TEKRARA KALAN VE İLK SENESİNİ OKUYAN HAZIRLIK ÖĞRENCİLERİNİN AMAÇLARI, BEKLENTİLERİ VE EĞİLİMLERİNİN KARŞILAŞTIRILMASI

OSMANGAZİ ÜNİVERSİTESİ YABANCI DİLLER BÖLÜMÜNDE BİR UYGULAMA

FIRST YEAR AND REPEAT PREPERATORY STUDENTS :
A COMPARISON OF THEIR MOTIVES,
LEARNING EXPECTATIONS AND TENDENCIES
A Case study at Eskişehir Osmangazi University
Foreign Languages Department, Preparatory School

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(Yüksek Lisans Tezi)

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THESIS OF MASTER OF ARTS

English Language Teaching
Advisor: Prof. Dr. Zülal Balpınar

Eskişehir
Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü
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YÜKSEK LİSANS TEZ ÖZÜ

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Gözde Uludağ
İngiliz Dili Eğitimi Ana Bilim Dalı
Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü, Eylül 2001
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Bu çalışmanın başlıca amacı Osmangazi Üniversitesi Yabancı Diller Bölümünde ikinci senesini okuyan ve ilk senesini okuyan öğrencilerin hazırlık okulunu tercih etmelerindeki başlıca sebepleri, okuldaki beklentilerini, programa yönelik tutumlarını ve eğilimlerini ortaya çıkartmak ve aynı zamanda öğrencilerin motivasyonlarını olumsuz olarak etkileyen olası faktörleri belirlemektir. Bunu araştırmak için bu sebepleri, beklentileri ve değişen eğilimlerini belirleyebilecek bir anket ve aynı zamanda da muhtemel faktörlerin ortaya çıkmasını sağlayan, düşüncelerini ve sınıfta neler olup bittiğini 8 hafta boyunca yazdıkları günlük dosyaları öğrencilere verilmiştir.

Anket ve dosyalar Osmangazi Üniversitesi Yabancı Diller Bölümü ,Eskişehir, Türkiye de 1999-2000 öğrenim yılında hazırlık okuluna başlamış 60 tekrar öğrencisine ve 2000-2001 öğrenim yılında hazırlık okuluna yeni başlayan 50öğrenciye verilmiştir. Öğrencilerin İngilizce dil seviyesi orta düzeydedir. Öğrencilere verilen günlük dosyalarının bir benzeri, öğrencilerin motivasyonlarını etkileyen olumsuz faktörler hakkındaki görüşlerini almak ve aynı fikirde olup olmadıklarını öğrenmek amacıyla öğretmenlerine de verilmiştir.

Çalışmanın amacı problemi belirlemek amaçlı olduğundan, anketteki her bir madde ve günlük dosyalarındaki bulgular öğrencilerin dil öğrenimi hakkındaki genel fikirlerini ortaya koymuştur ve tek somut bir sonuç elde etmek mümkün değildir. Dolayısıyla anket sonuçları ve günlük dosyalarındaki yazılı yorumlar kendi aralarında ve tekrar öğrencilerle ilk yıl öğrencileri arasında karşılaştırılmış ve aynı zamanda öğretmenlerinin yorumları da dikkate alınmıştır.

Anketten ve günlükten elde edilen bulgulara göre, hem tekrara kalan hem de ilk sene okuyan öğrencilerin İngilizce öğrenmek istemelerindeki başlıca sebep ileride iş hayatına atıldıklarında kendilerine gerekli olduğunu düşünmelerinden dolayı "araçsal bir motivasyon" olarak nitelendirilmiştir. Üniversitedeki İngilizce sınıflarında öğrenmek ve yaşamak istedikleriyle onlara öğretilenler arasındaki uçurum ve öğrenci ve öğretmen merkezli öğretim arasındaki farklı tutumlar diğer sonuçlar arasında gelmektedir. Günlüklerdeki hem öğretmen hem de öğrenci yorumları göstermektedir ki hem tekrara kalan hem de ilk sene okuyan öğrencilerin motivasyonlarını negatif olarak etkileyen "dersin içeriği", "programda kullanılan ders kitapları", "öğretmen" gibi faktörler birbirine çok benzemektedir ancak bu konulardan bahseden tekrar öğrencilerinin sayısı ilk senesini okuyan öğrencilere göre daha fazladır.

THESIS OF MASTER OF ARTS

ABSTRACT

FIRST YEAR AND REPEAT PREPARATORY STUDENTS :
A COMPARISON OF THEIR MOTIVES,
LEARNING EXPECTATIONS AND TENDENCIES
A Case study at Osmangazi University
Foreign Languages Department, Preparatory School

Gözde Uludağ

English Language Education Department

Anadolu University Education Sciences Institute, September 2001

Advisor: Prof. Zülal Balpınar

The main aim of this study is to find out the motive, expectations and tendencies of repeat and first year students of Osmangazi University Foreign Languages Department and also to determine the possible factors that may effect their motivation negatively. In order to do this, a questionnaire through which their motives, expectations and tendencies were determined, and a student diary file in which they wrote about their feelings, ideas and what happened in the lesson during 8 weeks were prepared. The questionnaire and diary files were given to 60 repeat students who started attending the preperatory school in 1999-2000 and 50 first year students who has started the preperatory school in 2000-2001 at Foreign Languages Department of Osmangazi University, Eskişehir, Turkey. The participants were intermediate level students. The diary files similar to the student diary files were also given to the teachers of the participants in order to find out their ideas about the factors effecting students' motivation negatively and if they have similar thoughts with their students.

Since the aim of the study is to define the problem, each PMANB item and the findings of the diaries give a description of student conceptions of language learning in general. Therefore single composite score was not gained from the instruments. Then the results emerged from questionnaire and the comments from the diaries were compared and contrasted within both repeat and first year students. The views of the teachers of the participants were also taken into consideration.

According to the results of the questionnaire and diaries, it was found that, both repeat and first year students' basic motive to study English is instrumental. The dichotomy between what students want to learn and experience in University English class, and what they are

actually taught and the dichotomy between student-centred and teacher-centred learning are the other results of this study. Both student and teacher diary comments also suggested that the possible factors effecting first year and repeat students' motivation were quite similar, such as the content of the lesson, the text books and the teacher, however the number of the repeat students mentioning these subjects were higher than the number of first year students.

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Gözde Uladağ'ın **"First Year and Repeat Prep Students: A Comparison of Their Motives, Learning Expectations and Tendencies"** başlıklı Yabancı Diller Eğitimi (İngilizce Öğretmenliği) Anabilim Dalındaki, Yüksek Lisans tezi 12.02.2002 tarihinde, aşağıdaki jüri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin ilgili maddeleri uyarınca değerlendirilerek kabul edilmiştir.

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylan

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I. INTRODUCTION

1.1   Background of the study

The question of " Why are some foreign language learners more successful than the others?" has been asked by many researchers for many years and therefore been answered in various ways. According to Ellis (1985) second language acquisition theories have usually concerned with describing the process of learning a language as a uniform phenomenon. It is stated that identification of factors that are relatively invariable and can be generalised across different learners and contexts has proved very valuable . However, learners do exhibit differences and, as such, variable factors also require investigation.

Two factors that can effect the second language acquisition process are the different contexts in which learning takes place and the teaching methods used. In spite of this fact, it is possible to observe distinct differences between learners who are in the same language classroom learning under much the same conditions.

It can not be taken for granted that one area in which two learners may differ is in their use of language learning strategies. There are many studies showing and claiming that effective use of strategies is a must for the development of communicative competence (Oxford 1990). On the other hand, Skehan (1989:139) gives a warning concluding that current evidence is not sufficient to support the claim that such strategies are trainable. If the other factors are considered, aptitude for learning a language, age of learners, cognitive style and personality can be the other important categories under which various empirical studies have been conducted.

One further source of individual differences that has received considerable attention is motivation. Harmer (2001:51) states that it is accepted for most fields of learning that motivation is essential to success and so is for foreign language learning. Teachers also readily agree that positively motivated students are more pleasant to teach, prepare more carefully for class, participate more actively in class, and achieve more than negatively motivated students. If motivation is so important, therefore, it makes sense to try and develop our understanding of what a motivation is and how it can be so important in language learning process.

1.1.1 Definition of Motivation in Second Language Learning and Different Views

Motivation is one of the most frequently used terms in a second or foreign language process. Firstly, we have to define the terms "motive" and "motivated" which have a one to one correspondence with respect to the learner's internal and external conditions before dealing with the nature of motivation in language learning.

Longman Dictionary of Contemporary English (1997:927) defines "motive" as "the reason that makes someone something" or "the reason of one's actions" or " the inner force causes one to act in a particular way". Therefore it can be concluded that the learner is driven to learn because s/he has a goal. The stimulus is the goal and the response is the learning. Then motive is a key for learners in achieving their goals. When it is moved on to the term "motivated", it is seen that if the learner perceives a goal –that is something s/he wishes to achieve- and if this goal is sufficiently attractive, then s/he is "strongly motivated".

The interesting point made by researchers and linguistics is that a student will succeed depending on the circumstances under which he studies. It is obviously true that students can learn under unfavourable conditions, and also be successful by using methods which are considered unsatisfactory by experts. What these students have in common that leads them to successful learning is their willingness. Therefore we call these students well-motivated (Harmer 2001:52-53). Under the light of these explanations being motivated can be best defined as showing willingness and desire to get involved in an activity leading towards a goal having the intention of making an effort with a desire for achievement.

On the other hand Chastain (1988:172-173) claims that students can be well or poorly motivated but anyway they are motivated. So when we talk about motivation as teachers we should define it as " achievement motivation". Since motivation is defined as directing one's energy towards a particular goal, achievement motivation involves acting towards "standards of excellence" or towards "perfection of a skill". It is a striving towards increasing one's capability and keeping it as high as possible, in all activities where a standard of excellence can be applied. Achievement motivation is effected by students' self concepts, values, needs, and goals. It is also influenced by

success or failure in past classroom activities, by the social environment of the class, and by the teacher's behaviour.

In his book Hellyer (1998) talks about a psychologist named Julian B. Rotter who introduced the term "locus of control" and stated that motivation and locus of control are closely linked to each other. Locus means "place". If you place responsibility for your life within yourself, then you are said to have *internal locus of control*. On the other hand, if you place primary responsibility for your life on others and circumstances outside yourself, then you are considered to have *external locus of control*. So Hellyer (1998) states that learners who are self-motivated have internal locus of control and when they ,for example, do not do well on the test, they say" what did I do wrong?" and then analyse how they can improve their study habits. However the ones who have external locus of control say " I don't think the teacher went over half the stuff on the test. No wonder I didn't do well." and then usually give up studying. Therefore Crookes and Schmidt (1991:490) also points out that

> "...students who have experienced failure in SL learning and attribute this to
> their own inability rather than problems with the course or text, are likely to
> have a low estimate of their future success in SL learning, which may in turn
> lead to a risk-taking, low acceptance of ambiguity, and other behaviours that are
> probably negatively correlated with success in SL learning."

It is claimed that student motivation can be increased by reminding and helping the learner that " the decision and the placement of control and motivation are theirs for the taking."

Motivation is such a phenomenon that it sometimes causes confusion in the minds. According to Crookes and Schmidt (1991:480) there is a mismatch between what classroom teachers understand by motivation and the way in which the term has been defined in second language learning. They believe that there may be more educational relevance in the teachers' understanding of a motivated student as being one who ".....does study, or at least engage in teacher desired behaviour in the classroom and possibly outside it". As cited in Erkan (1989) Mc Donough also points out that using the term "motivation" as a general cover term to include a number of possibly distinct concepts, each of which may have different classroom treatment, is dangerous. One should distinguish between these factors: " energy, willingness to learn, perseverance, interest, enjoyment of lessons, incentives, benefits of knowing the

language which constitute the difference of the teaching situation from the experimental one".

Over the last twenty five years the most consistent researches on the subject of motivation in the field of EFL have been conducted by Gardner and Lambert and Dörnyei and Clément. R.C Gardner (1985:10-11) in his book <u>Social Psychology and Second Language Learning, The Role of Attitudes and Motivation</u> states that motivation has very distinct characteristics. Motivation is defined as " the combination of effort and desire to achieve the goal of learning the language by referring to the extent to which the individual strives to learn the language". Therefore, the desire for achievement and the satisfaction derived in this activity are foremost in motivation. Gardner does not accept every learner who makes an effort as "motivated" because making an effort alone does not signify motivation. He points out that there can be some factors, such as the desire to please a parent or teacher, a high need to overcome social pressures like demanding teachers and impending examinations which force the student to study laboriously for short term goals. The student may want to learn the language, and may enjoy the activity, but if he does not strive to learn, that is not real motivation. However, when a learner wants to achieve the goal and holds favourable attitudes towards the goal which are linked up with the effort, then we can talk about a " motivated" organism as Gardner states (1985:10).

According to Oxford and Shearin (1994:14)the distinction made by Gardner between motivation and motivational orientation is one that causes when trying to apply research findings. They also state that orientations for learning a language frequently change over time, and they call for a broader theoretical framework to capture this more dynamic aspect of motivation.

In another point of view, Dörnyei (1994) also criticised Gardner for the use of the term " integrative" to mean different things within his socio-economical model. He points out that it is used at three different levels of the model, such as " integrative orientation" as one component of " integrativeness", which is in turn a component of the overall " integrative motive". According to Dörnyei, the use of such terminology is confusing. Another point he also regards as confusing is that the use of the term " integrative motive" to be the higher-order construct, rather than "motivation" –which as defined by Gardner is only one component of the former.

1.1.2   Different Kinds of Motivation

Every language learner has some goals if he is studying a language. Therefore the student's motivation is determined by these goals. Many reasons such as to be able to speak with members of that community, to be able to travel, to get a job, to improve one's education, to satisfy a language requirement, to gain social power could be listed. Thus the answer of the question of " why is the individual studying the language?" can be explained by the term of "types of motivation". On the other hand the term " kinds of motivation" for language learning requires that the reasons have to reflect some goals associated with language learning. Gardner (1985:51) states that a student saying " I am in the class because I have to" may apparently have a reason but it does not appear to denote any kind of motivation for language learning. As cited in Erkan(1989:14) Wilkins defines a well- motivated student as one who studies a language because " he wants to" and a poorly motivated one as one who studies it because " he has to". In other words Nation (1975:70) defines " primary motivation" , "in which the interest comes from the learner himself and not from outside the learner". He also states that there are some other factors which can be called as " secondary motivation : the feeling of the learner that he must learn in order to pass a test, to avoid punishment, or to please his parents and teachers".

Another distinction, perhaps more useful for teachers, is that between "intrinsic" motivation (the urge to engage in the learning activity for its own sake) and " extrinsic" (motivation that is derived from external incentives). Both of these have an important part to play in classroom motivation, and both are at least partially accessible to teacher influence (Ur, 1996:276).

Brown (1987) makes a distinction between "global", "situational" and "task" motivation. The first is the overall orientation of the learner towards the learning of a foreign language; the second has to do with the context of learning; and the third with the way the learner approaches the specific task in hand. He points out that global motivation may seem mainly determined by previous education and multitude of social factors, but it is also effected by the teachers' own attitudes conveyed either unconsciously or through explicit information and persuasion. And the third is probably where most of teachers' effort is invested in practice: in making the task in hand as

attractive as possible, and in encouraging our students to engage in it, invest effort and succeed.

Ur (1989) in his book talks about another distinction which has been made between "integrative" and " instrumental" motivation: the desire to identify with and integrate into the target- language culture, contrasted with the wish to learn the language for purposes of study or career promotion. This has been the most common and highly acclaimed classification of motivation in this area made by R.C Gardner and W.E. Lambert (Ur,1989). When they introduced these concepts although claiming that integratively-motivated individuals somehow find it easier to take in linguistic material, later they also stated that instrumental motivation is most common as in many developing countries and emerging communities, so in such situations, instrumental motivation can provide a strong drive for language learning.

Another term which is closely linked to motivation and should be analysed together is "attitude".

1.1.3 Motivation and Attitude Relationship

Allport's (1954:45) definition for attitude is as follows

> " ......it is a mental and neutral state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which is related".

According to Crookes and Schmidt (1991:485) attitudes are operative factors in language learning and they are related to motivation by serving as support of the learner's overall orientation. Gardner and Lambert (1972) also defines attitudes as motivational aspects of second or foreign language achievement:

> " An attitude is the intention on the part of students to learn the language with various aims in mind, and to pursue these aims with varying degrees of drive strength facilities or hinders achievement."

Thus, it can be concluded that the effectiveness of learning is obviously influenced by the attitudes of the learner towards the task of learning and other things associated with it. So it would be reasonable to conclude that someone with a negative attitude towards his work will do less well than someone with a positive attitude. Therefore , what can be the factors influencing the learner's attitudes. Ellis (1986:102-103) states the teacher and course materials as the most influential ones. He points out

that students vary in their attitudes to the teacher and course materials. Some of them want a teacher who creates "space" for them to pursue their own learning strategies, some prefer a teacher who structures the learning task much more tightly and generally adult learners dislike having a course-book imposed on them in a rigid way. Gardner (1985:123) also states that a positive attitude towards learning the language is also partly the result of previous language learning experience that was seen by the learner as successful or alternatively bad experience negatively effects later attitudes.

Gardner(1985:39-49) classifies attitudes in three categories as specific or general, educational and social and proposes a question which can be answered by nobody " Do attitudes influence achievement or does achievement influences attitudes?" It is resembled to "a chicken and egg" argument. Considering the educational attitudes he points out that the attitude revolves around the educational aspects of a second or a foreign language context as the student does not have any contact with the community of the target language. Therefore, his attitudes emerge and sustain in the classroom. The teacher, the course, the atmosphere of the class, and the text books are the factors which build his attitudes. When the social attitudes are considered he states that the learners with favourable attitudes are more attentive, serious, and rewarded than those with negative attitudes, but such attitudes might not be related to achievement at all. An individual could hold positive attitudes but prefer not to study the language in school because of a feeling that such a context is inappropriate, or because of a dislike for the teacher. The physical environment has an effect on the student which also effects his attitudes, and which he reflects those to the teacher who is liable to be effected either positively or negatively under the influence of the physical environment.

According to Crookes and Schmidt (1991:471) despite the traditional tripartite distinction between cognition, motivation, and effect, all of these lines of SL research have tended to group effect, especially attitudes, and motivation together. As Ellis (1985) has observed there has been no general agreement on definitions of motivation and attitudes or of their relation to one another. Consequently, the term motivation has been used as a general cover term- a dustbin- to include a number of possibly distinct concepts, each of which may have different origins and different effects and require different classroom treatment.

One of the points Crookes and Schmidt (1991:495) mentions that there are not enough studies in EFL environment supporting the studies of motivation in SL environment although the importance of context in relation to motivation has been recognised by all. It is stated that many more studies are needed in EFL environments, and the findings obtained may be quite different. They also propose that diary studies may offer a better way to investigate the dynamics of motivational factors in learners, since most of the studies rely on self-report questionnaires. The relatively unstructured nature of the data collection in diary studies may have disadvantages but Allwright and Bailey (1991:4) points out "a learner's diary may reveal the aspects of the classroom experience that observation could have never captured, and that no one would have thought of including as questions on a questionnaire." They also emphasise the value of diary studies as a source of information and insight regarding affective factors, language learning strategies and learners' own perceptions of language learning.

1.2   Problem

At Osmangazi University only Electric Electronics Engineering Faculty students take all their lessons in English. For the other faculties and their departments students are given the option of whether to take prep school or not. Approximately %30 of the school courses could be given in English and they are announced at the registration week. At least a week before the regular program starts "A Proficiency and Placement Test" is given to the students of Electric Electronics Engineering Faculty and the students of other faculties who wants to have some of their school subjects in English. The score they have to get in order to pass the achievement test is 70. The ones who get between 60 and 69 are interviewed by a committee consisting of foreign languages department instructors. The ones who get 70 and the ones who get between 60 and 69 and become successful in the interview are considered as proficient and start as a first year student in their departments. Therefore, all Electric Electronics Engineering Faculty students and the other students who opt to attend the preparatory school are placed into the program if they can not succeed in the exam. Once they have opted, it becomes compulsory to pass the class. At the end of the first year if they can not achieve the proficiency score in the final exam they take "A Proficiency and Placement Test" with the new comers and therefore are given another chance to pass the class. In

case of failure they repeat the program. At the end of the second year unsuccessful Electric Electronics Engineering Faculty students are dismissed while the other unsuccessful students are allowed to attend their departments in Turkish. However they have to pass the preparatory school proficiency exam until they graduate. If they can not , their diploma is not given by the faculty according to the law of YÖK .Every year, approximately 450 students attend Osmangazi University Prep School and % 30 of them are 'repeat' students who fail the year before. And usually %85 of these repeat students have been elementary and pre-intermediate students when they started the program since 1998. None of the Electric Electronics Engineering Faculty students has been dismissed since that year. However, in 1998-1999 there was only one student and in 1999-2000 there were eight students who could not succeed at the end of second year and were sent to their own departments to attend their classes in Turkish.

The number of the failing students has been increasing steadily for four years. As aforementioned there may be a lot of reasons causing their failure. However, the most interesting point that should be considered is that Prep School is optional for Osmangazi University students and therefore they are supposed to be well motivated when they start the program . Only Electric Electronic Engineering Faculty students have to either pass the proficiency exam at the beginning of the year or attend the prep school. However, these students also have the opportunity of not choosing an English studying engineering department when they enter the university exam. Considering the facts above , although they can be defined as 'well motivated' students when they first come to the preparatory school, it has been observed that most of the students do not achieve the expected level of proficiency and lose their interest in learning English, and develop a disinclination to attend what is seen as merely a time consuming course and repeat the program. And what is more when they have become a repeat student their attitude becomes completely negative towards the program and English . Thus, such an attitude on the part of the students makes teaching really difficult.

1.3   Goals of the study

Under the light of the studies conducted before, any explanation of the phenomenon of motivation that can be arrived at, and any suggestion that can be offered to the teachers and students concerned are likely to be of considerable value in the future planning of such courses. Therefore the purpose of this study was to answer the following questions:

1. What are the motives of first year students learning in an EFL environment when they start the program?

2. What are the motives of repeat students learning in an EFL environment when they start the program?

3. Do the first year and repeat students learning in an EFL environment have the same motives?

4. Do the expectations of first year and repeat students learning in an EFL environment vary?

5. Do the tendencies of first year and repeat students learning in an EFL environment vary?

6. What are the possible factors effecting first year students' motivation negatively at Osmangazi University English Preparatory School?

7. What are the possible factors effecting repeat students' motivation negatively at Osmangazi University English Preparatory School?

8. Are the factors effecting first year and repeat students' motivation negatively at Osmangazi University English Preparatory School similar or different?

9. What do the instructors of Osmangazi University English Preparatory School think about the possible factors effecting first year and repeat students' motivation negatively?

10. Do the instructors of Osmangazi University English Preparatory School have the similar ideas with the students about the factors effecting their motivation negatively?

This study only deals with identifying the problem. It does not try to answer the question of how the student success or motivation can be increased at all. Only suggestions in dealing with these problems are made, however, the effectiveness of success and motivation increasing techniques are not tested.

Age, level, and sex factors are not considered in this study either. Previous experience of the students which can effect and change the results of the study was not included either. This information was not available and it was ignored considering the aims of this study.

This study is also limited to a Turkish context. Since it was conducted in an intensive language program at Osmangazi University where all the teachers are native Turkish speakers, and are trained in EFL, the educational atmosphere in this research was particular to this environment. Therefore, the findings of this research may not be generalised for all the EFL learners in Turkey and other countries ,but the offered pedagogical implications in the study may still be applicable to other EFL teachers and students in general.

By finding out and comparing the motives, expectations and tendencies of the first year and repeat Turkish students learning in an EFL environment, and determining the other possible factors effecting students' motivation negatively, this study expects to make language teachers aware of why their learners lose their interest and fail although they are willing to study a foreign language at the beginning of the program.

Hutchinson and Waters (1987) , Dickinson (1987) and Widdows (1987) , in their studies, stress the importance of making teachers and administrators aware of learner expectations, tendencies and motives to decrease student failure. If foreign language teachers can be helped to realise these facts, they, therefore, could help their learners to become more successful in the learning process. Therefore, if teachers and administrators are seriously interested in addressing their students' various motives and expectations, academic success will be inevitable.

II. REVIEW OF LITERATURE

2.1 Introduction

In a general sense motivation is mostly defined as a force that energises a person and directs his or her activity. In other words, it is a force which acts on or within an organism causing action in a particular direction. Considering the fact that this study deals with the implications of current concepts of motivation for SL learning, it would be more sensible to define the term " motivation" in different ways .

Gardner (1985:10) defines the motivation best as '....the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language'. Gardner and Lambert's most notable arguments is that the successful acquisition of a foreign language depends very significantly on the existence of an 'integrative' motivation in the learner (Chastain 1988:172).

Crookes and Schmidt (1991) consider that there is a mismatch between what classroom teachers understand by motivation and the way in which the term has been defined in second language learning.

Therefore as aforementioned in the preceding chapter, different views were considered about motivation, attitude and their relationship. Now, some related studies in both ESL and EFL settings will be presented.

2.2 Related studies conducted

As aforementioned, most of the highly acclaimed studies in this area were conducted by Gardner and Lambert (Ur, 1989). However they were the ones most criticised as well. First in 1972 after a ten-year period search, they concluded that motivation correlated significantly with achievement regardless of where the search was conducted. When motivation was separated into instrumental and integrative orientations, an integrative orientation generally appeared to have the stronger relationship with achievement. However it was not clear that the superiority of integrative motivation is supported by the empirical evidence, because contradictory results have emerged from studies in different contexts. As summarised by Oller and Au (Au, 1988), the results from such studies have included every possible relationship between various measures of integrative motivation and measures of proficiency :

positive, nil, negative, and uninterpretable or ambiguous. Crookes (1991) suggests that such results indicate that the relationship between affective factors and motivation, on the one hand, and language learning, on the other may be " an unstable non-linear function that varies greatly across individuals, contexts and learning tasks". In addressing these criticisms, Gardner(1985) has acknowledged that the patterns of relationships among attitudinal and motivational variables and learning outcomes found in various studies have been relatively unstable, and agrees that no link necessarily exists between integrative attitudes and language learning, because not everyone who values another community positively will necessarily want to learn their language and he claimed that integrative motivation may not be superior to instrumental or any other type of motivation, but simply that those who are integratively motivated will probably be more successful in language learning than those who are not motivated.

In 1991 Lens and Decruyenare had a survey among 1824 students in secondary education and supporting the importance of extrinsic motivation stated that " Schooling is future-oriented. Well-motivated pupils study hard because it is important for their later life in general and for their professional life in particular" (Kennedy 1996:31).

Considering the fact that we are in a foreign language environment, Dörnyei's (1990) study is very important. Because he studied with 134 young adult learners who study English in Hungary. The students were attending a prestigious language institute spending their time and effort and paying a lot of money. Therefore they were supposed to be highly motivated. According to the results of a self-report questionnaire, although integrative orientations were important, instrumental orientations were found to make a significant contribution to motivation in this context. He found that " It is more general attitudes and beliefs that are important : 1. Interest in foreign languages, cultures, and people 2. Desire to broaden one's view and avoid provincialism 3. Desire for new stimuli and challenges 4. Desire to integrate into a new community." Another interesting finding was the other two significant components that effect motivation : need for achievement and attributions about past failures.

Another study which suggests that what happens in the classroom can have a very critical effect on motivation, particularly for low achievers, was conducted by Wigzell and Al-Ansari at the university of Bahrain (Kennedy,1996:44). The study was made to find out how low achievers could be encouraged to persevere. 55 students majoring in

either Arabic or Islamic studies and taking an English language course were given self-report questionnaires. They were generally poor performers, with at best neutral attitudes toward the language. The questionnaire items were very specific in eliciting attitudes to the classroom, the language program and the students' perceptions of their own success and failure. The reading material was found as much too difficult; and students did not enjoy the role play activities which they saw as irrelevant to their own needs. Therefore, a subsequent treatment study by the same researchers found that when traditional methods of assessment were changed to give the low achievers a better chance of success, they became more motivated and their performance improved.

As cited in Crookes and Schmidt (1991:489), Dweck's research suggested that if the goal of individuals is to achieve positive judgements concerning the behaviour(i.e. good grades), they will wait until they are certain that their ability is high before displaying it, and will otherwise avoid behaviour that could expose them to evaluation. Therefore, he concluded that "if students actually have learning as an objective, they are more likely to engage in challenging tasks and activities in which errors may be made; thus teachers need to discourage a concern with grades because otherwise unsolicited participation and risk-taking will be low"

From a different perspective, Clement and Dörnyei (1994:420) talks about the work of Mc Combs (1984-1988) who suggests the possibility of adding instruction in self-management strategies (which contribute to motivational self-control and facilitate change in locus of control) and other meta-cognitive strategies to SL syllabus content. In a detailed description and evaluation of a motivational skills training program designed to enhance "continuing motivation to learn," he stated that the students receiving such training prior to entering a technical course were more motivated and achieved higher performance scores than control students:

> "....the format for such training must be carefully chosen to reflect a combination of self-instructional materials (wherein students can experientially take responsibility and control of their own learning), augmented by instructor facilitation and group activities (wherein students can observe relevant role models and participate in group sharing and problem solving experiences. (Clement and Dörnyei (1994:420)

One of the studies conducted in an EFL environment was Dörnyei' s with Hungarian students as stated above, another important study which sets a base for the

questionnaire of this study was conducted by Widdows and Voller in Tokyo (1991). The aim of the study was to investigate the students' motives, needs and attitudes towards their study of English in order to produce evidence that will either corroborate or challenge the assumptions of teachers and college authorities. By investigating the previous researches, they created a questionnaire which allows them to have the profile of attitudes, needs and interests of the students (PANSI). They concluded that what students want to learn and experience and what they are actually taught are not in harmony. Students do not like classes where they sit passively, reading or translating. They also do not like classes in which the teacher controls everything. Therefore they stated that great majority of university English classes are failing to satisfy learner needs anyway.

It would also be sensible to consider the studies conducted in our country related to this area.

In 1982 Gülmez searched for some learner factors which are hypothesised to effect the success of students' learning English as a foreign language. In the study which was conducted with preparatory students, he concluded that there was no significant correlation between the motivational orientation and student success in EFL environment and instrumental motivation can prove as effective for students who are learning English for further academic study at the university. Furthermore, he also found out that student behaviour and attitude towards English lessons and their teacher is significantly correlated to their success.

In 1989 Erkan took up the issue of the measurement of a group of university students' motivation in FL context. He held the two questionnaires; one investigating the students' aims, opinions, attitudes, motivational intensity and their desire to learn and the other one investigating the teacher's role in EFL and effect on motivation. The results revealed that there is a correlation between the student's motivation and educational attitudes. The second questionnaire also revealed that the relation obtains in the measurement of the teacher's attitudes towards teaching and the student's towards learning.

In another study, Baştürkmen (1990) conducted a questionnaire to assess the motivational and attitudinal states of Bilkent University Freshman students towards learning English. Results showed that these students have high levels of motivation but

it was strongly instrumental rather than integrative orientation. It was also found that attitudes are more favourable to the goal of learning i.e. proficiency in English Language, than towards the English courses experienced.

Serbest (1991) in her study, conducted in Middle East Technical University, investigated the influence of students' study skills on their academic achievement in English. In her findings she stated that the language program in that department does not meet students' needs by explaining the reasons for this implication: some students found lessons boring and inappropriate for their level, while others found them far from variety and liveliness. Great majority of the students found teaching hours rather long, stating that they are bored and lose concentration with a six-hour English programme a day. In addition to all these, a large number of students desired to study books which will provide them with necessary language needs. Due to the aforementioned reasons, she stated that students lose their interest and motivation they have at the beginning of the program.

Finally, in 1996 Kennedy conducted a study about the variations in the motivation of successful and unsuccessful Turkish learners of English in Private Gürsoy High School with thirty subjects. He used a self- report questionnaire and interview as research tools. In his study he found out that it was the component of attitudes toward the learning situation that showed the most consistent correlation with achievement scores. He stated that the scores on the measure of attitudes toward the learning situation declined significantly over time, and this decline was evident for both successful and unsuccessful learners. In general, students complained about the repetitive nature of lessons, and the exam results they obtained since they did not improve in spite of a reported greater intensity in effort. They expressed that they began to lose their initial enthusiasm for grammar lessons, and considered some homework exercises to be much too long.

III. METHODOLOGY

3.1 Subjects and setting

The subjects of this study were chosen among intermediate and upper-intermediate level of students learning English as a foreign language in an intensive program at Osmangazi University, Eskişehir. These levels were chosen since most of the students who repeat the program were among them and the researcher herself has been instructing in one of the intermediate level classes. There were 110 subjects, 50 of whom were first year students and 60 of them were repeat students. First year students were the ones who attended the program during 2000-2001 fall and spring terms. On the other hand repeat students were the ones who started the program in the fall term of 1999 and failed in the spring term of 2000 since they could not get the 70 points in the final achievement test of Osmangazi University Foreign Languages Department. Therefore they were replaced in the program according to the achievement test results of the 2000-2001 fall term with the new comers. There were four integrated skills instructors including the researcher herself, three technical English instructors and two video English instructors keeping diaries for their lessons. Therefore, as well as the students of upper and intermediate classes, the teachers of these levels can also be considered as the other subjects of this study since both students and teachers kept diaries during the same period. There were two research tools concerning the subjects; questionnaire and diaries which were kept by both students and teachers. On the other hand, although all the subjects were asked to keep diaries for their integrated skills lessons, Video English and Technical English hours for eight weeks, only 55 of them kept their diaries regularly and efficiently. 30 of them were repeat and 25 of them were first year students.

The subjects were informed that they would participate in a study, yet they were not informed about the nature of the study. Emphasising the fact that the study is conducted to improve the language teaching program and for the sake of the future students as well as themselves, they were asked to participate the study being honest and sincere with their feelings and ideas.

3.2   Description of the courses and the system

3.2.1   Integrated Skills

Intermediate subjects are given 19 hour and upper-intermediate subjects are given 14 hour integrated skills program in which they are taking "Reward" series by Heinneman, " The Advanced Grammar Book" (Steer and Schmid ,1998) and "Writing Supplements" prepared by the instructors from a various of writing books. Every class has one integrated skills teacher with whom they are together for a whole week.

3.2.2   Video English

Every level takes 3 hour Video English lessons in which they watch different kinds of films in English once a week. They have pre-watch, during-watch and after-watch activities prepared by Video English instructors. At the end of each lesson they have a quiz related to the film they have watched.

3.2.3   Technical English

Once a week, every level takes 3 hour Technical English lessons in which they learn some basic vocabulary related to different engineering programmes and study some reading texts consisting of various branches. They also repeat the grammar points they learned in integrated lessons. The texts and activities were prepared by the instructors of Osmangazi University by examining some encyclopaedias, technical English books and engineering magazines. Some of them were simplified and some grammar points were added. The subjects who will not attend engineering faculties are having "Business English" in Technical English Lessons. Therefore, it is a kind of cover term. A similar procedure is followed in "Business English" lessons.

3.2.4   Evaluation System

At the beginning of the fall semester, all the students are given a proficiency exam --a hundred question multiple choice achievement test consisting of grammar, vocabulary, and reading parts-- is given all the students and they are required to get 70 to pass the class. The ones who can not achieve this score are placed into the preparatory classes according to their exam results. During fall and spring terms, they

take five mid-terms consisting of listening, vocabulary, grammar, reading and writing parts and at the end of the term they are required to take a final exam similar to the mid-terms.

Every week students are also given at least two or three ten or fifteen- minute pop quizzes at the end of the lessons by the testing office. During the administration of the quizzes, the doors of the classes are left open and pen or eraser exchange between students is not allowed. Therefore all the exams including quizzes, mid-terms and final are prepared and evaluated by the "Testing Office" in which there are four instructors who only deal with the preparation and evaluation of the exams without tutoring the whole year. Integrated skills, Video English and Technical English instructors only keep " class performance" grades daily for every student, which is graded as 5% of the whole. 90% class attendance is compulsory in order to get the final exam. All of the exams are evaluated out of 100. At the end of the year, according to the percentages of the varying evaluation procedures an average point is taken.

First Term : Mid-termI: 5%, Mid-term II and III: 10%, Quizzes: 15%, Class Performance Grade: 5%

Second Term: Mid-term IV: 15%, Mid-term V: 20%, Quizzes: 15%, Class Performance Grade: 5%

50% of the both terms and 50% of the final exam is taken and the average is calculated out of 100. In order to pass the preparatory class, the score they have to get from the final exam should be at least 70 and the average of the both terms and final exam also should be at least 70. The students who can not achieve this score are given the opportunity of taking the proficiency test prepared for new comers. In the event that they can't achieve this exam either, they repeat the class. However, they are not allowed to repeat the class third time. They attend their own departments in Turkish except for Electric Electronic Engineering Department students since their education is completely in English. They apply for another University according to the laws of YÖK.

3.3   Instruments

In this study, which aims to determine the varying motives, expectations and tendencies of the first year and repeat students, three instruments were used including

profile of motives, expectations and tendencies (PMET)questionnaire, student diaries and teacher diaries.

3.3.1 Profile of Motives, Expectations and Tendencies Questionnaire (PMET)

Profile of motives, expectations, and tendencies (PMET)questionnaire (Appendix A 2) is adopted from profile of Attitudes, Needs and Student Interests questionnaire (PANSI) by Widdows and Voller (1991) (Appendix A 1). Their survey focused on five related aspects of students' motives and needs. It consists of five sections.

Section 1 of the questionnaire asks about reasons for embarking on a full-time university degree course. The questions in this section were devised by first eliciting reasons from a large number of students at four universities and then selecting the most common ones.

Section 2 looks at which language skills students would like to become proficient in by the time they graduate.

Section 3 has separate sections for English majors and non-majors. They were asked separately to indicate their reasons for choosing to study English . Non-majors were first asked whether they would choose to study English if it were not compulsory ; those who responded affirmatively marked their reasons in the same way as majors. The options in this section were devised after eliciting reasons from students prior to making the prototype questionnaire in 1987.

Section 4 focuses on learning style preferences by assessing attitudes towards a variety of evaluation and teaching procedures. It is in two parts: section 4.1 asks for reactions to different forms of evaluation, while section 4.2 concerns the perceived effectiveness of various classroom procedures. The items in this section 4.1 were devised by the writers, while section 4.2 incorporates ideas from Reid (Widdows and Voller (1991).

Section 5, teased on Voller 1987, is a list of topics of common interest to help teachers choose the content of general English courses at specific universities.

Considering the aims and context of this study, the PANSI questionnaire is partly adopted and called as PMET questionnaire in which there are three main sections consisting of different parts.

The first and third sections of PANSI questionnaire were combined and were given as one component of first section in PMET questionnaire. In 1.1 it is asked about their reasons for choosing to study English to determine their various motives. This section is not divided into two parts as in PANSI since English proficiency is not compulsory.

Section 2 of the PMET is evolved from the second and fourth sections of PANSI. In 2.1 the language skills students would like to become proficient by the time they graduate were asked. In 2.2 and 2.3 it is asked for reactions to different forms of evaluation, while part 3 concerns the perceived effectiveness of various classroom procedures.

Since foreign language proficiency might cause some problems such as misunderstanding the statements or, not understanding at all, the translated version of PMET was used. The questionnaire was tested for linguistic comprehensibility to avoid ambiguity with non-subject students. Subjects in this study were asked to read each item and indicate a response ranging from " strongly agree" to " strongly disagree" or " very important" to " not important at all". Only in 1.2 they were asked to choose the items that were most appropriate for themselves among a group of possible motives. As the researchers (Widdows and Voller, 1991) stated, because each PMET item gives a description of student conceptions of language learning in general, single composite score is not gained from the questionnaire.

3.3.2   Student and Teacher Diaries

Crookes and Schmidt (1991) propose that diary studies may offer a better way to investigate the dynamics of motivational factors in learners, since most of the studies rely on self-report questionnaires as stated in the review of literature chapter. The relatively unstructured nature of the data collection in diary studies may have disadvantages but Allwright and Bailey (1991:4) point out "a learner's diary may reveal the aspects of the classroom experience that observation and could have never captured, and that no one would have thought of including as questions on a

questionnaire." They also emphasise the value of diary studies as a source of information and insight regarding affective factors, language learning strategies and learners' own perceptions of language learning.

Considering the aforementioned reasons, student and teacher diaries (Appendix B1 and Appendix B 2)were chosen as the other instruments in this study. Through student diaries, it was aimed to reveal the other possible factors effecting students' motivation at Osmangazi University, Foreign Languages Department. They might also support the results of PMET Questionnaire. Through teacher diaries, it was aimed to find out any consistency between students' sayings in their diaries and teachers ideas and to get an insight about what happens in class from the teachers' point of view. Student diaries consist of three sections to write : "Integrated skills", " Video English" and "Technical English". Therefore every day is divided into three parts. They filled them in according to their weekly syllabus. On the other hand, all Integrated skills, Video English and Technical English teachers of each class were also asked to keep diaries as their students do.

3.4 Data Collection and Administration Procedures

3.4.1 PMET Questionnaire

The subjects in the study were asked to respond the items in PMET to determine their possible motives for coming to an English preparatory school as well as their expectations and tendencies about the language program they are taking. It was administered in the subjects' classrooms at their regular scheduled class time by their teachers. Although the translated version of the questionnaire (Appendix A 3) was used, the instructors were also informed about the questionnaire and any possible question coming from the subjects was replied by the instructor.

3.4.2 Student Diaries

For every participant, a special diary file consisting of eight week program in which there are three sections for their "integrated skills", "Video English", and "Technical English" was prepared by the researcher (See Appendix B 1). Emphasising the fact that the study is conducted to improve the language teaching program and for

the sake of the future students as well as themselves, they were asked to participate the study being honest and sincere with their feelings and ideas. They were told to write down what happened in their "integrated skills", "Video English", and "Technical English" lessons. When they asked what the researcher wanted them to write about, the answer was " whatever comes into their minds and whatever happened during or after class hour". Therefore, they were not restricted about what to write since the whole point of the diary study is to get at what is on *their* minds. In order to make them relaxed and sincere with their diaries, they were told to use nicknames by only stating that if they are repeat or first year students. The subjects were assured that their ideas and feelings would not be shared by their class teachers. The written diaries of the previous week were collected on a weekly basis by the class representatives and brought to the researcher. In order to make them continue to write and show them that their writings were read and evaluated, they were sent some feedback notes by the researcher through class representatives. They were also asked to write in Turkish since it is believed that they could express themselves and their feelings in their native language better.

3.4.3   Teacher Diaries

The instructors of the subjects were also given a similar "diary files" (see Appendix B 2) and asked to write down what happened in their lessons, and particularly to express what they felt about the program, course books, students etc. and whatever happened during or after class hour. Four "Integrated skills", two "Video English" and three "Technical English" instructors kept diaries during an eight-week period voluntarily. The diaries of the instructors were also collected on a weekly basis and their confidentiality was also guaranteed. However, they were also informed that direct quotations from their diaries could be used in the study for illustrative purposes not stating their names.

3.5   Analytical Procedures

3.5.1   The PMET Questionnaire

After collection of all 110 completed questionnaires, the data was sorted by tallying the individual responses for each item to produce means for each intact group. These means were then combined into two groups as first year and repeat students. Tables 4.1.1 to 4.1.6 list these means and items for each section of the questionnaire. Items were given in phrase form in the tables. The original questionnaire should be checked in Appendix A2. Responses to sections of PMET 2.1, 2.2, 2.3 and 3 were expressed as a figure between 4.1.2 and 4.1.5, while responses to section 1.1 were expressed as a percentage (the proportion of respondents in each group who checked a given item). Only responses to section 1.1 of PMET are expressed as a percentage (the proportion of respondents in each group who checked a given item). For parts 2 and 3, all the mean scores of each item for each group were compared within groups. In part 2.1 there is a scale from 'not important at all' to 'very important'. In part 2.2 the scale is from 'very bad' to ' very good' and in 2.3 and 3 it is from 'strongly disagree' to 'strongly agree'. The mean scores varying from 3.0 to 3.99 refer to ' I have no idea', therefore, particularly low rated items and high rated items were taken into consideration in discussion part.

As stated above a single score was not derived from PMANB questionnaire since they do not have clear-cut right or wrong answers. Each individual item gave descriptions of discrete student conceptions of their motives, and the nature of language learning. The results obtained from two groups were analysed through t-tests at the 0.05 level of significance for each item in order to see if there is a significant difference between the mean scores of first year and repeat students. There were two hypothesis to test: null hypothesis which shows that there is no significant difference between the mean scores of group A and group B for the item given and hypothesis 1 which shows that there is a significant difference between the mean scores of group A and group B for the item given.

3.5.2   The Diaries

As Allwright and Bailey (1991:192) stated the whole point of the diary study is to get at what is on *their* minds, therefore, the data was not analysed according to pre-conceived categories. The 55 diaries kept by both repeat and first year students were analysed by using Constant Comparative Method (Glasser and Strausse, 1967, cited in Lockart and Ng, 1995) which allows categories drawn from the data rather than imposing preconceived categories into data. The analysis included dividing each piece of writing for each day and category –Integrated Skills, Video English and Technical English- into communication units which is defined as " a unit being a separate expression about a thought or behaviour" (Langer and Applebee, cited in Mangelsdorf, 1992; 276). The analysis was firstly conducted by two raters separately to test interrater reliability, which was found as 95%. The raters, then, reviewed and discussed each writing in order to reach a final decision. In these review and discussions, the instances of one category were both compared with the previous instances in the same category and contrasted with the ones in different categories. After identifying the categories, their frequencies were calculated. Therefore, if a comment in the diaries was mentioned by more than one subject more than once, it had a worth and was evaluated in the analysis. However, some of the comments which can be identified as "strong" or "noticeable" were also evaluated in the analysis although mentioned only by one of the subjects but not included in the quantitative analysis. The number of the students mentioning different subjects were turned into percentages in the tables. Since they were asked to write in Turkish, diary comments were translated into English by the researcher and the second rater for the study.

IV. PRESENTATION AND INTERPRETATION OF THE DATA

4.1 Results of the PMET Questionnaire

PMET was administered to determine both repeat and first year students' possible motives for coming to an English prep school as well as their expectations and tendencies about the language program they are taking.

After collection of all 110 completed questionnaires, the data was sorted by tallying the individual responses for each item to produce means for each intact group. These means were then combined into two groups as first year and repeat students. Only responses to section 1.1 of PMET are expressed as a percentage (the proportion of respondents in each group who checked a given item). For parts 2 and 3, all the mean scores of each item for each group were compared within groups. In part 2.1 there is a scale from 'not important at all' to 'very important'. In part 2.2 the scale is from 'very bad' to ' very good' and in 2.3 and 3 it is from 'strongly disagree' to 'strongly agree'. The mean scores varying from 3.0 to 3.99 refer to ' I have no idea', therefore, particularly low rated items and high rated items were taken into consideration in discussion part. The results obtained from two groups were analysed through t-tests at the 0.05 level of significance for each item in order to see if there is a significant difference between the mean scores of first year and repeat students.

Table 4.1.1 PMET 1.1 Distribution of Reasons for learning English

ITEMS	First Year %	Repeat %	BOTH %
1)I believe that it is vital in business world.	96	93	95
2) I want to be an international person.	50	45	47
3) I enjoy English movies and songs	44	28	35
4) I want to make foreign friends.	12	23	18
5) I want to read books and magazines in English.	46	45	45
6) I want to go on holidays abroad.	70	65	67
7) I want to experience non-Turkish ways of thinking and learn about their cultures.	42	43	43
8) I am here because I am influenced by my family and friends.	2	17	9
9) No particular reason.	2	2	2
	N=50	N=60	N=110

As it is stated in table 4.1.1 first item of part 1 was checked by 96% of first year students while 93% of repeat students checked it. This is the most checked item among all. Being an international person as a reason was checked by 50 % of first year students and 45% of repeat students. 44 % of first year students and 28 % of repeat students enjoy English movies and songs. 12 % of first year students and 23 % of repeat students want to make foreign friends. Almost equally 46 % of first year students and 44 % of repeat students want to read English books and magazines. Going on holiday abroad was checked by 70% of first year students and 65 % of repeat students. Another equally checked item is experiencing non-Turkish ways of thinking and learning about their cultures with 42% of first year students and 43 % of repeat students. The item which was checked by only 2% of first year students and 17% of repeat students was "I am here because I am influenced by my family and friends". And finally both 2% of first year and repeat students checked the item number 9 " no particular reason".

4.1.1 Statistical results of PMET 2.1 Importance of gaining competence in various skills

In part two of the questionnaire there are three parts trying to determine students' expectations. In part one it was tried to find out how important to be competent in various skills.

Table 4.1.2 PMET 2.1 Importance of gaining competence in various skills

Part 2.1 Preferred Skills	Grouping: Group 1: First Year Students Group 2: Repeat Students			
Items	Mean G 1: FYS Valid N= 50	Mean G2: RS Valid N= 60	t- value	p
A: Coping in variety of everyday situations	4,60	4,56	,26	,79
B: Following English movies. Radio broadcasts etc.	3,74	3,26	1,97	,05
C: Reading English magazines and/ or novels.	3,40	3,61	-,88	,38
D: Remembering a lot of vocabulary and idioms	4,08	3,68	1,70	,09
E: Participating in formal and informal conversations.	4,16	4,21	-,27	,78
F: Following lectures in English.	4,04	3,90	,60	,54
G: Reading technical books and articles efficiently.	4,02	3,76	1,16	,24
H: Translating from English to Turkish or vice versa.	3,54	3,43	,44	,65
I: Talking about yourself, ideas etc.	4,42	4,28	,84	,39
J: Mastering the grammar of English.	3,16	3,50	-1,51	,13
K: Reading and writing business letters/ memos etc.	4,16	3,93	,95	,33
L: Acquiring an excellent pronunciation.	4,00	4,05	-,27	,78
M: Writing technical or academic papers.	3,72	3,68	,15	,87
N: Participating in technical/ academic discussions.	3,94	3,76	,75	,44

In order to say if there was a significant difference two hypothesis were tested:

Hypothesis 0 : There is no significant difference between the mean scores of group A and group B for items A,B,C,D,E,F,G,H,I,J,K,L,M,N.

Hypothesis 1: There is a significant difference between the mean scores of group A and group B for items A,B,C,D,E,F,G,H,I,J,K,L,M,N.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item A (t= ,26 p= ;79), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item B (t= 1,97 p= ,05), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item C (t= -,88 p= ,38), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item D (t= 1,70 p= ,09), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item E (t= -,27 p= ,78), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item F (t= ,60 p= ,54), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item G (t= 1,16 p= ,24), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item H (t= ,44 p= ,65), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item I (t= ,84 p= ,39), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item J (t= -1,51 p= ,13), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item K (t= ,95 p= ,33), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item L (t= -,27 p= ,78), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item M (t= ,15 p= ,87), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item N (t= ,75 p= ,44), since p >0,05.

4.1.2 Statistical results of PMET 2.2 Evaluation of Work in English

In part two it was tried to find out what kind of evaluation methods are preferred.

Table 4.1.3 PMET 2.2 Evaluation of Work in English

Part 2.2 Preferred Methods for Evaluation	Grouping: Group 1: First Year Students Group 2: Repeat Students			
Items	Mean G 1: FYS Valid N= 50	Mean G2: RS Valid N= 60	t- value	p
A: Mid-terms	3,80	3,58	1,12	,26
B: Quizzes	3,24	3,08	,64	,52
C: Class Performance evaluation	2,92	3,11	-,80	,42
D: Final Examination	2,82	3,08	-,98	,32

In order to say if there was a significant difference, two hypothesis were tested:

Hypothesis 0 : There is no significant difference between the mean scores of group A and group B for items A,B,C,D.

Hypothesis 1: There is a significant difference between the mean scores of group A and group B for items A,B,C,D.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item A (t= 1,12 p= ,26), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item B (t= ,64 p= ,52), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item C (t= -,80 p= ,42), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item D (t= -,98 p= 32), since p >0,05.

4.1.3 Statistical results of PMET 2.3 Who should be responsible for the evaluation of English?

In part three students were asked for their expectations about who should be responsible for the evaluation of English.

Table 4.1.4 PMET 2.3 Who should be responsible for the evaluation of English?

Part 2.3 Who should be responsible for evaluation	Grouping: Group 1: First Year Students Group 2: Repeat Students			
Items	Mean G 1: FYS Valid N= 50	Mean G2: RS Valid N= 50	t- value	p
A: Only my teacher	2,66	2,68	-,09	,92
B: Both I and my teacher	3,98	4,20	-1,07	,28
C: My classmates	1,86	1,96	-,56	,57
D: Teachers in the testing office	2,00	2,16	-,64	,51
E: The teachers who will teach me in my future department.	2,68	2,36	1,30	,19

In order to say if there was a significant difference, two hypothesis were tested:

Hypothesis 0 : There is no significant difference between the mean scores of group A and group B for items A,B,C,D,E.

Hypothesis 1: There is a significant difference between the mean scores of group A and group B for items A,B,C,D,E.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item A (t= -,09 p= ,92), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item B (t= -1,07 p= ,28), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item C (t= -,56 p= ,57), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item D (t= -,64 p= ,51), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item E (t= 1,30 p= ,19), since p >0,05.

4.1.4 Statistical results of PMET 3.1 Student Tendencies in classroom

In part three of the PMET, it was aimed to find out varying tendencies of students in classroom.

Table 4.1.5 PMET 3.1 Student Tendencies in classroom

Part 3.1 Student Tendencies in Classroom	Grouping: Group 1: First Year Students Group 2: Repeat Students			
Items	Mean G 1: FYS Valid N= 50	Mean G2: RS Valid N= 60	t- value	P
A: learns effectively when teacher lecturing	3,80	3,82	,16	,29
B: learns effectively when working at his own pace	4,12	4,22	-,28	,38
C: learns effectively with immediate teacher correction	4,16	4,33	,56	,57
D: learns effectively when he/she becomes creative	4,24	4,11	,63	,46
E: learns effectively when he is obliged to answer	2,82	2,96	-,80	,35
F: learns effectively when taught by new methods	4,16	4,05	-,23	,73
G: learns effectively by Turkish translation of the text	2,83	3,12	-,98	,34
H: learns effectively if he uses English in a group work	3,40	3,68	,45	,36
I: reading skill can be mastered by practising in class	3,64	3,77	,16	,81
J: writing skill can be mastered by practising in class	3,66	3,92	1,86	,42
K: listening skill can be mastered by practising in class	3,32	3,66	-1,28	,52
L: studying grammar is essential to master English	2,72	3,43	-89	,31
M: learns effectively when the teacher takes an interest in him as a person.	3,54	3,77	,58	,68
N: learns effectively by going through a textbook rather than a supplementary material.	3,18	3,11	-1,27	,17
O: learns effectively when the learning activity involves physical movement.	3,93	4,05	,28	,47
P: learns effectively by the use of various equipment	4,04	3,91	1,08	,39
R: learns effectively when taught by native speakers	4,54	4,30	1,62	,66
S: learns effectively when the subject matter of the lesson involves his personal views and feelings	4,22	4,22	,76	,77
T: learns effectively when teacher regulates everything	2,58	2,72	-,71	,21
U: learns effectively when working individually	2,44	2,56	-,39	,20
V: learns effectively if he is reminded what he did in the earlier lesson.	4,00	3,80	1,12	,75
Y: learns effectively when taught by familiar methods	3,36	3,43	,54	,50
Z: learns effectively if the teacher moves around the classroom helping out as he works	3,34	3,68	-1.37	512

In order to say if there was a significant difference , two hypothesis were tested:

Hypothesis 0 : There is no significant difference between the mean scores of group A and group B for items A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,R,S,T,U,V,Y,Z.

Hypothesis 1: There is a significant difference between the mean scores of group A and group B for items A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,R,S,T,U,V,Y,Z.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item A (t= ,16 p= ,29), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item B (t= -,28 p= ,38), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item C (t= ,56 p= ,57), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item D (t= ,63 p= ,46), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item E (t= -,80 p= ,35), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item F (t= -,23 p= ,73), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item G (t= -,98 p= ,34), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item H (t= ,45 p=,36), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item I (t= ,16 p=,81), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item J (t= 1,86 p= ,42), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item K (t= -1,28 p= ,52), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item L (t= -,89 p= ,31), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item M (t= ,58 p= ,68), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item N (t= -1,27 p= ,17), since p >0,05.

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item O (t= ,28 p=47), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item P (t= 1,08 p=,39), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item R (t=1,62 p=,66), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item S (t=,76 p=,77), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item T (t=-,71 p=,21), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item U (t= -,39 p=,20), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item V (t=1,12 p=,75), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item Y (t= ,54 p=,50), since p >0,05

In order to test the null hypothesis, a t-test was run and the results showed that there was not a significant difference for item Z (t=-1,37 p=,51), since p >0,05

4.2 Results of the students' diaries

Through student diaries, it was aimed to support the results of PMET Questionnaire and reveal the other possible factors effecting students' motives at Osmangazi University, Foreign Languages Department. As mentioned earlier, the data was not analysed according to pre-conceived categories. They were emerged from the data itself. After each categorisation, the topics and sub titles were exemplified from the diaries of the students. Some original diary samples were given in Appendix C 1.

4.2.1 Possible Factors Effecting Both Repeat and First Year Students' Motivation Negatively in Integrated Skills Program

The analysis of student diaries revealed that the possible factors effecting both repeat and first year students' motivation negatively can be categorised under a few main headings such as "Classroom based Factors , School based Factors, Individual based factors, and Learner Beliefs" for Integrated Skills.

4.2.1.1 Classroom-based Factors

The categories emerged from the diaries of both first year and repeat students showed that ' Content of the Integrated Skills Program' was mentioned by 58 % of the first year and 60 % of the repeat students, ' The text Books' was mentioned by 57% of the first year and 67 % of the repeat students, 'Teacher' was mentioned by 40 % of the first year and 49 % of the repeat students and ' Evaluation System' was mentioned by 48 % of the first year and 73 % of the repeat students.

4.2.1.1 a) Content of the Integrated Skills Program :

Table 4.2.1.1 a) Distribution of the categories related to the Content of the Integrated Skills Program

Cont. Of the Integrated Skills Program	First Year N=25 %	Repeat N=30 %	Total N= 55 %
a) Length of the lessons	48	50	49
b) Very intensive program	72	83	78
c) Too much detailed grammar	88	87	87
d) Too much detailed writing	56	67	62
e) Speaking is neglected	76	53	64
f) Listening is neglected	36	33	35
g) Too much Repetitive inf.	56	63	60
h) Too much Homework	32	47	40
Mean	**58**	**60**	**59**

** The percentages were rounded to the nearest whole number, therefore thy may not add to 100.

a) Length of the lessons: As it is stated in the table, the analysis of the findings revealed that 48 % of the first year and 50 % of the repeat students found the fifty minute lessons quite long to keep their attentions at the top. One of the students reflected his ideas as followed:

"....I was about to faint in the sixth hour today. After having six hours in the school, I don't want to do my homework at home and I won't. Can't we have 45 minute lesson instead of fifty minute one? At least we have an opportunity to drink something and chat with my friend and forget about the lesson...."

b) Very intensive program : 72 % of the first year and 83 % of the repeat students found the program too intensive to handle. They complained about lack of time to practice and retrieve the information they got.

"....My teacher always says ' we have to finish this today....we have to finish this unit two hours later...we have to finish this book until the end of this month....We

always have to finish something but while we are trying to finish something fast we don't understand well....."

c) **Too much detailed grammar :** 88 % of the first year and 87 % of repeat students stated that grammar knowledge is very detailed and confusing for their level.

".....I am an intermediate student but we are learning 'Advanced Grammar'. This is unfair. I don't understand Why I have to learn these details in English Grammar. Do the native speakers of English know these details?...."

d) **Too much detailed writing:** 56% of the first year and 67 % of repeat students stated that writing lessons are theoretical and they try to write something without understanding.

".....For two years, I have been trying to learn how to write a 'process, descriptive, comparison and contrast and argumentative paragraphs, but I only memorise some phrases and try to combine them. I still couldn't understand What a topic sentence is. We don't use them in Turkish While we are writing, why do we use them in English?....."

e-f) **Speaking and listening are neglected:** 76% of the first year and 53 % of repeat students stated that they don't have enough time for speaking lessons. And 36 % of the first year and 33 % of repeat students mentioned about omitting listening activities generally.

" ....we usually omit speaking or listening exercises in the class...Our teacher says 'we don't have time'. Or When we have time I don't want to speak because I am very tired. She says ' Lets have a discussion in the last hours' I can't speak in the last hours. I want to sleep..."

g) **Too much Repetitive information:** 56% of the first year and 63% of the second year students stated that especially grammar information is very repetitive. They do not want to do similar subjects in every book. Surprisingly they also mentioned that the program is very intensive and they don't have enough time to practice as stated above. This shows us that they both want to practise more but not to repeat similar subjects which is rather confusing for teachers.

"...This is the third time I have learned third type conditionals. I learned them very well but I think I will learn them again in Upper – intermediate book. Our teacher says ' we are learning different things but I don't see any difference...."

h) Too much Homework: The findings also revealed that 32% of first year and 47% of repeat students do not want to study at home after studying long hours at school. They particularly complained about long vocabulary lists and supplement exercises for every unit.

"...It is eight p.m. now. I left the school at five p.m. ,went shopping prepared and had my meal and now it is eight....I have to memorize a lot of words, do the supplement and work book and write a paragraph. I don't want to do any of them . May be I'll study a little grammar..."

4.2.2.1 b) The Text Books:

There were three books students had during the year in integrated skills program.

Reward Series: Lack of enjoyable activities, repetitive subjects and information.

Advanced Grammar Book: Too much detailed information, difficulty of the exercises.

Proficiency Passkey: Difficulty of the reading passages, too many unknown words and phrasal verbs both in the exercises and passages.

Table 4.2.1.1 b) Distribution of the categories related to The Text Books used in the class.

The Text Books	First Year N=25 %	Repeat N=30 %	Total N= 55 %
Reward Series			
a)Lack of enjoyable act.	32	53	44
b)Repetitive sub. and inf.	36	67	53
Advanced Grammar Book			
a)Too much detailed inf.	80	87	84
b) Difficulty of the ex.	72	80	76
Proficiency Passkey			
a) Difficulty of the read. P	48	63	56
b)Too many unknown......	72	53	62
Mean	**57**	**67**	**63**

Reward Series:

a)Lack of enjoyable activities: 32% of the first year and 53% of the second year students stated that Reward Series usually have boring activities which are far from creativity.

b)Repetitive subjects and information: Similarly 36% of the first year and 67% of the second year students stated that the style of the book is the same for every unit and they even memorized the instructions for each activity.

" ...I slept in the class even if it was the third hour... What can I do ? I got tired of these similar activities. They are awfully boring. First read the text, then find the words which have the same meaning in the text. Answer the questions..."

Advanced Grammar Book:

a)Too much detailed information: The findings revealed that 80% of the first year and 87% of the second year students found the book too detailed and complex to understand for their level.

"...Arthur was said to have been born in Tintagel. Although I tried to understand this sentence for a long time and had a lot of exercises related to that point, I couldn't get the whole idea."

b) Difficulty of the exercises: Similarly 72% of the first year and 80% of the second year students agree that the exercises are very difficult to understand. They stated that not understanding the instruction and the words in the exercises, they couldn't do them.

"...the teacher gave the exercises in Advanced book as homework. In the class, I got the point but the exercises are very difficult to understand. I don't understand them by using even a monolingual dictionary....."

Proficiency Passkey:

a) Difficulty of the reading Passages: 48% of the first year and 63% of the second year students stated that they couldn't understand the reading passages and questions related to the texts.

b) Too many unknown words: Another point stated by 72% of the first year and 53% of the second year students was the number of unknown words in a text. They stated that the passages were full of words about which they had no idea.

"....When we started Proficiency Passkey I had thought that I would improve my reading skills. The only thing I do is to look up the words and try to understand the questions... If I had understood the questions, I could have answered them....May be...."

4.2.2.1 c) The teacher:

Having only one class teacher, negative attitudes of the teacher, lack of effective teaching skills are the categories emerged from the data.

Table 4.2.1.1 c) Distribution of the categories related to The teacher

The Teacher	First Year N=25 %	Repeat N=30 %	Total N= 55 %
a)Having only one class teacher	72	73	73
b)Negative attitudes of the teacher	16	33	25
c) Teaching style of the teacher	32	40	36
Mean	**40**	**49**	**45**

a) Having only one class teacher is one of the problems stated by 72% of the first year and 73% of the second year students. Since they had to see the same teacher during the week , most of them stated that they got bored even if they liked their teachers.

"...In fact, I like my teacher but It is really boring to see her every day and every hour. In my opinion she sometimes gets bored too. Sometimes I understand this through her behaviours... "

b) Negative attitudes of the teacher: The findings also revealed that 16% of the first year and 33% of the second year students complained about the negative attitudes of their class teacher.

"...Today I was humiliated in the class again since I did not do my homework. I hate her. I wish I had been in another class... "

c) Teaching style of the teacher: 32% of the first year and 40% of the second year students thought that they were not learning effectively due to their teachers' lack of teaching skills.

"...As usual our teacher READ the grammar points in our book and we did the exercises... I don't know but I think I can read the points in a book by myself...Then she got angry when we couldn't do the exercises...I am worried about the exams. What am I going to do?.. "

4.2.2.1 d) Evaluation System:

Having pop quizzes, content of the quizzes, frequency of the quizzes, evaluation of the quizzes, content of the midterms, the proficiency score they have to get in the final exam(70) are the categories emerged from the data.

Table 4.2.1.1 d) Distribution of the categories related to Evaluation System

Evaluation system	First Year N=25 %	Repeat N=30 %	Total N= 55 %
a) Having pop quizzes	56	73	65
b) Content of the quizzes	36	80	60
c) Frequency of the quizzes	20	63	44
d) Evaluation of the quizzes	28	70	51
e) Content of the midterms	76	83	80
f) The proficiency score they have to get...	68	73	71
Mean	**48**	**73**	**62**

a) Having pop quizzes: 56% of the first year and 73% of the second year students stated that it was very irritating to have pop quizzes at the end of the lessons.

"...at the end of the lesson we heard footsteps and noises coming from the other classes and naturally thought that we would have a quiz but we didn't have. Since we didn't listen to our teacher and lost our concentration , she got angry as usual. My partner said " we are going to be a paranoid at the end of the term." And we laughed a lot..."

b) Content of the quizzes: 36% of the first year and 80% of the second year students complained that studying for the quizzes did not change the results much. Quizzes were very difficult and the scores were usually low.

"... I had been studying a lot for this grammar quiz related to relative clauses. I expected it to come this week and we had it in the afternoon. Unfortunately nothing changed for me. Last week as I wrote I didn't study for the quiz and I got 20 and this week I will get about 30. What a performance! They gave us a paragraph in which we

have to combine the sentences with relative clauses where possible. I couldn't understand most of them...."

c) Frequency of the quizzes: 20% of the first year and 63% of the second year students stated that they had too many quizzes in a week which was very irritating.

"... this week we had only one quiz and we couldn't believe in our eyes. I think somebody is ill in the testing office! I wish I had gone to my hometown on Thursday. But I didn't want to have another –0– for the quiz."

d) Evaluation of the quizzes: 28% of the first year and 70% of the second year students stated that the evaluation system of testing office was unfair. They stated that they lost a lot of points due to their carelessness.

"... I am really getting depressed when I get my quiz results...I lose a lot of points because of my careless mistakes. Misspelling –2 points, not true according to the instruction – 10 points etc. When testing office makes a mistake in the instruction or total points they collect our papers and correct. However whenever we make a mistake we lose points. This is unfair..."

e) Content of the mid-terms: 76% of the first year and 83% of the second year students agreed that mid-terms were more difficult than their quizzes. They stated that although they had an average score from the quizzes, their mid-term results were quite low.

"...I am about to get crazy...I can do the reading comprehension questions in the lessons. My reading quiz results are on average. But in the midterms I can't understand anything from the passages and therefore can't do the reading questions...Although my teacher claims that the reading passages were not difficult, they were!..."

f) The proficiency they have to get in order to pass the class: According to 68% of the first year and 73% of the second year students the proficiency score they have to get (70) was quite high compared to the other big universities in our country.

"... If the proficiency score we have to get were 60, I wouldn't have been in this class again. In most of the big universities the score is 60. I don't understand why you insist on this score..."

4.2.1.2 School Based Factors

The categories emerged from the diaries of both first year and repeat students showed that ' Negative Attitudes of the Administrative and non-academic stuff' was mentioned by 26 % of first year and 59 % of repeat students, ' Administration procedure of the quizzes' was mentioned by 56 %of first year and 73 % of repeat students, 'Lack of extra curricular activities' was mentioned by 72 % of first year and 90 % of repeat students, ' Physical Location of the School' was mentioned by 28 %of first year and 53 % of repeat students.

4.2.1.2 a) Attitudes of the Administrative and Non academic Stuff :

Strict and rule based Administrative stuff and very rude security guards and secretaries were the factors emerged from the data.

Table 4.2.1.2 a) Distribution of the categories related to the negative attitudes of the administrative and non academic stuff

	First Year N=25 %	Repeat N=30 %	Total N= 55 %
a)Administrative stuff is very strict and rule based	32	80	58
b)Security guards and secretaries are very rude.	20	37	29
Mean	**26**	**59**	**44**

a) Administrative stuff is very strict and rule based: 32% of first year and 80% of repeat students complained about the strict rules and rule-based administrative in the department stating that they felt as if they were in prison.

"... I am sorry for my repeat friends because they have to buy the books we are having this year. According to the rules we are not allowed to use photocopied books. They are very angry because they are forced to buy and everybody is very restless because of this reason..."

b)Security guards and secretaries are very rude: According to the findings 20% of first year and 37% of repeat students agreed that non-academic stuff was also very rude.

"....I think the secretary in this school behaves as if she were a professor... ' do this ..don't do that... come...go...' Does she have to be so rude since I am a student..."

"...the security guard was about to beat me since I entered the school through the front door because students are not allowed. (I don't know why!) I was aware of the rule but I urgently had to go to the toilet...."

4.2.1.2   b) Administration procedure of the quizzes :

56% of first year and 73% of repeat students agreed that Students and teachers in the department were not trusted. During the quiz, the doors of the classes are left open and testing office members walk through the corridors. Pencil or eraser exchange is not allowed.

"...One of the testing office members told me to look at my own paper in the quiz today. I had finished mine and turned it back! I was just looking around... I don't understand why somebody else has to warn me rather than my own teacher. She knows that I never look at somebody else's paper...I think nobody trusts each other in this school..."

Table 4.2.1.2 b) Distribution of the students mentioning the Administration procedure of the quizzes

	First Year N=25 %	Repeat N=30 %	Total N= 55 %
Administration procedure of the quizzes			
Students and teachers are not trusted	56	73	65

4.2.1.2   c) Lack of extra curricular activities:

72% of first year and 90% of repeat students agreed that there were not enough sports and cultural activities at school. There is no gym, football pitch, cafe etc.

"...after studying a lot my dream became true and I passed the university entrance exam and I am a university student. Unfortunately my high school was better than here. Oh ! I am sorry I forgot...I am not wearing a uniform this year...We

don't even have a basketball area to play. We have a table tennis but we don't have a ball and rackets! That is very nice isn't it?..."

Table 4.2.1.2 c) Distribution of the students mentioning the Lack of extra curricular activities

Lack of extra curricular activities	First Year N=25 %	Repeat N=30 %	Total N= 55 %
Lack of sports and cultural activities	72	90	82

4.2.1.2   d)Physical Location of the School:

28% of first year and 53% of repeat students stated that Preparatory School was not in the main Campus which was very boring. And they stated that they didn't have the opportunity of meeting other students and joining other facilities at school.

"... the name of our campus is ' Çamlık' . It is very funny to say that this place is a campus...There are a few trees and a garden. I wish we had been in the main campus, we ,therefore, could have had more friends and felt like a university student..."

Table 4.2.1.2 d) Distribution of the students mentioning the Physical Location of the School

Physical Location of the School	First Year N=25 %	Repeat N=30 %	Total N= 55 %
Preparatory School is not in the main Campus.	28	53	42

4.2.1.3 Individual Factors

38% of first year and 40% of repeat students stated that there were some individual factors they had been experiencing. Homesickness, accommodation problems, financial problems, personal problems with their classmates, personal problems with their teachers were the individual factors emerged from the data.

Table 4.2.1.3 Distribution of the categories related to the Individual Factors

Individual Factors	First Year N=25 %	Repeat N=30 %	Total N= 55 %
a) Homesickness	32	13	22
b) Accommodation problems	68	27	45
c) Financial problems	36	60	49
d) Personal problems with their classmates	44	53	49
e) Personal problems with their teachers	8	47	29
Mean	**38**	**40**	**39**

a) Homesickness: 32 % of first year and 13 % of repeat students stated that they were suffering from homesickness.

"...I could not get used to this city and my new friends. Dear diary, I wish I had been in my own room now...I missed my mother's meals...I can't concentrate on my lessons for a long time. I am studying better whenever I go my home..."

b) Accommodation problems : 68 % of first year and 27 % of repeat students stated that they were suffering from homesickness.

"...today I was late to the class again...My teacher warned me. We have been looking for a flat to rent with my friends. But we are not lucky. I don't want to stay in the dormitory. It is very crowded and noisy. I can't study..."

c) Financial problems: 36 % of first year and 60 % of repeat students stated that they were suffering from financial problems.

"...I spent the money my father sent for the books, I don't know what to do now. May be I can save some of them... I had to buy a birthday present for my girlfriend. I am getting depressed..."

d) Personal problems with their classmates: 44 % of first year and 53 % of repeat students stated that they were suffering from personal problems with their classmates.

"...Today I missed the vocabulary quiz because of him. If he goes on flirting with my girl friend, we will have more serious problems..."

d) Personal problems with their teachers: 8% of first year and 47 % of repeat students stated that they were suffering from personal problems with their teachers.

"...I didn't answer her questions today and she went crazy...She doesn't like me and I don't her either...I can be successful even if I don't listen to her. I don't need her..."

4.2.1.4. Learner Beliefs

The categories emerged from the diaries of both first year and repeat students showed that Learner Hearsay' was mentioned by 44 % of first year and 72 % of repeat students, and ' Personal beliefs' was mentioned by 22 % of first year and 33% of repeat students.

4.2.1.4 a) Learner Hearsay

Difficulty of the program, high percentage of failing beginner students were the subjects mentioned by both first year and repeat students.

Table 4.2.1.4 a) Distribution of the categories related to Learner hearsay

Learner hearsay	First Year N=25 %	Repeat N=30 %	Total N= 55 %
a)Difficulty of the program	56	80	69
b)High percentage of failing beginner students	32	63	49
Mean	**44**	**72**	**59**

a)Difficulty of the program: 56% of first year and 80 % of repeat students stated that prep program is very difficult to achieve.

"...everybody says that this school is very difficult. My quiz results are not very bright. I should have given up in the first week..."

"...last year when they told me this was a very difficult program , I didn't believe. This year I know..."

b)High percentage of failing beginner students: 32 % of first year and 63 % of repeat students believed that beginner class students had no chance to pass the class.

"...last year I couldn't pass the exam since I was in an elementary class. This year I am an intermediate class student..."

"...my friends say that if you are a beginner you have no chance. They say that even if you study a lot , you can't pass...I am lucky because I was graduated from super high school and I am an intermediate class student...

4.2.1.4 b) Personal beliefs about Language Learning

According to the data "At home, I can study grammar and vocabulary", "listening and reading exercises should be done in the class", "we need native speakers of English in order to speak fluently" and "studying at home is not necessary if you are listening to your teacher carefully in the class" were the main beliefs of first and repeat students.

Table 4.2.1.4 b) Distribution of the categories related to Personal beliefs about Language Learning

Personal beliefs about Language Learning	First Year N=25 %	Repeat N=30 %	Total N= 55 %
a) At home, I can study grammar and vocabulary, listening and reading exercises should be done in the class....	20	47	35
b) We need native speakers of English in order to speak fluently	16	40	29
c) Studying at home is not necessary if you are listening to your teacher carefully in the class.	32	13	22
Mean	**22**	**33**	**29**

a)At home, I can study grammar and vocabulary, listening and reading exercises should be done in the class: According to 20 % of first year and 47 % of repeat students listening and reading were the skills that can not be practised at home. They stated that they preferred studying grammar and vocabulary rather than reading and listening.

"...my reading score was very bad in the midterm. I think we should do multiple choice exercises with different reading passages in the class. I am studying grammar and vocabulary at home but how can I study reading and listening? I can't do multiple choice questions by reading a book at home..."

b) We need native speakers of English in order to speak fluently: 16% of first year and 40% of repeat students agreed that ' native speakers of English' were necessary to learn the language fluently.

"...all of the teachers claims that this is a very good language school but you don't have any native speakers of English. How can we speak and learn English accurately and efficiently? ... "

c) Studying at home is not necessary if you are listening to your teacher carefully in the class: 32% of first year and 13 % of repeat students stated that they didn't like doing homework or studying at home believing that listening to the teacher in the class carefully was enough to learn.

"...my friends say that we have to study and review the lessons at home to be successful but I am a good listener. When I was in high school , I used to listen to my teacher in the class and I didn't study at home. Doing or not doing homework is our responsibility. My teacher should not get angry and lower my class performance note when I do not..."

4.2.2   Possible Factors Effecting Both Repeat and First year Students' motivation in Video English Program

The categories emerged from the diaries of both first year and repeat students showed that ' Content of the Video English Program' was mentioned by 64 %of first year and 66 % of repeat students and 'Teacher' was mentioned by 20% of first year and 40 % of repeat students.

4.2.2.1   Content of the Video English:

Table 4.2.2.1 Distribution of the categories related to the Content of the Video English

Content of the Video Eng.	First Year N=25 %	Repeat N=30 %	Total N=55 %
a) Boring Films	64	70	67
b) Activities containing too much and unnecessary vocabulary	80	80	80
c) Watching the films as a free time activity	48	47	48
Mean	**64**	**66**	**65**

a) Boring Films: The films they watched were found quite boring and out of date by 64% of first year and 70% of repeat students.

"*....Most of the films we watch are boring and out of date. Although our teacher claims that 'Robin Hood' is very exciting and romantic , I and my friends do not have the same idea with her...*"

"*...I can't participate in the activities as if I were watching the most exciting film I had ever seen. Because they are not! I watched them last year and I had watched most of them before I came here...So I am getting bored very much....*"

b) Activities containing too much and unnecessary vocabulary: Both 80% of first year and repeat students complained that there were a lot of unknown words they had to memorize related to the film they watched . They also stated that they forgot most of them a week later since they didn't have the opportunity to use them actively in the lessons.

"*...Every week I memorise a lot of vocabulary and phrases related to the film I am going to watch but then I forget them! It could have been more enjoyable to watch the film and join in the activities if I had not had to study all these words...*"

c) Watching the films as a free time activity: Almost equally 48% of first year and 47% of repeat students stated that they loved Video Lessons since they were doing

something different in the lessons and considered them as a free time activity rather than a lesson.

"...I love this lesson because this is the only time to have some breath. Our teacher gives us some words to learn or having quizzes but they are not very important. I wish we would have some pop-corn in the lessons!

4.2.2.2   The Teacher:

Table 4.2.2.2 Distribution of the students mentioning the Negative attitudes of the teacher

The Teacher	First Year N=25 %	Repeat N=30 %	Total N=55 %
Negative attitudes of the teacher	20	40	31

Similar to the findings of 'Integrated lessons' comments 20% of first year and 40% of repeat students stated that they didn't like the lesson due to the negative attitudes of their teacher in the class.

"...how can she expect us to participate in the lesson and speak while looking at her sulky face..."

"...last year, video lessons were not as awful as they are this year...at least she is not my integrated skills teacher. I can bear just for three hours..."

4.2.3   Possible Factors Effecting Both Repeat and First year Students' motivation in Technical English Program

The only category emerged from the diaries of both first year and repeat students was ' Content of the Technical English Program' mentioned by 73% of first year and 71% of repeat students.

4.2.3.1   Content of the Technical English:

Length of the lessons, content of the lessons (the texts are boring and not suitable for every department), considering the lesson as a free time activity.

Table 4.2.3.1 Distribution of the categories related to the Content of the Technical English

Content of the Technical Eng.	First Year N=25 %	Repeat N=30 %	Total N=55 %
a) Length of the lessons	48	53	51
b) Content of the lessons	84	77	80
c) Considering the lesson as a free time activity	88	83	85
Mean	**73**	**71**	**72**

a) Length of the lessons: 48% of first year and 53% of repeat students stated that two hour Technical English program is too much for every week.

"...most of the time we finish our lesson in one hour , therefore for the rest of the time our teacher makes us play silly games. I am not a child. She should leave us free.. "

b) Content of the lessons: 84% of first year and 77% of repeat students agreed that the texts were boring and they were not suitable for every department.

"... my teacher said that the teachers of this department gathered the technical English materials. I am grateful for those wonderful texts!!! (awful!!)..."

"...I am going to be an industrial engineer but most of the texts are not related to my department. Why do I have to memorise all these unnecessary words?.. "

c) Considering the lesson as a free time activity: Similar to the findings of Video English Lessons comments , Technical English Lesson was also seen as a free time activity by 88% of first year and 83% of repeat students since they had enough time to play different activities

"...I love this lesson very much because the only thing we do is to chat or play games... "

4.3. Cumulative look at Integrated Skills Program

Table 4.3 Cumulative Distribution of the Categories for Integrated Skills Program

CUMULATIVE LOOK AT INTEGRATED SKILLS PROGRAM		First Year N=25 %	Repeat N=30 %	Total N= 55 %
Classroom based factors	Content of the Integrated Skills Program	58	60	69
	Textbooks	57	67	63
	Teacher	40	49	45
	Evaluation System	48	73	62
School based factors	Negative attitudes of administrative and non-academic stuff	26	59	44
	Administration Procedure of the Quizzes	56	73	65
	Lack of Extracurricular Activities	72	90	82
	Physical Location of the School	28	53	42
Individual factors	Homesickness	32	13	22
	Accommodation problems	68	27	45
	Financial problems	36	60	49
	Personal problems with their classmates	44	53	49
	Personal problems with their teachers	8	47	29
Learner Beliefs	Learner Hearsay	44	72	59
	Learner Beliefs	22	33	29

First when the classroom based factors were considered ' Content of the Integrated Skills Program', ' Textbooks' and ' Teacher' were the ones mentioned by both repeat and first year students almost equally: % 58 of first year and 60% of repeat students talked about the content of the integrated skills program, 57% of first year and 67% of repeat students stated that the textbooks were quite boring and full of repetitive

exercises(Table 4.3). Evaluation System, however, was criticised by mostly repeat students (73%) most of which complained about the difficulty of quizzes and midterms. 48% of first year students complained about the evaluation system.

When the school based factors were considered, the findings revealed that repeat students were effected more: 59 % of repeat students were not happy with the negative attitudes of administrative and non-academic stuff while only 26% of the first year students mentioned this factor as a problem , 73% of repeat students were irritated by the administration process of the quizzes, on the other hand this percentage was 56% for first year students and 72% of the first year students complained about the lack of extracurricular activities. This percentage has risen to 90% for the repeat students. 53% of the repeat students were also disappointed due to the physical location of the school which is not located in the main campus. Only 28% of first year students mentioned about it.

The percentage of the individual factors such as homesickness, accommodation, financial and personal problems with their classmates and teachers were also quite similar (38% of first year and 40% of repeat students). As it can be guessed easily first year students usually had more problems with accommodation (68%) and homesickness (32%) . On the other hand, only 27% of first year students got difficulty in finding a place to stay and 13% of them stated that they missed their families. Similarly 44% of first year and53% of repeat students had problems with their teachers. On the other hand 47% of repeat students stated that they had personal problems with their teachers which can be the reason of their prejudice against the program. Only 8% of the first year students talked about this problem.

The findings also revealed that repeat students tended to believe in rumours and could be effected easily by the other students (72%). 44% of first year students stated that being an elementary level student was a disadvantage and believed that the program was very difficult. 33% of the repeat students and 22% of first year students stated that they were effected by personal beliefs.

4.6 Results of the Teacher Diaries

Through teacher diaries, it was aimed to reveal the instructors' ideas about the possible factors effecting first year and repeat students' motivation . It would also show that if they have similar ideas with the students about the factors effecting their motivation. As mentioned earlier, the data was not analysed according to pre-conceived categories. Because of the small numbers who participated in the study- 4 Integrated Skills instructors, 3 Technical English Instructors and 2 Video English Instructors-, the analysis was not qualitative and only shared views will be presented. Diary responses to each view is exemplified below. Original version of the teacher diaries is exemplified in Appendix C 2.

4.6.1 Shared views of Integrated skills Instructors:

Four of the integrated skills instructors agree ;

a. Repeat students tend not to do homework.

- *"......As usual, repeat students didn't do their homework and therefore didn't participate in the lesson."*

b. 'Advanced Grammar book' is too complex and consists of very detailed information.

- *" ....Functions of Present Perfect Continuous seems a little complex for the students...The explanations and exercises for Present perfect cont., Future Cont. and Future Perfect Cont. were very difficult for them. They therefore put the blame on the book again!..."*

c. Six hours a day is very tiring for both teachers and students.

- *"... today I entered the class happily since I have only three hours..."*
- *"... I love three hour days very much...It is really very tiring to have six hours a day for both students and me..."*

d. Being with the same class for a whole year is irritating and boring.

- *" I got tired of seeing the same faces. I know they did too..."*
- *" Although I believe that it has some advantages, having only one class has more disadvantages compared to having a*

lot. I love my students but sometimes I feel that they are getting bored too."

Three of the Integrated Skills teachers agree:

a. Repeat students have a negative attitude towards the system and therefore to the teachers which makes effective teaching and learning almost impossible.

- *"...I got tired of talking about last years' problems and our system with repeat students. Everybody is effected in this stressful environment..."*

b. First Year students are effected negatively by repeat students.

- *"...I was very irritated in the class today. First year students in my class also believe that they are going to fail this year because of the repeat students sayings and negative attitudes in the class..."*

c. Students want to have more speaking activities rather than grammar and writing but they want to speak mostly in Turkish!

- *"...when we have a speaking activity they feel happy but they want to speak Turkish mostly. Particularly, they want to have speaking activity in the last hours but it becomes meaningless when they shift to Turkish...."*

- *" .....Students mostly complain about not having enough speaking activities but when they have the opportunity only a few of them participate in...."*

d. Having good grades in the quizzes and mid-terms is the most important point for repeat students.

- *"...Since they are going to have a mid-term next week, they are studying vocabulary in the lessons and they didn't participate in the lessons today. Although I stated that this is wrong and they should study at home, they didn't mind...."*

- *"...today we had a quarrel with one of my best students. He insisted that he take more points from the last vocabulary quiz. Two points is very important for them..."*

e. We re having difficulty in the class due to the Testing Office System

- *" I strongly believe that preparing my own Quizzes would be more beneficial for my students since I can see what the possible problem might be as a class teacher... "*

- *" We re experiencing some problems with my class because of the evaluation system we had. Testing Office might be a good idea in terms of objectivity but I think that sometimes we stick to the rules more than it requires. Therefore this causes problem. Students become "point addicted".*

Two of the Integrated Skills teachers agree:

a. Teaching repeat students is irritating and boring.

- *"...We always have to defend the system and testing office in the class. Therefore, the lessons in repeat classes are stressful and it is not enjoyable to teach in repeat classes... "*

- *"...I don't like teaching repeat classes very much. I feel nervous and restless when I enter the class.. "*

4.6.2   Shared views of Video English Instructors:

Two of the Video English Instructors agree:

a. Whole content of the lesson does not address to different departments of the faculties. Therefore the lesson becomes boring.

- *"...today we started with ' How About?' series related to their Technical English lessons. It is beneficial for engineering departments but not for the other departments. I mean it is boring. We could use more up to date materials... "*

b. Life is a completely joy for them, they don't listen to us carefully.

- *"...I tried to make them speak in the lesson. Unfortunately, they don't listen to each other respectfully. Although I repeat many times to listen to me and their friends, they don't understand...When one of the students tries to say something serious, the others start giggling and shift into Turkish... "*

One of the Video English Instructors stated that;

a. Students start talking in Turkish in the lessons after the mid-terms.

- *"...There is only one thing I am sorry about. I don't know why but students start talking in Turkish after the mid-terms even though they are intermediate level students..."*

4.6.3 Shared views of Technical English Instructors:

Three of the Technical English Instructors agree:

a. The reading activities are full of unnecessary vocabulary.

- *" ...The reading activities are full of unnecessary vocabulary. Therefore students got bored very much..."*

b. Three hours a week is too much for our syllabus.

- *"...It is not a very intensive program so we usually have revision weeks. Thus, this week my aim was to prepare them for the mid-term and I achieved this. The vocabulary game I prepared was very beneficial for them..."*

c. Students like chatting and playing games in the last hours.

- *"...As usual it was a very enjoyable lesson. In the last hour we talked about their problems and had a song activity. They liked it very much..."*

4.7 Cumulative look at Students' and Instructors' Views

4.7.1 Students and Integrated Skills Instructors

The findings of both students' and instructors' diary results showed that there were a few main points they agreed.

First of all both students and instructors stated that ' Advanced Grammar Book' is very difficult and detailed for their level (84% of the students).

Instructors stated that six hours a day is very tiring for both students and themselves. Similarly most of the students (49%) stated that they wanted to sleep and do nothing in the last hours.

As well as the students (73%), instructors also complained about ' having only one class teacher' stating that it was very boring and irritating time to time although they loved each other.

Both instructors and students (64%) complained about having less time for speaking activities. Students stated that speaking activities should be increased. On the other hand, instructors surprisingly stated that students didn't want to speak in English or they preferred speaking in Turkish when an opportunity was given.

Students complained about the difficulty (60%) , frequency (44%) and evaluation system(70%) of the quizzes. By the way, we shouldn't forget that most of them were repeat students. On the other hand, instructors complained about the " Testing Office" system rather than the quizzes stating that they would prefer preparing their own quizzes and this system causes confusion in the class.

Finally as the findings revealed the percentage of repeat students who mentioned about the program, the system and the school negatively were higher than the first year students (Table 4.3). Some instructors also stated that they didn't want to have a lesson with repeat classes and felt irritated.

4.7.2 Students and Video English Instructors

Mainly there was only one point they agreed : the lesson was considered as a free time activity (47%) . Students stated that they liked just watching the film rather than doing the pre-watch or after watch activities. Video instructors also stated that students dealt with the film itself ignoring the activities related to the film.

4.7.3 Students and Technical English Instructors

Most of the students (71%) and both of the Technical English Instructors agreed that the activities were full of unnecessary vocabulary they would not use in their future departments. As well as students, instructors stated that three hours a week is too much for the Technical English Program and therefore they usually had free time activities in the lesson.

V. DISCUSSIONS AND CONCLUSION

5.1 Summary and Discussion

The main aim of this study is to find out both repeat and first year students' possible motives for coming to an English prep school as well as their expectations and tendencies about the language program they are taking and also to determine the possible factors that may effect their motivation negatively. In order to do this a questionnaire through which their motives, expectations and tendencies were determined, and a student diary file in which they wrote about their feelings, ideas and what happened in the lesson during 8 weeks were prepared. The questionnaire and diary files were given to 60 repeat students who started attending the prep school in 1999-2000 and 50 first year students who has started the prep school in 2000-2001 at Foreign Languages Department of Osmangazi University, Eskişehir, Turkey. The participants were intermediate level students. The diary files similar to the student diary files were also given to the teachers of the participants in order to find out their ideas about the factors effecting students' motivation negatively and if they have similar thoughts with their students.

Since the aim of the study is to define the problem, each PMET item and the findings of the diaries give a description of student conceptions of language learning in general. Therefore single composite score was not gained from the instruments. Then the results emerged from questionnaire and the comments from the diaries were compared and contrasted within both repeat and first year students. The views of the teachers of the participants were also taken into consideration.

5.1.1 Discussion of the PMET questionnaire and diaries of the students

The findings of first part in the questionnaire show that both first year and repeat students' first motive to study English is a good job opportunity (PMET 1.1 item 1). 95% show an instrumental motivation with regard to future carriers. Thus they have this business motivation, more than have an interest in English cultures. The other most checked items (67% and 47%) were items 6(I want to go on holiday abroad) and 2 (I want to be an international person). As mentioned in chapter four, the percentages of the items for first year and repeat students were quite similar except for item 8 (I am

here because I am influenced by my parents and friends)checked by only 2% of first year students and 17 % of repeat students. Therefore, consistent with the results of Gülmez (1982), Dörnyei (1990) and Baştürkmen (1990) who claimed that although integrative orientations are important, instrumental orientations make a significant contribution to motivation, it can be concluded that the motivations of both first year and repeat students are mainly instrumental when they start the program. And Although it can be concluded that first year and repeat students learning in an EFL environment share the same level of instrumental motivation ,"Repeat" students have a stronger secondary motivation (pleasing their parents and relations as Nation (1975) described).

Similarly the high ranking of item K in section 2.1 (reading and writing business documents) states the fact that students feel English is important for their carriers and mastering business English while at university is too. It is, however, interesting to contrast this with the findings of their diaries in which they (62%) criticise having too much detailed writing lessons that will allow them to learn the basics of formal writing (Table 4.2.1.1). The second and third ranked items, 6 (going on holidays abroad) and 2 (being an international person) also suggest the findings of the diaries in which they want to have more speaking time and activities rather than grammar in the class.

Responses in the part 2.1 of the PMET Questionnaire were also highly consistent across both repeat and first year students with minor points of difference between them. The three most highly-rated items were all specifically oral-aural skills : A (using English while travelling abroad), I (talking about yourself), E (participating in Formal and Informal conversations). In contrast, the bottom two items were J (Knowledge of Grammar) and H (translation). Note in this connection that item L (The more I study grammar the better I master English) in part 3 was also rated quite low in effective learning . The diary comments of the students also support that they want oral skills to be more emphasised in the class rather than grammar. Surprisingly, the ratings of those items which mention academic or technical use of language skills, whether spoken or written (N,M) were quite low. Similarly their ratings for following English movies, radio broadcasts and reading English magazines were quite low , which is surprising since they are the ones that will allow them to develop their speaking abilities also. By considering their unwillingness to practice reading, listening and writing skills at home

(part 2.4 items I,J,K), this result may imply us that students want to have more speaking time in the class, but they do not want to spend much time to practice out of the class. The quite high rating of L (4.05 pronunciation) may imply that good pronunciation is seen as being an essential element of a good command of English. The findings of part 3 (item R, 4.35) also shows us that having a native speaker of English is seen as a must for effective learning. This might be explained in terms of students wanting to acquire the most immediately obvious outward signs of being a fluent, native like speaker.

Therefore considering what they are actually required to do in their courses, consistent with the results of PANSI questionnaire by Widdows (1991), it is clear that a lot of time is spent working on skills which are not thought to be important, while relatively little is spent on those deemed most important. An order of priority can be indicated as follows:

TOP: Speaking and listening skills followed by academic or technical reading skills.

BOTTOM: Writing skills followed by grammar.

Results for part 2.2 and 2.3 of the PMET Questionnaire were extremely consistent: respondents overwhelmingly stated that the evaluation methods used in the department can not be considered as " good". However mostly preferred tests were in the form of multiple choice tests (mid-terms) or continuous assessment (class performance) as the best ways of evaluating their progress in English. They also felt that it was important for them to be involved in the evaluation process (2.3 item B) Such method of evaluating is very uncommon in our country. Needless to say, the least popular methods of evaluation chosen by students were quizzes and final exam. Quizzes could be in different forms such as " fill in the blanks", " matching", "true-false" or " multiple choice". Surprisingly the final exam which was chosen as the worst method for evaluation is also in multiple choice form like mid-terms. When the findings of student diaries analysed, the reason why they chose it as the worst method can be understood. A study made by Wigzeli and Al-Ansari (Kennedy,1996) found that when traditional methods of assessment were changed to give the low achievers a better chance of success, they become more motivated and their performance improved. Therefore the methods of assessment in the program can be considered and enhanced according to the

results. The final exam was found extremely difficult by the students and the score they have to get in order to pass the class is 70 which is also found very difficult to achieve. Another interesting point is the item E(The teachers who will teach me in my department after prep-school) which was rated in the second rank considering the fact that they have no relation with the department and English. This can only be explained by the reality of proficiency score (70) they have to get to pass the class. They might be thinking that the teachers who will teach me in my department after passing this class can only decide "how much English is necessary for me to be able to attend the classes in English?".

Therefore the findings of both student and teacher diaries also suggest that both repeat and first year students have a negative attitude towards the evaluation methods used in the class and testing office, which was also supported by the results of part 2.2 and 2.3 of the PMET Questionnaire.

Some items of Part 3 of the PMET Questionnaire which were quite consistent with or different from the other parts were already analysed above. The rank of the items related to teacher-centred materials and procedures (A; I learn effectively in class when the teacher gives a lecture, E; I learn effectively when I have to answer the teacher's questions in front of the class, T; I learn effectively when the teacher regulates everything that is said and done in class, Y; I learn effectively when the teacher uses materials and methods I am familiar with) were quite low when they are compared to the items addressing more interactive and student centred classes (D; I learn effectively when I am drawing, designing or in some other way creating something in class, F; I learn effectively when the teacher tries out new methods and materials, S; I learn effectively when the subject matter of the lesson). Therefore, it can be concluded that students want to take control of their own learning and doing things they find personally rewarding: item H (discussing tasks in groups), item S(involving personal views and feelings), item B (working at one's own pace) and item D (creating things). Thus as Widdows(1991) stated in his study the real dichotomy here is between student centred and teacher centred learning. The middle ranked items M (taking an interest in them), V (checking their progress) and Z (helping individuals) suggest that the teacher's role should be of guidance, not dominance.

5.1.2 Discussion of the Student Diaries and Instructor Diaries

When the results of the student diaries analysed, consistent with the ideas of Ellis(1986) and Gardner(1985) "the teacher, the course, the atmosphere of the class, and the text books" were found as the most influential factors effecting students' motivation or in other words their attitudes. It was found that the possible factors effecting first year students' motivation and repeat students' motivation were quite similar and their percentage is quite consistent. The results were analysed under the headings of 'Integrated Skills Program' in which classroom-based, school-based, individual factors and learner beliefs were discussed; 'Video English' in which the content of the lesson and teacher-based factors were discussed and 'Technical English' in which the content of the lesson was discussed.

Integrated skills: Although the percentage of repeat and first year students complaining about the classroom based factors were quite similar there were some other factors which were mentioned by different number of students in both groups: When the school based factors were considered, it is seen that repeat students complained more about the negative attitudes of the stuff and administrative, lack of extracurricular activities and administration procedure of the quizzes. This may be the result of being a second year student and getting really bored with the general problems at school.

This similarity is also seen in the analysis of individual factors. Obviously, accommodation and homesickness are the problems of first year students mainly. On the other hand , personal problems with teacher was mentioned by 47% of repeat students and 8% of first year students. This also shows us that how a 'teacher' is an important factor on their attitudes consistent with the results of Gülmez(1982) who found that student behaviour and attitude towards English lessons and their teacher is significantly correlated to their success. In his study Erkan (1989) also concluded that there is a correlation between the student's motivation and educational attitude revealing the relation that obtains in the measurement of the teacher's attitudes towards teaching and the student's towards learning.

When the Learner Beliefs were analysed it is seen that particularly most of the repeat students tend to have fixed ideas about the program and school. They believe that the program is very difficult to achieve and beginner students are to fail. Unfortunately these ideas were put into their minds at the beginning of the term by the instructors of

Osmangazi University themselves supposing that if the students think that this program is very difficult and there are a lot of things to do as a beginner student, they will be more motivated and study hard. It is obvious that the fear of failing causes high anxiety which effects their motivation negatively. According to most of the repeat students (47%) listening and reading are the skills that can be improved in the class rather than at home which is of course not true. Consistent with the results of PMET 3.1 they usually prefer studying grammar and vocabulary at home. The writings of the students may imply us that the instructors tend to give them grammar and vocabulary homework usually and they do not lead them well about how to study reading or listening at home effectively.

Therefore the findings of the student and instructor diaries were similar to the findings of Kennedy (1996) who stated that the scores on the measure of attitudes toward the learning situation declined significantly over time, and this decline was evident for both successful and unsuccessful learners. Similar to his study findings , students at Osmangazi University also complained about the repetitive nature of lessons, and the exam results they obtained since they did not improve in spite of a reported greater intensity in effort. They expressed that they began to lose their initial enthusiasm for grammar lessons, and considered some homework exercises to be much too long.

There was one thing which was rather confusing; although students stated that they want to have more speaking time in the lessons and it is very tiring to do speaking activities in the last hours, instructors complained about the difficulty of having a speaking activity in the classes since most of the students shift into Turkish when they started to talk. This may imply us that there is a mismatching of 'understanding of speaking' between students and teachers.

The other point which was mentioned by both students and instructors was the criticism of the evaluation system. Instructors particularly stated that 'grades' are their main concern. As Dweck's research suggested (Crookes and Schmidt, 1991) if students actually have learning as an objective, they are more likely to engage in challenging tasks and activities in which errors may be made; thus teachers need to discourage a concern with grades because otherwise unsolicited participation and risk-taking will be

low. And if the problems with the quiz system are considered, it is obvious that ' Testing Office System' should be reorganised .

Video English: Similar to the results of integrated skills, in Video English lessons, two main problems were 'the content of the program' and 'teacher'. Both repeat and first year students complained about old fashioned, boring films(67%) and long vocabulary sheets they have to memorise (80%). Instructors also stated that they should use more up to date materials. Therefore, the content and style of the video lesson need to be reorganised under the light of the findings.

Technical English: It is obvious from the findings of both student and instructor diaries that three hours is too much and the content is inappropriate for the Technical English program which shows us that syllabus of the program had not been planned carefully. The lesson was seen as a free time activity by students and instructors tended to have extra activities in the lesson due to the lack of the program. The findings indicates that ' Technical English' program should also be reorganised by discussing its advantages and disadvantages for their future education in their departments.

5.2 Conclusion

The purpose of this study was to search about the motives, expectations and tendencies of repeat and first year students of Osmangazi University Preparatory School and also to determine the factors effecting their motivation negatively in this department.

The findings of PMET questionnaire revealed that both repeat and first year students prefer to have an English preparatory class since it is essential for their future carrier which shows us that their basic motive is "instrumental" according to one of the most highly acclaimed definition made by R.C Gardner and W.E. Lambert (Ur,1989). Another result was that although most of the repeat students have the same kind of motivation they also stated that they are at the preparatory school because they are influenced by their parents or friends which indicates that they have a stronger "secondary motivation" (in which the interest comes from the learner himself and not from outside the learner)" rather than "primary motivation " (the feeling of the learner that he must learn in order to pass a test, to avoid punishment, or to please his parents and teachers) according to the definition made by Nation (1975). It was also found that

there is no significant difference between the mean scores of the items in part 2.1, 2.2 2.3 and 3 of the PMET questionnaire which were checked almost equally by both first year and repeat students:the dichotomy between what students want to learn and experience in university English class, and what they are actually taught and the dichotomy between student-centred and teacher-centred learning were the main results of part 2.1, 2.2 , 2.3 and 3. The results of these parts were also consistent with the findings of student diaries.

The analysis of both student and teacher diaries indicated that "course materials", "the atmosphere of the environment" and "teacher" were the main factors effecting both repeat and first year students' motivation negatively. Similar to the findings of Kennedy (1996) both repeat and first year students complained about the repetitive nature of lessons, and the exam results they obtained since they did not improve in spite of a reported greater intensity in effort. They expressed that they began to lose their initial enthusiasm for grammar lessons, and considered some homework exercises to be much too long. Although both groups talked about the same topics, the number of the repeat students who complained about the difficulty of quizzes, school based factors and teacher based factors were quite higher than the number of first year students. The findings of the student diaries also suggest that students react immediately if their opinions are ignored or not taken into consideration. Particularly school based factors that effect repeat students' motivation were due to this problem (Rule based administrative and stuff, the cost of the book they have to buy and the doors left open during the administration of the quizzes).The content of both Video English and Technical English lessons were also criticized by most of the repeat and first year students as well as their instructors. The materials of Video English were found boring, out of date and text books of Technical English were found inappropriate and full of irrelevant vocabulary.

5.3 Suggestions for further studies

This study was conducted in an EFL setting with 110 intermediate Turkish students in an intensive program at Osmangazi University in Turkey. Thus, the findings of the study can not be generalised for all the foreign language learners. Although this study deals with identifying the problem, suggestions in dealing with these problems

can be made and therefore the offered pedagogical implications in the study may still be applicable to other EFL teachers and students in general. Therefore, conducting similar studies in different settings might be helpful to make   language teachers aware of why their learners lose their interest and fail although they are willing to study a foreign language at the beginning of the program.

Hutchinson and Waters (1987) , Dickinson (1987) and Widdows (1991) , in their studies, stress the importance of making teachers and administrators aware of learner needs, attitudes and motives to decrease student failure. If foreign language teachers can be helped to realise these facts, they, therefore, could help their learners to become more successful in the learning process. In another design, after conducting the diary study, or in the middle of research, the researcher can help the teachers modify their curriculum, teaching techniques and materials according to the data received from the students, then continue the research to find out whether or not these modifications happen to effect students.

Age, level, sex and background factors were the other limitations of this study either. They can also be analysed as the other factors effecting students' motivation. Particularly the previous experience of the students which were not included in this study can be an important factor effecting repeat students motivation.

APPENDIX A 1

The PANSI Questionnaire

Section 1

What are your main objectives in spending four years at this college, apart from improving your English? Mark each of the following possible objectives on a scale ranging from highly applicable to not applicable at all.

A ☐☐☐☐ To meet people and make friends

B ☐☐☐☐ To enhance my job prospects

C ☐☐☐☐ To become independent of my family

D ☐☐☐☐ To learn practical skills which will be useful in work/every day life (e.g. computing/car maintenance)

E ☐☐☐☐ To have plenty of free time to pursue my own interests (sports, hobbies, travel, etc.)

F ☐☐☐☐ To find and develop my creative talents

G ☐☐☐☐ To explore and develop my own values and attitudes

H ☐☐☐☐ To learn about human relations

I ☐☐☐☐ To learn how to study independently

J ☐☐☐☐ To avoid starting work

K ☐☐☐☐ To deepen my knowledge of academic subjects

L ☐☐☐☐ To get qualifications (e.g. Eiken test/teaching certificate/driving license)

M ☐☐☐☐ To become aware of what is happening in Japan and the world today

N ☐☐☐☐ I have no objectives

Section 2

Which of the following skills would you like to be competent in by the time you graduate? Mark each one on a scale from very important to not important at all.

A ☐☐☐☐ Cope in a variety of everyday situations in English when you are abroad (e.g. in a restaurant/at the station)

B ☐☐☐☐ Follow English movies, radio broadcasts and songs

C ☐☐☐☐ Read English magazines and or novels

D ☐☐☐☐ Write personal letters, stories or poems

E ☐☐☐☐ Remember a lot of vocabulary and idioms

F ☐☐☐☐ Participate in polite social conversations with non-Japanese speakers

G ☐☐☐☐ Follow lectures (in academic technical subjects) in English

H ☐☐☐☐ Read technical books or articles quickly and efficiently

I ☐☐☐☐ Translate smoothly from English into Japanese

J ☐☐☐☐ Talk about yourself, your ideas and feelings

K ☐☐☐☐ Master the grammar of English

L ☐☐☐☐ Read and write business letters/memoes/telex-etc.)

M ☐☐☐☐ Acquire an excellent pronunciation

N ☐☐☐☐ Write technical or academic papers

O ☐☐☐☐ Participate in technical/academic discussions with non-Japanese speakers

Section 3

Why did you choose to major in English? Check ([check]) all the reasons that are applicable to you

A ( ) You want to be an English teacher

B ( ) You want to get a job (other than teaching) where English will be useful

C ( ) You want to be an international person

D ( ) Because you get good grades in English at school

E ( ) You enjoy English movies and songs

F ( ) You want to make foreign friends

G ( ) You want to read literature in English

H ( ) Because English is an undemanding subject

I ( ) You want to go on holidays abroad

J ( ) You want to live and work abroad

K ( ) You want to study abroad

L ( ) Because Japanese business people need to know English the language of international trade

M ( ) You want to learn about English speaking cultures

N   ( ) You want to experience non-Japanese ways of thinking

O   ( ) You want to keep in touch with what is happening abroad

P   ( ) No particular reason

Section 3 Non-English majors

Please answer this question. Circle your answer.

a Yes / No If English was not a compulsory subject would you still choose to study it?

It you answered NO, go on to Part 4

It you answered YES, why do you want to study English? Check (>i) all the answers that are applicable to you.

b   ( ) You want to get a job where English will be useful

c   ( ) You want to be an international person

d   ( ) You enjoy English movies and songs

e   ( ) You want to snake foreign friends

f   ( ) You want to read books and/or magazines in English

g   ( ) You want to go on holidays abroad

h   ( ) You want to live and work abroad

i   ( ) You want to study abroad

j   ( ) Because Japanese business people need to know English the language of international trade

k   ( ) You want to learn about English speaking cultures

l   ( ) You want to experience non-Japanese way of thinking

m   ( ) You want to keep in touch with what is happening abroad

n   ( ) No particular reason

Section 4.1

What do you think of the following methods of evaluating your work in English? Mark each one on a scale from an excellent method to a very bad method.

A   ☐ ☐ ☐ ☐   In-school paper tests

B   ☐ ☐ ☐ ☐   Take-home paper test

C   ☐ ☐ ☐ ☐   Interviews or vivas

D   ☐ ☐ ☐ ☐   One or two short papers

E   ☐ ☐ ☐ ☐   Continuous assessment over the academic year

Who do you think should be responsible for evaluating your work in English? Mark each one on a scale from strongly agree to strongly disagree

F ☐☐☐☐ The teacher a lone

G ☐☐☐☐ The teacher and you together

H ☐☐☐☐ Your classmates in the same class

Section 4.2

Read the following statements which ask you about classroom procedures. Mark each one on a scale from strongly agree to strongly disagree

A ☐☐☐☐ I learn effectively in class when the teacher gives a lecture

B ☐☐☐☐ I learn effectively when I can work in class at my own pace

C ☐☐☐☐ I learn effectively when the teacher corrects my mistakes immediately

D ☐☐☐☐ I learn effectively when I am drawing, designing or in some other way creating something in class

E ☐☐☐☐ I learn effectively when I have to answer the teacher's questions in front of the class

F ☐☐☐☐ I learn effectively when the teacher tries out new methods and materials

G ☐☐☐☐ I learn effectively by making translations of spoken or written English into Japanese

H ☐☐☐☐ I learn effectively when, in groups of two or three, I am using English to complete a task (while solving a problem through discussion)

I ☐☐☐☐ I learn effectively when I am practising grammar

J ☐☐☐☐ I learn effectively when the teacher takes an interest in me as a person

K ☐☐☐☐ I learn effectively by going through a textbook or reader in class

L ☐☐☐☐ I learn effectively when the learning activity involves physical movement (when the learning method incorporates some physical activity rather than just sitting at a desk)

M ☐☐☐☐ I learn effectively when I listen to tapes or the teacher in the language laboratory

N ☐☐☐☐ I learn effectively when the subject matter of the lesson involves my personal views and feelings

O ▢ ▢ ▢ ▢   I learn effectively when the teacher regulates everything that is said and done in class (when the teacher directs all aspects of the lesson)

P ▢ ▢ ▢ ▢   I learn effectively when I work on my own in class (not working in a group)

Q ▢ ▢ ▢ ▢   I learn effectively when the teacher checks that I have remembered what s/he has taught earlier in the class

R ▢ ▢ ▢ ▢   I learn effectively when the teacher uses methods and materials I am familiar with

S ▢ ▢ ▢ ▢   I learn effectively if the teacher moves around the classroom helping out as I work

Section 5

This section asks you about your hobbies and interests. Look at the list below, and check ([check]) any area that you are interested in. Write extra information on the lines.

( ) Sport: which sports?

( ) Books: what kinds of books?

( ) Modern music (Jazz, Pop)

( ) Classical/traditional music

( ) Fashion

( ) Travel

( ) Shopping

( ) Drawing/painting

( ) Movies

( ) Television

( ) Photography

( ) Theater/plays

( ) Debating

( ) World affairs

( ) Women's rights

( ) Human rights problems

( ) Racial Problems

( ) Nuclear power/weapons

( ) Health

APENDIX A 2

Profile Of Motives, Expectations and Tendencies Questionnaire in English(PMET)

This is my   a ( )   first year   b ( )   second year   in this prep school

Section 1

1.1 What are the reasons that make you prefer studying in a prep-school although it is not compulsory? Check all the reasons that are applicable to you.

1 ( ) I believe that it is vital in business world.

2 ( ) I want to be an international person.

3 ( ) I enjoy English movies and songs.

4 ( ) I want to make foreign friends.

5 ( ) I want to read books and magazines in English.

6 ( ) I want to go on holidays abroad.

7 ( ) I want to experience non-Turkish ways of thinking and learn about their cultures.

8 ( ) I am here because I am influenced by my family and friends.

9 ( ) No particular reason.

Section 2

2.1 Which of the following skills would you like to be competent in by the time you graduate? Mark each one on a scale from 1 to 5 .

1.   It has no importance 2. It is not important at all 3. I am not sure

4. It is important 5. It is very important

1 2 3 4 5

A. ☐ ☐ ☐ ☐ ☐   Cope in a variety of everyday situations in English when you are abroad (e.g. in a restaurant/ at the station)

B. ☐ ☐ ☐ ☐ ☐   Follow English movies, radio broadcasts and songs.

C. ☐ ☐ ☐ ☐ ☐   Read English magazines and / or novels

D. ☐ ☐ ☐ ☐ ☐   Remember a lot of vocabulary and idioms.

E. ☐ ☐ ☐ ☐ ☐   Participate in formal and informal conversations with non-Turkish speakers.

F. ☐ ☐ ☐ ☐ ☐   Follow lectures (in academic, technical subjects) in English.

G. ☐ ☐ ☐ ☐ ☐ Read technical books or articles quickly and efficiently.

H. ☐ ☐ ☐ ☐ ☐ Translate smoothly from English into Turkish or Turkish into English.

I. ☐ ☐ ☐ ☐ ☐ Talk about yourself, your ideas and feelings.

J. ☐ ☐ ☐ ☐ ☐ Master the grammar of English.

K. ☐ ☐ ☐ ☐ ☐ Read and write business letters/memos/telex/etc.

L. ☐ ☐ ☐ ☐ ☐ Acquire an excellent pronunciation.

M. ☐ ☐ ☐ ☐ ☐ Write technical or academic papers.

N. ☐ ☐ ☐ ☐ ☐ Participate in technical/academic discussions with non-Turkish speakers.

State if you have different views: ....

2.2 What do you think of the following methods of evaluating your work in English? Mark each one on a scale from 1 to 5 .

1. Very bad 2. Bad 3. No idea 4. Good 5. Very Good

1 2 3 4 5

A. ☐ ☐ ☐ ☐ ☐ Mid-terms

B. ☐ ☐ ☐ ☐ ☐ Quizzes.

C. ☐ ☐ ☐ ☐ ☐ Class performance evaluation.

D. ☐ ☐ ☐ ☐ ☐ Final examination.

E. In my opinion the best way of evaluating my work in English is ....

....

2.3 Who do you think should be responsible for evaluating your work in English? Mark each one on a scale from Strongly disagree 1 to Strongly agree 5;

1. Strongly disagree 2. Disagree 3. No idea 4. Agree

5. Strongly agree

1 2 3 4 5

A. ☐ ☐ ☐ ☐ ☐ Only my teacher.

B. ☐ ☐ ☐ ☐ ☐ Both I and my teacher.

C. ☐ ☐ ☐ ☐ ☐ My class-mates.

D. ☐ ☐ ☐ ☐ ☐ Teachers in the Testing Office.

E. ☐ ☐ ☐ ☐ ☐   The teachers who will teach me in my department after prep-school.

Section 3

3. Read the following statements which ask you about classroom procedures. Mark each one on a scale from strongly disagree 1 to strongly agree 5.

1. Strongly disagree   2. Disagree 3. No idea 4. Agree

5. Strongly agree

1 2 3 4 5

A. ☐ ☐ ☐ ☐ ☐   I learn effectively in class when the teacher gives a lecture.

B. ☐ ☐ ☐ ☐ ☐   I learn effectively when I can work in class at my own pace.

C. ☐ ☐ ☐ ☐ ☐   I learn effectively when the teacher corrects my mistakes immediately.

D. ☐ ☐ ☐ ☐ ☐   I learn effectively when I am drawing, designing or in some other way creating something in class.

E. ☐ ☐ ☐ ☐ ☐ I learn effectively when I have to answer the teacher's questions in front of the class.

F. ☐ ☐ ☐ ☐ ☐   I learn effectively when the teacher tries out new methods and materials.

G. ☐ ☐ ☐ ☐ ☐   I learn effectively by making translations of spoken or written English in to Turkish.

H. ☐ ☐ ☐ ☐ ☐   I learn effectively when, in groups of two or three, I am using English to complete a task.

I. ☐ ☐ ☐ ☐ ☐   Reading skill can be mastered by practising in class better rather than practising at home.

J. ☐ ☐ ☐ ☐ ☐   Writing skill can be mastered by practising in class better rather than practising at home.

K. ☐ ☐ ☐ ☐ ☐   Listening skill can be mastered by practising in class better rather than practising at home.

L. ☐ ☐ ☐ ☐ ☐   The more I study grammar in class the better I master English

M. ☐ ☐ ☐ ☐ ☐   I learn effectively when the teacher takes an interest in me as a person.

N. ☐ ☐ ☐ ☐ ☐ I learn effectively by going through a textbook or reader in class rather than going through supplementary materials.

O. ☐ ☐ ☐ ☐ ☐ I learn effectively when the learning activity involves physical movement (when the learning method incorporates some physical activity rather than just sitting at a desk).

P. ☐ ☐ ☐ ☐ ☐ I learn effectively when the teacher uses various equipment in class (tape recorder, OHP)

R. ☐ ☐ ☐ ☐ ☐ I learn effectively when I have teachers who are native speakers of English

S. ☐ ☐ ☐ ☐ ☐ I learn effectively when the subject matter of the lesson involves my personal views and feelings.

T. ☐ ☐ ☐ ☐ ☐ I learn effectively when the teacher regulates everything that is said and done in class (when the teacher directs all aspects of the lesson).

U. ☐ ☐ ☐ ☐ ☐ I learn effectively when I work on my own in class(not working in a group).

V. ☐ ☐ ☐ ☐ ☐ I learn effectively when the teacher checks that I have remembered what s/he has taught earlier in the class.

Y. ☐ ☐ ☐ ☐ ☐ I learn effectively when the teacher uses methods and materials I am familiar with..

Z. ☐ ☐ ☐ ☐ ☐ I learn effectively if the teacher moves around the classroom helping out as I work.

In my opinion , I learn effectively if ....

APPENDIX A 3

Profile of Attitudes, Needs and Beliefs Questionnaire in Turkish (PMET)

Bu yıl Hazırlık okulunda   a ( )   İlk yılım   b ( )   İkinci yılım

1. BÖLÜM

1.1 Bölümünüze kayıt yaptırırken "İngilizce hazırlık" okumak isteyişinizi hangi sebeplere bağlıyorsunuz? Kendinize en uygun seçenekleri işaretleyiniz.

1 ( ) İş hayatında son derece önemli olduğuna inanıyorum.
2 ( ) Her ülkede kendimi gösterebilecek uluslararası bir insan olmak istiyorum.
3 ( ) İngilizce filmleri seyretmeyi ve şarkıları dinlemeyi seviyorum.
4 ( ) Başka ülkelerden arkadaşlar edinmek istiyorum.
5 ( ) İngilizce kitapları ve magazinleri okuyabilmek istiyorum.
6 ( ) Yurt dışına zorluk çekmeden seyahat edebilmek istiyorum.
7 ( ) Türk olmayan kişilerin düşünce biçimlerini ve kültürlerini öğrenmek istiyorum.
8 ( ) Ailemden ve arkadaşlarımdan etkilendiğim için buradayım.
9 ( ) Belirli bir sebebi yok.

2. BÖLÜM

2.1 Hazırlık okulundan mezun olduğunuzda, aşağıdaki becerilerden hangilerinde daha etkin olmak istersiniz? Lütfen her birini kendinize göre önem sırasına koyunuz.

Hiçbir önemi yok 2. Pek önemli değil 3. Emin değilim 4. Önemli 5. Çok önemli

	1	2	3	4	5	
A.	☐	☐	☐	☐	☐	Yurt dışına çıktığınızda ingilizcenizin her türlü günlük aktiviteleriniz sırasında size yetebilmesi.(Restoranda, istasyonda, otelde vb.)
B.	☐	☐	☐	☐	☐	İngilizce filmleri izleyebilmek,radyo yayınlarını ve şarkılarını anlayabilmek.
C.	☐	☐	☐	☐	☐	Her türlü yazılı ingilizce yayını takip edebilmek
D.	☐	☐	☐	☐	☐	Mümkün olduğunca çok kelime dağarcığına sahip olabilmek.
E.	☐	☐	☐	☐	☐	Ana dili türkçe olmayan kişilerle resmi ya da resmi olmayan ortamlarda sohbet edebilmek.
F.	☐	☐	☐	☐	☐	Bölümdeki derslerimi ingilizce olarak takip edebilmek.
G.	☐	☐	☐	☐	☐	Teknik konulardaki makaleleri ve kitapları hızlı ve etkin bir biçimde okuyabilmek.
H.	☐	☐	☐	☐	☐	İngilizceden türkçeye ya da türkçeden ingilizceye çeviri yapabilmek.
I.	☐	☐	☐	☐	☐	Kendim, fikirlerim ve duygularım hakkında etkin ve doğru biçimde konuşabilmek.
J.	☐	☐	☐	☐	☐	İngilizce gramerini en iyi biçimde öğrenmek.
K.	☐	☐	☐	☐	☐	İş mektupları, cv, fax vb. şeyleri okuyabilmek ve yazabilmek.
L.	☐	☐	☐	☐	☐	İngilizce'yi mükemmel bir şekilde telaffuz edebilmek.
M.	☐	☐	☐	☐	☐	Teknik ve akademik ödevler hazırlayabilmek.
N.	☐	☐	☐	☐	☐	Teknik ve akademik konuları içeren tartışmaları anlayabilmek ve Katılabilmek.

2.2 Yıl içi İngilizce çalışmalarınızın değerlendirilmesinde aşağıdaki metotlar için ne düşünüyorsunuz? Lütfen 1 ile 5 arası değerlendiriniz.

1. En kötü   2. Kötü   3. Fikrim yok 4. İyi   5. En iyi

**   1   2   3   4   5**

A. ☐ ☐ ☐ ☐ ☐   Dönem içi ara sınavlar (mid-term)

B. ☐ ☐ ☐ ☐ ☐   Dönem içi küçük sınavlar (Quiz).

C. ☐ ☐ ☐ ☐ ☐   Sınıf içi katılım değerlendirmesi (class performance).

D. ☐ ☐ ☐ ☐ ☐   Dönem sonu sınavı (Final).

Bana göre öğrendiklerimiz en iyi(yukarıdaki metotların dışında kendi öneriniz varsa)..ile değerlendirilebilir.

2.3 Yıl içi İngilizce çalışmalarının değerlendirilmesinden ;

**1. Kesinlikle katılmıyorum   2. Katılmıyorum 3. Fikrim yok 4. Katılıyorum
5. Kesinlikle katılıyorum**

**   1   2   3   4   5**

A. ☐ ☐ ☐ ☐ ☐   Sadece öğretmenim sorumlu olmalı.

B. ☐ ☐ ☐ ☐ ☐   Hem ben hem de öğretmenim sorumlu olmalı.

C. ☐ ☐ ☐ ☐ ☐   Sınıftaki arkadaşlarım sorumlu olmalı.

D. ☐ ☐ ☐ ☐ ☐   Testing ofisteki öğretmenler sorumlu olmalı.

E. ☐ ☐ ☐ ☐ ☐   Devam edeceğim bölümdeki öğretmenler sorumlu olmalı.

3. BÖLÜM

3.1 Aşağıda sıralanan İngilizce öğrenimi ve öğretimi ile ilgili fikirlere katılıp katılmadığınızı belirtiniz.

1. Kesinlikle katılmıyorum   2. Katılmıyorum 3. Fikrim yok 4. Katılıyorum
5. Kesinlikle katılıyorum

	1	2	3	4	5	
A.	☐	☐ ☐	☐ ☐			Dersi en iyi, öğretmenim anlatırken anlayabilirim.
B.	☐	☐ ☐	☐ ☐			Dersin akışı benim seviyeme uygun olup, sindire sindire çalıştığım zaman daha iyi öğrenirim.
C.	☐	☐ ☐	☐ ☐			Öğretmenim yaptığım hataları hemen düzelttiğinde öğrenmem daha kalıcı olur.
D.	☐	☐ ☐	☐ ☐			Sınıfta kendimden de bir şeyler katabildiğim yaratıcılığımı da içine katan aktivitelerden daha çok verim alır ve daha iyi öğrenirim.
E.	☐	☐ ☐	☐ ☐			Öğretmenimin sorularını sınıfın önünde cevaplamak zorunda kalırsam daha iyi öğrenirim.
F.	☐	☐ ☐	☐ ☐			Öğretmenim değişik materyaller ve metotlar kullanırsa daha iyi öğrenirim.
G.	☐	☐ ☐	☐ ☐			Yazılı yada sözlü ingilizceyi bire bir türkçeye çevirerek daha iyi anlarım.
H.	☐	☐ ☐	☐ ☐			Sınıf içinde grup yada ikili çalışırken ingilizceyi kullanırsam daha iyi öğrenirim.
I.	☐	☐ ☐	☐ ☐			Reading becerisi evden çok sınıf içerisinde yapılan egzersiz ve aktivitelerle daha iyi geliştirilebilir.
J.	☐	☐ ☐	☐ ☐			Writing becerisi evden çok sınıf içerisinde yapılan egzersiz ve aktivitelerle daha iyi geliştirilebilir.
K.	☐	☐ ☐	☐ ☐			Listening becerisi evden çok sınıf içerisinde yapılan egzersiz ve aktivitelerle daha iyi geliştirilebilir.
L.	☐	☐ ☐	☐ ☐			Sınıfta ne kadar çok gramer işlersek ingilizceyi o kadar iyi öğrenirim
M.	☐	☐ ☐	☐ ☐			Öğretmenim benimle sınıf içerisinde bireysel olarak ilgilenirse daha iyi öğrenirim.
N.	☐	☐ ☐	☐ ☐			Çeşitli yerlerden derlenerek hazırlanmış ek materyaller (supplementler) yerine belli bir ders kitabı izlenirse daha iyi öğrenirim.
O.	☐	☐ ☐	☐ ☐			Yaptığım aktivite sadece sınıfta oturmak yerine biraz da fiziksel hareket içerirse daha iyi öğrenirim.
P.	☐	☐ ☐	☐ ☐			Sınıf içerisinde ne kadar çok ekipman kullanılırsa (teyp, tepegöz)vs. o kadar iyi öğrenirim.
R.	☐	☐ ☐	☐ ☐			Ana dili İngilizce olan öğretmenlerle ders yapılırsa daha iyi öğrenirim
S.	☐	☐ ☐	☐ ☐			İşlediğimiz dersin konusu ve işleniş tarzı hakkında benim de fikrim sorulursa daha iyi öğrenirim.
T.	☐	☐ ☐	☐ ☐			Sınıfta yapılan her türlü aktiviteyi öğretmen hazırlar, karar verir ve yönlendirirse daha iyi öğrenirim.
U.	☐	☐ ☐	☐ ☐			Grup ya da ikili çalışma yerine sınıfta kendi başıma çalışırsam daha İyi öğrenirim.
V.	☐	☐ ☐	☐ ☐			Öğretmenim daha önce öğrendiklerimizi hatırlayıp hatırlamadığımı kontrol ederse daha iyi öğrenirim.
Y.	☐	☐ ☐	☐ ☐			Öğretmenim sınıf içerisinde bildiğim ve alışık olduğum metotları kullanarak dersi işlerse daha iyi öğrenirim.
Z.	☐	☐ ☐	☐ ☐			Ben sınıf içerisinde çalışırken öğretmenim sıraların arasında dolaşır ve gerektiğinde yardım ederse daha iyi öğrenirim.

APPENDIX B 1
STUDENT DIARY FILE

THANK YOU FOR YOUR
PARTICIPATION......

WEEK 1 (30 Ekim- 2 Kasım)

30 Ekim Pazartesi	**INTEGRATED SKILLS**
31 Ekim Salı	**INTEGRATED SKILLS**

1 Kasım Çarşamba

INTEGRATED SKILLS

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2 Kasım Perşembe

INTEGRATED SKILLS

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WEEK 2 (6-9 Kasım)

6 Kasım Pazartesi

INTEGRATED SKILLS

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7 Kasım Salı

INTEGRATED SKILLS

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8 Kasım Çarşamba

INTEGRATED SKILLS

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9 Kasım Perşembe

INTEGRATED SKILLS

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NAME: CLASS:..................
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WEEK 3 (13-16 Kasım)

13 Kasım Pazartesi

INTEGRATED SKILLS

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14 Kasım Salı

INTEGRATED SKILLS

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NAME:...CLASS:.......
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WEEK 3 (13-16 Kasım)

15 Kasım Çarşamba

INTEGRATED SKILLS

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16 Kasım Perşembe

INTEGRATED SKILLS

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WEEK 4 (20-23Kasım)

20 Kasım Pazartesi

INTEGRATED SKILLS

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21 Kasım Salı

INTEGRATED SKILLS

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WEEK 4 (20-23 Kasım)

22 Kasım Çarşamba

INTEGRATED SKILLS

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23 Kasım Perşembe

INTEGRATED SKILLS

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	NAME:	CLASS:

WEEK 5 (27-30 Kasım)

27 Kasım Pazartesi	***INTEGRATED SKILLS*** ....
28 Kasım Salı	***INTEGRATED SKILLS*** .... NAME:... .... ***INTEGRATED SKILLS***

WEEK 5 (27-30 Kasım)

29 Kasım Çarşamba

INTEGRATED SKILLS

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30 Kasım Perşembe

INTEGRATED SKILLS

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WEEK 6 (4-7 Aralık)

4 Aralık Pazartesi

INTEGRATED SKILLS

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5 Aralık Salı

INTEGRATED SKILLS

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NAME:...CLASS:............
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INTEGRATED SKILLS

WEEK 6 (4-7 Aralık)

6 Aralık Çarşamba

INTEGRATED SKILLS

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7 Aralık Perşembe

INTEGRATED SKILLS

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WEEK 7 (11-14 Aralık)

11 Aralık Pazartesi

INTEGRATED SKILLS

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12 Aralık Salı

INTEGRATED SKILLS

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INTEGRATED SKILLS

WEEK 7 (11-14 Aralık)

13 Aralık Çarşamba

INTEGRATED SKILLS

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14 Aralık Perşembe

INTEGRATED SKILLS

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WEEK 8 (18-21 Aralık)

18 Aralık Pazartesi

INTEGRATED SKILLS

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19 Aralık Salı

INTEGRATED SKILLS

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INTEGRATED SKILLS

WEEK 8 (18-21 Aralık)

20 Aralık Çarşamba

INTEGRATED SKILLS

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21 Aralık Perşembe

INTEGRATED SKILLS

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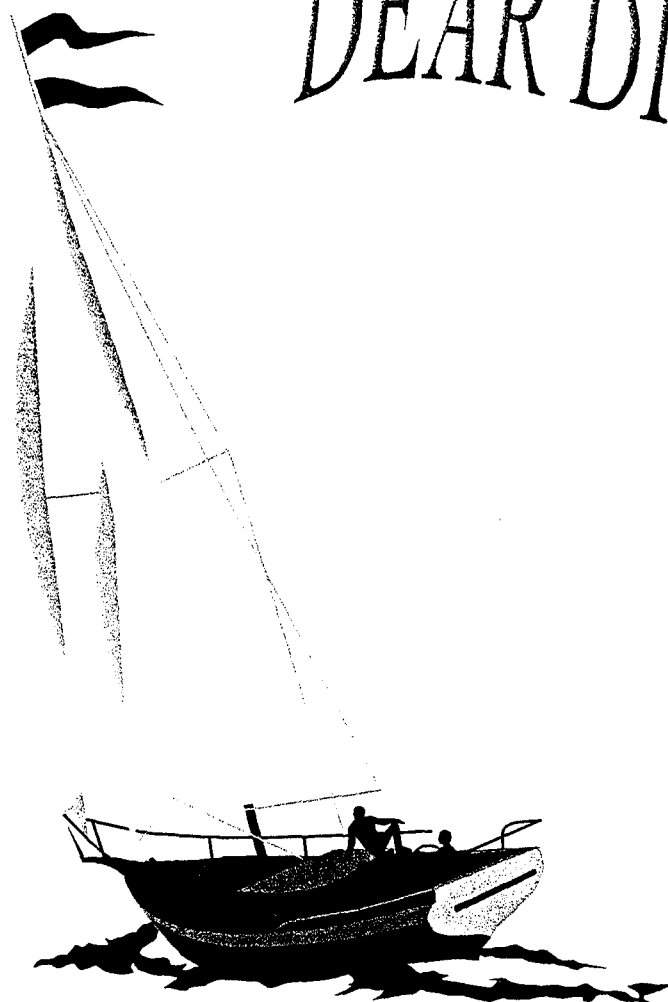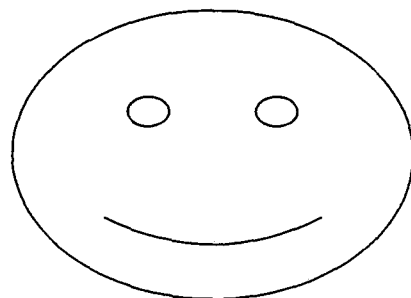
APPENDIX B 2
Example Diary File Pages for Integrated Skills, Video English and Technical English
Teachers

DEAR DIARY

THANK YOU
FOR YOUR
PATIENCE AND
PARTICIPATION..

NAME:

VIDEO ENGLISH

WEEK 1 (30 Ekim- 2 Kasım)

30 Ekim Pazartesi

31 Ekim Salı

	NAME:	WEEK 1 (30 Ekim- 2 Kasım)
	TECHNICAL ENGLISH	

30 Ekim Pazartesi

31 Ekim Salı

INTEGRATED SKILLS

Ne desem bilmem ki haftanın ilk günü, haftasonu 36 ④
saat yol gitmişim otobüsle, ve karşımda biri Present ①
Perfect Continuous'u anlatıyor. Daha doğrusu kitaptan
okuyor. Hocamız her zamanki gibi tahtayı hiç kullan-
madan, örnekler vermeden, kitabı okuyarak bize İngilizceyi
öğretti bugün. Ben yine sıkıldım sınıfta. Bildiğim
konular kafamı karıştırmaya başladı. Gerçi bilseydin
senin burda işin ne diyeceksiniz evet benim burda
işim ne.

INTEGRATED SKILLS

Merhaba, bugün yine dert dinleyeceksiniz. ███ Hoca
bugün suplementten bir soru sordu ve bilemedim. Son-
rasında "Derse hazırlıksız geliyorsunuz. Bu da performans ①
notunuza yansıyor." dedi. Performans notu umurumda
değil onun yerine bana neden bu soruyu yapamadın
konuyu mu anlamadın cümleyimi anlamadın anlama-
dıysan açıklayayım demesi gerekmez miydi?
    Geçen seneden kalan bilgilerimle çelişen bir noktada
hocamıza "Can you explain it in Turkish." dedim.
O da bana "WHY" dedi. Ve ben yine derse soğudum.
Üstüne Quiz'de "mean" diye bir kelime çıktı. Ben de
soru da sınırı anlamına gelecek bir kelime yazmam
gerektiğini farkettim. Ama hiç aklıma gelmedi ki ③
"mean"in sınırı anlamına da geldiği. İyice maralım
bozuldu. Testing Office nereden buluyor ki böyle
kelimeleri. Tabi ki kitaptan diyeceksiniz. Çalışsaydın
yapardın diye düşeneceksiniz. Bizi de anlayan biri
çıkar elbet.

8 Kasım Çarşamba

TECHNICAL ENGLISH

Hocamız için her ta ben şu teknik derslerinden hiç keyif almıyorum. Endüstri mühendisi olacağım ama, teknik kitabındaki pasajların çoğu benim bölümümle alakasız. Çok kelime var. Neden bu kadar çok gereksiz kelimeyi ezberlemek zorundayım?

WEEK 3 (13-16 Kasım)

15 Kasım Çarşamba

VIDEO ENGLISH

Bu gün yine sıkıcı video günlerinden biriydi, ve istemediğimiz ve beğenmediğimiz bir filmi daha izledik. Zaten filmlerin çoğu sıkıcı ve modası geçmiş filmler. Öğretmenimizin iddiasına göre Robin Hood "çok heyecan verici ve romantik" ama ben ve arkadaşlarım hiç te aynı fikirde değiliz.

TECHNICAL ENGLISH

WEEK 1 (30 Ekim- 2 Kasım)

! Kasım Çarşamba

(9) Yine aynı sorular... Öğrencilere çalışmak işkence değilde, zevk verdiğinde her şey yoluna girecek. Hem benim için hem de onlar için dersler çok iyi geçecek.

Bıkıp usanmadan, her günkü gibi, işlediğimiz programın onlara ne kadar faydalı olduğunu ve alacağını bir kez daha anlattım.

2 Kasım Perşembe

Tense'ler konusu daha iyi geçti. Öğrenciler hazırlıklı geldikleri için sorular da güzeldi. Ancak yazdıkları kompozisyonda aynı hataları görmekten sıkıldım. Bu hataları düzeltmek için bir şeyler yapmalıyız.

NAME: ███

VIDEO ENGLISH

'0 Kasım Pazartesi

Prep. D

Bizim dersimiz "listening" içerikli olmasına rağmen, konuşmak, pratik yapmak istedikleri ① için değişik sorular sorarak konuşturmaya çalıştım. Ama maalesef birbirlerine karşı saygıları olmadığı için dinlemeyi bilmiyorlar. Defalarca söylememize rağmen anlamıyorlar ve herşey loylay, birisi ciddi bir şey konuşurken, Türkçe bir şeyler söyleyip gülmeye bayılıyorlar ③ ilkokul öğrencilerinden farkları yok.

VIDEO ENGLISH

sum Çarşamba

Prep. D

Bugünkü dersimiz güzel geçti ama üzüldüğüm şey, öğrenciler nedense vizelerden sonra Türkçe'ye başlıyorlar. Dün öyle oldu, sınıfta yabancı bir öğrenci olmasına rağmen sürekli Türkçe ② konuşmayı tercih ettiler, "Intermediate" olmalarına rağmen. Onun dışında ders gayet iyidi.

███

Business

TECHNICAL ENGLISH

Çarşamba

Herzaman olduğu gibi çok zevkli bir dersti. Passive Voice konusundaki eksikleri tamamladık. ⊥ Son saatte problemlerinden bahsedip farkı sözü aldık çok zevkaldılar ①

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