The relationship between 8th grade secondary school students' motivational strategies, attitudes and academic achievements concerning English learning[*]

Fırat Kanat [a] † iD , İshak Kozikoğlu [b] iD

[a] Mesut Özata Anatolia High School, Van, Turkey
[b] Van Yüzüncü Yıl University, Van, Turkey

Abstract

The purpose of this study is to investigate the relationships among 8th grade secondary school students' self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement. In this study, correlational survey method was used. The 949 8th grade secondary school students determined by stratified sampling method formed the sample of the study. In this study, "Motivational Strategies for Learning Questionnaire" and "Attitude Scale for English Course" were used as data collection tools. In this study, Pearson Product Moment Correlation Coefficient and stepwise regression analysis were used for data analysis. As a result of the study, it was found that there is a moderate, positive and significant relationship between students' TEOG English achievement and self-regulation, cognitive strategy, self-efficacy, intrinsic value and attitudes towards English course; and there is a low, positive and significant relationship between students' TEOG English achievement and students' test anxiety. It was found that students' intrinsic goal orientation, self-efficacy perceptions and attitudes towards English course predict 43.9% of the variance in students' self-regulation strategies, while test-anxiety does not significantly predict self-regulation strategies. It was found that the students' self-regulation strategies (self-regulation, cognitive strategies), motivational beliefs (self-efficacy, test anxiety, intrinsic value) and attitudes towards English course can predict 55.2% of the variance of their English academic achievement. In this respect, it may be suggested that teachers and students to be trained on motivational strategies through various training activities and seminars.

Keywords: Motivational strategies; attitude; self-regulation strategies; English; academic achievement

1. Introduction

Self-regulated learning continues to be an important concept in the field of education. Over the last two or three decades, a large number of theories and methods have attempted to explain the processes which affect self-regulated learning through defining them and have attempted to reveal the relationship

---

[*] This research was obtained from master thesis of first author titled as "*The Relationship Between 8th Grade Secondary School Students' Motivational Strategies, Attitudes and Academic Achievements Related to English Learning*".

† Corresponding author.
  E-mail address: firatkanatfk@gmail.com

between self-regulation and academic performance (Cassidy, 2011; Sardareh, Saad & Boroomand, 2012; Zumbrunn, Tadlock, & Roberts, 2011). Education psychologists perceive self-regulation ability as an important component of learning not only in school, but in all areas of life (Boekaerts, 1999). Interest in self-regulated learning continues to increase because self-regulated learning emphasizes the importance of students being responsible for their own learning (Turingan & Yang, 2009).

Self-regulation and self-regulated learning which continue to attract the attention of many education researchers are not clearly defined concepts yet (Collett, 2014). Pintrich (2000), who has done a lot of research in this field, defines self-regulation as an active and constructive process in which learners set their learning goals, cognition, motivation and behavior. Zimmerman is another researcher with many studies on self-regulation. According to Zimmerman (2002), self-regulation is not a mental ability or an academic performance, rather it is a self-directed process in which students transform their mental abilities into academic skills. From these definitions, self-regulated learning can be defined as a process in which learners set their own learning goals and regulate their cognition, motivation and behavior in order to achieve these goals.

There are models based on different theoretical perspectives on self-regulated learning, many of which acknowledge that students use various cognitive and metacognitive strategies to organize and control learning (Üredi, 2005). Among these models, Pintrich's (2000) self-regulatory model is regarded as the most comprehensive model because it encompasses all the cognitive, metacognitive elements of the learning as well as other social and contextual features of the learning environment (Sardareh, Saad & Boroomand, 2012). In this study, two sub-dimensions of self-regulation strategies, "cognitive strategies" and "self-regulation" are emphasized.

The strategies that students use such as "repetition", "interpretation" and "organization", and managing their own efforts to accomplish any task successfully are called cognitive strategies (Pintrich & De Groot, 1990). Cognitive strategies are used to learn, remember and understand any topic using time and effort management (Nasrollahi-Mouziraji & Birjandi, 2016). On the other hand, self-regulation includes metacognitive strategies that are used to plan, monitor and change cognition (Pintrich & De Groot, 1990). Self-regulation is a process in which learners actively participate in the learning process, determine their own learning methods and this process is controlled by them. There are three factors that stand out in the definition of self-regulation in the literature. The first factor is the voluntary participation of the students in the learning process. The second factor is that students decide on their own learning methods. Finally, the third factor is that students monitor their learning. Researches have revealed that self-regulation is very important in education. Students with self-regulation have knowledge of their learning processes and are aware of the tasks they can and can not do academically (İlhan & Karataş, 2015).

Self-regulation was found to be positively related with success and students with high self-regulation were more motivated to use planning, organizing and self-monitoring strategies than students with low self-regulation (Pintrich & De Groot, 1990). Self-regulation can help learners determine their goals and develop self-efficacy to achieve the goal. Therefore, it is an issue that should be discussed in the field of language learning (Tsai, 2015). Through self-regulation skills, students are more successful in setting learning goals, planning and studying to achieve these goals. Therefore, it is considered that self-regulation is a very important factor for students.

Many theories focus on individuals' beliefs about their own abilities and competencies, expectations for success or failure, and control over the outcomes. These beliefs are directly related to the question, "Can I do this task?". In general, when individuals respond positively to this question, they perform better and they are motivated to overcome more challenging tasks (Eccles & Wigfield, 2002). In order to accomplish any task, the individuals must have the incentive belief that they can succeed in

accomplishing this task and they can be successful. At this point, motivation studies about learners come to the forefront. Recent motivation studies have shifted from a behavioral perspective to a social cognitive perspective that emphasizes the importance of students' beliefs about themselves, their strategies and learning environments (Ongowo & Hungi, 2014). This situation is defined as "motivational beliefs" in the literature.

The learners' beliefs, attitudes or judgments about their environment constitute their motivational beliefs (Pintrich, 2000). Self-regulated learning requires learners to use strategies such as cognitive, metacognitive, resource management. Being aware of these strategies does not mean that they will always be used by learners. Individuals may not be willing to use them, even though they are aware of appropriate learning strategies. At this point, the motivational resources that will enable learners to use appropriate strategies gain importance. Motivational beliefs are one of the most important factors in motivating learners to learn (Üredi, 2005).

Motivational beliefs can be positive or negative, but it is very difficult for learners with these beliefs to change them (Boekearts, 2002). In this respect, it is important that learners have the positive motivational beliefs. Motivated learners are enthusiastic, willing to study intensively, focused on assigned tasks, do not feel the need for constant reinforcement, are willing to resist difficulties, and even motivate others and facilitate collaborative learning (Al Othman & Shuqair, 2013). Students with high motivational beliefs tend to use self-regulation strategies more than the students with low motivational beliefs (Soyoğul, 2015). In motivational beliefs, there are some key factors such as task value, self-efficacy, test anxiety and goal orientation (İlhan & Karatas, 2015). These factors interact with contextual, behavioral, and cognitive factors and affect self-regulation. Motivational beliefs also constitute a sub-dimension of self-regulation (Ocak & Yamaç, 2013). Motivation is considered to be an important factor affecting success in foreign language learning. Motivation functions as a driving force in foreign language learning and directs the learning process (Dörnyei, 1998).

Another important factor in foreign language learning apart from self-regulation and motivation is attitude. Success at the target language depends not only on the cognitive capacity, but also on the attitudes of the learners towards language learning (Abidin, Pour-Mohammadi & Alzwari, 2012). In general, attitude is a hypothetical psychological structure that defines or promotes certain behaviors and describes the direction and continuity of behavior (Al Mamun, Rahman, Rahman & Hossain 2012). It is attitude that puts forth what an individual thinks about any person, and it is possible to understand what he/she thinks about it by looking at how the individual behaves to any object (İlhan & Karataş, 2015). Attitude is a relatively persistent organization of beliefs around an object or situation that makes individuals tend to respond situations preferably. The fact that the attitude is relatively permanent is related to its being a learned structure and therefore being forgettable. It can be taught as it is learned. You can learn to like a foreign language. No student is born with like or dislike towards foreign language (Smith, 1971). It is important that learners have positive attitudes when learning a foreign language.

In the literature concerning self-regulation strategies, motivational beliefs and attitude, it is seen that there are studies investigating the relationship between self-regulated learning strategies and language achievement (Adıgüzel and Orhan, 2017; Fatemipour and Najafgholikhan, 2015; Mahmoodi, Kalantari and Ghaslani, 2014; Sardareh, Saad and Boroomandi 2012; Zahidi, 2012); academic self-efficacy and self-regulated learning strategies (Bozpolat, 2016; Joo, Bong and Choi, 2000); self-efficacy and academic performance (Meral, Çolak and Zereyak, 2012; Tılfarlıoğlu and Cinkara, 2009); attitude towards English course and academic achievement (Anbarlı-Kırkız, 2010; İnal, Evin-Gencer and Saracaloğlu, 2005; Rukh, 2014). Furthermore, there are studies investigating the relationships among students' self-efficacy, motivational beliefs and Turkish achievement (Yıldız, 2015); students' self-regulated learning strategies, motivational beliefs and Mathematics achievement (Almarashdeh, 2012; Demir and Budak, 2016; Mousoulides and Philippou, 2005; Ocak and Yamaç, 2013; Üredi and Üredi,

2005). When the studies in the literature are examined, it seems that the studies on the relationships among self-regulation strategies, motivational beliefs and academic achievement were mosly conducted towards Mathematics course. Concerning English course, although there are studies investigating the relationship between self-regulated learning strategies and language achievement or between attitude towards English course and academic achievement, there is a need for investigating the relationships among self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement.

1.1. The purpose and importance of the study

The purpose of this study is to investigate the relationships among 8th grade secondary school students' self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement. In response to this purpose, the following questions are addressed in this study:

1. Is there a significant relationship among students' self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement?

2. Do the motivational beliefs and attitudes of students towards English course significantly predict their self-regulation strategies?

3. Do students' self-regulation strategies, motivational beliefs, and attitudes towards English course predict their English academic achievement significantly?

As stated above, it is seen that the studies in the literature on the relationships among self-regulation strategies, motivational beliefs and academic achievement were mosly conducted towards Mathematics course. Therefore, this study will contribute to the literature by investigating the relationships among self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement.

Learned as a second language in many countries, English is used as an international communication language in various fields such as science, technology, art and education. The curricula of these countries include English language teaching. Our curricula also give importance to English education. In this respect, the English curriculum has been revised several times. Despite this, the English academic achievement in our country is far behind the desired level (Gömleksiz & Aslan, 2017; Kırkıç & Boray, 2017; Memduhoğlu & Kozikoğlu, 2015). In this respect, it is necessary to investigate the variables associated with English academic achievement. This study, which investigates the relationship among self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement of secondary school 8th grade students, is thought to be important in terms of determining individual factors that are thought to have an effect on English academic achievement.

It is considered that this study will contribute to the literature in terms of discussing the individual factors such as self-regulation strategies, motivational beliefs and attitudes towards English course together which are thought to have effect on English academic achievement of 8th grade secondary school students and determining the predictive power of these variables on English academic achievement.

2. Method

2.1. Research model

In this research, correlational survey method as one of the survey methods was used. In correlational survey method, it is aimed to determine the presence and/or the extent of relationship between two or more variables (Karasar, 2015). In this research, it is considered that the correlational survey method is

appropriate for the purpose of the study because it aims to reveal the relationships among 8th grade students' self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement.

2.2. Population and sample

The population of this study consists of 11376 8th grade secondary school students in the districts of İpekyolu, Tuşba and Edremit in Van province within 2016-2017 academic year. İpekyolu, Tuşba and Edremit were determined for the population of this study because of the fact that these are districts in the city centre of Van. Stratified sampling method was used in this study. In the stratified sampling, the universe is divided into lower homogeneous groups according to the variable considered to be effective in the study and the sample is determined by using simple random sampling from each sub-group (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2012). Therefore, considering that it might have an effect on research problems, secondary schools in each district were divided into three groups as "successful, successful at moderate level and successful at low level" according to the results of their English achievement in TEOG exam obtained from the Van Provincial Directorate of Education (MEM). In this respect, the schools with an average of "65 and over" TEOG English achievement were grouped as "successful", the schools with "45-64" were grouped as "successful at moderate level", the schools with "44 and below" were grouped as "successfull at low level". Then, one or two secondary schools from each group were selected randomly. The students in the 8th grade of the determined secondary schools constituted the sample of the study and a total of 949 students from three districts were included in this study. Table 1 shows the distribution of the students concerning districts, TEOG English achievement of the schools and gender.

Table 1. The distribution of the students in the sample concerning districts, TEOG English achievement of the schools and gender

Feature	Category	Number (N)	Percentage (%)
Gender	Female	479	51
	Male	470	49
District	İpekyolu	371	39
	Tuşba	362	38
	Edremit	216	23
TEOG English Achievement of the School	Successful	319	34
	Successful at moderate level	363	38
	Successful at low level	267	28
	Total	949	100

According to the data in Table 1, approximately half (479; 51%) of the 8th grade secondary school students are female and approximately half (470; %49) of them are male. 371 (39%) of the students study in the district of İpekyolu, 362 (38%) are in the district of Tuşba and 216 (23%) are in the district of Edremit. It is seen that 267 (28%) students study at the schools that are successful at low level, 363 (38%) students study at schools that are successful at modarete level and 319 (34%) students study at schools that are successful.

2.3. Data collection tools

In this study, "Motivational Strategies for Learning Questionnaire" was used to determine the self-regulation strategies and motivational beliefs of the 8th grade secondary school students towards English, and "Attitude Scale for English Course " was used to determine students' attitudes towards English course. Information on data collection tools is provided below.

Motivational Strategies for Learning Questionnaire: A 7-point Likert-type scale developed by Pintrinch and De Groot in 1990 and adapted into Turkish by Üredi (2005), consists of 44 items and two dimensions named "self-regulation strategies" and "motivational beliefs". The dimension of self-regulation strategies consists of two sub-dimensions: cognitive strategy use and self-regulation. The motivational beliefs dimension of the scale consists of three sub-dimensions: self-efficacy, intrinsic value and test anxiety. Cronbach Alpha internal consistency coefficients of the scale were calculated as .82 for cognitive strategy use, .84 for self-regulation, .92 for self-efficacy, .88 for intrinsic value, and .81 for test anxiety (Üredi, 2005). In this study, the Cronbach Alpha internal consistency coefficients of the scale were calculated as .86 for cognitive strategy use, .81 for self-regulation, .75 for self-efficacy, .84 for intrinsic value, and .76 for test anxiety. These values indicate that the scale is a valid and reliable measurement tool. The Motivational Strategies for Learning Questionnaire was used in this study for English course as it was developed to measure the self-regulation and motivational beliefs of students towards a particular course or subject area.

Attitude Scale for English Course: The scale developed by Güven and Uzman (2006) to measure the attitude towards Geography course was adapted into English course by Anbarlı-Kırkız (2010). The 5-point Likert-type scale consists of 20 items (10 positive and 10 negative). Cronbach Alpha internal consistency coefficient of the scale was found to be .93. In this study, it was found to be .90. These values indicate that the scale is a valid and reliable measurement tool.

2.4. Data analysis

In this study, Pearson Product Moment Correlation Coefficient values were calculated to determine whether there are significant relationships among students' self-regulation strategies, motivational beliefs, attitudes towards English course and English achievement. These values were evaluated as "low level" between *'0.00-0.29',* "moderate level" between *'0.30-0.69'* and "high level" between *'0.70-1.00'.*

Stepwise regression analysis was used to determine whether the motivational beliefs and attitudes of students towards English course predict their self-regulation strategies significantly and whether students' motivational beliefs, self-regulation strategies and attitudes towards English course predict their English academic achievement significantly. In the stepwise regression analysis, independent variables that have no significant effect on the dependent variable are excluded from the regression model and independent variables that make a significant contribution to the dependent variable are included in the analysis in the order of contribution to the variance (first being the most contributing variable). In addition, the stepwise regression analysis has assumptions such as providing multivariate normality and linearity, and lack of multicollinearity (Büyüköztürk, 2016; Cohen, Cohen, West & Aiken, 2003). Therefore, in this study, dependent and independent variables were analyzed according to the assumptions of stepwise regression analysis before the analysis. As a result; multivariate normality and linearity were achieved, no multicollinearity problem was found.

3. Results

3.1. Results concerning the first sub-problem

Pearson Product Moment Correlation Coefficients calculated to examine the relationships among students' self-regulation strategies, motivational beliefs, attitudes towards English course and English achievement concerning the first sub-problem of the study "Is there a significant relationship among students' self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement?" is shown in Table 2:

Table 2. Pearson product moments correlation coefficients concerning the variables included in the study

Scales and sub-dimensions	(1)	(2)	(3)	(4)	(5)	(6)
A. Motivational Strategies for Learning Questionnaire						
1. Self-regulation	1.00	.524**	.425**	.462**	.085**	.258**
2. Cognitive strategy use		1.00	.550**	.585**	.218**	.403**
3. Self-efficacy			1.00	.648**	.331**	.489**
4. Intrinsic value				1.00	.282**	.366**
5. Test Anxiety					1.00	.147**
B. Attitude Scale for English Course						
6. Attitude	.258**	.403**	.489**	.366**	.147**	1.00
C. TEOG English Achievement						
7. Achievement	.533**	.623**	.612**	.574**	.099**	.405**

*p<.05 *, p<.01***

According to Table 2, there is a moderate, positive, and significant relationship between 8th grade secondary school students' TEOG English achievement and self-regulation (r=.533; p<.01), cognitive strategy use (r=.623; p<.01), self-efficacy (r=.612; p<.01), intrinsic value (r=.574; p<.01) and attitudes towards English course (r=.405; p<.01); on the other hand, there is a low, positive and significant relationship between students' TEOG English achievement and test anxiety (r=.099; p<.01).

There is a moderate, positive and significant relationship between students' attitudes towards English course and cognitive strategy use (r=.403; p<.01); on the other hand, there is a low, positive and significant relationship between students' attitudes towards English course and self-regulation (r=.258; p<.01).

There is a moderate, positive and significant relationship between students' self-regulation and self-efficacy (r=.425; p<.01), intrinsic value orientation (r=.462; p<.01) while there is a low, positive and significant relationship between students' self-regulation and test anxiety (r=.085; p<.01). Similarly, there is a moderate, positive, and significant relationship between students' cognitive strategies and self-efficacy (r=.550; p<.01), intrinsic value orientation (r=.585; p<.01); on the other hand, there is a low, positive and significant relationship between students' cognitive strategies and test anxiety (r=.218; p<.01).

3.2. Results concerning the second sub-problem

The second sub-problem of the study was determined as "Do the motivational beliefs and attitudes of students towards English course significantly predict their self-regulation strategies?". The results of stepwise regression analysis concerning prediction of students' self-regulation strategies are presented in Table 3.

Table 3. The results of stepwise regression analysis concerning prediction of students' self-regulation strategies

Steps	Predictive variables	β	Predictive Power (R)	Explained variance (R²)
1	Intrinsic value	.612	.612	.375
2	Self-efficacy	.300	.653	.427
3	Attitude	.129	.663	.439

When Table 3 is examined, it is seen that 8th grade secondary school students' intrinsic value orientations, self-efficacy perceptions and attitudes towards English course can explain 43.9% of the

variance in their self-regulation　strategies. The results of the variance analysis for the stepwise regression analysis in Table 3 are presentedin Table 4.

Table 4. The results of variance analysis concerning prediction of students' self-regulation　strategies

Method	Sum of squares	sd	Mean of squares	F	p
Regression	269,346	3	89,782	246,959	.000
Residual	343,556	945	0.364		

According to the data in Table 4, it is seen that the predictive power indicated in Table 3 for the stepwise regression analysis is significant (F $_{(3,945)}$=246.959, p<.000). The regression analysis concerning prediction of students' self-regulation　strategies for the English course was conducted in three steps. Accordingly, it is seen that three variables are significant predictors with their contribution to the variance in students' self-regulation　strategies. In the first step of the analysis, "intrinsic value", which explained 37.5% of the variance and is sub-dimension of motivational beliefs, was included. In the second step, "self-efficacy", which is sub-dimension of motivational beliefs and explained 5.2% of the variance, was included. In the third step, "attitude towards English course", which contributed 1.2% to the variance, was included in the regression analysis. The results of this analysis show that the three variables that are important predictors of regression equality can explain approximately half (43.9%) of the variance in students' self-regulation strategies. When regression coefficients are examined, it is seen that there is a positive relationship between all three variables and students' self-regulation　strategies. In this respect, it is seen that students' self-regulation　strategies are found to be significantly predicted by "intrinsic value" in the first rank, by "self-efficacy" in the second rank and by "attitude towards English course" in the third rank. On the other hand, it turns out that "test anxiety", which is sub-dimension of motivational beliefs, does not make a significant contribution to the total variance, and can not predict students' self-regulation strategies significantly.

3.3. Results concerning the third sub-problem

The third sub-problem of the study was determined as "Do students' self-regulation　strategies, motivational beliefs and attitudes towards English course significantly predict their English academic achievement?" The results of stepwise regression analysis concerning prediction of students' English academic achievement are presented in Table 5.

Table 5. The results of stepwise regression analysis concerning prediction of students' English academic achievement

Steps	Predictive variables	β	Predictive Power(R)	Explained variance (R²)
1	Cognitive strategy use	.623	.623	.388
2	Self-efficacy	.386	.701	.492
3	Self-regulation	.221	.725	.526
4	Test anxiety	.117	.734	.538
5	Intrinsic value	.147	.741	.549
6	Attitude	.066	.743	.552

When Table 5 is examined, it is seen that 8th grade secondary school students' cognitive strategy use, self-efficacy perceptions, self-regulation, test anxiety, intrinsic value orientations and attitudes

towards English course can explain 55.2% of the variance in their English academic achievement. The results of the variance analysis for the stepwise regression analysis in Table 5 are presented in Table 6.

Table 6. The results variance analysis concerning prediction of students' English academic achievement

Method	*Sum of squares*	*sd*	*Mean of squares*	*F*	*p*
Regression	154473,134	6	25745,522	193,248	.000
Residual	125497,949	942	133,225		

According to the data in Table 6, it is seen that the predictive power obtained in the stepwise regression analysis in Table 5 is significant ($F_{(6, 942)}$=193.248, p<.000). The stepwise regression analysis for predicting students' English academic achievement was conducted in six steps. Thus, it was found that all variables included in the analysis are significant predictors with their contribution to the variance in students' English academic achievement. In the first step of the analysis, "cognitive strategy use", which is sub-dimension of self-regulation strategies and explained 38.8% of the variance, was included. In the second step, "self-efficacy", which is sub-dimension of motivational beliefs and explained 10.4% of the variance, was included. The other sub-dimension of self-regulation strategies that is "self-regulation" was included in the third step and explained 3.4% of the variance. In the fourth step, "test anxiety", which is sub-dimension of motivational beliefs and contributed 1.2% to the variance, was included. The other sub-dimension of motivational beliefs, "intrinsic value", was included in analysis in the fifth step and contributed 1.1% to the variance. In the sixth step, "attitude towards English course", which contributed 0.3% to the variance, was included in the analysis. When the analysis results are analyzed, it is seen that six variables that are important predictors of regression equality can explain more than half of the variance (55.2%) in students' English academic achievement together. When regression coefficients are examined, it is seen that there is a positive relationship between the six variables included in the study and English academic achievement. According to the analysis results, English academic achievement of the students was predicted by "cognitive strategy use" in the first rank, "self-efficacy" in the second rank, "self-regulation" in the third rank, "test anxiety" in the fourth rank, "intrinsic value" in the fifth rank and "attitude towards English course" in the sixth rank.

4. Discussion, Conclusion and Suggestions

According to the results of this study, it was found that there is a moderate, positive and significant relationship between students' attitudes towards English course and "cognitive strategy use" which is sub-dimension of self-regulation strategies, while there is a low, positive and significant relationship between students' attitudes towards English course and "self-regulation" which is the other sub-dimension of self-regulation strategies. In other words, it was concluded that there is a positive relationship between students' attitudes towards English course and their self-regulation strategies. Therefore, students' positive attitudes towards English course seem to have a positive effect on their self-regulation strategies. When the relationships between students' self-regulation strategies (self-regulation, cognitive strategy) and motivational beliefs (self-efficacy, intrinsic value, test anxiety) were examined, it was found that there is a moderate, positive and significant relationship between self-regulation strategies (self-regulation, cognitive strategy use) and self-efficacy, intrinsic value orientations; and a low level of positive relationship between test anxiety. In other words, it was found that there is a positive relationship between students' self-regulation strategies and their motivational beliefs. Therefore, it can be concluded that as students' motivational beliefs towards English course

increase, students' use of self-regulation strategies also increases. Similar to these results, Almarashdeh's (2012) study found that there is a positive relationship between 12th grade high school students' motivational beliefs and self-regulation strategies, and it was found that as the motivational beliefs of students increase, they use learning strategies more. Mahmoodi, Kalantari and Ghaslani (2014) found that there is a positive, significant relationship between university students' motivation and self-regulation learning. İlhan and Karataş (2015) found that there is a positive, significant relationship between university students' attitudes towards learning English and self-regulation strategies.

When the results of the studies are examined, it can be said that self-regulation strategies for English course are influenced positively by the students' attitudes and motivational beliefs towards English course. It was also found that students' motivational beliefs (intrinsic value orientations, self-efficacy perceptions) and attitudes can explain approximately half (43.9%) of the variance in students' self-regulation strategies. In this respect, it can be said that students' motivational beliefs and attitudes towards English course significantly predict their self-regulation strategies. Therefore, it can be concluded that students' motivational beliefs and attitudes towards English course are important variables to explain their self-regulation strategies. Students' self-regulation strategies found to be influenced positively by intrinsic value firstly, by self-efficacy secondly and by attitude towards English course thirdly in the order of importance. On the other hand, it turned out that test anxiety do not predict students' self-regulation strategies significantly. This study results support the results of similar studies in the literature. İrven and Şenler's study (2017) with 4th grade primary school students found that students' motivational beliefs significantly predict their self-regulation skills. Similarly, Bozpolat (2016) found that self-efficacy significantly predicts university students' self-regulation strategies. Joo, Bong and Choi (2000) found that students' self-regulated learning is positively related to their academic self-efficacy.

Based on the results of this study and similar studies in the literature, it can be concluded that students with a positive attitude towards English course and high motivation may be willing and successful in using self-regulation skills. It can be said that positive attitudes of the students towards English course and their high motivational beliefs about language learning will encourage these students to use self-regulation strategies. In other words, it can be said that when students are motivated to learn English, they will tend to use self-regulation strategies by planning time and strategy to achieve this. Therefore, it is considered that students' positive attitudes toward English course and having high motivational beliefs are important factors in using self-regulation strategies.

In this study, it was found that there is a moderate, positive and significant relationship between students' TEOG English achievement and self-regulation strategies (self-regulation, cognitive strategy use), motivational beliefs (self-efficacy, intrinsic value) and attitudes toward English course; on the other hand, it was concluded that there is a low, positive and significant relationship between students' TEOG English achievement and "test anxiety" which is one of the sub-dimensions of motivational beliefs. Therefore, it was concluded that there is a positive relationship between all the variables in this study and English academic achievement. This study results support the results of similar studies in the literature. Anbarlı-Kırkız (2010) found that there is a positive, significant relationship between students' attitudes towards English course and English academic achievement in her study with 8th grade secondary school and 11th grade high school students. Similarly, İnal, Evin-Gencer and Saracaloğlu (2005) found a positive, significant relationship between high school students' foreign language attitude and academic achievement. Rukh (2014) found a positive relationship between university students' attitudes towards learning English and academic achievement. Sardareh, Saad and Boroomand (2012) found that there is a positive relationship between high school students' self-regulation strategies and academic achievement. In the study of Zahidi (2012) with university students, it was found that there is a positive, significant relationship between English academic achievement and self-regulated learning.

Parallel to this result, Adıgüzel and Orhan (2017) concluded that there is a positive, significant relationship between university students' self-regulation skills and their academic achievement in English. Canca (2005) found a positive relationship between university students' self-regulation strategies and academic achievement. Meral, Çolak and Zereyak (2012) found that there is a positive, significant relationship between university students' self-efficacy and academic achievement. Similarly, in the study of Tılfarlıoğlu and Cinkara (2009), self-efficacy was found to be influential in students' achievement in English language learning. Furthermore, in the study of Demir and Budak (2016), it was concluded that there is a positive, significant relationship between 4th grade primary school students' motivations and their Mathematics achievement.

When these results are examined, it can be said that English academic achievement is positively influenced by self-regulation strategies (self-regulation, cognitive strategy use), motivational beliefs (self-efficacy, intrinsic value, test anxiety) and attitude towards English course. In addition, in this study, it was found that students' self-regulation strategies (self-regulation, cognitive strategy use), motivational beliefs (self-efficacy perception, test anxiety, intrinsic value orientation) and attitudes can explain more than half of the variance in English academic achievement. It was found that students' English academic achievement is predicted significantly by cognitive strategy use, self-efficacy, self-regulation, test anxiety, intrinsic value and attitude towards English course, respectively. Therefore, it can be said that students' self-regulation strategies, motivational beliefs and attitudes towards English course are important variables in explaining English academic achievement. These study results support the results of similar studies on other courses (Mathematics, Science, Turkish, etc.) in the literature. Similar to this study results, the study conducted by Üredi and Üredi (2005) with 8th grade secondary school students concluded that students' Mathematics achievement is positively predicted by students' self-regulation strategies (cognitive strategy use, self-regulation) and motivational beliefs (self-efficacy, intrinsic value). Similarly, İrven and Şenler (2017) found that the motivational beliefs and self-regulation skills of 4th grade primary school students significantly predict their academic achievement of Science course. Ocak and Yamaç (2013) found in their study with 5th grade students that self-efficacy is a positive, significant predictor of Mathematics achievement. Almarashdeh (2012) found in his study with 12th grade high school students that self-efficacy, the sub-dimension of motivational beliefs, is the strongest predictor of Mathematics achievement. Similarly, Mousoulides and Philippou (2005) concluded that self-efficancy is a strong predictor of Mathematics academic achievement in their study with prospective teachers. In their study, Fatemipour and Najafgholikhan (2015), concluded that self-regulation strategies of learners aged 18-54 positively predict their English vocabulary learning. Oroujlou and Vahedi (2011) found that students' attitudes are important predictors of English academic achievement. On the other hand, Yıldız (2015) determined that the motivational beliefs of 8th grade secondary school students are not effective in increasing students' Turkish course academic achievement. Üredi and Üredi (2005) concluded that test anxiety of the students negatively predicts students' achievement significantly. Likewise, Ocak and Yamaç (2013) found that test anxiety of 5th grade students significantly predicts their achievement negatively. Mousoulides and Philippou (2005) found in their study with prospective teachers that self-regulation strategies predict Mathematics academic achievement negatively at moderate level.

When this study results and similar study results in the literature are examined, it is seen that there are similar results in general with the literature although there are some differences. It was found that there is a positive and significant relationship between students' self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement; that these variables are important variables at predicting English academic achievement. Along with other studies in the literature, it is possible to conclude that self-regulation, motivational beliefs, attitude and academic achievement are closely related to each other. In addition, it can be said that, according to the results of

this study, students' motivational beliefs, self-regulation strategies and attitudes towards English course positively and significantly predict English academic achievement. Therefore, it can be said that students who are eager to learn English, who believe in themselves, who can set goals, plan and evaluate according to these goals, will be successful in achieving academic success. In addition, unlike similar studies in literature, the result of test anxiety concening predicting English academic achievement positively and significantly in this study, can be evaluated as a remarkable result. It is stated in the literature that people who have anxiety at normal level (modarate level) think that their exams are an opportunity to evaluate their achievements and those who have anxiety above normal level perceive these exams as a threat (Genç, 2013). In addition, it is expressed that the anxiety at a normal level exists from birth and it is a feeling that a person must have at a certain level to be healthy. Anxiety at a normal level stimulates a person to self-develop, work more actively to be successful, increase his/her performance to a certain level, take necessary precautions, be more creative and productive (Işık & Taner, 2006). Therefore, according to the results of this study, the students' test anxiety has a positive impact on the academic achievement of these students. This result can be interpreted as the students, who make an effort because they think that the exam is very important for them and therefore have test anxiety, are more successful and the students, who do not have test anxiety because they do not care about the exam, are less successful.

When motivational beliefs and self-regulation strategies are thought to be important predictors of academic achievement in foreign language learning, it may be advisable to conduct activities to increase students' self-regulation and motivational beliefs. Since the failure of students can cause their motivations to fall, teachers setting goals that students can reach will enable them to be more motivated when they achieve their goals and be motivated to reach more challenging goals. In addition, students need to be aware of these strategies before they can use self-regulation strategies effectively. Teachers need to ensure that students learn self-regulation strategies and actively involve in educational activities. It is thought that teachers need to know these strategies well so that they can help students learn self-regulation strategies. Therefore, it is suggested that teachers and students should be trained in this aspect through various training activities and seminars.

This study is limited to 8th grade secondary school students in central districts of Van province. In future studies, it is advisable to conduct studies with students from different levels of education (elementary, high school, university, etc.) and different districts. In this study, the relationships among students' self-regulation strategies, motivational beliefs, attitudes towards English course and English academic achievement were investigated. In future studies, the relationships among students' self-regulation strategies, motivational beliefs, attitudes towards different courses and their academic achievement can be investigated. Furthermore, the data in this study are limited to the scope of motivational strategies for learning scale and the attitude scale for the English course.Therefore, in future studies, different scales can be used in predicting students' academic achievement.

References

Abidin, M. J. Z., Pour-Mohammadi, M. & Alzwari, H. (2012). EFL students' attitudes towards learning English language: The case of Libyan secondary school students. *Asian Social Science*, *8*(2), 119-134.

Adigüzel, A., & Orhan, A. (2017). The relation between english learning students' levels of self-regulation and metacognitive skills and their english academic achievements. *Journal of Education and Practice*, *8*(9), 115-125.

Al Mamun, A., Rahman, M., Rahman, A. R. & Hossaim, A. A. (2012). Students' attitudes towards English: The case of life science school of Khulna University. *International Review of Social Sciences and Humanities*, *3*(1), 200-209.

Al Othman, F. H. & Shuqair, K. M. (2013). The impact of motivation on English language learning in the Gulf States. *International Journal of Higher Education*, *2*(4), 123-130.

Almarashdeh, H. S. S. (2012). *Investigation of self-regulated learning strategies and motivational beliefs in mathematics achievement.* Master's Thesis, Faculty of Education, United Arab Emirates University, Abu Dhabi.

Anbarlı-Kırkız, Y. A. (2010). *Öğrencilerin İngilizce dersine ait tutumları ile akademik başarıları arasındaki ilişki.* Yüksek Lisans Tezi, Sosyal Bilimler Enstitüsü, Trakya Üniversitesi, Edirne.

Boekaerts, M. (1999). Self-regulated learning: Where we are today. *International journal of educational research*, *31*(6), 445-457.

Bozpolat, E. (2016). Investigation of the self-regulated learning strategies of students from the faculty of education using ordinal logistic regression analysis. *Educational Sciences: Theory and Practice*, *16*(1), 301-318.

Büyüköztürk, S., Çakmak, E., Akgün, Ö. E., Karadeniz, S. & Demirel, F. (2012). *Bilimsel araştırma yöntemleri* (18. baskı). Ankara: Pegem Akademi Yayıncılık.

Büyüköztürk, Ş. (2016). *Sosyal bilimler için veri analizi el kitabı* (22. baskı). Ankara: Pegem Akademi.

Canca, D. (2005). *Cinsiyete göre üniversite öğrencilerinin kullandıkları bilişsel ve biliş üstü öz düzenleme stratejileri ile akademik başarıları arasındaki ilişkinin incelenmesi.* Yüksek Lisans Tezi, Sosyal Bilimler Enstitüsü, Yıldız Teknik Üniversitesi, İstanbul.

Cassidy, S. (2011). Self-regulated learning in higher education: Identifying key component processes. *Studies in Higher Education*, *36*(8), 989-1000.

Cohen, J., Cohen, P., West, S. G. & Aiken, L. S. (2003). *Applied multiple correlation/regression analysis for the behavioral sciences* (3.press). *UK:* Taylor & Francis.

Collett, P. (2014). Researching self-regulated learning and foreign language learning. *Studies in Self-Access Learning Journal, 5*(4), 430-442.

Demir, M. K. & Budak, H. (2016). İlkokul dördüncü sınıf öğrencilerinin öz düzenleme, motivasyon, biliş üstü becerileri ile matematik dersi başarılarının arasındaki ilişki. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, *41*, 30-41.

Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language teaching*, *31*(3), 117-135.

Eccles, J. S. & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, *53*(1), 109-132.

Fatemipour, H. & Najafgholikhan, M. (2015). The Impact of self-regulated strategy development on vocabulary learning among English language learners. *Mediterranean Journal of Social Sciences*, *6*(5), 249.

Genç, M. (2013). İlköğretim öğrencilerinin sınıf ve cinsiyete göre sınav kaygı düzeylerinin belirlenmesi. *Celal Bayar Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, *11*(1), 85-95.

Gömleksiz, M. N. & Aslan, S. (2017). Ortaokul öğrencilerinin İngilizce öğreniminde karşılaştıkları sorunlara ilişkin görüşleri: Nitel bir çalışma. *The Journal of Academic Social Science Studies, 64,* 1-13.

Güven, B. & Uzman, E. (2006). Ortaöğretim coğrafya dersi tutum ölçeği geliştirme çalışması. *Kastamonu Eğitim Dergisi*, *14*(2), 527-536.

Işık, E. & Taner, Y. I. (2006). *Çocuk, Ergen ve Erişkinlerde Anksiyete Bozuklukları.* İstanbul: Golden Print.

İlhan, D. & Karatas, H. (2015). An analysis on motivational beliefs and attitudes of undergraduates regarding learning English. *International Journal of Educational Researchers*, *6*(2), 1-14.

İnal, S., Evin-Gencel, İ. & Saracaloğlu, A. S. (2005). The relation between students' attitudes toward foreign language and foreign language achievement. *Dil Dergisi*, *130*, 37-52.

İrven, Ö. & Şenler, B. (2017). İlkokul 4. sınıf öğrencilerinin fen bilimleri dersine yönelik motivasyonel inançları ve öz-düzenleme becerileri. *Trakya University Journal of Social Science*, *19*(2), 367-379.

Joo, Y. J., Bong, M. & Choi, H. J. (2000). Self-efficacy for self-regulated learning, academic self-efficacy, and internet self-efficacy in Web-based instruction. *Educational Technology Research and Development*, *48*(2), 5-17.

Karasar, N. (2015). *Araştırmalarda rapor hazırlama* (19. baskı). Ankara: Nobel Akademik Yayıncılık.

Kırkıç, K. A. & Boray, T. (2017). İngilizce öğretiminde ve öğreniminde Türkiye için inovatif bir teknik: Boray tekniği (BT). *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, *3*(3), 13-29.

Mahmoodi, M. H., Kalantari, B. & Ghaslani, R. (2014). Self-regulated learning (SRL), motivation and language achievement of Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, *98*, 1062-1068..

Memduhoğlu, H. B. & Kozikoğlu, İ. (2015). Üniversite öğrencilerinin yabancı dil derslerine ilişkin tutumları. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, *24*, 184-202.

Meral, M., Çolak, E. & Zereyak, E. (2012). The relationship between self-efficacy and academic performance. *Procedia-Social and Behavioral Sciences*, *46*, 1143-1146.

Mousoulides, N. & Philippou, G. (2005). Students' motivational beliefs, self-regulation strategies and mathematics achievement. *Psychology of Mathematics Education*, *3*, 321-328.

Nasrollahi-Mouziraji, A. & Birjandi, P. (2016). Motivational beliefs, self-regulation and efl listening achievement: a path analysis. *Journal of Teaching Language Skills*, *35*(3), 91-118.

Ocak, G. & Yamac, A. (2013). Examination of the relationships between fifth graders' self-regulated learning strategies, motivational beliefs, attitudes, and achievement. *Educational Sciences: Theory and Practice*, *13*(1), 380-387.

Ongowo, R. O. & Hungi, S. K. (2014). Motivational beliefs and self-regulation in biology learning: Influence of ethnicity, gender and grade level in Kenya. *Creative Education, 5*, 218-227.

Oroujlou, N. & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, *29*, 994-1000.

Pintrich, P. (2000). The role of goal orientation in self-regulated learning. In: M. Boekaerts, P. Pintrich, & Z. M, *Handbook of self-regulation (p. 451-529).* San Diego, CA: Academic Press.

Pintrich, P. R. & De Groot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, *82*(1), 33-40.

Rukh, S. A. M. A. R. (2014). Students' attitude towards English language learning and academic achievement: A case of business students in Punjab. *European Academic Research*, *2*(4), 5596-5612.

Sardareh, S. A., Saad, M. R. M. & Boroomand, R. (2012). Self-regulated learning strategies (SRLS) and academic achievement in pre-university EFL learners. *California Linguistic Notes*, *37*(1), 1-35.

Smith, A. N. (1971). The importance of attitude in foreign language learning. *The Modern Language Journal*, *55*(2), 82-88.

Soyoğul, E. C. (2015). *Students' motivational beliefs and learning strategies: an investigation of the scholar development program.* Doktora Tezi, Bilkent Üniversitesi, Ankara.

Tılfarlıoğlu, F. T. & Cinkara, E. (2009). Self-efficacy in EFL: Differences among proficiency groups and relationship with success. *Novitas-Royal, 3,* 129–142.

Tsai, H. J. (2015). *Exploring college students' motivational beliefs in ability-grouped English classes in Taiwan*. Doctoral Thesis, Durham University, Durham.

Turingan, J. P. & Yang, Y. C. (2009). A cross-cultural comparison of self-regulated learning skills between Korean and Filipino college students. *Asian Social Science*, *5*(12), 3-10.

Üredi, I. (2005). *Algılanan anne baba tutumlarının ilköğretim 8. sınıf öğrencilerinin öz düzenleyici öğrenme stratejileri ve motivasyonel inançları üzerindeki etkisi.* Doktora Tezi, Sosyal Bilimler Enstitüsü, Yıldız Teknik Üniversitesi, İstanbul.

Üredi, I. & Üredi, L. (2005). İlköğretim 8. sınıf öğrencilerinin öz-düzenleme stratejileri ve motivasyonel inançlarının matematik başarısını yordama gücü. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, *1*(2), 250-260.

Yıldız, D. (2015). 8. sınıf öğrencilerinin bilişüstü farkındalık ve akademik öz yeterlik düzeyleri, motivasyonel inançları ve TEOG sınavı türkçe puanları: Bir yapısal eşitlik modeli denemesi. *Tarih Okulu Dergisi, 8*(23), 41-61.

Zahidi, A. B. M. (2012). *Self-regulation in english language learning: Case studies of six Malaysian undergraduates. Doctoral Thesis, Victoria University of Wellington.*

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, *41*(2), 64-70.

Zumbrunn, S., Tadlock, J. & Roberts, E. D. (2011). Encouraging self-regulated learning in the classroom: A review of the literature. *Metropolitan Educational Research Consortium (MERC)*, 1-28.

Ortaokul 8. sınıf öğrencilerinin İngilizce öğrenmeye ilişkin motivasyonel stratejileri, tutumları ve akademik başarıları arasındaki ilişki

Öz

Bu araştırmanın amacı, ortaokul 8. sınıf öğrencilerinin İngilizce dersine yönelik öz-düzenleme stratejileri, motivasyonel inançları, tutumları ve İngilizce akademik başarıları arasındaki ilişkileri ortaya koymaktır. Bu araştırmada, ilişkisel tarama modeli kullanılmıştır. Araştırma, tabakalı örnekleme yöntemi kullanılarak belirlenen ortaokullarda öğrenim gören toplam 949 öğrenciyle yürütülmüştür. Araştırmada, veri toplama araçları olarak "Öğrenmeye İlişkin Motivasyonel Stratejiler Ölçeği" ve "İngilizce Dersine ait Tutum Ölçeği" kullanılmıştır. Araştırma verilerinin analizinde Pearson Çarpım Momentler Korelasyon Katsayısı ve basamaklı regresyon analizi kullanılmıştır. Araştırmanın sonucunda, öğrencilerin TEOG İngilizce başarı durumları ile öz-düzenleme, bilişsel strateji, öz yeterlik, içsel değer ve İngilizce dersine yönelik tutumları arasında orta düzeyde, pozitif yönde ve anlamlı bir ilişkinin olduğu; öğrencilerin sınav kaygısı arasında ise düşük düzeyde, pozitif yönde ve anlamlı bir ilişkinin olduğu ortaya çıkmıştır. Ortaokul öğrencilerinin İngilizce dersine yönelik içsel değerlerinin, öz-yeterlik algılarının ve tutumlarının öğrencilerin öz-düzenleme stratejilerindeki varyansın %43.9'unu açıklayabildiği, sınav kaygısının ise öz-düzenleme stratejilerini anlamlı düzeyde yordamadığı ortaya çıkmıştır. Ortaokul öğrencilerinin İngilizce dersine yönelik öz-düzenleme stratejilerinin (öz-düzenleme, bilişsel stratejiler), motivasyonel inançlarının (öz-yeterlik, sınav kaygısı, içsel değer) ve tutumlarının İngilizce akademik başarısındaki varyansın %55.2'sini açıklayabildiği belirlenmiştir. Bu durumda, öğretmen ve öğrencilere çeşitli eğitim faaliyetleri ve seminerler aracılığıyla motivasyonel stratejiler konusunda eğitim verilmesi önerilebilir.

Anahtar sözcükler: Motivasyonel stratejiler; tutum; öz-düzenleme stratejileri; İngilizce; akademik başarı

AUTHOR BIODATA

Fırat Kanat is currently working as an English teacher in Van and completed his master degree at Van Yüzüncü Yıl University, Department of Educational Sciences, Division of Curriculum and Instruction.

Dr. İshak Kozikoğlu is an Assistant Professor in the Department of Educational Sciences, Division of Curriculum and Instruction, at Van Yüzüncü Yıl University, Turkey. His current research interests are curriculum studies, instructional issues, teacher education, language education, cultural issues and teacher professional development.