

T.C.
BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

**A CASE STUDY ON THE COURSE INTERESTS OF EFL PRE-
SERVICE TEACHERS BASED ON THE ARCS MOTIVATIONAL
MODEL**

BERNA ZEYBEK AKAYOĞLU

BOLU, 2019

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**In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING**

by
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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this work. 29.07.2019

Berna ZEYBEK AKAYOĞLU





To my daughter, Defne,

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ABSTRACT

A CASE STUDY ON THE COURSE INTERESTS OF EFL PRE-SERVICE TEACHERS BASED ON THE ARCS MOTIVATIONAL MODEL

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MA Thesis

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Motivation is a phenomenon studied in many different disciplines, from marketing to education; and it has always been considered among the most important factors affecting achievement and success of the individuals. In education, it is believed that motivation helps to attract the learners' attention for the course, enables learners to learn more easily, and sustains the learning process in the long run. From this perspective, this issue has attracted the attention of the educational researchers for a very long period. The relationship between motivation and other concepts, like self-efficacy beliefs, burnout levels, academic achievements, have also been studied; and in this kind of studies, it was aimed at finding the ways of increasing motivation of the learners, which leads to academic achievement in the end.

The present study is designed as a mixed method case study to examine the course interest levels of English as a Foreign Language (EFL) pre-service teachers (PTs) towards the three course categories – field knowledge courses, professional knowledge courses and the general knowledge courses – offered at the Department of Foreign Language Education in the context of the present study according to the ARCS Motivational Model. The participant group of this study was composed of senior PTs (N=63) enrolled at the Department of Foreign Language Education, Bolu Abant İzzet Baysal University in the Fall Semester of the 2017-2018 Educational Year. In order to gather data from the participants, Course Interest Survey, developed by Keller (2010), was used to examine the course interest levels of PTs in three course categories. In the first category, they were asked to respond to the intended survey for field knowledge courses, then in the second category, they were asked to reflect on professional knowledge courses, and finally they responded for general knowledge courses. After the collection of the quantitative data, a group of PTs were interviewed using semi-structured interview questions in order to better understand the responses obtained through the survey.

The results of the analyses indicated that the course interest levels of PTs were at or above the average score for each course category, which was quite positive. However, there were differences in the mean scores of PTs for the course categories. They were more interested in the field knowledge courses when compared to the professional knowledge courses and the general knowledge courses; and they were more interested in the professional knowledge courses than the general knowledge courses. These

differences were also analyzed, and it was observed that the differences were significant ($p < 0.05$). The analyses were conducted for the subcategories of ARCS Motivational Model – attention, relevance, confidence, and satisfaction – as well. It was found that the mean scores for the field knowledge courses, professional knowledge courses and the general knowledge courses were statistically significant ($p < 0.05$) for all subscales, except for the confidence. As for the confidence, the difference between the mean scores of field knowledge courses and professional knowledge courses were not found to be significant.

The findings of this study might be helpful for the policymakers at tertiary level of education, the teacher educators at teacher education programs and the PTs studying at the Foreign Language Education Departments. As the follow-up of this research, some implementations could be put into practice in order to motivate the PTs for all categories of courses to motivate PTs in teacher education programs.

Keywords: Motivation, ARCS Motivation Model, English as a Foreign Language Preservice Teachers, English Language Teaching Program, Course Interest

ÖZ

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMEN ADAYLARININ ARCS MOTİVASYON MODELİNE GÖRE DERSE İLGİLERİ ÜZERİNE BİR DURUM ÇALIŞMASI

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Motivasyon, pazarlamadan eğitime kadar birçok farklı disiplinde incelenen bir olgudur; ve her zaman bireylerin başarısını ve başarısını etkileyen en önemli faktörler arasında düşünülmüştür. Eğitimde motivasyonun, öğrencilerin derse dikkatini çekmeye yardımcı olduğuna, öğrencilerin daha kolay öğrenmelerini sağladığına ve uzun vadede öğrenme sürecini sürdürdüğüne inanılmaktadır. Bu açıdan bakıldığında, bu konu çok uzun süredir eğitim araştırmacılarının dikkatini çekmiştir. Motivasyon ile öz yeterlik inancı, tükenmişlik düzeyi, akademik başarı gibi diğer kavramlar arasındaki ilişki de incelenmiştir; ve bu tür çalışmalarda, sonunda öğrencilerin akademik başarısına yol açan, motivasyonlarını artırmanın yollarını bulmak amaçlanmıştır.

Bu çalışma, yabancı dil olarak İngilizce (EFL) öğretmen adaylarının (PTs), İngilizce Öğretmenliği Programı'nda sunulan üç ders kategorisine – alan bilgisi, meslek bilgisi ve genel kültür – yönelik derslere olan ilgilerini ARCS Motivasyon Modeli'ne göre incelenmesini amaçlamaktadır. Araştırmanın katılımcı grubu, 2017-2018 Eğitim-Öğretim Yılı Güz Dönemi Bolu Abant İzzet Baysal Üniversitesi Yabancı Diller Eğitimi Bölümü'nde öğrenim gören son sınıf öğretmen adaylarından (N = 63) oluşmaktadır. Katılımcılardan veri toplamak amacıyla, Keller (2010) tarafından geliştirilen Derse İlgi Anketi, çalışmaya katılan öğretmen adaylarına üç ders grubu kullanılmıştır. İlk aşamada, bu ankete alan bilgisi dersleri için, ardından ikinci aşamada meslek bilgisi derslerine yönelik olarak, ve son olarak da genel kültür derslerine yönelik olarak anketi yanıtlamaları istendi. Nicel verilerin toplanmasından sonra, anket aracılığıyla elde edilen yanıtları daha iyi anlamak için yarı yapılandırılmış görüşme soruları kullanılarak bir grup öğretmen adayı ile görüşülmüştür.

Analiz sonuçları, öğretmen adaylarının ders ilgi seviyelerinin, her ders kategorisi için ortalama puanda veya üstünde olduğunu ve bunun oldukça olumlu olduğunu göstermiştir. Bununla birlikte, ders kategorileri için ortalama puan ortalamalarında anlamlı farklılık vardır. Öğretmen adayları, meslek bilgisi ve genel kültür dersleri ile karşılaştırıldığında alan bilgisi derslerine daha fazla ilgilidiler; ve mesleki bilgisi derslerine genel kültür derslerinde daha fazla ilgi göstermişlerdir. Yapılan analizler sonucunda da bu aradaki farkların istatistiksel olarak anlamlı olduğu görüldü ($p < 0.05$). Analizler ARCS Motivasyon Modeli'nin alt kategorileri için - dikkat,, uygunluk, güven ve tatmin - için de yapıldı. Alan bilgisi dersleri, meslek bilgisi dersleri ve genel kültür

dersleri için ortalama puanların, güven hariç, tüm alt ölçekler için istatistiksel olarak anlamlı olduğu bulunmuştur ($p < 0.05$). Güven boyutunda ise, alan bilgisi derslerinin ortalama puanları ile mesleki bilgi derslerinin ortalama puanları arasındaki farkın anlamlı olmadığı bulundu.

Bu çalışmanın bulguları, yükseköğretim düzeyindeki politika yapıcılar, öğretmen eğitimi programlarındaki öğretmen eğitimcileri ve Yabancı Dil Eğitimi Bölümlerinde okuyan öğretmen adayları için faydalı olabilir. Öğretmen eğitimi programlarında daha motive olmaları için meslek bilgisi ve genel kültür dersleri için öğretmen adaylarının derslere olan ilgi seviyelerini arttırmak için bazı önlemler alınabilir.

Anahtar Kelimeler: Motivasyon, ARCS Motivasyon Modeli, Yabancı Dil olarak İngilizce Öğretmen Adayları, İngilizce Öğretmenliği Programı, Derse İlgil



CHAPTER I

INTRODUCTION

1.1. Overview of the Chapter

In this study, the course interest levels of the pre-service EFL teachers (henceforth, PTs) of English on three categories of courses – namely, field knowledge courses, professional knowledge courses, and general knowledge courses – offered at the EFL teacher education program were examined. This chapter firstly provides information about the background of the study. Based on the background of the study, the problem statement and the purpose of the study are presented. After that, the contribution of this study in the field is explained as the significance of the study, and finally, the limitations of the study are listed. This chapter ends with the definition of the terms used in this study.

1.2. Background of the Study

Motivation is an important factor in achievement and engagement in different disciplines, ranging from marketing to psychology and from health to sports. The field of education has no exception to this perspective and the motivation of the learners in the classrooms has always been the topic of interest for researchers in education (Chang & Lehman, 2002; Chen, 2014; Keller, 1987, 2010; Kurt & Keçik, 2017). It is clearly known that the high level of motivation observed for the learners is believed to foster learning process and achievements of the students. No matter the sources of motivation is intrinsic or extrinsic, it helps learners to learn better and it maintains the retention of the learning (ChanLin., 2009; Demir, 2011). However, if the source of motivation is intrinsic, the retention of learning is maintained more successfully (Chang & Lehman, 2002). As in all disciplines of education, this issue has also been taken into account by the language teaching professionals and the researchers in the field of English Language Teaching

(henceforth, ELT). These researchers have attempted to determine the factors that affect the motivation of the learners in order to improve the learning process (Aşıksoy & Özdamlı, 2016; Asleitner & Hufnagl, 2003; Chang & Lehman, 2002; Song & Keller, 2001).

The researchers studying in the field of ELT have attempted to determine factors that affects the learner motivation and, as a result, specific learning tasks and activities were designed in order to motivate the learners (Asleitner & Hufnagl, 2003; Chang & Lehman, 2002; Song & Keller, 2001). Additionally, the methods and approaches were all addressed how to increase the level of learner motivation (Richards & Rodgers, 2016). This topic was studied from different perspective and the correlation between several variables and motivation were researched. For example, there are some studies which examine the correlation between self-efficacy beliefs of learners and motivation, between individual differences and motivation (Aşıksoy & Özdamlı, 2016).

Since motivation is a very crucial factors in the learning process, scholars provided motivational design models for increasing the level of motivation for learners. One of the recent ones is developed by Keller (2010), and the name of this motivational design model is ARCS Model, which stands for attention, relevance, confidence and satisfaction. According to this model, the factors affecting motivation levels of students are grouped in four categories, named as attention, relevance, confidence and satisfaction. Although these categories will be described in detail in the following sections, they can be briefly summarized as follows. The learners should be active in learning process and they should pay attention to the course details; the issues in the course should be relevant; the learners should have self-confidence about the outcomes of the learning, and finally, they should be satisfied with what they have learned at the end of the process. If these points are maintained and sustained, the learners are expected to be more motivated in the classrooms.

In the literature, ARCS Model was studied at different levels of learners and teachers such as K-12 students (Feng & Tuan, 2005, Karakış et al., 2016; Song & Keller, 2001), K-12 teachers (Doering et al, 2010), college students (Asleitmer & Lintmer, 2004;

Chang et al., 2016; Chen, 2014; Zhang, 2017), graduate students (Visser et al., 2002) and in-service teachers (Visser & Keller, 1990). In these studies, researchers might select a specific component of courses for the implementation of the model or they might implement it to several subject areas, such as business (Moller & Russell, 1994), English as a second language (Annamalai, 2016; Chang et al., 2016; Chang & Lehman, 2002; Kurt & Keçik, 2017), STEM (Song & Keller, 2001; Wah, 2015). As a result of these studies in general, it was found that the courses designed according to the ARCS Model would be more effective in terms of increasing students' achievement scores, motivation and course interests, and they provided better learning gains (Aşıksoy & Özdamlı, 2016; Asleitner & Hufnagl, 2003; Chang & Lehman, 2002; Song & Keller, 2001). These studies were all experimental studies and they mostly focus on how an ARCS enhanced course can improve the academic achievement and change the attitudes of students in a positive manner.

Additionally, the evaluation of ELT programs in Turkey has long been an interest topic for the researchers (Altan, 1998; Coşkun & Daloğlu, 2010; Karakaş, 2012; Seferoğlu, 2006; Şallı-Çopur, 2008; Yavuz & Zehir-Topkaya, 2013). In these studies, the strengths and weaknesses of the ELT programs were explored and recommendations and suggestions were made for the policy makers. As a common point for these studies, the researchers highlighted the importance of collecting opinions from different stakeholder, that is teachers, teacher educators, PTs, in this field. Most of the time, the reforms and changes were done as a result of top-down process and the views of stakeholders are ignored (Yavuz & Zehir-Topkaya, 2013).

Up to now, the crucial points that should be taken into consideration were mentioned. The first one is that ARCS Model has been proved that the courses designed according to the ARCS Model affect the learners' academic achievement scores, motivation and attitudes positively, and the second one is that there has been a need for getting opinions from the stakeholders of ELT programs (Altan, 1998; Karakaş, 2012; Şallı-Çopur, 2008). Thus, it was thought that it would be better to examine the courses at an ELT Department according to the subcategories of this model – attention, relevance, confidence and satisfaction. After determining the course interest levels of PTs in these

dimensions, it could be better to design course contents and instructional procedures in order to better motivate the PTs.

In the light of these points, the purpose of this study is to determine the course interests of PTs for the courses offered at an ELT Department at a state-run university in the Northern Black Sea Region of Turkey. Using the Course Interest Survey, which was developed by Keller (2010), the PTs' course interest levels for field knowledge courses, professional knowledge courses and general knowledge courses were examined.

1.3. Statement of the Problem

The PTs of English enrolled at different ELT Departments in Turkey are expected to complete the courses in the curriculum successfully in order to graduate from their departments and to start their teaching career at different levels of education, ranging from kindergarten to tertiary level. These courses are determined by the Council of Higher Education (CHE) centrally, and mostly at the end of a top-down process, and all ELT Departments are required to follow this curriculum without any changes. The courses in the curriculum are categorized in three categories – field knowledge (FK) professional knowledge (PK) courses and general knowledge (GK) courses. However, the motivational levels and course interests of PTs may not be the same for each category. While some students are motivated in field knowledge courses, some students may be motivated in other group of courses. Thus, the course interest levels of PTs should be determined in the first step in order to better understand the reasons for their interest or disinterest in their professional learning processes. While doing this, the PTs' views and opinions should be taken into consideration so that the reasons for their course interests could be better understood and explained. As the follow-up of this research, some implementations could be put into practice in order to motivate the PTs for all categories of courses.

1.4. Purpose of the Study

In this study, it was aimed at examining the course interest levels of EFL PTs in three different groups of courses – field knowledge courses, professional knowledge courses and general knowledge courses – based on ARCS model, which was developed by Keller (2010). As a result of the study, it is aimed to provide recommendations and suggestions for teacher educators, researchers, policy makers and PTs of English.

1.5. Research Questions

Considering the background of the study, the statement of the problem and the purpose of the study, the following questions were posed.

1. How do PTs of English perceive their course interest levels according to ARCS Model towards the courses offered at the ELT Department?

a. How do EFL PTs perceive their course interest levels according to ARCS Model towards the field knowledge courses offered at the ELT Department?

b. How do EFL PTs perceive their course interest levels according to ARCS Model towards the professional knowledge courses offered at the ELT Department?

c. How do EFL PTs perceive their course interest levels according to ARCS Model towards the general knowledge courses offered at the ELT Department?

2. Is there any significant difference among the perceived course interest levels of EFL PTs towards three categories of courses – FK, PK, and GK courses – according to ARCS Model?

3. Is there any difference among the perceived course interest levels of EFL PTs in terms of four subcategories of ARCS Model – attention, relevance, confidence, and satisfaction?

a. Is there any difference among the perceived course interest levels of EFL PTs in terms of attention?

b. Is there any difference among the perceived course interest levels of EFL PTs in terms of relevance?

c. Is there any difference among the perceived course interest levels of EFL PTs in terms of confidence?

d. Is there any difference among the perceived course interest levels of EFL PTs in terms of satisfaction?

1.6. Significance of the Study

If motivation triggers learning process, the motivation of PTs becomes important in terms of training future teachers, and determining the course interest levels of PTs will be helpful in order to find out if there is any difference between the course interest levels of PTs towards different categories of courses. The reasons for the lack of interests towards a specific course category will be helpful to overcome this problem.

The statistically proven differences between the perceived course interest levels of PTs for different groups of courses might be helpful for teacher educators, researchers, policy makers and PTs in order to improve the academic achievement and motivation of the PTs studying at ELT Departments.

1.7. Limitations of the Study

This study is limited with the PTs enrolled at the Department of Foreign Language Education, Bolu Abant Izzet Baysal University, which is located in the Northern Black Sea Region of Turkey. Since the participants are limited with the PTs studying at this department, the findings of this study will not be generalized to the all ELT Departments in Turkey or to all teacher training programs worldwide.

This study is carried out at the undergraduate program of ELT Department, the participants are limited with EFL PTs. Thus, the findings are also limited with English

language teaching. The teacher education programs for other subjects, such as special education, classroom teaching, mathematics teaching or science teaching were not included in this study. There are same categories of courses at those departments; however, it is beyond the scope of this study.

Moreover, there are some ARCS-based measures of motivation, such as the measurement of development process, instructional materials motivation; however, the researcher focused on particularly on course interest dimension of this model. The other dimensions were not taken into account.

1.8. Definition of the Terms

Motivation: “Motivation refers broadly to what people desire, what they choose to do, and what they commit to do.” (Keller, 2010, p.3)

ARCS Model: It is a motivational model which includes the subcategories of attention, relevance, confidence, and satisfaction.

Pre-service EFL teachers: The undergraduate students enrolled in the Department of English Language Teaching and trained to be English language teachers for their future teaching career.

ELT: The field of English Language Teaching.

Course Interest Level: The level measured by the Course Interest Survey, which was developed by Keller (2010).

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This section presents the review of relevant literature with regard to motivation. Thus, motivation, the definition of motivation, motivational design models in general, ARCS Model, as one of the motivation design models, the studies on ARCS Model and ELT programs will be reviewed in this chapter.

2.2. Motivation

Motivation is considered as an important factor and variable in many disciplines, such as education, health, sports, psychology, marketing, and thus, it has been the focus of research studies for many years (Rutter, Smith, & Hall, 2005). From this perspective, it is not surprising to find out many definitions and perspectives in research studies that focused on motivation levels of the participants. Specifically in education, motivation has been studied in relation to academic achievement and performance, self-efficacy beliefs, learning styles and strategies and other individual differences (Clayton, Blumberd, & Auld, 2010; Demir, 2011; Moore, Armstrong, & Pearson, 2008; Rotgan & Schmidt, 2012; Saeed & Zyngier, 2012; Schunk, 1995; Tanaka & Tanaka, 2008; Tella, 2007). The findings of these studies revealed that motivation remarkably affect the achievement of the learners. Some researchers (Naime-Diffenback, 1991) when beyond this perspective and claimed that the first step in learning process should be the motivation of learners, that is, the instructors need to motivate learners just at the beginning of the learning process.

Motivation may not be the only predictor of achievement and learning; however, it has been proved in literature that it plays a very crucial role for learning (Huang, Huagn, Deifes-Dux & Imbrie, 2006). In literature, many scholars like Keller (1987) and Dörnyei (2005) highlights the importance motivational factors in education. While designing a course and during the instruction process, the motivational factors cannot be ignored. However, the instructors should have a clear idea on the definition of motivation, the ways of motivating students, and more importantly, they should know how to maintain the motivation of the learners throughout the process.

Since motivation was approached from very different perspectives and in different disciplines, the definition of motivation might vary in different contexts. Motivation was taken as an affective factor that fosters learners to learn by Keller and Sang-Ho (1999) and it was associated with the willingness, desires and needs of the learners in the learning process (Bomia, Bekuzo, Demester, Elander, Johnson & Sheldon, 1997). Raffini (1993) defined motivation as attracting students' interests and involving learners in the learning process. Pintrich and Schunk (2002) defined motivation as a power which promotes and sustain the target behavior in the long run. Arkes and Garske (1982) perceived motivation as "those processes that the arousal, strength, or direction of behavior" (p.3). In recent years, Carpenter (2011) defined it very simply as "an individual's demonstrated effort to learn course content" (p.33). As for the role of motivation in the learning process, it was claimed by Dörnyei (2005) that "motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process" (p.65). There are many definitions like these in the literature; however, there are some common points in these definitions. If it is maintained, motivation helps to attract the learners' attention for the course, enables learners to learn more easily, and sustains the learning process in the long run. These common points were summarized by Hu in 2008 as:

1. Motivation is related to a goal.
2. Motivation initiates, mediates, and sustains people's learning activities.
3. Motivation is manifested by effort, choice, and persistence (Hu, 2008, pp.9-10).

Finally, Keller (2010), whose survey was used in this study, made a comprehensive definition for motivation. He defined it as “that which explains the direction and magnitude of behavior, or in other words, it explains what goals people choose to pursue and how actively or intensely they pursue them” (p.4). In this study, this definition was adopted as it is the most comprehensive one.

2.3. Challenging Issues about the Motivation

As the complexity of its definition, there are also some issues which have been debated in the literature. There are some different types and several factors affecting the motivational levels of learners, these debates will inevitably continue in the field. These challenges made this term difficult to study and they are summarized by Keller (2010, pp.12-19) as follows:

- a. Does this term, motivation, belong to affective domain or cognitive domain?
- b. Which one is more effective – integrative or instrumental motivation?
- c. Is motivation a state or trait? Is it a part of personality, or can it be changed in different situations?
- d. Which one is more important – intrinsic or extrinsic motivation?

As for the first issue, some researchers like Chang (2001) Krashen (1985) believed in the importance of affective domain and motivation of the learner is mostly affected by the affective domain. On the other hand, Briggs (1984, cited in Keller, 2010) took motivation as an independent area from the affective domain. This issue was also emphasized by Keller (2010) and he stated that “it is not meaningful to attempt to classify this broad component of human behavior as being contained within the affective, or non-cognitive, domain because it also has cognitive elements” (p.12). Thus, motivation can be claimed that it both includes affective and cognitive elements and taken into consideration within these two domains.

The second point is about its integrative or instrumental features. Actually, one type of motivation may not be possible. For example, a learner may need to learn a new

language in order to get a higher position at a company; however, this can also be explained by integrative elements. Moreover, the superiority of either of them has not been proved in the literature. Thus, the important point is the level of motivation, not the type or source of the motivation.

The third issue is that of trait or state (Keller, 2010). Is motivation something that occurs in specific conditions, or is it a part of personality. If it is believed that motivation a trait, a part of personality, the studies with the objective of increasing motivational levels of learners will be meaningless. In literature, motivation is stated to be a “continually changing” process (Visser & Keller, 1990); thus, we should accept that motivation is actually both of them – state and trait, and we should do our best to activate motivation for our learners.

The final controversial issue is the superiority of extrinsic or intrinsic motivation. These terms were coined by Ryan and Deci, (2000) under the self-determination theory. The source of intrinsic motivation is the inner-self of the learner; however, the source of the extrinsic motivation is coming from the outside. This issue is somehow similar to the debate of integrative and instrumental motivation. Keller (2010) concluded this issue indicating that “intrinsically motivated activities can be viewed as ends in themselves, while extrinsically motivated goals are means to the end” (p.17).

2.4. Motivational Design Models

Keller (2010) categorized motivational designs into three groups as person-centered, environmentally-centered, interaction-centered, and omnibus models. These models are systematic and can help the instructors to replicate the principles for motivating their learners. The first three of these models are psychological theories of human behavior while the last one is more pragmatic and includes both instructional and motivational design strategies.

In person-centered models, it is accepted that individuals have their own potentials, values, characteristics, traits, and motives; and their personal motivation and development can be shaped by these characteristics. The main purpose of these models is to make positive changes in these characteristics of the individuals so that this results in better psychological adjustment and improved learning. These models had a similar objective which was to help students in the development of motivational and volitional attitudes and habits that would improve their self-reliance and performance” (Keller, 2010, p.31). These are completely related to the personality of the individuals.

In environmentally-centered models, the source of motivation is not the inner-self, but the environment. The view adopted in these models is that individuals are more likely to repeat a behavior if it has pleasant and desirable consequences. These models are considered to be effective when there is a lack of intrinsic motivation for the learners. They are usually regarded as extrinsically motivated learners.

The interaction-centered models are mostly influenced by the social learning theories or expectancy value theories. According to these models, it is believed that the source of the human behaviors are innate abilities and characteristics; however, they are also influenced by the environmental factors. That is, the innate characteristics are shaped by the environmental factors and neither of them ignored in these models. The ARCS Model, which was developed by Keller (2010), is a kind of interaction-centered model.

The omnibus models are not usually categorized under the motivational design models; however, they considered as systematic solutions to the given instructional goals. They are sometimes called as instructional strategies and they have functional purposes like “getting attention, clarifying values, monitoring progress, or rewarding achievement” (Keller, 2010, p.34).

2.5. The ARCS Model

ARCS motivational model is mostly associated with the social and cognitive learning theories and approaches of Bandura (1969) and Rotter (1966). Moreover, this model is based on expectancy-value theory which was developed by Porter and Lawler (1968). In other words, it can be claimed that this model is the combination of social and cognitive learning theories with the expectancy-value theory.

This model was developed by Keller in 1983 blending important elements and components of motivation and he provides a motivational instruction design. ARCS stands for attention, relevance, confidence and satisfaction, which are thought to be important components of motivation (see Table 1). In recent years, another component called as “volition” has been added to this theory (Keller & Deimann, 2012; Şimşek, 2014), and Keller named his model as ARCS-V theory. However, the conceptualization of this dimension is still in progress, so it was mentioned in this study. In the following section, the components motivation – attention, relevance, confidence and satisfaction – are explained and research studies in literature are presented in detail.

Table 1: ARCS Model categories, definitions, and process questions (Keller, 2010, p. 45)

Major Categories and Definitions		Process Questions
Attention	Capturing the interest of learners; stimulating the curiosity to learn	How can I make this learning experience stimulating and interesting?
Relevance	Meeting the personal needs/goals of the learner to affect a positive attitude	In what ways will this learning experience be valuable for my students?
Confidence	Helping the learners believe/ feel that they will succeed and control their success	How can I via instruction help the students succeed and allow them to control their success?
Satisfaction	Reinforcing accomplishment with rewards (internal and external)	What can I do to help the students feel good about their experience and desire to continue learning?

2.5.1. Attention

Attention, as the first and the most important component of this model, is considered as the main body of ARCS model (Poulsen, Lamm, Cisneros, & Trust, 2008). It is not only important for the motivation but also for learning (Shellnut, Savage & Knowlton, 1998).

In this category, there are three important strategies for getting the attention of the learners as perceptual arousal, inquiry arousal and variability. As for the first strategy, perceptual arousal, it is believed that sudden and unexpected changes in the situation will likely to activate an individual's perceptual level of curiosity. These sudden changes might include several surprises, the use of humor, changes in the temperature, or voice level. The second strategy is inquiry arousal and it requires a deeper level of curiosity. Warm-up activities in a language classroom can be considered as a sample for this strategy. Additionally, the multimedia design and furniture arrangements can be listed in this strategy. The last strategy offered by Keller (1983) is variability. If there is little variation in a situation, the learners most likely lose their attention. Assuming that an instructor speaks at the same level throughout the course, the learners might get bored in time. A group work activity or watching a short video might include variability in the classroom.

In terms of maintaining and sustaining attention in a classroom setting, the main question that should be asked by an instructor can be "How can I make this learning experience stimulating and interesting?" (see Table 2). Keller (1987) presented the strategies for the attention component.

Table 2: Strategies suggested for attention component

Attention Strategies	
A1	<i>Incongruity, Conflict</i>
	A.1.1 Introduce a fact that seems to contradict the learner's past experience.
	A.1.2 Present an example that does not seem to exemplify a given concept.

A.1.3 Introduce two equally plausible facts or principles, only one of which can be true.

A.1.4 Play devil's advocate.

A2 *Concreteness*

A.2.1 Show visual representations of any important object or set of ideas or relationships.

A.2.2 Give examples of every instructionally important concept or principle.

A.2.3 Use content-related anecdotes, case studies, biographies, etc.

A3 *Variability*

A.3.1 In stand up delivery, vary the tone of your voice, and use body movement, pauses, and props.

A.3.2 Vary the format of instruction (information presentation, practice, testing, etc.) according to the attention span of the audience.

A.3.3 Vary the medium of instruction (platform delivery, film, video, print, etc.)

A.3.4 Break up print materials by use of white space, visuals, tables, different typefaces, etc.

A.3.5 Change the style of presentation (humorous-serious, fast-slow, active-passive etc.)

A.3.6 Shift between student-instructor interaction and student-student interaction.

A4 *Humor*

A.4.1 Where appropriate, use plays on words during redundant information presentation.

A.4.2 Use humorous introductions.

A.4.3 Use humorous analogies to explain and summarize.

A5 *Inquiry*

A.5.1 Use creativity techniques to have learners create unusual analogies and associations to the content.

A.5.2 Build in problem solving activities at regular intervals.

A.5.3 Give learners the opportunity to select topics, projects, and assignments that appeal to their curiosity and need to explore.

A6 *Participation*

A.6.1 Use games, role plays, or simulations that require learner participation.

2.5.2. Relevance

Attention cannot be enough for maintaining and sustaining learning motivation. For the sustainability of the motivation, relevance is also another important concept. It was defined by Keller (2010) as “things which people perceive as instrumental in meeting

needs and satisfying personal desires, including the accomplishment of personal goals” (p.48). In other words, there should a relation between the content of the course and the desires, needs, interests and previous experiences of the learners.

As for the strategies for the relevance, Keller (2010) listed 3 subcategories as goal orientation, motive matching and familiarity. The first strategy, goal orientation, is about defining and setting the goals at the beginning of the learning process. The learners are likely to be more motivated if they perceive that the points to be learned will be helpful for achieving their ultimate goal. The instructors could explain how the content can be used in the future so that the learners could relate the content and their objective. The second strategy, motive matching, takes the individual differences into account. Rather than the content, the instructors could focus on how they teach a subject more effectively taking the learning styles and strategies of the learners into consideration so that the learners will be more motivated. The final strategy mentioned by Keller (2010) is familiarity. Learners are more comfortable in they could connect the new content with their prior experiences. This strategy can be observed for the instructional materials and the methods used by the instructors. If the learners are familiar with the instructional materials and methods used in the classroom, they will be more motivated.

Considering the relevance component of ARCS model, an instructor could ask the question “In what ways will this learning experience be valuable for my students?” (see Table 3). Keller (1987) presented the strategies for the relevance component.

Table 3: Strategies suggested for relevance component

Relevance Strategies	
R1	<p><i>Experience</i></p> <p>R.1.1 State explicitly how the instruction builds on the learner's existing skills.</p> <p>R.1.2 Use analogies familiar to the learner from past experience.</p> <p>R.1.3 Find out what the learners' interests are and relate them to the instruction.</p>
R2	<p><i>Present Worth</i></p> <p>R.2.1 State explicitly the present intrinsic value of learning the content, as distinct from its value as a link to future goals.</p>

R3 *Future Usefulness*

R.3.1 State explicitly how the instruction relates to future activities of the learner.

R.3.2 Ask learners to relate the instruction to their own future goals (future wheel).

R4 *Need Matching*

R.4.1 To enhance achievement striving behavior, provide opportunities to achieve standards of excellence under conditions of moderate risk.

R.4.2 To make instruction responsive to the power motive, provide opportunities for responsibility, authority, and interpersonal influence.

R.4.3 To satisfy the need for affiliation, establish trust and provide opportunities for no-risk, cooperative interaction.

R5 *Modeling*

R.5.1 Bring in alumni of the course as enthusiastic guest lectures.

R.5.2 In a self-paced course, sue those who finish first as deputy tutors.

R.5.3 Model enthusiasm for the subject taught.

R6 *Choice*

R.6.1 Provide meaningful alternative methods for accomplishing a goal.

R.6.2 Provide personal choices for organizing one's work.

2.5.3. Confidence

Confidence is another component of ARCS model and it can be explained with the degree to which one feels competent in a given situation. It is a complex issue to be taken seriously because over-confidence can also be deteriorating for the learners. If a learner does not have self-confidence about the course content, s/he will be demotivated even at the beginning of the course.

As for the strategies suggested for maintaining and sustaining confidence, Keller (2010) listed learning requirements, success opportunities and personal control. The first strategy is about the learning requirements or outcomes. If the learner is aware of the learning outcomes of the course or what teacher asked him to know at the end of the course, he can evaluate himself and can easily claim that he has learned or not. If there are some confusing points about the learning requirements, the learner might feel anxious

about the course. The second strategy is about success opportunities. The learners should have a challenge for the tasks included in the course. If the tasks are too easy for the learners, they will not feel that they succeeded something. The tasks should be challenging but achievable in time. Finally, the personal control is mentioned as the strategy for maintaining and sustaining confidence. A stable learning environment in which the learner should be allowed as much personal control over the actual learning experience as possible. This control is often the hands of instructors and the instructors should use this opportunity to enhance the motivation of the learners.

As for the confidence, the instructor should ask “How can I via instruction help the students succeed and allow them to control their success?” in order to maintain and sustain confidence for the learners. Keller (1987) listed some strategies for confidence (see Table 4).

Table 4: Strategies suggested for confidence component

Confidence Strategies	
C1	<p><i>Learning Requirements</i></p> <p>C.1.1 Incorporate clearly stated, appealing learning goals into instructional materials.</p> <p>C.1.2 Provide self-evaluation tools which are based on clearly stated goals.</p> <p>C.1.3 Explain the criteria for evaluation of performance.</p>
C2	<p><i>Difficulty</i></p> <p>C.2.1 Organize materials on an increasing level of difficulty; that is, structure the learning material to provide a "conquerable" challenge.</p>
C3	<p><i>Expectations</i></p> <p>C.3.1 Include statements about the likelihood of success with given amounts of effort and ability.</p> <p>C.3.2 Teach students how to develop a plan of work that will result in goal accomplishment.</p> <p>C.3.3 Help students set realistic goals.</p>
C4	<p><i>Attribution</i></p> <p>C.4.1 Attribute student success to effort rather than luck or ease of task when appropriate (i.e., when you know it's true!).</p>

C.4.2 Encourage student efforts to verbalize appropriate attributions for both successes and failures.

C5 *Self-Confidence*

C.5.1 Allow students opportunity to become increasingly independent in learning and practicing a skill.

C.5.2 Have students learn new skills under low risk conditions, but practice performance of well-learned tasks under realistic conditions.

C.5.3 Help students understand that the pursuit of excellence does not mean that anything short of perfection is failure; learn to feel good about genuine accomplishment.

2.5.4. Satisfaction

The final component in ARCS model is satisfaction, which can be explained to what extent the learners are satisfied with the learning outcomes and their experiences throughout the process. If the previous three components – attention, relevance and confidence – are maintained, the satisfaction level of the learners is expected to increase accordingly. That is, the final component is mostly associated with the previous three components.

As for the strategies that could be used to satisfy the learners are stated by Keller (2010) as natural consequence, positive consequence and equity. If the learners have the opportunities to perform what they have learned, they will be satisfied with the learning process and this will increase the intrinsic motivation levels of the learners. The other strategy, positive consequence, is that learners receive incentives in the form a awards, monetary bonuses, trophies or special privileges, which provide satisfying outcomes for the learners. This will motivate the learners, as well. Finally, equity is mentioned as one of the strategies suggested to maintain satisfaction of the learners. If the learners do not receive equal rewards at the end of their accomplishment, the learners' satisfaction will turn into disappointment or negative emotions. Individuals tend to compare their awards and the instructor should maintain the equity among the learners. The course outcomes should be consistent and determined starting from the initial stages of the course.

As the satisfaction, the instructor should ask “What can I do to help the students feel good about their experience and desire to continue learning?”. Keller (2010) listed the strategies for maintaining and sustaining satisfaction for the learners as follows (see Table 5):

Table 5: Strategies suggested for attention satisfaction

Satisfaction Strategies	
S1	<p><i>Natural Consequence</i></p> <p>S.1.1 Allow a student to use a newly acquired skill in a realistic setting as soon as possible.</p> <p>S.1.2 Verbally reinforce a student's intrinsic pride in accomplishing a difficult task.</p> <p>S.1.3 Allow a student who masters a task to help others who have not yet done so.</p>
S2	<p><i>Unexpected Rewards</i></p> <p>S.2.1 Reward intrinsically interesting task performance with unexpected, non-contingent rewards.</p> <p>S.2.2 Reward boring task with extrinsic, anticipated rewards.</p>
S3	<p><i>Positive Outcomes</i></p> <p>S.3.1 Give verbal praise for successful progress or accomplishment.</p> <p>S.3.2 Give personal attention to students.</p> <p>S.3.3 provide informative, helpful feedback when it is immediately useful.</p> <p>S.3.4 Provide motivating feedback (praise) immediately following task performance.</p>
S4	<p><i>Negative Influence</i></p> <p>S.4.1 Avoid the use of threats as a means of obtaining task performance.</p> <p>S.4.2 Avoid surveillance (as opposed to positive attention).</p> <p>S.4.3 Avoid external performance evaluations whenever it is possible to help the student evaluate his or her own work.</p>
S5	<p><i>Scheduling</i></p> <p>S.5.1 Provide frequent reinforcements when a student is learning a new task.</p> <p>S.5.2 Provide intermittent reinforcements as a student becomes more competent at a task.</p> <p>S.5.3 Vary the schedule of reinforcements in terms of both interval quantity.</p>

2.6. Research on the ARCS Model

In this section of the literature review, the research studies relevant to the purpose of this study are reviewed. The research studies were examined in three categories – the

studies for undergraduate and graduate students, the studies for the field of English as a second language, social sciences and STEM education and the studies carried out in Turkey in various disciplines.

The use of ARCS Model in education has long been a research interest topic for the researchers in this field. These studies were carried out for the learners studying at different levels of education. The focus group of the researchers ranged from K-12 level students (Feng & Tuan, 2005; Karakis et al., 2016; Ocak & Akçayır, 2013; Song & Keller, 2001; Wah, 2015) to K-12 teachers (Doering et al., 2010), from vocational/technical schools (Annamalai, 2016; Liao & Wang, 2008; Wu et al., 2012) to undergraduate students (Aşıksoy & Özdamlı, 2016; Astleitner & Lintner, 2004; Astleitner & Hufnagl, 2003; Chang et al., 2016; Chang & Lehman, 2002; ChanLin, 2009; Chen, 2014; Eren & Duman, 2016; Hodges & Kim, 2013; Huett, Kalinowski, et al., 2008; Huett, Moller, et al., 2008), Kim & Keller, 2008; Kurt & Keçik, 2017; Means et al., 1997; Zhang, 2017 and from graduate students (Visser et al., 2002) to in-service learners (Visser & Keller, 1990). As can be seen this motivational design model, ARCS Model, has always been among the research interest topics of the educational researchers.

Moreover, these studies were also focused on different subject levels. The focused subject areas of the studies were quite varied from business (Moller & Russell, 1994) to English as a second language (Annamalai, 2016; Chang et al., 2016; Chang & Lehman, 2002; Hung et al., 2013; Kurt & Keçik, 2017), from social sciences (Astleitner & Lintner, 2004; Visser et al., 2002) to STEM education (Aşıksoy & Özdamlı, 2016; ChanLin, 2009; Feng & Tuan, 2005; Hodges & Kim, 2013; Karakis et al., 2016; Kim & Keller, 2008; Song & Keller, 2001; Means et al., 1997; Wah, 2015; Zhang, 2017) and vocational subjects (Chen, 2014; . Wu et al., 2012)

As for the focus of this study, the studies focused on undergraduate students and graduate students and the studies on English as a second language, social sciences and STEM education were reviewed in this study due to the lack of studies on EFL PTs in the relevant literature. The other studies focusing on K-12 levels, vocational schools, and in-

service learners and the study subject areas like business, vocational subjects were beyond the scope of this study.

Moller and Russell (1994) carried out a research study with graduate students. Although the subject areas were business, this study was taken into account since the participants were graduate students. Interestingly, the findings of this study revealed that there was no significant difference between the students in control group and experimental group in terms of their achievement test scores. Moreover, the researchers focused on only confidence dimension of ARCS Model and they also implemented confidence survey. There was no statistical difference in terms of confidence levels of the students. This study might show that all dimensions are interrelated with each other and all dimensions should be implemented as a whole for making a difference.

In another study, Means, Jonasses and Dwyer (1997) also found that there was no significant difference among the four groups of undergraduate students in terms of time-on-task. They implemented motivation survey and ARCS Model did not create any difference in terms of their motivation.

Chang and Lehman (2002) collected data by means of intrinsic motivation survey, ARCS motivation survey and knowledge test. In this study, the learners' motivational levels and their achievement scores were obtained. The implementation of ARCS Model led to statistically meaningful difference between groups. First of all, it was found that students with higher intrinsic motivation levels obtained higher scores in both motivation and knowledge test. In this study, the importance of intrinsic motivation was highlighted. Moreover, the students in the relevance-enhanced group got higher scores in motivation scale and knowledge test. Finally, students with intrinsic motivation and assigned in the relevance-enhanced group had higher scores in motivation scale and knowledge test. The researchers indicated that these three issues – intrinsic motivation, relevance dimension of ARCS Model and language performance are closely related to each other.

Visser, Plomp, Amirault and Kuiper (2002) carried out a case study, which requires data collection procedure from more than 3 sources. They used motivation

survey, perception survey, instructor observations, course completion rates and instructor and program director interviews. In this comprehensive study, it was revealed that the use of ARCS strategies was effective on course completion rates. The students, for which ARCS strategies completed their courses with higher grades. In addition to their academic achievement, ARCS strategies were also influential on the attitudes of the students in a positive manner. At the end of the study, the researchers suggested using collective motivational messages rather than personal messages.

Astleitner and Hufnagl (2003) carried out an experimental study with undergraduate students. In terms of motivational levels, the students in ARCS-enhanced group, that is experimental group, had higher scores when compared to the ones in the control group. Interestingly, there was no significant difference between these two groups in terms of knowledge acquisition test although there was a significant difference between two groups in terms of motivation.

The effectiveness of ARCS Model was also measured by Astleitner and Lintner (2004) once again. In their experimental study, the students in experimental group were implemented ARCS Model and trained accordingly. The researchers used knowledge acquisition test for measuring academic performance. These students trained with ARCS Model got worse scores at the beginning of the study; however, their scores increased in time and they got better results at the end of the study when compared with the students in the control group. They also used several psychological traits survey and it was found that ARCS strategies positively influenced several psychological traits of the students.

Huett, Kalinowski, Moller and Huett (2008) took all dimensions of ARCS Model into consideration in their quasi-experimental study. Motivation and interest survey and course retention rates were used for the evaluation of the effectiveness of ARCS Model. They evaluated all dimensions separately and found out that the ARCS-enhanced experimental group scored higher in terms of attention, confidence, satisfaction, and overall motivation, but there was no difference in terms of relevance. They also measured retention rate and it was higher in the experimental group, which indicated that ARCS Model was effective for academic purposes.

As a group of researchers, Huett, Moller, Young, Bray and Huett (2008) collected data and carried out an experimental research study with confidence survey and knowledge test in order to measure the confidence levels and knowledge test scores of two groups of students. At the end of the study, it was found that there was no significant difference between the experimental group and control group while the experimental group members got higher scores in the knowledge test when compared to the control group.

Another study on the effects of personalized messages on motivation was conducted by Kim and Keller (2008). Their data collection tools were motivation survey, time-on-task report and an achievement test. As a result of the study, personalized messages were found to be effective on the students' motivation, particularly on confidence. As for the study time, there was no statistical difference between the experimental and control group.

Most of the studies conducted on learner motivation were based upon surveys and there was need for qualitative studies for in-depth analysis of the data. ChanLin (2009), used forum posts, students' assignments, final project and final reflections as the data collection instrument of his study. He found out a different result when compared to the prior studies. In previous studies, intrinsic motivation was mostly favored against extrinsic motivation. However, he found that external motivators were needed in order to keep students motivated. The materials for the course were also designed according to the ARCS Model, and the students had positive attitudes towards the ARCS-enhanced course materials. It was suggested in this study that ARCS Model should be taken into consideration while designing the course materials.

In some studies, it was mentioned that ARCS Model has no effect on the academic achievement but on the attitudes of the learners in a positive way. Hodges and Kim's (2013) study is an example for this group of studies. They found that ARCS Model was not effective in terms of course interest or academic achievement of the learners; but the learners had positive attitudes in the experimental group. It was also interesting to find out the achievement test scores did not increase although the learners had positive

attitudes towards the course. In their study, they used motivation and interest survey, an attitude survey and a knowledge test to measure the motivation and interest levels, attitudes and academic achievement of the learners.

Hung et al. (2013) also focused on the relationship of motivation and performance of the learners as in the aforementioned study. In their study, both motivation and academic performance of the learners in the experimental group increased significantly. It was a quasi-experimental study and the researchers also attempted to measure continuance intention of the learner, which was a new point in ARCS Model studies. They found out that the learners in the experimental group had higher continuance intention than the learners in the control group.

In time, more detailed studies were conducted and Chen (2014) was one of the researchers conducted a comprehensive study on ARCS Model. He used single group as the study group and attempted to measure the change in the attitudes and performance of the students before and after the implementation. He compared the results of the pre-test and post-test scores of the students and the results of the study revealed that there was a significant difference between these two tests in terms of motivation and students' behaviors about assignment submission and forum post numbers in a positive manner. ARCS-enhanced instruction helped to increase these points dramatically. He concluded the study stating that cognitive understanding of learning environments could predict learners' motivation.

With the use technology in education, ARCS Model was also used for the evaluation of technologically enhanced course materials. Annamalai (2016) used this model for multimedia e-books in his exploratory study. There was only one tool as the data collection instrument, which was motivation survey. At the end of the study, students' views were positive about the multimedia e-book in terms of its ARCS components. He suggested the evaluation of online course materials in terms of the ARCS Model for increasing the motivation of the learners.

Another comprehensive study was conducted in Turkey, which is also chosen as the context of this study, by Aşıksoy and Özdamlı (2016). A motivation scale, self-sufficiency scale, a knowledge test and student interviews were used for the data collection. The quantitative data obtained through scales were also supported with qualitative data obtained through student interview. This mixed method study also implemented a different classroom, which was flipped classroom. In this type of classroom, students were expected to complete some tasks before coming to the classroom and the instructors allocate the classroom time just for activities and discussions. At the end of the study, ARCS-enhanced flipped classroom had higher achievement scores than the control group. Moreover, the self-sufficiency belief was also increased after the instruction. Finally, the students' motivation was also increased remarkably.

As mentioned before, in some ARCS Model studies, there was no significant difference in terms of achievement scores. Chang et al. (2016) found similar results in their quasi-experimental study. Although the learners in the experimental group had higher motivation than the ones in the control group, there was no statistically significant difference in terms of achievement test scores. The motivation of the learners was mainly higher in relevance, confidence and satisfaction.

In Turkey, Kurt and Keçik (2017) carried out a study with a single group. In this study, pre-test and post-test scores were used in order better understand the effect of ARCS Model on students' motivation and course interest levels. Motivation survey and course interest survey were implemented before and after the instruction, which was designed according to the ARCS Model, and it was found that ARCS Model affected the students' motivation and course interest significantly.

Finally, Zhang (2017) had also different context when compared to the previous studies. He used ARCS Model for mobile learning, which was novel in this research area. It was a quasi-experimental study and two groups of students were compared for achievement and learning experience. As stated in the study, ARCS-enhanced mobile learning group, which was experimental group, had higher achievement scores.

Moreover, the same group of students had better learning experience than the control group.

When the studies on ARCS Model in education, it can be stated that it absolutely affects the student motivation in a positive way; however, the results of the studies on the academic achievement might be different. In some studies, it was found that there was no significant difference between the groups while some researchers may find significant difference in terms of academic achievement scores of the students in their studies. The reason for this situation might be related to other factors and these should also be investigated in further studies.

2.7. Research on the ARCS Model in Turkey

ARCS Model was also studied in Turkey for different disciplines. Since the context of this study was chosen as Turkey, the findings of these studies are also crucial while discussing the results of this study. Most of the studies were carried out at the Department of Computer Education and Instructional Technologies and they mostly focus on the effect of ARCS-enhanced instruction on students' motivation and achievement scores.

The very first was study was conducted in by Çetin (2007) at the Department of Computer Education and Instructional Technologies and she studied on the effectiveness of computer assisted education software that was designed according to ARCS Model on students' motivation and retention of learning. The results were found to be quite positive in terms of students' motivation and learning retention.

Acar (2009) studied on ARCS Model and examined the effects of ARCS motivation strategies on students' motivation, their achievement test scores, retention of learning and their attitude towards ARCS-enhanced web platforms. In his experimental study, he used achievement test, course interest survey, instructional material motivation

scale. He claimed that the effectiveness of ARCS Model on students' motivation, attitudes, achievement scores and retention of the learning was proven statistically.

Ocak and Akçayır (2013) attempted to compare two groups of learners in terms of motivation and academic achievement. They took ARCS Model with its four dimensions and as a whole. They found that ARCS-enhanced experimental group had higher overall motivation score and this score was also found for all subscales of ARCS Model – attention, relevance, confidence and satisfaction. As for the achievement test scores, the learners in the experimental group had higher scores than the control group, which indicated that ARCS Model was quite effective in increasing both motivation and achievement of the learners.

The details of Aşıksoy and Özdamlı's (2016) study were presented above. However, it can easily be claimed that it brought new perspectives to the studies on ARCS Model because they used this model not for traditional classrooms but for a flipped classroom. Moreover, they used a scale for self-sufficiency of the learners, which was not seen in previous studies and they supported their quantitative data with qualitative data obtained from the student interviews. As a result of their study, they found out that ARCS Model was effective in students' motivation, self-sufficiency of the learners and their achievement scores in a positive way. This model helped to provide a significant increase for these points.

As a different subject area, Karakış Karamete, and Okçu (2016) used ARCS Model for computer assisted instruction in Maths course. Although the students' attitudes towards computer assisted instruction was improved significantly, their attitudes towards Maths did not improve. However, this was not an obstacle for academic achievement in Maths course and students' achievement scores were higher at the end of the computer assisted instruction, which was designed according to the ARCS Model.

Finally, Kurt and Keçik's (2017) study was among the important studies on ARCS Model. It was also mentioned above; but it can be better to summarize this study as an example for the studies conducted in Turkey. The findings of their study indicated that

ARCS Model was effective in increasing the student motivation and course interest levels. From this perspective, it could be suggested for the instructional purposes.

When the studies on ARCS Model in Turkey, it can be claimed that the findings of the studies on ARCS Model revealed that it increased achievement scores significantly and this model also helped to motivate students. In one study (Karakış, Karamete & Okçu, 2016), the students' attitudes towards Maths course did not change; but this model can be considered as an effective way of increasing attitudes and motivation of the learners both in traditional classrooms and in flipped classrooms.

2.8. Research on the Evaluation of ELT Programs in Turkey

Another dimension of this study was the evaluation of an ELT program in terms of students' course interest levels towards three categories of courses – field knowledge courses, professional knowledge courses and general knowledge courses. From this perspective, the studies on program evaluation of ELT programs were reviewed in terms of the foci and purposes.

The first article appeared on the evaluation of ELT programs in Turkey in 1999 and it was written as a review for the ELT programs by Altan (1998). He presented information about the situation of those years as a teacher educator and he made some suggestions about the program. One of his criticism was that the program was not flexible in terms of courses. In those years, the program was recently changed and put into practice by the Higher Council of Education. He proposed that the program should meet the needs of future education; and this was not the case in those years as he mentioned. He mostly focused on the educational policies of the country and he highlighted that all reforms and changes in the program were not working in the long term. Throughout the article, he criticized and proposed a change in the program.

Additionally, Seferoğlu (2006) attempted to explore the reflections PTs in terms methodology courses and practice components at ELT programs. She asked senior

students at the ELT Department to write an evaluation paper about the methodology courses and practice component at the department for four years. In this qualitative study, 176 PTs responded, and their reports were analyzed qualitatively. The findings of this study revealed that PTs believed that there were many differences between what was taught in methodology courses and the real classroom settings and the opportunities for micro teaching practices were limited. The participants suggested that they could observe more teachers in real settings, and they should have more opportunities to practice both at the teacher training programs and in real classrooms.

A very comprehensive study, a PhD dissertation, was written by Şallı-Çopur (2008). In her doctoral dissertation, she evaluated the ELT program in order to determine to what extent the program enable PTs to feel competent as EFL teachers and which components of the program helped them to gain these competencies. She found that the graduates of the program felt competent; however, they need some more competencies like a need for improvement for competencies of language knowledge, spoken use of English, classroom management, assessment and instruction. At the end of the study, although the strengths and positive sides of the ELT department were highlighted, some revisions for some courses were inevitable. She provided some recommendations for the improvement of EFL teacher training programs.

Coşkun and Daloğlu (2010) also evaluated the ELT programs using the Peacock's Model for program evaluation. In their mixed-method study, they collected data through questionnaires and interview protocols. They attempted to explore the points that were in need of maintenance and improvement. They also collected data from working teachers and senior students at the ELT department. As a result of this study, they found out that teachers believed that the program was not effective in terms of improving linguistic competence while the PTs believed that pedagogic side of the program had to be improved.

Another review on ELT programs in Turkey was conducted by Karakaş's (2012). He summarized the weaknesses and strengths of the ELT program and concluded that there were more weaknesses than strengths of the program. The weaknesses he

summarized were about its being out-of-date, lack of practice and lack of culture specific courses. On the contrary, the strong point was that the theoretical and pedagogical issues were covered quite well. However, he concluded that there was a need for a systematic program evaluation for the teacher training programs in Turkey.

Yavuz and Zehir-Topkaya (2013) conducted a study examining the changes in the EFL teacher education curriculum. In 2006, there was a reform about the ELT programs in Turkey and the researchers aimed at determining the problems occurred after this educational reform. They collected data from teacher educators, which was different than the other studies. It was a qualitative study, which included open-ended survey questionnaires for 18 teacher educators from 5 different universities in Turkey. They mostly stated that there were problems about the sequence, content, structure, procedure and removal of courses although there were some additional courses for the improvement of the program. The program was considered as a top-down program and the researchers suggested that the opinions of teacher educators, teachers and PTs should have been taken into account while designing a program.

As can be seen at the end of the literature review on the evaluation of ELT programs, there were some weaknesses that should be improved in the program and the opinions of the stakeholders, that is teachers, PTs and teacher educators, have been ignored. From this point of view, the course interests of the PTs will absolutely contribute the studies in this field.

2.9. Conclusion

In this chapter, the relevant literature was reviewed about the ARCS Model and ELT program evaluation in our own context. The studies on ARCS Model were mostly experimental studies and the effectiveness of ARCS Model on the academic achievement, motivation and course interests of the learners were examined. The findings of the studies were contradictory in some cases which brings the contextual differences into question. Some researchers found that ARCS Model made a difference in the end and some

researchers did not observe any difference after the implementation of ARCS-enhanced courses.

The other dimension in the literature was the evaluation of the ELT programs. The studies in our context were reviewed and it was seen that there were severe criticisms about the ELT program in our context and the most important problem about the program was that it was put into practice as a result of top-down process and the voices of the stakeholders were not considered while designing the components of the program.



CHAPTER III

METHODOLOGY

3.1. Overview of the Chapter

This chapter presents the methodology of this study. In the first part of this chapter, the research design is explained and the information about the research questions, participants, the context of the study, data collection and data analysis procedures are given. Additionally, the results of the confirmatory factor analysis are presented in this chapter.

3.2. Research Design

This case study follows a mixed-methods approach including both quantitative and qualitative data analysis. A case study is “an in-depth exploration of a bounded system (e.g., activity, event, process, or individuals) based on extensive data collection” (Creswell, 2007). The pre-service teachers’ attitudes towards three groups of courses – field knowledge, professional knowledge and general knowledge – were measured with the Course Interest Survey, which was developed by Keller (2010) and the data was analyzed quantitatively; and the perceptions of pre-service teachers were also asked in semi-structured interviews, which provide qualitative data for the study.

3.3. Research Questions

1. How do EFL PTs perceive their course interest levels according to ARCS Model towards the courses offered at the ELT Department?

- a. How do EFL PTs perceive their course interest levels according to ARCS Model towards the field knowledge courses offered at the ELT Department?
 - b. How do EFL PTs perceive their course interest levels according to ARCS Model towards the professional knowledge courses offered at the ELT Department?
 - c. How do EFL PTs perceive their course interest levels according to ARCS Model towards the general knowledge courses offered at the ELT Department?
2. Is there any significant difference among the perceived course interest levels of EFL PTs towards three categories of courses – FK, PK, and GK courses – according to ARCS Model?
3. Is there any difference among the perceived course interest levels of EFL PTs in terms of four subcategories of ARCS Model – attention, relevance, confidence, and satisfaction?
- a. Is there any difference among the perceived course interest levels of EFL PTs in terms of attention?
 - b. Is there any difference among the perceived course interest levels of EFL PTs in terms of relevance?
 - c. Is there any difference among the perceived course interest levels of EFL PTs in terms of confidence?
 - d. Is there any difference among the perceived course interest levels of EFL PTs in terms of satisfaction?

3.4. Participants of the Study

The participants of the study were all senior students at the Department of Foreign Language Education at Bolu Abant İzzet Baysal University. They were chosen based on convenient sampling method. As Gall, Gall and Borg (2003) stated that the researchers could choose convenient sampling method for several reasons and the purpose of the study is among these reasons. Since the main purpose of this study was to determine the

course interest levels of the PTs in a specific context, convenient sampling was appropriate for this study. The number of PTs participated in this study was 63 and their ages ranged from 22 to 24. Of the participants, 14 were male and 49 were female. During the data analysis, a pseudonym was assigned to each PT to protect their anonymity. In the present teacher education program, they were trained to work in all levels of education, from kindergarten to tertiary level. Since they were all senior students in the Fall semester, they took all the courses at the Department excluding the courses in the Spring semester of the last year. Thus, they were considered as the most experienced group of PTs in the present EFL teacher education program and they were expected to have an idea on all types of courses included in this study.

3.5. Setting

This study was carried out at the ELT Department of Bolu Abant İzzet Baysal University. The PTs enrolled in ELT department in our context, Turkey, are expected to complete 240 ECTS credit course in order to graduate. As soon as they completed the undergraduate program, they have the right to start teaching English at all levels of education, starting from kindergarten to high school, even at the tertiary level. With the recent regulations, the graduates should complete a graduate program or have a 5-year experience in order to start teaching at tertiary level.

The curriculum at the Faculties of Education are designed centrally by the Higher Council of Education and it is a must for all teacher education programs to implement this curriculum for PTs. In this curriculum, there are three categories of courses – field knowledge courses, professional knowledge courses and general knowledge courses. During the data collection of this study, a curriculum designed in 2006 (see Appendix A) was in practice and the PTs participating in this study responded to the survey taking that curriculum into consideration. The course categories and the names of the courses can be found in Appendix A.

As can be inferred from the curriculum used between 2006 and 2018, there are 148-ECTS credit field knowledge courses, 57-ECTS credit professional knowledge courses, 35-ECTS credit general knowledge courses at an ELT Department during the data collection procedure. In other words, 61,6% of the courses are field knowledge courses, 23,75% of the courses are professional knowledge courses, and the 14,5% of the courses are general knowledge courses. Field knowledge courses are taught in English; and the courses in the other two categories are taught in Turkish, except School Experience and Practice Teaching courses. These two courses are internship for the PTs at state schools. The PTs are required to visit a state school in the province for two semesters in their final year. Moreover, field knowledge courses are taught by the professors and instructors from the ELT Department; however, the other courses, except School Experience and Practice Teaching, are taught by the professors and instructors from the Department of Educational Sciences.

After the data was collected in 2017-2018 academic year, a new curriculum was put into practice by the Higher Council of Education. The new curriculum (see Appendix B for the course list) started to be used in 2018-2019 Educational Year and there were no graduates of the new curriculum at the time of the current study. There are some changes with the new curriculum, particularly in terms ECTS credits and the number of offered elective courses. The new curriculum can be found in Appendix B.

When the two curricula are compared, it could be seen that the number of ECTS credits for field knowledge courses decreased from 148 ECTS credits to 107 ECTS credits. On the other hand, the number of credits for professional knowledge courses and general knowledge courses increased. The number of elective courses increased from 3 to 16, which is an important change in the curriculum. In previous curriculum, the elective courses were only for field knowledge courses; however, in the new curriculum there are also elective courses for professional knowledge courses and general knowledge courses. Since there are no graduates of this curriculum for now, this curriculum was not included in this study. The information about the new curriculum will be used in the discussion of this study in order to see whether the problems are taken into account in the design of the new curriculum.

3.6. Data Collection Procedures

The data of the study was collected in four stages. The senior EFL PTs at the Department of Foreign Language Education were asked to fill out a survey at the beginning, in the middle and at the end of the Fall Semester in 2017-2018 Academic Year. A survey developed by Keller (2010) was used to collect data in order to examine the course interest levels of PTs. In the first stage, the PTs were asked to respond to this survey for field knowledge courses, then in the second stage, they responded for professional knowledge courses, and finally they responded for general knowledge courses. After the collection of quantitative data, a group of PTs were interviewed using semi-structured interview questions in order to better understand the responses obtained through the survey.

3.7. Data Collection Instruments

This section is allocated for the data collection instruments used in this study. As for the data collection, two different types of tools were used. The first one was Course Interest Survey (Appendix A) which was developed by Keller (2010). Before the implementation of the survey, required permissions were obtained from John Keller via e-mail. The second data collection tool was semi-structured interviews, which were conducted with voluntary PTs.

3.7.1. The Course Interest Survey

This survey was composed of 34 items and it was developed in accordance with ARCS model. The items were approximately equally for the components of the model as attention, relevance, confidence and satisfaction. The items of the survey were categorized as follows:

Table 6: Scoring guide for the Course Interest Survey

Attention	Relevance	Confidence	Satisfaction
1	2	3	7 (reverse)
4 (reverse)	5	6 (reverse)	12
10	8 (reverse)	9	14
15	13	11 (reverse)	16
21	20	17 (reverse)	18
24	22	27	19
26 (reverse)	23	30	31 (reverse)
29	25 (reverse)	34	32
	28		33

As for the internal consistency and reliability of the survey, Keller (2010) stated that the instrument is reliable. The standard version of this scale was administered to 200 undergraduate and graduate students; and the course grades and grade point averages of these students were also calculated for the reliability analysis. As can be seen in the Table 7, the reliability value of this scale was measured as 0.95, which can be interpreted as the satisfactory value for the reliability.

Table 7: CIS internal consistency estimates

Scale	Reliability Estimate (Cronbach's α)
Attention	0.84
Relevance	0.84
Confidence	0.81
Satisfaction	0.88
Total scale	0.95

The validity of the CIS was presented by Keller (2010). He used the same data, which he collected from 200 undergraduate and graduate students. He found that course grades were significant at the level of 0.05 and grade point averages were not significant at the level of 0.05. He claimed that this supports the validity of this scale as a situation-specific measure of motivation.

3.7.2. Semi Structured Interviews

After collecting data through the survey developed by Keller (2010), voluntary participants were interviewed using semi-structured questions in order collect more detailed data for the in-depth analysis. There were three focus group interviews and there were 5 PTs in each session, which makes 15 PTs in total. The questions asked to the PTs during the interviews were designed based on the thematic understanding of the scale as follows:

1. In which of the courses at the Department do you think you are successful?
 - a. In which categories of courses do you think you are successful? Field knowledge courses, professional knowledge courses, or general knowledge courses?
 - b. What can be the sources of your success in the courses at the Department?
2. Are there any courses at the Department that you think you are unsuccessful? If yes, which ones?
 - a. In which categories of courses do you think you are unsuccessful? Field knowledge courses, professional knowledge courses, or general knowledge courses?
 - b. What can be the reasons for you failure in the courses you are unsuccessful at the Department?
3. Are there any courses that you think unnecessary for your teaching career in the future? If yes, which ones and why?
4. Which courses at the Department do you feel the most useful for your teaching career in the future? Why?
5. Do you have any suggestions or recommendations for more effective courses at the Department? If yes, what are they?
6. Are there any courses which are not available in the program but you believe they should be?
7. What are the effective language learning and teaching concepts nowadays?
 - a. Do you think the courses in the program meet the needs in the field English Language Teaching? If no, why? Can you give an example?

3.8. Data Analysis Procedure

In this study, there were two phases of data analysis. In the first phase, the scale was piloted for other groups of PTs in order to find out whether this scale could also be used in the present teacher education context and whether there were any conflicting issues which were specific to the context of the study.

After the Confirmatory Factor Analysis was conducted, it was found that the scale could provide almost the same results in the present teacher education context and this scale was used for the PTs studying at the Department of Foreign Language in order to find their course interests for three groups of courses – field knowledge courses, professional knowledge courses and general knowledge courses (RMSEA= 0.03; GFI=0.96) The analysis of the data was conducted with repeated measures ANOVA if the normality was maintained, and with the Friedman and Wilcoxon Signed Rank Test if the normality was not maintained. As a result, it was attempted to find out whether there were any significant differences among the results of 3 phases of data collection. For the analysis of the data, SPSS program was used.

3.9. The Pilot Study

Before the data analysis, the piloting of the scale was also carried out with PTs enrolled in other departments at the Faculty of Education. In this piloting study, it was attempted to find out whether this scale could also be used in Turkish context. The scale was translated into Turkish and administered to a group of PTs. In order to maintain the reliability of the translated version of the scale, two experts were consulted. It was found that the same factors were determined as a result of Confirmatory Factor Analysis.

The number of participants in the pilot study were 241 PTs and they were all 3rd Year undergraduate students studying at the departments of Computer Education and Instructional Technologies, Social Sciences Education, Music Education, Art Education and Turkish Language Education. These PTs were selected based on convenient sampling

method. They were enrolled in Assessment and Evaluation course and the same instructor was teaching this course for all these departments.

3.9.1. Results of the Pilot Study

After finalizing the Course Interest Survey with the participation of 241 PTs at different programs in the pilot study, confirmatory factor analysis was utilized to confirm the structure of Course Interest Survey via the LISREL 8.72 software program. In the following table, the acceptable values for the fit indices, the observed indices and fit level were presented.

Table 8: Accepted fit indices for Confirmatory Factor Analysis

Fit Index Type	Observed Value	Acceptable Value	Fit Level
X^2	1579.68 (P = 0.0)	P>0.05	-
X^2/df	3,03 (1579.68/521)	≤ 5	Good Fit
RMSEA	0,03	≤ 0.08	Good Fit
NFI	0,93	≥ 0.90	Perfect Fit
NNFI	0,98	≥ 0.90	Perfect Fit
CFI	0,98	≥ 0.90	Perfect Fit
IFI	0,98	≥ 0.90	Perfect Fit
RFI	0,93	≥ 0.90	Perfect Fit
RMR	0,04	≤ 0.05	Perfect Fit
GFI	0.96	≥ 0.90	Perfect Fit

RMSEA: Root Mean Square Error of Approximation; NFI: Normed Fit Index; NNFI: Non-Normed Fit Index; CFI: Comparative Fit Index; IFI: Incremental Fit Index; RFI: Relative Fit Index; RMR: Root Mean Square Residual; GFI: Goodness of Fit Index

For the confirmatory factor analysis of the 4 subscales – attention, relevance, confidence and satisfaction – a scale including 34 items was used. Confirmatory factor analysis is a process in which the data was analyzed based upon the predetermined factors. After the confirmatory factor analysis was conducted, it was found that the goodness of fit index was 0.96, which indicated that the survey provided the similar results in our context. The path diagram for the confirmatory factor analysis is presented in Appendix E.

3.10. Analysis of the Interviews

After collecting the quantitative data, the participants of the study were also interviewed by means of semi-structured questions. A sample was selected based on voluntary participation and there were 3 focus groups during the interviews. The number of participants in each group was 5, which makes 15 PTs in total. During the data analysis, a pseudonym was assigned to each PT to protect their anonymity. The interview sessions were recorded after getting permission from the participants and the sessions were transcribed. The themes were categorized according to the results of the scale and the research questions. The interview data was used in order to provide an in-depth understanding for the quantitative data. The possible reasons for quantitative data was attempted to explain through the qualitative data.

3.11. Conclusion

In this study, mixed-method research design was used in order to examine the perceived course interest levels of PTs enrolled in the English Language Teaching Department, Bolu Abant İzzet Baysal University. As for the context of the study, English language teaching education programs were addressed, and a case-study based sampling was chosen according to the convenient sampling. The centralized curriculum which was put into practice in 2006 and lasted until 2018 was taken as the current curriculum. Although the new curriculum has been in use since 2018, there are no PTs completed the new curriculum.

The participants of the study were asked to respond to the Course Interest Survey for the three categories of courses in the curriculum. However, there was need for the confirmatory factor analysis in order to ensure whether the survey was appropriate for this context. As a result of the confirmatory factor analysis, it was found that the survey could also provide the similar results in our context and it could be used.

This chapter aimed at explaining the details about the procedures of the study, including the participants, context, data collection and analysis stages. In the following chapter, the findings will be presented.



CHAPTER IV

FINDINGS

4.1. Overview of the Chapter

This section of the study aims to introduce the findings of the present study. As a mixed-method study, the quantitative findings of the study obtained through Course Interest Survey and the analysis of the data using IBM SPSS Statistics 23 and LISREL software programs. The outputs of the data analysis are supported with the qualitative data obtained through interview sessions with the participants. The discussions and comments about the findings will be presented in the following chapter.

The results of the data analysis are presented in accordance with the research questions. After presenting the analysis of the quantitative data, some excerpts from the interview sessions are used in order to explain the possible reasons for the results.

4.2. The Perceived Course Interest Levels of PTs according to the ARCS Model

As for the course offered in an ELT Program in Turkey, there are three categories of courses. These categories are field knowledge course, professional knowledge courses and general knowledge courses. In the field knowledge courses, the PTs are expected gain knowledge in terms of main areas of English Language Teaching field. Some courses like Methods and Approaches, Special Teaching Methods, Testing and Evaluation in Foreign Language Teaching, and Material Design in English Language Teaching can be listed in this category. In professional knowledge courses, the PTs are trained in terms of education in general and these courses are taught by the professors working at Educational Sciences

Department. There are some courses like Introduction to Educational Sciences, Guidance, Special Education, and Classroom Management. These courses are not specific for English Language Teaching Department and all PTs enrolled in the Faculty of Education must take these courses. In the final category, general knowledge courses are available. These courses are not specifically related to the field of education or English language teaching, but for general information that should each teacher should learn. For example, Turkish Language, Computer and Atatürk's Principles and the History of Turkish Revolution courses can be stated under this category.

In the first research question, PTs were asked to evaluate their course interest levels towards these three categories of courses. Although the same survey, Course Interest Survey, was used for all categories, the participants were reminded to take the specific courses into account while responding the questions in 5-point Likert Scale survey.

Keller (2010) explained how the scores obtained from the survey can be used. He stated that both the total scale score and scores for four subscales can be calculated. Since there were 34 items in the survey, the minimum score to be obtained should be 34, and the maximum score should be 170 with a midpoint of 102. This means that the scores around 102 can be interpreted at average level, over 102 can be interpreted as over the average level and below 102 can be interpreted as below average level. These numbers were also presented by Keller (2010).

The descriptive statistics obtained from the data analysis are presented in the following table.

Table 9: Descriptive statistics for all categories

	N	Minimum	Maximum	Mean	Std. Deviation
FK	63	95.00	160.00	127.5079	15.05246
PK	63	54.00	160.00	117.5397	20.14690
GK	63	52.00	142.00	102.6825	22.27166
Valid N (listwise)	63				

As can be seen in Table 9, the mean score for the perceived course interest level of PTs in terms of field knowledge courses was 127,50 with 15,05 standard deviation. This can be interpreted that the PTs' course interest levels were above the average. The same PTs were also interested in professional knowledge courses with a mean score of 117,53 and 20,14 standard deviation. This can also be interpreted as above the mean level. Finally, the mean score for the general knowledge courses was 102,68 with 22,27 standard deviation and the course interest levels of PTs for general knowledge courses were average. It can be claimed that the PTs were interested in general knowledge courses; however, their scores were neither high nor low. They were exactly at the mean level. In relation to the relevant scale data, PTs referred to this problem in the interviews, and accordingly Merve stated that:

“It is as if the education courses are in a very limited area and there are truths and mistakes. It's not very open to debate. The issues are also not very clear in our school. When you say something, but it is not the thing expected by the instructor, you can be criticized; but this is not the case in our department, in field classes. There is always a new idea, a new approach, or we try different things in our field courses, and this is imposed. So, one always feels more creative of his own. We always think that if we could produce something, or what we can do differently. Since the feeling of being able to get out of those clichés is more common in our field courses, I prefer theoretical / practical courses in our field.”

She mentioned that the professional knowledge courses limit the PTs creativity and critical thinking. The opportunities provided in field knowledge courses were not available in general knowledge according to this PT; and this made the other courses more boring.

4.3. The Difference among the Perceived Course Interest Levels PTs in terms of Course Categories

After determining the perceived course interest levels of PTs towards three categories of courses – field knowledge, professional knowledge, and general knowledge courses, it was examined whether there was any significant difference among these scores. First of all, the normality test should have been conducted in order to see that there was a normal distribution of the data obtained in this study. While conducting normality test, the scores for each course category were analyzed separately.

Table 10: Detailed descriptive statistics for the analysis

		Statistic	Std. Error
FK	Mean	127,5079	1,89643
	Std. Deviation	15,05246	
	Minimum	95,00	
	Maximum	160,00	
	Range	65,00	
	Skewness	-,076	,302
	Kurtosis	-,356	,595
PK	Mean	117,5397	2,53827
	Std. Deviation	20,14690	
	Minimum	54,00	
	Maximum	160,00	
	Range	106,00	
	Skewness	-,836	,302
	Kurtosis	1,008	,595
GK	Mean	102,6825	2,80596
	Std. Deviation	22,27166	
	Minimum	52,00	
	Maximum	142,00	
	Range	90,00	
	Skewness	-,289	,302
	Kurtosis	-,582	,595

As can be seen in Table 10, the mean score for field knowledge courses was 127,50 with a 15,05 standard deviation. The minimum score was 95 and the maximum score was 160. The median for the data was 128. The mean score for professional knowledge courses was 117,53 with a 20,14 standard deviation. The minimum score was

54 and the maximum score was 160. As for the final category, the mean score for general knowledge course scores was 102,68 with a 22,27 standard deviation. The minimum score was 52 and the maximum score was 142.

After these descriptive data were obtained, tests of normality was conducted for each course category. The results of the normality tests can be found in Table 11.

Table 11: Test of normality for all components

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FK	,071	63	,200*	,984	63	,592
PK	,120	63	,025	,955	63	,022
GK	,080	63	,200*	,974	63	,202

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As a result of the test of normality, the Shapiro-Wilk test scores were examined and it was seen that the difference among the scores was not significant for field knowledge courses and general knowledge courses, which means that there was a normal distribution for the data of these two course categories. However, the case is different for professional knowledge courses. The significance level for professional knowledge courses was found to 0,025 in Kolmogorov-Smirnov test and 0,022 in Shapiro-Wilk test. The significance level for field knowledge courses, professional knowledge courses and general knowledge courses were found as 0,592, 0,022, and 0,202 respectively. These results showed that there was a normal distribution for field knowledge and general knowledge courses; however, normal distribution in professional knowledge courses could not be maintained.

After testing the normality of the data, the sphericity of the data should also be calculated. Mauchly's Test of Sphericity tests the null hypothesis that the variances of the differences are equal. Thus, if Mauchly's Test of Sphericity is statistically significant ($p < 0.05$), the null hypothesis could be rejected and the alternative hypothesis could be accepted, which means that the variances of the differences are not equal, and sphericity

is violated. After the data analysis, the results from Mauchly's Test of Sphericity are shown below for the data of this study.

Table 12: The results of Mauchly's Test of Sphericity

Measure: ARCS

Within Subjects Effect	Mauchly's W	Approx. Chi-Square	df	Sig.	Epsilon ^b		
					Greenhouse-Geisser	Huynh-Feldt	Lower-bound
courses	,952	3,018	2	,221	,954	,983	,500

Tests the null hypothesis that the error covariance matrix of the orthonormalized transformed dependent variables is proportional to an identity matrix.

a. Design: Intercept

Within Subjects Design: courses

b. May be used to adjust the degrees of freedom for the averaged tests of significance. Corrected tests are displayed in the Tests of Within-Subjects Effects table.

The significance level was found to be ,221 and this means that sphericity was not violated in the data of this study.

Since there was no normal distribution, it was required to conduct non-parametric tests for the data in order to find out whether there was a significant difference among the scores obtained for three course categories focused in this study. As a result of the Friedman test, the following results were obtained.

Table 13: The mean ranks according to the Friedman Test

	Mean Rank
FK	2,39
PK	2,11
GK	1,50

Table 14: Test statistics for Friedman Test

N	63
Chi-Square	26,800
df	2
Asymp. Sig.	,000
a. Friedman Test	

As a result of the Friedman test, which is one of the non-parametric tests, it was seen that there was a significant difference among the course categories at $p < 0,05$ level. However, it was also important to find out in which course categories the scores were significantly higher or lower. In order to examine this relationship in detail, Wilcoxon Signed Rank Test was implemented. The findings of the Wilcoxon Signed Rank Test is presented below.

Table 15: The results of Wilcoxon Signed Rank Test for the ARCS Model

		N	Mean Rank	Sum of Ranks
PK - FK	Negative Ranks	37 ^a	35,80	1324,50
	Positive Ranks	24 ^b	23,60	566,50
	Ties	2 ^c		
	Total	63		
GK - FK	Negative Ranks	48 ^d	34,71	1666,00
	Positive Ranks	12 ^e	13,67	164,00
	Ties	3 ^f		
	Total	63		
GK - PK	Negative Ranks	44 ^g	33,01	1452,50
	Positive Ranks	17 ^h	25,79	438,50
	Ties	2 ⁱ		
	Total	63		

a. $PK < FK$

b. $PK > FK$

c. $PK = FK$

d. $GK < FK$

e. $GK > FK$

f. $GK = FK$

g. $GK < PK$

h. $GK > PK$

i. $GK = PK$

Table 16: The significance levels of differences according to the Wilcoxon Signed Rank Test for the ARCS Model

	PK - FK	GK - FK	GK - PK
Z	-2,723 ^b	-5,530 ^b	-3,642 ^b
Asymp. Sig. (2-tailed)	,006	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

A Wilcoxon Signed-Ranks test indicated that the scores for field knowledge courses (mean rank = 2.39) were significantly higher than the those of professional knowledge courses (mean rank = 2.11) and general knowledge courses (mean rank = 1.50). Moreover, the scores of professional knowledge courses were significantly higher than those of general knowledge courses.

4.4. The Difference among the Perceived Course Interest Levels PTs in terms of Subcategories of ARCS Model

After determining whether there was a significant difference between the mean scores the course interest level survey of PTs in terms of three categories of courses, it was attempted to find out whether there was a significant difference in terms of four subscales of the survey – attention, relevance, confidence and satisfaction. While the total scores were taken into consideration in the previous question, the subcategories of the model were focused on in the third research question. The repeated measures ANOVA is used for comparing the scores for three course categories statistically. However, there should be a normal distribution for the data in order to implement this test. If there was no normal distribution, Friedman Test and Wilcoxon Signed Rank Test are preferred among the non-parametric tests. For this purpose, the normality test was conducted for the data of each course category.

4.4.1. Course Interest Levels of PTs in terms of Attention

For the attention subcategory of the Course Interest Survey, there were eight items in the survey. It means that the minimum score is 8 and the maximum score is 40. As a result of the descriptive analysis of the data, it was found that the mean scores were found to be M=26,96, M=23,84 and M=21,23 for the field knowledge courses, professional knowledge courses and general knowledge courses respectively. The attention level was higher for field knowledge courses when compared to the others; and the minimum score belonged to the general knowledge courses.

Table 17: Descriptive statistics for attention subcategory

	Mean	Std. Deviation	N
FK_Attention	26,9683	4,27660	63
PK_Attention	23,8413	4,89307	63
GK_Attention	21,2381	5,96147	63

Table 18: Estimates for the attention subcategory

attention	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
FK	26,968	,539	25,891	28,045
PK	23,841	,616	22,609	25,074
GK	21,238	,751	19,737	22,739

Considering the differences among these mean scores, it was asked whether this difference was statistically significant or not. Before conducting repeated measures ANOVA test, normality test was conducted and it was seen that there was a normal distribution for the data of attention subcategory. The normality test results are presented in the table below:

Table 19: The results of Test of Normality for attention subcategory

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FK_Attention	,108	63	,068	,977	63	,271
PK_Attention	,101	63	,178	,979	63	,350
GK_Attention	,089	63	,200*	,982	63	,497

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 19 showed that there was no significant difference among the scores for attention subcategory, which means that there was a normal distribution for the data. After maintaining normality of the data, repeated measures ANOVA test was implemented for this subcategory in order to find out whether the differences among the scores of the attention subcategories were statistically significant or not. The following table indicated the level of significance for the differences.

Table 20: The results of Repeated Measures ANOVA Test for the attention subcategory

(I) attention	(J) attention	Mean Difference (I-J)	Std. Error	Sig. ^b	95% Confidence Interval for Difference ^b	
					Lower Bound	Upper Bound
FK	PK	3,127*	,776	,000	1,218	5,036
	GK	5,730*	,936	,000	3,428	8,033
PK	FK	-3,127*	,776	,000	-5,036	-1,218
	GK	2,603*	1,008	,037	,122	5,084
GK	FK	-5,730*	,936	,000	-8,033	-3,428
	PK	-2,603*	1,008	,037	-5,084	-,122

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

At the end of the repeated measures ANOVA test, it was found that the difference between the mean scores of the field knowledge courses and the professional knowledge courses was found to be statistically significant whereas the difference between the mean scores of professional knowledge and general knowledge was not significant. This finding was contradictory when the total scores were compared. In the previous section, in which all subscales were calculated as a whole, it was found that the mean score of the field knowledge courses was not significantly different than that of professional knowledge courses.

In addition to this, the difference between the mean scores of field knowledge courses and the general knowledge was found to be significant at $p < 0,05$ level. This finding was in parallel with the findings of total comparison.

Finally, there was no significant difference between the mean scores of professional knowledge courses and general knowledge courses. The significance level was found to be 0,037 and it means that the difference was not statistically significant.

In relation to the quantitative data provided, PTs reported similar ideas in the interviews and Hakan (pseudonym) stated that

“In my opinion, other than the field courses are taught in a slightly boring environment. We go through very stereotypes and the student is not given the option to do too much. We just sit and listen; but there are things that are of interest to us in the field classes and I think that the friendship between us and the relationship between the teachers who teach our classes is good. In a way, we can easily ask questions and talk about it without being afraid of anything. We can get ideas. We can ask for directions. I think this has a huge impact.

According to this statement, Hakan associated his attention to the field knowledge courses with the instructor of the course. He hesitated to speak and even ask questions to the course instructor; and this leads to lack of attention in the course. The role of the instructor gains importance for the level of attendance.

Another PT, Ipek (pseudonym) focused on the course instructor’s way of teaching during the interview.

“The way of teaching professional courses is really ridiculous. It’s like ‘Let’s open a slide’. These slides are always the same slides, very long slides, slides with long texts. The purpose of using slides should not be this. It should give short information, ‘key’ words. It is the summary, there are ‘key’ words. In other words, they have no idea how to design a slide, I’m sorry, but I have to say this, and they think that reading from the slides is giving a lecture, but it’s not like that. We can already read. So I never lose anything when I’m not in class. I can sit at home and read them. You know, I expect more of the teacher’s experience there. Here I am waiting for their experiences. I expect him to make a connection about the future, but he’s just grade oriented. He always says ‘I’ll ask this in the exam, or this might appear in KPSS exam.’ This creates tension in the classroom.”

In this excerpt, Ipek mentioned the importance of the way the course is delivered. This point, the procedures in the classroom, was mentioned more than once during the interview. The PTs believed that in professional knowledge courses the instructors

completed the courses just by reading the PowerPoint slides and this did not help the learners to pay attention to the course content. In this excerpt, the Ipek also mentioned that she did not miss anything if she missed the class. She could easily cover the topics based on PowerPoint slides.

4.4.2. Course Interest Levels of PTs in terms of Relevance

As for the second subcategory of the Course Interest Survey, relevance was considered. Different from the attention subscale, there were nine items for this subscale of the survey. It means that the minimum score is 9 and the maximum score is 45. As a result of the descriptive analysis of the data, it was found that the mean scores were 36,25, 33,71, and 28,55 for the field knowledge courses, professional knowledge courses and general knowledge courses respectively. The relevance level was higher for field knowledge courses when compared to the others; and the minimum score was found for the general knowledge courses.

Table 21: Descriptive statistics for relevance subcategory

	Mean	Std. Deviation	N
FK_Relevance	36,2540	5,34297	63
PK_Relevance	33,7143	6,17338	63
GK_Relevance	28,5556	6,91837	63

Table 22: Estimates for the relevance subcategory

relevance	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
FK	36,254	,673	34,908	37,600
PK	33,714	,778	32,160	35,269
GK	28,556	,872	26,813	30,298

In the Table 22, it can be seen that there were differences among the scores obtained for the relevance subscale of the Course Interest Survey. In order to find out whether this difference was statistically significant, first of all normality test was conducted. If there repeated measures ANOVA test was used. As the result of this test, the following findings were obtained.

Table 23: The results of Test of Normality for relevance subcategory

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FK_Relevance	,116	63	,034	,957	63	,029
PK_Relevance	,139	63	,004	,925	63	,001
GK_Relevance	,082	63	,200*	,976	63	,264

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test indicated that there were significant differences among the scores so that there was no normal distribution for the data of relevance subcategory. In this analysis, the significance level was found to be 0,004 according to the Kolmogorov-Smirnov test. Thus, Friedman Test and Wilcoxon Signed Rank Test were used in order to find out the level of significance in terms differences among the scores.

Table 24: The mean ranks for the relevance subcategory according to the Friedman Test

	Mean Rank
FK_Relevance	2,40
PK_Relevance	2,10
GK_Relevance	1,51

Table 25: Test statistics for the relevance subcategory according to the Friedman Test

N	63
Chi-Square	27,492
df	2
Asymp. Sig.	,000
a. Friedman Test	

As a result of the Friedman Test, it was found that the mean ranks were 2,40, 2,10 and 1,51 for the field knowledge courses, the professional knowledge courses and the general knowledge courses respectively. These differences among the course categories were significant at $p < 0,05$ level and the detailed analysis was needed in order to better

understand the difference. Wilcoxon Signed Rank Test was also implemented for the detailed analysis of the data.

Table 26: The results of Wilcoxon Signed Rank Test for the relevance subcategory

		N	Mean Rank	Sum of Ranks
PK_Relevance -	Negative Ranks	36 ^a	32,21	1159,50
FK_Relevance	Positive Ranks	22 ^b	25,07	551,50
	Ties	5 ^c		
	Total	63		
GK_Relevance -	Negative Ranks	47 ^d	33,49	1574,00
FK_Relevance	Positive Ranks	11 ^e	12,45	137,00
	Ties	5 ^f		
	Total	63		
GK_Relevance -	Negative Ranks	42 ^g	32,93	1383,00
PK_Relevance	Positive Ranks	16 ^h	20,50	328,00
	Ties	5 ⁱ		
	Total	63		

a. PK_Relevance < FK_Relevance
b. PK_Relevance > FK_Relevance
c. PK_Relevance = FK_Relevance
d. GK_Relevance < FK_Relevance
e. GK_Relevance > FK_Relevance
f. GK_Relevance = FK_Relevance
g. GK_Relevance < PK_Relevance
h. GK_Relevance > PK_Relevance
i. GK_Relevance = PK_Relevance

Table 27: The significance levels of differences according to the Wilcoxon Signed Rank Test for the relevance subcategory

	PK_Relevance - FK_Relevance	GK_Relevance - FK_Relevance	GK_Relevance - PK_Relevance
Z	-2,357 ^b	-5,567 ^b	-4,087 ^b
Asymp. Sig. (2-tailed)	,018	,000	,000

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

When the Table 27 was examined, it can be seen that the difference between the mean scores for the field knowledge courses and the professional knowledge courses was

significant at the level of $p < 0,05$ level. It means that there was a difference between the mean scores of these two course categories; and it was statistically significant. The mean rank for the field knowledge courses was 2.40 and the mean rank for the professional knowledge courses was 2.10; and this difference was also statistically significant.

Moreover, the difference between the means scores of the field knowledge courses and the general knowledge courses were found to be significant at $p < 0,05$ level, too. Additionally, the difference between the mean scores of the professional knowledge courses and the general knowledge courses were also statistically significant at the level of $p < 0,05$.

In relation to the analysis of the interview sessions, it was revealed that PTs had some problems in relating the course topics with their teaching career. For example, in the following excerpt, Damla (pseudonym) stated that she had some problems in relating the theoretical information with her real experience in the future:

“You know, in the case of my motivation, you're really ask some questions to yourself. ‘He proposed that theory, he explained this, he said that.’ Well? What good is it for me? How can I use it in real life? It doesn’t make a sense. In quotes ‘she said this, he said that’. Yes, but what can we say more? It remains in the theory, and it is not discussed.”

Although she found out the views of the pioneer researchers in the field, she had no idea how she could use this information while teaching in the future. This also affected the relevance of the course to the professional goals of PTs in a negative way.

4.4.3. Course Interest Levels of PTs in terms of Confidence

The third subscale of the Course Interest Survey was confidence. The number of the items associated with this subscale was 8 and the minimum score that should be obtained is 8 and the maximum score is 40. As a result of the descriptive analysis of the

data, it was found that the mean scores were found to be 30,50, 29,03, and 26,09 for the field knowledge courses, professional knowledge courses and general knowledge courses respectively. The confidence level obtained in this study was higher for field knowledge courses when compared to the others; and the minimum score was found for the general knowledge courses. This finding was in parallel with the previous analysis, in which all the subscales were taken as a whole. In the following tables, the descriptive data for the confidence subscale can be found.

Table 28: Descriptive statistics for confidence subcategory

	Mean	Std. Deviation	N
FK_Confidence	30,5079	3,88078	63
PK_Confidence	29,0317	4,48642	63
GK_Confidence	26,0952	5,13594	63

Table 29: Estimates for the confidence subcategory

confidence	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
FK	30,508	,489	29,531	31,485
PK	29,032	,565	27,902	30,162
GK	26,095	,647	24,802	27,389

After exploring the descriptive data, the differences among the mean scores of the three course categories were focused and it was asked whether these differences were significant or not. For this aim, the normality test was implemented in order to find whether there was a normal distribution in the data. If there was a normal distribution, repeated measures ANOVA test could be implemented in order to indicate the level of significance in terms of differences. The results of the normality test are as follows.

Table 30: The results of Test of Normality for confidence subcategory

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FK_Confidence	,096	63	,200*	,976	63	,269
PK_Confidence	,098	63	,200*	,979	63	,365
GK_Confidence	,111	63	,053	,979	63	,355

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

This normality test indicated that there was a normal distribution for the data and repeated measures ANOVA could be used for the detailed analysis of differences.

Table 31: The results of Repeated Measures ANOVA Test for the confidence subcategory

(I) confidence	(J) confidence	Mean			95% Confidence Interval for Difference ^b	
		Difference (I-J)	Std. Error	Sig. ^b	Lower Bound	Upper Bound
FK	PK	1,476	,764	,174	-,404	3,356
	GK	4,413*	,832	,000	2,365	6,461
PK	FK	-1,476	,764	,174	-3,356	,404
	GK	2,937*	,847	,003	,852	5,021
GK	FK	-4,413*	,832	,000	-6,461	-2,365
	PK	-2,937*	,847	,003	-5,021	-,852

Based on estimated marginal means

*. The mean difference is significant at the ,05 level.

b. Adjustment for multiple comparisons: Bonferroni.

When the differences were analyzed in terms of their significance, the similar results with that of total scores were obtained. In other words, the difference between the mean scores of the field knowledge courses and professional knowledge courses was not statistically significant while the difference between the mean scores of the field knowledge courses and the general knowledge courses was significantly different at $p < 0,005$ level.

The difference between the mean scores of professional knowledge courses and general knowledge courses were also found to be 4,413 and it was statistically significant at $p < 0,05$ level.

Relevantly, based on the interview data, it could be stated that the way of teaching preferred by the instructors and the psychological state of the instructors towards the PTs could affect the confidence level of the PTs and this also resulted in increase in the anxiety level.

“I have never failed, but in terms of unhappiness, I usually see unhappiness and anxiety in the lessons where the lecturer generally is grade oriented and brings it to the classroom. Including myself. Think about it. I mean, he seems to break even my own self-esteem. There is no problem in the lesson, the course is quite normal, but the tension and thought of the lecturer who teaches it affect you so much as a student. It's really one of the things I said I would never do as a teacher in the future.”

In the excerpt above, Gülce claimed that the anxiety for low grades causes unhappiness in the classroom, this resulted in lack of self-confidence. The PTs feel that they could not manage to get high grades from the course. She had no problems about the course content; however, the instructors' personality and his/her nervous character affected the PTs motivation and confidence.

4.4.4. Course Interest Levels of PTs in terms of Satisfaction

As for the final subscale of the Course Interest Survey, satisfaction was analyzed for three categories of courses at the ELT Department. The number of the items associated with this subscale was 9 and the minimum score to be obtained is 9 and the maximum score is 45. As a result of the descriptive analysis of the data, it was found that the mean scores were found to be 33,77, 30,95, and 26,79 for the field knowledge courses, professional knowledge courses and general knowledge courses respectively. The satisfaction level obtained in this study was higher for field knowledge courses when compared to the others; and the minimum score was found for the general knowledge courses. This finding was in parallel with all the findings obtained in this study. In the following tables, the descriptive data is presented.

Table 32: Descriptive statistics for satisfaction subcategory

	Mean	Std. Deviation	N
FK_Satisfaction	33,7778	4,77711	63
PK_Satisfaction	30,9524	8,02100	63
GK_Satisfaction	26,7937	7,40348	63

Table 33: Estimates for the satisfaction subcategory

satisfaction	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
FK	33,778	,602	32,575	34,981
PK	30,952	1,011	28,932	32,972
GK	26,794	,933	24,929	28,658

As in previous subcategories, the normality test was needed in order to decide whether non-parametric tests were required or not. As a result of the normality test, it was found that there was no normal distribution for the data. The results of the normality test is presented in the following table.

Table 34: The results of Test of Normality for satisfaction subcategory

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FK_Satisfaction	,101	63	,181	,973	63	,183
PK_Satisfaction	,095	63	,200*	,938	63	,004
GK_Satisfaction	,069	63	,200*	,984	63	,568

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Since there was no normal distribution for the scores of satisfaction subcategory, Friedman Test and Wilcoxon Signed Rank Test were conducted in order to find out whether there were differences among the data for three course categories.

Table 35: The mean ranks for the satisfaction subcategory according to the Friedman Test

	Mean Rank
FK_Satisfaction	2,40
PK_Satisfaction	2,02
GK_Satisfaction	1,57

Table 36: Test statistics for the satisfaction subcategory according to the Friedman Test

N	63
Chi-Square	22,372
df	2
Asymp. Sig.	,000

a. Friedman Test

Friedman Test showed that the mean ranks were 2.40, 2.02, and 1.57 for the field knowledge courses, professional knowledge courses and general knowledge courses respectively. This difference was also found to be statistically significant at $p < 0.05$ level. In order to analyze this significant difference in detail, Wilcoxon Signed Rank Test was implemented, and the following results were obtained.

Table 37: The results of Wilcoxon Signed Rank Test for the satisfaction subcategory

		N	Mean Rank	Sum of Ranks
PK_Satisfaction -	Negative Ranks	40 ^a	33,31	1332,50
FK_Satisfaction	Positive Ranks	22 ^b	28,20	620,50
	Ties	1 ^c		
	Total	63		
GK_Satisfaction -	Negative Ranks	47 ^d	35,30	1659,00
FK_Satisfaction	Positive Ranks	14 ^e	16,57	232,00
	Ties	2 ^f		
	Total	63		
GK_Satisfaction -	Negative Ranks	41 ^g	32,90	1349,00
PK_Satisfaction	Positive Ranks	20 ^h	27,10	542,00
	Ties	2 ⁱ		
	Total	63		

a. PK_Satisfaction < FK_Satisfaction

b. PK_Satisfaction > FK_Satisfaction

c. PK_Satisfaction = FK_Satisfaction

d. GK_Satisfaction < FK_Satisfaction

e. GK_Satisfaction > FK_Satisfaction

f. GK_Satisfaction = FK_Satisfaction

g. GK_Satisfaction < PK_Satisfaction

h. GK_Satisfaction > PK_Satisfaction

i. GK_Satisfaction = PK_Satisfaction

Table 38: The significance levels of differences according to the Wilcoxon Signed Rank Test for the satisfaction subcategory

	PK_Satisfaction - FK_Satisfaction	GK_Satisfaction - FK_Satisfaction	GK_Satisfaction - PK_Satisfaction
Z	-2,499 ^b	-5,128 ^b	-2,900 ^b
Asymp. Sig. (2-tailed)	,012	,000	,004

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

At the end of the Wilcoxon Signed Rank Test, the difference between the mean scores of the field knowledge courses and the professional knowledge courses was statistically significant at the $p < 0,05$ level. There seems to be a difference in terms of mean scores; and this difference was statistically significant.

When the difference between the mean scores for the field knowledge courses and the general knowledge courses were examined, it was found that there was also a significant difference between these two mean scores ($p = 0.012$).

Finally, the difference between the mean scores of professional knowledge courses and the general knowledge courses were examined and it was found that there was a significant difference between these two mean scores. It can be stated that the mean score for the general knowledge courses was significantly lower than that of field knowledge courses and the professional knowledge courses.

As a supporting claim from the interview data, one of the PTs, Mustafa (pseudonym) mentioned that they were not satisfied with the course instructor's knowledge and his/her presentation about the course topic. He stated that:

“The lack of an example creates problems. For example; in the Teaching Principles and Methods course, we studied on forums, panels, and open sessions. We've seen the definition of all of them, almost exactly the same definition. Just a few words different. I don't know the difference between open session, panel and forum right now. I don't know technically.”

At this point, he was not satisfied with the presentation of the course instructor and he was not satisfied with what he had learned. As soon as he finished, another PT, Elif (pseudonym) elaborated this issue as follows:

“I think the person who teaches us is not so sure, either. He should provide the knowledge, he should say ‘those are alike, but they're different in this sense.’ We're not gifted here, so we need to look at the same term and see

some examples in order to find the differences. These are easy things. You can open a video here. This is an example of a panel, this is an example of an open session, you show. This is not even done.”

She added that the course instructor had also limited knowledge about the content. She concluded that the presentation could be supported with visual materials, for example, with a video from the Internet. They even question the effectiveness of the delivery. This dissatisfaction also affected the motivations of the PTs in a negative way.

4.5. Conclusion

In this chapter, the findings of this study were presented according to the research questions. First of all, the mean scores for three categories of courses were calculated using descriptive analysis. There were some differences among the mean scores, so the significance level of these differences was calculated through repeated measures ANOVA test if there was a normal distribution in the data, and through Friedman Test and Wilcoxon Signed Rank Test if there was no normal distribution. As for the sphericity, Mauchly's Test of Sphericity was conducted, and it was found that the sphericity was not violated.

Since there was no normal distribution for the total scores, the Friedman Test and Wilcoxon Signed Rank Test was conducted. As a result of the analysis, it can be claimed that the differences among the mean scores for the field knowledge courses, the professional knowledge courses, and the general knowledge courses were statistically significant at the level of $p < 0,05$.

After analyzing the total scores of the Course Interest Survey, the subscales of the survey were also examined. These subscales were attention, relevance, confidence and satisfaction. As a result of the detailed analysis of the four subscales, it was found that the mean scores for the field knowledge courses, professional knowledge courses and the general knowledge courses were statistically significant at the $p < 0,05$ level for all

subscales, except for the confidence. As for the confidence, the difference between the mean scores of field knowledge courses and professional knowledge courses were not found to be significant.



CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, an overview of the study will be presented in the first step. After the overview of the study, the summary of findings will be provided. Based upon these findings, the implications of the study for the ELT programs will be discussed with reference to the studies in the literature. Finally, the limitations of the study and the recommendations for the further research studies will be presented referring to the limitations of this study.

5.2. Overview of the Chapter

In this mixed-method study, the importance of motivation in the field of English language teaching was emphasized and its main role for the PTs of English in teacher education programs was presented with the studies in the literature. While evaluating the motivations of the PTs in ELT programs, the motivational design models were examined and Keller's (2010) ARCS Model was chosen for this study. There are some dimensions in this model, like the measurement of development process, instructional materials motivation, and course interest dimensions; however, the course interest dimension was taken as the basis for this study. Within this framework, it was aimed at determining the course interests of the PTs in an ELT program in Turkey towards three categories of courses in the program – field knowledge courses, professional knowledge courses and general knowledge courses. During the analysis of the data, the students' course interest levels were determined according to the subscales of the ARCS Model – attention,

relevance, confidence and satisfaction – as well. For this purpose, the following research questions were posed in the study:

1. How do EFL PTs perceive their course interest levels according to ARCS Model towards the courses offered at the ELT Department?

a. How do EFL PTs perceive their course interest levels according to ARCS Model towards the field knowledge courses offered at the ELT Department?

b. How do EFL PTs perceive their course interest levels according to ARCS Model towards the professional knowledge courses offered at the ELT Department?

c. How do EFL PTs perceive their course interest levels according to ARCS Model towards the general knowledge courses offered at the ELT Department?

2. Is there any significant difference among the perceived course interest levels of EFL PTs towards three categories of courses – FK, PK, and GK courses – according to ARCS Model?

3. Is there any difference among the perceived course interest levels of EFL PTs in terms of four subcategories of ARCS Model – attention, relevance, confidence, and satisfaction?

a. Is there any difference among the perceived course interest levels of EFL PTs in terms of attention?

b. Is there any difference among the perceived course interest levels of EFL PTs in terms of relevance?

c. Is there any difference among the perceived course interest levels of EFL PTs in terms of confidence?

d. Is there any difference among the perceived course interest levels of EFL PTs in terms of satisfaction?

As for the data collection procedures, there were two steps – one was for the pilot study and the other one was for main data collection. In the pilot study, the 241 PTs studying at different departments like Music Education, Arts Education, Social Sciences Teaching, Computer Education and Instructional Technologies, and Turkish Language

Teaching were asked to respond the Turkish version of Course Interest Survey in order to find out whether the same results could be obtained in our context or not. The data was analyzed with confirmatory factor analysis and the goodness of fit of the survey was found to be maintained.

After that, the Course Interest Survey was implemented at the Department of Foreign Language Education, ELT program for the senior students. Since they were the last year students, they took all the courses at the Department and had a general idea about the content and procedures of these courses. The number of PTs of English who participated in the study was 63. Additionally, a sample group of PTs were interviewed in order to better understand the results of the quantitative data analysis.

For the data analysis, Keller (2010) suggested to score the survey responses as a whole and for each subscale – namely, attention, relevance, confidence, and satisfaction. The research questions in this study were determined according to this view. The interview sessions were recorded and used for supporting the quantitative data. The analysis of the data revealed the following results.

The first research question was to determine the course interest levels of PTs as a whole towards the three categories of courses. At the end of the analysis, it was found that the PTs were interested in three categories of courses – field knowledge courses, professional knowledge courses and general knowledge courses. When the mean scores were compared, the data indicated that they were interested in field knowledge courses more than the others; the professional knowledge courses were in the second row and the general knowledge courses were in the last row in the data. However, even the mean scores for the general knowledge courses were also at the average level, which was 102 as defined by Keller (2010).

In the second research question, the differences among the mean scores of course interests of students for different courses were statistically significant or not. For this purpose, normality test was implemented in the first step. Since it was found that there was no normal distribution, Friedman Test and Wilcoxon Signed Rank Test were

implemented in order to determine whether the difference among the mean scores for each course were significantly different or not. At the end of the analysis, it was found that the difference between the mean scores for the field knowledge courses and professional knowledge courses, the difference between the mean scores for the field knowledge courses and the general knowledge courses, and the difference between the mean scores for the professional knowledge courses and the general knowledge courses were statistically significant at $p > 0.005$ level.

For the third research question, the findings for subscales of the survey were compared for each course category. The analysis of the subscales was also recommended by the developer of the survey, Keller (2010). The normality tests were implemented for the data for each subscale and it was found that there was a normal distribution for the attention and confidence subcategories; however, there was no normal distribution for the relevance and satisfaction subcategories. Thus, the repeated measures ANOVA test was utilized for attention and confidence subcategories while Friedman Test and Wilcoxon Signed Rank Test were used for relevance and satisfaction subcategories. At the end of the data analysis the following findings were obtained.

For the attention, relevance and satisfaction subcategories, there were differences between the mean scores of the field knowledge courses and the professional knowledge courses; the field knowledge courses and the general knowledge course and the professional knowledge courses and the general knowledge courses. These differences were statistically significant at $p < 0.05$ level.

As for the confidence subcategory, there was a significant difference between the mean scores for the field knowledge courses and general knowledge courses; however, the difference between the mean scores for the field knowledge courses and the professional knowledge courses was not statistically significant. Finally, there was also a significant difference between the mean scores for the professional knowledge courses and the general knowledge courses.

To sum up, the course interest levels of all PTs in the study were found to be average or above the average level, which seemed good for the evaluation of the program. However, when the difference among the course interests of the PTs towards the course categories, it was revealed that there were significant differences among the mean scores for the three course categories – the field knowledge courses, the professional knowledge courses and the general knowledge courses.

5.3. Discussion of the Findings

When the studies in the literature on ARCS Model in education were reviewed, it was seen that the studies were mostly experimental studies. ARCS Model was implemented for the improvement of instruction and the progress was measured with pre-test and post-test scores. Moreover, there has still been a debate about the effectiveness of ARCS-enhanced instruction in the literature. From this perspective, it is difficult to compare and contrast the results of this study and the studies in general. In this study, the ARCS Model was used to determine the current situations of PTs of English in terms subscales of this model.

The results of this study can be discussed with the findings of studies on ELT program evaluation studies. Altan (1998) criticized the program because of its unchanging components. According to him, the program should be more flexible. In this study, the course interest levels of PTs were found to be lower for the general knowledge courses. These courses are static in the program and they cannot be even modified. These courses may not meet the requirements of our age in time. This might be influential on the lower mean scores for the general knowledge courses. After Altan (1998) criticized the program, ELT program changed twice, in 2006 and 2018; however, the program is still put into practice as a result of top-down process.

In other studies, Seferoğlu (2006) and Şallı-Çopur (2008) claimed that the PTs graduated from the ELT programs with a good competence in terms of theoretical knowledge on methodology and linguistic-specific courses; however, they needed more

practice and observation in the real classroom settings. In this study, it was also found that the PTs are quite interested in field knowledge courses and the mean scores for each subscale of the ARCS Model was found to be the highest for this course category. This course interest levels could be supported with more practice and observation in real classrooms. This study somehow proved the results of the prior studies in the literature.

While Coşkun and Daloğlu (2010) claimed that linguistic competence and pedagogic side of the program had to be improved; however, the courses for this components are in the field knowledge course categories and the results of this study showed that the PTs were quite interested in this course category. The academic achievements of the PTs were not measured in this study so it cannot be claimed that their competence was good due to high level of course interest. If this is measured in the future, this finding can be discussed in detail.

Another criticism about the program was made by Karakaş (2012). He claimed that the weaknesses of the program were much more than the strengths of the program. He criticized the program because he thought that the courses were out-of-date and there was a lack of culture specific courses. As Altan (1998) stated, the program is quite fixed and new courses cannot be added to the program. The course interest levels of PTs for the general knowledge courses was found to be low in this study. If some courses could be added to the program, the course interest levels of the PTs might increase and there might be courses on contemporary issues and culture in the ELT program.

Yavuz and Zehir-Topkaya (2013) suggested that views and opinions should be taken into consideration during the development of ELT program. In this study, the views of PTs were collected, and it was found that they were less interested in general knowledge courses. This shows that the needs and interests of the PTs were not considered during the program development process and the findings of this study unfortunately proved this fact.

In the curriculum examined in this study, the number of ECTS credits for the field knowledge courses were higher than those of other course categories. This might

influence PTs perspectives towards the course categories and the findings of this study accordingly. The PTs must complete 240 ECTS credits in order to graduate from the department and 148-ECTS credits were allocated for the field knowledge courses. Moreover, the medium of instruction in the field knowledge courses was English although the medium of instruction in professional knowledge courses and general knowledge courses was Turkish. Since the PTs could find opportunities to practice the target language and improve their language proficiency in the field knowledge courses, they might be more interested in this course category. To summarize, this kind of factors might be effective in shaping the perspectives and course interests of PTs.

The PTs are required to take an exam, KPSS, in order to start working at state schools as soon as they graduate from the department. This exam includes questions from three course categories. When the content of the questions is considered, the number of questions related to the professional knowledge courses is higher than the other course categories. However, this did not affect the findings of this study. Since there are more questions related to the professional knowledge courses, the PTs are expected to be more interested in professional knowledge courses. However, the findings revealed that they were more interested in the field knowledge courses.

Another point is that curriculum should be coherent, and the components of the curriculum should be progressive. Knight (2001) explained this as “curriculum content, organisation, learning and teaching strategies, and assessment arrangements dovetail with one another” (p.370). However, it was found that course categories were perceived as separate components of the curriculum, and the course interest levels of PTs for three categories of courses differed significantly. The courses could be designed as interconnected with each other.

As one of the findings of the study, it was mentioned that the anxiety affected the PTs course interest levels in a negative way. They felt threatened with grades and some lecturers were mentioned from this perspective. In this study, the teacher educators were not evaluated; however, it is considered as one of the most important factors that affect the course interest levels of the PTs. The strategies mentioned by Keller (2010) are mostly

related to behaviors of the teachers so that the evaluation of the instructors and the integration of this evaluation into the curriculum are very important.

5.4. Implications of the Study

First of all, it is known that motivation is one of the most important factors in all kinds of learning processes and in all disciplines. From this perspective, this study, in which the course interests of PTs were explored, might contribute to the field. While evaluating the course interests of PTs, the subscales of ARCS Model was used and it was proved that these subscales – attention, relevance, confidence and satisfaction – were quite important for maintaining and sustaining motivation of the learners. In order to motivate PTs at the teacher training programs, these dimensions should be carefully focused in the courses so that the PTs are expected to be more motivated and the achievement might follow this procedure. The learners should pay attention what is taught in the classroom, they should understand how relevant the topic is, they should feel confident for reaching the outcomes of the course and they should be satisfied with what they have learned in the end. These points should be taken into consideration while training PTs at the ELT programs.

Another point is that the PTs were found to be less interested in the general knowledge courses offered in the ELT programs. The courses in this category should be more flexible and the learners' needs and interests should be considered while offering courses at the teacher training programs. The programs are designed centrally and the changes in the programs are nearly impossible; however, the available courses can be designed so cautiously that the learners could benefit from the content of these courses. Since the PTs of English in this study were interested in the field knowledge courses, the content of the general knowledge courses should be associated with English language teaching or professional knowledge courses. If the PTs understands that they could use the information in general knowledge courses for their future career, they might be more interested, because they are already interested in field-specific knowledge.

Finally, it has always been mentioned that the opinions of the stakeholders should be taken into consideration while designing a program. However, in our own context, this is not usually the case. Not only PTs', but also teacher educators' voices were not heard by the policy makers. The opinions of the PTs, which were observed in this study, should be taken into account for the improvement of the program. The PTs stated that they were not as interested in general knowledge courses as they were in the field knowledge or professional knowledge courses. The reasons should be investigated in detail and their course interest levels should be increased to an optimum level in the end. Additionally, the present findings could be used as an overall evaluation of the courses, teacher educators and the program.

5.5. Recommendations for Further Research

In this study, the sample was chosen according to convenient sampling and a small group of PTs participated in this study. The Course Interest Survey could be implemented in other context and the results can be compared and contrasted. If there are some differences in the findings, the reasons caused by the context should be explored.

The course interests of the PTs were examined in this study; however, the academic achievements of these PTs were not considered. The PTs stated that they were more interested in field-knowledge courses and professional knowledge courses than general knowledge courses. Yet, it could be examined whether their course interest levels interpret the academic achievements of the PTs in the same manner.

The views and opinions of the PTs were collected through the Course Interest Survey and semi-structured interview sessions. The study focused on solely on PTs views; however, there are some other stakeholders in this field. For example, teacher educators, mentor teachers at state schools, administrators at the Faculties of Education and even the policy makers at Higher Council of Education can be studied in order to better understand the situation.

This study gathered opinions of the PTs; however, the real situation in the real classroom setting could be absolutely different and more complex. Although PTs claimed that they were interested in field knowledge courses and professional knowledge, it could be observed whether they can transfer the theoretical information to the internship practices in real classrooms. Therefore, constant and systematic evaluation of the program and PTs is required and needs to be conducted.

Finally, the instructors and professors were not included in this study. As for a further research suggestion, the instructors working at EFL teacher education programs could be examined in terms of their views and opinions on the current EFL teacher education curriculum, and the findings of this study could reveal the perspectives of teacher trainers towards the curriculum.

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APPENDICES

Appendix A: ELT Curriculum (2006-2018)

Curriculum used at ELT Departments in Turkey between 2006-2018

Courses			
	Field Knowledge	Professional Knowledge	General Knowledge
1 st Year	<ul style="list-style-type: none"> • Contextual Grammar I • Advanced Reading and Writing I • Listening and Pronunciation I • Oral Communication Skills I • Contextual Grammar II • Advanced Reading and Writing II • Listening and Pronunciation II • Oral Communication Skills II • Vocabulary 	<ul style="list-style-type: none"> • Introduction to Pedagogy • Educational Psychology 	<ul style="list-style-type: none"> • Turkish I: Writing Skills • Computer I • Effective Communication Skills • Turkish II: Speaking Skills • Computer II
2 nd Year	<ul style="list-style-type: none"> • English Literature I • Linguistics I • Approaches to ELT I • English-Turkish Translation • Speaking Skills • English Literature II • Linguistics II • Approaches to ELT II • Language Acquisition 	<ul style="list-style-type: none"> • Teaching Principles and Methods • Educational Technology and Material Design 	<ul style="list-style-type: none"> • History of Turkish Education • Scientific Research Methods

	<ul style="list-style-type: none"> • Special Teaching Methods I 		
	<ul style="list-style-type: none"> • Teaching English to Young Learners I • Special Teaching Methods II • Teaching Language Skills • Literature and Language Teaching I • Second Foreign Language I • Teaching English to Young Learners II • Turkish-English Translation • Teaching Language Skills II • Second Foreign Language II 	<ul style="list-style-type: none"> • Classroom Management • Assessment and Evaluation 	<ul style="list-style-type: none"> • Drama • Community Service Practices
3 rd Year			
	<ul style="list-style-type: none"> • Materials Design and Adaptation in Foreign Language Teaching • Second Foreign Language III • Elective I • Evaluation and Testing in Foreign Language Teaching • Elective II • Elective III 	<ul style="list-style-type: none"> • School Experience • Counselling • Special Education • Comparative Education • Turkish Educational System and School Management • Practice Teaching 	<ul style="list-style-type: none"> • Principles of Atatürk and The Revolution History I • Principles of Atatürk and The Revolution History
4 th Year			

Total			
ECTS	148	57	35
Credit			



Appendix B: ELT Curriculum (Since 2018)

Curriculum used at ELT Departments in Turkey since 2018

Courses				
	Field Knowledge	Professional Knowledge	General Knowledge	
1 st Year	<ul style="list-style-type: none"> • Reading Skills 1 • Writing Skills 1 • Listening and Pronunciation 1 • Oral Communication Skills 1 • Reading Skills 2 • Writing Skills 2 • Listening and Pronunciation 2 • Oral Communication Skills 2 • The Structure of English 	<ul style="list-style-type: none"> • Introduction to Education • Educational Sociology • Educational Psychology • Educational Philosophy 	<ul style="list-style-type: none"> • The Principles of Atatürk and History of Revolution 1 • Foreign Language 1 • Turkish Language 1 • Communication Technologies • The Principles of Atatürk and History of Revolution 2 • Foreign Language 2 • Turkish Language 2 	
		<ul style="list-style-type: none"> • Elective 1 • English Language Teaching and Learning Approaches • English Literature 1 • Linguistics 1 • Critical Reading and Writing • Elective 2 • English Language Teaching Programs • English Literature 2 • Linguistics 2 • Language Acquisition • Elective 3 	<ul style="list-style-type: none"> • Instructional Technologies • Teaching Principles and Methods • Elective 1 • History of Turkish Education • Elective 2 	<ul style="list-style-type: none"> • Elective 1 • Elective 2
		<ul style="list-style-type: none"> • Elective 3 	<ul style="list-style-type: none"> • Classroom Management 	<ul style="list-style-type: none"> • Elective 3 • Elective 4

	<ul style="list-style-type: none"> • Teaching English to Young Learners 1 • Teaching Language Skills 1 • Language and Literature Teaching 1 • Elective 4 • Teaching English to Young Learners 2 • Teaching Language Skills 2 • Language and Literature Teaching 2 	<ul style="list-style-type: none"> • Morality and Ethics in Education • Elective 3 • Measurement and Evaluation in Education • Turkish Educational System and School Management • Elective 4 	
4 th Year	<ul style="list-style-type: none"> • Elective 5 • Developing Course Content in English Language Teaching • Translation • Elective 6 • Testing in English Language Teaching 	<ul style="list-style-type: none"> • Teaching Practice 1 • Special Education and Mainstream • Elective 5 • Teaching Practice 2 • Counselling at Schools • Elective 6 	<ul style="list-style-type: none"> • Community Service Practices
Total			
ECTS	107	91	42
Credit			

Appendix C: Course Interest Survey

Dear participant,

The purpose of this study is to determine the interest of ELT students towards field knowledge courses/professional knowledge courses/general knowledge courses. Within the scope of this study, I am planning to collect data by means of this survey. I would like you to read the following items carefully and select the appropriate choice. Your responses will be confidential and they will be used just for the purpose of this study.

Thank you in advance for your participation.

Berna Zeybek Akayoğlu
bernazeybek@gmail.com

Name & Surname:

Gender:

Age:

	Not True	Slightly true	Moderately true	Mostly true	Very true
1. The instructor knows how to make us feel enthusiastic about the subject matter of this course.					
2. The things I am learning in this course will be useful to me.					
3. I feel confident that I will do well in this course.					
4. This class has very little in it that captures my attention.					
5. The instructor makes the subject matter of this course seem important.					
6. You have to be lucky to get good grades in this course.					
7. I have to work too hard to succeed in this course.					

8. I do NOT see how the content of this course relates to anything I already know.					
9. Whether or not I succeed in this course is up to me.					
10. The instructor creates suspense when building up to a point.					
11. The subject matter of this course is just too difficult for me.					
12. I feel that this course gives me a lot of satisfaction.					
13. In this class, I try to set and achieve high standards of excellence.					
14. I feel that the grades or other recognition I receive are fair compared to other students.					
15. The students in this class seem curious about the subject matter.					
16. I enjoy working for this course.					
17. It is difficult to predict what grade the instructor will give my assignments.					
18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done.					
19. I feel satisfied with what I am getting from this course.					
20. The content of this course relates to my expectations and goals.					
21. The instructor does unusual or surprising things that are interesting.					
22. The students actively participate in this class.					
23. To accomplish my goals, it is important that I do well in this course.					
24. The instructor uses an interesting variety of teaching techniques.					
25. I do NOT think I will benefit much from this course.					
26. I often daydream while in this class.					

27. As I am taking this class, I believe that I can succeed if I try hard enough.					
28. The personal benefits of this course are clear to me.					
29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this class.					
30. I find the challenge level in this course to be about right: neither too easy not too hard.					
31. I feel rather disappointed with this course.					
32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback.					
33. The amount of work I have to do is appropriate for this type of course.					
34. I get enough feedback to know how well I am doing.					

APPENDIX D: Ethical Review Board Report



Abant İzzet Baysal Üniversitesi Sosyal Bilimlerde İnsan Araştırmaları Etik Kurulu


Berna ZEYBEK AKAYOĞLU
Abant İzzet Baysal Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi ABD

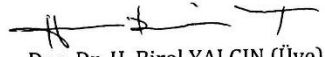
Sayın Berna ZEYBEK AKAYOĞLU,

“İngilizce Öğretmen Adaylarının ARCS Modeline Göre Lisans Eğitimi Kapsamında Aldıkları Alan Dersleri, Meslek Bilgisi Dersleri ve Genel Kültür Derslerine Yönelik İlgilerinin Belirlenmesi” konulu araştırmanız ile ilgili olarak Abant İzzet Baysal Üniversitesi Sosyal Bilimlerde İnsan Araştırmaları Etik Kuruluna 06.09.2017 tarihli yapmış olduğunuz başvuru (Protokol NO. 2017/227) kurulumuzun 18.10.2017 tarihli ve 2017/08 toplantısında değerlendirilerek etik olarak uygun bulunmuştur. Bilgilerinize sunarız.



Prof. Dr. Hamit COŞKUN (Başkan)


Prof. Dr. Mehmet ERYİĞİT (Üye)


Prof. Dr. Altay EREN (Üye)

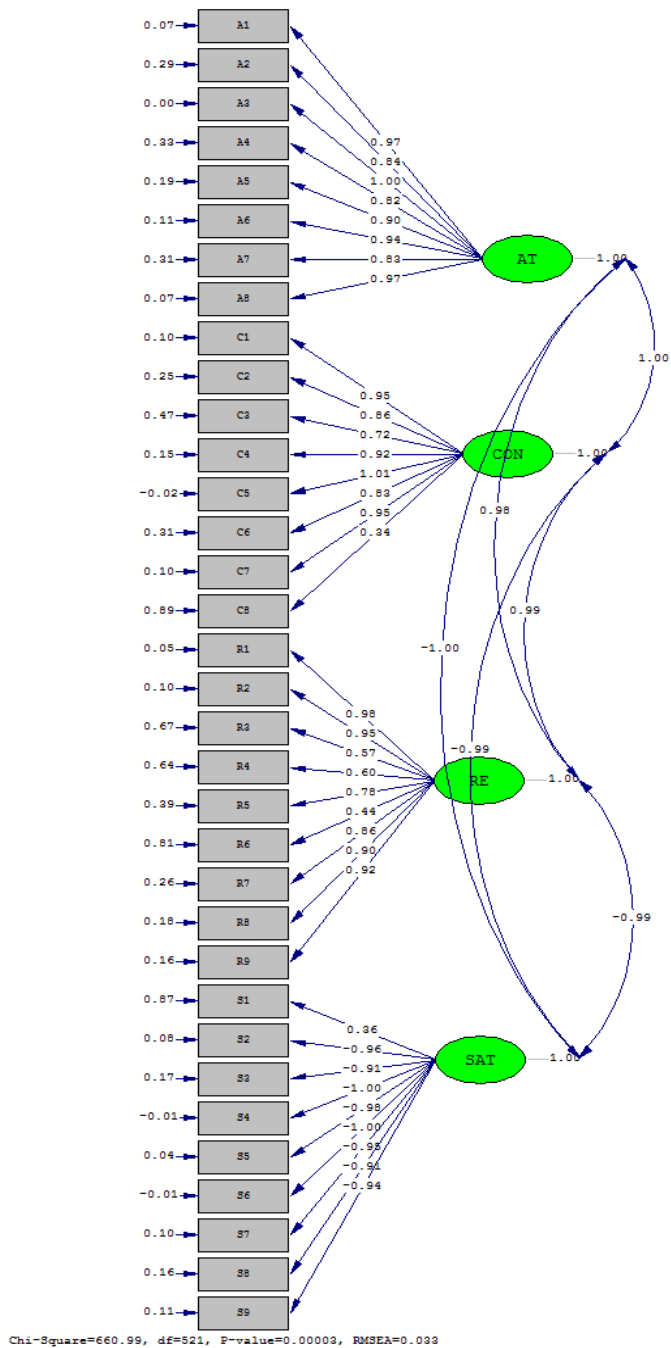

Doç. Dr. H. Birol YALÇIN (Üye)


Doç. Dr. Seval ALKOY (Üye)


Doç. Dr. Abdullah DURAKOĞLU (Üye)


Av. Zuhale Demirci (Üye)

APPENDIX E: Path Diagram for the CFA



APPENDIX F: CV

Berna ZEYBEK AKAYOĞLU graduated from the Department of Foreign Language Education, Bolu Abant İzzet Baysal University in 2006. Then, she started working as an English language teacher at a private institution and worked there for three years. After that, she was accepted as an instructor at Gerede Vocational School, Bolu Abant İzzet Baysal University in 2010, and she has been teaching English courses to all departments at the same institution since then. Her research interests in the field include motivation, material design and curriculum development.

