

**THE INFLUENCE OF THEMATIC INSTRUCTION ON THE MOTIVATION
OF UPPER-INTERMEDIATE PREPARATORY SCHOOL STUDENTS OF
ENGLISH FOR ACADEMIC PURPOSES (EAP) AT METU**

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ABSTRACT

THE INFLUENCE OF THEMATIC INSTRUCTION ON THE MOTIVATION OF UPPER-INTERMEDIATE PREPARATORY SCHOOL STUDENTS OF ENGLISH FOR ACADEMIC PURPOSES (EAP) AT METU

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This research inquires into whether the motivation of students learning English for Academic Purposes (EAP) at the upper-intermediate level improves when thematic instruction is employed in the classroom.

This is the first time that a theme-based integrated skills approach was implemented at the Department of Basic English (DBE), METU at the intermediate and upper-intermediate levels. With the outcome of the needs analysis carried out by the administration, it was realized that students at the preparatory school needed to use integrated skills as reflected in 'real life'. Moreover, thematic instruction was seen to be a requisite in the new curriculum since content is a key motivating principle.

Hence, since one of the main concerns was the motivation of students attending courses at the preparatory school, there was a need to examine whether using this mode of instruction at the upper-intermediate level was able to ameliorate student motivation.

For this research, firstly a pilot study and then qualitative analysis using in-depth interviews developed on the basis of the pilot study was employed. Therefore, using a triangulation of different kinds of data on related questions, interviews were carried out with 14 students on three separate occasions at the end of each span from the upper-intermediate group, two administrators and six upper-intermediate instructors.

From the point of view of the students it appeared that generally content encouraged learning and improved English proficiency if the themes/topics were found to be of interest. However, the degree of impact of the themes and topics on student motivation largely depended on whether the student was intrinsically motivated or not. If the student was intrinsically motivated, content had a nominal affect on motivating them.

The study showed that if the themes are linear and have a parochial focus on topics, too much time is spent on a theme, a redundancy of lexical items are taught, unnecessary details are included, and difficult and academic language used, these led to student demotivation in respect of content. Thus, indicating a greater variety of content was needed.

Keywords: Motivation, demotivation, amotivation, intrinsic motivation, extrinsic motivation, instrumental orientation, integrative orientation, attribution

ÖZ

ODTÜ'DE AKADEMİK AMAÇLI İNGLİZCE (EAP) EĞİTİMİ ALAN İLERİ-ORTA DÜZEY HAZIRLIK OKULU ÖĞRENCİLERİNİN MOTİVASYONU ÜZERİNDE TEMATİK EĞİTİMİN ETKİSİ

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Bu araştırma, sınıfta tematik eğitim uygulandığında Akademik Amaçlı İngilizce (EAP) öğrenen ileri-orta düzeydeki öğrencilerin motivasyonunun artıp artmadığını araştırmaktadır.

ODTÜ Temel İngilizce Bölümü'nde (TİB), orta ve iyi düzeylerde tema-bazlı bütünleştirilmiş beceriler yaklaşımı ilk kez uygulanmıştır. Yönetimce yapılan ihtiyaç analizi sonucunda, hazırlık okulundaki öğrencilerin “gerçek hayat” ta olduğu gibi, bütünleştirilmiş becerileri kullanma gereksinimi duydukları fark edilmiştir. Dahası, içerik temel motivasyon faktörü olduğundan, tematik öğretim müfredatta bir gereklilik olarak görülmüştür. Bu bağlamda, ana amaçlardan biri hazırlık okulunda derslere katılan öğrencilerin motivasyonunu sağlamak olduğundan, ileri-orta düzeyde sınıflar

için bu öğretim metodunun kullanılmasının öğrenci motivasyonunu düzeltip düzeltmeyeceğini belirleme ihtiyacı doğmuştur.

Bu araştırma için öncelikle bir pilot çalışma ve sonrasında da bu pilot çalışmaya dayanılarak geliştirilmiş olan detaylı görüşmeleri kullanan niteliksel bir analiz yapılmıştır. Bu nedenle, ilgili sorularda üç ayrı kaynaktan farklı veriler elde edilmiştir. Her bir 5-6 haftalık dönem sonunda, ayrı oturumlarda, ileri-orta düzey öğrenci grubundan 14 öğrenciyle, yönetimden iki idareciyle ve ileri-orta düzey gruba ders veren altı öğretmenle görüşmeler gerçekleştirilmiştir.

Öğrenciler açısından bakıldığında, temalar/konular öğrencilerin ilgi alanları içinde yer aldığına, içerik, öğrenmeyi ve İngilizce yeterlilik düzeyini geliştirmiştir. Fakat, öğrenci motivasyonu üzerinde temaların ve konuların etki derecesi, büyük ölçüde, öğrencinin iç motivasyona sahip olup olmamasına bağlıdır. Öğrenci iç motivasyona sahip ise, içeriğin motivasyon konusunda hemen hemen hiç etkisi yoktur.

Bu çalışma şunu göstermiştir: Temalar doğrusal ise ve konulara sınırlı açıdan yaklaşırsa, tema üzerinde çok fazla zaman harcanırsa, sözcük bilgisi açısından aktif olarak kullanılmayacak kelimeler öğretilirse, gereksiz detaylar üzerinde durulursa, zor ve akademik bir dil kullanılırsa, tüm bunlar sonuçta içerik açısından öğrenci motivasyonunun kırılmasına yol açmaktadır. Bu nedenle, daha çeşitli ve detaylı bir içerik gerekmektedir.

Anahtar kelimeler: Motivasyon, motivasyon eksikliği, motivasyonsuzluk, iç

motivasyon, dış motivasyon, amaca yönelik öğrenim, toplumsal

amaca yönelik öğrenim, atıf.

To My Family

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Date : 16 June 2004

Signature :

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CHAPTER I

INTRODUCTION

1.0. Presentation

There are seven sections in this chapter. The first section refers to the background to the study, which inquires into whether student motivation while learning English for Academic Purposes (EAP) at the upper-intermediate level improves when thematic instruction is employed in the classroom. Subsequently, it includes details about the university entrance exam in Turkey, and the Middle East Technical University English Proficiency Exam (METU-EPE), in particular, about its components and objectives. The following section deals with the findings of the School of Foreign Language's (SFL) needs analysis and the objectives of the Department of Basic English (DBE). Then the next section explains the purpose and scope of the study, and the following section focuses on the significance of the study. Subsequently, an overview of the methodology, analysis and organization of the study is provided. In the final section the limitations of the study are mentioned.

1.1. Background to the Study

In order to enroll on an undergraduate course at a Turkish university potential undergraduate students are required to take the Student Selection Examination (Öğrenci Seçme Sınavı: ÖSS) prepared and implemented by the Student Selection and Placement Centre (Öğrenci Seçme ve Yerleştirme Merkezi: ÖSYM). The university

entrance exam is comprised of two parts, one for assessing verbal abilities (Turkish and social sciences), and the other for quantitative abilities (mathematics, physics, biology and chemistry). High school performance is also taken into consideration when places on undergraduate courses are allocated.

In the case of students wishing to enroll on courses in foreign language education or literature departments, an additional exam The Foreign Language Examination (Yabancı Dil Sınavı: YDS), needs to be taken. This exam is usually administered two weeks after ÖSS and has a three-test battery, including English, German and French tests.

Students passing ÖSS and offered a place at the Middle East Technical University (METU) by ÖSYM are also required to additionally take an English proficiency test since English is the medium of instruction at METU. The Middle East Technical University English Proficiency Exam (METU-EPE) is a test battery consisting of two stages and was administered as of January 2004 for the first time. Stage I is comprised of 70 questions and tests language use and reading comprehension, and Stage II has 40 questions assessing listening comprehension and note taking, and 1-2 questions along with a paragraph question in the writing section. Both stages are equally weighted, each contributing 50 points to the overall total of 100 points. In order to qualify for Stage II of the METU-EPE, a test taker is required to have obtained a minimum of 50% achievement in Stage I. Students who attain a mark of 59.5% or more in both stages pass the exam and are entitled to enroll at their departments. Those failing are required to attend English courses for one year at the preparatory school of the Department of Basic English.

The METU-EPE is primarily concerned with assessing students' proficiency in reading and understanding academic texts, their ability to follow lectures, take notes and make use of these notes, and their competence in writing academic texts. In other words, the battery determines whether the students' proficiency in English is at a level that will enable them to pursue courses in their respective fields of study. The METU-EPE resembles the new TOEFL (2005) and IELTS more than KPDS (State Personnel Language Examination) and ÜDS (Inter-University Language Exam).

Hence, the main purpose of the preparatory school is to enable students to attain reasonable levels of proficiency in English and to use the language skills (reading, writing, listening and speaking) with less importance being placed on speaking since it is not tested in the proficiency exam. At the end of the academic year students take the proficiency exam in order to pass and enter their respective departments.

1.2. Findings of the Needs Analysis

As part of a comprehensive needs analysis study to investigate the current situation across the university in respect of students' English language skills and academic needs, two separate focus group sessions were initially held with SFL teachers from the Department of Modern Languages (DML) and the Department of Basic English (DBE).

The following findings or results of the needs analysis have been accessed from the URL of needs analysis – School of Foreign Languages (retrieved December 26, 2003).

A sample selection of 58 teachers from both departments was made in terms of

years of teaching, experience of teaching different courses, and representation of different units in the SFL. These instructors took an active part in the focus group sessions. The first focus was on what DBE graduates should be able to accomplish during their studies at METU using their English proficiency, and what a METU graduate should be able to accomplish in the workplace. The second focus was on what skills and knowledge bases are necessary for a graduate to be able to fulfill the required tasks.

The instructors agreed that a DBE graduate should be able to read, comprehend and react to texts of varied lengths, levels and subjects and genres at upper-intermediate level; express themselves accurately in writing for different purposes in basic academic genre such as note-taking, summary, outline, exam writing etc.; express themselves orally as accurately as possible and get their ideas across with reasonable pronunciation, proper register and fluency; listen to and appropriately respond to spoken discourse in academic and professional contexts; have the qualities of an independent learner and employ skills they have learnt to utilize their knowledge of English and to develop their self-confidence; think critically; become aware of professional ethical practices, social values, and international cultural understanding.

METU graduates should be able to comprehend texts at an advanced level of all genres, (journals, academic texts, business/career related texts) using a variety of reading skills; express themselves in written discourse correctly and fluently i.e., by being aware of register, audience and purpose, for a variety of reasons; express themselves in oral discourse correctly and fluently i.e. by being aware of register, audience and purpose, for a variety of reasons; think critically and avoid logical

fallacies; be aware of ethical concerns related to general academic work and their own field in particular; be aware of cultural differences; use technology appropriately to communicate in English; develop and use effective learning strategies to regulate their learning.

1.2.1. Findings of the Student Questionnaire

Subsequently, questionnaires were given to a sample of 2735 METU undergraduates across four years: freshmen, sophomore, junior and senior. All faculties (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture) were represented. The purpose was to ascertain their academic or departmental needs so that the current SFL curriculum could be ameliorated and the necessary changes implemented.

The questionnaire consisted of five sections. The first four sections contained questions related to the four language skills (speaking, listening, reading and writing) that the students employed during their academic studies. The last section included questions regarding non-linguistic skills, namely study skills and cooperative learning. For each section, students were asked to rate: a) the frequency of the various skills and sub-skills they were asked to use in their departments and b) their perceived effectiveness in using these particular skills and sub-skills. Each section of the questionnaire also included an open-ended question, where students were asked to identify the difficulties they faced regarding the particular language skill and at the end, which aimed to measure how students perceived the contributions of METU to their personal lives and their careers.

The questionnaire results were analyzed quantitatively using ANOVA and qualitatively. According to the ANOVA results in relation to the skill of speaking, during the first two years, students mostly ask for clarification and participate in class discussions, whereas in junior and senior years, they are expected to fully participate in class discussions and make presentations. The qualitative analysis of student answers revealed that vocabulary is a major source of difficulty for students in this language skill affecting fluency. Insufficient practice in speaking, anxiety, grammatical inaccuracy, and 'thinking in Turkish' were seen as causes of poor speaking skills.

In relation to reading and its sub-skills quantitative analysis showed that there is a significant difference between the freshman year and the higher levels. The reading of text book material and some articles in the freshman year is required whereas from the second year extensive reading of assigned topics and for research projects is a requisite. In this language skill, students have the most difficulty with unknown words and phrases. Complex structures in reading texts also block comprehension and affect reading speed. In the case of the listening skill, understanding foreign accents and pronunciation is a problem for students. Thus students have difficulty following lectures/talks given by native speakers mostly due to the speakers' speed.

Writing seems to be the least problematic language skill mainly because in their departments, students are required to write certain discourse types only. In writing, generating ideas, organizing them according to the expected writing conventions, grammatical inaccuracies and lack of vocabulary were listed as the main problems.

1.2.2. Findings of the Interviews with the Faculties and Departments

In addition, 18 instructors, selected randomly and on the basis of what level they taught from 8 departments, were interviewed as regards students' English language skills and the requirements of their departmental programs within the Faculties (Engineering, Arts & Sciences, Education, Administrative Sciences and Architecture) during the fall of 2002 at METU.

The open-ended questions in the interview focused on three aspects: (a) the course requirements, (b) students' performance in relation to these requirements, and (c) what should be done to overcome the problems identified in respect of the four linguistic skills and some non-linguistic skills or issues; namely, self-regulation, critical thinking, social values, team-work, ethics, and technology.

1.2.2.1. Findings of the Interviews with the Faculties and Departments:

Freshman and Sophomore Levels

The results indicated a significant variation across the faculties and/or departments in terms of writing skills used to fulfill course requirements. The Engineering Faculty, the Education Faculty, and the physics department of the Arts & Sciences Faculty mainly included guided/mechanical report writing (for lab experiments), and occasionally a one-paragraph description or explanation in their exams. The assessment tools are usually test-type exams (with rarely some open-ended questions). In the case of the departments of sociology, economics and architecture students write essays and reports based on weekly reading assignments and have to respond to open-ended questions in exams. They mainly practice reading-

based analysis and synthesis skills in order to make inferences, argumentations and comparisons in their essays or reports. Furthermore, they have to use academic conventions/documentation rules and procedures properly while synthesizing information from various sources. The principal problematic issues are ineffective paraphrasing and plagiarism resulting from poor language, vocabulary, and synthesizing skills. There is a significant variation in text types and reading skills practiced across the various departments at METU. The students in the engineering departments, elementary mathematics education department and the physics department mainly read texts in their course books. However, students in the departments of architecture, economy and sociology are required to read a variety of texts, for example, journal articles, and reports, besides their course books. In these departments, the students are required to do skimming, scanning, deducing the main idea, networking parts of a long text, analyzing text structure, evaluating conclusions/arguments, inferencing meaning, and synthesizing information from various sources, in order to carry out both intensive and extensive reading tasks. In general the major problems raised by the informants were that students have difficulty relating/integrating information from different sources in different forms, and have poor vocabulary and language to comprehend texts.

Primarily, 'lecturing' is used as the principal instructional method and as a result students are expected to do a lot of note-taking during the classes. In respect of class involvement, the students are passive in the Faculty of Engineering and physics department in that they are hesitant to ask questions for clarification. Class discussions are not emphasized or encouraged. On the other hand, in the architecture, sociology,

elementary mathematics and economy departments, the students are expected to do oral presentations and encouraged to participate in class discussions. However, they are reluctant to ask questions or express opinions due to a lack of confidence in their language proficiency.

1.2.2.2. Findings of the Interviews with the Faculties and Departments: Junior and Senior Levels

The results of the needs analysis indicated that greater emphasis is given to all of the skills at the higher levels. In general, report writing is further elaborated with better integration of academic conventions and synthesizing skills, and students are required to answer open-ended questions in exams. Once again, plagiarism, paraphrasing, synthesizing and poor language are the key problems at these levels. In respect of reading skills it was found that there was very little difference the only exception being in the case of the Faculty of Engineering students who do significantly more reading at the higher levels. The main problem in relation to the reading skills was reported to be the difficulty in inferencing and doing critical reading. At these levels more emphasis is given on the speaking skills, in particular, class discussions. In addition, all the departments require students to do oral presentations.

1.2.3. Findings of the Interviews with METU Graduates and Employers in Industry

The data for the interviews with a representative number of graduates from all

the five faculties and employers from the public and private sector has not yet been processed.

Since a written curriculum was non-existent and the need for a curriculum and syllabi was desired by the administration, in order to write an effective curriculum and determine explicitly the goal and objectives of the department a needs analysis was carried out. The focus of the needs analysis was on the use of skills and subskills and their integration. It is apparent from the findings that the DBE needs to primarily focus on the use of an integrated skills approach. The administration considered the use of thematic instruction to be the best approach to provide instruction in the skills and their integration in the newly established written curriculum implemented in the first semester of 2003.

1.3. Objectives of the Department of Basic English

The primary goal of the School of Foreign Languages (SFL), which includes the Department of Basic English (DBE) and the Department of Modern Languages (DML), is to enable students at METU, where the medium of instruction is English, to follow their departmental courses, access academic information, and communicate in written and oral contexts in their professional lives.

The main objective of the DBE is to raise the students' English proficiency level to a degree that will enable them to pursue and fulfill the requirements of the first-year courses. The curriculum document assumes critical thinking skills, learner autonomy (strategies), motivation, integrated skills, an understanding of ethics and cultural diversity, and use of current technology as integral components of the relevant

teaching and learning processes used at the SFL, METU. A detailed outline of the current goals and objectives is given in Table 1.

Table 1

Goals and Objectives of the School of Foreign Languages

Goals	Description
1	Express themselves in writing, making use of grammatically, stylistically, and socially appropriate discourse patterns in their professional and academic life.
2	Read authentic, non-fiction, field-specific material with relative ease at a fair rate of comprehension and react to it.
3	Listen to and appropriately respond to spoken discourse in professional and academic contexts.
4	Express themselves in spoken language with a reasonable degree of fluency and intelligibility appropriate to professional and non-professional contexts.
5	Acquire and continually use learning skills, habits and strategies that promote further independent learning (objectives roughly reflect metacognitive goals)
6	Use critical thinking skills to analyze, synthesize and evaluate information in English.
7	Motivate students to become active language learners: Objective 1: Examine reasons for learning English and relate to learning needs; Objective 2: Become an autonomous learner;

Goals	Description
7	Objective 3: Contribute to language learning goals of classes and classmates; Objective 4: Identify academic and personal interests and their connections to language learning; Objective 5: Use language to learn stimulating and challenging information; Objective 6: Become an active word collector and language user.
8	Develop academic language skills through integrated-skills tasks.
9	Become aware of professional ethical practices, social values, and international cultural understanding.
10	Perform in professional and academic work settings that include group decision making and collaborative work.
11	Incorporate appropriate technology applications and resources in English as part of workplace and professional literacy.

Note. From the URL of Goals and Objectives – School of Foreign Languages (retrieved December 26, 2003). Adapted with permission.

The overall goals and objectives, can be seen to match the findings of the needs analysis in respect of the considerations of the sample of teachers approached and according to the requirements of students at different levels from quantitative and qualitative analyses. However, from qualitative analysis it is apparent that students consider vocabulary to be a source of difficulty, and from the quantitative findings many difficulties in the skills are partially due to lack of vocabulary, for example, in the case of the skill of reading, plagiarism and ineffective paraphrasing. In fact, no

reference is made in the goals and objectives to the import of lexical recognition and production.

1.4. Research Questions and Assumptions

As can be seen from the results of the needs analysis given in the previous section, the focus was on the use of the skills; writing, reading, listening and speaking and their sub-skills required by DBE and METU graduates. As already stated previously the administration considered the use of thematic instruction or CBI to be the most effective approach to integrating the skills. Therefore, this study intends to answer the following research questions in respect of the motivational impact of themes and topics used on the upper-intermediate course.

1. How much does the content of thematic instruction motivate students of English for Academic Purposes (EAP) at the upper-intermediate level of a university preparatory school to learn English?
 - 1.1. Do themes increase student motivation?
 - 1.2. Do themes that are related to students' departmental studies increase student motivation?
 - 1.3. Do topics that are related to students' fields of interest increase student motivation?
 - 1.4. Does the mode of implementation of the themes affect student motivation?
2. Are other motivation antecedents/constructs of greater concern?
 - 2.1. Is the teacher a primary competing motivation antecedent?
 - 2.2. Is peer motivation a primary competing motivation antecedent?

The assumptions of the study are:

- 1.1. The implementation of thematic instruction will be an important factor in motivating students to learn English.
- 1.2. The increased relation and relevancy of the topics to students' departmental fields will increase motivation.
- 1.3. The increased relation and relevancy of the topics to students' fields of interest will increase motivation.
- 1.4. The mode of implementation of the themes will not affect student motivation.
2. The topic used will be a major factor affecting motivation, greater interest resulting in increased motivation.
 - 2.1. The teacher will not be a primary competing motivation antecedent.
 - 2.2. Peer motivation will not be a primary competing motivation antecedent.

1.5. Purpose and the Scope of the Study

The purpose of this study is to inquire whether the motivation of students learning EAP at the upper-intermediate level improves when thematic instruction is employed in the classroom.

The purpose of using content-based instruction (CBI) is to integrate language and content instruction for second language (L2) students studying EAP where content is used as a resource for learning language. The theme skills-based approach used in the curriculum was based on the Six-T's Approach to language and content instruction using themes, texts, topics, threads, tasks, and transitions in thematic instruction (Stoller & Grabe, 1997).

1.6. Significance of the Study

The first all encompassing and general statement to make about the significance of motivation, as expressed by Dörnyei & Csizér (1998), is that student achievement cannot be ensured without sufficient motivation although a student may possess remarkable abilities, have access to good teaching and be benefited by an appropriate curriculum.

Despite the wealth of theorizing and research findings given in the literature on motivation, it is surprising how incongruent and inconsistent knowledge is on this subject (Dörnyei, 2003). Dörnyei provides two reasons for this: there is no holistic theory that provides an all-round explanation of what we do and why, and motivation is a multifaceted construct. Motivational behavior can be observed but motivational variables that influence motivational behavior (motivational antecedents) cannot. Thus, varying physical and psychological contexts will considerably affect a person's cognition, behavior, and achievement. Motivation concerns the immensely complex issue of human behavior which has innumerable determinants. Its complexity has been characterized by a variety of theoretical approaches and research traditions which have mainly focused on reductionist models, which identify a relatively small number of key variables to explain a significant proportion of variance in people's action.

To date research on motivation has been almost exclusively social-psychological in approach due to the impact of Gardner's and Lambert's focus on the contrast of instrumental/integrative motivation and cognitive theories developed in the field of psychology. Although of great value this research has dominated the field and stunted the use of research using other concepts or motivation constructs.

Furthermore, Veenman (1984) found that teachers ranked problems about motivating students as the second most serious source of difficulty (the first being maintaining classroom discipline). Other important issues were found to be effective use of different teaching methods, having a knowledge of the subject matter and the effective use of textbooks and curriculum guides. In addition, Oxford and Nyikos (1989) concluded that motivation correlated best with use of learning strategies, and that increased motivation and self-esteem result in more effective use of appropriate strategies and vice versa. Therefore, if within the curriculum learning strategies are being focused on, then motivation is also a matter of concern.

More and more higher education English programs, particularly for EAP, appear to be endorsing a content-based instruction (CBI) approach to language instruction. One of the aims of CBI is to facilitate the integration of content and language and several approaches to CBI exist depending on different instructional approaches and educational philosophies (Snow & Brinton, 1997).

This is the first time that a theme-based integrated skills approach is being implemented at the Department of Basic English (DBE), METU at the intermediate and upper-intermediate levels. Furthermore, prior to this year, a written curriculum, outlining the objectives, of the department did not exist. In the previous year, in particular, many instructors complained about the boredom and amotivation of the students in the second semester. The administration carried out a needs analysis encompassing first, second, third, and fourth year students at METU, faculties, and private and state industries. As an outcome, it was realized that students at the preparatory school needed to use integrated skills as reflected in 'real life'. Moreover

thematic instruction was seen to be a requisite in the new curriculum since content is a key motivating principle. According to cognitive psychology, issues handled in a context enhance vocabulary learning, encourage research on topics and contribute to learner motivation. Hence, since one of the main concerns was the level of motivation of students attending courses at the preparatory school, there is a need to examine and evaluate whether actually using this mode of instruction at the upper-intermediate level is able to ameliorate student motivation.

Apart from the fact that a thematic-based integrated skills syllabus has been implemented for the first time and makes the study of whether themes or topics enhance student motivation worthy, Dörnyei & Csizér (1998) include choice of interesting topics and supplementary materials under the heading ‘make the language classes interesting’ in their ten commandments for motivating language learners as given in Table 2. A break down of the sixth category includes: select interesting task, choose interesting topics and supplementary materials, offer a variety of materials,

Table 2

Ten Commandments for Motivating Language Learners: Final Version

- 1 Set a personal example with your own behavior.
 - 2 Create a pleasant, relaxed atmosphere in the classroom.
 - 3 Present the tasks properly.
 - 4 Develop a good relationship with the learners.
 - 5 Increase the learners’ linguistic self-confidence.
 - 6 Make the language classes interesting.
 - 7 Promote learner autonomy.
 - 8 Personalize the learning process.
 - 9 Increase the learners’ goal-orientedness.
 - 10 Familiarize learners with the target language culture.
-

Note. From “Ten commandments for motivating language learners: results of an

empirical study” by Z. Dörnyei and K. Csizér, 1998, *Language Teaching Research* 2(3), p. 215. Copyright 1998 by Anorld.

vary the activities, make tasks challenging to involve students, build on the learners’ interests rather than tests or grades, as the main energizer for learning, and raise learners’ curiosity by introducing unexpected or exotic elements. The results for ‘choose interesting topics and supplementary materials’ are similar to those obtained for motivational strategies involving the teacher, i.e., the mean frequencies and relative frequencies, where the perceived importance of the strategies exceeded the frequency of use. This is only a tentative ranking of various motivational strategies because of teacher beliefs, and dynamically changing and diverse learning contexts, but along with the results of questionnaires containing 51 motivational strategies, recent motivational theory and well-documented dimensions of L2 motivation support the findings.

Finally, it is hoped that this study will propose suggestions for the improvement of the syllabus modules used throughout the upper-intermediate course to augment student motivation. Furthermore, it is expected that this study will motivate future researchers to conduct similar research on other motivational constructs.

1.7. Overview of Methodology

Based on the results of the pilot study, involving the administering of a 13-question questionnaire, a qualitative analysis using interviews was preferred. Therefore, interviews were carried out with 14 students on three separate occasions at the end of each span from the upper-intermediate group, two administrators and six

instructors.

The pilot study was administered to 88 students from four of the nine upper-intermediate classes. From two classes UIN07 (the researcher's class) and UIN08, 8 and 6 students were chosen respectively according to certain criteria: having equal numbers of each gender, type of high school attended and its region, and choice of department. In general, the students were between the ages of 18-19 and had attended Turkish Anatolian high schools. Two of the male students were foreign students from Kazakhstan (UIN07) and Turkmenistan (UIN08).

Both of the administrators, the Chairperson and Assistant Chairperson and coordinator of the syllabus and materials development unit, had been involved in the preparation and implementation of the new thematic skill-based curriculum. Only six instructors were interviewed because the researcher was also the instructor of one class, and two other classes were taught by two teachers each. Since the researcher was also an instructor on the course a researcher's log is included in the study.

1.8. Overview of Analytical Procedures

The raw data for the case analysis in the notes and tape recordings of the individuals were reviewed to provide an analysis of the patterns across cases. Five separate case reports, consisting of amended case studies, the three-end of span interviews with the students, interviews with the administrators, and the interviews with the teachers were prepared. This information was evaluated and lent itself to interpretative studies aligning the data collection to the research questions, assumptions of the study, and needs analysis.

1.9. Organization of the Thesis

In the following chapter the review of the literature related to the implication of motivational antecedents on motivation, psychological theories and relevant research studies are presented. Accordingly, the third chapter encompasses the method of the study. The fourth chapter is devoted to the analysis of the study and the results of the study are reported, while the conclusions of the study, implications for teaching and further research are presented in the final chapter.

1.10. Limitations of the Study

As previously stated, motivation is a multifaceted construct and this leads to difficulties in isolating motivational constructs or determinants which subsume all the variances. Therefore, due to the very complex nature of motivation, to focus on just one antecedent or dependent variable such as themes in isolation is a strenuous task.

Motivation is not a static entity but a dynamic one that has a temporal dimension and in fact requires longitudinal studies. The fact that the general background of the students in terms of motivation and social differences was not accounted for in the study might be perceived as a limitation in terms of attribution affecting student motivation (see 2.4.1. chapter II).

Despite the fact that the number of students interviewed was in accordance with the general requirements of qualitative analysis since Gillham (2000) states that a simple ratio of one interview for every ten questionnaires is quite a substantial back-up, it would have been preferable to have had a larger student interviewee sample,

time constraints notwithstanding and the fact that only one researcher implemented the questionnaire and interviews.

Another drawback of the study might appear to be the sole use of qualitative analysis instead of quantitative or a combination of the two. In fact, the study lends itself to qualitative analysis since from the pilot questionnaire, it was apparent that the completion of such an instrument is not conducive to objective practice. In other words, the students did not take it seriously enough and responses were not extended. Whereas because of the very inductive nature of qualitative analysis and interviewing, the interviewees were able to provide their own views, and not the researcher's, and extended responses. Although manipulation/analysis of volumes of data resulting from in depth interviewing can be a trying task, still interviews are a useful way of getting large amounts of data quickly (Marshall & Rossman, 1989).

Despite the triangulation of methodology not being used in the study, triangulation of subjects as sources of information was employed.

1.11. Definition of Terms

1.11.1. Motivation

Motivation is a complex construct encompassing direction and magnitude, direction in the sense that individuals make choices according to goals and magnitude in that effort is expended and persistence required. According to Gardner (1985, p. 10) the motivation to learn a second language contains three elements, the desire to achieve a goal, the preparedness to expend effort to achieve that goal and gaining satisfaction from the task. Dornyei and Otto (1998, p. 65) further define motivation as

something dynamically arousing in a person that through the cognition and motor processes leads to the selection, prioritizing, and eventual implementation (successfully or unsuccessfully) of initial wishes and desires. An elaborate definition of motivation is provided by Williams and Burden (1997) as a state of cognitive and emotional arousal leading to a conscious decision to act, and which brings about a sustained intellectual and/or physical effort in order to attain a preset goal.

1.11.2. Integrative Orientation

According to Dörnyei (2001a, p. 16) this term “reflects a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community.” It was defined in Gardner and Lambert’s (1959, p. 271) study in which they lay the groundwork for research into motivation in L2 as the “willingness to be like valued members of the language community”. In other words, the onus is on desiring interaction or socio-emotional contact with the L2 community for the purpose of communicating with this community.

The term ‘orientation’ refers to a class of reasons for learning a second language and; therefore, reflects simply a goal which may lack motive power.

1.11.3. Instrumental Orientation

This term is associated with the potential pragmatic gains of L2 proficiency such as increasing career prospects or being better educated. Similarly to integrative orientation instrumental orientation is extrinsic and an ultimate goal for achieving the more immediate goal of learning L2 (Dörnyei, 2001a, p. 16, Gardner, 1985, p. 11).

These two terms were introduced by Gardner and Lambert (1959).

1.11.4. Intrinsic Motivation (IM)

This type of motivation deals with behavior performed for its own sake to experience pleasure and satisfaction. Examples would be the joy of doing a specific activity or satisfying curiosity (Dörnyei, 2001b; Noels et al., 2000).

1.11.5. Extrinsic Motivation (EM)

Extrinsic motivation involves performing a behavior to achieve some instrumental end or to receive some extrinsic reward like obtaining good grades or avoiding a punishment (Dörnyei, 2001b; Noels et al., 2000).

1.11.6. Amotivation

This term is a constituent of Deci and Ryan's self-determination theory, and refers to the lack of motivation caused by the attitude or realization that there is no point (Dörnyei, 2001b). It refers to a situation where people are unable to see the relation between their actions and the consequences of those actions. The consequences are seen as arising from factors outside of their control, for example, in the case of learned helplessness (Noels et al, 2000).

1.11.7. Demotivation

Demotivation differs from amotivation in that the lack of motivation is related to specific external causes (Dörnyei, 2001b).

CHAPTER II

REVIEW OF LITERATURE

2.0. Presentation

In this chapter, an overview of the term ‘motivation’ including its definition is initially presented. Subsequently, within the overview of research on motivation in second language, a survey of field studies on motivational antecedents or variables is included. In the third section, several important motivation models of key researchers in the field are focused on.

In the fourth section, an overview of some of the main theories of motivation in psychology, are presented, and in the subsequent section the teacher as a motivational antecedent is presented.

In the last section, a description of content-based instruction and thematic instruction employed on the upper-intermediate course is presented.

2.1. Motivation

Although the term ‘motivation’ is an umbrella term and subsumes a range of motives – financial incentives to desire for freedom – its influence on behavior is apparent and worthy of analysis. Without sufficient motivation individuals cannot achieve long term goals despite having remarkable abilities, appropriate curricula and good teaching (Dörnyei, 1998a).

The term 'motivation' has already been described in the previous chapter; however, Dörnyei (2001b) illustrates the term much more elusively in respect of learning as the motivation to learn being an intricate, multi-faceted construct whose study is prominent in both the fields of psychology and education. "It is an elusive term having reached little consensus among researchers despite a plethora of theories" (p. 12).

What is meant by motivation? One of the simplest definitions is provided by Keller (1983): "Motivation refers to the choices people make as to what experiences of goals they will approach or avoid, and the degree of effort they will exert in that respect," (p.389). Similarly, Keller's education-oriented theory of motivation identifies four primary determinants of motivation: (1) interest, (2) relevance, (3) expectancy, and (4) outcomes.

Gardner's (1985) definition of motivation includes three components: (a) effort expended to achieve a goal, (b) a desire to learn the language, and (c) satisfaction with the task of learning the language. These three components can be measured by the Motivational Intensity, Desire to Learn the Language, and Attitudes toward Learning the Language scales of the Attitude/Motivation Test Battery (AMTB) (Gardner & Tremblay, 1995; Gardner, 1985; Gardner, Clément, Sythe, & Smythe, 1979). Needless to say, effort alone does not signify motivation (Gardner, 1985). A motivated individual expends effort toward achieving a goal but this does not mean an individual expending effort is motivated. In fact, motivation can be seen to include four aspects: a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question. That is, the goal is a stimulus giving rise to

individual differences in motivation which is reflected in the effort afforded to achieve the goal, desire to achieve the goal and attitudes toward the activity involved in achieving the goal (Gardner, 1985).

Snow, Corno and Jackson (1996) made a triadic distinction of the mind: conation (wants/desires), cognition (rational thinking) and affect (feeling), where motivation is related to conation, that is, what one wants/desires. According to Dörnyei (2001b) motivation is related to one of the most basic aspects of the mind, and undeniably, has an important role in the determination of success in any learning situation.

According to Dörnyei (2001b) human behavior has two basic dimensions – direction and magnitude (intensity) and motivation which contains both of these determines the choice of a particular action, the effort expended on it and the persistence with it. When addressing the question ‘What causes behavior?’ there are bound to be disagreements between researchers and scholars. In the first half of the twentieth century the main views (such as Sigmund Freud’s) considered motivation to be determined by basic human instincts and drives very often being unconscious or repressed. In the middle of the twentieth century conditioning theories focused on how stimuli and responses interplay in forming habits. These were only the initial means of addressing motivation. It was not until 1959 that the first innovative research was carried out on motivation on second language (L2) achievement.

2.2. An Overview of Research on Motivation in Second Language

In 1959, Gardner and Lambert pioneered the idea that L2 achievement was also related to motivation as well as language aptitude. This article contended that

'achievement' in a second language is dependent on essentially the same type of motivation that is apparently necessary for the child to learn his own first language. Later in Gardner & Lambert (1972) they showed that motivational factors can in fact override the aptitude effect in the variability of achievement for individuals learning languages. They made the distinction between integrative motivation and instrumental motivation that has greatly influenced all second language (SL)-related research in this area (Crookes and Schmidt, 1991). This popularity is due to the popularity of the integrative-instrumental contrast and existence of standardized quantitative methods. Empirical research was directed at various aspects of motivation and learning achievement during this period. Subsequently, research was carried out to assess motivational variables in various contexts and languages to determine the role of motivation in learning an L2 (e.g., Clément, Gardner, & Smythe, 1980; Clément & Kruidenier, 1985; Dörnyei, 1994; Ely, 1986; Gardner, 1985; Gardner, Lalonde, Moorcroft, & Evers, 1987; Gardner & MacIntyre, 1991; Julkunen, 1989; Kraemer, 1993; Ramage, 1990). Later emphasis was given to situation specific motives rather than general ones to understand classroom behaviors, for example, Dörnyei and Kormos' (2000) examination of affective and socio dynamic factors on oral task performance.

The integrative aspect of Gardner's (1985) motivation theory has been the most developed and researched facet. Broadly speaking, an "integrative" motivational orientation concerns a positive interpersonal/affective disposition toward the L2 group and also the desire to interact with and moreover become similar to valued members of that community (Dörnyei, 2003). Instrumental/integrative motivation is one of the

many social psychological factors contributing to the construct of acculturation in Schumann's Acculturation Model (Schumann 1975, and 1986).

Gardner (1985) proposed that second language learning is a social and psychological phenomenon and; therefore, crucial to take into consideration the conditions under which it takes place, e.g., contexts in which language proficiency is developed and the methods acquired. Motivation is just one such variable considered to have social psychological overtones like attitudes, ethnic integration, communication rather than direct pedagogical implications, for example, classroom organization or study habits. Since the language classroom in the case of EFL, might well be the only place where a student meets an L2 and a teacher is the prime user of the L2, their close association to the language can inherently influence the attitude of students. In other words, pedagogy – teachers and methodology can play an important role in shaping student attitudes provided they are not too rigid.

In 1991, there was a turning point in the field of research on motivation when Crookes and Schmidt proposed, in addition to Gardner's (1985) Socio-Educational Model, researchers consider non-L2 approaches to motivation. Similarly Oxford and Shearin (1994) and Dörnyei (1994) stated the same. However, the theoretical and pragmatic value of such integrations, were not supported with empirical investigation. In the same reviews there are discussions of variables that influence motivational behavior (motivational antecedents) such as those involved in theories and concepts like intrinsic and extrinsic motivation, need for achievement, expectancy-value, learned helplessness, and goal-oriented behavior (Gardner & Tremblay, 1995).

The reform papers in L2 motivation in the 1990s share three underlying themes:

a) the social dimension of L2 motivation may not be the only important or most important one; b) motivation was conceptualized in a way that it had explanatory power with regard to specific language tasks and behaviors; c) taking a more pragmatic, education centered approach, i.e., looking at classroom reality, and identifying and analyzing classroom specific motives (Dörnyei, 1998a). It is interesting to note that Dörnyei and Kormos (2000) focused on the learners' disposition to task performance and provide empirical evidence for the co-construction of task motivation by participants, that is, pairing with highly motivated or unmotivated partners affects the person's disposition toward the task.

The traditional approach of computing correlations between motivational and achievement factors eventually led to complex, often qualitative analyses of motivational antecedents and consequences. A series of recent studies have used qualitative research methodology such as Ushioda (1998), Williams and Burden and colleagues (1999), Nikolov (1999), and Syed (2001), focusing on issues as diverse as attributions, motivational development, classroom motives, self-motivation, and the motivational impact of the learner's self-concept.

Research on demotivation which is concerned with the specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action has been carried out to some extent. Both Chambers (1993) and Oxford (1998) pointed at the importance of communication and cooperation with the students. Gorham and Christophel (1992) presented a rank order of the frequency of the various demotives mentioned by students. The first five categories were as follows:

1. Dissatisfaction with grading and assignments.

2. The teacher being boring, bored, unorganized and unprepared.
3. The dislike of the subject area.
4. The inferior organization of the teaching material.
5. The teacher being unapproachable, self-centered, biased, condescending and insulting.

In addition, Dörnyei (1998b) focused on students identified as being demotivated using exploratory analysis with a qualitative approach and conducting long interviews to learn about bad learning experiences. The largest category (with 40% of the total frequency of occurrences) directly concerned the teacher (his or her personality, commitment to teaching, attention paid to the students, competence, teaching method, style, rapport with students).

In conclusion, it is apparent from the literature that the study of motivation in language learning still remains a fertile area and a reopening of the research agenda in the 1990s has brought about this flourish in empirical research and theorizing in motivation.

2.3. Motivation Models

2.3.1. Gardner's Socio-education Model

Gardner's socio-educational model is a social-psychological approach to the relationship between motivation and SL learning for language learning in a school context (Gardner, 1985). It has been one of the most influential models from the school of social psychology and incorporates the learner's cultural beliefs, their attitudes towards the learning situation, their integrativeness and their motivation.

However, Gardner emphasizes that the primary factor in the model is motivation. The elements of the model reflect the components of the definition given in 2.1. For the purpose of measurement, motivation is operationally defined by Gardner and his associates as consisting of desire to learn the language, motivational intensity, and attitudes towards learning the language. These are measured by the Attitude/Motivation Test Battery or AMTB (Gardner, 1985, p. 177-84). This consists of a series of self-report questionnaires containing a battery of questions to measure 19 different subscales representing varying aspects of motivation. The items can be developed so that they are suitable for a particular situation under study. One of the main criticisms of the ATMB is that it focuses on pleasantness (Schumann, 1997). However, Tremblay & Gardner (1995) radically expanded the dimensions of appraisal to examine the role of expectancy, self-efficiency, valence, causal attributions and goal-setting in language learning.

The “motivational intensity” scale of the AMTB seems to be a poor measure of the extent learners are motivated to learn. This might be due to international students responding differently from Anglophones to questions of effort or the unreliability of self-report measures generally.

2.3.2. Dörnyei’s (1994) Extended Framework

Taking Clément et al.’s (1994) tripartite motivation construct of integrativeness, linguistic self-confidence and the appraisal of the classroom environment Dörnyei prepared a list of motivational components categorized into three main dimensions, the Language Level, the Learner Level, and the Learning Situation Level (see Table

3). This is not considered to be a motivation model proper because it lacks a goal component and doesn't reflect the recent findings of the self-determination theory.

However, it does emphasize the multi-dimensional nature of L2 motivation

Table 3

Components of Foreign Language Learning Motivation

Language Level	Integrative Motivational Subsystem Instrumental Motivational Subsystem
Learner Level	Need for Achievement Self-Confidence <ul style="list-style-type: none"> • Language Use Anxiety • Perceived L2 Competence • Causal Attributions • Self-Efficacy
Language Situation Level	
Course-Specific Motivational Components	Interest Relevance Expectancy Satisfaction
Teacher-Specific Motivational Components	Affiliative Motive Authority Type Direct Socialization of Motivation <ul style="list-style-type: none"> • Modelling • Task Presentation • Feedback
Group-Specific Motivational Components	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Note. From “Motivation and motivating in the foreign language classroom” by Z.

Dörnyei 1994, *Modern Language Journal*, 78, p. 280. Copyright 1994 by the Modern Language Journal.

2.3.3. Williams and Burden’s (1997) Extended Framework

After reviewing a wide range of relevant motivational theories, Williams and

Burden (1997) brought them together in a very detailed framework of motivational factors (Table 4). Other models mentioned in the literature include Tremblay and Gardner's (1995) extended model, which extends Gardner's social psychological construct of L2 motivation with the inclusion of elements from expectancy-value and goal theories and suggests a language attitudes, motivational behavior, achievement sequence, and Schumann's neurobiological model (discussed later).

Table 4

Williams and Burden's (1997) Framework of Motivation in Language Learning

Internal factors	External factors
<p>Intrinsic interest of activity</p> <ul style="list-style-type: none"> - arousal of curiosity - optimal degree of challenge <p>Perceived value of activity</p> <ul style="list-style-type: none"> - personal relevance - anticipated value of outcomes - intrinsic value attributed to the activity <p>Sense of agency</p> <ul style="list-style-type: none"> - locus of causality - locus of control re process and outcomes - ability to set appropriate goals <p>Mastery</p> <ul style="list-style-type: none"> - feelings of competence - awareness of developing skills and mastery in a chosen area - self-efficacy <p>Self-concept</p> <ul style="list-style-type: none"> - realistic awareness of personal strength and weaknesses in skills required - personal definitions and judgments of success and failure - self-worth concern - learned helplessness 	<p>Significant others</p> <ul style="list-style-type: none"> - parents - teachers - peers <p>The nature of interaction with significant others</p> <ul style="list-style-type: none"> - mediated learning experiences - the nature and amount of feedback - rewards - the nature and amount of appropriate praise - punishments, sanctions <p>The learning environment</p> <ul style="list-style-type: none"> - comfort - resources - time of day, week, year - size of class and school - class and school ethos <p>The broader context</p> <ul style="list-style-type: none"> - wider family networks - the local education system - conflicting interests - cultural norms - societal expectations and attitudes

Internal factors

External factors

Attitudes

- to language learning in general
- to the target language
- to the target language community and culture

Other affective states

- confidence
- anxiety, fear

Developmental age and stage

Gender

Note. From “Psychology for Language Teachers: a Social Constructivist Approach (p. 138), by M. Williams and R. L. Burden, 1997, Cambridge University Press. Copyright, 1997 by Cambridge University Press. Adapted with permission.

2.3.4. The Neurobiology of L2 Motivation and Schumann’s Neurobiological Model

During the 1990s cognitive psychology was increasingly augmented with neurobiological research resulting in the broader field of cognitive neuroscience. The brain was made more amenable to psychological investigation because of technological development in brain scanning and neuro-imaging. In the 1990s, Schumann (1997) made neurobiological investigations of the brain mechanisms involved in the area of L2 motivation in second language acquisition (SLA). He argues that SLA is mainly emotionally driven and emotion underlies most, if not all, cognition.

Motivation is a study that involves the search for principles which help in the

understanding of why people and animals choose, initiate, or persist in specific actions. As far back as 1954 it was realized that neuronal structures for reinforcement learning, where actions are reinforced by past events, existed. Such structures as the amygdala, hypothalamus, and associated limbic structures have been found to be relevant for motivational processes as well as emotionally-based dispositions to act. The limbic circuitry includes the hippocampus and amygdala and the dopamine sources of motivation (ventral tegmental area or VTA) and the output 'gate' from the limbic system composed of the nucleus accumbens. Crucial contributions are also made by prefrontal sites as well as posterior cortical regions (Young and Pigott, 1999). Therefore, the basic nuclei or basic circuits in the brain involved in the production of emotional dispositions and motivation are:

- the hypothalamus (HYP): to control autonomic and endocrine responses, and to gate inputs in terms of the internal state of the system;
- the amygdala (AMYG): to learn the salience of inputs, both positive and negative;
- the ventral tegmental area (VTA): to produce dopamine as a signal of a rewarding input;
- the prefrontal cortex (PFC) to encode novel inputs, and excite the VTA to broadcast relevant reward;
- the hippocampus (HC) to gate inputs from the amygdala as to the salience of an input, in terms of memory of past encounter;
- the nucleus accumbens (NACC): to outflow of motivation, from the limbic circuitry (amygdala, hippocampus) to action orchestrated by the basal ganglia

and brainstem motor centres;

- the anterior cingulate (ACG): as an overall executive controller of actions being taken.

Motivational states by influencing experience affect cerebral activity which can be measured by functional magnetic resonance imaging (fMRI) (Larisch et al, 1999).

Mayer (as cited in Valle et al., 2003) defines meaningful learning as a process involving the selection of relevant information, the organization of that information into a coherent whole, and its integration into the structure of preexisting knowledge.

According to Schumann (1997) the stimulus-appraisal approach provides a common denominator for motivation and motivational theories. Appraisals are a product of homeostatic, sociostatic and somatic value, and have five dimensions of stimulus appraisal: novelty (degree of unexpectedness/familiarity); pleasantness (attractiveness); goal/need significance (whether the stimulus is instrumental in satisfying needs or achieving goals); coping potential (whether the individual expects to be able to cope with the event; and self and social image (whether the event is compatible with social norms and the individual's concept. These dimensions are based on stimulus evaluative checks developed for a psychological model of stimulus appraisal by Klaus Scherer (as cited in Schumann, 1997): novelty, pleasantness, goal/need significance, coping potential and norm/self compatibility. Appraisal systems assign value to current stimuli based on past experiences affecting cognition (perception, attention, memory and action) devoted to learning, so each second language learner is on a separate motivational trajectory, and is unique. Plasticity, which is the maintaining of enough synaptic flexibility to allow neural network

connections to shift about throughout life as conditions change and new problem-solving challenges emerge, allows appraisal systems to adjust to new reward contingencies faced in varying contexts. Therefore, although the neural system may operate on a limited set of dimensions, what is novel, pleasant, relevant to one's goals, coping abilities, and self and social image can take on a myriad of forms.

2.4. Theories of Motivation in Psychology

The basis of Gardner's theory was laid down in the 1960s and grounded in social psychology. In subsequent decades as a result of the cognitive revolution in psychological research several influential cognitive motivation theories were proposed in the field of psychology. Applications of these were used in L2 motivation research.

Pintrich and Schunk (1996) considered mental processes to be involved in motivation and defined motivation as the process by which goal-directed activity is instigated and sustained. According to Walker and Symons (1997, p. 16-17), when the leading theories on human motivation are taken as a whole, five salient themes where human motivation is at its highest emerge. These occur when people: (1) are competent, (2) have sufficient autonomy, (3) set worthwhile goals, (4) get feedback, and (5) are affirmed by others.

Current conceptualizations of motivation have been influenced by various approaches in motivational psychology: expectancy-value theories, goal theories, and self-determination theory. In the case of expectancy-valued theories two factors, the individual's expectancy of success in a given task and the value given to succeeding in a task determine the motivation to perform as task. Therefore, the individual's

positive motivation increases with the likelihood of goal-attainment and the greater the incentive value of the goal ((Dörnyei, 1998a).

As mentioned by Williams & Burden (1999), “different individuals will have different understandings and create their own meanings that are personal to them” (p. 193) Notions including motivational styles such as (a) self-concept, concerned with individuals’ overall view of who they are (Wylie, 1979); (b) self-efficacy, reflecting learners’ views of their competence in a given area (Bandura, 1977, 1997); and (c) locus of control, relating to whether individuals view events in life occurring under their control or outside of their control (Wang as cited in Williams & Burden, 1997), are important aspects of the way in which individuals make sense of their learning. Another style, which draws heavily upon attribution theory, is learned helplessness, where individuals perceive failure to be due to lack of ability and; hence, feel that they have no control over their actions. This leads to demotivation and the inability to discriminate between appropriate and inappropriate responses showing symptoms of anxiety and depression (Dweck & Wortman as cited in Williams & Burden, 1997).

2.4.1. Attribution Theory

In seeking to understand how individuals make sense of their lives Fritz Heider (as cited in Williams & Burden, 1997) in the 1940s and 50s developed a theory which described people’s perception of events rather than the events themselves as influencing behavior. Bernard Weiner contributed to the study of motivation and learning by drawing from aspects of achievement motivation and locus of control theories in constructing his attribution theory (Williams & Burden, 1997). Locus of

control (LoC), which is the sense of personal control over what is happening, is one of the most significant factors determining people's motivation to act and maintain interest in their involvement. This term was derived from the social learning theory of Rotter (1954). Internalisers are people who feel responsible for what happens to their lives whereas those who feel events are determined by forces beyond their control, for example, fate, luck, other people are learned externalisers. Although LoC sheds considerable light on how learners perceive their own learning, many situations are not under the control of the individual.

Attribution theory, which is concerned with the way individuals make personal sense of successes and failures in their lives and incorporates the notion of the self as learner and locus of control became the dominant model in research on student motivation in the 1980s. According to the main proponent of the theory, Weiner (1992), our motivational disposition is largely determined by the subjective reasons to which past successes and failures are attributed. Weiner claimed people attributed outcomes in achievement to four causes: ability, effort, the perceived difficulty of the task, and luck. However, attributions are differentially affected by particular areas of achievement, for example, sport (Williams & Burden, 1997, 1999).

The dimensions of a learner's ascription can have the dimensions of locus, stability and controllability; where success in the dimension of locus is attributed to internal cause (e.g. ability or effort) or to an external cause (e.g. task difficulty or problems with other people). With regard to stability, effort would be considered unstable changing over time, but ability stable, not changing substantially. In the case of controllability effort would be controllable and ability uncontrollable (Schumann,

1997). These dimensions are summarized in Table 5. Therefore, if the learner ascribes success to ability, then similarly, on a future occasion success will be expected. In contrast, if a causal attribution is made to something unstable like effort or mood, future expectations are ambiguous (Weiner, 1985).

Table 5

Dimensions of Causal Attribution in Relation to Ability and Effort

	LOCUS	STABILITY	CONTROLLABILITY
ABILITY	internal	stable	uncontrollable
EFFORT	internal	unstable	controllable

Note. From “The Neurobiology of Affect in Language (p. 20), by J. H. Schumann, 1997, Blackwell Publishers, Inc.. Copyright, 1997 by Language Learning Research Club, University of Michigan. Adapted with permission.

On the basis of causal attributions and their dimensions (locus, stability, controllability) initially a primitive response will be displayed then more distinct emotions generated playing a role in motivated behavior (Weiner, 1985). Thus, pride and self-esteem are experienced by the learner when successful performance is attributed to ability and/or effort. Anger is displayed when a negative outcome occurs because of extrinsic factors. For example, the teacher or curriculum, stable extrinsic factors, could be seen as leading to withdrawal and eventual hopelessness. Anger can also be self-directed, when despite ability or effort, the successful outcome is thwarted. Weiner (1985) reports shame can result from failure due to lack of ability

leading to withdrawal and motivational inhibition.

Although people tend towards externalizing reasons for failure and internalizing reasons for success, Deaux (1985) has also shown gender differences in the attribution of success to be different. Women generally have lower expectations and link success to external causes whereas men attribute success to stable internal factors.

2.4.2. Goal Theories

The concept of ‘need’ has been replaced by the more specific construct of a ‘goal’. Much research was initially carried out on basic human needs in relation to human motivation. One important motivation paradigm was Maslow’s (1970) hierarchy of needs which distinguished five classes of needs which must be satisfied in ascending order of priority: physiological, safety, love, esteem, and self-actualisation.

Although goals have been a central feature of L2 motivation research it wasn’t until Tremblay and Gardner’s (1995) study that orientation studies were linked to various goal theories and the concept of “goal salience” introduced. Goal salience is a general concept which is comprised of goal specificity, designed to measure the extent to which students have specific goals in their language courses, and goal frequency, designed to assess the extent to which students set goals for themselves. Gardner’s (1985) Socio-Educational Model of L2 learning was extended to incorporate “new motivational variables” such as goal salience, valence (desire and attractiveness towards the task) and self-efficacy which mediate between language attitudes and motivational behavior.

2.4.3. Goal-orientation Theory

This theory was originally developed to explain children's learning and performance in school settings and highlights two contrasting achievement goal constructs or orientations students adopt toward their academic work: learning versus performance goals. Students adopting learning goals (mastery or task-involvement goals) focus on acquiring the knowledge or skills that the activities are designed to develop. In contrast, students adopting performance goals (ego-involvement goals) focus on showing ability, self-perceptions and public reputations (Brophy, 1998). Performance goals are subdivided into two types: social reinforcement goals where the tendency is to obtain approval and avoid parents' and teachers' rejection, and performance goals which reflect students' tendency to learn to achieve high academic grades and advance in their studies (Valle et al., 2003).

Learning-goal oriented students engage in learning to gain knowledge and increase their competence. Effort is considered to be the main cause of success or failure, intelligence is perceived as a variable and modifiable characteristic, difficult tasks as a challenge. Performance-goal oriented students are more interested in displaying their ability, getting favorable judgments of their competence levels and avoiding negative ones. Learning is regarded as a means to prove their competence, and intelligence as a fixed and stable trait, difficult tasks are perceived as possible failure situations. Furthermore, learning oriented students use cognitive strategies that enhance comprehension of the material more frequently whereas performance-goal oriented students employ superficial and low-complex learning strategies, for instance, mechanical and tautological memorization of information.

Ames (1992) advocates that learning goals are superior to performance goals in that they are associated with a preference for challenging with an intrinsic interest in learning tasks, and positive attitudes to learning. Furthermore, Dweck (as cited in Brophy, 1998) explains why children adopting a mastery orientation focus on improving their ability whereas students setting performance goals adopt helplessness if they perceive themselves as having failed to display their ability as being due to the entity and incremental theories. Students subscribing to the entity theory think that intelligence is fixed and they have no control over it. Conversely, students holding to the incremental theory believe intelligence can be augmented through effort.

2.4.4. Goal-setting Theory

The goal-setting theory of Locke and Latham (1990) asserts that human action is caused by purpose and that for action to be realized goals need to be set and pursued by choice. Goals can differ in the degree of their specificity, difficulty and goal commitment, and in line with expectancy-value theories commitment is enhanced when people believe achieving a goal is possible (cf. expectancy) and important (cf. task values). In other words, the theory suggests that individuals who have specific and difficult goals will outperform individuals with nonspecific and easy goals. Goal-setting directly activates effort which in turn directly influences performance. However, apart from goal-setting, goal commitment is also necessary to realize goals (Brophy, 1998). In 1996 Locke summarized the main findings of previous research under five points:

1. The more difficult the goal, the greater the achievement.

2. The more specific or explicit the goal the more precisely performance is regulated.
3. Goals that are both specific and difficult lead to the highest performance.
4. Commitment to goals is most critical when goals are specific and difficult (i.e. when goals are easy or vague it is not hard to get commitment because it does not require much dedication to reach easy goals, and vague goals can be easily redefined to accommodate low performance).
5. High commitment to goals is attained when (a) the individual is convinced that the goal is important; and (b) the individual is convinced that the goal is attainable (or that, at least, progress can be made towards it).

2.4.5. Self-Determination Theory

In the 1950s, research was carried out to determine why individuals, whose bodily needs were satisfied, engaged in goal-oriented behavior (Boggiano & Pittman, 1992). Hence, the concept of intrinsic motivation (IM) arose in opposition to the need of external reinforcers for learning. One line of inquiry considered curiosity as an innate motive, just as natural as the drives for food, warmth, and sleep (Harlow, Harlow, & Meyer, 1950; Berlyne, 1960; Hunt, 1965 as cited in Boggiano & Pittman, 1992).

Self-determination theory provides psychological mechanisms – self-determination and perceived competence – which can explain and predict how orientations are related to learning outcomes. This theory was introduced by Deci and Ryan (1985) to replace the intrinsic/extrinsic dichotomy. According to the theory

these types of motivation are not different but lie along a continuum of self-determination between self-determined (intrinsic) and controlled (extrinsic) forms of motivation. This conceptualization implies that extrinsic motivation will not undermine intrinsic motivation as considered in traditional research, but rather, that if the individual is self-determined and internalized it will combine with or even lead to intrinsic motivation. Noels et al.'s (2000) empirical research also validated Deci and Ryan's (1985) motivational constructs. Learning a language for material rewards or because of some pressure does not support sustained effort or eventual competence. In contrast, the more students feel they have personally chosen to learn the language and enjoy it, the more effort they expend and the more they pursue their studies. Likewise, the more amotivated a student feels, the less effort expended and the more anxiety experienced.

Vallerand and his colleagues (as cited in Noels et al., 2000) proposed a three-part taxonomy of IM: (a) IM-Knowledge, motivation arising due to the feelings associated with exploring new ideas and developing knowledge; (b) IM-Accomplishment, which refers to the sensations related to achieving a goal or mastering a task; (c) IM-Stimulation, which refers to the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. In addition, Vallerand (as cited in Noels et al., 2000) distinguished three levels for extrinsic motivation (EM): (1) external regulation, (2) introjected regulation, and (3) identified regulation. An additional fourth level, integrated regulation, is included in Brophy (1998) and Dörnyei (2001b). A tangible reward or punishment is an example of external regulation where the behavior is determined through means external to the individual, for example, learning

an L2 solely for the teacher's praise. Since the learning of the L2 relies on contingencies outside the individual, the learner's effort and involvement in language learning would be expected to decline once this reason is removed. In the case of introjected regulation the individual internalizes the reasons for performing an activity in response to some internalized pressure, for example, in the situation where an individual is doing homework because of guilt. Learning will only take place providing the student feels the need to reduce guilt. Identified regulation occurs when an activity is carried out because it is viewed as being personally worthwhile. Learning is sustained provided it is judged to be of value (Noels et al., 2000). The point at which extrinsic motivation is most self-determined is with integrated regulation. Adjustments are made to achieve harmonious coexistence if conflicts arise between different values and associated action tendencies (Brophy, 1998). A final motivational concept which was proposed by Deci & Ryan (1985) is amotivation. This is a similar state to "learned helplessness" where the person lacks any kind of motivation.

The constructs of IM and EM are also useful for understanding the importance of orientations for L2 motivation. In research on motivation, instrumental orientation is considered to be and has been shown to be highly correlated with self-determined and intrinsic types of motivation (Noels et al., 2000), whereas the integrative orientation, is linked to both aspects of IM and EM.

According to Deci and Ryan (1985) people are more self-determined when carrying out a task when they have the opportunity to experience: (a) autonomy (i.e. experiencing oneself as the origin of one's behavior); (b) competence (i.e. feeling

efficacious and having a sense of accomplishment); (c) relatedness (i.e. feeling close to and connected to other individuals). In fact, in the L2 field there has been an emphasis fostering learner autonomy in L2 classrooms. Ushioda (1996) explicitly states, “Autonomous language learners are by definition motivated learners” (p. 2).

In line with the self-determination theory further reference to motivation is made, although rather indirectly, in Dilts (1990). One or two points are made which are worth mentioning since they can inspire motivation. For instance, Dilts (1990, p. 24) says, “The ability to visualize is a function of one’s capabilities, but what gives the visualization meaning is the belief.” In other words, it is not enough just to have goals to realize them but a belief in the individual’s capabilities, too. According to Dilts it’s important not to see ‘learning’ experiences as failures but as feedback. In this case the individual would view the learning experience as a process and not as an outcome. In order to change motivations according to the hierarchical logical levels in Dilts’ NLP logical levels of systems: spiritual, identity, beliefs/values, capabilities, behaviors and environment, it would be necessary to change a person’s beliefs/values. In this system only higher levels can change lower levels and not vice versa. That is to say, it’s not possible to change an individual’s motivation by trying to change their behavior but by changing their beliefs.

Csikszentmihalyi and Nakamura (as cited in Crookes and Schmidt, 1991) defined intrinsic motivation as the motivation that arises when an individual subjectively views his level of skill as being equal to the level of challenge, and both are relatively high. If the level of challenge is perceived to be higher than the level of the individual’s ability, then anxiety ensues whereas if the level of challenge is

perceived to be lower than the individual's ability, the result is boredom.

Csikszentmihalyi (1993) researched peak experiences of intrinsic motivation as a concept of flow. He discovered that people experience flow when absorbed in doing challenging tasks. Accordingly, his eight characteristic dimensions of the flow experience are as follows:

1. The activity has clear goals and provides immediate feedback about the effectiveness of our responses to it.
2. There are frequent opportunities for acting decisively, and they are matched by our perceived ability to act. In other words, our personal skills are well suited to the activity's challenges.
3. Action and awareness merge; we experience one-pointedness of mind.
4. Concentration on the task at hand; irrelevant stimuli disappear from consciousness; worries and concerns are temporarily suspended.
5. A sense of potential control.
6. Loss of self-consciousness, transcendence of ego boundaries, a sense of growth and of being part of some greater entity.
7. Altered sense of time, which usually seems to pass faster.
8. Experience becomes autotelic: the activity becomes worth doing for its own sake.

In brief, flow is experienced when absorbed in doing something challenging. According to flow researchers there is an optimal balance between challenge and skills for the flow experience to occur (Whalen as cited in Egbert, 2003). High challenge and high skills are the optimal balance for flow, whereas high challenge and low skills result in anxiety, and low challenge and high skills engender boredom. Similarly, low

skills and low challenge induce apathy instead of flow.

Brown (as cited in Dörnyei, 1998a) has been one of the main proponents for emphasizing intrinsic motivation in the L2 classroom since the traditional school context cultivates extrinsic motivation leading to instrumental orientation. Another aspect of self determination theory has been the emphasis of fostering learner autonomy in the L2 classroom. Dörnyei (1998a) refers to reviews and discussions that provided evidence that L2 motivation is enhanced by learner autonomy.

Table 6

Summary of the Most Well-known Contemporary Motivation Theories in Psychology

	Good Summaries	Main Motivational Components	Main Motivational Tenets and Principles
Expectancy-value theories	Brophy (1999), Eccles and Wigfield (1995)	Expectancy of success; the value attached to success on task	Motivation to perform various tasks is the product of two key factors, the individual's expectancy of success in a given task and the value the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation.
Achievement motivation theory	Atkinson and Raynor (1974)	Expectancy of success; incentive values; need for achievement; fear of failure	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the expectancy (or perceived probability) of success, the incentive value of successful task fulfillment and need for achievement. The negative influences involve fear of failure, the incentive to avoid failure and the probability of failure.
Self- efficacy theory	Bandura (1997)	Perceived self-efficacy	Self-efficacy refers to people's judgment of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted, the amount of effort exerted and the persistence displayed.

	Good Summaries	Main Motivational Components	Main Motivational Tenets and Principles
Attribution	Weiner (1992)	Attributions about past successes and failures	The individual's explanations (or 'causal attributions') of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts ability and effort have been identified as the most dominant perceived causes, and it has been shown that past failure that is ascribed by the learner to low ability hinders future achievement behavior more than failure that is ascribed to insufficient effort.
Self-worth theory	Covington (1998)	Perceived self-worth	People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviors in school settings.
Goal setting theory	Locke and Latham (1990)	Goal properties: specificity, difficulty and commitment	Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment.
Goal orientation theory	Ames (1992)	Mastery goals and performance goals	Mastery goals (focusing on learning the content) are superior to performance goals (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.
Self-determination theory	Deci and Ryan (1985), Vallerand (1997)	Intrinsic motivation and extrinsic motivation	Intrinsic motivation concerns behavior performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled (extrinsic) forms of motivation.

	Good Summaries	Main Motivational Components	Main Motivational Tenets and Principles
Social motivation theory	Weiner (1994), Wentzel (1999)	Environmental influences	A great deal of human motivation stems from the socio-cultural context rather than from the individual.
Theory of planned behavior	Ajzen (1988), Eagly and Chaiken (1993)	Attitudes; subjective norms; perceived behavioral control	Attitudes exert a directive influence on behavior, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the person's subjective norms (perceived social pressures) and perceived behavioral control (perceived ease of difficulty of performing the behavior).

Note. From "Motivational Strategies in the Language Classroom" (p. 10-11) by Z. Dörnyei, 2001a, Cambridge University Press, United Kingdom. Copyright, 2001 by Cambridge University Press. Reprinted with permission.

2.6. The Teacher as a Motivational Antecedent

In order to aid in the eventual elucidation of the findings of the study the teacher needs to be taken into account as a significant rival motivational antecedent since themes and teachers are alike in that they are both situational-context motivational variables (Valle et al., 2003). Teachers act as motivational constructs since they are key figures in the motivational quality of the learning process in respect of providing mentoring, guidance, nurturance and support. The motivational effectiveness of the teacher is determined by the interplay of broad factors (related to the teacher's personality, enthusiasm, professional knowledge/skills and classroom management style (Dörnyei, 2001b). In other words, the motivational influence of teachers ranges

from the effects of their personality and competence to their active socializing practices. Clark and Trafford (1995) found that teachers and students both agreed that the teacher-student relationship is the most significant variable affecting student attitude to L2 learning.

Deci and Ryan (1985) and Noel et al. (2000) contend that a student's sense of self-determination and enjoyment can be enhanced to the extent that teachers advocate autonomy and provide informative feedback. In fact, there appears to be a positive correlation between sensing being controlled and amotivation. The findings of Noel et al (2000) revealed intrinsic motivation to be negatively associated with perceiving the instructor as controlling and positively associated with perceiving the teacher as informative. In addition, they suggest that the teacher's style may not be relevant if the student pursues studies for extrinsic reasons.

Most of the ten macrostrategies (see Table 2) presented by Dörnyei & Csizér (1998) to enhance motivation in the classroom depend on the instructor being a motivational antecedent.

2.7. Content-based and Thematic Instruction

There are three prototype models to EAP instruction: sheltered instruction, adjunct instruction, and theme-based instruction. In the case of sheltered and adjunct instruction the content is relatively predetermined, whereas for the theme-based model content is selected by the teacher (or students) (Stoller & Grabe, 1997). In theme-based programs, a language curriculum is organized around selected themes, topics or other units of content to assist learners in developing general academic language skills

through interesting and relevant content, where content provides the vehicle for the presentation of language. All CBI approaches encourage student involvement in content learning, allow for student negotiation of language. In addition, the content tasks enable cooperative learning, focus on the development of discourse based abilities, and use content materials that should motivate students.

Claims made by Brinton, Snow and Wesche (1989) for the advantages of courses based on content-based syllabuses are:

- They facilitate comprehension.
- Content makes linguistic form more meaningful.
- Content serves as the best basis for teaching the skills areas.
- They address students' needs.
- They motivate learners.
- They allow for integration of the four skills
- They allow for use of authentic materials.

Moreover, Stoller and Grabe (1997) suggest that carefully planned, content-based activities can lead to flow in language classrooms. However, Richards (2001) mentions the difficulties of selecting grammar, functions, and skills when topics are the overarching criterion in planning. In addition, different topics may require language of differing levels of complexity leading to difficulties in smoothness of transitions.

A central curricular notion of the CBI approaches is that they are fundamentally theme-based; therefore, the two terms CBI and theme-based instruction are interchangeable (Stoller & Grabe, 1997). In other words, each course is a sequence of

topics connected by the assumption of a coherent overall theme, which serves as the framework for content development and implementation for all basic skills and content. A theme, however, needs to be conceptually powerful enough to contain and organize a myriad of ideas, thoughts, examples, and facts (Kovalik, 1997).

The Six-T's Approach to language and content instruction, which is the basis for the content instruction in the upper-intermediate syllabus, using themes, texts, topics, threads, tasks, and transitions in thematic instruction has three basic goals: (1) the specification of theme-based instruction; (2) the extension of CBI to support any language-learning context; (3) the organization of coherent content resources for instruction and the selection of appropriate language learning activities. In this approach the themes, texts, topics, threads, tasks, and transitions in thematic instruction can only be decided on when student needs, student goals, institutional expectations, available resources, teacher abilities, and expected final performance outcomes are taken into consideration (Stoller & Grabe, 1997).

Nevertheless, according to the Integrated thematic Instruction (ITI) model (Kovalik, 1997) which encompasses three interlocking, interdisciplinary principles; brain research, teaching strategies and creative curriculum development (not mandated to textbook publishers), the performance of students and integration of content can be improved when eight brain-compatible elements are implemented:

- absence of threat
- meaningful content
- choices
- adequate time

- enriched environment
- collaboration
- immediate feedback
- mastery (application)

This model incorporates a theme, components, topics, key points, and applications or activities/tasks. According to Kovalik (1997) the main goal of developing a curriculum is to enhance pattern-seeking through the use of themes and program building through activities.

2.8. Modular Curriculum

Due to the use of modules in this particular curriculum confusion could arise in considering it to be a modular curriculum and not thematic skills-based approach. The modular curriculum focuses on the division of course content into small units that can be studied individually in a variety of combinations sequences, media, and time/place configurations. Learner choice, self-direction, and individualization of learning time and strategy are hallmarks of the module system (Ausburn, 2002). However, curriculum delivery through the modular system of the thematic skills-based instruction on the upper-intermediate course aids students to realize their full learning potential and ensure standardization in what, but not necessarily, how components of the modules are taught and allows for the integration of skills. For example, the modules provide the transitions and threads for reading, doing related grammar, listening and writing assignments, and watching videos. In addition, the modules provide additional tasks, grammar references and indicate when activities, tasks, and

additional handouts provided by the administration should be implemented. They are not assessed separately but only contribute to what is evaluated in terms of mid terms and pop quizzes for the whole semester.

CHAPTER III

METHOD OF DATA COLLECTION, ANALYSIS AND INTERPRETATION

3.0 Presentation

In this chapter initially mention is made of the syllabus/curriculum of the upper-intermediate course followed by a description of the themes and topics used. Subsequently, an explanation of the design of the study is presented followed by a description of the participants in the study, the students, administrators, and instructors. Then an explanation of the data collection instruments is provided, and finally, information on the data analysis and interpretation is included.

3.1. The Syllabus/Curriculum

Although the connection between motivation and SL learning can be analyzed in terms of different levels, for example, the micro level, which deals with motivational effects on the cognitive processing of SL stimuli; the classroom level, dealing with techniques and activities in motivational terms; considerations relevant to informal, out-of-class, and long-term factors, in this study the emphasis will be on the syllabus level, at which content decisions come into effect.

3.1.1. Description of the Themes/Topics Used in the Upper-intermediate Course

The upper-intermediate course was comprised of three spans lasting

approximately five to six weeks each. Within each of the spans certain themes were employed and encompassed the use of various topics by means of threads. Details of the themes and topics covered are presented in Table 7.

Table 7

Themes and Topics on the Upper-intermediate Course

Span (1)	<i>Theme (1):</i>	<i>Biology</i>
	Topics (I2):	Learned and innate behavior in animals Proximate and ultimate causes of animal behavior Costs and Benefits of adaptive behavior
	Topics (CT3):	The making of genius – how innate and learned behavior determines this Animal communication

Span (2)	<i>Theme (2):</i>	<i>Sociology</i>
	Topics (I2):	Civil inattention The relational wedge Bystander apathy Bystander intervention
	Topics (CT3):	Non verbal communication
	<i>Theme (3):</i>	<i>Political science</i>
	Topics (I2):	Power and influence in world politics Deterrence in world politics

Span (3)	Topics (I2):	Deterrence in world politics (continued) Individual leadership in world politics
	Topics (CT3):	The new global superculture
	<i>Theme (4):</i>	<i>Astronomy</i>
	Topics (I2):	Are we alone? Evaluating UFO sightings Our fascination with extraterrestrial life
	Topics (CT3):	Black holes white holes and worm holes

The main course book used is *Insights 2 (I2)*. A listening book *Contemporary Topics Three (CT3)* also includes topics covered in the syllabus. *Insights 2*, uses a content-based approach for academic English and integrates the four language skills with short grammar and vocabulary activities using authentic sources. The book consists of four units of themes: biology, sociology, political science and astronomy drawn from the physical, life and social sciences. Each unit contains three chapters: introduction, explanation, and expansion. The introduction generates interest focusing on students' background knowledge although little prior knowledge is required. The explanation section introduces the primary academic source materials (academic readings and lectures) for which critical understanding and synthesis are required. The final part, expansion, aims to connect the knowledge gained in the previous parts to human life and concerns. The chapters are further subdivided into sections: explaining the concepts, working with sources, and integrating perspectives thereby ensuring the integration of the skills.

3.2. The Design of the Study

The research design chiefly involves five steps, namely, administering a questionnaire to pilot the study, data collection in the form of interviews, data analysis and reporting and interpreting the conclusions. In addition, there is the inclusion of the researcher's log.

This study was designed to inquire into whether thematic instruction motivates upper-intermediate students to learn EAP at METU's preparatory school. The study was initially carried out by asking four upper-intermediate classes to complete a

questionnaire, then later interviewing a representative sample of 14 students on three separate occasions at the end of the three 5-6 week spans. In addition, two administrators and six teachers instructing on the upper-intermediate course were interviewed. Throughout the study the researcher was engaged both as a course instructor and interviewer.

A questionnaire (see Appendix A) comprising of 13 questions, in addition to statements about personal details was administered to four of the nine upper-intermediate classes taken as a representative sample of the population. Out of a possible 94 students attending these classes a total of 88 students completed the questionnaire.

The questionnaire was used in the piloting study for the research, and from the data collected 14 students from two of the upper-intermediate classes, UIN07 and UIN08, were chosen to be interviewed. The selection of the students for interview was based on having equal numbers of female and male students from each class, what type of high school they attended, the region they came from, and the department they would attend at METU. The students were interviewed on three separate occasions throughout the semester. In the first interview, 24 open and closed questions were asked whereas in the second and third interviews 6 and 10 questions were asked respectively (see Appendix B). All of the questions asked in the second interview were exactly the same as some of those found in the first interview, and apart from two questions, in the third interview, again the same questions as those asked in the first interview were the same.

Two administrators involved in the determination of the goals of the curriculum, and the selection of materials for the thematic upper-intermediate course were

interviewed individually. In these interviews 25 questions were asked by the interviewer (see Appendix C). Finally, six teachers instructing on the upper-intermediate course were interviewed by using 12 questions some of which corresponded to those asked to the students in the interviews (see Appendix D). The researcher has recorded some of her views of the course in a researcher's log. A visual representation of the design of the study is provided in Table 8.

Table 8

Design of the Study

Data	Number of Subjects	Time
A. Questionnaire	88	At the beginning of the first span
1. Closed-ended items (8)		
2. Open-ended items (5)		
B. Individual Interviews with Students	14	Immediately after the first span Immediately after the second span Just before the end of the third span
C. Individual Interviews with the Administrators	2	Just before the end of the second span
D. Individual Interviews with the teachers	6	Just before the end of the third span

3.3. Research Questions and Assumptions

1. How much does the content of thematic instruction motivate students of English for Academic Purposes (EAP) at the upper-intermediate level of a university preparatory school to learn English?

- 1.1. Do topics increase students' motivational levels?

- 1.2. Do topics that are related to students' departmental studies increase motivation?
- 1.3. Do topics that are related to students' fields of interest increase motivation?
2. Are other motivation antecedents/constructs of greater concern?
 - 2.1. Is the teacher a primary competing motivation antecedent?
 - 2.2. Is peer motivational level a primary competing motivation antecedent?

The assumptions of the study are:

- 1.1. The implementation of thematic instruction will be an important factor motivating students to learn English.
- 1.2. The increased relation and relevancy of the topics to students' departmental fields will increase motivation.
- 1.3. The increased relation and relevancy of the topics to students' fields of interest will increase motivation.
- 1.4. The mode of implementation of the themes will not affect student motivation.
2. The topic used will be a major factor affecting levels of motivation, increased interest resulting in higher motivation.
 - 2.1. The teacher will not be a primary competing motivation antecedent.
 - 2.2. Peer motivation will not be a primary competing motivation antecedent.

3.4. Participants

3.4.1. Students

The participants of the pilot study were 88 upper-intermediate students from four of the total nine classes at the preparatory school of METU, an English medium university in Turkey. The students were randomly allocated to classes at the

beginning of the semester after obtaining a proficiency score of between 50-59%. An initial piloting questionnaire to collect personal data and ascertain students' levels of motivation was administered after the first week of the semester to four of the upper-intermediate classes taken as a representative sample of the nine classes. After reviewing the data provided by 88 respondents in the questionnaires, 14 students were chosen to be interviewed and made up the sample group of this study according to the criteria of having equal numbers of female and male students from each class, what type of high school they attended, the region they came from, and the department they would attend at METU (see Table 9).

Seven of the 14 interviewees/participants were female and seven male, ranging from 18-19 in age. Two of the male students were foreign students from Kazakhstan and Turkmenistan. The remaining participants were Turkish and had studied at Anatolian, private or Science high schools in different regions throughout Turkey. Students had either scored between 50-59% on the September proficiency exam or taken the placement test in September before the start of the semester.

The interviewees were not randomly chosen but selected for interview according to the criteria aforementioned. As much as possible student participants were chosen on the basis of gender, the type of high school, location, and university exam entrance grades. Other factors that were taken into account where necessary when selecting the participants were September proficiency scores, and whether more extensive answers had been given in the pilot questionnaire.

The largest number of students attending the upper-intermediate course had graduated from Anatolian state schools. Of those students who completed the pilot

questionnaire 54% of them had graduated from these schools. Therefore, as can be seen from Table 9, many of the student interviewees were graduates of Anatolian schools. Moreover, there were a limited number of girls to select from, in UIN07 there were five girls, and in UIN08 four girls. The student interviewees were interviewed on three separate occasions and the interview sessions lasted for the duration of approximately 40, 10, and 15 minutes respectively.

Table 9

List of Student Interviewees

Student/ Gender/ Age	University Department	HighSchool Attended (City/Region)	University Exam Score	September Proficiency Score	Expected Proficiency Score	Time Studying English in Years
UIN07						
(1) (M) 18	Business Admin.	Özel Murat High School, Şanlı Urfa	366.993	54	67	7
(2) (M) 18	Petroleum Engineering	Kokshetau Kazakh Turkish High School, Kokshetau, Kazakhstan	72.370/100	-	90	5
(3) (M) 18	Mathematics	Atatürk High School, Ankara	357.000	58	70	7
(4) (M) 18	Industrial Design	Sırrı Yırcalı Anatolian High School, Balıkesir	363.744	54	80	7
(5) (F) 18	Business Admin.	Mehmet Emin Rasulzade Anadolu High School, Ankara	362.600	54.5	70	8
(6) (F) 18	Computer Engineering	İzmir Fen High School, İzmir	375.111	-	80	7
(7) (F) 18	Chemical Engineering	Antalya Anatolian High School, Antalya	353.422	52	75	7
(8) (F) 18	Civil Engineering	İncesu Anatolian High School, Ankara	355.711	53	85	7

Student/ Gender/ Age	University Department	HighSchool Attended (City/Region)	University Exam Score	September Proficiency Score	Expected Proficiency Score	Time Studying English in Years
UIN08						
(9) (M) 18	Biology	Başkent Türkmen Turkish High School, Ashgabat, Türkmenistan	56/100	58	80	5
(10) (M) 19	Aerospace Engineering	Özel Atayurt High School, Eskişehir	361.122	-	75-80	7
(11) (M) 19	Economics	Mehmet akıf Ersoy Anatolian High School, Çorlu, Tekirdağ	360.706	56.5	over 60	7
(12) (F) 18	Chemical Engineering	Hacı Ömer Tarjman Anatolian High School, Ankara	354.858	53.5	70	7
(13) (F) 18	Computer Engineering	Özel Aziziye High School, Erzurum	368.179	52	-	5
(14) (F) 18	Mathematics	Dede Korkut Anatolian High School, İstanbul	355.026	52	75-80	7

3.4.2. Administrators

The two administrators interviewed were the Chairperson and the Assistant Chairperson, who is also the coordinator of the syllabus and materials development unit. Both of the administrators have many years of teaching experience. The Chairperson has been teaching for 18 years, during which time she was a teacher trainer for 8 years, from 1995 to 2003, an academic coordinator for one year, from 2000 to 2001, and the Chairperson of the School since 2001. The Assistant Chairperson has been teaching for 19 years of which for the last three years she has been an administrator. The Chairperson has a degree in English language and literature,

an RSA diploma, an MA in ELT, and the Assistant Chairperson has a degree in English language and linguistics.

Both administrators have been involved in the development and implementation of the new curriculum right from the beginning.

3.4.3. Instructors

Six instructors from the upper-intermediate course were interviewed from a total of nine. Five were female and one male (UIN09). The instructor of UIN07 was the researcher and the two upper-intermediate groups UIN04 and UIN05 were each shared between two instructors. The instructors' ages ranged from 25 to 53, and years of experience teaching from 2 to 25. All of the instructors were either taking or had taken masters courses related to the field of their teaching, and only one instructor had a masters in an unrelated discipline – sociology. The details of the instructors who participated in this study are given in Table 10.

Table 10

List of Instructors Interviewed

Instructors of Classes	Nationality	Age	Qualifications	Teaching Experience in Years
UIN01	Turkish	31	Degree: American literature Masters: Sociology	10
UIN02	Turkish	41	Masters: TEFL	7

Instructors of Classes	Nationality	Age	Qualifications	Teaching Experience in Years
UIN03	Turkish	53	Degree: ELT Masters: ELT RSA DOTE	23
UIN06	Turkish	28	Degree: ELT Masters: English literature (in progress)	6
UIN08	American	50	Degree: Dietetics Masters: Applied linguistics	25
UIN09	Turkish	25	Degree: ELT Masters: ELT (in progress)	2

3.5. Data Collection Instruments

The data collection instruments were a piloting questionnaire for students and interview schedules for students, administrators and teachers. In the following sections, further information on the instruments is provided.

3.5.1. Questionnaire

A formalized set of questions in the form of a questionnaire was administered to basically assess the level of the motivation of the students right at the beginning of the course in the form of a pilot study. The study was conducted during regular class time and the students were informed by their respective teachers that their participation was voluntary and that their responses would remain confidential. The questionnaire was administered without a time limit, but took approximately 15-20

minutes to complete. Apart from requesting personal details a total of 13 questions were included in the questionnaire. Eight of these questions were closed questions and five of them open questions (see Appendix A).

However, upon examining the limited answers of the respondents it was decided to carry out qualitative analysis rather than quantitative analysis in the study. Therefore, to be able to appreciate what lay behind the restricted answer choices of the respondents semi-structured interviews, where open and closed questions were employed, were also utilized. According to Gillham (2000) interviews provide greater depth and validity than surveys and questionnaires. and using questionnaires alone is insufficient to measure a motivational construct and a triangulation of methodology is required.

Evaluation of the data in this study was concerned with the systematic collection, analysis and interpretation of information about the themes/topics used on the upper-intermediate course.

3.5.2. Interview Schedules

The student interviews mainly aimed at collecting data on the general interests, departmental subjects, and motivational response to the four themes: biology, sociology, political sciences and astronomy and whether these reflected relevancy in the lives and departmental studies of the students. Some questions in the student interviews referred to the motivational impact of teachers and methodology since EAP is taught in a formal school setting in a submersive fashion, the course and the teacher can become closely associated with the language material affecting learner attitudes

and; hence, motivation. Therefore, apart from topic selection being a strong motivational factor, teachers and methodology will to some extent influence student motivation. For example, if a teacher is skilled in the language and attuned to the feelings of students and the methodology is interesting and informative then students' positive attitudes will be awakened regardless of whether they are positive or negative initially (Gardner, 1985).

The student and instructor versions were parallel and along with the administrator version were semi-structured so that follow-up questions could arise during the interviews.

A question ascertaining the educational backgrounds of the administrators and instructors including the degrees they had and overall teaching experience was included.

3.6. Qualitative Analysis and Use of Interviews

As already indicated in the study and in the literature the teacher is a powerful motivational antecedent (Dörnyei, 2001b). For this reason, this motivational construct was taken into account in the structure of the interviews by including questions pertaining to the motivational influence of the teacher. The main purpose for doing this from a qualitative analytical point of view was to present or include rival explanations for student motivation and; thereby, lend credibility to the findings of this study.

Qualitative analysis allows for in-depth information to be obtained from relatively few cases. Gillham (2000), in fact, states that a simple ratio of one interview for every

ten questionnaires is quite a substantial back-up. Hence, a representative sample of 14 student interviewees after administering a pilot questionnaire to 88 students attending the upper-intermediate course should be adequate according to this statement. Indeed, more students were interviewed than required to allow for mortality.

Spolsky (2000) in his paper advocates the use of triangulation in methodology, noting that long interviews allow for the gathering of linguistic data through conversation, stories, anecdotes, attitudes, identities, and ideologies of students. In the same article reference is made to Leppanen who claims the use of questionnaires to tackle the complexity, variability and 'situatedness' of motivation as inadequate. He suggests the use of techniques to analyze autobiographies, oral stories, and natural conversations.

Qualitative methods consist of three kinds of data collection: (1) in-depth, open-ended interviews; (2) the researcher's direct observation; and (3) written documents, including such sources as open-ended written items on questionnaires, personal diaries, and program records (Patton, 1987). In this study open-ended interviews were used, the purpose of which was to shed light on the use of thematic instruction by gaining greater insight into the perspectives of the key participants: students, curriculum developers/administrators, and teachers. The validity and reliability of qualitative data, according to Patton (1987), depend largely on the methodological skill, sensitivity, and training of the evaluator. In this study since the researcher was also the interviewer and an instructor on this course in this respect this is an advantage. The fact that data collection is not constrained by predetermined categories of analysis allow for the greater depth and detail of qualitative data in an inductive

manner. Also a grounded theory approach to evaluation research is inductive, pragmatic, and highly concrete. By interviewing the three parties; students, administrators, and instructors as multiple sources of evidence, convergent lines of enquiry existed and construct validity was increased in the study. In other words, triangulation by providing multiple measures of the same phenomenon can address potential problems with construct validity.

The interviewees were informed of the purpose of the interviews in order to motivate them to respond openly and in detail. The interviews with the students were tape recorded and the interviewer took notes, and only where necessary for the data analysis were quotations transcribed. Since semi-structured interviews were used probes could be used to go deeper into the interview. In this study a combination of an interview guide approach with a standardized open-ended approach was utilized. This allowed for a degree of flexibility as in the latter case individual differences and circumstances cannot be taken into account.

The sociological-demographic inquiries epitomize what people don't like about interviews, so these were kept to a minimum and related to the descriptive information about present program experiences. In addition, the student interviewees choose whether to be interviewed in English or Turkish and using an open-ended response format in Turkish. In fact, most of the students spoke in Turkish occasionally using English. Although the researcher/interviewer's native language is English she has sufficient command of the Turkish language to interact with the interviewees.

The sequencing of the questions was arranged such that background demographic questions were asked first, then general questions about topics used in

everyday life and their opinions and beliefs on what topics should be focused on in the course. In the first and second student interviews no future oriented questions were asked, only questions on matters concerning the present or recent past were broached. Future-oriented questions in respect of, for example, how they thought the course could be improved were asked in the third interview since these type of questions require considerable speculation and affect reliability.

The qualitative evaluation data included the responses in the form of their experiences, opinions, feelings, and knowledge of the participants interviewed as the raw data. This included descriptions about how the choice of themes/topics has affected participants and an analysis of curriculum strengths and weaknesses as reported by the participants interviewed allowing for valid causal inferences to be made. Since this study is causal in nature, focusing on the effect of thematic instruction on student motivation, internal validity is of concern. External validity, whether the study's findings can be generalized to similar studies, is reflected in the analytical generalization of the study. However, as is the case with experimental studies replications of the findings will indicate the degree of external validity depending on the consistency of the results (Yin, 1994).

Immediately after the completion of a particular group of interviews, for example, the first interviews with the students at the end of the first span, the interviews were reviewed by reflection and elaborated to guarantee that the data obtained would be useful, reliable and valid.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Presentation

The data analysis and interpretation of results in respect of the research questions are focused on in this chapter. Firstly, mention is made of the initial questionnaire completed by students in four of the upper-intermediate classes. Secondly, data collected by means of interviewing the students on three separate occasions at the end of each of the three spans is presented and examined. Similarly, the information provided by both the administrators involved in the decision making concerned with the thematic curriculum, and that of six of the teachers is also presented and examined in this chapter. Pursuant to this the researcher's log is included. Finally, the results in respect of the research questions and assumptions are provided in the last section.

4.1 Analysis of the Data

The raw data for the case analysis in the notes and tape recordings of the individuals were reviewed to provide an analysis of the patterns across cases. Five separate case reports, consisting of amended case studies, the three end of span interviews with the students, interviews with the administrators, and the interviews with the teachers were prepared. A tabular representation of the analytical process of the study is provided in Table 11. This information was evaluated and lent itself to

interpretative studies aligning the data collection to the research questions and assumptions of the study.

Table 11

The Analytical Process of the Study

Step 1: Collection of the raw case data – notes and tape recordings

Step 2: Preparation of case studies without the use of case records

Step 3: Writing of a thematic case study narrative

Step 4: Comparison and contrast of cases for each interview using content analysis

(a) interviews with the students after the first span

(b) interviews with the students after the second span

(c) interviews with the students before the end of the third span

(d) interviews with the administrators

(e) interviews with the teachers

Step 5: Interpretation of case reports and examination of causal linkages

Step 6: Examination of research questions and assumptions

Content analysis allows the complexity of the data to be organized into manageable themes or categories by linking the quotations that go together leading to inductive analysis where patterns and themes are allowed to emerge. The analysis of qualitative data can only be achieved by using convergence i.e., matching quotations etc. (Gube, 1978). In the study it was achieved mainly by mirroring the information in the case study reports to the sequence of the questions in the interviews and looking for emergent patterns in the data.

Subsequent to the organization and description of the analytical data, interpretation by means of elucidating the causal linkages emergent from and grounded in the field observations (interviews) provide the necessary insights to examine the research questions and assumptions of the study.

4.2. Analysis of the Interviews with the Students

4.2.1. Analysis of the Interviews with the Students at the End of the First Span

The students were asked, “*Do you like English?*” On the whole, the students ($n = 10$, $P = 71\%$) said that they enjoyed learning English and that it was interesting. A Kazakh student had a very positive attitude toward learning English and claimed that he found the grammatical structures and vocabulary of interest, particularly since similar lexical items are also found in the Russian language. Many of them commented on learning a foreign language to be a pleasurable experience. Moreover, a student said that there is always something to learn, and that attaining higher levels of proficiency was enjoyable in itself. Another commented on the fact that liking English depended on the ability of the teacher to motivate students. Oppositely, a student said that it was sometimes boring and another that it was initially interesting but now boring. One student explained that she didn’t like English much because of not liking the teachers at High School and another because it has too many rules and vocabulary items.

Several reasons were provided by the students for studying English. Some mentioned about the necessity of having to like English for better career prospects and in case of desiring to live abroad in the future. Whereas others stated that English is a

global or common language, it was necessary to learn English, particularly to obtain better career prospects, and to find resources or information on various topics.

In response to the question “*Do you do extra curricular activities like reading newspapers/magazines/books, learning vocabulary or doing extra grammar exercises? Which books/magazines/newspapers etc. do you read?*” just over half of the students (n = 8, P = 57%) said that they read English novels but very few read magazines, and if so, on sports. Another form of media used by students as an extra curricular activity was television. A few students said they watched BBC Prime and CNBC while others watched films. In one case, using English subtitles was seen as a way of improving English. Very few students spent time revising what had been taught in class and going over the grammar or vocabulary items. One girl explained that one of the reasons for joining the International Youth Club was to practice speaking English with foreign students. Another said that using computer games was a way of improving English. Several students (n= 3, P = 21%) said learning lyrics helped to improve their English. Only one girl said she didn’t do any extra curricular activities at all.

To discover student subject areas of interest they were asked, “*Which general topics are of interest to you in your daily life?*” The most popular topic in the students’ daily lives was politics, with just under half the students (n = 6, P = 43%) saying that this was a general topic of interest in their daily lives. This was followed closely by science and daily news. Other topics mentioned were star wars, psychology, sociology, music, technology, medical science, history, cars, computers, economics, and sports.

In relation to the previous question, the students were asked, “*What do you enjoy doing most in your spare time?*” Most of the students (n = 9, P = 64%) said that they enjoyed reading in their spare time. Apart from spending their spare time reading students (n = 4, P = 29%) said that they surfed on the internet. A few students (n = 3, P = 21%) said that they spent time watching films and another three sleeping. However, others mentioned a variety of pastime activities including playing PC games, football, and volleyball, doing sports, listening to music, walking, swimming, ball room dancing, writing stories, going to the theatre, meeting with friends and going to Kızılay.

To find out which topics are preferred in the English language classroom the students were asked, “*When learning English, what are your favorite topics in the language classroom?*” The students’ favorite topics in the English language classroom included, current affairs or daily news, politics, different cultures, lost civilizations, animal intelligence, movies, music, things that they didn’t know much about, famous people, games, psychology, science, philosophy, inventions, sociology, and funny stories. Comments given in reply to the question “*Why are these your favorite topics?*” were mainly that the topics were of interest. One student claimed that the topics of famous people, funny stories and different cultures were less boring than other topics. Whereas politics, sociology, environmental issues, and daily news were considered by several students to be relevant subjects affecting our daily lives. In the case of philosophy and inventions, these were considered as favorite topics because they allowed and increased critical thinking.

In relation to the first research question “*How much does the content of thematic*

instruction motivate students of EAP at the upper-intermediate level of a university preparatory school to learn English?” the students were asked, *“How do you find the topics so far covered on the course? How do you feel about them?”* Many of the students (n = 9, P = 64%) considered animal behavior to be an unfavorable and irrelevant topic to study in the language classroom. One student even described learning about animal behavior as a torture, another as awful and irrelevant. Learning about animal behavior was seen as being boring by students (n = 7, P = 50%), particularly after 5-6 weeks of studying it. It was suggested that the topic only be used for up to 2-3 weeks or even just for one week to avoid the setting in of boredom. In fact, three students commented that the topic was initially interesting but gradually got boring over the first span. One reason for this was that the language used became more difficult and academic. A lot of new lexical items relating to animal behavior had been taught although they might not be actively used in the future. Another reason for the gradual loss of interest in animal behavior was that unnecessary details had been introduced on the course and that a more general approach would have been better. Only one student who will study biology at university said that this subject was interesting and relevant. Another two students in engineering departments said that the topic was pleasurable, fun, interesting or enjoyable but not necessarily relevant.

Questions 8, 9, 11, and 12 relate to the research question 1.2. *“Do themes that are related to students’ departmental studies increase students’ motivation?”* Students were asked, *“Are you familiar with the topics and core issues related with your departmental field?”* Overall the students either had very little or only some knowledge about which courses were being offered in their departments.

Nevertheless, in response to the question “*What are the sources you used to become familiar with your departmental field?*” all of the students reported having accessed information about their respective departments from METU’s catalogue, web site or orientation seminars. Furthermore, at least six students (P = 43%) had obtained information from friends or students attending courses in their departments. Other alternative sources of information were high school teachers, lecturers, and family members. Only one student claimed to have not used any sources.

The students were asked, “*What area/field of study do you feel most competent in?*” Interestingly enough, the field of study in which the students are most competent in is mathematics (n = 11, P = 79%). Science is another field of study in which six students (P = 43%) said they felt competent. Just the odd student mentioned that they were competent in literature, economics, music, English, or Russian.

Again, in relation to research question 1.2 the students were asked, “*Are the topics being covered on the upper-intermediate course linked to or connected with those in your departmental field?*” Despite not having a clear idea about which departmental subjects portend them, thirteen of the students (P = 93%) could quite easily acknowledge that there was no connection or relation of the topics being covered on the upper-intermediate course to those that they will face in their departments. Just one student who will read biology said that there was a connection. In connection to the preceding question students were asked question 12, “*Do you feel that the topics on the upper-intermediate course should be linked to similar topics in your departmental field?*” Approximately eight students (P = 57%) thought that topics on the upper-intermediate course should be linked to similar topics in their

departmental field. However, some of the students were aware that this would be difficult to implement, for example, having students attending the same or similar departments placed in classes accordingly. Failing this, materials, e.g. texts from various departments, and the teaching of some related vocabulary items could be incorporated into the syllabus. As one student mentioned, it is not just a question of learning English to excel in your department, but to some extent there is a need to acquire key terms used in a particular field to aid comprehension later on. Several interviewees said it was unnecessary to go into specific details in specialized areas.

In respect of research question 1.3 *“Do topics that are related to students’ fields of interest increase student motivation?”* students were asked, *“Do you feel that the topics on the upper-intermediate course should be linked to your field of interest?”* The majority of the students (n = 12, P = 86%) preferred a more general approach using general topics of interest. Although it was considered that it might prove difficult to accommodate the array of different interests of students, a subject of interest would increase the level of interest and; hence, spur learning. Only one student said the choice of topics used on the course would be of no consequence.

In response to the question *“How well do you think you are doing on the upper-intermediate course?”* a few students explained that they were doing well, about five students average, and three not at all well. One girl commented on the fact that she had initially found the course very difficult and even considered going down to the intermediate level but had gradually improved. A student accounted for not doing well because of going to bed late and being anaemic, and another admitted that she could improve by making more effort. In relation to the previous question students

were asked, “*How can you tell how well you are doing?*” Students reported by taking into consideration grades of pop quizzes and mid-term examinations, by comparing themselves to peers, seeing how much they can understand of what the teacher says, and assessing the level of difficulty of exercises, pop quizzes and mid-terms.

Students were asked, “*What are the reasons for (not) doing well?*” There was a plethora of explanations or reasons for either (a) doing well or (b) doing not so well:

- (a) (1) Having a good foundation from high school
- (2) Reading a lot
- (3) Teacher assistance
- (4) Translating
- (5) Chatting on the internet
- (6) Lessons being slightly more difficult or challenging so having to work harder
- (7) Having an ability to learn English, finding it easy, and feeling how the structures of the sentences should be.
- (8) Having the opportunity to practise skills
- (9) Having to make more effort to understand because the teacher always speaks in English
- (10) Using time efficiently and planning a study program
- (11) Asking questions
- (12) Putting in a lot of effort
- (b) (1) Not making enough effort
- (2) Leaving revision of material until the night before the exam
- (3) Lack of concentration

- (4) Not having a regular life style
- (5) Exhaustion after studying for the university entrance exam
- (6) Not learning anything new, e.g., in grammar

In relation to the second research question “*Are other motivation antecedents/constructs of greater concern?*” the question “*Do you feel motivated to study the texts/content you have studied so far?*” was asked. A larger number of students (n = 7, P = 50%) reported that they were not motivated and supplied such reasons as the topics being irrelevant, boring, and not interesting. One suggestion was instead of using lectures, documentaries could be used. Three students (P = 21%) said that they were to some extent motivated to study the content, and three that they were motivated. The Kazakh student said the content had no effect on his motivation.

In response to the question “*What motivates you in the English classroom (e.g. help from others/having goals/the topics used/ the teacher)?*” it was reported that one of the primary antecedents to motivation is the choice of the topic. Four of the students (P = 29%) said that this was a motivational factor of paramount importance whereas in the case of the teacher and goals, in each case three students (P = 21%) stated that they were primary motivational factors. However, although the teacher may not have been considered to be the most important motivational antecedent, many of the students still made it their second or third choice as a salient factor affecting motivation. It was mentioned that the behavior of the teacher, in particular favoritism, could affect student motivation. Also two students commented on the importance of the methodology of the teacher. One boy said that the use of games, jokes, anecdotes, and stories was highly motivational. The virtue of patience was another aspect of the

teacher's behavior that was referred to when considering influences on motivation. Peer motivation, although not of primary concern, was thought by three of the students (P = 21%) to be another factor contributing to or affecting student motivation. Other antecedents to motivation included intrinsic motivation, and extrinsic motivation in respect of succeeding/achieving or getting high grades, English being a global, and; therefore, useful language, and having to learn English to obtain better career prospects.

In relation to the relevancy of the topics the students were asked, "*Do you find the topics relevant to your life?*" About half of the students (n = 7, P = 50%) said that the topic of animal behavior was irrelevant to their lives. Those that did consider it relevant to their lives mentioned different reasons as to why this was the case. One student had a pet and was now able to understand its behavior. Another could use the information to more easily understand programs on Discovery Channel. Others said the subject was interesting to explain to friends, that they had broadened their general knowledge, and that discovering more about animals helped us to understand ourselves.

In respect of progress made the students were asked, "*Do you feel you have improved your English?*" All of the students without exception said that they had improved their English and that this was most notable in the language skills. Some mentioned that they had not studied English over the past two years and now had the opportunity to recap over what had previously been taught.

In relation to the first research question, students were asked "*How does topic selection affect your learning?*" Topic selection was generally considered to affect

learning mainly due to changing the amount of interest. If a topic is found to be interesting, it leads to motivation, and the more you like the topic, the more you study. One student commented that even if the topic is not interesting, he still makes an effort but it is not as pleasurable. However, after 5-6 weeks of the same topic one student said he got bored and was unable to focus on it. Two students stated that topic selection was of no concern, one of whom said learning was affected by intrinsic motivation.

In respect of the research question 2.1 *“Is the teacher a primary competing motivation antecedent?”* the students were asked *“How does your relationship with the teacher affect your learning?”* In all cases, but to differing degrees, the students said that the teacher influenced their learning. Their quotations are given as follows:

“If you don’t like the teacher, you don’t want to attend lessons.”

“The most important thing is for a teacher to have the ability to communicate with the students and to be knowledgeable.”

“If the teacher is subjective as opposed to being objective when assessing student work, this affects learning adversely.”

“Mostly the teacher’s relationship with the students and his/her methodology affects my learning a lot.”

“Yes, a teacher must want to teach and must have enthusiasm.”

“It is important. If a student doesn’t like the teacher, then he won’t want to listen and will try to learn English independently.”

“To some extent, in middle school I had a poor teacher but still studied. If the teacher is enthusiastic and wants to teach, this is important. The teacher’s behavior

encourages me to continue, and not to give up.”

“If there is a good relationship, then the student makes more effort to listen and learn.”

“It is important, but more important for younger children. It is motivating if the teacher is easy going, has a good knowledge of the language, can manage the class without being strict, and treats students as adults.”

“Very much, the teacher’s personality/methodology affects the success of the student.”

“Important, if you don’t like the teacher you don’t want to study and vice versa.”

“Important, if you like the teacher, you take more interest in your learning.”

“Positively, I get on well with the teacher and have similar ideas.”

“The teacher’s stance toward individual students, the class, and the topic is important.”

A more specific question was asked concerning topic selection in the first five to six weeks of the course. *“How did topic selection affect your learning in the past 5 weeks?”* Only three students (P = 21%) said that topic selection had affected them positively in the first span. One said she had a greater interest in animals and wanted to own a pet, another that he had enjoyed learning English, and the third that it was motivating. Some students considered the topic of animal behavior to be fairly interesting but commented on the fact that if the topic had been more interesting, they would have learnt more. It was mentioned that despite animal behavior being of some interest, six weeks was a long duration and led to boredom. It was suggested that a maximum of two weeks be spent on one topic. Some students were adversely affected by topic selection. One student said that when he got bored he just left the class, leading to absenteeism. A girl stated that she had not learned anything, that the book was boring, and had been disappointed. Another student said he had become

disinterested in learning English.

Once again in relation to research question 2.1 the students were asked, "*How did your relationship with the teacher affect your learning in the past 5 weeks?*"

Overall the relationship between the teacher and the student is a positive one, where teacher interest in the student, teacher awareness of the affective state of the student, effort made by the teacher to make the lesson interesting, and the teacher's methodology are appreciated. The quotations of the students are listed below:

"I like the teacher, and the teacher is aware of when the students are bored and plays games, changes books or the topic."

"The teacher tried to make the lessons interesting and got us to participate in the lesson despite the topic."

"She was not a typical teacher in the classical sense, which was good because linear teaching does not motivate students."

"I was happy to have an American teacher since only English was spoken. The teacher listens to the students, and asks them to see her if they have any problems. In other words, the teacher takes an interest in the students."

"Normal, and the fact the teacher is well intentioned and desires to teach are important factors."

"Positively, there was a mutual understanding, the teacher was patient and the methodology used appropriate. Because the teacher is a native speaker I was able to speak more English."

"My relationship has improved because I was able to get to know the teacher better."

"Positively, the teacher is a native speaker and has a natural way of speaking. This is

beneficial, for example, when meeting a tourist I will be able to communicate easily.”

“Positively, I have a good relationship with the teacher.”

“Positively, the teacher is very encouraging, pleasant, and smiles.”

“Positively, I get on well with the teacher and have similar ideas.”

“Positively, the teacher is patient and tries to keep the students interested in the lesson.”

4.2.2. Analysis of the Interviews with the Students at the End of the Second Span

Basically by way of a longitudinal study the second interview session with the students was just to ascertain whether the motivational constructs the teacher and the themes, and their progress in learning English had changed. In general it was revealed that the themes of sociology and political science were of greater interest, and assisted more in their learning because of this whereas their relationship with the teacher didn't change at all.

With reference to the second span where the main theme was sociology, and the theme of political science was introduced, students were asked, “*How do you feel about the topics covered in the last five weeks?*” corresponding to question 7 from the first interview. The majority of the students (n = 11, P = 79%) preferred the themes presented in this span. They were described as being enjoyable, interesting, pleasurable and beneficial mainly due to the fact that the topics related to daily concerns. Bystander apathy, a topic presented within the theme of sociology, was found to be of particular interest (n = 6, P = 43%). However, the comment was made that focusing on one topic to the expense of others led to boredom due to repetition.

Political sciences was found to be a very difficult subject, mainly because the students had little knowledge about American politics, and two students mentioned it was not so interesting but boring. One student who will study industrial engineering said he was neither interested in sociology nor political sciences.

In connection to the previous question the students were asked, "*Did you find them interesting/related to your departmental field etc.?*" Five students (P = 36%) quite openly stated that the themes were of interest since they were related to their everyday lives. One student commented that the parts related to the USA and Russia were interesting because of background knowledge. Only one student explicitly stated that they were not interesting. Concerning the relevancy of the themes to their departmental studies, many of the students (n = 12, P = 86%) confirmed that they were not.

In response to the question "*Do you feel motivated to study the texts/content you studied in the last 5 weeks?*" corresponding to question 17 in the first interview most of the students (n = 10, P = 71%) replied in the affirmative. Comments such as I listened more carefully because it was interesting, topics were related to daily life, I did extra curricula activities, I started to read American history, and I started to study more and look up words, were made. Two students (P = 14%) replied that they were not motivated to study the content and one student mentioned he was not motivated to study political sciences.

Corresponding to question 23 in the first interview format the students were asked, "*How did topic selection affect your learning?*" Most of the students (n = 10, P = 71%) claimed that topic selection, the themes of sociology and political sciences

affected their learning positively. It was reported that if the topics are interesting, then there is a tendency to study harder and make more effort, pay more attention, listen more attentively, gain more knowledge, learn new vocabulary, and acquire academic language. Only one student said that their learning was affected negatively in relation to the theme of political sciences. The remaining students (n = 4, P = 29%) made comments such as topic selection did not have any affect on learning, and that their only goal was to pass the proficiency exam and this was of greater importance.

Corresponding to question 24 in the first interview format, the students were asked, “*How did your relationship with the teacher affect your learning?*” The majority of the students (n = 13, P = 93%) responded by saying positively, and that there had been no change in their relationship with their teacher. Comments were made such as the teacher knows the subject material and understands the psychology of the students, she tries to get the students interested in the topics to motivate them, the teacher researches the subjects and encourages students to do research, she is aware of student needs, and the teacher motivates students by entering into discussions. Just one student reported that the student-teacher relationship had no bearing on his learning, although he thought he had a good relationship with the teacher. He claimed that ‘arguments’ – taking the opposite stance in a discussion – made life more interesting, and that the achievement of a student depended on the teacher up to 60% and the student (40%).

All of the students (n = 14, P = 100%) responded in the affirmative to the question “*Do you feel that you have improved your English?*” which corresponds to question 20 from the first interview. Eight students (P = 57%) reported that they had

improved their knowledge of vocabulary and comments such as: “I can work out the meaning of words,” and “Learning vocabulary depends on the autonomy of the learner,” were made. In the case of grammar, speaking, writing and reading just a few students mentioned they had improved. One student reported that he had got use to listening to a native speaker and another emphasized that having an interest in the topics helped to improve his English and knowledge of vocabulary at the level of recognition.

4.2.3. Analysis of the Interviews with the Students at the End of the Third Span

Questions 1-5 and 8 correspond to questions 1-6 presented in the interview sessions at the end of the second span.

Responding to the first question “*How do you feel about the topics covered in the last few weeks?*” many of the students (n = 9, P = 64%) said that they found the theme of astronomy enjoyable and interesting. Two reasons mentioned were that engineering students are interested in physics and constructing hypotheses was more scientific. Two students replied by saying that this theme was not of interest to them. In addition, three students again commented on the fact that too much time spent on one topic/theme becomes boring. One boy said that using the same course book throughout the semester along with it being in black and white made it boring.

As a follow-up question the students were asked, “*Did you feel motivated to study the texts/content you studied in the last few weeks?*” Many of the students reported that they felt motivated to study the texts/content (n = 9, P = 64%), and several students (n = 4, P = 29%) that they were not. From these students comments

like the texts were too detailed or too difficult arose as being reasons for their lack of motivation. In addition, since the end of the semester was approaching two students stated that they were not motivated to study astronomy. Only one student said that this theme was related to his departmental studies in aerospace engineering.

The students gave different answers to the following question “*How did topic selection affect your learning?*” Several students (n = 4, P = 29%) replied that it had affected them positively, and four students said that if the topics are interesting then they encourage students to learn more and to improve their proficiency in English. Another four students said that topic selection had no bearing on their learning and one student quite clearly stated that she was studying to pass the mid term exam. One student said that topic selection had not affected him very positively because it was difficult.

In response to the question “*How did your relationship with the teacher affect your learning?*” almost all of the students (n = 13, P = 93%) reported that there had been no change in their relationship with the teacher. Just one boy said that it had improved and his teacher motivated him more.

To gain an overall impression of what the students thought about the course in total the students were asked, “*How do you feel about the course?*” What they reported, which provides the students’ overall evaluation of the course, is presented as follows:

“Positively, but not so much grammar was covered.”

“Despite not seeming to do much grammar, we actually learned a lot of grammar. Prior to this course we were taught grammar lessons.”

“Positively, I remembered certain points brought up from middle school.”

“Positively, but the course needs working on. A departmental course book could have been prepared.”

“Positively, a better course book could have been chosen with more general topics.”

“It was useful, both remembered language previously taught and learned new things.”

“I’ve improved my English, in particularly, my knowledge of vocabulary. I feel more confident when speaking, for instance, when in Antalya I can feel more confident when speaking to tourists.”

“The course content provides everything in the way of skills and vocabulary. It only needs to be studied.”

“Apart from the first span, the course was interesting.”

“The topics could have been better, for example, more related to students’ own lives, e.g., music.”

“If a shorter time had been spent on each topic, it would have been more interesting.”

“It was a bit routine. As activities we could have done role plays or wrote stories for homework. The second presentation wasn’t necessary.”

“It was really difficult, unnecessarily so, but it was a challenge.”

“It felt like I was wasting my time; most of the things could have been taught in a shorter time, for example, inversion was not useful.”

In relation to research question 1.4 “*Does the mode of implementation of the themes affect student motivation?*” the question “*Do you think the way the themes were taught/implemented affected your motivation?*” Four students (n = 5, P = 36%) considered the way the themes were taught affected them positively. They reported that the smoothness of transition, relatedness of the topics, the various transitions between texts and books, and having an organized or routine methodology increased motivation. However, switching from one book to the other, and spending different amounts of time on tasks lessened student motivation. Only two students said that the

transitions did not affect their motivation.

Less than half of the students ($n = 6$, $P = 43\%$) quite openly replied in the affirmative to the question “*Do you think students should have the freedom to choose topics?*” Some remarked on the difficulty of students choosing topics but added that surveys or needs analyses could be used. Students should choose the topics covered because the current ones are boring, students know what is best for them, students’ ideas should be taken into account, and topic choice affects student motivation and learning. Two students said that some of the topics should be selected by the students, for example, in the case of presentations. Another six students ($P = 43\%$) responded by saying that students should not have the freedom to choose topics. Some reasons were supplied such as: syllabus and material developers should use questionnaires or a needs analysis, it is difficult to get students to agree, students have very different interests and come from different high schools, students can never be satisfied and tend to exploit educational systems.

In response to the question “*Do you feel that you have improved your English?*” all of the students said that they had, and along with any improvement in their knowledge of vocabulary tended to mention which skills they had especially improved in. The frequency of students reporting an improvement in these areas is given in Table 12, where \uparrow represents one student’s improvement.

Table 12

Frequency in the Number of Students Having Improved in the Four Skills and Vocabulary

Vocabulary	Listening	Speaking	Reading	Writing
↑↑↑	↑↑↑↑↑	↑↑		↑↑↑↑↑

Several students (n = 4, P = 29%) claimed to have had a general overall improvement in their English proficiency, and just one student said that her grammar had got worse. Two students reported that they had made no improvement in speaking skills.

Finally, students were asked, *“How do you think the course could be improved according to: (a) topics; (b) methodology (i) teacher, (ii) tasks (iii) activities; and (c) assessment?”* Accordingly, the following points were raised:

(a) The topics are too specific. General relevant topics, not necessarily related to students’ respective departmental studies, should be used as content for their usefulness.

There should be a larger number of topics used with less time spent on each.

(b) Primarily the methodology is more important than the theme/topics in involving the students. However, the choice of themes/topics plays a second important role on influencing student motivation. Both the themes/topics and methodology of the teacher are important.

One student indicated satisfaction with the methodology but not with the topics.

More listening practice is necessary.

The presentations were useful but mini presentations could have been used and daily events and news could have been researched and discussed.

(c) Pop quizzes (PQs) are only used to increase attendance. Knowing when PQs will be given is more appropriate so that students can work harder and prepare for them.

More weighting should be given to performance grade (PG) in assessment.

The duration of the mid terms is too long; they could be done in two parts just like the proficiency.

In order to present the analysis of the interviews with the students visually, Table 13 is provided.

Table 13

Analysis of the Interviews with the Students

Reference	Students (n = 14)	
	F	%
Span 1		
Enjoying learning English and found it interesting	10	71
Read English novels	8	57
Learning English lyrics improves English proficiency	3	21
The most popular topic of general interest was politics	6	43
Spare time activities: reading	9	64
surfing on the internet	3	21
The theme biology was unfavorable and irrelevant	9	64
The theme biology was boring	7	50
Obtained information on departmental courses from friends or students attending courses in the department	6	43

Reference	Students (n = 14)	
	F	%
Field of competence: mathematics	11	79
science	6	43
No connection between biology and departmental studies	13	93
Topics should be linked to those in departments	8	57
Preferred a general approach using general topics of interest	12	86
Lack of motivation for the theme of biology	7	50
Motivational factor of primary importance: topic	4	29
teacher	3	21
goal setting	3	21
peers	3	21
(not of primary concern)		
Topic selection affected learning	3	21
Span 2		
Themes of sociology and political science were of greater interest than biology	11	79
Topic of bystander apathy was interesting	6	43
Themes not relevant to departmental studies	12	86
Motivated to study the content	10	71
The themes of sociology and political science affected learning positively	10	71
The teacher affected learning positively	13	93
English proficiency has improved	14	100
Span 3		
The theme astronomy was of interest	9	64
Motivated to study content	9	64

Reference	Students (n = 14)	
	F	%
Topic selection had a positive effect on learning	4	29
The teacher affected learning positively	14	100
The way the themes were implemented affected learning positively	5	36
Students should have the freedom to choose topics	6	43

4.3. Analysis of the Interviews with the Administrators

To establish what the administrators understood by the term ‘motivation’ they were asked the question, “*What does the word ‘motivation’ mean to you as an administrator?*” According to the Chairperson, motivation in relation to students involves the willingness to learn and to attend classes. It is based on having an awareness of what or why they are doing tasks. In fact, it is one of the primary roles of teachers to motivate learners. Whereas teacher motivation involves the willingness to go to class and carry out ‘what a teacher is supposed to’. In the case of teachers motivation depends on how much they enjoy teaching, how much access they have to teaching resources, the amount of pay received and availability of university accommodation. However, according to the Assistant Chairperson motivation involves student involvement, whatever the teacher can do to motivate student involvement and prevent student boredom. It also involves raising student awareness so that learner autonomy can be ameliorated.

Secondly, the administrators were asked, “*Do you consider it your obligation to motivate learners and teachers? Why?*” It was reported that to some degree it was in

the sense that the administration can improve programs and initiate the development of materials. Motivation is the key to learners becoming autonomous, not only in the classroom setting but outside of it. It is the obligation of the administration to motivate learners since in previous years student boredom became an obstacle to learning. Tasks need to be chosen according to what degree they contribute to student motivation and awareness. In other words, teacher centered instruction is not of preeminence but learner autonomy is.

In respect of the first research question the administrators were asked, “*Do you consider content to be a key motivating principle? Why?*” Both administrators agreed that content is a key motivating principle since issues handled in a context according to cognitive psychology, enhance vocabulary learning, encourages research on topics and contributes to learner motivation. However, due to the differing interests of individual learners it is impossible to prepare content such that every individual is satisfied. An explanation of the choice of content might in fact prevent demotivation.

The administrators were asked, “*Do you think that the syllabus allows enough flexibility for teachers to adapt and vary materials or should the teacher be allowed more flexibility in choosing topics? If yes, according to which criteria?*” The administrators reported that the fact that the modules would limit the teachers had been taken into consideration. The administration had endeavored to convince the instructors that there would be flexibility in the use of activities/tasks within the modules. The procedures and tasks to fulfill the aims within the modules are only suggested not mandatory since instructors can use additional activities and tasks. The main purpose in making these propositions was to ensure a smooth transition between

the steps of the module.

In response to the question “*Do you think students and/or teachers should have the freedom to choose themes/topics used in the syllabus? Why?*” it was reported due to the formidable feat of managing such a large school and the fact that there are so many classes and instructors, flexibility is difficult to apply. However, achieving uniformity of modules through a centralized administration does reduce the instructor’s control or ownership of materials.

The administrators were asked, “*Why did the administration feel a need to devise and implement a new curriculum?*” There was a need to devise and implement a new curriculum because one didn’t exist in any case. A prestigious preparatory school like METU’s should have one to reflect the school objectives and not those of a course book. The last needs analysis was conducted 15 years ago and was not based on what students needed. Students were lacking in English language proficiency when attending their departments. It was realized from the needs analysis that not just a knowledge of grammar, vocabulary and reading at the recognition level was needed, but the ability to produce or use the skills and structures taught was also needed, for example, the need to listen and take notes, ask questions, and read critically.

In response to the question, “*What considerations have been taken into account when writing the new curriculum?*” it was reported that the results of the needs analysis emphasized changes being made to the curriculum and the teaching approach since students were unable to transfer skills. For example, students attending their department could not understand the rubrics nor answer examination questions. In other words, their answers were off focus. Hence, an integrated skills approach with

transitions, where sub-skills could be transferred among the four skills, was introduced.

The school is concerned with both the immediate needs of the DBE and the long term needs of students, their graduation and beyond. The immediate needs of the DBE involve preparing students for freshman, where the main focus is on having good reading skills, and writing at paragraph level with the correct discourse.

“What are the aims/goals of the administration?” In response to this question the following were reported:

- to keep the curriculum renewal program alive
- to continue carrying out a needs analysis
- to renew and update the curriculum
- to be aware of new teaching approaches
- to get continuous feedback from teachers and students concerning the current curriculum
- to motivate students

In connection to the goals/aims of the administration the administrators were asked, *“What are the main or key prerogatives of the administration? What is the focus?”* Initially, it was reported finding solutions to problems being voiced. For example, the new writing book prepared by the department needs amending, but accommodating the wishes of the staff totally might mean changing the program/curriculum. Dissatisfaction of the teachers in implementing thematic based instruction at lower levels can be attributed to grudges held resulting from the introduction of meritocracy. However, although the administration are aware that

change can be a frightening prospect, teachers can use whatever methodology they so desire as long as the syllabus is covered. Apart from solving voiced problems technology came up as an important issue in the needs analysis. Technology allows for better learning and expression of skills, for example, the power point, overhead projector, and the internet. Furthermore, it was reported that using tasks overlaps with motivation in that they present challenges. As stated by the Assistant Chairperson, "If we don't impose challenges on students, it is impossible to motivate them." Ethics, more specifically plagiarism, is a concern of the administration and; therefore, the teaching of the skills to paraphrase is given onus. However, one of the main focuses is student performance and skills based instruction. Theme based instruction makes it easier to use skills based instruction.

Although information in relation to the needs analysis was supplied while replying to the previous questions, the administrators were asked the question, "*Has a needs analysis of students been carried out?*" The needs analysis was carried out from October 2002 to March 2003 and included a self-assessment procedure. Apparently, approximately 3,000 undergraduate students attending courses in different years completed a questionnaire. In addition, stakeholders, instructors, employers in both the state and private sectors, and academic staff in various departments at the university were approached.

In reply to the question "*Why was the use of thematic instruction decided upon?*" the administrators reported that previously there was no curriculum and the syllabus was determined by the course book with no written objectives. It was to some degree a notional-functional approach, but not suitable for the objectives of

EAP. Skills, mainly reading and writing, were used but treated mutually exclusively. They reported that with the thematic skills-based approach vocabulary and language structures could be recycled, and practice in synthesizing information, needed in freshman, could be provided. A thematic approach reflects real life situations (a functional-notional approach), leads to meaningful learning, teaching points appear in a logical flow, and transitions can be made via skills or topics. A theme-based integrated skills approach is being used because from the needs analysis it was apparent that students needed to integrate the skills, and yet, did not have the means or conception as to how to transform knowledge into the skills.

To ascertain whether the curriculum had been piloted the administrators were asked, *“Has the curriculum or parts/stages of the curriculum been piloted at certain levels before implementation?”* They reported that it hadn’t, and was only being implemented by the intermediate and upper-intermediate groups to provide feedback for its implementation at the other levels. In fact, already on going changes in the syllabus and modules are being made. In line with the previous question the administrators were also asked, *“How well prepared are the teaching staff to implement the necessary changes in the curriculum? Were they consulted about the changes? Do you think it was necessary? Why/Why not?”* They reported that contrary to the common belief that the teachers were not consulted, a representative group of teachers, that is 20% or 40 teachers were used as a sample. Representatives were chosen according to whether their background was in ELT or not, gender, teaching experience – new and experienced instructors. After setting the main goals for DBE and METU graduates, this group were asked to write their own goals and

invited to comment on the set goals. They cross-checked their goals and underlying objectives to those of the administration, but no comments were made. The forty instructors were involved in writing the taxonomies for each of the goals. Nevertheless, it was also reported that the orientation sessions given at the beginning of the semester were too brief and needed extending.

The administrators replied to the question “*Does the administration expect to see any dissatisfaction in its implementation by the teachers? If so, what?*” by saying that they had expected some dissatisfaction resulting from change and the desire to go back to the old system, but had hoped for a more positive and collaborative response from the teachers for this 5-year plan. However, owing to constructive feedback from teachers, changes are already being implemented.

To address exactly what type of content-based instruction is being implemented the question “*Is the administration using a theme-based curriculum that uses a Six-T’s approach? If not, which approach has been implemented?*” was asked. In fact, the curriculum is a theme-based integrated skills approach using the Six-T’s approach, that is, using themes, texts, topics, threads, tasks, and transitions in thematic instruction. The classes are composed of mixed ability and interdisciplinary individuals allowing for the development of rounded personalities. In the past, students were placed into classes according to whether they would pursue the physical or social sciences. Nevertheless, the main drawback of this system was that the engineering students or physical scientists performed better whereas the social scientists had a lower performance having obtained lower points in the university entrance exam.

Concerning the question *“What pre-planning considerations were evaluated by the curriculum designers before implementing the current theme-based curriculum?”* the administrators reported that a needs analysis, discussions on whether the staff could handle the new curriculum and whether the resources in terms of material and the self-access centre were sufficient had been carried out. In addition, the administration had also made cross-checks with the old syllabus to assess whether what was being left out would be needed by students.

The administrators were asked, *“What benefits do you think thematic instruction will bring? Why?”* It was reported that lots of benefits would arise such as improved learning of vocabulary and language since according to cognitive psychology learning is enhanced when presented in a meaningful context and because of the possibility to recycle language using different topics on the same theme. Within the new curriculum opportunities arise for students to integrate skills and sub-skills which they were not able to do previously. For example, reading and writing are very much related and one of the aims of the syllabus is to dwell on the similarities. In the case of grammar to focus on the meaning rather than the form; thereby, maintaining an inductive approach. In fact, meaning rather than form appeared as a need in the new curriculum.

Subsequently the administrators were asked, *“Do you consider that the themes provide a degree of tension for students and teachers; in other words, can students and teachers present varying perspectives and alternative views on the themes to enhance their involvement and engagement?”* The administrators felt that just the right amount of tension to motivate students is allowed by the modules. The themes lend themselves to discussion although factual information is included. Different

perspectives on the topics also permit a degree of tension provided the teachers guide the students properly.

The administrators responded to the question “*Do you consider the number of theme units to be sufficient? Why?*” by admitting that the four broad themes: biology, sociology, political sciences, and astronomy were limited, but stated that students at this level had the necessary language to go into greater depth in each of the themes. In the case of the intermediate group eight themes were used but students did not go into such depth.

In reply to the question “*Do you think that a span of 5-6 weeks is an appropriate period to spend on one theme?*” the administrators mentioned that a period of 5-6 weeks spent on one theme was too long. However, if the materials are handled well by the instructors, then students would realize that each text built up on something previously already learnt, and would be able to relate the materials to real life.

The administrators were asked, “*Why is the curriculum skills-based?*” According to the administrators, skills and the ability to perform integrated real life tasks are what students need.

In response to the question “*What factors affected your choice of materials? How?*” the administrators said that there were not many options. In the case of the course book, *Insights 2*, integrated skills are used and the language poses a challenge for students. The listening book, *Contemporary Topics 3*, is the best of the available books, especially on note taking.

The administrators were asked, “*Is there a difference between the past and the present implementation of the material, that is, in approaches/methodology*

(retrospective analysis/previous instructional systems/activities and methodologies)?”

It was reported that there are differences in text analysis. Prior to the new curriculum surface level reading skills such as skimming, scanning, making inferences, recognizing references, giving meaning to unknown vocabulary and identifying the main idea were used, and explicit questions asked. Grammar has become a part of text analysis, and is not treated as an isolated item. In respect of the skill of writing coherence and cohesion are more purposefully dealt with, for example, ascertaining the writer’s attitude, the purpose and the importance of the audience.

Assessment procedures were not very different from previous years and although alternative assessment is used such as for portfolios and presentations and given as a performance grade, real integrative testing has not been included since the administration did not want to change the syllabus and testing format simultaneously. It is the intention of the administration to move in the direction of not testing grammar directly as its main concern is integrating the skills.

In fact, similar tasks are being used but there is now greater integration of skills and autonomy of the learner.

4.4. Analysis of the Interviews with the Instructors

In order to ascertain what is meant by motivation, the instructors were asked, “*What does the word ‘motivation’ mean to you as an instructor?*” As might be presumed the responses were very individualistic. Motivation involves

- the instructor and students believing in what they do
- the teacher wanting to teach

- the teacher encouraging students so that they can believe that they can do the tasks at hand, for example, informing the students of their improvement
- keeping the class dynamics going on according to the interests of the instructor and students
- making something interesting enough that the students want to learn it. It is not possible to force someone to be motivated – you have to make them want what you have
- the instructor passing on his/her enthusiasm in an altruistic way since students can understand whether an instructor is faking sincerity. Furthermore, it involves the teacher praising the students.

From the responses it is apparent that according to the instructors motivation encompasses both the instructor and students having an intent and belief in what their doing, the instructor acknowledging improvement in student performance, and having the necessary enthusiasm.

Secondly, the instructors were asked, “*Do you consider it your obligation to motivate learners? Why?*” Seventy five percent of instructors (n = 4) said they felt it was their obligation to motivate students. If students are not motivated, nothing carried out in class reaches its purpose and students ‘clam up’. One instructor considered motivation to be a mutual obligation in an extrinsic sense and the instructor to be responsible for explaining the ‘why’ of classroom activities. Another instructor claimed there was a parallelism, “if people are motivated, they study better”. It was also mentioned that the instructor should activate the intrinsic motivation of students by making them conscious of it. Two of the instructors (P = 30%) quite clearly stated

that it is impossible to motivate someone who doesn't have the potential to be motivated.

In reply to the third question, "*Do you think there is a relationship between 'motivating' teaching and 'good' teaching and, if so, what is it?*" only one instructor (P = 16%) made a clear distinction between the two types of teaching. Accordingly, 'good teaching' explains how to do things, and 'motivating teaching' why something should be done, and a combination of the two leads to learning. The remaining instructors (n = 5, P = 83.3%) expressed the fact that 'good teaching' was a more comprehensive term and encompassed or included 'motivating teaching'. One instructor clearly stated that a teacher cannot be a 'good teacher' if she doesn't motivate students.

The teachers were asked, "*What techniques do you use to motivate your students?*" As seen in Table 14 four of the instructors (P = 75%) mentioned that relating teaching to everyday life and academic life, in other words making the lessons more meaningful was a motivating technique they used in class. In relation to this technique one instructor made an interesting comment that, "the classroom is a colorful place and even the students represent colors. In addition, two instructors (P = 33.3%) said they employed another technique 'making the lessons personal to students,' closely related to the aforementioned. For all the remaining techniques given in Table 13 only one instructor in each instance referred to them.

Focusing on the content of the course, the instructors were asked, "*Do you consider content to be a key motivating principle? Why?*" The instructors reported unanimously that content was indeed a key motivating principle, but not the sole one,

Table 14

Motivating Techniques Used by the Instructors

Motivating Techniques	Instructors (n = 6) F
Relating teaching to everyday life and academic life (making lessons meaningful and giving value and purpose)	4
Providing an authentic context	1
Making the lessons personal to the students	2
Letting students express themselves	1
Being psychic – sensing what students need and accommodating these, e.g., a student needing more attention and being given it	1
Informing students of their improvement	1
Telling students about the necessity of what they do	1
Having a good rapport and providing a warm atmosphere	1
Letting students know that the teacher wants them to be successful	1
The teacher trying to be interesting and funny	1
Using praise	1

since if students are interested in the content, this enhances learning, encourages them to pay more attention and participate. This point was clarified in a remarkable way by an instructor who stated, “the brain doesn’t take in information not interesting to the learner.” However, as one instructor mentioned in order to be interesting the content should be relevant to real life and their departmental studies.

To understand how important motivation is the instructors were asked, “*Should*

motivational training be included in teacher training courses or in-service courses?”

The majority of the instructors (n = 5, P = 83.3%) thought that motivational training should be incorporated in training and in-service courses. Various reasons were provided as follows:

- a teacher should be able to transfer her own internalized motivation and teach students how to motivate themselves, for example, explaining why something should be done in the classroom makes more sense although students are less interested
- motivation is an important feature or integral part of good teaching
- to make future teachers aware of the importance of motivation and to provide motivating techniques

Although one of the instructors said that the subject of motivation should be incorporated into a training course, he said it was something innate which could not be taught. One instructor said it should not be included in teacher training courses but rather a basic knowledge of psychology should be provided.

In response to the question, *“Do you think that the syllabus allows enough flexibility for teachers to adapt and vary materials? Should the teacher be allowed more flexibility in choosing topics? If yes, according to which criteria?”* half of the instructors (n = 3, P = 50%) replied that they were given enough flexibility to adapt and vary materials. For instance, one instructor downloaded reading texts from the internet to supplement material provided in the modules. However, instructors commented that it is difficult to set the limits of flexibility and destandardisation would cause difficulties with testing which is centralized. An instructor commented

that a decision needs to be made as to whether the course should be specialized or generalized and on how much time should be spent on the social sciences and physical sciences. “There needs to be an equilibrium, and both of the sciences were quite well woven together” she continued. A further comment by another instructor was that a teacher should be given greater flexibility to choose topics as classes have different dynamics, for example, students might already be familiar with certain grammar structures affecting the pace of the lessons. Therefore, to some extent instructors along with their students should be allowed to choose topics to reach the general goals of the course/department. Three instructors (P = 50%) considered the course not to be flexible enough. One instructor claimed it was not feasible to allow greater flexibility for both teachers and students because of the sheer size of the institution and the inordinate numbers of teachers and students attending it. Another instructor commented that more flexibility in the choice of materials and methodology should be given.

In relation to research question 1.2., the question, “*Do you think it is necessary for teachers to be aware of what departments their students will be attending at university? Why?*” was asked to the instructors. All of the instructors affirmed the necessity of a teacher to be aware of which departments students will attend. Several reasons were presented:

- an instructor will know which skills students will need, for instance, more vocabulary items can be taught to social science students
- it is possible to know what difficulties students are facing and easier to deal with reading material

- the brightness of a student can be determined, usually engineers are brighter
- possible to define the content
- the closer the material relates to the student's own situation (field of interest, personal life, course of study) the more interested they are in the lesson
- the instructor can address relevant questions to students thereby involving them and getting them to share so that they are motivated.

The question, "*How do you feel about the topics? How do you feel about the course in terms of your own instruction and organization of the course?*" focuses on both of the research questions 1 and 2. All of the instructors were content with the themes. The course book, *Insights 2*, is designed for content based instruction and was appropriate for the content based module system. However, the duration spent on the themes was too long leading to disinterest, and more variety needed to be incorporated. Organization of the modules needs to be worked on, for example, time allocation and 'loadedness' of the course require attention.

The question, "*Do you think students and/or teachers should have the freedom to choose themes/topics used in the syllabus?*" was asked in reply to the first research question. The majority of the instructors (n = 4, P = 75%) felt that students and instructors should have more freedom to choose the themes and topics in the syllabus. It was suggested that the different areas of interest of the students could be activated in class enhancing intrinsic motivation, and instructors could be given more flexibility with grammar structures. If students are actively involved in topic selection, they are

more likely to participate in what is happening in the class. One instructor thought that instructors and students should not be given the freedom to choose themes/topics for the purposes of standardization.

To get an overall impression of the course instructors were asked, “*How do you think the course could be improved according to: a) topics; b) methodology (teacher, tasks, and activities); and c) assessment?*” In terms of topics instructors thought they should be given greater flexibility in choosing themes and topics, and be more involved in the syllabus design. In fact, a greater variety of themes and topics should be included on the course. Concerning methodology, instructors said that there was uniformity, but the course book, *Insights 2*, didn’t provide tasks and activities to go alongside the reading texts. Furthermore, the modules used an eclectic approach. The use of videos was very appropriate since students were only allowed to listen once, just like in the actual proficiency exam and real life. Moreover, due to the students being extrinsically motivated, because of their concern for passing tests and exams, they were interested in taking notes from the videos. In relation to assessment, it was considered that the mid term examinations were too detailed leading to student frustration and that a more holistic approach needed to be employed. One instructor commented that since there were only three midterms, more pop quizzes were required. Another instructor claimed that the pop quizzes had a demotivating effect on students because of anxiety and the fact that the attention level of students fell after taking them.

The instructors were asked “*Do you know which topics motivate students most? Is this important for you? What contribution does knowing what motivates students*

have to students' learning?" They replied that current events, general or contemporary topics and topics that would be helpful to the students in terms of their own academic lives and careers, motivate students most. One of the instructors mentioned explicitly that students did not find political sciences to be an interesting theme because they did not have any knowledge about the history of the events. However, another teacher reported that the students found all of the themes to be of interest. According to one instructor, knowing what motivates students allows the teacher to enhance intrinsic motivation whereas another said, "If motivation is necessary for learning then it is necessary to know what motivates them, and to accordingly know what and how to teach.

To confirm if there are any differences between the previous syllabus and the new one, the instructors were asked "*Is there a difference between the past and the present implementation of the material, that is, in approaches/methodology (retrospective analysis/previous instructional systems/activities and methodologies)?"*

It was reported as follows:

- The content is no longer fragmented, a more holistic approach is being implemented increasing student motivation
- Modules are more user friendly, interactive in respect of content and skills, and related to current events
- Now the program is more authentic, related to student needs, and organized – it is easier to see where the modules are leading to
- Previously there was only one course book and variation, as in the current program, is necessary to keep the students' attention

- Although similar grammar points were covered, in respect of the skills, more listening, especially note-taking, and reading are done, but less writing practice
- Despite the skills being integrated previously, the new syllabus does not cover all the skills, grammar, and vocabulary introduced before.

In relation to the previous question the instructors were asked “*What is the difference in respect of the following classroom procedures: a) assessment procedures, and b) activities/tasks?*” One instructor reported that the assessment was not just - more time should be spent on presentations and more weighting given to the performance grade (PG). In respect of the activities and tasks, it was mentioned that the activities and topics are now much drier and virtually no fun. Everything has to be related to the themes, for instance, grammar and the mid terms. It is too repetitive dealing with the same theme – too much focus on one thing leads to lack of concentration. In the past just general comprehension questions were asked, but now students read texts for general comprehension and to paraphrase just like a native speaker would do.

The final question asked to the instructors was “*Does the way the themes are implemented in assessments/activities/tasks in the classroom affect student motivation?*” The majority of the instructors (n = 5, P = 83.3%) replied in the affirmative. Apparently, monotonous topics demotivate students whereas the use of games and competition increases motivation. One instructor reported that the testing was not in line with classroom teaching. The exams are unnecessarily difficult compared to what is done in class leading to the demotivation of students. Another teacher thought that motivation could be enhanced by grouping students into social

science or physical science classes depending on the departments they will enter.

Table 15 is a visual representation of the analysis of the interviews carried out with the instructors.

Table 15

Analysis of the Interviews with the Instructors

Reference	Instructors (n = 14)	
	F	%
Motivation of students is obligatory	4	75
Good teaching encompasses ‘motivating teaching’	5	85
Making lessons meaningful is a good motivating technique	4	75
Content is a key motivating principle but not the only one	6	100
Motivational training should be included in training and in-service courses	5	83
Sufficient flexibility was given to adapt and vary materials	3	50
Students and/or teachers should have the freedom to choose themes and topics	4	75
The way the themes are implemented in assessment/activities/tasks in the classroom affect student motivation	5	83

4.5. Researcher's Log

In order to verify the findings it is also functional to include a researcher's log since the researcher was an instructor too.

What is motivation and is it possible to motivate another person? The definition will only be able to partly describe the term motivation because of its complexity, and for every individual asked to define it, there would be a unique answer. However, I do feel that there is a parallelism between motivation and the old proverb, where there's a will there's a way. I feel that it is possible to motivate an individual in an educational setting providing the learner is made aware of their own responsibility to learn, given autonomy, and views the learning process positively, that is, falls are perceived as stepping stones leading to leaps and bounds in learning probably as a result of learning orientation.

Spending in excess of two weeks on one theme led to boredom. This was apparent in both the students' verbal and nonverbal communication. The problem of being disinterested was not so much an outcome of the choice of themes, which were sufficiently broad, but in the parochial focus of the topics introduced by the course book, *Insights 2*, and the lengthy duration of the implementation of the topics in class engendering a static state instead of dynamism. Indeed, the first theme which was biology was considered to be animal behavior by many instructors since much time was spent on this particular topic. Apart from innate and learned behavior no other aspects of the theme were really developed. Sociology was the one theme that the students generally found interesting, largely because they were able to relate aspects of it relatively new to them, particularly bystander apathy, to their daily lives. Although

students indicated that they took an interest in political issues in their everyday lives, this didn't seem very apparent in the classroom context when covering the theme of political sciences. This might have been due to their lack of knowledge about certain American historical events. The theme of astronomy, was to some extent of interest to the students, but much of the information was not new. It would seem that there is a necessity to strike a balance between the old and the new knowledge.

It is worthy to note that rarely were the themes related to students' future departmental studies although the modules covered subjects from the physical and social sciences.

The mission and vision statements of the SFL include student autonomy and critical thinking as objects. To some extent there was student autonomy, particularly in relation to the two presentations delivered by the students but the modules were orientated such that they were largely teacher centered. One aspect of self-determined behavior according to Deci & Ryan (1985) is autonomy, and Richards (2001) and Brinton et al. (1989) also emphasize the importance of learner autonomy in content-based instruction and motivation.

4.6. The Results in Respect of the Research Questions and Assumptions

The first research question (1) asked in general, "*How much does the content of thematic instruction motivate students of English for Academic Purposes (EAP) at the upper-intermediate level of a university preparatory school to learn English?*" Twenty nine percent (n = 4) of the students said that choice of topic was a motivation factor of paramount importance whereas in the case of the teacher 21 % (n = 3) and

goals 21% of the students referred to these as primary motivational factors. The theme biology and more specifically the topic of animal behavior was probably found to have the least interesting and irrelevant content (Table 16) according to the students.

Table 16

Student Impressions of the Themes

THEMES			
Biology	Sociology	Political Sciences	Astronomy
Duration of 5-6 weeks too long	Focusing on one topic at the expense of others led to boredom due to repetition	Duration of 5-6 weeks too long	Duration of 5-6 weeks too long
Language too difficult and academic	-	-	Language too difficult and academic
Many new lexical items, which will not be used actively in the future introduced and unnecessary details provided	Topics are related to daily concerns; thus, interesting, pleasurable and beneficial, e.g. bystander apathy	Related to every day life but a difficult subject	Enjoyable and interesting
Level of interest 50% (n = 7)	Level of interest 79% (n = 11)	Level of interest 79% (n = 11)	Level of interest 64% (n = 9)
Motivated to study content (n = 7)	Motivated to study content (n = 10)	Motivated to study content (n = 10)	Motivated to study content (n = 9)

It was interesting that only one student said that choice of topic had no consequence on his learning. This particular student was highly intrinsically motivated, already had Russian and Kazakh as his mother languages and a good

command of English and Turkish. He perceived learning languages as a hobby and derived pleasure from learning them, particular from studying grammar and vocabulary, and comparing the lexical items found in English to those found in Russian.

It was reported that if the topics are interesting, then there is a tendency to study harder, make more effort, pay more attention, listen more attentively, gain more knowledge, learn new vocabulary, and acquire academic language. In the second interviews 29% (n = 4) of the students mentioned that not topic selection but their goal to pass the proficiency exam was of greater importance.

Both administrators agreed that content is a key motivating principle since issues handled in a context according to cognitive psychology, enhance vocabulary learning, encourage research on topics and contribute to learner motivation. However, due to the differing interests of individual learners it is impossible to prepare content such that every individual is satisfied.

The instructors reported unanimously that content was a key motivating principle, but not the only one. If students are interested in the content this enhances learning and encourages them to pay more attention and participate.

Many of the instructors (75%) reported that they felt both teachers and students alike should have more freedom to choose the themes and topics in the syllabus. If students are actively involved in topic selection, they are more likely to participate in class.

Assumption 1.1 presumed: *“The implementation of thematic instruction will be an important factor in motivating students to learn English”*. From the point of view

of the students it appeared that generally content encouraged learning and improved English proficiency if the themes/topics were found to be of interest. However, if the student was intrinsically motivated content did not have much effect on student motivation.

In respect of the research question (1.1) “*Do themes increase student motivation?*” generally topic selection was considered by the students to affect learning mainly due to differing levels of interest. “The more you like the topic, the more you study.” If a topic is found to be interesting it leads to motivation. Only two students said topic selection had no consequence on their learning, one of which stated that his learning was directed by intrinsic motivation.

The study showed that if the themes are linear and have a parochial focus on topics, then themes can bring about demotivation. Redundancy of lexical items taught, in that they could not be used actively in departmental studies in the future, inclusion of unnecessary details, the difficult and academic nature of the language are all factors that led to demotivation in respect of content. In addition, frequently it was stated that when the texts were too detailed or too difficult this led to a lack of motivation.

All of the instructors were content with the themes. They felt that the course book, *Insights 2*, was an appropriate book for the thematic-based instruction since it is designed for content-based instruction. However, too much time was spent on the themes leading to lack of interest, and greater variety was needed.

Research question (1.2) was “*Do themes that are related to students’ departmental studies increase student motivation?*” Despite the difficulty of

implementation 57% (n = 8) of the students thought that topics on the upper-intermediate course should be related or linked to similar topics in their departmental field. In the case of the theme of biology 93% (n = 13) of the students acknowledged that the topics covered bore no relation to those that would be covered in their departmental studies. However, as one instructor mentioned in order to be interesting the content should be relevant to real life and their departmental studies.

Solutions provided by the instructors included grouping students according to similar departments (although difficult), the inclusion of materials e.g. texts from various departments, and the incorporation of various key vocabulary items into the syllabus.

However, all of the instructors considered it necessary for the teacher to be aware of which departments students will be entering, and as aforementioned, provided several reasons. Moreover, they thought topics related to students' academic lives and careers motivated students.

Assumption 1.2 presumed: *“The increased relation and relevancy of the topics to students' departmental field will increase motivation”* According to the study it did not really seem to matter to students whether the topics were related to their departmental studies. However, all of the instructors thought that relevance of content to future departmental studies was of concern in student motivation.

Assessing the responses to the various interview questions in relation to research question (1.3) *“Do topics that are related to students' fields of interest increase student motivation?”* the responses of the students indicated that a subject of interest would increase the level of interest and; hence, spur learning. The students were

largely interested in general topics affecting their lives, for example, science and daily news items, 64% of them enjoyed reading, 29% surfing on the internet, 21% watching films, and 21% sleeping. In the English classroom favorite topics of interest included, different cultures, lost civilizations, animal intelligence, movies, music, things that they didn't already know about, famous people, games, psychology, science and funny stories. Politics, sociology, environmental issues, and current affairs were preferred because they were relevant topics affecting their daily lives whereas philosophy and inventions were preferred topics because they allowed and increased critical thinking.

From an instructor's point of view the closer the material relates to the student's own situation (field of interest, personal life, course of study) the more interested they are in the lesson. Seventy five per cent of the instructors mentioned that relating teaching to everyday life, and academic life, that is, making the lessons more interesting was a motivating technique they used in class. Two instructors (33.3%) said they tried to make the lessons personal to the students. Generally, the instructors considered current events, general or contemporary topics largely motivated the students.

Assumption 1.3 presumed: *"The increased relation and relevancy of the topics to students' fields of interest will increase motivation."* The study shows this to be the case since both students and instructors considered topics related to every day life to increase motivation.

In respect of research question (1.4) *"Does the mode of implementation of the themes affect student motivation?"* the teacher's methodology was considered to be another influence on motivation. For example, one boy reported that the use of games,

jokes, anecdotes and stories was highly motivational. Several students considered smoothness of transitions, relatedness of the topics, the various transitions between texts and books, and having an organized or routine methodology, increased motivation.

According to the administrators the administration only provided suggested procedures and tasks to fulfill the aims in the modules allowing instructors greater flexibility in their methodology as long as the components of the syllabus were covered. However, there was an awareness that achieving uniformity of modules through a centralized administration does reduce the instructor's control or ownership of materials. The majority of the teachers (83.3%) considered the mode of implementation to affect student motivation. Games and competition increase motivation whereas unnecessarily difficult tests not in line with the teaching demotivate students. Overall the instructors were satisfied with the uniformity of the methodology but the course book, *Insights 2*, didn't provide activities and tasks to go alongside the reading passages.

Assumption 1.4 presumed: "*The mode of implementation of the themes will not affect student motivation.*" To some degree students considered methodology to be of importance and so did the majority of the instructors, disproving this assumption.

In relation to research question (2) "*Are other motivation antecedents/constructs of greater concern?*" In addition to choice of topic, the teacher and goals appear to be motivational constructs/factors of primary importance. Several students made comments in the second interview session that not topic selection, but having the goal to pass the proficiency exam motivated them to learn. Another influence on student

motivation was peer motivation. Other antecedents to motivation included interest in the language affecting intrinsic motivation, and achieving/getting high scores, having better job opportunities, English being a global language and useful affecting extrinsic motivation.

Assumption 2 presumed: *“The topic used will be a major factor affecting motivation, greater interest resulting in increased motivation.”* Topic selection was a motivational construct of primary importance along with the teacher, goal setting, and peer motivation.

The research question (2.1) *“Is the teacher a primary competing motivation antecedent?”* was asked to investigate whether the teacher is a rival motivational construct. The teacher according to the study is a competing rival motivational construct. This outcome is in line with the research of Dörnyei & Csizér (1998) and Valle et al. (2003). A few of the students said the teacher had a primary role in influencing student motivation. Indeed, many of the students still gave ‘the teacher’ as their second or third choice in affecting motivation. The affective influence of the teacher on the students was mentioned in respect of teachers displaying favoritism and having patience.

Interestingly enough the Kazakh student, who was highly intrinsically motivated reported that the themes/topics and teacher had no bearing on his learning of English. Only if the teacher was subjective and not objective in his/her assessment procedures was this considered to be of importance. Otherwise, his interest and the practicalities of the language, for example, living abroad and being global sufficed.

Another point of interest in relation to this research question was that 75% of the

teachers reported that they felt it their obligation to motivate students. This implies that the majority of the teachers probably make an effort to influence student motivation. Moreover, 83.4% of the teachers expressed the fact that ‘good teaching’ was a more comprehensive term and encompassed or included ‘motivating teaching’.

Assumption 2.1 presumed: “*The teacher will not be a primary competing motivation antecedent.*” In all cases, but to varying degrees, the students reported that the teacher influenced their learning. Teacher assistance was also reported as being a factor which allows a student to achieve. One student reported, “Liking English depends on the ability of the teacher to motivate, and another student reported not liking English much because of not liking the teachers at high school.

In respect of research question (2.2) “*Is peer motivation a primary competing motivation antecedent?*” In the case of having goals, the teacher and peer motivation the same percentage of students (21%) chose them as primary motivation antecedents. The study suggests; therefore, that this is a construct that needs to be taken into consideration in respect of motivation where 21% (n = 3) of the students considered it to be an important antecedent, although not of primary concern.

Assumption 2.2 presumed: “*Peer motivation will not be a primary competing motivation antecedent.*” From the study it appeared that peer motivation was as strong a competing motivation antecedent as the teacher and goal setting.

CHAPTER V

CONCLUSION

5.0. Presentation

In this chapter, initially a summary of the study is provided then the results obtained are reviewed and discussed. Then, the results in relation to the theories of psychology, and the suggestions and teaching implications are presented. Subsequently, an assessment of the study, and finally, the implications for teaching and further research are provided.

5.1. Summary of the Study

Williams and Burden (1999) identify four factors which influence the learning process: teachers, learners, tasks and contexts, all of which interact as part of a dynamic ongoing process. Tasks represent the teacher's beliefs about teaching and learning whereas the learner interprets them in a personal and meaningful way. Thus tasks act as an interface between the teacher and learner. The ways teachers behave reflect their values and beliefs. The affectual response of the learners will depend on their individual characteristics and the feelings conveyed by the teacher. Therefore, a dynamism exists between these three elements: teacher, task and learner. In addition, the context plays a vital role in the model of the teaching-learning process too.

Realistically, it's extremely unlikely that every individual can be motivated to learn any subject material, and even highly motivated students are not equally keen on

every subject matter. Dörnyei (2001a) comments that there is no single L2 teacher training program worldwide which incorporates developing skills in motivation as a component of the curriculum. Indeed, motivational training could in the long run assist teachers in shaping the motivational qualities of learners, and ameliorate the job satisfaction of teachers by making life in the classroom more pleasant. In fact, Scheidecker and Freeman as cited in Dörnyei (2001a) state that the real reward of motivating teachers is not on pay-day, but when their passion is caught by the students.

Three interview sessions at the end of each span were carried out with the 14 students. The first interview with the students focused on student interests, the use of themes/topics, proficiency in English, the theme of biology, and the relationships of the students to their teachers. The second interview session used six of the questions taken from the first interview session and enquired into the use of themes/topics, proficiency in English, the themes of sociology and political science, and the relationships of the students to their teachers. The third interview session with the students apart from focusing on the use of themes/topics, proficiency in English, the theme of astronomy, and the relationships of the students to their teachers, tried to ascertain the students' overall perspective of the upper-intermediate course. The interviews with the administrators focused on the importance of motivation, the new curriculum and its implementation, thematic instruction, flexibility of the modules, and differences in respect of the old and new curricula. Finally, the interviews with the instructors pertained to the importance of motivation, flexibility of the syllabus, themes/topics, and thematic instruction.

5.2. Results and Discussion

All of the instructors were content with the themes. The course book, *Insights 2*, is designed for content-based instruction and was appropriate for the content based module system. However, the duration spent on the themes was too long leading to disinterest, and more variety needed to be incorporated. According to the students a period of 5-6 weeks on one theme is too long and leads to boredom, rather a period of two-three weeks is sufficient to avoid the setting in of boredom. When asked if the number of themes were too limited the administrators replied that the high language proficiency of the students would allow for in depth study. However, in contradiction to this the administrators reported that spending 5-6 weeks on one theme was too long but if the materials were handled properly and built on what had been taught before and related to real life, this duration was not too lengthy. Organization of the modules needs to be worked on, for example, time allocation and 'loadedness' of the course require attention.

A significant finding from this study is that it is important not to overwhelm students with not necessarily too much content but too parochial a focus of topics (see Table 17). For instance, in the case of the theme of biology under the topic of animal behavior dealt with web spinning of spiders, the sexual life of lions and the prey mantis, so much time was spent on animal behavior that many students and teachers considered it to be the theme. However, the fact that an instructor claimed the students found all of the themes and topics to be of interest is in contradiction to what the student interviewees reported. This is probably an over generalization since a duration of 100 or more hours on one theme would lead to a decline in interest and;

hence, motivation (see Stoller, 1999).

Both the instructors and students agreed that if students are interested in the content, this enhances learning, encourages them to pay more attention and participate. In other words, topic selection was generally considered to affect learning mainly due to changing the amount of interest. However, there was a discrepancy between what students and instructors considered to be motivating topics for students. According to students general relevant topics, not necessarily related to students' departmental studies, should be used as content for their usefulness. However, instructors believed current events, general or contemporary topics, and topics that would be helpful to the students in terms of their own academic lives and careers motivate students the most.

The administration chose CBI as the most appropriate method of integrating skills and sub-skills. Nevertheless, one disadvantage as mentioned by Richards (2001) is that topics may require language of differing levels of complexity which may affect the threads and transitions. Students, in particular, mentioned the difficulty and academic nature of the first theme, biology.

A degree of flexibility should be given to teachers and students. Just under half of the students thought that students should not have the freedom to choose topics. Generally, it was considered syllabus and material developers should use questionnaires or a needs analysis.

According to the administrators there was flexibility in the use of activities/tasks within the modules. In addition, the inclusion of procedures and tasks were only suggested not mandatory. Providing the syllabus was covered the instructors had a free reign with the methodology used. In fact, having a centralized

administration and the sheer size of the school reduced the instructors' control or ownership of materials.

Half of the instructors considered that they were given enough flexibility to adapt and vary materials. However, it was noted that due to the centralization of testing and the size of the school limitations were set on flexibility. An interesting point was made in that there was a need for flexibility due to the different class dynamics.

The administration tended to expect the teachers to guide students to allow for a degree of tension and to handle the materials well. In fact, although CBI is supposed to enhance learner autonomy to some extent greater teacher centeredness was achieved.

As already indicated in the study and in the literature, the teacher is a powerful motivational antecedent (Dörnyei, 2001b). For this reason, this motivational construct was taken into account in the structure of the interviews by including questions pertaining to the motivational influence of the teacher. The main purpose for doing this from a qualitative analytical point of view was to present or include rival explanations for students' motivational levels and; thereby, lend credibility to the findings of this study. Even in response to the question "Do you like English?" it was commented on that liking English depended on the ability of the teacher to motivate students, and one student even remarked that she didn't like English because of not liking her teacher at high school. However, one other key motivation construct that emerged from the analytical data was that peer motivation was of concern to the student interviewees. In other words, the higher the motivation of the peers the more

motivated the student was. Thus, there was a correlation between the motivation of peers and the individual. In the literature Clément, Dörnyei and Noels (1994) have produced empirical evidence that perceived group cohesiveness substantially contributes to learners' motivation complex. In addition, Dörnyei and Kormos (2000) explored various affective (primarily motivational) socio-dynamic variables underlying student performance in communicative language tasks and found that low task-attitude learners produce less output when there is a lack of social pressure.

Table 17

A Comparison and Contrast of the Results

Reference	Students	Instructors	Administrators
Content of the themes	Duration spent on the themes too long	Duration spent on the themes too long	Duration spent on the themes too long
	Parochial focus of topics	Content with themes	Limited number of themes
	Topic selection affects learning due to changing the amount of interest	Topic selection affects learning due to changing the amount of interest	
	General relevant topics, not necessarily related to students' departmental studies	Events, general or contemporary topics and topics related to students' academic lives and careers	
Flexibility of the modules	50% of students thought they should be given freedom to choose topics	According to 50% of the instructors - flexibility to adapt and vary materials	Flexibility in the use of activities/ tasks

5.3. The Results in Relation to the Theories of Psychology

The reasons for studying English reveal to some extent the type of learner. For example, having better career prospects, the desire to live abroad and the fact that English is a global or common language would indicate integrative orientation (Gardner, 1985) and extrinsic motivation (Deci & Ryan, 1985). Learning English to access information could be of an instrumental/integrative orientation or imply the learner is intrinsically/extrinsically motivated. Mention was made of learning English as a pleasurable experience and that there was always something to learn being examples of intrinsic motivation. Intrinsically motivated students did not consider topic selection or the teacher to affect their learning or motivation.

The goal of passing the proficiency exam was of a greater concern than topic selection for the motivation of several students. This indicates that primarily performance goals were given greater priority to learner goals (Brophy, 1998), and would reflect whether the learner had intrinsic or extrinsic motivation.

Some students replied, "I like English because I have to" to the question "Do you like English?" This response, of the necessity of having to like English, seems indicative of amotivation or a lack of motivation. In order to qualify as goals of L2 learning the reasons must be associated to learning the language (Gardner, 1985, p. 51).

Politics, sociology, environmental issues, and current affairs were preferred because they were relevant themes/topics affecting our daily lives whereas philosophy and inventions were preferred topics because they allowed and increased critical thinking. Moreover, from Schumann's (1997) stimulus evaluative checks novelty,

pleasantness, goal/need significance, coping potential and norm/self compatibility, at least novelty and pleasantness are accounted for within these themes and topics.

Scores received on pop quizzes and midterms, making assessments of the difficulty of exams and tests, making comparisons of themselves with peers, and seeing how much they could understand of what the teacher said were given as indications as to how students were performing on the course. Having the ability to learn English was mentioned as a factor contributing to excellence or doing well in English. Interestingly enough, the reasons for not doing well were attributed to factors relating to effort and not ability; in other words, to aspects or elements under their control (Weiner, 1992; and Schumann, 1997).

The administrators were aware of the need for tasks to present challenges and enhance motivation. Furthermore, it was mentioned by one of the administrators that without presenting challenges it is impossible to motivate students. Nevertheless, it was felt that the modules provided just the right amount of tension to motivate students by presenting facts, allowing for discussion and for different perspectives to be exposed. Although in the third interview session with the students several of them claimed that overly detailed and difficult texts led to demotivation, lessons which were slightly more difficult or challenging encouraged harder work to achieve success. This outcome agrees with the results of flow researchers that the optimal condition for flow to occur is to have high challenges and skills. In addition, if the level of challenge is perceived to be higher than the level of the individual's ability, then anxiety ensues whereas if the level of challenge is perceived to be lower than the individual's ability, the result is boredom (Csikszentmihalyi, 1993; Whalen as cited in

Egbert, 2003).

Praise was mentioned as an instructional motivational technique. It is often considered that reinforcers in the form of rewards, merit marks or simple praise are excellent ways of motivating underachieving or reluctant learners. When extrinsic motivators are superfluous and unnecessary then negative effects of rewards and praise are more likely to occur, whereas if rewards are seen as bonuses and not 'bribes' negative effects are not likely to occur (Williams & Burden, 1999).

5.4. Suggestions and Implications

5.4.1. Suggestions

A duration of 5-6 weeks, approximately 100 hours, spent on one theme leads to boredom, and; therefore, a period of maybe two to three weeks would be preferred. In fact Stoller (2000) indicates that 30-40 hours be spent on one theme. In addition, a less detailed and more general approach, using general relevant topics related to the every day lives of the students would make the course more interesting for the majority of the students. Topics used do not necessarily have to be related to students' departmental studies. However, materials, for example, texts from various departments and the teaching of some related vocabulary items could be incorporated into the syllabus to increase the relevancy of the course to students' departmental studies. Although the modules were prepared by the syllabus and materials developers, perhaps in the future, as suggested by both students and instructors alike, the inclusion of a greater variety of themes and related topics could be considered; thereby, reducing the reliance of the course book to dictate the syllabus as was the

case prior to the introduction of the new curriculum and syllabus. Instructors could be given more flexibility by being invited to have more of a say in the choice of theme/topics and the syllabus design.

Moreover, the videos of lectures accompanying the course book, *Insights 2*, although used largely for note taking practice just like in the proficiency exam, were of very poor visual quality and it was even suggested by a student that documentaries could be used instead. Indeed, more listening practice could have been included in the course since it accounts for about 20% of the proficiency exam.

A mismatch existed between the syllabus and testing format since the administration did not want to simultaneously implement drastic changes to both of them. The syllabus is thematic skills-based whereas the midterms and proficiency exam include a grammar section. The level of difficulty of what is taught and tested needs to be as close as possible. Since pop quizzes are taken unannounced, they were only used to increase student attendance, and as noted by one instructor have a demotivating effect by causing anxiety. Perhaps pop quizzes should be announced to reduce anxiety and increase brain compatibility.

Nevertheless, all of the students without exception, reported that they had improved their English and that this was most notable in the language skills. Just over half of the students reported that they had especially improved their knowledge of vocabulary. At the end of the course several students reported a general overall improvement in their English proficiency.

The instructor orientation sessions delivered at the beginning of the semester were fruitless. The objectives and rationale for using a thematic skills-based

instruction, for example, for the integration of skills and sub-skills, the preference for a functional-notional approach, and resume of the outcome of the needs analysis should have been presented. The administration expected the teachers to handle the materials well and to be able to guide the students into in depth discussions of the themes despite not providing any guidance on content-based instruction for the teachers themselves.

According to Richards (2001) issues that need to be developed in a theme-based syllabus are:

- How are themes, topics, and content decided on?
- What is the balance between content and grammar or other strands in the syllabus?
- Are ESL teachers qualified to teach content-based courses?
- What should be the basis for assessment – learning of content or learning of language?

With reference to these issues the main difficulties in the current syllabus lie in the fact that the themes, topics and content are still determined by a course book, in this case, *Insights 2*, and the fact that teachers were not qualified to teach a content-based course having not given orientation or workshop sessions.

It is apparent that an increasing understanding of student motivation can have significant practical implications but educational recommendations lack universal generalisability and need to be adapted to particular learning situations.

5.4.2. Implications for Teaching

According to the results of this study, the ensuing implications for teaching are presented:

1. To maintain levels of interest a theme/topic should be used for a shorter period maybe of two-three weeks or a theme could be used over a span of 5-6 weeks but with greater variety in the topics/sub-topics covered.
2. Topics should not be too specialized and be of a more general nature to incorporate the general interests such as music that teenagers have.
3. A large proportion of the students are going to study engineering subjects and have a high competency in mathematics so the relevancy of the themes and topics needs to be taken into account.
4. The themes, biology, sociology, political sciences, and astronomy are broad enough to allow for a less parochial focus on certain topics. For instance, in the case of biology, rather than have focused on the topic of animal behavior to such an overwhelming extent, other topics such as genetics, cloning, and current research in the area could have been dealt with.
5. Greater leeway or flexibility in the use of activities/tasks and theme related subtopics needs to be given to the instructors.
6. Learner autonomy needs to be maximized since the instructors are expected to guide and handle the modules to a large extent.
7. A balance between what is new and old about the topics needs to be struck.
8. The curriculum is too linear and needs to be of a circular nature.
9. A large proportion of the instructors thought that motivational training should be

included in training and in-service courses.

Curriculum development is highly labor intensive and needs to bear fruit for teachers and students alike. With this initial implementation of the thematic-based integrated skills model employed by the administration and which is consistent with the Six T's approach of Stoller & Grabe (1997) further improvements to the modules can be made over time. However, the thematic skills-based instruction used for the upper-intermediate course should not be confused with the modular curriculum. Modules were used only to collate the activities and tasks used to ensure the integration of language skills and the general order of implementation. Module systems in modular curriculum are independent units which are assessed separately and can be awarded credits.

The criteria for evaluating themes provided by Kovalik (1997, p. 160) are brain-based principles that could be taken into consideration to help orchestrate a thematic-based curriculum:

- both the teachers and students are excited about it
- it has substance and application to the student's real world
- it can be implemented mainly using *being there* experiences; other resources are also readily available
- the conceptual idea underlying the theme and related content is meaningful to the student
- the rationale behind the theme is truly compelling for both teacher and student alike
- the content is age-appropriate

- it is worthy of the teacher's time spent creating and implementing it and of the students' time studying it
- there are readily available materials plus easily frequented physical locations
- the theme is a clear pattern; there is "flow" from the theme outward to each component and back to the central organizing concept as well as from component to component. In other words, the curriculum should not be linear.

A here and now curriculum, a prerequisite condition for brain compatible learning, allows the curriculum to be relevant and meaningful. Rather than be comprised of factoid statements, instructional strategies need to include collaboration and the opportunity to apply and practice what is being taught (Kovak, 1997).

Administrators/curriculum planners need to keep language and content learning in balance. In the case of the DBE the thematic integrated skills approach should not overemphasize content nor underemphasize language learning activities. Devising a coherent thematic integrated skills curriculum that will facilitate primarily language but content learning too will motivate and engage students with learning; thus, providing students with more successful and meaningful classroom experiences in preparation for the rigors of mainstream classes.

Based on Valle et al.'s (2003) research model incorporating three dimensions (motivational-affective, cognitive and volition) to account for achievement since both quality learning and mechanical and repetitious learning can lead to high grades in order to motivate students, certain teaching processes need to be undertaken. The first

is using learning activities that allow students to attribute their results to internal causes so that they learn when they make an effort or work hard, and are within students' potential ability (they know they are capable and make the effort). Second, evaluation criteria are made explicit and are focused on the process of the learning activity and not the result (allowing for some student autonomy over the result), and thirdly, cognitive processes and their use are increased.

5.5. Assessment of the Study

5.5.1. Problems in the Context Linked to the Needs Analysis

The needs analysis primarily focused on assessing the needs of undergraduate students, faculties, departments, the private and public sectors in respect of the four language skills (speaking, listening, reading and writing) used during undergraduate academic studies. According to the students apart from vocabulary usage being a major source of difficulty in the speaking skill, so were insufficient practice, anxiety, grammatical inaccuracy, and thinking in Turkish. Similarly, with the skill of reading unknown words and phrases presented difficulties. Once again, with the skill of writing, grammatical inaccuracies and lack of vocabulary were listed as serious problems. In the case of listening, students had the greatest difficulty with understanding the pronunciation of lecturers, who are native speakers, and the pace of delivery.

According to the faculties and departments, throughout the undergraduate years from freshman to senior level, the principal problematic issues are ineffective paraphrasing and plagiarism resulting from poor language, vocabulary, and

synthesizing skills. The major problems raised by the informants for the freshman and sophomore years were that students have difficulty relating/integrating information from different sources in different forms, and have poor vocabulary and language to comprehend texts.

5.5.2. The Relationship between the Needs Analysis and the Research Questions

Although the main objective of the DBE is to raise the English proficiency level of students to pursue and fulfill the academic requirements of the first-year courses, the curriculum also assumes motivation, as presented in goal 7, Table 1, as an integral component of the teaching/learning processes. It was realized from the needs analysis that not just knowledge of grammar, vocabulary and reading at the recognition level was needed, but the ability to produce or use the skills and structures taught. It was apparent that students needed to integrate the skills but didn't have the ability to do this. In fact, meaning rather than form appeared as a need in the new curriculum and; hence, a functional-notional approach was used. The administrators agreed that handling issues in a context contributes to learner motivation and makes learning more meaningful as claimed by Brinton et al. (1989). Since the needs analysis emphasized the necessity for students to integrate the skills, the course book, *Insights 2*, was chosen from a limited choice of books. The four themes biology, sociology, political sciences, and astronomy were limited in number, but broad themes. However, extended periods of time, 5-6 weeks, spent on each theme and the very specific nature of the topics led to lowered student motivation. Integration of skills and sub-skills was achieved through the use of the modules.

One of the main concerns of the students from the needs analysis was having a lack of vocabulary which affected fluency in speaking and reading. The administrators reported that thematic instruction was chosen to improve learning of vocabulary and language through the use of meaningful content and to allow language to be recycled using different topics on the same theme. As reported, meaning rather than form appeared as a need in the new curriculum, in other words, a functional-notional approach.

5.5.3. The Difference between the Previous Context and the Present Context

From the needs analysis it seemed that students had knowledge of grammar, vocabulary, and reading at the level of recognition but were unable to integrate the skills and sub-skills. Hence, a thematic integrated skills approach with transitions where sub-skills could be transferred among the four skills was introduced. Prior to the implementation of the new curriculum a written curriculum didn't exist and the syllabus was determined by the course book with written objectives. It was a notional-functional approach and the skills, mainly reading and writing, were treated mutually exclusively. A theme-based approach reflects real life situations (a functional-notional approach) leading to meaningful learning where teaching points appear in a logical flow, and transitions can be made via skills or topics. The administrators claimed that with the new curriculum opportunities arose for students to integrate skills and sub-skills, which was not the case previously. Furthermore, in the new curriculum a functional-notional approach was taken, where meaning rather than form was emphasized whereas previously it had been notional-functional. Prior to the new

curriculum discrete skills, which were vogue in the 1970s, were taught.

The new curriculum is a theme-based integrated skills approach using the Six-T's approach: themes, texts, topics, threads, tasks, and transitions in thematic instruction. As before the classes are composed of mixed ability and interdisciplinary individuals.

It was reported that there are differences in text analysis. Prior to the new curriculum surface level reading skills such as skimming, scanning, making inferences, recognizing references, giving meaning to unknown vocabulary and identifying the main idea were used, and explicit questions asked. Grammar has become a part of text analysis, and is not treated as an isolated item. In respect of the skill of writing coherence and cohesion are more purposefully dealt with, for example, ascertaining the writer's attitude, the purpose and the importance of the audience.

Assessment procedures were not very different from previous years and although alternative assessment was used such as for portfolios and presentations and given as a performance grade, real integrative testing was not included since the administration did not want to change the syllabus and testing format simultaneously. It is the intention of the administration to move in the direction of not testing grammar directly as its main concern is integrating the skills.

In fact, similar tasks are being used but there is now greater integration of skills and to some extent autonomy of the learner.

According to the instructors the difference between the two contexts are as follows:

- The content is no longer fragmented, a more holistic approach is being implemented increasing student motivation

- Modules are more user friendly, interactive in respect of content and skills, and related to current events
- Now the program is more authentic, related to student needs, and organized – it is easier to see where the modules are leading to
- Previously there was only one course book and variation, as in the current program, is necessary to keep the students' attention
- Although similar grammar points were covered, in respect of the skills, more listening, especially note-taking, and reading are done, but less writing
- Despite the skills being integrated previously, the new syllabus does not cover all the skills, grammar, and vocabulary introduced before.

In respect of assessment it was considered that the performance grade (PG) should be given more weighting than 5%. The class performance grade (CPG) used to be 10%. It was also mentioned that activities and topics are now much drier and virtually no fun since everything has to be related to the themes.

5.6. Implications for Further Research

For some inexplicable reason little has been done to focus on the influence of themes on motivation. However, with the preference of ever increasing numbers of academic institutions to use CBI one would expect more research to be carried out in this area.

Subsequent research could focus on general considerations such as: the different factors that contribute to an individual's motivation and how they influence each other, whether different aspects of motivation are involved at different stages of the

learning process, whether there is a difference between the initial motivation involved in learning something and the motivation to sustain learning, and what the language teacher can do to influence motivation. Since from the study it emerged that peer motivational levels were of importance to the students, then further research could be carried out to ascertain this or use this construct as a rival construct to increase the credibility of a qualitative study. In line with this, affective and socio dynamic factors including group cohesiveness could be examined in situated behavior for a given task-based paradigm. In fact, future research could address the type of learner, for instance, intrinsic versus extrinsic or integratively versus instrumentally oriented and their affective/cognitive responses to the use of various themes or other motivational constructs such as the teacher, topics, goal setting, and methodology. Furthermore, the relationship of the learner's multiple intelligences and various motivational constructs could be explored.

Further research could be extended to other components of the curriculum – how themes are used in the instructional process, how instruction relates themes to the objectives, and how thematic instruction changes methodology assessment.

In fact, little research has been done on analyzing the dynamics of L2 motivational change i.e., identifying typical sequential patterns and developmental aspects (Dörnyei, 2001b). Moreover, Ushioda (1994, 1996) has been advocating qualitative research approaches sensitive to the dynamic nature of the L2 motivation construct since student motivation does not remain constant.

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APPENDIX A
Questionnaire on Motivation

We would like to ask you to help us by answering the following questions concerning foreign language learning. This is not a test so there are no 'right' or 'wrong' answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

Name: _____ Class: _____
Nationality: _____ Age: _____ Sex: F M
High school you attended: _____
University exam grade: _____
September proficiency exam grade: _____

Section 1: Please answer the following questions.

1. Are you taking a university preparatory course in English for the first time?

2. How long have you been studying English? _____
3. What grade do you hope to get on the proficiency exam? _____
4. Do you like English? Why/Why not? _____
5. What do you like the most about learning English? _____
6. What do you like the least about learning English? _____
7. What are your favourite topics in the language classroom? _____

8. Why are these your favourite topics? *Mark the most relevant answer.*
- (a) topic of interest
 (b) field of study in the department
 (c) other (*specify*): _____
9. Do you think that if the topics are interesting it helps with the learning of English? _____
10. How important is the 'role' of a teacher in helping you to achieve a higher level of proficiency in English? _____
-

Section 2: (Put a check/tick in the appropriate box.)

11. How important is English in your future
- | | very
important | important | not
important |
|-------------|--------------------------|--------------------------|--------------------------|
| department: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| career: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| life: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
12. How important are the following factors in helping you to do well in English?
- | | important | undecided | not important |
|----------------------|--------------------------|--------------------------|--------------------------|
| (a) the topics used | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (b) trying hard | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (c) the teacher | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (d) help from others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| (e) others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

13. What motivates you in the English lesson?

	important	undecided	not important
(a) help from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(b) having goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(c) the topics used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(d) the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(e) others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Extra Comments: Please ask for paper.

APPENDIX B
Interview Format for the Students for the Three Spans

Interview on Motivation (Post First Span)

Name: _____

Class: _____

Nationality: _____

Age: _____ Sex: F M

University department admitted to: _____

High school you attended: _____

City/Region of school: _____

University exam score: _____

September proficiency exam score: _____

Score hoped to get on the proficiency exam: _____

Length of time studying English: _____

1. Do you like English? Why/Why not?
2. Do you do extra curricular activities like reading newspapers/magazines/books, learning vocabulary or doing extra grammar exercises? Which books/magazines/newspapers etc. do you read?
3. Which general topics are of interest to you in your daily life?
4. What do you enjoy doing most in your spare time?
5. When learning English, what are your favourite topics in the language classroom?
6. Why are these your favourite topics? (e.g. topic of interest, field of study in the department, etc.)

7. How do you find the topics so far covered on the course? How do you feel about them?
8. Are you familiar with the topics and core issues related with your departmental field?
Please explain.
9. What are the sources you used to become familiar with your departmental field?
10. What area/field of study do you feel most competent in?
11. Are the topics being covered on the upper intermediate course linked to or connected with those in your departmental field?
12. Do you feel that the topics on the upper-intermediate course should be linked to similar topics in your departmental field? Why/Why not?
13. Do you feel that the topics on the upper intermediate course should be linked to your field of interest? Why/Why not?
14. How well do you think you are doing on the upper intermediate course?
15. How can you tell how well you are doing?
16. What are the reasons for (not) doing well?
17. Do you feel motivated to study the texts/content you have studied so far?
18. What motivates you in the English classroom (e.g. help from others/having goals/the topics used/the teacher)?
19. Do you find the topics relevant to your life?
20. Do you feel that you have improved your English?
21. How does topic selection affect your learning? Why?
22. How does your relationship with the teacher affect your learning? Why?

23. How did topic selection affect your learning in the past 5-6 weeks? Why?
24. How did your relationship with the teacher affect your learning in the past 5-6 weeks? Why?

Second interview with students (Post Second Span)

1. How do you feel about the topics covered in the last five to six weeks?
2. Did you find them interesting/related to your departmental field etc.?
3. Do you feel motivated to study the texts/content you studied in the last five weeks?
4. How did topic selection affect your learning? Why?
5. How did your relationship with the teacher affect your learning? Why?
6. Do you feel that you have improved your English?

Third interview with students (Third Span)

1. How do you feel about the topics covered in the last few weeks?
2. Did you find them interesting/related to your departmental field etc.?
3. Do you feel motivated to study the texts/content you studied in the last few weeks?
4. How did topic selection affect your learning? Why?
5. How did your relationship with the teacher affect your learning? Why?
6. How do you feel about the course?
7. Do you think the way the themes were taught/implemented affected your motivation?
8. Do you think students should have the freedom to choose topics? Why?

9. Do you feel that you have improved your English?

10. How do you think the course could be improved according to:

(a) topics; (b) methodology (i) teacher, (ii) task, (iii) activities; (c) assessment.

Motivasyon Mülakatı (İlk Dönem Sonu)

İsim: _____

Sınıf: _____

Uyruk: _____

Yaş: _____ Cinsiyet: K E

Üniversitede Kabul edildiği bölüm: _____

Mezun olunan lise: _____

Lisenin bulunduğu il/ilçe: _____

Üniversite giriş sınavı puanı: _____

Eylül proficiency puanı: _____

Beklenen proficiency puanı: _____

İngilizce eğitimi alınan süreç: _____

1. İngilizce'yi seviyor musunuz? Neden?
2. Gazete/dergi/kitap okumak, kelime öğrenmek veya extra gramer alıstırmaları yapmak gibi müfredat (sınıf) dışı çalışmalarınız var mı? Hangi gazete/dergi/kitapları vb. okuyorsunuz?
3. Günlük hayatınızda hangi genel konular ilginizi çeker?
4. Boş zamanlarınızda en çok ne yapmaktan hoşlanırsınız?
5. İngilizce öğrenirken sınıftaki favori konularınız nelerdir?
6. Bunlar neden favori konularınızdır? (örn., ilgi alanı, bölüm konusu, vb.)
7. Şu ana kadar derste işlenen konuları nasıl buldunuz? Konularla ilgili neler hissettiniz?
8. Bölümünüzle alakalı önemli konulara tanıdık mısınız? Lütfen açıklayın.
9. Bölüm alanını daha yakından tanımak için kullandığınız kaynaklar nelerdir?

10. Kendinizi en yetkin hissettiğiniz çalışma alanı hangisidir?
11. 'Upper-intermediate' kurunda işlenen konular sizin bölüm alanınızdaki konularla bağlantılı mı?
12. Sizce 'upper-intermediate' kurunda işlenen konular bölüm alanınızdaki konularla benzer olmalı mı? Neden?
13. Sizce 'upper-intermediate' kurunda işlenen konular sizin ilgi alanlarınıza bağlı olmalı mı?
14. Sizce 'upper-intermediate' kurunda ne kadar iyisiniz?
15. Ne kadar iyi olduğunuzu nasıl anlatabilirsiniz?
16. İyi olmanızın (olmamanızın) sebepleri nelerdir?
17. Şu ana kadar işlediğiniz konu/pasajlara kendinizi güdülenmiş hissettiniz mi?
18. İngilizce derslerinde sizi ne güdüler (örn., yardım almak/amaçlar olması/kullanılan konular)?
19. Konuları kendi yaşamınıza uygun buluyor musunuz?
20. İngilizcenizi geliştirdiğinizi hissediyor musunuz?
21. Konu seçimi öğrenme sürecinizi nasıl etkiler? Neden?
22. Öğretmeninizle ilişkileriniz öğrenme sürecinizi nasıl etkiler? Neden?
23. Geçen 5-6 haftada konu seçimi öğrenme sürecinizi nasıl etkiledi? Neden?
24. Geçen 5-6 haftada öğretmeninizle ilişkileriniz öğrenme sürecinizi nasıl etkiledi?

Öğrencilerle İkinci Mülakat (İkinci Dönem Sonu)

1. Son 5 haftada işlenen konular hakkında neler hissediyorsunuz?
2. Onları bölüm alanınızla alakalı ve ilginç buluyor musunuz?
3. Şu ana kadar işlediğiniz konu/pasajlara kendinizi güdülenmiş hissettiniz mi?
4. Konu seçimi öğrenme sürecinizi nasıl etkiledi? Neden?
5. Öğretmeninizle ilişkileriniz öğrenme sürecinizi nasıl etkiledi? Neden?
6. İngilizcenizi geliştirdiğinizi hissediyor musunuz?

Öğrencilerle Üçüncü Mülakat (Üçüncü Dönem Sonu)

1. Son bir kaç haftada işlenen konular hakkında neler hissediyorsunuz?
2. Onları bölüm alanınızla alakalı ve ilginç buluyor musunuz?
3. Şu ana kadar işlediğiniz konu/pasajlara kendinizi güdülenmiş hissettiniz mi?
4. Konu seçimi öğrenme sürecinizi nasıl etkiledi? Neden?
5. Öğretmeninizle ilişkileriniz öğrenme sürecinizi nasıl etkiledi? Neden?
6. Dersler hakkında kendinizi nasıl hissediyorsunuz?
7. Konuların uygulanış/öğretiliş yönteminin motivasyonunuzu etkilediğini düşünüyor musunuz?
8. Sizce öğrencilerin konuları seçme özgürlüğü olmalı mı? Neden?
9. İngilizcenizi geliştirdiğinizi hissediyor musunuz?
10. Sizce bu ders aşağıdakiler açısından geliştirilebilir mi?
(a) konular; (b) metodoloji (i) öğretmen, (ii) görev, (iii) aktiviteler,
(c) değerlendirme.

APPENDIX C

Interview Format for the Administrators

1. What does the word 'motivation' mean to you as an administrator?
2. Do you consider it your obligation to motivate learners and teachers?
Why/Why not?
3. Do you consider content to be a key motivating principle? Why?
4. Do you think that the syllabus allows enough flexibility for teachers to adapt and vary materials or should the teacher be allowed more flexibility in choosing topics? If yes, according to which criteria?
5. Do you think students and/or teachers should have the freedom to choose themes/topics used in the syllabus? Why?
6. Why did the administration feel a need to devise and implement a new curriculum?
7. What considerations have been taken into account when writing the new curriculum?
8. What are the aims/goals of the administration?
9. What were the objectives of the previous curriculum/programme?
10. Why was the use of thematic instruction decided upon?
11. What are the main or key prerogatives of the administration? What is the focus?

12. Has a needs analysis of students been carried out?
13. Has the curriculum or parts/stages of the curriculum been piloted at certain levels before implementation?
14. How well prepared are the teaching staff to implement the necessary changes in the curriculum? Were they consulted for the changes? Do you think it was necessary? Why/Why not?
15. Does the administration expect to see any dissatisfaction in its implementation by the teachers? If so, what?
16. Is the administration using a theme-based curriculum that uses a Six-T's Approach? If not, which approach has been implemented?
17. What pre-planning considerations were evaluated by the curriculum designers before implementing the current theme-based curriculum?
18. What benefits do you think thematic instruction will bring? Why?
19. Do you consider that the themes provide a degree of tension for students and teachers; in other words, can students and teachers present varying perspectives and alternative views on the themes to enhance their involvement and engagement?
20. Do you consider the number of theme units to be sufficient? Why and How?
21. Do you think that a span of 5-6 weeks is an appropriate period to spend on one theme?
22. Why is the curriculum skills-based?
23. What factors affected your choice of materials? How?

24. Is there a difference between the past and the present implementation of the material, that is, in approaches/methodology (retrospective analysis/previous instructional systems/ activities and methodologies)?
25. What is the difference in respect of the following classroom procedures:
- (a) assessment procedures
 - (b) activities/tasks?

APPENDIX D
Interview Format for the Instructors

Name: _____ Class: _____

Nationality: _____

Age: _____ Sex: F M

1. What does the word 'motivation' mean to you as an instructor?
2. Do you consider it your obligation to motivate learners? Why?
3. Do you think there is a relationship between 'motivating' teaching and 'good' teaching and, if so, what is it?
4. What techniques do you use to motivate your students?
5. Do you consider content to be a key motivating principle? Why?
6. Should motivational training be included in teacher training courses or in-service courses?
7. Do you think that the syllabus allows enough flexibility for teachers to adapt and vary materials? Or Should the teacher be allowed more flexibility in choosing topics? If yes, according to which criteria?
8. Do you think it is necessary for teachers to be aware of what departments their students will be attending at university? Why?
9. How do you feel about the topics? How do you feel about the course in terms of your own instruction and organization of the course?

10. Do you think students and/or teachers should have the freedom to choose themes/topics used in the syllabus? Why?

11. How do you think the course could be improved according to:
 - (a) topics
 - (b) methodology
 - (i) teacher
 - (ii) tasks
 - (iii) activities
 - (c) assessment

12. Do you know which topics motivate students most? Is this important for you? What contribution does knowing what motivates students have to students' learning?