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THE EFFECTS OF STUDENTS' ENTERING CHARACTERISTICS AND
CLASSROOM ENVIRONMENT EXPERIENCES ON THEIR LANGUAGE
LEARNING OUTCOMES IN AN EFL SETTING IN TURKEY

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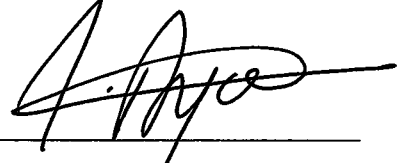
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ABSTRACT

THE EFFECTS OF STUDENTS' ENTERING CHARACTERISTICS AND CLASSROOM ENVIRONMENT EXPERIENCES ON THEIR LANGUAGE LEARNING OUTCOMES IN AN EFL SETTING IN TURKEY

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This study investigated the impact of several affective, cognitive, and demographic entering characteristics of students and their experiences of the psychosocial, instructional and managerial, physical, and course-related materials aspects of the classroom environment in accounting for three language learning outcomes; class participation, study habits, and English achievement. The subjects of the study ($N = 519$) were the preparatory class students of various departments of Erciyes University in Kayseri who received a one-year English instruction at Erciyes University School of Foreign Languages (EUSFL) during the academic year 2001-2002.

In line with the "Input-Context-Outcome" research framework of the study, the data were gathered from the students through self-report questionnaires and school records prior to (Input-entering student characteristics variables), during (Context- classroom environment variables), and at the end (Outcome) of the specified instructional period (one-semester), which were subjected to various applications of Multivariate Linear Regression procedures.

The findings indicated different patterns of relationships depending on the type of outcome assessed with significant predictors from both input and context classes. In descending order of effect size, the significant predictors of class participation were teacher supportiveness, involvement, satisfaction with course

materials, speaking anxiety, self-concept, task orientation and organization, effort, student cohesiveness, physical conditions, overall academic achievement, and previous exposure, which altogether accounted for 74 % of the variance in students' levels of class participation. The amount of variance accounted for study habits was 40 %, with involvement, overall academic achievement, self-concept, student residence, and gender emerging as significant predictors. As for the English achievement criterion, overall academic achievement, teacher supportiveness, self-concept, involvement, satisfaction with course materials, previous exposure, and student residence were significant predictors which accounted for 56 % of the overall variance. The findings are discussed in light of relevant theory and empirical research and suggestions are made for pedagogical practices and further research directions.

Keywords: Student Characteristics, Classroom Environment, English Achievement, Study Habits, Class Participation

ÖZ

TÜRKİYE’DE İNGİLİZCENİN YABANCI DİL OLARAK ÖĞRENİLDİĞİ BİR ORTAMDA ÖĞRENCİLERİN GİRİŞ ÖZELLİKLERİ VE SINIF ORTAMI DENEYİMLERİNİN DİL ÖĞRENME ÜRÜNLERİ ÜZERİNDEKİ ETKİLERİ

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Bu çalışma öğrencilerin çeşitli duyuşsal, bilişsel ve demografik giriş özelliklerinin ve içinde bulundukları sınıf ortamlarının psikososyal, öğretim ve sınıf yönetimi, fiziksel ve ders materyalleri boyutları ile ilgili deneyimlerinin, derse katılım, çalışma alışkanlıkları ve İngilizce başarıları ürünlerini açıklamadaki etkilerini araştırmıştır. Çalışmanın denekleri ($N = 519$), 2001-2002 öğretim yılında Erciyes Üniversitesi Yabancı Diller Yüksekokulunda bir yıllık (iki dönem) İngilizce hazırlık eğitimi gören, çeşitli bölümlere kayıtlı öğrencilerdir.

Çalışmanın “Giriş-Ortam-Ürün” araştırma modeli çerçevesinde, veriler öğrencilerden anket yöntemi ile ve okul kayıtlarından yararlanılarak belirlenen eğitim sürecinin (bir dönem) öncesinde (giriş özellikleri değişkenleri), eğitim süresince (sınıf ortamı değişkenleri) ve eğitim sürecinin sonunda (öğrenme ürünleri) elde edilmiş ve Korelasyon ve Regresyon analizleri ile incelenmiştir.

Sonuçlar, incelenen ürünün (bağımlı/ölçüt değişken) özelliklerine bağlı olarak, hem giriş hem de sınıf ortamı değişken gruplarından anlamlı açıklayıcı değişkenlerinin ön plana çıktığı farklı ilişki desenleri ortaya koymuştur. Önem sırasına göre, derse katılım ürününün anlamlı açıklayıcı değişkenleri, öğretmen desteği, katılımcılık, ders materyallerinden tatmin, konuşma kaygısı, öz-benlik, görev eğilimi ve organizasyon, çaba, öğrenci yakınlığı, sınıfların fiziksel durumları, genel akademik başarı ve daha önce hazırlık eğitimi görüp-görmemiş olma değişkenleri

olmuştur. Bu değişkenler bir bütün olarak öğrencilerin derse katılım düzeylerindeki varyansın % 74'ünü açıklamıştır. Öğrencilerin çalışma alışkanlıklarını açıklayan değişkenler, katılımcılık, genel akademik başarı, öz-benlik, öğrencinin ailesi ile yaşıyıp-yaşamaması ve cinsiyet olarak ortaya çıkmıştır. Bu ölçütün açıklanan toplam varyansı % 40 olmuştur. İngilizce başarısını açıklayan değişkenler ise önem sırasına göre genel akademik başarı, öğretmen desteği, öz-benlik, katılımcılık, ders materyallerinden tatmin, öğrencinin daha önce hazırlık eğitimi görüp-görmemiş olması ve öğrencinin ailesi ile yaşıyıp-yaşamaması değişkenleridir. İngilizce başarısının açıklanan toplam varyansı % 56 olmuştur.

Çalışmanın bulguları, ilgili literatürdeki kuramlar ve araştırmaların ışığında tartışılmış, eğitim ile ilgili uygulamalara ve gelecekteki çalışmalara yönelik önerilerde bulunulmuştur.

Anahtar Sözcükler: Öğrenci Özellikleri, Sınıf Ortamı, İngilizce Başarısı, Çalışma Alışkanlıkları, Derse Katılım



To Özgül Dosdoğru

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CHAPTER 1

INTRODUCTION

Background of the Study

Understanding and predicting second/foreign language learning is a difficult task since there appears to be a multitude of complex and interwoven factors which influence the shape of learning outcomes. Teachers often complain that students encounter many difficulties in the process of language learning which cause many of them to underachieve, develop negative attitudes toward the language being studied, and lead to increased dropout rates. These difficulties, without doubt, also have a negative influence on the teacher's performance in class, and in turn, on his or her professional satisfaction. Therefore, identifying factors which account for appropriate learning behaviors or desired learning outcomes appears to be an essential aspect of Second Language Acquisition (SLA) research for providing useful pedagogical implications for curricular and instructional practices.

In an attempt to understand the complex phenomenon of language learning, SLA researchers have focused on a host of factors that are likely to account for variances in learning outcomes. Some researchers have been interested in individual differences of language learners' proficiency levels, especially with respect to achievement measures based on students' grades, using several affective, cognitive, and demographic variables as predictors.

In the context of second/foreign language learning affective variables refers to the learners' responses to the learning situation; among others they include personality traits, self-perceptions, attitudes toward both first language (L1) and second language (L2) cultures, motivation to learn L2, and anxiety. Cognitive variables are related to the processes of knowing; some of them include learning styles, intelligence, memory, cognitive strategies, aptitude, and study habits. Demographic variables include such biographical, linguistic, and circumstantial variables as age, sex, academic background, socio-economic status, and so forth.

In the last decades, SLA research has focused on how inherent language abilities, general cognitive skills, personality, and affective learner characteristics contribute to success in language learning. However, no clear and consistent patterns of relationships of these variables to L2 acquisition have been established. It has been generally accepted that such relationships seem to vary depending on social, cultural, and educational contexts, especially when affective factors are concerned. For example, in an English as a second language context (ESL), where there are more speakers of the target language than learners and when the learners and the target language speakers can interact freely, sociability and the communicative needs seem to be good predictors of L2 achievement. On the other hand, in an English as a foreign language (EFL) context, where L2 is taught in the tightly structured classroom, cognitive factors seem to play a greater role (Wong-Fillmore, 1991). Throughout this thesis the terms EFL/ESL and second/foreign language learning are used interchangeably, unless these distinctions are explicitly stated.

Affective variables play an important role in second language acquisition research, although measurement of affect causes empirical difficulties. Krashen (1982) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the 'affective filter' and form mental obstructions that prevent 'comprehensible input' from being used for acquisition.

Among the affective characteristics of ESL/EFL learners, motivation is one of the most commonly quoted determinants of language learning success. Second language learning motivation has traditionally been described via Gardner's socio-educational model (Gardner & Lambert, 1972), which comprised 'instrumental' (the relation of the target language to the learner's utilitarian goals) and 'integrative' (the learner's attitudes towards, and desire to become like the members of the target culture) motivational orientations. However, several researchers have claimed drawbacks associated with this model of motivation. For instance, studies carried out via Gardner's model in different cultural and educational settings have often yielded conflicting findings. Furthermore, the changing definitions connected with these types of motivations or orientations frequently make the research findings difficult to interpret, compare, and lead to generalizations (Crookes & Schmidt, 1991).

Although the importance of motivation is greatly recognized, it is a very complex and multifaceted construct to which researchers have approached from a number of diverse perspectives. Motivation in SLA is complicated even more by the multifaceted roles of language (Dörnyei, 1998). Since SLA motivation is such a broad and complex topic, as Dörnyei points out, “it is not the lack but rather the abundance of motivation theories which confuse the scene” (1998, p.118). Thus, depending on the main focus of a particular research undertaken, the concept of motivation can be viewed and discussed from various perspectives. Despite the abundance of motivational theories and lack of agreement over appropriate terminology, perhaps the overall finding of SLA motivation research is that the intensity or strength of motivation is more important than the type.

Language anxiety, which is the situation specific apprehension generated in language learning contexts, has been another major focus of SLA research. The state of uneasiness and apprehension, which is especially aggravated by oral communication situations, may affect negatively both the learning of a language in the classroom situation (Dulay, Burt, and Krashen, 1982; Krashen, 1981) and its performance in and outside the classroom contexts. The literature reports that language anxiety is one of the best predictors of various measures of foreign language achievement (MacIntyre and Gardner, 1991; Aida, 1994; Horwitz, 1986; Horwitz, Horwitz, and Cope, 1986; Saito and Samimy, 1996; Onwuegbuzie, Bailey, and Daley, 2000). MacIntyre and Gardner (1991) state that among attitudes, motivation, and anxiety, measures of language anxiety shows the strongest correlations with several indexes of foreign language achievement. For example, anxious students are less likely to volunteer answers and to participate in oral classroom activities (Ely, 1986). Given the tendency of language classrooms to provoke anxiety (Horwitz, Horwitz, and Cope, 1986), promoting a low-stress language learning environment appears to be an important priority for the teacher to help students acquire effective study and learning strategies.

Closely related to motivation and anxiety is the construct of self-concept, that is, the evaluation the learners make of themselves with regard to the target language learning. In the literature self-concept is also referred to as self-esteem, self-confidence, self-efficacy, self-image, or in general, self-perceptions, depending on the underlying theory. In this study, it is used in a broader sense to cover such terms.

Coopersmith (1967 cited in Brown, 1996) defines self-esteem as a personal judgment of worthiness that is expressed in the attitudes that the individuals hold towards themselves. A lack of self-esteem is likely to lead to negative attitudes towards his capability as a learner, and to a deterioration in cognitive performance, thus confirming his view of himself as incapable of learning (Diener and Dweck, 1978, 1980, cited in Wenden, 1998). It has been found that self-confidence is related to proficiency in second language acquisition and that students with low levels of self-confidence appear to have lower motivation to learn a foreign language (Clement, Dörnyei, & Noels, 1994; Clement, Gardner, & Smythe, 1977, 1980; Clement & Kruidenier, 1985). Self-efficacy, another dimension of self-perceptions, has also been found to be a determinant of one's level of effort, persistence, and quality of performance (Bandura, 1982).

Another area of SLA research falls into the category of cognitive domain which has drawn on insights gained from cognitive theories of learning. Attempts have been made by a number of researchers to include aspects of cognitive learning theories to account for second language acquisition (O'Malley, Chamot & Walker 1987, Bialystock, 1988). From the cognitive perspective language learning is viewed as a complex cognitive skill that centers on the processing of information (Ellis, 1990). It is contingent in both content and developmental sequencing on former cognitive abilities and language is considered as a function of more general non-linguistic abilities (Berman, 1987).

It has been shown that the level of proficiency in the first language has a direct influence on the development of proficiency in the second language. The absence of continuing first language proficiency has been found to reduce the levels of second language proficiency Snow and Hoefnagel, 1997; Cummins, 2000; Hakuta, 1986; Ramirez, 1992; Thomas and Collier, 1997; Sparks and Ganschow, 1991, 1993a, 1993b). Snow and Hoefnagel (1997) suggest that older students are better second language learners because they have attained a higher level of cognitive maturity in their first language.

Sparks and Ganschow's linguistic coding deficit hypothesis (LCDH) (Sparks & Ganschow, 1991; 1993a & b) proposed that language aptitude is the main source of individual differences in language achievement, a view, according to MacIntyre (1995), that demotes affective factors to the status of undesired side effects.

Research on the role of foreign language learning aptitude in L2 learning has consistently found moderate to strong correlations between foreign language learning aptitude and success in the L2. (e.g., Carroll, 1981, 1990; Sasaki, 1993; Skehan, 1989; Edwards, Wells, and Wesche, 1982). Most of these studies, however, have been carried out in classroom contexts, and it is not that clear whether foreign language aptitude proves to be an important predictor of success in informal contexts outside of the classroom. It is possible that the research settings of these studies which mainly focused on academic proficiency, rather than communicative proficiency, could explain the predictive power of language aptitude tests. Drawing on the distinction posited by Krashen (1981) between “learning” and “acquisition”, perhaps, analytic ability (aptitude) predicts success in learning, (a conscious and explicit process) whereas affective variables (attitudes) are the best predictors of acquisition (a sub-conscious, automatic and implicit process).

Language aptitude is one of many factors that play a part in foreign language learning, and there is evidence that one’s ability to learn a foreign language relates to one’s skills in his/her native language and depends upon one’s aptitude for language learning, especially as far as conscious and explicit learning settings are concerned. Some researchers claim that foreign language aptitude is different from general aptitude or intelligence (e.g., Carroll, 1963; Gardner & Lambert, 1965; Edwards, Wells, and Wesche, 1982). However, current body of research also suggests positive relationships between general intelligence or aptitude and foreign language aptitude measures, although there is disagreement on the nature and extent of the relationships. Based on the research literature which revealed that students who have lower foreign language aptitude are those with lower native language proficiency and lower academic achievement levels (Sparks and Ganschow, 1991; 1993a & b), it seems also possible to hypothesize that general intelligence or aptitude could be a significant predictor of foreign language achievement. A few studies which reported significant correlations between GPA average and foreign language proficiency (Prapphal and Oller, 1982; Onwuegbuzie, Bailey, & Daley, 2000) and math and reading proficiency and foreign language proficiency (Hart, 1993) also seem to lend support to this assumption.

An important dimension of SLA research is the role of various student background or demographic characteristics in predicting learning outcomes. In an

attempt to investigate the influence of such characteristics on language learning, researchers have included in their research designs several variables associated with students' socio-economic background, previous exposure to English, academic background, gender, age, and similar other factors.

An important demographic factor which could significantly influence students' foreign language achievement is the socio-economic status of students, their parents, and of people in their community. Socioeconomic status (SES) can be defined as the individual's place within a social group based on various factors like income, education, and so forth. It makes sense that shortage of adequate financial support and necessary learning materials would be an obstacle to proper schooling on the one hand and might lead to poor motivation on the other. Also, parents' education levels might be expected to be a significant influence on students' attitudes and motivation which has been shown to be related to levels of parental encouragement (Coletta, Clement, & Edwards, 1983; Skehan, 1989; Gardner et al, 1976).

The question of how age affects second language acquisition has also motivated a great deal of interest among researchers. Earlier research investigating this relationship has primarily focused on testing Lenneberg's (1967) Critical Period Hypothesis which hypothesized the existence of a critical period when brain lateralization (a process by which the two sides of the brain develop specialized functions) is completed, making post-adolescent language acquisition more difficult. The critical period studies usually focused on child-adult comparisons, especially with respect to oral skills, and suggested that younger learners within the critical period should be superior learners. On the other hand, it has also been argued that older learners have an advantage in cognitive maturity, which gives them more strategies for acquiring a new language (Ausebel, 1964; Burstall, et al., 1974; Cummins, 1981; Ehrman and Oxford, 1995). According to Ehrman and Oxford (1995), younger students are more likely to attain fluency, whereas older students are more able to figure out and apply grammatical rules and to bring their previous experiences into the foreign language learning context. Although research on age primarily centers on critical hypothesis period and comparisons among younger learners and adults, taken from the maturational perspective, the age differences

among learners of more or less similar age groups is also likely to account for differentials in outcomes.

It is generally accepted that sex, or gender, can have a significant impact on how students learn a foreign language. Findings of several studies suggest that girls are substantially better second language learners than are boys. For example, Oxford et al. (1993) reported that females scored higher means than the males in a language class of Japanese students. In another study, Politzer (1983) reported that female students made more varied and frequent use of social learning strategies. Similarly, a study by Oxford and Nyikos (1989) suggested that females used various cognitive, general study, and conversational input elicitation strategies more often than males.

Reasons for language learning differences due to gender are attributed to neurolinguistic, such as lateral differences in male and female brains, social or cultural factors, such as women's desire to conform to socially appropriate norms, or attitudinal factors, such as differences in the attitudes of boys and girls toward teachers of the two genders. In general, a common finding of most learner strategy research is that female students seem to employ more learning strategies and/or employ strategies more effectively. If differences between males and females, regardless of their origin, do exist, it also makes sense to hypothesize for this study that gender can be a significant predictor of differentials in language learning outcomes.

Students' background knowledge and former experiences of the foreign language also appear to be significant factors in their current learning. It is possible to assume that the extent and type of prior experiences of students learning a foreign language in a formal instructional context would be related to their later affective and cognitive language learning outcomes.

Prior high school experience with foreign language has been found to be one of the significant predictors of foreign language anxiety (Onwuegbuzie, Bailey, & Daley, 2000; Horwitz, Horwitz, & Cope, 1986) suggesting that students who had not taken any high school foreign language classes had higher levels of anxiety than did their more language-experienced counterparts. In this respect, prior exposure to foreign language instruction seems to relate to foreign language achievement via language anxiety which activates affective filters (Krashen, 1981) and thereby makes students unreceptive to language input. It also makes sense to assume that students

would learn more effectively when they already know something about the target language and when concepts mean something to them and to their language learning background. Supporting this view, Krashen, Seliger, and Hartnett (1974) and Krashen and Seliger (1975), suggest associations between previous formal instruction and higher proficiency in second language learning. Thus, previous formal exposure to English is expected to relate to several affective and cognitive aspects of foreign language learning which may in turn affect the attainment of English proficiency.

The three broad classes of factors (affective, cognitive, and demographic) briefly mentioned above have been approached by researchers from various perspectives in different cultural and educational contexts. However, little emphasis appears to have been given to the simultaneous examination of these factors. As Gardner et al. (1997) point out, much of the previous research have investigated these variables in isolation, rather than simultaneously, which lacked a clear picture of possible relationships. It is possible that most of these variables overlap and interact and that it is likely to get a distorted picture of relationships if these variables are investigated in isolation from others. Therefore, more powerful multivariate analyses, rather than simple correlations, are needed to examine relationships among such variables. Multivariate techniques which investigate all the variables concurrently in the presence of other variables enable the researcher to have a better understanding of the individual contribution of a single variable with respect to an outcome measure.

Also, most of the assessment and research rely heavily and sometimes exclusively on academic achievement criteria, in that way promoting such achievement above other learning outcomes. However, given the recent emphasis on communicative aspects of second language teaching and evaluation, formative evaluation procedures emphasizing the consideration of the learners' active involvement in the learning process appears to be a valuable means to learning and a worthwhile end in itself. In this sense, it seems prudent to include several formative measures like student classroom participation and study habits (or any other valued learning behavior) as outcomes, along with the more traditional summative achievement measures. Different patterns of correlations of the predictor variables to

several outcome measures might enable comparisons across different models and provide greater insights into such relationships.

In addition to the focus on the learners' individual characteristics (affective, cognitive, and demographic considerations) it is also important to take account of several aspects of the classroom environment in which learning takes place. The role of the classroom environment in influencing learning outcomes has been addressed by many researchers (e.g., Fraser, 1986; Haertel, Walberg & Haertel, 1981; McRobbie & Fraser, 1993; Moos, 1980).

Much of the research on the affective domain of second language acquisition emphasizes the importance of creating a facilitative, comfortable classroom climate in which students are motivated and encouraged to learn effectively. Krashen (1985) points to the advantages of an affectively positive classroom environment in lowering affective filters so that comprehensible input can be acquired by the students. Sano et al. (1984) assert that meaningful learning and the creative use of English is fostered through a "non-threatening environment" which is characterized by "warm-hearted" interaction between teachers and learners, as well as among learners themselves.

Given the importance of affective variables in L2 learning, a comfortable, low-anxiety classroom environment plays a central role in reducing students' inhibitions and thereby increasing student participation. It makes sense to assume that it is by and large the teacher's responsibility, among other things, to create such an environment. Reid (1999) points to the importance of the teachers' responsibility to "provide the scaffolding for more effective and efficient learning" by attending to affective relationships in the classroom. It is important that the teacher organizes and manages the classroom as a supportive learning environment by establishing a relationship of mutual trust and respect with the learners (Legutke and Thomas 1991; Sano et al. 1984). It, thus, becomes clear that social interactions in the classroom environment is an important means, as well as an end on its own, to involve students in the learning process, especially as far as attitudinal outcomes are concerned.

Furthermore, several organizational influences of the teacher on the classroom environment, such as instructional and classroom management practices, are likely to be potentially important variables, especially in shaping the cognitive outcomes, and should be juxtaposed to the psychosocial domain. Regarding such

teacher influences on the learning environment to enable effective student learning it is suggested that achievement is maximized when teachers emphasize instruction as their basic role, expect students to master the curriculum, and allocate most available time to academic activities (Brophy & Good, 1986; Fisher et al, 1980). In addition, teachers as effective classroom managers are able to establish learning environments which are conducive to effective instruction (Brophy, 1986; Doyle, 1986). Thus, the extent to which the classroom environment is structured and organized is likely to be a significant determinant of learning outcomes through getting students to engage in tasks.

Another important, yet overlooked, aspect is the nature of physical conditions and of course-related materials, which need to be taken into consideration within the framework of the classroom environment. It is generally accepted that a safe, clean, comfortable and attractive classroom can stimulate learning and help build a classroom community (Fraser, 1986; Ames, 1992; Taylor, 1993). The maintenance of a proper physical environment is an important educational issue and the failure to afford an optimum physical environment in such physical considerations as seating arrangements, heating, ventilation, and lighting may divert students from their primary learning tasks and thereby undermine the quality of the learning environment. Defects in such physical attributes of the classroom environment may also lead to a collective discomfort, which reveals itself at a psychosocial level among students.

Learning materials used in classes can also be a significant aspect of the classroom environment as such that the extent to which students are satisfied with the materials in meeting their affective and cognitive needs, can be a significant determinant of their attitudes and motivation towards learning, which may in turn affect the learning outcomes. Given that the textbooks and the supplementary materials used in a course are an essential part of the curriculum and much of the work done in classes are centered around them (Allwright, 1990; Littlejohn and Windeatt, 1989), students' perceptions regarding these materials should also account for how students respond to the classroom environment. It is, therefore, important to take into consideration the students' responses to the course-related materials as a complementary aspect of the classroom environment.

Thus, the joint consideration of the psycho-social, instructional/managerial, physical, and course-related materials dimensions of the classroom environment has the potential to present a clearer picture of their unique contributions to the learning outcomes, as well as showing possible interactions among these dimensions themselves.

Fraser (1986) states that classroom environment variables account for a significant portion of variance in cognitive and attitudinal learning outcomes, often over and above various student characteristics such as pretest performance, general ability or both. This implies that when relevant cognitive characteristics of students are statistically controlled for, classroom environment variables appear to be better predictors of learning outcomes. It can be assumed that when the affective and demographic student characteristics are also taken into account along with cognitive characteristics, greater variability in outcomes as a function of classroom environment variables is likely to be accounted for.

Thus, using greater number of variables and utilizing multivariate statistical techniques which enable investigation of the unique contribution of each variable in the presence of other relevant factors, it might be possible to identify the truly important factors in predicting the outcomes. Also, inclusion of several outcome measures, rather than a single one, may be a better indicator of the role of different classes of predictor variables, as well as of each individual predictor, and enable comparisons across different models.

As the current body of research indicates, numerous studies have been conducted to examine a multitude of affective, cognitive, personality, and demographic factors that are likely to affect second language learning outcomes. Much of this research, however, have investigated these variables in isolation rather than simultaneously which lacked a clear picture of possible relationships (Gardner et al., 1997). Furthermore, while there are many discussions in the literature focusing on individual student characteristics, little emphasis appears to have been given to the simultaneous examination of the roles of individual student characteristics and students' experiences of contextual factors in predicting foreign language outcomes.

Also, restriction of past research mainly to the English as a Second Language (ESL) contexts and the cultural milieu of the western society raises the issue of generalizability of the findings and calls for further research in various other

educational and cultural settings. This consideration is especially important in determining the relevance and applicability of the conceptual definitions of variables, and the operational definitions associated with them, to the cultural and educational context of a given research setting.

Despite the growing recognition of the complexity of relationships in foreign language learning and the need for further research on larger scales, the present state of knowledge in this field, especially in Turkey, is limited and needs to be expanded. Due to lack of sufficient empirical research base from which to derive pedagogical implications, the various aspects of student characteristics and contextual factors usually seem to be ignored or treated on the basis of preconceived notions and stereotypes by teachers and program designers/coordinators. This makes it difficult to gauge the underlying reasons of success or failure in a foreign language program. Demonstration of the roles of these potentially important variables in predicting outcomes may provide useful insights in understanding this complex phenomenon and identifying potential problems and means of dealing with them.

In light of the above considerations, the present study introduces a research design in order to investigate the contributions of several variables concerning individual student characteristics (affective, cognitive, and demographic dimensions) and classroom environment (psychosocial, instructional/managerial, physical, and course-related materials dimensions) in predicting three measures of language learning outcomes (class participation, study habits, and English achievement). It is intended to extend previous research and contribute to the body of literature by examining further the roles of these potentially important variables in accounting for foreign language outcomes in the preparatory school context of a Turkish university.

Purpose of the Study

The purpose of this study is to explore the contributions of several entering characteristics and classroom environment experiences of English preparatory class students at Erciyes University on their language learning outcomes. The “Input-Context-Outcome” research model, which was adapted from Astin (1984), has been proposed as a framework for investigating students’ affective, cognitive and

demographic characteristics (input variables/entering characteristics), and their classroom environment experiences that occur during the process of instruction (context variables) in relation to class participation, study habits, and English achievement criteria (outcome variables).

The variables included within the Input category of the research design represent the entering characteristics of students which have been gathered prior to instruction. In other words, the input variables are what students bring with them into the instructional setting. The variables in the context category, on the other hand, represent what students experience within the classroom environment they happen to be in during the process of instruction. The outcome variables are the criterion variables which consist of formative and summative measures gathered during and at the end of the instructional period.

Table 1
The Variables in the Study

INPUT (Affective, Cognitive, and Demographic Student Characteristics)	
1.	Speaking anxiety (<i>Fear and apprehension of situations requiring students to speak English in class</i>)
2.	Effort/Motivation (<i>Effort shown by students to study English in school and outside school contexts</i>)
3.	Interest in English (<i>Interest in and enjoyment gained from learning English</i>)
4.	Value attached to English (<i>Educational, personal, and practical usefulness attached to learning English</i>)
5.	English self-concept (<i>Students' perceptions of their capabilities for learning English</i>)
6.	UEE (ÖSS) scores (<i>Students' quantitative scores on the 2001 University Entrance Exam</i>)
7.	Mother's education
8.	Father's education
9.	Exposure to English (<i>Whether student has previously attended English preparatory classes</i>)
10.	Residence (<i>Whether student lives with their family</i>)
11.	Age
12.	Gender
CONTEXT (Classroom Environment)	
13.	Teacher Support (<i>Amount of help, concern, and friendship the teacher shows to students</i>)
14.	Student Cohesiveness (<i>Nature of relationships and cooperation among students</i>)
15.	Involvement (<i>Extent to which students have attentive interest and are involved in classroom activities</i>)
16.	Task Orientation and Organization (<i>Degree of importance given by the teacher to the completion of specified objectives and tasks and degree to which classroom activities are planned and organized</i>)
17.	Class Order (<i>Degree to which order and discipline is maintained in the classroom</i>)
18.	Physical Conditions (<i>Degree to which the classroom is a well-organized, comfortable, clean, and attractive physical environment</i>)
19.	Satisfaction with Course-related Materials (<i>Degree to which students are satisfied with the coursebooks and its components- workbooks, audio cassettes, and supplementary hand-outs- in meeting their perceived needs and expectations</i>)
OUTCOME	
20.	Class Participation (<i>Degree to which students participate in classroom activities and tasks</i>)
21.	Study Habits (<i>Degree to which students have appropriate study habits/behaviors outside class</i>)
22.	English Achievement (<i>Students' average scores on the four monthly exams administered by the testing unit of EUSFL in the first semester of the Academic Year, 2001-2002</i>)

The variables included in the research design within the framework of the “Input-Context-Outcome” model are presented in Figure 1. The identification of the subdimensions and operational definitions of some of the variables have been based on theoretical insights gained from related literature, as well as previous pilot studies which were carried out within the research setting of the study.

The basic question underlying this research is concerned with the relative importance of the two broad classes of predictor variables (entering student characteristics-Input and classroom environment-Context variables) in predicting each of the three language learning outcomes. In other words, the relative importance, in relation to the three outcomes, of what students bring with them to the instructional setting (individual student characteristics-input) and what takes place during instruction (classroom environment-context) is compared and contrasted. In addition, the unique contribution of each individual variable in the presence of other variables in relation to each of the outcome measures is investigated.

Thus, for the purposes of this study following research questions have been formulated:

1. How well do the entering student characteristics variables (input variables) predict each of the outcome variables?
2. What are the unique contributions of each of the entering student characteristics variables (input variables) to the prediction of each of the outcome variables?
3. How well do the classroom environment variables (context variables) predict each of the outcome variables?
4. What are the unique contributions of each of the classroom environment variables (context variables) to the prediction of each of the outcome variables?
5. How well do the classroom environment variables (context variables) predict each of the outcome variables controlling for entering student characteristics variables (input variables)?

6. What are the unique contributions of each the classroom environment variables (context variables) to the prediction of each of the outcome variables controlling for entering student characteristics variables (input variables)?
7. How well do the entering student characteristics (input variables) and classroom environment variables (context variables) predict each of the outcome variables?
8. What are the unique contributions of each of the entering student characteristics variables (input variables) and classroom environment variables (context variables) to the prediction of each of the outcome variables?

Significance of the Study

This study aims to contribute to the foreign language learning literature by investigating how students' cognitive, affective, and demographic characteristics that they bring with them to the instructional setting (input) and their environmental experiences that occur during the process of instruction (context) relate to their language learning outcomes in the educational setting of Erciyes University School of Foreign Languages, in Turkey.

The proposed Input-Context-Outcome model and the analyses lend the structure of this query a somewhat distinct research perspective. Although there are studies, which investigated several variables similar to those of the present study in relation to foreign language learning outcomes, the current research includes greater number of variables combined in a single study. Also, the predictor variables are classified into two broad categories (Input and Context) and are analyzed concurrently in such a way to provide insights into the roles of what students possess in terms of affective, cognitive, and demographic characteristics prior to instruction and what takes place during instruction within the classroom environment.

The rationale underlying this design is the basic assumption that discerning and understanding the distinct contributions of input and context variables in predicting foreign language outcomes may provide more in depth theoretical

insights, as well as practical implications for planning/designing and evaluating instructional and curricular activities within the research setting of this study and in similar preparatory school contexts. For example, identifying variations in outcome measures which may be attributable to certain components of input or context variables might provide a basis for considering instructional and curricular activities targeted to solving problematic issues in these particular areas. Although the cognitive and demographic characteristics of students cannot be manipulated, certain attitudinal/motivational, instructional, environmental, and study-related factors can be adjusted and fostered within the school system on the basis of data obtained through such evaluation activities.

Thus, in addition to its theoretical contribution to the literature, this research activity also provides an assessment model for future research directions for the simultaneous examination of students' background (entering) characteristics and context-related factors in accounting for language learning outcomes in similar English preparatory school contexts. It may also be possible to apply this research model to other settings and subject matter areas using different variables.

Definition of Terms

This section provides definitions of some of the key terms that may need further clarification.

English as a Foreign Language (EFL): Situations where English is taught to persons living in non-English speaking environments. Students, who typically speak the same native language, have exposure to English usually as a school subject in the confines of classroom settings (e.g., English in Japan, German in Turkey).

English as a Second Language (ESL): An educational approach in which English language learners are instructed in the use of the English language (as opposed to content) with little or no use of the native language. Students, who often come from various native language backgrounds, practice English, after class hours, to function

in the target language community. For the purposes of this study the terms ESL and EFL are used interchangeably unless the distinction is specifically emphasized.

Language Acquisition versus Language Learning: According to Krashen's (1981) definition language acquisition is a natural, subconscious, and implicit process of mentally constructing the system of the target language. This process takes place through meaningful use of the language in low-stress environments, where the learner is presented with comprehensible input. Language learning, on the other hand, as Krashen claims, is a conscious and explicit process of memorizing forms and rules of the target language. In this process, which usually takes place in controlled classroom situations, the students monitor for correct use of these forms and rules that results in "knowing about" language.

Input-Context-Outcome: The research framework of the study which was adapted from Astin (1994). It basically aims at investigating the effects of various aspects of the learning environment on learning outcomes by controlling for the effects of various entering student characteristics. For the purposes of this study the input variables domain consists of affective, cognitive, and demographic entering student characteristics. The context variables domain comprises psychosocial, instructional/managerial, physical, and course-related materials aspects of the classroom environment whose effects are explored in relation to the outcome domain; class participation, study habits, and English achievement criterion variables.

Entering Student Characteristics: Used interchangeably with Input variables. They are several affective, cognitive, and demographic characteristics that students bring into the educational setting and are assessed prior to instruction.

Affective Student Characteristics: Characteristics associated with students' feelings, emotions, and attitudes towards learning in general. In this study they consist of motivation, which is further broken down into effort, interest, and value subdimensions, self-concept, and speaking anxiety. They make up one of the overall components of the input (entering) student characteristics.

Cognitive Student Characteristics: Characteristics associated with how students think, process information, their intellectual capabilities, levels of development, and learning styles. In line with the purposes of this study, students' *overall academic achievement* level, which is operationalized through students' scores on the University Entrance Exam, is considered as a cognitive entering student characteristic.

Demographic Student Characteristics: They are several biographical, background, and circumstantial variables that are likely to influence learning outcomes. In this study they consist of *age, gender, parents' level of education, exposure to English* (whether student has previously taken English preparatory class), and *student residence* (whether student lives with their family).

Context Variables: Students' perceptions of various aspects of the school and/or classroom environment during instruction which may potentially influence how and what they learn. In this study they are focused on students' experiences of the *psychosocial, instructional/managerial, physical, and course-related materials* aspects of the classroom environment.

Classroom Environment: It basically refers to characteristics of the setting in which instruction takes place. It is the perceptions of the students and sometimes the teachers who experience that environment (Fraser, 1986). In this study it is used interchangeably with Context Variables.

The Psychosocial Aspect of the Classroom Environment: It is generally concerned with students' perceptions of the nature of interactions between the students and the teacher and the students among themselves. For the purposes of this study it consists of two subdimensions: *teacher supportiveness* and *student cohesiveness*.

The Instructional/Managerial Aspect of the Classroom Environment: It refers to several organizational influences of the teacher on the classroom environment with

respect to several instructional and classroom management-related practices. In this study this aspect consists of *student involvement*, *task orientation and organization*, and *class order* subdimensions.

The Physical Aspect of the Classroom Environment: The physical conditions of the classrooms that students experience like heating, lighting, ventilation, seating arrangements, level of comfort, etc. The current study focuses on such qualities as comfort, organization, spaciousness, cleanliness, and overall attractiveness of classrooms in its definition of the physical environment construct.

The Course Related Materials Aspect of the Classroom Environment: It is concerned with the degree of *student satisfaction with course materials*. For the purposes of this study it specifically focuses on the extent to which students are satisfied with the main coursebooks and the supplementary materials in meeting their needs and expectations.

Learning Outcomes: In line with the research framework of the study they are the products which are hypothesized to be shaped by students' entering characteristics and their experiences of the classroom environment. They consist of *class participation*, *study habits*, and *English achievement* measures.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to investigate the contributions of several affective, cognitive, and demographic entering characteristics of EFL students at EUSFL prior to instruction and their perceptions of several psycho-social, instructional/managerial, physical, and course-related materials aspects of the classroom environment during instruction in predicting subsequent class participation, study habits, and English achievement outcomes. In line with purposes of this study, this chapter presents a review of the relevant literature, which highlights the importance of several student characteristics and classroom environment variables in relation to various language learning outcomes.

Student Characteristics

Research into second language acquisition (SLA) has witnessed an ever-growing number of empirical studies that touched upon various linguistic, cognitive, affective, demographic, and situational aspects of second/foreign language learning. Although the pragmatic usefulness of the results of SLA research in actual second/foreign language teaching has been a questionable issue (e.g. Krashen, 1982; Hughes, 1983; Lightbown, 1985; Klein, 1986), there is a general agreement among researchers (e.g. Cook 1978; Ellis, 1985) as to the worthiness of the research results as a guideline for second/foreign language teachers.

In their efforts to explain the complex phenomenon of second/foreign language learning, researchers have mainly focused on such student variables as foreign language aptitude (Carroll, 1962), attitude and motivation (Gardner & Lambert, 1972; Gardner, 1985), anxiety (Horwitz, Horwitz, & Cope, 1986), learning styles and strategies (Oxford, 1990), and personality variables (Ehrman, 1990). However, no clear and consistent patterns of relationships have been established so far due to lack of research investigating all these variables simultaneously (Gardner,

Tremblay, and Masgoret, 1997). This is at large due to the fact that most of the research involves simple correlations between a single variable and an outcome, which is far from fully illuminating the interrelated learning processes as most of the variables overlap and interact. Therefore, the results are likely to present a hazy picture if one factor is investigated in isolation from others. As Seliger (1984) contends:

While many characteristics have been related correlationally to language achievement, we have no mechanism for deciding which of the phenomena described or reported to be carried out by the learner are in fact those that lead to language acquisition (p. 37).

Hence, such concerns warrant closer and more widespread investigation. It is obvious that more powerful multivariate analyses are required to fully illustrate relationships among variables.

Cognitive Student Characteristics

In the field of SLA research, the cognitive domain is basically concerned with how individuals think, their intellectual capabilities, level of development, and preferred learning styles. In general, the cognitive domain of SLA research considers second language learning as a complex skill primarily concerned with the processing of information (Ellis, 1990) and the level of success depends on cognitive developmental stages, and linguistic and nonlinguistic abilities (Berman, 1987). Some of the related concepts include: aptitude, intelligence, memory, study skills, learning styles, and cognitive learning strategies. The affective domain, on the other hand, focuses on the processes of feeling and responding and includes factors like attitudes, motivation, language anxiety, self-confidence, empathy, and various personality traits.

The influence of cognitive variables on second language acquisition theories, and on the development of second language instruction, has always been a subject of major interest to both SLA researchers and those involved in second language pedagogy (O'Malley, Chamot & Walker 1987, Bialystock, 1988). While the

cognitive domain of SLA has been dealt with extensively, the affective domain has been ignored until the last few decades.

A cognitive variable, which has received considerable attention over the last fifty years, is foreign language aptitude. The language aptitude tests like Modern Language Aptitude Test (Carroll and Sapon, 1959), Elementary Modern Language Aptitude Test (Carroll and Sapon, 1967), Language Aptitude Battery (Pimsleur, 1966), as well as the underlying theories of aptitude, have been influential on SLA research to this day. These measures of aptitude are basically comprised of three major cognitive abilities: phonetic coding ability (ability to analyze and identify distinct sounds), grammatical sensitivity (ability to distinguish the grammatical function of words or linguistic structures in sentences), and rote learning ability (ability to apply their memory to the foreign language situation). They have been validated in a number of studies which were consistently found to predict second language achievement (Carroll, 1963, 1981, 1990; Pimsleur, 1963, 1966; Gardner, Clément, Smythe, and Smythe, 1977; Sasaki, 1993; Skehan, 1989; Edwards, Wells, and Wesche, 1982; Robinson, 1996).

Although some researchers have questioned the existence of an innate language aptitude (Neufeld, 1979) and that it shares common characteristics with overall aptitude or intelligence (Oller, 1979), a general suggestion of most research is that foreign language aptitude is different from intelligence, especially as far as speech related and communicative functions of language are concerned. On the other hand, traditional intelligence (IQ) scores have been suggested to relate to performance on the more formal aspects of language like reading and writing of academic material and performance in tests of structural knowledge (Genesee, 1976; Gardner, 1983; Oller, 1981). Similarly, this kind of achievement appears to be related to grammatical sensitivity and rote learning ability aspects of language aptitude, hence also suggesting relationships with IQ. However, due to scarcity of quantitative research in the literature that directly addresses a relationship between general intelligence and second language outcomes, the exact nature of such relationships is unclear.

Intelligence has also gone through some reconceptualization in recent years, providing new perspectives to cognitive domain of second language acquisition research. While previous studies have generally pointed to the importance of

measures of overall academic intelligence in predicting differentials in language learning success, it is now accepted that multiple intelligences (Gardner, 1993), rather than a single type of intelligence, underlie abilities in a variety of domains. Gardner (1993) argues that “intelligence is not a single trait, but a wide range of aptitudes derived from more than one discipline” (p.59). These intelligences are: verbal/linguistic, logical/mathematical, musical/rhythmic, visual/spatial, bodily/kinesthetic, intrapersonal/introspective, interpersonal/social, and naturalist. Gardner also emphasizes that rather than being innate and fixed entities, intelligence is something that may be developed.

Of particular relevance to second language acquisition appears to be the verbal/linguistic intelligence. While several intelligence types are likely to interact and overlap, it is also possible, as Oller (1981) argues, that verbal ability may be the very foundation of intellectual development. The implications of Oller’s hypothesis, which draws on studies in genetics and neurology, suggest a link between first and second language. Regarding this issue, the transfer of the learner’s cognitive abilities in their native language (L1) to the learning of the target language (L2) has been another main focus of research in the cognitive domain of SLA. Cummins (1982) refers to the language needed for academic success as cognitive academic language proficiency (CALP). This type of proficiency is related to cognitive skills and conceptual knowledge, and can be transferred from the native language to the target language (Cummins, 2000; Snow and Hoefnagel, 1997; Hakuta, 1986; Ramirez, 1992; Thomas and Collier, 1997). Drawing on their linguistic coding deficit hypothesis (LCDH), Sparks and Ganschow (1991, 1993a, 1993b) attribute differences between low-achieving and high-achieving second language college students to their native language learning difficulties and language aptitude, especially in mastering the structural aspects of the target language. Similarly, Snow and Hoefnagel (1997) claim that older students outperform their younger counterparts in second language learning due to higher levels of cognitive maturity they have developed in their first language.

Thus, considering that students with native language deficits tend to have lower levels of overall academic achievement than do their counterparts, there is enough reason to believe that other measures which can differentiate low and high-achieving students can also prove to be valid measures of second language

achievement. In line with this contention, a limited number of studies have used several overall academic achievement measures as cognitive predictors of second/foreign language outcomes. In one study, using a sample of 184 university students, Onwuegbuzie, et al. (2000) found that GPA, among other affective and demographic characteristics, was the most significant predictor of foreign language achievement which was operationalized through students' averaged grades in Spanish, French, German, and Japanese as foreign language courses. In an earlier study Prapphal and Oller (1982), using 528 university students in Taiwan as subjects, reported that high school GPA accounted for most of the variance in foreign language achievement based on English cloze tests and the Michigan Test of English Proficiency. In a study conducted in a secondary school setting, Hart (1993) investigated the relationship between intelligence, or more specifically students' high school entrance exam scores, and achievement in English as a foreign language. He found that math and language components were the most significantly correlated predictors of subsequent achievement. An interesting finding in his study was that IQ scores appeared to play the least important role in predicting student's foreign language achievement. This finding suggests that measures of overall academic achievement like language and math ability, in practice, are probably better predictors of such achievement than an overall measure of intelligence quotient.

Although it is not directly pertinent to the present investigation, a study which was carried out by Begik (1997) is also noteworthy of mention here. This study investigated the contributions of several ability, personality, and attitudinal factors along with high school achievement scores, and Student Selection Examination (ÖSS) scores in explaining achievement levels of students of various departments in a Turkish university. The findings indicated that, following several personality and attitudinal variables, high school achievement scores and ÖSS scores, though to considerably lesser degrees of importance, were also significant predictors of achievement.

Despite the inconclusive nature of theoretical discussions and the paucity of research to enable conclusions or generalizations, the aptitude or intelligence-related aspects of SLA research are definitely an important dimension to the consideration of cognitive student characteristics. In the current study, the cognitive dimension of student characteristics is represented through quantitative composite scores of

students on the University Entrance Exam (ÖSS). It is assumed that, among other relevant affective, demographic, and classroom environment variables, this variable (interchangeably labeled as Overall Academic Achievement) might be a potential predictor of the class participation, study habits, and English achievement outcomes of the study. Having conveyed a general theoretical framework and a review of a few relevant studies regarding the cognitive domain, an account of the affective considerations pertaining to student characteristics are presented below.

Affective Student Characteristics

With the development of the humanistic psychology, which adopted a holistic approach to learners, there has been a growing interest in the feelings and emotions of the learners as potential factors for predicting success in second/foreign language learning. There seems to be a general consensus among scholars that the intricate process of language learning cannot be adequately explained by attending to cognitive or non-affective variables alone. In fact, according to Stern (1983), affective aspects of L2 learning may be even more important than the cognitive aspects.

Among various affective variables, students' attitudes, motivation, anxiety, and self-concept have been considered as key factors. In his Affective Filter Hypothesis Krashen (1982) claims that motivation, self-confidence, and anxiety are substantially important factors which act as barriers or bridges to the 'acquisition' of a new language. Krashen makes a distinction between 'learning' and 'acquisition'. Acquisition is a subconscious process very similar to the process children undergo when they acquire their native language. It requires meaningful and natural interaction in the target language in which speakers are concentrated not in the form of their utterances, but in the communicative act. Learning is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen, acquisition is more important than learning. He claims that if students have high self-esteem, they are more likely to view themselves as capable learners and, as a result, will have a greater probability of taking risks. If students are

motivated to learn, they are more focused on communication and inclined to take risks. If the level of anxiety is high, they are more likely to focus on forms and rules, rather than communication.

The relationship between motivation and language learning success has been a major focus of SLA research. Gardner and Lambert (1972) have been particularly influential in introducing the concepts of attitudes and motivation as predictors of success in second language learning. Gardner (1985) defines motivation as consisting of effort, desire to achieve the goal of learning, and favorable attitudes towards learning the language. The Attitude/Motivation Test Battery (AMTB), developed by Gardner and his colleagues (Gardner and Smythe, 1981), assesses motivation with respect to the goal for which the L2 is learned, the learner's interest and desire to learn the language, the intensity with which it is learned, and the attitudes towards learning the language and the target culture.

Although students may be equally motivated to perform a task, the sources of their motivation may vary. In their socio-educational model of second language learning Gardner and Lambert (1972) have made a distinction between 'integrative motivation', which occurs when the learner wishes to identify with the culture of the target language, and 'instrumental motivation', which occurs when motivation arises from external goals, such as passing exams, financial rewards, or furthering a career. Gardner and Lambert argued that integrative orientation caused higher proficiency than did instrumental motivation.

Earlier studies of motivation have generally verified the superiority of integrative motivation over instrumental motivation in predicting achievement. Gardner and Lambert (1959), using 75 eleventh-grade high school students in Montreal, reported integrative motivation to be a stronger predictor of French achievement than instrumental motivation. In a follow-up study with 83 tenth-grade students of French, Gardner (1960) similarly found that the integrative motivation was important, especially for the development of communicative skills. He also concluded that aptitude was another important factor in the acquisition of second language skills acquired by means of direct instruction. Furthermore, Gardner, Smythe, Clement, and Glikzman (1976) confirmed the importance of integrative motivation in grades 7 to 11 French classes in Montreal. They found that measures of integrative motivation tended to correlate more highly with students' speech

measures than with grades. Also, integrative motivation was a better predictor of French proficiency than was instrumental motivation. Naiman, Fröhlich, Stern, and Todesco (1978) also suggested that students identified as integratively motivated were more willing to participate in foreign language classes.

On the other hand, later research carried out in different cultural and educational settings by and large suggested the otherwise or inconclusive findings (Chihara and Oller, 1978; Dörnyei, 1990; Au, 1988; Oller, Baca, and Vigil, 1977; Clément and Kruidenier, 1983; Crookes & Schmidt, 1991; Ely, 1986; Kraemer, 1993; Lukmani, 1972; Muchnick & Wolfe, 1982). For example, in a study with 337 American high school students of Spanish, Muchnick and Wolfe (1982) could not distinguish students' motivation as either integrative or instrumental. Lukmani (1972), who used Marathi-speaking high school students learning English in India as subjects, found that their source of motivation to learn the language was mainly instrumental and this type of motivation correlated significantly with their achievement measures. Oller, Baca and Vigil (1977) in their research with Mexican women living in the United States found that instrumentally motivated learners scored highest on the proficiency test. Baştürkmen (1990), in a study carried out with Turkish university freshman students of EFL, found that students' motivational orientations were mainly instrumental than integrative. Similarly, Dörnyei (1990), in a study with Hungarian students, noted that learners with a high level of instrumental motivation and need for achievement were more likely than others to attain an intermediate level of proficiency.

The main argument against Gardner's theory is that the integrative and instrumental orientations of students are difficult to pin down and not clearly distinguishable. Clément and Kruidenier (1983) warn against the ambiguity in Gardner's definition of motivation and state that contextual factors such as ethnicity, milieu, and the target language need to be taken into consideration when carrying out research into motivation and attitudes. As Muchnick and Wolfe (1982) argue, Gardner's distinction tends to be applicable only in settings like bi-lingual Canada, where conditions might be such that integrative motives are more powerful. Unlike ESL situations, in-class motivation in EFL situations may involve several other non-social factors, which raises the question of whether this conceptualization actually captures the full spectrum of student motivation. As Brown (1996) contents, perhaps,

these two types of motivation are not necessarily mutually exclusive and that most situations may involve a combination of the two types of motivation.

Another classification of motivation in theories of educational psychology is the distinction between intrinsic and extrinsic motivation proposed by Deci and Ryan (1985), which, as Brown (1996) states, seems to be more easily identified and more applicable to EFL contexts than the integrative-instrumental continuum. Much in the same way as instrumental motivation has often been construed as detrimental or opposed to integrative motivation, extrinsic and intrinsic motives are also frequently perceived as being in an antagonistic relationship. Brown (1996) argues that intrinsic motivation - involvement with the activity to receive enjoyment, and internally rewarding consequences from it - is a much more significant source of learning energy than extrinsic motivation- involvement with the activity in anticipation of extrinsic rewards such as, money, prizes, grades, and so forth.

Research on intrinsic-extrinsic motivation supports the superiority of intrinsic motivation over extrinsic motivation (Crookes and Schmidt, 1991). However, research also suggests that the two can interact positively when combined with sufficient amounts of self-determination on part of the individual (Dörnyei, 1994, 1998). In a study, Noels, Clément, and Pelletier (1999) looked at the connection between intrinsic motivation and whether learners had autonomy and received useful feedback. Their study revealed that intrinsic motivation was related to greater language success, greater motivational intensity, greater perceived competence, and less anxiety, and that learners whose teachers were restraining and permitting them little autonomy were less intrinsically motivated.

Although Gardner opposes (1996) views that associate integrative-instrumental motivation with intrinsic-extrinsic motivation since, as he claims, doing so would underestimate the influence of community on motivation, there seems to be several analogies between the two distinctions. Pointing to the similarity between integrative and intrinsic motivation, Schmidt, Boraie, and Kassabgy (1996) state that intrinsic and extrinsic motivation bear resemblances to integrative and instrumental motivation, but are not identical with them in that the integrative and the instrumental motives are actually extrinsic since both of them aim at reaching goals. They also point out that intrinsic and integrative motivation differ such that learners who learn a language in order to relate with native speakers may not enjoy learning

it, while someone with no integrative goal may still learn a language because of the pleasure found in doing so.

The integrative/instrumental and intrinsic/extrinsic approaches have been influential in motivation research until recently. In an effort to broaden the narrow and rigid concept of motivation, Dörnyei (1994) proposed a more eclectic and comprehensive construct drawing on concepts like self-determination, attribution theory, learned helplessness, self-efficacy theory, and the need for achievement. Also acknowledging the basic principles of previous motivation theories, he introduced a somewhat more educational perspective which consisted of a three-level model: language level, learner level, and situation level with further subcomponents under each level as summarized in Table 2. Dörnyei's model apparently provides a more in-depth approach to the construct of motivation and has implications as far as the practice of classroom L2 teaching is concerned.

The definition of language learning motivation and the classification of motivational factors has been one of the central issues of SLA research. Different researchers have reached different conclusions about hypothesized associations depending upon various cultural and educational contexts, verifying the complex and dynamic nature of L2 motivation. All in all, it appears that although the different motivational orientations and the contextual factors remain as central issues of SLA research, it is important that the very essence of motivation, i.e., strength of motivation or the effort expended in reaching the goal (Gardner, 1985), be emphasized perhaps more than the underlying reasons or sources of motivation. Given that it is actually the effort dimension of motivation, regardless of the types of motivational orientations, that leads one to take action to reach a goal, it is important to assess the strength or intensity of motivation in relation to L2 success. Addressing this issue, Ely (1986) asserts that:

It is also important to investigate the strength of that motivation: that is, to distinguish the goal toward which concerted activity is directed and the effort or persistence demonstrated in the process of striving for the goal (p.28).

Along this line of discussion, many researchers have begun to prioritize the "strength of motivation", also including factors which surround and influence learner motivation.

Table 2
Components of Motivation (Dörnyei, 1994)

LANGUAGE LEVEL

Integrative Motivational Subsystem

Instrumental Motivational Subsystem

LEARNER LEVEL

- NEED FOR ACHIEVEMENT
- SELF-CONFIDENCE
 - Language use anxiety
 - Perceived L2 competence
 - Attributions about past experiences
 - Self-efficacy

SITUATION LEVEL

- COURSE-SPECIFIC MOTIVATIONAL COMPONENTS
 - Interest
 - Relevance
 - Expectancy
 - Satisfaction
 - TEACHER-SPECIFIC MOTIVATIONAL COMPONENTS
 - Affiliative drive
 - Authority type
 - Socialization of student motivation
 - Modeling
 - Task presentation
 - Feedback
 - GROUP-SPECIFIC MOTIVATIONAL COMPONENTS
 - Goal-orientedness
 - Norm and reward system
 - Group cohesion
 - Classroom goal structures
-

The concept of motivation used in this study has been identified based on previous pilot studies carried out at EUSFL which suggested three components: ‘effort’ to learn English (extent of effort exerted by students to study English in both formal school contexts and through their individual efforts outside school), ‘interest’ in learning English (extent to which students like and are interested in learning English), and ‘value’ attached to learning English (extent of value attached by students to learning English with respect to its educational, personal, and practical usefulness). The current study adopts a somewhat simple and straightforward definition of motivation in its research design. The conceptualization of motivation does not stem from a specific motivation theory, yet the three components of motivation (interest, value, and effort) identified through factor analyses based on

data from previous pilot studies bear certain resemblances to traditional approaches to motivation.

Gardner (1985) gives a broad definition of motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p.10). The three general components of motivation suggested by Gardner, i.e., effort expended for achieving a goal, a desire to learn the language, and satisfaction with the task of learning the language, appear to have been reflected, though somewhat differently, in the factorial structures of two of the motivation scales used for the purposes of the study. As such, the items in the first component, which was labeled effort, was similar to what Gardner called “effort made for achieving a goal” in his definition. The second component, which was labeled interest, consisted of items representing the “desire to learn the language” and “satisfaction with the task of learning the language” aspects of Gardner’s definition in a single factor. Thus, the two components of motivation used in the current study (effort and interest) are suggestive of Gardner’s broad definition of motivation. In addition to being reminiscent of Gardner’s conceptualization, the interest and value components identified through factor analyses also seem to be in line with the intrinsic/extrinsic orientations proposed by Deci and Ryan. As such, the interest dimension with its items representing enjoyment, satisfaction, and interest is similar to students’ intrinsic orientations. On the other hand, the items in the value component, which primarily focus on practical and pragmatic usefulness of studying English, stand for what Deci and Ryan call extrinsic motivation. Thus, the three components of motivation, together with the other two affective components (speaking anxiety and self-concept), constitute the affective aspects of student characteristics of this research design. An account of the relevant SLA literature regarding anxiety and self-concept is what follows.

An important aspect of the affective domain of SLA research is language learning anxiety. Many learners can experience anxiety in various academic settings. However, one of the subject areas in which anxiety is most conspicuous is second/foreign language learning as students must learn a completely new way to communicate, which can be quite anxiety provoking. Past research have by and large pointed to significantly higher levels of anxiety in language classes as compared to

other academic subjects, supporting the existence of a separate and unique language learning anxiety construct.

Foreign language anxiety has been defined as “the feeling of tension and apprehension specifically associated with second language contexts” (MacIntyre and Gardner, 1994, p. 284). Horwitz, Horwitz, and Cope (1986) state that foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from uniqueness of the language learning process” (p.128). Brown (1996) states that “anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry” (p.141) and it is intertwined with self-esteem, inhibition, and risk taking. The effects of anxiety can contribute to an affective filter, which prevents students from receiving input, which in turn impedes language acquisition in both classroom and outside classroom settings (Krashen, 1980, 1981, 1985; Dulay, Burt, and Krashen, 1982).

To further clarify the definition of foreign language anxiety it is important to distinguish trait anxiety and state anxiety. Trait anxiety is a person’s predisposition to be permanently anxious. In this sense, it is related to one’s personality and cannot be influenced by the contextual factors alone. Therefore, language anxiety should be identified as a form of state anxiety which is experienced in relation to a particular event or act (Brown, 1996). Supporting this view, analysis of anxiety as a situation specific behavior has generally produced more significant results on performance as opposed to when taken as a trait unrelated to specific situations (Gardner, 1985; Horwitz, 1986).

Horwitz, Horwitz, and Cope (1986) identified three types of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The most widespread and also the most relevant to language learning contexts is probably anxiety experienced in communication situations. Foreign language anxiety has also been found in all phases of the language learning process: input, processing, and output. As suggested by Tobias (1986), at the input stage learners can experience apprehension or worry when they are presented with new information, which can lead to loss of concentration and undermine the ability to encode the linguistic stimuli. Anxiety at the processing stage can debilitate cognitive operations and memory processes. Therefore, learners may experience reduced ability to understand messages and learn new vocabulary. At the output stage, anxiety can obstruct the

retrieval of previously learned material and may prevent the students' ability to produce the language.

In addition to its debilitating effects, however, anxiety may also facilitate learning. Facilitative anxiety motivates learners to expend greater effort to reach the goal, while debilitating anxiety hinders successful second language learning (Scovel, 1991). In Bailey's (1990) study, analyses of diaries of French learners suggested that anxiety and competitiveness motivated students to work harder on some occasions (facilitative anxiety), while on other occasions causing avoidance behaviors (debilitating anxiety). Similarly, Chastain (1975) reported that a mild level of anxiety could prove to be advantageous for better test scores. Thus, an optimal level of anxiety can have a motivating effect and may facilitate performance in situations where the increased effort makes up for the reduced productivity of the cognitive processing.

As well as being considered a separate entity, the construct of foreign language anxiety has recently been included within frameworks of theories of attitudes and motivation. In his revised socio-educational model, Gardner (1985) considers situational anxiety as a potentially important variable in explaining learner performance, stating that a model which excludes anxiety would probably be flawed. Similarly in their models of motivation, Clement et al (1994) and Dörnyei (1994) give anxiety a specific focus as a component of self-confidence. Drawing on Dulay and Burt's (1977) affective filter hypothesis, Krashen (1980, 1985) postulates that low anxiety, high self-confidence and positive attitudes trigger a mental device, which enables linguistic input to be used for acquisition.

MacIntyre and Gardner (1991) state that, "anxiety provides some of the highest correlations of attitudes with achievement" (p. 103). Several studies have documented language anxiety as one of the significant predictors of second/foreign language learning, reporting significant negative correlations with attitudinal/motivational variables and several measures of achievement (e.g. Aida, 1994; Horwitz, 1986; Saito & Samimy, 1996; Onwuegbuzie, Bailey, and Daley, 2000). Horwitz (1986), for example, found that higher scores on the FLCAS (Foreign Language Classroom Anxiety Scale) were significantly correlated with lower actual final grades as well as expected grades. Onwuegbuzie, et al. (2000) reported that anxiety was the second best predictor of final achievement grades, following a

measure of overall academic achievement. Crookall and Oxford (1991) also reported associations between anxiety, self-confidence, and risk-taking ability, which were also significantly related to proficiency.

In one study, Ganschow et al. (1994) investigated differences between low, average, and high-anxious college foreign language learners enrolled in an introductory Spanish course in terms of their aptitude and foreign language performance. They reported significantly negative correlations of anxiety (FLCAS) with overall proficiency (averaged course grades) and the foreign language aptitude measure (MLAT). They also stated that foreign language anxiety, rather than being a cause of lower levels of proficiency, was in fact a by-product of lower levels of aptitude, which MacIntyre (1995) criticized as being too simplistic and reducing down the whole concept of anxiety to the status of an undesired side effect.

In another study, Gardner, Smythe, Clément, and Glikzman (1976) reported high negative correlations between French classroom anxiety and achievement tests in eleven of fifteen studies carried out in Canada. MacIntyre and Gardner (1994) examined the language anxiety level felt during the three stages (input, processing, and output) among 97 college students learning French as a Second Language. They found that language anxiety and language proficiency were strongly related in each of the stages. The strength of relationship throughout these stages also seemed to depend on task difficulty. Scott (1986), using Brazilian learners of English as subjects, provided evidence, though slight, for debilitating effects of anxiety on outcomes throughout different stages of both oral and written tests. In their study with 75 university students in introductory Spanish classes Horwitz, Horwitz, and Cope (1991) reported that most of the learners found foreign language learning in classroom situations stressful and that anxiety was typically present in listening and speaking situations. Likewise, Price (1991) who analyzed students' perceptions of anxiety-provoking situations in class, reported that almost all of the students were anxious about having to speak in front of the class, making pronunciation mistakes, and being laughed at. In his study with a class of first and second year Spanish learners, Ely (1986) identified the construct of Language Class Discomfort (an aspect of language anxiety), which seemed to have a negative impact on students' willingness to take risks and in turn their levels of class participation and oral proficiency. Argaman and Abu-Rabia (2002), using 68 Hebrew-speaking secondary

school students as subjects, investigated the influence of language anxiety on achievements in English writing and reading comprehension tasks. Their findings, similarly, indicated significant negative correlations between language anxiety and both reading and writing skills.

In her study with Turkish high school students, Berberoğlu (2001) investigated the effects of leaning styles and several affective characteristics of students on achievement in English across grade levels of 9 through 11. The findings indicated that the anxiety component of affective characteristics was a substantial determinant of student achievement at all grade levels, showing negative relationships. In a study, using Turkish university students in Cyprus as subjects, Ağazade (2000) identified several affective, cognitive, and demographic factors as predictors of English achievement. Following 'English learning strategies', 'anxiety about learning English' was the second best predictor of English achievement. The model also included motivation, exposure to English, and socio-economic status as significant predictors of the criterion. In another study carried out with Turkish university students, Zhanibek (2001) reported a significant negative relationship between students' perceptions of their class participation and foreign language anxiety as measured by the FLCAS

In light of theoretical discussions in the literature and the findings of the studies reviewed above, there appears to be negative relationships between anxiety and several language learning outcomes. In general, foreign language anxiety seems to be more strongly related to oral proficiency (yielding correlation coefficients around -.30) than to overall proficiency. In the present study foreign language anxiety is conceptualized from the viewpoint of what Horwitz et al. (1985) called communication anxiety (anxiety with any real or anticipated interaction) and social-evaluative anxiety (apprehension that others will value oneself negatively), which, was thought, would be relevant for the purposes of this study.

Another important aspect of the affective domain of SLA research concerns self-related perceptions of students, which includes concepts like self-esteem, self-confidence, self-efficacy, self-image, and so on. Although there are slight conceptual differences among these terms, depending on the underlying theory, they are basically related with students' judgments of their capability in relation to performing a task. Regardless of specific labels, it is clear that such self-related

perceptions or judgments of learners do have a strong impact on their performance, and are essential for successful learning. For the purposes of this study, the term self-concept, which was borrowed from the general educational literature drawing on the work by Marsh (1990), is adopted and used as an umbrella term covering various self-related variables mentioned in the SLA literature.

In the educational literature, self-concept has been recognized as an important factor contributing to educational outcomes as well as being an important outcome in its own right (Marsh, 1990a, 1990b). A related construct, self-efficacy, has been reported to be influential in determining task selection, level of effort, persistence, and achievement (Bandura, 1982). In general, past research suggests a causal relationship and this relationship is mutual in nature (Hay, 1997; Helmke & Aken, 1995; Marsh & Yeung, 1997; Muijs, 1997; Covington, 1989). In other words, self-concept appears to be both the cause and the consequence of achievement (Diener and Dweck, 1978, 1980, cited in Wenden, 1998).

Broadly defined, self-concept is a person's perception of himself/herself which, as (Shavelson, Hubner, and Stanton, 1976) state, is "...formed through his experience with his environment and influenced especially by environmental reinforcements and significant others" (p. 411). According to the model proposed by Shavelson et al (1976), there is a self at the top of the hierarchy, which is divided into academic and non-academic aspects. Under the non-academic aspect are social, physical, and emotional self-concepts whereas under the academic aspect are self-concepts in various academic domains such as English, math, and so forth. Further down the hierarchy below the academic and non-academic aspects may be self-concept in even more specific areas, such as the four skills (listening, speaking, reading, writing) in English.

Researchers agree that academic self-concept is a multidimensional and hierarchical structure and that academic achievement is substantially correlated with specific academic self-concept, less correlated with general academic self-concept, and almost not correlated with non-academic self-concept (Byrne, 1984; Marsh, 1990b; Marsh, Byrne, and Shavelson, 1988; Shavelson and Bolus, 1982). Thus, it appears that self-concept of ability and achievement are related and this relationship is strengthened when self-concept measures are linked to specific content or skill areas.

Recent research in the multidimensional study of self-concept has primarily focused on the investigation of domain-specific self-concepts, rather than the overall construct of academic self-concept, in an attempt to compare results in different domains (subject areas) and investigate interrelationships. The Academic Self-Description Questionnaire-ASDQ (Marsh, 1990), which was also adapted for the current study, is one of the instruments developed as a consequence of the emphasis on measuring a diverse range of domain-specific academic perceptions in school curricula.

In the SLA literature, the self-related perceptions of learners have been a major focus of interest of theory and empirical research. According to Brown (1977), “the person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego” (p. 352). Brown (1996) also points out that “no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity” (p.136). Chastain (1976) claims that learners with low self-perceptions are likely to avoid learning situations that they feel uncomfortable with, suggesting links between motivation, anxiety, self-concept, and achievement. Krashen (1982, 1985) considers self-confidence, along with motivation and anxiety, as an important factor contributing to ‘affective filter’. Clement, Dörnyei and Noels (1994) regard linguistic self-confidence as a major component of personal dimension of motivation and that it has both direct and indirect influences on students’ attitudes and motivation.

Many researchers have revealed that self-related variables are important factors in second language learning (Naiman, et al. 1977; Clement, Dörnyei, & Noels, 1994; Clement, Gardner, & Smythe, 1977, 1980; Oxford, 1990; Heyde, 1979; Gardner and Lambert, 1972; Watkins, et al, 1991; Brodkey and Shore, 1976). Naiman, et al. (1977), in their study concerning the teachers’ views of good and bad language learners, reported that teachers felt that poor learners in the classroom lacked self-confidence. Drawing on ‘good language learner’ studies (Naiman, et al, 1977; Rubin, 1975; Stern, 1975), a large body of learner-strategy research (Oxford 1990, 1993; O'Malley and Chamot 1990; Oxford and Ehrman, 1993) similarly suggested positive self-related perceptions as important predictors of success in

second/foreign language learning and that active strategy training could assist learners in overcoming affective barriers that they might experience throughout the process of language learning. For example, it is possible, according to Oxford (1990), that self-esteem can be fostered through use of affective learning strategies like “lowering your anxiety” “encouraging yourself” and “taking your emotional temperature” along with several other cognitive and metacognitive strategies to plan and organize learning.

In a study with Hungarian high school students, Clement et al (1994) have shown that English achievement, attitude, and effort were related to self-confidence, motivation, and the learning environment. They also suggested that greater chances of being in closer contact with L2 users and believing that one is able to use English outside the classroom made self-confidence an even more important determinant of attitudes and effort expended in L2 learning. Oller, Hudson, and Liu (1977), in their study of Chinese-speaking ESL students in the US, found that positive self-perceptions were correlated with performance on a cloze test. They concluded that the more positive a learner’s self-concept, the higher their achievement in ESL. In her study with American college students learning French as a foreign language, Heyde (1979) investigated the relationship between self-esteem and oral production. The findings suggested significant positive relationships of the three levels of self-esteem (global, situational, and task-specific) to the teacher-rated oral production of students, task-specific self-esteem being indicative of the strongest relationship. In an EFL Turkish university setting, Kaya (1995) investigated the contributions of several affective variables in explaining students’ levels of class participation. Her findings indicated that among motivation, anxiety, and personality traits of introversion/extroversion, self-confidence accounted for the greatest amount of variance in class participation. In another study conducted in Turkey, İçbay (2001) explored relationships of self-concepts in Turkish, maths, science, social sciences, and foreign language to achievement of secondary level students. The findings revealed significant positive relationships between students’ levels of self-concept and achievement in all subject matter areas.

Thus, the research, a brief review of which has been presented above, generally supports the notion that self-concept is one of the powerful affective factors in predicting language learning success and should be fostered and guided in

the positive direction during the learning process. In this study, the construct of self-concept is conceptualized as the students' perceptions of their capabilities as language learners prior to instruction in the setting of this study (EUSFL) and is used as one of the affective predictor variables of the research design.

Demographic Student Characteristics

In addition to the affective and cognitive variables, various background and demographic characteristics of students have also been suggested to influence learning outcomes in the SLA literature. Among the most frequently cited factors are those concerning students' academic background, socio-economic status, age, gender, and similar other factors which have been shown to relate to language learning success directly or via interactions with various cognitive, affective, and contextual factors.

An important aspect of second language acquisition theory involves the consideration of age-related factors. Early theorists held that younger, rather than older learners, are better equipped to learn a foreign language. Lennenberg (1967) hypothesized that the most optimal age at which acquisition occurs is from early childhood until puberty. In his Critical Period Hypothesis (CPH), Lenneberg stated that the development of language is the result of brain maturation. Although both hemispheres of the brain are equal at birth, the function of language gradually settles in the dominant left hemisphere of the brain after biological maturation or the critical period. Scovel (1969) suggested that the plasticity of the brain prior to puberty enables children to acquire 'authentic' (native-like) pronunciation. Beyond puberty the ease of acquiring fluent control of the target language significantly diminishes.

Lenneberg proposes lateralization by puberty (age 15), while Krashen (1973) maintains that it is completed at around age five. Long (1990) suggests that age six represents the beginning of the decline for phonology. As for morphology and syntax, the critical period seems to be around age fifteen. Seliger's proposal (1978) is that there may be multiple critical or sensitive periods for different aspects of language. The period during which a native accent is easily acquirable appears to end earlier than the period governing the acquisition of a native grammar. Despite

disagreements among researchers as to when lateralization actually takes place, research, as well as anecdotal evidence, generally confirms differentials of attainment among learners in terms of phonology and morphology due to age-related factors.

In a study concerning age differences, Johnson and Newport (1989) used Chinese and Korean ESL learners of different age groups as subjects to investigate their responses to grammaticality of sentences in a test of syntax and morphology. Their findings indicated that younger learners were significantly more successful than older learners in acquiring the target language. They also suggested that performance gradually diminished from about age seven on until adulthood, covering a later age span, unlike Lenneberg had claimed. Tahta, Wood and Loewenthal (1981) reported that learners who began learning L2 at age 12 attained more accented speech compared to those who began at age 11. In Oyama's study (1976) in which subjects' naturalness of accents were judged by native speakers, the findings suggested that younger arrival in the United States had a significant effect on acquiring more natural pronunciation. In an experimental study, Cochrane (1980), who used Japanese children and adults as subjects, reported that children outperformed the adults in the pronunciation of the problematic English sounds, /r/ and /l/. However, in a follow-up study, after the subjects were given specific instruction on the phonemic distinction between the two sounds, adults outperformed the children.

Several researchers have also argued that older students have an advantage in cognitive maturity and conscious awareness, which enable them to use more optimal strategies for mastering the target language especially as far as structural aspects of language is concerned (Ausebel, 1964; Burstall et al, 1974, Cummins, 1981; Collier, 1988; Schachter, 1989). Ehrman and Oxford (1995) maintain that younger students are more likely to attain fluency, whereas older students are more able to comprehend and apply grammatical rules and to bring their previous experiences into the language learning contexts. In Krashen's (1985) view "...older acquirers progress more quickly in early stages because they obtain more comprehensible input, while younger acquirers do better in the long run because of their lower affective filters" (p.12).

Ervin-Tripp (1974), in comparison of 4 to 6 and 7 to 9 year old students in terms of phonological and syntactic features in French as a second language, reported that the older group of students was significantly better than their younger counterparts after nine months of instruction. Snow and Hoefnagel-Hohle (1982) reported a study that they carried out to test the pronunciation grammar, vocabulary, verbal memory, and translation skills in Dutch as a second language by English speakers of various ages in a longitudinal study. Their findings revealed that the 12 to 15-year-olds and the adults outperformed the children on every measure except auditory discrimination in the first testing. Over time, however, the differences between the youngest learners and the others decreased and the youngest learners caught up the older learners in terms of pronunciation. Fathman (1975) found that 11 to 15-year-olds performed better than 6 to 15-year-olds in pronunciation, morphology and syntax measures after one year of instruction. After three years of instruction, however, younger learners caught up and eventually outperformed older learners on the same measures of attainment. Reviewing several studies, Krashen, Long, and Scarcella (1979) concluded that in terms of rate of language learning older learners were more successful while younger learners were better in the long run.

Several other researchers also questioned the irrelevancy of age as a variable to influence attainment. For example, White and Genesee (1996) found that age made no difference in grammatical and phonological achievement. Likewise, Birdsong (1992) reported that some late learners were as proficient as younger learners on a grammaticality judgment test. Bongaerts (1999) found that late learners could also master native-like pronunciation and accent as well as younger learners, refuting the notion of a critical period. Bialystok (1997) maintains that age differences in second language acquisition abilities are inconsistent, sometimes to the advantage of older learners, but appearing only on certain kinds of tasks that assess specific aspects of knowledge. She argues that:

The case that the descriptive statement regarding the general success of younger learners in acquiring a second language is true. However, the evidence does not provide convincing support for the claim that this advantage is the reflection of a sensitive period in learning (Bialystok, 1997, p. 133).

The controversial issue of age and the underlying critical period hypothesis has also been debated from the psychological and social perspectives. In explaining

differentials among younger and older learners, Guiora (1972) proposed the notion of “language ego”. He maintained that an adaptive language ego (accepting the new mode of thinking and identity developed during the process of L2 learning) might enable learners to lower their inhibitions that impede success. An ego conflict, on the other hand, leads to building of defensive ego boundaries and negative attitudes that block acquisition. Given that the child's ego is dynamic and much less vulnerable to threats or inhibitions caused by the learning environment, adaptation to the language ego is made relatively easily in childhood. However, the physical, emotional, and cognitive changes brought about by puberty result in a defensive mechanism in which the language ego becomes protective and defensive, making language acquisition more difficult from then on.

Ethnocentricity and stereotypes developed towards the culture and people of the target language have also been suggested to exert damaging effects on language learning (Gardner and Lambert, 1972). Negative attitudes and stereotypes towards different cultures, which can hardly be altered even with direct interventions, become gradually stabilized usually after age ten and become firmly rooted in adulthood (Armstrong, 1984; Byram et al., 1991; Chambers, 1994; Coleman, 1996). Younger children who are not developed enough cognitively to possess attitudes toward races, cultures, ethnic groups, classes of people, and languages are relatively unaffected. Thus, a critical age factor appears to be important for fostering an awareness of and appreciation for cultural diversity among children. Similarly, Weatherford (1986) claims that “foreign language study tends to help dissolve misconceptions and often helps to create feelings of sympathy for native speakers of the language, especially if the study is begun early and pursued for a long period of time” (p. 4).

Despite the inconclusiveness of age-related issues due to mixed findings and concerns expressed on methodological limitations of the available research, it is generally accepted that age is one of the most significant factors in second/foreign language learning. Current research, as well as common sense, seems to confirm the existence of a relationship between age and pronunciation and fluency related aspects of the language, favoring younger learners. Furthermore, the notion that maturational factors associated with older age puts older learners at an advantage over younger learners receives considerable support from the available research and makes intuitive sense. In light of discussions in the literature, especially those regarding

maturational and affective considerations, age factor is considered to be a potentially important predictor of the language learning outcomes in the present study, assuming direct and indirect relationships with the predictors and the outcome measures.

Sex or gender-related differences among second/foreign language learners have also received considerable interest in SLA research. Several neurolinguistic, behavioral, socio-cultural, and attitudinal differences between males and females have been hypothesized as potential factors to account for differentials in second language learning (Morris, 2003). The neurolinguistic basis for gender differences are mainly attributed to brain lateralization, i.e., earlier left-brain development in girls, which puts them at an advantage over boys in terms of linguistic or verbal ability. Social reasons have also been claimed for such differences. For example, the closer contact of girls with their mothers is likely to enable faster development of verbal abilities in girls.

Given the importance of social experiences and interactions in the L2 classroom, as well as in natural settings outside the classroom, the SLA research which included gender as a variable have generally adopted socio-cultural or attitudinal perspectives rather than biological ones. As Oxford (1994) contends gender differences in the context of second/foreign language learning are likely to be associated mainly with socio-cultural development rather than being due to innate biological differences.

The research into gender differences suggest that females are better learners than males in almost all aspects of language learning, except listening vocabulary (Boyle, 1987), but the effect of gender is indirect, through the learning styles, anxiety, attitudes and motivations typically associated with gender (Coleman, 1997). Similarly, Ellis (1994) states that female learners generally do better than males and that they tend to have more positive attitudes toward second languages. He also comments that gender interacts fundamentally with other social variables like social class and ethnicity.

Most of the findings regarding gender differences in SLA literature are from learner strategy studies (O'Malley and Chamot 1990; Oxford 1990). These studies, which compared learner strategy use of male and female students along with several other factors, consistently suggest superiority of females (Politzer, 1983; Ehrman, 1990; Oxford, Nyikos and Ehrman, 1988; Ehrman and Oxford, 1989; Oxford and

Nyikos, 1989, Oxford and Ehrman, 1995, Lee, 1994). A study by Politzer (1983), for example, which investigated self-reported language learning behaviors of 90 undergraduate college students, revealed that female students used greater variety of social learning strategies and more often than males. In another study with 374 Puerto Rican tertiary level students, Green and Oxford (1995) found higher levels of strategy use among females than males. Female students were also more successful than their male counterparts. In a Korean setting, Lee (1994) investigated the factors that affect the use of language learning strategies of middle, high, and college students. She reported that girls made more frequent use of strategies than boys in middle school, but not in high school and college. Oxford et al. (1993) reported that girls showed higher levels of motivation and frequency of strategy use among high school students which led to higher achievement in a Japanese as a foreign language course in the USA.

Investigating the language learning strategies of 79 adults, (Oxford, et al. 1988) found that “women in the study exhibited greater use of self-management strategies, which involve taking charge of one’s own learning through self-monitoring, self-evaluation, identifying goals, planning language tasks, and so on” (p. 325). In a large-scale study with 1200 American university students, Oxford and Nyikos (1989) reported that; female learners used formal rule-related practice strategies, general study strategies, and conversational input elicitation strategies more frequently than did male learners. Ehrman and Oxford (1989), using students and instructors at the U.S. Foreign Service Institute as subjects concluded that compared with males, females reported significantly greater use of language learning strategies in four areas: general study strategies, functional practice strategies, strategies for searching for and communicating meaning, and self-management strategies.

Thus, the findings of considerable body of research seems to suggest the superiority of females over males in second language learning, which, according to Labov (1991), can be attributed to higher linguistic sensitivity and self-awareness of females. Other reasons like differences in attitudes (Burstall 1975), motivation (Gardner and Lambert 1972), and learning styles (Boyle, 1987) also seem to be plausible explanations. Whatever the underlying reasons may be, it is apparent that female learners make use of more varied and frequent use of learning strategies

which seem to provide them with greater chances of success in the long run. In light of above considerations, the gender variable is considered as another potentially important predictor of the language learning outcomes in the context of the current study.

It has been widely accepted that the level of proficiency attained in second language is directly influenced by the amount of students' previous exposure to the target language through both formal instruction, or schooling, and time spent in natural target language settings. It makes intuitive sense to assume that students' beliefs and attitudes, as well as their background knowledge and cognitive skills, as a result of their previous language learning experiences, would be influential in shaping their attitudes and motivation, ways of approach the learning tasks, use of learning strategies and, in turn, the learning outcomes.

Various research studies have been carried out comparing the language proficiency and the amount of exposure to the target language operationalized either as number of years of formal instruction in a school setting or residence or time spent in informal settings where the target language is spoken. For example, Krashen, Seliger, and Hartnett (1974), Krashen and Seliger (1975), and Krashen, Jones, Zelinski, and Usprich (1978) found that more previous formal instruction means higher proficiency in second language learning. Their findings also suggested that more informal exposure did not make as much contribution to language proficiency as formal exposure did.

The relationship between students' affective characteristics and their previous experiences with the target language through formal or informal exposure has also been discussed in the literature. According to Bandura (1982), "attributions about past experiences" is a primary determinant of self-efficacy or perceived L2 competence. Similarly, "attributions about past failures" constitutes an important aspect of Dörnyei's (1990) model of motivation. Regarding language anxiety, it is suggested that previous learning experiences in a classroom setting can be a significant source of anxiety (Horwitz, Horwitz, and Cope, 1986; Onwuegbuzie, Bailey, and Daley, 1999). Although not directly relevant to the SLA literature, a number of researchers have also shown relationships between length of previous formal exposure to foreign language study and math and verbal SAT scores. The findings of this body of research (Carrol, 1962; Lambert, 1974; Eddy, 1981; Cooper,

1987) which indicated consistent positive correlations, can also be interpreted in support of a relationship between previous formal exposure and later success in the target language, given that, as discussed previously, there also seems to be a relationship between overall language proficiency and various general achievement measures (Genesse, 1976, Oller, 1981; Onwuegbuzie, et al, 2000; Hart, 1993).

Thus, several variables pertaining to students' past experiences with learning the target language seem to relate directly or indirectly to the language learning outcomes. The conceptualization of exposure in the present study is somewhat simplistic due to practical considerations, in that it only uses whether or not students have taken preparatory English instruction, without using number of years of prior English study as the unit of analysis or distinguishing between formal and informal exposure. However, in light of the implications of available research, similar directions of relationships are expected also in the setting of this study.

It has been noted by several researchers that several home background characteristics associated with socio-economic status, such as parents' occupation, parents' education level and household income significantly affect students' development and academic achievement (Coleman, 1991; Laosa, 1975; Soto, 1992; Wong-Fillmore, 1991). It is a commonly held belief that differential access to financial resources is a significant predictor of student achievement, given that well-off families are in a better position to afford the financial costs of schooling. Furthermore, there appears to be strong effects of parental cultural background or educational level on student learning outcomes. It is suggested that parents who are themselves highly educated and knowledgeable about academic requirements are better able to provide their children with support and encouragement throughout their schooling. The benefits of parental support and encouragement have been extensively dealt with throughout the broader educational literature which generally suggests improved academic achievement, enhanced verbal skills, improved in-school behavior, increased cognitive growth, and improved personal relations (Epstein, 1987).

In the SLA literature, similarly, parental encouragement is suggested as one of the significant predictors of language learning outcomes (Coletta et al., 1983; Skehan, 1989; Gardner et al, 1976). The attitudes and motivation that students bring into the educational setting is partly determined by their parents and the

characteristics of the home environment (Gardner, 1985; Cummins, 1981). Self-confidence as a general personality characteristic is also linked to various home background characteristics and parental influences (Clement, 1986). Several research studies seem to lend support to the importance of parental influences on student motivation and subsequent language learning outcomes. For example, research conducted by Moore, Walton and Lambert (1992) indicated that approximately 25 % of 2000 high school students studying Chinese as a foreign language in the US reported parental interest as one of the main reasons for taking classes. Similarly, in a survey of high school students studying Japanese as a foreign language, Jorden and Lambert (1991) reported that students were mainly motivated by their parents' interest in foreign languages. In another study, Kim (1992) reported that parental attitudes exerted significant influences on students' attitudes and motivation towards learning Korean as a heritage language.

In relation to educational outcomes, the impact of parents' educational level is suggested as one of the most important factors among various socio-economic factors. Several researchers, as well as anecdotal evidence, seem to support this view. For example, in a longitudinal study carried out in Turkey, Öner (1986) found that parents' level of education was a significantly better determinant of parents' attitudes towards child rearing than other SES variables. In a large-scale study conducted with nation-wide samples of 14 to 18 year old students in the US, Grissmer, Kirby, Berends, and Williamson (1994) reported that, controlling for several socio-economic variables, parental education level turned out to be the greatest positive influence in explaining the academic achievement of the students. Using data from the 1996 National Household Education Survey, Nord (1998) found a similarly strong correlation between parents' education level and children's academic success. Although no such data or research findings could be obtained for the Turkish setting to confirm similar relationships, the current study assumes that the level of parental education may have a strong influence on parental attitudes, the amount of support and encouragement they provide, and in turn, on students' language learning outcomes. Thus, mother's education level and father's education level are included in the research design of this study as two separate predictor variables to assess the significance of parental influences on the specified language learning outcomes. Along the same line of discussion, student residence (whether the student lives with

their family or not) is included as another demographic predictor of the study, assuming that parental or family influences in the form of support or encouragement might be evident as a consequence of sharing the same home environment.

Classroom Environment

In addition to the affective, cognitive, and demographic characteristics that students bring into the educational setting, it is also important to consider the psychosocial, instructional/managerial, physical, and course-related materials aspects of the classroom environment. Given that much of the learning takes place in a context where the students interact with the teacher, the learning materials, the physical environment, and among themselves, it is crucial to explore the impact of such variables on learning outcomes in order to have a better understanding of how learning is affected.

In relation to the classroom context, the word “environment” is defined as “shared perceptions of the students and sometimes the teachers in that environment” (Fraser, 1986, p.1). The study of learning environments is concerned with “conceptualizing, assessing, and investigating what happens to students during their schooling” (Fraser & Fisher, 1994, p. 23). Generally, the classroom environment has been studied in terms of two broad aspects: the physical environment (the material setting of the classroom concerning furniture, lighting, seating arrangements, etc.) and the psycho-social environment (student-teacher and student-student interactions in shaping the social and instructional quality of the classroom). The psychosocial aspect of the classroom environment has received considerable interest over the last few decades, and most available research point to the importance of creating and maintaining a positive classroom environment for the cognitive and affective development of the student (Fraser, 1986; Haertal, Walberg and Haertal, 1981; McRobbie and Fraser, 1993; Moos, 1980)

Research into the learning environment has generally built upon the work in psychology and sociology, which attempted to relate individual perceptions and several social process variables, and was influenced specifically by the theoretical framework drawn by Rosenshine (1970). Rosenshine posited a distinction between

‘low inference’ measures and ‘high inference’ measures. Low inference measures are concerned with specific, directly observable aspects of the classroom environment such as frequency of student questions, teacher statements, turn-takings, etc. High inference measures, on the other hand, aim at identifying relatively abstract evaluations or perceptions of students concerning the classroom environment, such as their feelings or satisfaction about the learning process, the nature of social interactions in the classroom, and so forth. Most of the research has naturally focused on “high inference” measures of students in their conceptual and operational definitions of classroom environment.

Early classroom environment instruments were concerned with students’ perceptions of actual classroom environment, while more recent studies have included students’ (as well as teachers’) perceptions of both actual and preferred classroom environments (Fraser, 1998). Several instruments have been developed for assessing the qualities of the classroom environment across various subject matter areas and grade levels. Of these, the Learning Environment Inventory (LEI- Fraser, Anderson and Walberg, 1982), Classroom Environment Scale (CEQ- Moos and Trickett, 1974), the Individualized Classroom Environment Questionnaire (ICEQ- Fraser, 1989), My Class Inventory (MCI- Fraser, Anderson and Walberg, 1982), College and University Classroom Environment Inventory (CUCEI- Fraser, Treagust, & Dennis, 1986), Questionnaire on Teacher Interaction (QTI- Wubbels, Brekelmans, & Hooymayers, 1991) Science Laboratory Environment Inventory (SLEI- Newby and Fisher, 1996), and What is Happening in this Class? questionnaire (WIHIC- Fraser, McRobbie and Fisher, 1996), can be mentioned to name a few.

According to the classification proposed by Moos (1974) the classroom environment instruments address three basic dimensions of interactions with the environment: Relationship Dimensions (which identify the nature and intensity of personal relationships within the environment and assess the extent to which people are involved in the environment and support and help each other), Personal Development Dimensions (which assess basic directions along which personal growth and self-enhancement tend to occur), and System Maintenance and Change Dimensions (which involve the extent to which the environment is orderly, clear in expectations, maintains control and is responsive to change). An overview of the

major instruments used in classroom environment research is presented in Table 3 (after Fraser, 1998), which is laid out by the grade levels they are intended for, scales, and the classification of the scales suggested by Moos (1974).

The broad range of approaches and dimensions of measurement instruments facilitate use of classroom environment research for addressing a variety of educational issues like investigations of associations between student outcomes and environment, educational innovations, differences between student and teacher perceptions of actual and preferred environment, program evaluations, and so forth (Fraser, 1998). Past research has generally been concerned with the development and use of instruments to assess the qualities of the classroom environment from the perspective of the student in relation to various cognitive and affective student outcomes. Several of the more recent instruments have also considered the teachers' perceptions, as well as introducing "actual" and "ideal" forms of the instruments in order to investigate associations from a "person-environment fit" perspective.

According to Fraser (1994), students' perceptions of the classroom environment account for considerable amount of variance in learning outcomes even after the effects of various student background characteristics are controlled for. Fraser (1994) reviewed 40 past studies from various countries which investigated science students' perceptions of classroom environments across various grade levels.

The findings consistently support associations between various student outcomes and their perceptions of such characteristics of the classroom environment as cohesiveness, goal direction, and democracy. Reviewing studies which examined perceptions of 17,805 students in 823 classes, Haertal, Walberg and Haertal (1981) state that the qualities of the classroom environment characterized as cohesiveness, friendliness, satisfaction, goal direction, and organization consistently predict higher gains in cognitive and affective outcomes.

To mention some of the studies for example, in a study with 225 high school students in 15 classes in Australia, using ICEQ, Rentoul and Fraser (1980) found that student enjoyment of lessons was enhanced in classrooms perceived as having greater personalization and participation. They also reported that classroom individualization was related more strongly to an affective outcome than to a cognitive outcome.

Table 3
Some of the Classroom Environment Instruments

Instrument	Level	Moos's classification of scales		
		Relationship Dimension	Personal Development Dimension	System Maintenance and Change Dimension
Learning Environment Inventory (LEI)	Secondary	Cohesiveness Friction Favoritism Cliqueness Satisfaction Apathy	Speed Difficulty Competitiveness	Diversity Formality Material Environment
Classroom Environment Scale (CES)	Secondary	Involvement Affiliation Teacher support	Task Orientation Competition	Organization Rule Clarity Teacher Control Innovation
Individualized Classroom Environment Questionnaire (ICEQ)	Secondary	Personalization Participation	Independence Investigation	Differentiation
My Class Inventory MCI	Primary	Cohesiveness Friction Satisfaction	Difficulty Competitiveness	
College and University Classroom Environment Inventory (CUCEI)	University	Personalization Involvement Student cohesiveness Satisfaction	Task orientation	Innovation Individualization
Computer Laboratory Environment Inventory (CLEI)	Secondary, University	Student Cohesiveness	Open-Endedness Integration	Rule Clarity Material environment
Questionnaire on Teacher Interaction (QTI)	Secondary	Helping/Friendly Understanding Dissatisfied Admonishing		Leadership Student responsibility and Freedom Uncertain Strict
What is Happening in this Classroom? (WIHIC)	Secondary	Student Cohesiveness Teacher support Involvement	Investigation Task orientation Cooperation	Equity

Adapted from Fraser (1998)

Using the same instrument with 116 science students in Tasmania, Fraser, Nash and Fisher (1983) reported that student anxiety could be reduced by fostering class participation and rule clarity, and decreasing classroom investigation, competition, and teacher control.

In Indonesia, Fraser, Pearse and Azmi (1982) and Fraser (1985) used an Indonesian translation of a modified version of all scales in the ICEQ and four scales of the CES with a sample of 373 students in 18 coeducational social studies classes at the grade 8 and 9 levels. Their findings indicated that student satisfaction of classes was greater in classes perceived as having less independence and greater involvement. Students' level of anxiety was also lower in classes perceived as having greater differentiation, involvement, and affiliation.

In a study conducted in India by Walberg, Sigh, & Rasher (1977) averaged end-of-course achievement scores of 3000 tenth grade science and social sciences students were correlated with their scores on an IQ test and the Learning Environment Inventory (LEI). They concluded that the students' perceptions of the social environment had significant indirect influences on cognitive and attitudinal learning. O'Reilly (1975) investigated the relationship between achievement and classroom environment in 48 mathematics classes in Canada and found that the LEI scales accounted for a large amount of variance in achievement scores.

More recent studies also support the existence of associations between classroom environment variables and student outcomes. Fraser and McRobbie (1995) investigated the effect of laboratory classroom environment on student outcomes using SLEI with a sample of 233 high school students in Australia. The findings indicated that student cohesiveness, integration, rule clarity, and material environment aspects of the SLEI showed consistent positive correlations with student outcomes. Using an adapted version of the CES, Teh and Fraser (1995) reported associations between computer assisted classroom environment, achievement, and attitudes among a sample of 671 high school geography students in 24 classes in Singapore. Similarly, Waldrup and Wong (1996) explored laboratory classroom environment and student attitudes towards science with 592 grade 10 chemistry students in Singapore and reported rule clarity and Integration dimensions of SLEI to be positively related to attitudes towards chemistry.

By using the QTI with 489 senior high school biology students in Australia, Fisher, Fraser and Rickards (1997) found associations between student outcomes and perceived pattern of teacher-student interaction. In the Netherlands, Wubbels, Brekelmans, & Hooymaners (1991) investigated the relationship between students' perceptions of interaction in the classroom and student learning outcomes using the

QTI. Regarding students' cognitive outcomes, the more that teachers demonstrated strict leadership and supportive and friendly behaviors, the higher were cognitive outcome scores. Conversely, student responsibility and freedom, uncertain and dissatisfied behaviors were related negatively to achievement.

Kim, Fisher, and Fraser (1999) used a Korean version of the CLES with 1083 science students in 12 schools. Their findings indicated significant relationships between classroom environment and student attitudes, suggesting that favorable student attitudes could be promoted in classes where students perceive more personal relevance, share control with the teachers, and negotiate the learning. Chionh and Fraser (1998) used WIHIC to investigate associations between classroom environment and student outcomes with 2310 high school students in Singapore and Australia. The findings revealed higher exam scores in geography and mathematics classrooms where students perceived the environment as more cohesive. It was also found that self-esteem and attitudes were more favorable in classrooms perceived as having more teacher support, task orientation and equity.

Telli, Rakıcı, and Çakıroğlu (2003) used a Turkish version of the WIHIC questionnaire with a sample of 1250 students from grades 9 and 10 in Turkey. Of the seven scales of the instrument, teacher support, involvement, task orientation, and equity scales were positively correlated with students' attitudes towards biology. In addition, all the seven scales were positively correlated with students' GPA scores. Kesal (1996) explored relationships between Turkish EFL learner's perceptions of classroom environment and their end of course achievement levels. Her findings indicated that 'achievers' had more positive perceptions of their classroom environment than their non-achieving counterparts with respect to student interactions, physical environment and materials, class activities, order and organization, teacher support, task orientation, use of innovative teaching strategies, and participation in class activities.

In another study carried out in a Turkish university EFL setting, Turanlı (1999) found associations through qualitative analyses among teachers' orientations to classroom management, students' responses to classroom management behaviors, and the learning environment. His findings suggested that a well-organized, better-controlled, warm, and orderly classroom environment contributes to fostering learning and students' feelings of security. In an attempt to explore the extent to

which the characteristics of constructivist classrooms exist in EFL departments in Turkey, Kesal (2003) used an adapted version of The University Social Constructivist Learning Environment Survey (USCLES) in her study. In addition to depicting the current situation in the institutions evaluated, the analyses of the qualitative data also indicated that the students and the instructors perceived constructivist learning activities and evaluation strategies to be more useful compared to the traditional ones, a finding which can be interpreted to be in corroboration with the overall contention of the classroom environment research.

Along a similar line of research, Akar (2003) investigated through an experimental study the impact of constructivist learning process on preservice teacher education students' performance, retention, and attitudes in a classroom management course in a Turkish university. The findings suggested that the treatment of a 'constructivist' classroom environment had a significant effect on students' retention and change of perceptions of leadership, individual differences, and learning towards a more positive direction. The factors such as active learning, meaningful and enjoyable learning environment, and the positive attitudes of instructors emerged as significant themes, which are attributable to what the current body of classroom environment research suggests.

It appears from the review of the above-mentioned studies that, various factors pertaining to the relationship, personal development, and system maintenance and change dimensions of the classroom environment (as classified by Moos, 1974) emerge as significant variables. By and large, the relationship dimension, which is basically formed by the teacher, appears to be of crucial importance in creating and maintaining a classroom environment for effective learning. As also supported by several other lines of educational research (Weinstein, 1983; Soar and Soar, 1983; Crocker and Brooker, 1986; Kutnick, 1988; Terenzini and Pascarella, 1991; Reid, 1999; Astin, 1993; Sano et al, 1984; Legutke and Thomas, 1991) positive teacher-student relationships play important roles in fostering a non-threatening, friendly, and learner-centered classroom environment which is indispensable for motivating students and helping them become responsible, self-directed, and effective learners.

In addition to the psychosocial aspects, it appears that several organizational influences of the teacher on the classroom environment concerning instructional and classroom management-related practices seem to contribute to explaining several

environment-outcome relationships. Supporting such relationships, the general educational literature also suggests that the level of achievement is determined in the first place by the amount of learning opportunities provided by the teacher (Brophy and Evertson, 1976; Fisher et al, 1980; Stallings, 1975; Brophy and Good, 1986). As Brophy and Good (1986) state, these opportunities are present when teachers are business-like and task-oriented, emphasize instruction as their basic role, expect students to master the curriculum, use classroom time basically to achieve the learning objectives, use classroom organization and management strategies to promote on-task behaviors, and actively supervise and monitor student work and assignments. In order to establish effective organization and structure in the classroom, the relevant literature also suggests that certain class rules and procedures be announced, enforced, and routinized by the teacher (Brophy, 1986; Doyle, 1986; Kounin, 1970; Brophy and Good, 1986; Emmer, Evertson, Clements, and Worsham, 1994) so that effective learning can take place.

The importance of the material or physical environment is also emphasized by several authors (Fraser, 1986; Ames, 1992; Taylor, 1993; Pierce, 1994; Bowers and Burkett, 1989). However, these aspects seem to be excluded in most instruments and research designs. Therefore, the current literature does not seem to enable an assessment of the importance of the physical environment relative to the psychosocial environment due to paucity of research considering these two aspects simultaneously. Furthermore, students' perceptions of the course-related materials (i.e., coursebooks and other instructional materials), which have been considered as a major component of instruction (Allwright, 1990; Littlejohn and Windeatt, 1989), appear to have been underestimated in most studies which sought environment-outcomes relationships. Apparently, these aspects of the classroom environment also need to be taken into account for a clearer picture of possible relationships.

As in any other subject matter area, the role of the classroom environment in influencing learning outcomes should be taken into consideration in second/foreign language learning. According to Richards and Rodgers (1986) the nature of language learning should respond to two basic questions: "What are the psycholinguistic and cognitive processes involved in language learning?" and "What are the conditions that need to be met in order for these learning processes to be activated?" Analyzing the motivational theories in SLA literature Oxford and Shearin (1994) state that

environmental support, especially those regarding teacher and peer support, consists of an important aspect of second language motivation. A large body of research in the affective domain of SLA consistently emphasizes the importance of psychosocial characteristics of the classroom environment in fostering motivation and self-esteem, and reducing anxiety. As mentioned previously, attitudes, motivation and anxiety can play significant roles in the language learning classroom. Krashen (1985) points out that affective factors can play important roles in learning a new language and that successful learning depends on whether several affective conditions, like positive attitudes, self-confidence, low anxiety are maintained in the classroom environment. Horwitz, Horwitz, and Cope (1986) consider the classroom as a major source of language anxiety and points to the importance of the teacher's role in providing a stress-free and supportive classroom environment. Ely (1986) suggests that students who experience "language class discomfort" are less likely to take risks related to learning and be sociable in the target language which are essential elements in the language learning classroom. Studies by Young (1990) and Price (1991), similarly, stress the role of the instructor in alleviating the amount of student anxiety by creating a friendly, supportive, and warm classroom environment.

Several researchers (Sano et al. 1984; Underhill, 1989; Legutke and Thomas 1991) consider "trust" as one of the essential ingredients of second language learning. According to Sano et al., (1984) "warm-hearted" teacher-student and student-student interaction in the classroom environment is the most essential element for successful language learning. Several approaches and methodologies in second/foreign language learning emphasize the important role of the teacher in providing a positive classroom environment which is conducive to effective learning. For example, the role of the teacher as a "counselor" in the classroom as assumed by the principles of the Community Language Learning Approach (Curran, 1976), seems to help learners form group solidarity, overcome their emotional barriers and anxiety, and lead to increased levels of attitudes and motivation (Curran and Tirone, 1984; Samimy and Rardin, 1994). Furthermore, a considerable body of 'learner strategy' research (Oxford 1990, 1993; O'Malley and Chamot 1990; Oxford and Ehrman, 1993) point to the importance of active strategy training in the affective, cognitive, and meta-cognitive domains with direct intervention of the teacher in

order to overcome various affective and cognitive difficulties students may encounter in the classroom.

Thus, it appears that many authors who adopt humanistic or learner-centered views of teaching point to the importance of the teacher in promoting classroom environments, which is also supported by a number of studies especially from the affective domain of SLA research. Despite the abundance of studies which emphasize the importance of affective factors in the classroom environment and the teacher's role in providing such an environment, no studies were found to the researcher's knowledge that represent direct application of classroom environment research approaches or instruments, as mentioned in the previous pages of this review, to the field of SLA research.

Drawing on insights gained from a broad range of previous classroom environment studies carried out in different subject matter areas, as well as considerations stemming from the current research setting, this study adopts an approach which addresses the psychosocial, instructional/managerial, physical, and course-related materials aspects of the classroom environment for its purposes. The psychosocial dimension consists of two subdimensions; teacher supportiveness (the amount of help, concern, and friendship the teacher shows to students), and student cohesiveness (the extent to which students help each other, get to know each other easily, and enjoy working together). In the instructional/managerial dimension the following subdimensions are included: involvement (the extent to which students have attentive interest and are involved in classroom activities and tasks), task orientation and organization (the degree of importance given by the teacher to the completion of specified objectives and tasks and the degree to which the classroom activities are planned and organized), and class order (the degree to which order and discipline is maintained in the classroom). The physical environment dimension is concerned with students' perceptions of the physical conditions of the classroom with respect to such qualities as workspace, seating arrangement, comfort, and attractiveness. Finally, the course-related materials dimension aimed at identifying students' perceptions of the extent to which they are satisfied with the coursebook, its components, and the supplementary materials used in the core program.

Thus, a somewhat broader perspective of classroom environment is adopted for this study, including also the physical and course-related materials dimensions in

its research design, along with psychosocial and instructional/managerial dimensions. These dimensions and the operational definitions of the scales for each of the classroom environment variables have been identified in light of theoretical discussions and various instruments to be found in the literature and through statistical analyses based on pilot studies carried out at the research setting of this study.

In addition to adopting a somewhat more comprehensive approach to classroom environment, one of the strengths of the current study is that, it also takes into account various affective, cognitive, and demographic entering characteristics of the students assessed prior to instruction so that the effects of the classroom environment variables can be explored in a more fine-tuned way. As is probably also the case for most educational research, there seems to be a paucity of research in SLA literature for the simultaneous consideration of student characteristics and classroom environment variables in order to account for differentials in learning outcomes. In a larger multivariate context such as this, it is assumed that the unique effects of the classroom environment variables controlling for various student characteristics, as well as the unique effects of student characteristics controlling for classroom environment variables, can yield more reliable estimates of the effect sizes of the predictors on the outcome variables.

To this end, the variables used in this study have been categorized within three broad dimensions in line with the “Input-Context-Outcome” research framework which was adapted from (Astin, 1983) for the purposes of this study. The “Input-Environment-Outcome” assessment model proposed by Astin describes the development of students as being an interaction of the educational environment and the characteristics students bring in with them. This model of assessment has been used in a variety of educational contexts (especially at the college level) using several variables. Assuming a similar approach, this study consists of several affective, cognitive, and demographic entering characteristics of students (Input dimension), and their experiences of several aspects of the classroom environment (Context dimension) for the prediction of the outcomes (Outcome dimension) in an EFL setting. The outcome variables assessed in this study consist of class participation (the students’ perceptions of their degree of active participation in class activities and tasks), study habits (students’ perceptions of their outside-class study

habits and behaviors) and English achievement (average of students' scores on the grammar and reading components of four monthly exams administered at EUSFL).

A host of variables pertaining to student characteristics and the educational environment have been highlighted by many scholars and researchers as potential predictors of the learning outcomes. This chapter has provided a portion of theoretical discussions regarding student characteristics and classroom environment and a review of the relevant literature from a broad spectrum of both general educational literature and the SLA literature. Most of the studies to be found in the literature, however, appear to be sporadic in their approaches of variable selection and lack the simultaneous consideration of student characteristics and classroom environment variables in relation to the outcomes. Thus, this study is an attempt to address the needs, as voiced by many researchers, for the inclusion of both groups of variables in a single research design, and the consideration of greater number of relevant variables in a larger multivariate research context using somewhat more sophisticated statistical methods. The Input-Context-Outcome model, together with uses of several applications of multiple regression analyses, help in providing consideration of and statistical control for both groups of variables for a better assessment of the unique influences of student characteristics and classroom environment variables on the outcome variables.

This chapter presented a theoretical background and a review of the relevant literature. The following chapter provides a detailed account of the methodology of the study.

CHAPTER 3

METHOD

This chapter presents first a brief description of the overall design of the study followed by the research questions, description of population and sample selection, development and/or selection of data collection instruments, and data collection and analysis procedures.

Overall Design of the Study

This study has been designed to explore the contributions of several affective, cognitive, and demographic entering characteristics of EFL learners and their experiences of the various aspects of the classroom environment in predicting foreign language learning outcomes. The “Input-Context-Outcome” framework used for the purposes of this study classifies the predictor variables into two broad categories (Input and Context) and investigates their contributions, in relation to each other, to the prediction of the specified language learning outcomes (Outcome), which serve as the criterion variables. The predictor variables in the Input category represent the students’ entering characteristics that they bring into the educational setting prior to instruction and consist of affective (speaking anxiety in English, effort/motivation to learn English, interest in learning English, value attached to English, and English self-concept), cognitive (Overall Academic Achievement of students inferred from the Student Selection Examination - ÖSS scores), and demographic (exposure to English: whether student has previously taken English preparatory class, Residence: whether student lives with their family, father’s education, mother’s education, age, and gender) variables.

The data regarding the entering/input characteristics were collected from the students prior to instruction. The predictors in the context category, on the other hand, represent the various aspects of the classroom environment the students experience during the process of instruction. The context variables are concerned

with students' perceptions of the psychosocial (teacher supportiveness, student cohesiveness), instructional and managerial (student involvement, task orientation and organization, and classroom order), physical (physical conditions of the classroom), and course-related materials (satisfaction with the coursebooks and supplementary materials) aspects of the classroom environment that they experience.

The context data were gathered from the students during the process of instruction. The outcome variables are the criterion variables which consist of formative (class participation, study habits) and summative (English achievement) measures gathered during and at the end of the specified instructional period. The variables used for the purposes of this study have been selected on the basis of theoretical insights gained from related literature, practical considerations stemming from the research setting of the study, and the implications of pilot studies carried out for the development of the data collection instruments.

To reiterate, the main purpose of this study is to identify the relative roles that the entering characteristics of students (what students bring to the instructional setting) and their classroom environment experiences (what happens or what they experience in the classroom during the process of instruction) play on their subsequent language learning outcomes. More specifically, an answer is sought to the basic question as to which of the two broad categories of predictors (input-context) and which particular components under each category are significant predictors of foreign language learning outcomes in the context of EUSFL by comparing the proportion of variance in students' class participation, study habits, and achievement measures explained by each possible combination of factors.

This study was conducted during the Academic Year 2001-2002 using students at Erciyes University School of Foreign Languages (EUSFL) in Kayseri, Turkey as subjects. Prior to actual data gathering procedures, pilot studies were carried out which started in the Academic Year of 2000-2001 and continued into the Academic Year of 2001-2002.

This study adopts an associational/correlational approach to research in that it investigates relationships and predictions between various classes of variables based on inferential statistics. To address the research questions formulated for this research, multiple regression analyses were performed. In addition, for the development of the data collection instruments and their validity and reliability

estimations, factor analysis, regression analysis, and reliability analysis procedures were carried out. A visual presentation of the overall design of the study is reproduced in Figure 1.



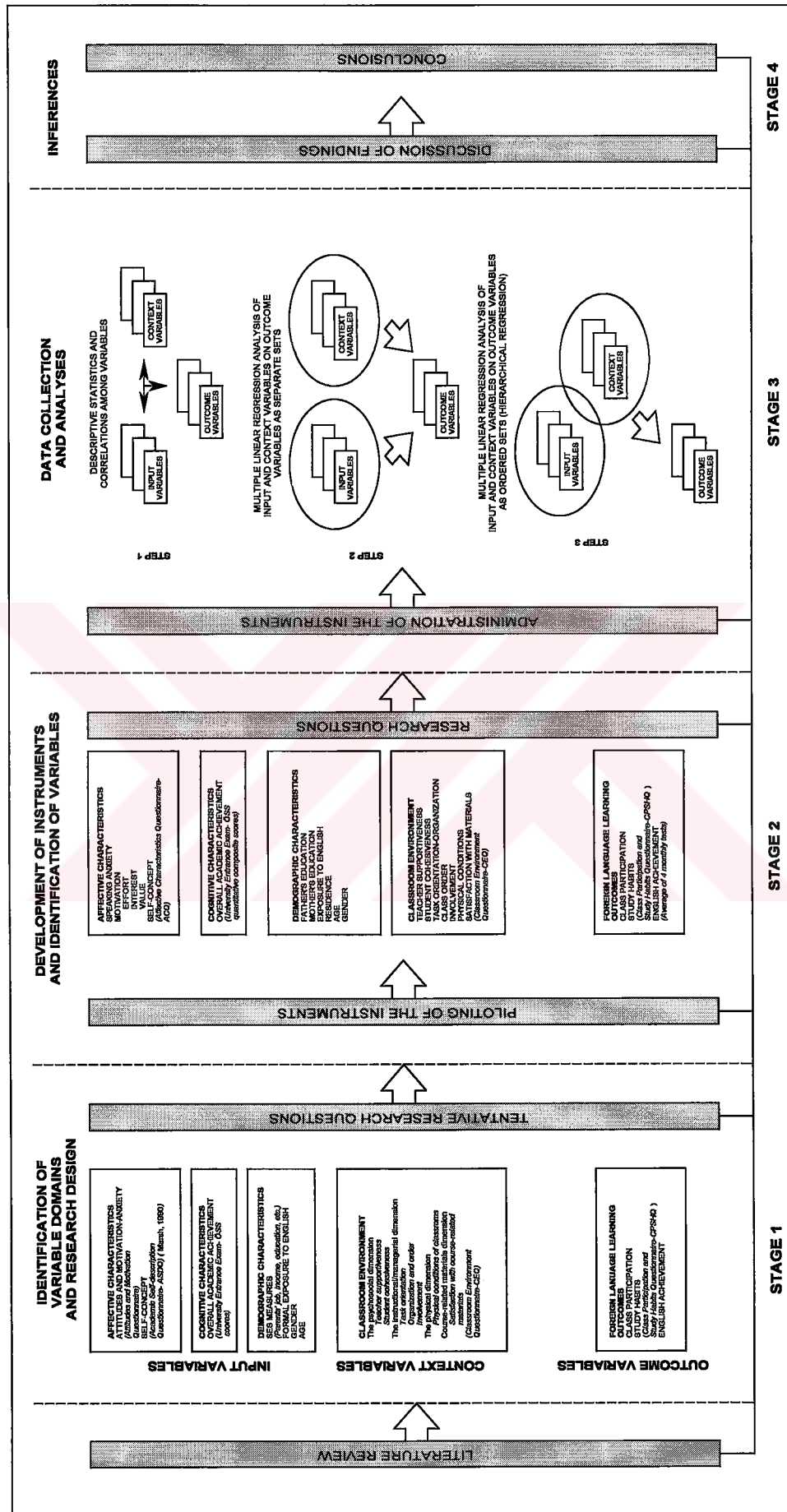


Figure 1. Overall Design of the study.

Research Questions

This study addresses the following research questions:

1. How well do the entering student characteristics variables (input variables) predict the outcome variables,
 - a) class participation?
 - b) study habits?
 - c) English achievement?
2. What are the unique contributions of each of the entering student characteristics variables (input variables) to the prediction of the outcome variables,
 - a) class participation?
 - b) study habits?
 - c) English achievement?
3. How well do the classroom environment variables (context variables) predict the outcome variables,
 - a) class participation?
 - b) study habits?
 - c) English achievement?
4. What are the unique contributions of each of the classroom environment variables (context variables) to the prediction of the outcome variables,
 - a) class participation?
 - b) study habits?
 - c) English achievement?
5. Controlling for entering student characteristics variables (input variables), how well do the classroom environment variables (context variables) predict the outcome variables,
 - a) class participation?
 - b) study habits?
 - c) English achievement?

6. Controlling for entering student characteristics variables (input variables), what are the unique contributions of each of the classroom environment variables (context variables) to the prediction of the outcome variables,

- a) class participation?
- b) study habits?
- c) English achievement?

7. How well do the entering student characteristics (input variables) and classroom environment variables (context variables) predict the outcome variables,

- a) class participation?
- b) study habits?
- c) English achievement?

8. What are the unique contributions of each of the entering student characteristics variables (input variables) and classroom environment variables (context variables) to the prediction of the outcome variables,

- a) class participation?
- b) study habits?
- c) English achievement?

Population and Sample Selection

This study was carried out at Erciyes University School of Foreign Languages (EUSFL) in Kayseri, Turkey, using a sample of 519 English preparatory class students selected from among a population of approximately 1300 students in the first semester of 2001-2002 Academic Year. Several groups of samples, which were not included in the actual data gathering procedures, were also selected from this population to be used for the piloting procedures of the data collection instruments.

Erciyes University offers a one-year intensive training program in English at EUSFL for the students of medicine, economics, engineering, architecture, civil aviation, and tourism and hotel management majors prior to their freshman years. In addition to the regular daytime instruction, evening classes are also provided at EUFLS for the students of economics and engineering departments. At the beginning of the Academic Year all the students of these departments are required to take an English proficiency exam administered by the EUSFL. The students who pass this exam are entitled to start their freshman year in their faculties. Those who fail the exam take a placement test and are placed in either of the two different levels (B and C) of the program. The levels can be characterized as: B, false beginners (students with some knowledge of English); and C, complete beginners (students with nearly zero knowledge of English). The programs offered by the school aims at bringing C-group students to an upper-intermediate level and the B-group students to an advanced level of English proficiency in listening, speaking, reading, and writing skills.

The 519 students in C-group daytime classes of the Academic Year 2001-2002 distributed in 22 classes were the subjects of this study who were used for the actual data gathering procedures. Other students (B-group students of daytime classes and B and C-group students of evening classes) were used for the piloting procedures only. Due to certain sample selection criteria to be explained in the following sections, all of the students of tourism major and some of the students of the economics major were not included in the study. In addition, students with missing data on any of the variables were also excluded from the analyses to meet

the assumptions of the related statistical procedures. Background data regarding the major and gender of the 519 students selected as subjects for the study are presented below in Table 4.

Table 4
The Distribution of the Students by Gender and Major (N = 519)

	<i>N</i>	<i>P</i>
Gender		
Female	139	73.2
Male	380	26.8
Major		
Medicine	158	30.44
Engineering	166	31.98
Economics and Administrative Sciences	173	33.33
Civil Aviation	22	4.24

Data Collection Instruments and Piloting Procedures

In order assess the contributions of students' entering/input characteristics and their experiences of the classroom environment on subsequent language learning outcomes three classes of variables were identified within the Input-Context-Outcome model. All of the data collection instruments designed for this study were self-report measures which were administered to students in Turkish at the beginning and during the first semester of the 2001-2002 Academic Year. Data concerning the Student Selection Examination (ÖSS) scores were obtained from the registrar's office. English Achievement scores were calculated based on data obtained from the testing unit of EUSFL at the end of the first semester. Prior to actual administration, all the relevant parts of the instruments were piloted on various student samples for validity and reliability estimations. For all of the questionnaire items five-point Lykert type response formats were used. This section presents the data collection instruments and the piloting procedures used in their development. An overview of the variables and the instruments used in the study is reproduced in Table 5.

Table 5

The Components Assessed and the Instruments Used in the Study

Domain	Dimensions	Subdimensions/ Scales	Instrument/Data Source
INPUT (Entering Student Characteristics)	Affective Characteristics	Speaking Anxiety Motivation Effort Interest Value Self-Concept	The Affective Characteristics Questionnaire (ACQ)
	Cognitive Characteristics	2001 Student Selection Examination (ÖSS) Quantitative Scores	Records From Registrar's Office
	Demographic Characteristics	Age Gender Residence Exposure Parents' Education	Bio-Data Form Administered Along with the ACQ + School Records
CONTEXT (Classroom Environment)	Psychosocial	Teacher Supportiveness Student Cohesiveness	The Classroom Environment Questionnaire (CEQ)
	Instructional/ Managerial	Involvement Task Orientation and Organization Class Order	
	Physical	Physical Conditions	
	Course-Related Materials	Satisfaction with Course Materials	
OUTCOME	Class Participation		The Class Participation and Study Habits Questionnaire (CPSHQ)
	Study Habits		
	English Achievement		Average of EUSFL Monthly Tests

Input Measures

The Affective Characteristics Questionnaire (ACQ)

The Affective Characteristics Questionnaire (ACQ) (Appendices A and B) was designed by the researcher to gather data regarding the affective aspects of students' entering/input characteristics based on their previous language learning experiences in secondary education. The ACQ includes 36 items which consists of the following five dimensions (subscales). Items which belong to these dimensions are indicated in parentheses as laid out in the original questionnaire form.

- English Speaking Anxiety (29 through 36)
 - Motivation
 - Effort to Learn English (8, 10, 13, 15, 18, 21, 24, 27)
 - Interest in English (7, 9, 11, 16, 19, 22, 26)
 - Value Attached to English (12, 14, 17, 20, 23, 25, 28)
 - English self-concept (1 through 6)

English speaking anxiety dimension consists of eight items used for measuring students' fear and apprehension of situations requiring them to speak and engage in some sort of verbal interaction in English in the classroom. The construct of motivation consists of three subcomponents: Effort to Learn English, Interest in English, and Value Attached to English. The effort dimension consists of eight items for measuring students' perceptions of how much effort they exerted to study English in both formal school contexts and through their individual efforts outside school. In the interest dimension there are 7 items for measuring the extent to which students like and are interested in learning English. The value dimension consists of 7 items concerning how much value the students attach to learning English with respect to its educational, personal, and practical usefulness. The English self-concept dimension consists of the 6 items of the Academic Self Description Questionnaire (Marsh, 1990) which was adapted for this study to measure the students' perceptions of their capabilities as language learners. The ACQ adopts a five-point Lykert-type response format ranging from 1-strongly agree to 5- strongly disagree.

Along with the ACQ, several student demographics questions were also used for gathering data on various socio-economic status variables, parental education,

previous exposure to English, age, gender, and so forth (Section 1 in Appendices A and B). Some of the data obtained through these questions, however, were later discarded or combined into more manageable data sets to avoid cumbersome data.

Piloting of the Affective Characteristics Questionnaire (ACQ)

The development of the Affective Characteristics Questionnaire (ACQ) started with the pilot administration of an attitudes and motivation questionnaire (Appendices C and D) to a sample of approximately 800 students at EUSFL during the Academic Year of 2000-2001. The questionnaire consisted of three broad sections pertaining to attitudes and motivation, anxiety, and self-concept, which as a review of literature would suggest, appear to be the major aspects of affective student characteristics. The items for attitudes and motivation and anxiety were adapted or written by the researcher based on discussions in the literature concerning affective domain of SLA (see Brown, 1996 for a review) and various similar instruments. For the assessment of English self-concept, Marsh's (1990) Academic Self Description Questionnaire (ASDQ) was adapted with slight modifications.

At the outset, a pool of 90 items, which consisted of positively and negatively formulated statements, were generated for the attitudes and motivation and English anxiety dimensions. The attitudes and motivation items aimed at identifying students' general attitudes (favorable or unfavorable) and motivational orientations towards learning English. As suggested by Gardner (1985), the items addressed the perceived value, interest, enjoyment, satisfaction, usefulness attached to the study of English, as well as effort and commitment shown in learning English. Drawing on Horwitz et al. (1986), the anxiety items were concerned with communication anxiety (anxiety with any real or anticipated interaction), test anxiety (any evaluative situation, including peer evaluation), and social-evaluative anxiety (apprehension that others will value oneself negatively). Some of the items addressed students' fear and apprehension of situations requiring their use of speaking skills, comprehension, and verbal participation in classroom activities, while others were concerned with more general aspects of English anxiety.

Since the intended audience of the instrument would be somewhat different in the actual administration, i.e. the students of 2001-2002 Academic Year, and the instrument would be administered to the actual sample prior to instruction, the items were designed in a way that they could be applicable and relevant to both current and future student populations. To this end, three English instructors at EUSFL were consulted for their opinions on each item as to whether they would be meaningful to students they are currently teaching, as well as to those prospective students at the beginning of the 2001-2002 Academic Year. Consequently, based on their recommendations 30 of the items were deleted and some of the remaining items were reworded taking into consideration the purposes of the study and the profiles of the current and future student populations. The subsequent 60 items were then translated into Turkish by these three instructors. Next, the Turkish translations of the items were back translated into English by another group of three English instructors to check whether they would be consistent with the original English items. The original English version and the back translations were compared and a few changes were made on both the English and the Turkish versions. It was decided that the items in both forms were similar in what they purported to measure and, thus, the Turkish translation of the items justified inclusion in the instrument for the pilot administration.

The other part of the instrument, The Academic Self Description Questionnaire-ASDQ (Marsh, 1990) was adapted to assess the English self-concepts of students. The ASDQ has been extensively used in the literature for the examination of self-concept in various subject matter areas (e.g., math, sciences, English) or skill subdivisions (e.g., listening, speaking, reading, writing in English). A global, higher-order English self-concept is assessed in this study rather than with respect to each of the four skill areas. For piloting purposes, however, the six items on the ASDQ were repeated across the four skill areas, alongside a global English self-concept construct. In order to investigate the factorial structure of each of the self-concept dimensions, factor analysis procedures were utilized for construct validity estimations. To this end, the self-concept in each specific area was inferred from the original six items of the ASDQ (Section 3 in Appendices C and D). These items were adapted to the five self-concept constructs with slight modifications. Thus, for example, for the global English self-concept, the first item would read

“Compared to other students of my age I am good at English” whereas the item for listening would read “Compared to other students of my age I’m good at listening”.

The items for the ASDQ were translated into Turkish using the same translation and back translation procedures mentioned previously. The items were integrated into the questionnaire form, which altogether consisted of three sections. The first section contained several items for gathering data on demographic characteristics of students, the second section 60 items for attitudes and motivation and anxiety, and the third section 30 items pertaining to the self-concept constructs.

The questionnaire was piloted in one session during regular class hours using a sample of approximately 800 C-group students at EUSFL in the first week of May 2001. Students took approximately 30 minutes to answer all of the questions. Due to missing data 630 of the returned sheets were usable for the statistical analyses.

Two separate analyses were carried out for the second and third sections of the questionnaire. First, the data gathered from the students’ responses to the ASDQ items in the third section were analyzed in order to identify the dimensionality of the 30 items. Applying the Kaiser criterion (eigen-value-greater-1), and the scree test, a principle components analysis was conducted to determine the number of underlying factors. The Kaiser criterion extracted 6 factors and the scree test indicated 4 factors. Based on the a priori hypothesis that there were five dimensions making up the instrument, five factors were rotated using a Varimax rotation procedure. The rotated solution, as shown in Table 6, yielded five interpretable factors, which accounted for 69,06 % of the total variance. Factor 1 (English self-concept in listening), factor 2 (English self-concept in writing), factor 3 (English self-concept in speaking), factor 4 (English self-concept in reading), and factor 5 (overall English self-concept) accounted for 14.8 %, 14.6 %, 14.3 %, 14.2 %, and 11.1 % of the item variance, respectively. No items loaded on another factor with a factor loading greater than .40. The reliability coefficients (Cronbach’s alphas) were quite high: listening self-concept, .92; writing self-concept .92; speaking self-concept, .91; reading self-concept, .91; and overall self-concept, .86. The individual items yielded moderate to strong correlations (corrected item-total correlation) with the other items of their scales. The skewness and kurtosis values and the histograms also indicated that the data for all of the scales were approximately normally distributed.

Table 6
Summary of Exploratory Factor Analysis Results for the ASDQ (N = 630)

Item	Factor Loadings				
	Listening self-concept	Writing self-concept	Speaking self-concept	Reading self-concept	Overall self-concept
69	.87	.05	.07	.11	.15
70	.87	.06	.06	.09	.10
72	.83	.09	.12	.09	.10
67	.82	.08	.11	.10	.12
71	.80	.09	.76	.11	.16
68	-.74	.10	-.12	-.08	-.05
88	.09	.82	.21	.15	.17
87	.07	.81	.22	.18	.16
85	.10	.80	.21	.17	.21
89	.09	.78	.22	.20	.21
90	.12	.78	.16	.19	.23
86	-.08	-.72	-.16	-.16	-.06
73	.10	.18	.81	.10	.26
75	.12	.18	.80	.11	.24
77	.07	.17	.77	.16	.22
76	.13	.24	.76	.15	.23
78	.14	.23	.72	.17	.19
74	-.07	-.19	-.71	-.17	-.12
82	.14	.20	.09	.82	.17
81	.15	.16	.18	.80	.19
83	.11	.14	.13	.79	.28
79	.09	.12	.18	.79	.15
84	.10	.24	.11	.74	.21
80	-.08	-.17	-.15	-.73	-.12
65	.13	.19	.23	.26	.69
63	.18	.19	.26	.17	.68
61	.16	.17	.30	.18	.67
66	.06	.20	.13	.23	.64
62	-.12	-.23	-.25	-.23	-.62
64	.27	.14	.36	.17	.61
Eigenvalues	11.53	3.44	2.44	2.08	1.23
% of variance	14.79%	14.60%	14.33%	14.21%	11.13%

Note. Factor loadings over .40 appear in bold

The next stage of the analyses conducted for the piloted instrument was for the attitudes and motivation and anxiety items in section two. A principle components analysis of the responses to the 60 items by 630 students extracted 11 factors and the scree test indicated 5 factors. Consequent factor analyses with varimax rotation and forced extraction of between 5 to 11 factors did not yield interpretable solutions since most of the items loaded on more than one factor and appeared to be complexly determined.

Analyzing the factorial structure and the interpretability of the items in the eleven-factor solution, 46 items which loaded most meaningfully on the first five factors were chosen for subsequent factor analyses. These five factors appeared to be composed of items pertaining to “like/dislike, interest” (16 items), “anxiety” (15 items), “effort” (7 items), “value” (5 items), and “overall anxiety” (3 items), respectively. Although there were similarities between the anxiety items in the second and the fifth factors, the items in the fifth factor seemed to represent a somewhat more global aspect of anxiety. It appeared that the other 6 categories were by and large meaningless clusters of conceptually different items most of which also loaded strongly (greater than .40) on at least one other factor.

Next, the dimensionality of the 46 items selected from the initial analysis was analyzed. The principle components analysis extracted 6 factors and the scree test suggested 5 factors. Consequently, five factors were rotated using a varimax procedure. The rotated solution accounted for 51.16 % of the total variance. The first factor, which was basically concerned with interest in learning English, accounted for 19.28 % of the item variance. The second factor, which was labeled as speaking anxiety, consisted of 13 items and accounted for 13.69 % of the variance. The third factor, effort, consisted of 5 items and accounted for another 7.28 % variance. The fourth factor, overall anxiety, was composed of five items and accounted for 5.63 % variance. The fifth factor, value, consisted of 5 items and accounted for 5.27 % variance.

As can be seen in Table 7, several items appeared to load significantly (greater than .40) on more than one factor. When the content of such items were analyzed, it was decided that they might be considered for deletion, since they did not seem to relate conceptually to the factors in which they were found. In order to lend support to the theoretical/conceptual considerations regarding the appropriateness of these items in the resulting five factors, item analysis using the reliability procedure was also conducted. In this procedure information regarding the correlation of each specific item with the sum of the other items in each scale (corrected item-total correlation) was used to be able to decide whether any of the items were to be excluded from the scales. If the correlation of an item with the sum of the other items is moderate or high (.40 or above), it makes a good component of

Table 7
*Summary of Exploratory Factor Analysis Results for the Attitudes and
 Motivation Questionnaire (N = 630)*

Item	Factor Loadings				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
8	-.76	.12	-.11	-.02	.03
16	-.75	.12	-.12	.06	-.05
19	-.75	.11	-.11	.01	-.16
29	.73	-.10	.33	-.09	.13
7	-.71	.09	.06	.01	-.05
1	.70	-.03	.23	-.20	-.02
20	.68	-.07	.27	-.11	.16
2	-.65	.08	-.17	.23	.09
17	.63	-.03	.32	.09	.17
6	.62	-.01	.12	-.02	.17
5	-.62	.05	-.04	.03	-.13
32	-.61	.09	.10	.06	-.32
13	.59	-.12	.26	-.06	.06
60	-.57	.01	-.20	.15	-.16
21	.56	-.10	.38	-.07	.23
11	.55	.01	.19	.02	.24
24	.48	-.14	.42	-.16	.02
33	.46	.14	.22	-.01	.22
52	-.06	.82	-.16	.06	.01
51	.04	.76	.05	-.06	-.01
50	-.05	.76	-.06	.04	-.01
53	-.08	.71	-.06	.15	-.02
56	-.13	.68	-.04	.20	.02
46	-.11	.67	-.09	-.08	-.07
41	.09	.67	-.07	.21	-.01
57	-.12	.62	-.01	.15	-.02
45	.01	.59	.09	.20	.10
36	.18	-.53	.23	-.30	.14
48	-.19	.50	-.15	.38	.01
47	.06	-.49	-.12	-.38	.02
59	-.09	.45	.13	.43	.13
34	.31	.01	.75	-.01	.10
15	.35	-.02	.71	-.02	.08
35	.43	-.06	.63	-.09	.19
14	.35	-.22	.56	-.10	.02
23	.51	-.01	.54	.06	.08
44	-.11	.36	-.10	.61	-.02
43	-.17	.38	-.01	.60	-.02
39	-.03	.11	-.26	.58	-.08
49	-.26	.47	-.04	.52	-.05
42	.06	.43	.17	.49	-.01
31	.40	-.04	-.03	-.12	.69
27	-.03	-.08	-.14	.13	-.66
30	.21	-.01	.08	-.02	.63
18	.46	.01	-.02	.01	.58
3	.16	-.09	.13	.17	.46
Eigenvalues	12.25	6.43	1.86	1.58	1.42
% of variance	19.28%	13.69%	7.28%	5.64%	5.27%

Note. Factor loadings over .40 appear in bold

the summated rating scale. Items with low correlations do not fit into the scale and may be considered for deletion or modification. In addition, the individual contribution of each item to the reliability of the scale (alpha if item deleted) needs to be checked.

The results of the item analysis procedure suggested deletion or modification of several items. In order to check whether the dimensionality of the scales would be refined by deleting some of these problematic items, subsequent factor analyses and reliability analyses procedures were rerun. Although some improvement was observed in the factorial structures of the scales when certain items were deleted, it was concluded that it would be worthwhile to rethink the conceptualization of the dimensions and make revisions in the content of the instrument by deleting or rewording some of the items plus selecting or writing additional items based on the implications of the analyses carried out so far.

Thus, in light of the dimensions suggested by the first form of the instrument and by reviewing the related literature, several modifications were made and a shorter 36-item form (Affective Characteristics Questionnaire- ACQ henceforth) was developed (Appendices A and B). The proposed dimensions in the ACQ were “interest (like/dislike or enjoyment) in studying English”, “value attached to English”, “effort exerted to learn English”, and “speaking anxiety in English”. In addition, the six-item overall English self-concept scale which was adapted from the Academic Self Description Questionnaire -ASDQ (Marsh, 1990) was incorporated into this modified instrument. The validity and reliability of the overall English self-concept scale, as reported above, had been established previously.

In the ACQ, the scope of the anxiety component was narrowed down to speaking anxiety by deleting previously formulated overall anxiety, comprehension anxiety, and test anxiety items which seemed to be somewhat different conceptually. Having referred to the foreign language anxiety literature which suggests that foreign language anxiety typically centers on speaking anxiety, it was decided that it would be best to retain speaking anxiety items for the purposes of the study and delete those pertaining to other aspects of it. Thus, a more situation specific aspect of anxiety, i.e. speaking anxiety, was adopted which focused on students’ fear and apprehension of situations requiring them to speak and engage in some sort of verbal interaction in

English in the classroom. In this reconceptualized dimension there were 8 items which were obtained from the first form with slight modifications in the wording.

In the interest dimension there were 7 items which were concerned with how much students like and are interested in learning English. All of the items in this dimension were taken from the previous form without modifications. The effort dimension consisted of 8 items which aimed at measuring students' perceptions of how much effort they have exerted so far to study English in both formal school contexts and through their individual efforts, if any, outside school. Four of the items for this dimension were newly written (items 10, 15, 24, 27) and four of them were borrowed from the previous form with slight changes in the wording. The value dimension consisted of 7 items which were concerned with how much value the students attached to learning English with respect to its educational, personal, and practical usefulness. Two of the items in this dimension (items 20 and 23) were newly written. The other five items were taken from the previous form, with one item (item 28) changed from positive to negative wording. The last dimension, overall English self-concept, consisted of the 6 ASDQ items adapted for this study. As in the previous form, the first section of the ACQ included questions for gathering data on various student demographics.

In order to investigate whether the hypothesized dimensions would be confirmed through factor analysis, the ACQ was piloted using a sample of 396 students at EUSFL at the beginning of the 2001-2002 academic year. The questionnaire was administered to students in the first week of October (October, 3, 2001), five days before the instruction began. The sample ($N = 396$) consisted of students randomly selected from the B and C groups of evening classes and B groups of daytime classes. These students were used only for the piloting procedures.

The responses of the 396 students to the 36-item ACQ were factor analyzed. A principle components analysis extracted 6 factors and the scree test suggested 5 factors. Next, a factor analysis with varimax rotation and forced extraction of five factors was run on the data. The number of factors was limited to five because it was hypothesized that the instrument was composed of five dimensions. The result of this analysis yielded 5 interpretable factors which accounted for 54.72 % of the total variance. The first factor, speaking anxiety (8 items), accounted for 12.67 %, effort (8 items) 11.70 %, interest (7 items) 10.77 %, value (7 items) 10.41 %, and self-

concept (6 items) 9.17 % of the variance. None of the items loaded on another factor with a factor loading greater than .40. Table 8 presents the factor loadings of the individual items in each dimension.

Next, the reliabilities of each of the five scales were analyzed using coefficient alpha (Cronbach). The speaking anxiety, effort, interest, value, and self-concept scales yielded quite satisfactory alpha coefficients: .87, .84, .89, .80, and .83, respectively. In the effort scale the alpha coefficient increased to .85 when item 27 (*I would never want to study prep class if it weren't compulsory*) deleted. However, since this item yielded a sufficiently strong correlation (corrected item-total correlation) with its own scale (.48) and seemed to be rationally and theoretically related to the construct, it was not deleted from the scale.

Thus, the findings of the statistical analyses and the theoretical considerations referred to throughout the development of the ACQ provided the framework for establishing the validity and reliability of each of the five scales. Factor analysis was used to address the concern of construct validity. Analyzing the factorial structure of the instrument, it appeared that the items in each scale were primarily associated with the particular construct of interest as hypothesized. Each dimension was distinct enough from the other dimensions to be considered separate.

Establishing the validity of an instrument through statistical analyses alone would not be sufficient. As such, naming of the categories and item selection or writing should be based on theoretical considerations. As discussed previously, the proposed dimensions of the ACQ and the item development procedures were based on relevant theories, implications of past research body, and evaluations of the applicability of current theories to the research setting of the study. In this way, the content validity criterion was addressed throughout the development stages of the instrument.

The reliability of the instrument was addressed through Cronbach's alpha, which is basically a way of measuring the correlations between items to demonstrate internal consistency of the scales. The results presented high alpha coefficients, ranging from .80 to .89, which indicated good scale homogeneity.

To sum up, as inferred from the findings of the above-mentioned statistical procedures and theoretical considerations, the five dimensions of the 36-item ACQ appeared to be valid and reliable scales to be used for the purposes of this study. The

Table 8
Summary of Exploratory Factor Analysis Results for the Affective Characteristics Questionnaire (N = 396)

Item	Factor Loadings				
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
29	.76	-.12	-.09	.09	-.14
30	.76	-.03	-.03	-.01	-.10
31	.76	-.04	-.18	-.04	-.11
32	.75	.02	.01	-.02	-.17
33	.68	-.08	-.08	-.04	-.23
34	.66	-.23	-.18	-.01	-.09
35	.65	-.20	-.08	.01	-.14
36	.60	.04	-.07	-.13	-.18
8	-.07	.71	.30	.17	.04
10	.17	-.68	-.20	-.30	-.05
13	.01	.67	.18	.23	.09
15	.19	-.67	-.08	-.02	-.03
18	-.01	.64	.22	.21	.08
21	-.03	.61	.19	.36	.10
24	.10	-.54	-.23	-.39	.06
27	.17	-.44	-.30	-.20	.16
11	-.15	.29	.73	.20	.17
7	-.04	.20	.70	.11	.29
9	.17	-.23	-.66	-.30	-.15
22	.16	-.26	-.65	-.25	-.10
16	.11	-.34	-.64	-.38	-.08
19	.11	-.31	-.57	-.35	-.17
26	-.21	.37	.52	.21	.15
17	.05	.15	.09	.70	.07
12	-.04	.24	.18	.69	-.03
25	-.01	.18	.02	.67	.09
20	.02	.31	.15	.63	.01
23	-.01	.31	.28	.59	.05
14	.02	-.01	.30	.53	-.01
28	.13	-.15	-.22	-.44	.03
3	-.20	.01	.07	.06	.79
1	-.11	-.11	-.09	.03	.77
5	-.25	.59	.16	.01	.74
4	-.37	.14	.19	.01	.67
6	-.18	.14	.32	-.03	.62
2	.18	-.07	-.24	-.06	-.49
Eigenvalues	10.30	4.67	2.13	1.41	1.86
% of variance	12.67%	11.70%	10.77%	10.41%	9.17%

Note. Factor loadings over .40 appear in bold

final form of the instrument which was used for the actual data gathering procedure is presented in Appendices A and B.

The Student Selection Examination (ÖSS) Scores

The Student Selection Examination (ÖSS) scores of students, specifically their quantitative composite scores, were used in this study as a cognitive variable to be used in the prediction of the specified language learning outcomes. ÖSS, which is administered by the Student Selection and Placement Center (ÖSYM), is basically used in the selection of candidates who are considered for placement in the two or four- year undergraduate programs in Turkish universities. As discussed previously, ÖSS scores can also be considered as an indicator of one's general academic ability or aptitude, justifying inclusion as a cognitive variable in the research design of this study.

ÖSS comprises two tests: one of them aims at measuring the students' verbal abilities, and the other, their quantitative abilities. The verbal section of the test is composed of Turkish and Social Sciences subtests, and the quantitative test is composed of Math and Sciences subtests. The number of correct and incorrect answers in both the verbal test and the quantitative test, as well as their subtests are separately counted and the raw score for each section is obtained by subtracting $\frac{1}{4}$ of the number of incorrect answers from the number of correct answers.

Following a transformation procedure of the raw scores into standard scores (with a mean of 50 and a standard deviation of 10), three different composite scores are calculated for each candidate. These are verbal, quantitative, and equally weighted ÖSS scores. The verbal ÖSS scores are calculated by multiplying the verbal standard score by 1.8, and the quantitative standard score by 0.4, and adding the resulting two scores. For the quantitative ÖSS scores, verbal standard score is multiplied by 0.4, and the quantitative score is multiplied by 1.8, and the result is added. As for the calculation of equally weighted ÖSS scores, the Turkish subtest standard score is multiplied by 0.8, the Social Sciences subtest score is multiplied by 0.3, the Math subtest is multiplied by 0.8, and the Sciences subtest is multiplied by 0.3, and the resulting scores are added.

In the 2001 ÖSS exam a minimum composite score of 120.000 points was required for qualification to be considered for placement in a four-year undergraduate program. Those candidates who obtained composite scores between

105.000 and 119.999 points, were offered a restricted choice of higher education programs.

For placement decisions, each candidate's standardized high school grade-point average (GPA) is also added to their composite scores using special weightings. Depending on the quotas (number of places available) as well as the special requirements (the type of ÖSS score required) of each higher education program, students who have obtained sufficient scores are entitled to be placed in one of the programs they have indicated on their preference forms.

In the Turkish secondary education system, students are channeled into either verbal or quantitative areas according to their interests and aptitude. Thus, the students who prepare for the ÖSS specialize primarily in either of the verbal and quantitative areas of the test according to majors they intend to pursue.

EUSFL gives English training to students of Medicine, Economics and Business Administration, Engineering, Architecture, Civil Aviation, and Tourism and Hotel Management majors. Students in these majors are required to have obtained sufficient quantitative (Medicine, Engineering, Civil Aviation, and Architecture), equal weight (Economics and Business Administration), or verbal (Tourism and Hotel Management) composite scores on the test for entering one of these departments. However, certain departments, which normally require equal weight scores, also accept students with verbal or quantitative scores. This is also the case for the faculty of Economics and Business Administration at Erciyes University. Thus, including those students of Economics and Business Administration who took the quantitative component of the ÖSS, the majority of students at EUSFL had comparable quantitative scores which were used as a measure of the cognitive input characteristics in this study.

Consequently, all of the students at EUSFL who have taken the quantitative component of the ÖSS to be able to enter a department at Erciyes University have been selected as subjects for this study. Within the research model of this study, students' ÖSS quantitative composite scores (without high school GPA used in the calculation) serves as the cognitive dimension of the input characteristics and is used as one of the predictor variables in the regression analyses. The data for the students' quantitative ÖSS scores were obtained from the Erciyes University registrar's office as provided by the University Selection and Placement Center (ÖSYM).

Demographic Student Characteristics

Although a number of demographic characteristics information regarding, age, gender, several aspects of students' socio-economic status, accommodation, and previous exposure to English have been gathered from the students at the outset of the study, later most of this data were either combined into more manageable data sets or discarded.

Following a data selection and refinement procedure, age, gender, mother's education, father's education, exposure to English (whether student has taken preparatory English classes before), and residence (whether student currently lives with their family) have been selected as demographic predictors of the study.

The data on demographic characteristics were gathered from the students through questions included in the first section of the Affective Characteristics Questionnaire. The age variable was used as an interval variable, while the others were used as dummy coded dichotomous or categorical variables in the prediction of each of the outcome variables.

Context Measures

The Classroom Environment Questionnaire (CEQ)

The Classroom Environment Questionnaire (CEQ) (Appendices E and F) was developed by the researcher to gather data for the context domain of the study, which focused on the psychosocial, instructional and managerial, physical, and course-related materials aspects of the classroom environment. The scope of evaluation of the classroom environment in this study is confined to the 16-hour C-group core program carried out at EUSFL. Thus, in their responses to the CEQ items concerning the classes, the teacher, and the materials, the students were required to take into consideration only the core program (coursebook classes), the teacher in charge of the core program (coursebook teacher), and the coursebooks (English File series-OUP) and its supplementary materials used in the core program. Other components

of the curriculum, i.e. reading, writing, CALL, and video and speaking classes, were not included in the research design due to reasons of feasibility.

The psychosocial dimension of classroom environment in this study is referred to as the climate or atmosphere of the class as a social group that is likely to influence the learning outcomes. It is inferred by asking students their perceptions of the affective and social relations among the class members and with the teacher, The instructional/managerial dimension refers to the organizational influences of the teacher on the classroom environment as inferred from students' perceptions of the instructional and classroom management practices carried out by the teacher in their class and the nature of the students' involvement in the classroom activities. The physical dimension is concerned with the quality of physical conditions as to whether the classroom is a comfortable, well-organized, clean, and attractive physical environment. Course-related materials dimension is related with the extent to which the students are satisfied with the learning materials in meeting their needs and expectations.

The CEQ consists of a total of 48 items for the following seven dimensions. Items which belong to these dimensions are given in parentheses as laid out in the original questionnaire form.

- Teacher Supportiveness (3, 6, 8, 11, 21, 25, 27, 31)
- Student Cohesiveness (4, 13, 19, 23, 24, 29, 34)
- Involvement (1, 5, 9, 16, 26, 28, 33)
- Task Orientation and Organization (2, 7, 10, 12, 15, 18, 22)
- Classroom Order (14, 17, 20, 30, 32)
- Physical Conditions (35 through 39)
- Satisfaction with Course-related materials (40 through 48)

Teacher Supportiveness dimension of the CEQ is concerned with the amount of help, concern, and friendship the teacher shows to students. The eight items in this dimension aim at identifying the extent to which the teacher helps, befriends, and is interested in their students. Student Cohesiveness dimension relates to the nature of relationship and cooperation among students. The seven items in this dimension pertain to the extent to which students help each other, get to know each other easily,

and enjoy working together. Involvement dimension, which consists of seven items, refers to the extent to which students have attentive interest, enjoy, and are involved in classroom activities and tasks. Task orientation and organization dimension is operationalized through eight items pertaining to the degree of importance given by the teacher to the completion of specified objectives and tasks and degree to which the classroom activities are planned and organized. Classroom order dimension consists of seven items pertaining to the degree to which order and discipline is maintained in the classroom. Physical conditions dimension with its five items aims at identifying the extent to which the classroom is a comfortable, well-organized, clean, and attractive physical environment. Finally, the satisfaction with course-related materials dimension, which consists of nine items, is concerned with students' perceptions of the extent to which the C-group core program materials (English File series coursebooks- OUP, including its audiocassettes, and supplementary materials) are satisfactory in meeting students' needs and expectations.

The four broad dimensions (i.e., the psychosocial, instructional and managerial, physical, and course-related materials dimensions), which were hypothesized to make up the context dimension of this study, were based on the literature on classroom environment, as well as discussions with language specialists at EUSFL as to their relevance and applicability to the research setting of the study. Theoretical considerations and the statistical analyses conducted throughout the piloting procedures yielded the above-mentioned 7 dimensions and the 48 items used in operationalizing these dimensions. Presented below is the piloting procedures carried out to give the CEQ its final shape prior to actual administration.

Piloting of the Classroom Environment Questionnaire (CEQ)

In order to represent the four broad dimensions of the classroom environment (psychosocial, instructional and managerial, physical, and course-related materials dimensions) inferred for the context domain of the research design, seven dimensions were identified based on theoretical considerations and various similar instruments. Tentatively, these dimensions were “teacher supportiveness”, “student

cohesiveness”, “involvement in classroom activities”, “task orientation”, “organization and order”, “physical conditions”, and “satisfaction with course-related materials”.

Next, a total of 53 items were generated for the hypothesized dimensions. Some of the items were adapted from various similar instruments and some of them were written by the researcher. Three English instructors at EUSFL were consulted for their opinions regarding the suitability of the items to the research setting and the purposes of the study. Based on their recommendations, slight changes were made in the wording of some of the items. Next, the items were translated into Turkish by these three instructors. Another group of three instructors were then asked to translate the Turkish items back into English. Finally, the two versions were compared and a few changes were made on both the English and the Turkish versions.

Following the translation and back translation procedures, the Turkish version of the CEQ was piloted using a sample of 317 students. The sample used in this pilot study consisted of B-group students of daytime and evening programs, and C-group students of the evening program at EUSFL distributed in a total of 15 classes. This preliminary version of the CEQ was administered to the students during one class session within the fifth week of November in the academic year of 2001-2002. The questionnaire was administered by instructors who were not teaching their own classes and they were briefed about the questionnaire and the purposes of the study. The students were informed both verbally and on the questionnaire itself that confidentiality was guaranteed. Alongside the CEQ, another questionnaire designed for gathering data on two of the outcome measures (class participation and study habits) was also piloted. Details on this questionnaire are presented in the proceeding section. To complete the both questionnaire forms (Appendices G and H), which consisted of a total of 83 items, students took approximately 40 minutes.

Following the pilot administration of the CEQ, the data were used for validity and reliability estimations. Due to time limitations, the data gathered from this pilot administration could be analyzed only for the psychosocial and instructional and managerial dimensions of the CEQ. The physical conditions and course-related materials dimensions, as well as the questionnaire designed for class participation and study habits dimensions, were analyzed using the data gathered from a second

pilot administration. Throughout the statistical procedures carried out for the pilot administrations of the CEQ, the data were considered as three distinct sets and were analyzed separately in three stages. Following are the analyses conducted for the first set of data- psychosocial and instructional/managerial dimensions of classroom environment- (Section 1 of the CEQ- Appendices G and H) which was hypothesized to be made up of five components: Teacher Supportiveness, Student Cohesiveness, Involvement, Task Orientation, and Organization and Order. The statistical procedures utilized for the data consisted of factor analyses and reliability analyses.

First, the dimensionality of the first section of the CEQ (34 items) was factor analyzed. Three criteria were considered for evaluating the most appropriate number of factors to extract: eigenvalues-greater-than-one, scree test, and the a priori hypothesis about the number of underlying factors. A principle components analysis of the students' responses to the 34 items extracted 7 factors and the scree test indicated 4 factors. Thus, between 4 to 7 factor solutions were rotated to obtain an interpretable solution.

As hypothesized, the best interpretable solution appeared to be a five-factor solution. The factor analysis with varimax rotation and forced extraction of 5 factors accounted for 50.67% of the total variance on the data. Each factor accounted for 13,96 %, 11,08 %, 10,04 %, 9,92 %, and 5,65 % of the variance, respectively. As can be seen in Table 9, the first factor was composed of 8 items pertaining to "Involvement". Item 1 in this factor (*Most of the students willingly participate in the classes of this teacher*) also loaded on the second factor with a factor loading greater than .40. The second factor was composed of 6 "Teacher Supportiveness" items. Items 10 (*The teacher is more like a friend than an authority*) and 25 (*The teacher gets along well with the students in this class*) in this factor also loaded significantly on the first factor. The third factor, which was composed of 10 items, included "Task Orientation and Organization" items. Item 19 (*The teacher expects students to give their whole attention to the class*) in this category also loaded on the second factor with a factor loading greater than .40. In the fourth factor there were 6 "Students Cohesiveness items". Finally, the fifth factor appeared to be made up of 4 "Organization" items, which were concerned specifically with aspects of classroom order and discipline. This factor was labeled "Classroom Order".

Table 9

Summary of Exploratory Factor Analysis Results for Section 1 of the Classroom Environment Questionnaire (N = 317)

Factor Loadings					
Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
17	-.76	-.21	-.07	.03	.14
31	-.74	-.16	-.08	.01	.17
6	-.72	-.04	-.20	.03	.08
13	.72	.38	.23	-.04	-.01
1	.67	.45	.04	-.02	-.02
26	-.59	-.36	-.11	-.10	.13
28	.55	.34	.15	.18	-.20
8	.52	.24	.14	.19	-.15
27	.31	.69	.25	.09	-.01
21	.19	.67	.25	-.02	-.13
10	.40	.64	.07	.01	.18
3	.29	.64	.12	.03	.21
30	.21	.58	.16	-.02	-.14
25	.47	.49	.28	.06	-.03
7	.08	.03	.67	.04	.02
18	-.05	.24	.60	-.03	-.21
15	.17	-.11	.60	-.01	-.03
2	.20	.23	.59	.02	.20
14	.03	-.12	-.55	.02	.21
9	.17	.18	.52	.14	.07
33	.19	.26	.49	.05	-.03
19	.11	.42	.43	.03	.01
4	-.10	-.25	-.39	.02	.24
23	.07	.13	.32	.10	.29
34	.05	.03	-.02	.81	-.13
32	.01	.22	-.04	.79	-.12
11	.03	.01	.01	.76	.09
5	.12	-.08	-.01	.74	-.08
24	.01	-.05	.20	.64	.01
16	.30	-.15	-.07	-.47	.30
20	-.30	.09	.04	-.13	.64
29	-.35	-.10	-.35	-.09	.54
12	-.21	.07	-.01	-.40	.54
22	-.23	-.38	-.26	-.12	.52
Eigenvalues	8.72	3.42	2.30	1.70	1.10
% of variance	13.96%	11.08%	10.04%	9.92%	5.65%

Note. Factor loadings over .40 appear in bold

In this five-factor solution, as apposed to the a priori hypothesis, items pertaining to task orientation and organization appeared to cluster around a single factor. Also, items pertaining to classroom order, which had been conceptualized as coexisting with organization items created a single factor.

The next step of the statistical analyses carried out for the data aimed at identifying which items to include or exclude from the instrument. To this end, the

reliability of each of the resulting five dimensions and the appropriateness of the items in their corresponding scales were analyzed. The internal consistency reliabilities (Cronbach's alpha) of the five scales were .89, .83, .75, .81, and .67, respectively. Checking the corrected item-total correlation of the individual items, it appeared that some of the items did not yield sufficiently strong correlations (i.e., smaller than .40) with their corresponding scales, which, as a result, suggested elimination. However, keeping in mind that depending solely on the findings of the statistical analyses for item selection might be misleading at this stage, qualitative judgments regarding how the individual items would rationally and theoretically relate to the constructs were also taken into consideration. As such, questions raised by the students during the pilot administration as reported by the teachers, the opinions of the teachers themselves, and the researcher's judgments as to the relevance of the items in each dimension were also taken into consideration in evaluating the appropriateness of the items. After the administration of the questionnaire informal interviews were held with the instructors who had administered the questionnaire. They were asked whether they had received any feedback from the students concerning the wording of any of the items and whether they had any comments themselves about the relevance of the items.

It was reported by some of the teachers that during the administration of the instrument several students asked for clarification of item 33 (*The teacher wants to make sure that the work scheduled is accomplished*). It was thought that it would be best to delete this item since, as also expressed by some of the students and teachers, the students might not have an idea about the amount or kind of work scheduled by the instructor for a given class. Some of the instructors expressed that item 4 (*The teacher skips some of the sections/exercises in the coursebook*) did not seem to be relevant to the EUFLS setting since the instructors are given some sort of flexibility in skipping or putting off some of the parts depending on their own pacing rather than sticking to the coursebook syllabus rigidly. Therefore, this item was also deleted. Similarly, item 23 (*Turkish is seldom used in the classes of this teacher*) was deleted because it raised concerns among some instructors who expressed that there are no clearly defined limitations or established criteria as to when and how much Turkish is allowed in classes. Item 16 (*Students prefer to compete with each other rather than working in cooperation*) was also deleted in order to economize on the

number of items because there was a similar item with positive wording in this dimension. Item 22 (*The classes of this teacher are disorganized*) was reworded as “*The teacher plans and organizes class activities well*” since it was thought that the previous wording might be mistakenly perceived by students as an aspect of classroom order or discipline although it was originally intended to represent an aspect of the Task Orientation and Organization dimension. To eliminate potential misunderstandings this item was reworded as such.

Consequently, deleting or rewording several problematic items and adding newly written items in light of theoretical considerations and the statistical procedures carried out so far, a new 38-item form was developed around a somewhat different conceptualization. In the first form of the instrument “Organization and Order” dimension had been conceptualized as a single dimension. In the revised form “Order” was considered as a separate dimension and the items pertaining to “Task Orientation” and “Organization” dimensions were combined to create a new dimension labeled “Task Orientation and Organization”. The items representing each of the five dimensions in the revised form are presented in Appendices I and J.

Nine days after the first pilot study (the second week of December), the revised form of the CEQ was administered to another sample of 363 C-group students enrolled in the evening classes of EUSFL. Along with the revised sections (38 items), “the physical conditions” and “course-related materials” dimensions (9 items each), which could not be analyzed previously were included once again in this second pilot administration. In addition, the Class Participation and Study Habits Questionnaire (CPSHQ) which was designed for gathering data for the two outcome measures, namely, “Class Participation” and “Study Habits”, was reintroduced for piloting with this sample of students since it had not been possible to analyze the data gathered from the first pilot study. Details on the CPSHQ and the statistical analyses carried out for it are presented in the proceeding section, outcome measures. Including the 30 items of the CPSHQ, the combined instrument consisted of 86 items in total to which students responded in about 40 minutes in one class session. The following presents, first, the analyses carried out for Section 1 of the CEQ. The analyses for Sections 2 and 3 (physical conditions and course-related materials dimensions), which were considered as two separate sets of data, are presented next.

A factor analysis with varimax rotation and forced extraction of 5 factors on the 38 items of the revised section of the CEQ accounted for 55.37% of the total variance. Each factor accounted for 13.43 %, 12.27 %, 10.94 %, 10.61 %, and 8.12 % of the variance, respectively. Factor loadings of individual items are presented in Table 10. The first factor was composed of the 8 “Teacher Supportiveness” items. None of the items in this factor loaded significantly (greater than .40) on another factor. The second factor was composed of 9 “Involvement” items. Item 30 (*Students really enjoy the classes of this teacher*) also loaded significantly on the first factor. Item 34 (*The teacher expects students to give their full attention to the class*) in this factor appeared to load almost equally also on the fourth factor. The third factor consisted of 7 Student Cohesiveness items. The fourth factor, Task Orientation and Organization, was composed of 8 items. Item 16 (*The teacher consistently enforces certain rules in order to maintain class order and discipline*) which had been conceptualized as a “Class Order” item loaded on this factor rather than it was supposed to. The last factor consisted of 6 items pertaining to “Class Order”.

Next, internal consistency estimates of reliability (Cronbach’s alpha) for each of the five scales were computed. Overall, the analysis yielded satisfactory alpha coefficients for the teacher supportiveness, involvement, student cohesiveness, task orientation and organization, and class order scales: .90, .90, .87, .82, and .77, respectively. Next, item analysis using the reliability procedure was conducted in order to decide whether any of the items needed to be excluded from the scales. For this, information regarding the correlation of each specific item with the sum of the other items in each scale (corrected item-total correlation) was taken into consideration. In addition, the individual contribution of each item to the reliability of the scale (alpha if item deleted) was checked. The analyses suggested problematic items in the second, fourth, and fifth factors. Also keeping in mind theoretical considerations as to the appropriateness of these items along with the implications of the statistical analyses, four items were deleted in order improve the validity and reliability of the scales.

First, item 30 (*Students really enjoy the classes of this teacher*) in the second factor was deleted because it loaded greater than .40 also on the first factor. This might undermine the validity of the scale. Although this item was strongly correlated (.79) with its own scale, it also appeared that in terms of content, i.e.,

Table 10

Summary of Exploratory Factor Analysis Results for Revised Section 1 of the Classroom Environment Questionnaire (N = 363)

Factor Loadings					
Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
11	.73	.34	.08	.07	.02
8	.72	.28	.12	.08	-.09
3	.71	.32	.07	.13	-.05
6	.70	.20	.14	.27	-.14
22	.66	.24	.09	.20	-.04
26	.65	.30	.12	.31	-.14
29	.63	.29	.11	.32	-.14
35	.61	.12	.13	.30	-.17
37	-.32	-.73	.05	-.08	.13
5	-.23	-.69	-.06	-.17	.10
31	.34	.68	.16	.22	-.15
17	-.34	-.65	-.15	-.07	.12
9	.25	.64	.18	.22	-.24
30	.50	.64	.15	.18	-.19
1	.38	.58	.04	.21	-.09
28	-.16	-.58	-.16	-.17	.22
34	.13	.38	.09	.37	-.08
32	.09	.04	.85	.01	-.04
38	.14	.11	.80	.02	.04
25	.07	.03	.79	.08	-.08
24	.08	-.09	.77	.04	-.04
4	.11	.23	.70	-.13	-.11
13	.01	.08	.64	.06	-.10
20	.14	.17	.60	.04	-.02
10	.14	.05	-.03	.77	-.07
23	.32	.21	.13	.68	-.02
19	.16	.12	-.02	.64	.08
15	-.06	-.18	.03	-.63	-.12
7	.14	.12	.01	.62	.06
2	.30	.02	.12	.58	-.17
12	.34	.21	.07	.49	-.10
16	.05	.24	-.14	.42	-.34
18	-.03	-.15	-.15	.02	.78
14	-.12	-.08	-.03	.17	.74
21	-.10	-.24	-.04	.14	.68
36	-.27	-.12	-.02	-.04	.60
33	-.10	-.37	-.05	-.22	.57
27	.05	.03	-.13	-.32	.51
Eigenvalues	11.32	3.70	2.74	1.99	1.29
% of variance	13.43%	12.27%	10.94%	10.61%	8.12%

Note. Factor loadings over .40 appear in bold

enjoyment, it was somewhat different from the other involvement items found in the same category. In order to ensure a cleaner structure, which would, in turn, improve the validity of the scale, it was thought that it would be best to remove this item from

the scale. Second, item 34 in the second factor (*The teacher expects students to give their full attention to the class*) was deleted because it also loaded almost equally on the fourth factor. Although the correlation of this item with its own scale was within an acceptable range ($< .40$), the reliability of the scale would improve if this item was to be deleted. Third, item 16 (*The teacher consistently enforces certain rules in order to maintain class order and discipline*) which had been originally conceptualized as an “Order” item loaded on the fourth factor (Task Orientation and Organization). The correlation of this item with its scale was low (.37) and the reliability of the scale would also increase when deleted. Hence, this item was also deleted. Finally, item 27 (*The teacher is too tolerant with disruptive behavior*) yielded a poor correlation (.32) with the other items in the fifth factor and the reliability of the scale would improve when deleted. This item was also eliminated.

Having deleted the above-mentioned items, another factor analysis was run with the remaining 34 items. A forced extraction of five factors with varimax rotation accounted for 57.44 % of the total variance. Each factor accounted for 14.65%, 12.10%, 11.37%, 10.93%, and 8.40% of the variance, respectively. The first factor contained 8 Teacher Supportiveness items, the second factor 7 Student Cohesiveness items, the third factor 7 Involvement items, the fourth factor 7 Task Orientation and Organization items, and the fifth factor 5 Order items. Table 11 presents the individual contribution of the items (factor loadings) in each scale. The internal consistency reliabilities of the scales indicated alphas .90, .87, .88, .82, and .79, respectively. These estimates were acceptably high. Consequently, considering the results of the statistical analyses along with theoretical discussions throughout the development process, it was concluded that the resulting five scales could be considered valid and reliable for the purposes of this study.

Another dimension of the classroom environment proposed for this study is concerned with the nature of “physical conditions” as perceived by the students, which basically focuses on such physical properties of the classroom as, work space, seating arrangement, comfort, and cleanliness. The five items used for operationalizing the construct of physical conditions (Section 2 of CEQ in Appendices E and F), have been selected based on the findings of the second pilot study carried out for the CEQ. Although a nine-item form of the Physical Conditions dimension of the CEQ, as well as the course-related materials dimension

Table 11

Summary of Exploratory Factor Analysis Results for Section 1 of the Revised CEQ-Items 16, 27, 30, 34 deleted (N = 363)

Factor Loadings					
Item	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
11	.74	.08	.32	.08	-.01
3	.73	.07	.31	.11	-.03
8	.73	.12	.26	.08	-.01
6	.72	.13	.17	.26	-.13
22	.68	.09	.22	.18	-.03
26	.65	.13	.26	.33	-.16
29	.64	.11	.25	.32	-.16
35	.60	.13	.11	.31	-.18
32	.08	.85	.03	.01	-.05
38	.15	.80	.11	.01	.05
25	.07	.79	.04	.08	-.07
24	.09	.77	-.12	.03	-.03
4	.12	.71	.21	-.12	-.13
13	.01	.64	.07	.07	-.10
20	.13	.61	.18	.05	-.02
37	-.35	.04	-.72	-.07	.13
5	-.23	-.06	-.70	-.18	.12
17	-.35	-.15	-.65	-.08	.14
31	.37	.17	.64	.22	-.17
9	.27	.18	.62	.23	-.26
28	-.18	-.16	-.59	-.17	.21
1	.39	.05	.57	.22	-.11
10	.12	-.03	.05	.79	-.07
23	.33	.13	.19	.69	-.02
19	.12	-.02	.16	.67	.09
15	-.05	.04	-.21	-.64	-.14
7	.14	.01	.09	.64	.03
2	.30	.12	.01	.58	-.17
12	.34	.08	.19	.50	-.10
18	-.02	-.15	-.13	-.01	.79
14	-.08	-.04	-.04	.12	.78
21	-.08	-.04	-.22	.10	.72
36	-.21	-.03	-.13	-.10	.63
33	-.11	-.05	-.38	-.21	.54
Eigenvalues	10.24	3.62	2.69	1.73	1.25
% of variance	14.65%	12.10%	11.37%	10.93%	8.40%

Note. Factor loadings over .40 appear in bold

(Appendices G and H), had been administered to the students in the first pilot administration (the fifth week of November), the data from this administration could not be analyzed. Therefore, the same items were reintroduced in the revised form (Appendices I and J). Below are the analyses carried out for the Physical Conditions dimension of the CEQ using the data obtained from the second pilot administration

At the outset, the construct of Physical Conditions was conceptualized tentatively as the degree to which the classroom is a comfortable, well-organized, clean, and attractive physical environment taking into consideration such physical properties as classroom arrangement, lighting, heating, ventilation, furniture, etc., as perceived by the students.

The data obtained from the responses of the 363 students to the 9 items were analyzed using item analysis, reliability analysis, and factor analysis procedures. First, item analysis using the reliability procedure was carried out. For this, the correlation of each item with the total score of the scale (corrected item-total correlation) was checked. The reliability analysis revealed that four of the nine items did not seem to fit in the scale due to low corrected item-total correlations ($>.40$). Starting with item 39 which had the lowest correlation with the scale (.28), the problematic items were deleted one by one and alphas and corrected item-total correlations were checked at each step. As a result, the items 39 (*The classroom is usually stuffy*), 42 (*Lighting is adequate in the classroom*), 40 (*Temperature of the classroom is appropriate*), and 47 (*The classroom is too crowded*) were deleted.

The remaining five items seemed to correlate acceptably high with the scale. The internal consistency estimate of reliability (Cronbach's alpha) of the scale was .77, which was satisfactory. The result of a principle components factor analysis also suggested a one-factor solution with 52.23 % of the variance explained which was interpreted in support of the validity of the scale. Consequently, it was decided that the Physical Conditions scale could be used as a valid and reliable instrument for this study.

Another section of the CEQ which was hypothesized to represent yet another aspect of the classroom environment in this study was concerned with course-related materials. More specifically, this dimension aimed at exploring the students' perceptions of the extent to which the coursebooks, the workbooks, audiocassettes, and supplementary materials used for the C-group core program at EUSFL are satisfactory in meeting their needs and expectations. The 9-item scale consisted of statements for evaluating the coursebook (The English File series -OUP), its workbooks, audiocassettes, and the materials designed to supplement the C-group core program (Section 2 in Appendices E and F).

The items for this dimension were designed based on similar instruments found in the ESL literature and the opinions and recommendations of the language specialists at EUSFL. Although a preliminary version of the scale had been administered to the sample of students used for the first pilot study of the CEQ, as was the case for the physical conditions scale and the outcome measures, the statistical analyses for validity and reliability estimations could be conducted using the data only from the second pilot administration. However, one of the items used in the first form, "*The coursebook is way above my current level of English*" (item number 47 in Appendices G and H), was not used in the revised form (Appendices I and J) since, as also expressed by some of the instructors, it appeared to be somewhat irrelevant in terms of content.

The statistical procedures used for the data consisted of reliability analyses and factor analyses, which were used for validity and reliability estimations. An item analysis procedure revealed that all of the nine items yielded acceptably strong correlations (greater than .40) with the scale and the scale had an internal consistency reliability (Cronbach's alpha) of .87, which was quite satisfactory. This finding was interpreted in support of the reliability of the scale.

Next, a factor analysis using principle components analysis indicated a one-factor solution with 49.46 % of the total variance explained, which, although slight, supported the a priori hypothesis that the instrument was composed of a single dimension. This finding suggested a validity indication of the scale.

An additional validity estimate was suggested through a strong-moderate correlation ($r = .66, p < .001$) of the scale with the class participation scale (one of the outcome measures to be explained in the proceeding section), meaning that students who were more satisfied with the coursebooks and its components participated more in class activities. This finding was interpreted as a predictive validity indication of the scale since such a relationship made conceptual sense. Based on the implications of the above-mentioned analyses, it was decided that the satisfaction with course-related materials scale could be considered as a valid and reliable instrument to be used for this study.

Consequently, in light of the findings of the statistical procedures and the theoretical considerations referred to throughout the development stages of the CEQ, the resulting seven scales appear to be valid and reliable instruments to be used for

the purposes of this study. The final form of the CEQ which was used for gathering the data to address the research questions of the study is presented in Appendices E and F.

Outcome Measures

The outcome domain of this study consists of class participation, study habits, and English achievement dimensions, which serve as the criterion variables in the proposed research model.

The Class Participation and Study Habits Questionnaire (CPSHQ)

The Class Participation and Study Habits Questionnaire (CPSHQ) (Appendices E and F) consisted of a total of 26 positively and negatively formulated items, 13 items each for the Class Participation and Study Habits dimensions. The construct of Class Participation (items 49 through 61) in this study was conceptualized as the students' perceptions of their degree of active participation in class activities which consists of such behaviors as, listening to the teacher and other students attentively, doing their share of work in pair and group activities, volunteering in whole class activities, and speaking in the target language during pair, group, and whole class activities. In other words, it is the degree to which the students perceive themselves being on task. It should be noted that the construct of Class Participation is conceptualized somewhat differently from the Involvement scale (one of the subscales of the CEQ which was explained in the preceding section) in that class participation is concerned with how each student views himself/herself in terms of level of class participation, while the Involvement scale is concerned with his/her perceptions of the other students' (their classmates') level of involvement in what goes on in the classroom.

The Study Habits dimension of the CPSHQ (items 62 through 74) is concerned with students' outside-class study habits or behaviors with respect to efficient use of time, motivation to study, whether they take time to do revision of

lessons regularly, whether they do assigned homework, workbook sections, or readings on time, preparation for tests, and so forth.

Piloting of the Class Participation and Study Habits Questionnaire (CPSHQ)

The conceptual definitions of class participation and study habits dimensions of the CPSHQ were basically shaped by the opinions and suggestions of instructors at EUSFL. At the initial stages of development of the instrument, several instructors were asked through informal interviews to express their opinions as to what kind of appropriate behaviors or habits they would expect from their students regarding class participation and outside class study habits. Based around common themes generated from their responses and also reviewing similar instruments in the literature, a 50-item pool containing positively and negatively worded statements was created. Following an elimination procedure, 15 items for each of the dimensions were selected. Since the items had originally been written English, the same translation and back translation procedures mentioned previously were carried out to prepare the Turkish version of the instrument for piloting.

The analyses carried out for the validity and reliability estimations of the questionnaire were based on the data gathered from the second pilot study (Appendices I and J), which had been conducted during the second week of December. Although the CPSHQ had been administered to the students along with the Classroom Environment Questionnaire during the first pilot study (Appendices G and H), it was not possible to analyze the data due to time restrictions. Below are the findings of statistical procedures utilized for the data.

First, the responses of the 363 students to the 15 items in the Class Participation scale (items 57 through 71) were analyzed using the reliability procedure in order to establish the convergent validity and reliability of the scale. Analyzing the information regarding the correlation of each individual item with the total of other items (corrected item-total correlation), and the changes in alpha when items are deleted (alpha if item deleted), it appeared that two of the items needed to be considered for modification or deletion. The corrected item-total correlation of the items 58 (*During classes I speak only when I am called on or asked a question by the*

teacher) and 68 (*I take regular notes during classes*) were quite low: .21 and .26, respectively. Starting with the item which had the lowest correlation (item 58), these problematic items were deleted and reliability analyses were rerun. Consequently, the remaining 13 items seemed to correlate acceptably high with the scale. The internal consistency reliability (alpha) of the scale was .90, which was quite satisfactory.

Next, a factor analysis procedure was run with the 13 items in order to check whether the scale was unidimensional as hypothesized. A principle components analysis extracted 2 factors and the scree tests suggested a one-factor solution. A varimax rotated two-factor solution accounted for 55,7 % of the data. The first factor which was composed of 8 items accounted for 30.3 % and the second factor accounted for the remaining 25.4 % of the variance with its 5 items. Item 63 (*I participate in the class activities eagerly*) on the first factor also loaded significantly on the second factor (see Table 12).

Analyzing the contents of the two factors, however, it appeared that the items in the two factors were not conceptually different from each other to be considered as truly separate dimensions. Therefore, despite what has been suggested by the factor analysis, it was decided that the scale was unidimensional in terms of its structural composition. Thus, the factor analysis procedure did not yield a result which could be interpreted in favor of the validity of the scale.

In search of further validity evidence, however, the predictive power of the scale was investigated by checking its relationship with students' monthly test average scores (English Achievement), which is another criterion variable in the research design. Drawing on the related body of research, as well as the researcher's intuition, it was hypothesized that high levels of class participation would be correlated to high English Achievement scores, which could be used as a predictive validity estimate of the scale, as well as of the English Achievement measure. The English Achievement scores in this analysis was the average of the three monthly test scores on grammar and vocabulary sections the students had received up until the time when the pilot study was conducted.

As hypothesized, students who reported that they participated more in class activities tended to have higher English Achievement scores. Based on the magnitude of the correlation coefficient, accuracy in predicting the English

Table 12
Summary of Exploratory Factor Analysis for Class Participation Items (N = 363)

Factor Loadings		
Item	Factor 1	Factor 2
64	.73	.28
62	.71	.15
71	-.69	-.33
65	-.69	-.09
57	.68	.37
66	.66	.14
63	.61	.50
70	-.61	-.36
61	.20	.77
59	.29	.77
60	.08	.72
69	.35	.71
66	.23	.57
Eigenvalues	5.93	1.31
% of variance	30.32%	25.36%

Note: Factor loadings over .40 appear in bold

Achievement scores of students was sufficiently strong: .61, $t(361) = 14.70$, $p = .001$. Class Participation accounted for approximately 37 % of linear relationship with English Achievement, which was interpreted as a 'good' predictive validity estimate of the scale in predicting the desired outcome.

The statistical procedures mentioned above were also conducted for the validity and reliability estimations of the Study Habits scale (items 72 through 86). First, the item analysis using the reliability procedure was run. Correlations of items 74 (*If I get bored when I study, I give it up quickly or postpone it*) and 75 (*When I sit down to study, I usually can't decide what exactly I need to study*) with the total of other items (corrected item-total correlation) were below the acceptable .40 range: .22 and .39, respectively. These items were deleted from the scale and the item analysis procedure was rerun with the remaining 13 items, which yielded satisfactory correlations of the items with the scale with an overall internal consistency (alpha) estimate of .90. Thus, the sufficiently strong correlations of the individual items with the scale, as well as a high alpha indicating the scale's internal consistency, was interpreted in support of the scale's validity and reliability.

A factor analysis procedure carried out for the study habits scale, however, as was the case for the Class Participation scale, did not support the a priori hypothesis

Table 13
Summary of Exploratory Factor Analysis for Study Habits Items (N = 363)

Factor Loadings		
Item	Factor 1	Factor 2
75	.79	-.07
85	.74	-.14
77	.72	-.33
76	.68	-.36
86	.67	-.34
82	.61	-.41
73	.55	-.29
84	-.51	.43
81	-.11	.77
79	-.16	.72
83	-.37	.64
80	-.37	.62
72	-.45	.55
Eigenvalues	6.01	1.07
% of variance	31.11%	23.35%

Note: Factor loadings over .40 appear in bold

that the instrument was unidimensional in terms of its structural composition. A principle components analysis of the 13 items extracted 2 factors while the scree test suggested a single factor. When two factors were rotated using a Varimax procedure 54.5 % of the data was accounted for. The first factor consisted of 8 items and accounted for 31.1 % of the variance. The second factor was composed 5 items and accounted for the 23.3 % of the rest of the variance. Items 82 (*I do homework and assignments properly*), 84 (*I rather crib from others rather than spend time on homework*), and 72 (*I do other things-like watching TV, reading, loafing, etc.-when I should be studying*) appeared to load on both factors (see Table 13). However, when the item compositions in both scales were checked, a two-factor solution did not make conceptual sense as all the items were similar in what they purported to measure. Therefore, the finding of the factor analysis appeared to be uninterpretable and was ignored.

As a further estimate of validity, the correlation of the scale to the students' monthly exam average scores (English Achievement) was checked. It was hypothesized that better study habits would be related to higher English Achievement scores, which, if turned out so, could be used as a predictive validity estimate of the

scale. To this end, a linear regression analyses procedure was conducted. As hypothesized, students who reported to have good study habits tended to be better achievers on the monthly exams ($.64, t(361) = 15.87, p = .001$). Study Habits scale accounted for 41 % of linear relationship with English Achievement, which was interpreted as a 'good' predictive validity estimate in the hypothesized direction.

Consequently, the findings of the statistical analyses have led the researcher to conclude that the two scales of the CPSHQ would serve the purposes of this study as valid and reliable instruments.

English Achievement

The construct of English Achievement in this study is operationalized as the students' average scores on the grammar and vocabulary components of the four monthly exams administered at EUSFL during the first semester of 2001-2002 Academic Year. A variety of tests are designed and administered by the testing unit of EUSFL throughout the Academic Year, which are averaged using different weights to assess the academic standing of students at the end of the first and second semesters. In addition, several other assessment techniques, like weekly quizzes, outside reading quizzes, portfolio assessment, grading of assignments, and the assessment of the students' overall standing by the teachers are also used for this purpose. The monthly exams are administered to students every month as a battery of tests, which consists of the standard grammar and vocabulary, and reading sections, and either one of the listening, writing, and speaking sections administered along with the standard test every other month.

In order to avoid potential validity and reliability threats of the other test sections and the subjective assessment techniques, only the grammar and vocabulary component of the monthly exams whose validity and reliability are analyzed and reported on a regular basis at EUSFL were thought to be appropriate in the calculation of an English Achievement measure for this study. Also, considering that the core curriculum at EUSFL is primarily organized around a structural (grammar) and a lexical (vocabulary) syllabus, as is probably the case in most English preparatory programs, focusing exclusively on the grammar and vocabulary

component would be more relevant and feasible, as well as addressing the concern of selecting a global measure of English achievement over isolated skill measures.

The grammar and vocabulary sections of the 4 monthly exams used for this study consisted of 50 items each, which were developed by the testing unit of EUSFL based on specification charts representing the important grammar and vocabulary points covered by the end of each month throughout the first semester. The test constructors at EUSFL, with whom the researcher works in collaboration as part of his position, discuss among themselves and with other instructors regarding how each test is representative and comprehensive of the units of learning. In this way, they aim at eliminating potential threats to the content validity of the tests. Following the qualitative judgments procedure regarding what should be the content coverage of the tests, items, which have previously gone through statistical analyses, are selected from various categories of item pools in line with specification charts.

The testing unit of EUSFL, though limited in scope, also applies an on-going process of item analysis and reliability analysis procedures. Based on data gathered from previous administrations, item difficulty and the discrimination power (biserial correlation) of the items and the distractors are checked and items with acceptable values are placed in item pools for future use. The items in the monthly exams used for this study have also gone through these statistical procedures, which are thought to indicate the reliability of the tests. As reported by the testing unit, the internal consistency reliabilities (Cronbach's alpha) of each of the four monthly tests (grammar and vocabulary components) were .87, .88, .87, and .89 respectively.

In addition to the content validity considerations discussed above, predictive validity of the average scores on the first three monthly exams has also been investigated through correlations with the other two outcome variables used in this study, i.e., class participation and study habits scales. As presented in the previous section regarding the procedures for the validity and reliability estimations of the class participation and study habits scales, the magnitudes of correlations of the averaged three monthly exams with class participation scale (.61, $t(361) = 14.70$, $p = .001$.) and with study habits scale (.64, $t(361) = 15.87$, $p = .001$) were sufficiently strong. English Achievement scores accounted for approximately 37 % and 41 % of linear relationships with Class Participation and Study Habits scales, respectively. As hypothesized drawing on implications of SLA research, these strong associations

suggested that students who did well on the monthly exams also participated more in classroom activities and had better study habits. This finding was interpreted in support of the predictive power of the English Achievement scores, as well as of the Class Participation and Study Habits scales. Thus, drawing on the qualitative judgments and the implications of statistical procedure presented above, it was decided that the average of students' scores on the four monthly tests used for operationalizing the construct of English achievement would be a valid and reliable measure to serve the purposes of this study.

Data Collection Procedures

The data for this study were gathered from the students of preparatory classes at EUSFL during the first semester of 2001-2002 Academic Year. The data gathering procedure started with the administration of the Affective Characteristics Questionnaire (ACQ) (Appendices A and B) to a sample of 553 C- group students on the first day of instruction in the second week of October 2001. The ACQ consisted of a total of 36 items for gathering data on the five affective student characteristics dimensions specified for this study: speaking anxiety, three components of motivation (namely, effort exerted to learn English, interest in English, value attached to English), and English Self-concept. In addition to these 36 items, several questions were included in the questionnaire form for gathering data on various demographic characteristics of students. From among these demographic questions, six of them were later selected as individual variables to represent the demographic characteristics dimension of the input variables. They were: age, gender, mother's education, father's education, exposure to English (whether students had previously taken preparatory English classes), and residence (whether student lives with their family in Kayseri).

A five-point Lykert-type response format (1- Strongly agree to 5- strongly disagree) was used for all of the questionnaire items. The ACQ was administered in one session and students took approximately 30 minutes to respond to all the items. The students were informed both orally by the teachers and on the questionnaire

itself about the purposes of the study and that confidentiality was guaranteed. All of the students agreed to participate in the study.

The second phase of the data collection procedure was carried out within the fifth week of December 2001 when the Classroom Environment Questionnaire (CEQ) and the Class Participation and Study Habits Questionnaire (CPSHQ) were administered to students as a combined form. The CEQ which represented the Context domain of the study consisted of a total of 48 items for 7 dimensions: Teacher Supportiveness, Student Cohesiveness, Involvement, Task Orientation and Organization, Classroom Order, Physical Conditions, and Satisfaction with Course-related materials. The CPSHQ aimed at gathering data for two of the criterion variables of the outcome domain of the study. The instrument consisted of a total of 26 items, 13 items each for the Class Participation and Study Habits dimensions.

Prior to the administration of the instruments, students were given information about the purposes of the study and they were guaranteed that their responses would be kept strictly confidential if they agreed to participate. All of the students volunteered to participate in the study. The subjects consisted of 574 C-group preparatory class students enrolled in the daytime classes of EUSFL. The questionnaire form was administered to students in one session during regular class hours by instructors who were not teaching these classes. Students took approximately 30 minutes to respond to all of the items.

The data for the cognitive characteristics dimension, which was the students' quantitative composite scores on the Student Selection Examination (ÖSS), was collected from the registrar's office. The English Achievement data, which was the average scores of students on the grammar and vocabulary sections of the four monthly exams, was gathered from the testing unit of EUSFL at the end of the first semester of the 2001-2002 Academic Year. Table 14 presents in visual form the timetable of the data gathering procedures and the sample sizes used in analyses for both the pilot studies and the actual study.

Table 14

The Timetable of the Data Gathering Procedures and Sample Sizes Used in Analyses

	May 2001	Oct 2001		Nov 2001	Dec 2001		Feb 2002
	Week 1	Week1	Week 2	Week 5	Week2	Week 5	Week 5
Attitudes and Motivation Questionnaire + Academic Self Description Questionnaire	□ N=630						
Affective Characteristics Questionnaire		□ N=396	● N=553				
Classroom Environment Questionnaire (Psychosocial and Instructional and Organizational dimensions only)				□ N=317			
Classroom Environment Questionnaire (All dimensions) + Class Participation and Study Habits Questionnaire					□ N=363	● N=574	
English Achievement scores						□ N=574	● N=519
Overall Academic Achievement (ÖSS) Scores							● N=519

Note. (□) Denotes pilot administration of instruments or preliminary data collection. (●) Denotes actual administration of instruments or final data collection. Due to missing data on all variables combined, sample size usable in final analyses is 519.

Data Analysis Procedures

The data were analyzed using descriptive statistics and inferential statistics. First, the data collected for all of the 24 variables were combined in a single SPSS spreadsheet matched across the id numbers of the students. Since some of the students did not have complete data on all of the variables, the number of cases used was 519. Next, the data were analyzed using descriptive statistics (frequencies, means, and standard deviations) to present an overall picture of the available data and to check, where necessary, the assumptions of the statistical procedures (e.g., normality of distributions, linearity, absence of multicollinearity, etc.) used for answering the research questions. Except for the demographic characteristics, which

were dummy coded dichotomous variables (gender, exposure, and residence), all the variables were represented as continuous interval data in the analyses.

The inferential statistics used for answering the research questions mainly consisted of multiple linear regression (MLR) analyses. MLR analysis is used to account for (predict) the variance in an interval dependent, based on linear combinations of interval, dichotomous, or dummy coded independent variables. Two different applications of MLR analyses were used in this study: as independent sets of predictors and as ordered (hierarchical) sets of predictors. With the first application, the variables in the input domain (affective, cognitive, and demographic entering characteristics) and the variables in the context domain (classroom environment variables) were used as separate sets of predictor variables in the prediction of each of the criterion variables (class participation, study habits, and English achievement). These analyses aimed at determining the predictive power of the variables in each set as a whole, as well as in isolation in order to assess the unique contribution of each single predictor in the presence of others. To assess the overall significance of the regression models F values and associated Significance (p) values were reported. Adjusted R square (R^2_{adj}) values were used for reporting the amount of variance accounted for by a given set of predictors. In order to make comparisons and to assess the strength of the relationship between each predictor to the criterion variable, Standardized Beta coefficients (Beta) and corresponding Significance (p) values were reported. The simultaneous method (enter method in SPSS), which considers all the variables at the same time, was used for specifying the order of entry of the variables into the regression analyses.

The second application of the MLR, which used the predictors as ordered sets (also called Hierarchical MLR analysis), aimed at examining the incremental validity of the second set of predictors (Context variables), over and above the first set, i.e. the Input variables. In this way, controlling for the input variables, the true contribution of the context variables to the prediction of each of the criterion variables was investigated. This question was addressed by observing the R^2 change by the two equations. The overall validity of the context variables were reported through Adjusted R square (R^2_{adj}) and associated Significance (p) tests. The unique contribution of each single predictor was assessed through Standardized Beta coefficients (Beta) and corresponding Significance (p) values.

Finally, relationships among the three criterion variables were investigated and the findings of the regression analyses were compared across the three criterion variables. It was hoped that different patterns of relationships of the predictors across the three separate regression models, rather than a single model, would enable comparisons and in this way provide greater insights into the interpretation of the findings.

Thus, in line with the research questions formulated for this study, the analyses aimed at exploring the impact of students' entering characteristics and their classroom environment experiences on language learning outcomes.

Limitations of the Study

The findings of this study should be interpreted in light of potential limitations. First, the sample population in the study was limited to students of 2001-2002 academic year at EUSFL. This raises the question of generalizability of findings to all university students at preparatory schools in Turkey. Furthermore, the data collected for the classroom environment predictors and the outcomes criteria covered only one semester of the instructional period. A study which covers a two-semester period might yield different findings.

The classroom environment variables assessed in this study were confined only to the 16-hour, C-group day-time core program, excluding the separated skill classes (reading, writing, video and speaking, and CALL). Furthermore, the students in the evening classes and B-group students of day-time classes were altogether left out of the scope of the study. This being the case, a full evaluation of the EUSFL program would have required inclusion of these aspects of the program, as well as samples of students from the evening-classes of both B and C groups. As some of the students in this population were used only for the piloting procedures, the sample size was somewhat limited. Increasing the number of students would have provided greater confidence in evaluating the findings.

As regards statistical analyses, although Multiple Linear Regression analysis is powerful statistical tool, it is not without disadvantages on the grounds that it may fall short of explaining causation. More advanced follow-up statistical procedures

like path analyses or structural equation modeling might be needed to provide greater insights into reciprocal relationships. This, however, would probably be needed in follow-up studies as this study is only a preliminary step in exploring such relationships. More valid and reliable findings would be obtained in further studies, having established a sound theoretical framework and by taking the above-mentioned limitations into consideration.

This chapter presented an account of the methodology of the study with descriptions of the research design, the research questions, the research setting, the data collection instruments, the data collection procedures for the pilot study and the actual study, and several potential limitations of the study. The following chapter reports the results of the statistical analyses used for answering the research questions.



CHAPTER 4

RESULTS

Overview of the Study

The purpose of this study is to investigate the effects of two broad classes of variables (Input and Context variables) on foreign language learning outcomes (Outcome) within the Input-Context-Outcome framework of the proposed research design. The input variables serve as the affective (speaking anxiety in English, effort/motivation to learn English, interest in learning English, value attached to English, and English self-concept), cognitive (Overall Academic Achievement measure based on the Student Selection Examination-ÖSS quantitative scores of students), and demographic characteristics of students (whether student has previously taken English preparatory class, whether student lives with their family, father's education, mother's education, age, and gender) that they bring into the educational setting prior to instruction.

The context variables are concerned with students' perceptions of the classroom environment that they experience during the process of instruction and consist of the psychosocial (teacher supportiveness, student cohesiveness), instructional and managerial (student involvement, task orientation and organization, classroom order), physical (physical conditions of the classroom), and course-related materials (satisfaction with the coursebooks and supplementary materials) dimensions.

The outcome variables are the three criterion variables (class participation, study habits and English achievement) to which the overall and the individual contributions of the predictors are assessed.

Overview of the Analytical Procedures

The findings of this study are presented in two sections. In the first section, the relevant descriptive statistics are depicted. The second section reports the findings of the inferential statistics procedures (multiple linear regression analyses) used for answering the research questions.

The descriptive statistics were used to present an overall picture of the available data and to check, where necessary, the assumptions of the inferential statistics procedures to follow such as, normality of distributions, linearity, absence of multicollinearity, etc. For this, the range of possible scores/values, frequencies, means, standard deviations, measures of skewness and kurtosis, reliability coefficients, and bivariate correlations of the variables were reported.

The inferential statistics procedures consisted of Multiple Linear Regression analyses which investigated the contributions of the input and context variables to the prediction of the three outcome variables. The analyses were carried out for each of the criterion (outcome) variables using the same predictors and following the same analytical phases.

In the first phase of the Multiple Regression procedures, the predictors in each of the input and context groups were used as separate sets in the prediction of each of the outcome measures. For these analyses, the effect sizes (adjusted R^2) of the overall regression models, the associated significance tests (p), and the individual contribution of each predictor (Beta) in a given set were reported. In Multiple Linear Regression Analysis, R is a measure of the correlation between the observed and the predicted value of the criterion variable. In this study, it is the correlation between the predictors (the variables in the input or context categories) and a given criterion variable (one of the outcome variables). R Square (R^2) is the square of this measure of correlation and indicates the proportion of variance accounted for by a model. In other words, it is a measure of how good a prediction can be made by knowing the predictor variables. Since the R and the R Square are somewhat biased estimates of their corresponding population values, an Adjusted R Square (R^2_{adj}), which takes into account the number of variables and the observations (cases), was taken into consideration for each of the models. As a rule thumb an adjusted R square of above .75 is considered as very good; .50 to .75 as good; .25 to .50 as poor but acceptable;

and below .25 as very poor and perhaps unacceptable. The F statistic (ANOVA) and the associated significance test (p) provide an indication of the significance of the model in predicting the criterion.

The standardized regression coefficients (Beta- β) enable a comparison of the relative contribution of each predictor variable, controlling for the other predictors, in relation to the criterion. Unlike unstandardized regression coefficients (B), the standardized regression coefficients adjusts for differences among variables of different metrics and dispersion by transforming them into standardized scores (z -scores) and thereby making relative direct influences of predictors on the criterion clearer. By convention, standardized regression coefficients greater than .80 indicate large, .50 moderate, and less than .20 small effect sizes. The simultaneous method, which considers all the variables in a given set at the same time, was used as the method of entry of the predictors into the equations throughout the first phase of multiple regression analyses utilized for this study.

The next phase employed hierarchical analyses of the multiple regression procedures, which enters sets of predictors into the equations in a specified order based on theoretical and logical considerations. In these analyses, the input variables were entered as the first block (Step 1), followed by the entry of the context variables as the second block (Step 2). Entering the input variables first partitioned out or controlled for the input variables (students' entry characteristics) so that the predictive value of the context variables (students' experiences of the classroom environment) could be more closely examined. In other words, entering the sets of predictors in this fashion allowed for a stronger interpretation of the unique causal influences of the context variables on the outcome variables after statistically removing the impact of the input variables.

Throughout the analyses, first the overall contribution of the input variables (Step 1) to the prediction of an outcome variable was assessed through adjusted R Squares (R^2_{adj}). Following the entry of the context variables into the models, significant R^2 changes were observed. The R^2 changes indicated the extent of additional contribution of the context variables to the equation over and beyond the input variables. The statistical significance of each final model (both sets of predictors considered) was assessed through adjusted R^2 and the corresponding significance test value (p). As for the unique explanatory power of each predictor

variable, the magnitudes of the standardized regression coefficients (Beta) in the final models were compared and interpreted based on their relative rankings.

Findings of the Study

Descriptive Statistics

Table 15 displays the descriptive statistics for the variables involved in the study; range of possible scores or values, frequencies, means, standard deviations, reliability coefficients (Cronbach's alpha), and skewness and kurtosis statistics.

The histograms created for the metric (interval) variables did not indicate any serious deviations from normality. Confirming the distribution patterns observed in the histograms, the skewness and kurtosis statistics suggested approximately normal distributions, as they all fell within the ranges of 2 times the standard error of skewness (ses) and the standard error of kurtosis (sek). By and large, the normal distribution assumption of multiple regression analysis was met. A scatterplot matrix also indicated linear patterns of relationships between the predictors and each of the criterion (outcome) variables, satisfying the assumption of linearity.

Levene's homogeneity of variances tests calculated for the dummy coded dichotomous predictors (gender, residence, and exposure) did not reject the null hypothesis that the variances of all groups were equal. The probabilities associated with the Levene's tests were greater than the .05 significance level, suggesting that the requirement for equal variances (homoscedasticity) of these variables was met.

The zero-order correlations (Pearson's r) between the predictor variables and the criterion variables, as well as those between the predictor variables are presented in Table 16. Several significant ($p < .05$) correlations emerged among the variables, which ranged from moderate to moderate-strong correlations in magnitude. Of the input variables, residence (students who live with their families), overall academic achievement, effort/motivation, interest, value, and self-concept were positively correlated with class participation. Speaking anxiety and previous exposure to English (those who previously had English preparatory classes) yielded negative correlations. As for the associations between each of the input variables and study

Table 15
The Input-Context-Outcome Variables: Descriptive Statistics (N=519)

Variables/Scales	Min-Max values	<i>P</i>	<i>M</i>	<i>SD</i>	α	<i>Sk</i> (.307)*	<i>K</i> (.414)**
Age	17-27		19.76	2.35		.961	.395
Gender							
Male	1	73.2					
Female	0	26.8					
Father's education			4.02	1.52		-.101	-.843
Primary school	1-0	35.8					
Secondary school	1-0	24.3					
High school	1-0	20.4					
University	1-0	19.5					
Mother's education							
Primary school	1-0	66.7					
Secondary school	1-0	15.6					
High school	1-0	12.7					
University	1-0	5.0					
Exposure (Prep. Class)	1-0						
Yes	1	26					
No	0	74					
Residence (With Family)							
Yes	1	32.8					
No	0	67.2					
Overall Academic Achievement-ÖSS quantitative scores	111.75-178.54		148.76	14.79		-.148	-.760
Speaking anxiety	9-40		25.12	6.55	.87	-.002	-.372
Effort/Motivation	8-38		17.36	5.83	.84	.604	.221
Interest in English	7-34		15.83	5.81	.89	.573	-.198
Value attached to English	7-33		15.20	5.46	.80	.582	-.108
English self-concept	6-29		16.61	4.74	.83	.052	-.479
Teacher Supportiveness	8-40		19.78	7.40	.90	.515	-.241
Student Cohesiveness	7-35		17.15	6.35	.87	.587	-.102
Involvement	7-35		19.29	6.39	.88	.316	-.503
Task Orientation and Organization	7-35		15.77	5.65	.82	.578	.035
Class Order	5-25		17.62	4.76	.79	-.454	-.532
Physical Conditions	5-25		14.15	4.12	.77	.248	-.096
Satisfaction with Course Materials	9-45		23.21	7.09	.87	.258	-.432
Class Participation	13-65		32.65	10.56	.90	.518	.061
Study Habits	13-65		35.99	10.42	.90	-.040	-.628
English Achievement	0-100		63.87	17.48	.88	-.132	-.772

Note. * Standard error of skewness ** Standard error of kurtosis

habits, residence (those who live with their families), overall academic achievement, effort/motivation, interest, value, and self-concept indicated positive, while gender (males) and speaking anxiety indicated negative correlations. The same variables, with the same directions of relationships, were also significantly correlated with English achievement.

With regard to the relationships between the context variables and the outcome variables, all of the context variables indicated significant positive correlations with each of the outcome variables. Several variables in the input and context categories were significantly correlated among themselves, as well as across the two categories, in the expected directions. Such correlations made theoretical sense since most of the predictor variables were conceptually similar and would be expected to covary together. As expected, the outcome variables also yielded significant moderate-strong correlations among themselves.

None of the correlations among the predictors reached .80 to violate the multicollinearity assumption of the multiple regression procedure. Further discussion on the multicollinearity assumption as well as the assumptions regarding residual scores used for assessing the appropriateness of the regression models are presented in the proceeding section.



Table 16

Correlation Matrix of Input-Context-Outcome Variables (N=519)

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Age	1.000										
2. Gender	.022	1.000									
3. Father's education	-.014	.009	1.000								
4. Mother's education	.032	.010	.137**	1.000							
5. Previous exposure to English	.049	-.048	.095*	.061	1.000						
6. Accommodation	.037	-.245**	.100*	.067	.063	1.000					
7. Overall Academic Achievement	-.022	.055	.058	-.013	.170**	.047	1.000				
8. Speaking Anxiety	.013	-.020	.034	-.015	.006	-.099*	-.062	1.000			
9. Effort (Motivation)	.061	.017	.008	.076	-.187**	.123**	.059	-.247**	1.000		
10. Interest	-.023	.006	-.049	-.006	-.035	.062	.056	-.214**	.293**	1.000	
11. Value	-.016	-.004	.014	.076	-.085	.066	.045	-.122**	.313**	.223**	1.000
12. Self-concept	.065	-.092*	.065	.048	-.005	.173**	.122**	-.462**	.284**	.181**	.185**
13. Teacher Supportiveness	.025	-.041	-.006	-.039	-.122**	.186**	.159**	-.263**	.250**	.220**	.176**
14. Student Cohesiveness	-.055	.082	.033	.060	-.020	.142**	.128**	-.203**	.206**	.083	.172**
15. Involvement	-.005	-.061	-.003	-.019	-.126**	.175**	.125**	-.258**	.299**	.211**	.181**
16. Task orientation and organization	-.081	-.092*	-.019	-.005	-.091*	.122**	.143**	-.219**	.230**	.210**	.106*
17. Class order	.028	.038	-.052	-.012	.026	-.067	-.075	.093*	-.063	-.078	-.076
18. Physical conditions	-.026	-.047	.017	.003	-.012	.115**	.009	-.106*	.152**	.102*	.020
19. Coursebook satisfaction	-.015	-.125**	-.016	.038	-.038	.182**	.157**	-.210**	.229**	.151**	.219**
20. Class participation	.011	-.069	-.016	-.030	-.171**	.233**	.193**	-.411**	.401**	.270**	.256**
21. Study habits	-.022	-.192**	.009	-.003	-.011	.406**	.260**	-.266**	.276**	.203**	.176**
22. English achievement	.005	-.109*	.010	.022	.224**	.245**	.497**	-.285**	.208**	.173**	.190**

** $p < .001$ * $p < .05$

Table 16 (Continued)
Correlation Matrix of Input-Context-Outcome Variables (N=519)

Variable	12	13	14	15	16	17	18	19	20	21	22
12. Self-concept	1.000										
13. Teacher Supportiveness	.284**	1.000									
14. Student Cohesiveness	.175**	.278**	1.000								
15. Involvement	.234**	.605**	.403**	1.000							
16. Task orientation and organization	.194**	.462**	.182**	.479**	1.000						
17. Class order	-.039	-.343**	-.277**	-.467**	-.187**	1.000					
18. Physical conditions	.125**	.143**	.255**	.225**	.133**	-.073	1.000				
19. Coursebook satisfaction	.256**	.380**	.298**	.422**	.301**	-.173**	.328**	1.000			
20. Class participation	.424**	.732**	.399**	.684**	.514**	-.302**	.275**	.541**	1.000		
21. Study habits	.312**	.372**	.261**	.461**	.334**	-.204**	.136**	.340**	.600**	1.000	
22. English achievement	.399**	.492**	.240**	.447**	.330**	-.194**	.158**	.401**	.651**	.632**	1.000

** $p < .001$ * $p < .05$

Findings of Multiple Regression Analyses

In order to investigate the research questions formulated for this study, three sets of hierarchical multiple regression analysis were conducted using class participation, study habits, and English achievement scales as separate criterion variables. Prior to analyses, multicollinearity and normality and homogeneity of variances assumptions of the residuals were checked via related statistics and inspection of residual plots. As was also suggested by the preliminary inspection of the correlation matrix (Table 16), no problems of multicollinearity (strong correlations among the predictors reaching .80) appeared for any of the models. The Durbin-Watson test values were within the recommended 1.5 to 2.5 range (2.05 to 2.08), not higher than the 3.0 level, which might otherwise suggest problems of multicollinearity. Similarly, the tolerance levels were all above the .02 level and the variance inflation factors (VIF) were well below the dangerous 10 level, indicating further support for the absence of multicollinearity.

It is assumed in multiple regression that the residuals (predicted minus observed values) are normally distributed (i.e., follow the normal distribution) and they are homoscedastic (i.e., have equal variances at all values of the predictors). The inspection of the histograms and normal probability plots of the residuals for each of the regression models did not indicate any serious deviations from normality. The histograms of residuals indicated approximately normal (bell-shaped) distributions with no significant outliers (data points with more than appropriate distance from the regression line) and the data appeared to cluster around the nearly 45-degree straight lines on the normal probability plots. Highly skewed and kurtotic distributions on the histograms and serious departures from the straight lines on the normal probability plots would have indicated violations of the normal distribution assumption.

Examination of the residual plots showed no indications of major violations of the linearity and homoscedasticity assumptions connected with the models, as the plots of residuals versus fitted values appeared to scatter randomly around 0 (the horizontal line), with no obvious patterns, such as a bow-tie or a fan shape. There were no serious outliers which could require data transformations. Hence, it was decided that the following models complied with the assumptions of the multiple regression procedure.

Findings of Multiple Regression Analyses for Class Participation

The first set of multiple regression analyses was performed for class participation, with the input variables entered in Step 1 and the context variables in Step 2 (Table 17). In the first step of this analysis the research questions 1a *“How well do the entering student characteristics (input variables) predict class participation?”* and 2a *“What are the unique contributions of each of the entering student characteristics (input variables) to the prediction of class participation?”* were addressed. In response to research question 1a, taken together the input variables accounted for 38 % ($R^2_{\text{adj}} = .375$) of the variance in class participation, $F(12, 506) = 26.95, p < .001$. Regarding research question 2a, age, gender, father’s education, and mother’s education did not appear as significant explanatory variables in this model, as was also evident in the bivariate correlations (Table 16). Of the significant predictors, speaking anxiety appeared to make the strongest contribution to the prediction of class participation ($\beta = -.223, p < .001$), followed by self-concept ($\beta = .192, p < .001$), effort/motivation ($\beta = .187, p < .001$), overall academic achievement ($\beta = .159, p < .001$), value ($\beta = .090, p < .05$), and interest ($\beta = .088, p < .05$). Two of the dummy coded categorical variables, previous exposure to English and student’s residence, were also significant predictors of the criterion: $\beta = -.156, p < .001$ and $\beta = .142, p < .001$, respectively. As expected speaking anxiety yielded a negative correlation with the criterion. Contrary to what would be expected, previous exposure to English (students who previously attended English preparatory classes) was negatively correlated with the criterion.

Thus, considering the input predictors on their own, students with lower levels of speaking anxiety, who had higher levels of self-concept, motivation, and overall academic achievement, who attached more value to and were more interested in learning English prior to instruction appeared to exhibit higher levels of class participation at EUSFL. They also lived with their families and had no previous preparatory class experience. Considering the magnitudes of the standardized regression coefficients (betas) in the model, affective entry (input) predictors, by and large, seemed to play a somewhat more important role in this relationship than did the other significant input predictors.

Table 17
Summary of Hierarchical Regression Analysis for Variables Predicting Class Participation ($N = 519$)

Variable	B	$SE\ B$	β	t	p	R^2	Adjusted R^2	ΔR^2	Significance ΔR^2
Model 1						.390	.375	.390	.001
Age	.009	.035	.002	.056	.955				
Gender (Male)	-.942	.082	-.040	-1.091	.276				
Father's Education									
Secondary School	-.414	.989	-.017	-.419	.676				
High School	-.584	1.039	-.022	-.562	.574				
University	.783	1.071	.029	.731	.465				
Mother's Education									
Secondary School	.801	1.052	.028	.762	.447				
High School	.412	1.153	.013	.358	.721				
University	2.868	1.728	.059	1.659	.108				
Exposure (Studied Prep. Class)	-3.743	.083	-.156	-4.267	.001				
Residence (Student Lives with Family)	3.187	.078	.142	3.855	.001				
Overall Academic Achievement-ÖSS scores	.113	.036	.159	4.429	.001				
Speaking Anxiety	-.359	.040	-.223	-5.556	.001				
Effort/Motivation	.338	.040	.187	4.694	.001				
Interest in English	.160	.037	.088	2.368	.018				
Value Attached to English	.175	.037	.090	2.429	.015				
Self-concept	.427	.041	.192	4.664	.001	.748	.738	.358	.001
Model 2									
Age	.055	.023	.012	.531	.595				
Gender (Male)	-.193	.054	-.008	-.337	.736				
Father's Education									
Secondary School	-.325	.645	-.013	-.504	.614				
High School	.112	.677	.004	.165	.869				
University	.003	.697	.001	.046	.963				

Note. Hierarchical regression, variables entered in two blocks. Final model: $R^2_{adj} = .738$, $F(19, 499) = 77.81$, $p < .001$.

Table 17 (Continued)
Summary of Hierarchical Regression Analysis for Variables Predicting Class Participation (N = 519)

Variable	B	SE B	β	t	p	R ²	Adjusted R ²	Significance ΔR^2
Mother's Education								
Secondary School	.583	.686	.020	.850	.396			
High School	.262	.751	.008	.349	.727			
University	1.776	1.129	.037	1.573	.116			
Exposure (Studied Prep. Class)	-1.735	.054	-.072	-3.018	.003			
Residence (Student Lives with Family)	.777	.052	.035	1.426	.154			
Overall Academic Achievement-ÖSS scores	.034	.024	.048	2.009	.045			
Speaking Anxiety	-.176	.026	-.109	-4.141	.001			
Effort/Motivation	.144	.026	.080	3.026	.003			
Interest in English	.020	.024	.011	.453	.651			
Value Attached to English	.057	.025	.030	1.209	.227			
Self-concept	.225	.027	.101	3.749	.001			
Teacher Supportiveness	.530	.030	.371	12.190	.001			
Student Cohesiveness	.111	.026	.067	2.558	.011			
Involvement	.357	.034	.216	6.415	.001			
Task Orientation and Organization	.172	.027	.092	3.385	.001			
Classroom Order	.050	.026	.023	.862	.389			
Physical Conditions	.130	.025	.051	2.071	.039			
Satisfaction with Course-related Materials	.234	.027	.157	5.778	.001			

Note. Hierarchical regression, variables entered in two blocks. Final model: $R^2_{adj} = .738$, $F(19, 499) = 77.81$, $p < .001$.

Prior to entry of the context variables into the hierarchical analysis in Step 2, a separate multiple regression analysis (without controlling for the input variables) was conducted to investigate the independent effects of the context variables on the criterion (Table 18). This analysis was carried out to answer the research questions 3a “*How well do the classroom environment variables (context variables) predict class participation?*” and 4a “*What are the unique contributions of each of the classroom environment variables (context variables) to the prediction of class participation?*”

It was found in response to research question 3a that the overall model was significant $F(7, 511) = 167.12, p < .001$, accounting for 69 % ($R^2_{adj} = .692$) of the variance. Concerning research question 4a, class order, which had indicated a significant bivariate correlation with the criterion, was not a significant predictor in this model although a trend was apparent ($p = .056$). Comparing the standardized regression coefficients, teacher supportiveness (a psycho-social aspect of the classroom environment) appeared to be the strongest predictor of class participation ($\beta = .431, p < .001$), followed by involvement ($\beta = .259, p < .001$), coursebook satisfaction ($\beta = .196, p < .001$), task orientation and organization ($\beta = .117, p < .001$), student cohesiveness ($\beta = .096, p < .05$), and physical conditions.

Table 18
Summary of Multiple Regression Analysis with Context Variables for Predicting Class Participation (N = 519)

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>
Teacher Supportiveness	.615	.046	.431	13.387	.001
Student Cohesiveness	.159	.046	.096	3.484	.001
Involvement	.428	.059	.259	7.198	.001
Task Orientation and Organization	.219	.054	.117	4.062	.001
Classroom Order	.119	.062	.054	1.915	.056
Physical Conditions	.140	.067	.055	2.073	.039
Satisfaction with Course-related Materials	.292	.043	.196	6.842	.001
R^2	.696				
R^2_{adj}	.692				
$F(7, 511) = 167.12, p < .001.$					

Students who participated more in class activities were those who felt they received higher levels of support from their teacher. They reported they were in a class where students were highly involved in class activities and tasks. They expressed higher levels of satisfaction with the coursebook and the related materials in meeting their needs and expectations. They perceived their class teacher as highly task-oriented and organized. They reported they were in a classroom, which was physically more appealing to them. Finally, they perceived higher levels of cohesiveness among students in their classes.

The following reports the findings of analyses carried out for answering the research questions 5a “*Controlling for entering student characteristics variables (input variables), how well do the classroom environment variables (context variables) predict class participation?*”, 6a “*Controlling for entering student characteristics variables (input variables), what are the unique contributions of each of the classroom environment variables (context variables) to the prediction of class participation?*”, 7a “*How well do the entering student characteristics (input variables) and classroom environment variables (context variables) predict class participation?*”, and 8a “*What are the unique contributions of each of the entering student characteristics variables (input variables) and classroom environment variables (context variables) to the prediction of class participation?*”.

With the addition of the context variables in Step 2 of the hierarchical analysis, a somewhat different picture emerged (Table 17). With regard to research questions 5a and 7a, controlling for the input variables, the context variables provided a 36 % (R^2 -change = .358) increase (F -change (7, 499) = 101.06, $p < .001$) in the variation of class participation explained by the model, such that the final model (i.e., all variables entered simultaneously) accounted for 74 % ($R^2_{adj} = .738$) of the total variance observed, $F(19, 499) = 77.81, p < .001$.

Overall, this finding indicated the unique importance of the context variables above and beyond the input variables in the prediction of class participation. However, with the effects of the input variables statistically controlled in Step 2, the incremental contribution of the context variables to the full model as a group, as well as the explanatory powers of the individual predictors, was much less compared to the findings of the separate analysis carried out for the context predictors. It appeared that both input and context variables, overall, had shared and somewhat equally

important contributions to the prediction of class participation. In other words, the finding suggested that the extent to which students participated in class activities was due to both what they brought with them to the instructional setting (entry characteristics) and what they encountered in the context of instruction (classroom environment) at EUSFL.

Addressing research questions 6a and 8a, when class participation scores were regressed on the full set of predictors in Step 2, student residence, interest, and value predictors from the input category did not remain as significant explanatory variables in the presence of context variables. Similar to the findings of the separate analysis, each predictor in the context category, except for the class order scale, made unique significant contributions to the prediction of the criterion. The standardized regression coefficients (betas) found in Table 17 allow for comparison of the relative contribution of each of the predictors in the final model. As indicated by the magnitudes of the beta weights, teacher supportiveness was the strongest predictor of class participation ($\beta = .371$ $p < .001$), followed by involvement ($\beta = .216$ $p < .001$), coursebook satisfaction ($\beta = .157$ $p < .001$), speaking anxiety ($\beta = -.109$ $p < .001$), self-concept ($\beta = .101$ $p < .001$), task orientation and organization ($\beta = .092$ $p < .001$), effort/motivation ($\beta = .080$ $p < .01$), student cohesiveness ($\beta = .067$ $p < .01$), physical conditions ($\beta = .051$ $p < .05$), and overall academic achievement ($\beta = .048$ $p < .05$). Exposure to English, a categorical variable, also made a significant contribution to the prediction of the criterion in the negative direction ($\beta = -.072$ $p < .01$).

These findings suggested that the students who participated more in class activities and tasks were those who did not receive preparatory English training prior to EUSFL. They appeared to perceive higher levels of teacher supportiveness, were in a classroom with higher student involvement in activities and tasks, and were more satisfied with the coursebook and the related materials. They were less anxious about speaking and more confident in their capabilities as language learners prior to instruction at EUSFL. They perceived their teachers as highly goal oriented and organized. They had higher levels of motivation towards English at the outset of instruction at EUSFL. They reported being in a classroom with higher student cohesiveness, friendship, and cooperation and they perceived their classroom as a

less cramped and more appealing physical environment. Finally, they had higher overall academic standings among their peers in terms of their quantitative skills.

Findings of Multiple Regression Analyses for Study Habits

In the next series of analyses the same sets of variables were used in the prediction of the study habits criterion. As in the previous analysis, a hierarchical regression analysis was run with the input variables entered in Step 1, followed by the context variables in Step 2 (Table 19). The findings of the analyses in response to research questions 1b *“How well do the entering student characteristics (input variables) predict class participation?”* and 2b *“What are the unique contributions of each of the entering student characteristics (input variables) to the prediction of class participation?”* are presented below.

The entry of the input variables in Step 1 accounted for 32 % ($R^2_{\text{adj}} = .321$) of the variance in study habits $F(12, 506) = 21.42, p < .001$. Age, father’s education, mother’s education, and exposure variables were not significantly related to the criterion, as was also revealed by the correlational analyses (Table 16). Although the interest and value predictors yielded significant bivariate correlations with the criterion, they did not appear as significant predictors in the model. Among the categorical demographic variables, residence ($\beta = .320, p < .001$) and gender ($\beta = -.121, p < .001$) appeared to be the significant predictors of study habits. The cognitive variable, overall academic achievement, was a major contributor ($\beta = .224, p < .001$) among the significant input characteristics, followed by the affective variables: effort/motivation ($\beta = .125, p < .01$), speaking anxiety ($\beta = -.118, p < .01$), and self-concept ($\beta = .111, p < .01$). Thus, students with higher overall academic standings, who were more motivated, less anxious about speaking, and who had higher levels of self-concept prior to instruction at EUSFL reported to have better study habits. These students were also females living with their families.

In order to investigate the contributions of the context variables to the prediction of the criterion, independent of the input variables, a separate multiple regression analysis was carried out (Table 20). In response to research questions 3b *“How well do the classroom environment variables (context variables) predict study*

Table 19
Summary of Hierarchical Regression Analysis for Variables Predicting Study Habits ($N = 519$)

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>	<i>R</i> ²	Adjusted <i>R</i> ²	ΔR^2	Significance ΔR^2
Model 1						.337	.321	.337	.001
Age	.152	.162	.034	.936	.350				
Gender (Male)	-2.838	.889	-.121	-3.194	.001				
Father's Education									
Secondary School	-.950	1.017	-.039	-.934	.351				
High School	-.482	1.067	-.019	-.452	.652				
University	1.073	1.101	.041	.975	.330				
Mother's Education									
Secondary School	.002	1.081	.001	.021	.938				
High School	1.114	1.184	.036	.940	.347				
University	.963	1.776	.020	.542	.588				
Exposure (Studied Prep. Class)	.872	.902	.037	.967	.334				
Residence (Student Lives with Family)	7.106	.850	.320	8.355	.001				
Overall Academic Achievement-ÖSS scores	.158	.026	.224	5.998	.001				
Speaking Anxiety	-.187	.067	-.118	-2.812	.005				
Effort/Motivation	.223	.074	.125	3.008	.003				
Interest in English	.133	.070	.074	1.904	.057				
Value Attached to English	.101	.074	.053	1.359	.175				
Self-concept	.244	.094	.111	2.587	.010				
Model 2						.418	.396	.081	.001
Age	.110	.155	.025	.713	.476				
Gender (Male)	-2.421	.855	-.103	-2.831	.005				
Father's Education									
Secondary School	-.727	.966	-.030	-.752	.452				
High School	.104	1.014	.004	.103	.918				
University	.688	1.044	.026	.659	.510				

Note. Hierarchical regression, variables entered in two blocks. Final model: $R^2_{\text{adj}} = .396$, $F(19, 499) = 18.84$, $p < .001$.

Table 19 (Continued)
Summary of Hierarchical Regression Analysis for Variables Predicting Study Habits (N = 519)

Predictors	B	SE B	β	T	p	R ²	Adjusted R ²	Significance ΔR^2
Mother's Education								
Secondary School	.214	1.027	.007	.208	.835			
High School	1.068	1.124	.034	.950	.343			
University	.821	1.692	.017	.485	.628			
Exposure (Studied Prep. Class)	.013	.861	.001	.015	.988			
Residence (Student Lives with Family)	6.185	.816	.279	7.576	.001			
Overall Academic Achievement-ÖSS scores	.125	.025	.177	4.907	.001			
Speaking Anxiety	-.102	.064	-.064	-1.599	.111			
Effort/Motivation	.126	.071	.070	1.756	.080			
Interest in English	.078	.067	.043	1.172	.242			
Value Attached to English	.047	.071	.025	.657	.511			
Self-concept	.189	.090	.086	2.096	.037			
Teacher Supportiveness	.015	.065	.010	.224	.823			
Student Cohesiveness	.057	.065	.035	.881	.379			
Involvement	.393	.083	.241	4.717	.001			
Task Orientation and Organization	.115	.076	.062	1.507	.133			
Classroom Order	.011	.087	.005	.123	.902			
Physical Conditions	.070	.094	.028	.746	.456			
Satisfaction with Course-related Materials	.087	.061	.059	1.426	.154			

Note. Hierarchical regression, variables entered in two blocks. Final model: $R^2_{adj} = .396$, $F(19, 499) = 18.84$, $p < .001$.

habits?” and 4b “What are the unique contributions of each of the classroom environment variables to the prediction of study habits?” the analysis yielded a significant overall model, $F(7, 511) = 25.53, p < .001$, which accounted for 25 % ($R^2_{adj} = .249$) of the variance. Of the seven context variables, involvement ($\beta = .280, p < .001$), coursebook satisfaction ($\beta = .144, p < .001$), and task orientation and organization ($\beta = .109, p < .05$) were the only significant predictors, although the correlational analyses (Table 16) had indicated significant bivariate correlations for all of the context variables. The regression model suggested that the students with better study habits were those who perceived higher levels of student involvement in their classes, were more satisfied with the coursebook and related materials, and perceived their class teachers as highly task-oriented and organized.

Table 20
Summary of Multiple Regression Analysis with Context Variables for Predicting Study Habits ($N = 519$)

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>
Teacher Supportiveness	.123	.071	.087	1.732	.084
Student Cohesiveness	.118	.070	.072	1.699	.096
Involvement	.456	.092	.280	4.984	.001
Task Orientation and Organization	.202	.083	.109	2.424	.016
Classroom Order	.044	.096	.020	.462	.644
Physical Conditions	-.45	.104	-.018	-.431	.667
Satisfaction with Course-related Materials	.212	.066	.144	3.225	.001
R^2	.259				
R^2_{adj}	.249				
$F(7, 511) = 25.53, p < .001.$					

Concerning research questions 5b “Controlling for entering student characteristics variables (input variables), how well do the classroom environment variables (context variables) predict study habits?”, 6b “Controlling for entering student characteristics variables (input variables), what are the unique contributions of each of the classroom environment variables (context variables) to the prediction of study habits?”, 7b “How well do the entering student characteristics (input variables) and classroom environment variables (context variables) predict study

habits?”, and 8b *“What are the unique contributions of each of the entering student characteristics variables (input variables) and classroom environment variables (context variables) to the prediction of study habits?”*, the answers were as follows.

In response to research question 5b, the entry of the context variables in Step 2 of the hierarchical analysis (Table 19), controlling for the input variables, provided an increment of 0.81 % (R^2 -change = .081) in the variance explained in study habits (F -change (7, 499) = 9.90, $p < .001$). Regarding research question 7b, the overall model including the input and context variables accounted for 40 % ($R^2_{adj} = .396$) of the total variance, $F(19, 499) = 18.84$, $p < .001$. The explanatory contribution of the input and context variables to the overall model was relatively slight, leaving about 60 % of the variance unexplained. Furthermore, the context variables offered only a modest contribution to the prediction of study habits above and beyond the input variables. Despite the relatively small percentage of the variance explained in the final model, the results suggested that the input variables were more important than the context variables in the prediction of study habits.

With respect to research questions 6b and 8b, the only significant variable from the context category when the input variables were controlled for was involvement, which, however, made the greatest amount of contribution to the model ($\beta = .241$ $p < .001$) among others. The input variables effort/motivation and speaking anxiety, which were significant predictors in Step 1, did not remain so in Step 2 when all the predictors were considered in the full model.

A comparison of the relative importance of the predictors through standardized regression coefficients in the final model (Table 19) suggested that, residence and gender, two of the categorical demographic characteristics from the input category, were substantially important predictors of the criterion: $\beta = .279$ $p < .001$, and $\beta = -.103$ $p < .01$, respectively. Of the interval variables, involvement ($\beta = .241$ $p < .001$), overall academic achievement ($\beta = .177$ $p < .001$), and self-concept ($\beta = .086$ $p < .05$), were the other significant explanatory variables. Thus, the findings implied that the students with better study habits were females who were living with their families. They reported higher levels of student involvement in class activities and tasks in their classes. They appeared to be academically better achievers than

their counterparts. Finally, they were students who had higher self-concept levels prior to instruction at EUSFL.

Findings of Multiple Regression Analyses for English Achievement

In the final series of multiple regression analyses English achievement scores (average of four monthly exams at EUSFL) were regressed on the input (Step 1) and context variables (Step 2) using the hierarchical method (Table 21). In the first step of the analysis the research questions 1c *“How well do the entering student characteristics (input variables) predict English Achievement?”* and 2c *“What are the unique contributions of each of the entering student characteristics (input variables) to the prediction of English achievement?”* were considered. In response to research question 1c, the input variables (students’ entry characteristics) which were entered into the first step of the analysis as a group accounted for 44 % ($R^2_{adj} = .436$) of the unique variance in predicting English achievement, $F(12, 506) = 34.40$, $p < .001$.

Concerning research question 2c, age, father’s education, mother’s education, effort/motivation, and interest, were not significant predictors in the model, like they had not revealed significant bivariate correlations with the criterion. Although effort/motivation and interest variables had indicated significant bivariate correlations with English achievement (Table 16), they did not appear as significant predictors in this model. Of the categorical variables, exposure, residence, and gender made significant contributions to subsequent English achievement scores: $\beta = .170$ $p < .001$; $\beta = .137$ $p < .001$; and $\beta = -.071$ $p < .05$, respectively. Regarding the effects of the interval variables, the overall academic achievement, a cognitive variable, appeared to be the most important predictor of English achievement ($\beta = .423$ $p < .001$), followed by the other affective variables: self-concept ($\beta = .232$ $p < .001$), speaking anxiety, ($\beta = -.102$ $p < .01$), and value ($\beta = .320$ $p < .01$) as significant predictors.

Thus, students with higher English achievement scores were those who had higher overall academic achievement scores, higher levels of self-concept, lower levels of speaking anxiety, and who attached more value to learning English at the

Table 21
Summary of Hierarchical Regression Analysis for Variables Predicting English Achievement ($N = 519$)

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>P</i>	<i>R</i> ²	Adjusted <i>R</i> ²	ΔR^2	Significance ΔR^2
Model 1						.449	.436	.449	.001
Age	-.102	.248	.014	-.472	.680				
Gender (Male)	-2.805	1.358	-.071	-2.065	.039				
Father's Education									
Secondary School	-.987	1.552	-.024	-.636	.525				
High School	1.043	1.629	.024	.640	.522				
University	-3.116	1.681	-.071	-1.854	.064				
Mother's Education									
Secondary School	-.395	1.650	-.008	-.239	.811				
High School	-1.277	1.808	-.024	-.706	.480				
University	-1.647	2.711	-.021	-.607	.544				
Exposure (Studied Prep. Class)	6.787	1.379	.170	4.921	.001				
Residence (Student Lives with Family)	5.085	1.300	.137	5.912	.001				
Overall Academic Achievement-ÖSS scores	.500	.040	.423	12.441	.001				
Speaking Anxiety	-.272	.102	-.102	-2.674	.008				
Effort/Motivation	.210	.113	.070	1.857	.064				
Interest in English	.120	.106	.040	1.124	.261				
Value Attached to English	.290	.113	.091	2.562	.011				
Self-concept	.856	.144	.232	5.946	.001	.579	.563	.130	.001
Model 2									
Age	-.117	.221	-.016	-.528	.598				
Gender (Male)	-1.817	1.220	-.046	-1.489	.137				
Father's Education									
Secondary School	-1.151	1.378	-.028	-.836	.404				
High School	.513	1.446	.012	.355	.723				
University	-2.362	1.489	-.054	-1.586	.113				

Note. Hierarchical regression, variables entered in two blocks. Final model: $R^2_{\text{adj}} = .563$, $F(19, 499) = 36.09$, $p < .001$.

Table 21 (Continued)
Summary of Hierarchical Regression Analysis for Variables Predicting English Achievement (N = 519)

Variable	B	SE B	β	t	p	R ²	Adjusted R ²	Significance ΔR^2
Mother's Education								
Secondary School	-.294	1.465	-.006	-.201	.841			
High School	-.867	1.604	-.017	-.540	.589			
University	-.242	2.413	-.003	-.100	.920			
Exposure (Studied Prep. Class)	8.884	1.229	.223	7.229	.001			
Residence (Student Lives with Family)	2.856	1.165	.077	2.453	.015			
Overall Academic Achievement-ÖSS scores	.427	.036	.361	11.774	.001			
Speaking Anxiety	-.104	.091	-.039	-1.144	.253			
Effort/Motivation	.032	.102	.011	.316	.752			
Interest in English	.023	.095	.008	.246	.806			
Value Attached to English	.179	.101	.056	1.762	.079			
Self-concept	.658	.129	.178	5.118	.001			
Teacher Supportiveness	.556	.093	.235	5.975	.001			
Student Cohesiveness	.071	.093	.026	.767	.444			
Involvement	.476	.119	.174	4.003	.001			
Task Orientation and Organization	.051	.108	.017	.471	.638			
Classroom Order	.088	.124	.024	.708	.479			
Physical Conditions	.076	.134	.018	.569	.570			
Satisfaction with Course-related Materials	.254	.087	.103	2.926	.004			

Note. Hierarchical regression, variables entered in two blocks. Final model: $R^2_{adj} = .563$, $F(19, 499) = 36.09$, $p < .001$.

outset of instruction at EUSFL. They were also female students living with their families and had previously taken English preparatory training.

Before entering into the second step of the hierarchical model, the unique influence of the context variables on the predictor, without taking the input variables into consideration, was assessed through a separate multiple regression procedure (Table 22) in order to address research questions 3c “*How well do the classroom environment variables (context variables) predict English achievement?*” and 4c “*What are the unique contributions of each of the classroom environment variables (context variables) to the prediction of class participation?*”

The analysis, which considered all of the context variables simultaneously in response to research question 3c resulted in a significant overall model, $F(7, 511) = 33.91, p < .001$, with 31 % ($R^2_{adj} = .308$) of the total variance accounted for. Regarding research question 4c, teacher supportiveness ($\beta = .296, p < .001$), coursebook satisfaction ($\beta = .201, p < .001$), and involvement ($\beta = .158, p < .01$) were the significant predictors of English achievement among the seven context variables. Students with higher English achievement levels were those who perceived their teachers as highly supportive, expressed higher levels of satisfaction with the coursebook and its supplementary components, and perceived higher levels of involvement of their classmates in class activities and tasks.

Table 22
Summary of Multiple Regression Analysis with Context Variables for Predicting English Achievement(N = 519)

Variable	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>
Teacher Supportiveness	.700	.114	.296	6.143	.001
Student Cohesiveness	.093	.114	.034	.822	.412
Involvement	.433	.147	.158	2.938	.003
Task Orientation and Organization	.176	.134	.057	1.317	.189
Classroom Order	.133	.154	.036	.863	.389
Physical Conditions	.001	.167	.001	.005	.996
Satisfaction with Course-related Materials	.496	.106	.201	4.688	.001
R^2	.317				
R^2_{adj}	.308				
$F(7, 511) = 33.91, p < .001.$					

Presented below are the findings concerning the second step of the hierarchical regression analyses in response to research questions 5c *“Controlling for entering student characteristics variables (input variables), how well do the classroom environment variables (context variables) predict English achievement?”*, 6c *“Controlling for entering student characteristics variables (input variables), what are the unique contributions of each of the classroom environment variables (context variables) to the prediction of English achievement?”*, 7c *“How well do the entering student characteristics (input variables) and classroom environment variables (context variables) predict English achievement?”*, and 8b *“What are the unique contributions of each of the entering student characteristics variables (input variables) and classroom environment variables (context variables) to the prediction of English achievement?”*.

With regard to research questions 5c and 7c, the entry of the context variables into the hierarchical analysis in Step 2 (Table 21) provided an incremental R^2 of 13 % (R^2 -change = .130) in the amount of variance accounted for. The full set of predictors in the overall model accounted for 56 % ($R^2_{adj} = .563$) of the unique variance in English achievement, $F(19, 499) = 36.09, p < .001$.

Concerning research question 6c, with the effects of the input variables partialled out, teacher supportiveness, involvement, and satisfaction with course-related materials from the context category appeared to be the significant predictors of English achievement, as was also the case in the previous separate analysis.

Considering the individual contribution of each predictor in the final model in response to research question 8c, gender, speaking anxiety, and value predictors, which were significant on their own in Step 1, did not remain so in the presence of context variables in Step 2. Two categorical variables from the input category, exposure and residence remained significant predictors of the criterion: $\beta = .223, p < .001$ and $\beta = .077, p < .05$, respectively. Overall academic achievement appeared to be the strongest predictor of English achievement ($\beta = .361, p < .001$), followed by teacher supportiveness ($\beta = .235, p < .001$), self-concept ($\beta = .178, p < .001$), involvement ($\beta = .174, p < .001$), and satisfaction with course-related materials ($\beta = .103, p < .01$). Considering the overall contribution of the input and context predictors at each step and the relative magnitudes of the individual predictors in the final

model, students' entry characteristics, by and large, seemed to play a more important role than the context variables in predicting students' English achievement scores.

The findings suggested that the students who were better achievers in the averaged monthly exams at EUSFL were those who had had previous English preparatory class experience and those who were living with their families. In addition to these characteristics, they appeared to have higher overall academic standings among their peers and they perceived their class teachers at EUSFL as highly supportive. They were more confident of their abilities to learn English prior to instruction at EUSFL. They perceived themselves in a class with higher levels of student involvement and they were more satisfied with the course-related materials in meeting their needs and expectations.

Having addressed the research questions, a summary of the final regression models is reproduced in Table 23, which depicts the unique contributions of significant input and context predictors towards accounting for variances in each of the outcome variables.

This chapter presented the findings of the statistical procedures carried out to address the research questions of the study. Conclusions based on these findings and implications for pedagogical practices and further research are presented in the following chapter.

Table 23

Summary of Final Regression Models with Significant Predictors of the Outcomes Depicted Only (N = 519)

	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>p</i>
Predictors of Class Participation					
Exposure (Studied Prep. Class)	-1.735	.054	-.072	-3.018	.003
Overall Academic Achievement-ÖSS scores	.034	.024	.048	2.009	.045
Speaking Anxiety	-.176	.026	-.109	-4.141	.001
Effort/Motivation	.144	.026	.080	3.026	.003
Self-concept	.225	.027	.101	3.749	.001
Teacher Supportiveness	.530	.030	.371	12.190	.001
Student Cohesiveness	.111	.026	.067	2.558	.011
Involvement	.357	.034	.216	6.415	.001
Task Orientation and Organization	.172	.027	.092	3.385	.001
Physical Conditions	.130	.025	.051	2.071	.039
Satisfaction with Course-related Materials	.234	.027	.157	5.778	.001
R^2	.748				
R^2_{adj}	.738				
$F(19, 499) = 77.81, p < .001.$					
Predictors of Study Habits					
Gender (Male)	-2.421	.855	-.103	-2.831	.005
Residence (Student Lives with Family)	6.185	.816	.279	7.576	.001
Overall Academic Achievement-ÖSS scores	.125	.025	.177	4.907	.001
Self-concept	.189	.090	.086	2.096	.037
Involvement	.393	.083	.241	4.717	.001
R^2	.418				
R^2_{adj}	.396				
$F(19, 499) = 18.84, p < .001.$					
Predictors of English Achievement					
Exposure (Studied Prep. Class)	8.884	1.229	.223	7.229	.001
Residence (Student Lives with Family)	2.856	1.165	.077	2.453	.015
Overall Academic Achievement-ÖSS scores	.427	.036	.361	11.774	.001
Self-concept	.658	.129	.178	5.118	.001
Teacher Supportiveness	.556	.093	.235	5.975	.001
Involvement	.476	.119	.174	4.003	.001
Satisfaction with Course-related Materials	.254	.087	.103	2.926	.004
R^2	.579				
R^2_{adj}	.563				
$F(19, 499) = 36.09, p < .001.$					

CHAPTER 5

CONCLUSION

This conclusion chapter discusses the results presented in the previous chapter, relates the findings to the current body of literature, and suggests implications for pedagogical practices and further research directions.

The purpose of this study was to explore the contributions of several entering characteristics (input variables) of EFL students at EUSFL prior to instruction and their experiences of several aspects of the classroom environment (context variables) during instruction with respect to subsequent class participation, study habits, and English achievement measures (outcome variables).

In order to address the research questions of this study, correlational analyses and various applications of multiple regression procedures were utilized. First, separate multiple regression analyses were carried out which considered the input and context variables on their own in relation to each of the criterion variables. The overall contribution of the two sets of predictors and the individual contribution of each predictor in these sets in relation to the criterion variables were assessed.

Next, hierarchical regression analyses were conducted which entered the input predictors in the first step, and then entered the context predictors in the second step controlling for the effects of the input predictors. In this way, the genuine effects of the input and context variables (as opposed to when considered separately) on the criterion variables were determined. The unique explanatory strengths of individual predictors from both input and context categories in the final models were interpreted based on their relative rankings.

Summary and Discussion of Findings

A number of significant findings emerged from this study. A comparison of the findings obtained through simple correlations versus multiple regression analyses revealed that, although some of the independent variables indicated significant

bivariate correlations with the outcome measures on their own, they did not appear as significant predictors in the regression models. Such inconsistencies should be expected and are obviously due to differences between univariate and multivariate techniques which tend to yield different results with respect to effect sizes and statistical significance. Unlike univariate analyses (e.g. simple correlations), multivariate analyses (e.g. multiple regression) take into account any possible intercorrelations among the variables and in this way yield more reliable estimates of the effect sizes of predictors on the criterion variables.

Furthermore, when the two classes of predictors (input and context) were considered simultaneously in the prediction of the outcomes, as opposed to when they were considered as separate sets on their own, somewhat different findings were obtained. As such, with the simultaneous consideration of the two groups of predictors, some of the predictors in the final models were no longer significant and the effect sizes of some of them seemed to diminish due to shared variances. Thus, in an attempt to extend previous research, the inclusion of greater number of relevant variables in a larger multivariate context is believed to have resulted in more reliable estimates of the effect sizes of the predictors on the outcomes. Addressing the apparent need of examining relationships among variables simultaneously through multivariate procedures rather than in isolation (Gardner et al., 1997), the current study makes an important contribution to the related body of literature in this respect.

The overall results of the final regression analyses suggested that several entering characteristics of students (input variables) and their experiences of several aspects of the classroom environment (context variables) were significant predictors of the subsequent foreign language learning outcomes. The contributions of these predictors, however, were not equivalent across the three outcomes.

Regarding the combined overall contributions of the input and context variables to the prediction of each of the outcomes, the final regression models suggested that the predictors used for this study (same predictors were used throughout) explained the greatest amount of variance in class participation ($R^2_{\text{adj}} = .738$), followed by English achievement ($R^2_{\text{adj}} = .563$), and study habits ($R^2_{\text{adj}} = .396$). Considering the norms mentioned previously regarding the strengths of overall effect sizes of regression models, the model for the class participation criterion (74 %) could be evaluated as close to being 'very good', the model for the English

achievement criterion (56 %) as 'good', and the model for the study habits criterion (40 %) as 'poor but acceptable'.

As for the additional variances accounted for by the context variables above and beyond that of the input variables (i.e., with the effects of the input variables controlled for), there also appeared different patterns of relationships for each of the three outcome measures. In other words, the students' entering characteristics (input variables) and their experiences of the classroom environment (context variables) seemed to play somewhat different roles in the prediction of each of the language learning outcomes.

Of the two broad classes of predictors, the input variables accounted for modest and somewhat varying degrees of overall variances across the three criterion variables with different combinations of predictors. The unique overall contribution of the input predictors was the strongest in relation to English achievement ($R^2_{\text{adj}} = .436$), followed by class participation ($R^2_{\text{adj}} = .375$), and study habits ($R^2_{\text{adj}} = .321$). The amount of additional contributions made by the context variables to the full models was the greatest for class participation, which provided an additional 36 % (R^2 -change = .358) increase in the amount of variance accounted for, followed by English achievement with an additional 13 % (R^2 -change = .130), and study habits with an additional 8 % (R^2 -change = .081).

A major finding based on the comparison of the relative contributions of the two broad classes of predictors to the prediction of the three outcomes is that both input and context variables were somewhat equally important in the prediction of class participation, while the input variables appeared to be more important than context variables in the prediction of English achievement and study habits outcomes. The finding regarding the study habits criterion, however, needs to be interpreted cautiously since a substantial amount of its variance (60 %) remains unaccounted for by the current predictors, which probably calls for inclusion of additional predictors in future research.

Considering the relative strengths of the affective and cognitive dimensions of the input predictors across the three outcomes in the final regression models, affective entering characteristics seemed to play a major role in the prediction of class participation, while overall academic achievement (a cognitive factor) turned out to be more conspicuous in the prediction of English achievement and study habits

outcomes. Although overall academic achievement was also a significant predictor of class participation, it proved to be the least important one in the presence of other predictors. Based on these findings it is suggested that cognitive factors similar to that of the present study may play a more important role in the prediction of outcomes (in this case study habits and English achievement) which are somewhat more cognitively demanding. On the other hand, affective variables might come into play in the prediction of outcomes (in this case class participation) which are primarily affective in nature.

In support of this interpretation, the findings of several studies which considered cognitive and affective variables simultaneously in multivariate contexts generally suggest that achievement is influenced most importantly by two variables: aptitude and motivation. Despite the difficulty of making generalizations as to the relative importance of these two main classes of variables due to paucity of research, it has generally been accepted that the language learning context and the status of the target language play important roles in determining such relationships. For example, in EFL contexts which typically put greater emphasis on the formal and structural aspects of language mastery and the target language is mostly perceived as a school subject, the measures which assess such outcomes seem to be influenced primarily by the cognitive properties of the learners such as general ability or aptitude. On the other hand, as far as the more communicative aspect of language learning is concerned, as is generally the case in ESL contexts, the affective variables seem to play a dominant role. Although this study does not focus on an ESL/EFL distinction as such, the two outcome variables (English achievement and class participation) do represent the formal and less formal aspects of the current language learning setting in EUSFL. Taken from this formal/informal perspective, the current findings, which illustrated the apparent distinctive role of the cognitive predictor in accounting for variances in English achievement and class participation, seem to lend support to this interpretation.

Along the same lines, the overall findings may also be interpreted within the framework of the conceptual distinction drawn by Krashen (1981) between 'learning' and 'acquisition' which suggests that much of what is termed aptitude or analytic ability is directly related to the conscious and explicit learning processes, while attitudinal or affective factors may be more closely linked to the sub-conscious

and implicit acquisition processes. In this respect, to the extent that this distinction is applicable to English achievement (as learning) and class participation (as acquisition), this finding may provide support to Krashen's position.

Several researchers have discussed the impact of various general cognitive skills like intelligence, verbal ability, native language aptitude, foreign language aptitude, and so forth on achievement in foreign languages. For example, there is some evidence of relationship between traditional measures of aptitude, such as the Modern Language Aptitude test, and differential success of learners of English (Robinson, 1997; Sasaki, 1993; Skehan, 1989). It has also been suggested that the level of first language proficiency has a direct impact on the development of second language proficiency (Sparks and Ganschow, 1991, 1993 a & b; Cummins, 2000; Saville-Troike, 1984; Hakuta, 1990). Edwards, Wells, and Wechse (1982) also found support for a relationship between intelligence and foreign language aptitude.

Thus, to the extent that the cognitive predictor utilized in this study (University Entrance Exam- ÖSS quantitative composite scores) can be considered a measure of overall academic ability or achievement, the finding of this study regarding the relationship between overall academic achievement and English achievement seems to be in general agreement with the above-mentioned researchers. Although no studies were found in the literature, which used an overall academic achievement measure based on students' university entrance exam scores as a cognitive predictor, a few studies which used high school GPA and school entrance grades (somewhat similar predictors) seem to be in accordance with the findings of the current study. For example, the finding that overall academic achievement was the best predictor of English achievement (average of grammar and vocabulary components of monthly exams at EUSFL) is consistent with the findings of Onwuegbuzie et al. (2000) who reported that GPA, among other affective and demographic variables, accounted for the greatest amount of proportion of the variance in foreign language achievement based on students' averaged course grades. Probably of more relevance to the current study, Hart (1993) discovered that math and language components of students' high school entrance exam scores were the most significantly correlated factors with foreign language achievement. In another study Ehrman and Oxford (1995) reported that a class of cognitive strategies utilized

by the learners in the target language were the ones used by successful students in their study.

Despite the fact that there are also several other factors involved in language learning that have little or nothing to do with cognition or aptitude for conceptual understanding, one of the major findings of this study is that an overall cognitive factor which was operationalized as the students' quantitative (math and sciences) composite scores on the University Entrance Exam explains the greatest amount of reliable variance in English achievement, supporting the importance of a cognitive dimension in predicting especially the formal and structural aspects of language learning outcomes in this population. Regardless of what specific underlying cognitive properties seem to be more plausible in accounting for differentials in foreign language success, it is possible, at least in the educational setting of the current study, that a global cognitive measure of ability be used as a predictor of English achievement or similar outcomes.

Regarding the affective aspects of the input variables (entering student characteristics), speaking anxiety, self-concept, and effort subdimension of motivation, among other input variables, were substantial predictors of class participation in the final regression model. These three predictors appeared to be more important than the cognitive variable (overall academic achievement) in the prediction of class participation. However, as far as the English achievement and study habits outcomes were concerned they were of secondary importance, since only one predictor from the affective subdimension, i.e., self-concept, was significant and it accounted for much less variances compared to that of the cognitive predictor in both models. This finding is in general agreement with those of Oxford and Ehrman (1995) and Onwuegbuzie, et al (2000) who concluded that affective variables play a secondary role in predicting foreign language achievement. However, as it was discussed previously, this pattern of relationship seems to be reversed for an outcome like class participation, which emphasizes the more 'informal' and communicative aspects of foreign language learning rather than 'formal' and structural aspects of it. Thus, depending on the type of outcome being evaluated, or more specifically on what side of the formal-informal continuum the outcome is, it can be concluded that the relative importance of the affective and cognitive predictors is likely to vary.

Regardless of their ranking across the three regression models, a major implication of this study concerning affective student characteristics in general is that they are also as much important predictors of language learning outcomes as cognitive ones, supporting McIntyre's (1995) view, that they are not mere side effects of experiencing cognitive difficulties in mastering the target language as implied by Sparks and Ganschow (1991).

Among the affective input characteristics assessed in this study, speaking anxiety was the strongest predictor of class participation in the final regression model, indicating an inverse relationship as expected. Higher levels of speaking anxiety experienced by students prior to instruction was related to lower levels of class participation at EUSFL. Despite being a significant predictor in the separate regression models, speaking anxiety did not prove to be so for study habits and English achievement outcomes in the final regression models where the effects of the classroom environment variables (context variables) were also involved.

Thus, the initial assumption made while constructing the research design of the study that the effects of anxiety experienced while speaking could also be evident in other areas, which may not directly require or involve verbal interaction in English, was not confirmed by the current findings. Given that the literature by and large indicates that the strongest correlations between affective variables and several achievement measures involve anxiety (MacIntyre et al. 1972), it can be speculated that a somewhat different conceptualization of anxiety, rather than focusing on speaking alone, might also indicate significant relations for the study habits and English achievement outcomes. Therefore, based on the current findings it might be misleading to infer that anxiety does not matter in the prediction of study habits and English achievement. Perhaps, inclusion of a global construct of anxiety, along with the more situation-specific speaking anxiety, could have illustrated these expected relationships.

Considerable research (Aida, 1994; Bailey, 1990; Crookall and Oxford, 1991; Ely, 1986; Horwitz, Horwitz, & Cope, 1986; Krashen, 1985b; MacIntyre, 1995; MacIntyre & Gardner, 1991; Price, 1991; Young, 1990) has consistently revealed that anxiety can impede foreign language production and achievement. Language anxiety experienced by language learners poses potential problems "because it can interfere with the acquisition, retention and production of the new language"

(MacIntyre & Gardner, 1991, p. 86). Krashen (1985) maintains that anxiety inhibits the learner's ability to process incoming language and short-circuits the process of acquisition. Crookall and Oxford (1991) also claim that serious language anxiety may cause other related problems with self-esteem, self-confidence, and risk-taking ability, and ultimately hampers proficiency in the second language. The literature also suggests that anxiety matters to students especially when there is heavy ego-involvement (Bailey 1983; Price, 1991; Horwitz et al., 1986; Young, 1990), as in oral examinations (Tobias, 1980) and in situations which require participation of students in oral classroom activities (Horwitz et al, 1991). Ely (1986) also contends that anxious students are less likely to volunteer answers and to participate in oral classroom activities.

Thus, the finding of this study that lower levels of speaking anxiety predicts higher levels of class participation, in general, mirrors the body of related literature. On the other hand, although the literature suggests a relationship between anxiety and a host of several achievement measures, the failure to include anxiety in the models for study habits and English achievement, which was most likely due to the fact that a more pertinent dimension of anxiety was not represented in the research design for these outcomes, appears to be a drawback of this study.

Another affective dimension of the input variables used in this study was self-concept, which appeared to be a significant predictor of all three outcomes. Higher levels of self-concept, which was conceptualized as the students' beliefs in their capabilities as language learners prior to instruction, were related to higher levels of class participation, English achievement, and better study habits.

Using more or less similar self-related variables like self-esteem, self-confidence, and self-efficacy several researchers have shown relationships with motivational and personality factors like anxiety, motivation, and introversion/extroversion and various language learning outcomes. Krashen (1981) who developed the construct of affective filter, consisting of the variables anxiety, motivation, and self-confidence asserts that these psychological variables may strongly enhance or inhibit second language acquisition by playing a critical intermediary role between the linguistic input available in the educational setting and the student's ability to learn. Brown (1977) similarly points to associations between

self-esteem, inhibition, ego strength, and risk taking which are all crucial factors in successful language learning.

A study carried out by Clement (1986) identified self-confidence, among various attitudinal and motivational factors, as the best predictor of foreign language proficiency. Heyde (1979) similarly reported a positive relationship between oral production and self-esteem. Watkins et al (1991), Brodkey and Shore (1976), and Gardner and Lambert (1972) who included measures of self-esteem in their studies also established relationships with various foreign language learning outcomes.

Thus, the findings of the present study regarding the relationship between self-concept and the language learning outcomes, in general, appears to lend support to the related body of literature. In particular, the finding that self-concept dimension of the affective variables used in this study was a significant predictor of all three outcome measures, and that it was the only affective predictor of English achievement and study habits outcomes, also highlights its importance in the setting of this study and suggests that it can represent a more global aspect of students' affective characteristics than the other affective predictors.

Other findings regarding the affective entering characteristics concern the motivational variables. The concept of motivation adopted for the purposes of this study consists of three components: effort to learn English (extent of effort exerted by students to study English in both formal school contexts and through their individual efforts outside school), interest in learning English (extent to which students like and are interested in learning English), and value attached to learning English (extent of value attached by students to learning English with respect to its educational, personal, and practical usefulness).

By their definitions, interest and value components draw on Deci and Ryan (1985) who suggested the intrinsic/extrinsic dichotomy, two underlying sources of motivation. Intrinsic motivation is the involvement with the activity to receive enjoyment and internally rewarding consequences from it. Extrinsic motivation, on the other hand, is involvement with the activity in anticipation of extrinsic rewards such as, money, prizes, grades, and so forth. As suggested by factor analyses based on data gathered from previous pilot studies, the interest dimension in this study with its items representing enjoyment, satisfaction, and interest is similar to students' intrinsic orientations. On the other hand, the items in the value component, which

primarily focus on practical and pragmatic usefulness of studying English, stand for what Deci and Ryan call extrinsic motivation. The effort dimension, regardless of underlying reasons, is concerned with the effort shown to reach a goal, or more specifically, the actual outcome of these driving sources.

Gardner's (Gardner and Lambert, 1972) socio-educational model, which has been influential in most motivational research, similarly proposed two basic sources of motivation: integrative and instrumental orientations. The motivation is instrumental if the learner is oriented towards such practical advantages as studying or getting a good job in the country where the target language is spoken. On the other hand, the motivation is integrative if the learner has a sincere and personal interest in the people and the culture of the target language. Gardner and Lambert (1972) suggested that integrative motivation is more effective than instrumental motivation, which has been verified on several occasions. On the other hand, later research carried out in different cultural and educational settings generally suggested contradictory findings (Chihara & Oller, 1978; Dörnyei, 1990; Au, 1988; Oller, Baca, and Vigil, 1977; Clément and Kruidenier, 1983), which led to a questioning of Gardner's concept of motivation.

According to Brown (1996) intrinsic and extrinsic orientations seem to be more easily distinguishable than integrative-instrumental motivations, as well as being more applicable to EFL contexts. However, just like the integrative-instrumental distinction, the intrinsic-extrinsic distinction has also been criticized on the grounds that it does not seem to address the dynamic and variable nature of motivation (Dörnyei, 1998).

Although the concept of motivation is frequently used in SLA contexts, there seems to be little agreement among experts as to its exact meaning, and the factors underlying it. What most scholars seem to agree on, though, is that motivation is one of the key factors that influence the rate and success of second/foreign language learning. As Dörnyei (1998) states, "motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process" and it "can make up for considerable deficiencies both in one's language aptitude and learning conditions" (p. 117).

In light of discussions concerning motivational theories in the SLA literature, it can be inferred that it is actually the strength or intensity of motivation that seems

to matter rather than the type or reasons underlying it. As Ely (1986) argues it is important that motivation be discussed primarily with regard to the level of strength or intensity, how much the students are motivated, simply and directly. Along the same line of discussion, of the three aspects of motivation (effort, interest, value), the effort dimension is given a particular focus in this study, since it is believed that no matter how a learner is oriented in learning the target language, it is the motivational intensity or effort that actually determines how motivated a learner is and how much it, in turn, predicts the outcomes.

Providing partial support for this assumption is the finding that the effort dimension of motivation, which was conceptualized as the students' perceptions of how much effort they exerted to study English in both formal school contexts and through their individual efforts outside school prior to instruction at EUSFL, was the only significant motivational predictor of class participation. Despite being also significant predictors of class participation in the separate analysis, though to a much lesser extent, the interest and value dimensions lost their significance with the inclusion of classroom environment variables in the final model.

Although one may assume that students' initial levels of effort, as are the other affective characteristics, would likely be modified by certain contextual factors throughout students' exposure to the instructional process, it proved to have enough power to continue being an important predictor of class participation even in the presence of classroom environment variables, at least over a one-semester period at EUSFL. This indicates the unique and independent importance of student' previous effort levels, among other significant input and context variables, as a predictor of how much they participate in class activities and tasks.

Thus, it can be suggested that the intrinsic (interest) or extrinsic (value) orientations of students for learning English do not really count as important as the levels of effort they exert towards explaining subsequent class participation in this setting. Perhaps the students' intrinsic or extrinsic orientations, although may be instrumental to some extent in shaping students' perceptions of the importance of English, are not really as useful and informative factors as effort when it comes to predicting an outcome like class participation in such an educational setting.

Regarding the study habits and English achievement outcomes, however, none of the motivational variables were significant in the final regression models. In

the separate regression analyses where the input variables were considered as a single set of predictors, the effort and value components were significant predictors of study habits and the value component was a significant predictor of English achievement. However, they were no longer so in the presence of classroom environment variables in the final models. Perhaps, the effects of students' previous motivations are only apparent as far as a somewhat communicative aspect of language learning, such as class participation, is concerned and such effects are probably more directly attributable to the strength or intensity of motivation than the type or underlying reasons of motivation.

Although the literature on SLA motivation has been dominated until recently by the integrative-instrumental and intrinsic-extrinsic distinctions, research on the relationship between motivation and second language acquisition is ongoing with the inclusion of several other individual and contextual factors depending on particular research settings. Owing to the complex nature of motivation, and the diversity and inconclusiveness of the current body of research, which make it difficult to identify common themes and lead to generalizations, the findings of this study concerning motivational variables do not seem to be directly comparable to any specific studies found in the literature. At a broad level of discussion, though, the finding for class participation seems to be in accordance with the general contention of the literature that motivation is one of the key factors in explaining L2 learning (Krashen, 1985; Brown, 1996; Gardner, 1985; Ely, 1986; Dörnyei, 1994, 1998). At a more specific level of discussion, it can be concluded that whatever reasons are at the root of students' motivations to learn English, the extent of 'effort' expended by students to reach that goal appears to play a significant role in determining students' levels of active participation in class activities and tasks. Despite the limited focus of this study, which may have left out other potentially important aspects of motivation, this finding highlights the importance of effort over students' orientations (interest and value) and supports Ely's (1986) argument in this respect.

To sum up the discussion regarding affective entering characteristics involved in this study, speaking anxiety, self-concept, and motivation appear to be significant predictors of class participation. The self-concept dimension was also a significant predictor of the study habits and English achievement outcomes. Krashen (1985) similarly highlights the importance of motivation, self-confidence, and anxiety in

predicting various language learning outcomes which are somewhat similar to those used in this study. Krashen further posits that these affective variables matter especially as far as the more implicit and unconscious process of 'acquisition' (as opposed to explicit and conscious 'learning') is concerned. Given the finding that the affective predictors of this study were important primarily in relation to class participation, which can be assumed to roughly correspond to acquisition, Krashen's claim is supported. Furthermore, the fact that the affective variables were important even after about a one-semester period, and in the presence of the classroom environment variables, points to their unique and persistent impact.

Apart from the cognitive and affective variables, several variables which were collectively labeled as demographic characteristics constituted yet another dimension of the entering (input) student characteristics in this study. They were: age, gender, father's education, mother's education, exposure to English (whether student has previously attended preparatory English classes or not), and residence (whether student lives with their family or not).

Age has been a major area of interest in SLA research. Extensive research by and large suggests that the rate of learning a second/foreign language is strongly influenced by the age of the learner (e.g. Krashen, 1985; Ehrman and Oxford, 1995; Snow and Hoefnagel-Hohle, 1977; Tahta, Wood and Loewenthal, 1981; Johnson and Newport, 1989; Seliger, 1978). Several short-term studies have shown that when the length of instruction is held constant younger learners seem to outperform older learners in the pronunciation and fluency related aspects of language learning. On the other hand older learners learn faster than younger learners as far as the rule-governed or formal aspects of language learning are concerned which have been attributed to an advantage in cognitive maturity, greater world knowledge, and enhanced learning capabilities (Ausubel, 1964; Burstall, et al., 1974; Cummins, 1981; Collier, 1988; Schachter, 1989; Ehrman and Oxford; 1995)

However, other studies have suggested that eventually younger learners may be more proficient in the long run, particularly in the area of oral communication, even if older learners are quicker in the short run (Krashen, Long, and Scarcella, 1979). There appears to be a general consensus that younger learners are far more likely to attain and retain native-like pronunciation than are older learners.

In light of the general suggestion of the literature that age is one of the important factors in language learning, it was assumed that, taken from the perspective of maturity, age differences among students at EUSFL might also contribute to the explanation of the outcomes. However, the age variable used in this study did not prove to be significant predictor of any of the outcomes, nor did it indicate any significant correlations with the outcomes or other predictors. This was probably due to the narrow age range of the subjects who participated in the study. Students, most of whom were young adults, did not indicate marked variations in terms of their ages. Given that much of the studies in the literature appear to have used data of large dispersions or separate age groups (e.g. children versus adults or pre-puberty versus post-puberty), perhaps the lack of significant associations attributable to age in this study should not be surprising. However, regardless of comparisons with other research findings, this finding is significant on its own, suggesting that age, as is, does not play an important role in explaining the language learning outcomes in this setting.

Gender was included in the research design of this study as another potentially important variable in the prediction of the language learning outcomes. Differences in language learning outcomes as an influence of gender has mainly been attributed to cognitive and social factors. One widely-discussed cognitive difference between the two genders is attributed to brain lateralization, when the left brain, which controls most language functions, develops faster in females than in males. It is not completely clear, however, whether early lateralization of language function among girls actually provides them with a cognitive advantage over boys in the long run.

Recent studies into gender differences have mainly focused on various attitudinal, social, and cultural factors, which appear to be more relevant than biological explanations given the importance of learners' social experiences and interactions in L2 learning. Oxford (1994), for example, points to a primarily sociocultural basis to gender differences, rather than innate biological differences.

Research concerning individual language learner differences due to gender generally indicates that females tend to show greater integrative motivation, more positive affect towards learning, are keener to seek out authentic input and are more willing risk-takers (Oxford, 1993; Ehrman & Oxford, 1995). Oxford and Nykios

(1989) discovered that female college students, contrasted with males, used more strategies to elicit conversation from others. Boyle (1987) reported that female university students were superior in general language proficiency through the effects of learning styles, anxiety, attitudes and motivations which are typically associated with gender. Burstall (1975) described that girls had substantially higher scores than boys on all French achievement tests in British primary schools. In general the literature suggests that females tend to be better language learners than males.

In this study gender appeared to play a significant role in the prediction of study habits but it was not a significant predictor of class participation or English achievement. Females had considerably better study habits than males. Although females also seemed to outperform males with regard to English achievement scores in the regression analysis which considered the input predictors only, this was not so in the final regression analysis. As far as class participation was concerned gender did not seem to matter at all.

Thus, given that study habits can be considered a somewhat global measure of learning strategies, the finding that females appear to have better study habits than males can be interpreted as partial support to the studies which reported that females tend to use more optimal strategies than males (Oxford and Nykios; 1989, Oxford, 1993; Ehrman & Oxford, 1995).

Exposure to English was another demographic variable used for the prediction of the outcomes in this study. It was assumed that students' previous high school experiences of English, more specifically whether or not they had attended preparatory English classes prior to EUSFL, would be related to several affective factors and in turn would exert an impact on the language learning outcomes. Furthermore, students' familiarity with English as a consequence of having taken preparatory English instruction at high school would likely have an impact on the subsequent outcomes, assuming a facilitative role of this prior background knowledge in increasing the speed and rate of learning at EUSFL.

Krashen and Seliger (1976) and Krashen, Seliger, and Hartnett (1974) pointed to a relationship between students' number of years of previous formal instruction in a school setting and higher gains in English proficiency. Along a similar line, prior high school experience with foreign language has been claimed to be one of the significant predictors of foreign language anxiety (Onwuegbuzie,

Bailey, & Daley, 2000; Horwitz, Horwitz, & Cope, 1986). It is generally suggested that prior exposure to foreign language instruction relates to foreign language achievement via various affective factors like anxiety and motivation, which manipulate affective filters (Krashen, 1981) and thereby makes students receptive or unreceptive to language input.

The results of this study indicated that previous exposure to English was a significant predictor of class participation and English achievement. Interestingly, the mean class participation scores of students who had previously taken preparatory English classes were significantly lower than those who had not, indicating a negative relationship. The students with this experience seemed to be more likely to avoid taking part in class activities and tasks. On the other hand, as expected, students with the experience of preparatory English instruction seemed to outperform their counterparts who had no such experience in terms of English achievement.

The finding that previous exposure was a significant predictor of English achievement in this study seems to lend support to the general contention of the literature, and in particular to those of Krashen and Seliger (1976) and Krashen, Seliger, and Hartnett (1974), that exposure to previous formal instruction is another important factor in accounting for variances in foreign language learning outcomes.

On the other hand, the finding that exposure had a negative impact on class participation appears to be somewhat counter-intuitive, as one would normally expect that students with prior experience of preparatory English classes would be more self-confident, less inhibited, and as a result would be more willing to take part in what was going on in class. However, the results indicated the otherwise. Perhaps, the often-heard comments by such students (and occasionally echoed by their teachers) that they are bored with doing the same things, and the program at EUSFL does not introduce much of a novelty in motivating this group of students to continue learning English, may explain this finding. In-depth qualitative investigations are needed to be able to make further comments on this issue. Whatever the underlying reasons might be, however, it is apparent that students' previous experience of English preparatory instruction at secondary education level in general does not appear to be a positive one, as it negatively influences students' levels of class participation later on at EUSFL.

Overall, the findings emerged for the two outcomes suggest that although students' prior exposure may prove to be beneficial with respect to the formal and structural aspects of learning (English achievement), it does not readily guarantee positive gains, and in fact appear to be even detrimental, as far as a somewhat informal and communicative aspect of language learning (class participation) is concerned.

Most educational research suggests that higher socio-economic status (SES) is associated with greater academic achievement. Being a global indicator of SES, parents' education level is also claimed to be strongly associated with student achievement. In general, children of parents with higher levels of education seem to perform better, on average, on assessments of academic achievement. In the field of SLA, similarly, parents' level of education is considered an important factor in explaining outcomes. It is generally believed that parents play a very important role in attitude development (Gardner, 1985). Parents' level of education is related to the extent of encouragement they provide which in turn has an influence on students' attitudes and motivation (Coletta, Clement, and Edwards, 1983; Skehan, 1989).

In this study father's education and mother's education were also included in the research design as potentially important demographic predictors of the outcomes. The results, however, were not indicative of any significant relationships with any of the predictors or the outcome variables. It can be speculated that such associations might have been apparent with younger subjects who are more dependent on their parents, unlike the subjects of this study who are somewhat more independent as most of whom are away from their families.

Another dimension of the demographic input predictors used in this study was student residence, more specifically whether the students lived with their families in Kayseri during their study at EUSFL. It was assumed that students who live with their families, as opposed to those living in a dormitory or in a flat away from their families, would receive greater support and encouragement from their parents or other family members, which would in turn have a positive impact on their language learning outcomes, especially with respect to study habits. The findings of final regression models indicated that students living with their families were significantly better than their counterparts with respect to study habits and English achievement outcomes. Although the same direction of relationship was also

suggested in the separate regression analysis carried out for the class participation outcome, it did not turn out to be a significant predictor of this outcome in the final regression model. A comparison of the magnitudes of beta weights across the two outcomes also suggested that residence was a much more substantial predictor of study habits than it was of English achievement. This finding makes particular sense, as one would logically expect it to be relevant in the first place to an outcome like study habits where the influences of parental support and encouragement would be most conspicuous.

Context (classroom environment) variables were the other broad set of variables used in the prediction of the three language learning outcomes, which consisted of psychosocial (teacher supportiveness, student cohesiveness), instructional/managerial (involvement, task orientation and organization, class order), physical (physical conditions), and course-related materials (satisfaction with coursebooks) dimensions.

Various aspects of classroom environment have often been found to influence learning outcomes (Fraser, 1986; Haertel, Walberg & Haertel, 1981; McRobbie & Fraser, 1993) often over and above various student characteristics (Fraser, 1986). A meta-analysis carried out by Haertel, Walberg, & Haertel (1981) revealed students' perceptions of classroom environment as a critical factor in determining certain aspects of student outcomes such as motivation, achievement and student satisfaction. Their findings reviewed by Haertel et al., (1981) clearly support a strong association between several student cognitive and affective learning outcomes and students' perceptions of various characteristics of classroom environments. They concluded that gains in cognitive and affective learning outcomes were consistently associated with classrooms, which were perceived as having greater cohesiveness, satisfaction, goal direction, organization, and less friction.

An overall finding of this study was that, controlling for the entering student characteristics (input variables), the set of classroom environment variables (context variables) appeared to make varying degrees of additional contributions to the final models with 36 %, 13 %, and 8 % of the overall variances accounted for the class participation, English achievement, and study habits outcomes, respectively. Except for class order, all the dimensions of classroom environment were represented as significant predictors of class participation in the final model. In terms of English

achievement, teacher supportiveness, involvement, and coursebook satisfaction were the significant predictors. As for study habits, involvement was the only significant classroom environment predictor. Considering the overall magnitudes, as well as the number of significant predictors involved in the models, the classroom environment variables by and large seemed to be more strongly associated to class participation than they were to English achievement and study habits. This finding makes sense, as the effects of classroom environment would be expected to relate in the first place to what was going on in the classroom where various forms of interactions and group dynamics are involved.

Teacher supportiveness, a psychosocial aspect of the classroom environment, was the strongest predictor of class participation, even after the effects of the input variables and the other classroom environment variables were controlled for. In the model for English achievement, it was the second best predictor following the cognitive input predictor (overall academic achievement). Although there was a positive moderate correlation between teacher supportiveness and study habits, it was not a significant predictor neither in the separate nor final regression analyses. Thus, teacher supportiveness, which was operationalized in this study as the amount of help, concern, and friendship the teacher shows to students, appears to be a key factor in explaining how much students participate in class activities and, to lesser degree, how successful they are in terms of English achievement.

The literature consistently suggests associations between a low-anxiety classroom environment, which is basically established by the teacher, and greater participation of learners in the language learning process (e.g. Fraser, Nash, and Fisher, 1983; Krashen, 1985; Sano et. al., 1984; Ely, 1986). Although much of the classroom environment research are from other subject matter areas, which use different variables and different measurement instruments, the findings of this study regarding teacher supportiveness in general corroborate the findings of the related body of literature which emphasizes the importance of the teacher in maintaining a non-threatening, supportive classroom environment.

Another psychosocial dimension of the classroom environment was student cohesiveness which was operationalized as the extent to which students help each other, get to know each other easily, and enjoy working together. Student cohesiveness was a significant predictor of class participation suggesting that

students who perceived higher levels of cohesiveness in their classes similarly reported participating more in class activities and tasks. The effect of student cohesiveness, however, was minor compared to other predictors involved in the final regression model. Furthermore, although student cohesiveness was significantly correlated with study habits and English achievement, it did not prove to be a significant predictor in the regression models.

Thus, it appears that students' perceptions of cohesiveness exert a unique influence on class participation, but does not seem to matter in explaining study habits or English achievement in this setting. With regard to class participation, this relationship makes sense as it would be plausible to expect students to be less anxious in a cohesive environment and in turn be more willing participants in class interactions. The lack of significant association between student cohesiveness and English achievement is not surprising probably because such a relationship between what goes on in the classroom in terms of student relations and results of formal tests would not be as straightforward. Perhaps, such a relationship, if any, may be observable indirectly rather than directly. On the other hand, the finding that there was no significant association between student cohesiveness and study habits seems to be somewhat counter intuitive. Although it makes sense to assume that higher levels of friendship and cooperation among students would likely be a positive influence on their study habits, the results indicated no such relationship. Perhaps a friendly climate among students does not necessarily mean that they have positive attitudes towards studying outside class, and in fact they may even share counter educational attitudes making them indifferent and limiting the time they spend studying outside class. Given the finding that student residence (a demographic predictor) is a considerably important factor, while student cohesiveness does not seem to matter at all, it can be concluded that support or encouragement provided by the family environment as a result of living together, rather than what is contributed by the cohesiveness level of the classroom environment, is what really counts in predicting the extent to which students have better outside class study habits in this population.

Considerable body of research indicates that the student cohesiveness aspect of classroom environment is an important factor in explaining outcomes, particularly affective ones, in various subject matter areas (Haertel, Walberg, & Haertel, 1981;

Fraser, 1998). Although this study is not directly comparable to any studies in the ESL /EFL literature due to paucity of research focusing on classroom environment with similar variables, the finding of the current study that student cohesiveness is a significant predictor of class participation seems to be in agreement with the general body of classroom environment research.

An instructional/managerial aspect of the classroom environment in this study was student involvement which was operationalized as the students' perceptions of the extent to which their classmates have attentive interest and are involved in classroom activities and tasks. The results of regression analyses indicated that student involvement was a significant predictor of all three outcomes which suggested that students who perceived higher levels of involvement of their peers in their classes also perceived themselves as students with higher levels of class participation, better outside class study habits, and had higher English achievement scores. Following teacher supportiveness, student involvement was the second most important predictor of class participation in the final regression model. With regard to the study habits criterion, it was the most important predictor in the final model and also the only significant predictor from the classroom environment category. As for the English achievement criterion, student involvement also proved to be a significant predictor, yet was of a lesser degree of importance among others. Of the five significant interval variables (exposure and residence are categorical variables and are only comparable among themselves) it ranked the fourth important predictor of English achievement. It is noteworthy of mention that student involvement appears to have the broadest scope of influence, among other dimensions of the classroom environment, since it is associated with all three outcomes of the study. In addition to being associated with the more immediate outcome, i.e., class participation, it also has an impact, though relatively slight, in explaining the levels of study habits and English achievement.

Research into classroom environment suggests that greater class involvement is one of the significant predictors of a positive classroom environment which in turn predicts various attitudinal and cognitive outcomes (Haertel, Walberg, & Haertel, 1981; Fraser, Nash, & Fisher, 1983; Fraser, Pearse, & Azmi, 1982; Rentoul and Fraser, 1980). The current study similarly highlights the importance of high levels of

class involvement in this research setting and supports the findings of previous research.

Another instructional/managerial aspect of classroom environment in this study was task orientation and organization, which was conceptualized as the students' perceptions of the degree of importance given by the teacher to the completion of specified objectives and tasks and the degree to which the classroom activities are planned and organized. Task orientation and organization was a significant predictor of class participation in the final regression model, which suggested a positive relationship. Its effect, however, was considerably lower than that of other classroom environment variables.

Although it was also a significant predictor of study habits in the regression model which considered the classroom environment variables only, it did not turn out to be a significant predictor in the final regression model. As for English achievement, it did not prove to be a significant predictor neither in the separate nor final regression models, although correlational analysis yielded a significant positive correlation between the two variables.

Educators have generally accepted that classrooms characterized by high degrees of teacher expectation, direction, structure, and organization tend to produce the most favorable student outcomes. In general, research into effective teacher characteristics suggests that achievement is improved when teachers structure and organize the material, present clear instructional objectives, have high levels of expectations from the students, emphasize instruction as their basic role, and apply effective classroom management strategies (Brophy & Evertson, 1976; Fisher, et al., 1980; Stallings, 1975). On the other hand, several studies which investigated the emotional climate in the classroom point to the importance of the teacher in maintaining primarily a warm, friendly, supportive, and communicative environment in accounting for higher gains especially in various attitudinal outcomes (Weinstein, 1983; Soar & Soar, 1983; Crocker & Brooker, 1986; Kutnick, 1988).

Although it is not that clear whether the affective or the structural influences of the teacher on the classroom environment actually leads to better learning, the literature suggests that attitudinal outcomes are primarily associated with non-cognitive or affective outcomes like class participation while cognitive outcomes like summative achievement tests seem to relate to more structural functioning of the

classrooms (Haertal et al., 1981). Apparently, several contextual variables also appear to play mediating roles in these relationships across different educational and cultural settings.

Given that a positive classroom environment is shaped primarily through psychosocial interactions in the classroom and is associated in the first place with the processes (what goes on in the classroom in terms of affective relationships) rather than with the cognitive outcomes, the finding that the task orientation and organization dimension plays a subordinate role to that of teacher supportiveness in the prediction of an affective variable (i.e., class participation) makes sense and is in general agreement with the overall contention of the literature.

Along the same line of discussion, although a relationship would be expected between task orientation and organization and the cognitive outcome (English achievement) and this relationship would be in the opposite pattern (i.e., task orientation and organization being more strongly related to the criterion than teacher supportiveness), no such relationship was observed in the final regression model. In fact teacher supportiveness also proved to be a substantial predictor of English achievement, though to a lesser degree, being the second best predictor in the model following the cognitive entry characteristic (overall academic achievement).

Thus, as it appears from these findings it can be inferred that in the setting of this study the teacher's affective influence on the classroom environment matters more than their structural, organizational influence and it relates not only to the affective outcome (class participation) but also to the cognitive one (English achievement), suggesting a broader scope of impact.

Closely associated with the managerial (structural) aspect of the classroom environment, class order has generally been considered under the broad conceptualization of classroom organization in the field of classroom environment research, often labeled as organization and order. In this study, drawing on the findings of previous pilot studies, class order was considered as a single factor, distinct from the organization dimension, which was conceptualized as the students' perceptions of the degree to which order and discipline is maintained in the classroom.

Research on effective management consistently suggests that classroom structures are successfully established when certain class rules and procedures are

announced, enforced, and routinized in the classroom (Brophy, 1986; Doyle, 1986; Kounin, 1970; Brophy and Good, 1986; Emmer, Evertson, Clements, & Worsham, 1994). Although there seems to be no direct association with cognitive outcomes like achievement, research carried out especially with younger learners by and large suggest that traditional classrooms (as opposed to more open forms of classrooms) with higher levels of order and organization and fewer incidents of disruptive behavior are associated with lower levels of anxiety and positive efficacy expectations (Trickett, 1983; Fraser, Nash, & Fisher (1983), which in turn is likely to facilitate optimal learning conditions. The literature also suggests that more flexible classrooms with lesser degrees of teacher control tend to be positively associated with affective outcomes (Horowitz, 1979) especially with the older learners (Arlin, 1976).

In this study class order did not appear as a significant predictor in any of the regression models, despite the fact that it was significantly correlated in the expected negative direction with all three outcomes. Thus, although the existence of slight associations can be inferred between lower levels of disorder and higher levels of class participation, better study habits, and higher achievement as indicated by correlational analyses, this variable does not seem to have unique significant contributions in explaining any of the outcome variables in the final regression analyses.

Aspects of the classroom environment pertaining to physical conditions have often been cited as significant contributing factors to student self concept (Fraser, 1986; Ames 1992; Taylor 1993) as well as to the degree of student satisfaction and achievement (Pierce, 1994; Bowers and Burkett; 1989). It is generally suggested that purposeful attention to the physical classroom environment can improve student attitudes and motivation toward their education (Ames, 1992). Research investigating the role of the physical conditions together with the psychosocial and instructional aspects of the classroom environment is scarce. In this study the physical conditions dimension which focused on such physical properties of the classroom as, work space, seating arrangement, comfort, and attractiveness was included in the research design as another potentially important aspect of the classroom environment.

The results of regression analyses revealed that physical conditions dimension was a significant predictor of class participation, which however indicated

a minor effect size, ranking the second least important predictor among others, slightly above overall academic achievement. Despite significant correlations at the bivariate level, it was not a significant predictor of study habits or English achievement in the regression models.

To sum up, in general agreement with the findings of the current body of research, the physical aspects of the classroom environment as conceptualized in this study appear to be partly responsible in explaining the levels of class participation. It is suggested that students with perceptions of more spacious, comfortable, and visually appealing classrooms also report higher levels of class participation. Although the literature also suggests associations between similar physical aspects of the classroom and various cognitive (achievement) outcomes, this was not the case for the English achievement or study habits outcomes in the setting of this study. As discussed previously, that classroom environment variables tend to be more pertinent predictors of affective outcomes rather than cognitive ones, also seem to apply for the physical aspects of the classroom environment.

Another dimension of the classroom environment in this study concerns course-related materials, which explored students' perceptions of the extent to which the coursebook (English File Series, OUP), its components (audio cassettes, workbooks, etc), and the supplementary materials are satisfactory in meeting their needs and expectations. Despite paucity of research which considered the learning materials dimension along with other aspects of the classroom environment, it has generally been accepted that students' perceptions of the course-related materials also make significant contributions to shaping students' attitudes and motivation, which in turn have an impact on various outcomes. Allwright (1990) argues that coursebooks are the center of instruction and in many cases one of the most important influences on what goes on in the classroom as teachers and students generally rely heavily on coursebooks, which determine the components, methods, and procedures of learning. Littlejohn and Windeatt (1989) argue that materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student.

Thus, it becomes clear that perceived satisfactoriness of the coursebooks is likely to be one of the determining factors of the classroom environment and in turn

the subsequent outcomes via students' attitudes and motivation. In support of this assumption the results of the regression analyses indicated that satisfaction with course materials was a significant predictor of class participation and English achievement. Although a significant bivariate correlation was indicated between satisfaction with course materials and study habits and it was a significant predictor of study habits in the separate regression analysis, it did not turn out to be a significant predictor in the final regression model. Thus, higher levels of satisfaction with course materials expressed by students appear to be a significant determinant of higher levels of class participation and higher English achievement in this setting.

The findings of this study regarding the individual contributions of the specified predictors towards the prediction of the three outcome variables, as indicated by standardized regression coefficients (beta) in the final regression models, are summarized below. A visual summary of the predictors of each of the outcomes is also presented in Figures 2, 3, and 4.

Accordingly, the determinants of higher levels of class participation, in descending order of importance, are as follows:

1. Teacher supportiveness: Students perceive higher levels of help, support, concern, and friendship from the teacher.
2. Involvement: Students perceive higher levels of attentive interest and involvement of their classmates in classroom activities and tasks
3. Satisfaction with course materials: Students express higher levels of satisfaction with course materials (coursebooks and its components) in meeting their needs and expectations
4. Speaking anxiety: Students express lower levels of speaking anxiety prior to instruction at EUSFL
5. Self-concept: Students perceived themselves as more capable learners of English prior to instruction at EUSFL
6. Task orientation an organization: Students perceive higher levels of task-orientedness and importance attached to the completion of class objectives, activities, and tasks by their teachers. They also have perceptions of higher levels of planning, organization, and structure in the classes of their teachers.

7. Effort (Motivation): Students reported that they exerted higher levels of effort to learn English prior to instruction at EUSFL.
8. Student cohesiveness: Students perceive higher levels of friendship and cooperation among students in their classes.
9. Physical conditions: Students perceive better physical conditions in their classes characterized by higher levels of comfort, cleanliness, attractiveness, and spaciousness
10. Overall academic achievement. Students have higher overall academic standings based on their University Entrance Examination- ÖSS 2001 quantitative composite scores.

In addition to the predictors listed above, a dichotomous (two-level) demographic entering characteristic variable, i.e., previous exposure to English, is another predictor of class participation. Being a dichotomous variable, previous exposure to English is not comparable in terms of its effect size to the other interval variables in the study, and therefore is considered separately. Although the effect size, on its own, indicated a very small influence on the criterion it was statistically significant. Students with higher levels of class participation are those who had not attended a preparatory English program prior to EUSFL.

The following predictors, in descending order of importance, characterized better study habits:

1. Involvement: Students perceive higher levels of attentive interest and involvement of their classmates in classroom activities and tasks
2. Overall academic achievement. Students have higher overall academic standings based on their University Entrance Examination- ÖSS 2001 quantitative composite scores.
3. Self-concept: Students perceived themselves as more capable learners of English prior to instruction at EUSFL

In addition to the interval variables, the following dichotomous demographic variables, in descending order of importance, were also significant predictors of study habits.

1. Residence: Students who live their families
2. Gender: Female students

As for the English achievement criterion, the following variables, in descending order of importance, were the significant predictors:

1. Overall academic achievement. Students had higher overall academic standings based on their University Entrance Examination- ÖSS 2001 quantitative composite scores.
2. Teacher supportiveness: Students perceived higher levels of help, support, concern, and friendship from the teacher.
3. Self-concept: Students perceived themselves as more capable learners of English prior to instruction at EUSFL
4. Involvement: Students perceive higher levels of attentive interest and involvement of their classmates in classroom activities and tasks
5. Satisfaction with course materials: Students express higher levels of satisfaction with course materials (coursebooks and its components) in meeting their needs and expectations

In addition to the interval variables, the following dichotomous demographic variables, in descending order of importance, were also significant predictors of English achievement.

1. Previous exposure to English: Students had attended a preparatory English program prior to EUSFL.
2. Residence: Students who live their families

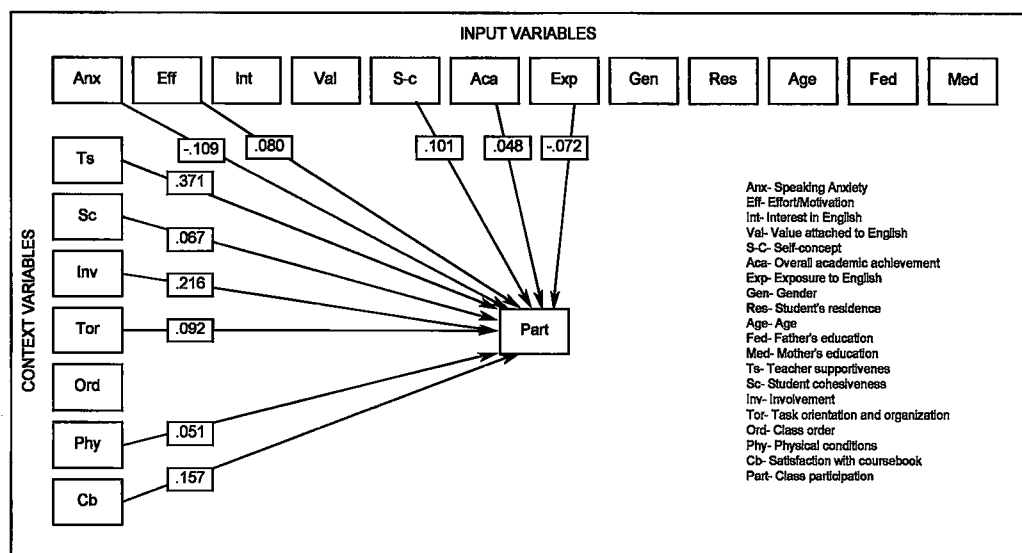


Figure 2. Diagram depicting relations of input and context variables to class participation. Only significant standardized regression coefficients (beta) are shown.

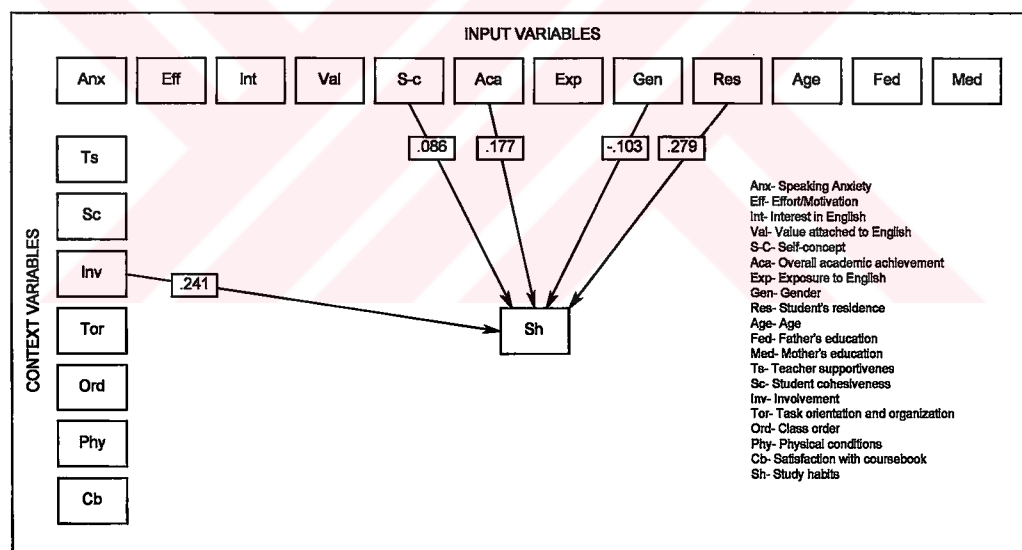


Figure 3. Diagram depicting relations of input and context variables to study habits. Only significant standardized regression coefficients (beta) are shown.

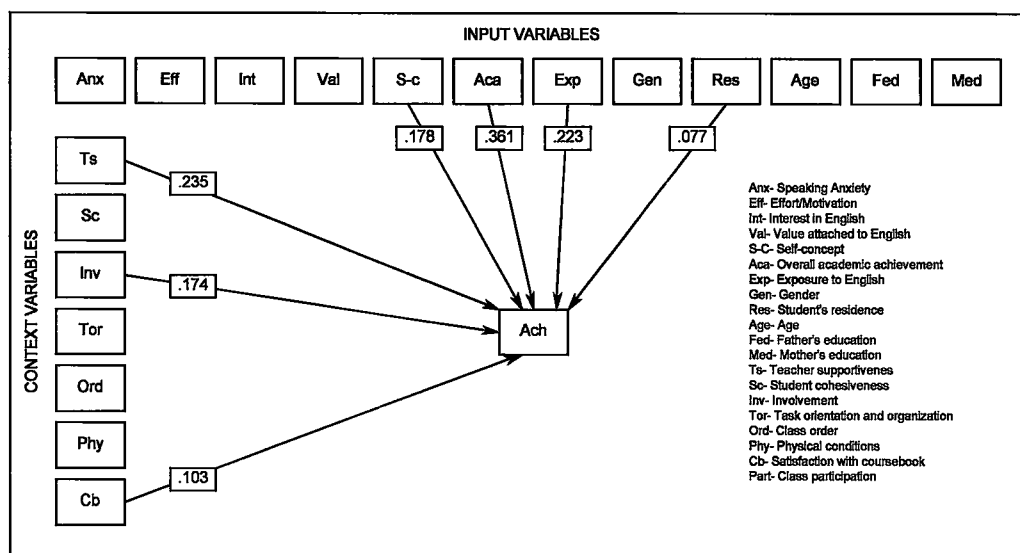


Figure 4. Diagram depicting relations of input and context variables to English achievement. Only significant standardized regression coefficients (beta) are shown.

Implications for Practice

This study reveals that several aspects of students' entering characteristics and their experiences of the classroom environment affect each of the outcomes in various ways. On the whole, the findings are consistent with considerable prior research which investigated the impact of various student characteristics and classroom environment variables on student outcomes. Unlike most previous research, the current study explored these two broad classes of variables simultaneously controlling for each other's effects, and in relation to three different types of outcomes, rather than a single one. In this way, the findings are believed to have resulted in more reliable estimates of the effects of the predictors, as well as enabling comparisons of effect sizes across the three different types of outcomes.

In addition to its contributions to some theoretical issues in the literature as discussed above, the findings regarding the effects of the predictors on the outcomes have several practical implications, which could provide useful information on how to tackle several organizational and instructional problems at EUSFL, as well as in various similar educational contexts. Given that gaining an understanding of the roles of the students' entering characteristics and the classroom environment in explaining outcomes is essential in planning and adjusting various curricular and instructional

activities, program coordinators and teachers at EUSFL could benefit from the findings of this study. It should, however, be noted that, since this is an exploratory study and the results are to be replicated through further confirmatory studies, caution should be taken to avoid premature inferences or overgeneralizations.

Regarding class participation, lack of which is considered to be the one of the most problematic issues by teachers at EUSFL, it appears that maintenance of a suitable classroom environment is conducive to higher levels of student participation. The teacher has an important role and responsibility in achieving this goal, in the first place, by providing students with support, help, and friendship, as well as encouraging higher levels involvement and on-task behaviors in class, being task-oriented and organized, encouraging friendship and cooperation among students, and attending to physical qualities of the classroom. Teachers could be sensitized to the importance of these factors through various in-service programs and evaluation procedures, which especially focus on the affective characteristics of the classroom environment.

Another important factor concerning the classroom environment is the students' satisfaction with the course-related materials, which contributes to increasing student class participation. Although the course materials cannot be expected to appeal to everyone, it is important that the coursebooks, its components, and the supplementary materials be selected or developed in a way that they appeal to a broad spectrum of student learning styles and interests. The school administration and the materials selection / development unit should take this fact into consideration and utilize continuous materials evaluation and development procedure. Teachers, on their parts, can also be encouraged to make use of various other resources to serve the individual needs of their classes rather than relying only on what the available coursebooks and supplementary materials have to offer.

In addition to the environmental variables, several entering student characteristics, which (continue) appear to play important roles in explaining levels of student class participation, are to be taken into consideration both by teachers and program coordinators at EUSFL. Of these, the importance of the affective variables is to be highlighted. It appears that students' entering levels of anxiety, self-concept, motivation, and to a much lesser degree, their overall academic standings, and

previous exposure to English are also significant determinants of how much they participate in classes, regardless of their perceptions of the classroom environment.

Although various cognitive and demographic student characteristics are somewhat stable and resistant to change, it is possible that teachers with information regarding these affective characteristics of their students might plan and utilize strategies for dealing with especially at-risk students on an individual basis by providing them extra help and support in order to reduce their “affective filters”. Thus, collection of data regarding students’ affective characteristics at the outset of instruction, along with data on other cognitive and demographic characteristics, and providing teachers with this information could prove useful in anticipating and preventing potential problems caused by such factors. In this respect, the creation and maintenance of an appropriate classroom environment should also depend on the teacher’s awareness of who their students are and how they feel at the beginning of instruction so that appropriate instructional and managerial strategies can be planned ahead of time. Based on such data, school administration could also make better-informed decisions regarding the distribution of students into classes at the beginning of the academic year, rather than depending solely on student placement test scores. Further studies investigating differences of student outcomes among classes of various student compositions could be particularly useful in rethinking the current approach at EUSFL of distributing students into classes.

As regards English achievement, overall academic standings of students, teacher supportiveness, self-concept, involvement, satisfaction with course materials, previous exposure to English, and residence appear as important predictors. Although overall academic achievement seems to have a minor impact, if any, on class participation, it appears to be the most important predictor of English achievement. This suggests that students with lower overall academic standings might be at a disadvantage probably because they lack various cognitive skills required in mastering especially the formal and structural aspects of the target language.

Keeping this potential disadvantage in mind program designers might consider incorporating explicit cognitive strategy training into the curriculum (along with several affective and social strategies) in order to promote cognitive abilities and study skills of such at-risk students. Briefly put, language learning strategies are

the conscious thoughts or behaviors used by language learners to enhance the acquisition, storage, retention, recall, and use of new information. A variety of instructional models for foreign language strategy training have already been developed and implemented in a variety of educational settings in order to compensate for such deficiencies in learners.

Although achievement as conceptualized in this study cannot be considered synonymous with English proficiency and is not necessarily a more valued outcome in its own right (though students tend to attach more value to grades), it is important that increases in student grades facilitated through cognitive strategy training could be instrumental in enhancement of student self-concept, which would in turn lead to greater motivation, spiraling to even higher self-concept, greater motivation, and so on. Given that affective variables which act as barriers or bridges to language learning can be modified over time as learners gain higher levels of achievement, such pedagogical interventions as learner strategy training which target helping particularly at-risk students improve their grades could prove useful in modifying their attitudes, as it has also been shown by considerable research to produce positive results in various educational settings.

Thus, taking into consideration primarily the information regarding overall academic achievement standings of students along with their levels of self-concept, previous exposure to English, and residence status, students who may be potentially at disadvantage in terms of English achievement can be identified for compensatory strategy training. Although many coursebooks, as do the current ones used at EUSFL, embed strategy training throughout their syllabuses, it is questionable whether they serve their intended purposes as they may not be properly explained, modeled, or reinforced by the teachers. In fact, students may not even be aware that they are using strategies at all. Perhaps, rather than relying on only what the coursebooks provide, program designers might consider intervention programs in the form of separate class hours for the explicit instruction of this kind of training based upon comprehensive assessment of specific student needs. As mentioned above, the school administration might also consider distribution of students into more or less homogenous classes at the outset of instruction based on information regarding these entering characteristics so that such remedial instruction could be provided more systematically and efficiently.

Regarding the impact of the classroom environment on English achievement, higher levels of teacher supportiveness, involvement, and student satisfaction with course materials appear as significant factors, as they also are for class participation. Thus, along the same lines of recommendations made for class participation, it is important that at least these three aspects of the contextual (classroom environment) variables be taken into consideration by the teachers and the school administration in their efforts to help students improve their English achievement levels.

Despite the considerably lower magnitude of the overall variance explained for the study habits outcome, the findings also highlight the importance of several individual predictors. Of these, the involvement dimension of the classroom environment appears to be the most important. The teacher's impact on improving better study habits via promoting higher levels of involvement in class activities and tasks is one that should be taken into consideration in the first place. As for entering student characteristics, higher levels of overall academic achievement and self-concept, gender (being female), and residence status (living with family) also seem to make significant contributions to the prediction of better study habits and should be given consideration by teachers and program coordinators. In this respect, based on information regarding these entering student characteristics identification of students who may be at risk could lead the way for considering appropriate curricular adjustments and other instructional interventions for such students. However, bearing in mind that a considerable amount of the overall variance in study habits remains unaccounted for, several other variables need to be included in follow-up studies before being able to suggest conclusions and specific implications for practice.

In summary, the findings of this study, overall, might provide useful pointers for teachers and those in charge of program design and evaluation in order to sensitize themselves to the positive and negative influences of the entering student characteristics and classroom environment on outcomes as suggested by the current findings. For more fine-grained conclusions and educational implications, however, future research is needed. The following section touches on this issue.

Implications for Research

This study has identified several aspects of students' entering characteristics and their perceptions of the classroom environment as predictors of the specified language learning outcomes. Building on previous research which investigated some variables pertaining to student characteristics or classroom environment in isolation or as small groups of variables, the current study brings together both classes of variables along with a wider coverage of relevant subdimensions of these classes in its research design in order to assess their effects simultaneously.

Being an exploratory study, however, the findings of this study need to be confirmed through cross validation studies at EUSFL and should be replicated in similar other preparatory school settings. Furthermore, extension of this research by including several other variables, which were not included in this study, should also be considered. In addition to those highlighted by the current study, the researchers should investigate the contributions that could be made by several other cognitive, affective, demographic, and classroom environment variables to the prediction of foreign language outcomes. This is especially needed for the study habits outcome as only a minor percentage in its variance has been accounted for by the current predictors.

The current study has used classroom environment and outcomes data gathered at the end of only a one-semester period at EUSFL due to practical limitations. Therefore, it is not clear whether a study which covers the full instructional period (two semesters) would produce similar results. Further studies might as well take this issue into consideration. In addition, this study has focused on a portion of the curriculum, the 16-hour C-group core program. Other studies could also focus on each of the separated skills programs such as writing, reading, speaking, and CALL, or combinations of them in relation to various outcomes.

The measurement instruments used in this study have been developed for and piloted in the EUSFL setting. Further studies into validity and reliability of these instruments and comparisons across other similar instruments currently used in the field would be necessary. Furthermore, although multiple regression analysis is a strong multivariate technique and is commonly used in similar research designs, it may fall short of establishing causation. As such, the directions of causality as

specified in the regression models in this study may in fact be more intricate than they appear with underlying indirect influences of the predictors on the outcomes. It is also possible that the influences of the predictors on the outcomes may in part be due to the influences of the outcomes on the predictors. As such, like self-concept may be cause of achievement, a reciprocal direction of causation also may also be true. Thus, as follow-up to multiple regression analyses, more advanced statistical procedures like structural equation modeling or path analysis could be used so that the directions of relationships among the variables may be more correctly specified.

Second/foreign language learning is a complex phenomenon involving a broad range of variables and intricate relationships and there is a great deal that is still unknown about it. Overall, the findings of this study and those of others reviewed herein support this fact. Despite its context-specific nature and the potential limitations mentioned previously, this study makes several contributions to the related fields of research and application.

First and foremost, several entering characteristics and classroom environment variables were identified which were significantly related to the specified outcomes. On the whole, in line with the conclusions of most previous research, the importance of several variables regarding entering student characteristics and class environment are justified. Although these findings need to be validated through further research, they provide some insight into issues related to class participation, study habits, and English achievement that teachers, school administrators, and in-service trainers could make use of. At a broad level, it can be suggested that teachers and those in charge of program design and evaluation continually discuss and re-examine their stated curricular goals, course syllabuses, and instructional activities against what characteristics students bring into the educational setting and how they perceive the classroom environment in which they are taught. The predictors highlighted by this study provide some input as to what kind of factors should be taken into consideration and to what extent they are responsible for explaining the outcomes in the setting of EUSFL. More specific and concrete use of the findings in the context of EUSFL as well as in similar other settings remains an issue to be worked out by further research.

Another contribution of this study is the development of the measurement instruments that can be used in future research. The scales, which were used for

operationalizing the constructs of this study, were identified as valid and reliable instruments based on data gathered from previous pilot studies. As they are open to revision and are still vulnerable to validity and reliability issues, with further testing they can be given their final shapes to be used in similar future studies. It is also possible that the research design and the measurement instruments of this study can be used for other subject matter areas with slight modifications and revisions.



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APPENDICES

APPENDIX A

AFFECTIVE CHARACTERISTICS QUESTIONNAIRE (ENGLISH VERSION)

PART ONE (Biodata form)

(Please indicate on the questionnaire form)

- 1) Name: _____ Surname: _____
- 2) Student No: _____
- 3) Class: _____
- 4) Sex: ☐ Male ☐ Female
- 5) Age: _____
- 6) Faculty/College: _____
- 7) Department: _____
- 8) What was your University Entrance Exam (ÖSS) Score type?
☐ Quantitative ☐ Verbal ☐ Equal weight
- 9) What was the order of preference of your current department?: _____
- 10) What kind of high school (lycée) did you graduate from?
☐ Regular lycée ☐ Vocational and/or Technical lycées
☐ Anatolian lycée ☐ Anatolian Vocational and/or Technical lycées
☐ Super lycée ☐ Science lycée
☐ Private lycée (Please specify)
☐ Other (Please specify)
- 11) What is your father's level of education?
☐ Illiterate ☐ Literate ☐ Primary ☐ Secondary ☐ Lycée
☐ Undergraduate ☐ Master/PhD
- 12) What is your mother's level of education?
☐ Illiterate ☐ Literate ☐ Primary ☐ Secondary ☐ Lycée
☐ Undergraduate ☐ Master/PhD
- 13) What is your father's job? (Please indicate fully. If retired, indicate his former job)

- 14) What is your mother's job? (Please indicate fully. If retired, indicate her former job)

- 15) What is your father's approximate level of income?
☐ less than 200 million ☐ 200-400 million ☐ 400-600 million
☐ 600-800 million ☐ 800 mil.-1 billion ☐ more than 1 billion

16) What is your mother's approximate level of income?

- ☐ less than 200 million ☐ 200-400 million ☐ 400-600 million
☐ 600-800 million ☐ 800 mil.-1 billion ☐ more than 1 billion

17) What is your family's approximate level of income?

- ☐ less than 200 million ☐ 200-400 million ☐ 400-600 million ☐ 600-800 million
☐ 800 mil.-1 billion ☐ 1-1.5 billion ☐ 1.5-2 billion ☐ more than 2 billion

18) How many brothers or sisters have you got? _____ brother(s) _____ sister(s)

- ☐ No brothers or sisters

19) Where does your family live? (If your family resides in a province leave the other options blank. If the place of residence is a subdistrict or village, fill in the province and district blanks as well.

Example: Province : __ (Kayseri) __ District: __ (Gesi) __ Subdistrict : _____ Village: __ (K. Bürüngüz) __

Province: _____ District: _____ Subdistrict : _____ Village: _____

20) How many people live in your house including yourself? : _____

21) Where do you live in Kayseri?

- ☐ With my family ☐ Alone in rental house ☐ With friends in rental house
☐ Private dorm ☐ State dorm ☐ Other (Please specify) _____

22) How many books have you got including your coursebooks?

- ☐ 0-10 ☐ 11-24 ☐ 25-50 ☐ 51-100 ☐ More than 100

23) Have you got a computer in your house?

- ☐ Yes ☐ No

24) Have you studied prep class in secondary or high school?

- Secondary school: ☐ Yes ☐ No
High school: ☐ Yes ☐ No

25) How many years have you studied English in secondary and high school?

Classes taught by teachers whose branch was English:

Secondary school: _____ year(s) High school : _____ year(s)

Classes taught by teachers whose branch was not English:

Secondary school: _____ year(s) High school : _____ year(s)

26) Upon completion of preparatory education at EUSFL, what do you think your average grade point will be? Please indicate on the 100-point scale below.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100

PART TWO ATTITUDES TOWARDS ENGLISH

Below you will find statements concerning attitudes towards English. Please tick the appropriate box to indicate how much you agree with each of these statements. Copy your answers on the **optical answer sheet**.

- a- Strongly agree
- b- Agree
- c- Undecided
- d- Disagree
- e- Strongly disagree

1. Compared to other students of my age I'm good at English
2. I'm hopeless when it comes to English
3. I have always done well in English
4. Work in English is easy for me
5. I get good marks in English
6. I learn things quickly in English
7. Learning English is enjoyable
8. Even if there were no homework, I would try to study outside class
9. I hate learning English
10. I study English only to the extent that I can pass exams
11. I love learning English
12. English is an important part of my university education
13. I try to save time to study English on my own
14. English is necessary for getting a good job
15. When I study English I only look at topics which are likely to be asked in exams
16. I'm not willing to learn English
17. I couldn't really claim to be educated without knowing English
18. I try to work hard to learn English
19. I have no interest in learning English at all
20. English will enable me to broaden my viewpoint of life
21. I try to learn English not only in class but also from various other sources
22. I think learning English is dull
23. English will help me to develop myself personally
24. I want to take less English classes
25. English is necessary for university education
26. I like all kinds of activities related with English
27. I would never want to study prep class if it weren't compulsory
28. English is not really needed in daily life
29. I feel anxious when I know that I'm going to be called on in English classes
30. I am afraid that other students will laugh at me when I speak English
31. I feel very self-conscious about speaking English in front of other students
32. I panic when I have to speak without preparation in English classes
33. I never feel quite sure of myself when speaking in English classes
34. I feel nervous and confused when I speak in English classes
35. Except for those questions directed at me, I avoid volunteering answers in English classes
36. I keep thinking that other students speak better English than I do

APPENDIX B

AFFECTIVE CHARACTERISTICS QUESTIONNAIRE (TURKISH VERSION)

BİRİNCİ BÖLÜM (KİŞİSEL BİLGİLER)

(Soru kağıdı üzerinde tamamlayınız)

- 1) Ad: _____ Soyad: _____
- 2) Hazırlık Okulu Öğrenci No: _____
- 3) Sınıf: _____
- 4) Cinsiyet: ☐ Bay ☐ Bayan
- 5) Yaş: _____
- 6) Fakülte/Yüksek Okul: _____
- 7) Bölüm: _____
- 8) ÖSS sınavına hangi puan türünden girdiniz?
☐ Sayısal ☐ Sözel ☐ Eşit ağırlıklı
- 9) Bölümünüz tercih sıralamanızda kaçınıcı sıradaydı?: _____
- 10) Ne tür bir liseden mezun oldunuz?
☐ Düz lise ☐ Meslek ve Teknik liseleri (Ticaret, İmam Hatip, vb)
☐ Anadolu lisesi ☐ Anadolu Meslek ve Teknik liseleri
☐ Süper Lise ☐ Fen lisesi
☐ Özel lise (Lütfen belirtiniz)
☐ Diğer (Lütfen belirtiniz)
- 11) Babanızın eğitim düzeyi nedir?
☐ Okur yazar değil ☐ Okuryazar ☐ İlkokul ☐ Ortaokul ☐ Lise
☐ Üniversite ☐ Y.Lisans/Doktora
- 12) Annenizin eğitim düzeyi nedir?
☐ Okur yazar değil ☐ Okuryazar ☐ İlkokul ☐ Ortaokul ☐ Lise
☐ Üniversite ☐ Y.Lisans/Doktora
- 13) Babanızın mesleği nedir? (Lütfen tam olarak belirtiniz. Emekli ise önceki işini de belirtiniz)

- 14) Annenizin mesleği nedir? (Lütfen tam olarak belirtiniz. Emekli ise önceki işini de belirtiniz)

- 15) Babanızın aylık geliri yaklaşık ne kadardır?
☐ 200 milyondan az ☐ 200-400 milyon ☐ 400-600 milyon
☐ 600-800 milyon ☐ 800 mil.-1 milyar ☐ 1 milyardan fazla

16) Annenizin aylık geliri yaklaşık ne kadardır?

- ☐ 200 milyondan az ☐ 200-400 milyon ☐ 400-600 milyon
☐ 600-800 milyon ☐ 800 mil.-1 milyar ☐ 1 milyardan fazla

17) Ailenizin toplam aylık geliri yaklaşık ne kadardır?

- ☐ 200 milyondan az ☐ 200-400 milyon ☐ 400-600 milyon ☐ 600-800 milyon
☐ 800 mil.-1 milyar ☐ 1-1.5 milyar ☐ 1.5-2 milyar ☐ 2 milyardan fazla

18) Kaç kardeşiniz var?: ____ kız ____ erkek ☐ Kardeşim Yok

19) Aileniz nerede yaşıyor? (Aileniz il merkezinde ikamet ediyorsa diğer seçenekleri boş bırakınız. İkamet edilen yer kasaba/belde yada köy ise, il ve ilçe seçeneklerini de doldurunuz)

Örnek: İl: __ (Kayseri) __ İlçe: __ (Gesi) __ Nahiye/belde : _____ Köy: __ (K. Bürüngüz) __

İl: _____ İlçe: _____ Nahiye/belde : _____ Köy: _____

20) Ailenizin evinde siz dahil kaç kişi yaşıyor? : ____

21) Kayseri’de nerede ikamet etmektesiniz?

- ☐ Ailemin yanında ☐ Yalnız başıma kirada ☐ Arkadaşlarımla kirada
☐ Özel yurttta ☐ Devlet yurdunda ☐ Diğer (Lütfen Belirtiniz) _____

22) Kendinize ait ders kitapları da dahil ortalama kaç kitabınız var?

- ☐ 0-10 ☐ 11-24 ☐ 25-50 ☐ 51-100 ☐ 100’den fazla

23) Evinizde bilgisayar var mı?

- ☐ Evet ☐ Hayır

24) Ortaokul ve lisede hazırlık okudunuz mu?

- Ortaokul: ☐ Evet ☐ Hayır
Lise: ☐ Evet ☐ Hayır

25) Ortaokul ve lisede kaç yıl İngilizce dersi gördünüz?

İngilizce branş öğretmenlerinin girdiği dersler:

Ortaokul: _____ yıl Lise : _____ yıl

Branşı İngilizce olmayan öğretmenlerin girdiği dersler:

Ortaokul: _____ yıl Lise : _____ yıl

26) Göreceğiniz eğitim sonunda hazırlık sınıfı not ortalamanızın ne düzeyde olacağını tahmin ediyorsunuz? Aşağıda verilen 100 puanlık ölçek üzerinde belirtiniz.

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100

İKİNCİ BÖLÜM İNGİLİZCEYE YÖNELİK TUTUMLAR

Aşağıda İngilizceye yönelik tutumlar ile ilgili çeşitli ifadeler bulunmaktadır. Bu ifadelerin her birine ne oranda katıldığınızı belirtmek için size en uygun seçeneği işaretleyiniz. Cevaplarınızı **optik okuyucu cevap formuna** aktarınız.

- a- Kesinlikle katılıyorum
- b- Katılıyorum
- c- Karasızım
- d- Katılmıyorum
- e- Kesinlikle Katılmıyorum

1. Yaşıtlarım olan diğer öğrencilere nazaran İngilizcede iyiyimdir
2. İngilizce söz konusu olunca ümitsizim
3. İngilizcede hep başarılı olmuşumdur
4. İngilizce ile ilgili etkinlikler ve çalışmalar benim için kolaydır
5. İngilizcede iyi notlar alırım
6. İngilizcede konuları çabuk öğrenirim
7. İngilizce öğrenmek zevklidir
8. Yapacak ödev olmasa da, ders dışında İngilizce çalışmaya çaba gösteririm
9. İngilizce öğrenmekten nefret ediyorum
10. Sadece derslerden geçmeye yetecek kadar İngilizce çalışırım
11. İngilizce öğrenmeyi seviyorum
12. İngilizce üniversite eğitimimin önemli bir parçasını oluşturmaktadır
13. Kendi kendime İngilizce çalışmak için zaman ayırmaya çalışırım
14. İngilizce iyi bir iş sahibi olabilmem için gereklidir
15. İngilizce çalışırken sadece sınavlarda sorulması muhtemel konulara bakarım
16. İngilizce öğrenmeye istekli değilim
17. İngilizce bilmeden kendimi gerçek anlamda eğitimi saymam
18. İngilizce öğrenmek için çok çalışmaya gayret ederim
19. İngilizce öğrenmeye hiç ilgi duymuyorum
20. İngilizce hayata bakış açımı genişletebilmemi sağlayacaktır
21. İngilizceyi sadece sınıfta değil, diğer kaynaklardan da öğrenmeye çalışırım
22. İngilizce öğrenmenin sıkıcı olduğunu düşünüyorum
23. İngilizce kendimi geliştirebilmemi sağlayacaktır
24. Daha az İngilizce dersleri almak istiyorum
25. İngilizce üniversite eğitimim için gereklidir
26. İngilizce ile ilgili her tür etkinlik hoşuma gider
27. Zorunlu olmasaydı hazırlık okumak istemezdim
28. İngilizce günlük yaşamda pek bir işe yaramaz
29. İngilizce derslerinde bana söz verileceğini anladığımda kendimi tedirgin hissedirim
30. İngilizce konuşurken diğer öğrencilerin bana güleceğinden çekinirim
31. Diğer öğrencilerin önünde İngilizce konuşmaktan çok sıkılırım
32. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılırım
33. İngilizce derslerinde konuşurken hiçbir zaman tam olarak kendimden emin değilimdir
34. İngilizce derslerinde konuşurken kendimi gergin ve kafam karışmış hissedirim
35. İngilizce derslerinde doğrudan bana yöneltilmiş sorular haricinde cevap vermekten çekinirim
36. Hep diğer öğrencilerin benden daha iyi İngilizce konuştuklarını hissedirim

APPENDIX C

ATTITUDES AND MOTIVATION QUESTIONNAIRE (ENGLISH VERSION)

PART ONE (Biodata form)

- 1) Name: _____ Surname: _____ Class: _____
- 2) Student No: _____
- 3) Sex: Male ☐ Female ☐
- 4) Faculty and department: _____
- 5) What kind of high school did you graduate from ?
☐ State High School ☐ Vocational High School ☐ Anatolian High School
☐ Private High School (College) ☐ Other (Please indicate)
- 6) What is your father's education level?
☐ No schooling ☐ Primary School ☐ Secondary school ☐ High school
☐ University ☐ Master/Ph.D.
- 7) What is your mother's education level?
☐ No schooling ☐ Primary School ☐ Secondary school ☐ High school
☐ University ☐ Master/Ph.D.
- 8) What is the monthly income of your family?
☐ less than 200 million ☐ 200-400 million ☐ 400-600 million
☐ 600-800 million ☐ more than 1 billion
- 8) How many brothers or sisters have you got?
☐ No brothers or sisters ☐ 1 ☐ 2-3 ☐ 4-5 ☐ 6 and above
- 9) Where do your parents live?
☐ Metropolitan city ☐ center of province ☐ center of county ☐ town ☐ Village
- 10) Where do you live in Kayseri?
☐ With my parents ☐ Alone in a rental flat/house ☐ In my own flat/house
☐ In a rental flat/house with my friends ☐ Private dorm ☐ State dorm
- 11) Do you have a separate study room in the place where you live?
☐ Yes ☐ No
- 12) Including coursebooks, approximately how many books do you have?
☐ 0-10 ☐ 11-24 ☐ 25-100 ☐ more than 100
- 13) Have you studied prep class at secondary and high school?
Secondary school: ☐ Yes ☐ No
High school: ☐ Yes ☐ No
- 14) How many years of English have you studied at secondary and high school, excluding English lessons taught by teachers whose branches are not English?
Secondary school : _____ years High school : _____ years

PART TWO
(Attitudes and motivation towards English; English anxiety)

Below there are several statements concerning attitudes towards English
Please read each statement carefully and indicate your choice by putting an **X** in the
the appropriate box.

1. Learning English is enjoyable
2. I think learning English is dull
3. English is necessary for daily life
4. English is necessary for professional life
5. I would rather spend my time on subjects other than learning English
6. I would like to continue learning English after prep class
7. I would never want to learn English if it weren't compulsory
8. I am not willing to learn English
9. English is necessary for getting a good job
10. Knowing English is a very valuable asset
11. If English were not provided here, I would search for ways of obtaining English lessons elsewhere
12. Learning English is not practically useful for anything more than passing some required exams
13. I like all kinds of activities related with English
14. I try to read things in English other than coursebooks and course-related materials
15. I try to work hard to learn English
16. I hate learning English
17. I would like to spend more time to improve my English
18. English is an important part of my university education
19. I have no interest in learning English at all
20. I would like to learn new things related with English
21. I try to learn as many things as possible in English
22. I don't like speaking English
23. I try to save time to study English on my own
24. Learning English is like a hobby to me
25. English is necessary for one's self-development
26. I like watching films and programs in English
27. I think people could be successful in life without knowing English
28. I would like to meet and communicate with English-speaking foreigners and tourists
29. I love learning English
30. I couldn't really claim to be educated without knowing English
31. English is necessary for university education
32. Learning English is a waste of time
33. I would like to invest a great deal of time and energy in learning English in the future
34. Even if there were no homework, I would try to study outside class
35. I try to do the best I can to learn English well
36. I feel myself very relaxed and self-confident in English classes
37. English is a nightmare for me
38. I feel uncomfortable while learning English
39. I feel overwhelmed by the number of rules you have to learn to speak English
40. I don't understand why some people get so upset over English
41. I panic when I have to speak without preparation in English classes
42. English classes move so quickly and I worry about getting left behind
43. Learning English is stressful
44. Trying to understand English makes me nervous
45. I am afraid of making mistakes while using English
46. Except for those questions directed at me, I avoid volunteering answers in English classes
47. I usually feel at ease during English tests
48. I have doubts that I will succeed in English

PART TWO (Continued)

49. Learning English so far has been a stressful experience for me
50. I feel very self-conscious about speaking English in front of other students
51. I am afraid that other students will laugh at me when I speak English
52. I feel anxious when I know that I'm going to be called on in English classes
53. I never feel quite sure of myself when speaking in English classes
54. I get nervous when the teachers immediately correct the mistakes I make in English classes
55. I don't think I would be nervous speaking English with native speakers
56. I feel nervous and confused when I speak in English classes
57. I keep thinking that other students speak better English than I do
58. I feel worried about the consequences of failing in English
59. I feel worried when I don't understand every word the teacher says in English classes
60. I want to take less English classes

PART THREE (English self-concept)

Global English-self concept

61. Compared to other students of my age I'm good at English
62. I'm hopeless when it comes to English
63. I have always done well in English
64. Work in English is easy for me
65. I get good marks in English
66. I learn things quickly in English

Self-concept in listening

67. Compared to other students of my age I am good at listening in English
68. I'm hopeless when it comes to listening in English
69. I have always done well in listening in English
70. Work in listening in English is easy for me
71. I get good marks in listening in English
72. I learn things quickly in listening in English

Self-concept in speaking

73. Compared to other students of my age I am good at speaking in English
74. I'm hopeless when it comes to speaking in English
75. I have always done well in speaking in English
76. Work in speaking in English is easy for me
77. I get good marks in speaking in English
78. I learn things quickly in speaking in English

Self-concept in reading

79. Compared to other students of my age I am good at reading in English
80. I'm hopeless when it comes to reading in English
81. I have always done well in reading in English
82. Work in reading in English is easy for me
83. I get good marks in reading in English
84. I learn things quickly in reading in English

Self-concept in writing

85. Compared to other students of my age I am good at writing in English
86. I'm hopeless when it comes to writing in English
87. I have always done well in writing in English
88. Work in writing in English is easy for me
89. I get good marks in writing in English
90. I learn things quickly in writing in English

APPENDIX D

ATTITUDES AND MOTIVATION QUESTIONNAIRE (TURKISH VERSION)

BİRİNCİ BÖLÜM

- 1) Ad: _____ Soyad: _____ Sınıf: _____
- 2) Öğrenci No: _____
- 3) Cinsiyet: Erkek ☐ Bayan ☐
- 4) Fakülte ve bölüm: _____
- 5) Ne tür bir liseden mezun oldunuz?
- ☐ Genel lise ☐ Meslek lisesi (Ticaret, İmam Hatip, vb) ☐ Anadolu lisesi
☐ Özel lise (Kolej) ☐ Diğer (Lütfen belirtiniz)
- 6) Babanızın eğitim düzeyi nedir?
- ☐ Okur yazar değil ☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite
☐ Y.Lisans/Doktora
- 7) Annenizin eğitim düzeyi nedir?
- ☐ Okur yazar değil ☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite
☐ Y.Lisans/Doktora
- 8) Ailenizin aylık geliri yaklaşık ne kadardır?
- ☐ 200 milyondan az ☐ 200-400 milyon ☐ 400-600 milyon
☐ 600-800 milyon ☐ 1 milyardan fazla
- 8) Kaç kardeşiniz?
- ☐ Kardeşim Yok ☐ 1 ☐ 2-3 ☐ 4-5 ☐ 6 ve üstü
- 9) Aileniz nerede yaşıyor?
- ☐ Büyük Şehir ☐ İl ☐ İlçe ☐ Kasaba ☐ Köy
- 10) Kayseri'de nerede ikamet etmektesiniz?
- ☐ Ailemin yanında ☐ Yalnız başıma kirada ☐ Kendi evimde
☐ Arkadaşlarımla kirada ☐ Özel yurttan ☐ Devlet yurdunda
- 11) Kaldığınız yerde çalışmak için ayrı bir odanız var mı?
- ☐ Evet ☐ Hayır
- 12) Kendinize ait ders kitapları da dahil ortalama kaç kitabınız var?
- ☐ 0-10 ☐ 11-24 ☐ 25-100 ☐ 100'den fazla
- 13) Ortaokul ve lisede hazırlık okudunuz mu?
- Ortaokul: ☐ Evet ☐ Hayır
Lise: ☐ Evet ☐ Hayır
- 14) İngilizce branşı dışında öğretmenlerin girdiği İngilizce derslerini saymaksızın ortaokul ve lisede toplam olarak yaklaşık kaç yıl İngilizce dersi gördünüz?
- Ortaokul: _____ yıl Lise : _____ yıl

İKİNCİ BÖLÜM

Aşağıda İngilizceye yönelik tutumlar ile ilgili çeşitli ifadeler bulunmaktadır. Bunların her birini okuyarak size en uygun gelen seçeneğe X işareti koyunuz.

1. İngilizce öğrenmek zevklidir
2. İngilizce öğrenmenin sıkıcı olduğunu düşünüyorum
3. İngilizce günlük yaşam için gereklidir
4. İngilizce mesleki yaşam için gereklidir
5. İngilizce öğrenmek yerine zamanımı başka konulara ayırmak isterim
6. Hazırlık sonrasında İngilizce öğrenmeye devam etmek isterim
7. Zorunlu olmasaydı kesinlikle İngilizce öğrenmek istemezdim
8. İngilizce öğrenmeye istekli değilim
9. İngilizce iyi bir iş sahibi olmak için gereklidir
10. İngilizce bilmek çok değerli bir vasıftır
11. Hazırlık eğitimi verilmeseydi başka yerlerden İngilizce dersleri almanın yollarını araştırdım
12. İngilizce öğrenmek zorunlu bir takım sınavları geçmenin dışında pratikte pek bir işe yaramaz
13. İngilizce ile ilgili her tür etkinlik hoşuma gider
14. Ders kitapları ve ders materyalleri dışında İngilizce bir şeyler okumaya çalışırım
15. İngilizce öğrenmek için çok çalışmaya gayret ederim
16. İngilizce öğrenmekten nefret ediyorum
17. İngilizcemizi geliştirmek için daha fazla zaman ayırmak isterim
18. İngilizce üniversite eğitimimin önemli bir parçasını oluşturmaktadır
19. İngilizce öğrenmeye hiç ilgi duymuyorum
20. İngilizce ile ilgili yeni bir şeyler öğrenmek isterim
21. İngilizcede mümkün olduğunca çok şey öğrenmeye çalışırım
22. İngilizce konuşmayı sevmem
23. Kendi kendime İngilizce çalışmak için zaman ayırmaya çalışırım
24. İngilizce öğrenmek benim için bir hobi gibidir
25. İngilizce insanın kişisel gelişimi için önemlidir
26. İngilizce filmler ve programlar seyretmeyi severim
27. İnsanların İngilizce bilmeden de hayatta başarılı olabileceğini düşünüyorum
28. İngilizce konuşan yabancılarla ve turistlerle tanışmak ve iletişim kurmak isterim
29. İngilizce öğrenmeyi seviyorum
30. İngilizce bilmeden kendimi gerçek anlamda eğitimi saymam
31. İngilizce üniversite eğitimi için gereklidir
32. İngilizce öğrenmek zaman kaybıdır
33. İngilizce öğrenmeye ileride epey bir zaman ve enerji sarf etmek isterim
34. Yapacak ödev olmasa bile, ders dışında İngilizce çalışmaya çaba gösteririm
35. İngilizceyi iyi bir şekilde öğrenmek için elimden geleni yapmaya çalışırım
36. İngilizce derslerinde kendimden çok emin ve rahat olduğumu hissedirim
37. İngilizce benim için korkulu rüyadır
38. İngilizce öğrenirken kendimi rahatsız hissedirim
39. İngilizce konuşmak için öğrenilmesi gereken kuralların çokluğu beni bunaltıyor
40. Bazı insanların İngilizce konusunda bu kadar kaygılanmalarına anlam veremem
41. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılırım
42. İngilizce dersleri çok hızlı ilerler ve ben geride kalmaktan endişelenirim
43. İngilizce öğrenmek streslidir
44. İngilizceyi anlamaya çalışmak beni endişelendiriyor
45. İngilizceyi kullanırken hatalar yapmaktan korkarım
46. İngilizce derslerinde doğrudan bana yöneltilmiş olan sorular haricinde cevap vermekten çekinirim
47. İngilizce sınavları esnasında genellikle kendimi rahat hissedirim
48. İngilizcede başarılı olacağım konusunda şüphelerim var

İKİNCİ BÖLÜM (devam)

49. Şu ana kadar İngilizce öğrenmek benim için stresli bir deneyim olmuştur
50. Diğer öğrencilerin önünde İngilizce konuşmaktan çok sıkılırım
51. İngilizce konuşurken diğer öğrencilerin bana güleceğinden korkarım
52. İngilizce derslerinde bana söz verileceğini anladığım da kendimi tedirgin hissedirim
53. İngilizce derslerinde konuşurken hiçbir zaman tam olarak kendimden emin değilimdir
54. İngilizce derslerinde öğretmenin yaptığı hataları hemen düzeltmesinden rahatsızlık duyarım
55. Ana dili İngilizce olan insanlarla İngilizce konuşmaktan tedirginlik duyacağımı sanmıyorum
56. İngilizce derslerinde konuşurken kendimi gergin ve kafam karışmış hissedirim
57. Hep diğer öğrencilerin benden daha iyi İngilizce konuştuklarını hissedirim
58. İngilizcede başarısız olmam durumunda ortaya çıkabilecek sonuçlarla ilgili kaygı duyuyorum
59. İngilizce derslerinde öğretmenin her söylediğini anlamadığım zaman endişelenirim
60. Daha az İngilizce dersleri almak isterim

ÜÇÜNCÜ BÖLÜM

61. Yaşıtlarım olan diğer öğrencilere nazaran İngilizcede iyiyimdir
62. İngilizce söz konusu olunca ümitsizim
63. İngilizcede hep başarılı olmuşumdur
64. İngilizce ile ilgili etkinlikler ve çalışmalar benim için kolaydır
65. İngilizcede iyi notlar alırım
66. İngilizcede konuları çabuk öğrenirim

67. Yaşıtlarım olan diğer öğrencilere nazaran İngilizcede dinlemede iyiyimdir
68. İngilizcede dinleme söz konusu olunca ümitsizim
69. İngilizcede dinlemede hep başarılı olmuşumdur
70. İngilizcede dinleme ile ilgili etkinlikler ve çalışmalar benim için kolaydır
71. İngilizcede dinlemede iyi notlar alırım
72. İngilizcede dinleme ile ilgili konuları çabuk öğrenirim

73. Yaşıtlarım olan diğer öğrencilere nazaran İngilizcede konusmada iyiyimdir
74. İngilizcede konusma söz konusu olunca ümitsizim
75. İngilizcede konusmada hep başarılı olmuşumdur
76. İngilizcede konusma ile ilgili etkinlikler ve çalışmalar benim için kolaydır
77. İngilizcede konusmada iyi notlar alırım
78. İngilizcede konusma ile ilgili konuları çabuk öğrenirim

79. Yaşıtlarım olan diğer öğrencilere nazaran İngilizcede okumada iyiyimdir
80. İngilizcede okuma söz konusu olunca ümitsizim
81. İngilizcede okumada hep başarılı olmuşumdur
82. İngilizcede okuma ile ilgili etkinlikler ve çalışmalar benim için kolaydır
83. İngilizcede okumada iyi notlar alırım
84. İngilizcede okuma ile ilgili konuları çabuk öğrenirim

85. Yaşıtlarım olan diğer öğrencilere nazaran İngilizcede yazmada iyiyimdir
86. İngilizcede yazma söz konusu olunca ümitsizim
87. İngilizcede yazmada hep başarılı olmuşumdur
88. İngilizcede yazma ile ilgili etkinlikler ve çalışmalar benim için kolaydır
89. İngilizcede yazmada iyi notlar alırım
90. İngilizcede yazma ile ilgili konuları çabuk öğrenirim

APPENDIX E

CLASSROOM ENVIRONMENT QUESTIONNAIRE AND CLASS PARTICIPATION AND STUDY HABITS QUESTIONNAIRE (ENGLISH VERSION)

Please mark the choice most relevant to your situation to indicate how much you agree with each of the following statements. Do not forget to copy your answers on the **optical answer sheet**.

- a- Strongly agree
- b- Agree
- c- Undecided
- d- Disagree
- e- Strongly disagree

PART ONE - CLASSROOM ENVIRONMENT

1. Most of the students willingly participate in the lessons of this teacher
2. The teacher always comes to class planned and prepared
3. Students can easily consult the teacher when they have problems with the coursework or other things
4. Students in this class like each other
5. Students often daydream in the lessons of this teacher
6. The relations of the teacher with the students in this class are based on mutual love and respect
7. Getting enough work done is very important for this teacher
8. The teacher takes personal interest in students
9. Most of the students listen attentively when the teacher speaks
10. The teacher sees to it that class time is not wasted
11. The teacher is more like a friend than an authority
12. The teacher plans and organizes class activities well
13. Students try to know each other in this class
14. The flow of lessons are sometimes interrupted due to disruptive behavior of some of the students
15. The teacher often puts aside the lesson to talk about other things
16. In the classes of this teacher most students wait impatiently for the class period to end
17. Certain students misbehave at any chance
18. The classes of this teacher start on time
19. Students enjoy working together in pair and group-work
20. The teacher often has to tell students to be quiet
21. The teacher considers students' feelings, suggestions, and opinions
22. The teacher uses class time efficiently
23. I made good friends in this class
24. Students help each other in this class
25. The teacher gets along well with the students in this class
26. Only a few students really participate in the classes of this teacher
27. The teacher encourages students that they can be successful
28. In the classes of this teacher students give their whole attention to the class
29. Good friendships are made in this class
30. The teacher often loses control of the class
31. The teacher helps students who have problems with the coursework
32. There is often friction between the teacher and some of the students in the class
33. Most of the students feel sleepy in the classes of this teacher
34. There is cooperation among students in this class

PART TWO - PHYSICAL CONDITIONS OF CLASSROOMS AND COURSE MATERIALS

35. There is enough workspace for each student in the classroom
36. Seating is comfortable in the classroom
37. Chairs are comfortable in the classroom
38. The classroom is a warm and comfortable place to work
39. The classroom is clean and tidy

Please indicate how much you agree with the following statements taking into consideration the books you have studied so far of the English File coursebook series

40. The coursebooks (English File series) in general are satisfactory to meet my needs and expectations
41. The topics covered in the coursebooks are interesting and motivating
42. The coursebooks provide sufficient and relevant exercises for all of the four skills
43. The coursebooks contain samples of spoken and written language taken from real life
44. The overall design of the coursebooks (pictures, charts, figures) is attractive
45. The instructions in the coursebooks are clear and easy to understand
46. Audio cassettes of the coursebooks are satisfactory
47. The workbooks contain sufficient and relevant practice of points covered in the coursebooks
48. The supplementary materials handed out by the teacher in class are satisfactory

PART THREE - CLASS PARTICIPATION AND STUDY HABITS

49. During classes I listen to the teacher attentively
50. I volunteer to speak or to answer the teacher's questions
51. I respond to the teacher spontaneously
52. I ask the teacher questions
53. During classes I listen to the other students attentively
54. I participate in the class activities eagerly
55. I try to perform the classwork properly
56. I feel sleepy during classes
57. I try to do my full share of work in pair and group activities
58. During classes I care to speak in English as much as possible rather than Turkish
59. I ask for the teacher's help when I don't understand something
60. I have no interest in class activities at all
61. I get bored in classes
62. I do other things (like watching TV, reading, loafing, etc.) when I should be studying
63. I have a definite, although not so rigid and precise, study schedule
64. After school, I recopy my lecture notes
65. If something very important does not interfere, I regularly revise the coursebook and workbook sections, supplementary materials, and my notes
66. I do my homework and assignments on time
67. I often daydream when I study
68. I always start very late, in most cases the day before, to prepare for an exam
69. While studying, I am satisfied to have a look at things that are most likely to be asked in exams
70. I do homework and assignments properly
71. I am often satisfied to have a rough understanding of important points rather than doing all the exercises in the coursebooks / workbooks / supplementary materials
72. I rather crib from others rather than spend time on homework
73. I keep specially indexed files or notebooks to record new words, phrases, grammar rules, and so forth
74. I study taking into consideration the teacher's advice on how to study

APPENDIX F

CLASSROOM ENVIRONMENT QUESTIONNAIRE AND CLASS PARTICIPATION AND STUDY HABITS QUESTIONNAIRE (TURKISH VERSION)

Aşağıdaki ifadelerin her birine ne oranda katıldığınızı belirtmek için size en uygun gelen seçeneği işaretleyiniz. Cevaplarınızı **optik okuyucu cevap formuna** aktarmayı unutmayınız.

- a- Kesinlikle katılıyorum
b- Katılıyorum
c- Kararsızım
d- Katılmıyorum
e- Kesinlikle katılmıyorum

BİRİNCİ BÖLÜM - SINIF ORTAMI

1. Bu öğretmenin derslerinde öğrencilerin çoğu istekli bir şekilde derse katılır
2. Öğretmen her zaman derse hazırlıklı ve planlı olarak gelir
3. Öğrenciler derslerle ya da başka konularla ilgili problemleri olduğunda rahatlıkla öğretmene danışabilirler
4. Bu sınıfta öğrenciler birbirlerini severler
5. Bu öğretmenin derslerinde öğrenciler sık sık hayallere dalarlar
6. Öğretmenin bu sınıftaki öğrencilerle olan ilişkileri karşılıklı sevgi ve saygıya dayalıdır
7. Yeterince ders işlemek bu öğretmen için çok önemlidir
8. Öğretmen öğrencilerle bireysel olarak ilgilenir
9. Öğrencilerin çoğu öğretmen konuşurken dikkatle dinler
10. Öğretmen ders zamanının boşa harcanmamasına dikkat eder
11. Öğretmen bir otorite olmaktan çok bir arkadaş gibidir
12. Öğretmen ders etkinliklerini iyi bir şekilde planlar ve organize eder
13. Bu sınıfta öğrenciler birbirlerini tanımaya çalışırlar
14. Bazı öğrencilerin sınıf düzenini bozucu davranışları yüzünden derslerin akışı zaman zaman kesintiye uğrar
15. Öğretmen sık sık başka konularda konuşmak için dersi bir kenara bırakır
16. Bu öğretmenin derslerinde çoğu öğrenci sabırsızlıkla dersin sona ermesini bekler
17. Bu öğretmenin derslerinde bazı öğrenciler her fırsatta sınıf düzenini bozucu davranışlarda bulunurlar
18. Bu öğretmenin dersleri zamanında başlar
19. Bu sınıfta öğrenciler eşli ve grup çalışmalarında birlikte çalışmaktan hoşlanırlar
20. Öğretmen sık sık öğrencilere sessiz olmalarını söylemek zorunda kalır
21. Öğretmen öğrencilerin duygu, öneri ve fikirlerini önemser
22. Öğretmen ders zamanını verimli bir şekilde kullanır
23. Bu sınıfta iyi arkadaşlar edindim
24. Bu sınıfta öğrenciler birbirleriyle yardımlaşırlar
25. Öğretmen bu sınıftaki öğrencilerle iyi geçinir
26. Bu öğretmenin derslerinde sadece bir kaç öğrenci derse gerçek anlamda katılır
27. Öğretmen başarılı olabilecekleri konusunda öğrencileri cesaretlendirir
28. Bu öğretmenin derslerinde öğrenciler tüm dikkatlerini derse verirler
29. Bu sınıfta güzel arkadaşlıklar kurulur
30. Öğretmen sık sık sınıfın kontrolünü kaybeder
31. Öğretmen derslerde zorluk çeken öğrencilere yardım eder
32. Öğretmen ile sınıftaki bazı öğrenciler arasında sık sık gerginlikler yaşanır.
33. Bu öğretmenin derslerinde çoğu öğrenci kendini uyuklu hisseder
34. Bu sınıfta öğrenciler arasında işbirliği vardır

İKİNCİ BÖLÜM- SINIFLARIN FİZİKSEL DURUMU VE DERS MATERYALLERİ

35. Sınıfımızda her öğrenci için yeterince çalışma alanı mevcuttur
36. Sınıfımızın oturma düzeni rahattır
37. Sınıfımızdaki sandalyeler rahattır
38. Sınıfımız ders işlemek için rahat ve hoş bir mekandır
39. Sınıfımız temiz ve düzenlidir

Takip etmekte olduğunuz ders kitabı (ENGLISH FILE ya da CUTTING EDGE) serisinin şu ana kadar görmüş olduğunuz kadarını göz önünde bulundurarak aşağıdaki ifadelere ne oranda katıldığınızı belirtiniz.

40. Ders kitabı (English File ya da Cutting Edge) genel olarak ihtiyaç ve beklentilerimi karşılamaktadır.
41. Ders kitabındaki konular ilginç ve motive edicidir
42. Ders kitabı dinleme, konuşma, okuma ve yazma becerileri için uygun ve yeterli alıştırmalar içermektedir
43. Ders kitabı gerçek hayattaki konuşma ve yazı dilinden örnekler içermektedir
44. Ders kitabının genel tasarımı (resimler, tablolar, şekiller, vs.) ilgi çekicidir
45. Ders kitabındaki alıştırmaların nasıl yapılacağı ile ilgili açıklamalar net ve kolay anlaşılır niteliktedir
46. Ders kitabının ses kasetleri tatmin edicidir
47. Çalışma kitabı (Workbook) ders kitabında geçen konularla ilgili uygun ve yeterli alıştırmalar içermektedir
48. Öğretmenin sınıfta dağıttığı ilave materyaller tatmin edicidir

ÜÇÜNCÜ BÖLÜM - DERSE KATILIM VE ÇALIŞMA ALIŞKANLIKLARI

49. Derste öğretmeni dikkatli bir şekilde dinlerim
50. Derste konuşmak, ya da öğretmenin sorduğu sorulara cevap vermek için gönüllü olurum
51. Öğretmene kendiliğimden, hemen yanıt veririm
52. Derste öğretmene sorular sorarım
53. Derste diğer öğrencileri dikkatli bir şekilde dinlerim
54. Dersteki etkinliklere istekli bir şekilde katılırım
55. Dersteki çalışmaları tam olarak yerine getirmeye çalışırım
56. Derslerde kendimi uykulu hissedirim
57. Eşli ve grup çalışmalarında bana düşen görevi tam olarak yerine getirmeye çalışırım
58. Derslerde mümkün olduğunca Türkçe yerine İngilizce konuşmaya dikkat ederim
59. Ders esnasında bir şeyi anlamadığım zaman öğretmenden yardım isterim
60. Derslerdeki etkinlikler hiç ilgimi çekmiyor
61. Derslerde çok sıkılırım
62. Ders çalışıyor olmam gerekirken başka şeylerle (TV seyretmek, kitap okumak, gezip eğlenmek gibi) uğraşırım
63. Çok katı ve kesin olmasa da, belirli bir ders çalışma programım vardır
64. Okuldan sonra ders notlarımı temize çekerim
65. Çok önemli bir şey araya girmedikçe ders kitabı ve çalışma kitabındaki bölümleri, ilave materyalleri ve ders notlarımı düzenli olarak gözden geçiririm
66. Eve verilen ödev ve çalışmaları zamanında yaparım
67. Ders çalışırken sık sık hayallere dalarım
68. Sınavlara çalışmaya hep geç, çoğunlukla bir gün kala, başlarım
69. Ders çalışırken sadece sınavda sorulma ihtimali en yüksek olan konulara bakmakla yetinirim
70. Eve verilen ödev ve çalışmaları hakkını vererek yaparım
71. Ders kitabı, workbook, ya da ilave materyallerdeki bütün alıştırmaları yapmak yerine konuları genel hatlarıyla anlamakla yetinirim
72. Verilen ödevleri yapmak için zaman harcamaktansa başkalarından alıp geçirmeyi tercih ederim
73. Öğrendiğim kelimeler, cümleler, gramer kuralları vs. ile ilgili, konulara göre ayırdığım dosyalar ya da defterler tutarım
74. Öğretmenin nasıl ders çalışmamız gerektiği ile ilgili önerilerini dikkate alarak çalışırım

APPENDIX G

CLASSROOM ENVIRONMENT QUESTIONNAIRE AND CLASS PARTICIPATION AND STUDY HABITS QUESTIONNAIRE- PRELIMINARY FORM (ENGLISH VERSION)

Please mark the choice most relevant to your situation to indicate how much you agree with each of the following statements. Do not forget to copy your answers on the **optical answer sheet**.

- a- Strongly agree
- b- Agree
- c- Undecided
- d- Disagree
- e- Strongly disagree

PART ONE CLASSROOM ENVIRONMENT

1. Most of the students willingly participate in the lessons of this teacher
2. The teacher always comes to class planned and prepared
3. Students can easily consult the teacher when they have problems with the coursework or other things
4. The teacher skips some of the sections/exercises in the coursebook
5. Students in this class like each other
6. Students often daydream in the lessons of this teacher
7. Getting enough work done is very important for this teacher
8. Most of the students listen attentively when the teacher speaks
9. The teacher sees to it that class time is not wasted
10. The teacher is more like a friend than an authority
11. Students try to know each other in this class
12. The flow of lessons are sometimes interrupted due to disruptive behavior of some of the students
13. Students really enjoy the classes of this teacher
14. The teacher often puts aside the lesson to talk about other things
15. The teacher consistently enforces certain rules in order to maintain class order and discipline
16. Students prefer to compete with each other rather than to work in cooperation
17. In the classes of this teacher most students wait impatiently for the class period to end
18. The classes of this teacher start on time
19. The teacher expects students to give their full attention to the class
20. The teacher often has to tell students to be quiet
21. The teacher considers students' feelings, suggestions, and opinions
22. The classes of this teacher are disorganized
23. Turkish is seldom used in the classes of this teacher
24. I made good friends in this class
25. The teacher gets along well with the students in this class
26. Only a few students really participate in the classes of this teacher
27. The teacher encourages students that they can be successful
28. In the classes of this teacher students give their whole attention to the class
29. The teacher often loses control of the class
30. The teacher helps students who have problems with the coursework
31. Most of the students feel sleepy in the classes of this teacher
32. There is cooperation among students in this class
33. The teacher wants to make sure that the work scheduled is accomplished
34. Students help each other in this class

PART TWO
PHYSICAL CONDITIONS OF CLASSROOMS AND
COURSE MATERIALS

35. The classroom is usually stuffy
36. Temperature of the classroom is appropriate
37. There is enough workspace for each student in the classroom
38. Lighting is adequate in the classroom
39. Seating is comfortable in the classroom
40. Chairs are comfortable in the classroom
41. The classroom is a warm and comfortable place to work
42. The classroom is clean and tidy
43. The classroom is too crowded

Please indicate how much you agree with the following statements taking into consideration the books you have studied so far of the English File or Cutting Edge coursebook series

44. The coursebooks (English File or Cutting Edge series) in general are satisfactory to meet my needs and expectations
45. The topics covered in the coursebooks are interesting and motivating
46. The coursebooks provide sufficient and relevant exercises for all of the four skills
47. The coursebook is way above my current level of English
48. The coursebooks contain samples of spoken and written language taken from real life
49. The overall design of the coursebooks (pictures, charts, figures) is attractive
50. The instructions in the coursebooks are clear and easy to understand
51. Audio cassettes of the coursebooks are satisfactory
52. The workbooks contain sufficient and relevant practice of points covered in the coursebooks
53. The supplementary materials handed out by the teacher in class are satisfactory

PART THREE
CLASS PARTICIPATION AND STUDY HABITS

54. During classes I listen to the teacher attentively
55. During classes I speak only when I am called on or asked a question by the teacher
56. I volunteer to speak or to answer the teacher's questions
57. I respond to the teacher spontaneously
58. I ask the teacher questions
59. During classes I listen to the other students attentively
60. I participate in the class activities eagerly
61. I try to perform the classwork properly
62. I feel sleepy during classes
63. I try to do my full share of work in pair and group activities
64. During classes I care to speak in English as much as possible rather than Turkish
65. I scarcely take notes during classes
66. I ask for the teacher's help when I don't understand something
67. I have no interest in class activities at all
68. I get bored in classes
69. I do other things (like watching TV, reading, loafing, etc.) when I should be studying
70. I have a definite, although not so rigid and precise, study schedule
71. If I get bored when I study, I give it up quickly or postpone it
72. After school, I recopy my lecture notes as soon as possible
73. If something very important does not interfere, I regularly revise the coursebook and workbook sections, supplementary materials, and my notes
74. I do my homework and assignments on time
75. When I sit down to study, I usually can't decide what exactly I need to study
76. I often daydream when I study
77. I always start very late, in most cases the day before, to prepare for an exam
78. While studying, I am satisfied to have a look at things that are most likely to be asked in exams
79. I do homework and assignments properly
80. I am often satisfied to have a rough understanding of important points rather than doing all the exercises in the coursebooks / workbooks / supplementary materials
81. I rather crib from others rather than spend time on homework
82. I keep specially indexed files or notebooks to record new words, phrases, grammar rules, and so forth
83. I study taking into consideration the teacher's advice on how to study

APPENDIX H

CLASSROOM ENVIRONMENT QUESTIONNAIRE AND CLASS PARTICIPATION AND STUDY HABITS QUESTIONNAIRE- PRELIMINARY FORM (TURKISH VERSION)

Aşağıdaki ifadelerin her birine ne oranda katıldığınızı belirtmek için size en uygun gelen seçeneği işaretleyiniz. Cevaplarınızı **optik okuyucu cevap formuna** aktarmayı unutmayınız.

- a- Kesinlikle katılıyorum
- b- Katılıyorum
- c- Kararsızım
- d- Katılmıyorum
- e- Kesinlikle katılmıyorum

BİRİNCİ BÖLÜM SINIF ORTAMI

1. Bu öğretmenin derslerinde öğrencilerin çoğu istekli bir şekilde derse katılır
2. Öğretmen her zaman derse hazırlıklı ve planlı olarak gelir
3. Öğrenciler derslerle ya da başka konularla ilgili problemleri olduğunda rahatlıkla öğretmene danışabilirler
4. Öğretmen ders kitabındaki bazı bölümleri/alıştırmaları yapmadan geçer
5. Bu sınıfta öğrenciler birbirlerini severler
6. Bu öğretmenin derslerinde öğrenciler sık sık hayallere dalarlar
7. Yeterince ders işlemek bu öğretmen için çok önemlidir
8. Öğrencilerin çoğu öğretmen konuşurken dikkatle dinler
9. Öğretmen ders zamanının boşa harcanmamasına dikkat eder
10. Öğretmen bir otorite olmaktan çok bir arkadaş gibidir
11. Bu sınıfta öğrenciler birbirlerini tanımaya çalışırlar
12. Bazı öğrencilerin sınıf düzenini bozucu davranışları yüzünden derslerin akışı zaman zaman kesintiye uğrar
13. Öğrenciler bu öğretmenin derslerinden gerçekten hoşlanırlar
14. Öğretmen sık sık başka konularda konuşmak için dersi bir kenara bırakır
15. Öğretmen sınıf düzeni ve disiplinini sağlamak için belirli kuralları taviz vermeden ve tutarlı bir şekilde uygular
16. Bu sınıfta öğrenciler yardımlaşarak çalışmaktansa birbirleriyle rekabet etmeyi tercih ederler
17. Bu öğretmenin derslerinde çoğu öğrenci sabırsızlıkla dersin sona ermesini bekler
18. Bu öğretmenin dersleri zamanında başlar
19. Öğretmen öğrencilerin tüm dikkatlerini derse vermelerini bekler
20. Öğretmen sık sık öğrencilere sessiz olmalarını söylemek zorunda kalır
21. Öğretmen öğrencilerin duygu, öneri ve fikirlerini önemser
22. Derslerde yapılan etkinlikler/çalışmalar karışık ve düzensizdir
23. Bu öğretmenin derslerinde Türkçe nadiren kullanılır
24. Bu sınıfta iyi arkadaşlar edindim
25. Öğretmen bu sınıftaki öğrencilerle iyi geçinir
26. Bu öğretmenin derslerinde sadece bir kaç öğrenci derse gerçek anlamda katılır
27. Öğretmen başarılı olabilecekleri konusunda öğrencileri cesaretlendirir
28. Bu öğretmenin derslerinde öğrenciler tüm dikkatlerini derse verirler
29. Öğretmen sık sık sınıfın kontrolünü kaybeder
30. Öğretmen derslerde zorluk çeken öğrencilere yardım eder
31. Bu öğretmenin derslerinde çoğu öğrenci kendini uyuklu hisseder
32. Bu sınıfta öğrenciler arasında işbirliği vardır
33. Öğretmen planladığı konuların/sınıf çalışmalarının tamamlandığından emin olmak ister
34. Bu sınıfta öğrenciler birbirleriyle yardımlaşır

İKİNCİ BÖLÜM
SINIFLARIN FİZİKSEL DURUMU VE DERS MATERYALLERİ

35. Sınıfımız genellikle havasızdır
36. Sınıfımızın ısısı uygundur
37. Sınıfımızda her öğrenci için yeterince çalışma alanı mevcuttur
38. Sınıfımızın ışık durumu uygundur
39. Sınıfımızın oturma düzeni rahattır
40. Sınıfımızdaki sandalyeler rahattır
41. Sınıfımız ders işlemek için rahat ve hoş bir mekandır
42. Sınıfımız temiz ve düzenlidir
43. Sınıfımız çok kalabalıktır

Takip etmekte olduğunuz ders kitabı (ENGLISH FILE ya da CUTTING EDGE) serisinin şu ana kadar görmüş olduğunuz kadarını göz önünde bulundurarak aşağıdaki ifadelere ne oranda katıldığınızı belirtiniz.

44. Ders kitabı (English File ya da Cutting Edge) genel olarak ihtiyaç ve beklentilerimi karşılamaktadır.
45. Ders kitabındaki konular ilginç ve motive edicidir
46. Ders kitabı dinleme, konuşma, okuma ve yazma becerileri için uygun ve yeterli alıştırmalar içermektedir
47. Ders kitabı şu anki İngilizce düzeyimin çok üzerindedir
48. Ders kitabı gerçek hayattaki konuşma ve yazı dilinden örnekler içermektedir
49. Ders kitabının genel tasarımı (resimler, tablolar, şekiller, vs.) ilgi çekicidir
50. Ders kitabındaki alıştırmaların nasıl yapılacağı ile ilgili açıklamalar net ve kolay anlaşılır niteliktedir
51. Ders kitabının ses kasetleri tatmin edicidir
52. Çalışma kitabı (Workbook) ders kitabında geçen konularla ilgili uygun ve yeterli alıştırmalar içermektedir
53. Öğretmenin sınıfta dağıttığı ilave materyaller tatmin edicidir

ÜÇÜNCÜ BÖLÜM
DERSE KATILIM VE ÇALIŞMA ALIŞKANLIKLARI

54. Derste öğretmeni dikkatli bir şekilde dinlerim
55. Derste sadece bana söz verildiğinde yada soru sorulduğunda konuşurum
56. Derste konuşmak, ya da öğretmenin sorduğu sorulara cevap vermek için gönüllü olurum
57. Öğretmene kendiliğimden, hemen yanıt veririm
58. Derste öğretmene sorular sorarım
59. Derste diğer öğrencileri dikkatli bir şekilde dinlerim
60. Dersteki etkinliklere istekli bir şekilde katılırım
61. Dersteki çalışmaları tam olarak yerine getirmeye çalışırım
62. Derslerde kendimi uyuklu hissedirim
63. Eşli ve grup çalışmalarında bana düşen görevi tam olarak yerine getirmeye çalışırım
64. Derslerde mümkün olduğunca Türkçe yerine İngilizce konuşmaya dikkat ederim
65. Derslerde nadiren not tutarım
66. Ders esnasında bir şeyi anlamadığım zaman öğretmenden yardım isterim
67. Derslerdeki etkinlikler hiç ilgimi çekmiyor
68. Derslerde çok sıkılırım
69. Ders çalışıyor olmam gerekirken başka şeylerle (TV seyretmek, kitap okumak, gezip eğlenmek gibi) uğraşırım
70. Çok katı ve kesin olmasa da, belirli bir ders çalışma programım vardır
71. Ders çalışırken canım sıkılırsa, hemen vazgeçerim ya da ertelerim
72. Okuldan sonra mümkün olan en kısa zamanda ders notlarımı temize çekerim
73. Çok önemli bir şey araya girmedikçe ders kitabı ve çalışma kitabındaki bölümleri, ilave materyalleri ve ders notlarımı düzenli olarak gözden geçiririm
74. Eve verilen ödev ve çalışmaları zamanında yaparım
75. Ders çalışmaya oturduğumda çoğu zaman tam olarak ne çalışmam gerektiğine karar veremem
76. Ders çalışırken sık sık hayallere dalarım
77. Sınavlara çalışmaya hep geç, çoğunlukla bir gün kala, başlarım
78. Ders çalışırken sadece sınavda sorulma ihtimali en yüksek olan konulara bakmakla yetinirim
79. Eve verilen ödev ve çalışmaları hakkını vererek yaparım
80. Ders kitabı, workbook, ya da ilave materyallerdeki bütün alıştırmaları yapmak yerine konuları genel hatlarıyla anlamakla yetinirim
81. Verilen ödevleri yapmak için zaman harcamaktansa başkalarından alıp geçirmeyi tercih ederim
82. Öğrendiğim kelimeler, cümleler, gramer kuralları vs. ile ilgili, konulara göre ayırdığım dosyalar ya da defterler tutarım
83. Öğretmenin nasıl ders çalışmamız gerektiği ile ilgili önerilerini dikkate alarak çalışırım

APPENDIX I

CLASSROOM ENVIRONMENT QUESTIONNAIRE AND CLASS PARTICIPATION AND STUDY HABITS QUESTIONNAIRE- REVISED FORM (ENGLISH VERSION)

Please mark the choice most relevant to your situation to indicate how much you agree with each of the following statements. Do not forget to copy your answers on the **optical answer sheet**.

- a- Strongly agree
- b- Agree
- c- Undecided
- d- Disagree
- e- Strongly disagree

PART ONE - CLASSROOM ENVIRONMENT

1. Most of the students willingly participate in the lessons of this teacher
2. The teacher always comes to class planned and prepared
3. Students can easily consult the teacher when they have problems with the coursework or other things
4. Students in this class like each other
5. Students often daydream in the lessons of this teacher
6. The relations of the teacher with the students in this class are based on mutual love and respect
7. Getting enough work done is very important for this teacher
8. The teacher takes personal interest in students
9. Most of the students listen attentively when the teacher speaks
10. The teacher sees to it that class time is not wasted
11. The teacher is more like a friend than an authority
12. The teacher plans and organizes class activities well
13. Students try to know each other in this class
14. The flow of lessons are sometimes interrupted due to disruptive behavior of some of the students
15. The teacher often puts aside the lesson to talk about other things
16. The teacher consistently enforces certain rules in order to maintain class order and discipline
17. In the classes of this teacher most students wait impatiently for the class period to end
18. Certain students misbehave at any chance
19. The classes of this teacher start on time
20. Students enjoy working together in pair and group-work
21. The teacher often has to tell students to be quiet
22. The teacher considers students' feelings, suggestions, and opinions
23. The teacher uses class time efficiently
24. I made good friends in this class
25. Students help each other in this class
26. The teacher gets along well with students in this class
27. The teacher is too tolerant with disruptive behavior
28. Only a few students really participate in the classes of this teacher
29. The teacher encourages students that they can be successful
30. Students really enjoy the classes of this teacher
31. In the classes of this teacher students give their whole attention to the class
32. Good friendships are made in this class
33. The teacher often loses control of the class
34. The teacher expects students to give their full attention to the class
35. The teacher helps students who have problems with the coursework
36. There is often friction between the teacher and some of the students in the class
37. Most of the students feel sleepy in the classes of this teacher
38. There is cooperation among students in this class

PART TWO
PHYSICAL CONDITIONS OF CLASSROOMS AND
COURSE MATERIALS

39. The classroom is usually stuffy
40. Temperature of the classroom is appropriate
41. There is enough workspace for each student in the classroom
42. Lighting is adequate in the classroom
43. Seating is comfortable in the classroom
44. Chairs are comfortable in the classroom
45. The classroom is a nice and comfortable place to work
46. The classroom is clean and tidy
47. The classroom is too crowded

Please indicate how much you agree with the following statements taking into consideration the books you have studied so far of the English File or Cutting Edge coursebook series

48. The coursebooks (English File or Cutting Edge series) in general are satisfactory to meet my needs and expectations
49. The topics covered in the coursebooks are interesting and motivating
50. The coursebooks provide sufficient and relevant exercises for all of the four skills
51. The coursebooks contain samples of spoken and written language taken from real life
52. The overall design of the coursebooks (pictures, charts, figures) is attractive
53. The instructions in the coursebooks are clear and easy to understand
54. Audio cassettes of the coursebooks are satisfactory
55. The workbooks contain sufficient and relevant practice of points covered in the coursebooks
56. The supplementary materials handed out by the teacher in class are satisfactory

PART THREE
CLASS PARTICIPATION AND STUDY HABITS

57. During classes I listen to the teacher attentively
58. During classes I speak only when I am called on or asked a question by the teacher
59. I volunteer to speak or to answer the teacher's questions
60. I respond to the teacher spontaneously
61. I ask the teacher questions
62. During classes I listen to the other students attentively
63. I participate in the class activities eagerly
64. I try to perform the classwork properly
65. I feel sleepy during classes
66. I try to do my full share of work in pair and group activities
67. During classes I care to speak in English as much as possible rather than Turkish
68. I take regular notes during classes
69. I ask for the teacher's help when I don't understand something
70. I have no interest in class activities at all
71. I get bored in classes
72. I do other things (like watching TV, reading, loafing, etc.) when I should be studying
73. I have a definite, although not so rigid and precise, study schedule
74. If I get bored when I study, I give it up quickly or postpone it
75. After school, I recopy my lecture notes
76. If something very important does not interfere, I regularly revise the coursebook and workbook sections, supplementary materials, and my notes
77. I do my homework and assignments on time
78. When I sit down to study, I usually can't decide what exactly I need to study
79. I often daydream when I study
80. I always start very late, in most cases the day before, to prepare for an exam
81. While studying, I am satisfied to have a look at things that are most likely to be asked in exams
82. I do homework and assignments properly
83. I am often satisfied to have a rough understanding of important points rather than doing all the exercises in the coursebooks / workbooks / supplementary materials
84. I rather crib from others rather than spend time on homework
85. I keep specially indexed files or notebooks to record new words, phrases, grammar rules, and so forth
86. I study taking into consideration the teacher's advice on how to study

APPENDIX J

CLASSROOM ENVIRONMENT QUESTIONNAIRE AND CLASS PARTICIPATION AND STUDY HABITS QUESTIONNAIRE- REVISED FORM (TURKISH VERSION)

Aşağıdaki ifadelerin her birine ne oranda katıldığınızı belirtmek için size en uygun gelen seçeneği işaretleyiniz. Cevaplarınızı **optik okuyucu cevap formuna** aktarmayı unutmayınız.

- a- Kesinlikle katılıyorum
- b- Katılıyorum
- c- Kararsızım
- d- Katılmıyorum
- e- Kesinlikle katılmıyorum

BİRİNCİ BÖLÜM-SINIF ORTAMI

1. Bu öğretmenin derslerinde öğrencilerin çoğu istekli bir şekilde derse katılır
2. Öğretmen her zaman derse hazırlıklı ve planlı olarak gelir
3. Öğrenciler derslerle ya da başka konularla ilgili problemleri olduğunda rahatlıkla öğretmene danışabilirler
4. Bu sınıfta öğrenciler birbirlerini severler
5. Bu öğretmenin derslerinde öğrenciler sık sık hayallere dalarlar
6. Öğretmenin bu sınıftaki öğrencilerle olan ilişkileri karşılıklı sevgi ve saygıya dayalıdır
7. Yeterince ders işlemek bu öğretmen için çok önemlidir
8. Öğretmen öğrencilerle bireysel olarak ilgilenir
9. Öğrencilerin çoğu öğretmen konuşurken dikkatle dinler
10. Öğretmen ders zamanının boşa harcanmamasına dikkat eder
11. Öğretmen bir otorite olmaktan çok bir arkadaş gibidir
12. Öğretmen ders etkinliklerini iyi bir şekilde planlar ve organize eder
13. Bu sınıfta öğrenciler birbirlerini tanımaya çalışırlar
14. Bazı öğrencilerin sınıf düzenini bozucu davranışları yüzünden derslerin akışı zaman zaman kesintiye uğrar
15. Öğretmen sık sık başka konularda konuşmak için dersi bir kenara bırakır
16. Öğretmen sınıf düzeni ve disiplinini sağlamak için belirli kuralları taviz vermeden ve tutarlı bir şekilde uygular
17. Bu öğretmenin derslerinde çoğu öğrenci sabırsızlıkla dersin sona ermesini bekler
18. Bu öğretmenin derslerinde bazı öğrenciler her fırsatta sınıf düzenini bozucu davranışlarda bulunurlar
19. Bu öğretmenin dersleri zamanında başlar
20. Bu sınıfta öğrenciler eşli ve grup çalışmalarında birlikte çalışmaktan hoşlanırlar
21. Öğretmen sık sık öğrencilere sessiz olmalarını söylemek zorunda kalır
22. Öğretmen öğrencilerin duygu, öneri ve fikirlerini önemser
23. Öğretmen ders zamanını verimli bir şekilde kullanır
24. Bu sınıfta iyi arkadaşlar edindim
25. Bu sınıfta öğrenciler birbirleriyle yardımlaşırlar
26. Öğretmen bu sınıftaki öğrencilerle iyi geçinir
27. Öğretmen sınıf düzenini bozucu davranışlara çok fazla müsamaha gösterir
28. Bu öğretmenin derslerinde sadece bir kaç öğrenci derse gerçek anlamda katılır
29. Öğretmen başarılı olabilecekleri konusunda öğrencileri cesaretlendirir
30. Öğrenciler bu öğretmenin derslerinden gerçekten hoşlanırlar
31. Bu öğretmenin derslerinde öğrenciler tüm dikkatlerini derse verirler
32. Bu sınıfta güzel arkadaşlıklar kurulur
33. Öğretmen sık sık sınıfın kontrolünü kaybeder
34. Öğretmen öğrencilerin tüm dikkatlerini derse vermelerini bekler
35. Öğretmen derslerde zorluk çeken öğrencilere yardım eder
36. Öğretmen ile sınıftaki bazı öğrenciler arasında sık sık gerginlikler yaşanır.
37. Bu öğretmenin derslerinde çoğu öğrenci kendini uyuklu hisseder
38. Bu sınıfta öğrenciler arasında işbirliği vardır

İKİNCİ BÖLÜM
SINIFLARIN FİZİKSEL DURUMU VE DERS MATERYALLERİ

39. Sınıfımız genellikle havasızdır
40. Sınıfımızın ısısı uygundur
41. Sınıfımızda her öğrenci için yeterince çalışma alanı mevcuttur
42. Sınıfımızın ışık durumu uygundur
43. Sınıfımızın oturma düzeni rahattır
44. Sınıfımızdaki sandalyeler rahattır
45. Sınıfımız ders işlemek için rahat ve hoş bir mekandır
46. Sınıfımız temiz ve düzenlidir
47. Sınıfımız çok kalabalıktır

Takip etmekte olduğunuz ders kitabı (ENGLISH FILE ya da CUTTING EDGE) serisinin şu ana kadar görmüş olduğunuz kadarını göz önünde bulundurarak aşağıdaki ifadelere ne oranda katıldığınızı belirtiniz.

48. Ders kitabı (English File ya da Cutting Edge) genel olarak ihtiyaç ve beklentilerimi karşılamaktadır.
49. Ders kitabındaki konular ilginç ve motive edicidir
50. Ders kitabı dinleme, konuşma, okuma ve yazma becerileri için uygun ve yeterli alıştırmalar içermektedir
51. Ders kitabı gerçek hayattaki konuşma ve yazı dilinden örnekler içermektedir
52. Ders kitabının genel tasarımı (resimler, tablolar, şekiller, vs.) ilgi çekicidir
53. Ders kitabındaki alıştırmaların nasıl yapılacağı ile ilgili açıklamalar net ve kolay anlaşılır niteliktedir
54. Ders kitabının ses kasetleri tatmin edicidir
55. Çalışma kitabı (Workbook) ders kitabında geçen konularla ilgili uygun ve yeterli alıştırmalar içermektedir
56. Öğretmenin sınıfta dağıttığı ilave materyaller tatmin edicidir

ÜÇÜNCÜ BÖLÜM
DERSE KATILIM VE ÇALIŞMA ALIŞKANLIKLARI

57. Derste öğretmeni dikkatli bir şekilde dinlerim
58. Derste sadece bana söz verildiğinde ya da soru sorulduğunda konuşurum
59. Derste konuşmak, ya da öğretmenin sorduğu sorulara cevap vermek için gönüllü olurum
60. Öğretmene kendiliğimden, hemen yanıt veririm
61. Derste öğretmene sorular sorarım
62. Derste diğer öğrencileri dikkatli bir şekilde dinlerim
63. Dersteki etkinliklere istekli bir şekilde katılırım
64. Dersteki çalışmaları tam olarak yerine getirmeye çalışırım
65. Derslerde kendimi uykulu hissedirim
66. Eşli ve grup çalışmalarında bana düşen görevi tam olarak yerine getirmeye çalışırım
67. Derslerde mümkün olduğunca Türkçe yerine İngilizce konuşmaya dikkat ederim
68. Derslerde düzenli notlar tutarım
69. Ders esnasında bir şeyi anlamadığım zaman öğretmenden yardım isterim
70. Derslerdeki etkinlikler hiç ilgimi çekmiyor
71. Derslerde çok sıkılırım
72. Ders çalışıyor olmam gerekirken başka şeylerle (TV seyretmek, kitap okumak, gezip eğlenmek gibi) uğraşırım
73. Çok katı ve kesin olmasa da, belirli bir ders çalışma programım vardır
74. Ders çalışırken canım sıkılırsa, hemen vazgeçerim ya da ertelerim
75. Okuldan sonra ders notlarımı temize çekerim
76. Çok önemli bir şey araya girmedikçe ders kitabı ve çalışma kitabındaki bölümleri, ilave materyalleri ve ders notlarımı düzenli olarak gözden geçiririm
77. Eve verilen ödev ve çalışmaları zamanında yaparım
78. Ders çalışmaya oturduğumda çoğu zaman tam olarak ne çalışmam gerektiğine karar veremem
79. Ders çalışırken sık sık hayallere dalarım
80. Sınavlara çalışmaya hep geç, çoğunlukla bir gün kala, başlarım
81. Ders çalışırken sadece sınavda sorulma ihtimali en yüksek olan konulara bakmakla yetinirim
82. Eve verilen ödev ve çalışmaları hakkını vererek yaparım
83. Ders kitabı, workbook, ya da ilave materyallerdeki bütün alıştırmaları yapmak yerine konuları genel hatlarıyla anlamakla yetinirim
84. Verilen ödevleri yapmak için zaman harcamaktansa başkalarından alıp geçirmeyi tercih ederim
85. Öğrendiğim kelimeler, cümleler, gramer kuralları vs. ile ilgili, konulara göre ayırdığım dosyalar ya da defterler tutarım
86. Öğretmenin nasıl ders çalışmamız gerektiği ile ilgili önerilerini dikkate alarak çalışırım

APPENDIX K

TURKISH SUMMARY

Bu çalışma, İngilizce'nin yabancı dil olarak öğrenildiği (English as a Foreign Language) bir bağlamda öğrencilerin eğitim ortamına beraberlerinde getirdikleri çeşitli duyuşsal, bilişsel ve demografik *giriş* (Input) özelliklerinin ve eğitim sürecindeki *sınıf ortamı* (context) ile ilgili algılarının, *öğrenme ürünlerini* (outcome) açıklamadaki rollerini araştırmayı hedeflemiştir. Kayseri Erciyes Üniversitesi Yabancı Diller Yüksek Okulu'nda bir yıl (iki dönem) süreli yoğun bir İngilizce hazırlık eğitimi gören, Tıp, Mühendislik, İktisadi ve İdari Bilimler, ve Sivil Havacılık bölümlerine kayıtlı öğrencilerin denek olarak kullanıldığı araştırma, çalışma kapsamında geliştirilen “Input-Context-Outcome” (Giriş-Ortam-Ürün) araştırma modeli çerçevesinde yürütülmüştür.

Öğrencilerin giriş (Input) özellikleri ile ilgili veriler, hazırlık eğitimi başlamadan hemen önce anket yöntemi ve okul kayıtlarına başvurularak elde edilmiştir. Duyuşsal giriş özellikleri (Affective Entering Characteristics), kendi içerisinde İngilizce öğrenme için gösterilen *çaba* (effort), İngilizceye duyulan *ilgi* (interest) ve İngilizce öğrenmeye atfedilen *değer* (value) alt boyutlarından oluşan İngilizce Motivasyonu (English Motivation), İngilizce *konusma kaygısı* (speaking anxiety) ve İngilizce *öz-benlik* (English self-concept) değişkenlerini kapsamaktadır.

Bilişsel bir giriş özelliği (cognitive entering characteristic) olarak tanımlanmış olan *Genel Akademik Başarı*'nın ölçülmesinde öğrencilerin 2001-Öğrenci Seçme Sınavı (ÖSS) sayısal puanları kullanılmıştır. *Yaş, cinsiyet, anne-baba eğitim durumu*, öğrencilerin daha önce *hazırlık eğitimi görüp-görmemiş olmaları* ve öğrencilerin eğitimleri süresince *aileleri ile yaşıyıp-yaşamadıkları* demografik giriş özellikleri değişkenleridir.

Ortam (context) değişkenleri, öğrencilerin eğitim süresince (bir yarıyıl), çeşitli psikososyal etkileşimler, öğretim ve sınıf yönetimi, sınıfların fiziksel durumu ve ders materyallerinden tatmin açılarından, içinde bulundukları sınıfları nasıl algıladıklarına odaklanan sınıf ortamı (classroom environment) değişkenlerinden oluşmuştur. Sınıf ortamının psikososyal boyutu, *öğretmen desteği* (teacher

supportiveness) ve öğrenci yakınlığı (student cohesiveness) değişkenlerinden oluşmaktadır. Öğretim ve sınıf yönetimi ile ilgili boyut ise *öğrenci katılımı* (student involvement), *görev eğilimi ve organizasyon* (task orientation and organization) ve *sınıf düzeni/disiplini* (class order) değişkenleridir. *Sınıfların fiziksel durumu* (physical conditions) boyutu öğrencilerin içinde bulundukları sınıfları tertip-düzen, rahatlık, gibi açılardan nasıl algıladıklarına yöneliktir. *Ders materyalleri boyutu* ise kullanılmakta olan ders kitaplarının ve ilave materyallerin öğrencilerin gereksinim ve beklentilerini karşılamada ne derece tatmin edici olduklarını belirlemek amacıyla kullanılmıştır. Bu değişkenler ile ilgili veriler eğitim sürecinin sonlarına doğru anket yolu ile elde edilmiştir. Giriş özellikleri ve sınıf ortamına ilişkin değişkenler araştırmanın bağımsız değişkenlerini (predictor variables) oluşturmaktadır.

Araştırmanın bağımlı değişkenlerini (criterion variables) oluşturan dil öğrenme ürünleri (language learning outcomes), verileri eğitim sürecinin sonlarına doğru ve sonunda elde edilmiş olan, *sınıf katılımı* (class participation), *çalışma alışkanlıkları* (study habits) ve *İngilizce başarıları* (English achievement) değişkenleridir. Sınıf katılımı değişkeni, öğrencilerin derslerdeki çalışmalara ve etkinliklere aktif olarak ne derecede katıldıklarını ve üzerlerine düşen görevleri ne derecede yerine getirdiklerini ölçmeyi amaçlamıştır. Çalışma alışkanlıkları değişkeni ise, öğrencilerin ders dışında olumlu çalışma alışkanlıklarına/davranışlarına ne derecede sahip olduklarını belirlemeyi hedeflemiştir. Bu iki değişken ile ilgili veriler de, yine sınıf ortamı ile ilgili veriler toplanırken anket yoluyla elde edilmiştir. İngilizce başarıları, öğrencilerin birinci dönem boyunca Yabancı Diller Yüksekokulu ölçme değerlendirme birimi tarafından verilmiş olan dört adet aylık sınavın İngilizce gramer ve kelime bilgisini ölçen bölümlerinden aldıkları puanların, dönem sonunda alınmış ortalaması olarak tanımlanmıştır.

Özetle, giriş özellikleri ve sınıf ortamına ilişkin belirlenmiş bu bağımsız değişkenlerin, her bir bağımlı değişkeni açıklamada (yordamada) ne derece önemli oldukları hem değişken grupları ve alt grupları hem de her bir değişken açısından araştırılmış ve yorumlanmıştır. Çalışmada kullanılan boyutlar/değişkenler ve ölçme araçları, ilgili literatürün ışığında genel hatlarıyla belirlenmiş ve pilot çalışmalarla son şekillerini almışlardır. Veri toplama araçları olarak kullanılan anketler, literatürdeki benzer anketlerdeki bazı maddelerin ödünç alınması ya da uyarlanması

ve çalışmanın amaçları, araştırmanın yapıldığı ortamın özellikleri ve öğrenci profili gibi faktörler göz önüne alınarak, araştırmacı tarafından yazılmış maddelerden oluşmuştur.

Toplam 36 madde ve 5 alt boyut içeren Duyuşsal Özellikler Anketi (Affective Characteristics Questionnaire-ACQ) öğrencilerin orta öğretimdeki deneyimlerine dayanarak, İngilizce öğrenme konusundaki tutum ve duygularını belirlemeye yönelik olarak tasarlanmıştır. Anketi oluşturan boyutlar ve maddeler, Mayıs 2001'den Ekim 2001'e kadar geçen süre içerisinde yapılmış pilot uygulamalar sonucunda elde edilen verilerin faktör analizleri ve madde analizleri sonuçlarına dayanılarak belirlenmiştir. Anketin İngilizce konuşma kaygısı alt boyutu 8 maddeden oluşmuş ve öğrencilerin sınıfta İngilizce konuşma ve iletişimde bulunmayı gerektiren durumlarda hissettikleri korku ve kaygı düzeyini belirlemeyi hedeflemiştir. Bu alt boyut ile ilgili maddeler Horwitz ve arkadaşlarının (1986) geliştirdiği İngilizce kaygısı ile ilgili kavramlara dayanmaktadır. Duyuşsal Özellikler Anketinin motivasyona ilişkin alt boyutları ilgili literatürde Gardner ve arkadaşları (1972, 1976, 1981) ve Deci ve Ryan (1985) tarafından ortaya atılan motivasyon kuramlarını temel almıştır. Motivasyonun çaba (effort) alt boyutu öğrencilerin İngilizce öğrenmek için okulda ve okul dışındaki ortamlarda bireysel olarak sarf ettikleri çaba düzeyini belirlemeyi hedefleyen 8 maddeden oluşmaktadır. Motivasyonun ilgi (interest) alt boyutu, öğrencilerin İngilizceyi ne derece sevdiklerini ve İngilizce öğrenmeye ne denli ilgi duyduklarını belirlemeyi amaçlayan 7 madde içermektedir. Motivasyona ilişkin bir diğer alt boyut olan değer (value) ise, öğrencilerin İngilizce öğrenmeye eğitimsel, kişisel ve faydacı açılardan ne derece değer atfettiklerini belirlemeyi hedefleyen 7 maddeden oluşmaktadır. Tanımları itibariyle motivasyonun ilgi ve değer boyutları literatürde Deci ve Ryan'ın içsel (intrinsic) ve dışsal (extrinsic) motivasyon ve Gardner'ın instrumental (okuma, çeviri yapabilme ya da kariyer yapabilme gibi sebepler için bir yabancı dili öğrenme) ve integrative (hedef kültüre katılmak için, dilin kültürünü benimseyerek yabancı dil öğrenme) motivasyon eğilimleri ile paralellikler göstermektedir.

Duyuşsal Özellikler Anketinin bir diğer boyutu olan İngilizce öz-benlik, Marsh'ın (1990) Akademik Öz Betimleme Anketi'nin (Academic Self Description Questionnaire) 6 maddesinin bu çalışma için uyarlanmasıyla oluşturulmuştur. Öz-

benlik değişkeni öğrencilerin İngilizce öğrenme yetilerini nasıl algıladıklarını belirlemeyi amaçlamaktadır.

Çalışmanın bilişsel giriş özellikleri boyutunu oluşturan Genel Akademik Başarı ölçütü olarak, öğrencilerin ÖSS 2001 sayısal puanları kullanılmıştır. Bu puanlar öğrencilerin orta öğretim başarı puanlarını içermemektedir. Sözel ve eşit ağırlıklı puanlara sahip öğrenciler araştırmaya dahil edilmemişlerdir. ÖSS puanları ile ilgili veriler ÖSYM'nin sağladığı şekilde öğrenci işleri bürosundan elde edilmiştir.

Çalışmada kullanılan demografik öğrenci özellikleri ile ilgili veriler, Duyuşsal Özellikler Anketi'nin giriş bölümünde öğrencilere sorulmuş olan çok sayıda sorular arasından seçilerek birer değişken haline dönüştürülmüştür. Bir ayıklama/seçme süreci sonucunda, yaş, cinsiyet, anne-baba eğitim durumu, öğrencilerin daha önce hazırlık eğitimi görüp-görmemiş olmaları ve öğrencilerin eğitimleri süresince aileleri ile yaşayıp-yaşamamaları, öğrencilerin demografik giriş özellikleri olarak belirlenmiştir.

Duyuşsal Özellikler Anketinde kullanılan maddelerin puanlanması için 1'den (Kesinlikle Katılıyorum) 5'e (Kesinlikle Katılmıyorum) kadar dereceli Likert tipi cevap formatı kullanılmıştır. Öğrencilerin maddelere verdikleri cevaplar toplanarak her bir değişken için birer aralıklı (interval) ölçek puanı oluşturulmuştur. Giriş özelliklerinden ÖSS puanları ve öğrenci yaşı da birer aralıklı ölçek puanlarıdır. Cinsiyet, anne-baba eğitim durumu, öğrencilerin daha önce hazırlık eğitimi görüp-görmemiş olmaları ve öğrencilerin aileleri ile yaşayıp-yaşamamaları değişkenlerinin her biri de analizlerde 1-0 olarak kodlanmış sınıflama (Nominal) ölçekleridir.

Öğrencilerin eğitim sürecinde/ortamında (context) içinde bulundukları sınıf ortamlarını nasıl algıladıklarına ilişkin verilerin toplanması için ilgili literatüre (ör: Fraser, 1986; Haertal, Walberg ve Haertal, 1981; Fraser ve Fisher, 1994; McRobbie ve Fraser, 1993; Moos, 1980) ve çeşitli ölçme araçlarına dayanılarak, araştırmacı tarafından geliştirilmiş toplam 48 madde ve 7 alt boyuttan oluşan Sınıf Ortamı Anketi (Classroom Environment Questionnaire) kullanılmıştır. Anketi oluşturan maddeler ve alt boyutları 2001 yılı Kasım ve Aralık ayları arasında gerçekleştirilmiş bir dizi pilot uygulamadan elde edilmiş verilerin faktör analizleri ve madde analizleri ile son şeklini almıştır.

Anketin Öğretmen Desteği (Teacher Supportiveness) ve Öğrenci Yakınlığı (Student Cohesiveness) alt boyutlarının oluşturduğu psikososyal boyutu, öğretmen

ile öğrenciler arasındaki ve öğrencilerin kendi aralarındaki sosyal iletişimlerine odaklanmaktadır. Öğretmen desteği alt boyutu, öğretmenin öğrencilere ve sorunlarına karşı ne derece yardımcı, ilgili ve yakın olduğunu belirlemeyi amaçlayan 8 madde içermektedir. Öğrenci yakınlığı alt boyutu da öğrencilerin birbirlerine ne denli yakın, yardımsever ve ne denli birlikte olmaktan ve çalışmaktan hoşlandıklarını ölçmeyi hedefleyen 7 maddeden oluşmaktadır.

Sınıf Ortamı Anketinin öğretim ve sınıf yönetimi ile ilgili boyutunu oluşturan Öğrenci Katılımcılığı (Student Involvement) alt boyutu, öğrencilerin sınıflarında bulunan diğer öğrencileri genel olarak derslere karşı ne denli ilgili ve katılımcı gördüklerini ölçmeyi hedefleyen 7 maddeden oluşmaktadır.

Görev Eğilimi ve Organizasyon (Task Orientation and Organization) alt boyutu, sınıflarda öğretmenlerin öğrenme hedefleri ve amaçlarına ulaşmaya ne derece önem verdiklerini ve sınıflarda öğrenme etkinliklerinin ne derece düzenli ve planlı olduğunu belirlemeyi amaçlayan 7 madde içermektedir. Sınıf Düzeni/Disiplini alt boyutu ise sınıflarda düzen ve disiplinin ne derece sağlandığına dair 5 maddeden oluşmaktadır.

Anketin Fiziksel Durum (Physical Conditions) boyutu, öğrencilerin içinde bulundukları sınıfları ne derece rahat, iyi şekilde düzenlenmiş, temiz ve çekici bulduklarını belirlemeye yönelik 5 madde içermektedir. Ders Materyalleri boyutu ise kullanılan ders kitaplarının (English File-OUP serisi) ve ilave materyallerin öğrencilerin beklenti ve ihtiyaçlarını karşılamada ne denli tatmin edici olduğunu belirlemeyi hedefleyen 9 maddeden oluşmaktadır.

Duyuşsal Özellikler Anketinde olduğu gibi Sınıf Ortamı Anketinde de 1’den (Kesinlikle Katılıyorum) 5’e (Kesinlikle Katılmıyorum) kadar dereceli Likert tipi cevap formatı kullanılmış ve puanların toplanması ile her bir değişken için aralıklı (interval) ölçek puanları oluşturulmuştur.

Çalışmanın bağımlı değişkenlerinden (Öğrenme Ürünleri) olan Derse Katılım ve Çalışma Alışkanlıkları boyutları, araştırmacı tarafından geliştirilmiş olan Derse Katılım ve Çalışma Alışkanlıkları Anketi (Class Participation and Study Habits Questionnaire) ile tanımlanmıştır. Derse Katılım boyutu 13 maddeden oluşmakta ve öğrencilerin kendilerinin derse ve sınıf etkinliklerine ne derece aktif olarak katıldıklarını, derslerde yapılan grup ve eşli çalışmalarda kendilerine düşen görev ve davranışları ne derece yerine getirdiklerini ölçmeyi amaçlamıştır. Anketin Çalışma

Ališkanlıkları boyutu ise ders dışında öğrencilerin verilen ödevleri ve çalışmaları ne derece düzenli ve zamanında yaptıklarını, derslere ve sınavlara ne derece hazırlandıklarını belirlemeye yönelik 13 maddeden oluşmuştur. Bu ankette de 5'lik Likert ölçeği kullanılmıştır.

Bir diğer bağımlı değişken olan İngilizce Başarısı (English Achievement), bu çalışmanın amaçları doğrultusunda öğrencilerin birinci dönem içerisinde Yabancı Diller Yüksekokulu ölçme-değerlendirme birimi tarafından hazırlanan ve uygulanan 4 adet aylık sınavın gramer ve kelime bilgisi bölümlerinden aldıkları puanların ortalaması olarak belirlenmiş ve analizlerde aralıklı (interval) ölçek puanları olarak kullanılmıştır.

Çalışmanın denekleri, 2001-2002 akademik yılında Erciyes Üniversitesi Yabancı Diller Yüksekokulunda İngilizce hazırlık eğitimi görmekte olan Tıp, İktisadi ve İdari Bilimler, Mühendislik Fakülteleri ve Sivil Havacılık Yüksekokulu'na kayıtlı 519 öğrenciden oluşmuştur. Çalışmaya katılan denekleri belirlemek için 2001 ÖSS sınavına sayısal bölümlerden girmiş olmak ve hazırlık sınıflarının gündüz C gruplarına (temel düzey) kayıtlı olmak ölçütleri kullanılmıştır. Ayrıca, kullanılan istatistik analizlerin ön koşullarını yerine getirmek amacıyla, çalışmanın değişkenlerinden herhangi birinde eksik verileri olan öğrenciler çalışmanın kapsamı dışında bırakılmıştır. Asıl denek gurubu ($N=519$) dışında kalan öğrenciler yalnızca ölçme araçlarının geçerlik ve güvenirlik çalışmaları amacıyla yapılan pilot uygulamalarda kullanılmıştır.

Bu çalışmada sınıf ortamları ile ilgili veriler, haftada 16 saatlik ana program (core program), bu dersleri yürüten öğretmenler ve bu derslerde kullanılan ders materyalleri esas alınarak toplanmıştır. Bu programa destek niteliğindeki okuma, yazma, video ve konuşma ve bilgisayar destekli dil öğrenme programları (haftada toplam 8 saat) çalışmanın boyutları dışında bırakılmıştır.

Pilot çalışmalar için veri toplama süreci Mayıs-Aralık 2001 boyunca devam etmiştir. Asıl veri toplama uygulamalarının ilk aşaması eğitimin başladığı olan Ekim ayının ikinci haftasının ilk gününde, Duyuşsal Özellikler Anketinin 553 öğrenciye uygulanmasıyla başlamıştır. Veri toplama sürecinin ikinci aşamasında Sınıf Ortamı Anketi ve Derse Katılım ve Çalışma Alişkanlıkları anketi birleştirilmiş bir form olarak Aralık ayının son haftasında 574 öğrenciye uygulanmıştır. Şubat ayının son haftası olan üçüncü aşamada bütün anketleri eksiksiz yanıtlayan ve ÖSS puanları

eksiksiz elde edilen 519 öğrencinin İngilizce Başarı puanları hesaplanmış ve veri analizleri sürecine geçilmiştir.

Veri analizleri betimsel istatistik analizler (frekanslar, ortalamalar, standart sapmalar) ve Korelasyon ve Çoklu Regresyon Analizleri kullanılarak gerçekleştirilmiştir. Çalışmanın araştırma soruları çerçevesinde, regresyon analizleri iki şekilde gerçekleştirilmiştir: Her bir ana bağımsız değişken gruplarını (Giriş ve Ortam değişkenleri) birbirinden bağımsız setler olarak kullanarak ve sıralı (Hiyerarşik) setler olarak kullanarak. Birinci uygulamayla, giriş ve ortam gruplarındaki değişkenlerin her bir bağımlı değişkeni açıklamadaki katkıları bir bütün olarak ve her bir değişken açısından belirlenmiştir. Kullanılan bağımsız değişkenlerin bir bütün olarak bağımlı değişkenlerdeki varyansı ne oranda açıkladıkları, ayarlanmış R kare (R^2_{adj}) değerleri ile rapor edilmiştir. Her bir set içindeki değişkenlerin bağımlı değişkenleri açıklamadaki özgün katkısı (ne derece önemli olduğu) ise standartlaştırılmış beta katsayıları (Beta- β) ile belirlenmiştir.

Hiyerarşik regresyon modellerinde ise giriş değişkenleri analizlere ilk adımda girildikten sonra, ikinci adımda dahil edilen ortam değişkenlerinin (birinci adımdaki değişkenlerin etkisini kontrol altına alarak) modellerdeki varyansı açıklamaya ne derece ek bir katkı sağladığı incelenmiştir. Ortam değişkenlerinin, giriş özelliklerinin toplam etkisinden bağımsız olarak sağladığı ek katkılar R^2 değişimi (R^2 -change) ile rapor edilmiştir. Böylelikle, her iki ana değişken grubunun birbirlerinden bağımsız olarak bağımlı değişkenleri ne oranda açıkladığı belirlenmiştir. Her iki değişken grubunun birlikte ele alındığı son (final) regresyon modellerinde bütün değişkenlerin toplam varyansları açıklamadaki güçleri (R^2_{adj}) ve her bir değişkenin bu varyansları açıklamaya ne derece katkıda bulundukları (Beta- β) rapor edilmiş ve her bir bağımlı değişken için gerçekleştirilen analizlerin bulguları karşılaştırılmış ve tartışılmıştır. Regresyon analizlerinin genel olarak ilgili ön koşulları (varsayımları) karşıladığı gözlemlenmiştir.

Değişkenler arasındaki ilişkilerin açıklanmasında, basit korelasyon (Pearson) analizleri ile regresyon analizlerinin farklı sonuçlar ortaya koyduğu görülmüştür. Korelasyon analizlerinin bazı değişkenler arasında anlamlı korelasyonlara işaret etmesine rağmen, bu ilişkilerin regresyon analizlerinde güçlerini ya da anlamlılıklarını yitirdikleri görülmüştür. Aynı şekilde, giriş ve ortam değişkenlerinin birbirlerinden bağımsız olarak ve hiyerarşik olarak incelendiği regresyon modelleri

arasında da sonuçların farklılıklar gösterdiği, bazı değişkenlerin son modellerde açıklayıcı güçlerinin azaldığı ya da anlamlılık değerlerinin kaybolduğu gözlemlenmiştir. Böylelikle, sadece basit korelasyonlar ile ya da kısıtlı sayıda değişkenler kullanarak çeşitli öğrenme ürünlerini açıklamayı hedefleyen çalışmalardan farklı olarak, bu çalışmanın daha güvenilir sonuçlar ortaya koyabildiği düşünülmektedir. Ayrıca, çalışmada birden çok bağımlı değişkenin kullanılması, bağımsız değişkenlerin açıklayıcı rollerini daha net gösterebilmesi ve ilişkilerin çeşitli desenlerini ortaya koyarak daha derinlemesine yorumlara olanak sağlayabilmesi açılarından önemlidir.

Çalışmada kullanılan değişkenlerin tümü birlikte, derse katılım ürünündeki toplam varyansın % 74'ünü ($R^2_{adj} = .738$), çalışma alışkanlıklarının % 40'ını ($R^2_{adj} = .396$) ve İngilizce Başarısının % 56'sını ($R^2_{adj} = .563$) açıklamaktadır.

Sadece giriş özellikleri değişkenleri ele alındığında derse katılım, çalışma alışkanlıkları ve İngilizce başarıları ürünlerinde açıklanan toplam varyans sırasıyla % 38 ($R^2_{adj} = .375$), % 32 ($R^2_{adj} = .321$) ve % 44 ($R^2_{adj} = .436$) olmuştur. Ortam değişkenlerinin son modellere yaptığı ek katkılar derse katılım, çalışma alışkanlıkları ve İngilizce başarıları için sırasıyla % 36 ($R^2_{change} = .375$), % 08 ($R^2_{change} = .081$) ve % 44 ($R^2_{adj} = .436$) olmuştur. Buna göre, ele alınan giriş özellikleri ve sınıf ortamı değişkenlerinin her bir öğrenme ürünü açısından farklı oranlarda açıklayıcı olduğu görülmektedir.

Son regresyon modellerinde ortaya çıkan sonuçlara göre Derse Katılım ürününü açıklayan en önemli değişken, psikososyal bir sınıf ortamı değişkeni olan öğretmen desteğidir ($\beta = .371$ $p < .001$). Bunu takiben, öğrenci katılımcılığı ($\beta = .216$ $p < .001$), ders materyallerinden tatmin ($\beta = .157$ $p < .001$), konuşma kaygısı ($\beta = -.109$ $p < .001$), öz benlik ($\beta = .101$ $p < .001$), görev eğilimi ve organizasyon ($\beta = .092$ $p < .001$), çaba ($\beta = .080$ $p < .01$), öğrenci yakınlığı ($\beta = .067$ $p < .01$), fiziksel durum ($\beta = .051$ $p < .05$) ve genel akademik başarı ($\beta = .048$ $p < .05$) değişkenleri de önem sırasına göre derse katılımı açıklayan değişkenlerdir. Ayrıca, sınıflamalı bir değişken olan daha önce hazırlık eğitimi alıp-almamış olmak da anlamlı bir açıklayıcı değişkendir ($\beta = -.072$ $p < .01$).

Böylece, daha yüksek düzeylerde derse katılan öğrenciler, daha yüksek oranlarda öğretmen desteği algılayan, ait oldukları sınıflarda öğrencilerin ders etkinliklerine ve görevlerine genel olarak daha fazla ilgili ve katılımcı olduğunu

algılayan, ders kitapları ve ilave materyallerden daha yüksek düzeyde tatmin olan, hazırlık eğitimi öncesi daha az konuşma kaygısına, daha fazla yüksek öz-benlik algısına sahip olan, öğretmenlerini daha fazla görev eğilimli ve düzenli olarak algılayan, hazırlık eğitimi öncesi İngilizce öğrenmek için daha yüksek düzeylerde çaba sarf eden, sınıf arkadaşları arasında daha yüksek düzeyde yakınlık ve işbirliği algılayan, içinde bulundukları sınıfı daha rahat ve çekici algılayan, daha yüksek genel akademik başarı düzeylerine sahip öğrencilerdir. Ayrıca bu öğrenciler daha önce hazırlık eğitimi almamışlardır.

Çalışma alışkanlıkları ürününü açıklayan en önemli değişken öğretim ve sınıf yönetimi ilgili bir sınıf ortamı değişkeni olan öğrenci katılımcılığıdır ($\beta = .241$ $p < .001$). Bunu, genel akademik başarı ($\beta = .177$ $p < .001$) ve öz-benlik ($\beta = .086$ $p < .05$) değişkenleri izlemektedir. Ayrıca, sınıflamalı değişkenlerden öğrencilerin aileleri ile birlikte yaşayıp-yaşamamaları ($\beta = .279$ $p < .001$) ve cinsiyet ($\beta = -.103$ $p < .01$), öğrencilerin çalışma alışkanlıklarını anlamlı düzeylerde açıklamaktadır. Buna göre, daha iyi çalışma alışkanlıklarına sahip olan öğrenciler sınıflarında daha yüksek düzeyde öğrenci katılımı algılayan, daha yüksek düzeyde genel akademik başarıya sahip ve hazırlık eğitimi öncesi öz-benlik algıları daha yüksek düzeyde olan öğrencilerdir. Ayrıca bu öğrenciler aileleri ile yaşayan bayan öğrencilerdir.

Araştırmanın İngilizce başarısı ürününü açıklayan en önemli değişken bilişsel bir giriş özelliği olan genel akademik başarıdır ($\beta = .361$ $p < .001$). Öğretmen desteği ($\beta = .235$ $p < .001$), öz-benlik ($\beta = .178$ $p < .001$), öğrenci katılımcılığı ($\beta = .174$ $p < .001$) ve ders materyalleri ($\beta = .103$ $p < .01$) diğer açıklayıcı değişkenlerdir. Bunun yanında, öğrencilerin daha önce hazırlık eğitimi alıp-almamış olmaları ($\beta = .223$ $p < .001$) ve aileleri ile yaşayıp-yaşamamaları ($\beta = .077$ $p < .05$) da İngilizce başarısını açıklayan sınıflamalı değişkenlerdendir.

Buna göre, daha yüksek İngilizce başarısına sahip öğrenciler, genel akademik başarı açısından daha yüksek konumda olan, daha yüksek düzeylerde öğretmen desteği algılayan, hazırlık eğitimi öncesi daha yüksek öz-benlik algısına sahip olan, sınıflarındaki öğrencilerin derse karşı daha fazla ilgili ve katılımcı olduklarını algılayan ve ders materyallerinden daha yüksek düzeyde tatmin olduklarını ifade eden öğrencilerdir. Ayrıca daha önce hazırlık eğitimi almış ve aileleri ile birlikte yaşamakta olan öğrencilerdir.

Bu araştırmanın sonuçları, genel olarak literatürde aynı ya da benzer değişkenleri kullanmış olan çalışmaların sonuçları ile paralellikler göstermektedirler. Ancak, daha çok bir ön çalışma olması nedeniyle sonuçların yorumlanmasında belli ölçüde çekinceli yaklaşmakta yarar vardır. Bununla birlikte, elde edilen bulguların eğitim çevrelerinde tartışılan bazı kavramlar açısından ilgili literatüre katkıda bulunduğu ve Erciyes Üniversitesi Yabancı Diller Yüksekokulu ve benzer eğitim kurumlarında yararlanılabilecek bir dizi somut öneriler ortaya koyduğu söylenebilir.

Giriş özellikleri ele alındığında, çalışmanın önemli bir genel bulgusu, bağımsız değişkenlerin her bir öğrenme ürününü açıklamada farklı ilişkiler ortaya koyduğudur. Örneğin, genel olarak duyuşsal giriş özelliklerinin duyuşsal bir ürün olan derse katılım değişkenini öncelikli olarak açıklaması ve diğer taraftan bilişsel bir giriş özelliği olan genel akademik başarının (ÖSS puanları) yine büyük oranda bilişsel bir ürün olarak kabul edilebilecek İngilizce başarısını öncelikli olarak açıklaması dikkat çekicidir. Bu bağlamda, çalışmanın bu bulgusu, ilgili literatürde yaygın olarak tartışılan dilin formal ya da informal özellikleri, ikinci dil ya da yabancı dil ortamında öğrenilmesi, öğrenme (learning) ya da edinim (acquisition) gibi kavramsal ayrımların varlığını destekler niteliktedir.

Araştırmanın duyuşsal giriş özellikleri ile ilgili bulguları ilgili literatürde de önemi sıkça vurgulanan kaygı, öz-benlik, motivasyon gibi kavramların genel olarak bu araştırma bağlamında da önemli olduğunu ve benzer yönde ilişkilere işaret ettiğini göstermektedir.

Çalışmanın önemli bir diğer bulgusu, bilişsel bir giriş özelliği olarak tanımlanan genel akademik başarı kavramının, dilin öncelikli olarak yapısal/bilişsel özelliklerinin söz konusu olduğu ürünlerini açıklamada ön plana çıkmasıdır. Bu bulgu ilgili literatürün genel yetenek, dil yeteneği, zeka gibi kavramlarla “öğrenme” arasındaki ilişkileri sıklıkla ortaya koyan bulgularla paralellik göstermektedir. Ayrıca, ÖSS puanlarının genel akademik başarı ölçütü olarak kullanılabilecek geçerli ve güvenilir bir ölçme aracı olabileceği sonucu çıkarılabilir.

Çalışmanın demografik giriş özelliklerinden, öğrencilerin daha önce İngilizce hazırlık eğitimi görüp-görmemiş olmaları değişkeni ilginç bir sonuç ortaya koymuştur. Buna göre, her ne kadar daha önce hazırlık eğitimi görmüş olmak öğrencilerin İngilizce başarısı üzerinde olumlu bir etkiye sahip olsa da, derse katılım açısından tam tersi bir etkiye sahiptir. Bundan, orta öğretimde İngilizce hazırlık

eđitimi g rm    olan  đrencilerin daha  nceki deneyimlerinin duyu sal a ılardan pek olumlu olmadıđı ve bu nedenle  đrencilerin derslere ve İngilizce ileti im kurmaya kar ı olumsuz tavırlar geli tirebildikleri sonucu  ıkarılabilir. Ayrıca, bu bulgunun iki  đrenme  r n  arasındaki kavramsal farklılıđı bir nebze daha netle tirdiđi de s ylenebilir.

İstatistiksel olarak anlamlı demografik giri   zellikleri bulgularından, bayan  đrencilerin daha iyi  alı ma alışkanlıklarına sahip olmaları ve aileleri ile birlikte ya ayan  đrencilerin hem daha iyi  alı ma alışkanlıklarına hem de daha y ksek İngilizce ba arısına sahip olmaları da genel olarak literat rdeki benzer  alı maları destekler niteliktedir.

Ortam  zellikleri ile ilgili sonu lara bakıldıđında g ze  arpan  nemli bir genel bulgu, sınıf d zeni/disiplini deđi keni hari , b t n ortam deđi kenlerinin derse katılım  r n n  a ıklamada  nemli katkılarda bulunduđu, ancak  alı ma alışkanlıkları ve İngilizce ba arısı s z konusu olduđuunda bu denli etkili olmadıklarıdır. Dolayısı ile, sınıf ortamı ile ilgili deđi kenlerin  ncelikli olarak sınıf i i katılım ile ilgili bir deđi kenle ili kili olması dođal bir sonu  olarak kar ılanmalıdır.

Sınıf ortamının psikososyal boyutunu olu turan deđi kenlerden  đretmen desteđi, b t n deđi kenler arasında derse katılım  r n n n en  nemli belirleyicisidir. Bunun yanında, İngilizce ba arısını da anlamlı bir  ekilde a ıklamaktadır. Bu bulgu, olumlu bir sınıf ortamı olu turmada  đretmenin  nemli bir rol  ve sorumluluđu olduđunu ortaya koymaktadır.

Sınıf ortamının  đretim ve sınıf y netimi ile ilgili boyutlarından  đrenci katılımıcılığı da  nemli bir a ıklayıcı deđi ken olarak g ze  arpmaktadır. Bu deđi ken, b t n  đrenme  r nlerini a ıklayıcı niteliđi ile daha geni /yaygın bir etki alanına sahip olduđunu g stermektedir. Bunlara ek olarak, hem derse katılımı hem de İngilizce ba arısını a ıklaması ile ders materyalleri  n plana  ıkan diđer bir sınıf ortamı boyutudur.

Genel olarak, bu  alı manın sınıf ortamı ile ilgili bulguları, ilgili literat rde ge mi   alı maların  n plana  ıkardıđı deđi kenleri ve bunların  e itli  r nlerle olan ili kilerinin destekler niteliktedir.

Bu  alı ma,  đrencinin giri   zellikleri ve sınıf ortamlarının nitelikleri ile ilgili literat rdeki  e itli tartı malara katkıda bulunmanın yanı sıra, Erciyes

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Çalışmanın bulguları ışığında, uygun sınıf ortamlarının yaratılması ve sürdürülmesinin öğrencinin derse katılımını artırma açısından oldukça önemli bir etken olduğu sonucuna varılabilmektedir. Bunda, öğretmenin rolleri ve sorumlulukları birinci derecede önem taşımaktadır. Öğretmen, sınıf içinde öğrencilere destekleyici, yardımcı ve cesaret verici davranışlar sergileyerek, derse daha çok sayıda öğrencinin aktif katılımını sağlayarak, görev eğilimli ve düzenli olarak, öğrenciler arasında arkadaşlık ve işbirliğini teşvik ederek ve sınıfın fiziksel kalitesini göz önünde bulundurarak daha olumlu bir sınıf ortamı oluşturabilir. Öğretmenlerin, sınıf ortamının özellikle duyuşsal özelliklerine odaklanan çeşitli hizmet içi eğitim programları yardımıyla bilinç ve duyarlılık düzeyleri artırılabilir.

Ders materyallerinin seçiminde ya da geliştirilmesinde daha geniş çapta öğrenci ilgi ve öğrenme stillerine hitap edebilecek bir yaklaşımın, materyal geliştirme/seçme birimleri tarafından esas alınması önemlidir. Ayrıca, sadece mevcut ders kitaplarına ve materyallerine bağlı kalmayarak, öğretmenlerin sınıflarındaki öğrencilerin ilgi ve gereksinmelerine hitap edebilecek kaynaklardan yararlanmaları teşvik edilmelidir. Sınıf ortamı ile ilgili bu değişkenlere ek olarak, öğrencilerin çeşitli giriş özelliklerinin de öğretmenler ve program koordinatörleri/idareciler tarafından göz önünde bulundurulması gereklidir. Bunlar arasında öğrencilerin duyuşsal giriş özelliklerinin öncelikli olarak üzerinde durulmalıdır.

Her ne kadar belirli duyuşsal özellikler durağan ve değişime dirençli ise de, öğretmenlerin öğrencilerinin bu özellikleri ile ilgili bilgi sahibi olması özellikle risk altında olan öğrencilerle bireysel düzeyde ilgilenebilmeleri ve bu konuda plan ve stratejiler geliştirebilmeleri için önemlidir. Ayrıca, öğretmenin olumlu bir sınıf ortamı yaratabilmesi için eğitim başlamadan önce öğrencilerinin kim oldukları ve ne hissettiklerine dair bilgi sahibi olması son derece yararlı olacaktır. Okul idaresi ya da eğitim ile ilgili birimlerin eğitim öncesi öğrencilerden bu konularda bilgi toplaması ve öğretmenlerle paylaşmasının oldukça yararlı olacağı düşünülmektedir. Bu tür veriler ışığında okul idaresi sadece seviye tespit sınavı sonuçlarına dayanmayarak öğrencilerin sınıflara dağılımı konusunda daha sağlıklı kararlar alabilir.

Öğrencilerin İngilizce başarıları söz konusu olduğunda, genel akademik başarı, öğretmen desteği, öz-benlik, öğrenci katılımcılığı, ders materyalleri ile ilgili tatmin, daha önceki İngilizce hazırlık deneyimleri ve öğrencinin ailesi ile birlikte yaşaması faktörleri ön plana çıkmaktadır. Özellikle öğrencilerin genel akademik başarı durumlarının İngilizce başarısını belirleyen en önemli faktör olması gerçeği yabancı dil öğrenmede dilin özellikle yapısal ve formal özelliklerini öğrenmede akademik açıdan daha alt düzeydeki öğrencilerin bir dezavantaj içinde olabileceklerini göstermektedir. Program koordinatörleri bu durumdaki öğrencilerin bilişsel yeteneklerini ve çalışma becerilerini geliştirebilmeleri için eğitim programlarına doğrudan strateji eğitiminin verildiği dersler ya da etkinliklerin dahil edilmesini düşünebilirler.

Bu türden strateji eğitimleri ile öğrenci başarısında sağlanabilecek artışlar, asıl önemli olan öğrencilerin öz-benlik bilinçlerinin geliştirilmesi, daha yüksek düzeyde motivasyon sağlanması ve kaygı düzeylerinin azaltılmasında etkili olabilir. Okul yönetimi öğrenci özellikleri ile ilgili elde edilmiş verilerden yola çıkarak öğrencilerin gereksinimlerine daha sistematik ve etkili bir şekilde hizmet edecek homojen yapılarda sınıflar oluşturmayı da düşünebilir.

Sınıf ortamı değişkenlerinden öğretmen desteği, öğrenci katılımcılığı ve ders materyallerinden tatmin faktörleri derse katılım açısından önemli olduğu gibi İngilizce başarıları açısından da dikkate alınmalıdır.

Çalışma alışkanlıkları ürününde açıklanan toplam varyansın oldukça düşük olmasına rağmen bununla ilgili bulgularda bazı açıklayıcı değişkenlerin önemine dikkat çekmektedir. Bunların içinden sınıf ortamının öğrenci katılımcılığı boyutu en önemli değişken olarak ortaya çıkmaktadır. Böylelikle, sınıflarda genel öğrenci katılımını artırmak suretiyle öğretmen, öğrencilerin daha iyi çalışma alışkanlıklarına sahip olmalarına katkıda bulunabilir. Öğrenci giriş özellikleri açısından da genel akademik başarı öz-benlik, cinsiyet ve aile ile yaşayıp-yşamama faktörleri göz önünde bulundurulmalıdır. Bu bağlamda öğrencilerin giriş özelliklerine dair bu bilgiler ders çalışma alışkanlıkları açısından risk altında olması muhtemel öğrencilere yönelik çeşitli eğitimsel ve yönetsel uygulamaların düzenlenmesinde yol gösterici olabilir.

Bu çalışmanın bulguları, çeşitli sınırlılıklara rağmen, genel olarak öğretmen ve eğitim planlaması ve değerlendirmesinden sorumlu kişilerin dikkatini öğrenci

giriş özellikleri ve sınıf ortamlarının öğrenme ürünlerini açıklamadaki potansiyel rollerine çekebilir. Bu konu ile ilgili yapılacak ileriki çalışmalar gerek Yabancı Diller Yüksekokulunda gerekse benzer kurumlarda eğitim planlaması ve değerlendirilmesi ile ilgili konularda daha somut önerileri mümkün kılacaktır.



VITA

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