

## **THE MEDIATED LEARNING EXPERIENCE (MLE) THEORY IN MEANINGFUL LANGUAGE INSTRUCTION**

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### **Abstract**

According to Feuerstein Method, people can improve their learning, thinking and analyzing skills. In addition, meaningful instruction for all children is the mediated relationship. It is a fact that everyone has the immeasurable ability to enhance their learning aptitude and heighten their intelligence. In this context, thinking, analyzing and thinking works together for a full learning experience. This study aims to investigate the importance and productive influence of the Mediated Learning Experience (MLE) theory within the context of meaningful foreign language instruction. Fundamentally, the study discusses in what manner the enriched learning environment suggested in MLE affects both disadvantaged learners and the language instructor. The study group comprises of the participants selected randomly among the students ranging from 2nd to 8th grades at a secondary school located in a village, Akören, in Konya, Turkey. The data is obtained with the help of the observation forms and semi-structured interview forms developed for this purpose. The findings indicate that MLE has significant impact on and contributions to the meaningful foreign language learning supporting thinking and analyzing skills.

**Keywords:** Meaningful instruction, mediated relationship, learning experience, MLE.