquired from the self-feedback relevant to that performance. Likewise, the accurate interpretation of performances is important since an individual who misinterprets his/her actions would not be able to regulate them properly. Within the process of self-observation, the value attributed to one's own performance is critical since focusing on the negative aspects of the behavior would decrease the individual's motivation to regulate his/her actions. Therefore, it is important to focus on the positive aspects of the behaviors (Zimmerman, 2000). Regarding the quality features of the self-observation, self-recording is a technique through which individuals can "observe their thought patterns, emotional

reactions, behavior and the conditions under which these reactions occur” (Bandura, 1991, p. 250). Noticing the reoccurring patterns and the associations between actions and situations would enable individuals to regulate their behaviors and actions correctly with respect to the features of the environment (Bandura, 1991). Furthermore, Miner & Reder (as cited in Loizidou & Koutselini, 2007, p. 500), define metacognitive monitoring as the capability an individual has to judge his/her own level of cognition. That is, monitoring one’s current performances, making judgements about them, and adjusting their cognitive actions accordingly (Griffin, Wiley & Salas, 2013). According to Miner et al. (as cited in Loizidou & Koutselini, 2007, p. 500), individuals who are able to judge their cognitive states better regulate their performances and actions.

The self-reflection phase involves self-judgement and self-reaction which are closely related to self-observation (Bandura, 1991). Self-judgement is a state of an individual evaluating his/her own performance and comparing that performance to a standard or goal s/he attained. People evaluate their performances by taking into consideration “mastery, previous performance, normative, and collaborative” criteria (Zimmerman, 2000, p. 21). The mastery criterion refers to adopting goal hierarchies while previous performance criteria stand for the comparison of ongoing performances with previous performances. On the other hand, normative measures are related to comparisons that are made within the context of social comparisons while the collaborative criterion refers to one's judgement of success within the framework of the role an individual undertook in a team (Bandura, 1991). In addition, self-judgements are closely associated with self-reactions which are self-satisfaction and adaptive inferences (Zimmerman, 2000). According to Bandura (1991), people who appreciate and are satisfied with their performances are more likely to be motivated to pursue their efforts to achieve their goals. Likewise, As Zimmerman (2000) explains adaptive inferences such as; “shifting the goals hierarchically or choosing more effective strategy” (p.23) or defensive inferences like “helplessness, procrastination, task avoidance, cognitive disengagement, and apathy” (p. 23) are crucial in the process of self-regulation since adaptive inferences lead individuals to better self-regulated performances while defensive inferences hinder personal growth (Zimmerman & Martinez Pons, 1992). Therefore, “a cyclical social cognitive model can explain the persistence and sense of self-fulfillment of achievers as well as the avoidance and self-doubts of nonachievers” (Zimmerman, 2000, p. 24).

### 2.4.1. Self-regulated Learning

Even though definitions made for self-regulated learning (SRL) show diversity in respect to theoretical perspectives of researchers, from a common perspective it is described as a learning process in which learners are “metacognitively, motivationally, and behaviorally active participants” (Zimmerman, 1989, p. 329). “Self-regulated learning (SRL) refers to the self-directive processes and self-beliefs that enable learners to transform their mental abilities, such as verbal aptitude, into academic performance skill” (Zimmerman, 2008, p. 166). Likewise, within the framework of social-cognitive perspective, in SRL students with high self-efficacy beliefs take the responsibility of their own learning by setting goals, adapting specific learning strategies, and evaluating their own performance to attain academic goals (Bandura & Cervone, 1983; Zimmerman, 1989).

One of the prominent features of SRL is the structured use of motivational and metacognitive strategies. As Pintrich, Smith, Garcia & McKeachie (1993) state self-regulation process depends on learners’ use of cognitive strategies to refine information, metacognitive strategies to set goals, plan, evaluate as well as make changes considering the task and their learning speed, and resource management strategies to manage time and study environment as much as to seek for help when they need. Additionally, SRL also involves a cyclic feedback process, that is as Zimmerman (1990) defines “self-oriented feedback loop” (p. 5), in which learners oversee the efficiency of learning methods and strategies they have adopted and reflect to it either covertly by altering their perceptions or overtly by changing their behaviors. Similarly, the third important feature of SRL is that it underlines the interconnection between learning and motivation (Zimmerman, 1990). As Schunk (1989b) points out, learners’ self-efficacy beliefs function both as motivation to learn and an eventual learning outcome. In line with it, main characteristics of SRL can be highlighted as learners’ “use of self-regulated learning strategies, their responsiveness to self-oriented feedback about learning effectiveness, and their interdependent motivational processes” (Zimmerman, 1990, p. 6).

Regarding the descriptions and features of SRL which emphasize it as a self-directed learning process based on cognition and motivation, it can be said that the characteristics of learners play an important role in SRL. Therefore, understanding the features of self-regulated learners would provide a better insight into SRL. Regarding

the metacognitive processes, the self-regulated students “set goals, organize, self-monitor, and self-evaluate at various points during the process of acquisition” and they are “distinguished by (a) their awareness of strategic relations between regulatory processes or responses and learning outcomes and (b) their use of these strategies to achieve their academic goals” (Zimmerman, 1990, p. 5). That is, they are aware of and familiar with cognitive strategies such as; repetition, elaboration, and organization with the use of which they attain academic goals objected.

Parallel to that, self-regulated students are also the type of learners who can organize and manage their time, effort and study environments as well as seek for help when they need. They have the will to participate in the management and organization of academic tasks and classroom atmosphere and structure (Corno, 2001; Weinstein, Husman, and Dierking, 2000). Henderson, 1986; Wang & Peverly, 1986; Zimmerman & Martinez Pons, 1986 (as cited in Zimmerman, 1990) state that “in their behavioral processes self-regulated learners, select, structure, and create environments that optimize learning” (p. 5). “They seek out advice, information, and places where they are most likely to learn; they self-instruct during acquisition and self-reinforce during performance enactments” (Diaz & Neal; Rohrkemper cited in Zimmerman, 1990, p. 5).

Moreover, within the scope of motivational processes, self-regulated learners display high levels of self-efficacy, self-attribution, and higher levels of intrinsic interest in tasks (Schunk, 1986; Zimmerman, 1985). They are not only reflective to their learning outcomes but also deliberately look for learning opportunities (Zimmerman, 1989). “They self-initiate activities designed to promote self-observation, self-evaluation, and self-improvement such as practice sessions, specialized training, and competitive events (Zimmerman, 1990, p. 6). Additionally, as Bandura (1989) mentions self-regulated learners at the same time have self-motivation. In other words, in respect to their high self-efficacy, they have tendency to set higher learning goals as they achieve the proximal ones. Hence, what distinguishes self-regulated students from the others is not only “their proactive orientation and performance but also their self-motivative capabilities” (Zimmerman, Bandura, & Martinez Pons, 1992, p. 664). Taking into consideration the features of both SRL and self-regulated learners following sections aim at investigating motivation, learning strategies, and learning environments within the context of SRL.

#### **2.4.1.1. The role of Motivation in Self-regulated Learning**

Since SRL theories aim at defining learners' attempts to attain knowledge and skill, they all present learners' motivational processes as interconnected with their process of learning. Even though the theories differ from each other in describing SRL processes and conjecturing the interaction between them, all point out tangible outcomes such as social gains and intangible outcomes like self-efficacy and reduced cognitive discrepancies of learners (Zimmerman, 1990).

Among the SRL theories, McCombs & Marzano's theory (as cited in Zimmerman, 1990, p. 11), states that in addition to cognitive skills, learners should also have a will and motivation. From their point of view, how learners perceive academic tasks are interdependent with their self-agent which involves self-beliefs, self-goals, and self-evaluations. Learners obtain the necessary motivation for self-regulation when they perceive themselves as agents who can create, are capable of self-development and self-determinant to achieve goals. Parallel to that, the sustainability of learners' motivation depends on their self-monitoring and self-evaluation of performance (Zimmerman, 1990).

On the other hand, social cognitive theories of SRL overemphasize learners' self-efficacy beliefs as primary sources of motivation (Zimmerman, 1990). According to Bandura & Schunk (1981), learners who are highly efficacious show more effort in their performance and intrinsic interest in tasks as well as persist more. Bandura & Wood (1989) also claim that learners' perception of their self-efficacy beliefs affects the level of goals they set, the quantity of the effort they exert in achieving them, and their persistence when obstacles occur. Along with it, as Los (2014) summarizes "a strong sense of self-efficacy positively influences self-regulation and lead to higher academic goals and aspirations and an increased likelihood of success" (p. 9). Reciprocally, experiences of success strengthen learners' self-efficacy beliefs for achievement (Zimmerman & Bandura, 1994). Similarly, Creer (as cited in Los, 2014) underlines that besides the existing knowledge and skill of regulation learners have, they also should believe in their capabilities to use that skill and knowledge to achieve their goals. Therefore, "the beliefs about one's capabilities to organize and implement actions are necessary to attain designated performance and are an integral component of the self-regulation process" (Zeidner, Boakaerts, & Pintrich, 2000, p. 754).

#### **2.4.1.2. Self-regulated Learning and Learning Strategies**

Being one of the key features of SRL “self-regulated learning strategies refer to actions and processes directed at the acquisition of information or skill that involve agency, purpose, and instrumentality perceptions of learners” (Zimmerman, 1990, p. 5). Weinstein & Meyer (1991) present the key features of self-regulated learning strategies by stating that they are purposive, intentionally initiated, and effortful. “Using cognitive learning strategies involves the intentional manipulation of information by the learner through processes such as repetition, elaboration, or reorganization of the material in a such way that the new information is able to be stored in the learner’s associative network and accessed for retrieval” (Weinstein et al., 2000, p. 729).

Regarding the definitions, Weinstein & Meyer’s (1986) taxonomy put forth five categories of self-regulated learning strategies; rehearsal, elaboration, organization, comprehension monitoring, and affective strategies. Rehearsal, elaboration, and organization strategies are related to the acquisition and organization of the information received by learners. Comprehension monitoring refers to metacognition while affective strategies concern with affective support (Weinstein and Meyer, 1986).

As Weinstein et al. (2000) inform, rehearsal strategies involve memorizing and repetition of the information received in the process of acquisition with respect to simple learning tasks. For more complex learning tasks, it entails rewriting the material, note taking, and highlighting the information in the materials. On the other hand, with the use of elaboration strategies learners make connections between the newly learned material and their existing knowledge. Like rehearsal strategies, elaboration strategies also show difference in relation to the level of the task. For simple tasks learners can create mental images and use “mnemonic techniques to associate arbitrary information to personally meaningful knowledge (Weinstein et al., 2000, p. 731) while for more complicated ones they can use strategies such as; “paraphrasing, summarizing, creating analogies, relating the new information to prior knowledge, questioning, and trying to teach the information to another person (Weinstein et al., 2000, p. 731). Organization strategies help learners to constitute internal associations between the parts of the presented information. Among the organization strategies sorting and clustering information regarding the common characteristics or relationships can be used for simple tasks and techniques such as; outlining and diagramming the information as well



as constructing networks of the information may be used by the learners (Weinstein et al., 2000).

Additionally, within the framework of Weinstein & Meyer's taxonomy of self-regulated learning strategies, comprehension monitoring strategies and affective strategies function in accordance with the above-mentioned strategies and accepted to be enhancing knowledge acquisition (Weinstein et al., 2000). Comprehension monitoring strategies, among which self-questioning, error detection, and problem-solving can be included used to evaluate the extent to which the learners understand the instructed material and make use of the organizational strategies. Nonetheless, affective strategies like time-management, help-seeking and positive self-talk help learners to stay focused and sustain motivation (Weinstein et al., 2000).

Learners' initiatives in using the self-regulated learning strategies is also related to metacognition and motivation aspects of self-regulation. According to Corno (1994), knowing which strategies to use or how to use them is not enough in the process of self-regulation. He further adds that in order to speak of effective use of learning strategies, learners should be willing and motivated to engage in tasks and be able to manage their effort as well as show persistence throughout their performance. Likewise, Pintrich (1989) states that the goals learners set for themselves are effective in the selection, use, and execution of the learning strategies. Therefore, the quality of goal-setting plays an important role in the use of learning strategies.

In short, learners' self-regulated learning strategies involve "any thoughts, behaviors, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills" (Weinstein et al., 2000, p. 733) as well as interconnected processes.

#### **2.4.2. Self-regulation and Classroom Learning Environments**

Person-situation interactionist perspectives mention that interaction between individuals and contextual features has a key role in the formation of behaviors (Zeidner et al., 2000). In accordance with social cognitive perspectives of self-regulation, "person's behavior impacts upon the environment, which in turn, becomes the input function used to further self-regulate behavior" (Zeidner et al., 2000, p. 762). As Zeidner and his colleagues further add, situational factors function at several dimensions of the self-regulation process.

Parallely, Salisbury-Glennon, Guarino, Reed, & Marshall (2003) point out that situational factors such as teaching approaches are influential in learners' self-regulation and achievement. As Paris & Paris (2001) state, learners' self-regulation is enhanced in the learning environments where they have opportunities to choose, manage their learning, use learning strategies, and collaborate with peers. Likewise, Sungur & Güngören (2009) mention that generally learners' self-regulation skills are developed in learning environments in which complex thinking skills and learners' participation are supported. From the same point of view, Ley & Young (2001) point out that learners who are given opportunities to self-monitor and self-evaluate their learning process are more likely to be self-regulated.

Concorantly, Ames (1990) presents six classroom factors; task, authority, recognition, grouping, evaluation, and time which influence motivation and that can be modified. She further adds that innovative learning tasks with variety can be efficacious in improving mastery goal orientation, intrinsic interest, active participation, effort attribution, and effective strategy use. In addition, the learning tasks should be meaningful, challenging at an optimal level and support learners to set proximal goals for themselves (Ames, 1992).

Furthermore, as Deci, Vallerand, Pelletier, & Ryan (1991) state, within the scope of self-determination theory, intrinsic motivation and motivational beliefs can be enhanced by autonomy supporting learning environments. Therefore, learning environments should be structured in a way that where learners are given the responsibility and opportunity of directing and organizing their own learning. Similarly, as Ames (1992) underlines learning environments which consider individual improvement of learners promote adaptive motivational beliefs.

Within this framework, numerous studies were conducted in the field of education investigating the associations between learning environment and learners' self-regulation. Sungur & Güngören (2009) highlight that "classroom environments which encourage student autonomy and control, and help students realize the link between their effort and success promote development of mastery goal orientation" (p. 885). Studies conducted by Ames 1990, 1992; Greene, Miller, Crowson, Duke, and Akey, 2004; Stefanou, Perencevich, DiCintio, & Turner, 2004 revealed that classroom environment affects learners' self-efficacy, intrinsic value beliefs, and goal orientation, and relatedly their motivation. Likewise, Müller & Louw's (2004) study put forward that learners' perceptions of autonomy support and competence, content relevance, and

clarity of the requirements are interrelated with their interest as well as intrinsic and extrinsic motivation. Parallel to that, Greene and his colleagues (2004) in their study searched the associations between learners' perceptions of classroom environment in respect to motivating tasks, autonomy support, and mastery evaluations and their motivation as well as strategy use. Results of the study indicated that learners' self-efficacy beliefs and mastery goal orientations are promoted when they perceive tasks as important, relevant and interesting which eventually mediate their use of strategy. Likewise, it is also found that classroom environments in which learners' autonomy and mastery-goal evaluations are considered enhance learners' motivational beliefs. Additionally, Ames & Archer (1988) revealed that learners' use of self-regulated strategies and attributions are interconnected with their perceptions of mastery goal structures that exist in the classrooms. Moreover, Sungur & Güngören (2009) investigated the relationship among learners' classroom perception, motivational and cognitive aspects of self-regulation, and science achievement which elicited that learners' perception of classroom environment are positively associated with their motivation, strategy use, and goal orientations.

Consequently, the literature research indicates that contextual factors are closely associated with the process of self-regulation. Research on associations between classroom environment and learners' self-regulation highlight that in classrooms in which learners are given opportunities to be autonomous, receive feedback on their progress increase students' motivation as well as tendency to use strategies.

## CHAPTER III

### 3. METHODOLOGY

#### 3.1. Introduction

This chapter includes research design, the context and the participants, data collection, the procedure of the study and ethical issues, and data analysis sections to present the methodological process of the study.

#### 3.2. Research Design

The purpose of this study is to understand university students' perceptions of their classroom environment, self-efficacy beliefs and self-regulation and the extent to which the learners' perception of their learning environment affect their self-efficacy beliefs and self-regulation considering their motivation and preference for using self-regulated learning strategies. Since choosing an appropriate research design is important, quantitative research methods were adopted in this study to investigate in depth perceptions of a predetermined sample on different variables as well as the relationship between them (Kumar, 2011). Moreover, when the objectives of the research taken into consideration survey, correlation and explanatory research methods were adopted in the study.

As Fraenkel, Norman, and Hyun (2011) state among the quantitative research methods, survey research is mainly used when "researchers are interested in the opinions of a group of people about a particular topic or issue" (p.393). Accordingly, in this quantitative study survey research method was used to investigate students' perceptions of their classroom environment, their English self-efficacy beliefs and self-regulation in terms of their perceptions of motivation, and preferences for using self-regulated learning strategies. Furthermore, a cross-sectional survey method was adopted to find out participants perceptions with which information from a sample is collected at one point in time (Fraenkel et al., 2011).

Along with the survey research, since the study seeks to determine whether a relationship between variables exist or not, correlation research design was used in the study. Kumar explains that "the main emphasis in a correlation study is to discover or establish the existence of a relationship, association or interdependence between two or

more aspects of a situation” (p. 30). In addition, explanatory research method was also adopted in the study since the purpose of the study is “to investigate a number of variables that are believed to be related to a more complex variable” (Fraenkel et al., 2011).

To conclude, as the study carried out, quantitative research methods were used to collect data as well as to analyze. Regarding the quantitative research methods, survey correlation, and explanatory research methods were used respectively to find out learners’ perceptions of previously mentioned subjects and to identify the relationship as well as the extent of the relationship between them.

### **3.3. The Context and the Participants of the Study**

This quantitative study carried out in English preparatory school of a state university which is in the city center of Adana, Turkey. The school had 22 classes with 423 students and 19 instructors four of whom were foreign and 15 were Turkish instructors. Among the foreign instructors there were two American, one Canadian, and one Ukrainian instructors. Foreign instructors were responsible for listening and speaking courses of the curriculum. Turkish instructors were responsible for reading, writing and main course (basic English) courses of the curriculum. In addition, depending on the scores that students received in the proficiency exam at the beginning of the academic year, 78 of the students had an A2 level of English and 345 of them had an A1 level of English. In total, A1-level-of students were having 22 hours of English a week while A2-level-of students had 20. Moreover, 62 of the students were second-year repeating students among whom 41 were A1 level and 21 were A2 level students.

In this quantitative study, the data was collected with three different questionnaires; College and University Classroom Environment Inventory (CUCEI), Questionnaire of English Self-efficacy (QESE), and Motivated Strategies for Learning Questionnaire (MSLQ). A specific sampling method was not used as the aim was to find out the population’s perception. Therefore, the questionnaires were given in all 22 classes nevertheless the number of the participants for each scale came out different since the scales were conducted at different dates. Respectively 327, 307 and 297 students participated in the data collection of CUCEI, QESE, and MSLQ. Table 2 below presents the demographic information of the participants.

Table 2

*Demographic Information Related to Participants*

Scale	N	Age Average	Gender		English Level		Department	
			F	M	A1	A2	Engineering	Social Sciences
CUCEI	327	19	144	183	265	62	190	137
QESE	307	18	133	174	250	57	178	129
MSLQ	297	18	129	168	243	54	172	125

**3.4. Data Collection**

This section aims at presenting the data collection tools used in this quantitative study. Within the scope of research questions, three different questionnaires; College and University Classroom Environment Inventory (CUCEI), Questionnaire of English Self-efficacy (QESE) and Motivated Strategies for Learning Questionnaire (MSLQ) were used to collect data. Following sections present detailed information about the questionnaires conducted.

**3.4.1. College and University Classroom Environment Inventory (CUCEI)**

College and University Classroom Environment Inventory (CUCEI) which was taken from Fraser and Treagust (1986) (Appendix A) was used to collect data regarding learners' perception of their classroom environment. The original questionnaire is composed of seven subscales with 49 items in total; "Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization" (Fraser & Treagust, 1986, p.6). Each subscale includes 7 items having a number of reversed items to assess a different aspect of the classroom environment. "Items are arranged in a cyclic order. The first, second, third fourth, fifth, sixth and seventh item in each block, respectively, measures Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation, and Individualization" (Fraser & Treagust, 1986, p. 7). On a four-point Likert scale, positively worded "items are scored 5,4,2, and 1, respectively, for the responses strongly agree, agree, disagree and strongly disagree. Reverse items are scored in a reverse manner. Omitted or invalidly answered items are

scored as 3” (Fraser & Treagust, 1986, p. 7). The Table 3 below shows the descriptions of each scale, sample items, and item numbers related to each category.

Table 3

*Descriptive Information for each Scale in CUCEI*

<b>Scale Name</b>	<b>Scale Description</b>	<b>Sample Item</b>	<b>Scale Item Numbers</b>
<b>Personalization</b>	Emphasis on opportunities for individual students to interact with the instructor and on concern for students’ personal welfare	The instructor goes out of his/her way to help students. (+)	1-8-15-22 29-36-43
<b>Involvement</b>	Extent to which students participate actively and attentively in class discussions and activities	The instructor dominates class discussions. (-)	2-9-16-23 30-37-44
<b>Student Cohesiveness</b>	Extent to which students know, help and are friendly toward each other	Students in this class get to know each other well. (+)	3-10-17-24 31-38-45
<b>Satisfaction</b>	Extent of enjoyment of classes	Classes are boring. (-)	4-11-18-25 32-39-46
<b>Task Orientation</b>	Extent to which class activities are clear and well organized	Students know exactly what has to be done in our class. (+)	5-12-19-26 33-40-47
<b>Innovation</b>	Extent to which the instructor plans new, unusual class activities, teaching techniques, and assignments	New and different ways of teaching are seldom used in this class. (-)	6-13-20-27 34-41-48
<b>Individualization</b>	Extent to which students are allowed to make decisions and are treated differentially according to ability, interest, of rate of working	Students are allowed to choose activities and how they will work. (+)	7-14-21-28 35-42-49

Adapted from *Fraser & Treagust (1986)*.

Validation of the CUCEI which was conducted by Fraser & Treagust. (1986) revealed through calculation of Cronbach's alpha coefficient for each scale. Cronbach's alpha values for the scales were in a range from .70 to .90 which indicates the internal consistency and reliability of the questionnaire.

In addition, since the original of the scale is in English, a Turkish version of it was adapted. (Appendix B). The translation procedure took place in two stages. Firstly, two translators were asked to translate the items of the questionnaire into Turkish. Afterward, another translator was asked to back translate the items to confirm the accuracy of the translation made as well as to ensure the validity of the Turkish version of the questionnaire. Moreover, after the data collection procedure, a reliability analysis was run by calculation of Cronbach's Alpha coefficient for the scale. Results of the analysis indicated that the Turkish version of CUCEI was reliable with an  $r$  value of .87.

### **3.4.2. Questionnaire of English Self-efficacy (QESE)**

Questionnaire of English self-efficacy scale (QESE) (Appendix C) which is taken from Wang et al. (2012) was used to identify the participants' perceptions of their self-efficacy beliefs in English classes. The questionnaire consists of 32 items in total seeking to find out learners' perceptions of their capabilities in the English language. The scale includes four subscales, namely self-efficacy for listening, self-efficacy for speaking, self-efficacy for reading, and self-efficacy for writing. Each scale includes 8 items that are scored on a seven-point Likert scale. Items were scored as 7, 6, 5, 4, 3, 2 and 1 respectively for I can do it well, I can do it, Basically I can do it, Maybe I can do it, Maybe I can't do it, I can't do it and I can't do it all. Reported internal consistency coefficient of the questionnaire is .96 for the total of the scale while coefficients for each subscale was calculated as .88 for listening and reading self-efficacy, .89 for writing self-efficacy and .92 for speaking self-efficacy (Wang et al., 2012).

In this study, the Turkish version of the questionnaire (Appendix D) which was adapted by Açıkel (2011) was used. As Açıkel (2011) states, the reliability of the Turkish translation of the questionnaire was firstly provided by back translation method. In addition, for validity and reliability check, it was pilot tested with the data gathered from 191 preparatory school students. The Cronbach's alpha coefficient which was computed for the reliability of the Turkish version of the questionnaire was found .94 for the scale while it was found “.88 for listening and speaking efficacy scales, .68 for



reading efficacy scale and .89 for writing scale” (p.45). As derived from the results, the Turkish version of the questionnaire was found reliable.

### **3.4.3. Motivated Strategies for Learning Questionnaire (MSLQ)**

Within the scope of the study, Motivated Strategies for Learning Questionnaire (MSLQ) (Appendix E) was used to understand participants’ perceptions of self-regulation by identifying their motivational orientations and use of learning strategies. The scale which was designed by Pintrich, Smith, Garcia, and McKeachie is an instrument to assess learners’ motivational orientations and their use of self-regulated learning strategies. The 1991 version of the questionnaire includes 81 items in total, 31 of which belongs to the motivation section and 50 belongs to learning strategies section. Motivations section of the scale embodies 3 subscales; Interest, Expectancy for success and Test anxiety. Learning Strategies Section consists of 9 subscales for cognitive and metacognitive learning strategies and resource management strategies. On a seven-point Likert scale, “items of the questionnaire are scored in a range from 7 to 1 where 7 stands for “very true of me” and 1 stands for “not at all true of me”. The negatively worded items in the scale are scored in reverse manner where accordingly a score of 1 becomes 7, 2 becomes 6, 3 becomes 5, 4 remains the same, 5 becomes 3, 6 becomes 2, and 7 becomes 1” (Pintrich et al., 1991, p.7). The Cronbach’s alpha coefficient values ranging from .52 to .93 for scales of the questionnaire indicate that MSLQ demonstrates reasonable validity and reliability.

A Turkish version of MSLQ (Appendix F) which was adapted by Büyüköztürk, Akgün, Özkahveci, and Demirel (2004) was used in this study. Data gathered from 852 undergraduate students was used to confirm the validation of the Turkish version of the questionnaire. The questionnaire was translated by the authors under the supervision of English language experts. In addition, views of 13 specialists were considered to verify the content of the Turkish questionnaire. The results of the exploratory and confirmatory factor analyses conducted within the scope of the validation procedure revealed that factorial model of Motivation scale which consists 7 factors and Learning strategies scale consisting of 9 factors are at a good fit for Turkish university students. In addition, the Cronbach’s alpha values calculated for factors of motivation scale were in a range between .52 and .86 and varied between .41 and .75 for factors of learning

strategies scale. Moreover, item analysis of the questionnaire pointed out that the items sufficiently distinguish the individuals (Büyüköztürk et al., 2004).

### **3.5. The procedure of the Study and Ethical Issues**

Prior to the data collection process, oral approval was taken from the director of the School of Foreign Languages with the purpose of conducting the study on an official and ethical basis. Likewise, the oral consents of the instructors were also required as the process took place during class hours. Moreover, through a written section at the beginning of each scale, the participants informed about the scope of the study and that their responses would be used as data of the study which would be kept in confidence. The section also included a statement informing them about the fact that participation is voluntary and by filling out the questionnaire they give their consent.

After the consent of the administration and instructors were taken, the data collection procedure was initiated. As Fraenkel et al. (2011) explain “in an explanatory study all the data on both variables should be collected within a fairly short time. Often, the instruments used are administrated in a single session or in two sessions one immediately after the other” (p. 339). In respect to that, since 3 quantitative data collection tools were used in this study, data collection procedure took place in sequential three weeks of time within the first semester of the 2017-2018 academic year. In addition, since in a prediction study the measurement of dependent variables often takes place after the measurement of the predictor variable (Fraenkel et al., 2011) within the course of the first week CUCEI, with which the data related to independent variables were gathered, was implemented. According to the schedules of the classes, instructors were asked to distribute questionnaires to students in their classes and ask students to write a nickname on the questionnaires in order to match the data sets for correlation and multiple regression analyses. The return percentage for CUCEI was 77 due to the fact that some students were absent at the time of the distribution of the questionnaire. Followingly, the distribution of QESE took place over the course of the second week and students asked to write the same nickname they have written on CUCEI questionnaire. The return rate for the questionnaire was 73 %. At the beginning of the third week, MSLQ was distributed in some of the classes but the instructors informed the researcher that most of the students didn't want to fill the questionnaire because they have found it too long. In respect to the feedback received from the

instructors, the questionnaire was divided into two sections and the data gathered separately for MSLQ motivation scale and learning strategies scale. On Tuesday and Wednesday the first part of the questionnaire was distributed and on Thursday and Friday, the second part of the questionnaire was distributed to students. For both parts of the scale students once again asked to write the nickname they have written on previous two questionnaires. The return rate for the questionnaire was 70 %.

### **3.6. Data Analysis**

Within the scope of the study, the data obtained from three quantitative questionnaires were analyzed by Statistical Package for the Social Sciences (SPSS). In the analysis process descriptive and inferential statistics were computed. In the context of inferential statistics, correlation and multiple regression analyses were run to examine the data. Furthermore, prior to correlation and multiple regression analyses the normality of the data sets were checked.

#### **3.6.1. Normality Assumption Check of Questionnaires**

Tabacknick & Fidell (2013) state “screening continuous variables for normality is an important step in almost every multivariate analysis, particularly when inference is a goal” (p. 79). Therefore, after the data was entered to Statistical Package for the Social Sciences (SPSS), Kolmogorov-Smirnov normality test (K-S) was run as well as frequency histograms and normal p-p plot for residuals of three datasets were formed.

Within the course of normality assumption check of CUCEI the raw data obtained from 327 participants analyzed and 15 of the residuals were identified as outliers. Since the outliers are accepted as the data which can distort the results of correlation and regression analyses (Tabacknick & Fidell,2013) 15 of the residuals were excluded from the dataset. Followingly, the normality test was computed once again. Figure 5 below shows the normality histogram and normal p-p plot of CUCEI standardized residuals.

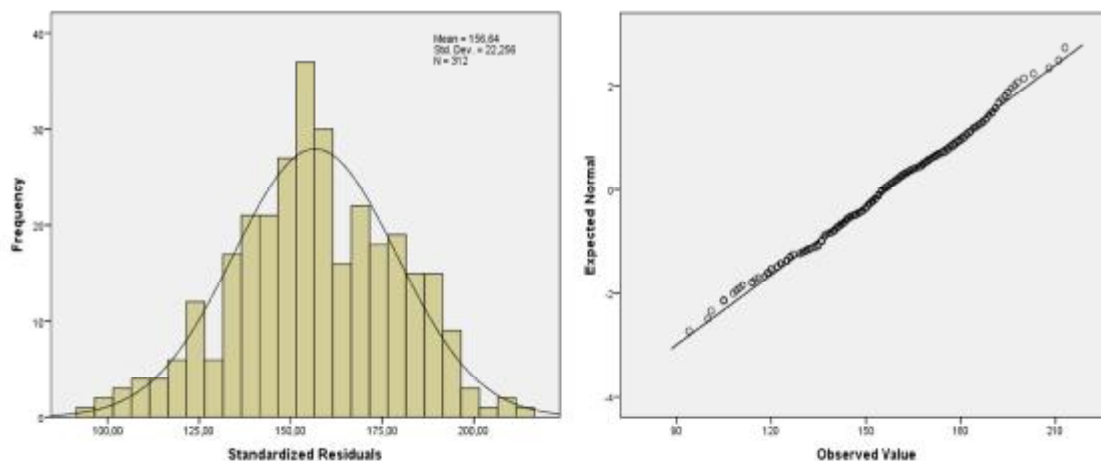


Figure 5. Normality Histogram and Normal P-P Plot of CUCEI Standardized Residuals

A normal distribution of the data set shows a bell-shaped curve on the histogram and on the Normal P-P plot, a straight diagonal line with the plotted data values on or close to the line (Meyers & Glenn, 2017). As can be seen from the histogram and normal p-p plot, after the removal of outlier residuals from the data set the normality assumption was met. Parallely, K-S normality test results ( $p = .20$ ) supported the normal distribution of the data with a p value greater than the significance level of .05. In addition, according to Tabachnick & Fidell (2013), “when a distribution is normal, the values of skewness and kurtosis is zero” (p.79) and values between  $- 1.5$  and  $+ 1.5$  are accepted to be showing normal distribution. In line with it, the data obtained from CUCEI revealed to be normally distributed with a skewness of  $- .13$  (SE= .14) and kurtosis of  $- .18$  (SE= .27).

Likewise, when the normality test was run for the raw data obtained from the QESE including 307 residuals, two of the residuals found out to be outliers. After excluding the outlier residuals, the normality test was computed for the second time. Figure 6 below shows the normality histogram and normal p-p plot of QESE standardized residuals. The histogram and the normal p-p plot of the residuals revealed that the data has a normal distribution. Moreover, K-S normality test results as well indicated the normal distribution of the data ( $p < .05$ ) with a skewness of  $- .07$  (SE=.14) and kurtosis of  $- .45$  (SE=.27).

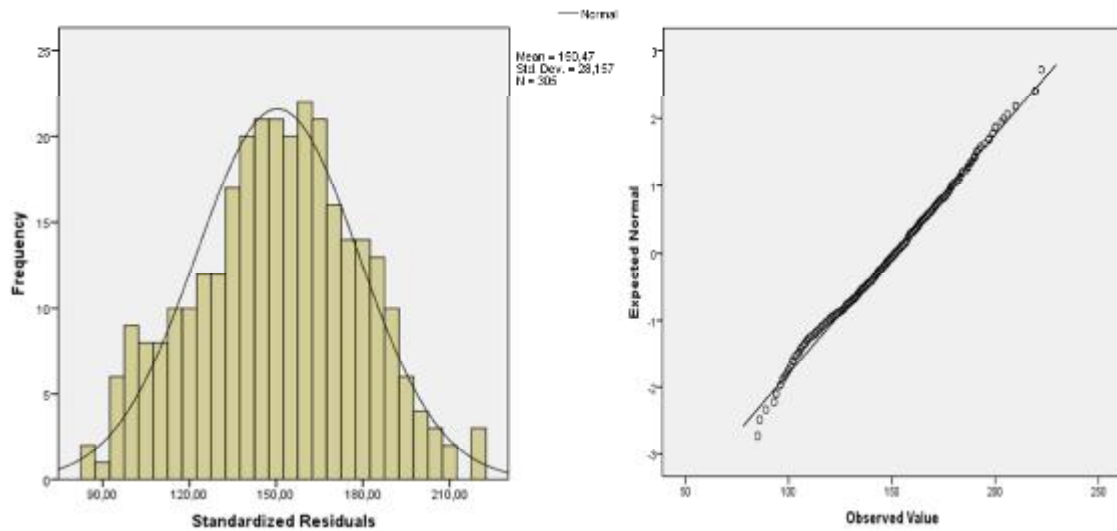


Figure 6. Normality Histogram and Normal P-P Plot of QESE Standardized Residuals

The results of the normality test which was run for the raw data obtained from MSLQ including 297 residuals indicated that 4 residuals were outliers. After excluding the outlier residuals, a consecutive normality test was done. As can be seen from the histogram and the normal p-p plot of the residuals, which are presented in Figure 7 below the standardized residuals showed a normal distribution. Moreover, K-S normality test results ( $p = .20$ ) along with a skewness of  $-.08$  ( $SE = .14$ ) and kurtosis of  $-.19$  ( $SE = .28$ ) supported that the normality assumption check for the data was met.

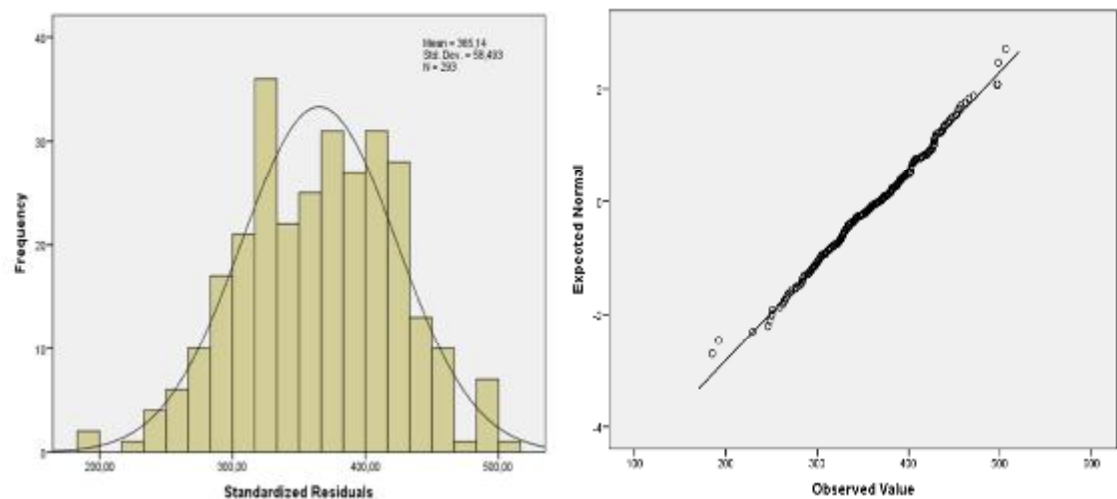


Figure 7. Normality Histogram and Normal P-P Plot of MSLQ Standardized Residuals

In conclusion, after the removal of outlier residuals from the data gathered by CUCEI, QESE, and MSLQ the normality assumption checks for all three data sets could have been met. Followingly, the descriptive, correlation, and multiple regression analyses were conducted.

### **3.6.2. Descriptive Statistics**

Within the course of analysis procedure, descriptive statistics were used to present participants' perceptions of their classroom environment, self-efficacy beliefs, and self-regulation in respect to their motivational orientations and their use of self-regulated learning strategies. Sum scores obtained from three quantitative questionnaires were grouped into intervals to present a general picture of the participants' perceptions via frequency distributions which is "often necessary when there are many scores in the distribution" (Fraenkel et al., 2011, p. 191). In line with it, a formula of dividing the range of maximum and minimum scores by the number of intervals was used to identify the interval width (Gravetter & Wallnau, 2017) to define the group categories for scores. In addition, score intervals were also used to show the score distribution of MSLQ motivation scales to present more detailed information about participants' motivational orientations. Furthermore, CUCEI subscales were descriptively analyzed by calculation of mean, standard deviation and frequency percentages of the answers given to items of the scales. Likewise, maximum and minimum means scores together with mean and standard deviation values were computed for English self-efficacy scale and MSLQ learning strategies scale to display a more comprehensive understanding of participants' English self-efficacy beliefs and preferences of using learning strategies.

### **3.6.3. Inferential Statistics**

Fraenkel et al., (2011) define inferential statistics as "certain types of procedures that allows a researcher to make inferences about a population based on findings from a sample" (p. 220). To determine whether a relationship exists between the dependent variables; English self- efficacy, MSLQ motivation and MSLQ learning strategies scales' sum scores, and independent variables; scores obtained from CUCEI subscales, correlation analyses were computed by calculation of Pearson correlation coefficient which is "the appropriate correlation coefficient to use when the data for both variables

are expressed in terms of quantitative scores” (Fraenkel et al., 2011, p.208). Moreover, since the number of independent variables is more than one multiple linear regression analyses were carried out between the dependent and independent variables to understand the extent to which the independent variables predict dependent variables (Fraenkel et al., 2011).



## CHAPTER IV

### 4. FINDINGS

#### 4.1. Introduction

Within the scope of research questions this chapter aims at presenting descriptive, correlation and multiple linear regression analyses results obtained from the data collected by three questionnaires; College and University Classroom Environment Inventory (CUCEI), Questionnaire of English Self-efficacy (QESE), and Motivated Strategies for Learning Questionnaire (MSLQ).

#### 4.2. Descriptive Analysis Results

##### 4.2.1. Descriptive Analysis Results of CUCEI

The data gathered by CUCEI analyzed both cumulatively and categorically to address research question one: *What perception do learners have of their classroom environment?* In the first analysis, a range of minimum and maximum sum scores that can be obtained from the scale were calculated to identify an interval width which was used to label score intervals. A formula of dividing the range of maximum and minimum scores by the number of intervals was used to identify the interval width (Gravetter and Wallnau, 2017). In addition, the frequency distribution of the scores was calculated to present a general picture of whether the participants have a positive or negative perception of their learning environment. In the second analysis, frequency, percentage, mean and standard deviation values were calculated for each subscale; Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation and Individualization each consisting seven items to present learners' perception of different aspects of the classroom environment.

##### 4.2.1.1. Descriptive Analysis Results of CUCEI Sum Scores

As it is already mentioned above the range of minimum and maximum scores obtained from the sum scores of the 49-item questionnaire were calculated to identify an interval width and score categories. Being on a four-point Likert scale, the positively worded "items of the scale were scored 5, 4, 2, and 1 respectively for strongly agree, agree, disagree and strongly disagree where negatively worded items were scored in a



reverse manner and omitted answers were scored as 3” (Fraser and Treagust, 1986, p.7). Therefore, the maximum and minimum scores that could be obtained from the scale respectively were 245 and 49. In respect to this, the minimum score of 49 subtracted from the maximum score of 245 and a range of 196 was found. The range,196 was divided by four, the number of intervals that were intended to be attained. An interval width of 49 was calculated and the score categories of highly negative, negative, positive and highly positive were formed by taking into consideration the fact that higher scores indicate positive perception and lower scores indicate a more negative perception about the classroom environment since the maximum score that can be given to positively worded items was 5 and the minimum score that can be given was 1. Followingly, frequency and percentages of the participants’ sum scores were calculated (See Table 4) to present a general picture of their perception of classroom environment.

Table 4

*Distribution of CUCEI Sum Scores*

<b>Score Category</b>	<b>Score Interval</b>	<b>N</b>	<b>F</b>	<b>%</b>
Highly Negative	49-98	312	1	0
Negative	99-147	312	97	31
Positive	148-196	312	208	67
Highly Positive	197-245	312	6	2

The analysis of the CUCEI sum scores revealed that only one of the participants had a highly negative perception. Similarly, 97 of 312 participants with a percentage of 31 had a negative perception of their classroom environment. On the other hand, most of the participants (67 %) think positively and 6 of them (2 %) were very positively about their classroom environment. Overall, the analysis shows that most of the participants think positively about their classroom environment.

#### **4.2.1.2. Descriptive Analysis Results of CUCEI Subscales**

The results of the descriptive analysis of CUCEI subscales; Personalization, Involvement, Student cohesiveness, Satisfaction, Task orientation, Innovation and Individualization aim at presenting more detailed information about the participants’

perception of their classroom environment. In line with it, frequency tables related to each subscale are presented below to present participants' perception of different aspects of the classroom environment.

Personalization subscale seeks for bringing out how participants perceive their teachers as well as the relationship with them. Table 5 demonstrates the descriptive analysis results of the relevant subscale. According to the findings, the participants believe that their teachers care about their feelings and allocate time for them individually as a great majority of them strongly agreed and agreed with item 1 (77%,  $M=3.69$ ,  $SD=1.07$ ) and item 8 (75%,  $M=3.69$ ,  $SD=1.18$ ). The data also depicts that participants think that their teachers support and help them individually as most of them strongly agreed and agreed with item 15 (62 %,  $M=3.31$ ,  $SD=1.26$ ) and item 22 (80 %,  $M=3.85$ ,  $SD=1.13$ ). Similarly, the answers that were given to items 29 (60 %,  $M=2.67$ ,  $SD=1.29$ ), 36 (88 %,  $M=1.85$ ,  $SD=.98$ ) and 43 (88%,  $M=1.79$ ,  $SD=1.03$ ) support the above-mentioned positive perception of participants as they strongly disagreed and disagreed with them. Nevertheless, a very few of the participants didn't comment on items 8 (.3 %), 15 (2.6 %), 22 (1 %), 29 (.6 %) and 36 (1.3 %). The overall findings of the personalization subscale point out that participants think that their teachers care about their feelings, help and support them individually.

Table 5

*Descriptive Analysis Results of CUCEI Personalization Subscale (N=312)*

ITEMS	N	N*	Strongly Disagree				Strongly Agree				SD	Mean
			Disagree		Agree		Disagree		Agree			
			F	%	F	%	F	%	F	%		
1. The instructor considers students' feelings	312	0	10	3.2	61	19.6	184	59	57	18.3	1.07	3.69
8. The instructor talks individually with students.	311	1	16	5.1	61	19.6	159	51	75	24	1.18	3.69
15. The instructor goes out of his/her way to help students.	304	8	29	9.3	81	26	153	49	41	13.1	1.26	3.31
22. The instructor helps each student who is having trouble with the work.	309	3	14	4.5	47	15.1	156	50	92	29.5	1.13	3.85
29. The instructor seldom moves around the classroom to talk with students. (R)	310	2	58	18.6	130	41.7	100	32.1	22	7.1	1.29	2.67
36. The instructor isn't interested in students' problems. (R)	308	4	122	39.1	151	48.4	27	8.7	8	2.6	.98	1.85
43. The instructor is unfriendly and inconsiderate towards students. (R)	312	0	148	47.4	127	40.7	27	8.7	10	3.2	1.03	1.79

Involvement subscale tends to find out to what extent participants are active in class activities and discussions, have opportunities to express themselves and perceive their classroom as a place where they can share their work with others. Considering this subscale, the findings of the scale (see Table 6) reveal that, having a slight difference, participants think that their teachers listen them and don't dominate class discussions as they respectively strongly disagreed and disagreed with items 2 (55 %,  $M= 2.97$ ,  $SD=1.24$ ) and 44 (50 %,  $M= 2.98$ ,  $SD=1.24$ ) while 44 % and 48 % of them respectively strongly agreed and agreed with the same items stating an opposite view. In addition, the participants perceive themselves as involved learners who put effort into activities done in the classroom, since a great majority of them either strongly agreed or agreed with item 9 (81 %,  $M= 3.83$ ,  $SD=1.06$ ) and more than half of them strongly disagreed and disagreed with item 16 (55 %,  $M= 3$ ,  $SD= 1.39$ ). Moreover, they also believe that the classroom environment has enough opportunities for them to present and share their work, as well as their ideas with others since most of them either agreed or disagreed with items 23 (69 %,  $M= 3.44$ ,  $SD= 1.23$ ), item 30 (63 %,  $M= 2.60$ ,  $SD= 1.28$ ) and item 37 (86 %,  $M= 3.96$ ,  $SD= .97$ ). On the other hand, quite a few of the participants didn't state their opinions for items 2 (1 %), 9 (1.3 %), 16 (.3 %), 23 (.3 %), 30 (.6 %), 37 (.6 %) and 44 (1.9 %). In general, findings of the scale show that participants define themselves as involved learners in the environment where they find opportunities to be listened to, share opinions, express themselves and present their work to other members.

Table 6

*Descriptive Analysis Results of CUCEI Involvement Subscale (N=312)*

ITEMS	N	N*	Strongly Disagree				Strongly Agree				SD	Mean
			Disagree		Agree		Disagree		Agree			
			F	%	F	%	F	%	F	%		
2. The instructor talks rather than listens. (R)	309	3	14	4.5	158	50.6	96	30.8	41	13.1	1.24	2.97
9. Students put effort into what they do in classes.	308	4	12	3.8	44	14.1	178	57.1	74	23.7	1.06	3.83
16. Students “clock watch” in this class. (R)	311	1	33	10.6	138	44.2	74	23.7	66	21.2	1.40	3.00
23. Students in this class pay attention to what others are saying.	311	1	27	8.7	70	22.4	166	53.2	48	15.4	1.23	3.44
30. Students seldom present their work to the class. (R)	310	2	60	19.2	137	43.9	90	28.8	23	7.4	1.28	2.60
37. There are opportunities for students to express opinions in this class.	310	2	10	3.2	31	9.9	186	59.6	83	26.6	.97	3.97
44. The instructor dominates class discussions. (R)	306	6	28	9	128	41	122	39.1	28	9	1.24	2.98

Student cohesiveness subscale aims at presenting an understanding of the relationship that participants have with each other and how they perceive their classroom environment within this context. Table 7 below presents the descriptive analysis results of the scale. The findings refer that participants believe that they know each other well as they strongly disagreed and disagreed with item 3 (52 %,  $M=3.03$ ,  $SD=1.41$ ) and strongly agreed and agreed with item 38 (54 %,  $M=3.13$ ,  $SD=1.29$ ). Moreover, the results indicate that the participants not only believe that they know each other well but they also think that they constitute intimate and sincere relationships with their classmates as 52 % of them strongly agreed and 31 % agreed with item 10 ( $M=4.16$ ,  $SD=1.14$ ) and more than half of them either strongly disagreed and disagreed with item 45 (53 %,  $M=3.13$ ,  $SD=1.29$ ). Furthermore, by strongly agreeing and agreeing with item 17 (82 %,  $M=3.94$ ,  $SD=1.15$ ) and strongly disagreeing and disagreeing with items 24 (63 %,  $M=2.56$ ,  $SD=1.34$ ).and 31 (70 %,  $M=2.40$ ,  $SD=1.32$ ), participants stated that they perceive their class as a place where they have opportunities to know each other and make friends. On the other hand, a very few of the participants didn't respond to items 10 (.3 %), 17 (.3 %), 24 (2.6 %), 31 (.6 %), 38 (.3 %) and 45 (.6 %). Overall, the findings of the scale show that participants have a positive perception towards their classroom environment in respect to forming friendly and sincere relationships with each other as well as knowing each other.

Table 7

*Descriptive Analysis Results of CUCEI Student Cohesiveness Subscale (N=312)*

ITEMS	N	N*	Strongly Disagree				Strongly Agree				SD	Mean
			Disagree		Agree		Disagree		Agree			
			F	%	F	%	F	%	F	%		
3. The class is made up of individuals who don't know each other well. (R)	312	0	42	13.5	119	38.1	88	28.2	63	20.2	1.41	3.03
10. Each student knows the other members of the class by their first names.	311	1	10	3.2	41	13.1	98	31.4	162	51.9	1.14	4.16
17. Friendships are made among students in this class.	311	18	18	5.8	36	11.5	149	47.8	108	34.6	1.15	3.94
24. Students don't have much chance to get to know each other in this class. (R)	304	8	70	22.4	128	41	75	24	31	9.9	1.34	2.56
31. It takes a long time to get to know everybody by his/her first name in this class. (R)	310	2	88	28.2	129	41.3	66	21.2	27	8.7	1.32	2.40
38. Students in this class get to know each other well.	311	1	27	8.7	116	37.2	124	39.7	44	14.1	1.29	3.13
45. Students in this class aren't very interested in getting to know other students. (R)	310	2	45	14.4	121	38.8	102	32.7	42	13.5	1.35	2.91

Satisfaction subscale seeks to find out to what extent the participants are happy and satisfied with the classes they are having. The results of the analysis (see Table 8) indicate that participants are not eager to go classes, and they don't enjoy going to classes as 78 % and 69 % respectively strongly disagreed and disagreed with items 4 ( $M=2.12$ ,  $SD=1.19$ ) and 39 ( $M=2.61$ ,  $SD=1.25$ ). In addition, even though they don't like going to classes they are satisfied with the classes they are having as 66 % either strongly disagreed and disagreed with item 11 ( $M=2.67$ ,  $SD=1.17$ ) and 55 % of them strongly agreed and agreed with item 18 ( $M=3.11$ ,  $SD=1.19$ ). Moreover, 72 % strongly disagreed and disagreed with item 25 ( $M=2.42$ ,  $SD=1.40$ ) indicating that not only they are satisfied with the classes but also, they think that their classes are helpful rather than being waste of time. Besides, most of the participants agreed and strongly agreed with item 32 (56%,  $M=3.24$ ,  $SD=1.39$ ) and disagreed and strongly disagreed with item 46 (62 %,  $M=2.61$ ,  $SD=1.27$ ) showing that even though they find classes helpful and they are satisfied with it, they don't think that they are interesting but rather boring. On the other hand, 1.3 %, 1.6 %, .6 %, 1.9 %, .6 % and .3 % of the participants respectively didn't comment on items 4, 11, 18, 25, 32, 39 and 46. The findings obtained from the scale demonstrate a controversial perception of the participants towards the classes they are having, as on one hand they are satisfied with the classes and they find them necessary where on the other hand they are not willing to go classes and they find them boring.



Table 8

*Descriptive Analysis Results of CUCEI Satisfaction Subscale (N=312)*

ITEMS	N	N*	Strongly Disagree				Strongly Agree				SD	Mean
			Disagree		Disagree		Agree		Agree			
			F	%	F	%	F	%	F	%		
4. The students look forward to coming to classes.	308	4	107	34.3	135	43.3	51	16.3	15	4.832	1.19	2.12
11. Students are dissatisfied with what is done in the class. (R)	307	5	32	10.3	173	55.4	82	26.3	20	6.4	1.17	2.67
18. After the class, the students have a sense of satisfaction.	310	2	21	6.7	117	37.5	148	47.4	24	7.7	1.19	3.11
25. Classes are a waste of time. (R)	306	6	84	26.9	139	44.6	34	10.9	49	15.7	1.40	2.42
32. Classes are boring. (R)	310	2	33	10.6	102	32.7	106	34	69	22.1	1.39	3.24
39. Students enjoy going to this class.	310	2	81	26	134	42.9	80	25.6	15	4.8	1.25	2.40
46. Classes are interesting.	311	1	62	19.9	131	42	101	32.4	17	5.4	1.27	2.61

Task orientation scale in CUCEI investigates participants' perception towards the organization of the class, completion of activities and the extent to which the group stays focused on the subject. Table 9 below demonstrates the results obtained from the analysis of the relevant subscale. The findings obtained from the scale demonstrate that most of the participants think that the activities carried out during the classes are clearly planned and organized so that they know what to do during the class time as 61 %, 64 % and 63 % of them respectively strongly agreed and agreed with items 5 ( $M= 3.29$ ,  $SD=1.16$ ), 33 ( $M= 3.39$ ,  $SD=1.33$ ) and 47 ( $M=3.31$ ,  $SD=1.22$ ). Additionally, by a-strongly agreeing and agreeing with item 12 (88 %,  $M=3.96$ ,  $SD=.89$ ). they also stated that since a certain amount of work is done during their classes they find the opportunity to progress. Moreover, they believe that as they progress they also stay focused on the subject and not sidetracked as they strongly disagreed and disagreed with items 19 (73 %,  $M=2.48$ ,  $SD=.1.08$ ).and 26 (68 %,  $M=2.52$ ,  $SD=1.31$ ). Likewise, regarding the answers given to item 40 ( $M=2.01$ ,  $SD=1.10$ ), 82 % of the participants think that not only the activities carried out but also the classes they are having are well organized. In addition to this, a few of the participants didn't state their opinions for items 5 (1.6 %), 12 (.3 %), 19 (.3 %), 26 (1 %), 33 (1.3 %), 40 (.3 %) and 47 (.6 %). The overall results obtained from the analysis of the scale indicate that within participants perceive their classroom as a well-organized place where they do clearly planned activities, progress and stay focused on the subject and not distracted.

Table 9

*Descriptive Analysis Results of CUCEI Task Orientation Subscale (N=312)*

ITEMS	N	N*	Strongly Disagree		Disagree		Agree		Strongly Agree		SD	Mean
			F	%	F	%	F	%	F	%		
			5. Students know exactly what has to be done in our class.	307	5	13	4.2	104	33.3	158		
12. Getting a certain amount of work done is important in this class.	311	1	5	1.6	33	10.6	203	65.1	70	22.4	.89	3.96
19. The group often get sidetracked instead of sticking to the point. (R)	311	1	31	9.9	198	63.5	66	21.2	16	5.1	1.08	2.47
26. This is a disorganized class. (R)	309	3	66	21.2	147	47.1	62	19.9	34	10.9	1.32	2.51
33. Class assignments are clear so everyone knows what to do.	308	4	32	10.3	76	24.4	137	43.9	63	20.2	1.33	3.39
40. This class seldom starts on time. (R)	311	1	116	37.2	139	44.6	48	15.4	8	2.6	1.10	2.01
47. Activities in this class are clearly and carefully planned.	310	2	22	7.1	92	29.5	157	50.3	39	12.5	1.22	3.31

Innovation subscale examines the extent to which the environment is open and respond to change within the context of original and varying activities planned and innovative teaching approaches practiced by the teacher. The results of the subscale analysis (see Table 10) show that participants perceive their classroom environment within the context of teaching approaches as ordinary and uncreative as 51% and 55 % respectively strongly agreed and agreed with item 6 ( $M= 3.01$ ,  $SD=1.20$ ) and 13 ( $M=3.14$ ,  $SD=1.18$ ) while 52 % strongly disagreed and disagreed with item 27 ( $M=2.92$ ,  $SD=1.25$ ). Parallel to this perception, participants also believe that the activities they do in the classroom are typical rather than varying and innovative as 51 % of them strongly disagreed and disagreed with item 20 ( $M=2.98$ ,  $SD=1.23$ ) and item 41 (68 %,  $M=2.56$ ,  $SD=1.24$ ). In addition, participants showed strong agreement and agreement to item 48 (63 %,  $M=3.42$ ,  $SD=1.26$ ) which supports the above-mentioned perception of them. Moreover, by agreeing and strongly agreeing with item 34 ( $M=3.31$ ,  $SD=1.48$ ), 62 % of the participants point out the fact that not only the activities but also the physical environment of their classroom is stationary. Notwithstanding, limited number of participants didn't answer item 6 (.6 %), 13 (1.3 %), 20 (.3 %) and 27 (1 %). In general, the analysis results of the innovation subscale show that within the scope of openness for change and innovation, participants' perception towards their classroom is slightly negative.

Table 10

*Descriptive Analysis Results of CUCEI Innovation Subscale (N=312)*

ITEMS	N	N*	Strongly Disagree				Strongly Agree				SD	Mean
			Disagree		Agree		Disagree		Agree			
			F	%	F	%	F	%	F	%		
6. New ideas are seldom tried out in this class. (R)	310	2	25	8	126	40.4	137	43.9	22	7.1	1.20	3.01
13. New and different ways of teaching are seldom used in this class. (R)	308	4	18	5.8	117	37.5	147	47.1	26	8.3	1.18	3.14
20. The instructor thinks up innovative activities for students to do.	311	1	27	8.7	131	42	125	40.1	28	9	1.23	2.98
27. Teaching approaches in this class are characterized by innovation and variety.	309	3	35	11.2	126	40.4	123	39.4	25	8	1.25	2.92
34. The seating in this class is arranged in the same way each week. (R)	312	0	56	17.9	62	19.9	115	36.9	79	25.3	1.48	3.31
41. The instructor often thinks of unusual class activities.	312	0	50	16	162	51.9	70	22.4	28	9	1.25	2.56
48. Students seem to do the same type of activities every class. (R)	312	0	12	3.8	105	33.7	127	40.7	68	21.8	1.26	3.42

Individualization subscale seeks to find out participants' perception of teacher control and the extent to which they perceive themselves as contributors to activity planning and decision making. Table 11 below presents the analysis results for the relevant subscale. According to the results, a great majority of the participants perceive their classroom environment as teacher dominant since 83 % of them strongly agreed and agreed with item 49 ( $M=3.92$ ,  $SD=1.02$ ) which states it is the teacher who decides what will be done in the classroom. Furthermore, participants perceive their classroom environment as a place where there is not much opportunity for them to pursue their own interests individually as most of them showed their strong agreement and agreement with item 7 (62 %,  $M=3.36$ ,  $SD=1.27$ ). Parallel to this, they think that neither the classroom environment nor the teaching approaches allow them to work at their own pace as they strongly disagreed and disagreed with item 14 (54 %,  $M=2.88$ ,  $SD=1.24$ ) and item 35 (55%,  $M=2.86$ ,  $SD=1.26$ ). The results obtained for item 21( $M= 2.58$ ,  $SD=1.24$ ) and 28 ( $M=2.67$ ,  $SD=1.24$ ) indicate that 64 % of the participants believe that they don't have a say in choosing and planning of the activities since they strongly disagreed and disagreed with both items. Similarly, 72 % of the participants strongly agreed and agreed with item 42 ( $M=3.72$ ,  $SD=1.21$ ) supporting the above-mentioned perception. Nonetheless, quite few of the participants didn't respond to items 7 (1%), 14 (1.6 %), 21 (.3 %), 28 (.6 %), 35 (1.3 %) and 42 (1.3 %). The overall analysis results indicate that participants perceive their classroom environment as teacher dominant where they don't contribute to the planning of activities and where there is less opportunity for them in respect to personal interests.

Table 11

*Descriptive Analysis Results of CUCEI Individualization Subscale (N=312)*

ITEMS	N	N*	Strongly Disagree		Disagree		Agree		Strongly Agree		SD	Mean
			F	%	F	%	F	%	F	%		
			7. All students in the class are expected to do same work, in the same way and in the same time. (R)	309	3	22	7.1	93	29.8	137		
14. Students are generally allowed to work at their own pace.	307	5	33	10.6	134	42.9	116	37.2	24	7.7	1.24	2.88
21. Students have a say in how class time is spent.	311	1	56	17.9	145	46.5	91	29.2	19	6.1	1.24	2.58
28. Students are allowed to choose activities and how they will work.	310	2	39	12.5	160	51.3	84	26.9	27	8.7	1.24	2.67
35. Teaching approaches allow students to proceed at their own pace.	308	4	37	11.9	133	42.6	111	35.6	27	8.7	1.26	2.86
42. There is little opportunity for a student to pursue his/her particular interest in this class. (R)	308	4	12	3.8	70	22.4	132	42.3	94	30.1	1.22	3.73
49. It is the instructor who decides what will be done in our class. (R)	312	0	6	1.9	47	15.1	171	54.8	88	28.2	1.02	3.92

To conclude, findings of the CUCEI indicate that in general participants have positive perceptions toward their teachers as well as their peers regarding the relationship they have with them since they pointed out that their teachers are caring and supportive and they find their peers friendly and sincere. On the other hand, even though they think that their classrooms are well organized, provide them opportunities to develop skills without having any distractions through well planned activities, and is a place where they can participate actively and share their work, they don't believe that their personal interests are taken into consideration since it is teacher dominant. Similarly, they also perceive their classroom environment slightly negative in respect to innovativeness. It is also interesting that participants are satisfied with their classes and they find them necessary where on the other hand they are not willing to go classes because they believe they are boring.

#### **4.2.2. Descriptive Analysis Results of QESE**

This section aims at giving a general idea about participants' self-efficacy beliefs to address research question 2: *What perception do learners have of their English self-efficacy?* Regarding the aim of the research question, the range of the minimum and maximum sum scores that can be obtained from the scale were calculated to identify an interval width which was used to label 6 score intervals. A formula of dividing the range of maximum and minimum scores by the number of intervals was used to identify the interval width (Gravetter and Wallnau, 2017). In addition, frequency and percentages were calculated to present the distribution of participants' scores. In addition, minimum and maximum mean scores together with the mean and standard deviation were calculated for English self-efficacy subscales; listening, speaking, reading and writing efficacy to introduce participants' perception of their self-efficacy beliefs in basic English skills.

##### **4.2.2.1. Descriptive Analysis Results of QESE Sum Scores**

English self-efficacy scale which aims at evaluating participants' self-efficacy beliefs in the English language consists of 32 items that are scored on a seven-point Likert scale. Items were scored as 7, 6, 5, 4, 3, 2 and 1 respectively for I can do it well, I can do it, Basically I can do it, Maybe I can do it, Maybe I can't do it, I can't do it and I can't do it all. Thereby, the minimum and maximum scores that can be obtained from



the scale were 32 and 224 where higher scores refer higher self-efficacy beliefs and lower scores refer to low self-efficacy beliefs since the highest score that can be given to an item is 7 and the lowest score that can be given is 1. Regarding the analysis made, the range of maximum and minimum sum scores was found 192 which was divided by 6 to attain an interval width for score intervals. An interval width of 32 was calculated and score intervals along with score categories; very low, low, relatively low, relatively high, high and very high were formed to label level of self-efficacy beliefs. Table 12 below presents the score distribution of QESE sum scores.

Table 12  
*Distribution of QESE Sum Scores*

Score Category	Score Interval	N	F	%
Very Low	32-64	305	0	0
Low	65-96	305	8	3
Relatively Low	97-128	305	60	20
Relatively High	129-160	305	123	40
High	161-192	305	96	31
Very High	193-224	305	18	6

The results revealed that only 8 participants perceive themselves as less confident in English. Similarly, sum scores of 60 participants (20 %) are in the category of relatively low indicating that they have a slightly negative perception of their English self-efficacy beliefs and that they are not very sure whether they are enough capable in English or not. On the other hand, 40 % of the participants think that they are basically capable in English language. In addition, 96 (31 %) of the participants have a positive perception of their self-efficacy beliefs and even 18 (6 %) of them perceive themselves as learners who are highly efficient in the English language. An important result depicted from the analysis was that none of the participants has a very negative perception of English self-efficacy beliefs as the minimum score obtained from the analysis was 85.

In general, the distribution of the sum scores shows that majority of the participants perceive themselves confident in the English language, 40 % of whom think that they are basically capable and 37 % find themselves highly efficient in the English

language. On the other hand, 23 % of the participants in total think that they are less capable 20 % of whose perception is slightly negative pointing out that they are not very sure whether they are efficient enough or not.

#### 4.2.2.2. Descriptive Analysis Results of QESE Subscales

Along with the sum score analysis, mean, standard deviation, minimum and maximum scores of the QESE subscales; listening, speaking, reading and writing efficacy were calculated to present participants' perception of self-efficacy beliefs in basic language skills. Table 13 below presents the descriptive analysis results obtained from the mean scores of English self-efficacy subscales.

Table 13

#### *Descriptive Analysis of QESE Subscales*

Scale	N	Mean	SD	Minimum	Maximum
Listening Efficacy subscale	305	4.61	.91	2	7
Speaking Efficacy subscale	305	4.89	.98	2	7
Reading Efficacy subscale	305	4.81	.92	3	7
Writing Efficacy subscale	305	4.58	1.01	1	7

The analysis results pointed out that participants judge themselves more efficient in speaking ( $M= 4.89$ ,  $SD=.98$ ). Following the speaking efficacy, they perceive themselves as more capable respectively in reading ( $M= 4.81$ ,  $SD=.92$ ) and listening ( $M= 4.61$ ,  $SD=.91$ ) skills. In comparison with other skills, participants think that they are less efficient in writing skill ( $M= 4.58$ ,  $SD=1.01$ ). In addition, being very close to the score of 5 which stands for *Basically I can do it*, the mean scores together with low values of standard deviation revealed that in general participants perceive themselves quite efficient in all skills.

#### 4.2.3. Descriptive Analysis Results of MSLQ

This section aims at providing results obtained from motivated strategies for learning questionnaire (MSLQ) to address research question 3: *What perception do learners have of their motivation in terms of self-regulation?* and 4: *To what extent they*

*use learning strategies in terms of self-regulation?* Within the framework of research questions, descriptive analysis of MSLQ which consists of 81 items was carried out separately for motivation and learning strategies scales to understand the extent to which the participants are self-regulated. An interval width was computed by dividing the range score of both scales to 6 and score categories for both were defined to present frequency distribution of the scores to present a general picture of participants' perception of motivation and their use of self-regulated learning strategies. Moreover, the frequency distributions of scores obtained for 3 motivation subscales were calculated in a similar vein to introduce participants' assessment of their level of interest in the course, their beliefs about their skills to succeed and their level of test anxiety as determinants of their motivation. In addition, mean, standard deviation, minimum and maximum scores for 9 subscales of learning strategies scale were computed to display participants' use of self-regulated learning strategies.

#### **4.2.3.1. Descriptive Analysis Results of MSLQ Motivation Scale**

MSLQ motivation scale which seeks to assess participants' perception of motivation consists of 31 items. Items of the scale were scored on a seven-point Likert scale in a range from 7 to 1, where 7 stands for "very true of me" and 1 stands for "not at all true for me". Furthermore, negatively worded items were scored in a reverse manner. Therefore, higher scores indicate high motivation while lower scores point out a lower level of motivation of the participants (Pintrich et al., 1991).

Within the framework of descriptive analysis of the scale, firstly minimum and maximum scores that can be obtained from the scale were calculated to find out the range of scores which followingly divided to 6 to identify interval width. Since 7 is the highest score and 1 is the lowest score that can be given for items the maximum and minimum scores of the scale respectively found out to be 217 and 31 with a range of 186. An interval width of 31 was calculated in parallel with which score intervals were identified. In addition, score categories; very low, low, relatively low, relatively high, high and very high were formed to label the participants' level of motivation. Table 14 below presents the score intervals and categories identified for motivation scale together with the frequency distribution of participants' sum scores.

Table 14  
*Distribution of MSLQ Motivation Scale Sum Scores*

Score Category	Score Interval	N	F	%
Very Low	31-62	293	0	0
Low	63-93	293	4	1
Relatively Low	94-124	293	44	15
Relatively High	125-155	293	138	47
High	156-186	293	102	35
Very High	187-217	293	5	2

The frequency distribution of the participants' sum scores showed that none of the participants had a very low level of motivation. Moreover, only four of the participants (1 %) sum score results indicated low motivation. Similarly, the level of motivation for 44 of the participants (15 %) found out be relatively low. In contrast, majority of the participants perceive themselves quite motivated as 47 % of them showed relatively high motivation while 35 % of them showed high and 2 % of them showed a very high level of motivation. Overall, the frequency analysis revealed that in general participants feel motivated since 84 % of them in total had high sum scores.

#### **4.2.3.2. Descriptive Analysis Results of MSLQ Motivation Subscales**

In addition to the descriptive analysis of the motivation scale, a similar analysis was conducted for motivation subscales; interest, expectancy for success and test anxiety to understand the motivational orientations of the participants. Since the number of the items in each scale is different, an interval width for each subscale was calculated separately to define score intervals together with score categories to present participants' score distribution.

Being the first subscale of motivation scale including 14 items, interest subscale aims at understanding participants' motivation for the course. Higher scores indicate a high level of interest in the content area of the course while lower scores display less interest of the participants (Pintrich et al., 1991). In respect to the number of the items

involved, the minimum and maximum scores that can be attained from the scale respectively were 14 and 98. From the subtraction of the minimum and maximum scores, the range of 84 was calculated which was followingly divided to 4 to identify the interval width of 21. Considering the interval width, four score intervals and categories; not at all interested, not interested, interested and very much interested were defined to show frequency distribution of the scores (see Table 15) obtained for the scale.

Table 15

*Distribution of MSLQ Motivation Interest Subscale Sum Scores*

<b>Score Category</b>	<b>Score Interval</b>	<b>N</b>	<b>F</b>	<b>%</b>
Not at all interested	14-35	293	1	0
Not interested	36-56	293	48	16
Interested	57-77	293	162	55
Very much interested	78-98	293	82	28

The results revealed that among 293 participants only one participant with a score of 34 was uninterested in the content of the course. In addition, scores of 48 participants (16 %) showed that they are not motivated for the course. In contrast, more than half of the participants (55 %) found out to be motivated and interested in the content. Furthermore, 28 % of them stated that they are highly motivated and very much interested in the course subject. Overall, the distribution of subscale scores ascertained that a great majority (83 %) of the participants in total were motivated for the course and showed a high level of interest.

Moreover, having 12 items, expectancy for success scale measures participants' perception of their potential success and self-confidence for understanding the course content. High scores mean that participants think they will do well in the course and feel confident about it (Pintrich et al., 1991). Hence, the minimum and maximum scores that can be obtained from the scale respectively were 12 and 84 with a range of 72. The range was divided to 4 to acquire an interval width which was afterward used to identify score intervals and categories. Considering the interval width of 18, Table 16 below presents the score intervals and categories; very negative, negative, positive and very

positive to show whether participants have a positive or negative perception of their potential success and self-confidence in learning the course content.

Table 16

*Distribution of MSLQ Motivation Expectancy for Success Subscale Sum Scores*

<b>Score Category</b>	<b>Score Interval</b>	<b>N</b>	<b>F</b>	<b>%</b>
Very Negative	12-30	293	2	1
Negative	31-48	293	65	22
Positive	49-66	293	160	55
Very Positive	67-84	293	66	23

Frequency distribution of the participants' scores ascertained that in total 67 of them with a percentage of 23 had negative perception indicating that they don't perceive themselves as successful and self-confident. On the other hand, slightly more than half of the participants (55%) had a positive perception which shows that they believe they will do well in the course and they are confident that they will be able to understand the course material well. Moreover, 23 % of the participants stated a very positive perception revealing that they are considerably confident in their abilities to become successful in the course.

Test anxiety scale is the last subscale of motivation scale which includes five items. The scale measures the level of anxiety participants have while taking exams. In contrast with the other two subscales, high scores indicate a high level of anxiety which has a negative effect on motivation (Pintrich et al., 1991). The obtainable minimum and maximum scores were calculated respectively as 5 and 35 with a range of 30. By dividing the range value of 30 to 6, the number of intervals, an interval width of 5 was calculated. Regarding the interval width, score intervals and categories; very low, low, slightly low, slightly high, high and very high were defined which aim at presenting the level of test anxiety the participants have (see Table 17).

Table 17

*Distribution of MSLQ Motivation Test Anxiety Subscale Sum Scores*

Score Category	Score Interval	N	F	%
Very Low	5-10	293	25	9
Low	11-15	293	43	15
Slightly Low	16-20	293	88	30
Slightly High	21-25	293	81	28
High	26-30	293	48	16
Very High	31-35	293	8	3

The results revealed that 9 % of the participants had a very low level of test anxiety. Similarly, 43 of the participants with a percentage of 15 stated that they don't worry about taking tests. In addition, 30 % of the participants believe that their level of test anxiety is slightly low. On the other hand, 28 % of them think that they have a slightly high level of test anxiety indicating a negative effect on their motivation. Furthermore, 19 % of the participants mentioned that they have a high level of test anxiety 3% of whom even showed a very high level of anxiety. In general, more than half of the participants (54 %) reported that their level of test anxiety doesn't affect their motivation while the rest 47 % judge themselves as learners whose motivation is affected by the level of anxiety they have.

#### **4.2.3.3. Descriptive Analysis Results of MSLQ Learning Strategies Scale**

MSLQ learning strategies scale which intends to reveal the frequency of participants' use of self-regulated learning strategies consists of 50 items, 31 of which seeks to find out participants' use of different cognitive and metacognitive strategies and 19 of which aims at presenting an understanding of participants' management abilities of different resources. Items of the scale were scored on a seven-point Likert scale in a range from 7 to 1, where 7 stands for "very true of me" and 1 stands for "not at all true for me" where negatively worded items were scored in a reverse manner. Therefore, higher scores indicate a more frequent use of strategies while lower scores indicate a less frequent use of learning strategies (Pintrich et al., 1991).

As the first step of the descriptive analysis of MSLQ learning strategies scale, minimum and maximum scores that can be attained in respect to the scoring of the scale were calculated. Followingly, a range score was computed from the subtraction of minimum score from the maximum score. The calculated range score was divided to 6, the number of intervals that were intended to be acquired, to define an interval width along with which score intervals and categories were formed to present the frequency distribution of sum scores obtained from the analysis. Thereby, since the highest and the lowest scores that can be given to an item of the scale respectively are 7 and 1, attainable maximum and minimum scores were calculated as 350 and 50 with a range of 300. An interval width of 50 was calculated from the division of range score to 6 regarding which score intervals and categories were identified. Table 18 below presents the sum score frequency distribution of the scale.

Table 18

*Distribution of MSLQ Learning Strategies Scale Sum Scores*

<b>Score Category</b>	<b>Score Interval</b>	<b>N</b>	<b>F</b>	<b>%</b>
Very Less Use	50-100	293	1	0
Less Use	51-150	293	15	5
Relatively Less Use	151-200	293	85	29
Relatively Frequent Use	201-250	293	123	42
Frequent Use	251-300	293	60	21
Very Frequent Use	301-350	293	9	3

The frequency distribution of MSLQ learning strategies sum scores revealed that only one of the participants with a score of 84 reported very less use of self-regulated learning strategies. In addition, 5 % of the participants stated that they seldom use self-regulated learning strategies for their English course. Moreover, 29 % of them reported relatively less use of self-regulated learning strategies. On the other hand, most of the participants (42 %) scored between 201 and 250 indicating that they use self-regulated learning strategies relatively frequent. Parallel to this, 21 % of the participants stated that they use self-regulated learning strategies frequently. Among the 293 participants, only 9 (3%) pointed out that they very frequently use them. In general, the results



ascertained that 66 % of the participants in total use self-regulated learning strategies for their English classes on various frequencies while 34 % in total reported that they use them lesser.

#### 4.2.3.4. Descriptive Analysis Results of MSLQ Learning Strategies Subscales

Within the framework of descriptive analysis of MSLQ, mean, standard deviation, minimum and maximum scores were calculated from the mean scores of participants for 9 subscales of MSLQ learning strategies scale; rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, time and study environment, effort-regulation, peer learning and help-seeking to present participants' preferences of using learning strategies. Consisting of different number of items, rehearsal, elaboration, organization, critical thinking and metacognitive self-regulation subscales refer to cognitive and metacognitive learning strategies. Time and study environment scale together with effort regulation, peer learning and help-seeking scales refer to resource management strategies. Table 19 below shows the descriptive analysis results of learning strategies subscales.

Table 19

#### *Descriptive Analysis of MSLQ Learning Strategies Subscales*

<b>Scale</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Min.</b>	<b>Max.</b>
<b>Cognitive and Metacognitive Strategies</b>	293	4.59	.99	2	7
Rehearsal	293	4.73	1.26	1	7
Elaboration	293	4.63	1.21	1	7
Organization	293	4.59	1.21	1	7
Critical Thinking	293	4.50	1.12	2	7
Metacognitive Self-Regulation	293	4.49	.90	2	7
<b>Resource Management Strategies</b>	293	4.29	.78	2	7
Time and Study Environment	293	4.39	.93	2	7
Effort Regulation	293	4.43	1.15	1	7
Peer Learning	293	3.89	1.43	1	7
Help-Seeking	293	4.48	1.04	1	7

The results obtained from the analysis revealed that participants use cognitive and metacognitive strategies ( $M=4.59$ ,  $SD=.99$ ) more than resource management strategies ( $M=4.29$ ,  $SD=.78$ ). Moreover, among the cognitive and metacognitive strategies rehearsal strategies ( $M=4.73$ ,  $SD=1.26$ ) which aim at measuring the extent to which the participants use strategies such as reciting, rereading and memorizing found out to be the most preferred one. Following the rehearsal strategies, the results ascertained that elaboration strategies ( $M=4.63$ ,  $SD=1.21$ ) which involve strategies of paraphrasing, summarizing, creating analogies and note-taking are the second most used strategies indicating that participants often try to relate course materials to the knowledge they have previously learned. Subsequently, organization strategies ( $M=4.59$ ,  $SD=1.21$ ) was pointed out as the third most used strategy by the participants which include strategies like clustering, outlining and selecting the main idea showing the participants' ability to select, organize and put together the information as well as their involvement in the tasks. Furthermore, the analysis depicts that in comparison with the first three strategies, participants use critical thinking ( $M=4.50$ ,  $SD=1.12$ ) and metacognitive self-regulation strategies ( $M=4.49$ ,  $SD=.90$ ) less than the others. This indicates that within the scope of critical thinking strategies, participants don't often use their previous knowledge in new situations to solve problems with which they have encountered, make decisions and evaluations correspondingly. Likewise, less use of metacognitive self-regulation strategies shows that participants don't often use planning, monitoring and regulating strategies to plan their studies and check their understanding on the course material.

As it is previously mentioned, the results showed that participants use resource management strategies less than cognitive and metacognitive strategies. In addition, it is found out that among the resource management strategies participants use help-seeking ( $M=4.48$ ,  $SD=1.04$ ) the most showing that they perceive themselves as learners who are capable of identifying the resources to receive help from when they need. Subsequently, effort regulation ( $M=4.43$ ,  $SD=1.15$ ) revealed to be used by the participants more than the strategies of organizing time and study environment ( $M=4.39$ ,  $SD=.93$ ). In other words, participants perceive their ability to control their effort and attention in a situation of difficulty or distraction higher than their abilities of scheduling, planning and managing their study time and environment. Moreover, compared to other resource management strategies, peer learning ( $M=3.89$ ,  $SD=1.43$ ) came out as the least preferred strategy.

Briefly, descriptive analysis results of MSLQ learning strategies scale depicted that participants use cognitive and metacognitive strategies more than resource management strategies. In addition, considering the order of preference participants respectively use rehearsal, elaboration, organization, critical thinking and metacognitive self-regulation strategies. Moreover, among the resource management strategies, the most preferred one is help-seeking while the least preferred one is peer learning.

### **4.3. Correlation and Multiple Regression Analyses Results**

Within the scope of research questions 5: *Does a relationship exist between learners' perception of their classroom environment and their English self-efficacy as well as self-regulation in respect to their motivation and use of self-regulated learning strategies?* and 6: *Does learners' perception of classroom environment predict their English self-efficacy and self-regulation in respect to their motivation and use of self-regulated learning strategies?* this section aims at presenting the findings obtained from correlation and multiple regression analyses. Thereby, Pearson's correlations were calculated to determine if there were significant associations between learners' perception of the classroom environment and their self-efficacy beliefs, and self-regulation with respect to motivation and use of self-regulated learning strategies. In addition, within the scope of regression analyses unstandardized coefficients and standardized coefficients together with p, R, R<sup>2</sup> and F values were computed to identify the extent to which learners' perception of classroom environment predict their English self-efficacy beliefs, and self-regulation considering motivation and use of self-regulated learning strategies.

#### **4.3.1. Correlation Analyses Results**

##### **4.3.1.1. Correlation Analysis Results of CUCEI and QESE**

As it is mentioned in the above section, this section aims at presenting the results of correlation analyses conducted within the scope of research question 5. Pearson's correlations were computed between CUCEI subscales; personalization, involvement, student cohesiveness, satisfaction task orientation, innovation and individualization as independent variables and QESE as the dependent variable to identify the relationship between participants' perception of the classroom environment and their self-efficacy

beliefs. The sum scores for each CUCEI subscale and sum scores of QESE were used in the analysis. The results obtained from the analysis are given in Table 20.

Table 20

*Correlation Analysis between CUCEI Subscales and QESE*

Scales	N	r	p
Personalization	305	.11	.03*
Involvement	305	-.03	.28
Student Cohesiveness	305	.01	.46
Satisfaction and	305	.05	.21
Task orientation	305	.03	.32
Innovation and	305	-.05	.22
Individualization	305	.03	.30

\*p<.05

As shown in Table 20, correlations of self-efficacy beliefs with classroom environment measures were not significant except for self-efficacy beliefs with personalization subscale,  $r(305) = .11, p < .05$ . Nevertheless, the positive correlation between the relevant variables was too weak which indicates that participants' perception of their relationship with teachers has a very low effect on their self-efficacy beliefs. On the other hand, correlation analyses of other 6 classroom environment subscales; involvement ( $r = -.03, p = .28$ ), student cohesiveness ( $r = .01, p = .46$ ), satisfaction ( $r = .05, p = .21$ ), task orientation ( $r = .03, p = .32$ ), innovation ( $r = -.05, p = .22$ ) and individualization ( $r = .03, p = .30$ ), with self-efficacy beliefs were statistically insignificant and did not point out a relationship between the variables.

#### 4.3.1.2. Correlation Analysis Results of CUCEI and MSLQ Motivation Scale

In relation with research question 5, Pearson's correlations were computed between sum scores obtained from CUCEI subscales; personalization, involvement, student cohesiveness, satisfaction task orientation, innovation and individualization as independent variables and sum scores attained from MSLQ motivation scale as

dependent variable to identify the relationship between participants' perception of classroom environment and their motivation. The results obtained from the analysis are given in Table 21.

Table 21

*Correlation Analysis between CUCEI Subscales and MSLQ Motivation Scale*

Scales	N	r	p
Personalization	293	-.09	.14
Involvement	293	-.05	.40
Student Cohesiveness	293	-.05	.42
Satisfaction	293	-.02	.74
Task orientation	293	-.02	.79
Innovation	293	.04	.49
Individualization	293	-.01	.90

As can be seen from Table 21, correlation analysis results between MSLQ motivation scale and CUCEI subscales; personalization ( $r = -.09$ ,  $p = .14$ ), involvement ( $r = -.05$ ,  $p = .40$ ), student cohesiveness ( $r = -.05$ ,  $p = .42$ ), satisfaction ( $r = -.02$ ,  $p = .74$ ), task orientation ( $r = -.02$ ,  $p = .79$ ), innovation ( $r = .04$ ,  $p = .49$ ) and individualization ( $r = -.01$ ,  $p = .90$ ) indicated that there was no significant relationship between learners' perception of their classroom environment and their motivation. More specifically, participants positive perception about their teachers, their perception of themselves as involved learners, friendly and sincere atmosphere of the classroom, their perception of the classroom as a place where they can progress through well-planned activities and their negative perception of the classroom in respect to teacher dominance and monotony had no significant effect on their motivation.

#### **4.3.1.3. Correlation Analysis Results of CUCEI and MSLQ Learning Strategies Scales**

Likewise, to determine the relationship between learners' perception of their classroom environment and their use of self-regulated learning strategies correlation

analysis was conducted by calculating Pearson's correlations between CUCEI subscales and MSLQ learning strategies scale. Within the framework of analysis, sum scores of CUCEI subscales; personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation and individualization were taken as independent variables while MSLQ learning strategies sum scores were taken as dependent variable. Table 22 presents the correlation analysis results obtained for CUCEI and MSLQ learning strategies scale.

Table 22

*Correlation Analysis between CUCEI Subscales and MSLQ Learning Strategies Scale*

<b>Scales</b>	<b>N</b>	<b>r</b>	<b>p</b>
Personalization	293	-.11	.07
Involvement	293	-.06	.35
Student Cohesiveness	293	-.08	.17
Satisfaction	293	-.02	.68
Task orientation	293	-.03	.56
Innovation	293	.01	.82
Individualization	293	-.02	.77

The results of the analysis ascertained that there was no significant relationship between the participants' perception of their classroom environment and their use of self-regulated learning strategies. Pearson's correlations of classroom environment subscales; personalization ( $r=-.11$ ,  $p=.07$ ), involvement ( $r=-.06$ ,  $p=.35$ ), student cohesiveness ( $r=-.08$ ,  $p=.17$ ), satisfaction ( $r=-.02$ ,  $p=.68$ ), task orientation ( $r=-.03$ ,  $p=.56$ ), innovation ( $r=.01$ ,  $p=.82$ ) and individualization ( $r=-.02$ ,  $p=.77$ ), with learning strategies didn't reveal any significant relationship between the variables which indicates that how participants perceive their relationships with their teachers and classmates, themselves as learners and their learning atmosphere had no influence on their preferences of using self-regulated learning strategies.

### 4.3.2. Multiple Regression Analyses Results

#### 4.3.2.1. Multiple Regression Analysis Results of CUCEI and QESE

Within the scope of research question 6, multiple regression analysis on CUCEI subscales and English self-efficacy scale was carried out to investigate whether or not participants' classroom environment perceptions predict their self-efficacy beliefs. Table 23 presents the multiple regression analysis results on self-efficacy beliefs as dependent variable and personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation and individualization subscales as independent variables.

Table 23

*Regression Analysis on CUCEI Subscales and QESE*

Scales	Unstandardized Coefficients		Standardized Coefficients				
	B	SH	$\beta$	T	P		
Personalization	.99	.43	.161	2.31	.02*		
Involvement	-.88	.53	-.121	-1.65	.10		
Student Cohesiveness	.39	.33	.008	.12	.91		
Satisfaction	.27	.34	.056	.79	.43		
Task Orientation	-.10	.50	-.015	-.21	.84		
Innovation	-.60	.44	-.087	-1.35	.18		
Individualization	.20	.39	.033	.50	.62		
R= .17		R <sup>2</sup> =.03		F=1.25		*p<.05	

As can be seen from Table 23, the multiple regression analysis results indicated that independent variables of personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation and individualization subscales account for 3 % of the variance on the dependent variable of English self-efficacy beliefs which was not significant (R=.17). In addition, a significant regression equation wasn't found (F (7, 297) = 1.25, p = .28) with an R<sup>2</sup> of .03. Taken as a set, independent variables, involvement (t=-1.65, p=.10), student cohesiveness (t=.12, p=.91), satisfaction (t=.79, p=.43), task orientation (t=-.21, p=.84), innovation (t=-1.35, p=.18) and

individualization ( $t=.50$ ,  $p=.62$ ) were not meaningful predictors of self-efficacy beliefs while personalization ( $t=2.31$ ,  $p<.05$ ) was. Nevertheless, the results showed that personalization variable which presents the participants' perception towards teachers only explains 1.2 % of participants' English self-efficacy beliefs ( $R=.11$ ).

#### 4.3.2.2. Multiple Regression Analysis Results of CUCEI and MSLQ Motivation Scale

As it is already mentioned, to address research question 6 multiple regression analysis was used to test if participants' perception of their classroom environment significantly predicted their motivation. Seven subscales of CUCEI was taken as independent variables and MSLQ motivation scale was taken as the dependent variable. The results of the analysis (see Table 24) are presented below.

Table 24

*Regression Analysis on CUCEI Subscales and MSLQ Motivation Scale*

Scales	Unstandardized Coefficients		Standardized Coefficients		
	B	SH	$\beta$	T	P
Personalization	-.49	.35	-.099	-1.41	.16
Involvement	-.11	.43	-.019	-.26	.79
Student Cohesiveness	-.16	.26	-.040	-.60	.55
Satisfaction	.03	.28	.006	.09	.93
Task Orientation	.24	.40	.045	.60	.55
Innovation	.37	.36	.069	1.05	.29
Individualization	-.12	.33	-.024	-.36	.72
R= .12	R <sup>2</sup> =.013		F= .55		

The results of the multiple regression indicated that the seven predictors explained only 1.3 % of the variance ( $R^2=.13$ ,  $F(7, 285) = .55$ ,  $p=.79$ ). It was found that neither of the seven CUCEI subscales significantly predicted participants' motivation. Independent variables; personalization ( $t= -1.41$ ,  $p=.16$ ), involvement ( $t=-$



.26,  $p=.79$ ), student cohesiveness ( $t= -.60$ ,  $p=.55$ ), satisfaction ( $t= .09$ ,  $p= .93$ ), task orientation ( $t= .60$ ,  $p= .55$ ), innovation ( $t= 1.05$ ,  $p= .29$ ) and individualization ( $t= -.36$ ,  $p= .72$ ) were not meaningful predictors of the dependent variable, motivation.

#### 4.3.2.3. Multiple Regression Analysis Results of CUCEI and MSLQ Learning Strategies Scale

Regarding the research question 6, a multiple regression was calculated to determine to what extent learners' perception of their classroom environment predicts their use of learning strategies. The multiple regression analysis results (see Table 25) on CUCEI subscales; personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation and individualization subscales as independent variables and MSLQ learning strategies scale as the dependent variable.

Table 25

*Regression Analysis on CUCEI Subscales and MSLQ Learning Strategies Scale*

Scales	Unstandardized Coefficients		Standardized Coefficients		
	B	SH	$\beta$	T	P
Personalization	-1.02	.64	-.111	-1.59	.11
Involvement	-.05	.79	-.004	-.06	.95
Student Cohesiveness	-.53	.48	-.072	- 1.08	.28
Satisfaction	.14	.51	.020	.28	.78
Task Orientation	.32	.74	.032	.43	.67
Innovation	.46	.66	.046	.70	.48
Individualization	-.18	.61	-.021	-.31	.76
R= .13		R <sup>2</sup> =.017		F= .70	

As it is revealed from the results presented in Table 25, the classroom environment perception scores were not meaningful predictors of participants' use of learning strategies. The independent variables of personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation and individualization account for

1.7 % of the variance on the dependent variable of learning strategies, which in fact was insignificant ( $R^2=.017$ ,  $R= .13$ ). Likewise, the overall regression model was insignificant ( $F(7,285) = .70$ ,  $p= .67$ ). It was concluded that, the independent variables; personalization ( $t= -1.59$ ,  $p= .11$ ), involvement ( $t= -.06$ ,  $p= .95$ ), student cohesiveness ( $t= - 1.08$ ,  $p= .28$ ), satisfaction ( $t= .28$ ,  $p= .78$ ), task orientation ( $t= .43$ ,  $p= .67$ ), innovation ( $t= .70$ ,  $p= .48$ ) and individualization ( $t= -.31$ ,  $p= .76$ ) did not predict the use of self-regulated learning strategies meaningfully.

Consequently, the correlation and multiple regression analyses revealed that participants' perception of classroom environment has no significant effect on their English self-efficacy beliefs. Likewise, how participants perceive their classroom environment does not affect their self-regulation since the results indicated no correlation between classroom environment perception and participants' motivation as well as their use of self-regulated learning strategies.

Overall, the descriptive, correlation, and multiple regression analyses of the data gathered from CUCEI, QESE, and MSLQ revealed that although the participants in general perceive their classroom environment positively regarding their relationship with instructors and friends, the structure and organization of the classes as well as activities, and their satisfaction, they emphasize the teacher dominance, uncreativity, and boringness as negative aspects of their classroom environment. Furthermore, the descriptive analysis of SEQE and MSLQ scales ascertained that learners think that they are basically capable of, quite motivated and interested in learning English. When the four language skills; speaking, listening, reading, writing taken into consideration they believe that they better do in speaking. Nevertheless, almost half of the participants have test anxiety. Moreover, their preferences of learning strategies indicate that they use cognitive and metacognitive strategies more than the resource management strategies. However, the results point out that among the cognitive and metacognitive strategies they use rehearsal and elaboration strategies more than the organization and critical thinking strategies that requires higher self-regulative performances. In addition, even though the participants perceptions of classroom environment, self-efficacy and self-regulation are moderately positive and high, correlation and multiple regression analyses results do not point out any associations between classroom environment perceptions and self-efficacy as well as self-regulation. The only association that could be found was a very weak one between participants perceptions of their teachers and their self-efficacy beliefs.

## CHAPTER V

### 5. CONCLUSION

#### 5.1. Introduction

This chapter firstly presents the summary of the study. In the second section of the chapter, discussions related to the findings of the study is provided. Followingly, sections involving limitations of the study, and suggestions for further studies are presented.

#### 5.2. Summary of the Study

Language learning is a complex process in which the interplay of several factors determines the quality of it. Classroom environment is one of those factors which is believed to be influential on the learning process of students. Likewise, social-cognitive perspective presents self-efficacy beliefs and self-regulation as important factors of learning process. Additionally, the literature (e.g. Zimmerman, 2008; Fraser, 2012; Velayutham et al., 2013; Taat, 2015; Daemi et al., 2017) indicates that classroom environment constructs are effective in establishing and enhancing self-efficacy and self-regulation of learners. Therefore, classroom environment, self-efficacy, and self-regulation function interconnectedly in the language learning process in respect to which it is important to understand learners' perceptions of classroom environment, self-efficacy, and self-regulation as well as the extent of the relationship among them.

Relatedly, this quantitative study primarily aimed at to find out learners' perceptions of their classroom environment, self-efficacy beliefs, and self-regulation regarding their motivation and use of self-regulated learning strategies. Moreover, the relationship between learners' perception of classroom environment, their self-efficacy and self-regulation was also explored as well as the extent of it.

The study was conducted in school of foreign languages of a state university in Adana, Turkey. The participants of the study were engineering and social science university students learning English as a second language for their undergraduate studies. After the oral consents of the director of school, instructors, and participants were taken, the data collection procedure took place in sequential three weeks of the first semester of 2017-2018 academic year. Three questionnaires; College and

University Classroom Environment Inventory (CUC EI), Questionnaire of English Self-efficacy (QESE), and Motivated Strategies for Learning Questionnaire (MSLQ) which were respectively taken from Fraser & Treagust, 1986; Wang et al., 2012; and Pintrich et al., 1991, were used to collect data. Questionnaires were given in all 22 classes of the school since the study was concerned with the perception of the whole population. Following the data collection procedure descriptive, correlation, and multiple regression analyses were conducted to address following research questions:

1. What perceptions do learners have of their classroom environment?
2. What perceptions do learners have of their English self-efficacy?
3. What perceptions do learners have of their motivation in terms of self-regulation?
4. To what extent learners use learning strategies in terms of self-regulation?
5. Does a relationship exist between learners' perception of their classroom environment and their English self-efficacy as well as self-regulation in respect to their motivation and use of self-regulated learning strategies?
6. Does learners' perception of classroom environment predict their English self-efficacy beliefs and self-regulation in respect to their motivation and use of self-regulated learning strategies?

The first, second, third, and fourth research questions sought to find out participants perceptions of classroom environment, English self-efficacy, and motivation as well as use of learning strategies in terms of self-regulation. Moreover, the fifth and sixth research questions aimed at understanding the relationship and the extent of it between the participants' perception of classroom environment and their English self-efficacy as well as self-regulation. The results obtained from the data in respect to the research questions are discussed in the following section.

### **5.3. Discussions**

This section provides discussions relevant to the results obtained. Primarily, discussions on descriptive analyses results involving participants perceptions of classroom environment, English self-efficacy, and motivation as well as use of learning strategies in terms of self-regulation are presented within the scope of first, second, third

and fourth research questions. Followingly, in relation with research questions five and six, discussions regarding correlation and multiple regression analyses results related to associations between participants' perception of classroom environment, their self-efficacy beliefs and self-regulation are provided.

### **5.3.1. Discussions of Descriptive Analyses Results**

As it is above mentioned, within the scope of first, second, third, and fourth research questions, this section presents the discussions related to descriptive analyses results concerning participants' perceptions of classroom environment, English self-efficacy, and motivation as well as use of learning strategies in terms of self-regulation.

The first research question: *What perceptions do learners have of their classroom environment?* investigated in detail how the participants perceive their classroom environment in respect to several aspects it nestles. The complex nature of classroom environment involves several aspects such as; personalization, student cohesiveness, involvement, task orientation, satisfaction, individualization and innovation respectively referring to teacher support, friendship among students, opportunities for development, organization and clarity of tasks, satisfaction of students, learner centeredness, and openness to change which are believed to be influential on learners' perceptions of the learning environment (Fraser, 1994).

When the varying aspects of the classroom environment taken into consideration, the results of the descriptive analysis of CUCEI revealed that in general participants perceive their classroom environment positively. As Kim, Fisher, & Fraser (1999) state teacher support and cohesiveness as well as friendliness of the classroom environment play a key role in developing positive attitudes of students. Supporting it, participants evaluations regarding teacher support and cohesiveness aspects of their classroom environment indicated positive perceptions of them since they stated that they find their teachers supportive as well as caring and that they build sincere and close friendship with their peers in the environment. Likewise, Emmer, Evertson, & Worsham (as cited in Opdenakker & Minnaert, 2011, p.267) highlights the importance of "orderly classroom environments with well-established routines". Accordingly, the literature also mentions that the more opportunities and well-planned and clearly instructed tasks provided for learners to improve their skills the more they are involved in and satisfied with their classroom environment (Fraser, 1994). In line with the literature, the results

of the study revealed participants' positive perception toward involvement, task orientation, and satisfaction aspects of classroom environment as they defined their learning environment as a place where they can find opportunities to participate actively and share their work. Similarly, they also expressed their satisfaction with their learning environment where they can work on well-planned and clearly instructed activities and develop their skills as well as stay focused without facing any distractions.

When the individualization and innovation aspects of the classroom environment considered, Kim et al. (1999) point out that students maintain more positive attitudes toward their classes where they feel themselves personally involved, share responsibility with the teachers regarding classroom organization and negotiate their own learning processes. Likewise, Rentoul & Fraser (1980) state that the more students perceive personalization in the learning environment, the more they enjoy their classes. Regarding those two aspects, participants stated more negative perceptions as they claimed that their classroom environment does not characterized with innovation and it is close to change. They further added that their classroom environment is rather teacher centered and that they cannot find opportunities to share control and negotiate their own learning. Therefore, they are not willing to go classes because they believe that classes are boring. The negative perceptions of participants may be stemmed from the intensive curriculum of the school and relatedly the non-constructivist traditional teaching approaches adapted in their classrooms. Walberg (1981) underlines the fact that as much as the quality of the instruction, the quantity of it plays an important role in the characterization of classroom environments. When the context of this study taken into consideration, students who initially have A1 and A2 level of English are expected to become at least B1 level of students in 32 weeks of time to continue their education in English at faculties. In respect to that, the English preparatory school adopts an intensive curriculum of language covering a wide range of subjects to bring students to B1 level as a result of which the learning environment might have become more monotonous since a structured timeframe of teaching should be followed by the teachers. In addition, time constraint also lessens the flexibility in teaching which may cause teachers adopting traditional teaching methods such as lecturing and question-answer drills in their classrooms more than the constructivists approaches that involve communicative as well as interactive activities such as role plays providing student engagement as they need to keep up with the pacing to cover the subjects of the curriculum. Because of the time constraint the classroom environment may

unintentionally become highly teacher structured where the goals are set, content and the course materials are offered by the teacher. As Opdenakker & Minnaert (2011) state in such learning environments students would not be able to feel personal involvement as a result of which boredom would occur. To prevent boredom in the classrooms and maintain student engagement Kesal (as cited in Atbaş, 2004, p.54) proposes that teachers can adapt constructivist teaching approaches which gives learners more responsibility and use more constructivist activities which are more favorable than traditional ones.

Within the scope of the study, research question two: *What perceptions do learners have of their self-efficacy?* sought to find out the extent to which learners perceive themselves efficient in learning English language. The results showed that most of the participants perceive themselves quite efficient in English language. It is noteworthy to find out that participants have confidence in themselves in English as “self-efficacy is a critical contributing element to students’ development” (Daemi et al., 2017, p.16) that “might influence the decisions students make and the strategies they seek after” (Daemi et al., 2017, p.16). As Valle et al. (2009) mention, self-efficacy is also an important factor that affect learners’ performances since students with higher self-efficacy beliefs shows more effort in their learning processes. Likewise, Klassen & Usher (2010) point out the link between self-efficacy and students’ attitude toward learning. In respect to that, participants’ confidence in themselves in learning English is substantial since it would have a positive impact on their attitude toward learning English.

Additionally, the results also revealed that participants find themselves more efficient respectively in speaking, reading, listening and writing. Recent studies on English self-efficacy carried out in Turkey (e.g. Yanar, 2008; Ay, 2010; Açıkel, 2011; Bozkurt, 2017; Taşdemir, 2018) indicate that Turkish students perceive themselves more efficient in receptive skills of reading and listening rather than productive skills of speaking and writing. More specifically, the first two skills Turkish students perceive themselves more capable are respectively reading and listening. On the other hand, respectively speaking and writing are the skills they find themselves the least capable. Although the findings of this study show consistency with the above-mentioned researches in terms of reading, listening and writing efficacy, regarding the results obtained for speaking efficacy it reveals contradictory results.

One of the reasons of this inconsistent result regarding speaking efficacy may be the teacher factor. As Açıkel (2011) explains practicing the language with native speakers and being obliged to use English while communicating with them not only help learners to develop their language levels but also enhances their self-confidence. Hence, due to having four hours of listening and speaking lessons with native instructors and practicing the language with native speakers in the classroom, as well as during the school time might have affected the participants' speaking efficacy positively. Moreover, the literature also points out teacher modeling as one of the factors that enhances learners' self-efficacy beliefs since it provides vicarious experience for students (Bandura, 1977; Rosenthal & Zimmerman, 1978). As Schunk (1984) supports students' self-efficacy beliefs may be reinforced with teachers performing modeling. Additionally, Butler (2007) states that learners perceive native teachers more confident in the language and paying more attention to fluency rather than accuracy. In respect to that, in the context of this study modeling provided by the native teachers could have increased participants' speaking efficacy since they could observe confident models from which as Schunk (1985) emphasizes they might have deduced the meaning that they can also succeed if they perform in the same way. In a similar way, native teachers focusing on the fluency rather than accuracy could have reduced the anxiety of participants in speaking classes which might have influenced their speaking efficacy in a positive way.

Regarding the self-regulation, participants' perception of their motivation and use of self-regulated strategies were investigated within the scope of research question 3: *What perception do learners' have of their motivation in terms of self-regulation?* and research question 4: *To what extent learners use learning strategies in terms self-regulation?* From a broad perspective, self-regulation "involves more than detailed knowledge of a skill; it involves self-awareness, self-motivation, and behavioral skill to implement that knowledge appropriately" (Zimmerman, 2002, p. 66). More specifically, it refers to the process of setting proximal goals, adopting appropriate strategies to achieve those goals, self-monitoring the performance, organizing the physical and social context accordingly and managing time efficiently, self-evaluating the methods used, and adapting changes when necessary (Zimmerman, 2002). In respect to the definitions of self-regulation, self-regulated learners are defined as students who show high level of self-efficacy and intrinsic interest to the tasks, and self-motivation to attain self-oriented goals (Bandura, 1989; Zimmerman, 1990; Zimmerman et al., 1992). Moreover, they



have awareness of cognitive strategies, able to organize and create environments for better learning and seek for help when necessary (Zimmerman, 1990).

Considering the definitions of self-regulated learners, the results of the study show consistency with the literature in respect to motivational orientations. The results obtained from the motivation scale demonstrated that most of the participants are motivated to learn English. They showed high level of interest to the course as well as tasks and they feel confident about their abilities to succeed. Recent researches support that the value and interest dedicated by a student to the task and higher levels of self-confidence are associated with cognitive and affective outcomes of learners (Velayutham, 2012; Bandura 1997). The value given to tasks and higher self-efficacy beliefs influence the intension, academic decisions, performance as well as the persistence of learners in the learning process (Wigfield and Cambria, 2010). Showing regard to the literature and results obtained it can be concluded that majority of the participants make the impression of self-regulated learners in respect to their motivational orientations. On the other hand, when it comes to anxiety, the results revealed that nearly half of the participants feel anxious while taking tests which in fact is a controversial result since test anxiety expected to have a negative influence on motivation and goal orientation. Nevertheless, studies investigating the role of test anxiety on motivation and self-regulation present controversial results. While some studies (e.g. Brackney & Karabenick, 1995; Bembenutty, McKeachie, Karabenick, & Yi-Guang, 1998) put forth test anxiety as an affective factor of motivation and self-regulation, some other studies (e.g. Wolters, Yu, & Pintrich, 1996; Williams-Miller, 1998) reported that test anxiety has no influence on learning goal orientation and motivation of learners. The controversial results of the studies may be explained by the varying influences of psychological, social, contextual and cultural factors (Eccles & Wigfield, 2002). Hence, the test anxiety results in the context of this study reports that participants' motivation and self-confidence are not associated with their level of text anxiety. Nevertheless, when the assessment procedures in the context of this study are considered, it can be said that along with a number of presentation and writing portfolio assignments the written exams, including four quizzes, four mid-terms, and a final exam, that participants have to take throughout the year may have increased their level of test anxiety since they need to perform well and achieve a passing grade from all in order to continue their education at faculties.

As for using self-regulated learning strategies, the results revealed frequent use of learning strategies by the participants. In addition, it is ascertained that participants use cognitive and metacognitive strategies; rehearsal, elaboration, organization, critical thinking, and metacognitive self-regulation more than the resource management strategies; time and study environment, effort regulation, peer learning, and help-seeking which in fact show consistency with several studies in the literature (e.g. Pintrich et al., 1991; Clayton, Blumberg, & Auld, 2010; Uçar, 2016; Alagöz, 2016; Yavuzarslan, 2017). Participants less preference of resource management strategies may be derived from the Turkish schooling system. As Saban (2003) mentions “Turkish education system is highly teacher and content oriented in character” (p.843). Likewise, Oktay (2014) defines foreign language classes in Turkish schools as teacher-centered and heavily grammar based. In relation to that, since participants of this study are all first-year students who are used to be led by their teachers in their previous education, they may be expecting the same leading from their instructors at the university rather than finding their own direction. Similarly, although the education in the context of this study doesn't only focus on grammar, participants preference of using cognitive strategies more than the rehearsal strategies may be rooted in their accustomedness to perceive language learning as learning grammar studying to which necessitates more individual work and rehearsal strategies such as rereading and memorizing.

Moreover, the results also report that participants respectively use rehearsal strategies like rereading and memorizing and elaboration strategies such as paraphrasing, summarizing, and note taking more than organization, critical thinking, and metacognitive self-regulation strategies that are more complex. When the context in Turkey taken into consideration, as Yavuzarslan (2017) mentions, one reason of this could be the practices students have encountered in high school. Since the participants of this study are all first-year university students, it is not surprising to find out that they pursue using strategies to which they are accustomed to. In addition, as cited in Erdoğan (2017), several other studies (e.g. Wu, 2008; Al-Buainain, 2010; Yılmaz, 2010; Al-Natour, 2012; Alhaysony, 2017) revealed that proficiency level of students in the subject matter plays an important role in their strategy use. According to the results of the studies, the more students become proficient the more they use strategies. Erdoğan (2017) in his study found out that learners' use of metacognitive strategies increases as they get more proficient. Likewise, Yusri, Rahimi, & Wah (2011) reported the relationship between language mastery and use of high and complex learning strategies

such as critical thinking. In respect to that, the results of this study indicating less use of complex metacognitive strategies of the participants may be explained by the participants' level of English since they were A1 and A2 level of students.

Additionally, recent studies conducted in Turkish context (e.g. Alagöz, 2016; Kaya, 2013; Yavuzarslan, 2010) revealed that among the resource management strategies the least favored strategy by Turkish students is peer learning which refers to the collaboration of students and helping each other while studying or either clarifying a course material. Showing consistency with it, the results of this study also points out peer learning as the least preferred strategy by the participants. Nonetheless, respectively, strategies of help seeking, effort regulation, and organizing time and study environment stated to be used more. Although the results obtained for peer learning and help seeking seem controversial, the items of the scale for peer learning such as "When studying for this course, I often try to explain the material to a classmate or a friend" (Pintrich et al., 1991, p.28) refer more to studying methods while items of help seeking scale, for instance "I try to identify students in this class whom I can ask for help if necessary" (Pintrich et al., 1991, p. 28) concern with identification and use of the help resources. In respect to that, it can be concluded that participants perceive themselves as learners who can seek for help when they need but do not prefer to study the course material with their peers. In addition, as Komarraju & Nadler (as cited in Yavuzarslan, 2017, p. 75) explain, students who are more capable of regulating their effort, in other words who are able to show persistency in completing tasks even when they face with distractions and challenges have less tendency to learn from peers. In line with it, since effort regulation founded to be the second most favored strategy by the participants, it can be deduced that participants do not prefer to study with and learn from their peers because they perceive themselves as learners who can regulate and manage their own learning.

To sum up, the descriptive analyses results of this study which address to research questions one, two, three and four, respectively aimed at understanding participants perceptions of their classroom environment, English self-efficacy, motivation and their use of learning strategies in terms of self-regulation. The results indicated that although the participants in general perceive their classroom environment positively, they believe that it is not innovative and support their autonomy which may be resulted from non-constructivist teaching approaches adopted by the teachers. In addition, participants perceive themselves quite efficient in English language.

Moreover, the results of the motivation scale demonstrated that participants are motivated to learn and trust in their abilities to learn. On the other hand, while the results indicated positive motivational orientations of the participants, the results of test anxiety scale revealed negative results. Although the results seem controversial, the literature supports that in some contexts, test anxiety has no relation with the motivational beliefs of learners. Lastly, when the results of the learning strategies scales are taken into consideration, it is seen that participants use cognitive and metacognitive strategies more than the resource management strategies. The results revealed that while peer learning is the least preferred resource management strategy, among the cognitive and metacognitive strategies participants most frequently use strategies of rehearsal and elaboration strategies rather than more complex strategies like organization, critical thinking, and metacognitive self-regulation.

### **5.3.2. Discussions of Correlation and Multiple Regression Analyses Results**

This section provides discussions related to correlation and multiple regression analyses' results in respect to research question 5: *Does a relationship exist between learners' perception of their classroom environment and their English self-efficacy as well as self-regulation in respect to their motivation and use of self-regulated learning strategies?* and research question 6: *Does learners' perception of classroom environment predict their English self-efficacy beliefs and self-regulation in respect to their motivation and use of self-regulated learning strategies?*

The literature emphasizes the importance of classroom environment in enhancing and developing learners' self-efficacy beliefs and self-regulation. Haertel, Walberg, & Haertel (1981) claim that classroom environments which consistently involve cohesiveness, satisfaction, clarity, and organization influence cognitive as well as affective outcomes. Likewise, Anderson's study (as cited in Daemi et al., 2017, p.17) revealed that students' self-efficacy can be promoted by learning environments which embodies goal orientation, satisfaction and cohesiveness. Parallely, Weinstein (1983) states that learner centered classroom environments in which solid and intimate relationships between teachers and students as well as among the students are established affect learners' motivation positively and support them to grow into self-regulative effective learners. Along this line of thinking, the study aimed at finding out the relationship between learners' perceptions of classroom environment and their self-

efficacy beliefs, motivation and use of learning strategies in terms of self-regulation and the extent of it in Turkish context. Nevertheless, the correlation and multiple regression analyses of the study revealed controversial results with the literature since the results of the analyses indicated no significant correlation between the independent variables which were personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation, and individualization aspects of the classroom environment and dependent variables of self-efficacy, motivation, and self-regulated learning strategies. On the other hand, although it was very weak the only association observed was between the personalization aspect of the classroom environment and learners' self-efficacy beliefs.

Regarding the associations between classroom environment, self-efficacy and self-regulation, the results of the studies in literature show variety in respect to the contexts they were carried out. While some studies were indicating strong associations between classroom environment, self-efficacy, and self-regulation (e.g. Anderson, 2004; Velayutham, 2012; Velayutham, Aldridge, & Afari, 2013; Daemi et al., 2017) some other studies revealed weaker relationship between the variables (e.g. Wei & Ellias, 2011; Sun, 2009; 2010; Wei, den Brok, Zhou, 2009). Along with the varying results presented in the literature, in the context of this study, the results indicated that participants perceptions of classroom environment have no influence on their self-efficacy beliefs, except for teacher support, their motivation and use of learning strategies in terms of self-regulation. According to Wei and Ellias (2011), the varying results may be “due to the differences in cultural settings and educational systems” (p. 248). Therefore, the results yielding no relationship between the variables in the context of this study may be stemmed from the characteristics of Turkish culture and educational system. Turkish society is “mainly based on a traditional management structure featuring authoritarianism and dependency in organizations” (Şahin, 2011, p. 593). Although in the last few decades modernization of the education system has been initiated, because of the top-down structure of educational organization, Turkish education system still preserves its traditionalism which is characterized by teacher-centeredness and authoritativeness (Şahin, 2011). In their study Çağiltay & Bichelmeyer (2002) (as cited in Şahin, 2011) found out that rather than being individualistic, “Turkish students have a collectivist culture, teachers are autocratic, and the teaching systems are strongly teacher-centered featuring rote learning” (p. 597). Likewise, results of a study investigating Turkish university EFL learners' perceptions toward

communicative and non-communicative activities İnceçay & İnceçay (2009) revealed that although the students favor communicative activities in learning a language to some extent, they still cannot ignore the traditional way of learning, perceive traditional activities and methods more influential, and see the teacher as the authority from whom they prefer to learn mainly grammar. Along with the above-mentioned characteristics of the Turkish students, the results of this study may be influenced by the participants' dependence on the traditional authoritative education system as well as their unconditional acceptance of their classroom environment as it is rather than evaluating it within an individualistic perspective.

On the other hand, the only association was found between the personalization aspect of the classroom environment and participants' self-efficacy beliefs. Although the results revealed a weak correlation between the variables, it is still noteworthy that participants put emphasis on personalization aspect of the classroom environment among all the other variables of the study. Personalization aspect of the classroom environment mainly concerns with the teacher support and care. Trickett & Moos (1973) define this aspect of the classroom as the learners' perceptions of their teachers in respect to the care and help provided by them when needed. Moos (1978) claims that teachers' behaviors in terms of the support and care they provide to students are notably important as they either enhance or inhibit the development and pursuance of learners' self-efficacy. Likewise, Mitchell & DellaMattera (2010) state that "a factor that has been identified crucial for the development of students' sense of self-efficacy is the support they receive from their teachers" (p.24). Moreover, Marchant, Paulson & Rothlisberg (2001) (as cited in Mitchell & DellaMattera, 2010, p. 25) introduce teacher support as an enhancing factor of learners' self-efficacy beliefs. In line with the literature, the correlation and multiple regression analyses results of this study indicating positive correlation between personalization aspect of the classroom environment and participants' self-efficacy beliefs also emphasized the importance of teacher support in reinforcement of learners' self-efficacy beliefs.

Having the burden on their shoulders, the results of this study emphasized the role of teachers and the support provided by them in educational settings and learning processes. As Opdenakker & Minnaert (2011) mention teachers are "widely recognized as an important determinant of the learning environment" (p. 260) and the extent of their effectiveness is presented as crucial in terms of student outcomes by developmental psychology and ecological perspectives. Teachers are not only

responsible for teaching the material but also supposed to create positive learning environments for their students that promotes learning as well as learners' efficacy, motivation and autonomy. As Opdenakker & Minnaert (2011) state, the quality of the learning environments is characterized with the involvement, management, organization and effectiveness of the teachers. They further add that involved and supportive teachers play a crucial role in promoting learners' motivation, engagement, attitudes as well as self-determination (Opdenakker & Minneart, 2011). Thereby, teachers should create and maintain positive teacher-student relationship in the classroom environment for leaner engagement which eventually will affect their affective and cognitive outcomes positively. Moreover, by taking into consideration the cultural factors, teachers should use adaptive and innovative approaches in teaching since it is crucial for learners' motivation as well as their cognitive gains.

To sum up, the correlation and multiple regression analyses results of this study revealed no correlation between the participants' perceptions of personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation, and individualization aspects of the classroom environment and their motivation as well as use of learning strategies in terms of self-regulation. The reason behind these results may be the characteristics of participants' being non-individualistic as well as their commitment to the traditional methods and authoritative educational system originated from the Turkish culture. On the other hand, the results also ascertained the importance of teacher support since the only association was found between learners' perceptions regarding personalization aspect of the classroom environment and their self-efficacy scores. Therefore, the role of the teachers in the educational settings and learning environments once more emphasized by the results of this study.

#### **5.4. Limitations of the Study**

One of the limitations of this study is that the data collection procedure took place in a very short time and only quantitative data collection tools were used to collect data. In order to attain more comprehensive understanding of participants' perceptions of their classroom environment, self-efficacy beliefs and self-regulation as well as to affirm the consistency of the data collected, a mix method approach could have been used by including qualitative data collection tools. Another limitation of the study is that the results of the study cannot be generalized for all Turkish language learners in

universities since it was carried out only in the English preparatory school of one university and the data was collected from one specific group of students. Regarding it, another study wider in scope to involve students from other universities in the region could have been conducted to have a better understanding of the factors influencing learners' self-efficacy beliefs and self-regulation.

### **5.5. Suggestions for Further Studies**

This study mostly concerned with the classroom environment perceptions of students and the associations of their perceptions with their self-efficacy beliefs and self-regulation. Nevertheless, the literature points out the crucial role of teachers in enhancing self-efficacy and self-regulation of learners. Therefore, further researches specifically focusing on the teacher factor may be carried out to understand the role of teachers in depth.

Likewise, one of the inferences deduced from the results of this study is that proficiency level of students may have an influence on learners' perceptions and use of learning strategies. In respect to that, studies not only involving English preparatory students but also students from higher grades in English medium universities will contribute to investigate further their perceptions and the relationship of proficiency level of students with their self-regulation. Similarly, studies may also concern with factors such as students' age, former education, gender, and entering characteristics to universities to investigate thoroughly the associations among classroom environment, self-efficacy and self-regulation. Overall, since all three fields of research are multifaceted and includes factors influencing each other, studies adopting multi method approaches may contribute to the literature in presenting the dynamics among them.



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## 7. APPENDICES

### Appendix 7.1: College and University Classroom Environment Inventory (CUCEI) (English)

Directions:

The purpose of this questionnaire is to find out your opinions about the class you are attending right now.

This form of the questionnaire assesses your opinions about what this class is actually like. Indicate your opinion about each questionnaire statement by circling:

SA if you STRONGLY AGREE

A if you AGREE

D if you DISAGREE

SD if you STRONGLY DISAGREE

1	The instructor considers students' feelings.	SA	A	D	SD
2	The instructor talks rather than listens.	SA	A	D	SD
3	The class is made up of individuals who don't know each other well.	SA	A	D	SD
4	The students look forward to coming to classes.	SA	A	D	SD
5	Students know exactly what has to be done in our class.	SA	A	D	SD
6	New ideas are seldom tried out in this class.	SA	A	D	SD
7	All students in the class are expected to do the same work, in the same way and in the same time.	SA	A	D	SD

8	The instructor talks individually with students.	SA	A	D	SD
9	Students put effort into what they do in classes.	SA	A	D	SD
10	Each student knows other members of the class by their first names.	SA	A	D	SD
11	Students are dissatisfied with what is done in the class.	SA	A	D	SD
12	Getting a certain amount of work done is important in this class.	SA	A	D	SD
13	New and different ways of teaching are seldom used	SA	A	D	SD

	in this class.				
14	Students are generally allowed to work at their own pace.	SA	A	D	SD

15	The instructor goes out of his/her way to help students.	SA	A	D	SD
<u>16</u>	Students “clockwatch” in this class.	SA	A	D	SD
17	Friendships are made among students in this class.	SA	A	D	SD
18	After the class, the students have a sense of satisfaction.	SA	A	D	SD
<u>19</u>	The group often gets sidetracked instead of sticking to the point.	SA	A	D	SD
20	The instructor thinks up innovative activities for students to do.	SA	A	D	SD
21	Students have a say in how class time is spent.	SA	A	D	SD

22	The instructor helps each student who is having trouble with the work.	SA	A	D	SD
23	Students in this class pay attention to what others are saying.	SA	A	D	SD
<u>24</u>	Students don’t have much chance to get to know each other in this class.	SA	A	D	SD
<u>25</u>	Classes are waste of time.	SA	A	D	SD
<u>26</u>	This is a disorganized class.	SA	A	D	SD
27	Teaching approaches in this class are characterized by innovation and variety.	SA	A	D	SD
28	Students are allowed to choose activities and how they will work.	SA	A	D	SD
<u>29</u>	The instructor seldom moves around the classroom to talk with students.	SA	A	D	SD
<u>30</u>	Students seldom present their work to the class.	SA	A	D	SD
<u>31</u>	It takes a long time to get to know everybody by his/her first name in this class.	SA	A	D	SD

<u>32</u>	Classes are boring.	SA	A	D	SD
33	Class assignments are clear so everyone knows what to do.	SA	A	D	SD
<u>34</u>	The seating in this class is arranged in the same way each week.	SA	A	D	SD
35	Teaching approaches allow students to proceed at their own pace.	SA	A	D	SD

<u>36</u>	The instructor isn't interested in students' problems.	SA	A	D	SD
37	There are opportunities for students to express opinions in this class.	SA	A	D	SD
38	Students in this class get to know each other well.	SA	A	D	SD
39	Students enjoy going to this class.	SA	A	D	SD
<u>40</u>	This class seldom starts on time.	SA	A	D	SD
41	The instructor often thinks of unusual class activities.	SA	A	D	SD
<u>42</u>	There is little opportunity for students to pursue his/her particular interest in this class.	SA	A	D	SD

<u>43</u>	The instructor is unfriendly and inconsiderate towards students.	SA	A	D	SD
<u>44</u>	The instructor dominates class discussions.	SA	A	D	SD
<u>45</u>	Students in this class aren't very interested in getting to know other students.	SA	A	D	SD
46	Classes are interesting.	SA	A	D	SD
47	Activities in this class are clearly and carefully planned.	SA	A	D	SD
<u>48</u>	Students seem to do the same type of activities every class.	SA	A	D	SD
<u>49</u>	It is the instructor who decides what will be done in our class.	SA	A	D	SD

**Appendix 7.2: College and University Classroom Environment Inventory (CUCEI)  
(Turkish)**

Değerli Öğrenci,

Bu ölçek sınıf ortamı ile ilgili düşüncelerinizi belirlemek amacıyla hazırlanmıştır. Ankete katılım isteğe bağlıdır. Verdiğiniz bilgiler sadece araştırma amaçlı kullanılacaktır ve kimseyle paylaşılmayacaktır. Soruların doğru veya yanlış cevabı bulunmamaktadır. Bu nedenle lütfen aşağıda verilen tüm ifadeleri dikkatle okuyarak karşılarında bulunan “**Kesinlikle Katılıyorum**”, “**Katılıyorum**”, “**Katılmıyorum**” ve “**Kesinlikle Katılmıyorum**” seçeneklerinden sizin için en uygun olanı işaretleyiniz.

**Anketi cevaplamanız halinde verdiğiniz bilgilerin çalışma için kullanılmasına onay vermiş olduğunuz varsayılacaktır.**

Cinsiyet:

Kadın

Erkek

Yaşınız: \_\_\_\_\_

Sınıfınız: M \_\_\_\_\_ / F \_\_\_\_\_

Bölümünüz: \_\_\_\_\_

		Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
1	Öğretmen öğrencilerin duygularını önemser.				
2	Öğretmen dinlemekten çok konuşan taraftır.				
3	Sınıf birbirini iyi tanımayan kişilerden oluşmaktadır.				
4	Öğrenciler derslere gelmeyi dört gözle bekler.				
5	Öğrenciler derste ne yapılması gerektiğini tam anlamıyla bilir.				
6	Sınıfta yeni fikirler nadiren denenir.				
7	Sınıftaki tüm öğrencilerin aynı işi, aynı şekilde ve aynı zamanda yapmaları beklenir.				
8	Öğretmen öğrencilerle birebir konuşur.				
9	Öğrenciler derslerde yaptıkları işlere çaba harcarlar.				

		Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
10	Sınıftaki her bir öğrenci diğer öğrencilerin adını bilir.				
<u>11</u>	Öğrenciler sınıfta yapılanlardan memnun değildir.				
12	Derslerde belirli sayıda çalışmanın yapılmış olması önemlidir.				
<u>13</u>	Sınıfta yeni ve farklı öğretim yöntemleri nadiren kullanılır.				
14	Öğrencilerin kendi hızlarında çalışmalarına genellikle izin verilir.				
15	Öğretmen öğrencilerine yardımcı olabilmek adına kendi kalıplarının dışına çıkar.				
<u>16</u>	Öğrencilerin gözü ders boyunca saattedir.				
17	Sınıfta öğrenciler arasında arkadaşlıklar kurulur.				
18	Dersten sonra öğrenciler tatmin duygusu yaşar.				
<u>19</u>	Grup genellikle konuya bağlı kalmaz, konudan sapar.				
20	Öğretmen öğrencileri için yenilikçi etkinlikler üretir.				
21	Öğrencilerin dersteki vaktin nasıl geçirileceği konusunda söz hakkı vardır.				
22	Öğretmen çalışma ile ilgili sıkıntı yaşayan her öğrenciye yardımcı olur.				
23	Öğrenciler diğer öğrencilerin söylediklerini dikkate alır.				
<u>24</u>	Sınıftaki öğrencilerin birbirlerini iyi tanımaları için fazla şansları yoktur.				
<u>25</u>	Dersler zaman kaybıdır.				

		Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
<u>26</u>	Bu ders/sınıf düzensiz, karmakarışıktır.				
27	Derste kullanılan öğretim yaklaşımları yenilikçi ve çeşitlidir.				
28	Öğrencilerin etkinlikleri ve çalışma yöntemlerini seçmelerine izin verilir.				
<u>29</u>	Öğretmen öğrencilerle konuşmak için sınıfta nadiren dolaşır.				
<u>30</u>	Öğrenciler çalışmalarını sınıfa nadiren sunar.				
<u>31</u>	Sınıfta herkesin birbirinin adını öğrenmesi uzun zaman alır.				
<u>32</u>	Dersler sıkıcıdır.				
33	Verilen ödevler açık ve nettir dolayısıyla herkes ne yapacağını bilir.				
<u>34</u>	Sınıftaki oturum düzeni her hafta aynıdır.				
35	Öğretim yöntemleri öğrencilerin kendi hızlarında ilerlemesine izin verir.				
<u>36</u>	Öğretmen öğrencilerin sorunları ile ilgilenmez.				
37	Bu sınıfta öğrencilerin düşüncelerini ifade etmeleri için imkân sunulur.				
38	Sınıftaki öğrenciler birbirlerini iyi tanır.				
39	Öğrenciler derse gelmekten keyif alır.				
<u>40</u>	Dersler nadiren zamanında başlar.				
41	Öğretmen sık sık alışılmadık sınıf etkinlikleri düşünür.				
<u>42</u>	Derste öğrencilerin kendilerine özgü ilgi alanları ile uğraşmaları için çok az imkân vardır.				
<u>43</u>	Öğretmen dostça tavırlara sahip değildir ve öğrencilere karşı anlayışsızdır.				



		Kesinlikle Katılıyorum	Katılıyorum	Katılmıyorum	Kesinlikle Katılmıyorum
<u>44</u>	Sınıf tartışmalarına öğretmen yön verir.				
<u>45</u>	Bu sınıftaki öğrenciler birbirlerini tanımakla pek ilgilenmezler.				
<u>46</u>	Dersler ilgi çekicidir.				
<u>47</u>	Dersteki etkinlikler açık ve dikkatli bir şekilde planlanmıştır.				
<u>48</u>	Öğrenciler her derste aynı tür etkinlikleri yapıyor gibi görünmektedir.				
<u>49</u>	Derste ne yapılacağına öğretmen karar verir.				

### Appendix 7.3: Questionnaire of English Self-Efficacy (QESE) (English)

**Notes:** Please read the following questions carefully and make an accurate evaluation of your current command of English no matter whether you are doing it or not. These questions are designed to measure your judgement of your capabilities, so there are no right or wrong answers.

Please use the following scales to answer these questions accordingly. please choose the number accurately presenting your capabilities.						
1	2	3	4	5	6	7
I cannot do it all	I cannot do it	Maybe I cannot do it	Maybe I can do it	I basically can do it	I can do it	I can do it well

1	Can you understand stories told in English?	1	2	3	4	5	6	7
2	Can you finish your homework of English reading independently?	1	2	3	4	5	6	7
3	Can you understand American English TV programs?	1	2	3	4	5	6	7
4	Can you introduce your school in English?	1	2	3	4	5	6	7
5	Can you write diaries in English?	1	2	3	4	5	6	7
6	Can you give directions from your classroom to your home in English?	1	2	3	4	5	6	7
7	Can you write English compositions assigned by your teachers?	1	2	3	4	5	6	7
8	Can you tell a story in English?	1	2	3	4	5	6	7
9	Can you understand radio programs in English speaking countries?	1	2	3	4	5	6	7
10	Can you understand English TV programs made in China?	1	2	3	4	5	6	7
11	Can you leave a message to your classmates in English?	1	2	3	4	5	6	7
12	When you read English articles, can you guess the meaning of unknown words?	1	2	3	4	5	6	7
13	Can you make new sentences with the words just learned?	1	2	3	4	5	6	7

14	Can you write e-mail messages in English?	1	2	3	4	5	6	7
15	If your teacher gives you a tape-recorded English dialogue about school life, can you understand it?	1	2	3	4	5	6	7
16	Can you understand the English news on the internet?	1	2	3	4	5	6	7
17	Can you ask questions to your teacher in English?	1	2	3	4	5	6	7
18	Can you make sentences with English phrases?	1	2	3	4	5	6	7
19	Can you introduce English teacher in English?	1	2	3	4	5	6	7
20	Can you discuss in English with your classmates some topics in which all you are interested?	1	2	3	4	5	6	7
21	Can you read English short novels?	1	2	3	4	5	6	7
22	Can you understand English movies without Chinese subtitles?	1	2	3	4	5	6	7
23	Can you answer your teachers' questions in English?	1	2	3	4	5	6	7
24	Can you understand English songs?	1	2	3	4	5	6	7
25	Can you read English newspapers?	1	2	3	4	5	6	7
26	Can you find the meaning of new words by using English-English dictionaries?	1	2	3	4	5	6	7
27	Can you understand numbers spoken in English?	1	2	3	4	5	6	7
28	If you have access to internet, can you release news on the internet?	1	2	3	4	5	6	7
29	Can you understand English articles about Chinese culture?	1	2	3	4	5	6	7
30	Can you introduce yourself in English?	1	2	3	4	5	6	7
31	Can you write an article about your English teacher in English?	1	2	3	4	5	6	7
32	Can you understand new lessons in your English book?	1	2	3	4	5	6	7

#### Appendix 7.4: Questionnaire of English Self-Efficacy (QESE) (Turkish)

Değerli Öğrenci,

Bu ölçek İngilizce yeterliliğiniz ile ilgili düşüncelerinizi belirlemek amacıyla hazırlanmıştır. Ankete katılım isteğe bağlıdır. Verdiğiniz bilgiler sadece araştırma amaçlı kullanılacaktır ve kimseyle paylaşılmayacaktır. Soruların doğru veya yanlış cevabı bulunmamaktadır. Bu nedenle lütfen aşağıda verilen tüm ifadeleri dikkatle okuyarak kendinizi “**Kesinlikle Yapamam (1)**” dan, “**Kesinlikle Yapabilirim (7)**” e uzanan yedili değerlendirme ölçeğinde size en uygun olan tek bir derecelendirmeyi işaretleyerek değerlendiriniz.

**Anketi cevaplamanız halinde verdiğiniz bilgilerin çalışma için kullanılmasına onay vermiş olduğunuz varsayılacaktır.**

Cinsiyet:

Kadın

Erkek

Yaşınız: \_\_\_\_\_

Sınıfınız: M \_\_\_\_\_ / F \_\_\_\_\_

Bölümünüz: \_\_\_\_\_

		Kesinlikle Yapamam	Yapamam	Belki Yapamam	Belki Yapabilirim	Biraz Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
1	İngilizce anlatılan hikayeleri anlayabilir misiniz?	1	2	3	4	5	6	7
2	Kendi başınıza İngilizce okuma ödevini bitirebilir misiniz?	1	2	3	4	5	6	7
3	İngilizce TV programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
4	Okulunuzu İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
5	İngilizce günlük tutabilir misiniz?	1	2	3	4	5	6	7
6	Okulunuzdan evinize giden yolu İngilizce tarif edebilir misiniz?	1	2	3	4	5	6	7

		Kesinlikle Yapamam	Yapamam	Belki Yapamam	Belki Yapabilirim	Biraz Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
7	Öğretmeniniz tarafından verilen İngilizce kompozisyon yazma ödevlerini yapabilir misiniz?	1	2	3	4	5	6	7
8	İngilizce hikâye anlatabilir misiniz?	1	2	3	4	5	6	7
9	İngilizce konuşulan ülkelerde yayınlanan radyo programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
10	Türkiye’de yapılan İngilizce televizyon programlarını anlayabilir misiniz?	1	2	3	4	5	6	7
11	Sınıf arkadaşınıza İngilizce mesaj bırakabilir misiniz?	1	2	3	4	5	6	7
12	İngilizce makale okuduğunuzda, bilmediğiniz kelimelerin anlamlarını tahmin edebilir misiniz?	1	2	3	4	5	6	7
13	Yeni öğrendiğiniz kelimeleri kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
14	İngilizce e-posta yazabilir misiniz?	1	2	3	4	5	6	7
15	Öğretmeniniz okul yaşamıyla ilgili İngilizce kaydedilmiş bir konuşma kaydı verirse anlayabilir misiniz?	1	2	3	4	5	6	7
16	İnternetteki İngilizce haberleri okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7
17	Öğretmeninize İngilizce soru sorabilir misiniz?	1	2	3	4	5	6	7

		Kesinlikle Yapamam	Yapamam	Belki Yapamam	Belki Yapabilirim	Biraz Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
18	İngilizce deyimler kullanarak cümle yazabilir misiniz?	1	2	3	4	5	6	7
19	İngilizce öğretmeninizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
20	Hepinizin ilgilendiği konularda sınıf arkadaşlarınızla İngilizce tartışabilir misiniz?	1	2	3	4	5	6	7
21	İngilizce kısa roman okuyabilir misiniz?	1	2	3	4	5	6	7
22	İngilizce filmleri Türkçe altyazısız anlayabilir misiniz?	1	2	3	4	5	6	7
23	Öğretmenlerinizin sorularını İngilizce cevaplandırabilir misiniz?	1	2	3	4	5	6	7
24	İngilizce şarkıları anlayabilir misiniz?	1	2	3	4	5	6	7
25	İngilizce gazeteleri okuyabilir misiniz?	1	2	3	4	5	6	7
26	İngilizceden İngilizceye olan bir sözlük kullanarak bilmediğiniz bir kelimenin anlamını bulabilir misiniz?	1	2	3	4	5	6	7
27	İngilizce rakamları söylendiğinde anlayabilir misiniz?	1	2	3	4	5	6	7
28	İnternette İngilizce haber yayınlayabilir misiniz?	1	2	3	4	5	6	7
29	Türk kültürü hakkında yazılmış İngilizce makaleleri anlayabilir misiniz?	1	2	3	4	5	6	7

		Kesinlikle Yapamam	Yapamam	Belki Yapamam	Belki Yapabilirim	Biraz Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
30	Kendinizi İngilizce tanıtabilir misiniz?	1	2	3	4	5	6	7
31	İngilizce öğretmeniniz hakkında İngilizce bir kompozisyon yazabilir misiniz?	1	2	3	4	5	6	7
32	İngilizce kitabınızdaki yeni konuları okuduğunuzda anlayabilir misiniz?	1	2	3	4	5	6	7

## Appendix 7.5: Motivated Strategies for Learning Questionnaire (MSLQ) (English)

### Part A. Motivation

The following questions ask about your motivation for and attitudes about this class. Remember there are no right or wrong answers, just answer as accurately as possible. Use the scale below to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

	1	2	3	4	5	6	7						
							very						
	not at all						true of me						
	true of me												
1.	In a class like this, I prefer course material that really challenges me so I can learn new things.						1	2	3	4	5	6	7
2.	If I study in appropriate ways, then I will be able to learn the material in this course.						1	2	3	4	5	6	7
3.	When I take a test I think about how poorly I am doing compared with other students.						1	2	3	4	5	6	7
4.	I think I will be able to use what I learn in this course in other courses.						1	2	3	4	5	6	7
5.	I believe I will receive an excellent grade in this class.						1	2	3	4	5	6	7
6.	I'm certain I can understand the most difficult material presented in the readings for this course.						1	2	3	4	5	6	7
7.	Getting a good grade in this class is the most satisfying thing for me right now.						1	2	3	4	5	6	7
8.	When I take a test I think about items on other parts of the test I can't answer.						1	2	3	4	5	6	7
9.	It is my own fault if I don't learn the material in this course.						1	2	3	4	5	6	7
10.	It is important for me to learn the course material in this class.						1	2	3	4	5	6	7



- The most important thing for me right now is
11. improving my overall grade point average, so my  
main concern in this class is getting a good grade. 1 2 3 4 5 6 7
12. I'm confident I can learn the basic concepts taught  
in this course. 1 2 3 4 5 6 7
13. If I can, I want to get better grades in this class  
than most of the other students. 1 2 3 4 5 6 7
14. When I take tests I think of the consequences of  
failing. 1 2 3 4 5 6 7
15. I'm confident I can understand the most complex  
material presented by the instructor in this course. 1 2 3 4 5 6 7
16. In a class like this, I prefer course material that  
arouses my curiosity, even if it is difficult to  
learn. 1 2 3 4 5 6 7
17. I am very interested in the content area of this  
course. 1 2 3 4 5 6 7
18. If I try hard enough, then I will understand the  
course material. 1 2 3 4 5 6 7
19. I have an uneasy, upset feeling when I take an  
exam. 1 2 3 4 5 6 7
20. I'm confident I can do an excellent job on the  
assignments and tests in this course. 1 2 3 4 5 6 7
21. I expect to do well in this class. 1 2 3 4 5 6 7
22. The most satisfying thing for me in this course is  
trying to understand the content as thoroughly as  
possible. 1 2 3 4 5 6 7
23. I think the course material in this class is useful  
for me to learn. 1 2 3 4 5 6 7
24. When I have the opportunity in this class, I  
choose course assignments that I can learn from  
even if they don't guarantee a good grade. 1 2 3 4 5 6 7
25. If I don't understand the course material, it is  
because I didn't try hard enough. 1 2 3 4 5 6 7

26. I like the subject matter of this course. 1 2 3 4 5 6 7
27. Understanding the subject matter of this course is very important for me. 1 2 3 4 5 6 7
28. I feel my heart beating fast when I take an exam. 1 2 3 4 5 6 7
29. I'm certain I can master the skills being taught in this class. 1 2 3 4 5 6 7
- I want to do well in this class because it is
30. important to show my ability to my family, friends, employer, or others. 1 2 3 4 5 6 7
- Considering the difficulty of this course, the
31. teacher, and my skills, I think I will do well in this class. 1 2 3 4 5 6 7

### Part B. Learning Strategies

The following questions ask about your learning strategies and study skills for this class. Again, there are no right or wrong answers. Answer the questions about how you study in this class as accurately as possible. Use the same scale to answer the questions. If you think the statement is very true of you, circle 7; if a statement is not at all true of you, circle 1. If the statement is more or less true of you, find the number between 1 and 7 that best describes you.

1	2	3	4	5	6	7
not at all						very
true of me						true of me

32. When I study the readings for this course, I outline the material to help me organize my thoughts. 1 2 3 4 5 6 7
33. During class time I often miss important points because I'm thinking of other things. 1 2 3 4 5 6 7
34. When studying for this course, I often try to explain the material to a classmate or friend. 1 2 3 4 5 6 7
35. I usually study in a place where I can concentrate 1 2 3 4 5 6 7

- on my course work.
36. When reading for this course, I make up questions to help focus my reading. 1 2 3 4 5 6 7
37. I often feel so lazy or bored when studying for this class that I quit before I finish what I planned to do. 1 2 3 4 5 6 7
38. I often find myself questioning things I hear or read in this course to decide if I find them convincing. 1 2 3 4 5 6 7
39. When I study for this class, I practice saying the material to myself over and over. 1 2 3 4 5 6 7
40. Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone. 1 2 3 4 5 6 7
41. When I become confused about something I'm reading for this class, I go back and try to figure it out. 1 2 3 4 5 6 7
42. When I study for this course, I go through the readings and my class notes and try to find the most important ideas. 1 2 3 4 5 6 7
43. I make good use of my study time for this course. 1 2 3 4 5 6 7
44. If course readings are difficult to understand, I change the way I read the material. 1 2 3 4 5 6 7
45. I try to work with other students from this class to complete the course assignments. 1 2 3 4 5 6 7
46. When studying for this course, I read my class notes and the course readings over and over again. 1 2 3 4 5 6 7
47. When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence. 1 2 3 4 5 6 7
48. I work hard to do well in this class even if I don't like what we are doing. 1 2 3 4 5 6 7
49. I make simple charts, diagrams, or tables to help 1 2 3 4 5 6 7

me organize course material.

- When studying for this course, I often set aside
50. time to discuss course material with a group of students from the class. 1 2 3 4 5 6 7
51. I treat the course material as a starting point and try to develop my own ideas about it. 1 2 3 4 5 6 7
52. I find it hard to stick to a study schedule. 1 2 3 4 5 6 7
- When I study for this class, I pull together
53. information from different sources, such as lectures, readings, and discussions. 1 2 3 4 5 6 7
54. Before I study new course material thoroughly, I often skim it to see how it is organized. 1 2 3 4 5 6 7
55. I ask myself questions to make sure I understand the material I have been studying in this class. 1 2 3 4 5 6 7
- I try to change the way I study in order to fit the
56. course requirements and the instructor's teaching style. 1 2 3 4 5 6 7
57. I often find that I have been reading for this class but don't know what it was all about. 1 2 3 4 5 6 7
58. I ask the instructor to clarify concepts I don't understand well. 1 2 3 4 5 6 7
59. I memorize key words to remind me of important concepts in this class. 1 2 3 4 5 6 7
60. When course work is difficult, I either give up or only study the easy parts. 1 2 3 4 5 6 7
- I try to think through a topic and decide what I am
61. supposed to learn from it rather than just reading it over when studying for this course. 1 2 3 4 5 6 7
62. I try to relate ideas in this subject to those in other courses whenever possible. 1 2 3 4 5 6 7
63. When I study for this course, I go over my class notes and make 1 2 3 4 5 6 7
64. When reading for this class, I try to relate the 1 2 3 4 5 6 7

- material to what I already know.
65. I have regular place set aside studying. 1 2 3 4 5 6 7
66. I try to plan around with ideas of my own related to what I am learning in this course. 1 2 3 4 5 6 7
67. When studying for this course, I write brief summaries of the main ideas from the readings and my class notes. 1 2 3 4 5 6 7
68. When I can't understand the material in this course, I ask another student in this class for help. 1 2 3 4 5 6 7
69. I try to understand the material in this class by making connections between the readings and the concepts from the lectures. 1 2 3 4 5 6 7
70. I make sure that I keep up with the weekly readings and assignments for this course. 1 2 3 4 5 6 7
71. Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives. 1 2 3 4 5 6 7
72. I make lists of important items for this course and memorize the lists. 1 2 3 4 5 6 7
73. I attend this class regularly. 1 2 3 4 5 6 7
74. Even when course materials are dull and uninteresting, I manage to keep working until I finish. 1 2 3 4 5 6 7
75. I try to identify students in this class whom I can ask for help if necessary. 1 2 3 4 5 6 7
76. When studying for this course I try to determine which concepts I don't understand well. 1 2 3 4 5 6 7
77. I often find that I don't spend very much time on this course because of other activities. 1 2 3 4 5 6 7
78. When I study for this class, I set goals for myself in order to direct my activities in each study period. 1 2 3 4 5 6 7
79. If I get confused taking notes in class, I make sure 1 2 3 4 5 6 7

I sort it out afterwards.

80. I rarely find time to review my notes or readings  
before an exam. 1 2 3 4 5 6 7
81. I try to apply ideas from course readings in other  
class activities such as lecture and discussion. 1 2 3 4 5 6 7



### Appendix 7.6: Motivated Strategies for Learning Questionnaire (MSLQ) (Turkish)

Değerli Öğrenci,

Bu ölçek belirli bir derse yönelik öğrenme güdülenmenizi ve kullandığımız öğrenme stratejilerini belirlemek amacıyla hazırlanmıştır. Ankete katılım isteğe bağlıdır. Verdiğiniz bilgiler sadece araştırma amaçlı kullanılacaktır ve kimseyle paylaşılmayacaktır. Soruların doğru veya yanlış cevabı bulunmamaktadır. Bu nedenle lütfen aşağıda verilen tüm ifadeleri dikkatle okuyarak kendinizi “**Benim için Kesinlikle Yanlış (1)**” dan, “**Benim için Kesinlikle Doğru (7)**” ya uzanan yedili değerlendirme ölçeğinde size en uygun olan tek bir derecelendirmeyi işaretleyerek değerlendiriniz.

**Anketi cevaplamanız halinde verdiğiniz bilgilerin çalışma için kullanılmasına onay vermiş olduğunuz varsayılacaktır.**

Cinsiyet:

Kadın

Erkek

Yaşınız: \_\_\_\_\_

Sınıfınız: M \_\_\_\_\_ / F \_\_\_\_\_

Bölümünüz: \_\_\_\_\_

1	2	3	4	5	6	7
Benim için kesinlikle yanlış						Benim için kesinlikle doğru

#### Bölüm I- Güdülenme

- |    |  |   |   |   |   |   |   |   |
|----|--|---|---|---|---|---|---|---|
| 1. | Bunun gibi bir derste beni gerçekten çalışmaya zorlayacağına inandığım ders materyallerini tercih ederim, bu sayede yeni şeyler öğrenebilirim. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. | Ancak uygun bir şekilde çalışırsam bu dersin konularını öğrenebilirim.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. | Sınavdayken diğer öğrencilerden daha yetersiz olduğumu düşünürüm.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. | Bu derste öğrendiklerimi diğer derslerde de kullanabilirim.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. | Bu dersten çok iyi bir not alacağıma inanıyorum.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. | Bu derste okumam için verilecek en zor konuları  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- bile anlayacağımdan eminim.
7. Benim için en tatmin edici şey bu dersten iyi bir not almaktır. 1 2 3 4 5 6 7
8. Sınavda soruları çözerken, sınav kağıdının diğer bölümlerindeki yanıtlayamayacağım soruları düşünürüm. 1 2 3 4 5 6 7
9. Eğer bu dersi öğrenemiyorsam bu benim kendi hatamdır. 1 2 3 4 5 6 7
10. Bu derste verilen kaynakları (materyalleri) öğrenmek benim için önemlidir. 1 2 3 4 5 6 7
11. Bu derste benim için en önemli şey, genel not ortalamamı yükseltmektir, yani bu derste ki asıl amacım iyi bir not almaktır. 1 2 3 4 5 6 7
12. Bu derste anlatılan temel kavramları anlayabileceğim konusunda kendime güveniyorum. 1 2 3 4 5 6 7
13. Eğer yapabilirsem, bu sınıftaki diğer öğrencilerin hepsinden daha yüksek not almak isterim. 1 2 3 4 5 6 7
14. Sınavdayken başarısızlığı ve bunun doğuracağı sonuçları düşünürüm. 1 2 3 4 5 6 7
15. Bu derste öğretmenin anlatacağı en zor konuyu bile anlayacağıma inanıyorum. 1 2 3 4 5 6 7
16. Bunun gibi bir derste, zor alsalar bile, bende merak uyandıran ders materyallerini tercih ederim. 1 2 3 4 5 6 7
17. Bu dersle ilgili konulara oldukça ilgi duyuyorum. 1 2 3 4 5 6 7
18. Yeterince çalışırsam dersi anlayabilirim. 1 2 3 4 5 6 7
19. Sınavdayken kendimi rahatsız ve morali bozuk hissederim. 1 2 3 4 5 6 7
20. Bu derste ki ödevleri ve sınavları mükemmel yapabileceğim konusunda kendime güveniyorum. 1 2 3 4 5 6 7
21. Bu derste başarılı olmayı bekliyorum. 1 2 3 4 5 6 7
22. Bu derste benim için en tatmin edici şey içeriği 1 2 3 4 5 6 7



- mümkün olduğunca çok anlayabilmektir.
23. Bence bu derste kullanılan materyaller dersi öğrenmem için faydalıdır. 1 2 3 4 5 6 7
- Eğer olanak tanınırsa, iyi not almamı
24. sağlamayacak olsa bile en iyi şekilde öğrenmemi sağlayacak ödevleri seçerim. 1 2 3 4 5 6 7
25. Dersi yeterince anlayamıyorsam, bu yeterince çalışmadığım içindir. 1 2 3 4 5 6 7
26. Bu dersin konularını seviyorum. 1 2 3 4 5 6 7
27. Bu dersin konularını öğrenmek benim için önemlidir. 1 2 3 4 5 6 7
28. Sınavdayken kalbimin hızla çarptığını hissederim. 1 2 3 4 5 6 7
29. Eminim ki bu derste öğretilen tüm becerileri ustalıkla yapabilirim. 1 2 3 4 5 6 7
30. Bu derste başarılı olmak isterim; çünkü yeteneğimi aileme, arkadaşlarıma, üstlerime ve diğerlerine göstermek benim için önemlidir. 1 2 3 4 5 6 7
31. Dersin zorluğunu, öğretmeni ve becerilerimi dikkate aldığımda, bence bu derste başarılı olurum. 1 2 3 4 5 6 7

### Bölüm II- Öğrenme Stratejileri

- Bu ders için verilen okumaları yaparken,
32. düşüncelerimi toplamama yardımcı olması için materyalin ana hatlarını çıkarırım. 1 2 3 4 5 6 7
33. Başka şeyler düşündüğüm için çoğu zaman derste önemli noktaları kaçıyorum. 1 2 3 4 5 6 7
34. Bu derse genellikle konuyu bir arkadaşşıma anlatarak çalışırım. 1 2 3 4 5 6 7
35. Genellikle derse, konsantre olabileceğim bir yerde çalışırım. 1 2 3 4 5 6 7
36. Bu dersle ilgili bir şeyler okurken, okuduklarıma odaklanmamı sağlayacak sorular sorarım. 1 2 3 4 5 6 7

- Bu derse çalışırken kendimi o kadar tembel ve
37. sıkılmış hissedirim ki planladığımdan daha önce 1 2 3 4 5 6 7  
çalışmayı bırakırım.
38. Bu derste duyduklarım ya da okuduklarımın ikna 1 2 3 4 5 6 7  
edici olup olmadığını sorgularım.
39. Bu derse, konuyu kendi kendime tekrar ederek 1 2 3 4 5 6 7  
çalışırım.
40. Bu derste öğrenmekte zorlandığım konu olsa bile, 1 2 3 4 5 6 7  
öğrenmek için kimseden yardım istemeden kendi kendime çalışmayı denerim.
41. Bu dersle ilgili bir şeyler okurken kafam 1 2 3 4 5 6 7  
karıştığında, geri döner ve kafamı karıştıran şeyi çözmeye çalışırım.
42. Bu derse çalışırken, okuduklarım ve derste 1 2 3 4 5 6 7  
aldığım notların üzerinden geçerek en önemli düşünceleri bulmaya çalışırım.
43. Bu ders için çalışma zamanımı iyi kullanırım. 1 2 3 4 5 6 7
44. Ders kaynaklarını anlamak zorsa, bu kaynakları 1 2 3 4 5 6 7  
okuma yöntemimi değiştiririm.
45. Derste verilen ödevleri bitirmek için sınıftaki 1 2 3 4 5 6 7  
diğer arkadaşlarımla çalışmayı denerim.
46. Bu derse çalışırken, derste aldığım notları ve 1 2 3 4 5 6 7  
okunacak kaynakları tekrar tekrar okurum.
47. Dersteki tartışmalarda ya da okuduğum şeylerde 1 2 3 4 5 6 7  
bir kuram, yorum ya da sonuçla karşılaştığımda, bunları destekleyen yeterli kanıt olup olmadığına karar vermeye çalışırım.
48. Bu derste yaptıklarımızı sevmesem de derste 1 2 3 4 5 6 7  
başarılı olmak için çok çalışırım.
49. Bu derse çalışırken konuları daha iyi anlamak 1 2 3 4 5 6 7  
için basit şemalar, tablolar ya da diyagramlar çizerim.
50. Bu derse çalışırken, çalıştığım konuyu 1 2 3 4 5 6 7

- arkadaşlarımla tartışmak için zaman ayırıyorum.
- Derste verilen kaynakları bir başlangıç noktası olarak görür, dersle ilgili kendi görüşlerimi oluşturmaya (geliştirmeye) çalışırım.
51. 1 2 3 4 5 6 7
- Bir çalışma planına bağlı kalarak ders çalışmak bana zor gelir.
52. 1 2 3 4 5 6 7
- Bu derse çalışırken, ders notları, okuma ödevleri ve tartışmalar gibi farklı kaynaklardan edindiğim bilgileri bir araya getiririm.
53. 1 2 3 4 5 6 7
- Yeni bir ders kaynağını ayrıntılı çalışmadan önce nasıl düzenlendiğine bakarım.
54. 1 2 3 4 5 6 7
- Çalıştığım dersi anladığımdan emin olmak için kendime sorular sorarım.
55. 1 2 3 4 5 6 7
- Dersin özelliği ve öğretmenin öğretme stiline uygun olacak şekilde ders çalışma yöntemimi değiştirmeye çalışırım.
56. 1 2 3 4 5 6 7
- Çoğunlukla dersle ilgili bir şey okurken, okuduğumdan hiçbir şey anlamadığımı fark ederim.
57. 1 2 3 4 5 6 7
- Öğretmenden iyi anlamadığım kavramları açıklamasını isterim.
58. 1 2 3 4 5 6 7
- Bu dersle ilgili önemli kavramları hatırlamak için anahtar kelimeleri ezberlerim.
59. 1 2 3 4 5 6 7
- Eğer ders için çalışmak bana zor geliyorsa, çalışmayı bırakır ya da sadece kolay konuları çalışırım.
60. 1 2 3 4 5 6 7
- Bu ders için çalışırken sadece materyali okuyup geçmek yerine, materyal üzerinde düşünür ve benden ne öğrenmem beklendiğine karar veririm.
61. 1 2 3 4 5 6 7
- Mümkün olduğu sürece, bu derste öğrendiğim konuyla diğer derslerdeki konular arasında ilişki kurmaya çalışırım.
62. 1 2 3 4 5 6 7
63. Bu derse çalışırken sınıfta aldığım notları gözden 1 2 3 4 5 6 7

- geçirir ve önemli kavramlarla ilişkili ana hatları çıkarırım.
- Bu dersle ilgili metinleri okurken, önceden
64. bildiklerimle okuduklarım arasında ilişki kurmaya çalışırım. 1 2 3 4 5 6 7
65. Çalışmak için belirlediğim düzenli bir yerim vardır. 1 2 3 4 5 6 7
66. Bu derste öğrendiklerimle ilişkili kendi düşüncelerimin neler olduğunu anlamaya çalışırım. 1 2 3 4 5 6 7
67. Bu derse çalışırken, okuduğum kaynaklardaki ana fikirlerin ve derste dinlediğim kavramların özetlerini çıkarırım. 1 2 3 4 5 6 7
68. Bu derste herhangi bir konuyu anlamazsam, sınıftaki bir başka öğrenciden yardım isterim. 1 2 3 4 5 6 7
69. Bu derste kaynakları, okuduklarım ve derste dinlediklerim arasında ilişki kurarak anlamaya çalışırım. 1 2 3 4 5 6 7
70. Bu dersle ilgili haftalık okumaları ve ödevleri düzenli yaparım. 1 2 3 4 5 6 7
71. Bu dersle ilgili ne zaman bir iddia ya da sonuç okusam ya da duysam, bunun olası alternatiflerini düşünürüm. 1 2 3 4 5 6 7
72. Bu dersle ilgili önemli terimlerin bir listesini oluşturur ve listeyi ezberlerim. 1 2 3 4 5 6 7
73. Bu derste devamsızlık yapmamaya özen gösteririm. 1 2 3 4 5 6 7
74. Ders materyalleri ilgimi çekmese de ve sıkıcı olsa da onları bitirinceye kadar çalışmaya devam ederim. 1 2 3 4 5 6 7
75. Sınıfta gerek duyduğum zaman yardım isteyebileceğim öğrencileri belirlemeye çalışırım. 1 2 3 4 5 6 7
76. Bu derse çalışırken hangi kavramları iyi 1 2 3 4 5 6 7

- anlamadığımı belirlemeye çalışırım.
77. Ders dışındaki işlerim yüzünden bu ders için gerekli zamanı ayıramam. 1 2 3 4 5 6 7
78. Bu derse çalışırken, her çalışmada neler yapacağımı belirlemek için kendime hedefler koyarım. 1 2 3 4 5 6 7
79. Derste not tutarken kafam karışırsa bu karışıklığı dersten sonra hemen düzeltirim. 1 2 3 4 5 6 7
80. Sınavdan önce kitapları ve notlarımı çalışmak için yeterli zaman bulamam. 1 2 3 4 5 6 7
81. Ders kaynaklarından okuyarak edindiğim fikirleri, anlatım ve tartışma gibi diğer sınıf etkinliklerinde de kullanmaya çalışırım. 1 2 3 4 5 6 7



## Appendix 7.8: Approval Letter



T.C.  
ADANA BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı : 97096650-044-E.2677  
Konu : Anket

27/09/2018

### İLGİLİ MAKAMA

Ceyda ÖRÜK'ün Tez çalışmalarında kullanmak üzere Yüksekokulumuz hazırlık sınıfı öğrencilerine yönelik anket uygulaması yapması Müdürlüğümüzce uygun görülmüştür.

Gereğini bilgilerinize arz/rica ederim.

**e-İmzalıdır**

Dr. Öğr. Üyesi Duygu İŞPINAR  
AKÇAYOĞLU  
Yüksekokul Müdürü V.

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Çiğdem UZ

5070 sayılı Elektronik İmza Kanunu'na uygun olarak Güvenli Elektronik İmza ile üretilmiştir.  
Evrak teyidi <http://ebysorgu.adanabtu.edu.tr> adresinden 6DM5-8006-86UA kodu ile yapılabilir.

## 8. CURRICULUM VITAE

**Ceyda ÖRÜK**

### PERSONAL

**Date & Place of Birth** August 28, 1979, İstanbul, Turkey  
**Marital Status** Married  
**Foreign Language** Fluent in written and spoken English and French

### EDUCATION

**2016 – 2018** **MS in English Language Teaching**  
 Çağ University, Mersin

**October 2006 – Junes 2007** **English Language Teaching Certificate Programme**  
 Başkent University, Faculty of Education, Ankara

**1996 - 2002** **BS in Translation and Interpretation**  
 Bilkent University, Ankara

**1993 - 1996** **İzmir American College, İzmir**

**1990 – 1993** **Tarsus American College, Tarsus**

### EXPERIENCE

**September 2017 – Still** **Instructor / Assistant Director**  
 School of Foreign Languages  
 Adana Science and Technology University, Adana

**September 2015 – August 2017** **English Language Coordinator**  
 Faculty of Education and Science  
 Çağ University, Mersin



**June 2007 – August 2017**

**Instructor**

Faculty of Education and Science

Higher Vocational School

Çağ University, Mersin

**March 2006 – June 2007**

**ELT Trainee**

Başkent University, Ayşeabla College

**February 2006 – June 2007**

**Specialist / Translator**

Academic Assessment Coordination Office

Başkent University, Ankara

**May 2003 – February 2006**

**Specialist / Translator**

Department of Economic Affairs

Başkent University, Ankara