

VENERA MAMBAEVA

COMPARATIVE STUDY OF ENGLISH LANGUAGE TEACHING SETTINGS  
OF MONE AND IB SCHOOLS (TURKEY)

A MASTER'S THESIS

BY

VENERA MAMBAEVA

THE PROGRAM OF CURRICULUM AND INSTRUCTION  
IHSAN DOĞRAMACI BILKENT UNIVERSITY  
ANKARA

SEPTEMBER 2018

2018



Dedicated to my beloved nephew Timur

COMPARATIVE STUDY OF ENGLISH LANGUAGE TEACHING  
SETTINGS OF MONE AND IB SCHOOLS (TURKEY)

The Graduate School of Education  
of  
İhsan Doğramacı Bilkent University  
by  
Venera Mambaeva

In Partial Fulfillment of the Requirements for the Degree of  
Master of Arts  
in  
Curriculum and Instruction  
Ankara

September 2018

İHSAN DOĞRAMACI BILKENT UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION

COMPARATIVE STUDY OF ENGLISH LANGUAGE TEACHING  
SETTINGS OF MONE AND IB SCHOOLS (TURKEY)  
VENERA MAMBAEVA  
September 2018

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

-----

Assoc. Prof. Dr. Erdat Çataloğlu (Supervisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

-----

Asst. Prof. Dr. Aikaterini Michou (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

-----

Prof. Dr. Arif Altun, Hacettepe University (External Examining Committee Member)

Approval of the Graduate School of Education

-----

Prof. Dr. Alipaşa Ayas (Director)

## ABSTRACT

### COMPARATIVE STUDY OF ENGLISH LANGUAGE TEACHING SETTINGS OF MONE AND IB SCHOOLS (TURKEY)

Venera Mambaeva

M.A in Curriculum and Instruction

Supervisor: Assoc. Prof. Dr. Erdat Çataloğlu

September 2018

This thesis aims at investigating the differences and similarities in English language teaching of MONE and IB schools in Ankara. Participant MONE schools are state owned and IB schools are private institutions. This research focused on criteria such as English language teaching and learning environment at schools and students' motivation level toward learning English. In order to assess these criteria, school observation checklists, semi-structured interviews, and questionnaire were chosen as the instruments of data collection. Independent sample t-test was conducted to measure scores of students in the survey. The findings showed that IB schools have a clear advantage over their counterparts in terms of activities and extra materials used in teaching and IB students had slightly higher motivation level towards learning English in many aspects of motivation.

Key words: MONE schools, IB schools, English language teaching, ELT environment, International Baccalaureate Program, Students Motivation, Observational Ethnographic Research

## ÖZET

### MEB VE UB OKULLARI'NIN İNGİLİZCE ÖĞRETİM ORTAMLARININ KARŞILAŞTIRMALI ARAŞTIRMASI (TÜRKİYE)

Venera Mambaeva

Yüksek Lisans, Eğitim Programları ve Öğretim

Tez Yöneticisi: Doç. Dr. Erdat Çataloğlu

Eylül 2018

Bu çalışma, Ankara'daki Milli Eğitim Bakanlığı (MEB) ve Uluslararası Bakalorya (UB) okullarının İngilizce dil öğretim ortamını araştırmayı amaçlamaktadır. Bu iki tür okulların İngilizce öğretim ortamlarının benzer ve farklı yanlarını ortaya koymayı hedeflemektedir. Araştırmaya katılan MEB okulları devlet, UB okulları ise özel okullardır. Bu araştırma, katılımcı okulların İngilizce öğretim ve öğrenim ortamı, öğrencilerin İngilizce öğrenimine olan motivasyonları, gibi kriterlere odaklanmıştır. Bu kriterleri ölçmek ve değerlendirmek için gözlem protokolü, yarı-yapılandırılmış röportaj ve öğrencilerin motivasyon düzeylerini ölçen anket araç olarak kullanılmıştır. Anket sonuçlarını ölçmek için ilişkisiz örneklem t-testi uygulanmıştır. Araştırmanın bulgularına göre UB öğrencileri MEB öğrencilerine nazaran derslerde kullanılan ders aktiviteleri, müfredat dışı aktiviteler, İngilizce konuşma pratiği açısından daha avantajlıdır. Ayrıca, UB öğrencilerinin İngilizce öğrenme motivasyon düzeyleri daha yüksek olduğu ortaya çıkmıştır.

Anahtar Kelimeler: Uluslararası Bakalorya, UB okulları, MEB okulları, Milli Eğitim Bakanlığı, İngiliz Dili Öğretimi (İDÖ), Gözlemsel Etnografik Araştırma.

## ACKNOWLEDGEMENTS

Firstly, I would like to express my appreciation and deepest gratitude to my supervisor Associate Professor Erdat Çatalođlu. I owe an eternal debt to him for his devotion of time, excellent guidance, empathy, and precious advice. He was encouraging and constructive at all times. Without his help and guidance the completion of the thesis would not have been possible.

Many thanks are also expressed to my committee members Prof. Dr. Arif Altun and Asst. Dr. Aikaterini Michou, who made an important contribution by giving valuable advice and making my thesis defense not stressful but rather an enjoyable event for me. Their wise advice, valuable comments, and evaluations greatly contributed to the quality of my thesis.

I am grateful to all Bilkent University Graduate School of Education family who gave me a chance to experience such an academic environment as a graduate student and gave me a wonderful chance to develop myself as a person and have further steps towards becoming an academician and finally to be able to do this research and accomplish this thesis. I appreciate the support and effort of all my instructors, including Erdat Çatalođlu, Necmi Akřit, Aikaterini Michou, John O'Dwyer, Alipařa Ayas, Margaret K. Sands, Julie Ann Aydinli and Ilker Kalender, who contributed to my knowledge greatly and to whom I am very thankful.

Additional advice on writing has come from Murat Cořkun to whom I express my appreciation. I thank Pařa Ömer for his help with graphics and technical issues.

My special thanks go to Assit. Prof. Necmi Akřit, Burcu Yücel, Hakan Karaslan, Naz Yetimođlu and Cihangir Ibrahimov for their contribution to thesis proposal in Turkish. I express true gratitude to the students and HODs at the visited schools



who took place as participants in this study. Enormous thanks go to my friend Madina Zhumalieva and others who always supported me.

Finally, I thank my family for being there for me especially my family members in Turkey Anara, İrfan and Timur for encouraging and motivating me to accomplish my master's thesis.

## TABLE OF CONTENTS

ABSTRACT .....	III
TABLE OF CONTENTS .....	VII
LIST OF TABLES .....	XI
LIST OF FIGURES .....	XII
CHAPTER 1: INTRODUCTION .....	1
Introduction .....	1
Background .....	2
Problem statement .....	5
Purpose .....	10
Significance .....	11
Definition of key terms.....	11
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	12
Introduction .....	12
Factors that affect English language learning .....	13
Psychological factors.....	14
Motivation .....	14
Attitude .....	15
Cognitive actors .....	15
Learning strategies.....	16
Learning styles.....	16
Aptitude .....	17
Biological factors .....	18
Age.....	18

Gender .....	19
Affective factors .....	19
Environmental factors .....	21
Classroom environment .....	22
Seating arrangement .....	22
Class size .....	23
The role of language textbooks .....	23
Conclusion.....	24
CHAPTER 3: METHOD .....	26
Introduction .....	26
Research design .....	26
Research timeline .....	40
Observational research .....	28
Participants .....	30
Instruments .....	33
Observation .....	33
Semi-structured interview .....	35
Motivated Strategies for Learning Questionnaire (MSLQ) .....	37
Method of data collection .....	43
Method of data Analysis.....	45
CHAPTER 4: RESULTS .....	46
Introduction .....	46
Results of school observations .....	46
English language representations at schools .....	47
Physical environment of MONE and IB schools.....	52

Students' reaction to English speaking person .....	54
Results of the semi-structured interviews .....	55
Extracurricular activities as sources of motivation .....	56
Usage of textbooks and supportive materials.....	62
The reasons of using complementary books.....	63
Availability and use of technology .....	66
Use of Turkish in English language classroom .....	68
English language teaching and teacher training.....	69
Characteristics of MONE and IB schools .....	70
Class size of MONE and IB schools .....	71
Results of MSLQ.....	71
Demographics of MSLQ .....	72
Summary .....	78
CHAPTER 5: DISCUSSION.....	80
Introduction .....	80
Overview of the study .....	80
Representation of English language in school decorations .....	82
Opportunities and environment to speak English on a daily basis .....	83
Use of coursebooks, teaching style, extra materials, and activities.....	84
Technology usage .....	85
Teacher trainings.....	85
Similarities of the MONE and IB schools .....	86
Discussion of MSLQ results.....	87
Implications for practice.....	88
Implications for further research .....	89

Limitations.....	89
Conclusion.....	90
REFERENCES.....	92
Appendix A: Observation Checklist.....	100
Appendix B: Table of School Observation Results.....	101
Appendix C: Semi Structured Interview Questions .....	102
Appendix D: The Transcripts of Semi Structured Interviews by School .....	104
Appendix E: Questionnaire (English) .....	118
Appendix F: Questionnaire (Turkish) .....	121
Appendix G: Mone Permission.....	124
Appendix H: Data Collection Tool Permission from K. Kivinen .....	125
Appendix I: Data Collection Permission from University of Michigan .....	126
Appendix J. Parent’s Consent Form.....	127
Appendix K. TAIEX Official Invitation to The Seminar .....	128

## LIST OF TABLES

Table	Page
1	Participants' demographics ..... 31
2	Interview data..... 36
3	Components and categories of MSLQ questions ..... 39
4	Research timeline ..... 42
5	Independent samples t-test result of total score for all categories with respect to school type ..... 76
6	Independent samples t-test result of total score for all categories with respect to gender ..... 77
7	Independent samples t-test result of total score for all categories with respect to grade level..... 78
8	Comparative summary of results ..... 82

## LIST OF FIGURES

Figure	Page
1 Percentage of female and male student participants.....	32
2 Percentage of student participants by school types .....	32
3 Percentage of student participants by grade level.....	32
4 MONE middle school English language representations .....	48
5 IB middle school English language representations.....	48
6 English language representations in IB high school.....	49
7 Official inscriptions written on the school wall.....	49
8 Computers with F-Layout keyboards.....	51
9 MONE school library .....	51
10 IB middle school computer laboratory.....	51
11 Corridors of MONE high school .....	53
12 Library named after a student who lost her life in the terrorist attack.....	57
13 Note of Turkish Ministry of Education accepting the book as a coursebook ..	65

## **CHAPTER 1: INTRODUCTION**

### **Introduction**

One of many challenges globalization has brought for the world is probably the need for a common language, for it will ease difficulties in communication among countless nations interacting in areas such as tourism, trade, business, education and numerous other areas. English seems to be unofficially filling the void for such a language evident by the fact that it is indeed one of the most commonly used languages in the world. Hence, learning English properly and speaking the language fluently has become a necessity for citizens of the world. Consequently, there is a high demand for institutions that provide the best opportunities to learn English. In order to meet such a demand, governments try to develop curricula that will give their citizens highest possible language teaching quality as Turkish Ministry of Education also does. However, people always search for better alternatives. One of the most important alternatives is provided by the International Baccalaureate Organization (IBO), which claims to teach students from different cultural and linguistic backgrounds with an international mind and an intercultural understanding (IBO, 2017). The aim of this thesis is to compare English language teaching settings in these two different types of schools in Turkey, namely, Ministry of National Education (MONE) schools and those that follow International Baccalaureate (IB) program.

To begin with, this chapter will give brief background information on MONE and IB schools followed by a statement of the problem, purpose of the research, research questions, and significance of the research for existing literature and definition of key terms.



## **Background**

In Turkey, most of the primary schools start teaching a foreign language starting from the second grade and English is the most common language to be taught (MONE, 2013). Hence, most of the English language learners in Turkey have an opportunity to start learning it at a young age. There are several school type options; however, in this research we will look at MONE and IB schools.

### **MONE schools**

Turkish Ministry of National Education system covers all the formal education in Turkey, including primary education and high school. Primary education includes primary and middle school (National Education Statistics, 2017). It aims at providing citizens of Turkey with quality education. Medium of education is Turkish.

The *pre-primary education* is for 3, 4 and 5-year-olds that have summer schools to accustom pupils to pre-primary schools and also to help working parents.

Furthermore, there are mobile pre-schools that are for the children aged 36-66 months from low-income families, who are unable to attend normal pre-primary schools. Pre-primary schools are optional. However, *primary education institutions* are compulsory to attend. It targets the students aged between 5 and 13. After completing primary education, it is compulsory to start general secondary education.

*General secondary education* is essential for student's readiness for the high school and future. After finishing middle school, students have a chance to choose between foreign languages, equally-weighted, verbal, and quantitative subject areas. They can also choose to go to vocational and technical secondary education

which prepares them for their future job or faculty at the university. Additionally, students may choose to study in an open upper secondary high school based on distant learning and periodical exams. They have to re-register at the beginning of each semester (National Education Statistics, 2017). All these schools are obliged to follow the directions and programs set by the MONE. Along with these state schools there are private schools that are also obliged to follow MONE curriculum as well. However, many of them prefer to implement an additional curriculum. Mostly, these are international programs.

### **IB member schools**

The International Baccalaureate Organization (IBO) was founded in 1968 as a non-profit organization that aimed at educating high quality and global-minded people who would easily work, study and live in any part of the world without difficulty. Moreover, IB World Schools aim at raising responsible members of local, national, and global communities. IB members value ten attributes: Inquirer, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective (Weiss, 2013). These people who believe and reflect on these attributes are supposed to improve the world for the better (IBO, 2013). Today, IB schools are known all over the world for their quality education programs.

Schools that apply International Baccalaureate (IB) program are getting more and more popular all over the world. There are many IB schools in Turkey, too. In fact, IB bulletin reports that 65 IB schools out of 4,655 IB schools around the world are located in Turkey (IBO, 2017). This is a substantial number both for Turkey and the

world. Many schools from various regions of Turkey have been affiliated with IB program and the number of registered schools is on the rise.

After such an overall description of IB system, to focus more specifically on the Turkish case, it must be noted that these schools are considered as international schools (Ateşkan et al, 2015). Since they are obliged to implement Ministry of National Education (MONE) curriculum, they employ IB curriculum in addition to the MONE one rather than in place of it. It must be noted that there are some MONE schools that also follow IB curriculum. In Turkey, there are 4 state schools that are members of IBO and follow IB program. Hence, it can be claimed that the vast majority of IB schools are private institutions. According to Sagun (2017), IB program is the most common international program that is used as an additional program to the MONE program at schools in Turkey.

In relation to IB curriculum, it must be borne in mind that IB schools generally follow the same educational levels and accomplish MONE curriculum along with the IB curriculum. However, as a member of an international organization they do have a unique approach to education. To elaborate on this point it must be noted that these schools must be registered with the IBO first in order to become an IB school (IBO, 2017). Then, they follow different programs for each level of education. These are primary year program, middle years program, diploma program, and vocational program. The language of education is mostly English. A brief overview of these programs is as following:

*Primary years program (PYP)* is focused on the holistic development of a child. PYP is for 3 to 12 year-old children (IBO, 2017).

*Middle years program* (MYP) is for children from 11 to 14-years-. The aim of the program is to encourage students to become creative, critical and reflective thinkers (IBO, 2017).

*Diploma program* (DP) is for high school students. It aims at developing students into bi-lingual individuals (IBO, 2017).

After completing high school, all the students receive MONE diplomas, whereas IB program's students get IB diplomas, too. The latter is accepted all over the world (Teke, 2015).

### **Problem statement**

English has become a universal language. That is why speaking English can provide many opportunities to its speaker in various areas starting with just visiting other countries for touristic purpose and ending with business, education and many other purposes without communication problems. People who are aware of this try to learn it well. As a result, demand for learning English is on the rise worldwide. Nowadays, English is one of the most commonly taught languages in the world. Accordingly, teaching English at schools is taken seriously in Turkey, too.

Similarly, as Haywood (2002) suggests, international education has become notable worldwide. As the role of international programs has increased in the world, Turkey also welcomes many international programs. Along with other international education programs, IB program has received a lot of attention in Turkey. There is a general perception among Turkish society that IB schools teach English well, which is why the schools with International Baccalaureate program are getting popular among parents and students. These schools are known as schools with an international setting that consists of international students and teachers. In essence, according to Teke (2015) IB

schools claim to teach how to learn international mindedness and discipline that triggers academic success. He also stated that IB students have more advantages in English language learning. This can be attributed to the fact that they have to meet high levels of English language and other skills, including thinking and strategy skills, in order to pass IB examinations. However, there is lack of thinking and strategy skills in MONE schools' teaching programs as evident in Berberoğlu and Kalender's (2005) report. This difference between the two school types provides the basis of this research. The others will be the lack of comparative studies on the topic and the general problem of low achievement levels of English language teaching in Turkey.

Regarding the lack of comparative studies on the difference between these two school types, there are actually a few research papers that compared MONE and IB schools. For example, Dağlı (2015) described how heads of science departments in IB schools showed instructional leadership. Also, Gök (2012) compared MONE and IB schools in terms of Biology textbooks regarding a specific topic. Another research that compared these schools was conducted to find out success rate of MONE and IB school students. Gültekin (2006) compared the MONE and IB school students in terms of success rate in university entrance exam and reported in her research that students from IB schools showed a bit higher success rate in the university entrance exam than those who graduated from MONE schools. There was no reason stated behind this success, but there was an assumption that this phenomenon can be accounted for the fact that IB schools have a selection exam before enrolling a student to the school. In other words, students with lower achievement levels are not accepted to IB schools. Teke (2015) investigated perspectives of students towards education systems of MONE and IB schools. He interviewed students, who studied in MONE and IB schools to find out advantages and disadvantages of respective school types. He found out that IB school

students stated more benefits than MONE students do. He argued that IB school students had more workload, which results in higher academic success as well as a more valuable qualification. However, these schools were not compared in terms of English language teaching settings in these studies. Hence, this research will compare them in terms of English language teaching settings.

As an example of few studies that specifically focus on a comparison of these schools in terms of English language teaching, Kondakçı (2014) made a comparative analysis of MONE and international English language curriculum for high schools in Turkey. She analyzed MONE and IB English language curricula along with other international programs' curricula that are implemented in Turkish high schools; IB program was one of them. Her research focused on the English language curriculum and for this reason was very helpful for this research in terms of shedding light on important points for this research topic. Therefore, following her wake, I will look at the English language teaching settings at two school types in a holistic way in this research. I will research some aspects of English language teaching including English language use at the participant schools' decorations, materials used to teach English and motivation levels of students towards English.

Regarding the more general problem of poor outcome of English language teaching in Turkey, it seems that it is not very successful and Turkish people are aware of this situation. For example, the Turkish Economic Policy Research Foundation of Turkey (TEPAV) (2014) discovered that despite satisfactory knowledge of English grammar and practice, students fail to speak English fluently after graduating from high schools. TEPAV also claimed that there is a lack of speaking opportunities for students in classes due to teacher centered teaching approach. Furthermore, TEPAV (2014) argues

that not many schools have proper seating arrangements and this fact takes away the opportunity to work in pairs or groups to trigger speaking and learning in a communicative way. These are some other pieces of literature that can justify the claim that English language teaching needs to be investigated and improved. Another evidence of English language skill shortage can be seen in an example of an official invitation letter of “TAIEX workshop on Smart School” organized by European Commission and The Turkish Ministry of National Education, it can be one of the most obvious examples of “weak” English writing skills (Appendix K ). As apparent, frequent and major mistakes made in an official invitation letter can be shown as some examples. For example, while writing the aim of the workshop the organizers wrote:

The aim of this workshop is to exchange information and learning about how should be smart schools that contribute improve the skills 21st century skills of individual.

Here we can see sentence fragment, tautology, incorrect verb consistency as the first verb “exchange” (infinitive) is followed by “learning” (gerund). More of such grammatical and structural errors can be found throughout the invitation letter.

The problem of unsatisfactory English proficiency is further concerned by international rankings of Turkey in teaching English. One such example can be seen in the rankings prepared by Education First (EF), which is a groundbreaking education company that creates country-ranking list according to the country’s success in English proficiency exam. This company argues that learning a universal language contributes to a country’s Gross Domestic Product (GDP), economy, and politics to a great extent. As one of their interest areas, EF compares countries’ English language proficiency levels. Recently, EF showed a ranking where Turkey was placed under the category of “very low proficiency” in English Proficiency Index (EPI) (2014), ranking 47<sup>th</sup> among 67 countries, which implies that something is going wrong with English

language learning in Turkey. Turkey's position in the rankings have not changed in three years, as EPI ranking (2017) again showed Turkey in the rank of very low performers, 62<sup>nd</sup> among 80 countries. What is more is that Turkish people do not seem to need these lists to be aware of their weak speaking skills. In fact, Coşkun (2016) stated that Turkish people have "I can understand but I cannot speak" syndrome. He called it a syndrome because, in Turkish people, it is seen very commonly. He investigated 293 high school students in order to get their opinions on improving their language skills and dealing with this issue. These students had been studying English for at least 5 years. Researcher's main purpose of studying this case was to find out whether the students believed that they could speak English or not. The results of the research showed that students were aware of being "weak speakers" and some of the commonly stated reasons for this were grammar-driven English language teaching, lack of speaking activities in the course books, lack of English speaking environment and opportunities and other economic issues preventing travel to English speaking countries. They stated that only place they practice English is the classroom. All the above stated reasons of English language skills weaknesses bring the need to investigate ELT in Turkey. Moreover, the fact that Gültekin's (2006) research results showed that IB school graduates showed better results in English language exams encouraged me to look at MONE and IB schools in more details.

Although some problems were suggested above, they seem to be interconnected as the more common low achieving English teaching system used by the MONE emerging as a direct contrast against higher achieving IB schools create the obvious need for a comparison between the two. Yet interestingly, there is a gap in literature as there are few researches that compare the two school types in terms of their English language teaching settings. As suggested above, even though there are many research projects



that compared these two types of schools, most of them focus on other aspects of teaching and fail to address English teaching which leads to a gap in literature regarding English language teaching settings of these schools. Hence, such a gap enhances the merit of this research that comes initially from providing a useful comparative study that has the potential to open new paths for future research.

### **Purpose**

The purpose of the study is to compare English language teaching settings in MONE and IB schools in Ankara, Turkey. In the process of exploring the settings in order to describe it later on, the researcher will try to look at English language teaching through lenses of well-established factors provided by previous scientific literature. The study aims to find answers for the following four questions.

### **Research questions**

Following questions will be addressed in the study:

1. What are the differences and similarities between English language teaching setting of MONE and IB schools?
2. Students of which type of schools are more motivated towards learning English? MONE or IB school students?

There are many important factors that affect teaching and learning English. One of the factors that play important role in learning English is motivation. The study measures motivation levels of students in the mentioned two types of schools. Students' motivation levels will be measured, compared, and described in the related chapter. While investigating English language teaching settings of the schools, the thesis will also pay attention to giving a clear and broader picture of the two organizations in terms of English language teaching.

## **Significance**

This study's aim is to describe differences and similarities of MONE and IB schools' English language teaching settings. Thus, the results of this research might be useful for future studies that aim to investigate similarities and differences of different types of schools in terms of providing the big picture of English language teaching at MONE and IB schools. Moreover, the beneficiaries of the schools including parents and students may use results of this study while deciding which school to enroll. The English language teachers can also benefit from this study as they can understand the settings of these schools and benefit from this information in terms of making changes in school's decorations with the flyers, welcoming boards, and thematic boards.

To sum up, this study is significant for several reasons. The research results will describe English language teaching settings of these two kinds of schools in a detailed way. For instance, the reader will have a clear idea about the MONE and IB English language teaching settings and will be able to see the differences between them and decide which school to attend. Similarly, the researchers can use this resource as a scientific description of these schools and literature.

## **Definition of key terms**

*English language teaching setting:* an environment where English language is taught.

## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

“The limits of my language are the limits of my world.”

–Ludwig Wittgenstein

### **Introduction**

The aim of this literature review is to give brief research and theory based background information about the research. This chapter will discuss the factors that play key role in teaching and learning English. The related review of literature will be used to claim the facts.

This research is done based on the factors that influence English language learning. First of all, factors in language learning were analyzed and categorized so that researcher would have a path to follow (Figure 1). These factors helped the researcher to develop and adopt suitable data collection tools. The study was developed bearing in mind how the schools implemented English language teaching (ELT) and how factors that affect English language learning go in parallel with teaching at MONE and IB schools.

During three years of English language teaching experience, I have witnessed that in a classroom where all the students have the same teachers, same learning tools and sources, achievement of students vary among students. I acknowledge that weight of the effect might differ in learning a language. However, the level to which a factor affects learning a language is not crucial in this study. For this reason, the factors that affect learning were not categorized according to their effect level. According to Allwright and Hanks (2009) students are the ones on whom effectiveness of the

language learning classroom depends. They claim that students are the main players of the language acquisition. So, it can be assumed that the factors related to student's physical environment, emotion and psychology are important and play great role in learning a language better and being a "good learner". In fact, Rubin (1975) observed "good learners" and listed several attributes of "good language learning" and listed them as following features: making accurate guess, willingness to communicate, uninhibited, willingness to make sentences using new knowledge, creating chances to practice, monitoring own learning and tending to infer the content from the encountered context. He also claims that success in learning a language may depend on other variables like motivation, opportunities of a learner, age, culture, personal learning strategies, and aptitude.

### **Factors that affect English language learning**

Many scientists emphasized the importance of various factors that affect language learning. For this reason, a lot of researches were done regarding the factors that affect language learning.

Teaching and learning the language are complex processes that depend on so many factors including environmental, psychological, sociological, affective and cognitive factors. This section will provide information about the factors that play crucial role in English language learning.

In order to be able to explain the factors that lead to success or fail, the factors that influence teaching and learning a language were identified and classified based on scientific literature. Many factors affect learning, however, it is not possible to cover all of them in one research. For this reason, this study was limited to five categories and several subcategories.

Literature review shows that there are psychological, environmental, cognitive, personal and affective factors that might possibly influence language learning. This section will give short literature based information about each factor.

## **Psychological factors**

### **Motivation**

Many educationalists highlighted the importance of motivation in language learning. According to Brown (1994) very often success of a student in learning or his/ her failure is explained by the motivation. Motivated learners tend to be successful in learning a language more than demotivated ones. Likewise, Gardner et al., (1985) described motivation as a blend of effort, ambition to reach the goal of learning the language and positive attitude towards learning the language. Similarly, according to Madsen and Bowen (1978) motivation is a crucial aspect of language learning. Brown (1987) defined motivation like “an inner drive, desire, impulse, or emotions” that make a person do something.

Gardner & Masgoret, (2003) indicated that motivation can predict language performance of a person up to .35 without taking into account the strategies and other factors that might have affected learning. Beyond any doubt motivation plays crucial role in learning a foreign language. Based on this, it can be said that lack of motivation may be a handicap to learning a language. We can strengthen the fact that motivation is crucial in learning a language with the statement of Oxford and Shearin (1996) that motivation is the vital component of learning that keeps the learners utterly involved in the process of learning a language. As Gardner (2001) stated that an actually motivated person should possess 3 components of motivation at the same time. They are:

motivation, positive attitude towards learning that language and desire to learn the language.

### **Attitude**

Another factor that possibly affects learning a language is attitude. There are some linguists who claim that motivation and attitude toward learning a language are perceived as the same term. For instance, Oroujlou & Vahedi (2011) indicated that in many cases motivation and attitude are confused as terms. To clear that complexion, they defined attitudes towards language as personal beliefs and motivation as a reason for learning a language. In fact, in their research, to clearly define the role of motivation and attitude in language learning, Oroujlou and Vahedi (2011) found that motivation and attitude play favorable role in language efficiency and proficiency. Furthermore, they concluded that even the smartest students who had negative attitude and motivation towards learning a language made very little progress.

Gardner (2001) claims that there is a strong correlation between a learner's attitude towards a target language and learning it. He states that a learner's attitude may change towards language's sound, character, or structure, towards learning it and towards speaking that language. He argues that person's attitude may determine his or her success in learning a language. Additionally, Shirbagi (2010) claims that attitude is a tool that does not directly affect learning but it plays a crucial role in developing motivation.

### **Cognitive factors**

According to Brown (1994), strategy use and learning styles are cognitive factors that may affect learning a language. The latter may also be called cognitive style and can be

categorized as a personal factor too. Moreover, aptitude or a special skill to learn a language is also a cognitive factor that place essential role in learning a language.

Language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language. (Oxford, 2003, p.273)

### **Learning strategies**

Strategy is a particular way of approaching a task, a procedure of reaching a specific end, planned model to manipulate and control particular information. Learning strategies are very important in learning a language, because strategies can provide self-directed active participation into the process that is essential in developing communicative competence. According to the findings of research done by Uslu et.al (2016) learning strategies that are used properly develop the competence and self-confidence”. They also claim that there is a positive and meaningful relationship between affective, meta-cognitive, social and memory strategies and academic achievement. Macaro, (2002) stated that interest in the effect of learning strategies on student learning has grown. Learning strategy is defined as a “set of one or more procedures that individual acquires to facilitate the performance on the learning task. Hewitt (2008) relates this definition to individual learning styles that refer to differences of each learner's learning. This fact was also linked to having great contribution to strategy development. He also emphasizes importance of strategy use throughout his book. He also proposes learning strategies to be used in the classroom. For example, he suggests routinely having English conversations and written feedback to support students and help them stay motivated and reflect on their learning.

### **Learning styles**

Learning style was defined as the way a person interacts with a learning environment, respond to it and perceive it (Brown, 1994- p. 105). Oxford, R.L (2003) also accents on

the fact that no matter what the first language of a learner is learning styles remain the same. Further, Brown (1994, p.106) stated the differences of each person's approach to the problem, way of performing a task. He also highlights the importance of individual differences in language learning by pointing out the success of some people regardless the methods used in learning a language and vice versa.

On the grounds of the definitions and scientific comments about learning styles, it can be said that if all the learners learn in a way they are good at, they can succeed more than they do when they do not pay attention to their learning styles.

### **Aptitude**

Another cognitive factor that can affect learning a language is aptitude. In the literature, there are several claims that aptitude can make immense difference in acquiring a language. Robinson (2005) reports, that motivation and aptitude greatly contribute to learning a language. Moreover, McDonough (1995) expressed that skilled person can do something faster than an unskilled person. Aptitude can also influence motivation since a person with language aptitude will learn easier and as they learn and realize their success they become more motivated.

To sum up, learning strategies and styles chosen and applied correctly may have positive effect on students learning. In fact, Bialystok (1981) conducted a research, which aimed to find out if the functional practicing strategies have an impact on language proficiency and the results showed that it has a positive effect on learner's English proficiency level. Moreover, Cohen (2000) suggested implementing strategy training in language teaching programs too.



## **Biological factors**

Biological factor, like personality factor, is directly related to language learning.

Only two aspects of personality factor will be investigated in this research: age and gender.

### **Age**

Most of the researchers and linguists accept that age is a factor that influences language learning. However, there are several contradicting claims about age factor. Some argue that the younger the learner the easier he or she will learn. Whereas, some claim that adults learn better.

Children are effortless second language learners and far superior to adults in their eventual success. (Brown, 2001, p.216)

Together with this quote, Brown (2001) stated that adults or older learners are better in learning grammatical and linguistic concepts. Moreover, they can learn and retain large amount of vocabulary. In the classroom environment, adult intellect helps them learn faster than a child. Whereas, children don't struggle with fluency and naturalness but they have difficulties in classroom instructions.

Various opinions about age were expressed by different authors; for instance, according to critical period hypothesis hypothesized by Penfield and Roberts (1959) (cited in Herschensohn, 2010) the younger a learner the better he will learn. Also, in Scovel, (2001) it is cited that in early childhood language is learnt more naturally and efficiently than in later periods of life. However, according to Ekstrand (1989) adult learners outperform young language learners. Teaching and testing techniques are the main reason of this factor. Moreover, Snow & Hoefnagel-Höhle, (1978) claim that children achieve better success in language learning than adults, however they progress slower compared to adults. One more difference between adult and child

language learning is regarding communication is very important in order to gain fluency in a new language. While communicating children can be more sensitive to peers and even the minor difference of communication might be accepted negatively. In that sense, they are more fragile than adults are. Childhood and adulthood are separated from each other with teenage period. Students aged between 12 and 18 are accepted as teens and this period is known for being a very tough period. It is also a transition from childhood to adulthood, and towards the end of this period “adult rules” for learning a language will start to apply to them.

### **Gender**

According to some works there might be gender related differences that may affect learning English. This gender differences may have an impact on the other factors that affect learning a language such as using language-learning strategies, motivation and cognition related factors. For example, according to research results conducted by Kaylani (1996) female students tend to use strategies more than the male students do. He also established a correlation between strategy use and language proficiency.

### **Affective factors**

Emotional or affective factors importantly influence language learning. The terminology of affective factors is very varied, they were termed differently by many scientists; such as “emotional factors”, “humanistic factors” (Moskowitz, 1978), “affective variables” (Brown, 1973), “emotion and feeling” (Leontiev, 1981). However, all of them agree that “affective factors” Schuman (in Richards, 1978) play very important role in learning a language. Affective domain is emotional side of human behavior. This study will focus on three affective factors: emotion, anxiety, and self-esteem.

Krashen (1985) developed a hypothesis, which claimed that affective factors prevent learner's language learning, and called this fact as an affective filter. Affective filter decreases the amount of language data that the learner could understand. In other words, affective filter is a mental barrier that does not allow information to reach a language acquisition device, where language is personalized and received by the brain. Emotion, anxiety, and self-confidence are some of the affective factors. Negative affective factors prevent efficient language process, while positive ones help the process to take place efficiently. Krashen (1985) argues that affective filter reaches the lowest level when students are not anxious about language, when they accept themselves as a potential member of the community that speaks a target language.

Emotion is often defined as a complex state of feeling that trigger physical and psychological changes, which influence thought and behavior of a person. Number of authors commented about emotion as a psychological factor. Human beings are emotional creatures and we are affected by it (Brown, 1987). Affect or emotion is always followed by a reaction (Leontiev, 1981) and mostly this reaction leaves an "affective trace" after itself. For instance, if a person makes a mistake while speaking and people laugh, a person will try not to make mistakes or not to speak if he or she is not sure about the correctness of the expression.

According to Savaşan (1990) low self-esteem leads to anxiety, fear of making mistake and being ridiculed and decreases students' success in learning the language.

Accordingly, we can say that high self-esteem, low anxiety and high motivation will increase students' success in language learning. Moreover, according to Arnold and Brown (2001) anxiety related to language "ranks high among factors influencing language learning, regardless of whether the setting is informal or formal".

The excellent students usually have high motivation, much self-confidence, and low level of anxiety and they receive and take in plenty of language input. (Ni, 2012, p.1510)

Thomson & Lee (2014) reported that experience abroad can decrease anxiety level and affect self-confidence of the student in English positively.

Self-confidence is one of the affective factors that influence learning a language.

Optimal level of self-confidence affects language acquisition positively. Brown (2001) emphasized importance of self-confidence:

The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task. (p.218)

### **Environmental factors**

One more important factor in language learning is the environment that surrounds a learner. In other words, physical environment including classroom design, class size, and the way the seating in the classroom arranged. Hardiman (2005) claims that even 10 minute observational walk around the school can help to accurately analyze effectiveness of a certain school and classroom based on just its physical environment. She points out the importance of well-planned physical environment by the fact that our eyes record approximately 36.000 visual images per hour and 90% of brain data are driven from visual sources. For this reason, brain will look for new items in a familiar setting. So, she suggests teachers to take advantage of this fact and make environment appropriate for effective learning. As a matter of fact, Sousa (2001) [in Hardiman (2005)] predicates that an educational environment that has the same visuals all the time without any novelty “lowers the brain’s interest in the outside world and tempts it to turn within for novel sensations.” (p.27) Thus, even a subtle novelty is welcomed to increase student learning effectiveness.

### **Classroom environment**

Classroom environment plays a crucial role in learning a language. As Hardiman (2005) states, classroom environment may motivate or demotivate students. For instance, on the ground of many researches she claims that physical environment has an impact on learning. Furthermore, she refers to an example of research results done by Bowers and Burkett (1987) [in Hardiman (2005)] that students who studied in an optimal classroom setting were more successful in language, arithmetic, reading, and listening. Also, the same study showed that students who studied in a well-planned physical environment were more disciplined, healthier, and showed less absenteeism than the students who studied in a less favorable classroom environment.

Moreover, according to Hardiman (2005) following criteria are important in a classroom: brightness, tidiness, and colorfulness. She also suggests adding color to the classroom like hanging classroom rules, notification, and other information in the blank places of the classroom wall. Moreover, she recommends to decorate the classroom with plants, student works and to try to build a homelike environment.

### **Seating arrangement**

The main purpose of learning and teaching a language is to use it as a communication tool. So, people learn it with the goal of being a fluent speaker. The best way to become fluent in a language is to practice it and communicate in this language. In order to trigger speaking, it is desired that students are seated in pairs or groups. So, seating arrangement also may influence learning a language. In other words, seating arrangement of schools must ensure pair work or group work along with individual tasks.

If the desks are individual it will be easier to move from one place to another to enhance group work, class discussion or pair work depending on activity type (Hardiman, 2005). She also highlights the importance of environment that allows for free movements of teacher and students during the lesson. In other words, the seating arrangement should not restrict teacher and students walk.

### **Class size**

Many researches were done regarding Class Size Reduction (CSR) (Harfitt, 2015). Harfitt (2015) points out the positive sides of small classes. He gives examples of expressions like, teachers were happier with reduces size of classes or such as, teachers can teach better if the class size is small.

The number of students in the classroom can apparently affect the classroom atmosphere in terms of noise and teacher attention. Moreover, in his research Harfitt (2015) concluded that class size affects learning English as a second language. In other words in the large classes there is a possibility of feeling insecure and fear of negative evaluation. On the other hand, in small classes, students feel more confident to participate in English class discussions, and these facts were supported with the classroom observations.

### **The role of language textbooks**

Apart from psychological, environmental, cognitive, personality and affective factors language coursebooks play very important role in language learning. Textbooks are essential sources in English language teaching. They are used as main components in ELT because students receive considerable amount of input precisely from coursebooks. Moreover, according to Harmer (2007) teachers benefit from English textbooks in terms of writing exercises, pronunciation focus, appropriate vocabulary,

and syllabus for grammar. Additionally, Brown (2001) indicated that richness of most language teaching instructions is supported with materials and these materials are often textbooks. He also suggests that especially for the younger learners textbooks must contain authentic and meaningful language. According to Ansary & Babaii (2002) textbooks can be used as following:

1. A framework to set and regulate the lessons.
2. A syllabus.
3. Source of ready-made teaching and learning materials.
4. Guide and support for new teachers.
5. Sign of seriousness for students as they will feel the need to complete the activities in the book.

Thus, we can conclude that textbooks are also one of the factors that have an important impact on teaching a language. As they serve teachers and learners as a guide.

### **Conclusion**

After a careful literature review, it can be said that there are so many factors that may affect learning a language. Namely, motivation and positive attitude towards learning a language are crucial for success in language learning. Moreover, high self-confidence, positive emotions and low anxiety help a learner succeed. It can also be concluded that aptitude to learn a language will ease learning process however if a learner doesn't have aptitude then language learning strategies and activities suitable for learner's own learning styles would help learn a language easier and more successfully. To sum up, flexible classroom seating can help to create better physical environment for the students that in its turn will contribute to

effective learning. Moreover, novelty in physical environment contributes to language learning greatly. Finally, rightly chosen coursebook and its suitable implementation increase the chance of a learner for success. In the next chapter, the methodology of the research will be explained in detail.



## **CHAPTER 3: METHOD**

### **Introduction**

This research aimed to compare English language teaching setting as well as students' motivation of MONE and IB schools in Ankara, Turkey. This chapter presents information about the research method of the present study. This chapter consists of six sections. In section one, research design will be explained in details. Section two explains the context of the research, including the participants and the schools that were analyzed. The third section is about instrumentation. Section four describes the procedure of the data collection. Section five is about the data analysis. The last section contains concluding remarks about the research method of the thesis.

### **Research design**

This mixed method study aimed to compare MONE and IB schools in terms of English language teaching settings and uses ethnographic research method that allows for mixed methods. In this research, observation checklist, semi-structured interview, and MSLQ survey were the data collection sources. In this research, data triangulation was done with the purpose of increasing the integrity of inferences drawn from the data of the research. According to Denzin (1989) triangulation has been mostly adopted as a means to verify the research findings. Moreover, Webb et.al (2012) claimed that uncertainty of the research result interpretations can be greatly reduced by using two or more independent measurement processes. According to Ayiro (2012), both qualitative and quantitative data can be collected to obtain more comprehensive and complete data set. Hence, in this study, multiple data sources were used to validate the research findings through the process of

triangulation. For example, one requirement of the checklist was to capture the corridors and the school setting including English language related to visuals such as fliers and posters that were used in school decorations. In addition, the semi-structured interviews contained questions related to schools' physical environment concerning English language. Furthermore, the motivational questions were asked in the interview and were compared and analyzed with MSLQ results. MSLQ measured students' motivational level towards English language learning and the similar questions related to motivation were asked in the semi-structures interviews, which again points to the same issue of school English language setting. In this study, three instruments were utilized to compare the results and see if there is corroboration or not. This way all the data were collected for the same concern. Therefore, the researcher attempted to analyze and interpret all type of collected data and integrate the findings.

This research was conducted in state MONE schools and private IB schools located in the Çankaya district of Ankara, Turkey during the spring semester of 2017-2018 academic year. The schools were observed using an observation checklist, the school administrators were interviewed utilizing semi-structured interview protocol and a questionnaire measuring motivational level of the students was administered during real English class time. The participants were middle and high school students of MONE and IB schools in Çankaya, Ankara from two MONE and two IB schools situated in Çankaya, Ankara.

In this observational research, ethnographic method was utilized. The research reported participant schools' language teaching framework. The observation units were examined based on the visuals and visitor's impression of school population's

reaction to English speaking people. In other words, what kind of visuals related to English language learning a person can see when he or she enters the school? Are there posters, fliers, announcements in English? Are the labels on the walls and doors of a school in English? How students react to a person who speaks in English? Do they hesitate when they speak in English or do they speak in a relaxed way?

The research questions of this study included the following:

1. What are the differences and similarities between English language teaching setting of MONE and IB schools?
2. Students of which type of schools are more motivated towards learning English? MONE or IB school students?

### **Observational research**

As the name implies observational research approach determines the status of a phenomenon by observing. A qualitative research that seeks more objective information can make use of this research approach. Observations can provide more accurate information than just relying on reports obtained from teachers and students, which would be a viable alternative approach to this study. Inanimate objects such as schools, books, and environment can be data sources for observational research as well as interviews with participants. There are several types of observational research: non-participant observation, participant observation, and ethnography. In this research, ethnographic method of the research was used (Bell & Howell, 1976). According to Ayiro (2012), better understanding of the phenomenon can be reached by using observational ethnographic research method since it allows for more than one type of data set at the same time. In this research, 3 instruments were used to enable the researcher gather more information about the MONE and IB schools than one instrument used alone. Moreover, the data collected through utilizing more than one

instrument forms comprehensive, detailed and complete picture of the MONE and IB schools.

Ethnographic research method involves intensive data collection by observing many aspects of the learning environment. Ethnographic research used to be popular mostly in anthropology, but now it is broadly applied in educational community due to the belief that the environment where the learning occurs importantly influences the behavior. This is a qualitative research with holistic perspective and usually involves contextualization. Ethnographic research suggests that findings must be derived from those real-like environments. Several scientists defined this method in a different way. For example, Bell (1993, p.10) described an ethnographic research as an approach that extremely depends on observation. In opposition to his definition, Bryman (2012) defines ethnographic research as a method that focuses heavily on non-observation type like interviews and focus groups. According to Church (1998), ethnographic research aims at describing the setting together with its population. It also aims to provide a holistic picture of the setting by observing and interviewing people of the target society. Moreover, ethnographic research includes pure description, which suits this research's aim and allows for describing the English language teaching and learning setting of MONE and IB schools. So, ethnographic research method was chosen over other methods with the aim of holistically and scientifically describing the target school's English language teaching and learning setting.

Ethnographic research method can include both nonparticipant observation and participant observation. Moreover, this method may include multiple instruments together with observations (Bell & Howell, 1976). In this study, non-participant

observations were conducted together with two more instruments: semi-structured interview and a questionnaire.

Pelto & Pelto in (Bell & Howell, 1976) classified verbal and nonverbal data collection techniques. This research uses verbal technique that includes interaction between researcher and research environment and allows for instruments like interviews and questionnaires.

Ethnographers plan their study very carefully as the researcher of other methodologies do. After carefully working on the research question, the researcher should also decide on the most appropriate environment, participants, instruments and the content of the instrumentation. For instance, the researcher should determine whom to interact with for interviews, who would be the most suitable person or what kind of questions should be asked in the interview (Bell & Howell, 1976).

### **Participants**

First of all, units of observation and the potential participants were determined based on ethnographic research method.

A unit of observation is an object about which information is collected. Researchers base conclusions on information that is collected and analyzed, so using defined units of observation in a survey or other study helps to clarify the reasonable conclusions that can be drawn from the information collected. (Boyd, 2011, p.929)

A school or a classroom can be defined as the unit of observation in an ethnographic study (Bell & Howell, 1976). In this research two different types of schools were the units of observations. The first school type teaches English implementing only the English language curriculum that was designed by MONE. The second participant school type implements English language teaching curriculum designed by

International Baccalaureate Organization (IBO) additionally to the obligatory MONE curriculum.

The information about IB schools' located in Ankara were obtained from the IBO website's service where the researcher could find all the IB schools in Ankara. Similarly, information regarding the MONE schools' places was obtained from MONE website in the fall semester of 2017-2018 academic years. The closest schools to the researcher were selected and a permission to do a research at those schools was obtained from Turkish Ministry of Education (Appendix G). Table 1 gives information about total students with regard to grade, school type and gender, followed by the detailed explanation of survey demographics.

Table 1  
Participants' demographics: Only valid participants

		Male N	Female N	Total
<b>High school</b>	MONE	46 (41%)	65 (59%)	111
	IB	33 (49%)	35 (51%)	68
<b>Middle school</b>	MONE	26 (45%)	32 (55%)	58
	IB	39 (56%)	31 (44%)	70
<b>Total</b>		144 (47%)	163 (53%)	307

This research was conducted with 317 students, 4 heads of English language department and 1 vice-director of the school. Participants were from four different schools. The age range of the students varied from 13 to 18 years old. However, the age range of students were regarded according to the grade level as high school and middle school students. The figures 2, 3 and 4 show that in total 317 students participated in the research, 164 of them were female and 144 were male students. 179 of participants at the research were high school students and 129 of them were middle school students. One hundred sixty nine students were from MONE schools and 139 students were from IB schools. All of the participants took place in the research

voluntarily. In total 22 students rejected to participate in the research. In total, four heads of English language department and one administrator were interviewed. All of them were female. They all were informed that our interview will be recorded and then kept confidential.

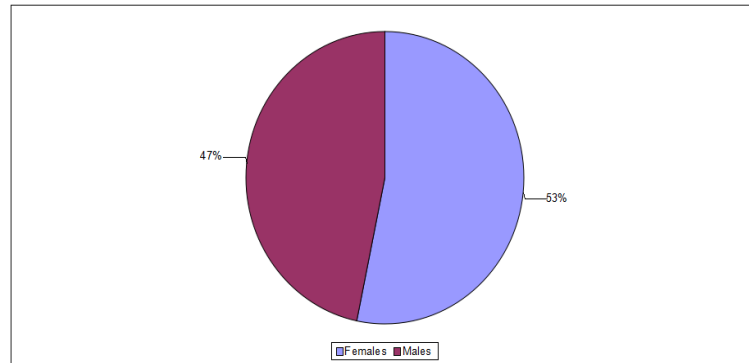


Figure 1. Percentage of female and male student participants

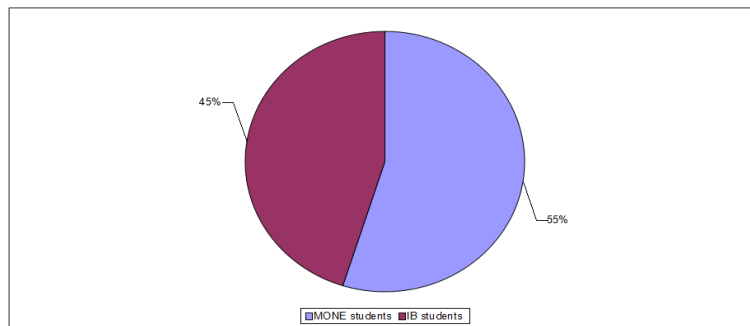


Figure 2. Percentage of student participants by school types

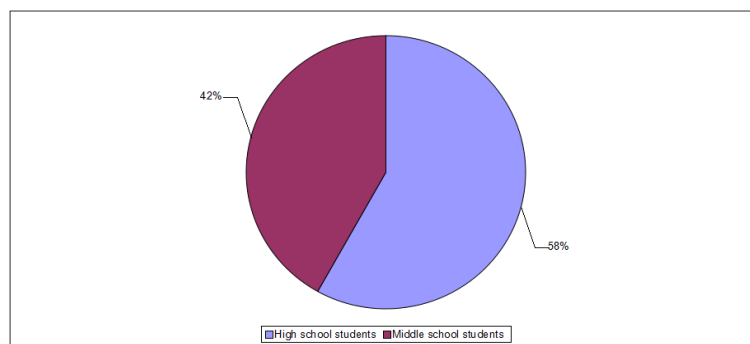


Figure 3. Percentage of student participants by grade level

The data collection was done in the spring semester of 2017-2018 academic years. The classes that would participate in filling the questionnaires were chosen by the school administration according to their availability. Students participated voluntarily. Each student was ensured about confidentiality of their answers.

## **Instruments**

Observation checklist, semi-structured interview and a questionnaire called “Motivated Strategies for Learning Questionnaire (MSLQ)” were utilized to collect data about the English language teaching and learning setting to answer the research questions. This part of the chapter describes all the utilized instruments in detail (Appendices A, C and E).

### **Observation**

School observation was another instrument to collect data. School observation checklist, consisting of 9 items was utilized for this purpose (Appendix A). It was developed by the researcher with the purpose of observing and describing the setting of the schools in terms of English language representatives and school population’s reaction to English speaking person. As it can be seen on the timetable the checklist was developed almost whole 2017 year and had undergone many changes till the data collection time. The last version that was used in the school observations was given as an appendix A. The items on the checklist were determined based on the factors that influence English language learning and teaching. During the school visits, the researcher observed corridors, classrooms, libraries, computer rooms and English language department. Throughout the observation, checklist was used and each item of the checklist that was available at the school was marked with the tick by the researcher. Each item in the checklist was assumed as one point. Accordingly, each tick on the checklist added 1 point to the school’s English language setting.

According to Hardiman (2005), physical environment plays a great role in learning English. She claimed that a clean building that looks attractive and has a good lighting can be a proof for a quality of learning at the school. So, this section reports some



physical conditions such as seating arrangement, lighting, inviting surrounding, multicultural themes, and classroom size of the schools depending on the observation checklist results (Appendix A ). Hardiman (2005) focuses on the importance of the light in learning as it greatly affects students' learning. She also reports that even if the effect of lighting on learning was not scientifically confirmed, the darker rooms increase Melatonin and decrease brain alertness. Therefore, lighting of the schools was also included to the observation checklist (Appendix A).

The units of observation were evaluated according to available visuals in English and the students' reaction to English speaking researcher. Observations were nonparticipant and were conducted during the lunch break time, which was the longest break at the school and lasted from 40 to 50 minutes; lunch breaks were assumed as the ideal time to see more students and to have longer time to observe them. Observation of each school lasted from 30 to 60 minutes.

The researcher visited the units of observation in Spring term of 2017- 2018 academic year and examined English language usage in the schools' decorations. Her examinations were based on the checklist items and she checked each item available at the schools and marked the points for each school after the observation process. Many visuals were captured in order to use photos for giving concrete examples in the result chapter. Also, the students, teachers, and other members of the schools were observed in terms of speaking English. In the observations, special attention was paid to the language of interaction between individuals at the unit of observation and an international atmosphere of the schools. In the research, the students' reaction to English speaking people was also considered, analyzed, and reported.

### **Semi-structured interview**

Semi structured interview was another instrument to collect data for the research. Interview protocol consisted of 20 questions. The questions were developed by the researcher after completing the literature review and were based on the factors that play crucial role in English language teaching. The questions of the interview were grouped in four sections (Appendix C). First part of the interview contained 5 questions related to procedures or extracurricular activities done by the school to motivate their students. The second part consisted of 4 questions regarding language activities at the school. The third part had 6 questions about schools' teaching methodology, use of Turkish in English classes, lesson hours, availability, and use of technology in English classes and teacher training. The last section contained 5 questions related to school population, class size, and teacher experience. The questions were developed in order to obtain more information about the schools' English language teaching and learning setting.

As it was stated in the timetable, semi-structured interviews were conducted in January and February 2018. Semi-structured interview protocol was used to make sure the aspects that were meant to be covered were fully covered Patton (2002). During the whole interview, clarifying questions had been asked if needed to hedge that interviewee understood all the questions right or to obtain more information. For example, when she asked one of the interviewees about the resources used to teach English she got the answer about books. In that case, clarifying question was "do you use worksheets and other extra materials? Researcher aimed to have interviews with both administrators and heads of English department with the purpose of improving trustworthiness of the interview results. In total 5 interviews were held. Each interview was planned to last about 30 minutes on an average. Length and date of the

interviews are given in table 2. The data were analyzed manually; the researcher transcribed the results into an ordinary word processor.

Table 2  
Interview data

<b>Interviewee</b>	<b>Date</b>	<b>Duration (minutes)</b>
HOD of MONE high school	19.02.2018	25
HOD of MONE middle school	20.02.2018	15
Vice principal of MONE high school	21.02.2018	18
HOD of IB high school	26.02.2018	25
HOD of IB middle school	27.02.2018	20
Total (min)		103

Purpose of the semi-structured interview was to find out answers to open-ended questions that were not possible to be answered using other instruments of this research such as questionnaire or checklist. In fact, Merriam (1998) stated that the interview is a way of finding out what is in person's mind and getting more information about the participant. As in this case, information about teaching, learning and resources used in English classes were obtained via interviewing the administrators and heads of the English language department of schools. In this research, heads of the English language department and school administrator were asked questions related to motivation, students, teachers, and language activities at school. We live in the digital era and the young generation is growing up integrated with technology. So, availability and usage of technology in language learning would ease their learning. For this reason, some questions about technology availability at schools and their usage in English language courses were included in the interview questions.

All the interviews were audio recorded with the permission of the interviewees. As Merriam (1998) stated, taping (audio recording) is the most common and desirable

interview type as video recording might be very cumbersome and can cause hesitation of an interviewee. In this research semi-structured interviews were conducted in order to gather more data with open-ended questions and then to use the data in describing the English language teaching setting.

### **Motivated strategies for learning questionnaire (MSLQ)**

MSLQ developed by Pintrich and his team in 1991 was used with the permission of the Michigan University (Appendix I) to measure students' motivation level towards learning English. The original questionnaire was developed at Michigan University by Pintrich et., al (1991).

Students' motivation level toward learning English was measured, because, motivation is one of the factors that greatly affects learning a language. The questionnaire had two sections. Section one includes 4 demographic questions to gather data about student background. Section two was composed of 31 Likert Scale items regarding student motivation towards English language learning (Pintrich et al., 1991). These 31 items were developed with the aim of achieving 3 constructs of motivation: value, expectancy, and affect. The questions of the value components refer to the reason for student's engagement in the academic task. The questions related to expectancy component reflect whether students believe in their skills to accomplish a task or not. The affection components focus on the answers students gave to the questions about their anxiety on examinations Garcia (1995) in Kivinen, 2003). These components were used to measure students' engagement in an academic task value, student's belief that he or she can be successful in completing a task, and anxiety level (Kivinen, 2003) towards English language learning. The motivational section of MSLQ was constructed to assess goals and beliefs of the students towards English

language learning. Also, this part of MSLQ measured students' beliefs in their own success in English and anxiety over the exams. In order to provide a clear understanding of MSLQ construction we can look at item 1 as an example. Item 1 is the first question of motivational section of MSLQ. This item was constructed to assess students' intrinsic perception of why he or she is engaging in an academic task. Intrinsic motivation concerns the extent to which students perceive themselves participating in the task just to be in it and to complete it with no reference to external reasons such as praise, grade, or other awards.

1. In a class like this, I prefer course material that really challenges me so I can learn new things.

On the other hand, question 7 is an item that stands for extrinsic goal orientation. Having an extrinsic motivation towards learning task shows that student is engaged in it for reasons like competition, appraisal by others, rewards, grade, and awards.

7. Getting a good grade in this class is the most satisfying thing for me right now.

In table 3, you can see the distribution of the questions according to their components. 31 MSLQ questions were categorized into categories of questions to make their analysis easier. There are six categories and they were lettered from A to F.

Table 3  
 Components and categories of MSLQ questions  
 (Adapted from Kivinen (2003))

Components	Item Numbers
<b>Value components</b>	
Intrinsic motivation	1-16-22-24 (category A)
Extrinsic motivation	7-11-13-30 (category B)
Task value	4-10-17-23-26-27 (category C)
<b>Expectancy components</b>	
Control of learning beliefs	2-9-18-25 (category D)
Self-efficacy for learning and performance	5-6-12-15-20-21-29-31 (category E)
<b>Affective components</b>	
Test anxiety	3-8-14-19-28 (category F)

In this study, the results were scored in five-point Likert Scale. The Five-point Likert scale was adopted from Kivinen (2003) with his permission (Appendix H). The instrument administration was planned to take about 30 minutes but the researcher took permission to administer the questionnaire in one lesson hour, which is 40 minutes.

The Likert Scale evaluation ranges from 1 to 5. Number 1 on the scale means total disagreement and 5 means total agreement with the statement. This questionnaire was used to measure students' motivation level towards English language learning. After collecting the students' answers, the difference in motivation levels between students of two types of schools was analyzed and compared.

The MSLQ was administered at the beginning of a spring term of 2017-2018 academic years. The MSLQ was administered in the actual English language lesson time.

Students were informed that they should consider English language learning while filling the questionnaire. Before carrying out 31 item MSLQ, students were reminded

that this is a survey that is based on voluntary participation. The questionnaires were given to the class teachers. To assure objective student answers participants had privacy in responding the questionnaire. However, they had been still observed by their teacher in order to avoid biased answer in case students look at each other's responses. After filling in the questionnaires the teachers handed the papers to the researcher. Students were given 40-minutes, one lesson hour, to fill in the questionnaires, but average questionnaire filling time was 30 minutes.

The original questionnaire was developed in English; hence, the questionnaire was adapted to Turkish language. The items were translated from English to Turkish and then from Turkish to English. Afterwards, both versions were proofread by academic personnel of Bilkent Graduate school of Education and several English language teachers, colleagues of a researcher (Appendices E and F).

#### *Research timeline*

Whole period of the research was summarized in the table 4. The timeline is based on 14 different tasks. These tasks are listed in the column "tasks". The first row contains numbers that represent months. Each month was numbered according to its order in the calendar. For example, number 1 stands for January and number 9 represents September. October, November and December were labeled as O, N, D respectively to avoid two digit numbers because they break the width of the table columns. The first column under the row was allocated for the task list. Time period of the tasks is marked with the black colored cell.

First of all, the research topic was conceptualized in June and July months of 2016. After that, the research topic was written and sent to the Bilkent University

Graduate school of Education and a supervisor was appointed according to the letter.

Several procedures including literature review, setting of the research framework, determination of research questions, writing the research proposal and reviewing it as a thesis chapter, discussing literature review with supervisor and reviewing research method were completed between January and June, 2017. Research proposal was written after reviewing some scientific literature and consisted of 5 parts that included introduction, literature review, aim, problem statement, and method of the research. The research questions were determined and integrated into the problem of the thesis. The research proposal was evaluated by the supervisor and reviewed as a thesis chapter. At the same period, the research method was reviewed and determined.

Due to the fact that the data collection was conducted at the schools, it was obligatory to get a permission to do a research from Turkish Ministry of Education (MONE). To get MONE permission it was necessary to write a thesis proposal in Turkish. We can see this period at the timetable as a black line from August to December, 2017. MONE permission was obtained at the beginning of January, 2018.

Data collecting process started after obtaining the MONE permission. Data were collected during Spring term of 2017-2018 academic year. Data collection process is described in details later in the data collection section of this chapter. Data were analyzed and reported in March, 2017. Concluding remarks and further improvements of the thesis were done following the thesis finalization between April and May, 2018.



Table 4  
Research timeline

Research time-line																					
Year		2016					2017										2018				
Tasks	Months	7	8	9	O	N	D	1	2	3	4	5	6	7	8	9	O	N	D	1	2
Conceptualizing the Research Topic		■																			
Research Interest Letter				■	■																
Literature Review							■	■	■	■	■	■	■								
Research Framework Setting							■														
Research Question Determination								■													
Research Proposal in English									■	■											
Review of Research Proposal as Thesis Chapter										■	■	■									
Determination and development of the instruments								■	■	■	■	■	■	■	■						
Literature Review Discussion with Supervisor		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■		
Research Method Review												■	■								
Research Proposal in Turkish															■	■	■	■	■		
Determining the participant schools																		■	■		
Obtaining MONE permission for Research																		■	■		
Data Collection																				■	■
Data Analysis																					■
Concluding the Research																					■

### **Method of data collection**

Documents that were needed to obtain permission to make this research were submitted to the Turkish Ministry of Education, and in January 2018 necessary permission was taken (Appendix G). After that, the researcher contacted the administrators and heads of ELT department of the schools to get an appointment to do a research. Following that, the consent forms were first to the parents of students who were supposed to participate in the study and later collected. Researcher and the heads of the schools scheduled interview, observation, and questionnaire administration time. Observations of the schools were planned to last about 30 minutes. It was planned to observe the school both when the students are at the break to see them and also when they are in the classes to see each state of the schools. The heads of the department (HOD) were informed that the researcher will come. Accordingly, the HODs were supposed to inform the teachers and the students of the classes that participated in the survey about the questionnaire administration prior to the implementation and confirm their participation. Data were collected during the spring term of 2017-2018 academic years.

During the visit to the schools the researcher first conducted an interview and later on examined the units of observation using the observation checklist. As a last step of the research at schools, she handed the questionnaire to be filled to the English language teachers who were supposed to administer the questionnaire. The researcher collected the filled in questionnaires after their administration. The researcher kept separate files for each school and each school type. Each school's folders had separate files, containing questionnaires of different grade levels singly. In other words the researcher had two boxes named IB schools and MONE schools. Each box had 2 folders named with the names of schools that were involved in the research. In each

folder, there were files with the filled out questionnaires and a separate file with the filled out observation list and interview protocol. This way researcher could transcribe the results easily and in an organized way. The data collection process was designed in order to ease the job of both researcher and school administrators that participated in this study. Most of the processes were either voluntarily completed by the school administration or in accordance with their availability.

The observation of each school lasted from 30 to 40 minutes. First of all, the researcher filled her checklist and then she took pictures of places that were related to the research purpose. Then, all the corridors, many classes, computer labs, canteens and libraries of the schools were observed in terms of English language usage in their decorations. The administration and the HODs were informed about the observations as a part of research.

The interviews lasted from 20 to 30 minutes. Some HODs answered very short and to the point, some of them answered the questions in a detailed way with examples. I met MONE high school vice-principal in her office; she wanted to be interviewed in that office. We had an interview for about 20 minutes and later the HOD came and answered my questions in about 30 minutes. They both preferred to be interviewed in Turkish. Similarly, the HOD of the MONE middle school also was interviewed in Turkish. The interview with her lasted for 25 minutes and took place in the student workroom as the department was full and crowded. We had 20 minute interview with the HOD of IB high school in the lobby. She preferred to speak in Turkish, however, middle school HOD talked just in English. We had an interview in the empty corridor and it lasted for nearly 20 minutes.

The questionnaire administration lasted about 30 minutes depending on the class speed. All the students were informed that this is a voluntary participation and they can refuse to take part in it if they wish. 5 MONE and 17 IB school students refused to participate. All the questionnaires were administered during the English language classes to avoid misunderstanding and evaluating their motivation towards other subjects. The questionnaire filling requirements were explained to the class teacher who would administer. The students didn't see the researcher in order to avoid bias. To sum up, in this research, data were collected through observation, questionnaire, and semi-structured interviews.

### **Method of data analysis**

The results of observations were collapsed in one table that can be seen in appendix B. The results of the school observations were reported right from the checklist question by question due to the low number of schools ( $n=5$ ) (Appendix B).

Moreover, there was no special software used to analyze qualitative data. In other words, interview results were transcribed using Microsoft Word document, and some of them were attached to the thesis study as an appendix (Appendix D).

In this research, both quantitative and qualitative data were collected. Quantitative data were analyzed using SPSS 22.0. First of all, descriptive statistics were explored for each variable. As a next step, independent sample T-test was done to see whether there is a difference between the motivation levels of students based on several factors.

## **CHAPTER 4: RESULTS**

### **Introduction**

This chapter contains detailed information about the results and findings of data analysis. Both qualitative and quantitative data are included.

First part is the analysis of qualitative data and reports the results of the school observations and also presents some exemplified proofs and describes internal design and use of English in school decorations of the participant schools. Second section reports the results of semi-structured interviews. Last section presents the results of the MSLQ. In other words, the data about the motivation level of MONE and IB students are compared and described in the last part. The 31 questions of the MSLQ were categorized into 6 categories using letter descriptors from A to F. The results of the survey were summarized based on these 6 categories.

### **Results of school observations**

This section reports the results of school observations. Data were collected using the observation checklist. This section describes each type of schools in terms of English language representation. Moreover, physical conditions including lighting, seating arrangement, class size and surrounding are also reported in this section. Lastly, report of students' reaction to English speaking person in MONE and IB schools takes place in this section. In total, two IB and two MONE schools were observed to collect data for the research. One high school and one middle school from each type of schools were visited. Appendix B shows the summary of the observations with ticks and number of students where needed.

### **English language representations at schools**

First 7 items out of 18 items of the checklist were devoted to the English language representations in the decorations of the schools (Appendix A, item 1, a-g) and each item was scored as one point. The results of the school observations were reported based on school type. According to the ticks marked in the checklist it can be seen in appendix B that one MONE school had English language representations only in one place and another MONE school got zero point meaning no English language representations observed in that school. Whereas, each IB school had English language representations in six places such as, in the main gate, entrance of the schools, corridors, classrooms, English language department, labs, libraries and cafeterias; where English language representations in each listed places scores one point to the unit of observation. The two MONE schools had only 1 corridor that contained visuals in English language. MONE schools got 1 point on this aspect. On the other hand, at the 2 observed IB schools, there were fliers and announcements in English almost from entrance to the top floor. There were boards, fliers, students' works illustrated on the walls. So, IB schools got ticks on all the aspects excluding the items about English language representations in the main gates and collected 12 points in total for 2 IB schools. So, at IB schools all the corridors and classes in each floor had visuals with English texts on them. Especially, the IB middle schools didn't have almost any empty wall. There were English words, phrases and quotes on some floor surfaces and stairs, too. On the other hand, both MONE schools didn't have many visuals in general. Actually, there weren't any inscriptions in English in MONE high school but MONE middle school had some visuals in English in just one corridor. These visuals contained short and simple words. This was the only place that contained visuals in English and was located in the corridor of English language

department. The MONE visuals had body parts, feelings, and sports activities written next to the pictures (Figure 4). On the other hand, one of the corridors of IB middle school presented students' thematic works (Figure 5) where some quotes and sentences were very impressive and illustrated good English writing skills of students. When the subjects are MONE schools, they did not have any visuals in English in the English language department of both schools. On the contrary, in IB schools' English language department almost all the boards, announcements and other visuals were in English.



Figure 4. MONE middle school English language representations



Figure 5. IB middle school English language representations

Additionally, at IB schools there were some visuals just in English. For example, there were announcements of events, fliers of upcoming conferences and other activities (Figure 6).



Figure 6. English language representations in IB high school

Many official inscriptions at IB schools were also written in English. Figure 7 is one of the examples.

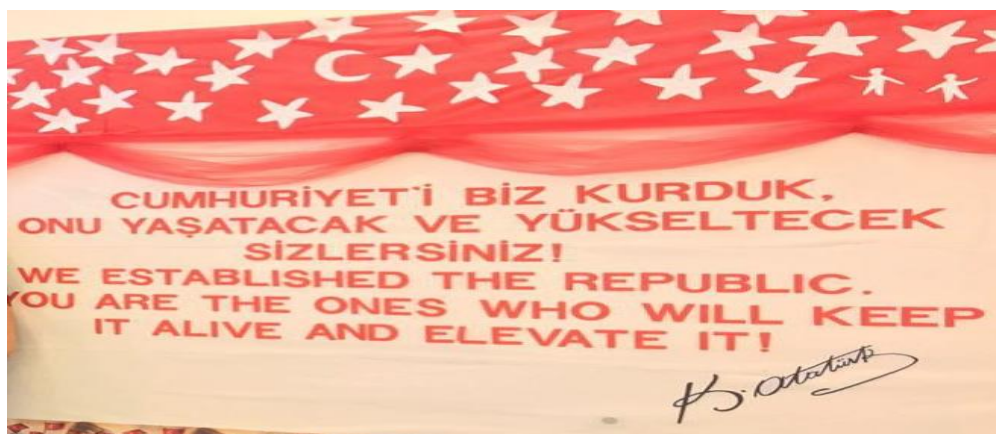


Figure 7. Official inscriptions written on the school wall



Another aspect in the observation checklist was whether the schools display students' work (Appendix A, item 2). The MONE schools didn't display any student work in English. As it can be seen from the observation results, both IB schools have ticks meaning that student work display was observed at the observed schools (Appendix B, item 2). Both IB schools displayed many the student works on the corridor walls.

One item of the checklist was about the keyboard of the school computers and language of the software system (Appendix A, item 3). There were several labs at MONE middle schools and the smallest computer lab for 9-10 students was opened for me to observe. The lab had visual neither in Turkish nor in English. There were several empty bulletin boards. The keyboard layout was different from the QWERTY keyboard. The school had F-layout (Figure 8). F-layout had been declared as an obligatory keyboard in Turkish government institutions because this layout was designed specifically for Turkish language to ease typing in Turkish (Çataloğlu, 2018). On the other hand, there were plenty of computers at MONE high school, too. The computers that were located in the library were shown to be observed. First of all, their library was very rich, comfortable, cozy, and modern. There were 10 computers in the library (Figure 9). There was one more computer room where they had more than 30 computers. They were in good condition and had QWERTY keyboards. The software system of the computers at both schools was in Turkish.



Figure 8. Computers with F-Layout keyboards



Figure 9. MONE school library

The computer laboratories in both IB schools had many visuals in English; also, all the instructions and classroom rules were written in English. Moreover, their keyboard layout was adapted for typing in English. Furthermore, all the software systems in these computers were in English. Then again, all the classroom rules in the computer lab were written in English (Figure 10).

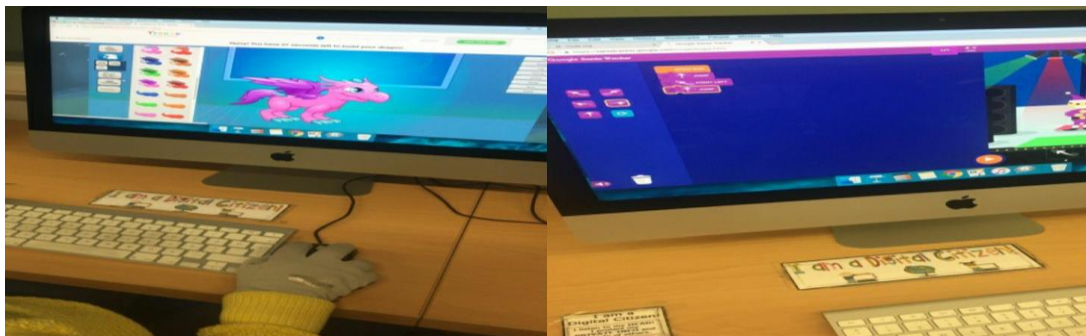


Figure 10. IB middle school computer lab

### **Physical environment of MONE and IB schools**

One of the aspects of the observation checklist was the seating arrangement (Appendix A, item 4) of the schools since it is important in order to be able to do individual, pair and group works and activities.

The participant schools had different seating arrangements. Majority classrooms in MONE schools had traditional row seating arrangement and there were few classrooms that had U-shape seating. Classrooms in IB schools had both U-shape and row seating almost equally. The desks of students were flexible and individual at all schools; in other words, each student had his/ her own desk and chair that could be moved if necessary. Therefore, at a glance the students can move them whenever they needed. In both type of schools, the chairs and desks were light enough to move and looked to have almost the same designs. Presumably, their comfort level is more or less the same. All the classes at both types of schools were big enough in order to arrange the seating in a way that would let students and the teacher to move around the class easily. Therefore, there was no visible difference in seating arrangement of these two types of schools.

One more thing that the observation checklist measured was whether the school has an inviting surrounding that includes nice bulletins, plants, visuals, and art. In this aspect, MONE high school and IB middle school received 1 point each. As the MONE high school had nice visuals in Turkish and a lot of plants both in the corridors and in vice-director's office. IB middle school had many works of art and nice decorations in the corridors and library. MONE middle school had very little visuals and IB high school had many visuals.

Observation checklist also measured cleanliness and repair of units of observation. Firstly, all the participant schools were big, clean and with a good repair that make these schools suitable places for education. Therefore, all the schools received 1 point and no difference was seen in this aspect of the observation checklist. There was no visible difference in terms of school and classroom size. All four schools had big and considerably new buildings. The classrooms of all participant schools had enough space between the students' and teacher's desks so the students and the teacher could move easily.

With regard to lighting, MONE schools scored 6 out of 8 because English department of MONE high school, some corridors, and classrooms of MONE middle school were dim (Figure 11). Further, corridors on the basement were lit brightly but on other floors were dim. The classrooms were clean but some of them were also dim. Yet, not all the places of participant MONE schools were dim. For example, the most welcoming and bright place of the MONE middle school was the canteen. It was bright, with perfect paint and design. Likewise, library of MONE high school was one of the most brightly lit and appealing places. On the other hand, IB schools scored 8 out of 8 since IB schools' classrooms, canteens, corridors, and other places were lit brightly.



Figure 11. Corridors of MONE high school

### **Students' reaction to English speaking person**

One of the aspects of the checklist was about the students who speak English among themselves and the students who answer the researchers' random questions asking a direction in English (Appendix A, checklist items 8 and 9). The results of the observations showed that at both MONE schools, there was no student observed speaking in English. Whereas, at IB schools 14 students were seen talking in English among themselves during the observations. Moreover, at 2 MONE schools only one student out of 8 students who were asked the way to a certain room could answer the researcher's questions in English. On the other hand, 7 out of 7 students who were approached to ask a direction at 2 IB schools described the way in English (Appendix B).

At MONE schools there was no student observed speaking English among themselves. Moreover, the students who were asked a way were hesitating and not talkative towards speaking in English. When the researcher asked the way to director's office to the student who was on duty. The student did not say anything but smiled and gestured with his hand inviting her to follow him. When they went to the director's office they could not find the director with whom the researcher had an appointment. The student did not say anything, he just showed the room to a researcher and expressed that he does not know where the director by shrugging his shoulder, using body language. After that, she approached to another high school student who was also on duty in the entrance. She asked a student where the English language department was; it was obvious that the student understood her and led her to English language department also using her body language and not saying a word. However, they could not find the people they were looking for as they were at the meeting and she approached another student to ask her if they can show this school to her and the classes. Yet, they could

not answer anything to the researcher but they were good in using body language to express themselves. Contrarily, when the researcher asked an IB high school student direction to the English language department he described the way in English more or less fluently. When she tried to ask direction to the English language department from another high school student, she got the answer: “I don’t know, maybe you should ask security” in English. Her command of English was good.

### **Results of the semi-structured interviews**

In order to gain more information about MONE and IB schools, the answers for open-ended questions were obtained using semi-structured interviews. The results of the semi-structured interviews were written in a descriptive and comparative way. The interviews were held with administrators of schools; in particular with 2 MONE and 2 IB heads of English language department and 1 vice director of MONE school. All of the interviewees were female. IB middle school’s HOD was non-Turkish and all other interviewees were Turkish nationality. In total 5 people from 2 MONE and 2 IB schools were interviewed.

This section presents the result of the semi-structured interviews based on some themes by giving examples from data analysis. The interviewees answered the interview questions in a mixed way and while answering the questions they added some other information that was not asked during the interview. However, after analyzing the data, the researcher worked out several themes and the interview results were reported based on the theme. In other words, firstly, extracurricular activities held by each type of school to motivate and encourage students with some examples of the collected data were reported. Secondly, usage of coursebooks and extra materials in teaching English were described. Thirdly, information about availability of technology

and their usage at each school was given. As a next section, use of Turkish in English classes was shortly reported. Finally, population and class size of schools were described and compared bearing in mind both school types.

### **Extracurricular activities as sources of motivation**

This section addresses activities of the schools like field trips, cultural activities, and international programs to encourage and motivate students towards learning English.

#### *MONE high school*

MONE high school's head of English language department stated that they wish they had international programs that would encourage students speak English; unfortunately, they do not have any yet. They still do their best to encourage and motivate students with the opportunities they have. She stated that there was almost no cultural or language activities at the school when she started to work there, 8 years ago. Since then, she founded an English club where she used to bring some native speakers from international associations and they had debates and discussions in English. She believes that it was very motivating and encouraging for students because many students are too shy and not confident to speak in English. She stated that since she works active to develop and maintain the club. She also cooperates with some German, English, Chinese and Korean associations to be able to invite her students to the associations' cultural activities to introduce them to other cultures where most of the visitors communicate in English. She and her students try to attend all the activities. Moreover, she tries to incorporate her students into international language programs, too. For instance, MONE high school HOD gave an example of a program called "youth for understanding". There were many volunteers, who came with this program to Turkey and voluntarily attended the schools and practiced English with

the students. For example, the vice-principal of MONE high school stated that every week English language teachers and the students had English speaking club with the volunteers from different countries in order to improve students' English speaking skills. She explained why now the volunteers stopped to come:

Unfortunately, now we do not have any volunteers, because of some terrorist attacks they almost stopped coming to Turkey. Our school was badly affected by the terrorist attack on 13<sup>th</sup> March, 2016 in Ankara. We lost one student in this attack.

In fact, during the school observation I noticed that her name was given to the school library (Figure 12). We can say that terrorist attacks affected the volunteers from other countries and now they do not have “youth for understanding” program. They still try to keep the students' language skills somehow active. She stated that now they have a “Whatsapp group” where she and her students talk just in English. She says that it is easier to text in English because they have a chance to think and to translate some words if necessary. She is also aware of the fact that the students may not improve their speaking skills but still their knowledge of English language stays active.



Figure 12. Library named after a student who lost her life in a terrorist attack

Moreover, according to HOD of MONE high school, they try to attend conferences together with their students in order to change the learning environment and raise



students' awareness about English. In sober fact, when I visited them she was planning to go to Ankara University College conference the Friday, 16 February 2018. It seems that she is committed to the school and her students. She tries to keep her students active and does her best to encourage them. For example, she promotes attending Model United Nations (MUN) conferences. Last year they attended MUN conference in the city of Samsun. She said that her students were under its effect for a long time and were strongly motivated. She tries to motivate the students towards learning English through these ways. In addition, she said that she always gives useful tips about their future, how they will need English in the university and professional life. Moreover, she re-founded English-speaking club into foreign languages club in order to have more sources and to have more opportunity to visit cultural places with her students. She also has connections with German and Chinese institutes that regularly organize cultural days and these organizations have huge database of English language sources. She brings some documents from there to her school so that the students could read and see. Additionally, she announces to the students all the cultural activities that are held in those institutions through their club and Whatsapp group. According to her, high school students at the school always participate in the Story writing and translation competitions organized by Çankaya University. Such activities keep students motivated and they improve their English language skills during preparations to the competition. Moreover, she always follows the announcements by "Egitech" website where they have social activities corner and announce the activities that will be held in near future. Therefore, she announces all the news to the students at the school. She said that she tried to take part in Comenius international exchange program to motivate her students and contribute to their English language skills but all the projects they sent to Comenius project up until now were turned down. However,

they went to the English summer school to Colchester, University of Essex with a group of students of 18 and 20. Vice principal of the school stated that sometimes there are good opportunities to improve English language skills but students cannot attend them because of financial problems. For example, this year they could not go to summer school to England because the Euro exchange rate to Turkish Liras is too expensive and many students cannot afford it. Similarly, last year she announced a summer school to Cyprus that requires the students to fund themselves but there were not enough participants; so they could not go there either.

#### *MONE middle school*

According to the HOD of MONE secondary school, the school does not have extracurricular activities. They have not visited any conferences or cultural activities with the students, yet. She informed that they tried to organize sketches and language competitions at school but most of the time they failed to perform. For this reason, the English language department of the school stopped to waste time for such activities. However, she indicated that they have extra English language classes in the afternoons. These English courses are mostly aimed at improving speaking skills. The courses are free and not obligatory. The head of the department said that the attendance is not much for the reason that students come from all the corners of the city and most of them come to school by public transportation. The courses end late and not many students want to go home late. She also stated that students who join the extra language courses enjoy it and at the same time improve their English. She indicated that for now this is only extracurricular activity that is planned to contribute to English language teaching at school. Therefore, MONE middle school offers extra English speaking classes for the students who wish to improve their English language skills.

### *IB high school*

The HOD of IB high school indicated that the school takes quite active place in the international conferences and programs. For example, the students participate in the duke of Edinburgh's international award program, TEDx events, MUNESCO and JMUNESCO conferences. She said that these activities not only improve their English but also they contribute to their self-confidence and self-development. According to her, they also add one new language triggering activity each year. For instance, this year the school established the "writer's club" where the students write stories in English and Turkish. Other than that, students can request additional lesson if they feel they need some support from the teachers. Either the teacher can advise a student to get support and additional English language classes in order to catch up with their peers. Additional classes are planned at the end of each week. So, these classes are easily planned and given. The HOD of the school expressed the necessity for such activities in following sentences:

We try to keep the students active and create opportunities for them to practice English as we attach importance to strong speaking skills. Such activities play enormous role in students' speaking and communication skills. That is why we always encourage them to be active in these programs. Being active makes students more disciplined in their life in general as they need to be well planned in order to make both their lessons and social activities that include language activities too.

The HOD also stated that high school students write reports regarding the topic the school assigns them and this skill develops their English language skills a lot.

Accordingly, the IB high school has various activities and materials that support English language teaching and learning.

### *IB middle school*

The HOD of IB middle school stated that the greatest extracurricular activity of the school is applying IB program additionally to the compulsory school program and

stated the importance and advantages of applying IB program and taking part in international programs:

IB program plays great role in teaching English. It not only contributes to students' learning English but also has great role in improving critical thinking, awareness of the importance of being a global citizen which in turn helps them understand people from another country and culture. We also have Comenius and Eco school international programs that contribute to learning better English and socialize. However, because of their young age middle school students do not have an opportunity to visit another country.

The IB middle school do not have English speaking clubs because as HOD said they do not need such things as they already practice English a lot during the classes while presenting posters and making presentation with PowerPoint program. Moreover, English language teachers speak with their students just in English. In addition, there are many international students and for this reason, students speak English among themselves too. According to the interviewee, they also have real like conversations in the lessons and students somehow feel what they will encounter in the future. She also stated that most of the students already have an experience of going abroad and facing English-speaking conversations:

They can imagine the real conversations in English. Real-like conversations and many other activities like presenting their projects, expressing themselves and their own opinion encourage students to speak and motivate them for more communication in English. Speaking of our present students, I can confidently say that our students have good command of English.

The head of English department of IB middle school said that they used to have some language competitions to improve students' English language skills and motivate them for further learning. However, for last few years they have not done such activities because they have so many activities to follow and catch up with IB program and they do not have time for competitions right now. Nevertheless, she also stated that they have intention to start to organize such competitions in the future, as they believe in positive effect of such activities on students. Similarly, they do not have time to take

part in the language competitions outside of school such as “Big read” and “Urfodu”. To conclude, the IB middle school students do not participate in competitions but they have many other activities that contribute to their English language skills.

### **Usage of textbooks and supportive materials**

The HODs were asked how they used the coursebooks to teach English more efficiently. For example, from MONE teachers’ answers it can be deduced that they depend on the teachers’ and students’ books. In other words, they do just what they have in those books and do not do anything apart from the activities in the coursebook. MONE secondary school teacher stated that they do not need any additional activities as their reason for obtaining complementary books is having ready activities and teachers’ guide and that they reach their aim with these books. She also mentioned that they do not have time to prepare supplementary materials and quizzes because they should also complete the compulsory books. So, the book is the guide and main source for them. As one of the MONE teachers stated, there are few activities to keep students active, like sketches and role-playing activities to maintain students’ motivation towards learning English. The interviewed MONE teachers believe that these activities help students gain self-confidence as they become more fluent and they improve their skills to speak in front of the audience. At the same time, she added that sometimes they prepare the sketches but cannot have a chance to demonstrate it to the audience because of lack of time. She also stated that sometimes they do not have time even to check the homework that was assigned. So, not all the assignments are checked. Another MONE teacher also stated that she prepared a theatrical play 2 years ago, the students were very excited but they could not play it in front of the audience because the summer recess started. As MONE schools do not have much speaking activities

apart from those in the complementary books, they try not to skip speaking activities in each unit.

On the other hand, IB English language teachers stated that they use not only the books they also use many kinds of worksheets that can be adapted for individual work, pair work and group work. Therefore, they have many worksheets that vary depending on the purpose of teaching. The interviewed IB teachers said that they use the books as guiding sources and they use other materials and do not depend on the coursebooks.

The IB teacher stated the way they use coursebooks:

It is better to prepare supportive materials and assignments when we have a book; because we prepare these materials in accordance with the content of the book. In our school, the main role of the textbook is to be a good guide for the teacher. We have regular department meetings where we plan the activities for individual, pair, group works, and whole class discussions. Therefore, we stick to the plan whole period.

She believes that by changing the type of work they not only improve students' English language skills but also contribute to their communication skills. She stated that the students learn how to speak to each other when they work in pair; they learn how to speak in-group and how to discuss a topic with the whole class. Moreover, the IB schools that I visited prepare their materials weekly and they decide including at least three different materials to the English language textbook. IB middle school HOD gave an example of extra materials for the last week:

For example, last week we did one quiz to measure the students' understanding and learning the previous materials and one worksheet as in class activity and one presentation related to the content of the unit as an assignment to be prepared for the next week.

### **The reasons of using complementary books**

After hearing that both IB and MONE schools use complementary books, the teachers were asked the reasons why did they decide that they need additional books? Four out of five interviewees stated that the compulsory books are not sufficient to teach

English in a level they aim to teach. For instance, one of the MONE teachers stated that the complementary books already had been applied when she started to work at that school but she is sure that students have more interest in additional books more than in compulsory books and do the activities and tasks of complementary books with great pleasure. Because, complementary books obtained from private publishers are catchier, brighter, more interesting, colorful, and include activities that are more creative. It was also stated that students enjoy role-playing activities and board games that they have in the supplementary books and these activities contribute to their English language skills. She also emphasized that her opinion about the books, teaching and cultures:

The “compulsory” books have very little content about other culture, but I think that learning other cultures contributes to students’ sense of empathy and broadens their horizons. On the other hand, the supplementary books have cultural elements almost in each unit; some books even have whole units devoted to culture.

In addition, MONE HOD stated that the books of Ministry of Education are not interesting for the students as they become very unhappy each time they do activities from those books. They do not like learning through these books. In addition, these books do not have supplementary visuals like electronic books, online support, or a digital version that could be used on a smart board.

One of the IB HODs explained the need for complementary books:

The principles of education change each year, many studies are carried out on effective teaching, and the private publishers follow these developments and publish new books every year. There is a huge competition among publishers and they work with well-known educators in ELT and come out with excellent books that are suitable for up to date ELT. Whereas, the Turkish Ministry of Education prints one book in five years and this is too long, in five years we can miss many novelties.

After hearing this, I looked at the compulsory book where there is actually a note on the English language book that a book is really accepted to be taught for five years.

The note is in Turkish; and here is translation to English: “this book has been accepted

as a coursebook by the Ministry of Education and board of education on the 20<sup>th</sup> (1<sup>st</sup> according to the old list) general assembly resolution in 05.05.2016 for 5 (five) years starting from 2016-2017 academic year” (Figure 13).

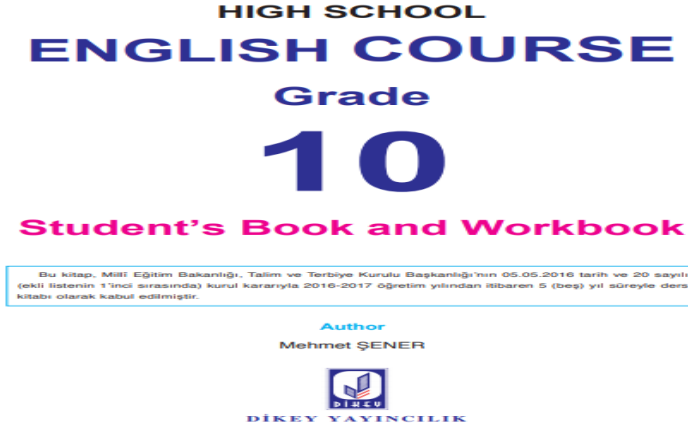


Figure 13. Note of Turkish Ministry of Education accepting the book as a coursebook for 5 years.

One of IB teachers informed that the complementary books are much practical as they have software program that is easy to use and can keep the students' attention longer than a teacher would succeed. She also mentioned that this program also eases the job of the teacher. Moreover, students also have those programs and can use them at their home and the device can repeat the material as much as a student needs. For this reason, “the complementary books are needed at IB schools”, she explained. Another Head of the English Language department of IB school stated that the books provided by the Ministry of education of Turkey are not sufficient to teach English in a desired level for many reasons. She explained that English coursebooks provided by the Ministry of Education are designed for less lesson hours than they have. Moreover, it was reported that the content of the books is not rich, the pages are pale. They are not designed to suit communicative language teaching for many reasons, including lack of speaking activities in the book and activities for pair work, group work and class discussions. She gave an example of some activities:



In the compulsory books, all the instructions are written as if it is designed for individual work, whereas the books we obtain from the private publishers write in the students' book the instructions intended for pair work, group work, or individual. The latter eases the job of both teachers and students because they see and get ready for the activity.

She also added that when all the activities are addressed to individual work it can be problematic to decide how to implement the activity and each teacher would start doing the activity in different way. Therefore, she wasn't satisfied with the way the book gives instruction for doing activities.

To sum up, there was not much difference between the English language coursebooks used in teaching English at MONE and IB schools. However, there was a big difference in the way the coursebooks are used; particularly difference between the activities and materials that were used to teach English.

#### **Availability and use of technology**

The result of the interview shows that all four schools that were visited had smart boards in each class and had computer labs for students' use. Particularly, MONE high school had over 50 computers available. They were located in two separate rooms. More than half of the computers were at the computer lab and the rest of them were put in the library. The HOD of the school stated that all the computers work properly. She also indicated that students can use the computers whenever they need and that sometime students use them to improve their English. However, she does not know in which way they use them to improve their English language skills. She stated that they always use the smart boards in each English class because they follow the book from the soft version, which is more enjoyable both for teachers and for students. She also said that the students use the smart board to play educating board games of complementary English coursebooks and learn some words from there too. Moreover,

they also use the technology available at their classes to listen English songs when they have free time; because she believes that students can learn new words and structure with songs too.

The MONE secondary school had about 25 computers at the computer lab for students' use and several computers in each teacher's rooms. In total, they have more than 40 computers. The HOD of the schools mentioned that the students can come to use the computers in their room if they need to work together with the teacher. They also use the smart boards with the same purpose as MONE high school. She said that sometime she suggests her students to find pen pals and chat with them to improve their English. She was hopeful that the students use the computers for this aim. She said she cannot follow all of them but she sees the students using computers a lot and then hear them saying some English quotes and words.

On the other side, the IB high school HOD stated that she is not sure but they have approximately 40 computers. She stated that the school provides students with computers connected to Internet to chat with foreign people to practice English. Actually, most of the students have pen pals from other countries to write to each other and improve their writing skills. She also told that sometimes they go to computer labs if the English course activity needs it. For example, if they have an activity that requires each student to have a computer they go to the lab and do that activity. She believes that these kinds of activities motivate students and as their environment changes, they become happy and learn better. She mentioned that the computer lab is designed in English and that more than 70% of all rules are written in English. Moreover, operating system of the computers is in English, so the students get and give all the commands in English that in turn helps the students get used to the language.

Moreover, they have QWERTY keyboards that are designed to type easier in English. She mentioned that the students make power point presentations in English classes. Therefore, they have good computer skills too. According to her, the school aims to integrate all the skills in order to enable students to use their skills not only at school and course but also in other areas of life.

More or less same things were told about the technology use at the IB secondary school. They had more than 30 computers for students' use. Additionally to all the facts mentioned for computer use at IB high school, the HOD of IB secondary school indicated that they have writing classes and in the last year of the secondary school; students type their compositions on the computer. This way they also improve their typing skills together with English language skills.

### **Use of Turkish in English language classroom**

The results of the interviews show that MONE teachers tend to speak Turkish during the English language lesson as one of the MONE teachers said:

I try to speak only English during the courses, but many students came from the middle schools where English is not taught well, so they do not understand me. For this reason, I explain new topic in Turkish and then continue in English as far as I believe that all my students understand me.

The IB school teacher stated the importance of sticking with English conversation during and after the English language courses:

I speak with my students only in English. Even if they do not understand some words, they can derive its meaning from the context. Therefore, I stick with speaking only in English. Now, I can see that they are good at speaking. Other teachers are also encouraged to speak only in English. Our teachers rarely speak in Turkish even out of the classes.

### **English language teaching and teacher training**

The MONE and IB schools had many differences in terms of teaching style and principles. One part of the interview questions was designed to collect data about the teaching method at schools. The results of the interview show that all the teachers in the participant schools were free to use the methodology they want with the condition of completing the planned teaching and following the curriculum. Interviewed MONE teachers stated that they are fond of student-centered teaching but because of the high number of students in the classes, they fail carrying out the lessons in this way. So, most of the courses are completed with teacher-centered lecturing. Moreover, there are not any observations of lessons and evaluation of teaching of a teacher. From the results of interviews, it was deduced that IB schools prefer communicative teaching and most of the classes are designed to be student-centered. In addition, IB schools have to follow some criteria of IB programs in teaching. In order to maintain communicative, student-centered and effective teaching the teachers and their lessons are observed regularly by the peer-teachers. In these observations, the teacher's teaching performance is evaluated and some feedback is given afterwards.

MONE high school had some training provided by the supplementary book publishers at school and they attend some conferences organized by publishers. She stated that mostly these conferences do not have long lasting effect on teachers:

We attend the free conferences and then we try to apply them in our teaching. However, the number of students is very high and sometimes new methods of teaching or new activities are not effective in such big classes. For this reason, we stop trying them and get back to lecturing, which is easier.

The MONE middle school teacher implied that they do not attend any training but get help of new books that are designed in accordance with novelties:

At the end of each academic year, we choose new books for the next academic year. The publishing company representatives come to our school

and show us how to use the books effectively. We try to apply their suggestions throughout an academic year.

The teacher also stated that there is a need for governmental support for teacher training so that they could get special permission and finance to attend training and conferences.

Regarding the teacher training, the IB school teachers had regular IB program teacher training workshops and also had some departmental meetings to discuss novelties in English language teaching. They attend some ELT conferences that are organized by the book publishers. After each conference, they have departmental meetings where they discuss the new knowledge that was learned in the conference and they debate the ways of practicing them in their school. They also have a “Whatsapp” group where they also share novelties and good ideas regarding ELT.

### **Characteristics of MONE and IB schools**

First of all, the demographics of the participant schools were reported in a comparative way. In this section, there wasn't a distinction between high schools and middle schools because the demographics of the same type schools were similar. For this reason, the distinction is mainly between MONE and IB schools. Two questions of the interview were related to international population of the schools. MONE high school had one foreign teacher but not in the English department, she teaches Chinese as a second language. There was one international student, who could speak perfect Turkish. Therefore, he speaks in Turkish and nobody feels the need to speak in English with him. MONE middle school did not have foreign teachers but had two international students with good knowledge of Turkish. However, IB middle school had 6 international teachers meaning half of total 12 teachers in English language

department. They also had 15 international students but most of them were half-Turkish. The IB high school also had about 20 half-Turkish students and 3 international teachers out of 7 English language teachers in total. The IB HOD stated that the school population speaks English actively:

All the English language teachers have to speak to students just in English. All the lessons are explained and taught only in English. The students are used to speaking English that very often they speak in English among themselves too.

Another aspect that the interview focused on was the number of English language course hours a week. The results of the interview data show that all the schools have high English language teaching hours. Particularly, in IB schools the English language teaching hours vary from 4 and 8 hours a week depending on the grade. In MONE schools the students also have from 4 to 10 hours of English classes a week, the class hours depend on the grade of students. We can see that MONE schools have more English language classes than IB students do.

### **Class size of MONE and IB schools**

According to the results of the interviews, MONE schools that participated in the study had from 20 to 36 students in one class depending on the grade. IB middle school class size varies from 18 to 22 students in a class. Nonetheless, IB high school classes have from 7 to 22 students in each class. The classes are designed depending on the student knowledge level. The students of the same level are in one same class. Apparently, IB schools have smaller size classes.

### **Results of MSLQ**

Research question 2 was “Students of which type of schools are more motivated toward learning English? MONE or IB schools”? MSLQ used a 5-Point Likert scale to capture the answers. Where 5 stands for very strong agreement and 1 stands for very

strong disagreement. In order to describe the results of the MSLQ survey, descriptive statistical analysis was conducted to determine the level of student's motivation based on variables: gender, grade and school type.

### **Demographics of MSLQ**

Descriptive analysis of the data gave an overall picture of participants' demographics. In total 307 students answered the questionnaires, 163 of them were female, and 144 were male participants. 179 of all participants were high school students and other 128 students were middle school students. 112 high school and 57 middle school students participated from MONE schools and 67 high school student and 72 middle school students took part from IB schools. The distribution of participants by gender indicates that 59% of MONE ( $N=65$ ) and 51% of IB participants were female ( $N=35$ ) high school students and 41% of MONE ( $N=46$ ) and 49% of IB ( $N=33$ ) participants were male high school students. Table 4, also shows that 55% of MONE ( $N=32$ ) and 44% of IB ( $N=31$ ) participants were middle school female students and 45% of MONE ( $N=26$ ) and 56% of IB ( $N=39$ ) were middle school male students.

While entering the MSLQ data to the SPSS program I realized that some students circled only ones, twos or fives throughout the questionnaire. That is to say, the student gave the same answer for all 31 questions. Similarly, some participants drew a shape or zigzag while circling the answers. Accordingly, these data were omitted. For this reason, even if in total 317 students took place in the research answers of only 307 were analyzed. In other words, the answers of 10 students were not taken into account because their reliability raised doubt.

The students' responses were analyzed and compared in terms of school type (MONE or IB), gender, and grade differences in motivation level towards learning English. All

the comparisons were done for each category and the differences were reported. First of all, general evaluation of motivation level for the certain category was done irrespective of gender, grade level and school type, and then more specific differences were reported. These analyses for all categories were done to find out following items:

- a) General responses of all participants in percentages.
- b) Motivation differences between female and male students.
- c) Motivation differences between students of different high school and middle school students.
- d) Motivation differences between the students of different school types (MONE and IB).

Results of each category present an SPSS table that indicates the mean score based on 5-Point Likert Scale. First, independent sample T-test was conducted for each category on school type (MONE or IB), gender and grade (high school or middle school) to compute potential statistically significant differences between total mean scores of all variables. Each category of the MSLQ was analyzed in order to understand students' level of motivation towards English language learning. Table 5, 6 and 7 show summarized result of all categories.

According to the result of independent sample T-test there is a statistically significant difference between the school types in all six categories (Table 5).

The questions 1-16-22 and 24 were about intrinsic motivation and asked whether students wanted to be challenged, to be made curious about the content of the lesson, or to understand the context? It can be concluded that IB school students' intrinsic motivation towards learning English ( $M=15.00$ ,  $SD=2.78$ ) is higher than MONE school students' ( $M=13.7$ ,  $SD=2.98$ ). Therefore, the results of statistical test revealed



that there is a statistically significant difference in mean scores of MONE and IB school students' answers.

Questions of category B are related to extrinsic motivation and include the questions numbered 7, 11, 13 and 30. These questions were asked to students to find out about the importance of grades for them. The item of extrinsic motivation were reversed before scale construction because it is considered as a negative feeling. Ratings were reversed in order to be able to compute individual scores.

The results of data analysis show to what extent the students are extrinsically motivated towards learning English. The results of independent sample T-test indicate a statistically significant difference between mean scores of MONE ( $M=15.37$ ,  $SD=3.12$ ) and IB ( $M=16.67$ ,  $SD=3.02$ ) school students' answers. Again, IB students showed higher level of motivation towards English language learning compared to MONE students. In other words, extrinsic motivation of IB school students was lower as the scale was reversed.

Category C consisted of 6 questions that were related to task value. This category's aim was to see the students' attitude towards the subject of English language tasks. The results of an independent sample T-test showed a statistically significant difference between the mean scores of MONE ( $M=22.27$ ,  $SD=4.74$ ) and IB ( $M=24.87$ ,  $SD=4.61$ ) schools. IB school students are more motivated in terms of task value than MONE school students are; Meaning that IB school students have stronger beliefs in interestingness, usefulness and importance of English language courses.

Category D is related to control of learning beliefs and consists of four questions. The results of comparing the students' mean scores by school indicate a statistically significant difference between MONE ( $M=14.96$ ,  $SD=3.08$ ) and IB ( $M=15.65$ ,

$SD=2.56$ ) schools. IB school students are more motivated than MONE School students are.

Category E includes 8 questions, which are related to self-efficacy for learning and performance. Although there were statistically significant differences between the mean scores of first 4 categories in terms of school type; in category E there was a statistically significant difference between MONE ( $M=29.21$ ,  $SD= 7.43$ ) and IB ( $M=33.94$ ,  $SD=4.72$ ) schools' mean scores.

Category F consists of 5 questions that are related to test anxiety of students about English language tests. The scale was positively reversed in order to be able to compute individual scores; so, the higher the mean scores the higher motivation of the respondents. There was a statistically significant difference between the mean scores of MONE ( $M=15.09$ ,  $SD=5.16$ ) and IB ( $M=16.73$ ;  $SD=4.61$ ) schools in favor of IB school students.

Table 5  
Independent samples t-test result of total score for all categories with respect to school type

	School type				t	df	Sig. (2-tailed)
	MONE		IB				
	M	SD	M	SD			
<b>Intrinsic Goal Orientation</b>	13.7	2.98	15.00	2.78	-3.92*	305	.000
<b>Extrinsic Goal Orientation</b>	15.37	3.12	16.67	3.02	-3.69*	305	.000
<b>Task Value</b>	22.27	4.74	24.87	4.60	-4.85*	305	.000
<b>Control of Learning Beliefs</b>	14.96	3.08	15.65	2.56	-2.11*	305	.036
<b>Self-Efficacy for Learning and Performance</b>	29.22	7.43	33.94	4.72	-6.49*	305	.000
<b>Test Anxiety</b>	15.09	5.16	16.73	4.61	-3.02*	305	.003

*Note.* Extrinsic goal orientation and test anxiety scales were positively reversed.  
\* $p < .05$ . \*\* $< .01$

The results of independent sample t-test, in table 6, indicate that there is a statistically significant difference between the means of female students' mean scores ( $M=14.60$ ,  $SD=2.70$ ) in terms of intrinsic motivation and male students' mean scores ( $M=13.80$ ,  $SD=3.19$ ) and in terms of task value, in favor of female students ( $M=24.29$ ,  $SD=4.60$ ) compared to male students ( $M=22.50$ ,  $SD=4.96$ ). In other four categories such as extrinsic motivation, control of learning beliefs, self-efficacy for learning and performance and test anxiety no statistically significant difference was found.

Table 6  
Independent samples t-test result of total score for all categories with respect to gender

	Gender				t	df	Sig. (2-tailed)
	Female		Male				
	M	SD	M	SD			
<b>Intrinsic Goal Orientation</b>	14.60	2.70	13.80	3.19	2.25 *	305	.025
<b>Extrinsic Goal Orientation</b>	16.05	3.15	15.87	3.13	.51	305	.613
<b>Task Value</b>	24.29	4.60	22.50	4.96	3.29 **	305	.001
<b>Control of Learning Beliefs</b>	15.40	2.90	15.14	2.84	.79	305	.430
<b>Self-Efficacy for Learning and Performance</b>	31.99	6.47	30.64	7.03	1.74	305	.082
<b>Test Anxiety</b>	15.40	4.59	16.42	5.05	.93	305	.354

*Note.* Extrinsic goal orientation and test anxiety scales were positively reversed.  
\* $p < .05$ . \*\* $p < .01$

The results of comparing the mean scores based on grade level revealed a statistically significant difference between high school ( $M=13.91$ ,  $SD=2.89$ ) and middle school ( $M=14.81$ ,  $SD=2.98$ ) students' mean scores. According to the test results middle school students are more intrinsically motivated than high school students are. In other five categories such as extrinsic motivation, task value, control of learning beliefs, self-efficacy for learning and performance and test anxiety no statistically significant difference was found.

Table 7  
Independent samples t-test result of total score for all categories with respect to grade level

	Grade Level				t	df	Sig. (2-tailed)
	High School		Middle School				
	M	SD	M	SD			
<b>Intrinsic Goal Orientation</b>	13.9	2.89	14.80	2.98	-2.630 *	305	.009
<b>Extrinsic Goal Orientation</b>	15.8	3.01	16.18	3.30	-1.086	305	.278
<b>Task Value</b>	23.07	4.73	23.96	4.98	-1.592	305	.112
<b>Control of Learning Beliefs</b>	15.05	2.88	15.59	2.85	-1.626	305	.105
<b>Self-Efficacy for Learning and Performance</b>	31.14	7.04	31.65	6.38	-.660	305	.510
<b>Test Anxiety</b>	16.07	4.81	15.56	4.76	-1.844	305	.066

*Note.* Extrinsic goal orientation and test anxiety scales were positively reversed.  
\* $p < .05$ . \*\* $< .01$

To sum up, relying on the results of statistical test it can be concluded that IB school students showed higher motivation level towards learning English in 6 out of 6 categories. So, students of IB schools that participated in this study are more motivated than MONE school students that participated in this research. Moreover, in two out of six categories female students had higher motivation levels compared to male students regardless of school type. Lastly, in one out of six categories middle school students showed higher motivational level compared to high school students.

### Summary

This chapter presented the analysis of the research data and their results. The research data were presented instrument by instrument. First part of the chapter

presented major findings of observations. Second part provided detailed information about semi-structured interview results. The third part presented the results of MSLQ questionnaire. Next chapter will discuss the results of the data analysis in a detailed way.

## **CHAPTER 5: DISCUSSION**

### **Introduction**

This chapter discusses the findings of the research. First section of this chapter contains an overview of the study, which informs of participants, data collection method, and instruments. Next section includes major findings and conclusions. Third section is about the implications for practice. Next section provides with information about the implications for further research. Last section discusses the limitations of the research.

### **Overview of the study**

The thesis was conducted based on the observational research method to describe the similarities and differences in English language teaching settings of MONE and IB schools. Participant schools' HODs and a vice-principal, high school and middle school students from MONE and IB school and the school setting were the participants of the study. This research intends to describe the differences and similarities between MONE and IB schools' English language teaching settings. In particular, the study explored and described the English language teaching environment, the opportunities provided to students to learn English, motivation level of students toward learning English in these schools and extra materials and activities used to teach English.

The questions listed below were addressed to explore, identify, and describe the differences and similarities of these two types of schools with regard to English language teaching setting.

1. What are the differences and similarities between English language teaching setting of MONE and IB schools?
2. Students of which type of schools are more motivated towards learning English? MONE or IB school students?

Data for this research were collected from four schools in Ankara, Turkey. 2 MONE and 2 IB schools participated in the research. Those four schools were observed using observation checklist developed by the researcher. Four heads of English language department and 1 vice principal were interviewed using semi-structured interviews. School observation checklist and semi-structured interviews were other instruments used to learn more about these schools' English language teaching and learning settings. Several aspects and features of the English language teaching setting were categorized in order to find answers for the first research question. These categories were based on environment where English is learned, the used materials, motivation level of students towards learning English, opportunities the students have to improve their English and the time allocated for teaching English. In order to answer first question of the research about differences of MONE and IB schools in terms of used resources followed teaching methods, and English language setting in general observations and semi-structured interviews were used as data collection instruments. Moreover, questionnaire with 31 items was adapted from Pintrich et al., (1991) and used to measure motivation levels of students towards learning English. For this purpose, 317 students from four schools participated in collecting questionnaire data.

This part of the chapter discusses the findings for each research question. There were apparent differences between the visited schools with regard to usage of English language in school design, motivation level of students towards learning English,



materials, activity usage in teaching English and opportunity to speak English in daily basis. There were also some similarities between these schools such as seating arrangements, using complementary books, and availability of technology. Table 6 shows each school's tendency based on the findings of the research.

Several similarities and differences were found between MONE and IB schools' English language teaching setting. These similarities and differences will be discussed below.

Table 8  
Comparative summary of results

	<b>MONE H.S</b>	<b>MONE M.S</b>	<b>IB H.S</b>	<b>IB M.S</b>
Total Teaching hours	4-10	4-10	4-8	4-8
Usage of English in decorations	Very poor	Poor	Rich	Very Rich
Student work demonstrations	Not available	Not available	Available	Available
Teaching Style	Teacher centered	Teacher centered	Student centered	Student centered
Extra Materials and activities	Not available	Not available	Available	Available

\*H.S= High School. M.S= Middle School

### **Representation of English language in school decorations**

Probably, one of the biggest differences between schools was usage of English language in school decorations and design. It was clear that MONE schools did not include much English in their decorations. TEPAV and British Council (2013) also found the same results regarding English visuals at MONE schools:

No purposeful displays of student work or relevant teaching and learning materials (TLMs) for the learning of English were seen in any of the schools visited (TEPAV & British Council (2013, p. 91).

However, IB school had English language usage in almost all the places of both visited schools. Moreover, IB schools displayed plenty of student work at schools.

### **Opportunities and environment to speak English on a daily basis**

In total visited two schools, students in both IB schools answered the researcher's questions without hesitation and showed comparatively good English speaking skills. However, the same thing cannot be said about students encountered in two MONE schools. MONE school students hesitated to speak and two students didn't speak at all, instead they used body language.

There was no international teacher in MONE schools and an international student who studied there spoke excellent Turkish. On the other hand, there are many international students in both IB schools. In fact, two high school and one middle school students could not speak Turkish at all. Therefore, other students speak in English with them, and students are used to speak in English and can communicate in English without difficulty. These facts might be results of the picture that MONE students are not used to foreign teachers. The other way round, according to the interview results, almost 50% of English language teachers; whereas at two visited MONE schools there is no foreign English teacher at all. Moreover, in the interview it was reported that in IB schools even local English teachers with Turkish nationality rarely speak in Turkish. Looking at the MONE and IB schools in continuum, it can be said that IB schools provide their students with better opportunities in terms of activities, speaking practice, English language exposure, and speaking environment. For example, IB students have foreign teachers and have to speak with them in English. The same effect can be presumed to be done by the international students. Similarly, I also encounter situations where some Turkish people tend to speak to me in English at first sight. For this reason, I believe that the presence of international people helps to have more international atmosphere, which in turn increases opportunities of language practice.

### **Use of coursebooks, teaching style and extra materials, and activities**

Even if both kind of schools used supplementary books from more or less same publishers, according to the interview results, their usage in the classes were very different from each other. For example, the English teachers at the IB schools used the book as the guiding material supplementary to the other activities, English language sheets, reports, and oral presentations. As it was mentioned in chapter 4, in the section interview results, IB school teachers do not depend solely on the English coursebooks. They prepare and assign other materials like homework to strengthen learnt materials, assignments that improve students' creative thinking, presentations about learnt topic to improve students speaking skills, essays to improve writing skills of students and role-playing to improve English language skills. One IB HOD said that sometimes there are times when they use the textbooks just once a week to see the topic and content; so, whole week they do other activities related to the content but independent from the book.

On the other site, English teachers at the MONE schools used the book as an only and main material in teaching English. In other words, all the activities done in the school were based on the books and no extra material was prepared or used independently from the books. As MONE School HOD expressed during the interview, they do not have extra materials other than the coursebooks and that they do all the activities in the book and try not to skip role-playing activities in the course book because the students enjoy this activity. From this sentence, we can conclude that she teaches just following the book and sometimes she even skips some activities but tries not to skip role-playing activities.

Moreover, there is a difference in teaching style of the target schools. In other words, according to the interview results, MONE School teachers seem to resort to teacher centered teaching. Whereas, IB school teachers stated that they mostly moderate the classes instead of taking too much active role and this way they let students be active in the classes. Which is a learner centered teaching.

One more difference of MONE and IB schools was regarding usage of Turkish language in English language classroom. It can be deduced from the results of the interviews that MONE teachers use more Turkish in English language classroom than IB teachers.

### **Technology usage**

There was one difference in computers of one MONE school; the school used F-Keyboard. But another MONE school and two IB schools used QWERTY keyboard which is more appropriate to use while typing in English as the letter combination is designed according to the English language letter usage frequency. Herewith, we can say that some MONE schools adapt their students to use F-keyboard, which is used to type better and easier in Turkish and IB schools generally use QWERTY keyboard.

### **Teacher trainings**

As for following novelties in English language teaching, each type of the schools has their own ways. For instance, IB school HOD told about new and creative activities, materials, and ways of teaching and encouraging each other in department meetings, professional development days, workshops and in the feedback processes after peer observations. They have regular peer observation days where they can give critical feedback to each other. They also have IB program teacher training where they have workshops and follow the novelties in education. Referring to the MONE schools, it

can be stated that they try to attend the seminars, workshops and conferences organized by the book publishers and may share news about teaching English in the department meetings.

The number of students in the class plays a great role in teaching English as with fewer students more attention is paid to each student and on the contrary the number of students in the classroom the more students might be ignored. In this regard, MONE schools seem to have much more crowded classes than IB schools do.

### **Similarities of the MONE and IB schools**

There were few similarities in English language teaching setting of MONE and IB schools. First, seating arrangement and student desks of MONE and IB schools were almost the same. Some classes in both schools had U-shape seating arrangement and some had traditional seating order. There was no visible difference in the type of desks and chairs used in both kinds of schools. The classroom furniture of all schools allowed for independent, communicative language practice in everyday classroom contexts.

Moreover, both schools used complementary books to the English language textbooks provided by the Ministry of Education. As the HODs of both schools believed that “compulsory” books alone are not sufficient to achieve better results and teach effectively. It can be concluded that HODs of both schools are not fond of using “compulsory” books and prefer other books that are more satisfying for them. Moreover, in the needs assessment research done by TEPAV and British Council (2013), it was concluded that current English textbooks are not engaged with students’ needs and the teacher’s perception of the “compulsory” textbooks were mostly

negative, they preferred to use smart board, video, PC, internet, audio CD and other materials and media. Therefore, many HODs seem to be fond of complementary book as they find them more useful.

One more similarity of these schools is regarding the laboratories with computers connected to the Internet. Therefore, the students in both type of schools had opportunity to connect to the Internet if they needed to. All the schools had computer labs.

### **Discussion of MSLQ results**

The MSLQ results show that in 2 out of 6 categories female students are more motivated than their counterparts are. It can be concluded that in the participant schools female students are slightly more motivated than male students are. The results of the study showed that younger students' response mean is higher in one category. That is to say, middle school students are slightly more motivated than high school students are.

Relaying on the results of the MSLQ, it can be stated that IB school students scored higher than MONE students did in all six categories of MSLQ. Based on the results of data analysis it can be concluded that students who study at visited MONE schools are less motivated. Referring to the interview results, it is clear that there is a difference between MONE and IB schools in terms of extracurricular activities, teaching materials and activities. For this reason, it can be deduced that lower motivation level of MONE students might be caused by the lack of extracurricular activities, extra teaching materials and activities at MONE schools. Moreover, the IB schools had

many visual in English all over the schools and MONE schools had very few of them, that fact may also have an impact on students' higher motivation level towards ELL.

### **Implications for practice**

Many recent literatures support the idea of having as much as English language representations in school decorations. This study shows that IB schools meet this necessity but MONE schools need to improve their school decoration and English language usage in it.

Comparison of these two types of schools in terms of books shows that the IB schools have more activities that promote speaking, presenting and self- expressing skills. In other words, IB schools perform substantial number of English language learning activities, which also include preparing thematic posters and their presentation. On the contrary, MONE schools implement just textbooks without additional materials and extra activities. Extra materials and activities together with coursebooks, teacher support, technology use, and foreign teachers would promote more effective English language teaching.

According to the curriculum MONE schools adopt student centered teaching but the results of the research indicate that in practice they follow teacher centered teaching. From that fact, it can be concluded that the adopted approach and its implementation do not harmonize. The number of students in classes should be reduced in order to realize implementation of learner centered teaching and meet the intended teaching approach.

### **Implications for further research**

Firstly, this thesis study reports English language teaching setting of all academic levels without grade distinction. However, in the future studies, these observations, and analysis can be done for each level separately. That is to say, English language setting of primary, secondary and high schools should be considered and explored separately. In this dissertation, the researcher tried to describe middle schools and high schools separately in some parts. Unfortunately, it was not possible to do this distinction in all analysis because of the restricted research data.

Secondly, in this research some factors that affect language teaching were defined and analyzed according to the possibility of observing the factors in this research. In future researches, this can be organized in a way that sticks to one approach or methodology.

Finally, in this thesis study, the researcher visited just private IB schools because there were not any MONE schools that applied IB program in Ankara. Including state IB schools that are available in other cities of Turkey would show the difference between private and state IB member schools.

### **Limitations**

This section of the research gives information about the limitations, how they were outreached, and what can be done in the future studies in order to avoid these limitations.

Five school administrators were interviewed to have a wider conversation about MONE and IB schools' English language setting. Four of them were heads of English language department and one of them was a vice-principal of the school. The number of interviewees is low and this fact is considered as a limitation of the research as this



number cannot be generalized. Therefore, in the future studies the interview can be done with more people. They may also include the English language teachers. At the same time, the number of visited schools is also not much and the findings could not be generalized even if the study does not aim to expand the results. In the future researches, the researcher might visit more schools.

One more limitation coming out from the more or less same reason is generalizability of the research findings. The results of the thesis study are assumed not generalizable and thus this study is considered as a descriptive study. In the future studies, the number of participants could be increased and the schools in more than one city or region can take place. This way the results of such research could be generalized.

Another limitation was that teaching approach and the materials used to teach English in these two types of school were touched shallowly. This limitation was surpassed by comparing just the resources, methodology, and activity types used at the visited schools. However, in the future researches materials can be gathered, explored, analyzed, discussed and described in details; and teaching approach of each school can be explored more in-depth. This way the gap in literature will be filled at least to some extent. The facts that school observations did not include class observations during the lesson and that the schools were observed just once were also considered as the thesis limitations.

### **Conclusion**

This thesis study found out the differences and similarities in English language teaching setting of MONE and IB schools. 317 students and 5 school administrators participated in the study. The data were collected through questionnaire, semi-structured interviews, and observations. Data of the questionnaire was analyzed

using SPSS 22.0 and data collected via semi-structured interviews and observations were analyzed using simple Microsoft Word processor. The results of the research show that there are differences between English language teaching setting of MONE and IB schools in terms of materials, extracurricular activities, teaching styles, and students' motivation level towards learning English. The findings of the research show that IB schools seem to pay more attention to the usage of English in school decorations and bulletin boards, also they use various activities and materials, and IB students showed higher level of motivation towards English language learning.

## REFERENCES

- Allwright, D., & Hanks, J. (2009). *The developing language learner*. UK: Palgrave Macmillian.
- Ansary, H. & Babaii, E. (2002). Universal characteristics of ESL/EFL textbooks: A step towards systematic textbook evaluation. *The Internet TESL Journal*, 8(2).
- Arnold, J., & Brown, H. D. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in language learning* (pp.9-42). London: Cambridge University Press.
- Ateşkan, A., Onur, J., Sagun, S., Sands., M & Çorlu, M.S. 2015. *Alignment between the DP and MoNEP in Turkey and the effects of these programmes on the achievement and development of university students*. Bethesda, MD, USA: International Baccalaureate Organization.
- Ayiro, L.P. (2012). *A functional approach to educational research methods and statistics: qualitative, quantitative, and mixed methods approaches*. Lewiston, N.Y: Edwin Melles Press.
- Bell & Howell Company. (1976). *Educational research*. Ohio: Charles E. Merrill Publishing Co.
- Bell, J. (1993). *Doing your research project*. Buckingham: Philadelphia.
- Berberoğlu, G., & Kalender, İ. (2005). Öğrenci başarısının, yıllara, okul türlerine, bölgelere göre incelenmesi: ÖSS ve PISA analizi. *Eğitim Bilimleri ve Uygulama*, 4(7), 21-35. Middle East Technical University.
- Bialystok, E. (1981). *Some evidence for the integrity and interaction of two knowledge sources*. Rowley, MA: Newbury House.

- Boyd, H.H. (2011). Unit of observation. In P.J Lavrakas, (Ed.), *Encyclopedia of survey research methods*. California: Sage Publications Inc.
- Bowen, C. E., & Madson, C. H. (1978). Teaching style: A primary determinant of student motivation. *The Journal of Education*, 160(4), 16-24.
- Brown, H. D. (1987). *Principles of language learning and teaching* (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall.
- Brown, H. D. (1973). Affective variables in second language acquisition. *Language Learning* 23(2), 231-242.
- Brown, H. D. (2001). *Teaching by principle and interactive approach to language pedagogy* (2nd ed.). New York: Longman Inc.
- Brown, H. D. (1994). *Principles of language learning and teaching* (3rd ed.). Englewood Cliffs, New Jersey: Prentice Hall.
- Bryman, A. (2012). *Social research methods* (4th ed.). New York: Oxford University Press Inc.,
- Church, R. J. (1998). *The utility of qualitative, social science, and behaviour analysis research into learning and teaching*. Paper presented at the Annual Conference of the N.Z. Association for Research in Education, Dunedin, New Zealand.
- Clough, P., & Nutbrown, C. (2002). *A student's guide to methodology* (3rd ed.). London: Sage Publication.
- Cohen, A. D. (2000). *Strategies in learning and using a second language*. Beijing: Foreign Language Teaching and Research Press.
- Coşkun, A. (2016). *Causes of the "I can understand english but I can't speak" syndrome in Turkey*. Abant İzzat Baysal University, Bolu.

- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334.
- Dağlı, I. Ç. (2015). *How heads of science departments within International Baccalaureate diploma schools show their instructional leadership role*. Ankara: Bilkent University.
- Denzin, N.K (1989). *The research act: A theoretical introduction to sociological methods* (3rd ed.). Eaglewood Cliffs NJ:Prentice Hall.
- EF EPI. (2011). *EF English proficiency index*. Education first. Retrieved from [www.ef.com.tr/epi](http://www.ef.com.tr/epi), 11.10.2017
- Ekstrand, L. H. (1989). Bilingualism in education. *Journal of Language and Social Psychology*, 8(2), 131-36.
- EPI. (2014). *Country ranking*. Yale University. Retrieved from [www.ef.com.tr/epi](http://www.ef.com.tr/epi)
- EPI. (2017). *Country ranking*. Yale University. Retrieved from [www.ef.com.tr/epi](http://www.ef.com.tr/epi)
- Gardner, RC., Lalonde, R.N., & Moorcroft, R (1985). The role of attitudes and motivation in second language learning: correlational and experimental considerations. *Language Learning: A Journal of Applied Linguistics*, 35(2), 207-227.
- Gardner, R. C. (2001). *Integrative motivation and second language acquisition*. In Z.Dörnyei, & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 1-19). Hawaii: University of Hawaii Press.
- Gardner, R., & Masgoret, A. (2003). Attitudes, motivation and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 35(1), 123-163.

- Gök, T. İ. (2012). *Comparative analysis of Biology textbooks with regard to cellular respiration and photosynthesis* (Unpublished master's thesis). Bilkent University, Turkey.
- Gültekin, S. (2006). *Uluslararası Bakalorya ve ulusal programlardan mezun olan öğrencilerin ortaöğretim diploma notları ve ÖSS puanları* (Unpublished master's thesis). Ankara Üniversitesi, Turkey.
- Hardiman, M. (2005). *Connecting brain research with effective teaching, the brain targeted teaching model*. Maryland: Rowman and Littlefield Publishers.
- Harfitt, G. J. (2015). *Class size reduction*. Singapore: Springer.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Haywood, T. (2002). *An international dimension to management and leadership skills for international education*. London: Sage Publications, Inc.
- Herschensohn, J. (2010). Language development and age. *Journal of Linguistics*, 16(1), 235-239.
- Hewitt, D. (2008). *Understanding effective learning*. New York: McGraw-Hill.
- International Baccalaureate Organization. (2013). *IB mission and strategy*. Retrieved from <http://www.ibo.org/>, 18.10.2017
- International Baccalaureate Organization. (2017). *Find an IB school*. Retrieved from <https://www.ibo.org/programmes/find-an-ib-school/>
- Kaylani, C. (1996). *The influence of gender and motivation of EFL learning strategy use in Jordan*. In R. Oxford, (Ed.) *Language learning strategies around the world: Cross-cultural perspectives* (pp. 75-88). Honolulu: University of Hawai'i: Second Language Teaching and Curriculum Center.

- Kivinen, K. (2003). *Assessing motivation and the use of learning strategies in secondary school students in three international schools*. Tampere University, Finland.
- Kondakçı, N. (2014). *A comparative analysis of national and international English language curricula for high schools in Turkey* (Unpublished master's thesis). Bilkent University, Turkey.
- Krashen, S.D. (2009). *Principles and practice in second language practice in second language acquisition*. University of Southern California, USA.
- Krashen, S.D., (1985). *The input hypothesis: Issues and implications*. Addison-Wesley Longman Ltd.
- Leontiev, A.A. (1981). *Psychology and the language learning process* (pp. 21-28). Oxford: Pergamon.
- Lowe, M. (2006). *Beginning research a guide for foundation degree students*. London: Routledge.
- Macaro, E. (2002). *Learning strategies in foreign and second language classrooms*. London: Continuum
- McDonough, S. H. (1995). *Strategy and skill in learning a foreign language* (5th ed.). New York: St. Martin's Press.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education* (6th ed.). San Francisco: Jossey-Bass Publishers.
- Milli Eğitim Bakanlığı. (2013). *Milli eğitim temel kanunu*. Retrieved from <http://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf>
- Moskowitz, Gertrude. (1978). *Caring and sharing in the foreign language class*. Heinle and Heinle Publishers.

- National Statistical Institute. 2017. *Education statistics*. Retrieved from <http://www.turkstat.gov.tr/>
- Ni, H. (2012). The effects of affective factors in SLA and pedagogical implications. *Theory and Practice in Language Studies*, 2(7), 1508-1513.
- Oroujlou., & N., Vahedi, M. (2011). Motivation, attitude, and language learning, *Procedia - Social and Behavioral Sciences*, 29(1), 994-1000.
- Oxford, R. L. (2003). Language learning styles and strategies: Concepts and relationships. *International Review of Applied Linguistics (IRAL)*, 41(4), 271-278
- Oxford, R. L., & Shearin, J. (1996). Language learning motivation in a new key. *Language learning motivation: Pathways to the new century*, 11(1), 121-144.
- Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks: Sage Publications, Inc.
- Pintrich P.R., McKeachie W.J., Smith D.A.F., Doljanac R., Lin Y.G., Naveh Benjamin M., Crooks T., & Karabenick S. (1991). *The motivated strategies for learning questionnaire (MSLQ)*. University of Michigan, USA.
- Pintrich, P. R., & Garcia, T. (1991). *Student goal orientation and self-regulation in the college classroom*. Greenwich: JAI Press.
- Richards, J. C., & Rodgers, T. S. (1978). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Robinson, P. (2005). *Individual differences, aptitude complexes, sla processes, and aptitude test development*. Japan: Aoyama Gakuin University.
- Rubin, J. (1975). What the "good language learner" can teach us? *Teachers of English to Speakers of Other Languages. Inc. (TESOL)*, 9(1), 44-51.



- Sagun S. (2017). *Students' performance, skills and perspectives on the combination of national and international curricula for university education in Turkey* (Unpublished doctoral thesis). Bilkent University, Turkey.
- Savasan, S. (1990). *Affective factors in EFL learning at the hazırlık programs of the Turkish universities* (Unpublished master's thesis). Bilkent University, Turkey.
- Scovel, T. (2001). *Learning new languages: a guide to second language acquisition*. Boston: Heinle & Heinle.
- Shirbagi, N. (2010). An exploration of undergraduate students' motivation and attitudes towards English language acquisition. *Journal of Behavioral Science*, 20(2), 1-14.
- Snow, C. E., & Hoefnagel-Höhle, E. (1978). The critical period for language acquisition: Evidence from second language learning. *Child Development*, 49(4), 1114-1128.
- Teke, S. (2015). *Perspectives of undergraduate students towards IBDP and MONE high school education* (Unpublished master's thesis). Bilkent University, Turkey.
- TEPAV, & Council, B. (2013). *Turkey national needs assessment of state school English language teaching*. Ankara: TEPAV & British Council.
- Thompson, A. S., & Lee, J. (2013). Anxiety and EFL: Does multilingualism matter? *International Journal of Bilingual Education and Bilingualism*, 16(1), 730-749. doi:10.1080/13670050.2012.713322.

- Uslu, M. E., Şahin, E., & Ödemiş, İ. S. (2016). The effect of language learning strategies on academic achievement. *Journal of Educational and Instructional Studies in the World*, 6(3), 73-78.
- Webb, E. J., Campbell, D. T., Schwartz, R. D., Sechrest, L. & Grove, J. B. (2012). *Unobtrusive measures*. California: Sage Publication.
- Weiss, K. (2013). *Teachers' perspectives on assessment of the learner profile attributes in the primary years programme* (Unpublished master's thesis). Bilkent University, Ankara.

## APPENDIX A: Observation Checklist

Features	MONE schools	IB schools	Comments
1. We can see English representations like fliers, murals, posters:			
a) in the main gates of the school			
b) in the entrance of the school			
c) in the corridors			
d) in the classrooms			
e) in English department			
f) in labs and libraries			
g) cafeterias			
2. Students works are displayed			
3. QWERTY layout of the computer keyboard and English computer software			
4. Classroom seating facilitates organized movement			
5. Inviting Surroundings: Bulletin boards, lamp light, plants, visuals			
6. Everywhere at school is clean and in good repair			
7. The good lighting at:			
a) the corridors			
b) labs and libraries			
c) English department			
d) the classrooms			
8. Number of students speaking in English in corridors			
9. Number of students who answered researcher's questions in English			

## APPENDIX B: Table of School Observation Results

Features	MS1	MS2	IB1	IB2
1. We can see English representations like fliers, murals, posters:				
a) in the main gates of the school				
b) in the entrance of the school			√	√
c) the corridors	√		√	√
d) in the classrooms			√	√
e) in English department			√	√
f) in labs and libraries			√	√
g) cafeterias			√	√
2. Students works are displayed			√	√
3. QWERTY layout of the computer keyboard and English computer software	√		√	√
4. Classroom seating facilitates organized movement	√	√	√	√
5. Inviting Surroundings: Bulletin boards, lamp light, plants, visuals		√	√	
6. Everywhere at school is clean and in good repair	√	√	√	√
7. The good lighting at:				
a) the corridors	√		√	√
b) labs and libraries	√	√	√	√
c) English department		√	√	√
d) the classrooms	√	√	√	√
8. Number of students speaking in English in corridors	0	0	5	9
9. Number of students who answered my questions in English	0	1	3	4

*Note.* IS- IB schools, MS- MONE schools

## **APPENDIX C: Semi Structured Interview Questions**

### ***Section 1: Questions related to motivation***

1. How do you encourage daily communication in English?
2. How the teachers motivate students towards learning English?
3. Do you have English language triggering competitions like spelling bee, Quiz Shows etc.
4. Do students participate in the English language competitions like “Urfodu”, “Big Read” etc?
5. Does the school participate in the international language programs like Comenius?

### ***Section 2: Questions related to English language activities at school***

1. What kind of cultural activities you organize at the school? (Christmas party, New Year party, Halloween, etc.)
2. Does the school have international programs?
3. Do students have opportunity to visit other countries?
4. Are there English speaking clubs available?

### ***Section 3: Questions related to English teaching and resources***

1. Are the teachers free to use whatever teaching methodology they want or is there a certain methodology and teaching approach the school determines?
2. Do the teachers speak Turkish during English language classes?
3. How many English language lessons a week do you have? How many minutes is each lesson?
4. What kind of resources do you use to teach English?
5. What kind of technology do you have at school and how do you use them in teaching English?

6. How do the teachers follow novelties in English language teaching?

***Section 4: Questions about school characteristics.***

1. How many English language teachers in total do you have in the department?

2. How many international teachers do you have at the school?

3. What is the average of teaching experience of English language teachers?

4. How many international students do you have at the school?

5. How many students do you have in each class?

## **APPENDIX D: The Transcripts of Semi Structured Interviews by School**

### ***MONE high school answers***

#### ***Section 1: Questions related to motivation***

##### ***1. How do you encourage daily communication in English?***

HOD: By explaining everything in English, and encouraging students to join the English speaking clubs founded by myself. I speak to them in English all the time as far as I am sure they understand me. For Several years I have invited native speakers and motivate the students. Also there was a program called “youth for understanding”. There were many volunteers who came with this program. Every week we had a speaking club with them. However, because of some terror attacks they almost stopped coming. However now we do not have it. We have a Whatsapp group where we talk just in English.

##### ***2. How the teachers motivate students towards learning English?***

HOD: We really try to motivate. I do my best to encourage my students to attend Model United Nations (MUN) conferences. For example, this Friday we will go to Ankara University College conference. Last year we attended MUN conference in the city of Samsun. I try to motivate them towards learning English through these ways. Also, I always give useful tips about their future, how they will need English in the university and professional life.

##### ***3. Do you have English language triggering competitions like spelling bee, Quiz Shows etc.***

HOD: We do not have many activities. But I re-founded English speaking club into foreign languages club. I have connections with German and Chinese institutes and bring some documents from there. Also, I announce to the students all the cultural activities that are held in those institutions through club and whats-app group.

Moreover, we visit METU Confucius on special days or special activities. For example, each year a group of students go to China for summer school, just one year we couldn't go.

*4. Do students participate in the English language competitions like "Urfodu", "Big Read" etc?*

HOD: We did quiz Show one year and we do theatrical plays each year. And perform if we have time. Wall scrabble competition had been held for several years, but we haven't done for last 2 years.

Also, we always participate in the Story writing and translation competition organized by Çankaya University. Moreover, I always follow the announcements by Egitech. They have social activities corner. So, I announce all the announcements to the students.

*5. Does the school participate in the international language programs like Comenius ?*

HOD: I try to but all the projects we send to Comenius up until now were turned down. However, we went to the English summer schools to Colchester, University of Essex with a group of students of 18 and 20. This year we couldn't go because the Euro is too expensive now. Last year I announced a summer school to Cyprus but there weren't enough participants so we couldn't go.

## ***Section 2: Questions related to English language activities at school***

*1. What kind of cultural activities you organize at the school? (Christmas party, New Year party, Halloween, etc.)*

HOD: We do not have many activities. But I re-founded English speaking club into foreign languages club. I have connections with German and Chinese institutes and bring some documents from there. Also, I announce to the students all the cultural



activities that are held in those institutions through club and whats-app group. Moreover, we visit METU Confucius on special days or special activities. For example, each year a group of students go to China for summer school, just one year we couldn't go.

2. *Does the school have international programs?*

HOD: We don't have constant international programs

3. *Do students have opportunity to visit other countries?*

HOD: Yes, for summer schools

4. *Are there English speaking clubs available?*

HOD: Yes. We had, but I re-founded English speaking club into foreign languages club.

### ***Section 3: Questions related to English teaching and resources***

1. *Are the teachers free to use whatever teaching methodology they want or is there a certain methodology and teaching approach the school determines?*

HOD: We do not have a certain method. However, the books we get from private publishers have teachers' book which is a great guide for us. For this reason, we mostly follow the methodology of the book.

1.1 *As we know each student has different learning style. How do you approach to this?*

HOD: The activities and quizzes are based on different learning style. So, we just follow these books.

2. *Do the teachers speak Turkish during English language classes?*

Many students do not understand English well; for this reason, we have to speak and explain mostly in Turkish. Of course, we try to speak mostly in English.

3. *How many English language lessons a week do you have? How many minutes is each lesson?*

HOD: Every lesson is 40 min. Different grades have different numbers of classes varying between 4 to 12.

4. *What kind of resources do you use to teach English?*

We use two coursebooks. One is given by the MONE and has to be finished, the second coursebook is chosen by the school teachers and the students pay for them. We do not use any other sources. Sometimes, students from the universities come and teach 2-3 lessons then they use handouts and even play with the students.

5. *What kind of technology do you have at school and how do you use them in teaching English?*

We have smart boards in each class and we use them in teaching English. They greatly ease teacher's work. The students also enjoy them. Also, we have computers and students can use them whenever they need.

6. *How do the teachers follow novelties in English language teaching?*

HOD: Several years ago we had a program supported by ministry of education. We used to have technology use in classes, new methodology training. But now We do not have training, the ministry restricted its support of teachers and do not provide much training. We try to share the knowledge we have or gain in the departmental meetings. We do not use MEB book much for 8 years. We use additional books from Cambridge, Oxford, Pearson and Longman. We chose new and effective books each year. The books also change. These publishers present some novelties. This way we stay more or less up-to-date.

#### ***Section 4: Questions about school characteristics.***

1. *How many English language teachers in total do you have in the department?*

HOD: We have 6 English language teachers

*2. How many international teachers do you have at the school?*

HOD: We have 1 international teachers. She teaches Chinese.

*8. What is the average of teaching experience of English language teachers?*

HOD: Between 2-20 years

*4. How many students do you have in each class?*

HOD: We have between 26-35 students in each class; many students prefer private schools for the last year of the high school.

*5. How many international students do you have at the school?*

HOD: We have 1 international student who can speak Turkish perfectly.

### **MONE Middle school answers**

#### ***Section 1: Questions related to motivation***

*1. How do you encourage daily communication in English?*

We have new books where we have many pictures and speaking topics. We want them to describe the pictures and also speak about one topic. 2 hours a week is allocated just for speaking skills. But the students are afraid of making mistakes so they prefer not to speak and we do not force them.

*2. How the teachers motivate students towards learning English?*

We act sweet and I invite one graduate student; she or he gives a speech that can help students to visualize their near future and see the importance of English.

*3. Do you have English language triggering competitions like spelling bee, Quiz Shows etc.*

Unfortunately we do not have time for such things.

*4. Do students participate in the English language competitions like “Urfodu”, “Big Read” etc?*

No.

5. *Does the school participate in the international language programs like Comenius?*

6. *No.*

***Section 2: Questions related to English language activities at school***

1) *What kind of cultural activities you organize at the school? (Christmas party, New Year party, Halloween, etc.)*

Not now. We tried to organize some parties in the past but it was too time consuming and expensive, so we stopped doing it.

2) *Does the school have international programs?*

No, not for the moment.

3) *Do students have opportunity to visit other countries?*

No.

4) *Are there English speaking clubs available?*

No.

***Section 3: Questions related to English teaching and resources***

1. *Are the teachers free to use whatever teaching methodology they want or is there a certain methodology and teaching approach the school determines?*

We all follow the books. But mostly teacher centered teaching but we try to make the students presentation and role playing trying to be student centered.

2. *Do the teachers speak Turkish during English language classes?*

Our students come from very different background. Most of them have very little knowledge of English and do not understand if we explain the lessons in English. So, most of the teachers explain in Turkish and then speak in English.

3. *How many English language lessons a week do you have? How many minutes is each lesson?*

The lesson hours depend on the grades and they are decided at the beginning of each academic year. This year we have minimum of 4 and maximum 10 hours of English classes a week. Each lesson lasts for 40 minutes.

4. *What kind of resources do you use to teach English?*

We use very nice coursebooks that contains everything a teacher and student needs. We also have their digital version and use them on the smart boards.

5. *What kind of technology do you have at school and how do you use them in teaching English?*

As I said we have smart boards, we also have computer labs and modern computers. Some of my students use the computers to chat with people from other countries and practice their English.

6. *How do the teachers follow novelties in English language teaching?*

We try to attend the publisher's seminars and congresses.

#### ***Section 4: Questions about school characteristics.***

1. *How many English language teachers in total do you have in the department?*

We have 6 teachers.

2. *How many international teachers do you have at the school?*

We don't have any

3. *What is the average of teaching experience of English language teachers?*

Mostly the teachers are very experienced up to 20 years, but there are some young teachers who have 1 or 2 years of experience in teaching.

4. *How many students do you have in each class?*

Number of students in each class differs; in some classes there are 25 students and in others 35. So, I can say that it is from 25 to 35.

*5. How many international students do you have at the school?*

We have 2 students, both speak Turkish.

## **IB middle school answers**

### ***Section 1: Questions related to motivation***

*1. How do you encourage daily communication in English?*

I never talk in Turkish, and so do other teachers. For this reason students have to speak English. They speak English among themselves too, because there are many international students.

*2. How the teachers motivate students towards learning English?*

We have real like conversations and students somehow feel what they will encounter in the future. As they can imagine it (many students already have an experience of going abroad and facing English speaking conversations). This and many other activities mostly encourage students to speak and motivate them.

*3. Do you have English language triggering competitions like spelling bee, Quiz Shows, etc.*

We used to have it before we became an IB school. For last few years we haven't done such activities because we have so many activities as an IB member and do not have time for competitions right now.

*4. Do students participate in the English language competitions like "Urfodu", "Big Read" etc?*

We used to participate before, but now we do not. Now we have other international and national program. They change every year. We also have some activities that IB program requires.

5. *Does the school participate in the international language programs like Comenius?*

Yes, in IB program.

***Section 2: Questions related to English language activities at school***

1) *What kind of cultural activities you organize at the school? (Christmas party, New Year party, Halloween, etc.)*

We always celebrate Christmas party, we try to organize parties and activities for all the local and international holidays.

2) *Does the school have international programs?*

Yes, IB program, Comenius I and II and Eco- School.

3) *Do students have opportunity to visit other countries?*

Not in the middle school, because they are young, but we do have for high school students.

4) *Are there English speaking clubs available?*

No and we do not need clubs, as we do so many speaking activities during the class hours. Like presenting the posters, presentations, role playing etc.

***Section 3: Questions related to English teaching and resources***

1. *Are the teachers free to use whatever teaching methodology they want or is there a certain methodology and teaching approach the school determines?*

Yes they are free to teach however they want as far as they follow the curriculum and do not skip anything.

2. *Do the teachers speak Turkish during English language classes?*

No, we do not prefer our teachers and also students speak in Turkish at all. The students are also used to speaking English that's why they do not expect our

teachers speak or explain anything in Turkish. We also have international students almost in every class and the teachers avoid Turkish in class because of them too.

3. *How many English language lessons a week do you have? How many minutes is each lesson?*

Each lesson is 40 minutes. The classes depend on the grade and we have starting from 8 to 14 hours a week.

4. *What kind of resources do you use to teach English?*

We use different coursebooks, handouts related to the topic of the lesson. We also have different topics that are firstly presented as a short film, story or presentation and then the students are expected to retell that topic using their creative thinking. They mostly use role playing, storytelling and presentations but in a very different way than they have learnt. We also have quizzes and exams as assessment tools.

5. *What kind of technology do you have at school and how do you use them in teaching English?*

We have computer labs and we use them for English lessons when we have interactive classes with the students. For example, we have some online quizzes that require every student to have a computer and log in. The students enjoy all kind of interactive learning.

6. *How do the teachers follow novelties in English language teaching?*

We have IB program's training and also we always share the news related to teaching.

#### ***Section 4: Questions about school characteristics.***

1. *How many English language teachers in total do you have in the department?*

We have 12 English language teachers in total

2. *How many international teachers do you have at the school?*



We have 6 international teachers

*3. What is the average of teaching experience of English language teachers?*

From 2 to 18 years

*4. How many students do you have in each class?*

From 18 to 22

*5. How many international students do you have at the school?*

We have 15-16 international students

### **IB high school answers**

#### ***Section 1: Questions related to motivation***

*1. How do you encourage daily communication in English?*

By sticking with speaking just English myself, explaining why it is important to my students and making them feel they can do it

*2. How the teachers motivate students towards learning English?*

We try to use authentic materials, explain why it is important for them, and have them do activities that are helpful for them in their education and future careers. Teachers' tone is important for students. I try to found a happy balance in which students both feel they are having fun with the teacher and the teacher has discipline

*3. Do you have English language triggering competitions like spelling bee, Quiz Shows etc.*

We have them in our own classes and in our language fest.

*4. Do students participate in the English language competitions like "Urfodu", "Big Read" etc?*

Unfortunately, we do not have time for such activities as our students work very hard for their lessons.

5. *Does the school participate in the international language programs like Comenius?*

We use the IB Programme and will start Comenius next year.

***Section 2: Questions related to English language activities at school***

1) *What kinds of cultural activities you organize at the school? (Christmas party, New Year party, Halloween, etc.)*

We organize Christmas-New Year party, Language Fests, Cultural Food Days at least once a year.

2) *Does the school have international programs?*

For now it's only IB program. Also, our students are young to travel abroad so we do not wish to apply to Comenius program.

3) *Do students have opportunity to visit other countries?*

Not via school but most of the students travel abroad a lot. Some of them travel 3-4 times a year. Almost all the students have experienced speaking English abroad.

4) *Are there English speaking clubs available?*

No, there aren't. We do need extra speaking classes as our English class hours a week are very high and we practice English a lot during the lessons. Also, they students are very active in classes and their English language speaking level is quite high.

***Section 3: Questions related to English teaching and resources***

1. *Are the teachers free to use whatever teaching methodology they want or is there a certain methodology and teaching approach the school determines?*

Teachers make their own lesson plans and feel free to prepare different activities using a variety of methodologies. However, we have some certain criteria based on our MYP lesson plans or IB requirements

2. *Do the teachers speak Turkish during English language classes?*

No, most of the teachers are international. There is no need to speak in Turkish during English classes.

3. *How many English language lessons a week do you have? How many minutes is each lesson?*

Each lesson is 40 min. Different grades have different numbers of classes varying from 4 to 8.

4. *What kind of resources do you use to teach English?*

Our resources vary from month to month, from semester to semester. We have very rich resources. We choose best coursebooks. We have handouts every day, we prepare homework for students and many more different activities.

5. *What kind of technology do you have at school and how do you use them in teaching English?*

We have computers, smart board. We use all of them in English classes.

6. *How do the teachers follow novelties in English language teaching?*

We talk about them and encourage each other in department meetings, professional development days, workshops and in the feedback processes after peer observations.

#### ***Section 4: Questions about school characteristics.***

1. *How many English language teachers in total do you have in the department?*

Seven

6. *How many international teachers do you have at the school?*

We have three international teachers.

8. *What is the average of teaching experience of English language teachers?*

Between 2-20 years

*4. How many students do you have in each class?*

Between 7-22 based on their levels. Our criterion is the students' being in the same level

*5. How many international students do you have at the school?*

We have some half Turkish students, around 15-20

## **APPENDIX E: Questionnaire (English)**

(This questionnaire was developed in the University of Michigan by Dr. Paul Pintrich and his team. The required permissions were taken.)

Dear students,

This questionnaire consists of two sections: Section 1 for demographic information and section 2 is designed to measure your motivation level to learn English.

In section 2 each statement is numbered from 1 to 5. Numbers and their meanings are given below. Think about your English courses.

**Circle the number that best describes you.**

1- Not very true of me

2- Not true of me

3- Slightly true of me

4- True of me

5- Very true of me

Your personal information and your answers will be kept confidential. There is no right or wrong answer in the questionnaire. Please respond all the questions honestly and sincerely. While answering, please respond all the questions bearing in mind English classes.

## Section 1: Demographic Information

Please answer the following questions:

1. Gender?
  - a) Female b) Male
2. Age: \_\_\_\_\_
3. Grade level? \_\_\_\_\_
4. Name of the school: \_\_\_\_\_

## Section 2: Motivated Strategies for Learning Questionnaire

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In a class like this, I prefer course material that really challenges me so I can learn new things	1	2	3	4	5
2	If I study in appropriate ways, then I will be able to learn the material in this course	1	2	3	4	5
3	When I take a test I think about how poorly I am doing compared with other students	1	2	3	4	5
4	I think I will be able to use what I learn in this course in other courses	1	2	3	4	5
5	I believe I will receive an excellent grade in this class	1	2	3	4	5
6	I'm certain I can understand the most difficult material presented in the readings for this course	1	2	3	4	5
7	Getting a good grade in this class is the most satisfying thing for me right now	1	2	3	4	5
8	When I take a test I think about items on other parts of the test I can't answer	1	2	3	4	5
9	It is my own fault if I don't learn the material in this course	1	2	3	4	5
10	It is important for me to learn the course material in this class.	1	2	3	4	5
11	The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade	1	2	3	4	5
12	I'm confident I can learn the basic concepts taught in this course	1	2	3	4	5
13	If I can, I want to get better grades in this class than most of the other students	1	2	3	4	5

14	I'm confident I can understand the most complex material presented by the instructor in this course	1	2	3	4	5
15	I'm confident I can understand the most complex material presented by the instructor in this course	1	2	3	4	5
16	In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn.	1	2	3	4	5
17	I am very interested in the content area of this course	1	2	3	4	5
18	If I try hard enough, then I will understand the course material	1	2	3	4	5
19	I have an uneasy, upset feeling when I take an exam	1	2	3	4	5
20	I'm confident I can do an excellent job on the assignments and tests in this course	1	2	3	4	5
21	I expect to do well in this class	1	2	3	4	5
22	The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible	1	2	3	4	5
23	I think the course material in this class is useful for me to learn	1	2	3	4	5
24	When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade	1	2	3	4	5
25	If I don't understand the course material, it is because I didn't try hard enough	1	2	3	4	5
26	I like the subject matter of this course	1	2	3	4	5
27	Understanding the subject matter of this course is very important to me	1	2	3	4	5
28	I feel my heart beating fast when I take an exam	1	2	3	4	5
29	I'm certain I can master the skills being taught in this class	1	2	3	4	5
30	I want to do well in this class because it is important to show my ability to my family, friends, employer, or others	1	2	3	4	5
31	Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class	1	2	3	4	5

## APPENDIX F: Questionnaire (Turkish)

(Bu anket Dr Paul Pintrich ve ekibi tarafından, Michigan Üniversitesinde geliştirilmiştir.)

Sevgili öğrenciler,

Bu anket iki kısımdan oluşmaktadır. Birinci kısımda demografik bilgiler ile ilgili sorular, ikinci kısımda ise öğrencilerin İngilizce öğrenmeye ne derecede istekli olduklarını ölçmeyi amaçlayan sorular yer almaktadır.

İkinci kısımda her ifadenin yanında 1'den 5'e kadar numaralandırma vardır. Size uygun olan numarayı yuvarlak içine alınız.

Numaralandırmalar ve temsil ettikleri anlamlar aşağıda belirtilmiştir.

- 1- **Hiç** böyle düşünmem
- 2- **Nadiren** böyle düşünürüm
- 3- **Bazen** böyle düşünürüm
- 4- **Genellikle** böyle düşünürüm
- 5- **Her zaman** böyle düşünürüm

Kişisel bilgileriniz ve cevaplarınız gizli tutulacaktır. Ankette doğru ya da yanlış bir cevap yoktur. Lütfen tüm soruları dürüstlük ve içtenlikle cevaplayınız.

Cevaplarken, soruların İngiliz dili dersi için olduğunu aklınızda bulundurarak, İngilizce dersine yönelik cevap veriniz lütfen.

### Kısım 1: Demografik Bilgiler

- Cinsiyet:
  - a) Kız b) Erkek
- Yaş: \_\_\_\_\_
- Sınıf: \_\_\_\_\_
- Okuduğu okulun adı: \_\_\_\_\_



## Kısım 2: Motivasyon Ölçme Anketi

		Hiç böyle düşünmem	Nadiren böyle düşünürüm	Bazen böyle düşünürüm	Genellikle böyle düşünürüm	Her zaman böyle düşünürüm
1	Bu derste yeni şeyler öğrenebilmek için beni zorlayan konuları severim	1	2	3	4	5
2	Eğer düzgün çalışırsam, bu derste öğretilenleri öğrenebilirim	1	2	3	4	5
3	Sınav olunca, başkalarından daha kötü yaptığımı düşünürüm	1	2	3	4	5
4	Bu derste öğrendiklerimi başka derslerde de kullanabileceğimi düşünürüm	1	2	3	4	5
5	Bu derste yüksek puan alacağıma inanırım	1	2	3	4	5
6	Bu derste en zor okuma parçalarını bile anlayabileceğimden eminim	1	2	3	4	5
7	Bu dersten iyi puan almak beni en tatmin edici şeydir	1	2	3	4	5
8	Sınav esnasında bir soruyu cevaplariken yapamayacağım soruları da düşünürüm	1	2	3	4	5
9	Bu dersin konuların öğrenememem sadece benim hatamdır	1	2	3	4	5
10	Bu derste benim için konuları öğrenmek önemlidir	1	2	3	4	5
11	Benim için en önemlisi bu dersten iyi puan almak ve ortalamamı yükseltmektir	1	2	3	4	5
12	Derste öğretilen temel kavramları öğrenebileceğimden eminim	1	2	3	4	5
13	Mümkünse, sınıftaki öğrencilerin hepsinden yüksek puan almak isterim	1	2	3	4	5
14	Sınav olurken, sınavı geçememenin akıbetinden kaygı duyarım	1	2	3	4	5
15	Bu derste öğretmenin öğrettiği en zor konuyu bile anlayabileceğimden eminim	1	2	3	4	5
16	Zor bile olsa derste beni meraklandıracak konuları tercih ederim	1	2	3	4	5

17	Bu dersin içeriğiyle yakından ilgileniyorum	1	2	3	4	5
18	Eğer yeterince çabalarsam ders konularını anlayabilirim	1	2	3	4	5
19	Sınav sırasında zorlanır ve stres olurum	1	2	3	4	5
20	Bu derste, sınavlarımı ve ödevlerimi en iyi şekilde yapabileceğimden eminim	1	2	3	4	5
21	Bu derste iyi sonuçları getirmeyi umarım	1	2	3	4	5
22	Bu derste, her konuyu olabildiğince en iyi şekilde anlamak benim için en tatmin edici şey	1	2	3	4	5
23	Ders materyalinin konuyu öğrenmemde faydalı olacağını düşünüyorum	1	2	3	4	5
24	Seçme şansım olduğu zaman yüksek puan garantisi olmasa da öğrenebileceğim ödevi tercih ederim	1	2	3	4	5
25	Derste bir şeyi anlayamıyorsam yeterince çabalamadığımdandır	1	2	3	4	5
26	Bu dersin konularını seviyorum	1	2	3	4	5
27	Benim için dersin konusunu anlamak çok önemlidir	1	2	3	4	5
28	Sınav olurken heyecanlı hissederim	1	2	3	4	5
29	Bu derste öğretilen konulara hakim olabileceğimden eminim	1	2	3	4	5
30	Bu dersi iyi öğrenmek benim için önemlidir, çünkü aileme, arkadaşlarıma, vs iyi olduğumu göstermek isterim	1	2	3	4	5
31	Bu dersin zorluğunu, öğretmenimi ve kendi yeteneklerimi göz önünde bulundurduğumda bu derste başarılı olacağımı düşünüyorum	1	2	3	4	5

## APPENDIX G: MONE Permission

**T.C.**  
**ANKARA VALİLİĞİ**  
**Milli Eğitim Müdürlüğü**

**EBYS GELEN EVRAK NO: 98**

Sayı : 14588481-605.99-E.193964  
Konu : Araştırma İzni

03.01.2018

**BİLKENT ÜNİVERSİTESİNE**  
(Eğitim Bilimleri Enstitüsü)

İlgili: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünde 2012/13 notu Genelgesi.  
b) 18/12/2017 Tarihli ve 20324 sayılı yazımız.

Enstitünüzün Eğitim Programları ve Öğretim Yüksek Lisans Öğrencisi Yeneren MAMBAEVA'nın "MEB ve Uluslararası Okullara Üyesi Okulları Arasındaki İlgili Araştırma Ortamı Farklı ve Benzerlikleri" tez çalışması kapsamında uygulanan talebi Müdürlüğümüzde uygun görülmesi ve uygulamanın yapılacağı ilçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Görüşme sürecimizin (12 sayfa) sonuçları tarafımızdan uygulanması yapılacak sayıda çözümlenmesi ve çalışmanın bitiminde bir örneğinin (eşil cetvelden) Müdürlüğünüz Strateji Geliştirme (1) Şubesine gönderilmesini rica ederim.

Yeni BARDAKCI  
Vali a.  
Milli Eğitim Müdürü

*Elektronik İmza ile  
03 Ocak 2018*

Genel Müdürlük Eğitim Kurumları Enstitüsü Başkanlığı ANKARA  
Eğitim Kurumları Enstitüsü Başkanlığı

Ayrıntılı bilgi için  
Tel: (0312) 321 82 13/15-114

Her türlü kişisel elektronik posta ile iletişime geçebilirsiniz. İletişim adresimiz: [ilce@ankara.gov.tr](mailto:ilce@ankara.gov.tr) adresidir. BİZE-1705-350-0171-İletişim

**8.1.18**  
**EBE**

## APPENDIX H: Data Collection Tool Permission from K. Kivinen



Hi,

You asked the permission to use the modified MSQI-instrument in your study.

The original MSQI-instrument was developed in the University of Michigan by Dr Paul Pintrich and his team. I got a permission from them to use it in my study and to make modifications.

You have of course my permission to use the instrument, but it might be a good idea to ask the University of Michigan, too. Unfortunately Dr Pintrich has died.

## APPENDIX I: Data Collection Permission from University of Michigan

Regarding article permission Inbox x

**Venera Mambaeva** <veneramambaeva@gmail.com> Nov 2 ☆ ↶ ↷  
to modelano ↵

Dear Mary,

Following our phone conversation I'd like to get a permission to use a tool which was worked out by Paul R. Pintrich, David A. F. Smith, Teresa Garcia, and Wilbert J. McKeachie. The tool is called MSLQ. Mr. Kan Kiiven already got a permission to use the tool and I got permission from him. However, we thought that it would be a good idea to get a permission from the institution. As I couldn't find the contact details of authors of the article.

How can I proceed with this situation? Or just a permission from Mr. Kiiven would be fine?

Thank you in advance,

Best wishes,

Venera MAMBAEVA

UNIVERSITY of BILEKENT, Ankara / Turkey  
Graduate school of Education  
GSM: 00905072621744  
mail: [venera@bilekent.edu.tr](mailto:venera@bilekent.edu.tr)

---

**Katie Schmitt** <katelsc@umich.edu> Nov 3 ☆ ↶ ↷  
to me, Mary ↵

Hi Venera,

Thank you for your inquiry regarding the MSLQ. Please feel free to use the questionnaire, however, please remember to cite it appropriately. You can find additional information about the MSLQ [here](#). Please let me know if you have any additional questions.

Best,  
Kate

**Katie Schmitt**  
Program Coordinator  
Combined Program in Education and Psychology  
University of Michigan  
(734) 769-6680

## APPENDIX J. Parent's Consent Form

Sayın veliler,

Bilkent Üniversitesi Eğitim Bilimleri Enstitüsü ile olan çalışmalarımızı geliştirmektediriz. Bu programda ben de dahil olmak üzere birçok öğretmenimiz lisans üstü çalışmalar yapmaktayız. Programımızın hedeflerinden bir tanesi, öğretmenlerimizin öğretim becerilerini geliştirmek ve onları araştırma yapmaya teşvik etmektir.

Yapacağım tez çalışmasının ana amacı öğrencilerin İngilizce öğrenme motivasyon düzeylerini ölçmektir. Bu çalışmada kısa anket uygulayacağım.

Bu çalışmayla toplanan hiçbir veride isim kullanılmayacaktır. Her türlü verinin gizli kalacağını, öğrenciler hakkında edindiğim bilgilerin diğer öğrenciler, çalışanlar ve velilerle paylaşılmayacağını vurgulamak isterim. Ankete katılma gönüllülük esasına dayanmakta olup, öğrencilerin cevapları gizli tutulacaktır. Çalışma sonuçları açıklandığında bireysel katılımcıların adı ve özellikleri tanımlanmayacaktır.


Bu çalışmada bana destek vereceğinizi umuyorum. Bu çalışma ile ilgili daha fazla bilgi almak isterseniz aşağıda belirttiğim e-posta adresimden bana ulaşabilirsiniz. Desteğiniz için şimdiden teşekkür ederim.

Saygılarımla,

Venera Mambaeva

e-posta: venera@bilkent.edu.tr


## APPENDIX K. TAIEX Official Invitation to the Seminar



European  
Commission

### TAIEX Workshop on Smart School

Organized in Co-operation  
with  
The Ministry of National Education (MoNE)



Undersecretariat

#### Aim of the workshop

The aim of this workshop is to exchange information and learning about how should be smart schools that contribute improve the skills 21st century skills of individual. During the workshop MoNE policy makers, academics and subject experts will discuss about learning, teaching and pedagogies which will include lifelong learning approaches, the school's physical and architectural design and tools and technologies will need in the 21st smart schools. Because, as stated in the European Commission documents, transforming education requires pedagogical, organizational and technological innovations. This workshop will contribute for MoNE policy makers to reflect on decisions about the development of education what they learn from the workshop. In addition, this workshop will shed light on how the MoNE and universities can cooperate about smart schools.

## APPENDIX K. TAIEX Official Invitation to the Seminar (cont'd.)

Day 1: Monday, 24 July 2017			
Chair: 1- Ms. Ayse KULA, Ministry of National Education 2- Ms. Ayse GUNAY GOKBEN, Ministry of National Education			
09:00	Arrival and registration of participants		
10:00	Welcome speeches <i>Prof. Dr. Mustafa BALCI, Delegation of the European Union to Turkey</i> <i>Assoc. Dr. Mustafa Hilmi COLAKOGLU, Deputy Undersecretary-MoNE</i>		
11:30	Coffee break		
12:00	Innovative Learning Environment <i>Tigran Shmis, Education Specialist- The World Bank</i>		
12:30	Lunch		
13:30	Smart Schools (expert from EU) <ul style="list-style-type: none"> <li>• What is smart schools?</li> <li>• What is different from traditional schools?</li> <li>• Why smart schools?</li> <li>• Advantages and disadvantages.</li> <li>• Examples of Smart Schools in Europe</li> </ul>		
14:00	ET 2020, OECD 2030, 21 <sup>st</sup> Century Skills and Smart Schools <i>Tigran Shmis, Education Specialist- The World Bank</i>		
14:30	Changing Architectural Designs and Smart Schools <i>Prof. Dr. Harry Daniels, Fellow of Green Templeton College, Department of Education</i>		
15:00	ICT and Technology Integration in Smart Schools (expert from EU)		
15:30	Coffee break		
Parallel Sessions			
16:00	ET 2020, OECD 2030, 21 <sup>st</sup> Century Skills and Smart Schools	Changing Architectural Designs and Smart Schools	ICT and Technology Integration in Smart Schools
17:30	Conclusion of Day 1		



**APPENDIX K. TAIEX Official Invitation to the Seminar (cont'd.)**

**Day 2: Tuesday, 25 July 2017**

Chair: Chair: 1- Ms. Ayse KULA, Ministry of National Education  
2- Ms. Ayse GUNAY GOKBEN, Ministry of National Education

09:00	Arrival and registration of participants		
09:30	Parallel Sessions (cont.)		
	ET 2020, OECD 2030, 21 <sup>st</sup> Century Skills and Smart Schools	Changing Architectural Designs and Smart Schools	ICT and Technology Integration in Smart Schools
11:00	Coffee Break		
11:30	Preparing Workgroup Reports		
12:30	Lunch		
13:30	Presentations Workgroups		
14:30	Panel: Strategy Development for the Next Step <i>Moderator: Golge SEFEROGLU, Dean of Education Faculty-METU</i> (EU expert and Coordinators of work groups)		
15:30	Conclusions and Closing of Event <i>(First speech: Name, Surname, Institution)</i> <i>Assoc. Dr. Mustafa Hilmi COLAKOGLU, Deputy Undersecretary-MoNE</i>		