TEACHER EDUCATORS' VIEWS ON THE USE OF MEDIATION THEORY IN POST-GRADUATE PROGRAMS[1]

Mehmet ASMALI [2]

ABSTRACT

This study investigated teacher educators' perspectives of having a mediator role in master and doctorate programs in ELT department and their perspectives regarding three universal aspects of mediation theory. In order to gather data, semi-structured personal interviews were conducted with four teacher educators. This study employed a qualitative approach and interpretive-descriptive analysis technique in qualitative research tradition. The results showed that teacher educators mostly considered themselves experienced colleagues of the students in post-graduate programs who also guided, facilitated and moderated students' learning. In addition, experience of the teacher educators in post-graduate programs was found to be an important factor in using the 'significance' aspect. Regarding 'purpose beyond the here and now', while some teacher educators emphasized the importance of showing the relation between the current and future topics, for some of them, post-graduate students already had this skill and there was no need for explicit instruction. Concerning 'shared intention', teacher educators agreed on the fact that providing a detailed course syllabus at the beginning of the term was suitable for establishing a mutual understanding between teacher educators and students.

Key Words: Mediation Theory, Post-graduate Program, Teacher Educator, English Language Teaching.

1. INTRODUCTION

The global language English is spoken both among the people speaking different first languages and also among the people having it as the native or second language. The popularity of English increases the demand in the number of English language teachers all over the world. The demand in the number of English language teachers accelerates the demand for language teacher education programs, thereby increasing the need for language teacher educators as well. However, teachers of English should be carefully and meticulously trained at the faculties of education at universities in order to have successful English speakers. The first step in having successful future English speakers is employing successful English teachers. Therefore, language teacher educators, who train future English teachers and teacher educators, play a significant role in shaping the future of English language education of a country.

---

[1] This study is produced from the PhD thesis of the author.

[2] Okutman, Bandırma Onyedi Eylül Üniversitesi, Yabancı Diller Yüksekokulu, asmalimehmet@gmail.com

Despite this significant role of the English language teacher educators, there is an inadequacy in the number of studies investigating these programs, namely master and doctorate programs, by taking into consideration the views of teacher educators. Peacock (2009) also suggests that evaluation studies on teacher education programs are relatively scarce. Although the main concern of this study is not specifically the evaluation of the post-graduate programs in ELT department, lack of studies in Turkish context about them can be an obstacle in the development of these programs and for students' success. In connection with the fact mentioned above, limited number of studies on master and doctorate programs in the field of ELT especially in the case of Turkey causes lack of information about the relationship between teacher educators and students, the role of the teacher educators and students, and in many other aspects.

Teacher education is a strong predictor of teacher quality and student achievement (Goldhaber & Brewer, 2000; Darling-Hammond, 1999 cited in Yavuz & Topkaya, 2013). Thus, language teacher educators have the responsibility of formulating the quality of future language teachers and future language teacher educators. For this reason, perceptions and practices of language teacher educators should be investigated from several different perspectives. In this sense, Turkey having the youngest population and a developing economy in Europe inspires interest among researchers due to falling behind Saudi Arabia, Indonesia or Chile in English proficiency index ranking 43ʳᵈ among 44 countries (Koru & Akesson, 2011).

There were attempts to change this negative image of English Language Teaching (ELT) programs in Turkey in 1998 and 2006. The change in 2006 aimed at covering the tenets of the constructivist approach. 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 (Williams & Burden, 1997). "Unlike teaching and learning taking place through transmission and reception, a mediational approach to teaching and learning aims at helping learners to construct their own knowledge, solve problems on their own and to understand their own thinking processes" (Fraser, 2006: 13). The role of mediator should be well established and embodied by the teacher educators in post-graduate programs of ELT departments so that future English language teachers properly have the knowledge of the role of mediator and the practices of this specific role.

The mediator role is derived from the social constructivism, which claims that children learn independently by exploring their environment and significant others who are the ones shaping their learning (Williams & Burden, 1997). Though it was stated in children's context, the environment and the significant others play important roles for young people and adults as well. Hence, the role of mediator can also be observed in undergraduate and post-graduate programs. Concerning the role of mediator and this theory, Israeli Feuerstein, an important figure in social interactionist approach, put forward the theory of mediation and mediated learning experience (MLE). These experiences are provided by an adult (whether a teacher or parents), who understands the learner's interests, needs, and capacities. Although some

educational studies (e.g. Burden, 1987; Savell et al., 1986) showed the influence of Feuerstein's theory of mediation, few attempts have been made to investigate mediation in language classrooms, especially in post-graduate education programs in ELT department.

It is obvious that traditional teaching methods are ineffective and they just provide rote learning. However, language teachers in the current era should accept the role as mediators of learning (Fraser, 2006). The crucial role in making future English language teachers adopt this role is of the language teacher educators. Despite the important role of language teacher educators, there has been no effort to investigate the perceptions and practices of teacher educators in post-graduate programs in ELT departments in terms of the principles of mediation. Although the use of all twelve aspects of this theory is not a must, it is claimed that the first three aspects, 'significance', 'purpose beyond the here and now', and 'shared intention', are the universal aspects that can be seen in any learning situation (Seng et al., 2003). Therefore, post-graduate programs should be examined in this respect as well. Hence, this research attempts to fill this gap by investigating the teacher educators of post-graduate programs in the ELT department regarding the role of mediator and the universal aspects of the mediation theory.

1.1. Aims and Focus:

The primary aim of this research is to investigate how the three universal aspects of Feuerstein's theory of mediation are perceived by the English language teacher educators in doctorate and master programs in ELT department at a state university in Turkey. This theory includes twelve aspects. Its main aim is to enrich the learning taking place in the classroom. This study attempts to find answers to what extent teacher educators teaching at master and doctorate programs act as mediators and how they consider the three universal aspects of mediation theory, which are considered by Feuerstein to be essential for all learning tasks. According to Williams and Burden (1997), using all twelve mediation theory aspects is not a must. Teachers can be selective in using these aspects according to their classes and teaching styles. The aim of this study is also to reveal the preferences and perspectives of teacher educators in their master and doctorate classes regarding three universal aspects of the mediation theory.

1.2. Research Questions

In the light of these research problems, this study attempts to find answers to the following research questions:

1. What are teacher educators' perspectives of having a mediator role in doctorate and master programs?
2. How do teacher educators in doctorate and master programs in ELT department consider the three universal aspects of mediation to promote learning?

2. LITERATURE REVIEW

Education has always been the most complicated and important human effort throughout history. One of the important constructs affecting education is the human psychology and its application to education. Though it has a brief history in language learning and teaching context, "educational psychology theory has passed through a number of changes and fashions" (Williams & Burden, 1997: 7). Positivist school and its product 'behaviorism', which explains learning in terms of some form of conditioning, had a big impact on language teaching. After receiving serious criticism about ignoring the importance of the cognitive and mental processes that learners bring to the task of learning, 'cognitive psychology' substituted behaviorism. Cognitive psychology focuses on mental processes, what is going on in mind and memory. Following this approach, 'humanistic approaches' came into the stage, which support the importance of the inner world of the learner and the individual's thoughts, feelings and emotions. Finally, 'constructivism' appeared in language learning and teaching arena, which claimed that "individuals are actively involved right from birth in constructing personal meaning that is their own personal understanding, from their experiences" (Williams & Burden, 1997: 21).

Basically, social constructivism embodies the tenets of cognitive and humanistic perspectives. Vygotsky and Feuerstein became the two very commonly known representatives of the school of social constructivism. For these remarkable psychologists, children learn by exploring their environment independently with the help of teachers or parents who shape their learning by rewards and punishments (Williams & Burden, 1997). According to Feuerstein, 'mediators' are the people who help the learners in the process of learning, and 'mediated learning experiences' are the experiences provided by these important people. In the context of mediation theory, these significant people play a balancing role both between the learners and the tasks, and the learners and the social context by teaching learners how to learn.

"Two theories that have contributed most to the development of the mediational approach to learning are the Vygotskian socio-cultural theory and Feuerstein's theory of Mediated Learning Experience (MLE)" (Chang, 2004: 99). However, due to the lack of Vygotskian sociocultural theory in terms of suggesting ways of mediating learners' learning, the Feuerstein approach became the more popular one (Grosser & De Waal, 2008). According to this theory, "the mediator helps learners to bridge the gap between what they cannot do on their own and what they can do with a little help" (Grosser & De Waal, 2008: 43). This function of the theory reminds Vygotsky's most widely known concept 'the zone of proximal development' (ZPD). The lack of explanation on the role of the human mediator in the zone of proximal development was elaborated in Feuerstein's (1990) theory of mediated learning by assigning the major role to a human mediator (Kozulin, 1994, cited in Seng et al., 2003).

Feuerstein's mediation includes three different kinds of parameters: universal criteria, situational criteria, and integrative orientation belief system criteria (Falik, 2001b;

Feuerstein & Feuerstein, 1991; Grosser & De Waal, 2008). These criteria are effective in enhancing cognitive development, planning for purposeful teaching and learning, interacting with learners in an organized way, using the same techniques during teaching consistently, motivating learners to learn, encouraging an inquiring attitude in learners, promoting transfer of learning, creating conditions for the enhancement of learning potential, addressing special needs of learners to overcome barriers to development (Grosser & De Waal, 2008).

According to mediation theory of Feuerstein, a mediator can mediate the learning in twelve different ways. However, only the universal ones "can be present in all races, ethnic groups, cultural entities, and socioeconomic strata" (Seng et al., 2003: 36).

Table 1
Universal Aspects of Mediation Theory

Parameter	Conceptualization
Significance:	The teacher needs to make learners aware of the significance of the learning task so that they can see the value of it to them personally and in a broader cultural context.
Purpose beyond the here and now:	Learners must be aware of the way in which the learning experience will have wider relevance to them beyond the immediate time and place.
Shared intention:	In presenting a task, the teacher must have a clear intention, which is understood and reciprocated by the learners.

Williams & Burden (1997: 69)

The first three parameters are the essential ones for Feuerstein for all learning tasks. The rest of the parameters are situational and they are not used in each mediated learning experience (Seng et al., 2003). There have been studies conducted in the context of mediation theory. Xiongyong (2012), and Xiongyong et al. (2012) investigated knowledge of Chinese teachers regarding cognition of mediation and the teachers' roles from the perspective of mediation. The results indicated that teachers had very limited knowledge concerning the concept of mediation and the mediator role.

Chang (2004) also investigated different features of Feuerstein's mediated learning experience from the perspectives of college English teachers and students in Taiwan. The results indicated that 'a sense of competence' and 'awareness of change' were the most and the least important parameters respectively for the teachers. The most important mediation aspect was 'a sense of competence' for the students.

Brown (2002) also investigated how much mediation took place in English language classrooms in a French university. 'Shared intention', 'a sense of competence', and 'control of own behavior' were the popular mediation theory aspects for the teachers.

As can be seen, the limited number of studies was conducted in different educational contexts in different levels and cultures. As a new perspective, this study will be questioning the views of teacher educators in terms of the use of universal aspects of mediation theory in master and doctorate programs in ELT department.

3. METHODOLOGY

This study employed a qualitative approach and phenomenology as the state of inquiry. The main aim of this methodology is to understand the social and psychological phenomena from the perspectives of people involved (Welman & Kruger, 1999). In order to have a deep and thorough understanding of the perceptual importance of the three universal aspects of mediation theory from the teacher educators' point of view, open ended questions were preferred in the data collection procedure.

3.1. Participants and Setting

This research was conducted at the education faculty of a state university in Turkey. This university offers undergraduate and post-graduate programs in the department of ELT. Students applying to master and doctorate programs should meet the requirements of these programs, such as getting the required grades from the entrance exam or national English proficiency exam. Students who have the chance to join these programs are required to take courses and write a thesis. The programs admit approximately 7-10 students each semester.

The participants of this study are the teacher educators of master and doctorate students working as teacher educators at the faculty of education. They were coded by the researcher in order to ensure anonymity.

Table 2

Personal Information of the Teacher Educator Participants

Participant Codes	Gender	Age	Experience in ELT Master program	Experience in ELT Doctorate Program
T1	Female	41	9 years	6 years
T2	Female	44	12 years	6 years
T3	Male	35	3 years	No experience
T4	Male	32	1 year	No experience

3.2. Instruments and Analysis

Four personal semi-structured interviews were used for the data gathering procedure in the current study. Firstly, all personal semi-structured personal interviews were transcribed. Following transcriptions, 'descriptive' or 'interpretive-descriptive' (Belenky, 1992) approach in qualitative research tradition was employed for the analysis of the data. In this approach "the researcher is mostly concerned with accurately describing what she or he has understood, reconstructing the data into a recognizable reality for the people who have participated in the study with some selection and interpretation" (Maykut & Morehouse, 1994: 122).

4. FINDINGS

The first research question of the current research is related to the teacher educators' perspectives of having a mediator role in doctorate and master programs. When the teacher educators were questioned about the roles they played in these programs, they provided the answers below.

Table 3
The Roles Teacher Educators Play in Doctorate and Master Classes

Teacher educator	Roles
T1	'colleague', 'supervisor', 'facilitator', 'guide', 'leader'
T2	'experienced person', 'transition person'
T3	'moderator'
T4	'facilitator', 'mentor', 'guide'

T1 rejects the role of a traditional teacher who simply delivers the subject matter. She considers herself an experienced colleague of the students who can also supervise, facilitate, guide, and lead the students' learning. Besides the role she plays in the classes, she also states that: "*I am also a part of the group because I enjoy doing things together with them. I mean being a part of the pair work or group work. I do act as a part of that group.*" The reason why she feels and behaves so is because she thinks that the learners are mature. Therefore, she can be more flexible and act like a colleague in the class. She also claims that basically the role she plays in doctorate and master classes does not change, rather the degree or the intensity of the role changes.

T2 agrees with T1 regarding playing the role of an experienced colleague. She expresses that she mediates the students' learning with her experiences. She values students' efforts

especially in the master program. However, at the same time she prefers investing time and effort academically on the students who really deserve it.

> *In the masters group this is a feeling of worth in other words, I'm going to invest time, intellectual effort there. Is it really worth this kind of an effort? Because most of them do not really continue their doctorate program degrees.*

On the other hand, T3 describes his role in the master program as a moderator. He mostly chooses a student to lead the discussion in the classroom. He also adds his comments. He states that: "*I usually act like a moderator. The presenter has some ideas to present about the content, but usually I just interrupt, raise questions, insert some comments, and guide the students.*" In this way he both moderates the discussion by becoming a model for the students, and he also facilitates the learning in the class. T4 also facilitates and guides students' learning in his classes. He prefers to have a presenter in his class leading the discussion about the topic. He enriches students' knowledge by interrupting the discussions and adding his own comments.

Teacher educators were also questioned about the three universal aspects of mediation theory, in that 'significance', 'purpose beyond the here and now', and 'shared intention'. In terms of the aspect of 'significance', whether they explicitly stated the importance of the topic or the task in the class was questioned during the interviews. T1 specifically prefers her learners to see the relationships related to the synthesis of the topics.

> *Rather than stating this is important or this is more important, I want them to see the relations explicitly. I want them to articulate the potential relations or relevance and difference explicitly not just about theory but regarding the practices as well.*

In terms of stating the significance of the tasks and the topics explicitly, T2 also does not try to put special emphasis on the topics. However, she also thinks that mentioning about the importance of the topic is a common reaction among teachers. T3 and T4 also consider stating the significance of the task and the topic important. They think, in case of not doing it, students may skip this as unimportant information. Therefore, they try to clearly state which parts, which theories, which concepts are more important for their profession and for the field.

For the mediation theory aspect of 'purpose beyond the here and now', the investigation in the semi-structured personal interviews was based on whether the teacher educators try to make the learners be aware of the more general value of the task. Regarding this aspect, T1 defines her role as showing the relevance of the topic with others and being critical especially in the doctorate program. Therefore, she states that she explicitly relates the future topics and the previous ones with the current topic because it is actually a building up process in her own words. T2 stresses the importance of the aspect of 'purpose beyond the here and now' especially for the doctorate program, because she thinks that the students in this

program are a part of the academic life and have better opportunities to conduct researches or write dissertations. Therefore, she states that:

> *I'm not putting a lot of extraordinary importance on it in the masters program, however in the doctorate program yes. Because this is the idea I think they are gonna do certain studies and they are gonna prepare a dissertation. So I think whenever you start talking about a topic I'm trying to give them idea that 'oh well this might be worth studying, investigating', so probably I have this internal drive for the students to see that it might really worth as a topic of investigation for their future dissertations.*

T3 also gives extra information or suggestions about how to relate one topic to another. However, according to him, post-graduate learners already know what they need to study and how they relate it to future studies. Thus, he does not give very detailed and clear instructions related to this aspect. Similarly, T4 puts special emphasis on this aspect. He states that his suggestions for further studies in the classes are important for the learners. He mostly suggests possible research topics applicable to Turkish context.

In order to examine teacher educators' views regarding 'shared intention' aspect of the mediation theory, they were questioned about the way they present their tasks in master and doctorate classes, and how they make sure that their instruction and intention is understood and reciprocated. In terms of the way of presenting tasks, T1 draws attention to the importance of providing students with a course syllabus at the very beginning of the term. Through this document, students can understand when and how to make presentations, exams, tasks, and proposal submissions. Concerning the idea of establishing a shared intention in the class with the students, she thinks she is able to understand whether she has shared understanding with the learners or not through her experience. Direct questions, monitoring faces and behaviors of the students, expectation of confirmation are the strategies she uses to have shared intention in the class. She gets directness to number one in the chart by stating that: "*I think the direct questions and answers or direct feedback is working more effectively, just asking for example 'is it clear?' or 'are you fine?', 'do you want to ask something?'".* T2 prefers writing the details related to the task on the paper she delivers and also explains it orally in the class. However, when there is a necessity or when she forgets to write on the task an important point by mistake, she feels the need to elaborate it orally.

> *When you write the task your expectations may not be clear. I mean you simply give students what they are to do, but your expectation as a teacher may not be very evident. For example, you generally put word limits there but sometimes these expectations are not really very explicit. So when I think that task, sometimes actually I realize while I am doing explanations for example I say 'oh my god I simply skipped this' and then I start elaborating my expectations as well.*

When the students cannot understand the instruction, she claims that she repeats and elaborates on her explanations. In terms of negotiating the course plan and having a shared intention through interaction with the students, she thinks that she is flexible because the students in these programs are mature and they may have their own ideas which can easily be forgotten by the teacher educator. She states that: "*this is a graduate program of course there are things that we can do together, but basically my role as an instructor is to open up gates in front of students".* T3 also presents a course outline at the beginning of the term which includes the details related to the class. If he gives another task which is not in this course syllabus, he usually prepares a worksheet in which everything is written including some guiding questions, limitations, some of the questions that the students will ask. He presents the due dates and page limits in these documents. He checks whether students understand the instructions or not by asking direct questions. When they cannot understand the instructions, he makes them simpler and he gives extra examples. To have a shared intention in the classroom with the learners is also important for T3. He states that:

> *I have something in my mind that they should be achieving, but if I'm not giving this image, this aim in my mind, I mean sharing this correctly, then of course their expectations will be different. So, I will be disappointed. To prevent this, I usually try to describe what my expectations are.*

T4 emphasizes the significance of negotiating the course outline together with the learners. Thus, in his classes, he has the students in the center. In terms of having a shared intention, he not only decides the course syllabus together with the students, but also he asks clarifying questions to make it sure that students understand all the instructions. In the case of misunderstandings, he prefers repeating his explanations and showing a good example of it. He states that: "*I want the students to clarify the task to check whether they understood or not, for example 'so what will we do'? If I planned it before and I have a ready example of it, I prefer to show it".*

5. CONCLUSION AND DISCUSSION

The results reveal that teacher educators in post-graduate programs in ELT department of a state university in Turkey mostly consider themselves experienced colleagues of students in these programs. It is obvious that students in these programs are different from the undergraduate ones due to their maturity according to teacher educators' evaluation. Teacher educators also try to guide, moderate, and facilitate the learning in post-graduate classes. Depending on the requirements of the courses, teacher educators adapt their roles. The intensity of these roles also varies according to different groups of students.

The second concern of this study was related to the teacher educators' perspectives about the three universal aspects of mediation theory, namely 'significance', 'purpose beyond the here and now', and 'shared intention'. In terms of 'significance' aspect, which basically represents the idea that teacher educators should relate the tasks with learners' practices and they

should state the significance of the topic in their classes, it was interesting to find out that teacher educators with less experience in post-graduate programs (T3, T4) specifically tend to state the importance of one topic or the task in the classes. On the other hand, more experienced teacher educators (T1, T2) are more concerned with showing the relationships of all topics to let the learners reach the synthesis of the topics. The experience of the teacher educators may play a vital role in understanding the reactions of the learners in adult education. Therefore, less experienced teacher educators may not be able to understand the reactions as easily as the experienced ones which required them to consider the importance of explicitly stating the significance of the task or the topic. Although it can lose its effects when frequently uttered, stating the significance of the task and the topic may help learners skip unimportant information and focus on more specific parts of theories or concepts. As a result, "the teacher's role is to help learners to perceive how the activity is of value to them" (Williams & Burden, 1997: 70). Whether the teacher educator does it or not in post-graduate classes depends on several factors, such as the expectations from the student group or the experience of the teachers in these programs.

With regard to the second universal mediation theory aspect, 'purpose beyond here and now', which means that "learners' being aware of the way in which the learning experience will have wider relevance to them beyond the immediate time and place" (Williams & Burden, 1997: 71), the perspectives of the teacher educators differ greatly depending on their evaluation of post-graduate students. While T2 and T4 specifically mention that they put special emphasis on showing the relation between the current and future topics, according to T3, post-graduate students already have this skill and there is no need for explicit instruction and explanation for this. As can be seen, the views of the teacher educators in post-graduate programs about the students may determine the way they organize their classes and the specific details they emphasize in these plans. Suggestions for further researches about the topic being discussed in the classes or teacher educators' indication of a simple relation between the constructs may be very exciting especially for the doctorate students. This aspect together with the aspect of 'significance' may play an important role in helping learners eliminate their worries regarding dissertation topic search as well.

Teacher educators' responses showed similarity in terms of 'shared intention', which basically refers to mutual agreement or understanding between the teacher educators and the students in post-graduate program context. All teacher educators claim to provide a course syllabus to make it easier for the learners to understand what they expect in the tasks, presentations, and the discussions during the classes. In order to ease the process for the students, they also claim to be understanding for the due dates of the tasks. In addition, although more experienced teacher educators claim to understand students' lack of comprehension of the task in the classes, they expect students to verbalize it, because they consider them to be mature adults. This does not mean that they did not provide any explanations for the students. However, teacher educators' high expectations from post-graduate students may create a lack of shared intention problem in these programs, because

adult learners tend to be more passive in case of a misunderstanding. Teacher educators should accept the fact that adult learners may have problems about understanding the instructions and tasks in post-graduate programs.

The views of the teacher educators and the students concerning 'significance', and 'purpose beyond the here and now' show some similarities and differences compared to the results of other studies. For instance, Xiongyong et al. (2012), who evaluated the EFL teachers' roles from the perspective of mediation in China, found out that teachers did not employ 'significance' and 'purpose beyond the here and now'. In addition, in Chang's study (2004), in which the college English teachers' and students' perceptions about the different features of Feuerstein's mediated learning experience (MLE) in Taiwan were investigated, these two aspects were among the least important mediation theory aspects according to the students. In contrast, in Brown's study (2002), 'purpose beyond the here and now' was one of the most actively practiced parameters. According to the results, depending on the culture the study was conducted in and the individuals' views, the use of mediation theory aspects differed.

'Shared intention' received considerable attention according to the results of the previous studies as well. Both in the study of Xiongyong et al. (2012), and the study of Brown (2002) investigating to what degree mediation takes place in French university non-specialist English language classrooms, 'shared intention' was found to be employed and it was considered to be important by the teachers in their classes. The results showed similarity to those of the present research which reveals the fact that regardless of the culture and the level of the students, being understood by the students and having a mutual understanding with the students are the important points for the teachers.

Concerning suggestions for further researches, firstly, the results of the present study which are limited to the four teacher educators teaching in master and doctorate programs in ELT department of a state university in Turkey cannot be generalized to other institutions, programs, and individuals. Therefore, due to the case study nature of this study, generalizability of the results was not the main concern. Generalizable findings can only be possible with the accumulation of the results of similar case studies or a nationwide quantitative study.

Secondly, this study was carried out with adult participants in the post-graduate education context. It can also be recommended that researchers gather data from primary, secondary, and university education contexts to make a comparison in Turkish context. This would provide the answer for the significance of the students' age and the atmosphere of the context in the use of mediation theory aspects.

Finally, this study investigated only three universal aspects of mediation theory. The remaining nine mediation theory aspects can also be investigated both from the teacher educators' and the students' perspectives. For more valid and reliable results, observation technique can be employed by the future researchers.

REFERENCES

Belenky, M. F. (1992). "Bringing balance to the classroom or workplace" paper presented at the Wisconsin Women's Studies Conference, Preconference Workshop, Green Bay, WI.

Brown, N. D. (2002). Mediated learning and foreign language acquisition, *ASp*, *35-36*, 167-182. Retrieved from http://asp.revues.org/1651 (15.05.2014).

Burden, R. L. (1987). Fuerstein's instrumental enrichment program: Important issues in research and evaluation. *European Journal of Psychology of Education, 11*, 3-16.

Chang, C-W. (2004). An investigation into teachers mediation with junior college students learning English in Taiwan. *Journal of National Hsin Chu Teachers College*, *1*, 97-135.

Darling-Hammond, L., & Youngs, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tells us? *Education Researcher*, *31*(9), 13-25.

Falik, L. (2001b). Using Mediated Leaning Experience parameters to change childrens' behavior: Techniques for parents and childcare providers. http:// www.icelp.org. (accessed 14 January 2015).

Feuerstein, R. & Feuerstein, F. (1991). Mediated learning experience: A theoretical review. In R. Fuerstein, P. S. Klein; & A. J. Tannenbaum (Eds.), *Mediated learning experience: Theoretical, psychosocial and learning implications* (pp. 3–51). London: Freud Publishing House.

Feuerstein, R. (1990). The theory of structural cognitive modifiability. In B. Presseisen (Eds.), *Learning and thinking styles: Classroom interaction* (pp. 68-134). Washington, DC: National Education Association.

Fraser, J. D. C. (2006). Mediation of learning. In M. Niemann and R. B. Monyai (Eds.), *The educator as mediator of learning* (pp.1–21). Pretoria: Van Schaik.

Goldhaber, D., & Brewer, D. (2000). Does teacher certification matter? High school teacher certification status and student achievement. *Educational Evaluation and Policy Analysis*, *22* (2), 129-145.

Grosser, M. & De Waal, E. (2008). Recentering the teacher: from transmitter of knowledge to mediator of learning. *Education as Change*, *12* (2), 41–57.

Koru, S. & Akesson, J. (2011). Türkiye'nin İngilizce Açığı. *Türkiye Ekonomi Politikaları Araştırma Vakfı*. Retrieved from http://www.tepav.org.tr/upload/files/1329722803-6.Turkiye_nin_Ingilizce_Acigi.pdf

Kozulin, A. (1994). Cognitive revolution in learning: Piaget and Vygotsky. In J. N. Mangieri & C. Block (Eds.), *Creating powerful thinking in teachers and students: Diverse perspectives* (pp. 269-287). Fort worth, TX: Harcourt Brace.

Maykut, P. & Morehouse, R. (1994). *Beginning qualitative research: A philosophic and practical guide.* London: Falmer Press.

Peacock, M. (2009). The evaluation of foreign-language-teacher education programmes. *Language Teaching Research, 13*, 259-278.

Savell, J. M., Twohig, P. T. & Rackford, D. L. (1986). Empirical status of Feuerstein's Instrumental Enrichment techniques as a method of teaching thinking skills. *Review of Educational Research, 56*, 381-409.

Seng, A. S. H., Pou, L. K. H. & Tan, O. S. (2003). *Mediated learning experience with children.* Singapore: McGraw-Hill.

Welman, J. C., & Kruger, S. J. (1999). *Research methodology for the business and administrative sciences.* Johannesburg, South Africa: International Thompson.

Williams, M. & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach.* Cambridge: Cambridge University Press.

Xiongyong, C. (2012). Cognition of mediation among secondary school EFL teachers in China. *International Journal of Business and Social Science, 3* (14), 233-244.

Xiongyong, C., Samuel, M. & Hua, H. (2012). Evaluation on EFL teacher roles from the perspective of mediation: case studies of China's secondary school classroom practices. *International Review of Social Sciences and Humanities, 3*(1), 117-134

Yavuz, A. & Topkaya, Z. E. (2013). Teacher educators' evaluation of the English language teaching program: A Turkish case. *Novitas-royal (research on youth and language)*, *7(*1*)*, 64-83.