



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

EXPLORING THE IMPLEMENTATION OF MEDIATED LEARNING EXPERIENCE
IN SECONDARY SCHOOLS IN TURKEY

Semih TAŞKIRAN

Master's Thesis

Ankara, (2019)

With leadership, research, innovation, high quality education and change,

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TÜRKİYE'DEKİ ORTAOKULLARDA ARACILI ÖĞRENME DENEYİMİ
UYGULAMALARININ İNCELENMESİ

Semih TAŞKIRAN

Master's Thesis

Ankara, (2019)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **Semih TAŞKIRAN** and entitled "EXPLORING THE IMPLEMENTATION OF MEDIATED LEARNING EXPERIENCE IN SECONDARY SCHOOLS IN TURKEY" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Teaching** by the members of the Examining Committee.

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Abstract

This study was conducted to explore English teachers' implementation rates of Mediated Learning Experience principles in their classroom settings. The study was designed with a quantitative approach and a five point likert scale questionnaire was administered. The questionnaire has 12 items correspond with the MLE principles. The study was conducted on English teachers (n=100) serving in secondary schools in Turkey. The teachers were asked to rate the questionnaire items in accordance with their classroom implementation from 1 to 5. The data were analyzed quantitatively through SPSS Statistics 21.0 and descriptive statistics of teachers' responses were revealed. The findings revealed the implementation ratios of the MLE principles by English teachers in their classroom. The results showed that English teachers reported that they employ MLE principles on different ratios and they also reported that they implement the MLE principles most of the time in their classrooms.

Keywords: mediation, mediated learning principles, mle

Öz

Bu çalışma İngilizce öğretmenlerinin aracılı öğrenme prensiplerini uygulama oranlarını incelemek için tasarlanmıştır. Çalışma nitel bir şekilde dizayn edilmiş ve beş likert ölçekli bir anket kullanılmıştır. Anket 12 maddeden oluşmaktadır ve maddelerinin her biri bir MLE prensibi ile örtüşmektedir. Bu çalışma Türkiye’de ortaokulda çalışan öğretmenler (n=100) üzerinde yapılmıştır. Öğretmenlerden kendi sınıflarındaki uygulamalarına göre anket maddelerini 1’den 5’e olacak şekilde oranlamaları istenmiştir. Veriler SPSS 21.00 aracılığı ile analiz edilmiş ve öğretmenlerin cevaplarının betimsel istatistikleri ortaya konulmuştur. Bulgular İngilizce öğretmenlerinin MLE prensiplerini uygulama oranlarını ortaya çıkarmıştır. Sonuçlar İngilizce öğretmenlerinin bu prensipleri farklı oranlarda uyguladıklarını rapor ettiklerini göstermiş ve bununla birlikte genel olarak bakıldığında bu prensipleri sınıflarında çoğu zaman uyguladıklarını ortaya koymuştur.

Anahtar Kelimeler: aracılı öğrenme, mle, aracılı öğrenme prensipleri

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Symbols and Abbreviations

ELT: English Language Teaching

L2: Second/Foreign language

MLE: Mediated Learning Experience

ZPD: Zone of Proximal Development

Chapter 1

Introduction

Mediated learning is based on the idea that human beings are social entities and learning is interrelated with the environment they exist (Feuerstein, 1991). Mediated learning can be defined as an exquisite interaction between the teacher and the student in order to improve the students' learning experience (Feuerstein, Klein, & Tannenbaum, 1991). Interaction between the teacher and the student plays an important role in language teaching and learning since the language itself is a means to interact with the individuals around. Thus, Mediated Learning Experience principles account for a rather important position. Throughout this paper, the term 'MLE' refers to Mediated Learning Experience. MLE plays a pivotal role in fostering the classroom interaction. Mediated learning offers an opportunity to create a suitable environment in classroom settings enabling the teacher to interact with the learners. MLE describes a particular kind of interaction between a learner and an individual called as a mediator (Feuerstein, 2000). Previous studies of MLE have identified and defined the characteristic of MLE principles (Feuerstein, & Falik, 2010; Klein 1992; Kozulin, & Presseisen, 1995; Skuy, 1996; Tzuriel, 2013). Mediated Learning has its roots on the theories of Vygotsky and Feuerstein (Kozulin, & Presseisen, 1992).

Schools are where students are provided with the opportunity to interact with their environment and learn. Social constructivists support the idea that the role of the teacher is not merely acting as the disseminators of knowledge, rather they should be 'mediators' and 'facilitators' of students' learning (Burden, & Williams, 1997). At this point, the role of the teacher as a mediator and the implementer of MLE principles play a determining role. In the present age, language educators should take on the position of mediators (Fraser, 2006). Learners should be active agents of their learning process and scaffolded by the one with superior knowledge, mostly the teachers (Conway, Kronenberger, & Pisoni, 2009). This process is also known as mediation and it offers students more opportunities for communication in English and makes language learning and teaching more efficient (Burden & Williams, 1997).

The principles of MLE have been an agent of a study on intrinsic motivation (Baranek, 1996). Furthermore, Fridjhonb, Schur, Skuy, & Zietsman (2002) studied

on constructivism in a relation to MLE. It is undeniable that these principles suggested by Feuerstein do foster the learning process of the student, however, to what extent these principles are implemented is the main concern of this study since these principles cover several aspects regarding language learning and teaching.

The aim of this study is to develop a better understanding of the implementation of Mediated Learning Experience Principles in schools. There are large number of published studies regarding mediation. (Feuerstein, Klein & Tannenbaum, 1991; Kaniel & Tzuriel, 1992; Kozulin, 2002; Tzuriel, 2013). What we know about MLE mostly comes from studies of Reuven Feuerstein who is a major contributor to the field. The 12 criteria he proposed play a considerable role in the field of education. However, to date, the implementation of MLE in Turkish classrooms has still not been closely studied. There is a notable paucity of studies investigating the implementation of MLE principles in secondary schools. The problem this study strives to resolve is presented in the following section.

Statement of the Problem

The interaction between the student and the teacher plays an important role and the teacher roles in the classroom account for an important aspect of language teaching and learning (Koomen, Spilt & Thijs, 2011). The role of teachers is an essential issue, irrespective of educational environment, because teachers are decision-makers in managing the class process (Brown, 2000). The traditional role of teachers as a disseminator of knowledge has changed with the strong emphasis on learner autonomy and lifelong learning (Sivaci, 2017).

Yet, for a successful learning and teaching experience, steps concerning learners' inclusion to learning process should be taken (Whisler, 1997). Moreover, the quality of the interaction is also significant. Teacher-student interaction has to be professional and positive however; determination of the teacher's role in a classroom is not difficult but is much harder to perform it properly (Terpollari, 2011). The principles of MLE bring forth 12 criteria concerning the quality of the interaction between the teacher and the students and these 12 criteria cover the overall interaction between the teacher and the student.

The problem with the implementation of these principles is that it is still not clear to what extent these 12 principles of MLE are implemented in real life classrooms. In bachelor's degree studies, the teachers of English are equipped with adequate knowledge of how to mediate the learning process yet in reality it is not clear to what extent teachers act as mediators in classrooms. Although there are many reports in the literature on the definition of MLE (Glaizer, 1986; Greenberg, Woodsid & Brasil, 1994; Tzuriel, & Kaufman, 1999; Xiongyong, Samuel & Hua, 2012), most are restricted to small numbers of participants and areas. Moreover, no previous study has addressed the question of to what extent these principles are implemented in Turkish secondary schools. The aim and the significance of the study are discussed in the next section.

Aim and Significance of the Study

The mediation provided by the teachers bears a great role in the development of the learner since this mediation involves numbers of different aspects including *Intentionality and Reciprocity, Transcendence, Meaning, Feeling of Competence, Regulation of Behavior, Goal Setting, Challenge, Awareness of Change, Belief in Positive Outcomes, Sharing Behavior, Individuality and Sense of Belonging* (Feuerstein, Rand, & Rynders, 1988). These principles of MLE cover the social needs of a learner in a classroom and meeting these needs is significant regarding language teaching and learning. This paper aims to explore Feuerstein's theory of mediated learning experience (MLE) in teaching English. Some educational studies revealed the influence of the Feuerstein's theory of mediation (Burden, 1987; Tzuriel, 2013). This study attempts to find answers to what extent English teachers act as mediators.

It is essential for teachers to play the role of mediator rather than disseminator, since the importance of adult mediation in children's learning can never be overestimated (Seng et al., 2003). Teachers can enrich and qualify the teaching and learning process with the strategies provided by mediation (Vigoya, 2005). Based on Feuerstein's theory of mediated learning experience and considering the lack of studies relating to the role of teacher as mediator in Turkey, this study focuses on exploring of the implementation of MLE principles in Turkish secondary schools.

Research Question

This study primarily aims to reveal the implementation of MLE principles by English teachers based on self-reported results thus; the study tries to answer the following question.

To what extent do English teachers report that they implement the MLE principles?

Assumptions

The questionnaire employed in this study was created by Williams & Burden (1997) based on the principles suggested by Feuerstein (1991) and the necessary permission was provided and the validity and the reliability of the questionnaire is secure, so it is assumed that the outcomes of the study provide a valid results.

The data are based on a questionnaire and it is assumed that the questionnaire employed in this study is suitable for the purpose of this research. The participants are chosen by convenience according to their voluntariness and will to participate in the study and it is assumed that they are suitable for the target population of the study.

Limitations

Lack of classroom observation and absence of an interview with the students are of the limitations of the study. Because documenting the actual implementation of MLE principles through a questionnaire might cause bias in data due to the social desirability. Social desirability bias relates to subjects ' tendency to provide socially desirable answers rather than to choose answers that reflect their real thoughts (Grimm, 2010).

Conducting a study to explore the implementation of MLE principles by English teachers through a questionnaire only is another limitation for this study. The principles of MLE are major concepts separately and it is not reliably measured each item with one questionnaire item only. However, this study provided an insight toward the implementation of these principles based on self-reported results by English teachers.

The sampling method is also a limitation for this study. A convenience sampling method was employed in this study. In order to collect data, participants

were chosen randomly for their readiness and the willingness to participate in the study. Thus, variables such as gender, service year and the cities in which they serve were not taken into the consideration and this might cause bias in the data. Even though, it is assumed that participants were homogeneous since they were chosen randomly, there is a huge possibility that they might not represent the target population adequately.

Definitions

Mediated Learning Experience refers to the way in which stimuli experienced in the environment are transformed by a mediating agent, usually a parent, teacher, sibling, or other intentioned person in the life of the learner (Feuerstein, Klein & Tannenbaum, 1991). In this qualitative interactional process, parents or substitute adults or peers interpose themselves between a set of stimuli and the developing human organism (learner) and modify the stimuli for him or her (Tzuriel, 1999). Through this process, the learner acquires behavior patterns, awareness, and strategies that in turn become important ingredients in the capacity to be modified by further direct exposure to stimuli.

In MLE interaction, learning occurs through a competent adult, mostly the parent who places herself or himself between the child and the world of stimuli. The mediator presents stimuli to the children by modifying their frequency, order, intensity, and context; by arousing in the children curiosity, vigilance, and perceptual acuity; and by trying to improve and/or create in the child the cognitive functions required for temporal, spatial, and cause–effect relationships (Tzuriel, 2013).

Chapter 2

Literature Review

Socio-Cultural Theory

The social environment mainly controls the first part of cultural development via the social language, and then moves through a process of internalization to the internal psychological level. It has been reported by Vygotsky (1978) that the child does not learn in isolation. Social interaction between children and more knowledgeable and able individuals and their environment has a considerable effect on the way the children think and interpret circumstances.

Socio-cultural theory claims that social interaction and cultural institutions, like schools, classrooms, etc., play important roles in the cognitive growth and development of an individual (Donato, & McCormick, 1994). The idea that educators would like their students to establish a degree of communication skill in today's foreign language classrooms is a fundamental truth. In educational contexts, socio-cultural theory was highly influential. The zone of proximal development (ZPD) is a metaphorical area that lies between what children are capable of accomplishing by themselves and what they can complete with the help of a more experienced individual (Vygotsky, 1978). Vygotsky among other educational professionals believed the role of education to provide children with experiences which are in their ZPD, thereby encouraging and advancing their individual learning. The idea of scaffolding is strongly tied to the ZPD and has been elaborated in educational settings by others who administer Vygotsky's ZPD.

Scaffolding occurs when a more experienced adult (or peer) helps another less qualified person to perform a challenging task. Scaffolding refers to the manner in which the adult directs learning of the child through focused challenges and positive interactions (Balaban, 1995). Scaffolding and MLE are alike in certain ways; both theories base their main idea on the theories which consider social interaction significant for the cognitive development of the learners. Moreover, both concepts employ certain strategies to guide the learner to internalize the information. The mediator takes a step back and reduces the support once the learner demonstrates progress and becomes more autonomous. Both theories adopt the idea that the support should be tune and adjusted according to task

characteristics, context of the learning and the learner progress. On the other hand, MLE strategies are more comprehensive, detailed and directed. Tzuriel (1999) commented that MLE principles are more comprehensive since they enable the mediator to include the developmental features of parental interactions, and socio-cultural aspects of learning process and cultural values.

When the child can progress under the supervision of an adult or a more competent peer, then a tutor or an assisting peer acts as a vicarious form of consciousness, till the learner, through his own consciousness and control, has the power to master his own behavior. When the children are scaffolded on their problem-solving behavior in the home environment, the reasoning and the behavior of the children are affected in a positive manner (Tzuriel, & Shomron, 2018). If the child is consciously in charge of a new function or conceptual system, then he can utilize it as a tool. "Up to that point the tutor in effect performs the critical function of 'scaffolding' the learning task to make it possible for the child, in Vygotsky's words, to internalize external knowledge and convert it into a tool for conscious control" (Bruner, 1985).

Although its source is child psychology, the metaphor has been adopted in the circles of language in education because of its emphasis on the role of language in child learning – and particularly spoken language (Maybin, Mercer, & Stierer, 1992). It focuses on the quality of their involvement in the learning process. It is important for language teachers to be active participants in their teaching settings. In scaffolding, instruction a more knowledgeable other provides scaffolds or supports to facilitate the learner's development. The scaffolds facilitate the learner's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone (Olson & Pratt, 2000). An essential part of instruction on scaffolding is the short-termed nature of the scaffolds. As the ability of the learner increases the scaffolding offered by the more knowledgeable is gradually withdrawn. Hence, the aim of the language teacher when utilizing the scaffolding is to enable students to become self-regulate and become more autonomous in their learning.

Taking these circumstances into consideration, it can be stated that as the learner gradually improves their learning on their own, the provider, in this case

the teacher, decreases their support. According to Vygotsky (1978) the external scaffolds provided by the educator can be removed because the learner has developed. Hartman (2002) stated that in educational settings, scaffolds may include models, cues, prompts, hints, partial solutions, think-aloud modeling and direct instruction. Furthermore, the educators may also employ questions in order to assist learners to solve a problem or complete a task. In order to provide a correct response, teachers may increase the difficulty of the questions until learners come up with a satisfying response.

Scaffolding instruction as a teaching strategy originated from Vygotsky's socio-cultural theory and his concept of the zone of proximal development (ZPD). Vygotsky considered that every child could efficiently learn every subject by assigning ZPD scaffolds using scaffolding techniques by teachers. Teachers play an important role in activating this zone (Jaramillo, 1996). Teachers activate that area by teaching the students concepts that are above their existing ability and level of knowledge and motivate them to excel beyond their current levels of skills (Jaramillo, 1996). Learning activities which act as interactive bridges to bring students to the next level guide and encourage them. Therefore, the learner creates or builds a new understanding by commenting on their previous knowledge by the agency of the support provided by more capable peer or adults. Studies have demonstrated that learning and development are constrained without guided learning experiences and social interaction (Cocking, Bransford & Brown, 2000).

Mediational Approach

The theories which have most contributions to improvement of mediational approach to learning are Vygotskian socio-cultural theory and Feuerstein's theory of Mediated Learning Experience (Chang, 2004). These theories highlight the significance of social factors in building learner's improvement. However, Vygotskian socio-cultural theory did not provide enough suggestions in terms of the techniques to mediate the learners, thus Feuerstein approach became more popular (De Waal & Grosser, 2008). Mediation is defined as the relationship between the universe and human beings who build this relation with the use of physical and mental instruments (Feuerstein, 1986; Lantolf, 2000).

Teachers are expected to act as a connection or "mediator" between students, their peers, their cultural background, their environment and the quality of learning to step in and help them to understand their world (Fraser, 2006). There is no question of the mediator solving the issue; instead the mediator is interested in how the student addresses the issue (Galindo, González, Palencia, Umaña & Villafrade, 2008). In his influential study of MLE, Feuerstein argued that mediated learning experience does not primarily rely upon the "what" of the interaction or "when" it occurs and how we communicate with the child characterizes an MLE (Feuerstein, 2013). So as to transform the interaction into a mediated learning experience, the mediators are required to provide the interaction with a particular quality essential to involve the cognitive mechanism of the child.

In childhood, when interaction is preverbal, the organization of the environment and experiences are fundamental precepts of mediation. Feuerstein (1994) stated that mediated learning experience occurs with individuals possessing very little oral ability to interact or a very minimal direct mode of communication. Thus, it can be implied that mediated learning experience is not restricted to individuals with a rich language or a highly complex or controlled level of communication. Mediated learning is to be defined considering many other aspects of the phenomenon including educational base in school environment. It can also be defined as enriching the student's learning experience; mediated learning is the subtle social interaction between teacher and learner (Kozulin & Presseisen, 1992).

Tzuriel and Kaufman (1999) investigated the relationship between MLE and behavioral change among children undergoing cultural change. They investigated the relation between MLE and cognitive modifiability. They compared a group of Ethiopian and Israeli-born group. Ethiopian group was lack of adequate mediation before the experiment. However, the Ethiopian group enhanced considerably and executed the same amount as their counterparts after a brief period of extensive mediation exposure. The importance of mediation has been addressed earlier. Brasil, Greenberg & Woodside (1994) revealed in their study that trained teachers employed mediation more than untrained teachers. The findings imply that teacher training concerning mediation is also another essential point regarding the implementation of MLE principles adequately. It is assumed that teachers start their vocation with adequate knowledge of mediation and its implementation in classroom. Glazier and Robinson (1990: as cited in Lidz, 2002) conducted a study on 30 mothers regarding their mediation training. They created an experiment group and trained mothers on mediations. The training involved viewing a video, explaining each component of MLE and demonstrating the implementation of mediation techniques. At the end of the study, they found that trained mothers increased their implementation of certain MLE principles. Furthermore, it was noted that they transferred their structured teaching to free play phase. As the study implies, training individuals concerning mediation is important. Another study carried out by Glaizer (1986) on African American mothers with 4-year-old children revealed that IQ plus MLE explained more of the achievement variance than either IQ or MLE considered separately. Klein (1997) conducted a research in order to figure out if there is re correlation between the quality of the mediation and the cognitive development of the child. He concluded that the quality of the mediation was a better predictive of children's cognitive performance than the child's birth history and mother's education. Furthermore, a study conducted by Tzuriel and Weiss (1998) demonstrated that the MLE provided by the parents retain their significance during school age as well. He illustrated that regulation of behavior and purpose beyond here and now principles were a good predictor concerning the children's cognitive performance. He commented that parental mediation affected the children's potential in learning rather than the direct learning performances.

It would not be incorrect to conclude that learning occurs with the mediation of the mother (Kozulin & Presseisen, 1995). The learning does not directly come from the direct exposure to the stimuli, a much more complicated mediated learning process presents itself as the mother or another caretaker puts herself between stimuli and the child (Tzuriel, 2018). The caretaker creates a controlled environment in order to demonstrate to the child which objects are harmful by deliberately engaging with the harmful subject in the previously created controlled environment. By doing so, the caretaker informs the child dealing with the dangerous stimuli. This very situation reveals that there exists a distinction concerning the learning depending on direct exposure to stimuli and learning through mediation with the assistance of another individual. Having discussed the mediational approach, the next section addresses the Fundamentals of Mediated Learning.

The Fundamentals of Mediated Learning

Feuerstein defined mediated learning as the interaction between organism and its surroundings through a human mediator (Feuerstein, 1994). Taking this definition into account, then, it is not incorrect to state that an important aspect of human cognition is rather dependent on the internalized forms of what actually seems as a social interaction. Verbal and non-verbal gestures happen to be counted as meaningful symbols the meanings of which are partaken equally by a group of individuals.

Bakhtin (1986) noted that it may be more advantageous to start a literary text at the highest point of language development and from this viewpoint to look at the less complex forms of verbal activity, rather than start with individual speech and proceed to written language forms. Language offers the extent to which this action is addressed and interpreted a paradigm for any human action.

The use of language is considered important in mediated learning. Bruner (1966) noted that, the difference is not made by language per se; it seems rather the use of language as the thought tool of concern, its internalization and the use of appropriate but confusing words which make the difference. In daily life this skill is necessary not for the daily speech only, yet it is also necessary for the mind to be able to think and create speech in a creative manner. Human speech, thus, is

not a set of utterances which are pre-ordered, yet it is a complex process including creative thinking and some other mental processes which requires the use of language in a free manner. The language set is not there to make an actual difference in itself, yet the creative usage of it by the individual in occasions makes it unique.

In his study Gardner (1985) identified mediated learning as a part of a wider psychological movement which has seen a more cognitive understanding of human intelligence and education substitute for the behaviorist model. Taking this comment into consideration, it can be noted that mediated learning is linked to behaviorist theory which includes cognitive processes. Moreover, Feuerstein and Vygotsky both were influenced by the theories of Jean Piaget who can be considered as the founder of cognitive theory. Notwithstanding, there were some aspect in the theory of Piaget which happened to be found as not satisfying by Feuerstein and Vygostky. According to Vygotsky, the theory lacked the social mediation and it also underestimated the importance and significance of social interaction of the individuals. On the other hand, as for Feuerstein the theory appears to be mechanical, however mediation assumes a change in human intelligence and dynamic quality as opposed to the definition made by behaviorist theory. Bransford (1986) stated that the inert knowledge today is central to the construction of a meaningful classroom curriculum.

Furthermore, mediation is concerned with mutual understanding of knowledge, and this understanding does not include the collaborative experience sharing only, yet it also encompasses the idea categorization. According to Feuerstein (1980) the mediator helps the learner frame, filter and schedule the stimuli in terms of mediation. By doing so, the mediator affects the ways by which the knowledge is transferred in learner's mind. (Kozulin, 1995) explains that "mediation assumes that instruction is more concerned with going beyond the information given, with connecting the present with both the past and the anticipation of the future, than with mastering specific bits of here-and-now data. As Kellaghan & Stufflebeam (2003) explained "The theory's basis lies in the idea that when exposed to the right amount of input and motivation every child can learn; current learning status via evaluation may not however be a predictor for the future.

Our direct exposure to things and events is rigidly defined by our understanding and ability to connect it to our previous knowledge of these objects and events (Ben-Hur, 1998). Our previous experiences and schemas affect what we perceive in a new situation of learning. Humans, as social beings, make sense of their environment by counting of the information they have in their minds. Though, without some form of intervention or mediation, such changes would be unlikely (Ben-Hur, 1998).

The mediated learning approach offers a distinct educational paradigm, in this paradigm the intelligence itself is reconsidered and conceived. According to the Feuerstein, the answer to the question concerning the definition of intelligence is the ability to learn and change. Intelligence is now defined more broadly rather than taking static I.Q. into account only. Moreover, according to latest studies, the intelligent behavior can be improved. So far, this paper has focused on socio-cultural theory and mediated learning. In order to have a better understanding of this educational paradigm, the works of Vygotsky and Feuerstein are examined briefly in the following sections.

Mediated Learning: A Vygotskian Approach

According to Vygotsky, higher cognitive systems and processes may be regarded as mediated activity functions. He claimed three significant classes of mediator: material tools, psychological tools, and other human beings. Material tools possess only indirect impact on the processes of human psychology, as they would be addressed towards the systems in nature. The usage of material tools, nonetheless, places new requirements on cognitive processes. Vygotsky claimed that “the historical progress of tool-mediated activity from the primitive to more advanced forms should be taken into account in a study of comparative human cognition” (Luria & Vygotsky, 1930).

These material tools are not in existence by themselves alone, they assume collective use, interpersonal communication and symbolic representation. The latter one gave Vygotsky an idea to assume another aspect of tool-mediated activity which is defined as psychological tools. Whereas the material tools are focused on the objects, psychological tools mediate the psychological processes of human beings. One of the main objectives of the theory of Vygotsky was the

development of a typology of higher cognitive procedures which would denote the historical shift from one psychological tool structure to the other.

The educational application of mediated learning is the theory of Zone of proximal Development (ZPD) claimed by Vygotsky. ZPD can be defined as the difference between what child can achieve with and without assistance. He claimed that assisted performance demonstrates the child's ability which is not yet apparent, but these abilities are already under development in the inner self of the child. With a wider ZPD, the child is more likely to succeed in mastering at school. According to Vygotsky, learning within the ZPD is also linked to the interrelationship between spontaneous child concepts and the teacher's systemic "scientific" concepts.

Despite the comments and ideas on mediated learning, Vygotsky did not attempt to define human mediators more than their function as vehicles of symbolic mediation. Furthermore, whereas the concept formation was defined in his theory, the communicative aspects of mediated learning did not take a considerable part in his studies. This left significant shortcomings or missing sections in Vygotsky's mediation theory. De Waal & Grosser (2008: as cited in Asmali, 2015) stated that due to the lack of Vygotskian socio-cultural theory in terms of proposing methods to mediate learners' learning, the Feuerstein approach has become more common. The following section presents Feuerstein's Approach to Mediated Learning.

Feuerstein's Approach to Mediated Learning

Feuerstein is an important figure in the course of mediation since he has conceptualized mediated learning experience by defining the criteria regarding what mediation requires. Feuerstein states that MLE occurs in an environment where intentioned human beings place themselves between the stimuli and the learner and manipulate the stimuli and create a mediated learning experience for the learner (Kozulin, 2002). The experiences of the mediators who help people to learn are recognized as mediated experiences. Feuerstein distinguished two types of learning experience, direct learning and mediated learning (Falik, 2000). In direct learning the learner directly interacts with the stimuli and as a result of this interaction learning occurs. Cognitive psychologists and behaviorists approached

this type of learning differently. The behaviorists stated that the learning occurs in the context of stimulus and the response only (S-R), on the other hand, the cognitive psychologists added organism (S-O-R) into the schemata. Even though they approached to learning phase in different manners, they both assumed that interacting with the stimuli would be enough for a cognitive and intellectual development to occur (Feuerstein et al., 2010).

Feuerstein (2010) argued that the sole interaction between the learner and the stimulus would not be sufficient for a learning to occur from that interaction, a human mediator who facilitates the learning encounter by intervening between the organism and the stimuli is needed. In his studies with the children in camps in France and with the ones in Geneva, Feuerstein observed significant differences between culturally different and culturally deprived children (Feuerstein, 1999). When he compared two samples, he found out that culturally deprived children demonstrated lower level of learning when exposed to direct stimuli. Furthermore, they also could not show success on reflecting their learning to new situations as much as culturally different children (Feuerstein, 1999). What caused this difference, according to Feuerstein, was lack of mediated learning experience. Furthermore, Tzuriel (2013) commented that the greater the MLE that the children receive, the better they can learn from direct access to formal and informal circumstances of learning.

Feuerstein also stresses the environmental effects of adults in particular in the way of involvement. Yet, MLE does not apply for all the interactions rather it is concerned with occurrences that have an effect on learner's tendency to learn. The MLE seeks answer to the question of what the reason is for cognitive differential development. Kozulin (1991) commented that the key aspect of mediation is a change which qualitatively affects the learner and makes it possible for him or her to develop cognitive conditions for learning directly on his / her own. In MLE, learning is performed through an experienced adult, generally the parent who intervenes between the child and the stimuli (Tzuriel, 2013). The child gradually internalizes the MLE processes and it becomes an integrated change mechanism within the child. Tzuriel (2013) commented "The internalized MLE processes allow developing children later on to use them independently, to benefit from learning experiences in diverse contexts, and to modify their cognitive system

by means of self-mediation". A student with the help of the mediator can be a good thinker and learner through mediated learning experiences. The learners' expressive language abilities can be enhanced and improved through the students' success in dealing with classroom language (Westwood, 2004).

Each learner may benefit from mediated learning experience in different ways. The cognitive structure, the knowledge base and the operational functioning of each individual display alterations. The speed, generalization and the permanence of the change can be different in each learner. For instance, for some learners a small change in the new input compared to the previous one might cause a need to process a new learning phase.

Feuerstein (1990) offered a comprehensive list of universal and contextual criteria for MLE. He suggested twelve criteria for MLE, the first three are regarded to be vital components of all learning activities and they are known as universal. These universal parameters are intentionality and reciprocity, mediation of meaning, and transcendence. The other nine are assumed to be essential and useful. They are, however, regarded as 'situational' and rely on the conditions and culture in which learning is performed (Sivaci, 2017). However, despite the fact that he has defined 12 parameters, he also adds that these items allow a flexible space for teachers in language classrooms to regulate mediation. Being aware of these criteria encourages teachers to construct their interactions with children consciously and deliberately to reflect these criteria in their teaching (Haywood, 1993). The parameters are defined in the following section.

Intentionality and Reciprocity

Intentionality refers to the fact that the teacher has intentions on what to teach and moreover the teacher shares his or her intentions with to learner in order to guide the teaching by selecting and framing a stimulus. This principle is also called as Shared Intention principle. Intentionality includes changes to oneself, stimulus and mediatee from the mediator himself (Feuerstein, 2000). The intention of the teacher has an effect on the learner since it changes the learner's state of mind, level of vigilance, and alertness (Feuerstein, 1990). This criterion also means that the mediator explicates the motives of a particular task and gives detailed information concerning why the task is performed rather than presenting

the instructions only. Rather than simply providing information, data and verbal instructions; the teacher is the source of constant assertions as to the cognitive importance of objects or information involved in learning, capacity building of the student (Kozulin, 1991).

This principle is regarded important since it usually takes place at the beginning phase of a lesson and provides a meaningful attitude towards the activity in students. The teacher deliberately attempts to change the attention of the student towards a desired stimulus. By doing so, the teacher creates a classroom setting in which teaching is relatively more controlled in terms of time management and providing the necessary input. As the teacher and the students share the same intention on learning process, the learning phase becomes more effective.

Reciprocity, on the other hand, can be defined as the situation in which the learner gives a response to the mediator and becomes receptive to the learning. Furthermore, "Reciprocity refers to the teacher's alertness and awareness of how the learner responds to the intention" (Tan, 2003). The first criterion of reciprocity aspect stresses the fact that the main purpose of mediation is not the object but the very cognitive processes of the child. (Kozulin, 1992). Reciprocity is when a sign of receptiveness and participation in the learning process occurs. The student is open to learning and the mediator's input (Dunn-Bernstein, Mentis & Mentis, 2007).

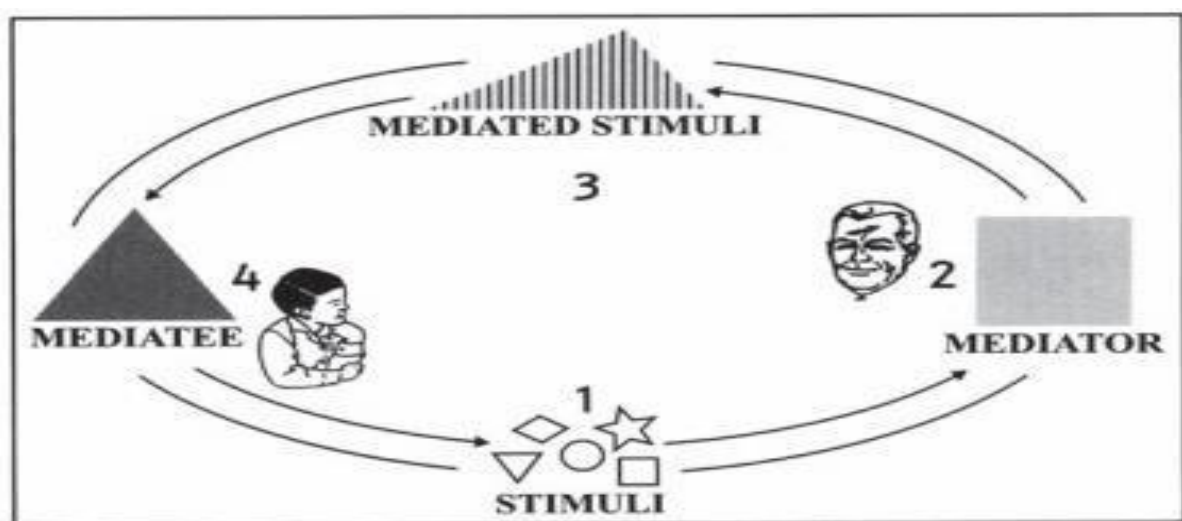


Figure 1. The mediational loop

Purpose Beyond Here and Now

The mediation of Purpose beyond Here and Now is concerned with going beyond here and now. This means that this attribute of mediation seeks to promote the idea that the acquired concepts are not limited to the time they are acquired. They are to be utilized in another time and situation which is different than the point it is acquired. The aspect of transcendence in MLE refers to learning transfer through contexts and situations (Tan, 2003). This principle is also called as “transcendence” and is related to widening continuous change in learner needs (Presseisen, & Kozulin, 1992). Transcendence feature of MLE enables learners to widen their perspective as it suggests an interaction that goes beyond the satisfaction of that need.

This principle is concerned with the idea that the concepts which are learnt at a specific time are not limited to that time only; it suggests a wider perception of the new information implying that the new information is not limited to the time it is learnt, on the contrary, it is applicable for beyond. This principle has importance on the long-term cognitive development of the students for it delivers an awareness concerning the value of the new information, and it engrains in the idea that acquired concepts are not bounded to that specific time period only.

Meaning

According to this feature of MLE, the awareness of meaning is an important feature of the system of motivation (Tan, 2003). The meaning in this parameter refers to the values the mediator attaches to the stimuli defining why the stimuli matters. The aim of this parameter is to explain the didactic or parental understanding that is often only implicit in exchanges with the child (Presseisen, & Kozulin, 1992). The mediation of meaning is concerned with why or what for an activity is to be performed. The meaning could be conveyed using various methods such as facial expressions, tone of voice, rituals and repetitious actions. The theory holds that the children experiencing mediation of meaning actively connect meanings with new information instead of waiting for meaning to reveal itself (Isman, & Tzuriel, 2008).

This principle is significant since the students become aware of the importance of the task and the outcome of that task, thus they can deliberately pay more attention on the task and regulate their own learning. Implementation of this principle is also significant in terms of regulated learning for it enables the students to be aware of the material to be learnt and take a mental stance accordingly. Meaning principle of MLE is concerned with the mediator attaching a value on the learning task. In other words, it provides students with an insight regarding the importance of the activity. The teacher explains why a particular learning activity matters and creates a sense of motivation in the students towards learning.

Feelings of Competence

This criterion relates to the interactions in which the mediator arranges the environment to foster the sense of success for children (Shamir, & Tzuriel, 2004). The mediator encourages the learner through various techniques and creates a feeling of competence in the learner. Feeling of Competence is essential, since the fear of committing an error often leads to a lack of investment in time and effort for the students to attempt again (Tan, 2003).

This principle refers to the interaction in which mediator organizes an environment in order to foster learners' feeling of success. Teachers encourage their students through a number of techniques and create a feeling of competence in students. A sense of competence principle is important since the self-confidence of the students usually depends on being competent regarding a learning task and teachers are expected to facilitate this process by meditating them.

Regulation of Behavior

This criterion encourages self-control in the learning process of students. "The mediator regulates the child's behavior by either controlling impulsiveness or by accelerating the behavior, depending on the task's demands as well as on the child's personal behavioral style" (Shamir, & Tzuriel, 2004). The mediator leads the learner in order to enable them to contemplate about the task in a rational way. Mediation of self-regulation of behavior implies that the child analyzes the task in order to adapt his or her own behavior properly (Seng, 1997). This principle has a

considerable significance in assisting the child store the information properly and affects the learning process wholly (Tzuriel, 2000).

This principle is concerned with the controlling the behavior of the student depending on the demands of the task. The teacher, as a mediator, tries to assist the students to contemplate on the task in a rational manner. This principle involves providing the students with an assistance that fosters the process of analytical thinking. Control of behavior principle is critical for the promotion of autonomous learning of the students as it encourages them to be autonomous by self-controlling their learning procedure.

Goal Setting

This parameter of MLE refers to the teaching of setting goals and aims for the future which learners could achieve. Goal setting is important in terms of motivation and long-term continuity of the learning phase. Mediation of goal planning takes place when the mediator tailors and leads the mediatee through the process of setting, planning and achieving goals by the making the process explicit (Seng, 1997). Certain requirements are needed to set effective goals. The learner should understand the goal and have a sense of competence to fulfill the goal. Furthermore, effective objectives and growth should be encouraged (Seng, 1997).

The principle of goal setting refers to the teaching of determining goals and aims for future learning. Teachers as a mediator encourage the students to set a goal and plan their learning in order to achieve that goal. This parameter is quite significant in terms of continuity of the learning. Moreover, having an aim in mind and striving for that aim creates a sense of motivation which fosters the learning process and cognitive development of the student. Having a goal forces the students to regulate their own learning and enables them to become more autonomous in their own learning. Teachers guide and direct the students through the goal setting process by making the process explicit. Setting goals is not an easy task since the goal should be in accordance with the competence and self-esteem of the student, thus the teachers should teach the students how to set achievable goals and techniques to approach to that goal.

Challenge

Mediation of challenge appears when the mediator evokes a sense of determination and enthusiasm in the learner to deal with new and complex tasks. This feature of mediation refers to setting a challenge for learners which learners should overcome. This parameter includes struggles which learner might face in the future and instead of avoiding the possible struggles, the learner must be provided with a challenge. It involves the learner being motivated to attempt something current and determination to persevere with something complex (Seng, 1997). This feature intends to help the learner overcome the fear of unknown and resistance toward anything novice.

Mediation of challenge principle refers to setting challenges by the learners in their own mindsets and striving to overcome those challenges. This principle prepares the learners for the possible future challenges and encourages them to confront the challenges instead of avoiding them. The teacher as a mediator is expected to guide and direct the students to set challenges in their learning and assist them to face those challenges. By doing so, the teachers create a sense of need for the continuation of the learning process since the students would attempt to overcome the challenge set by themselves. This principle also aids to develop a sense of intrinsic motivation as it includes motivating the student to try something new and to persevere in something difficult.

Awareness of Change

This criterion refers to awareness of self-change involves a recognition of self-change coming from within. Mediation for self-change takes place when the mediator motivates the child to acknowledge and recognize the dynamic potential for changes and their significance. (Seng, 1997). Learners are expected to be aware of the changes taking place in their learning and take a position accordingly. This parameter is crucial for the learner to become autonomous. (Feuerstein et al., 1988) defines this parameter as the way by which new cognitive structures become active in the individual, making him able to produce changes in himself on an intentional basis.

The principle of awareness of change refers to the recognition self-change coming from within. Teachers act as mediators and encourage the students to be aware of the fact that they keep changing constantly regarding their learning and aids them to acknowledge the change. Furthermore, the teachers urge the students to monitor the changes in their learning and cognitive development. Since this principle is concerned with the change of the new cognitive structures in the mind of the students and making the students perform these changes on an intentional basis, it is important for the autonomy of the learning. The students observe changes in themselves and take a position accordingly for their future learning. The teachers on the other hand guide and direct the students to realize the changes and act accordingly.

Belief in Positive Outcomes

This feature of MLE refers to the positive attitude toward challenges and obstacles which could be encountered throughout the learning process. The learners should be mediated by the mediator in order to have a positive stance against obstacles and the mediators should encourage the learners stating that they should believe in themselves and think positively for future outcomes. “Encouraging the scanning of immediate experience and the reframing of past experiences into growth and change potentials” (Falik, 2000).

The principle belief of positive outcomes is related to the positive attitude concerning the obstacles and challenges encountered in a learning process. Teachers as mediators are expected to encourage and guide the students to have a positive stance towards the possible obstacles. Furthermore, the teachers should create a sense of confidence in the students by urging them to believe in themselves and think positively. The teachers act as mediators and stimulate the students to assume that there is a possibility of finding a solution for a problem. By doing so, the teachers evoke a sense of motivational force that enables the students to proceed the learning activity.

Sharing

This parameter of MLE invites students to exchange opinions and understand that working together to resolve specific issues is advisable. The

concern of Mediation of sharing behavior is the interdependence of the mediator and the mediatee and of individuals in general (Seng, 1997). The sharing takes place when the mediator and the learner engage in a task together. This parameter promotes collaboration and the outcome is to foster social interaction skills. Sharing is the mutual need for intellectual and emotional cooperation. Furthermore, an environment of trust is built through sharing.

This principle refers to the interdependence of the learners, as for the concern of the study, the students. Furthermore, this principle promotes the collaboration among the students and creates an environment where students can learn together and from each other. By engaging in an activity together, the students improve their social skills and the teachers act as a mediator and facilitate this process by assigning an activity to a group or designing tasks that need to be handled through a pair-work. Both the failures and the successes are shared together by the students and this fosters the process of becoming a part of a group. Being a part of a group facilitates the active involvement of the students into the learning process more effectively.

Individuality

Even though they seem contradictory sharing and individuality aspects of mediation are complementary. Individuality occurs when the mediator makes the learner feel special and unique. Mediation of individuality fosters self-sufficiency and independence and promotes diversification of people. This principle of MLE encourages the learner to be creative and generate their own ideas. This mediation is quite significant for students to feel independent and express their thoughts independently (Feuerstein et al., 1988). Mediation of individuality also involves the autonomy of the learners and possesses a sense of responsibility of their own actions and ideas.

This principle of MLE refers to the fostering the learner to feel unique and special. The principle of individuality concerns with encouraging the learner to become autonomous and self-sufficient. The teacher guides and encourages the students to become self-sufficient and helps them to realize that they can solve a problem on their own. Furthermore, the teachers promote the autonomy of the students by giving them tasks and objectives in accordance with their cognitive

levels and creates a feeling of self-confidence in students. The teachers treat each student considering their characteristics and help the students to realize their unique aspects and accept themselves as they are.

Belonging

This attribute of MLE refers to the need to belong a community. This feature is applicable to classroom setting as well since the classroom could be a representation of a society in which people from different backgrounds and a different culture come together and share a common environment. Belonging to a community fosters the sense of being safe and more comfortable to express one's ideas. The process of completing a task sometimes requires forming some groups in classroom settings and the sense of belonging to the community would foster the positive outcome for the task since the learners feel safe to participate and contribute.

This principle refers to being a part of a community. The classroom can be a perfect representation of a society since a classroom includes individuals with different personal traits. Furthermore, classroom is a collection of people from different backgrounds and different culture who come together to share and environment and create a community. Being a part of a community enables the students to feel safe and express their ideas in a comfortable manner. The teachers provide tasks to students which are to be completed through participation of all the group members and this fosters the sense of belonging in the classroom.

Conceptualization of Feuerstein's MLE Criteria

Table 1

Feuerstein's MLE criteria

MLE Features	Conceptualization
1. Shared Intention	Clarifying instructions and ensures that learners understand
2. Meaning	Enabling students to understand the importance of learning task
3. Purpose beyond the here and now	Demonstrating to students how performing a learning activity will assist them in the future
4. A sense of competence	Promoting a sense of competence and ability to learn.
5. Control of own behavior	Fostering the self-control of students in their own learning process.
6. Goal setting	Teaching students how to set achievable goals
7. Challenge	Assisting students in developing an internal need for challenge
8. Awareness of change	Imploring students to follow changes in their own selves
9. A belief in positive outcomes	Encouraging students to assume that a solution can always be found
10. Sharing	Soliciting students to share their behaviors and to work together to solve certain problems.
11. Individuality	Aiding students to recognize their personal characteristics
12. A sense of belonging	Assisting students to build an awareness for the whole class community.

(Williams and Burden, 1997)

Mediational Teaching Style

It derives directly from and expands Feuerstein's Theory of Structural Cognitive Modifiability (Feuerstein, 1990). It can be defined as the implementation of MLE principles by teachers in classrooms. The interaction between the child and the other family members can be attributed as mediation and they foster the child to understand the environment surrounding them. These principles also assist the child to make sense of the events, objects and other individuals around them. The middle-range objective of MLE is to achieve the cognitive functions which are central to the capacity to learn in many diverse fields. Feuerstein (1974) maintained that without some mediated learning provided by parents and or other caregivers, sufficient cognitive development is not possible.

The relation between the classroom performance and the parental mediation was the focus of Portes's (1991) study. He conducted a study in which he presented a series of tasks to fifth and second grade students and their mothers were allowed to help them. At the end of the study, he found out that parental mediation was a good predictor of children's performance on cognitive tasks. A study conducted by Tzuriel, & Shomron (2018) revealed that MLE strategies predict psychological resilience and cognitive modifiability beyond the variance contributed by children's intelligence level, age, and severity of learning disorder. Furthermore, Weinblatt (1993: as cited in Lidz, 2002) conducted a study on 32 mothers with their children with disabilities from mild to moderate. He found out that there is a significant positive relationship between the mothers' MLE and children's success in solving tasks. The mediation provided in the family might be random an unconscious compared to mediation provided in the classroom. Haywood (1993) commented that classroom mediation is more structured, teacher directed and constructed on specific objectives than the mediation of family. The implications of Haywood demonstrate the significance of mediation provided by teachers in classroom.

Feuerstein created a schematic diagram in which he demonstrated proximal and distal etiologic conditions which result in either adequate or inadequate mental development of several cognitive functions (Feuerstein, Hoffman, Miller & Rand 1981). In the diagram, the conditions, which are usually regarded as the source of the inadequate cognitive development, such as poverty, low education level and

emotional imbalance of the child or the parent are presented as distal etiologic conditions. Keeping this in mind, it can be implicated that the conditions (poverty, low education level and emotional imbalance of the child or the parent) are not the reason for inadequate cognitive development of the child. Instead, the main reason is the lack of adequate MLE provided by the parent. MLE, which explains the cognitive modifiability growth of the individual, does not rely on the material embodied in the culture, but on the quality of the interaction between mediators and learners, according to Feuerstein's strategy (Kaufman & Tzuriel, 1999).

Feuerstein et al. (1980) stated that adequate cognitive development can take place despite the distal etiologic conditions when there is a sufficient mediation of cognitive functions by elders. On the other hand, inadequate cognitive development can occur despite favorable conditions such as fine economic conditions, high level of education and absence of emotional disturbance when MLE is not sufficient to satisfy the needs. Figure 2 is a schematic representation of the proximal and distal etiologic conditions in cognitive development (Feuerstein, 1990).

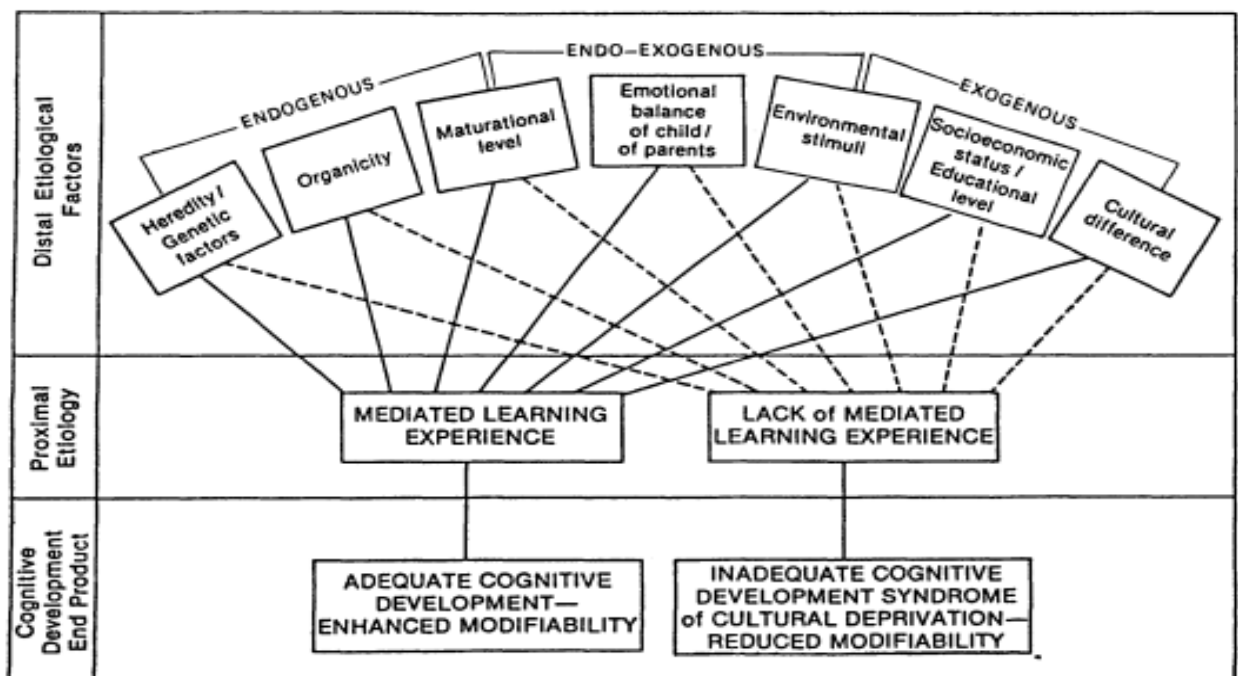


Figure 2. Distal and proximal etiologies

At this point, the term “adequate” might not be clear since how much of MLE is needed is an issue to be answered. The answer is actually simple; it

depends on the individual needs of the children. Feuerstein proposed two ways of learning; the first one is direct exposure to the material. In this way, children learn by interacting with their environment directly without needing an outside mediation. The second one is, on the other hand, mediated learning experience which is a process of giving meaning to events through mediation of an adult. Children with a higher level of intelligence might need less MLE since they are more capable of developing cognitive processes through direct exposure. On contrary, those who have relatively lower intelligence level might need more support from a more capable adult. Furthermore, children with handicaps might need more frequent and intense MLE in order to acquire basic cognitive functions. A more detailed account of MLE is given in the following section.

Essential Points of MLE

Intelligence is consistent and the attempts to modify it by education result in a humble increase. Yet, intelligence alone is not enough for effective perception, reasoning and problem solving. Thinking includes number of fundamental processes and these processes are affected by certain motivational and attitudinal factors, these constitute basic cognitive functions. It is necessary to acquire the basic cognitive functions (that is, they are not "given" genetically) and they are acquired via experience. Cognitive learning is composed of two types and these are direct exposure and mediated learning experience. Some degree of MLE is required for children yet the amount, degree and intensity may vary due to the individual differences. If the MLE falls behind than necessary, it may result in the academic and social ineffectiveness of the child. Additionally, if the MLE is adequate then the unfavorable conditions such as poverty or low parental educational level might be largely offset. As a result, higher level of cognitive development and more effective academic and social learning is obtained. It is the duty of family members such as parents, grandparents or elder relatives to provide MLE to children. When some features of cognitive development are not encouraged via MLE, it is probable to mediate those features later through a constructed teaching. This late mediation process can be handled by teachers. The MLE provided by the teachers create an essential style of teaching.

Feuerstein explained that interaction between organism and the environment has two forms. The first one is direct learning and it continues throughout the life. Direct learning is the direct exposure of the organism to the new stimuli. The second form, on the other hand, is mediated learning which includes also a mediator who puts himself between the organism and the stimuli guiding the organism interpreting the stimuli so that organism could experience mediate learning. Feuerstein believed that MLE provides the learners with adaptation for the stimulus so that the learner can benefit that stimulus at the maximum level. On the other hand, he noted that lack of efficient MLE may result in an insufficient learning determined by the capacity of the learner only.

The mediation of learning experience includes selection of stimulus and focusing on the relevant aspects of the stimulus, repeating exposures to key stimuli, recognition and understanding of similarities and differences, sequential mechanisms, dimensionality, backgrounds and effects in experience and operations such as the comparison, categorization and relation between the past, the present and the future (Arbitman, Bransford & Haywood, 1984). Moreover, mediators provide information necessary for learning relationships or for finding answers, ask questions to elicit answers. Guiding the learning of children by organizing and managing sequences of developmental experiences is also linked with the duty of the mediators. Mediators also bring an explanation and draw the attention to the similarities of two isolated events. In addition, mediators build up an environment of trust in which children can feel safe about not feeling impartial to commit a mistake.

A teaching style concerns not only what is taught, but above all how it is taught. The interaction of any kind between a child and an adult has the potential of being a mediated interaction, yet the quality of the interaction determines whether the interaction is beneficial on the cognitive development or not. The classroom implementation of MLE is presented in the following section.

MLE in classroom

The MLE theory from Feuerstein promises fresh perspectives on education and his humanistic approach is fascinating for many teachers. Feuerstein and his colleagues noted that the optimal period of MLE can be considered as the early

childhood yet, significant alterations can be performed throughout adolescence and young adulthood. Teachers are equipped with theoretical and applied instruments related to MLE theory that change emphasis from what to teach to how to teach. For foreign language learning the teachers have begun to take into account student requirements, strategies and styles by placing them at the core of the classroom organization due to the shift from a teacher-centered to a student-centered language learning system (Henson 2003). Feuerstein stresses the significance of the role of teachers as mediators (1990).

Greenberg Woodside & Brasil (1994) found that trained teachers showed higher levels of use of mediated learning than untrained teachers. A style of teaching is not just about what you teach, but also about how you teach (Haywood, 1993). Classroom is a dynamic environment. Especially language classrooms are required to be more dynamic as the main goal for a language classroom is to help learners learn another means of communication through role-plays, different types of activities and tasks. The role of teacher in the teaching changes constantly, depending on how the event is conducted, nature of interaction or class environment, and its flexibility in adapting teacher roles increases the teaching efficiency on the part of students (Harmer, 2003). Traditional roles such as sources of knowledge and information or classroom authority have been a fundamental insight into teachers and their roles for many years (Ertit, A. 2017).

On the other hand, the development of cognitivism and social constructivism resulted in teachers' roles. Socio-cultural theory supporters viewed teacher roles as facilitators or mediators instead of information supporters or knowledge sources in a traditional way. The term mediation has different meanings, yet in terms of education it concerns the ability of the teachers to detect student needs and aid them to overcome the challenges encountered in the process of learning and moreover to create new learning opportunities for students (Zulu, 2016). For the mediation to occur there has to be an interaction between the students who engage the learning in an active manner and the teachers who mediate the learning process (Ertit, 2017). In order to create a rich and meaningful classroom interaction, mediation, it is important to pinpoint teacher's role as a mediator. The primary aim of English teaching is to develop the cross-cultural

skills of students and to improve their ability to communicate easily with each other in their daily lives, so English teachers should be able to help students cope with typical communication obstacles.

There are a number of differences between the MLE provided at home and provided by the teacher in the classroom. First of all, the children start school at a certain age, and this means that their cognitive functions are relatively more capable, and they present a more complex set of abilities, habits, and attitudes. This gives the teacher an opportunity to move at a faster pace considering the relatively developed mindset of the children. In family setting, parents do not mediate the child on purpose. The atmosphere arouses itself in an interaction between the parent and the child. In the classroom setting, on the other hand, the teacher creates situations deliberately to mediate the student and this allows the teacher to control the parameters of MLE. Furthermore, these deliberately created situations can be employed in order to reach specific goals considering the cognitive development of the child. The size of the classroom and the fact that there are many children in the classroom also provide an advantage for the teacher since the presence of other children create a social setting and the children also learn from experiences of one another. The experience of an adult and a peer is clearly different in certain terms. Children accept and cognitively internalize the experience of a peer rather easily and this facilitates the mediation process. Essentially, the classroom mediation is more structured, teacher directed and constructed on specific objectives than the mediation of family (Haywood, 1993).

Chapter 3

Methodology

Theoretical Framework

The methodology employed by the researcher in the study holds significance since the conclusions and the implications are mostly affected by the methodology. It is essential that the researcher chooses the most optimal design to achieve the study's goals.

This study adopted a descriptive quantitative approach to explore the implementation of MLE principles based on self-reported results. This research design attempts to investigate the answers to the questions starting with how many, how much, to what extent (Rasinger, 2013). The quantitative research design has certain important aspects. Quantitative research includes numerical data and the data is analyzed statistically at the end (Dörnyei, 2007). The size of the participants in quantitative method is usually large in order to have a more general and objective results. Quantitative research design offers both advantageous and disadvantageous features. As for the advantages of quantitative method it can be stated that the quantitative results are more likely to be generalized for an entire population or a subset. In addition to sampling, data analysis takes less time, since statistical software like SPSS is used. On the other hand, there are also limitations to quantitative research. It does not determine the deeper meanings and explanations underlying them. Another limitation of quantitative research is that Positivism cannot explain how social reality is shaped, preserved, interpreted and maintained by people (Blaikie, 2007).

A descriptive design involving a questionnaire, designed by Williams & Burden (1997), was employed for this study. Survey studies are used to study a sample of numerical descriptions of trends, behaviors, or opinions of a population (Creswell 2013). Interviews or self-reports can be used to conduct the questionnaires. "The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable" (Dörnyei, & Taguchi, 2009). Questionnaires are useful tools to find out the reports on their implementation of MEL principles by teachers working in different schools and

different cities for this study. On the other hand, questionnaires might possess some disadvantages as well since unreliable data resulting from mistaken item choice or user-based problems may be included or the participant might tend to choose the ideal item accepted by society and these results in bias.

Sampling Method and Participants

This study was conducted on English teachers working in secondary schools across the country. 100 English teachers participated to the study. Those who volunteered to participate to the study were provided with the questionnaire through an online setting. The participants were contacted through facebook groups which were created for English teachers serving in the secondary schools and those who volunteered to participate in the study were provided with the online questionnaire through e-mail. The cities, the service year and the ages of the participants were not taken into the consideration.

This study employed a convenience sampling method. Convenience sampling is a type of nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, & Griffee, 2010: as cited in Alkassim, Etikan & Musa, 2016). Convenience sampling is believed to have disadvantages in terms of representing the target population (Dörnyei, 2007). Moreover, it is likely to be biased since there is a probability that the sample group does not represent the target population (Mackey, & Gass, 2005). The primary assumption for convenience sampling is that the target population members are homogeneous (Alkassim, Etikan & Musa, 2016). Cheng (2012) found no significant difference between the male and female participants in the means on the attitudes toward mediation. Thus, it is assumed that there would not be difference between the research results obtained from random sampling and convenience sampling.

Data Collection

The data collection process started after granting the permission from the owners of the instrument. This study was based on a survey design which

included a questionnaire; the procedure employed an online questionnaire design in which the participants were provided with a five likert-type scale items. In order to collect quantitative data, MLE principles questionnaire, which was adapted from the work of Williams and Burden (1997), corresponding with the twelve principles suggested by Feuerstein (1994) was administered. The questionnaire has twelve items and each item is related to a principle of MLE suggested by Feuerstein. The items are to elicit participant's opinions and implementations of MLE in their classroom based on their self-reports.

In order to collect data, the written questionnaire was transformed into an online questionnaire on Google Forms and participants were contacted through Facebook groups devoted to English teachers serving in secondary schools. After their consent was granted, the questionnaire was sent to the participant through e-mail and the consent form was also attached in both English and Turkish and the participants were informed that the study was on a volunteer basis. Those who volunteered to participate to the study filled the questionnaire on Google Forms and sent the results. After the procedure of collecting the data, the results were packed and transferred to SPSS.21.00 program to analyze.

Instruments

In order to collect data, a questionnaire including twelve items corresponding with the Mediated Learning Experience principles was employed. The questionnaire is a five likert scale and it requires participants to choose from 1 to 5 respectively. The developer of the instrument has approved her permission. The numbers attribute to the rate of applications of those principles which teachers incline toward in their teaching. The number one stands for "never" and this continues as "hardly ever, sometimes, quite often and very often" in accordance with the numbers given.

The questionnaire includes 12 items each of which corresponds with a principle of MLE. The questionnaire completely aligns with the principles of MLE formulated by Feuerstein and therefore functions as the best instrument to describe the teachers' opinions concerning their practices regarding the implementation of MLE in language classrooms. Furthermore, the scores obtained from the questionnaire serve the purpose of the study and this demonstrates that

the construct validity exists. The questionnaire items and the MLE principles relations are presented in the table below.

Table 2

Questionnaire items and MLE principles relation

Questionnaire Item	MLE Principle
1. How often do you make your instructions clear when you give a task to your learners?	Shared Intention
2. How often do you tell your learners why they are to do a particular activity?	Meaning
3. How often do you explain to your learners how carrying out a learning activity will help them in the future?	Purpose beyond Here and Now
4. How often do you help learners to develop a feeling of confidence in their ability to learn?	A sense of competence
5. How often do you teach learners the strategies they need to learn effectively?	Control of Behavior
6. How often do you teach learners how to set their own goals in learning?	Goal setting
7. How often do you help your learners to set challenges for themselves and develop strategies to meet those challenges?	Challenge
8. How often do you help your learners to monitor changes in themselves?	Awareness of change
9. How often do you help your learners to see that if they keep on trying to solve a problem, they will find a solution?	Belief in Positive Outcomes
10. How often do you teach your students to work co-operatively?	Sharing
11. How often do you help your learners to develop as individuals?	Individuality
12. How often do you foster in your learners a sense of belonging to a classroom community?	A sense of belonging

Data Analysis

In this study, the data of the teachers' implementation of mediation were elicited from the responses to questionnaire items which are scaled from 1 to 5, representing never, hardly ever, sometimes, quite often and very often. The data were quantitative, and the data analysis was processed via the Statistical Package for Social Sciences version 21.0 for Windows. The implementation ratios were explored through descriptive statistics and the frequencies of teachers' scaling each item in accordance with their implementation of MLE features were revealed. The frequencies of each item were investigated to have an idea regarding the extent of the implementation of each MLE principle based on the reports of teachers.

Moreover, descriptive results were presented in order to understand which of the principles is implemented most by the teachers. The mean scores of each item were compared and a general result was driven. The following section presents the findings of the study.

Chapter 4

Findings

Introduction

In this chapter the findings gathered from the data were presented. The data were collected via quantitative method and a questionnaire was applied to address the implementation of MLE principles by teachers based on self-reported results. The questionnaire includes 12 items corresponding with each MLE principle and the answers to those items were analyzed through SPSS.21 and the frequencies of each item were described. Furthermore, a descriptive statistic of these 12 items was presented. The frequency tables of each item corresponding with a principle of MLE were analyzed and the percentages of implementation rates were revealed.

Each item of the questionnaire was presented with the question which the item itself asked to the participants and the tables including percentages of the responses were presented and discussed. As stated earlier, each item of the questionnaire corresponds with a principle of an MLE and the findings were analyzed. In addition to the tables, pie charts illustrating the distribution of the responses were provided and a general analysis regarding the implementation of that principle was presented. The descriptive statistics, on the other hand, provided the mean values of each item and the mean values of these items were compared in order to come to a conclusion which principle plays a larger role in classrooms. And finally, the chapter ends with a summary of what has been covered so far.

Results of the Data Analysis

In this part, responses to the questionnaire items were presented along with the questions which the questionnaire item asked. There were 12 items and all of them were analyzed quantitatively through SPSS 21.0

Q1. How often do you make your instructions clear when you give a task to your learners?

Table 2

Frequency table of Shared Intention principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Hardly Ever	2	2.0	2.0	2.0
Sometimes	11	11.0	11.0	13.0
Valid Quite Often	49	49.0	49.0	62.0
Very Often	38	38.0	38.0	100.0
Total	100	100.0	100.0	

According to the table above, 49% of participants who completed the MLE questionnaire reported that they perform the principle quite often. 38% of the participants claimed that they put this principle into practice very often. Moreover, 11% of the participants stated that they employ this principle sometimes in their classroom. 2% of the participants marked that they implement this principle hardly ever while none of the participants claimed that they never carry out this principle.

The results obtained from the questionnaire might provide us an understanding regarding the implementation of Shared Intention principle. According to the table, the majority of the English teachers reported that they employ this principle on a regular basis. That can be argued drawing on the percentage of quite often responses. Moreover, the percentage of very often responses to the questionnaire item corresponding with this principle is

considerably high and forms more than quarter of the responses. This shows many teachers employ this principle on a large scale in their classroom. Considering the responses, it can be suggested that English teachers reported that they spare a considerable amount of time to implement this principle in their classrooms.

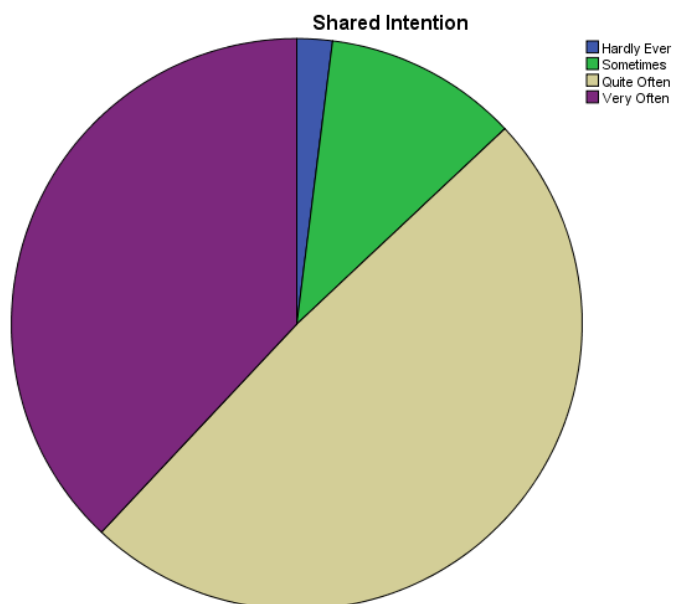


Figure 3. Frequency chart of Shared Intention Principle

The chart above revealed the overall attitude and implementation of shared intention principle by English teachers. Considering the chart, it can be stated that almost half of the teachers reported that they implement this principle quite often. Moreover, a considerable amount of them put this principle into practice quite often meanwhile a small amount of them sometimes employ this practice. In addition, a very small amount stated that they hardly ever practice it in their classrooms. Drawing on the results in general, it can be argued that this principle is implemented in the classroom on a large scale by the English teachers most of the time.

Q2. How often do you tell your learners why they are to do a particular activity?

Table 3

Frequency table of Meaning principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Hardly Ever	4	4.0	4.0	4.0
Sometimes	29	29.0	29.0	33.0
Valid Quite Often	44	44.0	44.0	77.0
Very Often	23	23.0	23.0	100.0
Total	100	100.0	100.0	

According to the table, 44% of the respondents stated that they employ this principle quite often in their classroom. Moreover, the table demonstrated that 29% of English teachers sometimes practice this principle in their classrooms. Furthermore, 23% of the teachers indicated that they implement this principle very often. On the other hand, 4% of English teachers stated that they hardly ever put this principle into practice. None of the respondents marked the never option regarding this questionnaire item.

The findings concerning the implementation of the meaning principle might shed a light on the phenomena. Drawing on the percentage of the participants who claimed that they employ this principle quite often, we can claim that this principle takes its place in classrooms on a large scale. Moreover, nearly a quarter of the teachers reported that they put this principle into practice very often. One may argue that English teachers pay attention to implementation of this principle on a large scale. However, a considerable amount of the participants indicated that they sometimes perform this principle in their classrooms; this might mean that this principle is applied on a regular basis by some English teachers according to their reports. A small portion of teachers, on the other hand, stated that they hardly ever

practice this principle in their classroom. This means that a certain number of English teachers reported to prefer to ignore this principle on some occasions.

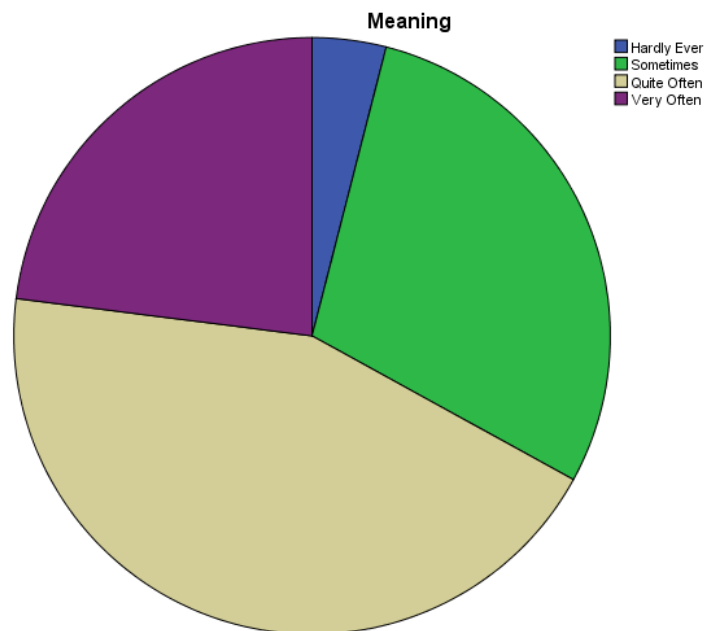


Figure 4. Frequency chart of Meaning principle

The chart above concerning the distribution of the responses to the implementation of meaning principle might present a general understanding of the implementation of this principle in classroom. Majority of the English teachers reported that they practice this principle quite often. Furthermore, nearly a quarter of them stated that they implement it very often. On the other hand, a considerable amount indicated that their implementation of this principle is sometimes. A small portion of the English teachers stated that they hardly ever put this principle into practice. Drawing on the self-reports, we can conclude that this principle is implemented on a large scale by English teachers.

Q3. How often do you explain to your learners how carrying out a learning activity will help them in the future?

Table 4

Frequency table of Purpose beyond Here and Now principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.0	1.0	1.0
Hardly Ever	4	4.0	4.0	5.0
Sometimes	23	23.0	23.0	28.0
Quite Often	44	44.0	44.0	72.0
Very Often	28	28.0	28.0	100.0
Total	100	100.0	100.0	

The table above revealed that 44% of the participants indicated that they implement the principle quite often in their classroom. Moreover, 28% of the participants reported that they utilize it very often. Of the 100 participant who completed the questionnaire, 23% responded as sometimes regarding the purpose beyond here and now item. Only 4% of the participants responded as hardly ever and 1% of the participants responded as never.

The distribution of the responses may give us an idea regarding the implementation of this principle in the classroom. As can be noted in the table, majority of the English teachers reported that they employ this principle quite often. Moreover, more than a quarter of them stated that their implementation of the principle is very often. On the other hand, nearly a quarter of them stated that they sometimes implement it while a small portion indicating that they hardly ever practice it. In addition, a very small portion stated that they completely ignore this principle. However, considering the results in general, we may claim that this principle is implemented on large scale by English teachers even though a small portion prefers to ignore it completely or partially.

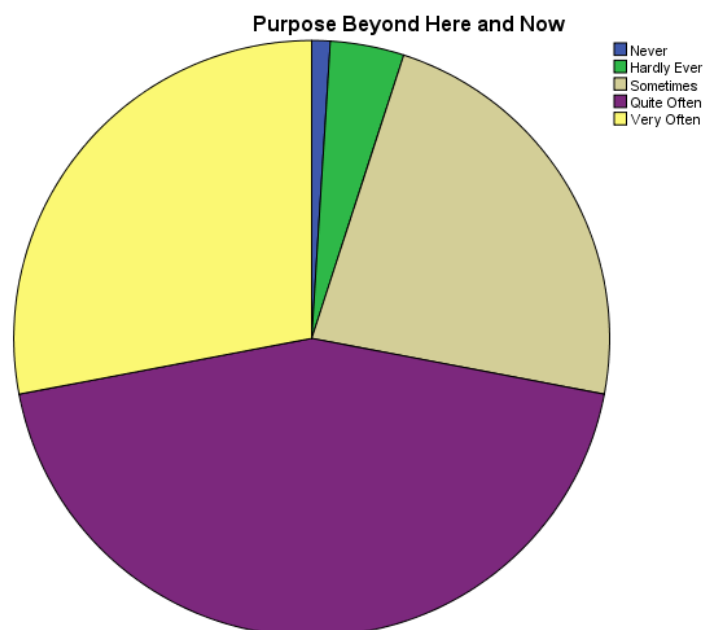


Figure 5. Frequency chart of Purpose beyond Here and Now principle

Together these results provided important insight to the implementation of purpose beyond here and now principle. It can be seen that teachers of English make an effort so as to create a sense of consciousness in their students concerning the future use of the knowledge that is to be acquired. The chart revealed that majority of English teachers reported that they implement this principle quite often while more than a quarter of them employ this principle very often. On the other hand, nearly a quarter of English teachers indicated that they sometimes perform this principle in their classrooms. Moreover, there are participants reporting that they hardly ever or never put this principle into practice. Yet, the portion of those participants is considerably low. Thus, we can claim that this principle is implemented by English teachers on a large scale.

Q4. How often do you help learners to develop a feeling of confidence in their ability to learn?

Table 5

Frequency table of A Sense of Competence principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Hardly Ever	4	4.0	4.0	4.0
Sometimes	16	16.0	16.0	20.0
Valid Quite Often	54	54.0	54.0	74.0
Very Often	26	26.0	26.0	100.0
Total	100	100.0	100.0	

It can be seen that 54% of the participants indicated that they implement this principle quite often in their classroom. Moreover, 26% of the participants reported that they practice this principle very often during their lessons. Of the 100 participants who completed the questionnaire, 16% responded that they sometimes utilize this principle. On the other hand, 4% of the participants responded as hardly ever regarding the implementation of a sense of competence principle of MLE, and none of the participants responded as never.

The results obtained from the questionnaire indicate that, the teachers strive to put this principle into practice on a large scale. The total number of responses for this question was 100 and over half of those surveyed reported that they implement it quite often in their classroom and a quarter of them stated that they implement it very often. The majority of the responses demonstrated that the implementation of this principle in the classroom setting is quite high. Only a small number of respondents indicated that their use of this principle is low.

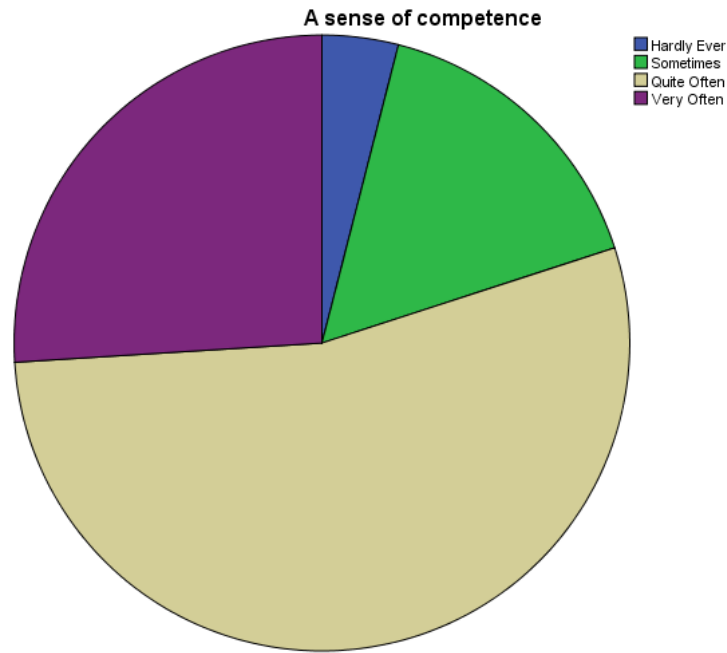


Figure 6. Frequency chart of A Sense of Competence principle

These results may help us to better understand the extent of the implementation of this principle. The investigation of the chart reveals that teachers organize the learning environment in order to support the students' feeling of success in no small scale. This principle is concerned with encouraging the students on believing in themselves and creating a sense of competence in their learning. By implementing this principle, teachers take the role of a mediator and encourage the students using various methods and techniques. Creating a sense of competence in the students on their learning enables them to become self-confident and this affects the cognitive development of the student positively.

Q5. How often do you teach learners the strategies they need to learn effectively?

Table 6

Frequency table of Control of Behavior principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.0	1.0	1.0
Valid Hardly Ever	16	16.0	16.0	17.0
Sometimes	28	28.0	28.0	45.0

Quite Often	34	34.0	34.0	79.0
Very Often	21	21.0	21.0	100.0
Total	100	100.0	100.0	

According to the table above 34% of those who participated in the study indicated that they implement the principle quite often in their classrooms. Furthermore, 28% of the participants reported that they sometimes put this principle into practice. 21% of the participants stated that their implementation of this principle is very often in the classroom. 16% of the teachers indicated that they hardly ever carry this principle out. Moreover, 1% responded as never regarding the implementation of this principle of MLE.

As stated above, the results are distributed relatively equal and this might mean that the implementation of this principle is rather low or average in comparison to other principles. The total number of responses for this question was 100 and there is not a distinctive difference among the first three options and the percentage of the “hardly ever” option seems relatively higher compared to other items of the questionnaire. Even though the majority of the respondents stated that they implement this principle quite often, a considerable amount indicated that they hardly ever practice it. Moreover, more than a quarter of the participants stated that they sometime employ this principle. On the other hand, it would not be fair to assume that this principle is overlooked. On the contrary, the percentage of those who implement this principle very often is a considerable amount. In general, it can be stated that this principle is implemented on a regular basis in classrooms by English teachers.

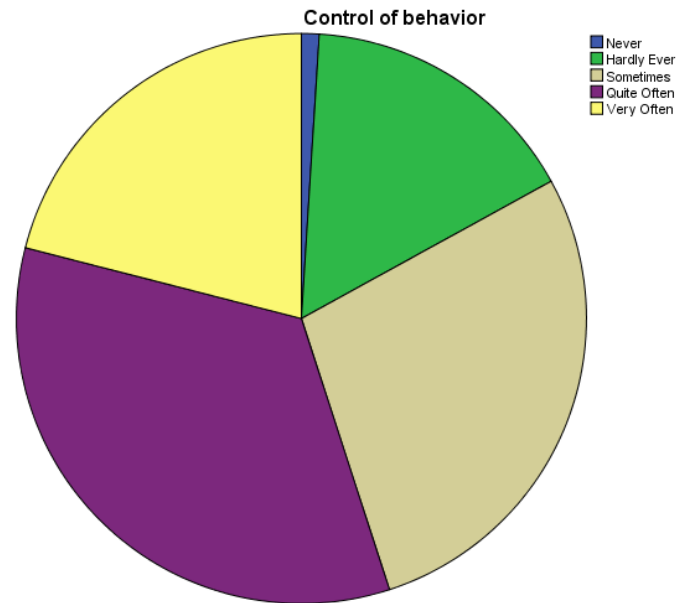


Figure 7. Frequency chart of Control of Behavior principle

The results obtained from the questionnaire indicated that teachers implement the control of behavior principle of MLE on a relatively large scale. However, it can be clearly seen that the distribution is equal and almost half of the responses 45% include sometimes, hardly ever and never options. This is an indication of the truth that this principle is rather underrated compared to those principles which have been discussed so far. Yet, this does not mean that it is ignored and neglected completely. It is still apparent that more than half of the participants stated that they implement this principle very often and quite often. What distinguishes this principle from the ones discussed so far regarding the implementation ratio is the fact that this principle is implemented relatively lower considering the responses given.

Q6. How often do you teach learners how to set their own goals in learning?

Table 7

Frequency table of Goal setting principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	2.0	2.0	2.0
Hardly Ever	11	11.0	11.0	13.0
Sometimes	29	29.0	29.0	42.0
Quite Often	44	44.0	44.0	86.0
Very Often	14	14.0	14.0	100.0
Total	100	100.0	100.0	

When the table analyzed, it can be seen that 44% of the participants provided information regarding their implementation of this principle as quite often. Moreover, 29% responded as sometimes, which forms approximately quarter of the responses given. On the other hand, 14% of the participants indicated they implement this principle very often. Moreover, 11% of the participants reported that their implementation of the principle is “hardly ever” and 2% responded as “never”.

As stated above, the distribution of the responses given to the questionnaire item corresponding with the goal setting principle showed that the implementation of this principle is relatively lower compared to the principles discussed so far. Almost half of the participants reported that they put this principle into practice quite often, however the number of those who perform it sometimes and hardly ever is quite high. On the other hand, the percentage of those who employ this principle very often is a considerable amount even though it is not as high as of the principles discussed so far. Together these results may indicate that this principle is implemented on a regular basis by English teachers. The responses indicate that for many teachers this principle is neither neglected nor given prior regard.

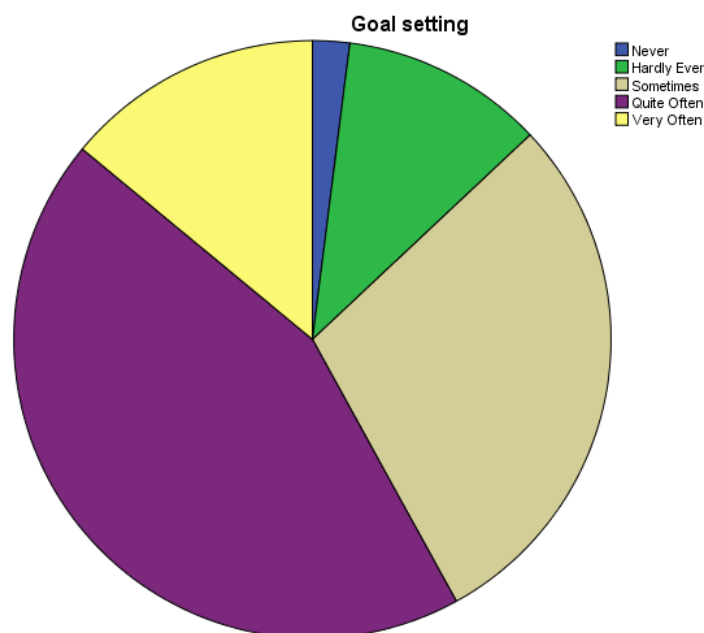


Figure 8. Frequency chart of Goal Setting principle

The overall results obtained from the data demonstrated that the responses “quite often” and “sometimes” made up for the majority of the responses. Considering the density of the responses as “hardly ever”, it can be concluded that, the implementation of this principle is neither ignored nor given first priority. Furthermore, the fact that some participants reported as “never” indicates that this principle is ignored completely by some teachers. On the other hand, the percentage of the responses given as “very often” is an indication of the considerable implementation of the principle. All in all, these findings demonstrate that the principle of goal setting is implemented on a large scale by majority of the teachers in classroom.

Q7. How often do you help your learners to set challenges for themselves and to develop strategies to meet those challenges?

Table 8

Frequency table of Challenge principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	1	1.0	1.0	1.0
Hardly Ever	16	16.0	16.0	17.0
Sometimes	43	43.0	43.0	60.0
Quite Often	33	33.0	33.0	93.0
Very Often	7	7.0	7.0	100.0
Total	100	100.0	100.0	

From the table it can be seen that 43% of the participants stated that they sometimes implement the principle of challenge in their classroom. This makes up almost half of the responses given to the item. This is a rather interesting result since the most marked option has been “quite often” so far, yet for this principle nearly half of the participants responded as “sometimes”. Of the 100 participants who completed the questionnaire, 33% of them reported that they implement this principle quite often. Furthermore, 16% of the participants stated that they hardly ever put this principle into practice. 7% of stated that they perform challenge principle very often. And, 1% reflected as never.

The distribution of the responses accumulates mostly on the sometimes response, and the total percentage of very often responses is only 7 while the percentage of hardly ever responses is 16. Considering the responses, it could be argued that teachers do not give priority to this principle as much as they prioritize other principles of MLE. On the other hand, it would be unfair to assume that it is completely ignored taking the responses of quite often and sometimes. However,

one might suggest that the implementation of this principle is relatively lower in comparison to other principles.

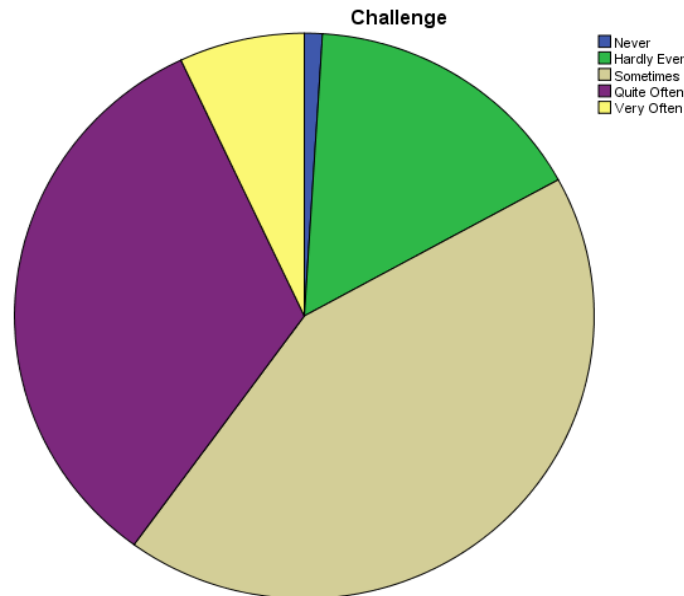


Figure 9. Frequency table of Challenge principle

Together these results might shed a light on the implementation of the challenge principle of MLE. Considering the chart above, it can be noticed that majority of the responses were on the favor of “sometimes” and “quite often”. Yet the percentage of the responses as “sometimes” outnumbers the other options for this principle. Moreover, the percentage of hardly ever is considerably high while the percentage of “very often” is quite low. Taking these findings into account, it would not be incorrect to assume that the implementation of this principle is relatively lower. However, it cannot be assumed that this principle is disregarded completely.

Q8. How often do you help your learners to monitor changes in themselves?

Table 9

Frequency table of Awareness of Change principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	2.0	2.0	2.0
Hardly Ever	16	16.0	16.0	18.0
Sometimes	41	41.0	41.0	59.0
Quite Often	31	31.0	31.0	90.0
Very Often	10	10.0	10.0	100.0
Total	100	100.0	100.0	

According to the table, 41% of the participants reported that they sometimes implement this principle which almost forms half of the responses provided. On the other hand, 31% of those who completed the questionnaire indicated that they perform awareness of change principle quite often. Moreover, 10% of the participants stated that they put this principle into practice in their classroom very often while 16% expressed that they hardly ever implement this principle. 2% of the participants stated that they never put this principle into practice in their classroom.

The results provide an insight towards the implementation of awareness of change principle of MLE. When the results are examined, it can be seen that majority of the teachers perform this principle on a regular basis by drawing on the findings. Furthermore, approximately one quarter of the teachers carry the principle out quite often. However, only a small portion of the participants stated that their implementation of this principle is very often. Moreover, a considerable amount of participants marked that they hardly ever implement this principle while 2 percent stated that they never practice it. Considering the responses to the

questionnaire item, it can be concluded that awareness of change principle is implemented on a regular basis most of the time, however there is still some lack of implementation of this principle on a large scale.

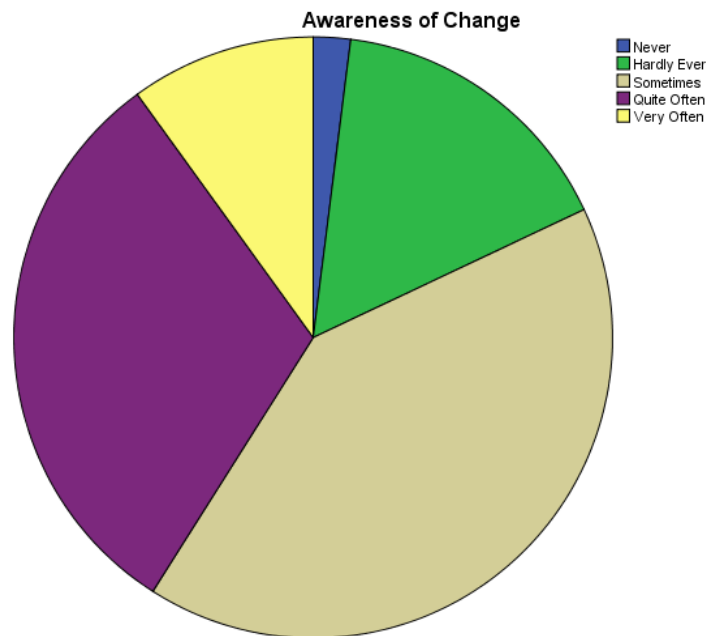


Figure 10. Frequency chart of Awareness of Change principle

The chart above may help us better understand and observe the overall attitude towards the awareness of change principle of MLE on behalf of the teachers. When the chart is analyzed, it can be noted that majority of the responses accumulate on the sometimes answer. And the second most provided response is very often. This might indicate that teachers use this principle in their classroom regularly even though not very often. However, the amount of hardly ever responses is not low. Examining the chart above, it can be spotted that the proportion of hardly ever responses makes up a considerable place. This might mean that some teachers do not perform awareness of change principle as much as necessary even though the majority practices it on a regular basis. Moreover, the portion of “very often” responses is not as high as desirable and this might suggest that not many teachers implement this principle on a large scale.

Q9. How often do you help your learners to see that if they keep on trying to solve a problem, they will find a solution?

Table 10

Frequency table of Belief of Positive Outcomes principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Never	2	2.0	2.0	2.0
Hardly Ever	5	5.0	5.0	7.0
Sometimes	24	24.0	24.0	31.0
Quite Often	52	52.0	52.0	83.0
Very Often	17	17.0	17.0	100.0
Total	100	100.0	100.0	

According to the table above, 52% of the participants who completed the MLE questionnaire reported that they perform belief of positive outcomes principle quite often. Moreover, 24% of the participants stated that they employ this principle sometimes in their classroom. 17% claimed to put this practice into practice very often. 5% of the participants marked that they implement this principle hardly ever while 2% claimed that they never carry the belief of positive outcomes principle.

The results provided an understanding regarding the implementation of the principle in the classroom setting by teachers. The table reveals that majority of the teachers implement this principle on a regular basis drawing on the responses given as “very often”. Moreover, nearly a quarter of the participants reported that they sometimes employ this principle which supports the idea that the implementation of this principle is on a regular basis. Moreover, a certain number of participants claimed that they employ belief of positive outcomes principle very often. On the other hand, a small portion of the participants reported that they hardly ever practice the principle and a little portion indicated that this principle has

no place in their classroom. Taking the findings into account as a whole, it can be suggested that majority of the teachers employ this principle even if not on a large scale.

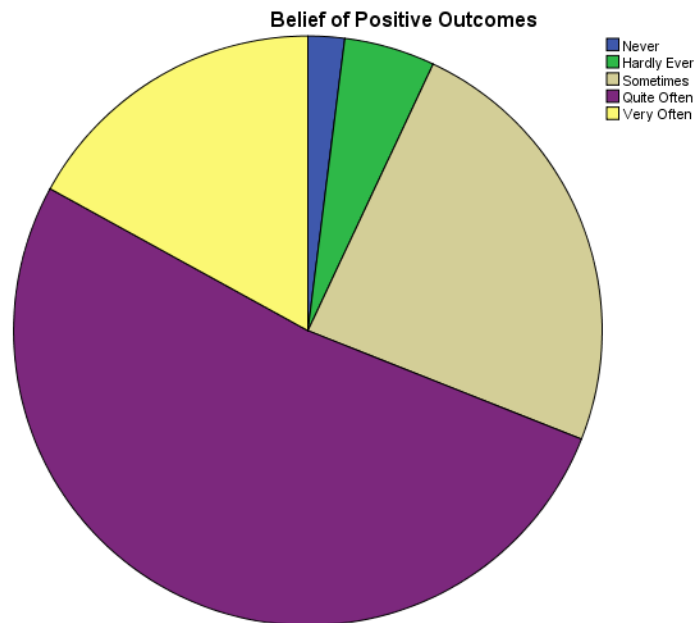


Figure 11. Frequency chart of Belief of Positive Outcomes principle

The chart concerning the distribution of belief of positive outcomes may provide us with a general understanding of implementation of this principle in the classroom. When the chart above is examined, it can be clearly noticed that more than half of the participants noted that they put this principle into practice in their classroom quite often and almost a quarter of them stated that they sometimes implement it. On the other hand, a small portion of the participants claimed that they hardly ever perform it while a considerable amount stated that they carry it out very often. And a very small portion indicated that they never perform it in the classroom. Considering all the responses in general, it would not be a mistake to assume that this principle is frequently implemented in the classroom by English teachers.

Q10. How often do you teach your students to work co-operatively?

Table11

Frequency table of Sharing principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Hardly Ever	8	8.0	8.0	8.0
Sometimes	28	28.0	28.0	36.0
Valid Quite Often	41	41.0	41.0	77.0
Very Often	23	23.0	23.0	100.0
Total	100	100.0	100.0	

According to the table, 41% of the participants reported that their implementation of the principle is quite often. On the other hand, 28% of them stated that they sometimes put the sharing principle into practice while 23% noted that they employ this principle very often. 8% of the participants indicated that they hardly ever perform this principle. None of the participants who completed the questionnaire marked the never option when asked to what degree they implement this principle.

These findings might shed a light on the frequency of the implementation of this principle in the classroom setting. It is apparent on the table that majority of the teachers employ this principle in their classroom on a regular basis. We can conclude this result drawing on the findings and responses given as “quite often” and “sometimes”. Furthermore, a considerable amount of teachers claimed that they put this principle into practice in their classroom very often. This is a rather interesting result since this item almost forms a quarter of the all responses given. This is a high percentage in a comparison to the other principles of MLE. Moreover, the percentage of the hardly ever responses is quite low. All in all, these findings might suggest that implementation of this principle is substantial.

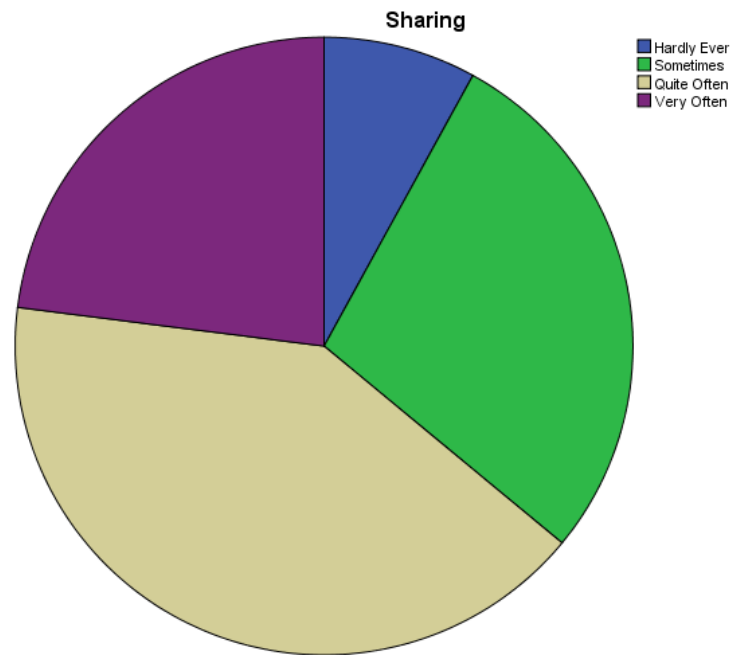


Figure 12. Frequency chart of Sharing principle

The pie chart above might suggest a general overview to the distribution of the responses given. Examining the chart, it can be noticed that majority of the participants noted that they perform this principle quite often in their classroom. Moreover, almost a quarter of them stated that their implementation of the principle is high since they reported that they perform it very often according to responses they provided. A considerable amount of the participants noted that they implement this principle on a regular basis in their classroom as the responses given as sometimes makes up more than quarter of the chart. On the other hand, a small portion of the participants stated that they hardly ever use the principle while “never” responses are not apparent in the chart. Taking the general results into account, one might suggest that the sharing principle of MLE is implemented substantially in the classroom setting.

Q11. How often do you help your learners to develop as individuals?

Table12

Frequency table of Individuality principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Hardly Ever	12	12.0	12.0	12.0
Sometimes	31	31.0	31.0	43.0
Quite Often	45	45.0	45.0	88.0
Very Often	12	12.0	12.0	100.0
Total	100	100.0	100.0	

The table above demonstrated the percentage and the distribution of the responses given by the participants to the item corresponding with the individuality principle of MLE. It can be noticed that 45% of the respondents indicated that they employ this principle quite often in their classroom while 31% noted that they sometimes implement it. On the other hand the percentages of those who hardly ever implement the principle and very often implement it is the same being 12%. None of the respondents indicated that they never employ this principle in their classrooms.

These results might shed a light on the implementation frequency of the individuality principle of MLE. It can be seen that majority of the teachers put this principle into practice on a large scale considering the percentage of the quite often responses which almost constitute half of the total responses. Moreover, a considerable amount of participants claimed that that sometimes practice this principle in their classroom. The percentage of those who put this principle into practice very often is neither low nor too high yet compared to other principles of MLE it can be seen that it is among the least items that have low frequency of quite often responses. On the other hand, a small portion of the participants

remarked that they hardly ever perform this principle. Considering the results in general, one might claim that the implementation of this principle is on the average level, neither high neither low.

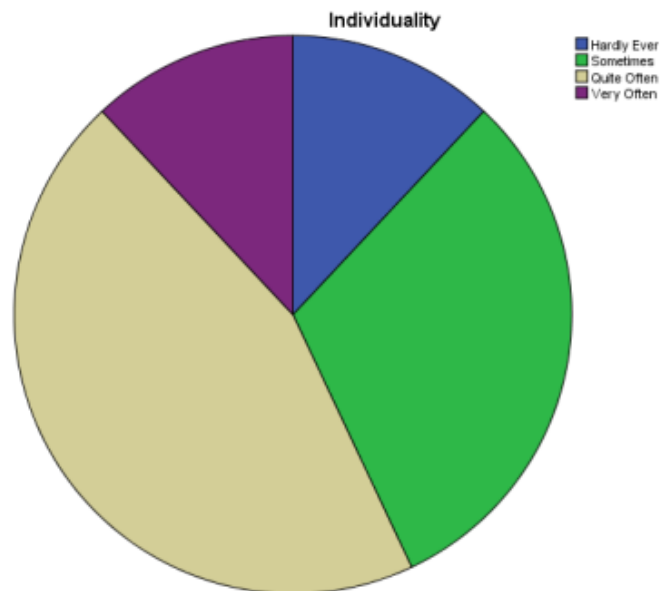


Figure 13. Frequency chart of Individuality principle

The pie chart above may provide a general overview regarding the implementation frequency of this principle. Approximately half of the participants declared that they put the individuality principle into practice very often and more than a quarter of them stated that they sometimes perform it. This might indicate that the implementation of this principle is more than average. However, the percentage of those who implement this principle very often is relatively low and a considerable number of participants declared that they hardly ever practice it. The overall chart might suggest that the implementation of this principle is on an average scale neither high nor too low.

Q12. How often do you help your learners to foster in your learners a sense of belonging to a classroom community?

Table13

Frequency table of Sense of Belonging principle

	Frequency	Percent	Valid Percent	Cumulative Percent
Hardly Ever	5	5.0	5.0	5.0
Sometimes	27	27.0	27.0	32.0
Valid Quite Often	40	40.0	40.0	72.0
Very Often	28	28.0	28.0	100.0
Total	100	100.0	100.0	

The table above presented information concerning the implementation of sense of belonging principle of MLE. The responses gathered from the participants who completed the questionnaire demonstrated that 40% of the participants noted that they put this principle into practice quite often. Furthermore 28% of them stated that they implment it very often. On the other hand, 27% of those who participated indicated that they sometimes perform the sense of belonging principle in the classroom. And 5% reported that they hardly ever employ this principle in their classroom. None of the participants remarked that they never practice the principle.

The results might provide an understanding regarding the implementation of the principle in the classroom setting by teachers. It can be noted that majority of the teachers employ this principle in their classrooms on a large scale. Majority of the respondents indicated that they implement it quite often and the percentage of the participants who remarked that they employ this principle is considerably high. Moreover, those who claimed that they hardly ever implement it constitute the 5% of the total participants. This is relatively a low frequency. On the other hand, the

percentage of those who responded as sometimes regarding their implementation of this principle is 27.

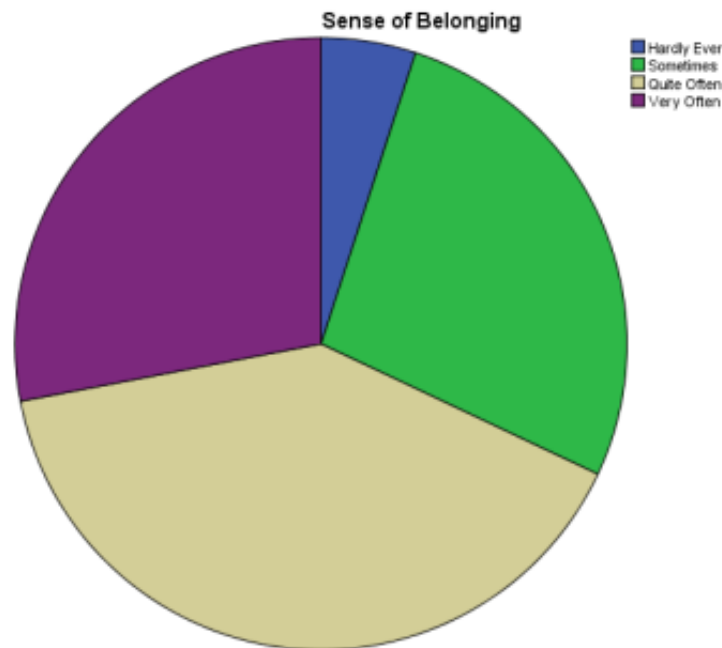


Figure 14. Frequency chart of Sense of Belonging principle

The pie chart above provided an overview towards the implementation of this principle. The chart illustrates that this principle is applied in classrooms on a large scale. This conclusion can be drawn examining the frequency of the responses given. It is clear in the chart that majority of the responses indicated that teachers implement this principle quite often and moreover, a considerable amount of them stated that they use it very often. The percentage of very often responses is one of the highest frequencies of all 12 principles. Furthermore, approximately a quarter of the respondents stated that they sometimes employ this principle. The percentage of those claiming that they hardly ever apply this principle is considerably low. And there is no respondent responding as “never” to the questionnaire item corresponding with the principle of sense of belonging. Drawing on the overall results, one may easily claim that this principle of MLE is implemented in the classroom setting by the teachers extensively.

Table14

Descriptive Statistics of 12 MLE principles

	N	Minimum	Maximum	Mean	Std. Deviation
Shared Intention	100	2	5	4.23	.723
A sense of competence	100	2	5	4.02	.765
Purpose Beyond Here and Now	100	1	5	3.94	.874
Sense of Belonging	100	2	5	3.91	.866
Meaning	100	2	5	3.86	.817
Sharing	100	2	5	3.79	.891
Belief of Positive Outcomes	100	1	5	3.77	.863
Control of behavior	100	1	5	3.58	1.027
Individuality	100	2	5	3.57	.856
Goal setting	100	1	5	3.57	.935
Awareness of Change	100	1	5	3.31	.929
Challenge	100	1	5	3.29	.856
Valid N	100				

The mean values of each MLE principle might provide us with an understanding of implementation ratios of the principles employed by English teachers in their classroom according to their reports. According to the table, Shared Intention ($m = 4.23$) principle is implemented most by the teachers. A sense of Competence ($m = 4.02$) principle takes the second place among the 12 principles. Moreover, Purpose Beyond Here and Now ($m = 3.94$) principle is the

third principle which is implemented mostly. The fourth principle which is employed most by English teachers is Sense of Belonging ($m = 3.91$) principle. The fifth principle with the highest mean values is the principle of Meaning ($m = 3.86$). Sharing ($m = 3.79$) principle of the MLE has the sixth highest mean value among the 12 principles. The seventh of the 12 principles in regard to implementation frequency order is A Belief of Positive Outcomes ($m = 3.77$) principle. Control of Behavior ($m = 3.58$) principle is on the eighth place in regard to implementation frequency order of the MLE principles. The ninth principle of MLE is Individuality ($m = 3.57$). The tenth principle of MLE has the same mean value with the principle of individuality. The tenth principle is Goal Setting ($m = 3.57$). The eleventh principle is Awareness of Change ($m = 3.31$). Finally, the twelfth and the last principle is Challenge ($m = 3.29$).

Summary

In this chapter, the questionnaire items corresponding with MLE principles were analyzed through the responses provided by English teachers through the help of SPSS.21 by means of descriptive statistics procedure. Each item of the questionnaire was analyzed and commented. In addition to that, a comparison was made regarding which principle is favored most by drawing on the mean values of the questionnaire items. The next chapter addresses a brief discussion on the findings as well as implications of the study.

Chapter 5

Discussion, Conclusion and Suggestions

Discussion

The present study was designed to explore the implementation of MLE principles in schools by English teachers based on their self-reports. Very little was found in the literature on the aspect of the implementation of MLE principles by teachers in classroom settings. The studies regarding Mediation earlier focused on the implications and definitions of mediation mostly. Studies concerning the mediated experience paradigm usually focused on these criteria. The presence and the absence of these were questioned in the studies and scales and questionnaires were designed in order to reveal the adequacy of these criteria in mediator and mediatee interaction. This study, on the other hand, was designed to reveal the classroom implementation of Mediated Learning. Feuerstein (1990) noted that teachers should act as mediators and support the learners so that they could find their ways in understanding the language. Edwards, Delarche, Johnson, Marshall & Wurr, (1998) defined the teacher roles in terms of learner-centered classrooms. Learner-centered classrooms have an aim of actively exploring, constructing and learn rather than passively attending lectures and read text books (Norman, & Spohrer, 1996). MLE principles account for an important place in terms of learner-centered classrooms. One of the key components of learner-centered classrooms is that students are given more responsibility in managing their own learning and another key component is that teachers act as facilitator of the knowledge and teach how to learn instead of being a sole source of information (Nonkukhetkhon et al., 2006). In his recent study, Ertit (2017) concluded that MLE and teachers as mediators contributed to will of students to communicate and to take parts in activities and tasks. Similar to the comments of Ertit, Zhong (2013) noted that mediated learning increases students' willingness to communicate in classroom setting where they have interaction with each other. Commenting on the findings of the previous studies, significance of MLE implementation can be inferred.

The current study suggested that English teachers reported that they employ these principles on different ratios. Burden and Williams (1997) stated that

it is not obliged to use twelve principles at the same time; teachers can implement these principles selectively in accordance with their classes and style of teaching.

The study demonstrated that English teachers reported that they allocate a considerable amount of time for *Shared Intention* principle ($m = 4.23$). Shared intention principle refers to guiding the attention of the learner to the desired stimulus and holds importance in the classroom setting and it is interrelated with the raising awareness of the student. It was reported that *Sense of Competence* principle ($m = 4.02$) is employed in classrooms by English teachers most of the time. This principle connected to aiding the students to feel as a part of the classroom community. This principle refers to fostering students' feelings of competence and capacity of learning. The mean value of this principle implies that English teachers reported that they try to encourage their students in a learning task most of the time so that they could become more self-confident. Moreover, the findings indicated that *Purpose beyond Here and Now* principle ($m = 3.94$) is also implemented by English teachers in their teachings quite often. This principle is linked with explaining how an activity will help the students in the future. Considering the mean value of this principle one may claim that English teachers exert a considerable effort to convey to the students the fact that a learning task would not be limited to the learning situation only. *Sense of Belonging* principle ($m = 3.91$) was noted to be employed on a large scale as well by English teachers. The findings also indicated that *Meaning* principle ($m = 3.86$) plays a relatively significant role by English teachers. Meaning principle refers to teachers' efforts to enable students to realize the importance of a learning task. Keeping the mean value of this principle, it can be implied that English teachers try to inform their students regarding the importance of the learning task on a large scale. This study furthermore revealed that *Sharing* principle ($m = 3.79$) is employed substantially in classroom setting. This principle is linked with the interdependence of the students as well as their collaboration in a learning task. Considering the mean value and the percentage of the responses it would not be wrong to claim that English teachers try to include the students into a collaborative learning task substantially. In a similar manner, *Belief of Positive Outcomes* principle ($m = 3.77$) was noted to be implemented on a relatively large scale. This principle refers to the fact that teachers stimulate and encourage their students to assume that a solution for a

complicated task exists. Taking the mean value of this principle into consideration, English teachers reported that they frequently make an effort to create a positive attitude in their students towards complicated learning tasks. It can be suggested that majority of the teachers employ this principle even if not on a large scale. In terms of the *Control of Behavior* principle ($m = 3.58$) the results showed that English teachers reported that it is implemented on a regular basis. Control of Behavior principle is concerned with encouraging students to become more autonomous on their own learning. *Individuality* principle ($m = 3.57$) was also reported to be employed in classroom on a regular basis even if not a large scale. This principle refers to making the learner unique and special. This principle encourages the learner to become independent. The teachers reported that they assist their students to realize that they have their own personality traits and help them realize their own characteristics. However, taking the mean value of this principle, it can be argued that teachers do not put that much importance on this principle and implement it on a reasonable basis based on their self-reports. Moreover, *Goal Setting* principle ($m = 3.57$) is implemented regularly even though English teachers do not perceive this principle as priority. This principle is linked to determining an achievable goal and the process through which the goal is achieved. The teachers guide their students so that they could set their own goals in their learning and strive to achieve that goal. Yet, the mean value of this principle indicates that this principle is not implemented on a large scale in the classrooms by English teachers based on their self-reports, yet it can be noted that it is employed on a reasonable basis. It was reported that *Awareness of Change* principle ($m = 3.31$) is one of the least employed principles among the 12 principles of MLE. This principle refers to being aware of self-change coming from within. The mean value of this principle indicates that this principle is not given as much importance as other principles. However, it would be a mistake to assume that it is not implemented at all; on the contrary the findings imply that it is utilized by English teachers on some degree yet not as often as other principles. Finally, it was reported that *Challenge* principle ($m = 3.29$) is the least favored principle by English teachers. This principle refers to setting challenges which the learners are expected to overcome. These challenges might be possible future challenges which the learners may face through their learning process. The mean value of this principle is the lowest among the 12 principles of MLE. Considering the

descriptive results, it was reported that this principle is the least implemented method by English teachers among 12 principles of MLE.

When interpreted holistically, the results of this study indicated that MLE principles were reported to be implemented by English teachers on different ratios. It is a fact that some principles are implemented more densely than others, however there might be number of reasons behind this phenomenon. Tzurriel (1996) revealed that different parameters of MLE come forth depending on the content of the interaction. In other words, 12 criteria do not have to be present at the same time; on the contrary, each principle as its own time and is utilized when necessary. The findings of this study correspond with the findings of the study conducted by Brown (2002). Teachers of English implement these principles on different ratios. This might due to the constraints they encounter in their environment while teaching. There may be number of hindering reasons for English teachers to be unable to implement the MLE principles adequately in the classroom.

The findings showed that teachers reported to play the role of *universal* mediator rather than *situational* mediator. Universal parameters are shared intention, mediation of meaning, and transcendence. It was found that these principles were on the upper side of the list of mean comparison. 49% of the participants reported that they implement shared intention principle quite often and 38% indicated that they implement it very often. Moreover, 44% reported that they implement meaning principle very often while 23% stated that they implement it very often. As for the purpose beyond here and now principle, 44% reported that they implement it quite often and 28% reported to implement it very often. These findings echo with the findings of Sivacı (2017).

As for the situational parameters, it was reported that teachers also implement these principles in their classrooms, yet the findings revealed that universal features were reported to be given priority. The findings also showed that goal setting, awareness of change and challenge were reported to be implemented the least among 12 principles. The findings of Sivacı (2017) also showed that these three principles were the least employed principles by English teachers. The findings of the both studies showed that English teachers implement universal parameters of MLE more than situational parameters and the least employed parameters are goal setting, awareness of change and challenge.

A study conducted on the teachers regarding their practice as mediators was held in Chinese context. A study conducted in China concerning the MLE implementation of teachers and constraints provided an understanding regarding the issue. It has been found out in a study implemented in China concerning the teacher roles of mediation that most teachers failed to play the role of mediator in their classroom practices (Hua, Samuel, & Xiongyong 2012). However, the study also found out the reasons why teachers failed to implement the features of MLE. According to the study, the main reason why teachers do not conduct the criteria is the curriculum and the traditional point of view to the language

The role of the teacher as mediator is vital in a classroom since they are expected to regulate the classroom atmosphere by providing the learners an opportunity to express themselves through employing certain methods and strategies. A study conducted by Dinos & White, (2010) revealed that students demonstrated increase in on task communication, and willingness to support each other in task completion after the adequate mediation was provided. In that sense, it can be claimed that teachers can enrich their learners as mediators in schools by assisting them gain the understanding, abilities and strategies they need to become efficient and independent learners (Sivaci, 2017). The role of a teacher as a mediator means assisting the students learn the knowledge and skills needed to advance by becoming self-employed students with problems. This study provided a general idea concerning the implementation of these principles in the classroom settings based on teacher reports. This is important since the MLE criteria cover important aspects of language teaching and exploring the implementation of these principles provided important implications. Exploring and understanding the situation in the actual classrooms might help us improve the quality of the teacher education in terms of mediation to raise awareness for knowing what their roles are as mediators because of their critical roles.

Pedagogical Implications

The current study provided significant implications in the language teaching field. These findings draw our attention to the importance of considering the classroom implementation of MLE principles. Language teaching is a demanding task for teachers and teachers should be equipped with adequate features in order

to provide students with an efficient learning environment. The role of teachers in a classroom setting is important. The mediated learning experience can increase learners' motivation and it is considered essential in foreign language learning (Vigoya, 2005).

Mediation is important for the cognitive development of the organism. Students in language classrooms might need even more mediation from their teachers since language itself is a means to create social interaction among individuals. Thus, English teachers are expected to create settings where they mediate their students so that they can become more prominent in their language learning. It is a fact that English teachers graduate from universities with enough theoretical knowledge concerning mediational experience principles. However, not adequate research has been carried out so far regarding the implementation of these principles in Turkish settings.

This study aimed to provide an understanding regarding this issue, the findings provided a little information on the implementation frequencies of MLE principles in Turkish schools by English teachers. These findings may help us to better understand whether English teachers employ MLE principles in their teaching. The findings demonstrated that English teachers reported that they implement these MLE principles ranging from very often to never. Majority of the teachers did not provide "never" response for most of the principles, however it should be noted that while some principles are implemented more dominantly, some are underestimated. The importance and the necessity of the mediated learning experience principles have been uttered earlier and it is known that English teachers are aware of their importance since their studies in the universities provide the essential knowledge. Notwithstanding, the descriptive statistics indicated that English teachers do not give importance to the 12 principles equally. It is undeniable that English teachers employ MLE principles in their classrooms on different levels, however drawing on the mean values of the questionnaire items corresponding with each principle item, it can be seen that there are dramatic inequalities. Feuerstein identified universal MLE parameters three of which are indispensable to any mediated interaction. These three principles are "shared intention", "purpose beyond here and now", and "meaning" principles. These principles are implemented relatively on a large scale compared

to other principles. Yet, in order to achieve a comprehensive mediation environment all of the components should be implemented equally.

English teachers should pay more attention to mediated learning experience principles in order to provide students with an environment in which they would feel secure and confident enough to express themselves. Moreover, these principles have an effect on the students on their ways to become more autonomous and take control of their own learning. The teachers should try their best to utilize these principles to aid their students in their cognitive developments concerning language learning.

Methodological Implications

This study was conducted through quantitative methods employing a questionnaire including 12 items. In order to gather data 100 English teachers voluntarily completed the questionnaire and the responses were analyzed through SPP.21 program and descriptive results were presented. However, the instrument and the sample group size might be inadequate to reveal the MLE implementation in classroom settings. This problem can be overcome by using various data collection instruments such as interview, classroom observations and recordings. The sample group included 100 English teachers from secondary schools for this study. Yet, the sample can be enriched by the participation of high schools and primary school teachers.

More importantly an instrument involving an observation when teachers are on duty since participants might have responded differently than they actually perform in classroom. Therefore, a qualitative data would be more beneficial rather than quantitative. Another option could be collecting data through personal interview with English teachers to obtain more detailed responses. So, the researcher could have a better understanding regarding the real implementation of mediated learning experience principles. By using such methodology, the implementation levels of the English teachers can be seen more thoroughly and properly. The next and final chapter presents a general conclusion of the study.

Conclusion

The main aim of the present study is to document the implementation of Mediated Learning Experience principles in schools based on the self-reported results. In order to reveal the implementation ratios of MLE principles, a questionnaire including 12 items were provided to English teachers. Each item had the options of never, hardly ever, sometimes, quite often and very often. The questionnaire was applied to 100 English teachers on computer environment via Google Forms. The teachers were asked to rate their implementation of each principle. This study employed a quantitative perspective. A questionnaire consisting of 12 items in 5 point Likert-scale was utilized in this study. The data was collected from English teachers after granting the necessary consent form from the authors. The questionnaire was obtained from the acknowledged book "Psychology for Language Teachers: A Social Constructivist Approach" by Burden & Williams (1997). The findings showed that English teachers reported to implement MLE principles on different ratios. However, they also reported that the implementation of these principles is on a regular basis and not ignored. The importance of mediation for the cognitive development of the learner has been addressed before. The findings of the study provided with an insight toward the classroom implementation of the MLE principles.

Suggestions for Future Research

This study offered an insight toward the implementation of MLE principles by English teachers. However, further studies, which take these variables into account, will need to be undertaken. The data for this study were gathered through a questionnaire and variables were not included. The data were collected by quantitative methods, future studies which employ qualitative methods as well on the current topic are therefore recommended. More importantly the findings of this study are based on the self-reports of the teachers. Thus, more comprehensive instruments can be employed in order to have more reliable results.

Though this study documented the implementation of MLE principle, it did not take the constraints into account. The classroom environment is unique in its nature and there might be number of reasons which retain English teachers to implement MLE principles properly. Thus, a study concerning the classroom

constraints is needed in order to have a better understanding regarding the actual implementation of MLE principles.

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APPENDIX A: Mediated Learning Experience Questionnaire

For each of the following 12 statements, please circle the figure from 1 to 5 that most closely agrees with how you feel. Consider your answers in the context of your current job or past work experience.

Very Often 5

Quite Often 4

Sometimes 3

Hardly Ever 2

Never 1

How often do you:	Never	Hardly Ever	Sometimes	Quite Often	Very Often
1. Make your instructions clear when you give a task to your learners.	1	2	3	4	5
2. Tell your learners why they are to do a particular activity.	1	2	3	4	5
3. Explain to your learners how carrying out a learning activity will help them in the future.	1	2	3	4	5
4. Help learners to develop a feeling of confidence in their ability to learn.	1	2	3	4	5
5. Teach learners the strategies they need to learn effectively.	1	2	3	4	5
6. Teach learners how to set their own goals in learning.	1	2	3	4	5
7. Help your learners to set challenges for themselves and to develop strategies to meet those challenges.	1	2	3	4	5

8. Help your learners to monitor changes in themselves.	1	2	3	4	5
9. Help your learners to see that if they keep on trying to solve a problem, they will find a solution.	1	2	3	4	5
10. Teach your students to work co-operatively	1	2	3	4	5
11. Help your learners to develop as individuals.	1	2	3	4	5
12. Foster in your learners a sense of belonging to a classroom community	1	2	3	4	5

APPENDIX B: Aracılı Öğrenme Anketi

Sevgili katılımcı,

Aşağıdaki ölçek sizin aracılı öğrenme algınızı ortaya çıkarmak için uygulanmaktadır. Listedeki ifadelerde salt doğru ya da yanlış cevaplar bulunmamaktadır. Ölçeğe verdiğiniz cevapların gizli kalacağından emin olunuz. Cevaplarınızın bu çalışma için çok değerli katkılar sunacaktır. Katılımınız için çok teşekkür ederim.

Semih Taşkiran

Hacettepe Üniversitesi - İDÖ (Y.L.)

Aşağıdaki 12 madde için 1den 5e kadar olan sayılardan kendinize en yakın olanı daire içine alın. Cevaplarınızı şimdiki çalıştığınız veya geçmiş iş deneyiminiz bağlamına göre veriniz.

Çok Sık 5
 Oldukça Sık 4
 Bazen 3
 Neredeyse Hiç 2

Hiç

1

Ne sıklıkla:	Hiç	Neredeyse Hiç	Bazen	Oldukça Sık	Çok Sık
1. Öğrencilerinize etkinlik yaptırdığınızda yönergeleri açık bir şekilde verirsiniz?	1	2	3	4	5
2. Öğrencilerinize belirli bir aktiviteyi neden yaptıklarını söylersiniz?	1	2	3	4	5
3. Öğrencilerinize yaptıkları aktivitenin gelecekte onlara nasıl yardım edeceğini açıklarsınız?	1	2	3	4	5
4. Öğrencilerinizin öğrenme yeteneklerini geliştirmelerinde kendilerine güven kazanmalarına yardımcı olursunuz?	1	2	3	4	5
5. Öğrencilerinize etkili bir biçimde öğrenme stratejilerini öğretirsiniz?	1	2	3	4	5
6. Öğrencilerinize kendi öğrenme hedeflerini nasıl koyacaklarını öğretirsiniz?	1	2	3	4	5
7. Öğrencilerinize kendilerine hedef koymaları ve bu hedefleri gerçekleştirmek için stratejiler geliştirmelerini öğretirsiniz?	1	2	3	4	5
8. Öğrencilerinize kendilerindeki değişimi gözlemlmelerinde yardım edersiniz?	1	2	3	4	5
9. Öğrencilerinize bir sorunu çözmek için ısrarcı olurlar ise, bir çözüm bulacaklarını görmelerine yardım edersiniz?	1	2	3	4	5
10. Öğrencilerinize iş birliği içerisinde çalışmayı öğretirsiniz?	1	2	3	4	5

APPENDIX C: Gönüllü Katılım Formu

Katılacağınız çalışma bir yüksek lisans tez çalışmasıdır ve Dr. Ufuk Balaman danışmanlığında yürütülmektedir. Çalışmayı yürüten araştırmacı Hacettepe Üniversitesi İngilizce Öğretmenliği öğrencisi olan Semih Taşkiran'dır. Bu çalışma için Hacettepe Üniversitesi Etik Komisyonu'ndan gerekli izin alınmıştır. Çalışmanın yasal temsilcisi tez danışmanı olan Dr. Öğr. Üyesi Ufuk Balaman'dır. Çalışmanın amacı, devlet okullarında çalışan öğretmenlerin aracılı öğrenme deneyimi prensiplerine bakış açılarını görmek ve ne dereceye kadar uyguladıklarını saptamaktır. Çalışmaya katılım tamamıyla gönüllülük temelinde olmaktadır. Katılımcılardan kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir; elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Katılımcılardan onlara verilen anketi kendileri için en uygun şekilde doldurmaları beklenmektedir. Bu anket hazırlık eğitimi almakta olan üniversite öğrencilerinin iletişim kurma istekliliklerini ölçmeyi amaçlamaktadır. Çalışma sırasında eğer katılımcıların rahatsız olduğu bir durum olursa araştırmaya katılımdan vazgeçmekte özgürdürler. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Katılımcı:

Adı, soyadı:

Adres:

Tel:

İmza:

Semih Taşkiran, MA Candidate Hacettepe University ELT Department Beytepe, Çankaya 06800, Ankara Phone : (538) 419-7598	Ufuk Balaman, MA – Thesis Supervisor Assistant Professor Hacettepe University ELT Department Beytepe, Çankaya 06800, Ankara Phone : 03122978575
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E-mail : semih.taskiran293@gmail.com	E-mail : ubalaman@gmail.com
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APPENDIX D: Mediated Learning Experience Questionnaire Consent Form

INTRODUCTION:

You are invited to consider participating in this research study. Please take as much time as you need to make your decision. Feel free to discuss your decision with whomever you want, but remember that the decision to participate, or not to participate, is yours. If you decide that you want to participate, please sign in your name in the space provided at the bottom of this page. This research is conducted by Semih Taşkıran, Hacettepe University MA student, under the supervision of Dr. Ufuk Balaman, MA thesis supervisor. Legal representative of this research is Dr. Ufuk Balaman.

PURPOSE:

The purpose of this study is to investigate preparatory school teachers' mediated learning experience perceptions, their actual behavior and the factors that contribute to their execution of mediated learning experience. You are being asked to participate in this study by completing one survey related to this topic.

RISKS & BENEFITS:

When you participate in this research study, there are no known risks greater than those encountered in everyday life. While the study may not provide any direct benefits to you, your participation will contribute to the professional knowledge base on English Language Teaching.

COMPENSATION FOR PARTICIPATION:

There will be no monetary compensation to you. Nor will there be any costs to you for participating in the study.

CONFIDENTIALITY:

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. However, it is impossible to guarantee absolute

confidentiality. In order to keep information about you safe, computerized data will be kept in a password-protected file on the personal computer which only the researcher can access. Your name or other identifiable information will not be included in the final product that reports the research results. Please note that, even if your name is not used in publication, the researcher will still be able to connect you to the information gathered about you in this study.

PARTICIPATION & WITHDRAWAL:

Participation is completely voluntary. You can choose whether or not to be in this study. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits to which you are otherwise entitled. You may also refuse to answer any questions you do not want to answer. There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

SUMMARY OF RESULTS: A summary of the results of this research will be supplied to you, at no cost, upon your request.

VOLUNTARY CONSENT (SIGNATURE): _____

By completing and submitting this questionnaire to the researcher, you are voluntarily agreeing to participate. If you have any questions about the study, please contact the researcher and/or the thesis supervisor via email or phone.

Semih Taşkıran, MA Candidate Hacettepe University ELT Department Beytepe, Çankaya 06800, Ankara Phone : (538) 419-7598 E-mail : semih.taskiran293@gmail.com	Ufuk Balaman, MA – Thesis Supervisor Assistant Professor Hacettepe University ELT Department Beytepe, Çankaya 06800, Ankara Phone : 03122978575 E-mail : ubalaman@gmail.com
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APPENDIX E: Ethics Committee Approval



I.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 30.05.2019 11:14
Sayı: 35853172-101.02.02-
E.00000611312



Sayı : 35853172-101.02.02
Konu : Semih TAŞKIRAN Hk. (Etik Komisyon)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 15.05.2019 tarihli ve 51944218-101.02.02/00000591667 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencilerinden Semih TAŞKIRAN'ın Dr. Öğr. Üyesi Ufuk BALAMAN danışmanlığında yürüttüğü "Türk Devlet Okullarındaki İngilizce Sınıflarında Aracılı Öğrenme:Uygulamalar ve Kısıtlayıcı Etkenler " başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonununun 14 Mayıs 2019 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-izmalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

APPENDIX F: Declaration of Ethical Conduct

APPENDIX F: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

10 /07/2019


Semih TAŞKIRAN

APPENDIX G: Thesis/Dissertation Originality Report

APPENDIX G: Thesis Originality Report

24/07/2019

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Exploring The Implementation of Mediated Learning Experience in Secondary Schools in Turkey

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility, and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: **Semih TAŞKIRAN**
Student No.: **N16126055**
Department: **Foreign Language Education**
Program: **English Language Teaching**
Status: Masters Ph.D. Integrated Ph.D.


Signature

ADVISOR APPROVAL

APPROVED
Assistant Professor Dr. Ufuk BALAMAN



APPENDIX H: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

APPENDIX H: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikrî mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezimin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge" kapsamında tezimin aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.U. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- o Teziminle ilgili gizlilik kararı verilmiştir. ⁽³⁾

10 /07 /2019


Semih TAŞKIRAN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6.1. Lisansüstü teze ilgili patent başvurusu yapılmadı veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü ana bilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezimin erişime açılmasını ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik materyal ve metodların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç miktarı okutulabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü ana bilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile aynı ayı aşmamak üzere tezimin erişime açılması engellenebilir.

(3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik sağlığı vb. konuları ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tez yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolleri çerçevesinde hazırlanan lisansüstü tezlerle ilgili gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna baktırılır.

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir.

* Tez danışmanının önerisi ve enstitü ana bilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

