

Perceptions of Turkish University Students about the Role of Teacher as a Mediator and Mediated Learning Experience

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Abstract

This study explores the perceptions of university students about Feuerstein's mediated learning experience (MLE) and the role of teacher as a mediator. In this qualitative study, students from 4 departments at an education faculty in a state university in Turkey were grouped as experimental and control group and received intervention in English course based on mediated learning experience and social constructivist theory. At the end of the intervention, a total of 20 students from two different departments in the experimental group were interviewed face-to-face and the data were analyzed through content analysis. Based on the findings of the study, students reported that the role of teacher as a mediator facilitated their learning process in a positive way by increasing their motivation, self-confidence, autonomy and willingness to communicate by enabling them to have a better interaction among group and class members as their friends. Findings also imply the fact that although the education system in Turkey is designed upon the principles of constructivist approach since the introduction of the 2006 curriculum reform, students had not been exposed to constructivism based classroom practices prior to the intervention applied for this study.

Keywords

Mediation, mediated learning experience, teacher as a mediator, language learning

Introduction

English as a foreign language gained an unprecedented importance especially in the last four decades. Being the language of science and trade as well as technology, English is being taught in every stage of the national education system from primary to high school education in Turkey and higher education is not an exception. In all universities in Turkey, English language is a compulsory course in all departments and students have to receive for at least two terms. Some faculties also offer courses

as EAP to students with regard to specific disciplines in their departments. Being the case, students are exposed to English throughout their education lives and show different progresses in terms of learning this language.

In the implementation of English courses, especially in higher education, the focus is on communicative aspects of the language, thus teachers deal not only with presenting the interactional tasks to be practiced by the students, but also with learners showing a number of discrepancies in terms of their linguistic background, vigilance to learn language skills and willingness to communicate. Thus, the roles of English language instructors at universities are especially changeable depending on the students' needs. In the course of classroom interaction in foreign language classes, it remains most of the times unclear for many teachers as to on what grounds they have to act and present the tasks in classes, what methodological rules and stages they should observe and how they should be able to guide learners to acquire linguistic skills.

Teachers, as well as language teachers, have to be flexible in teaching and adjust themselves to the changing conditions in accordance with the evolving needs and trends of the contemporary period. Especially, the 21st century has brought about considerable changes in almost every field as well as education with which education systems, the roles of schools and teachers have changed accordingly (Szucs, 2009). Additionally, it is a known fact that in the process of language teaching and learning, the role adapted by a teacher is of great importance because the role of the teacher in class directs the environment and nature of language teaching in the classroom affecting also the students' attitudes towards learning the language and participating the activities and the tasks offered (Choudhury, 2011). As Vigoya (2005) states, teachers and the role they act in the classroom not only affect the students' learning positively or negatively, but also have an influence over students' attitudes. Thus, considering the impact of the teachers' roles in the process of language teaching, teachers have to be knowledgeable about different roles a teacher can adapt depending on the changing conditions of time and needs of the students in the classroom.

Teacher as a Mediator

Depending on the type of the activity, nature of the interaction or the classroom environment, teacher roles change constantly and a teacher's flexibility in adapting

among teacher roles enhances the effectiveness of teaching on the part of the students (Harmer, 2003). Traditional roles as the source of the knowledge and transmitter of the knowledge or the authority of the classroom have long been a basic perception regarding teachers and their roles. Next, teachers held the roles such as ‘controller’, ‘organizer’, ‘assessor’, ‘orchestra leader’, ‘guide’ and many more based on the arise of language approaches as well as the changing conditions in education.

The emergence of cognitivist approach followed by social constructivism led to a change in the sense of roles of teachers. Based on the views of the social constructivists, or socio-cultural theory supporters such as Vygotsky, the suggested role for teachers was to act like facilitators or mediators rather than adapting the traditional ones such as role of source of knowledge (Williams & Burden, 1997). In fact, mediation as a term has different variations in meaning; however, in terms of teaching and learning process, it refers to a teacher’s ability to address the challenges of students in learning with different needs by helping them as well as creating learning opportunities for them to construct the knowledge (Zulu, 2016). According to Vygotsky, drawing attention to mediation and meaning since development in language learning, mainly stressing the acquisition process, took place because of the social interaction. The role of a teacher as a mediator involves helping the students learn the knowledge and certain skills necessary for progress by making them autonomous learners with problem solving skills (Asmalı, 2016).

For the mediation to take place on the part of the learners and the teacher, an interaction has to take place between the students engaging in learning actively and mediating teachers. Since one of the major aims of mediation is to make learners autonomous, intentional intervention by the teacher to the process of learning for assisting the learners when necessary is also one of the distinguishing features of the mediator role. Because attaining and achieving a rich and meaningful classroom interaction, it is important to pinpoint teacher’s role as a mediator and devise indigenous meditative strategies for Turkish learners of English. Thus, this study aims to explore the perceptions of Turkish university students of their English teachers’ roles as a mediator in higher education context.

Mediated Learning

Socio-cultural theory has influenced the language learning and teaching process since it stressed the significance of socially interactive environment in which mediation took place emphasizing the need to assist learners taking Zone of Proximal Development (ZPD) by Vygotsky and Feuerstein's mediation into account. Based on the views of socio-cultural theory, for an effective L2 learning to take place, rather than a learner's personal efforts, a collaborative and mediated learning should be encouraged in which social interaction among learners takes place. According to Vygotsky, Zone of Proximal Development is a crucial region since individuals have to be supported in their learning to go ahead of their current stage with the help of problem-solving under the guidance and cooperation of both peers and experts (Turuk, 2008). This idea of assisting especially children in general and students in an educational context is also referred to as scaffolding and laddering offering the level beyond the current capacity of the learners.

Feuerstein's mediated learning theory makes use of both humanistic and cognitive concepts considering the social context. Feuerstein also emphasizes the effect of the environment especially that of adults in the sense of intervention (Williams & Burden, 1997). Thus, the experiences of the mediators assisting the individuals in their learning are taken for granted as mediated learning experiences (MLE). Thus, according to Feuerstein it is the mediated learning experience that enables the individuals in education, but mainly children, to construct the knowledge depending on the degree of the interaction between the environment and the learner with the help of intended and initiated activities directed by adults (Kozulin, Feuerstein, & Feuerstein, 2001). The basis of the theory lies in the idea that every child can learn when exposed to right amount of input and motivation; however, the current state of learning through assessment might not be a predictor of the future (Candoli & Stufflebeam, 2009). Through mediated learning experiences a student can be a good thinker and learner with the help of the mediator; thus in terms of language learning process, as a result of the mediated activities, the expressive language skills of the learners can be enhanced and improved by making the learners cope more successfully with the language of the classroom (Westwood, 2004). Thus, based on the mediated learning experience theory of Feuerstein and considering the scarcity of

studies related to the role of teacher as a mediator in Turkey, this study focuses on university students perceptions of their English language teacher's role of mediator.

Given the significance of the mediator role of the teacher, this study tries to answer the research question here:

- What are university students' perceptions of and attitudes to their teachers' role as a mediator?

Method

Data Collection Procedure and Analysis

This study is mainly a qualitative study making use of unstructured interview as the data collection tool. The main strength of making use of interviews in a research is that they can reveal a detailed picture related to what the research focuses on (Erarslan, 2016). This study is additionally an experimental study since students in a state university in Turkey (Afyon Kocatepe University) were grouped as the control and experimental group who received a 4-week intervention based on mediated learning theory. In the control group, traditional teaching methods were applied and students were assessed based on their test scores and were given no feedback initially (after the study was completed, they were additionally explained the situation and applied the same procedure as the experimental group received). The experimental group received language teaching during four weeks based on constructivism and given tasks prepared and designed by the researcher and fellow teachers to increase students' interaction in the classroom. Additionally, the tasks included problem-solving which students were required to search for an out-of-class activity as well. Communication was the core of all tasks in which they had to find solutions to a pre-determined problem that they wanted to deal with in groups. The teacher initiated the activities and tasks and rather than traditional teaching, he assisted learners when they asked for and guided them in terms of language. Students were allowed to work in pairs, to use their native language (here Turkish) when they were tempted to have a precise command of meaning and use of words or phrases. Learners enjoyed the latitude of using smartphones or any other options to gather information for interaction. They were allowed to translate, recite and dramatize either individually in turn or as a group. The teacher ignored their questions about the task at first just to make students exert enough effort to find their own ways until s/he thought it better to

spare a few hints for confirmation for them to pass to another stage. While students in the experimental group were dealing with the tasks, their peers and each student himself/herself evaluated their own performances rather than receiving traditional tests and they were asked to give feedback after they were given a brief introduction related to essentials of assessment and giving feedback.

At the end of the process, the students were interviewed by a different researcher other than the English language teacher who applied the intervention program individually and asked for their opinions related to teaching and learning process, their motivation, interest in involving the tasks, willingness to communicate with their classmates, and finally their teacher's role as a mediator.

The participants as the students were interviewed after the completion of the 4-week intervention program in the teacher's room and coded for their anonymity. The data collected by interviewing the participants were transcribed, coded and analyzed under content analysis.

The data collected by interviewing the participants were analyzed qualitatively. In the analysis of the data, content analysis was conducted following transcription of the participants' interview records. Each of the respondents' records was turned into written documents to make the analysis easier for coding. In the next stage, common themes were identified and irrelevant statements that were not related to the focus of this current study were omitted and those that were related were grouped and gathered under common themes. In the final stage, the themes found were analyzed and presented qualitatively.

Participants of the Study

Students in this study were from various departments in education faculty in a state university in Turkey and their departments included the departments of pre-school teaching, social sciences, computer science and information technologies and primary maths teaching. Students from the departments of pre-school teaching and department of social sciences teaching were assigned as the experimental group with the purpose of having a homogeneous grouping since these were the departments where the researcher and two other teachers taught English. Data were collected from 20 students from the experimental group from the departments of pre-school teaching (henceforth DPST) and department of social sciences teaching (henceforth DSST) in

the faculty of education in Afyon Kocatepe University in the 2016-2017 education year spring term.

Table 1. Distribution of the participants

Code	Gender	Age	Department
S1	M	19	DSST
S2	F	18	DPST
S3	F	19	DPST
S4	F	18	DPST
S5	M	18	DPST
S6	F	19	DPST
S7	F	19	DPST
S8	M	21	DPST
S9	F	18	DSST
S10	M	18	DSST
S11	M	19	DSST
S12	F	20	DPST
S13	M	17	DSST
S14	M	18	DPST
S15	M	18	DPST
S16	F	18	DPST
S17	F	19	DPST
S18	F	19	DSST
S19	F	18	DPST
S20	M	18	DSST

Out of twenty participants, 11 were female (55%) and nine were male students (45%) while their ages ranged from 17 to 21 and the highest percentage belonged to the age group of 18 (50%). Additionally, 10 students from the department of pre-school teaching and 10 from the department of social sciences were involved in the study during data collection.

Findings

In this study, the main focus was on the mediator role of the English language teacher in the university context and how students perceived the teacher's mediator role after receiving a 4-week mediated learning experience. Based on this purpose, throughout the study the following research question was handled for an answer: What are university students' perceptions of their teacher's role as a mediator?

While students were interviewed, they were asked for their opinions related to teaching and learning process, their motivation, interest in involving the tasks, willingness to communicate with their classmates, and finally their teacher's role as a mediator; thus, findings are represented based on these aspects here.

a) *Students' perceptions of the process of teaching and learning based on mediated learning experience*

Related to teaching and learning process the students were exposed to for 4 weeks, the perceptions of the participants were positive indicating the effectiveness and efficiency of the mediated learning experience introduced by Feuerstein. The responses of participants indicated that they favored mediated learning based on tasks and activities more when compared to traditional teaching methods. They stated that they had to deal with the language outside the class for the first time and rather than doing exercises on the book on the surface level, they were in touch with the real language in place of grammar teaching in and out of the classroom. Based on the process of the teaching and learning process, the participant coded as S5 expressed his satisfaction, in addition, to increase in the sense of accomplishment in learning English stating that;

"I loved English lessons very much. I wish all English teachers during my education life preferred this style. This is the first time I felt I could learn something in English. I can now express myself even at a basic level; however, before this, we only learned English grammar."

Similarly, S17 stated that the way the content was presented and cooperation among classmates enhanced her learning and she could take part in the activities without hesitation. She additionally attributed her success to internal factors realizing that with the help of the teacher, she could succeed in learning the language. Related to this, S17 said:

"The teacher taught us English but we [students] worked on the language together with our classmates. At first, things looked nonsense since this was the very first time we experienced such a learning in English, but then I started to like it and I freely participated in class debates, presentations etc.,..."

Another participant, S14, claimed that he needed to deal with the tasks because not only the tasks were interesting for him, but also due to being the member of his group that made him work on the tasks that he was responsible. In this context S14 stated:

“The tasks were enjoyable for me, and I had to study after school because we shared some parts of the tasks. If I did not complete them, our group would fail.”

From the statements of the participants, it is seen that participants regarded mediated learning as an effective instruction in teaching English because of the nature of the tasks and this increased their self-regulation and sense of belonging due to taking the responsibility in their learning in addition to sense of accomplishment and decreased level of hesitation in taking part in the activities.

b) *Students’ perceptions of the effect of mediated learning experience on their motivation*

During the interviews, the participants emphasized the motivating effect of the mediated learning experience on their English course and on their learning. Related to this, participants mostly agreed that the process was both interesting and motivating for them since this novice experience was based on their efforts rather than the product as the teacher asserted to the students. About this issue, S7 expressed:

“The teacher told us our efforts are valuable and how good and bad our works in English at first would not be a problem, so I think this is very good. No teacher told us something like this.”

Similarly, S17 stated she was willing to communicate in the classroom since most of her friends also wanted to interact with each other indicating the motivational effect of the teaching and learning process in general. Based on motivation aspect, S 17 stated:

“I freely participated in class debates, presentations etc., because my classmates tried to speak English. The teachers did not ask us to speak before. At first, we did not want, but we could say something in English.”

The experience of having mediated learning based tasks, activities and procedures in the classroom seems to have created enthusiasm and motivation on the part of the learners. Especially, the teacher’s attraction their attention to the process and the quality of their efforts rather than the product as in traditional teaching relieved students by increasing their motivation.

c) Students' perceptions of their teacher's role as a mediator

The participant responses indicated that teacher as a mediator has a significant impact on a number of issues related to the language teaching and learning as well as creating a change in students' reported perceptions towards English. Being a novice experience on the part of the students, the teacher's adapting the role that of a mediator first influenced the way students learned the language. The students, who were passive and the receiver of the knowledge in traditional classes, came to prominence natural to learner-centeredness in constructivist theory. Additionally, student motivation as well as having positive opinions resulting from the change in the role of the teacher in addition to task and activities designed based upon the mediated learning were among the reported advantages the students benefitted from. Among the outstanding features, the students expressed about mediator role of their teacher is the way students were approached. The participants stated that the teacher was quite tolerant to learner mistakes and was helpful in every challenge they came across in completing the tasks or activities requiring problem-solving. Due to the tasks and activities designed above students' level of English, students had different needs and challenges; thus, the participants reported that the teacher addressed them in a helpful way by also giving constructive feedback.

Related to the issue of having a changed opinion towards learning English, S11 explained:

"Before this, I hated English lessons. They were very boring [...] and teachers did not contact to us. This time our teacher was very friendly and asked us about our needs, our preferences in learning. The most interesting thing was that he asked us to find out what kind learner we were. I had not noticed it previously. Now, I love English lessons."

Similarly, S2 emphasized that:

"Our teacher was always ready to help us in our group tasks and whenever I wanted to ask him something, he answered and showed me the way to do things. The tasks required cooperation among friends and we had to learn things. The teacher just showed us the road."

Regarding the way the teacher approached students, S20 expressed that:

"At first, when the teacher grouped and handed us the tasks, I was surprised because we were going to do everything. I expected the teacher to come to the

board and explain the grammar rules. However, I came to see that we could learn from ourselves and the teacher just helped us when we needed..."

S6 also stated that:

"The teacher encouraged us every time to discover and not to fear about mistakes. That is interesting because no teacher told us these things before him and instead of having fear about making mistakes, I focused on how to communicate."

Participants agreed that the teacher's interest in assisting the students in their learning, dealing with the tasks and activities increased student motivation as aforementioned and they felt eager to participate in the tasks and wanted to communicate in English at a basic level indicating their willingness to communicate. In this respect, S8 stated:

"The teacher always guided and encouraged me all the time. I did not want to talk and be in the group but the teacher came and talked to me. My friends also helped me and in the group presentation my part was about "What Children Love" and I could talk about it with my classmates in English."

Among the benefits, the participants expressed regarding the teacher's role as a mediator, assessment and autonomy were the two critical aspects indicated by the responses as analyzed from the data. The participants in the study regarded peer assessment as a positive aspect of the teacher as a mediator stating this lowered their anxiety, receiving feedback from both parties as students and the teacher. With respect to assessment and the feedback, S10 expressed that:

"After we made presentations and brought our materials, my friends in my group assessed me and they gave me feedback. The teacher also told me how I could make things better. I had no exam anxiety."

By criticizing the testing practices of the previous teaching English teachers, S19 also stated:

"All my English teachers underlined my mistakes on paper in red and my exam page would be full of red and my friends used to make fun of me. For this reasons I never wanted to learn anything. But, this time my teacher encouraged me and when I learned my friends would grade me I felt happier."

Regarding autonomous learner aspect, as aforementioned, S11 expressed:

"After the teacher asked me to learn about my own learning way [style], I searched for it and I read something about how to be a good learner. Now, I try to read something every day and even study for the coming courses, for not only English but other courses as well."

When all are considered, the findings show that the role of the teacher as a mediator triggered students in terms of taking the responsibility of their own learning, becoming aware of their learning styles, increasing classroom interaction, having an increased self-motivation and self-efficacy as well as providing the basis for autonomous learning. Additionally, the students exhibiting low-inhibition in taking part in the conversations and discussions with the assistance and guidance of the teacher reported benefiting from the peer assessment and feedback they received hindering the negative backwash effect of traditional testing.

Conclusion and Discussion

The findings show that the students were not exposed to mediated learning or in fact, they were not taught based on constructivism. Although the institutional body responsible for the education in Turkey, Ministry of National Education (MoNE), introduced the 2006 curriculum reform which adapted constructivist theory in education, it seems clear that the principles and procedures of the constructivist theory were not applied in schools. The statements of the participants indicate that they came across student-centeredness for the first time that they found to be effective in their learning process. Some studies which evaluated the 2006 curriculum from the angle of English language teaching found that in spite of the constructivist theory which should be applied in classrooms, the teachers followed traditional teaching methods and classroom conditions were not suitable for the implementation of student-centered learning environment (Ceyhan & Peçenek, 2010; Topkaya & Küçük, 2010). Thus, it seems clear from the statements of the participants that constructivist classes and teacher roles as suggested by this approach to the theory are not implemented in schools and students are novice to the role of the teacher as a mediator. In line with this, the limitations in students' experiences related to cognitive theory and teacher as a mediator in their prior educational settings created gaps in terms of their reflections and they reported to have inadequacies regarding how to get into effective cooperation with their group members. Sharing responsibilities and a close interaction with group members initially caused confusion on the part of the learners that also indicate the implementation of constructivist approach in their prior education.

The mediator role of the teacher created an increased motivation on the part of the learners allowing them to have the responsibility for their own learning. As Vigoya

(2005) stresses that the mediated learning experience can increase learners' degree of motivation which is of crucial importance to be considered as the root of foreign language learning. MLE concentrates both on learning activities well tailored through tasks and the teacher's role as a mediator. The students especially at the beginner level or with limited linguistic knowledge may have an increased level of achievement in language learning through effective motivation due to the mediation of feeling competent (Brown, 2002) which also overlaps with the findings of this current study. The present study revealed through tasks that students might benefit from the MLE and the mediator roles of the teachers. In interviews conducted with them, they reported a significant increase in their motivation and sense of competence in learning the language.

Finally, findings show that MLE and mediator role of the teacher contributed significantly to the willingness of students to communicate and participate in tasks, activities in close interaction with a group member. The attention shift in language teaching from students perfect in grammar and structure to communicatively competent students has given rise to willingness to communicate as a research area in the field of English language teaching and the students' willingness to communicate is affected by a number of factors such as linguistic, psychological, social and cultural domains (Asmalı, 2016). Supporting the findings of this study, mediating students in language learning also increases their readiness and eagerness to communicate especially in classroom conditions where students have close interaction and cooperation with each other (Zhong, 2013). As MLE by nature incorporates the use of a mediated-agent: a teacher, a peer or more knowledgeable others who are involved in the learners' life, it is considered to be a structured approach to learning and applicable for all age groups. Yet, it still remains problematic to exercise and expand the application of MLE principles in crowded classes mostly observed in our universities in Turkey. Teachers' roles as mediators and students' orientations to such practices are suggestible to wider and inclusive research programs to be delved.

Notes on the contributor

Abdullah Ertit (MA) is a lecturer of English at Afyon Kocatepe University. He is presently a Ph.D. student at Istanbul Aydın University studying on his thesis on MLE and Teacher Roles as a Mediator in classroom interaction. Classroom

Discourse, multimodality in ELT and cross-cultural studies are among his points of interest.

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Appendix

TASK ENACTMENT

CLASSROOM INTERACTION THROUGH MEDIATED TEACHING AND LEARNING

Task objectives:

To enhance the level of learners of English grafting enthusiasm for active participation in activities meant for consciousness-raising among learners allow each individual learner the latitude to use his/her personal skills and make use of even his/her mother language for meaning-making, make inferences from the context about the conceptual and literal meanings of the idioms, idiomatic expressions and phrases in both learners' native language, Turkish, and the target language English. The task procedures are implemented in collaboration with learners and teacher as a mediator in the classroom.

Task procedure:

Duration/Allocated time for the task: 45-50 minutes

Teaching tools:

Board to Project the lyrics of the song via internet connection to YouTube to make use of Doris Day's performance of the song **Que Sera Sera**

Laptop /desktop computer

The lesson plan implemented is as follows:

Learners of English in the class account to 28 in number for the classroom activity for the assigned task. Students are ready and look comfortably settled in their seats for the lesson to start.

The instructor explains that they are going to learn a song and that the song is sung by a famous singer, Doris Day.

The instructor begins with questions like 'Does anybody know anything about Doris Day?' or 'Has any of you listened to a song by her?'

The instructor elicited no answer from the students bearing familiarity with the song 'Que Sera Sera' or the singer 'Doris Day'.

Then the teacher put the singer's name on the side of the board and underlined it.

Instructor underlined the title *Que Sera Sera*.

The instructor asked some students at random if they could read the name 'Doris Day' and they did well to read it with proper English pronunciation. But they failed to pronounce the word **QUE** accurately as apposed to the original sounding /key/ in the song.

Students were interested to learn the correct pronunciation of the vocabulary and showed signs of enthusiasm to learn about the song lyrics and the tune they were supposed to listen through the audio-visual mode of YouTube.

Teacher wrote/projected lyrics of the song onto the board and it was as follows and all the students attended to it.

QUE SERA SERA

When I was just a little girl

I asked my mother

What will I be

Will I be pretty

Will I be rich

Here's what she said to me

Que sera, sera

Whatever will be, will be

The future's not ours to see

Que sera, sera

What will be, will be

When I grew up and fell in love

I asked my sweetheart

What lies ahead

Will we have rainbows

Day after day

Here's what my sweetheart said

Que sera, sera

Whatever will be, will be

The future's not ours to see

Que sera, sera

What will be, will be

Now I have Children of my own

They ask their mother

What will I be

Will I be handsome

Will I be rich

I tell them tenderly

Que sera, sera

Whatever will be, will be

The future's not ours to see

Que sera, sera

What will be, will be

Que Sera, Sera¹

Songwriters

LIVINGSTON, JAY / EVANS, RAY

Teacher allowed the learners to read the whole lyrics for two or three minutes, observing them talking about the meanings of some words, and phrases. They exchanged views as to what it was about.

Out of 28, approximately half of the students have expressed ideas about the text on the board.

Teacher quoted some of the statements that students uttered when they exchanged views about the content of the song:

-It seems a love song (in Turkish)

-It is a love song because it has sweetheart in it (in Turkish only the word **sweetheart** uttered in English).

-It is about a mother (in English)

-It is about a child asking question to her mother. She is a girl child. (in English)

-It is about happiness and good old days.

-It is future.

-Now children, married, happy lady. (smiles, laughs and mixed **language** comments both in Turkish and English)

-She has dreams

-No, no.. it is about God's decision. (Use Turkish translation as Takdir Allahın; It is God's discretion)

-Sera has big dreams

-What is 'whatever will be will be'?

- 'I don't mind' demek. (a student gives his interpretation of 'whatever will be will be' as :it means I don't mind.

The above interaction lasted for about five or six minutes among students with little interruption by the teacher using only his mimes and gestures denoting to say 'yes, no, more or less, nothing of that kind...'

The teacher then asked them if they would like to listen to the song.

They said 'yes' with joy and mild expressions like 'yes, come on, let's...'

The teacher first searched through google for youtube to project the visuals of the song 'Que Sera Sera' by Doris Day' onto the wall in the class and then allowed the

students to follow the lyrics and the song in audiovisual mode on the board. At first, a few but later on, almost all of the class began chanting the tune and sang the song as students followed the tune and visuals of the song,

They looked exalted especially in the referent part of the song:

Que sera, sera

Whatever will be, will be

The future's not ours to see

Que sera, sera

What will be, will be

They say it seems praying for something. (It is a happy thing in the song)

Some students, regardless of gender, wanted to recite and they sang the song altogether. Others partly accompanied to their friends moving back and forward.

Melody and the lyrics were almost memorized by the class.

Teacher, in this while, were prepared to ask some questions as to the meaning of the phrases embedded in the song text.

1. Here is what she said to me
2. Whatever will be will be
3. What will be will be
4. Fall in love
5. Have rainbows
6. Sweetheart
7. Now I have children of my own
8. Tell them tenderly

For the numbered expression given above, students exerted effort and showed diligence to make meanings, to paraphrase or just attempted to make translation of the chunks into Turkish considering the context of the song.

At times, the teacher helped them to find Turkish equivalents of the phrases that exist in English.

Sweetheart: lovely, lover, man, woman, (Turkish: sevdiceğim, canım, tatlım, bitanem)

Have rainbows day after day: happy days, dream world, colorful, money, travel (Turkish connotations: başı göğe değmek; reach one's head to the sky, be happy with all belongings, pembe pancurlu evi olmak; to have a house with pink windows meaning to

be very happy; beyaz atlı prensi olmak; to have a fabulously rich man on a white horse.

Whatever will be will be (what will be will be); The students recalled the below expressions widely used in Turkish with respect to their contextual meanings.

Takdir Allahın (It is God's prudence to decide what will happen to us)

Gaybı Allahtan başka kimse bilmez (It is not the people to know what is ahead of us but Allah)

Kaderden öteye yol yok (there is no further way than we are allocated to us by the divine power.)

Kaderde ne varsa o olur (whatever is hidden in our fate will surely come true, there is no doubt about it)

Anne kızının tahtını yapar bahtını değil (Mother can prepare a crown for her daughter but it is divine power to give good luck to her)

Her şey olacağına varır (everything takes its shape in the way as it was designed by God)

After meaning making and cross cultural exercises, it was time to ask students to act out pantomime to give the emotional state of the lines as they chanted and heard the tunes and lyrics.

Students were all scattered around the class to find comfortable space to move and reflect the meanings of the chanted song.

Happily when 50-minute lesson was over, smile on students' faces revealed the satisfaction they got out of the activity. They clapped their hands cheerfully.

Inferences to be made from the activity in terms of MLE (mediated learning experience)

- Assistance given to the learners encourages them to cooperate
- Students feel confident when they are allowed to use their native language to better understand and express the concepts and phrases in the classroom situation.
- They have chance for a challenge to sing, to chant, no matter some are really not fit for chanting. The entire activity may levitate students' psychological differentiation if there is any.
- They adopt sharing behaviour.
- Students have the feeling of belonging as required by one of the principles of Mediated learning experience (MLE).

-During the activity students find opportunity to regulate and control of their behaviour either through their peers or via teacher mediation.

-Learners learn to go beyond the barriers of the subject matter and refer at times to their own imaginative power and cognitive stance. They are not feeling restricted by their immediate classroom environment; they feel they have the chance to have dreams and talk about them. They employ or really enact transcendence.

They learn and they enjoy activities that the given task requires because they are mediated by their teacher or more knowledgeable peers.