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The Influence of Attributional Style on the Acquisition of the Passive Voice in the Classroom

1. Introduction

Although a considerable body of research in the field of Second Language Acquisition (SLA) has already been conducted, there are still areas which need further exploration. One of them is the relationship between SLA and two psychological phenomena, namely the attributional style and the locus of control (LOC) orientation.

The term “attributional style” was first introduced in the 1950s by an American social psychologist Fritz Heider (1958) in the attribution theory he formulated. His study concerned human perceptions of other people, various events around them, and the acquisition of their self-knowledge.

Heider's ideas have been developed over time by many researchers, among whom was an American psychologist, Bernard Weiner (Weiner et al. 1971), interested in the application of this socio-psychological theory in academic context. Weiner focused on “the reasons that people attribute to their perceived success and failures” in achievement-related situations (in Williams and Burden 1997: 104). Furthermore, in his works on attributions, Weiner drew a connection between the attribution theory and the theory of locus of control, originated by Julian B. Rotter in his Social Learning Theory (1966). LOC refers to “a person's beliefs about control over life events” (Williams and Burden 1997: 101). As will be later shown in detail, the assumptions of the attribution theory and the locus of control construct are closely interrelated.

For many students acquiring native-like proficiency is of great importance. Such thorough knowledge of the target language can be characterised as competence in two areas: linguistic and communicative. According to Komorowska

(2001), communicative competence can be understood as the ability to acquire and convey information effectively, accurately and in compliance to a given situation, whereas the linguistic competence equals the ability to understand and create sentences, even ones which the person has never heard or seen before (Komorowska 2001). Without a proper knowledge of grammar, the use of language skills would surely be hindered.

Another point is the fact that learners achieve different levels of success in mastering a foreign language due to various factors such as individual learner differences for instance. Following Selinker's opinion that "a theory of second language learning that does not provide a central place for individual differences among learners cannot be accepted" (Selinker 1972: 213), the present study aims at examining the existence of a correlation between students' attributional style and their acquisition of the passive voice in the classroom. By finding out about that, this study also aspires to contribute to the study of individual learner differences and hence it may be of practical assistance to both teachers and learners in their classrooms.

2. The locus of control construct and attribution theory

The locus of control construct (LOC), or in other words, the concept of generalized expectancies for control of reinforcement, has its origins in Rotter's Social Learning Theory and refers to people's general beliefs about what determines their degree of reinforcement in various life situations (Rotter 1966).

In developing his theory, Rotter departed from the then dominating psychoanalytical approach as well as from drive-based behaviourism, which saw an individual as motivated by unconscious impulses and instincts. On the contrary, the researcher believed that a psychological theory should have psychological motivational principles, and he made the *empirical law of effect* his motivating factor. This law states that an individual is motivated to seek positive reinforcement, and to avoid unpleasant stimulation. In his theory Rotter combined behaviourism with the study of personality, without turning to Freudian physiological stimuli as motivators (Rotter 1966).

The core assumption of Rotter's theory is that personality is formed by the interaction of an individual with the environment. Furthermore, he describes personality as changeable, depending on the environment. He also claims that the more life experience, and hence, the firmer one's sets of beliefs are, the harder it is to alter them. In the case when an individual perceives an event as the result of his own actions, such a person is believed to hold internal control. On the other hand,

when a person thinks that the reinforcement is not contingent upon his actions, but rather upon chance, powerful others or luck, such a belief is labelled external control (Rotter 1966). It is, however, crucial to state that LOC was not a typology for Rotter (1966). In his opinion, LOC is a generalised expectancy, and thus predicts people's behaviour across situations. It may happen that the people who are usually "internals", in certain situations may act as "externals" and vice versa.

The results of research in the area of academic achievements indicate that internality is preferable to externality (e.g. Bernstein et al. 1979, Nowicki and Duke 1981). Firstly, students with high internal LOC are active, assertive and show more persistence in seeking information and using them in problem-solving tasks. Secondly, they are strongly motivated for success in achievement contexts and show greater involvement in skill conditions than externals. Finally, internals appreciate reinforcement for skills much more than for chance. On the other hand, externality may be a defensive strategy against failure, and does not exclude originally high competitiveness.

Another thing is that, as observed by Seligman, people who always put too much pressure on themselves or blame themselves for all failures suffer from low self-esteem, think they are worthless, unattractive and without talents. Consequently, they may learn to be helpless (Seligman 1990).

The above-mentioned polarization of internality and externality is once more referred to in the attribution theory. This theory is based on the assumption that a human acts as a "naive" psychologist who, using common-sense knowledge, interprets what he perceives and constructs beliefs about it. Later, he/she uses those beliefs as guidance in his/her actions. According to this theory, people tend to give external and internal attributions, as both, environmental and personal factors have influence on human behaviour.

Since the present study alludes to both LOC orientation and attributional style, it is necessary to refer to Weiner's influential version of the attribution theory which combines some aspects of achievement motivation and LOC construct. It states that the perceived causes responsible for failure or success in achievement context are ability and effort (internal factors), as well as task difficulty and luck (external factors). What is more, Weiner introduces the stability dimension to the concept of internality and externality. He sees ability and task difficulty as stable factors, whereas effort and luck as unstable (Weiner et al. 1971).

According to Weiner (1979), a student who ascribes his/her failure to the lack of abilities or task difficulty is less likely to expect success the next time than a student who attributes his/her failures to bad luck or the lack of effort. Consequently, success attributed to abilities and easiness of the task will result in future success expectancies more often than success ascribed to the amount of effort and luck. This means that future expectancies for success or failure depend on the perceived stability of the cause of the prior outcome.

To sum up, a “good learner,” according to the standards set by Weiner, attributes success to internal factors. Achievements make him/her proud and happy but failures do not ruin his/her self-esteem. The learner knows that negative outcomes are the result of the lack of effort rather than the lack of abilities or bad luck. Moreover, a high-achiever engages himself/herself in tasks of moderate difficulty, since only such tasks truly indicate the level of his/her abilities. A good learner is also aware of the fact that the outcomes depend crucially on earlier endeavours.

This polarized view of control was, however, criticised by Wong and Sproule in favour of their dual-dimensional approach (Wong and Sproule 1984). They observed that Weiner’s unidimensional view neglects the possibility that many people fall somewhere between the internal and the external extremes. Those who are close to one of the poles do not always have to be so, as the sense of control may be situation-specific. The researchers see internal and external control dimensions as coordinates, and claim that LOC can be placed anywhere between those two dimensions. Consequently, people who believe in shared control are no more called internals or externals but bilocals. They are neither controllers nor controllees and are not radical as far as personal autonomy is concerned, as they understand that one cannot always be in control over their lives, just as one cannot be the winner all the time.

Furthermore, bilocals tend to give simple causal design to explain various results and often explain outcomes in terms of multiple casual schemata. It enables bilocals not only to be more realistic about their own abilities but also to be more flexible in coping with difficulties.

3. Research description

The level of success in mastering a foreign language in the classroom depends greatly on students’ perception of personal control over their learning process. Likewise, a comprehensive knowledge of grammar is essential to one’s progress in language skills development. Accordingly, the aim of this study is to discover if there exists a correlation between students’ attributional style and their success in acquiring English grammar in the classroom. This study will be limited to the knowledge of the passive voice as far as grammar is concerned. The first of the research questions examines whether students obtain better results in the passive voice acquisition when they have internal attributions than students with external ones. The second research question tries to find out if students who attribute their academic achievements to stable factors do better than students who attribute them to unstable factors.

The research was conducted among 58 third-year students of a “gimnazjum” in Wrocław. The factor deciding for the choice of school which the research was

conducted in was the age of the pupils, since LOC and attributional profiles are most clearly established during adolescence (Williams and Burden 1997). Students were at an intermediate level of English and were taught by the same teacher and had three English classes per week.

The instrumentation of the investigation was as follows: The grammar achievement pre-test (Appendix 1) checked students' initial knowledge of the passive voice. It consisted of 3 tasks, 10 questions each. The difficulty of the tasks, which had the form of structured exercises, gradually increased. The whole elicitation procedure lasted 30 minutes.

The structure of the grammar achievement post-test (Appendix 2) was very similar to the pre-test – it consisted of the same number of tasks, however, the examples were different – in order to focus subjects' attention on grammatical manipulation only, and not on a new form of the test. As a result, it allowed to objectively check students' progress in acquiring information about the structure and usage of English passive voice.

To measure subjects' casual beliefs under four conditions, namely the self- and other-success as well as the self- and other-failure, Wong and Sproule's *Trent Attributional Profile* (TAP) questionnaire (Appendix 3) was used (Wong and Sproule 1984). It consists of 12 items, each of them accompanied by four explanations corresponding to four casual factors, i.e. luck, effort, task difficulty, and ability. Subjects' task was to evaluate the importance of each of the explanations by giving points for their opinions from 1 (not important) to 5 (very important) on the Likert-type scale.

The results of TAP were obtained by calculating mean scores for the 4 attributions. Internal attributions are defined by calculating the sum of mean ability and effort attributions. Similarly, externality is the sum of mean task difficulty and luck attributions. Students are believed to represent the style for which they obtained the highest mean.

The first step of the research was the grammar achievement pre-test. At first, all 58 students took part in the research but after the pre-test, students with the highest scores (15 points and more) were excluded from the study. It was assumed that such an amount of points indicates a sufficient knowledge of the passive voice and precludes further acquisition, whose observation was the most important element of the study. The number of students admitted to the post-test was 42.

Regardless of the results of the grammar achievement pre-test, attributional styles of all the students were measured. The TAP questionnaire was administered on the same day as the pre-test. Told that the questionnaire checks their opinions, and that there are no correct or incorrect answers, subjects were asked to give reasons for 12 situations. The time was limited to 15 minutes in order to prevent the subjects from reconsidering their answers too much, which might have, in consequence, distorted the reliability of the results. The TAP questionnaire was

adapted into Polish so as to avoid misinterpretations and possible researcher's interference.

The second part of the research was conducted after three weeks (12 classes), during which students were formally instructed about the structure and usage of the passive voice. After this period, the grammar post-test was administered among the students qualified earlier, and again the students had 30 minutes to complete the test.

4. Results

The results of the grammar achievement pre- and post-test revealed that 16 out of 58 students could not be admitted to the post-test. In the case of 21 students the point difference between the grammar pre- and post-test was the highest.

The results of the TAP questionnaire revealed that a great majority of subjects admitted to the post-test represented internal LOC (36), whereas only 6 subjects represented external LOC.

The difference in number of subjects having ability as their dominating attributional style (18) almost equalled the number of students representing effort attributional style (17). In contrast, only 4 students represented task difficulty attributional style and only 3 – luck attributional style.

Among the 21 students who made the most considerable progress in their knowledge of the passive voice (i.e. the difference between their results on the pre-test and post-test was the highest), the scores on attributional styles were even more promising: effort style (9), ability style (7), task difficulty style (3), luck attributional style (2).

All of the 16 subjects who scored the highest on the grammar pre-test and were excluded from the post-test represented internal LOC, 9 of them represented ability and 7 effort attributional styles. It was a very homogeneous group – in the case of 14 subjects, the difference between ability and effort was less than 1.0. What is more, the difference between the level of internality and externality was rather significant and in the case of 14 subjects amounted to more than 1.0 in favour of internality.

The first research question of the present study was to check if students obtain best results in passive voice acquisition when they make internal (ability and effort) attributions. In order to answer this question two groups of subjects were analysed, namely 42 students who took both the pre- and post-tests (group A) and 16 students who only took the pre-test (group B). Firstly, all group A students made progress in comparison to the results on the pre-test. Among the students who performed best (improved their scores by more than 7 points) the majority of

students represented internal LOC. Students whose progress was not so excellent (improved their scores by 1–6 points) also represented internal LOC even more homogeneously. By contrast, only 5 students representing external LOC improved their score most significantly (by 7 to 15 points).

Special attention should be, however, drawn to the fact that in the case of 5 out of the 42 students the assumption in the first research question was not true because, even though they improved on the post-test (from 23.33% to 50% improvement), their LOC orientation was external. Another thing is that the difference of points gained by these students on the TAP questionnaire scale was not large, and did not exceed 0.5 point. The only person diverging from this group was the subject in whose case the difference amounted to 1.83. As he also made strong luck attribution, his case will be discussed more carefully while answering the second research question.

As far as the relationship of LOC and grammar acquisition is concerned, the results of group B should be analysed as well. It is not irrelevant that all these students with an outstanding knowledge of the passive voice represented internal LOC. This is yet another supporting argument for the hypothesis in the first research question. Even though these students' progress in grammar acquisition was not directly analysed, it can be safely assumed that their above-average command of English was, among other things, owing to the internal attributions they represented. It was, then, proven that people representing internal LOC are usually more self-motivated, determined in seeking and acquiring information as well as ready to cope with possible difficulties (Weiner 1980). Participation in additional English lessons as a possible reason of greater mastery cannot be totally rejected (even though it was not a variable in this investigation), nevertheless, taking such lessons would prove that those students are active, autonomous and persistent learners who take responsibility for their own learning.

The second research question was to investigate whether students who attribute their achievements to unstable factors (for instance effort) outclass students who make stable attributions (for instance ability). It was found out that effort does not have to be the most important factor which decides about students' success in acquiring the passive voice, as ability proved to be of the same, if not greater, importance. Almost the same number of participants attributed their success and failures to ability (18) and to the amount of effort (17). Interestingly, more significant discrepancies were found among students who made the most considerable progress. In this subgroup, 7 out of 21 subjects represented ability attributions whereas 9 participants made effort attributions. This may, in turn, allow a positive answer to the second research question.

Furthermore, it is worth noticing that four subjects from group A represented double attributional styles, i.e. they scored equally on the points denoting ability

and effort attributional styles. As these participants performed very well on the post-test, it can be assumed that, at least in these cases, effort appeared to be as important as ability attribution. Additionally, it can be estimated that high scores on both ability and effort attributions can facilitate learning. It should also be remembered that both, ability and effort, constitute internal LOC, and may work equally effectively for the benefit of students' progress in the acquisition of the passive voice.

In the case of group B, the second research question was answered negatively as well, since 9 out of 16 students made ability attributions, whereas 7 students – effort attributions. The difference in points gained on both attributions was, however, rather insignificant, and amounted to not more than 1.0.

The examples of two subjects need further analysis. Both students made luck attributions and achieved fairly good progress. Those results pose some controversy concerning the primacy of internal and effort/ability attributions as prevailing attributional styles of students who acquire English grammar best. Another thing is that both of these students were males. This fact undermines the claims about gender differences in making success and failure attributions. For example, Williams and Burden point out that women more likely represent luck attributions and believe in external causes of events which happen to them as they tend to have lower expectations for themselves (the *modesty factor*) (Williams and Burden 1997).

These controversies, however, can be at least partially justified by referring to Levenson's view that external orientation does not always have to be negative (Levenson 1981). It appears that in some cases not only task difficulty (in the external dimension) but also luck attributions can promote language acquisition. Furthermore, Rotter (1966) noticed that luck attributional profile does not have to exclude competitiveness or persistence; on the basis of the results of this study, it can be deduced that students who believe in their own luck, probably on the basis of their prior experience, can perform very well and even outperform their peers making more internal attributions. Yet another justification for the presented results can be found in Diener and Dweck (1978) who discovered that some students, even though talented, doubt their abilities, and tend to explain their achievements in terms of forces beyond their control, i.e. luck.

5. Conclusions

The results of the present study proved that students who make internal (ability and effort) attributions obtain better results in the passive voice acquisition than students who make external (task difficulty and luck) attributions. The study, however, did not support the hypothesis that effort attributions are more facilitative than ability attributions.

The reasons for such results may be various. Firstly, attributional profiles might have been inadequately measured by the questionnaire – the answers might not have reflected students' actual styles but rather their subjective or momentary impressions. What is more, subjects might have neglected the TAP's instructions and completed the questionnaire carelessly. Secondly, the number of investigated pupils might have been insufficient. Thirdly, completing only one questionnaire might have been insufficient. Even though the reliability of the TAP questionnaire is high, in this particular study some other instruments might have been necessary. Perhaps the areas covered by the TAP questionnaire, i.e. academic performance, finance, and social activity, did not allow the students to fully demonstrate their opinions. Lastly, as it was observed earlier, the discrepancies of results are minor. That may be an important reason, as numbers and calculations do not always reflect true differences among individual learners.

Although the hypothesis in the second research question was not supported in the present study, the positive correlation between effort attributions and the passive voice acquisition should not be categorically rejected. Before the final conclusion can be drawn, further research in this area is required, on a more representative sample of subjects, and with the use of even more precise instruments.

Despite the partial support of the hypotheses investigated in the study, it can be safely assumed that attributional style proved to be yet another important factor influencing English grammar acquisition in the classroom.

Apart from supporting various theories on attributions and locus of control, this study provided some interesting findings. It was found that having strong luck attributional style does not have to hinder acquisition, however, the number of students representing such profile was too small to draw any definite conclusions. Hence, further research in this area is necessary in order to investigate this phenomenon more extensively.

Since this research was intended for foreign language teachers, some useful advice for them can be formulated. One suggestion can be to promote internality as beneficial for learners. Teachers can emphasize the importance of attributing achievements to effort and ability as it increases students' control over the learning process and fosters autonomy. What is more, students who rarely believe in their own abilities, and hence make strong luck attributions, should be directed towards more internal causalities. Thus they can be prevented from falling into learned helplessness. Further research should also involve attributions and LOC retraining as it may help learners take more control over their academic performance and decrease helplessness.

Appendix 1

GRAMMAR ACHIEVEMENT PRE-TEST PASSIVE VOICE

I. Wybierz poprawną odpowiedź dla każdego zdania.

1. My watch will *be/been/being* mended on Wednesday.
2. English is *spoked/spoken/speak* all over the world.
3. The match has been *postponed/postponing/postponen* by the clubs.
4. A new planet has *been/be/was* discovered.
5. The long straight lines *were found/was found/is found* on Mars.
6. Researchers have *been/being/be* told about the clues.
7. Who was *killed/kill/kills* in 1967?
8. Mary is having her windows *clean/cleaned/cleaning*.
9. I was *given/gave/gived* a lot of money.
10. The show is *being/been/be* watched by millions of people.

II. Przepisz każde zdanie tak, aby zaczynało się od podanych słów.

1. How much will they pay you?
How much will you.....
2. I think they should have offered Tom the job.
I think Tom.....
3. Everybody likes Jim.
Jim.....
4. United won the cup last year.
Last year the cup
5. They are rebuilding the damaged stadium.
The damaged stadium
6. The police arrested John.
John
7. They will beat the record tomorrow.
The record
8. Someone had left this purse in the classroom.
The purse
9. They publish the journal every month.
The journal
10. Picasso painted *Guernica*.
Guernica

III. Gdzie to możliwe, zamień zdania na stronę bierną.

1. Mum didn't make dinner on Tuesday.
2. This dress fits you perfectly.
3. Grandma has cleaned the curtains.
4. The students must rewrite this text.
5. Tom loves old films.
6. They have already opened the new library.
7. Peter gave Mike a present.
8. I had a cup of coffee before you came.
9. You should have told me about the meeting.
10. Maggie is reading a very exciting story.

Appendix 2

GRAMMAR ACHIEVEMENT POST-TEST PASSIVE VOICE

I. Wybierz poprawną odpowiedź dla każdego zdania.

1. I'm having my hair *cutting/cut/to have cut* tomorrow.
2. The children were *took/taken/taking* to the seaside for the day.
3. I was *sending/sent/send* by the manager.
4. The new regulations will *been/is/be* announced in April.
5. Sue had her windows *broked/broken/breaking* by vandals.
6. David has been *offered/offer/offers* a job in Moscow.
7. Where exactly *did you born/were you born/did you bear*?
8. I've just had my bike *repaired/repair/repairing*.
9. The size of the universe cannot *was/be/is* imagined.
10. Jane is having her car *serviced/servicing/serviced* next week.

II. Przepisz każde zdanie tak, aby zaczynało się od podanych słów.

1. Alexander Fleming discovered penicillin in 1928.
Penicillin
2. The police in Los Angeles have arrested three terrorists.
Three terrorists.....
3. They will announce the results of the competition tomorrow.
The results.....
4. They are building a new museum in the city centre.
A new museum.....
5. They have closed the mountain road.
The mountain road
6. Students write most of this magazine.
Most of this magazine
7. Somebody will meet you at the bus-station.
You.....
8. Our company sells more than a thousand cars every week.
More than a thousand cars
9. Archeologists have discovered a new tomb in Egypt.
A new tomb
10. Two million people use the underground in Moscow.
The Underground in Moscow

III. Gdzie to możliwe, zamień zdania na stronę bierną.

1. Scientists will find little green men on Mercury.
2. Mary hasn't written the postcards yet.
3. Paul plays football with his friends on Mondays.
4. They saw a man running out of the bank.
5. I have a shower every morning.
6. Susan enjoys cooking oriental food.
7. The mechanic will repair our car on Saturday.
8. She had cleaned the curtains.
9. The children walk to school every day.
10. People must protect the environment at all costs.

Appendix 3

The Trent Attributional Profile (TAP)

Instrukcja:

Dla każdego z poniższych stwierdzeń oceń ważność każdego z podanych powodów (a–d). Zakreśl odpowiednią cyfrę (1–5). I tak:

5 oznacza ***bardzo ważne***

4 oznacza ***raczej ważne***

3 oznacza ***nie wiem***

2 oznacza ***raczej nieważne***

1 oznacza ***całkowicie nieważne***

Poniższy kwestionariusz bada Twoje opinie, tak więc nie ma tu dobrych lub złych odpowiedzi. Każda odpowiedź jest tak samo ważna. Nie zastanawiaj się długo, zakreśl odpowiedzi, z którymi się zgadzasz, a nie te, z którymi, Twoim zdaniem, powinieneś się zgadzać.

Dla przykładu oceń poniższe stwierdzenie:

Wzrost jest rezultatem:

- a) odżywiania
- b) ćwiczeń
- c) wzrostu rodziców
- d) klimatu

Jeśli uważasz, że wzrost rodziców jest bardzo ważny, zakreśl cyfrę 5, jeśli uważasz, że ćwiczenia są raczej ważne, zakreśl 4, itd.

Wypełnij poniższy kwestionariusz:

1. Większość odkryć naukowych jest rezultatem:

- a) przypadku
- b) inteligencji odkrywcy
- c) łatwej, rutynowej pracy naukowej
- d) dużej ilości czasu i wysiłku ze strony odkrywcy

2. Moje dobre oceny w szkole były rezultatem:

- a) łagodnego oceniania przez nauczyciela
- b) mojej ciężkiej pracy
- c) szczęścia
- d) moich zdolności do nauki

3. Osoba jest lubiana, ponieważ:

- a) ma szczęście
- b) bardzo się stara
- c) łatwo nawiązuje kontakty z innymi ludźmi
- d) łatwo jest być lubianym

4. Moje niepowodzenia z jakiegoś przedmiotu w szkole były rezultatem tego, że:

- a) nie starałem się wystarczająco
- b) nauczyciel był bardzo wymagający
- c) nie byłem dobry z tego przedmiotu
- d) miałem pecha

5. Gdyby moja sytuacja finansowa miała się pogorszyć, byłoby to spowodowane:
- a) trudnymi okolicznościami
 - b) moją słabą oceną sytuacji
 - c) pechem
 - d) moim brakiem wysiłku
6. Ludziom nie powodzi się w szkole, ponieważ:
- a) nie mają zdolności do nauki
 - b) mają pecha
 - c) nie starają się
 - d) nauczyciel surowo ich ocenia
7. Większość zamożnych ludzi jest bogatych, ponieważ:
- a) umieją zarabiać pieniądze
 - b) bardzo ciężko pracują
 - c) mają szczęście
 - d) łatwo jest zarobić pieniądze
8. Dobrze się bawię na imprezie, ponieważ:
- a) to świetna impreza
 - b) łatwo nawiązuję nowe znajomości
 - c) mam szczęśliwy dzień
 - d) staram się dobrze bawić
9. W przyszłości odniosę sukces finansowy dzięki:
- a) ciężkiej pracy
 - b) szczęściu
 - c) talentowi do zarabiania pieniędzy
 - d) dzięki temu, że łatwo zarabia się pieniądze
10. Kiedy inni mnie nie lubią, jest tak, ponieważ:
- a) nie staram się wystarczająco, by być przyjacielskim
 - b) nie mam szczęścia
 - c) trudno jest być lubianym przez wszystkich
 - d) nie umiem nawiązywać kontaktów z innymi ludźmi
11. Większość biednych ludzi nie ma pieniędzy, ponieważ:
- a) ma pecha
 - b) trudno jest się przebić w świecie
 - c) nie pracują wystarczająco ciężko
 - d) nie umieją zarabiać pieniędzy
12. Niektórzy ludzie nie są lubiani, ponieważ:
- a) nie wiedzą, jak dobrze żyć z innymi
 - b) trudno jest być lubianym
 - c) nie starają się być przyjacielscy
 - d) mają pecha

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