



**THE EFFECTS OF
ARCS MOTIVATIONAL MODEL ON
STUDENT MOTIVATION TO LEARN ENGLISH**

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(Yüksek Lisans Tezi)
Eskişehir, 2014**

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MA THESIS

English Language Teaching Program

Advisor: Prof. Dr. İlknur KEÇİK

Eskişehir

Anadolu University

Institute of Educational Sciences

February, 2014

**ARCS MOTİVASYON MODELİNİN ÖĞRENCİLERİN İNGİLİZCE
ÖĞRENME MOTİVASYONU ÜZERİNDEKİ ETKİLERİ**

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İngiliz Dili Eğitimi Anabilim Dalı

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Anadolu Üniversitesi

Eğitim Bilimleri Enstitüsü

Şubat, 2014

YÜKSEK LİSANS TEZ ÖZETİ

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Bu çalışma, ARCS motivasyon modelinin (Keller, 2010) yabancı dil olarak İngilizce öğrenen öğrencilerin motivasyonu üzerindeki etkilerini araştırmak ve ders içinde öğrencileri motive eden etkinlik ve öğretmen davranışını belirlemek için tasarlanmıştır. Bu amaçla Keller tarafından geliştirilen ARCS motivasyon modeli stratejilerine yer verilen ders planları hazırlanarak Namık Kemal Üniversitesi İngilizce hazırlık sınıfında öğrenim gören 30 öğrenciye 10 hafta boyunca uygulanmıştır.

Modelin öğrenci motivasyonu üzerindeki etkisini ölçmek amacıyla Keller'ın tasarladığı 2 ölçek, Ders Motivasyon Ölçeği (DMÖ) ve Öğretim Materyalleri Motivasyon Ölçeği (ÖMMÖ), uygulama başlamadan önce ve uygulamanın sonunda öğrencilere uygulanmıştır.

Araştırmanın diğer bir amacı da ders içerisinde öğrencileri motive eden etkinlik ve öğretmen davranışını saptamak olduğu için katılımcılar her haftanın son dersinde haftalık değerlendirme yaparak dersin etkililiği ve kendilerini motive eden ders materyal ve aktiviteleri hakkında yorumda bulunmuşlardır.

ARCS motivasyon modelinin öğrenci motivasyonu üzerinde etkilerini incelemek için DMÖ ve ÖMMÖ sonuçları değerlendirilmiştir. Ders motivasyon ölçeği sonuçları öğrencilerin ARCS stratejilerine olumlu tepki verdiklerini ortaya koymuştur. Çalışma sonunda öğrencilerin ders motivasyonu yükselmiştir. İki uygulama arasında t-testi anlamlı bir fark bulmuştur. Ders Motivasyon Ölçeği maddeleri her bir ARCS kategorisi için de değerlendirilmiş ve her bir kategorinin öğrenci motivasyonu üzerinde olumlu

etkilerinin olduđu saptanmıřtır. Bu bulgulara gre dil đretimine entegre edilen ARCS modeli her bir kategoride đrencinin ders motivasyonunu olumlu etkilemiřtir.

đretim Materyali Motivasyon leđi sonuları da bađımlı rneklem t-testi kullanılarak deđerlendirilmiř ve ARCS stratejilerine gre hazırlanan materyallerin đrenciler zerinde olumlu bir etkisinin olduđu grlmřtr. Daha ayrıntılı bir arařtırma iin MMA'nın iki alt kategorisinde bulunan maddeler deđerlendirilmiř ve her iki kategoride de olumlu etki ortaya ıkmıřtır. đrencilerin đrenme materyallerine olan motivasyonu artmıřtır. leđin ilk ve son uygulama sonuları arasında anlamlı bir fark bulunmuřtur. DM ve MMA sayısal verilerinin ortaya koyduđu sonular haftalık deđerlendirme kađıdı ile toplanan đrenci yorumları ile de rtřmektedir.

đrenci yorumlarına gre bilgi bořluđu, problem zme, resim tanımlama, resim ve cmle eřleřtirme gibi aktivite trleri motive edici olarak tanımlanmıřtır. zellikle oyunlar ile desteklenen kelime aktiviteleri, řarkı ve video gibi dinleme becerisi alıřmalarının đrenci motivasyonunu arttırdıđı belirtilmiřtir. İekli alıřma, grup alıřması, yarıřmalar ve oyunlar gibi đrenci katılımını gerektiren aktivite trleri đrenci motivasyonunu arttırmada etkili olarak yorumlanmıřtır. Ayrıca, đrencilerin kendi fikirlerini ve yaratıcılıklarını kullanabilecekleri etkinlikler de diđer motive edici ders đeleri olarak belirtilmiřtir.

Ders materyalleri ve etkinliklerinin yanı sıra, đretmen davranıřı olduka motive edici olarak yorumlanmıřtır. Kibar, enerjik, hevesli, ilgili đretmen davranıřı đrencilerin derse olan motivasyonlarını arttırmada etkili olarak belirtilmiřtir. Bunların yanı sıra, yapıcı eleřtiri, szl vg ve zor bir grev bařarıyla tamamlandıđında ya da aba gsterildiđinde dllendirme de motive edici đretmen davranıřları olarak yorumlanmıřtır. Ek olarak, đretmenin đrenciler ile yakın bir iliřki kurması ve đrenci ile sık sık iletiřim halinde olması đrencilerin motivasyonunu arttırmada ve dikkatlerini derse toplamada etkili olarak belirtilmiřtir.

ANAHTAR KELİMELELER: ARCS Motivasyon Modeli, DM, Motivasyon MM

M.A. THESIS ABSTRACT

THE EFFECTS OF ARCS MOTIVATIONAL MODEL ON STUDENT MOTIVATION TO LEARN ENGLISH

Pınar YÜNCÜ KURT

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The present study was designed to examine the effects of ARCS motivational model (Keller, 2010) on students' motivation and to identify the perspectives of the students related to activities and the teacher behavior that motivates them. For this purpose, ARCS motivational model strategies were inserted to the instructional design via detailed lesson plans and these plans were applied throughout ten weeks.

To find out the effects of ARSC model data were collected using two scales. These scales were Course Interest Survey (CIS) and Instructional Materials Motivation Survey (IMMS) by John Keller, and they were administered to a sampling of 30 preparatory school students at Namik Kemal University before and after the application of lesson plans.

To examine the effects of ARCS motivational model on students' motivation CIS and IMMS results were evaluated using Paired Samples t-test. The results of Course Interest Survey indicated a significant increase since students showed higher course motivation based on the overall CIS results at the end of the study. The Course Interest Survey items were evaluated in terms of each ARCS category and a significant difference was observed in all scales. The results showed that the ARCS model inserted language instruction had positive influence on students' course motivation in all categories.

To examine the effects of ARCS strategies on increasing students' motivation in terms of instructional materials the Instructional Materials Motivation Survey results were evaluated. A paired samples t-test yielded a significant difference in students'

instructional motivation scores. For a deeper understanding, two subscales of IMMS were assessed separately to identify the difference in mean scores and whether the instructional materials based on ARCS strategies were implemented into the classroom instruction successfully. The results revealed significant differences in both subscales. Students' instructional materials motivation increased. Students' comments that were collected through weekly comments sheet also supported statistical data obtained through both CIS and IMMS.

The second purpose of the study was to identify course design features that motivated students most. For this reason, students were asked to write weekly comments sheet and to comment on the effectiveness of the instruction and the type of instructional materials and activities motivated them during the class hour. These were collected by the instructor at the last lesson of each week. Students reported that extra materials such as info-gap, problem solving, picture description, picture and sentence matching etc. activities increased their motivation. Especially vocabulary teaching activities supported with games, listening practices such as songs and videos were suggested as highly motivating. Activities that required learner participation such as pair works, group activities, competitions and games were considerably effective in increasing student motivation. Moreover, activities that allowed students use their creativity and their own ideas were other motivating course design features.

Besides class materials, instructor behavior was indicated as relatively motivating. Polite, energetic, enthusiastic, caring instructor behaviors were reported as effective in increasing students' motivation to the lesson. Furthermore, providing constructive feedback, giving verbal praise and providing rewards for accomplishing a difficult task or showing effort were other motivating instructor behaviors. In addition, students reported that frequent student-instructor communication helped them focus their lesson and increased their motivation.

KEY WORDS: ARCS Motivational Model, CIS, IMMS, Motivation

ACKNOWLEDGEMENTS

I would like to express my gratitude first of all to my thesis advisor Prof. Dr. İlknur Keçik for her expertise, invaluable guidance, encouragement and mentorship throughout this journey. She was always eager to provide professional help and personal support. Most importantly, she set a perfect model of the characteristics of a motivating instructor identified in this study as essential for the success and achievement of students. Without her priceless guidance and genuine interest, it would not be possible to complete this dissertation.

I would also like to thank to Doc. Dr. Belgin Aydın and I am grateful for her support and invaluable ideas and encouragement.

I owe thanks to Asst. Prof. Dr.Özgür Yıldırım for his guidance in statistical analysis.

I would like to thank each and every member of my committee for their feedback, their guidance, encouragement, and expertise during this study. Your commitment to my success made success possible and achievable.

I am grateful to my family since they always believed in and encouraged and helped me to continue this amazing journey.

Finally, I owe special thanks to my husband for his endless encouragement, patience, kindness and support. Whenever I felt frustrated or stressed, he was always there to cheer me up, inspire me to keep moving forward and he has been very understanding. I am delighted to have the opportunity to thank the many individuals who were important to the completion of my thesis.

Pınar Yüncü Kurt

ÖZGEÇMİŞ

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Kişisel Bilgiler

Doğum yeri ve yılı: Tekirdağ, 16 Haziran 1986

Cinsiyet: Bayan

Yabancı Dil: İngilizce

JÜRİ VE ENSTİTÜ ONAYI

Pınar YÜNCÜ KURT'un "The Effetes of Arcs Motivational Model On Student Motivation To Learn English" başlıklı tezi 18.02.2014 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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CHAPTER 1

INTRODUCTION

“Motivation is the neglected heart of our understanding of how to design instruction.”

Keller, (1983, p.390)

1.1 Introduction

Learning a foreign language and especially English becomes more and more necessary and important for both English majors and non-English major students. Thus, English language teaching gained more attention and many challenges have been overcome for the sake of improving the quality and effectiveness of instruction. Even though, several techniques and advanced technologies are available today, English learning/teaching is still a challenging task. Learning a foreign language is complex and different from other kinds of learning because it is far more than simply learning skills, rules, grammar or vocabulary. It involves adopting a new self-image, a new social and cultural behavior and internalizing it (Williams & Burden, 1997). Thus, language learning is much more complicated than it may seem to the people who are not involved in teaching/learning processes and it cannot be underestimated.

One of the most emphasized problems of English language teaching/learning in recent years is motivation. As Dörnyei indicates (2001b) if students cannot be motivated, they cannot learn. Thus, motivation takes an important place in most learning theories and has long been considered as an indicator of success or failure in completing any complex task (Wongwivatthanakit & Popovich, 2000; Dörnyei, 2001b).

Motivation, as a term, is very often used without realizing its meaning and high importance (Dörnyei, 2001b). We use the term in casual conversations, when we talk about likes and dislikes, interests and preferences, wishes and desires, goals and expectations, but we are not aware of the fact that these casual conversation topics are

what researchers have long considered as being main motivational determinants of human behavior (Dörnyei, 2001b). Motivation is in every aspect of our daily lives. Thus, motivation cannot be considered as an isolated element since it is one of the most elusive concepts in the whole domain of the social sciences and has played an important role in instructional design (Keller, 1983).

“The study of motivation focuses on how and why people initiate actions directed toward specific goals, how intensively they are involved in the activity, how persistent they are in their attempts to reach these goals, and what they are thinking and feeling along the way” (Woolfolk, 2005, p. 341). Motivation is something that guides the person through accomplishing a task and makes the person going through the process of achieving (Wongwiwatthanakit & Popovich, 2000). What’s more motivation is considered as a key factor to learning and one of the major determinants of academic achievement. (Keller, 1987a; Chang, 2001; Chang & Lehman, 2002; Robb, 2010). And that’s why for many years, the issue of motivation has become a hot topic and drawn a lot of attention in language learning since we learn what we want to learn.

Research studies prove that students who are motivated to learn a foreign language will be able to achieve a considerable amount of their goal regardless of their aptitude, ability, intelligence (Dörnyei, 2001b). As Dörnyei (2001a, p.2) notes, “99% of language learners who really want to learn a foreign language will be able to master a reasonable working of it as a minimum, regardless of their aptitude”. In contrast, even students with remarkable skills and abilities can fail in accomplishing a task or achieving their long-term goals unless they have enough motivation to do so (Dörnyei, 2005). If students are not motivated, student achievement cannot be ensured since a demotivated person does not have the motive nor desire that directs the person toward that specific action. Instructors cannot expect students who are not motivated to learn to put forth their best effort to learn.

In an attempt to solve the motivation problem different models and theories like the socio-educational model, the self-determination theory, the attribution theory, and goal theory etc. were suggested (Keblawi, 2009). One of them is Keller’s ARCS motivational model and Keller (1983) states that an educator can create or change the learning conditions/environment in a way that individual students can motivate

themselves. As a result of extensive study and experience Keller (1983) put forward the ARCS Motivational Model as a solution to the problem to find more effective ways of understanding the major influences on the motivation to learn, and to provide systematic ways of identifying and solving problems with learning motivation. Keller's ARCS motivational model, which consists of four categories, Attention, Relevance, Confidence and Satisfaction covers most of the areas of research on human motivation, and is a motivational design process that is compatible with typical instructional design models. Therefore, this study inserts this model into English language classes at the preparatory school of a university to find out the effectiveness of the model in language teaching in Turkish context and due to the results to suggest some techniques to increase motivation.

The ARCS model of motivational design (Keller, 1987a, 1987b) provides a systematic, ten-step approach to insert motivational tactics into instruction. These are obtaining course and audience information, analyzing audience motivation and existing materials and conditions, listing objectives, assessments and potential tactics, selecting and/or designing and integrating tactics, selecting and developing materials, and evaluating and revising them (See 2.6 ARCS motivational model). One of the advantages of the ARCS model is that it helps an educator identify the component of instruction that is problematic and decreases students' motivation to learn (Keller, 2010). It incorporates needs assessment based on an analysis of the target audience and existing instructional materials. Based on such a problem analysis it provides motivational strategies to make instruction responsive to the interests and needs of students. During this ten-step process the model also helps the instructors to create motivational objectives and measurements. Moreover, it provides guidance for creating and selecting motivational tactics, and follows a process that integrates well with instructional design and development. The analysis of motivational needs and corresponding selection of tactics are based on four categories of motivation.

The ARCS model's four categories represent sets of conditions that are necessary for students to be fully motivated, and each of these four categories has subcategories and strategies, that represent specific aspects of motivation. The first category to be performed is to gain the students' Attention. Tactics for this category can range from simple unexpected events (e.g. a loud whistle, an upside-down word in a

visual) to mentally stimulating problems that engage a deeper level of curiosity, especially when presented at the beginning of a lesson. Another important element is variation because people like a certain amount of variety and they will lose interest if your teaching strategies, even the good ones, never change.

The second category is to build Relevance. Even if curiosity is aroused, motivation is lost if the students cannot value the content and link the content to their personal goals. Relevance means connecting the content of instruction to important goals of the learners, their past interests, and their learning styles. Relating instructional content to the learners' future job or academic requirements is an effective way to enhance relevance. Using simulations, analogies, case studies, and examples related to the students' immediate and current interests and experiences are other alternatives.

The third category of the ARCS motivational model is Confidence. Instructors should help students to establish a positive expectancy for success. Students may experience low confidence or anxiety because they are not aware of what is expected of them. By making the objectives clear and providing examples of achievements, it is easier to build confidence. Another aspect of confidence is that instructors encourage students to believe that they can achieve any complex task by taking time and by sparing no effort and students should be encouraged to attribute their success or failures to personal effort.

If the learners are curious, interested in the content, and moderately challenged, then they will be motivated to learn. To be able to sustain students' motivation is also important and this purpose is fulfilled by the fourth condition of motivation that is satisfaction. Satisfaction means that students should have positive feelings about their accomplishments and learning experiences. They need to receive recognition and evidence of success that supports their intrinsic feelings of satisfaction and they believe they have been treated fairly. Tangible extrinsic rewards such as grades, privileges, certificates, symbolic rewards, or other tokens of achievement can be used to achieve satisfaction. Providing opportunities to apply newly learned skills supports intrinsic feelings of satisfaction. Finally, a sense of equity, or fairness, is another necessity to maintain student motivation. Students must feel that there is no favoritism in grading;

the amount of work required by the course is appropriate and consistent with objectives, content, and tests.

1.2 Statement of the Problem

Learning a foreign language and especially English is becoming more and more popular for students due to various reasons. Students try to learn English to be able to keep up with the development and technologies in the world, to get a better job, to upgrade their standards and so forth. Even though students are eager to learn English, high rates of absenteeism and failure in English courses have proven that there is a problem with language learning at most of the university prep classes all over Turkey (Ozkanal & Arıkan, 2011). As most instructors admit, lack of motivation seems to be the main problem (Genc & Kaya, 2010).

One of the dilemmas in motivation to learn is that the instructors believe that motivation is not their concern; it is something that students themselves are responsible for (Keller, 2010). These instructors believe that their duty is to provide qualified instruction and motivation will take care of itself eventually. However, instructor behavior; materials and instruction can have demotivating effect on students and when students lose their motivation, it gets difficult for them to learn (Keller, 2010; Dörnyei, 2001b). Instructions inhabit students' learning indirectly. Repetitive instruction and using same kind of materials excessively can have demotivating effect on students. Some course books that instructors rely on do not include motivational materials. If instructors carefully evaluate materials before they bring them to class, they can easily overcome these problems. This implies that instructors should be aware of the fact that they play a crucial role on student motivation and should feel responsible.

As for the context of this research, the preparatory school students start learning English with an enthusiasm and high motivation. First couple of weeks, they seem eager and attentive. Even though, they have same instructors and materials, they start to lose their motivation gradually. They start not to attend classes, not to participate in classroom activities. As the curriculum progresses, they fall behind the schedule and finally give up. The problem is that whatever happens during the process has a demotivating effect on students. So we should try to increase student motivation. In an

attempt to increase motivation of the students we have decided to apply the ARCS motivational model. It is thought that ARCS, which approaches the motivation problem from both students', instructor's point of view, could be applicable.

1.3 Aim of the Study

The main purpose of the study is to investigate the effects of ARCS based instruction on student motivation at a University English preparatory class. For this aim lesson plans based on ARCS strategies were implemented and students' overall motivational level was measured using the Instructional Motivational Material Survey (IMMS) and the Course Interest Survey (CIS). To analyze the effectiveness of the model in detail, students' motivational levels for each ARCS category were measured. The second aim is to find out the perspectives of the students on teacher attitude and instructional practices that contribute to student motivation. Students were asked to write weekly comments on the effectiveness of the instruction and on the technique and the teacher behavior that motivated them during the class hour. Their comments were analyzed in terms of the instructional practices that motivated the students most.

1.4 Research Questions

To achieve the above aims the following research questions are pursued.

1. Do ARCS model based language lessons have effect on students' course motivation?

a. is there a significant difference in overall motivation scores at the beginning and at the end of the study

b. is there a significant difference in ARCS categories- Attention/ Relevance/ Confidence/ Satisfaction scores- at the beginning and at the end of the study

2: Do ARCS model based instructional materials have effect on students' instructional materials' motivation?

a. is there a significant difference in overall motivation scores at the beginning and at the end of the study

b is there a significant difference in ARCS categories- Attention- Relevance/
Confidence- Satisfaction scores at the beginning and at the end of the study

3. What instructional practices are considered to be motivating for the students?

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Motivation has long been considered as an indicator of success and failure in completing any complex task and has been a crucial aspect of teaching/learning (Chang, 2001; Chang & Lehman, 2002; Robb, 2010). Motivation to learn any subject is an already complex and multidimensional construct, motivation to learn a foreign language is even more complicated. Thus, one of the greatest challenges for all instructors and instructor designers is motivating students (Hodges, 2004).

Motivation may not be the main or the only incentive for learning; however it is proved that it plays a crucial role during the learning process (Huang, Huang, Diefes-Dux & Imbrie, 2006). As Keller and Burkman (1993) highlight, student motivation colors what happens in learning environment thus if instructors desire their instruction to be effective, motivation needs to be given attention in the instructional design. Keller (1983) suggests that motivation is affected by several different aspects of instruction such as instructor, learner differences, classroom environment and instructional materials. Most of them fail motivating students since they try to motivate each student in the same way or focus only on one part of the motivating principles. Motivation cannot be sustained with a one-size fits all attitude. Therefore, we need variety since each student has different backgrounds, abilities, goals and interests. Even though there are a number of proved factors about what motivates people to study and to continue their studies, instructional designers should be aware of the fact that one activity can be highly motivating for some students but may not be that interesting for the others.

Various studies, which examined the effect of motivation on students' academic achievement, (Bruinsma, 2003; Cool & Keith, 1991; McKenzie & Schweitzer, 2001; Sankaran & Bui, 2001; Wolters, 1999) revealed motivation as an important and influential factor on students' achievement. Walbery (1981, 1984) stated that motivation accounts for between 16% and 20% of the variance in student achievement and Fyans and Maehr (1987) indicated that this could be up to 38%. Since the relation between achievement and motivation has been approved, understanding the principles of

motivation and how they can be applied to instruction has gained importance for instructional designers and instructors (Means, Jonassen & Dwyer, 1997).

For learning to occur, first instructors need to have motivated learners (Naime-Diffenbach, 1991) but only a few students can motivate themselves and maintain their motivation. Students' reasons for demotivation may vary. Some students think that if they fail, others will look down on them. This causes anxiety and these students give up trying if they are not assisted (Woolfolk, 2005). Even students who are capable of accomplishing a lot of things need sufficient motivation to achieve long-term goals (Dörnyei, 2005). This suggests that many students need assistance of instructor to be motivated. Unfortunately, many instructors have problems about how to stimulate and sustain learner motivation (Keller, Deimann & Liu, 2005).

Consequently, if instructors want to design instruction in a way that can motivate students, they should be knowledgeable about what is meant by motivation. As Brown (1994) indicates, a detailed understanding of exactly what motivation is and how to create, foster and maintain motivation is required for an instructor to motivate students. This is the primary matter that instructors should consider before they attempt to apply any strategies to motivate their students.

2.2. What is Motivation?

Motivation has been defined several times by different researchers. The definition of motivation ranges from one extreme to another. While behaviorists defined motivation as the product of environmental conditioning—of deprivation and reinforcement schedules (Skinner, 1953), humanists define it as a byproduct of free will and an internal drive for self-actualization. According to behaviorist point of view, learning can only be measured by observable behaviors and by a change in the behavior that is activated by environmental or external factors (Monk, 2009). Skinner (1950) argues that motivation come from the outside, extrinsic motivation, reacting through reinforcements using either positive or negative consequences. Nevertheless, according to Maslow, motivation stems from specific human needs (1954). Maslow suggested that there is a hierarchy of human needs which means that if one prior need cannot be satisfied the others cannot be fulfilled. Moreover, these needs must be satisfied in the given order because if lower needs cannot be satisfied, we cannot tap into their higher

needs and motivate students. Students who come to school hungry, tired or anxious cannot be motivated successfully unless their lower needs are not met (Brophy, 1998)

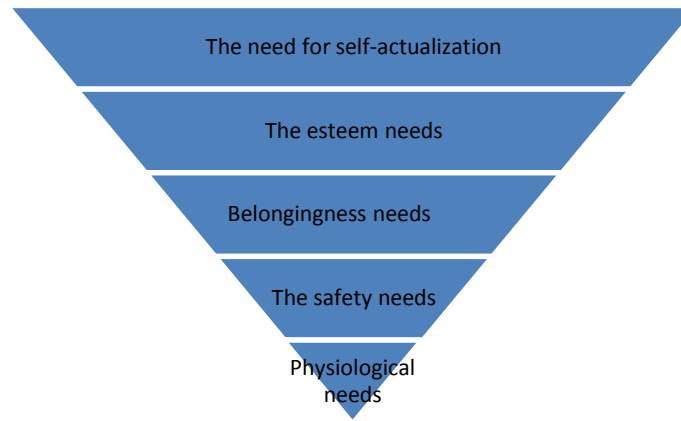


Figure 1. Maslow's hierarchy of human needs

Ausubel(1968) is another researcher that investigated motivation and states that motivation may derive from six needs.

1. the need for exploration, to probe the unknown
2. the need for manipulation, to operate on the environment and cause change
3. the need for, for both physical and mental activity
4. the need for stimulation by the environment, by the other people, or by ideas, thoughts, and feelings
5. the need for knowledge, the need to process and internalize the results of exploration, manipulation, activity, and stimulation, to resolve contradictions, to quest for solutions to problems and for self-consistent system of knowledge
6. the need for ego enhancement, for the self to be known and to be accepted and approved of by others (Ausubel, 1968, p. 368-379).

Keller, 1979	“that which accounts for the arousal, direction, and sustenance of behavior” (p.27).
Arkes and Garske, 1982	“those processes that influence the arousal, strength, or direction of behavior” (p.3).
Keller, 1983	“the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect” (p.389).
Johnson and Johnson, 1985	as the degree to which students commit effort to achieve academic goals (e.g., the intended learning benefits of increased understandings and skills) that they perceive as being meaningful and worthwhile" (p.250).
Wlodkowski, 1985	“those processes that can: a: arouse and instigate Behavior, b: give direction or purpose to behavior, c: allow behavior to persist and d. lead to choosing or preferring a particular behavior” (p.2).
Duttweiler ,1986	“those factors that arouse, direct, and sustain increased performance” (p.371).
Brown, 1994	“the extent to which you make choices about a. goals to pursue and b. the effort you will devote to that pursuit”(p.34).
Gagné and Medsker, 1996	"cognitive persistence: the drive, tendency, or desire to undertake or complete a task, expend effort, and do a quality job" (p.168).
Biehler and Snowman ,1997	“forces that account for the arousal, selection, direction, and continuation of behavior” (p.399)
Moller et al., 2005	“the length and direction of effort expended by the learner in pursuit of achievement” (p.139).
Dörnyei, 2005	“Motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process”(p.65).
Glynn, Aultman and Owens, 2005	“it is a state that arouses, directs, and sustains human behavior in such a way that it plays a fundamental role in learning”(p.150)
Carpenter, 2011	“an individual’s demonstrated effort to learn course content”(p.33).

Table 1. Definition of motivation by different researchers

Definition of Motivation has been argued by many researchers for over 40 years (See Table 1). In the widest sense motivation can be defined as an indicator why people think and behave as they do, but researchers and designers couldn't come up with a standard definition or explanation (Hu, 2008). Though the researchers couldn't find a middle ground in terms of definition of motivation, most definitions have common points:

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

Keller (2010) states that motivation is commonly defined as “that which explains the direction and magnitude of behavior, or in other words, it explains what goals people choose to pursue and how actively or intensely they pursue them” (p.4). Even though, this definition includes common points suggested by Hu(2008) such as goals and effort it fails to explain how or why people choose and pursue their goals. That's why, Keller (2010) explains motivation considering its role in the learning context as “Motivation is influenced by the degree to which a teacher and the instructional materials provide a curiosity arousing and personally relevant set of stimuli together with challenge levels that encourage feelings of confidence and whether there is an absence of the kinds of stressors that would inhibit effort.” (p.6). In this study this description of motivation suggested by Keller (2010) is selected as the baseline since it explains the effect of motivation in language teaching/learning by clarifying how and why students put effort to pursue their personal goals.

Even though some instructors may consider motivation as something that students themselves are responsible for several researches such as Keller and Burkman (1993) emphasize the role of instructor on student motivation. Instructional designers assumed that well-designed instruction and curricula would be enough to motivate students (Keller, 1983). On the other hand, motivation should have a central and indispensable place in instructional design since its positive effects and consequences are apparent (Yap, 2008). Therefore, student characters, instructors, instruction and the learning environment play a crucial role as suggested by Social Learning Theory (Bandura, 1969). This implies that both internal and external conditions are influential

in affecting student motivation (Gagné, 1985). Internal conditions are students' skills and abilities independent of the instructor or instruction (Huett, 2006). External conditionals are what students are exposed in a learning environment to achieve an identified goal. Motivation can be seen as a product of an individual's engagement with his environment and "is in part a function of the characteristic choices a person will make for one type of goal over others" (Keller, 1979, p.28).

Thus, Keller and Burkman (1993, p.4-5) put forward five assumptions that should be kept in mind if the aim is to achieve motivated students.

1. Motivation is influenced by external factors which suggest that motivation to learn is also a responsibility of the instructional designer not just students'. Instructors serve as a model and inspire students. For instance, a poorly designed learning activity can demotivate a motivated learner just as well-designed learning activity can motivate a poorly motivated learner.
2. In a context of message design, learner motivation is a means, not an end. The goal is to use principles of motivation to stimulate the motivation to learn. The primary aim is not entertainment. Students' personal motivational requirements should be met.
3. A systematic process could be used to design motivating instruction. The use of learner motivation analysis, motivational design strategies, and their subsequent evaluation can lead to more motivating instruction.
4. Motivation must be considered in all parts of an instructional message, including the middle and end, and not just at the beginning of the learning activity.
5. Motivational design interventions can be studied in terms of their effects on motivation independently of their effects on performance.

Therefore, motivation is not a simple condition to achieve; in fact it is quite complex and many factors are needed to be considered. Since the present study investigates effects of Keller's motivational model, in this study Keller's definition of motivation is adopted.

2.3. Issues in the Study of Motivation

To be able to understand study of motivation fully, there are some issues that need to be reviewed.

2.3.1. Affective vs. Cognitive Domain

The first issue that is related to motivational research is whether it belongs to affective or cognitive domain (Keller, 2010). Song (1998, p.30) finds this argument useless because if motivation can be seen as an internal force, then it “can come from all the human psychological constructs, either in the affective or cognitive domains that influence the direction and intensity of behavior”.

Some linguists believe that understanding affective side of human behavior will clarify the language puzzle (Chang, 2001). Empathy, self-esteem, extroversion, inhibition, imitation, anxiety, and attitudes are the factors of affective domain and they play a very important role in shaping human behavior and may affect second language learning (Brown, 1994; Dörnyei, 2001). Previous studies have shown that negative attitudes can affect success in language learning (Brown, 1993, p.63). Students are taught cognitive and metacognitive strategies and their use of these strategies have been investigated. However, students won't be able to use the knowledge of cognitive and metacognitive strategies unless they are motivated. These strategies alone might not be adequate for achievement.

Krashen (1985) is another researcher who believes the importance of understanding affective domain in success. In his input hypothesis, Krashen (1985) emphasized that the affective domain is important for language acquisition. According to Krashen (1985), there is a “mental block that prevents acquirers from fully utilizing the comprehensible input they receive for language acquisition” (p.3) named the “affective filter”. When learners are unmotivated, lacking in confidence, or anxious, the affective filter is “up”; when learners are highly motivated, with confidence and low anxiety, the filter is “down”. A high affective filter blocks student learning and cause anxiety and low self-confidence.

On the other hand, Keller (2010) states that, “motivation refers to internal conditions that result in the pursuit of specific goals; it is not meaningful to attempt to classify this broad component of human behavior as being contained within the affective, or non-cognitive, domain because it also has cognitive elements”. Motivation is also related to affective domain since we are affected by our emotions such as fear

and attraction, psychomotor components such as frustration and aggression, physiological components such as hunger and arousal, and cognitive components such as expectancies for success. Thus, motivation is affected by several factors that are interrelated to each other.

2.3.2 Integrative and Instrumental Motivation

Gardner and Lambert (1972) divided motivation into two categories as integrative and instrumental. Integrative motivation is related to the desire to learn the language to be a part of the target language culture whereas the instrumental motivation refers to practical reasons for language learning, such as getting a job, an MA degree or promotion. Even though, students usually want to learn a foreign language with an instrumental motive there is no proof that one type of motivation is more effective than the other. The important issue is, regardless of the type, the level of the motivation.

2.3.3 Trait vs. state

Another issue that has been discussed about motivation is that of trait versus state (Keller, 2010). A trait is considered to be a stable tendency to behave in a certain way. A personality trait is a predictable predisposition to behave in the same way in a variety of situations. On the contrary, a state refers to the tendency to act through a given motive or personality characteristic at a given point in time or in specific types of situations.

Though researchers and instructional designers have different opinions about motivation as a trait or state, the instructional designers should assume that at least part of motivation is a state because of the fact that a trait would be more difficult to change compared to a state (Visser & Keller, 1990). This implies that, if motivation is agreed as a trait, instructional designers' or instructors' efforts to increase motivation during the instructional period would be of no use. As a trait, motivation is regarded as an ongoing state to be achieved prior to the implementation of learning tasks. Visser and Keller (p.469) argue that "motivation is seen as a continually changing set of factors influencing the individual's learning behavior before and during the learning task". This

implies that motivation to learn needs to be defined at least partly as a state. Consequently, it cannot be defined as trait or state alone.

2.3.4 Extrinsic vs. intrinsic motivation

Motivation is a dynamic factor (Dörnyei, 2005). It is not totally stable and people can have different amounts, different kinds of motivation (Ryan & Deci, 2000). Even during a single lesson students' motivation level changes, so it is a challenge to keep them motivated for several months or a year (Dörnyei, 2005). An instructor needs to be aware that students both vary how much motivated they are and what type of motivation they have. A student can be highly motivated to complete a task because of curiosity or because of external factors such as approval, or rewards. In Self-Determination Theory (SDT) (Deci & Ryan, 1985) motivation is divided into two categories based on the different reasons or goals that give rise to an action. The most basic and known distinction is between intrinsic motivation, which refers to performing an action because it is naturally interesting or giving pleasure, and extrinsic motivation, which refers to completing a task because it leads to an external outcome (Ryan & Deci, 2000). Hence, it can be concluded as Keller indicates “intrinsically motivated activities can be viewed as ends in themselves, while extrinsically motivated goals are means to ends” (Keller, 2010, p.17).

2.3.4.1 Intrinsic motivation

Most instructors complain that they have unmotivated students and seek solution to this problem using external forces such as exams or certificates ignoring the complexity of inter-play between the social-contextual conditions and the innate psychological needs of students that can have influence on their motivational behaviors (Yap, 2008).

However, researchers who have been working on motivation noticed that students may perform an action or participate in an activity that they are not motivated by their biological needs or an extrinsic reward or avoid punishment. These students are motivated by something which makes them experience positive feelings of interest, enjoyment and satisfaction which is intrinsic motivation (Sansone & Harackiewicz, 2000). Deci (1975) defined intrinsically motivated activities as “ones for which there is

no apparent reward except the activity itself” (p.23). According to Maslow (2000) intrinsic motivation is superior to extrinsic motivation based on his hierarchy of human needs. Intrinsic motivation’s source comes from an inner desire of accomplishment which in return result in a person’s completing activities often for the fun or challenge of learning or doing (Song, 1998; Margueratt, 2007). Intrinsically motivated people sustain effort more and they don’t need outside influences or external motives to complete a task since they learn for their own self-perceived needs and goals (Chang, 2001).

Nevertheless, intrinsic motivation is difficult to awaken. Students can be intrinsically motivated for some activities but not for the others, and not everyone is intrinsically motivated for any specific task. There are social and environmental factors that facilitate intrinsic motivation (Ryan & Deci, 2000). Cognitive Evaluation Theory (CET) which was presented by Deci and Ryan (1985) tries to clarify the factors in social contexts that produce variability in intrinsic motivation. CET, which is regarded as a sub-theory of self-determination theory, states that interpersonal events and structures (e.g., rewards, communications, feedback) that cause feeling of achievement can enhance intrinsic motivation for that specific action. According to CET, classroom instruction can facilitate intrinsic motivation by supporting feeling of autonomy and competence. Activities that carry an intrinsic interest for the students can only result in intrinsic motivation (Ryan & Deci, 2000). If intrinsic motivation can be attained, it can lead to a deep learning approach, which causes better retention, application, and reflection (Jordan, 2006).

As an indicator of intrinsic motivation, flow is another concept that is necessary for the instructors to know (Song, 1998). Flow can be explained as a state of effortless movement of psychic energy. In flow students experience contained, channeled but positive emotions which are energized and aligned with the task at hand (Arnold & Brown, 1999). According to Csikszentmihayli (1990) for students to be in a flow state two factors need to be in balance: the challenge to be achieved and the skill needed to solve it. When these two factors are in balance, an individual experiences flow. If an activity is too easy, students become bored and distracted, and if it is too challenging, the activity causes anxiety. Flow is experienced best if students are provided with a

reasonable chance of completing it and if they are able to concentrate on it (Arnold & Brown, 1999).

Considering its advantages and proved efficacy, it should be emphasized as Keller (2010) suggests that, “intrinsic motivation is a complex issue and a challenge is to build intrinsic interest in one’s subject without expecting all learners to become totally motivated by intrinsic interests” (p.19). How the teacher or instructional designer can motivate non-intrinsically motivated learners and help them learn better is a challenge that needs to be resolved.

2.3.4.2 Extrinsic motivation

While intrinsically motivated students attempt to accomplish a task due to its relevance, some degree of amusement or satisfaction; tasks for which the motivating forces are rewards, punishments or outcomes have been mentioned as extrinsically motivated (Nwagbara, 1993; Deci, 1975). Understanding extrinsic motivation, and what fosters it, is an important issue for educators because they cannot always rely on intrinsic motivation to promote learning.

Brown (1994) defined extrinsic motivation as behaviors carried out because of a reward, such as money, prize or grades that was expected from outside. Extrinsically motivated students engage in tasks “for the rewards that follow from completing them, not for the pleasure that comes from them” (Keller, 2010, p.17).

Researchers have debatable ideas about using extrinsic motivators, such as grades, awards, certificates, or candy, in the classroom (Jacobson & Xu, 2002). Some researchers argue that extrinsic motivation has negative effects on learning (Ryan & Deci, 2000). Jordan (2006) argues that extrinsically motivated people are likely to follow a surface learning approach, that results in lower comprehension, weaker academics, and overload. Those individuals desire to attain the reward without necessarily having to master the content (Kawachi, 2002). However; SDT claims that extrinsic motivation varies in the degree to which it is autonomous. For instance, a student can complete a given homework because the student’s mother won’t let her/his go out if the student doesn’t do that day’s homework. In this situation, the student is doing homework to avoid a punishment. In contrast, the same student can complete a

learning task since she believes it will help her to go to a good college or to find a good job. The source in two events is extrinsic but their instrumentalities are different, the latter case entails personal endorsement and a feeling of choice, whereas the former involves obeying to an external control. Most of school work is organized through highly external orientations, but it is possible to make them more meaningful and relevant for the student. A student can work on an activity because of an external source (e.g., a reward), if carefully designed, this motive can allow the student to experience the activity's intrinsically interesting properties, resulting in an orientation shift or vice versa. But of course, the shift sequence cannot be fully predicted.

Some instructors who regard motivation as an important factor in class make use of larger and distant rewards such as grades, getting a certificate or a job but immediate rewards after successfully completing an activity are ignored (Song, 1998; Jacobson & Xu, 2002). This results from the fact that motivation couldn't be understood fully for some instructors (Huett, 2006). However, instructors should be aware that there may be situations in which either intrinsic or extrinsic type of motivation should be emphasized depending on the instructional goals based on their class observations or instruction designs (Song, 1998). Accordingly, while it would be ideal if all students could be intrinsically motivated, the nature of course subject or materials can require extrinsic motivation to achieve (Margueratt, 2007).

Hence, it is a mistake to consider motivation as something which is either internal or external to the individual as these cannot be easily separated (Williams & Burden, 1997). Apparently it can be deduced that there can be a mixture of the both intrinsic and extrinsic elements in a given situation. Theoretically, it is possible that a specific task can evoke purely one or the other type of motivation, but when complexity of human beings and tasks are considered, our motivation could be in between internal and external according to specific situations (Keller, 2010; Woolfolk, 2005).

2.4. What is Motivational Design?

A system can be defined as a set of interrelated parts, all of which are working to fulfill an aim. The instructional process itself can be considered as a system (Dick & Carey, 1996). The aim of the system is to generate learning.

A systematic design should be used to design effective motivational instruction. Motivational design is related to motivation to learn and consists of specific strategies, principles and processes that also take the learning environment into account to make instruction as effective and efficient as possible to motivate students (Keller, 2006; Carpenter, 2011). Keller (2010) describes motivational design as the process of obtaining resources and procedures to generate motivation in students.

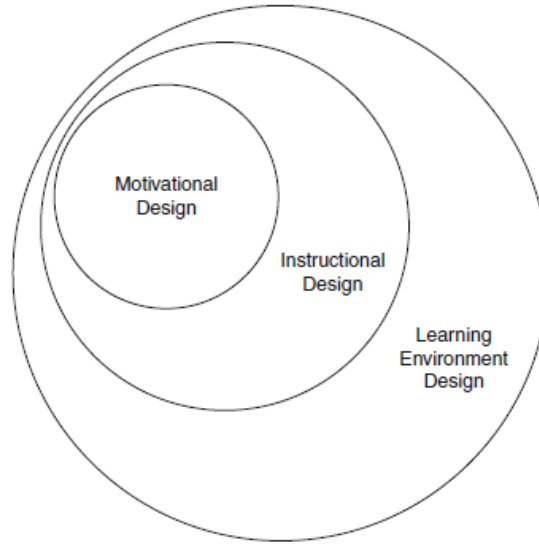


Figure 2. Motivational design (Keller, 2010, p. 24)

Motivational design goes hand in hand with instructional systems design (ISD) which is a systematic approach to produce accurate, efficient, and effective instruction (Carpenter, 2011). In terms of motivational model, efficiency refers to economy in the use of instructional time, materials, and other resources. The instruction should be appealing to the students and instructors should choose most suitable strategies to be effective and to support instructional goals. To make instruction appealing entertaining activities can be used. However, to promote learning they need to engage learner in the instructional goals. Fun activities, extrinsic rewards should be dealt with caution, if they are used excessively these activities can have demotivating effect and students start studying just for them. “Motivational design is concerned with how to make instruction appealing without becoming purely entertaining” (Keller, 2006, p.4)

This systematic approach can also help instructors to identify the differences between the actual teaching procedures and the instructor's perceptions related to what he is doing in class by designing instruction in a way that is consistent with instructional goals (Keller, 2011). Another purpose of instructional design is to eliminate what is not required to be learned, to prevent learners from being distracted and from becoming demotivated by having to attend to tasks that would be perceived as irrelevant. This implies that instructional design procedures aim at enhancing the relevance of instruction (Visser, & Keller, 1990). Keller (1984), on the other hand, provides a problem solving model. To ensure continuity of learning motivation, this model states that instructional material should be configured with the strategies which increase the attention, relevance, confidence and satisfaction of the students (Keller, 1983; Keller & Kopp, 1987). Each subscale contains specific principles and applicable strategies that assist designers and instructors first in identifying and then solving motivational problems by designing effective instruction (Visser & Keller, 1990). Thus, Keller's motivational model is significant and considered as an important contribution to motivational study since the model provides instructors an easy to apply model that can be effectively used in many instructional environment (Balaban-Salı, 2008).

However, it is worthwhile to emphasize that an additional distinction should be made between motivational design and behavior modification (Keller, 2010). There are some students who might have severe personal adjustment problems due to factors beyond instructor's control such as low academic ability, emotional immaturity, or anti-social behavior. This is outside the boundaries of motivational design. Motivational design can be effective in improving the appeal of instruction for students who fall within reasonable boundaries of readiness to learn or to work.

Moreover, there are two more/other issues to be considered related to motivational designs before starting to apply one. The first issue is that motivation has some reasonably stable characteristics. This means that the intensity of one's motivation can vary over short periods of time. This variation tends to have a curvilinear relationship to performance. Students who hold low levels of arousal show low levels of performance due to lack of interest, boredom, and low levels of effort. As their motivation increases, the quality and quantity of the performance increases but only to a certain point. After that point, performance begins to weaken as motivation continues to

increase. This is comparable to moving from a state of boredom through a state of optimal arousal to a state of debilitating anxiety. Performance is best when students have medium levels of motivation. Consequently in conducting motivational analysis, it is important to identify the nature of motivational gaps in these terms, and to realize that the problems might be different in one subgroup or individual than in another. It is also important to identify the presence of any positive motivational factors (Keller, 1987b). So, in this study weekly comments are collected from the students to get an in depth information about the instructional design.

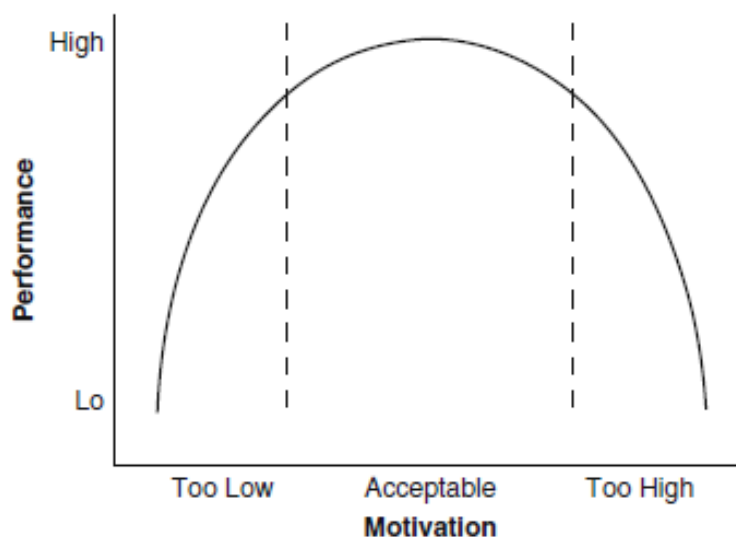


Figure 3. Motivation u-curve (Keller, 2010, p.36)

The second issue related to motivational design is measurement procedures of motivation. It is difficult to measure the factors that influence motivational design because there are several sets of variables that have to be considered. The human characteristics, the design strategies, and consequences are some of the basic factors that affect learner motivation. Mostly, achievement is considered as an indicator of motivation. However, measures of effort, such as time on- task, intensity of effort, or latency of response are more effective in identifying student motivation, because these are direct measures of motivation. Achievement is considered to be an indirect measure that can be affected by many uncontrollable factors such as ability, prior knowledge,

and instructional design factors (Keller, 2010). So in our design this issue of achievement is not taken into consideration.

To sum up, effective and comprehensive instructional design guarantees that the students maintain their motivation and stay challenged. A well-designed motivational instructional design process facilitates to integrate different and new models, ideas, methodologies to the instruction, and it is also up-to-date, applicable to real life, and enjoyable for the learner (Dick, Carey & Carey, 2009). Thus this viewpoint is taken as basis for this study

2.5 Motivational Design Models

Based on previous researches on motivation, Keller (2010) categorized motivational design models into four groups:

- Person-centered models
- Environmentally-centered models
- Interaction-centered models
- Omnibus models

The first three motivational design models are grounded in psychological theories of human behavior; person-centered theories, environmentally centered theories, and interaction theories. The last group is more pragmatic, and includes omnibus models that incorporate both instructional design and motivational design strategies.

2.5.1 Person-centered Models

Person-centered models believe that people have drives, potentials, values and motives that affect personal motivation and development. According to these models, the primary impetus for psychological growth and development derives from within the individual.

2.5.2 Environmentally- centered Models

These models assume that behavior can be adequately explained in terms of environmental influences on human volition. Skinner is the best known associated researcher. Skinner designed a motivational design known as programmed instruction (Keller,2010). It is a well-established principle that people are more likely to repeat a behavior that has pleasant, desirable consequences than one that has unpleasant or no consequences (Premack, 1962 as cited in Keller, 2010, p.31).

2.5.3 Interaction-centered Models

According to principles of these models neither the personal nor the environmental assumptions provide an adequate basis for understanding or explaining human behavior. This approach is also known as social learning theory or expectancy value theory; which tries to explain human behavior in terms of human values and innate abilities that are seen to both influence and be influenced by environmental circumstances (Keller, 1987a). It is concerned primarily with changing individual behavior to help students feel more confident and more in control of their destinies.

2. 5.4 Omnibus Models

Omnibus models cannot actually be defined as motivational models but they offer examples of motivational strategies in situ. They incorporate a complete system of teaching and instructional purpose such as “getting attention, clarifying values, monitoring progress, or rewarding achievement” (Keller, 2006a, p. 8).

Keller’s ARCS motivational model, which provides the basis for the current study is an interactive motivational design model that is grounded in expectancy- value theory, reinforcement theory, and cognitive evaluation theory (See 2.6. ARCS Motivational Model for detailed explanation)

2.6. ARCS Motivational Model

To have motivated students, first instructors should have a necessary understanding of motivation which means they need an overview of the important components of the motivation to learn, and need to have an understanding of the strategies that will help fulfill these components (Jacobson& Xu, 2002).

However, motivational procedures, theories and strategies do not provide systematic guidelines for instructional design for instructors to implement although they may help instructional designers understand motivation (Song & Keller, 2001). To be able to know what types of strategies to use, how many to use, and how to integrate them into the course, a motivational design is crucial. For these reasons practical motivational strategies are necessary so that instructors can design effective, motivating instruction (Keller, 1987a, 1987c).

Therefore, Keller (1983) developed the ARCS motivational model to guide instructors to blend the important elements of motivation so that they could design motivational instruction. Wlodkowski (1986, p.14) states “We can make things attractive and stimulating. We can provide opportunities and incentives. We can allow for the development of competence and match students’ interest with learning activities”.

In this part, the ARCS motivational model will be discussed in detail together with the theories behind it and its categories and strategies. Moreover, the systematic motivational design and underlying principles and concepts of each subscale will be explained.

2.6.1. Theories behind the ARCS Motivational Model

Instructors can design effective materials and an instructional system; however, students will not be motivated enough to learn if they are not absorbed in the learning activities and respond at a satisfactory pace (Naime-Diefenbach, 1991). Integrating motivational activities into instructional systems is the best solution to ensure learning. Keller (1984) defines the ARCS motivational model as ‘a system for improving the motivational appeal of instructional materials, of instructor behavior, and of the way in which lessons (or modules) and courses are designed’ (p.140).

The model contains three distinctive features. First, it consists of four conceptual constructs that are based on psychological and motivational research. Second, it provides sets of strategies that can improve the motivational appeal of instruction. Third, it incorporates a flexible motivational design model that can be integrated effectively with different contexts and instructional designs (Keller, 1983, 1984, 1987a).

Keller's motivational model dates back to 1979 and was reviewed and reached its final form as the ARCS motivational model in 1984. The most remarkable point about this motivational model is that it provides clear strategies how to stimulate and sustain motivation based on all subscales (Keller, 2010). Because of its usability and effectiveness, many researchers made use of ARCS motivational model and its validity and reliability have been successfully tested in more than twenty different countries and a variety of contexts including traditional instruction (Naime-Diefenbach, 1991; Visser, 1990; Visser & Keller, 1990), distance learning (Visser, 1998; L. Visser et al., 2002; L.Visser et al., 1999; Margueratt, 2007), web-based learning (Carpenter, 2011), and computer-aided instruction (Song, 1998; Suzuki & Keller, 1996; Huett, 2006; Gabrielle, 2003).

The ARCS motivational model was grounded in expectancy-value theory and Social Learning Theory. According to expectancy value theory, people get motivated to take part in the activities when they perceive a positive expectancy that can lead to success and when they can form a connection between the task and their personal goals. Expectancy- value theory is valuable since “The greater the value that students relate to the accomplishment of an activity, the more highly motivated they will be both to engage in it initially, and later to put sustained effort into succeeding in the activity” as William and Burden suggested (1997, p.125).

Expectancy Value Theory

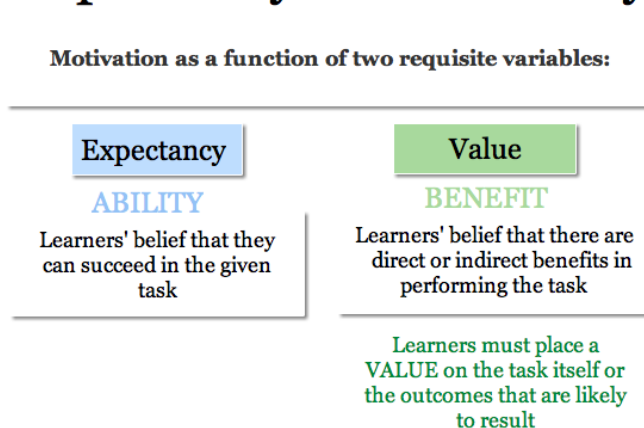


Figure 4. Expectancy- Value theory (Margaret, 2010)

According to expectancy-value theory, the difference between performance, effort and consequences should be clarified. Performance is considered as actual accomplishments which mean that performance is not directly related to motivation. It is a measure of learning affected by both ability and effort (Naime-Diffenbach, 1991). Effort, on the other hand, is viewed as the actual indicator of student motivation which means that effort is the signal whether students are engaged in tasks to achieve their goals (Margueratt, 2007). Consequences are related to both the intrinsic and extrinsic outcomes such as emotional or affective responses, social rewards, and material objects. Since they combine with the cognitive evaluation to influence changes in one's personal values or motives consequences can be considered to be related to motivation (Margueratt, 2007). Value aspect or expectancy aspect cannot lead to motivation alone, for a student to be motivated both conditions need to be fulfilled. Therefore, learners choose their behaviors based on success outcomes they expect and the value they attach to those expected outcomes (Robb, 2010).

Students should feel a connection between these three factors- effort, performance, and consequences so that they can be motivated and put enough effort to complete a task. Vroom (1964 as cited in Ogawa, 2008, p.21) suggested three variables that help students to create the link.

- Expectancy: Believing that an individual's effort can influence the performance positively.
- Instrumentality: Believing that the performance will affect the outcome and the hard work will be rewarded.
- Valence: Believing that the reward or expected outcome is important and valuable.

Another important theory that helped shape ARCS is Social Learning Theory. Keller (1979) states that The ARCS motivational model includes a strong foundation based on social learning theory. Bandura (1977) extended social learning theory and claimed that people learn by observing and imitating others. Thus, students' reactions are affected by their observation, judgment and response; and this is a cognitive process (Ogawa, 2008). Bandura (1977) indicates that social learning theory characterizes human nature as a vast potentiality that can be fashioned by direct and vicarious experience into a variety of forms within biological limits. This theory constitutes an important aspect of the theoretical foundation of the ARCS motivational model because it implies that learning takes place in a social context. The main concepts of social learning theory are:

- 1 Behavior potential: the likelihood that a person will perform a behavior in a specific situation,
2. Expectancy: the probability that a behavior will result in the expected outcome,
- 3 Reinforcement value: the outcome of the behavior and its matches with the expected outcome,
4. The psychological situation: the individual's interpretation of the situation about whether a behavior will lead to an expected goal and will be strengthened by actual outcome (Ogawa, 2008).

2.6.2 Steps to Be Followed in the ARCS Model

Owing to its adaptability, flexibility and usefulness, the ARCS motivational model provides a wide range of applicability in the field of instructional design (Naime-Diffenbach, 1991). To be able to apply ARCS motivational strategies effectively, a

systematic motivational design process should be undertaken. The motivational design process has 10 steps.

The first two steps (steps 1-2) in the process include obtaining information about the instructional goals and content, the audience, and any other information that will be helpful in the analysis and design process. Then, the next step consists of audience analysis which helps identify what motivational problems students' experience. Step 4 is another analysis step which focuses on the instructional materials and other aspects of the learning environment to define whether they include appropriate motivational characteristics and do not have inappropriate ones. The information that is gathered through Steps 3 and 4 is beneficial in formulating motivational objectives and assessments (Step 5).

Once the problems are identified and objectives are specified, the following step is to brainstorm to create as many solutions as possible (Step 6). Successively, the most achievable strategies are chosen (Step 7) and integrated into the instructional materials (Step 8). Following the motivational materials' preparation or adjustment developmental try out is suggested. Finally, instruction with integrated package of instructional and motivational materials are implemented in a pilot test or in the first offering of the course (Step 9) and formative evaluation is conducted (Step 10) before the materials are released from development for formal implementation (Keller, 2010). These steps are summarized in the following table (Table 2).

Activities	Questions
DEFINE	
1. Obtain course information	What are the relevant characteristics of the current situation including course description, rationale, setting and instructors?
2. Obtain audience information	What are the relevant characteristics of the audience, including entry-level skills and attitudes towards job and training?
3. Analyze audience motivation	What are the audience's motivational attitudes toward the course to be offered?
4. Analyze existing	What kinds of motivational tactics are in the

materials and conditions.	current materials or other source materials and are they appropriate?
5. List objectives and assessments	What do I want to accomplish with respect to the motivational dynamics of the audience and how will I know if I do?
DESIGN	
6. List potential tactics	How many possible tactics are there that might help accomplish the motivational objectives?
7. Select and /or design tactics	Which tactics seem to be most acceptable for this audience, instructor, and setting?
8. Integrate with instruction	How do I combine the instructional and motivational components into an integrated design?
DEVELOP	
9. Select and develop materials	How do I locate or create motivational materials to achieve the objectives?
PILOT	
10. Evaluate and revise	How can I detect the expected and unexpected motivational effects of the course?

Table 2. Motivational Design Activities and Process Questions. (Keller, 2010)

Effective instructors plan their lessons ahead based on the course objectives, adjust their teaching methods when necessary and treat students as individuals. Nevertheless, even the most effective and appreciated instructors have problems motivating students, because lack of motivation may result from different variables such as lack of capacity or problems of opportunity than teaching methods. Therefore there is a need to identify learner motivation level and analyse their problems at the beginning. Few design models include an analysis of the learner' motivation level. (Shellnut, 1998). Identifying the motivational problem is the building block of the ARCS motivational model. When a problem of motivation is determined, first of all it is classified according to the four categories and the strategies that should be applied to solve the problem (Balaban -Sali, 2008).

Another thing that should be emphasized when identifying a problem is that there is a reverse “U” relation between motivation and performance (Keller, 1987c; Keller, 1999). This suggests that when motivation increases, performance also increases, but this increase keeps on until an optimal point is reached. After that optimal point, while motivation increases by a certain degree, performance begins to decrease because students start to experience excessive stress.

Once the students are motivated to learn, they prefer to be occupied with only task-relevant activities. Motivational activities that are used unnecessarily distract their attention from what they are supposed to learn. That’s why; strategies alone aren’t effective if the design process cannot be implemented successfully. Effective instructional design process helps instructors to make certain that students stay motivated and challenged (Dick, Carey & Carey, 2009).

The best thing about the design process is that instructors consider every component of classroom instruction in detail. With the design process instructors are able to check the lesson for balance of content and activities, critically review the contents and plug in new models, ideas, methodologies when necessary and assessments to make sure the instruction overlaps with the instructional goals, but it is also up-to-date, applicable to real life, and enjoyable for the learner (Keller, 2000; Dick, Carey & Carey, 2009). Consequently, rather than blaming students for their willingness, this process makes instructors aware of the real problems in their class with most suitable solutions. We think that applying ARCS model would help instructors overcome these problems. The next section will introduce the details of the model.

2.6.3 ARCS Categories

Based on his intense research and studies Keller came up with four design categories. For each of these categories Keller formed strategies and principles to include motivation in instruction. In the ARCS motivational model’s original form, the two categories—expectancy and value—were expanded to interest, relevance, expectancy and outcomes and the model reached its final form as Attention, Relevance, Confidence and Satisfaction (Keller, 2010). These categories, the ones that took place in Keller’s recent work will be taken up in this study.

The initial four categories devised by Keller are as follows:

- Interest: learner's curiosity is needed to be aroused and sustained appropriately over time;
- Relevance: learners need to perceive the instruction as of personal need satisfaction, a highly desired goal is perceived to be related to the instructional activity;
- Expectancy: states the perceived likelihood of success and the extent to which success is under learner control; and
- Satisfaction: combination of extrinsic rewards and intrinsic motivation, and whether these are compatible with the learner's anticipations (Keller, 1983, p. 395).

Keller worked on these constructs and changed them in the present ARCS motivational design. Interest category was transformed into “Attention” and Expectancy into “Confidence”. Relevance and Satisfaction titles remained the same (Margueratt, 2007). All of these constructs, principles and strategies used in the development of the model emerged as a result of extensive study, research findings and motivational practices.

The ARCS model developed by Keller is considered “probably the best-known and most complete motivation-based instructional design model in the United States” (Bohlin, 1987, p.11). The flexibility and adaptability of the model to a several teaching methods and contexts are considered as the prominent strengths of the ARCS model (Bohlin, 1987).

According to the ARCS model there are four general requirements to be met in order for people to be motivated (Keller, 1987a). The first category of requirements is Attention which consists of specific strategies that aim to attract student attention and sustaining curiosity and interest. After students’ attention is gained, instruction should be made relevant in a way that it answers students’ question “Why do I have to study this?” (Keller, 2010). By accomplishing this, students are made aware that the instruction is related to their personal goals or motives which is the concern of Relevance category. With these two categories, students become curious and perceive content relevance but there are two more steps to be accomplished to motivate students to learn. The instruction, materials, environment and instructor behavior need to be designed in a way

that can convince students that they can experience success on the assignment. Finally, to ensure the desire to learn students need to have the feelings of satisfaction with their accomplishments and result of learning process (Keller, 2010).

Another aspect of ARCS model that Dick et al. (2001) emphasize is the importance of sustaining attention by listening to carefully students' ideas and determining what life experiences are relevant to them. Moreover, they underline that all ARCS constructs should be taken into consideration in a whole to maintain students' motivation, since using strategies from only one construct could not be adequate to motivate students (Margueratt, 2007). Moreover, designing instruction based on ARCS motivational model affects and improves students' perception of value and expectancy for success. Therefore, before designing the instruction based on its principles and strategies, understanding each subscale, strategy and its relation to motivation is vital. (McConnell, Hoover & Sasse, 2001). In the following table (Table3) each category will be defined briefly and the key questions related to each one is given.

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

Table 3. ARCS Model Categories, Definitions, and Process Questions (Keller, 2010).

2.6.3.1 Attention

Attention category suggests that the instruction should attract students' attention and help students focus their attention to learn (Fitzpatrick, McConnell & Sasse, 2006). The term attention is a product of a synthesis of several related concepts including arousal theory, curiosity, boredom, and sensation seeking (Keller, 2010).

Arousal theory is interested in explaining how behavior is activated and how it changes as one's arousal level changes. Arousal is considered as a continuum ranging from very low levels, such as sleep, to extremely high levels of stress which can show itself in the form of anger, rage or even fear. On the other hand, these behavioral changes cannot occur in a linear, steady and predictable manner. This is important since it helps analyzing audience especially in terms of their current motivational level and thereby identifies specific problems because it is necessary to consider both the low motivation side of the curve and the high stress side. Both can result in less than optimal performance and disruptive behavior by students (Keller, 2010). It is extremely important that motivational objectives match the needs of the learners and are within the acceptable motivation range in each motivation category (Keller, 1987c). The level of motivation could be too low, acceptable, or too high. The relation between performance and motivation is portrayed as an inverted "U." in the middle of the inverted "U", the desired level of learner motivation is located.

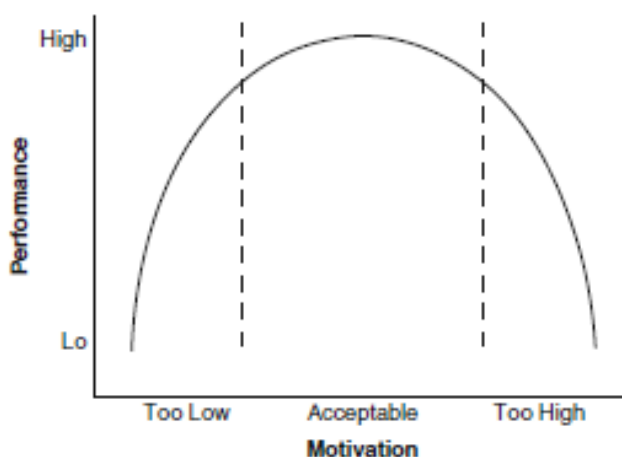


Figure 5. Curvilinear Relationship Between Arousal/Motivation And Performance
(Keller, 2010, p.211)

As for the concept of curiosity, Berlyne (1954), examining complex forms of stimulus-generated exploratory behavior, introduced epistemic curiosity. Epistemic curiosity can be aroused, when a question is raised and reduced by obtaining its answer, by novel, unexpected stimuli and reduced after the objects or topics became familiar to the subjects (Keller, 2010). It is worth mentioning curiosity because there is evidence by research that there would be an overall positive relationship between curiosity and learning. According to researchers higher levels of curiosity were associated with effectiveness, loyalty, reliability, accountability, intelligence, creativity, social attitudes, tolerance for ambiguity, a sense of personal worth, and responsibility (Keller, 2010, p.86). To maintain this curiosity point, variety is the key factor to keep students motivated throughout their learning process from beginning to the end (Naime-Diffenbach, 1991).

As for the concept of boredom Keller indicates that “..boredom can be conceived as being below one’s optimal level of stimulation.”(Keller, 2010, p.91). Even the most active students can get bored. From time to time, students complain that they are bored or they show that they are bored with their body movements and mimes. Instructors mostly blame students for the feeling of boredom but in fact the instructor, instructional design and materials, and the environment can cause boredom in students. Students who are bored with the monotonous voice of instructor and repetitive instruction definitely aren’t motivated to learn. Instructors should take some of the blame and first need to find the causes of boredom and apply appropriate strategies to overcome this struggle if they expect their students to learn (Keller, 2010).

The concept of sensation seeking refers to the extent to which people seek unusual or novel experiences such as high levels of social activity, and adventure such as travel to foreign places. Some people are motivated more by a desire to avoid boredom than to seek high levels of risk, which illustrates why there can be such a wide range of behavior among people (Keller, 2010). Some students enjoy taking risks and challenges therefore they are eager to participate in these kinds of activities. However, you may feel that some students avoid or simply don’t enjoy these activities. Thus, it is important to consider these differences in audience analysis so that the instructors become aware how

much variation there is in the learning environment and what level of stimulation will be effective.

The instructor can design instruction in a way that captures and maintains students' attention by using attention strategies. These strategies relieve instruction being monotone and predictable for the students. Getting student attention can be accomplished with plenty of strategies. However, "The challenge with attention is to find the right balance of consistency, novelty, and variation for your learners, because people differ in their tolerance of stimulation" (Keller, 2010, p.92). This suggests that students vary in their preferences and interest. Some activities can be quite attractive for some students whereas some students can get bored. Understanding student differences is helpful to identify what tactics to use, and how to adjust the tactics for your audience. Thus, attention getting strategies should be used appropriately, to the purpose and in sufficient number. When they are applied excessively, students can be distracted from the learning outcome (Margueratt, 2007).

Attention category is grouped into three general subcategories and each category attempts to answer a motivational problem by suggesting several strategies. First, to capture students' interest, we need to activate student curiosity using students' reactions to stimuli. Sudden or unexpected change in the environment, unexpected events such as a loud whistle, an upside-down word in a visual, a change in voice level, light intensity, temperature, or a surprising piece of information, or humor can be used to activate a person's perceptual level of curiosity.

To be able to stimulate an attitude of inquiry, activate a deeper level of curiosity by creating a mentally stimulating problem situation which can be resolved only by knowledge seeking behavior. Instructor can maintain students' attention with variation. People like a certain amount of variety and they will lose interest if your teaching strategies, even the good ones, never change. Using different type or materials, technology, or changing the style of instruction and pace can help sustaining student motivation longer.

A1 Perceptual Arousal (What can I do to capture their interest?)

A2 Inquiry Arousal (How can I stimulate an attitude of inquiry?)

A3 Variability (How can I maintain their attention?)

Table 4. Subcategories, Process Questions, and Main Supporting Strategies for Attention.

2.6.3.2 Relevance

Getting student attention and arousing their curiosity are not enough for students to keep their initial motivation throughout the process of accomplishing a task. The relevance subscale is related to how important students consider the subject matter being learned. In terms of expectancy theory, if students value and perceive the instruction as relevant to their personal or educational needs, they will choose to pursue the desired outcome (McConnell, Hoover & Sasse, 2001; Yap, 2008). Therefore, Relevance construct answers the question, “Why or how is this material important to me?”.

Relevance can be achieved by linking course content to the students’ past experiences and knowledge, current and future goals, and their personal interests (Keller, 2010). Students need to feel personal meaningfulness and relevance to the material to achieve their goals so that they become eager to complete it. Instructors’ role is to “build bridges between the subject matter and the learner’s needs, wants, and desires” as Keller (2010, p.48) states. Moreover, relevance can be enhanced if a match between instructors’ teaching and students’ learning styles, and cultural values can be provided. In addition, the concept of identity and the principles of group dynamics are highly relevant and important in sociocultural views of motivation. Learners become motivated to learn when they feel themselves as members of a classroom or school community that values learning (Woolfolk, 2005; Dörnyei, 2005). Thus, the concepts that help to understand relevance are the dynamics of goal choice, psychological needs and motives, future orientation, interests, intrinsic motivation, personal and social values (Keller, 2010).

The concept of the dynamics of goal choice is quite important in understanding relevance. The fact that they are in the same class doesn't mean that all students share same goals. Students have several and different goals. Just as in every aspect of life, these goals have been prioritized by students which mean that students are more eager to accomplish some of their goals more than the others. The goals which are considered most useful will be the ones that students put more effort to accomplish. To understand the concept of the dynamics of goal choice, Drive theory (Hull, 1943); Tolman's Purposeful behavior theory (1932) and Lewin's Field theory (1938) need to be clarified.

According to Drive theory (Hull, 1943), organisms try to retain a sense of balance. Imbalance, which is initiated by lack of physical and psychological needs and desires, results in motivation. An alternative to drive theory (Tolman, 1932) Tolman's Purposeful behavior theory was suggested. According to this cognitive theory, behaviors are goal oriented and purposeful if they are directed toward or away from an outcome. After environmental drive theory and cognitive theory of Tolman were presented, Lewin (1938) formed Field theory. According to this interaction theory which was designed based on expectancy-value concepts, a person's behavior is affected by interactions of the person and the perceived environment, or life space which refers to one's psychological reality. The interaction between perceived environment and physical environment causes certain behaviors.

Since we act according to our goals, to maintain motivation, setting goals is important. There is SMART (Specific, Measurable, Attainable, Realistic, Timely) method that can be applied in classroom context;

Specific: clearly identifies specific goal

Measurable: goals should be measurable so that you can be ascertain how far along you are in reaching your goals.

Attainable: be certain that your goal is attainable

Realistic: goal must be something that you are willing and able to work towards.

Timely: add a time restriction to your goals

The concept related to psychological needs and motives can be explained as follows. Tolman (1932)'s Purposeful behavior theory and Lewin's field theory helped

shape work of Maslow (1954) and McClelland (1976). Maslow introduced a theory which hypothesized that there is a hierarchy of needs and that lower order needs must be satisfied before higher order needs will be pursued. Similarly, McClelland (1976) concentrated on three needs: achievement, affiliation, and power and these concepts help understand people behavior.

high in the need for achievement	Set personal standards of excellence and try to achieve them in competition with others, by doing something unique, or by simply reaching a higher personal level of accomplishment. They tend not to like to work in groups
high in need for affiliation	Interested in personal relationships. They like to have warm, satisfying relationships with other people. enjoy working in groups
high in the need for power	Feel good when they have been able to have an influence on the behavior of others.

Goal orientation concept is related to whether people are interested in the outcome or the process of achieving that particular outcome. The most important concepts in this regard are task versus ego orientation and mastery versus performance orientation. Task oriented people are likely to be concerned with how to achieve the task whereas ego-oriented people are likely to concern with what is going to happen as a result of doing the task. This suggests that ego-oriented people worry about external evaluations and other people's opinions about them (Keller, 2010).

Likewise, Dweck (1986) suggested a similar distinction between learning goals and performance goals. People who are motivated by learning goals tend to seek challenging tasks, because they believe that skills can be learned. As a consequence, they focus on task mastery, and improving their abilities with effort. On the other hand, people who are performance oriented tend to appear to be competent. They desire to be successful with

minimal effort, believe that ability is fixed, and is concerned about social comparisons and symbols of success. It can be implied that people who are task, or learning oriented can concentrate on achieving even in challenging and difficult conditions. Thus, instructors should be aware of these differences and work to design learning environment in regard to maximize task orientation while minimize a focus on the performance requirements.

As mentioned earlier, a student who is initially extrinsically motivated can develop intrinsic interest in a topic which is called “situational intrinsic motivation”. In classroom setting not every instruction has immediately practical outcome in order for the learners to experience relevance. The trick is that if instructors can make connections between course content and students’ intrinsic interests or, at the very least, their situational interest, their motivation to learn is likely to be positive (Keller, 2010).

Flow (Csikszentmihalyi, 1975) , hereinbefore, refers to being completely absorbed in an activity to the point that you are not distracted by external stimulus, you are in a high level of intrinsic motivation which suggests that your attention is totally focused on your task, and you progress unconsciously from one thought or activity to the next. For students to experience flow state, the instruction should have clear and attainable goals, match with students’ skills level, interest and provide clear feedback. Flow is related to relevant construct of ARCS motivational model because a state of flow is to have achieved a maximum state of perceived relevance. Moreover, flow theory focuses on providing the learner with proper challenge, setting clear and attainable goals, and providing clear feedback (Keller, 2010).

It is essential that students perceive instruction as relevant so that they can be motivated to complete a task. To establish relevance the extrinsic rewards can also help students see the instruction as being relevant to accomplishing these goals, but these rewards will not make the content of the instruction more personally relevant. The strategies to achieve relevance (Summarized in Table 5) can be explained as follows: The first category can include both extrinsic and intrinsic goals, but the second and third are primarily intrinsic in nature.

The first subcategory is setting goals and working to achieve them. Students should be aware of the usefulness of the material to achieve their goals in the present and

the future. One way to accomplish this is to relate instruction to the students' future job or academic requirements. The second one is motive matching which means using students' personal motive structures to motivate students. The use of teaching strategies that include cooperative work groups combined with individual competitive activities such as games can help make the instruction more appealing independently of the content. Examples and anecdotes about noteworthy people that illustrate achievement, activities that allow personal goal setting and record keeping are some other strategies that help learners relate the content with their own lives and goals. Familiarity is the last subcategory which deals with how to tie the instruction to the students' experiences. Even though unexpected events, unfamiliar topics may interest students; they want to feel secure at the same time which suggests that they are likely to be interested in content that is familiar with their prior experiences, beliefs and interests. Some ways to accomplish this are to stimulate personal involvement in the class, use the students' names and provide choices. Use simulations, analogies, case studies, and examples related to the students' immediate and current interests and experiences.

R1 Goal Orientation (How can I best meet my learner's needs? -Do I know their needs?)

R2 Motive Matching (How and when can I provide my learners with appropriate choices, responsibilities, and influences?)

R3 Familiarity: How can I tie the instruction to the learners' experiences?

Table 5. Subcategories, Process Questions, and Main Supporting Strategies for Relevance.

2.6.3.3 Confidence

Confidence category is related to the students' perception of their ability to successfully learn or perform the required concept or task (Carpenter, 2011). To sustain student motivation, providing opportunities for success is crucial since the success experience will be meaningful and give students the feeling of control the events that influence their

learning as well as improving their efficacy expectation, and will stimulate continued motivation (Margueratt, 2007; Keller, 2010).

The key point in making students confident is to have enough challenge that requires a degree of effort to succeed, but not so much that it creates serious anxieties or threatens their confidence (Keller, 2010). Most instructors aren't aware of the fact that their students experience anxiety. A moderate amount of anxiety is normal and doesn't have a detrimental effect on student performance. However, this is not the case for all students. A student might avoid participating in a particular activity or even trying just because of fear of failure. Therefore, instructors should create situations that can cause positive expectancies for success. "These positive expectancies can result from the students' perceptions of having some control over the outcomes of their behavior, their attributions for success and failure, their beliefs in their capacity for being effective, their self-fulfilling prophecies, the extent to which they have feelings of helplessness, and their sense of optimism."(Keller, 2010, p.138) The important concepts that contribute to the creation of confidence subscale are locus of control, origin-pawn theory, self-efficacy, attribution theory and self-fulfilling prophecy.

Locus of control refers to people' beliefs about how much control they have over their life events (Arnold &Brown, 1999). Some people believe that they are responsible for their actions whereas others see external forces as the primary cause. People who have an internal locus of control believe that their success or failure is directly related to their own efforts and abilities and they will be rewarded for their effort such as grades, recognition, privileges, or other tangible rewards if they put enough effort and do a good job (Margueratt, 2007). This group of people is called internalisers (Arnold &Brown, 1999). On the other hand, people who have an external locus of control believe that their success or failures result from external forces such as luck, personal favor, or other uncontrollable influences, regardless of their performance and effort. These people are called externalisers (Arnold &Brown, 1999). Most people fall somewhere between these two extremes. Locus of control is a character trait that might be difficult to influence by instructor and designer efforts. However, confidence construct of the ARCS motivational model attempts to provide students with increased control over their learning experience and try to make students connect success with personal effort and ability(Naime-

Diefenbach,1991) which will result in improvement in their motivation by catering to the learner's internal locus of control (Margueratt, 2007).

The origin-pawn theory refers to the degree to which people believe they have control over their lives. Pawns believe that the locus of causality for their behavior is outside of themselves. Origins, on the other hand, believe that they are in control of their own fate; they look for the cause for their behavior within themselves. Origins had higher levels of achievement, had more positive feelings about themselves. The Origin—Pawn concept focuses on a general sense of being in control of one’s life and the things that happen in contrast to locus of control which is defined basically by the degree to which people believe they have control over the consequences of their behavior (Keller, 2010).

Another concept that is related to confidence construct is self-efficacy (Bandura, 1977). Self-efficacy refers to a person’s belief that he or she can succeed in performing a given task. According to Bandura (1986 as cited in Keller 2010), self-efficacy is “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (p.391). If a student believes that he can achieve a given task, he puts more effort and sustains his effort longer. Therefore, high self-efficacy results in higher and more persistent effort, even when faced with obstacles and difficult experiences.

Consequently, students with higher self-efficacy perform better than students with low self-efficacy (Schunk, 1996). The key point in self-efficacy is that repeated successes at a given task lead to positive self-efficacy and repeated failures lead to lowered self-efficacy (Bandura, 1977). Students with low self-efficacy are convinced that they lacked the ability to perform and might be unwilling to attempt a new task and avoid challenge, which could lead failure. However, students with high self-efficacy believe that they can eventually be successful and this cause higher level of motivation.

People attribute the causes of their success and failures to different forces. Attribution theory is related to what people attribute their success or failures to (Carpenter, 2011). People may attribute the success or failure on an assignment to themselves (“I can do that”) or to external reasons (“No matter how hard I try, I won’t be able to do that”). Weiner (1992) lists four primary attributions: ability, effort, task difficulty, and luck (or other external forces). The first two are internal attributions and

the other two are external. These internal attributions are also stable which means cannot be easily changed whereas external ones are unstable and can be changed easily. When students believe in their capabilities and have confidence and do not consider learning activities as relatively difficult, they won't experience high levels of anxiety and show effort to accomplish their goals. Contrary, when students believe that they cannot accomplish a task because of the task difficulty or lack of ability, they can experience anxiety that can hinder their effort and learning (Keller, 2010, p.151). People make comparisons between their and other people's success and failure. These comparisons result in attributions; they may think that other people are intelligent, lucky, work hard and study more etc. They make some explanations, justifications and excuses especially about their failures and this affects their motivation (Woolfolk, 2005). Students need to be shown that they have the ability to control their own learning and have the ability to be successful, so that they become motivated to show effort and keep working (Monk, 2009). Thus, confidence strategies help students believe in their capacity and make them attribute their success to effort.

Self-fulfilling prophecy refers to a belief that becomes true as a result of believing in it although it has been initially false (Merton, 1948 as cited in Keller 2010). If a student believes that he or she will be unsuccessful, even though the student actually has the ability and is capable of achieving, he will fail. Fortunately, the self-fulfilling prophecy can work in a positive direction. Instructors should have positive expectations about their students' capabilities and likely achievements. When students believe that they are capable of achieving, they will put effort and become successful even they don't have necessary skills (Keller, 2010). Believing is achieving.

Another concept that confidence construct evaluates is learned helplessness. This happens when a student regards success or failure as a random occurrence. Learned helplessness results from a two-stage process. In the first stage helplessness is real, and inescapable. In this stage nothing a student does will rescue him experience failure because the failure is caused by his lack of ability or skill. Therefore, after trying, the student will conclude that there is absolutely no relationship between his efforts and the experience of success or failure. Even when the student gains enough ability to accomplish due to the deep helplessness conditioning, the student will interpret each mistake as evidence of his inability and won't make an attempt. Learned helplessness is

very difficult to cope with. However, with a carefully controlled environment and cognitive restructuring it can be overcome (Keller, 2010).

Instructors need to build a series of tasks that become gradually challenging. With encouragement, students are reinforced for success and also shown that their success was due to their own efforts and ability.

If students don't have confidence in their abilities and don't believe that they can achieve if they want, they will lose their motivation, won't put effort to reach their goals and eventually stop trying. Relevant and interesting instruction is very affective motivating students however, they are not enough for a student to take risks, enjoy challenges and stay motivated. They need to develop sense of confidence.

The first strategy is to search ways to assist learners in building a positive expectation for success. Let the students know what is expected of them and help students establish positive expectancies for success. Students might have low confidence because they don't know what is expected of them. If the students have the appropriate level of ability and prior knowledge for a given course, they will have a much higher expectancy for success on the condition that they are informed about expected behaviors and performance, and evaluative criteria. Providing examples of successful students is also beneficial. Clear objectives, examples of success help to build confidence.

Moreover, to feel confident, it is important that students actually succeed at challenging tasks that are meaningful. The pacing should be adjusted as the students' competency levels change. Content should be organized in a clear, easy to follow sequence. Activities, materials should be consistent with the objectives and should be free of tricks that can cause anxiety.

Last subcategory is personal control which can be achieved by making clear that with given time and effort students can succeed at a task so that students feel personal control of their accomplishments. Succeeding in one particular situation can help students improve their overall confidence if they attribute success to personal effort or ability rather than luck or external factors. Providing corrective feedback is surely helpful for them to see the causes of their mistakes and understand how to take corrective action. Both verbal and nonverbal reinforcements will influence the learner's self-confidence. Giving learners choices in sequencing (starting with the activity they like, delivering

homework printed or online) and their working environment, allowing them to go at their own pace helps them to improve confidence (Keller, 2010).

C1 Learning requirements (How can I assist in building a positive expectation for success?)

C2 Success opportunities (How will the learning experience support or enhance the students' beliefs in their competence?)

C3 Personal control (How will the learners clearly know their success is based upon their efforts and abilities?)

Table 6. Subcategories, Process Questions, and Main Supporting Strategies for Confidence.

2.6.3.4 Satisfaction

When students' attention is gained, they become interested in the content, and moderately challenged, and then they will be motivated to learn. The final step to motivate students to learn is to generate satisfaction. Satisfaction subscale suggests that instruction should be designed in a way that students gain positive feelings about their learning experiences (Carpenter, 2011). If students expect certain and valued outcomes from their behaviors, they will perform better and put more effort. Students should be able to connect their effort to learning goals. At the end of the course, satisfaction can be enhanced when students see how they are now able to perform significant or comprehensive activities that they did not have the skills for at the beginning of the course. To increase feelings of positive challenge or accomplishment, motivational strategies in this category includes verbal reinforcement, rewards, personal attention, feedback, and deliberate avoidance of negative influences (Keller & Suzuki, 2004).

“Feedback is a complex area involving a number of variables such as the intention of the person giving feedback, the way in which it is given and the way in which it is construed by the person receiving it.” (Williams & Burden, 1997, p.134). In satisfaction

subscale feedback has a crucial importance since feedback can help learners to be motivated and demotivated at the same time.

Keller (1983) makes a distinction between motivational feedback, which is delivered immediately after a related performance, and formative feedback, which is delivered before the next performance so the feedback will be useful. Motivational feedback relates to those elements affecting learner control, self-efficacy, and intrinsic motivation. It deals extensively with encouraging the learner as well as providing constructive criticism. It is important to ensure learners understand that their efforts are appreciated and that although the results may not be exactly in keeping with those expected, continuation of the level of effort exhibited should help improve those results. Keller and Burkman (1993) stress that during the learning process it is very demotivating for learners to never know how well they are performing. People with a high need for achievement, who are already intrinsically motivated, have a strong desire for feedback regarding how well they are progressing. Keller and Burkman (1993) make a distinction between confirmational and corrective feedback. With confirmational feedback, the instructor informs the students about when they are correct, whereas corrective feedback intends to tell the students their mistakes and the reason of their mistakes.

Another important thing to satisfy students is extrinsic rewards. Students perform an action since they hope for success or they fear failure. Students perform tasks better when they are previously rewarded (Ogawa, 2008). For this reason, researchers mostly rely on external factors to motivate students. Extrinsic rewards may not be just grades or tangible rewards. Recognition or other methods can be used as extrinsic rewards to inform the students that their effort is appreciated and they have done exceptional work or accomplished the task (Cooke, 2008). Therefore, the key point here is to anticipate what is a reward, how often to give them; when to ignore undesirable behaviors. A token system can be used as reinforcement to encourage learning performance, or increase learner motivation. First, target behaviors need to be set and those behaviors should be rewarded with a token. When a student collects enough tokens, the tokens can be exchanged for a tangible reward such as a small toy, edible items, books or a special privilege. With these extrinsic rewards it is expected that the behavior becomes well established and become intrinsically satisfying. The extrinsic rewards are gradually withdrawn during this process (Keller, 2010).

Instructors should be aware that extrinsic rewards can both have a positive and an undermining effect on intrinsic interest. This is related to whether the reward has an informational or controlling effect. When the rewards or praise are used to inform students about their successful achievements on optimally challenging tasks, extrinsic rewards can increase intrinsic motivation. Students experience intrinsic motivation if they get pleasure completing a task which is meaningful and challenging. For instance, “I am impressed by the creative way you solved the dilemma in this situation” is a praise that can increase the student’s feelings of efficacy and intrinsic motivation.”(Keller, 2010, p.176)

Students tend to compare their performance and outcomes of their performance with other students and adjust their behaviors and expectations accordingly (Keller, 2010). For example, if a student who does homework notices that another student who never does homework isn’t treated any differently, the student can give up doing homework. Students need to perceive that their efforts are being treated equal when compared to the efforts of other students. Moreover, students need to feel that the amount of work that was expected of them is appropriate. Otherwise, they don’t pay attention and put enough effort to achieve (Smith, 2008; Keller, 2010).

The sustain student motivation to learn, students’ feelings of satisfaction is necessary by providing them positive consequences, equal chances to achieve and meaningful opportunities to learn. First of all, students need to feel satisfied after completing a task successfully so that they can maintain their motivation to accomplish more challenging tasks. The easiest way to do it is to create opportunities for students to use the newly acquired skills or knowledge in a realistic context. Another thing is to praise after accomplishing a task successfully. If praise focuses on specific aspects of performance that are praiseworthy, then students will feel good about this genuine appreciation of their work this will be intrinsically motivating for them. Moreover, it is also important to use extrinsic rewards appropriately to reinforce the development of new skills and for students to feel good about fulfilling their requirements. Second, symbolic rewards such as bonuses, trophies, certificates, special privileges and tokens that can be exchanged something tangible are also satisfying outcomes for the people who receive them, providing that they are used appropriately according the established principles of using reinforcements to stimulate, shape, and maintain behavior. This will give students

some feeling of control over their situation and to see the various pieces fitting into a whole. Simultaneously, students can feel that they are being appreciated for what they are doing. Finally, a sense of equity, or fairness, is important. Students compare themselves and their accomplishments with other students and make comparisons. This can shape their attitudes to themselves, class, instructor or materials being used in class. The key point here is to ensure that course outcomes are consistent with initial presentations and discussions concerning purpose and expectations and to maintain consistent standards and consequences for task accomplishment. Students must feel that there was no favoritism in grading.

S1 Natural consequences (How can I provide meaningful opportunities for learners to use their newly acquired knowledge/skill?)

S2 Positive consequences (What will provide reinforcement to the learners' successes?)

S3 Equity (How can I assist the students in anchoring a positive feeling about their accomplishments?)

Table 7. Subcategories, Process Questions, and Main Supporting Strategies for Satisfaction.

(See Appendix A for detailed ARCS strategies worksheet)

2.7 Research on ARCS motivational model

All around the world instructors face the same problem and realize the importance of motivation. Instructors can motivate students by implementing a scientific systematic design to arouse and maintain student motivation. Even though, lots of theories and strategies have been suggested such as Kuhl's action control theory, self-determination theory expectancy-value theory, reinforcement theory, and cognitive evaluation theory, instructors experience difficulties to apply them because of the shortness of systematic motivational models (Keller, 2010). The ARCS motivational model has been applied in different settings in many countries due to its effectiveness, adaptability, and usefulness. The efficacy of ARCS motivational model on student motivation has been proved by many researchers (Lin Lin, 2008; Huang, Diefes-Dux, Imbrie, Daku, & Kallamani, 2004; Suzuk, Nemoto, & Goda, 2010). The ARCS motivational model provides a systematic motivational design which can be easily adjusted to different setting and various study areas including traditional instruction (Naime-Diefenbach, 1991; J. Visser, 1990; J. Visser & Keller, 1990; Lin Lin, 2008), distance learning (L. Visser, 1998; L. Visser et al., 2002; L. Visser et al., 1999; Margueratt, 2007), web-based learning (Carpenter, 2011), computer-aided instruction (Song, 1998; Suzuki & Keller, 1996) macroeconomics (Fitzpatrick, Cheryl, & Craig, 2006), and even table tennis (Chiu-Ju, Chia-Jung, & Chien-Chih, 2007). Some of these studies applied the model as a whole; every step of the model was followed and every category was included. Some others concentrated on certain aspects of the model, such as only Relevance, Confidence or Attention and Confidence categories. The following sections are going to present the studies that applied the ARCS model in different ways.

2.7.1 Studies on Application of ARCS Model as a Whole

The ARCS Model was field tested in two teacher training workshops in USA (Keller, 1987a). The first workshop was conducted with eighteen teachers of middle school children between the ages of twelve and fourteen. The study took place over a period of four months with four-hour afternoon meetings twice a month. During the project, the instructors followed motivational design steps and defined a motivational problem, formulated objectives, selected strategies, prepared an implementation plan, enacted the plan, and reported the results. Given the overall positive responses given by the instructors who applied the ARCS model, this test of the ARCS Model was judged to be supportive of its acceptability and effectiveness of ARCS motivational model. The second workshop was with 16 teachers from primary, middle,

and secondary schools within a single school district and lasted six days. Workshop on motivational design was conducted by the author and two assistants for two days each in three successive months. The results of these two teacher training workshops provide support for the comprehensibility, applicability and utility of the ARCS Model as a means of assisting in the motivational design of instruction.

Lin Lin (2008) implemented the ARCS motivational model into classroom instruction to motivate students to learn English in China. Thirty six sophomore and thirty two freshmen students participated in the study. The researchers implemented ARCS motivational model and the study data was collected through questionnaire, student self-reflection, interview and observation. The results of the study indicated that students' motivation to learn English has been stimulated using ARCS categories. By implementing ARCS motivational model strategies, students' Attention, Relevance, Confidence and Satisfaction in learning English has been improved.

Carpenter (2011) conducted another study to examine the effects of ARCS motivational model on student motivation in virtual ninth grade English I students based on instructor experience and to investigate practices that contribute to student motivation in Florida State University in USA. Both novice and experienced teachers applied ARCS strategies. Students were administered Course Interest Survey (CIS) to evaluate the relationship between ARCS categories and performance. Moreover, students completed open-ended questions to assess their perceptions of ARCS categories. The results of the study yielded that both novice and experienced instructors were effective in motivating the students with the help of the ARCS motivational model. This proves the effectiveness of the model. However, students with experienced instructors have statistically higher Confidence and Satisfaction scores than students with novice teachers. This can be explained by saying that Confidence and Satisfaction subscales might be instructor driven whereas Attention and Relevance may be driven by course design. In addition, students perceived the most motivating factors as timely, constructive feedback, flexibility and frequent instructor-student communication. Both instructors and students identified project-based activities as the most effective ones in capturing student Attention.

Another researcher who implemented the ARCS motivational model in distance learning is Margueratt (2007). The purpose of the study was to investigate the relation between the motivational design model and student motivation. The distant learning product was prepared using ARCS strategies and 204 students of the Royal Military College of

Canada participated in the study. Two questionnaires were administered before and after the intervention to collect the study data. The results of the study showed a significant difference between pre- and post- tests. The ARCS motivational categories were affective in motivating students except for the Relevance category

Song (1998) investigated the effects of ARCS motivational model in designing motivationally adaptive Computer-Assisted Instruction in Florida State University, USA. Sixty-six students were assigned to different research conditions. In Motivationally Adaptive condition participants received motivational instruction that was frequently adjusted to students' own perceived level of Attention, Relevance, Confidence and Satisfaction which means students received instruction aimed to enhance only the low ARCS category not all of them. If a student showed high Confidence but low Relevance, Confidence level was sustained and Relevance level was enhanced. Students in Motivationally Enhanced group were provided the instruction with motivational strategies but without adjustment which means motivational strategies were reviewed and most appropriate ones were incorporated regardless of students' level of each category. Control group received minimum motivational strategies. A simplified version of Instructional Motivational Materials Survey (IMMS) was used to gather the study data to be analyzed. Motivationally Adaptive group showed higher effectiveness, motivation and Attention compared to both Motivationally Enhanced and Control group. The researchers suggested that adapted version of motivational strategies are useful and effective to motivate students. In addition, Song and Keller (2001) examined the effects of a prototype of motivationally-adaptive computer-assisted instruction (CAI) designed based on the ARCS model. The results of the study yielded that the motivationally adaptive CAI showed higher effectiveness, overall motivation, and Attention than the other two CAI types. For efficiency, both motivationally adaptive CAI and motivationally minimized CAI were higher than motivationally enhanced CAI. Moreover, significant correlation was found between overall motivation and continuing motivation across the three CAI types.

2.7.2 Studies on Application of Certain Categories of ARCS Model

ARCS categories have also been studied separately to examine the effects of individual category and their relationship. The most commonly studied one is Relevance category (Chang & Lehman, 2002; Means, Jonassen & Dwyer, 1997; Nwagbara, 1993; Suzuki, 1987). Chang and Lehman (2002) investigated the effects of intrinsic motivation and embedded

relevance enhancement within a computer-based interactive multimedia lesson for EFL learners in Taiwan. Two versions of the program were designed: one with embedded relevance strategies and one without. The results of the study revealed that students with higher level of intrinsic motivation performed better regardless of the treatment they received and the use of relevance enhancement strategies facilitated students' language learning regardless of students' level of intrinsic motivation.

Means, Jonassen and Dwyer (1997) compared the effects of intrinsic relevance with embedded, extrinsic relevance enhancing strategies based on the ARCS Motivational Model on student motivation and the learning outcomes in Pennsylvania, United States. The study resulted in significant results. The relevant group showed higher motivation scores on the IMMS. Another researcher who examined Relevance category is Nwagbara (1993). The purpose of the study was to investigate the effects of the Relevance strategies with a videotape lesson. Sixty undergraduate students of Purdue University, USA were randomly assigned either to experimental or control groups. Participants were administered two versions of video tape lessons and a modified Instructional Motivational Materials Survey (MIMMS) afterwards to collect data about the perceptions of students. The results revealed the effectiveness of Relevance strategies in motivating students. Furthermore, participants in the relevance group indicated their willingness to participate in a similar study in the future.

Confidence is another subscale that has been studied separately (Huett, 2012; Huett, Moller, Young, Bray, & Huett, 2008; Moller, 1993). Huett (2012) examined the effects of materials that were prepared based on Confidence strategies on student confidence and performance in an online course at North Texas University, USA. The course Interest Survey (CIS) and the Instructional Materials Motivation survey (IMMS) were used as data collection instruments. The participants in the treatment group showed statistically higher Confidence scores on CIS but not on IMMS. Moreover, the treatment group outperformed the control group on all of posttests. Moller (1993) also investigated the effects of Confidence strategies on student confidence at Purdue University, USA. However, no statistically significant difference was found since the treatment period was too short, which was one lesson, to observe and measure a difference. Monk (2009) investigated the effects of both Confidence and Relevance strategies on students' writing apprehension, motivation and writing performance of students studying at University of Alabama, USA. The participants were assigned to different study conditions randomly: Relevance, Confidence; and Relevance and

Confidence strategies group. The results of the study showed that Relevance strategies decreased writing apprehension.

Naime- Diffenbach (1991) conducted a study to experimentally manipulate two levels of motivation which are Attention and Confidence, in a course context at Florida State University, and observe the effect of these manipulations on the Relevant subscales of the Instructional Materials Motivation Survey (IMMS) on achievement. Three sets of printed self-instructional materials were prepared which were: enhanced attention, enhanced confidence, and relatively neutral in this respect. Three groups of subjects received one of the three sets of materials. After the lesson finished, students in all three treatments responded the IMMS and took the posttest. The results indicated that students who completed the revised lesson with enhanced attention had a higher score on the attention subscale than the control group and the confidence treatment group which both had similar scores on that subscale. Three groups scored similarly on the relevance and satisfaction subscales.

2.7.3 Studies on Specific Strategies of ARCS Model

Sending motivational messages or e-mails based on the ARCS motivational model principles is the strategy that has been studied most (Robb, 2011; Visser & Keller, 1990; Kim, Keller, & Baylor, 2007). Robb (2011) examined the effects of motivational messages designed using Attention, Relevance, Confidence and Satisfaction principles on student performance in an online community college course in Illinois, USA. The participants were randomly assigned to either treatment or control group. The instructor e-mailed five motivational messages to the treatment group at key points during a semester-long online course such as the start of the course, at midterm and pre exam. Course Interest Survey (CIS) was used to collect data. The study yielded positive results. More students in the treatment group completed the course than in the control group. In addition, treatment group received higher course grades and showed higher motivational levels. Three major themes, increased motivation, caring instructor and willingness to communicate; and one subtheme, working harder emerged from coding of six open-ended questions used with the treatment group.

Visser and Keller also (1990) examined the effectiveness of motivational messages on student attitude and performance with a group of fifteen adult learners in Mozambique. The motivational intervention developed based on processes outlined in the ARCS model was implemented and tested. According to the results of the study all participants took part in the

lessons actively and participants stated that motivational messages motivated them. Another study which investigated the effects of motivational messages was conducted by Huett , Kalinowski, Moller and Huett (2008). The study examined the use of ARCS-based motivational mass e-mail messages that aim to improve motivation and retention of students enrolled in an online computer application course at a Texas University, USA. The results of the study showed that simple, cost effective, and easy-to-design motivational e-mails are effective in motivating students of online students. Moreover, students in treatment group showed better retention.

Keller, Deiman, and Liu, (2005) conducted a study to examine the effects of motivational study tips on students' motivation and performance. The study tip strategies were implemented over a four week period to distributed group. The bundled group received the strategies at the beginning of the four weeks. Another group was sent placebo messages to control for potentially novelty effects of receiving unexpected e-mails. The findings of the study indicated that students who opened the study tip e-mails increased their study time, maintained confidence and improved their test scores. Therefore, researchers claimed that sending motivational strategies directly to students is beneficial.

Truchlicka, McLaughlin, and Swain (1998) examined the effectiveness of a token system on improving the spelling and other areas of academic performance of middle school special education students with behavior disorders and they succeeded to do so Filcheck et al. (Filcheck, McNeil, Greco, & Bernard, 2004) developed a token system and obtained positive results in managing disruptive behavior in a preschool classroom. The idea behind using a token system is that recognizing success when it occurs, and using feedback and praise and using tangible rewards such as tokens consistently to motivate students.

2.7.4 Studies That Evaluate Learning Materials through Instructional Materials Motivation Survey (IMMS) of ARCS Model

Many researchers used ARCS strategies to evaluate the learning materials' effectiveness in motivating students (Wang, 2000; Samuel, 2001; Gabrielle, 2003; Cooke, 2008; Johnson, 2012). Johnson (2012) conducted a study to investigate the effects of different genres of instructional materials on EFL motivation in Japan. Fifty-seven intermediate level students whose departments were mechanics, systems, and civil engineering and who applied chemistry took part in the study. IMMS which was created by Keller to evaluate the

effectiveness of learning materials in motivating learners and open-ended items were administered to collect the data. Students preferred math materials more than science reading materials. Kasami (2008) investigated the effectiveness of Bulletin Board System-based exchange project in terms of enhancing students' motivation to study, English writing ability, and intercultural communicative competence with 386 students of 14 Universities in 9 countries, Japan, Korea, Taiwan, Brazil, Indonesia, UAE, Burkina Faso, Mexico, and Namibia. The results of the study indicated that the exchange project sustained students' motivation for learning and enhanced students' English writing and intercultural communicative competence.

2.7.5 Studies on ARCS Model in Turkey

The ARCS motivational model has been appreciated and studied in several countries and contexts. As well as other countries also in Turkey instructors are becoming aware of the importance of motivation in learning. Many researchers applied the ARCS motivational model to motivate their students to learn different subjects (Cengiz & Aslan, 2012; Cetin, 2007; Colakoglu & Akdemir, 2010; Gokcul, 2007; Sozbilir & Kutu, 2011;).

Cengiz and Aslan (2012) examined the effect of ARCS Motivation Model on the 6th grade Science and Technology course students' academic achievement and retention. The results of the study revealed that the students in the experimental group were more successful than the students in the control group. Moreover, students in the experimental groups performed better in terms of retention. Cetin (2007) conducted a study to investigate the effect of the computer assisted education software based on ARCS motivation model on students' achievement, and permanence of learning and found out that the students in ARCS Motivation Model group were more successful than the other students who were in the traditional method group.

Another Turkish researcher that studied Keller's ARCS model is Gokcul (2007). The purpose of the study was to analyze the effects of computer based instruction tutorial method that was designed based on Keller's ARCS motivational model principles and whole class teaching method on the academic achievement and retention in sixth grade mathematics lesson sets unit by comparing groups. The study yielded positive results and experimental group received higher scores. Colakoglu and Akdemir, (2010) investigated the effects of designing instructional modules based on the ARCS Motivation Theory in blended courses on

students' motivation. The results of the study revealed that students' evaluation of instructional modules for motivation increased when the instructional modules for blended courses are designed based on the components of the ARCS motivation theory.

Sozibilir, and Kutu (2011) adapted "Instructional Materials Motivation Survey [IMMS]", developed by J. M. Keller, to Turkish and investigated validity and reliability of the Turkish version of the survey and afterwards examined the usability of Context-based ARCS Instructional Model on secondary school chemistry teaching. For this purpose, the effects of learning through Context-based ARCS Instructional Model on the retention of knowledge, students' motivation and attitude towards chemistry have been investigated. The results showed that the method used increased the retention of learning and students' motivation.

All of these studies prove the effectiveness of the model and suggest that instructors who especially have unmotivated students should take advantage of the model. Even single ARCS category or strategy is proved to be helpful in motivating students. However, to get the most advantage and to sustain motivation longer the model should be applied as a whole system, all categories and strategies should be taken into account when applying ARCS motivational model (Song, 1998; Lin Lin, 2008; Carpenter, 2011). In present study, all ARCS categories and strategies were used to motivate students, so the study is important as it investigates the effectiveness of the model without breaking it into smaller units but as a whole motivating system.

Even though several researchers studied the ARCS motivational model on various subjects, there is no study that investigates the effects of implementing the ARCS motivational model on Turkish prep school students' motivation to learn English. The purposes of this study are to examine the effects of ARCS motivational model on students' course and instructional materials motivation and to identify the factors that motivate students to learn English. The current study tries to show the applicability and effectiveness of the model on students' motivation to learn English at a university preparatory school.

CHAPTER 3

METHODOLOGY

3.1 Introduction

The purpose of this study is to investigate the effects of ARCS based instruction on student motivation and to find out the instructional practices that motivate students most. Thus, we aim to answer the following research questions.

1. Do ARCS model based language lessons have effect on students' course motivation?

a. is there a significant difference in overall motivation scores at the beginning and at the end of the study

b. is there a significant difference in ARCS categories- Attention/ Relevance/ Confidence/ Satisfaction scores- at the beginning and at the end of the study

2: Do ARCS model based instructional materials have effect on students' instructional materials' motivation?

a. is there a significant difference in overall motivation scores at the beginning and at the end of the study

b. is there a significant difference in ARCS categories- Attention- Relevance/ Confidence- Satisfaction scores at the beginning and at the end of the study

3. What instructional practices are considered to be motivating for the students?

To answer the above questions both quantitative and qualitative data were gathered. For the quantitative part a pre-post application design was carried out before and after the application of lesson plans which were prepared according to ARCS motivational model principles and strategies. For the qualitative part data were obtained through weekly comments written by the students to examine the effectiveness of the model in depth and to learn about the instructional practices that appealed to the students.

In this chapter, the methodology of the study will be explained in detail. Regarding the overall purpose of the present study, the research design, the participants,

the course, and the instruments that were used to gather qualitative and quantitative data will be presented in detail.

3.2 Participants

The present study was conducted using a convenience sample of 30 students. The participants were university students learning English as a foreign language in the preparatory program at Namik Kemal University, Tekirdag. The participant group consisted of two classes. Each class had 16 students. The researcher was the class instructor herself. The language proficiency of students was determined by an exam which was administered at the end of fall semester. Students' classes change depending on results of this exam; they study with students who receive similar exam results. The participant group consists of native speakers of Turkish. None of them had English speaking parents and none of them had been abroad. Their interaction with English was limited to class instruction mostly.

The participants were exposed to 28 hours of English instruction per week and the instructor had 10 hours of English lesson with each class which provides the instructor sufficient time to implement the ARCS motivational lesson plans and to observe motivational changes. The lesson plans which were prepared based on ARCS model principles and strategies were applied in the participants' classroom at their regular scheduled class time.

The participants' consents were taken and they were informed that they would participate in a study, but they were not informed about the nature of the study so that they wouldn't feel uncomfortable. They were told that this study was carried out for the instructor to improve her teaching skills. They were informed that the instructor wanted to involve them in learning process and improve instruction with their help. They were assured of the confidentiality of the information they would report in their weekly comments and through scales.

3.3 Research Design

For the purpose of this study, a mixed methods design, convergent parallel design, was used. Both quantitative and qualitative data were gathered and analyzed separately to answer different research questions and further compared and related to interpret the results (Creswell.J.W., 2012).

For the quantitative part of the study, all participants received the same motivational instruction and were administered two scales prepared by Keller to measure the level of student motivation both at the beginning, and at the end of the application. These scales were Course Interest Survey (CIS) and Instructional Materials Motivation Survey (IMMS). The results obtained from the scales were analyzed using quantitative methods.

For the qualitative part of the study, the students were also asked to write weekly comments using a weekly comments sheet. Student comments were analyzed to find out their perceptions related to the effective instructional practices and instructor behavior.

Research Question 1	<ul style="list-style-type: none"> • Course Interest Survey was administered (pre-post) • Paired Samples T-test was conducted • Qualitative data obtained from weekly comments were analyzed
Research Question 2	<ul style="list-style-type: none"> • Instructional Materials Motivation Survey was administered(pre-post) • Paired Samples T-test was conducted • Qualitative data obtained from weekly comments were analyzed
Research Question 3	<ul style="list-style-type: none"> • Qualitative data obtained from weekly comments were analyzed

Table 8 . Research Design

3.4 The Context

The study was conducted at Namık Kemal University in Tekirdağ/Turkey with preparatory students. In Turkey, students have to take the university entrance exam and get a certain score to study at a university. Thus, participants of the study took the same entrance exam and got similar scores. Students are not obliged to study prep class because the medium of instruction at the university is Turkish. Our participant group consisted of students who were studying English voluntarily. At the beginning of the fall semester, students have to take a placement test to measure their English proficiency level and they are placed in classes based on their scores obtained in this test. To complete the preparatory education successfully, students need to obtain a certain score and attend 85% of the classes. Participants of the study attended at least 85% of the lessons or more.

3.4.1 Description of the Course

The students received 28 hours of English instruction. 20 hours of this instruction were allocated for Main Course and 8 hours were allocated for Skills (reading and writing) course. The study was conducted in main course lessons. Main Course lessons consisted of 20 hours of instruction. These 20 hours of instruction is shared by two instructors equally. Each instructor taught 10 hours per week. The main material of the lesson was Speak-Out Pre-Intermediate and Intermediate course book by Longman (Eales & Oakes, 2012). The authors of the course book stated that they did a lot of research on issues that instructors and students face. One of the issues that was addressed while designing the book was motivation. To motivate learners, authentic materials were presented to the learner to bring the real world into the classroom. The book has an active teach program which means that it includes electronic format of the course book, extra materials, videos, tests, games and answers. The instructor can show the pages, activities and answers of the activities of the course book on the board and can make changes. The book also includes video and podcast activities to present students authentic materials. The main focus in the course book is on speaking and listening skills and, a systematic approach to reading and writing has also been developed.

The main course book is supplemented with the workbook, extra materials developed by material development team of School of Foreign Languages and by the researcher to enrich the instruction and bring the variety in class. Another feature that was a part of the class was that the participants were asked to make a presentation about a topic they desired to get used to and to be more comfortable talking in English. Even though they weren't graded for their performance, they were eager and willing.

3.4.2 Application of the model

For the purpose of applying ARCS motivational model, the steps described in the model were followed. First of all the course information was obtained (Step 1). Since the instructor has been teaching similar courses at preparatory school, she was familiar with the course requirements. General information (age/language level) about the students was gathered through the school administration and the information about their reason to learn English and their interests were gathered through the classroom interaction. In the first lesson, students were asked to introduce themselves and a whole class discussion was started related to their English learning background and their interests. Thus the audience information was obtained and analyzed (Step 2&3).

<Students have similar English learning backgrounds and they belong to the same age group (17-19). They are in a new class and have a new instructor. They want to learn English to find a good job and participate in Erasmus, Work & Travel programs etc. They are pre-intermediate level students and don't have much chance to use English outside the classroom. (Step 2&3)>

According to these data, it can be inferred that since students are in a new class and have a new instructor their attention to the course is high. However, they might have expectations based on their experience related to their prior instructor and might compare the instructor with the old one so it might be difficult to satisfy them at first. Their relevance is high since the course is relevant for their future goals such as finding a good job, participating in Erasmus, Work & Travel programs etc. Their confidence might be low since they are pre-intermediate level students and don't have much chance to use English

outside the classroom. Moreover, according to the results obtained through the pilot study their course motivation might be medium

Besides these analyses, course materials were analyzed in line with course objectives. Some materials were replaced and some of them were adapted. Objectives of the course and curriculum requirements were considered and lesson objectives were inserted to the lesson plans (Step 4 &5). The content and objectives of the lesson were always explained to the students so that students knew why they were learning a structure or a function. ARCS strategies list was reviewed and potential tactics were listed (Step 6). Strategies that can be used to cover course objectives and materials were selected and integrated to the lesson plans where necessary so that instruction was presented in a way that could motivate students. (Step 7&8). If additional materials were needed to support the strategies, they were provided (Step 9). After application of the lesson plans, strategies checklist was reviewed and strategies were checked to see if they were applied successfully (Step 10).

To give an example from one of the lesson plans, Unit 7 (Speak out Pre-intermediate, Eales & Oakes, 2012) is about people who made important changes in their lives and aims to teach “used to” structure in this context (see appendix H). participant group consists of students aged between 17-19. Since they are a young group, they couldn’t have made big changes in their lives. The first activity provided by the course book is a class discussion with the question “Would you like to change anything in your life?”. Starting the lesson with this question might fail to gain students’ attention since they might have difficulty in finding answers to that question without a meaningful context to answer it. Students’ attention should be taken with a relevant context. Instead, photos of famous people that students most likely know such as Lady Gaga are shown and examples from their lives are given by using the target structure in a meaningful context to obtain students’ attention and to show the usage of the structure in a realistic setting (step 8). Once students’ attention is gained, they read other examples in their course book(step 9). After that, they are asked to talk about their own lives and the instructor pays attention to each student’s answer and shows interest. They have an opportunity to work on the structure in a meaningful context. Students are praised for their efforts and good performances. In this lesson, different ARCS strategies are applied. These are using visuals (pictures of famous people), varying the

format of instruction (making use of famous people to present a topic), using content related examples (how famous people chanced their lives) which are Attention strategies; using personal language and getting some personal information from students(students talk about their life changes), relating students' interests to the instruction (talking about famous people that students are familiar with) which are Relevance strategies; providing clear instruction, having students learn new skills under low risk conditions (modeling the activity before students practice it), but practicing performance of well-learned tasks under realistic conditions (talking about life changes in a discussion about famous people) which are Confidence strategies; allowing students to use a newly acquired skill in a realistic setting as soon as possible (after talking about celebrities they are ready to talk about themselves), giving personal attention to students and giving verbal praise for successful performances (listening every students' life changes and comments) which are Satisfaction strategies (See Appendix H for detailed lesson plans).

However, there is a crucial point that instructors should keep in mind when designing motivational lesson plans. Some activities may already be motivating. Trying to insert strategies to each activity to motivate students actually may have a demotivating effect. Namely, only the strategies that go along with the objectives and the nature of the activity can be effective.

3.5 Pilot Study

Before conducting the study a pilot study was carried out to test the applicability of the model to the language classroom and gather information prior to the actual study and to improve the study quality and efficiency since a pilot study can reveal deficiencies in the design of a proposed procedure and these can be addressed before time and resources are expended on larger scale studies. 29 University preparatory school students participated in the pilot study. Students received Course Interest Survey (CIS) and Instructional Materials Motivational Survey (IMMS) in their first lesson. Participant group consisted of two different classes with similar midterm results. After the application of the surveys, instructor prepared lesson plans based on ARCS categories and principles and applied them for four weeks. Students received 10 hours of

motivational model inserted language instruction for each week. During the process students' opinions related to the lesson were asked each week. At the end of four week application students received the same scales. The results indicated that students' motivation level increased for both surveys.

	PRE APPLICATION M	POST APPLICATION M
CIS	3, 6	3,96
IMMS	3, 7	4.2

Table 9. Pilot study results

Students commented on the instruction and instructor behavior for four weeks at the end of the application. Most of the students evaluated lesson as productive, smooth and fluent. They reported that group games, variety of useful materials made them happy. Moreover, they reported that the lessons took their attention; they felt that they were learning something useful and they had fun playing group games. Some of the students reported that they did not get bored during lessons and the instructor was eager to make students participate in the lesson. They also made some valuable comments in respect to making the instruction more attractive to them. They suggested that they needed more listening and speaking activities. All of these comments showed that students were happy with the instruction and they found it beneficial. They were comfortable when they gave their opinions which indicated that they had positive attitudes towards the instructor. They became aware of the importance of the process and tried to be a part of it by making suggestions.

Conducting a pilot study helped the instructor become confident in implementing the ARCS motivational model strategies, gain practice in developing lesson plans based on the model and applying them in class. Students comments obtained through the pilot study were taken into account when preparing the lesson plans for the actual study. Students participated in the pilot study commented that game-like activities and competitions were highly motivating. Thus, these kinds of activities

were inserted in the actual study and comments on instructor behavior were taken into consideration. Moreover the validity and reliability of the scales were checked.

3.6 Research Tools

Both qualitative and quantitative data were collected for this study. The Instructional Materials Motivation Survey and The Course Interest Survey were administered during the first lesson of the term and at the end of ten weeks application during regular lesson times and were used to collect quantitative data. Qualitative data were gathered through weekly comments.

3.6.1 The Instructional Materials Motivation Survey (IMMS)

The Instructional Materials Motivation Survey (IMMS) was developed by Keller as a data collection tool to test the effectiveness of implementation of the ARCS strategies in different contexts. The IMMS (Appendix B) measures student motivation towards specific instructional materials. The IMMS originally consists of 36-item survey with a Likert-type scale (Keller, 2010). Participants are asked to consider each item regarding the instructional materials they have studied, and they decide how true each statement is.

IMMS has four categories (Attention, Relevance, Confidence, & Satisfaction). The Relevance and Confidence categories both have 9, the Satisfaction category has 6, and the Attention category has 12 items. The response scale ranges from 1 (Not True) to 5 (Very True). Thus, the minimum score on the 36 item survey is 36, and the maximum is 180 with a midpoint of 108. The minimums, maximums, and midpoints for each subscale vary because the subscales do not all have the same number of items. Ten of the 36 items are reversed.

The IMMS has been used extensively and been tested for reliability by many researchers in different contexts (Keller, 2006b; Huett at all, 2008). Keller (2006b) tested the reliability and the validity of IMMS and proved that the IMMS is a reliable and valid instrument which can be used in a variety of setting with different age groups.

In this study Turkish versions of the questionnaires were used. The Turkish version of the IMMS (Appendix C) was taken from Kutu and Sozbilir's (2011) study. The survey was translated into Turkish by the researchers and corrected in terms of meaning by 15 faculty members who were experts in Turkish and English. 262 university students from Education faculties of Ataturk and Erzincan Universities took the scale. After correlation and factor analysis, 12 items were excluded from the survey. The final Turkish version of the survey consists of 24 items with two factors. The first factor is Attention-Relevance and the second factor is Confidence-Satisfaction. 5 of the items are stated in a negative manner. The responses have to be reversed before they can be added into the response total. That is, for these items, 5 = 1, 4 = 2, 3 = 3, 2 = 4, and 1 = 5. The reliability coefficient (Cronbach's Alpha) was found to be 0,83 in total, and 0,79 and 0,69 for the two sub-factors respectively. The minimum score of the survey is 24, and the maximum is 120 with a midpoint 72. Prior to the actual study, the researcher piloted the Turkish version of the instrument with 29 preparatory school students and the Cronbach's alpha was found to be 0,88 in total, and 0,89 and 0,84 for two factors respectively. In the actual study, it was found to have a total reliability alpha of 0.87 in total, and 0,76 and 0,84 for the two sub-factors respectively based on the obtained scores.

Attention, Relevance		Confidence, Satisfaction	
1	7	12 reversed	19
2	8	13	20
3 reversed	9	14reversed	21
4	10	15	22
5	11	16reversed	23
6		17	24
		18reversed	

Table 10. Scoring guide of IMMS

3.6.2 The Course Interest Survey (CIS)

The Course Interest Survey (CIS) was designed to measure students' motivation towards classroom instruction by Keller (2010) (Appendix D). The survey consists of four categories (Attention, Relevance, Confidence, Satisfaction).

The survey can be scored for each of the four subscales or the total scale score. The response scale ranges from 1 to 5. This means that the minimum score on the 34 item survey is 34, and the maximum is 170 with a midpoint of 102. The minimums, maximums, and midpoints for each subscale vary because they do not all have the same number of items. Nine of the items were reverse-worded. The responses have to be reversed before they can be added into the response total. Keller (2006) tested the reliability and the validity of CIS. The internal consistency estimates, based on Cronbach's alpha, were satisfactory. With this study Keller (2006) supported the validity of the CIS as a situation specific measure of motivation. Huett, Kalinowski, Moller & Huett, (2008) used CIS to examine the use of ARCS-based, motivational mass e-mail messages. Cronbach's coefficient alpha was computed for each of the four categories and the overall score and found to be satisfactory.

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

Table 11. Scoring Guide of CIS

The Turkish version of CIS (Appendix E) was taken from Varank's (2003) study. The first Turkish version was translated by Varank, (2003). Two experts in both languages helped him to compose the reliable and valid Turkish version of CIS. The survey was administered to 195 students. The reliability coefficient (Cronbach's Alpha) for the whole survey was found to be 0,95 and for subcategories it was calculated as 0,84 for Attention, 0,84 for Relevance, 0,81 for Confidence and 0,88 for Satisfaction.

Varank (2003) stated that based on these scores CIS is a reliable and valid tool for measuring student motivation in class. Varank (2003) clarified the function of each category of the survey. The Attention items evaluate how much the lesson captured the interest and curiosity of learners. The Relevance items of CIS measure the extent to which the personal needs and goals of the learners are met so that learners feel positive about the instruction. Items related to Confidence measure the perception of learners about whether they will be able to succeed and control their success. Finally, items in the category of Satisfaction measure the extent to which student accomplishments are reinforced. Türel(2008) is another researcher that used CIS in Turkish. The reliability coefficient (Cronbach's Alpha) for the whole survey was found to be 0,95 and for subcategories it was calculated as 0,84 for Attention, 0,84 for Relevance, 0,81 for Confidence and 0,88 for Satisfaction. (Türel, 2008).

Before the actual experiment, the Turkish version of Course Interest Survey was piloted with 29 subjects and reliability coefficient was found to be 0,83 in total, and 0,56, 0,67, 0,69 and 0,61 for categories respectively. The Cronbach's Alpha of the actual study for the whole study was calculated as 0,87 and for categories it was calculated as 0,65 for Attention, 0,65 for Relevance, 0,67 for Confidence and 0,72 for Satisfaction category.

3.6.3 Weekly Comments Sheet

Weekly comments sheet was prepared in such a way that it asks specific questions to students in terms of ARCS categories. At the last lesson of each week, the participants were asked to comment on the lesson and lesson materials. However, to be able to get answers referring the effectiveness of implementing ARCS strategies the questions (Appendix F) were prepared in a way that the participants can write answers about how effective the instructor was to implement Attention, Relevance, Confidence and Satisfaction strategies in class. Students commented on the activities that took their attention most, whether the activities were relevant to their personal goals, whether they were satisfied with the activities, their feelings about the activities, the instructor behavior and so on.

The participants were free to write their comments in English or in Turkish. After a couple of weeks, the researcher tried to encourage the participants with positive feedback to write their comments in English. Due to the fact that the participants wouldn't feel comfortable when they write their comments, their names weren't required. Instead, the participants were asked to use a nickname so that the researcher can comment on the participants' comments. Even so, some of the students chose to use their own names. At the end of each week, these comments were collected and evaluated by the researcher. When students mentioned their deficiencies or problems, positive and encouraging comments were written back. The most important reason to ask for weekly comment is that the researcher needed immediate feedback from the students so that she can modify and apply the most suitable strategies. Keller (2010) suggests that a lot of different type of measurement can be used if it is used carefully ranging from body language to comments or interviews to get feedback from students. Another researcher that emphasized using student comments was Visser (1990). Visser (1990) collected weekly, anonymous self-reports in which he asked the students to describe the three greatest motivational challenges and three most positive motivational influences they experienced during the previous week.

3.7 Research Procedure

The data were collected during 2012-2013 academic year spring semester. In the first lesson of the semester, the participants were administered IMMS and CIS. Students were asked to evaluate the first term in terms of the instruction materials used in class using IMMS, and evaluate the course in terms of applications and instructor behavior using CIS. Moreover, in the first lesson the researcher asked participants to write their e-mails and phone numbers to form a contact group. The researcher formed an e-mail group for each class so that she can share ideas, materials and write comments and motivational text messages were sent to students' mobiles. The participants were also encouraged to share their ideas and materials using this group.

The researcher prepared and applied detailed lessons plans that were based on ARCS categories and strategies every week. Before the application of each lesson plan, the plans were reviewed by the supervisor of the thesis in order to be sure that the steps

of the model were inserted effectively and to see whether there were any parts that can cause problems in terms of application of the model successfully. When the first unit of the book was completed, the researcher provided students with a progress chart that they can keep the track of their progress. Assessment plays an important role in ARCS motivational model. Carpenter's study supported this idea that according to the participants of the study progress charts contributed to student motivation (2011). Progress chart was provided for the participants to keep track of their progress unit by unit. The participants were given a progress test at the end of each unit and asked to mark their result on their progress charts so that they can see whether they had any problems related to that specific unit and whether they were improving their scores on each test.

The IMMS and CIS were also given to the students at the end of the 10 weeks application to be able to recognize the difference in participants' motivation. The same versions of the surveys were used and the wording of the surveys was not changed. The items of the surveys include statements with future references but for the post application students were informed that while completing the surveys they should consider the 10 weeks that the lesson plans were applied.

While preparing the lesson plans, the ARCS strategies list was used (See Appendix H for example lesson plans). Instructional goals of each lesson and unit which is an important step of systematic motivational design process were inserted to the lesson plans. The pilot study conducted on the fall semester helped the instructor to analyze the audience of the present study and their motivational level. The strategies and activities that were reported as motivational were made use of and motivational problems were taken into account while preparing the lesson plan. After implementing each lesson plan, motivational tactics checklist was (See Appendix G) used so that the instructor could evaluate the lesson plan and realize missing points, strengths and weaknesses of the plan. Both strategies worksheet and tactics checklist were utmost beneficial for the instructor who prepared lesson plans based on the ARCS categories. They were clear, easy to understand and implement. For example using such a checklist the instructor could realize that in a certain week's instruction, she wasn't very successful in giving verbal praise to students after completing a challenging task. Next

week, she integrated giving praise to the lesson plan. Week by week the lesson plans developed and the instructor gained confidence in preparing them.

At the end of each week, which means at the end of 10 hours of instruction, participants were asked to write comments on the lessons based on a weekly comment criteria that was designed in terms of ARCS categories. Participants wrote their comments using a nickname so that the researcher could comment on the participants' ideas without knowing who the participants were. Every week, these weekly comments were collected from two different classes; they were read and evaluated by the researcher at the end of each week. The instructor also evaluated her performance using the same criteria before reading students comments so that the researcher could recognize the gap, if there is, between her interpretation of the activities and instruction, and her students' interpretation.

The researcher made use of a token system to motivate learners. According to Keller (2010) a token economy is a system that incorporates the systematic use of reinforcements to manage behavior, encourage learning performance, or increase learner motivation. In these systems target behaviors are specified clearly and tokens are awarded for those behaviors. When enough tokens are collected by students they had the opportunity to exchange their tokens for a tangible reward such as edible items, a school supplies item, or a special privilege such as choosing that week's game. The researcher in this study prepared symbolic rewards which were cards with motivating pictures such as star, happy or funny faces as tokens. The winners in class activities or students who perform a satisfactory contribution in class were given one token. The students were informed that when they collect three tokens they can exchange them with chocolate, when they have five tokens they can change them with a graded English book. Students were given at least two chances of getting a token each week.

Furthermore, another motivational strategy that was used in the present study was the use of motivational messages. This concept was designed by Jan Visser (Visser & Keller, 1990) and it means writing a motivating message and delivering that message to the students who needs extra encouragement based on instructor observation (Keller, 2010). In the present study, at the end of first week, the researcher sent a motivational text message to every subject. During critical periods (first week, before midterm, after

midterm, through the end of the semester) researcher send other text messages to keep students alert and motivated. Moreover, the researcher constantly observed student behaviors in class and wrote motivational messages for individual students and delivered them in class.


	<p>You have got a message!</p> <p>I understand that you get bored and distracted sometimes. It may be because you are in a new class. But I'm sure if you try a little bit harder, you will enjoy more and won't feel bored. I know that you can pass the exam and be successful.</p> <p>Sincerely</p> <p>Pinar</p>
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Table 12. Personal message to a student

3. 8 Data Analysis

For the first and second research questions, changes to the motivation level were measured on the total scores for scales. First of all, students' motivation level before the application was obtained. After that, students' initial motivation level was compared with their motivation level at the end of the application. . Differences in motivation levels were analyzed by conducting a Paired Samples T-test. Besides total scores each ARCS category score were calculated for both scales to see the effectiveness of the instructor in implementing strategies of different and in which one the instructor was successful to improve students' motivation most. The raw data were entered to Microsoft Excel and then transmitted to SPSS program to calculate descriptive and inferential statistics.

For the third research question, students' weekly comments were analyzed by the researcher and categorized in terms of ARCS categories by considering the frequency of mentioning.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 Introduction

This chapter will report the results of the study which aimed at finding out the effectiveness of ARSC motivational model on student motivation in language classes at a university. The chapter will present both the quantitative and the qualitative results. The quantitative results included results from two data collecting instruments which were the Course Interest Survey and Instructional Materials Motivation Survey. The qualitative data was obtained from weekly comments written by the students. The results will be discussed in relation to each research question.

4.2 Students' Classroom Instruction Motivation

Research question one is as follows: "Do ARCS model based language lessons have effect on students' course motivation?"

First research question investigated if there was a significant increase in students' course motivation level before and after implementing lesson plans prepared using ARCS strategies. Students were administered the Course Interest Survey (CIS) before and after the 10 weeks application to measure students' motivation towards instructor- led instruction. This question is handled under two sub questions, one of them dealt with overall motivation scores and the other considered the subcategories of the model.

a. Is there a significant difference in overall motivation scores at the beginning and at the end of the treatment?

The statistical data for Course Interest Survey are displayed in Table 10. Students' initial course motivation mean score was calculated as 3.29 and course motivation mean score after the treatment was found to be 4.15. To compare the pre and post mean scores of Course Interest Survey a paired samples t-test was conducted to be able to measure the difference in student motivation before and after the study. The

findings revealed that there is a statistically significant difference between pre-application ($M=3.29$, $SD=.256$) and post-application ($M=4.15$, $SD=.413$) scores with regard to students' reactions to classroom instruction ($t(29)=-9.707$, $p<.001$). Thus, statistical results of CIS show that the ARCS strategies had positive influence since students showed higher motivation based on the overall CIS results at the end of the study.

CIS							
	N	M	SD	SE	df	t	Sig (2-tailed)
Pre-application	30	3.29	.256	.047			
					29	-9.707	.000*
Post-application	30	4.15	.413	.075			

* $p<.001$

Table 13. CIS Paired Samples Test

The model has been applied and found effective by many researchers in online settings in teaching several courses such as language, computer, archeology etc. (Carpenter, 2011; Gabrielle, 2003; Huett, Kalinowski, Moller & Huett, 2008; Keller, Deiman, & Liu, 2005; Robb, 2011) and face to face settings in teaching courses such as psychology, instructional design (Naime-Diefenbach, 1991; J. Visser, 1990; J. Visser & Keller, 1990) and the present study supports the effectiveness of the model in face to face language settings.

The effectiveness of the model can be explained by following reasons. First of all, as Dörnyei (2001) states "Enthusiastic instructors convey a great sense of commitment to and excitement about the subject matter content not only in words but also by body language" (p.120). Thus, the result may be affected by the fact that the instructor who applies the model was reported to be caring and enthusiastic and these instructor characteristics contribute to the effectiveness of the model in enhancing students' motivation (Robb, 2011). Besides, sending text messages and e-mails helped

establish a relation between the teacher and the students and proved to be effective as in the studies investigated the effects of motivational messages (Huett , Kalinowski, Moller & Huett, 2008; Robb, 2011). In both studies (Huett , Kalinowski, Moller & Huett, 2008; Robb, 2011) students benefited from the messages and more students in treatment group were able to complete the course successfully. In Robb's study (2011) students who received the messages gained better course grades and in the other study(Huett , Kalinowski, Moller & Huett, 2008) students who received the messages increased their course motivation since messages showed students that the instructor is willing to communicate and they feel included.

Moreover, the model was applied for such a long period of time that change in students' motivation could be observed. Unlike Moller (1993) who applied confidence strategies only for a short period of time and couldn't get significant results, in this study the model was applied for ten weeks which provides enough time to apply the model successfully and to see the effects of it and enabled the instructor observe changes.

Applying a pilot study was also an important factor which contributed to the success of the application. The instructor who inserted ARCS strategies in classroom instruction and instructional materials became familiar with the model and got confident using it. Keller (2010) suggests trying out the strategies before implementing them and in order to improve the quality and efficacy of the actual study implementing a pilot study is beneficial.

What's more, in Turkish educational system, motivation isn't emphasized as much as it should be (Demiral, 2002; Genc, Kaya, 2010). Traditional English language teaching methods in elementary and high schools in Turkey as in many other countries such as South Korea (Samuel, 2001) have a demotivating effect on students. Students may have come to university with their negative experiences related to learning English. Negative past experiences are considered as demotivating especially among students who lack motivation (Dincer, 2011; Genc & Kaya, 2010; Selcuk, 2011). The ARCS model is successful because it doesn't allow traditional teaching system where only the instructor is active and students are just passive listeners in class, but it covers different aspects of teaching and accounts for students' perspectives and allows students

participate actively, so the model was a challenge for the students in this study. That is, the instructor was willing to share the floor with the students, which is one of main factors in the model. The ARCS model provides a systematic, easy to follow design that every instructor can implement to motivate students to learn (Keller, 2010).

b. Is there a significant difference in ARCS categories- Attention/ Relevance/ Confidence/ Satisfaction scores-?

The CIS can also be scored for each of the four categories. Thus, to analyze the results obtained through the scale in detail each ARCS category was evaluated separately to see if there was a significant difference in mean scores and whether the strategies of each category was successfully applied into the classroom instruction.

CIS	PRE-APPLICATION		POST-APPLICATION		df	t	p
	M	SD	M	SD			
Attention	3.00	.472	4.19	.494	29	-11.310	.000*
Relevance	3.58	.468	4.23	.484	29	-4.870	.000*
Confidence	3.42	.362	4.16	.448	29	-6.897	.000*
Satisfaction	3.13	.461	4.02	.516	29	-6.579	.000*

*p< .001

Table 14. CIS Paired Samples T-test for all subscales

The means of the test items within *Attention* category in Course Interest Survey showed that Attention mean score was 3.00 according to pre-application items. Among pre-application results Attention category mean score was the lowest among four categories. Post-application mean score of Attention category was calculated as 4.19. Thus, the highest increase was seen in Attention scores (pre $M=3.00$, post $M=4.19$). When pre and post application results were compared, it was seen that a significant increase was achieved in terms of students' Attention to the course (see table 11).

As in our study, in Lin Lin's study (2008) the greatest increase was in Attention

subscale, since motivating students starts with getting their attention and maintaining it. Using strategies such as stating objectives of each lesson, playing short videos, songs, visuals and role-play activities improves students Attention to the lesson and students show more interest in the language items when some unusual, surprising things are designed. (McConnell, Hoover,& Sassed, 2001; Lin Lin, 2008).

Students' weekly comments support the statistical data. Materials and activities were perceived as interesting and gained students' attention. Students mentioned that materials supported by visuals were more effective in getting attention. Supporting especially complicated topics with visuals helped students to clarify the meaning easily and to understand the topic better (Wall, Higgins & Smith, 2005). For example, vocabulary power point presentations were used to introduce new vocabulary or picture of a customer and a waiter was used to show how to order at a restaurant and students' curiosity was aroused when these kinds of materials were used.

Another positive comment that proves the effectiveness of the model regarding to Attention category is the instructor's teaching style. It was described as clear, creative and innovative which indicated us that concreteness, inquiry and variability strategies were effectively applied. Instructor's professional knowledge/ skills and classroom management style were suggested to be motivating by Dörnyei (2001) and Wlodkowski (1993). To give an example; as stated by one of the students, the activity in which the instructor showed coins, credit cards and notes from her purse to teach money related vocabulary helped students focus their attention on the lesson.

The results related to **Relevance** category indicate that pre-application score of Relevance was 3.58 and this was the highest mean score of all categories according to pre- application results. Mean scores of post- application also revealed that the highest score belonged to Relevance category ($M=4.23$). Paired-samples t-test results indicated a significant difference between pre and post application scores of Relevance category. It can be concluded that Relevance strategies are effective in motivating students as supported by literature (Chang, 2001; Chang& Lehman, 2002; Monk, 2009).

With respect to relevance category Relevance strategies applied in class were reported to be motivating by the students in their weekly comments. Students reported that immediate benefit and future value of the instruction was stated clearly. Important

points were emphasized and the objectives of the activities were explained so that students understood the importance, relevance of a task which is important to fulfill the requirements of the relevance category. Thus, when instruction is more personally relevant and familiar, it becomes more meaningful and motivating for the students (Keller, 2010). Furthermore, it was reported by the students that they could establish connections between their lives and the instruction, activities matched with their personal goals and all the activities conducted in class were fruitful for them. For instance, students who were planning to participate in Work and Travel or Erasmus programs paid close attention to topics such as asking/giving directions, ordering at a restaurant, making suggestions.

Motive matching strategies were also implemented effectively such as group work activities, individual competitive activities; activities that allowed personal record keeping such as progress charts that students used to record their file test scores. Making use of pair evaluation, self-diagnosis and level-check exercises is stated to increase students' motivation by Brown (1994). Moreover, personal language was used to make learners feel they were cared (Chang, 2001; Chang & Lehman, 2002).

The students in this study reported that they received individual attention and their ideas were taken into account which increased their motivation because students want to feel included and be a part of decision-making process (Arnold & Brown, 1999; Dörnyei, 2001). Moreover, familiar concepts were included and students were given choices in the content of the assignments which match up with familiarity strategies, which increased effect of the application. That is, the topics in their books were related to students' own country and familiar people were used in giving examples to help students understand. For instance, the topic of the book is education systems of different countries. Comparing these countries with students' own country is much more relevant than only reading the information given in students' course book.

As for the third sub-category, *Confidence*, pre mean score was measured as 3,42 and post mean score as 4.16. When these two scores were compared, it indicated a significant difference between pre and post application results of Confidence which shows that students' confidence related to course also increased. Literature indicates that students' confidence to learn English can be stimulated by confidence strategies

(Huett, 2012; Lin Lin, 2008).

In terms of confidence, it was also obvious from students' comments that they gradually became more and more confident with their English. Confidence strategies including stating objectives clearly, providing example test to familiarize learners with what was expected of them, assuring students the material was clear and easy-to-follow are effective in increasing students' confidence (Huett,2012). Moreover, students felt confident in this application because as literature indicated students' success was attributed to personal effort, they practiced performance under instructor guided conditions and realistic settings; they were given opportunities to learn or practice a skill independently. Students stated they felt that they were really learning something, they were expanding their knowledge after each lesson, they could understand better and this gave them confidence to learn English. In addition, students preferred pair work activities because there are studies revealing that pair work is less threatening (Wajnryb, 1992; Zuniga, 2010).So we made use of pair work which could have increased students' confidence (Johnson,2012; Lin Lin, 2008; Carpenter,2012).

What's more students were also asked to include suggestions how to improve instruction and materials which seemed to be effective. They commented that they felt pleased and involved when their demands were met. As stated earlier, students want to be an active participant of the process (Arnold &Brown, 1999; Dörnyei, 2001). They commented that the more they learned the more happy they felt and they came to the lesson with an excitement. One of the students stated that s/he was looking forward to come to the lesson, because s/he was never bored and the instructor's energy kept her/him active.

Another confidence strategy that increased students' motivation was giving corrective and positive feedback since feedback generates energy that students use constructively in class when given appropriately (Cavanaugh, 2008; Carpenter, 2011, Johnson, 2012). Students commented that the instructor comments on their work made them happy because they were encouraged that they would be successful with given time and effort. One student commented that the feedback instructor gave for writing assignment made her/him very happy since her/his work was appreciated in terms of creativity and her/his ideas were well received. After a couple of weeks, some students

started to write their comments in English, which indicates that their confidence in English increased.

Satisfaction category also yielded positive results. Pre -application mean score of Satisfaction category was calculated as 3.13 and post-application result was measured as 4.02. This (M= 4.02) was the lowest score among post-application results of four categories. When pre and post application scores of Satisfaction category were compared, a significant difference was obtained.

As in all other categories, students who participated in this study showed positive reaction in terms of Satisfaction. With regard to satisfaction category students felt satisfied with the instruction since they believed that it would be beneficial for them in the future and made a remark that they were excited to apply the skills they acquired. Implementing Satisfaction strategies helped students to feel satisfied with the language instruction and their own progress. Students reported that they felt satisfied because they were praised by the instructor, they enjoyed their learning experience, they learned, their progress was recognized by the instructor, and they worked with friends as supported by Lin Lin's study (2008). In Lin Lin's study (2008) students reported that they enjoyed more satisfaction from the English course than before and they felt excited when they got instructor's praise. Moreover, it is stated that students liked to feel they had gained something and had a good time in class. It can be said that these strategies effective in enhancing student satisfaction.

Moreover, games with scoring systems were included to provide extrinsic rewards to reinforce intrinsically interesting tasks. Games were reported to be extremely motivating. When students play games they enjoy themselves and learn at the same time (Paras & Bizzocchi,2005).

In this application teacher praise and token system were recorded as helpful to promote feelings of satisfaction. One of the students stated that talking about famous people's lives using "used to" structure was very effective since s/he received a star (a token) for his/her performance. The students agreed on that the instructor was interested in students, caring, polite, not hurtful, helpful, smiling, innovative, creative, energetic and sensitive. So the instructor's positive and encouraging behavior resulted in feelings of satisfaction (Keller & Burkmen, 1993).

As it is mentioned above when the Course Interest Survey items were evaluated in terms of each ARCS category, results of paired samples t- test revealed a significant difference. Instruction was proved to be effective in motivating students in all ARCS categories. Huett, Kalinowski, Moller and Huett (2008) and Lin Lin, (2008) also observed significant differences in all categories based on CIS results. The results showed that the ARCS model inserted language instruction had positive influence on students' course motivation in all categories. Among all, students showed more positive reactions to Attention strategies. Students' positive comments that were reported through weekly comments also support statistical data.

4.3 Students' Instructional Materials Motivation

Research question two is as follows: “Do ARCS model based instructional materials have effect on students' instructional materials' motivation?”

Second research question was posed to examine students' motivation towards instructional materials based on ARCS strategies. Students received instructional materials prepared or revised based on ARCS strategies throughout 10 weeks. The Instructional Materials Motivation Survey was administered before and after the study to measure the effectiveness of materials on student motivation. As research question one, this question is also handled under two sub questions, one of them dealt with overall motivation scores and the other considered the subcategories of the model.

a. Is there a significant difference in overall motivation scores at the beginning and at the end of the treatment?

Regarding to the descriptive statistics students' initial Instructional Materials Motivation mean score was measured as 3.40 before the treatment and 4.37 after the treatment from the possible range between 1-5 (See Table 12). A paired samples t-test was conducted to compare the mean scores of pre-application and post-application of Instructional Materials Motivation Survey in order to find out whether the implementation of the ARCS strategy based materials was helpful in supporting students' instructional materials motivation or not. The findings indicated that there was a statistically significant difference between pre-application ($M=3.40$, $SD=.516$) and post-application ($M=4.37$, $SD=.387$) scores in terms of students' motivation level

($t(29) = -8.081, p < .001$). Post -application results indicated higher student motivation.

IMMS

	M	N	SD	SE	df	t	Sig (2-tailed)
Pre-application	3.40	30	.516	.094			
Post application	4.37	30	.387	.071	29	-8.081	.000*

* $p < .001$

Table 15. IMMS Paired Samples Test

Instructional materials prepared in line with ARCS strategies were found effective in motivating students in terms of course materials in teaching several online and face to face courses such as science, psychology, management etc. (Gabrielle, 2003; Naime-Diefenbach 1991; Nwagbara, 1993; Song, 1998; Song & Keller, 2001). Gabrielle (2003), Song (1998) and Song and Keller (2001) integrated ARCS strategies to motivate students in online science courses, as a result students' instructional materials motivation increased. Naime-Diefenbach (1991) made use of Attention and Confidence strategies in a face to face psychology course and these strategies increased students attention to the instructional materials and Nwagbara (1993) inserted Relevance strategies to the instructional materials in an online management course and students' instructional materials motivation increased. Whereas the current study results prove the effectiveness of instructional materials prepared in line with ARCS strategies in face to face language classes.

The effectiveness of the ARCS strategies inserted to instructional materials can be explained by following factors. Systematically designed instructional strategies can positively affect student motivation (Gabrielle, 2003) and students appreciate the efforts of instructor while preparing the material. Thus, using variety of materials increases students' interest to the lesson (Naime-Diefenbach 1991).

Moreover, the effectiveness of ARCS motivational model both on students' course interest and instructional materials motivation might be explained by the fact that

the strategies are presented in a very clear way that instructors can apply them in their own settings easily. As long as instructors analyze their audience and materials carefully, and adapt the model according to their own objectives and teaching/learning context, the chance of model to be effective is high (Keller, 2010). In this study, model was successfully implemented and strategies were used appropriately, thus student motivation increased. Detailed lesson plans were prepared for each lesson for that purpose. Strategies were identified and they were systematically implemented to the course instruction or materials via detailed lesson plans which provides a plan of work and guidance for the instructor. As a consequence of these applications, the model was effective in preparatory classes.

The results of the study showed that there was a discernible improvement in learner motivation associated with each ARCS element. The ARCS model and specific strategies were successfully integrated into the design process in this study. Keller and Burkman(1993) attribute learner motivation to the role of instructors in designing, developing and delivering instruction and instructional materials in class. The easy to follow design helps instructors clarify motivational characteristics of the unit being designed from the students' point of views. Designing motivational instruction based on ARCS strategies can increase motivation to learn.

b. Is there a significant difference in ARCS categories- Attention/ Relevance/ Confidence/ Satisfaction scores-?

The Turkish version of the IMMS (Appendix C) was taken from Kutu and Sozbilir's (2011) study. The Turkish version of the survey consists of 24 items with two factors. The first factor is Attention-Relevance and the second factor is Confidence-Satisfaction. That's why in this study the IMMS consisted of two categories and were evaluated based on these two categories.

To analyze the results obtained through the IMMS in detail two categories were evaluated separately to see if there was a significant difference in mean scores and whether the instructional materials prepared or adapted based on ARCS strategies were implemented into the classroom instruction successfully.

The means of the test items within each main category in Instructional Materials Survey showed that Attention/Relevance factor showed a mean score of 3.44 and

Confidence/Satisfaction's mean score was calculated as 3.37 according to pre-application results. Mean scores of post- application revealed Attention/Relevance subscale mean score as 4.50 and Confidence/Satisfaction mean score as 4.27.

IMMS	PRE-APPLICATION		POST-APPLICATION		df	t	p
	M	SD	M	SD			
Attention/Relevance	3.44	.664	4.50	.375	29	-7.686	.000*
Confidence/Satisfaction	3.37	.556	4.27	.485	29	-6.365	.000*

*p< .001

Table 16. IMMS Paired Samples T-test for all subscales

Paired-samples t-test result revealed a statistically significant difference between pre-application mean scores and post-application mean scores in both categories. Students' showed positive reactions to the instructional materials based on ARCS strategies. Thus, it can be concluded that materials prepared based on ARCS strategies were effective in improving student motivation in terms of Attention- Relevance and Confidence-Satisfaction as Gabrielle (2003) and Kutu & Sozbilir, (2011) also reported.

Students' comments also proved the effectiveness of the materials. Students reported that materials helped them pay attention and get interested in the lesson; they were consistent and relevant with the objectives, materials aroused the feeling of success and made students feel confident; and students were pleased with the materials and satisfied.

To illustrate, when introducing the topic "describing a city", instructor provided pictures of 12 famous cities around the world and in pairs asked students to write the city names. The pair which gave most correct answers got tokens. This activity and materials of the activity were considered to be highly enjoyable because pictures were used to gain students' attention, showing city pictures were relevant to the objectives,

and famous cities were chosen so that every student could name some of them and felt confident, they worked in pairs which increased their chance of guessing more cities and this prompted feeling of satisfaction.

Attention- Relevant strategies implemented to the instructional materials improved students' attention and willingness to participate and complete activities (Chang & Lehman, 2002; Means, Jonassen & Dwyer, 1997; Naime-Diffenbach, 1991; Nwagbara, 1993; Song, 1998; Suzuki, 1987).

Attention strategies such as engaging the students' interest by using feedback interaction that requires active thinking, presenting problem-solving situations in a context, using visual enhancements to support instruction, are effective strategies that enhance students' attention in the lesson (Song & Keller, 2001; Sozbilir, & Kutu, 2011) For instance, in Sozbilir and Kutu's (2001) study the researchers made use of recent news to introduce a topic by starting an active discussion. To give an example from the present study, facts about famous people that students were familiar with were used to start a discussion and to relate the topic to students' lives. In addition, moral dilemmas such as the question "Is it okay to deceive people if it is for a good cause?" was used to present a problem-solving situation to present the unit topic.

The results revealed the effectiveness of Relevance strategies in motivating students and support literature and some other research findings that students are more eager to participate in instructional materials that they perceive as relevant and helpful accomplishing their personal goals (Chang & Lehman, 2002; Nwagbara, 1993).

Materials prepared using Confidence and Satisfaction strategies increased students Confidence and Satisfaction as Huett also found out (2012). Students were provided a pretest to familiarize them with what was expected of them. Clear and easy-to-follow materials were used to make them feel comfortable and confident since overly difficult materials demotivate students as Johnson (2012) suggests. Students were also given opportunities to give and receive feedback for each task. These confidence and satisfaction strategies contributed to the success of the study and were reported as effective since students became more committed to the learning tasks and realize higher academic goals and this type of confidence and satisfaction contributes to ongoing motivation or the feeling that students want to continue learning English as stated by

Johnson (2012, p.46). In his study Johnson (2012) examined students' motivational response to two different genres of instructional materials, science and math reading materials. Students favored math materials more and the results of the study indicated that novelty, materials with appropriate level but challenging, materials supported with visuals, feedback function of the materials promote feeling of confidence and satisfaction.

When the statistical results of both surveys are interpreted, there is strong evidence that the ARCS strategies had positive influence on students' motivation towards the instructor-led instruction and instructional materials.

4.4 Motivational Course Design Features

Research question three is as follows: “What instructional practices are considered to be motivating for the students? “

Third research question was formed to find out the instructional practices that motivates students most. As it is mentioned above weekly comment worksheets completed by the students provided both an answer for the effectiveness of the model and suggestions and comments for the materials used and the instructor attitude. These comments that were collected at the last lesson of each week were evaluated by the researcher in terms of frequency to identify the instructional practices that motivate students most.

Students' comments can be evaluated under two headings. The first heading includes comments related to classroom instruction and the second one is related to instructor behavior.

4.4.1 Classroom Instruction

Students stated extra activities such as games, songs, photocopiable materials including info-gap, problem solving, matching, puzzle, card games, picture description activities as the most motivating instructional practices. Many students commented that extra photocopiable activities were useful and enjoyable, since these activities helped them understand and remember important points easily especially when they were conducted in a competitive way. The pair competition activity in which students matched, cut-up

sentences with their halves to practice conditionals in pairs was stated to be fun and useful, since this activity helped them to remember the grammar point better. These kinds of materials are motivating since students are active participants of the lesson and can use their energy and creativity (Chen Chen, 2009; Paras, Bizzocchi, 2005).

Following course book extensively can become boring because after a period of time it starts to be monotonous and students lose their attention to the lesson. Providing similar activities especially cut-up, matching, info-gap activities makes them more enthusiastic and energetic and brings variety to the instruction. In relation to *classroom instruction* students commented that they perceived extra instructional activities as highly motivating such as games, songs and photocopiable materials. This result isn't surprising, since course books can be boring and instructors may need extra materials to support the book (Selcuk, 2011; Tomlinson, 2012; Tze-Ming, Chou, 2010). Fredericks (2005) states that course books shouldn't be considered as the only teaching tool. New and interesting materials and visuals are needed to maintain students attention as also Demiral (2002) suggested.

“We should make use of more auditory and visual materials in class since when we follow the book all the time I get bored (St.6)”

Some students commented that they had difficulty in improving their listening skills so they demanded extra listening activities in class. Thus, the instructor provided extra listening texts, short video activities and song activities which were perceived as motivating class activities. Among all listening exercises, songs were the most motivating ones. All students were in favor of listening to songs in class. In addition, besides being motivating, songs also increase students' listening skills which is another motivating factor (Chen Chen, 2009). Students prefer listening activities since they weren't given a lot of chances to listen something in English in their early English education (Olgun, 2004). Therefore, in this study being given such a change is considered to be important and motivating for the students.

“We should do more listening activities especially song activities” (St.5 at the beginning of the study)

“I have a good time completing song activities (St.15)”

In addition, playing games in class were perceived as highly motivating. When

students play games, they enjoy themselves and “take on the responsibility of reaching specific goals without ever reflecting on the strategies used to reach these goals” (Paras & Bizzocchi, 2005, p.6). During games, students experience flow and they are completely involved in the activity (Paras & Bizzocchi, 2005). Based on student comments, it has been understood that students find vocabulary games both entertaining and beneficial since they have the chance to revise newly learned vocabulary. Some units cover a lot of new vocabulary for the students to learn. Students had difficulty in studying these words. That’s why; vocabulary games helped them overcome this obstacle while having fun. among all kind of games, vocabulary games were mentioned by the students a lot.

“I like vocabulary games best since I easily remember the words we use to play the game”

“The vocabulary drawing game we played on board was really useful (St.11)”

Board activities and competitions are considered to be attention gatherers and adding fun and excitement to the lesson. Changing activities especially boring and mechanic ones with competitions was commented as useful.

“Creating words with the letters on board was the activity that I liked most this week (St.28)”

The winner student, pair or the group were praised and provided tokens for their hard work and participation. Another thing that affected their motivation was this token system. Some students were very eager to participate in activities to get a token and were pleased when they exchanged their tokens with chocolate or a graded book. Offering them a graded English book was very encouraging. Eight of the students managed to collect 5 tokens and got a book; and ten students received chocolate as an exchange for their tokens. Students are contented because they receive an award for their efforts. Recognizing success when it occurs and rewarding in class performance help students stay on task (Truchliha, McLaughlin & Swain, 1998).

“Getting tokens makes me happy because I love chocolate (St.14)”

“When there is competing in an activity, we learn well (St.7)”

“I enjoy competitions a lot and they are really fun (St.23)”

Students reported that they were fond of group or pair work activities especially when they were asked to perform a creative task. Pair and group activities were considered highly motivating. Participants of this study stated that they enjoyed pair or group activities and role-plays because they benefited from student to student conversation (Johnson, 2012). Lin Lin (2008) also found out that students perceived working with a partner as exciting. By sharing their ideas, these activities helped them to use their creativity and maintain their motivation (Carpenter, 2012). In addition, pair or group work activities are less threatening for students and foster risk taking; students prefer taking risks when they work with a partner (Wajnryb, 1992; Zuniga, 2010).

“I like group works. These kinds of activities increase my motivation (St.22)”

“I never get bored during the activities that I work with my partner, I like these kinds of activities (St.30)”

Moreover, creative group activities such as making an invention, creating a new city etc. were considered motivating. In addition, role-plays that are real-life like and allow creativity were suggested to be useful, since students could form a connection between the activity and real life events such as shopping or doctor-patient dialogues (Dincer, 2011).

“Creating an invention with my group was the activity I liked best this week (St.22)”

In addition, students suggested that vocabulary practices or any other practice that were supported with visuals were more meaningful and helpful for them. Using power point presentations for vocabulary teaching and grammar revision; hanging pictures and creating example dialogues on board were effective motivators. Visual and verbal components of instruction complement each other and promote better learning since in this way complicated things are made easy to understand (Wall, Higgins &Smith, 2005).

“The ‘used to’ activity that we talked about pictures of famous people was beneficial (St.4)”

“Using pictures to ask questions to each other was good (St.28)”

Furthermore, students find speaking exercises highly beneficial and motivating. Many students commented that more speaking activities should be integrated into the lesson. This may result from that students are aware of the importance of communicating in English for their personal development and for better job opportunities (Dincer, 2011; Sun, 2008). In addition, in this study instructor was perceived as caring and autonomy supporting so instructor’s encouragement to speak English may affect students’ willingness to communicate in English (Sun, 2008).

“We can do more speaking activities (St.1)”

“I like speaking activities because I feel that I can speak and I am happy (St.24)”

“I absolutely loved speaking activities; we talked English a lot this week (St.9)”

Thus, students were asked to make short presentations about a topic they like to improve their speaking skills. Even though this activity wasn’t included in the syllabus and was optional, all students participated and they commented that it was motivating because they had the chance to talk about something they choose. In addition, making a short presentation was accepted as motivating because students were allowed to choose their topic to present in class. In Carpenter’s study (2011) students stated that making the assignments on their own and putting their own voice in them were motivating.

“My friends made a presentation about Sila, this was my favorite this week. I think we had a good time (St.10)”

“The idea of making presentations is really good, the presentation about Carlos Martin was good (St.14)”

4.4.2 Instructor Behavior

Second heading that emerged as a result of students’ comments was the instructor behavior. Instructor behavior in different aspects was commented as highly motivating. The strongest motivating instructor behavior was that the instructor

managed to get students' attention to the lesson and involve them to the lesson very successfully and could emphasize important points. Thus, effective teaching skills were perceived as motivating. According to Arnold and Brown (1999) instructors are highly motivating models for learners. Instructor's classroom management style and professional skills were proposed to be motivating by Dörnyei (2001) and Wlodkowski (1993). To apply ARCS motivational model the instructor always made detailed preparation for the lesson and students recognized it. Presenting materials clearly and focusing on major points held students attention in class and made the course materials relevant to students and build confidence in students.

“The instructor emphasizes the important points and revises them (St.3)”

“Your teaching style and methods are successful, your lessons are beneficial I learn a lot (St.9)”

“Our instructor's teaching style is perfect, she never bores us and we really understand and learn (St.25)”

Another thing that motivated students was the instructor's personal characteristics. Instructor's personality has been considered a very effective motivator for the students in literature too (Arnold, Brown, 1999; Carpenter, 2011; Dörnyei, 2001b; Wlodkowski, 1993). It was stated that commitment, warmth, empathy and trustworthiness determine the relationship between the students and the instructor (Dörnyei; 2001b). Moreover, according to Wlodkowski,(1993) instructor characteristics that motivate students most are expertise in the subject area, supporting learner autonomy, showing empathy , demonstrating enthusiasm and providing instructional clarity. The results of this study support the above claims since in the present study the instructor was perceived to be enthusiastic and expertise in the subject area. Besides, in this study many students evaluated the instructor as kind, caring, creative, cheerful, polite, fun, energetic, concerned and eager to help.

Furthermore, instructors should avoid stimulating negative emotions in students and try to promote positive feelings (Keller, 1987, 2010) since negative instructor behavior is one of the demotivators in class. Strict and dominant instructor behavior can cause especially students who aren't motivated enough feel worse (Selcuk, 2011). Consequently, the fact that the instructor had positive and close relationships with the

students was perceived as highly motivating. Instructor's positive behavior made students willing to participate and the instructor was commented to have a close and trustworthy relationship with the students.

“We have a kind and creative instructor; she supports us even when we make mistakes (St.3)”

“I benefited from your lessons; you give us energy (Sts.6 & 8)”

“We have an interested instructor, she is more eager than us (St.25)”

What's more, they said that the instructor paid attention to individual students and their comments and prepared instruction accordingly. To illustrate, when they commented that they asked for extra speaking activities the instructor added extra activities to that week's instruction. This was appreciated by the students, since they felt that they were important for their instructor. In addition, students wrote their comments every week and instructor acted upon their comments and students were aware of the fact that they were active participants of the process. These comments worksheets made students participate in the decision making process which according to Arnold and Brown (1999) open up greater possibilities for students and help them develop their whole potential because students want to feel included and be a part of decision-making process (Arnold & Brown, 1999; Dörnyei, 2001b). Providing opportunities that promote student reflection also motivates students (Means, Toyama, Murphy, Bakia, & Jones 2009).

“It is very helpful for us that you can take a close interest in every student(St.3)”

“This week we got in return what we wrote and once more we understood that we are important for you(Sts.10&11)”

Additionally, providing positive and corrective feedback, and giving praise when students accomplish a difficult task were perceived as motivating in this study because feedback creates energy that students make use of beneficially in class when given appropriately (Cavanaugh, 2008; Carpenter, 2011, Johnson, 2012). In this study, students reported that they were encouraged and praised in terms of their in class performance and received positive and constructive feedback. This shows the

effectiveness of feedback and reward system on classroom motivation (Dörnyei 2001).

“ What made me happy most this week was your comment on my written assignment (St. 14)”

Sending text messages had also motivating effect on students. The message that was sent after first week made them feel positive about their new class and the instructor. The messages that were sent before midterms were encouraging. Frequent student-instructor communication is another factor that motivates students (Carpenter, 2011). “Teacher’s verbal and non-verbal immediacy behaviours that reduce the distance between students and instructor may impact levels of learning by modifying classroom motivation “ (Dörnyei, 2001b, p.36). In this study, students were able to contact their instructor via e-mail and text messages when they asked for guidance and help. The instructor also sent some motivational materials to motivate students at certain times such as first week, before the exam etc. These motivational messages increased motivation since students perceived their instructor as a caring instructor who is willing to communicate with the students as Robb indicated (2011). Messages and e-mails motivated students since it indicates that instructor cared about them and their success and this gives the students a feeling of importance (Robb, 2010; Visser, Keller, 1990).

First message: “Congratulations! You have passed your exam and started a new level welcome to your new class. Thank you for your participation this week. I’m sure we will have a wonderful time and you will pass your exam again at the end of the term. If you ever need my help please contact me.”

Moreover, when instructor realized that there were some distracted students in class, she wrote comments during class time and gave this little note to the students without making them uncomfortable and without getting attention of the other students. This helped them to get involved in the lesson, after reading the note students tried to participate the lesson more actively since they were acknowledged as individuals by the instructor. Also, being able to reach the instructor via mobile phone or e-mail helped them feel cared and secured. Dealing with individual students, paying attention to every individual in class (Huett, Kalinowski, Moller &Huett, 2008) and being at equal distance with each student is very important because students perceive their instructor to be fair and trust him/her and being fair is an important instructor characteristic

(Dörnyei, 2001, Keller, 2010). Students in this study, emphasized that instructor could provide guidance to every student without being bored or angry.

“Thank you for your message instructor (St.12)”

“Your message made me happy (St.17)”

“Your messages and e-mails were really effective (St.25)”

Weekly comments of the students provided a rich amount of details regarding student perspectives. These show that techniques and strategies used to motivate students had a great deal of impact on them. Students’ comments support that applying ARCS strategies in instruction can motivate students in several aspects. Vocabulary teaching activities supported with games, listening practices such as songs and videos, group activities and competitions, visual materials, speaking activities and instructor behavior were considered as highly motivating classroom events. The results of this study and student comments claim that instructor’s personal characteristics and professional skills, student-instructor interaction and frequent communication, enthusiasm and clarity, feedback and praise, and fairness are crucial to motivate students.

CHAPTER 5

CONCLUSION

5.1 Summary of the Study

The study aimed at investigating the effects of ARCS motivational model on students' motivation and with this intention ARCS motivational model strategies were inserted to the instructional design of English language teaching classes at a university prep school. To collect data two scales, the Course Interest Survey and Instructional Materials Motivation Survey by John Keller, were applied to a sampling of 30 prep school students at Namik Kemal University. In this chapter, after giving a brief summary of the results, conclusion derived from the study and further research suggestions will be given.

To be able to investigate the effects of ARCS model on students' course motivation, the pre and post mean scores of Course Interest Survey were compared via a paired samples t-test. The findings indicated a statistically significant difference between pre-application ($M=3.29$, $SD=.256$) and post-application ($M=4.15$, $SD=.413$) scores with regard to students' reactions to classroom instruction ($t(29) = -9.707$, $p < .001$). The statistical results of Course Interest Survey indicated that students reacted to the ARCS strategies positively since students showed higher motivation based on the overall CIS results at the end of the study.

The Course Interest Survey items were evaluated in terms of each ARCS subscale. The results of paired samples t- test revealed a significant difference in all scales. The results showed that the ARCS model inserted language instruction had positive influence on students' course motivation in all categories. Students' comments that were collected through weekly comments also supported statistical data. Students reported that instruction was effective in getting their attention to the lesson; in helping the students build confidence in learning English; was relevant to their personal and future goals. Further the students reported that they were satisfied with the instruction and with what they acquired throughout the process.

In addition to course interest motivation, the Instructional Materials Motivation Survey results were evaluated with a paired samples t-test by comparing the mean

scores of pre-application and post-application scores to reveal whether the application of ARCS strategies was effective in supporting students' reactions to motivational features of instructional materials motivation or not. The findings indicated a significant difference between pre-application ($M=3.40$, $SD=.516$) and post-application ($M=4.37$, $SD=.387$) scores in terms of students' motivation level ($t(29)=-8.081$, $p<.001$). From this result, it can be concluded that instructional materials which were designed with ARCS strategies were effective improving student motivation with regard to instructional materials in the current study. For a deeper understanding, two subscales of Instructional Materials Motivation Survey (IMMS) were assessed separately to identify the difference in mean scores and found out whether the instructional materials prepared or adapted based on ARCS strategies were implemented into the classroom instruction successfully. The results yielded significant differences between pre-application mean scores and post-application mean scores in both subscales. Students showed positive reactions to the instructional materials based on ARCS strategies.

The second purpose of the study is to identify motivational course design features. The students' comments gathered from weekly comments sheets were analyzed in terms of the instructional practices that motivated students. Students' comments shed light on their ideas related to the course instruction and class materials and supported statistical data. According to these comments, ARCS model can be considered as effective in increasing students' motivation. Students reflected positive reactions. Students reported that extra materials such as info-gap, problem solving, picture description, picture and sentence matching etc. increased their motivation. Especially vocabulary teaching activities supported with games, listening practices such as songs and videos were suggested as highly motivating. Activities that required learner participation such as pair works, group activities, competitions and games were considerably effective in increasing student motivation. Moreover, activities that allowed students use their creativity and their own ideas were motivating course design features. Visual materials helped students stay attentive to the lesson and speaking activities kept them active.

Apart from class materials, instructor behavior was considered as relatively motivating. Polite, energetic, enthusiastic, caring instructor behaviors were reported as effective in increasing students' motivation to the lesson. Moreover, providing

constructive feedback, giving verbal praise and providing rewards for accomplishing a difficult task or showing effort were other motivating instructor behaviors. Frequent instructor- student communication also helped students feel cared and included. The instructor of the current study communicated via text messages and e-mails and provided guidance for the students, which were appreciated by the students in accordance with students' comments.

5.2 Conclusion

The current study has supported the idea of adaptability and effectiveness of the ARCS motivational model in an English language class. Though the results of the study cannot be generalized they indicate some implications related to language teaching. Even though students in Turkey start to learn English at fourth grade and continue their language education until university, most of them start university with low English levels and negative experiences. That's why, motivation is crucial for preparatory school students. This study indicates that students' motivation to learn can be increased applying ARCS motivational design since students experience a positive and motivating language learning atmosphere.

The four categories of ARCS motivational model exert impacts on students' motivational level. The strategies that belong to these four categories are proved to be essential elements in the process of teaching and learning English.

The students' Attention to learn English has been gained and maintained with the attention strategies such as stating objectives of each lesson, playing songs and games, visuals, role-plays and providing variety. There are plenty of ways to get students' attention and they are not difficult to design or implement. We can conclude that the key point is to be aware of the fact that getting students' attention to the lesson is the first step to motivate students since attention strategies help students focus their attention on the lesson and stay concentrated.

Course content Relevance in learning English has been improved by combining course instruction with students' past experiences and existing knowledge, emphasizing the present value and future usefulness of the instruction, providing choice, answering students' question why they are learning a particular subject. With these strategies

students were aware of the reasons that they were learning a subject matter and its usefulness for them. It is possible to indicate that familiar topics help students feel safe and concentrate in the class. Further, if the students are told about the usefulness of the material for them they could participate actively.

In addition, students felt confidence in English by providing self-evaluating tools, attributing success to effort, providing low risk conditions to encourage students to participate and helping students build positive expectations for success. Due to their negative past experiences and their low confidence, many students hesitate to participate in lesson actively. It can be concluded from the results of this study that when instructors listen to the students attentively without interrupting, and show interest and reflect on their ideas instead of focusing on only their mistakes, they become confident about their English.

The students satisfaction towards English has been developed through strategies such as providing constructive feedback, rewards, avoiding threats, frequent positive instructor and student communication. It is important that students leave the class with positive feelings. In this study students' hard work and efforts were appreciated, they were treated fairly and built good relationships with the instructor. The present study supports the effect of providing constructive feedback, praise, reward and personal attention on students' motivation.

5.3 Pedagogical Implications of the Study

To be more specific, the major categories in the ARCS model were used to draw conclusions and implications for the English instructors, course book writers and instructor trainers. To obtain student motivation, several contributing factors must be considered. Instructor's role holds crucial importance for the effectiveness of instruction.

First implication that can be drawn from the present study is that instructor should review lesson materials and choose the suitable ones, prepare clear, interesting, and applicable materials, relevant for the students and appropriate for their level to gain and sustain student motivation. Most importantly, instructors should not use course book extensively, since course book is not the only teaching material and every activity

may not be appropriate for a particular group of students. Since students have different learning styles and attention spans, bringing variety to the class is very effective. There are plenty of different kinds of teaching materials available. Instead of sticking to only a few of them, make use of different types of materials. In this study, students enjoyed info-gaps, picture description, picture and sentence matching, puzzles, songs, card games and board games etc. However when a new activity type works well, it does not mean that it can always be that effective. Effective activities should not be overused since even the most enjoyable ones can become boring.

Moreover, materials should be chosen considering their relevance to the students' personals such as following an English TV series, understanding songs, communicating with a foreign friend; and future goals such as participating Erasmus, Work and Travel programs and getting better job opportunities. In addition, providing choice as much as possible in terms of materials, assignments and pace makes the instruction relevant to the students.

Students' confidence to learn English and also self-confidence need to be increased. Another implication is that, instructors should encourage students that they can achieve on the condition they put enough effort and examples of successful people should be mentioned so that students believe in their capabilities. When students attribute success to effort and hard work rather than luck or the material, they know how to fix when they have performance problems. Thus, they feel more confident. Instructors should provide materials in the difficulty order in order not to cause anxiety and decrease in students' self-confidence. Furthermore, providing self-evaluation tools also encourage student to put effort and time since they can track their own progress.

Another thing is that instructor- student communication is utmost importance. Having close relationships with students make students feel included and cared. That's why instructors should provide a way that students can contact with their instructor. In this study, students could text or send e-mails o the instructor. Another key point here is that the instructor should return students messages and provide the guidance they ask for. Instructors' personal characteristics and professional skills were also reported to be highly motivating. Caring, polite, energetic, enthusiastic instructors motivate students easier. When students observe instructor enthusiasm on the subject matter they feel

enthusiastic too. This means that first instructors should be aware of the importance of what they are teaching and they should care about their students individually.

In addition, students should be verbally praised for their efforts and performances to encourage them to learn and participate. Students want to feel appreciated when they put hard work. Using tangible rewards is another way to make student take part and increase their motivation. Using rewards are also effective with adult learners since for most of the learners getting reward for performance in class is a new experience. Also, being appreciated by the instructor helps them form positive perceptions related to language learning. Giving personal attention to each and every student and being fair while doing it is crucial. Otherwise, students do not trust their instructor and lose their motivation. Instructors should also avoid threats as a means of obtaining task performance since this kind of instructor behaviors have demotivating effect on students and jeopardize student-instructor relations. In conclusion, instructors should always prepare their lessons in advance and estimate the probable difficulties that might occur during the lesson beforehand and take action accordingly.

There are also implications for Course book writers. Course book designers should consider motivational characteristics of their target audience and take them into consideration while designing course books. Moreover, motivational tactics and strategies can be inserted to the course books and additional suggestions can be provided for the instructors.

One implication of this study is related to instructor training. It should be underlined that motivation is not something that only students themselves are responsible for. Thus, in instructor education and education policies of government, motivation should be considered as an important factor and the importance of motivation should be emphasized more.

The present study has provided some pedagogical implications for English instructors and course book designers. Hopefully, these suggestions are to some extent of significance in promoting English teaching and learning in the future.

5.4 Suggestions for the Future Study

This section makes suggestions for further research possibility that arise from the present study. Since there are only a few studies conducted to investigate the effectiveness of ARCS motivational model in language teaching in Turkey, further studies are needed. The current study has provided information related to preparatory school students who were learning English as a foreign language. The students' motivation to learn English was measured using Course Interest Survey and Instructional Materials Motivation survey for ten weeks. Future research should continue to use the Course Interest Survey and Instructional Materials Motivation to measure ARCS motivational constructs with preparatory school students to gather longitudinal data.

The effectiveness of the ARCS model can be examined in different settings, with different age and proficiency level groups. The participants of this study were pre-intermediate level students. Different proficiency levels may react to ARCS motivational model differently. The model can be applied to different proficiency levels and the differences can be observed.

In the current study, students completed a weekly comments worksheet to report the instructional activities that motivated them. What course design features motivate students in other proficiency levels, in other age groups can be a worthy research area. Moreover, rather than inserting ARCS motivational model into instruction and apply its strategies, instructors can evaluate themselves in the light of ARCS strategies to identify their missing points in terms of motivating their student and using motivational strategies.

Finally, course books or instructional materials in terms of ARCS strategies can be evaluated. A course books' motivational effectiveness can be identified and suggestions can be made.

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APPENDICES

APPENDIX A

DETAILED ARCS STRATEGIES WORKSHEET

	Attention Strategies
Incongruity, Conflict	Introduce a fact that seems to contradict the learner's past experience.
	Present an example that does not seem to exemplify a given concept.
	Introduce two equally plausible facts or principles, only one of which can be true.
	Play devil's advocate.
Concreteness	Show visual representations of any important object or set of ideas or relationships.
	Give examples of every instructionally important concept or principle.
	Use content-related anecdotes, case studies, biographies, etc.
Variability	In stand up delivery, vary the tone of your voice, and use body movement, pauses, and props.
	Vary the format of instruction according to the attention span of the audience.
	Vary the medium of instruction.
	Break up print materials or (displays) by use of white space, visuals, tables, different typefaces, etc.
	Change the style of presentation.
	Shift between student-instructor interaction and student-student interface.
Humor	Where appropriate, use plays on words during redundant information presentation.
	Use humorous introductions.
	Use humorous analogies to explain and summarize.
Inquiry	Use creativity techniques to have learners create unusual analogies and associations to the content.
	Build in problem solving activities at regular intervals.
	Give learners the opportunity to select topics, projects and assignments that appeal to their curiosity and need to explore.
Participation	Use games, role-play, or simulations that require learner participation.

	Relevance Strategies
Experience	State explicitly how the instruction builds on the learner's existing skills.
	Use analogies familiar to the learner from past experience.
	Find out what the learner's interests are and relate them to the instruction.
Present Worth	State explicitly the present intrinsic value of learning the content, as distinct from its value as a link to future goals.
Future Usefulness	State explicitly how the instruction relates to future activities of the learner.
	Ask learners to relate the instruction to their own future goals.
Need Matching	To enhance achievement striving behavior, provide opportunities to achieve standards of excellence under conditions of moderate risk.
	To make instruction responsive to the power motive, provide opportunities for responsibility, authority, and interpersonal influence.
	To satisfy the need for affiliation, establish trust and provide opportunities for no-risk, cooperative interaction.
Modeling	Bring in alumni of the course as enthusiastic guest lecturers.
	In a self-paced course, use those who finish first as deputy tutors.
	Model enthusiasm for the subject taught.
Choice	Provide meaningful alternative methods for accomplishing a goal.
	Provide personal choices for organizing one's work.

	Confidence Strategies
Learning Requirements	Incorporate clearly stated, appealing learning goals into instructional materials.
	Provide self-evaluation tools which are based on clearly stated goals.
	Explain the criteria for evaluation of performance.
Difficulty	Organize materials on an increasing level of difficulty; that is, structure the learning material to provide a "conquerable" challenge.
Expectations	Include statements about the likelihood of success with given amounts of effort and ability.
	Teach students how to develop a plan of work that will result in goal accomplishment.
	Help students set realistic goals.
Attributions	Attribute student success to effort rather than luck or ease of task when appropriate (i.e. when you know it's true!).
	Encourage student efforts to verbalize appropriate attributions for both success and failures.
Self-Confidence	Allow students opportunity to become increasingly independent in learning and practicing a skill.
	Have students learn new skills under low risk conditions, but practice performance of well-learned tasks under realistic conditions.
	Help students understand that the pursuit of excellence does not mean that anything short of perfection is failure; learn to feel good about genuine accomplishment.

	Satisfaction Strategies
Natural Consequences	Allow a student to use a newly acquired skill in a realistic setting as soon as possible.
	Verbally reinforce a student's intrinsic pride in accomplishing a difficult task.
	Allow a student who masters a task to help others who have not yet done so.
Unexpected Rewards	Reward intrinsically interesting task performance with unexpected, non-contingent rewards.
	Reward boring tasks with extrinsic, anticipated rewards.
Positive Outcomes	Give verbal praise for successful progress of accomplishment.
	Give personal attention to students.
	Provide informative, helpful feedback when it is immediately useful.
	Provide motivating feedback (praise) immediately following task performance.
Negative Outcomes	Avoid the use of threats as a means of obtaining task performance.
	Avoid surveillance (as opposed to positive attention).
	Avoid external performance evaluations whenever it is possible to help the student evaluate his or her own work.
Scheduling	Provide frequent reinforcements when a student is learning a new task.
	Provide intermittent reinforcement as a student becomes more competent at a task.
	Vary the schedule of reinforcements in terms of both interval and quantity.

APPENDIX B.

THE INSTRUCTIONAL MATERIALS MOTIVATION SURVEY (IMMS)

Instructional Materials Motivation Survey John M. Keller Florida State University	1 (or A) = Not true 3 (or C) = Moderately true 5 (or E) = Very true	2 (or B) = Slightly true 4 (or D) = Mostly true
<ol style="list-style-type: none"> 1. When I first looked at this lesson, I had the impression that it would be easy for me. 2. There was something interesting at the beginning of this lesson that got my attention. 3. This material was more difficult to understand than I would like for it to be. 4. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this lesson. 5. Completing the exercises in this lesson gave me a satisfying feeling of accomplishment. 6. It is clear to me how the content of this material is related to things I already know. 7. Many of the pages had so much information that it was hard to pick out and remember the important points. 8. These materials are eye-catching. 9. There were stories, pictures, or examples that showed me how this material could be important to some people. 10. Completing this lesson successfully was important to me. 11. The quality of the writing helped to hold my attention. 12. This lesson is so abstract that it was hard to keep my attention on it. 13. As I worked on this lesson, I was confident that I could learn the content. 14. I enjoyed this lesson so much that I would like to know more about this topic. 15. The pages of this lesson look dry and unappealing. 16. The content of this material is relevant to my interests. 17. The way the information is arranged on the pages helped keep my attention. 18. There are explanations or examples of how people use the knowledge in this lesson. 19. The exercises in this lesson were too difficult. 20. This lesson has things that stimulated my curiosity. 21. I really enjoyed studying this lesson. 22. The amount of repetition in this lesson caused me to get bored sometimes. 23. The content and style of writing in this lesson convey the impression that its content is worth knowing. 24. I learned some things that were surprising or unexpected. 25. After working on this lesson for awhile, I was confident that I would be able to pass a test on it. 26. This lesson was not relevant to my needs because I already knew most of it. 27. The wording of feedback after the exercises, or of other comments in this lesson, helped me feel rewarded for my effort. 28. The variety of reading passages, exercises, illustrations, etc., helped keep my attention on the lesson. 29. The style of writing is boring. 30. I could relate the content of this lesson to things I have seen, done, or thought about in my own life. 31. There are so many words on each page that it is irritating. 32. It felt good to successfully complete this lesson. 33. The content of this lesson will be useful to me. 34. I could not really understand quite a bit of the material in this lesson. 35. The good organization of the content helped me be confident that I would learn this material. 36. It was a pleasure to work on such a well-designed lesson. 		



APPENDIX C

ÖĞRETİM MATERYALLERİ MOTİVASYON ANKETİ (ÖMMA)

1 = Hiç katılmıyorum

2 = Az Katılıyorum

3 = Orta derecede katılıyorum

4 = Çok Katılıyorum

5 = Tamamen katılıyorum

- 1 İçeriğini ilk öğrendiğimde, bu derste dikkatimi çeken ilginç bazı şeylerin olduğunu gördüm.
- 2 Dersin işleniş şekli ve derste kullanılan materyaller dikkat çekiciydi.
- 3 Derste kullanılan materyallerde yeterli bilgi yoktu.
- 4 Derste kullanılan materyallerde bilgilerin işleniş şekli dikkatimi çekti.
- 5 Bu derste dikkat çekici şeyler vardı.
- 6 Derste bazı ilginç yeni bilgiler öğrendim.
- 7 Alıştırmaların, materyallerin, sunumların çeşitliliği dikkatimi derse vermeme yardımcı oldu.
- 8 Derste kullanılan materyallerde işlenen konunun önemini gösteren hikâyeler, resimler ve örnekler vardı.
- 9 Derste kullanılan materyaller benim için uygundu.
- 10 Derste öğrendiğimiz bilgilerin nasıl uygulamaya yansıtılabileceğine dair açıklama ve örnekler vardı.
- 11 Derste kullanılan materyallerin gerek içeriği gerek sunumu konularının öğrenilmeye değer olduğu izlenimini uyandırdı.
- 12 Dersi anlamak beklediğimden daha zor oldu.
- 13 İçeriğini ilk incelediğimde, bu ders kapsamında neler öğreneceğimi anladım.
- 14 Derste kullanılan materyallerde çok fazla bilgi verildiğinden nelerin önemli olduğunu ayırt edemedim.
- 15 Verilen ödevleri yaptıkça konuları öğrenebileceğime dair kendime güvenim arttı.
- 16 Dersteki alıştırmalar ve uygulamalar oldukça zordu.
- 17 Ders konularını çalıştıktan sonra, bu dersten geçebileceğime dair güvenim arttı.
- 18 Ders kapsamındaki konuların birçoğunu tam olarak anlayamadım.
- 19 Dersteki konu diziliminin iyi olması dersi öğrenebileceğime dair güvenimi artırdı.
- 20 Dersteki uygulamaları/alıştırmaları tamamlamak bende başarı hissi uyandırdı.
- 21 Dersten zevk aldığım için, dersteki konular hakkında daha çok şey öğrenmek istiyorum.
- 22 Derse zevk alarak çalıştım.
- 23 Ödev sonrasındaki dönütler ve dersteki diğer yorumlar emeğimin karşılığını aldığım hissini verdi.
- 24 Dersi başarıyla tamamlamaktan mutluluk duydum.

APPENDIX D
COURSE INTEREST SURVEY (CIS)

<p><i>Course Interest Survey</i> John M. Keller Florida State University</p>	<p>1 (or A) = Not true 2 (or B) = Slightly true 3 (or C) = Moderately true 4 (or D) = Mostly true 5 (or E) = Very true</p>
<ol style="list-style-type: none"> 1. The instructor knows how to make us feel enthusiastic about the subject matter of this course. 2. The things I am learning in this course will be useful to me. 3. I feel confident that I will do well in this course. 4. This class has very little in it that captures my attention. 5. The instructor makes the subject matter of this course seem important. 6. You have to be lucky to get good grades in this course. 7. I have to work too hard to succeed in this course. 8. I do NOT see how the content of this course relates to anything I already know. 9. Whether or not I succeed in this course is up to me. 10. The instructor creates suspense when building up to a point. 11. The subject matter of this course is just too difficult for me. 12. I feel that this course gives me a lot of satisfaction. 13. In this class, I try to set and achieve high standards of excellence. 14. I feel that the grades or other recognition I receive are fair compared to other students. 15. The students in this class seem curious about the subject matter. 16. I enjoy working for this course. 17. It is difficult to predict what grade the instructor will give my assignments. 18. I am pleased with the instructor's evaluations of my work compared to how well I think I have done. 19. I feel satisfied with what I am getting from this course. 20. The content of this course relates to my expectations and goals. 21. The instructor does unusual or surprising things that are interesting. 22. The students actively participate in this class. 23. To accomplish my goals, it is important that I do well in this course. 24. The instructor uses an interesting variety of teaching techniques. 25. I do NOT think I will benefit much from this course. 26. I often daydream while in this class. 27. As I am taking this class, I believe that I can succeed if I try hard enough. 28. The personal benefits of this course are clear to me. 29. My curiosity is often stimulated by the questions asked or the problems given on the subject matter in this class. 30. I find the challenge level in this course to be about right: neither too easy not too hard. 31. I feel rather disappointed with this course. 32. I feel that I get enough recognition of my work in this course by means of grades, comments, or other feedback. 33. The amount of work I have to do is appropriate for this type of course. 34. I get enough feedback to know how well I am doing. 	



APPENDIX F

WEEKLY COMMENTS SHEET (HAFTALIK DEĞERLENDİRME KAĞIDI)

Haftalık Değerlendirme

Her hafta en son dersimizde aşağıda belirtilen konuları kapsayacak ve açıklayacak şekilde dersin bir değerlendirmesini yaparak yazmanızı rica ediyorum.

- A. Bu hafta derste en çok hoşuna giden/isteyerek yaptığın etkinlik/etkinlikler
- B. Yapılan etkinliklerin amaçlarını karşılama durumu
- C. Bu hafta derste en çok sıkıldığın/istemediğin etkinlik
- D. Yararsız bulduğun etkinlikler
- E. Bu hafta derste en çok hoşuna giden öğretmen davranışı
 - i. öğretmenin verdiği dönütler
 - ii. öğretmenin övgüde bulunması
 - iii. öğretmenin seni başarılı olacağın konusunda yüreklendirmesi
 - iv. Öğretmenin derse ve aktivitelere dikkat çekebilmesi
 - v. Öğretmenin ders ve aktiviteler ile senin ilgi alanların arasında bağlantı kurması
 - vi. Öğretmenin konunun önemine vurgu yapması
- F. Bu hafta en çok sıkıldığın, derse ilgini azaltan öğretmen davranışı
- G. Öğrenmek istediğin ve öğrendiğini düşündüğün konuların örtüşme durumu
- H. Bu hafta İngilizce dersine ilişkin memnuniyet derecen
- i. Bu hafta İngilizce öğrenme durumuna ilişkin duyguların
- J. Bu hafta İngilizce öğretimi/öğrenimi konusundaki eksiklik veya yetersizlikler
- K. İngilizce dersinde motivasyonunu arttıracaklarını düşüneceğin önerilerin



APPENDIX G
TACTICS CHECK LIST

ATTENTION
A1. PERCEPTUAL AROUSAL (CONCRETENESS). What can I do to capture their interest?
<ol style="list-style-type: none"> 1. Are there references to specific people rather than “mankind,” “people,” or other such abstractions? 2. Are general principles, ideas, or other abstractions illustrated with concrete examples or visualizations? 3. Are complex concepts or relationships among concepts made more concrete by use of metaphors or analogies? 4. Are items in a series presented in a list format rather than paragraph format? 5. Are step-by-step procedures or relationships among concepts made more concrete by use of flow charts, diagrams, cartoons, or other visual aids?
A2. INQUIRY AROUSAL (CURIOSITY AROUSAL) How can I stimulate an attitude of inquiry?
<ol style="list-style-type: none"> 1. Are topics introduced or developed problematically (i.e., is a sense of inquiry stimulated by presenting a problem which the new knowledge or skill will help solve)? 2. Is curiosity stimulated by provoking mental conflict (e.g., facts that contradict past experience; paradoxical examples; conflicting principles or facts; unexpected opinions)? 3. Is a sense of mystery evoked by describing unresolved problems which may or may not have a solution? 4. Are visuals used to stimulate curiosity or create mystery?
A3. VARIABILITY How can I maintain their attention?
<p>Variation in Format</p> <ol style="list-style-type: none"> 1. Is white space used to separate blocks of information (text and/or illustrations)? 2. Are a variety of typefaces used to highlight titles, quotes, rules, key words, etc.? 3. Are there variations in layout (e.g., variation in spatial location of blocks of information)? 4. Are there variations in types of material (e.g., alternations between blocks of text, figures, tables, pictures)? <p>Variation in Style and Sequence</p> <ol style="list-style-type: none"> 5. Is there variation in writing function (e.g., exposition, description, narration, persuasion)? 6. Is there variation in tone (e.g., serious, humorous, exhortation)? 7. Is there variation in the sequence of the elements of the instruction (e.g., is a sequence such as “introduction”, “presentation”, “example”, “exercise” varied by changing the order, adding an extra exercise)? 8. Is there variation between content presentations and active response events (e.g., questions, problems, exercises, puzzles)?



RELEVANCE
<p>R1. GOAL ORIENTATION How can I relate the instruction to the learners' goals?</p>
<p>Present Worth</p> <ol style="list-style-type: none"> 1. Is the immediate benefit of the instruction either stated or self-evident? 2. Are comments, anecdotes, or examples included that stress the intrinsic satisfactions of the subject of instruction? <p>Future Value</p> <ol style="list-style-type: none"> 3. Are there statements describing what the learner will be able to do after finishing these instructional materials? 4. Are some of the examples and exercises clearly related to the knowledge and skills that the students will need in the future? 5. Is the student told how the successful accomplishment of this instruction is related to future goal accomplishment (e.g., is success in this instructional situation important for admission to subsequent courses, selection of a major area of study, or admission to advanced levels of study, salary increase, job retention, or promotion)? 6. Is the learner told how this instruction will improve his or her general life coping skills? 7. Is the learner encouraged to think of this instruction as contributing to the development of an intrinsically interesting area of study and development?
<p>R2. MOTIVE MATCHING How and when can I link my instruction to the learning styles and personal interests of the learners?</p>
<p>Basic Motive Stimulation</p> <ol style="list-style-type: none"> 1. Is personal language used to make the learner feel that he or she is being talked to as a person? 2. Are examples (anecdotes, statistics, etc.) provided that illustrate achievement striving and accomplishment? 3. Are statements or examples included that illustrate the feelings associated with achievement? 4. Is the learner encouraged to visualize the process of achieving and succeeding, and the feelings associated with it? 5. Are exercises included that allow for personal goal setting, record keeping, and feedback? 6. Are exercises included that require cooperative work groups? 7. Are puzzles, games, or simulations included that stimulate problem solving, achievement-striving behavior? 8. In the exercises (including puzzles, games, and simulations), are the learners encouraged to compete against each other, themselves (i.e., trying to beat their own record), or against a standard? <p>Role Models</p> <ol style="list-style-type: none"> 9. Are there anecdotes about noteworthy people in the area of study, the obstacles they faced, their accomplishments, and the consequences? 10. Are there examples, testimonials, etc., from persons who attained further goals after successfully completing the course of instruction. 11. Are there references to, or quotations from, people who can convincingly describe the benefits of the particular skill/knowledge area?
<p>R3. FAMILIARITY How can I tie the instruction to the learner's experiences?</p>

Connection to Previous Experience

1. Are there explicit statements about how the instruction builds on the learner's existing skills or knowledge?
2. Are analogies or metaphors used to connect the present material to processes, concepts, skills, or concepts already familiar to the learner?

Options for Individualization

3. Is the learner given choices in the content of assignments (e.g., is the learner allowed to choose examples and topics of personal interest for at least some of the assignments)?
4. Is the learner given choices in the type of assignment (e.g., is the learner allowed to select from a variety of means to accomplish a given end)?

CONFIDENCE

C1. LEARNING REQUIREMENTS

How can I assist in building a positive expectation for success?

1. Are there clear statements, in terms of observable behaviors, of what is expected of the learners as evidence of successful learning?
2. Is there a means for learners to write their own learning goals or objectives?

C2. POSITIVE CONSEQUENCES

How will the learning experience support or enhance the students' beliefs in their competence?

Challenge Level

1. Is the content organized in a clear, easy to follow, sequence?
2. Are the tasks sequenced from simple to difficult within each segment of the materials?
3. Is the overall challenge level (reading level, examples, exercises) appropriate for this audience?

Anxiety Reduction

4. Are the materials free of "trick" or excessively difficult questions or exercises?
5. Are the exercises consistent with the objectives, content, and examples?
6. Are methods for self-evaluation, such as answers to exercises, provided?
7. Is confirmational feedback provided for acceptable responses, and corrective feedback provided for responses that do not meet criteria?

C3. PERSONAL RESPONSIBILITY

How will the learners clearly know their success is based on their efforts and abilities?

1. Are learners given choices in sequencing; i.e., how they can sequence their study of different parts of the material?
2. Are learners allowed to go at their own pace?
3. Are learners given choices among ways of demonstrating their competency (i.e., alternative methods of exercising and testing)?
4. Are learners given opportunities to create their own exercises or methods of demonstrating competency?
5. Are learners given choices over work environment; i.e., working in a room with other people, or away from other people?
6. Are learners given opportunities to record comments on how the materials could be improved or made more interesting?

SATISFACTION
S1. INTRINSIC REINFORCEMENT
How can I encourage and support their intrinsic enjoyment of the learning experience?
Positive Recognition
1. Is the student given opportunities to use a newly acquired skill in a realistic setting as soon as possible?
2. Is there verbal reinforcement of the learner's intrinsic pride in accomplishing a difficult task?
3. Do the materials include positive, enthusiastic comments which reflect positive feelings about goal accomplishment?
4. Are there opportunities for learners who have mastered a task to help others who have not yet done so?
5. Are there acknowledgements of any actions or characteristics that were necessary for success?
6. Are there acknowledgements of any risks or challenges that were met?
Continuing Motivation
7. Is information provided about areas of related interest?
8. Are learners asked, or informed, about how they might continue pursue to their interest in the topic?
9. Are the learners informed about new areas of application?
S2. EXTRINSIC REWARDS
What will provide rewarding consequences to the learner's successes?
1. Are games with scoring systems included to provide an extrinsic reward system for routine, boring tasks such as drill and practice?
2. Are extrinsic rewards used to reinforce intrinsically interesting tasks in an unexpected, non-controlling, manner?
3. Are public congratulations given for good performance?
4. Are students given personal attention while working to accomplish the task, or after successful task accomplishment?
5. Are reinforcements used frequently when learners are trying to master a new skill?
6. Are reinforcements used more intermittently as learners become more competent at a task?
7. Are threats and surveillance avoided as means of obtaining task performance?
8. Are certificates or "symbolic" rewards used to reward success in individual or intergroup competitions, or at the end of a course?
S3. EQUITY
How can I build learner perceptions of fair treatment?
1. Are the content and types of problems in the final exercises and posttests consistent with the knowledge, skills, and practice exercises in the materials?
2. Is the level of difficulty on final exercises and posttests consistent with preceding exercises?

Keller,2010

APPENDIX H

EXAMPLE LESSON PLANS AND UNITS

LESSON PLAN I

<p>Course Title: Main Course Speak-out pre-intermediate Class: prep- 5 and 8 Time required: 3 lessons</p>	<p>Materials: course book, course book interactive programme, pictures, extra photocopies</p>
<p>Unit title: UNIT 7- CHANGES Unit objectives: Throughout this unit, the student will be able to achieve the following aims:</p> <ul style="list-style-type: none"> • To talk about a life change. • To tell the story of a man’s life. • To find specific information about facilities • To read and predict information in a story. • To use paragraphs to write about a change and to write a blog/diary. 	<p>Lesson title: 7.1 STUCK IN A RUT Lesson objectives: By the end of this lesson students will be able to;</p> <ul style="list-style-type: none"> • Ask and answer questions about pastimes and past activities. • Describe past activities and personal experiences. • Talk about changes in their lives.
<p>Instructional tactics</p>	<p>Motivational tactics (ARCS)</p>
<p>Teacher explains the objectives and importance of the lesson clearly. (Today, we will talk about famous people and big changes they made in their lives and we will talk about changes in our lives mentioning our childhood. Etc)</p>	<p>State explicitly how the instruction builds on the learner’s existing skills. (R) Incorporate clearly stated, appealing learning goals into instruction (C)</p>
<p>1A Teacher shows pictures of three famous people who experienced a big life change. Ask a series of questions about these people. (ex. Do you know that Lady Gaga was a waitress before she became famous?) Discuss about these people’s life changing experience. (Teacher uses the target structure during the discussion ‘used to’) Teacher asks sts whether they would like to change their lives or not and gets answers from some sts. Shows interest to sts answers.</p>	<p>Show visual representation of an important object, vary the format of instruction, introduce a fact that seems to contradict the learner’s past experience (A) Use personal language and get some personal information from sts (R)</p>
<p>1B T. tells sts that there are a lot of people who changes their life. Because they are not famous we don’t know them. We are going to listen to a radio programme about two women who changed their lives. Before listening to the programme let’s read the introduction of this program. There are some unknown phrases, please do not use a dictionary. We will try to understand them from the context together. T. and Sts. talk about the radio program.</p>	<p>Provide clear instruction (C) Provide meaningful alternative methods for accomplishing a goal (S)</p>



LESSON PLAN II

Course Title: Main Course Speak-out pre-intermediate Class: prep- 5 and 8 Time required: 3 lessons	Materials: course book, course book interactive programme, pictures, extra photocopies, ppt
Unit title: UNIT 7- CHANGES Unit objectives: Throughout this unit, the student will be able to achieve the following aims: <ul style="list-style-type: none"> • To talk about a life change. • To tell the story of a man’s life. • To find specific information about facilities. • To predict information in a story. • To write about a change and to write a blog/diary. 	Lesson title: 7. 2 THE GREAT IMPOSTER Lesson objectives: By the end of this lesson students will be able to; <ul style="list-style-type: none"> • predict the story of an impostor • link ideas to show purpose. • discuss telling lies in various situations.
Instructional tactics	Motivational tactics (ARCS)
Teacher explains the objectives and importance of the lesson clearly.	State explicitly how the instruction builds on the learner’s existing skills. (R) Incorporate clearly stated, appealing learning goals into instruction (C)
Warm- up: A vocabulary board game	Use games that require learner participation (A)
1. T. shows the poster of “Catch me if you can “ movie asks if anyone has watched it before. (T. expects that a couple of sts have watched the movie). T. asks sts who watched the movie about the role Leonardo Di Caprio played. If no one has watched teacher tells his roles (He pretended to be a doctor, pilot and a lawyer) and shows different role’s pictures and tries to teach the meaning of the word imposter.	Use content related anecdotes, examples (A) Find out what the learner’s interests are and relate them to the instruction(R)
2A: T. asks sts to look at another movie poster about an impostor. In this movie, tony Curtis played different roles like Leonardo. He pretended to be different people.. By looking at the poster sts tell the different characters of this impostor. (naval officer, monk, dentist, marine, marshal)	Present an example that does not seem to exemplify a given concept (A)
2B: T. informs sts that they are going to read an interesting true story. But before reading T. teaches some new vocabulary via a PPT. T. and sts read the impostor’s story by stopping before every new information to guess what happened next.	Vary the format of instruction, change the style of presentation (A)
3:T. asks sts to discuss three questions about the impostor that we read the story of, reach a decision about each question and give their reasons. T. asks each pair one of the Qs.	Shift between teacher-student to student- student interface (A)



<p>4A: this is an interesting story(the story in the book). Maybe you want to tell the story to another friend. T. But the story is long, we need to make it shorter. There are some collocations that can help us to summarize our story. Let's match the collocations first thinking about our story. [The student who finishes first without a mistake gets a token. If you collect 3 tokens, you can exchange them for a chocolate. If you collect five, you can exchange them for a graded reader.]</p>	<p>State implicitly the present value of learning the content, as distinct from its value as a link to future goals(R) Reward boring tasks with extrinsic, anticipated rewards (S)</p>
<p>B: Using these collocations try to tell the story with your partner. You can divide the story in half. (Sts cover the story). T. gets one sentence from each pair and writes the story on board T. congratulate sts for successfully retelling the story.</p>	<p>Include statements about the likelihood of success with given amounts of effort and ability (C) Verbally reinforce students' intrinsic pride in accomplishing a difficult task (S)</p>
<p>5A. By using the story on board, T. tries to teach "to, because, so". E.g. You said that Waldo played a part in a film. Why did he do that? <u>To</u> make some money. Why didn't Waldo go to prison? <u>Because</u> people thought he was a hero. The mother of read Dr Cyr knew that this wasn't her son. What did she do? <u>So</u> she called the police. 5C. Students find other examples from the text. T. asks sts why do we use to, because, so. Sts practice using to, because and so. (Language Bank)</p>	<p>Vary the tone of your voice, and use body movement (A)</p>
<p>8A. Waldo said many lies to trick people and you gave different possible reasons for that in exercise 3. I have two questions about telling lies. Why do you think people tell lies about their life? And When might you tell a lie? In groups of three, share your opinions. T. gets some answers. 8B: You told some reasons to tell a lie. Imagine that your friend has a new haircut and it looks very bad. S/he asks you about it. What do you say? T. writes some example sentences on board. There are also three difficult situations in your book. In groups of three, read only one situation. What would you do in these situations, tell the truth or a lie? Think about for 5 minutes and share your ideas with your partner.T. gets some answers. T. praise sts for their hard work.</p>	<p>To enhance achievement striving behavior, provide opportunities to achieve standards of excellence under conditions of moderate risk (R) Allow students to use a newly acquired skill in a realistic setting as soon as possible (S) Give examples (A) Use creative techniques to have learners create unusual analogies and association to the content. (A) Organize materials on an increasing level of difficulty (C)</p>

LESSON PLAN III

Course Title: Main Course Speak-out pre-intermediate Class: prep- 5 and 8 Time required: 3 lessons	Materials: course book, course book interactive programme, pictures, extra photocopies,
Unit title: UNIT 10 Unit objectives: Throughout this unit, you will be able to achieve the following aims: <ul style="list-style-type: none"> • To discuss qualities of different places and cities. • To talk about an important issue and to write about it. • To reach an agreement on the punishments to fit the crimes. • To use formal expressions to write a letter. • To learn write an e-mail of complaint. 	Lesson title: 10.1 Lesson objectives: By the end of this lesson students will be able to; <ul style="list-style-type: none"> describe a city they like • write a formal opinion letter Informal support letter. • talk about different cities.
Instructional tactics	Motivational tactics (ARCS)
Teacher explains the objectives. We will Express our likes and dislikes while describing a city. you will write a formal letter about a problem in your city.	State explicitly how the instruction builds on the learner’s existing skills. (R) Incorporate clearly stated, appealing learning goals into instruction (C)
Warm- up: Who am I game.	Use games that require learner participation (A)
Lead in: (books closed) T. shows sts pictures of well-known cities and asks sts to write city names. The student who guesses most gets a token.	Show visual representations (A) Vary the format of instruction (A) Give verbal praise or reward for accomplishment (S)
1A. Look at the pictures in your book. Which cities from PPT are in the book? What do you know about these cities? Think about 4 characteristics/famous places .you’ve got 5 minutes T. gets sts answers and shows interest. If you had the chance which three cities would you like to live in? Why? Write down atleast2 reasons in 5 minutes.	Avoid surveillance (S) Ask learners to relate the instruction to their own future goal(R)
1B. A magazine asked this question to a lot of people and found interesting results. Let’s see what other people think about the ten best cities to live. Did they choose the same cities as you?	Model enthusiasm for the subject taught (R)
2. When you talk about Istanbul you generally say positive things but when you talk about Tekirdağ you talk about negative things. There are some sentences that we can use to describe a city. Which of these sentences are positive and which ones are negative? Which of these things are the same with your city?	Find out what the learner’s interests are and relate them to the instruction (R)
3. First we will listen to an example description of a city. First	State explicitly the present



LESSON PLAN IV

Course Title: Main Course Speak-out pre-intermediate Class: prep- 5 and 8 Time required: 3 lessons	Materials: course book, course book interactive programme, pictures, extra photocopies,
Unit title: UNIT 10 Unit objectives: Throughout this unit, the student will be able to achieve the following aims: <ul style="list-style-type: none"> • To discuss qualities of different places and cities. • To talk about an important issue and to write about it. • To reach an agreement on the punishments to fit the crimes. • To use formal expressions to write a letter. • To learn write an e-mail of complaint. 	Lesson title: 10.2 Lesson objectives: By the end of this lesson students will be able to; <ul style="list-style-type: none"> • discuss, evaluate crimes. • discuss for/against alternative sentencing. • suggest sentences for crimes. • extend and complete narrative stories.
Instructional tactics	Motivational tactics (ARCS)
Teacher explains the objectives.	State explicitly how the instruction builds on the learner's existing skills. (R) Incorporate clearly stated, appealing learning goals into instruction (C)
Warm- up: a song	Use variety (A)
Lead in: T. draws a knife and writes CRIME on board. What comes to your mind when I say crime? Sts tell related words. T. writes them on board.	Vary the medium of instruction (A)
1A. Look at the pictures of some crimes what are they?. Are these problems in our city? Which one is the most serious crime? Why? T. gets answers ne by one.	
2. I think you will read about something that you have never heard before. The title is make the punishment fit the crime. Read the paragraph and answer the questions. T. gets questions' answers and asks what does alternative sentence mean.	Create unusual analogies (A)
2B. In pairs, can you find alternative sentencing for the crimes in the picture? Sts work in groups of three and share their ideas with their friends. The best ideas are chosen.	To satisfy the need for affiliation, establish trust and provide opportunities for no-risk, cooperative interaction (R)
2C. Let's see if we found the same ideas as the article. Whose ideas are more interesting: ours or the writers?	
2D. Did you like alternative sentencing program? What are the advantages and disadvantages, discuss with your partner and write 1 advantage and 1 disadvantage on board. Class discussion	To enhance achievement striving behaviors, provide opportunities to achieve standards of excellence under conditions of moderate risk. (R)
3. Look at the new words we have learned about crime. You told	

<p>me that you need to learn more vocabulary. Do you want to practice these new words we have just learned? Photo bank.</p>	
<p>4. Now, I want to tell you a crime story. T. describes a crime using passive tense. T. stops at important times of the story and asks sts to make guesses. When she finishes telling, t shows the text and T. underlines passive sentences and ask students what is the difference and how it is formed. Sts underline other examples from the text in their book (1C) and recognize the form. Sts complete 2 exercises to practice passive form. We use passive when the person who carries out the action is unknown, unimportant or obvious from the context (the man is sent to prison, a shoplifter was caught, a necklace was stolen-) when the action itself is more important than the person who carries it out such as news, headlines etc. (three teenagers were injured in the car accident last night.)</p> <p><i>It was two months ago. Mrs. Goblin woke up in the middle of the night. There was a noise in the kitchen. She went to the kitchen, <u>the window was broken</u>. She looked for her necklace; <u>it was hidden in the kitchen</u>. Unfortunately, it wasn't there: <u>it was stolen</u>. She called the police .The police investigated the event but <u>no clues were found</u>. The thief thought s/he was lucky. However, a shoe buckle <u>was found</u> in the garden two weeks later. The police showed the buckle to Mrs. Goblin. She recognized it because she bought the shoes for her cousin Marley but she was in Europe for business. The police went to her apartment and found the shoes but she wasn't there. Three days later, the police caught the thief. It was Marley's roommate. <u>She was arrested for her crime</u>. Now, <u>she is kept in state prison</u>.</i></p>	<p>Use content related anecdotes (A) Build in problem solving activities (A) Use analogies familiar to learner's past experience (R)</p>
<p>6. Did you like my crime story? Who likes crime stories? You are lucky. There are three more crime stories. Let's read them. What are their crimes and punishments? Crime: punishment: Did you like the punishment? What should be their punishment?</p>	
<p>7. In pairs, think of the crime stories you have heard or events that happened to you. If you cannot find any real ones you can use your imagination. I want you to write a crime story with your partner. You have 15 minutes. We can make a crime story booklet for you to put in your portfolio. T. collects stories to give them feedback.</p>	<p>Allow a student to use a newly acquired skill in a realistic setting as soon as possible (S) Help sts understand that pursuit of excellence does not mean that anything short of perfection is failure, learn to feel good about genuine accomplishments (C)</p>
<p>Extra: a video activity: how it's made?- potato chips.</p>	

LESSON PLAN V

Course Title: Main Course Speak-out intermediate Class: prep- 5 and 8 Time required: 3 lessons	Materials: course book, course book interactive programme, pictures, extra photocopies,
Unit title: UNIT 2 TALES Lesson title: 2.1 FACT OR FICTION Lesson objectives: By the end of this lesson you will be able to; <ul style="list-style-type: none"> • discuss films about people and events in history. • name film genre and give examples. • compare life experiences with my partner. • Talk about life events in a biography. 	
Instructional tactics	Motivational tactics (ARCS)
T. explains objectives of the lesson. Today we will talk about movies and especially movies based on real events. We will revise present perfect and simple tense and talk about our own lives using correct prepositions.	State explicitly how the instruction builds on the learner's existing skills. (R) Incorporate clearly stated, appealing learning goals into instruction (C)
Warm up: song	Use games that require learner part. (A)
1. T. shows trailer of "motorcycle diaries" and asks who the film is about? (T. expects sts know because they read a text about the movie in previous book). The movie tells the life of an important person, do you know other films about a person or event in history? T. gets sts answers.	Use content-related anecdotes, case studies, biographies, videos etc.(A) Vary the medium of instruction.(A)
2A. Do you think you can learn from these movies? T. gets answers. But, do you think these films tell the truth all the time? T. gets sts answers and examples if there is any. There are some example movies, do you think the information is true/ fiction or partly true? Let's check our answers. 2B. do you think it is alright to give false information about history? Discuss with your partner.	Introduce a fact that seems to contradict the learner's past experience.(A) Shift between student-instructor interaction and student-student interface(A)
3A. We talked about films related to historical people or events. Do you know what type of movies are they? T. gets answers. What other movie types do you know? In two minutes write as many as you can think of with your partner (winners get tokens) T. writes them on board. Look at 3A do you know all of them? Let's match them with their definitions. Groups of three. What is your favorite type of movie? Share your ideas with your friends, and can you write one example movie for each category?	Shift between student-instructor interaction and student-student interface(A) Use games that require learner participation. (A) Give examples of every instructionally important concept or principle.(A)
4A. Do you watch or listen to movie programs before you go to the cinema? Can you give me examples? Now, we will listen to a radio program? What type of films they talk about? And why this type of movies is popular?	Use analogies familiar to learner from past experience (R)
4B. Let's look at these pictures. These famous actors played	Show visual representations of



<p>important people's lives, do you know them? How do you think they prepared for their role? Imagine that you will play Barış Manço, how would you prepare? T. gets answers. Let's listen how and find out. 5 and 6 detailed listening</p>	<p>any important object or set of ideas or relationships.(A)</p>
<p>7A. T. focuses sts attention to the sentences taken from the listening extract in exercise 6 and asks what tenses were used. T. asks when we use present perfect and when we use past simple. (sts have learned the difference before) Worksheet to practice the difference.</p>	<p>To enhance achievement striving behavior, provide opportunities to achieve standards of excellence under conditions of moderate risk.(R) Break up print materials or (displays) by use of white space, visuals, tables, different typefaces, (A).</p>
<p>8A. sts practice different pronunciation of past simple and present perfect verbs.</p>	<p>Vary the medium of instruction(A)</p>
<p>9. Have you ever watched the movie "Pursuit of happiness"? This movie tells about a real story. Let's read the story and complete the text with correct tenses. Would you like to watch it? T. shows the trailer of the movie.</p>	<p>Give learners topics, projects and assignments that appeal to their curiosity and need to explore.(A)</p>
<p>10A. pair work. Try to learn more about your partner. Ask have you ever questions and follow up questions. (this activity could be done at the end of the lesson or at the beginning of the next lesson since it distracts sts attention from the topic)</p>	<p>Have students learn new skills under low risk conditions, but practice performance of well-learned tasks under realistic conditions.(C)</p>
<p>11A. Imagine that you are going to make a film about your life. You have ten minutes to make notes and think of ideas. (T. monitors and help if necessary) You can change the facts about your life. Tell your partner about your movie. Interview your partner about her movie. First think of questions that you may ask. Role-play</p>	<p>Provide informative, helpful feedback when it is immediately useful.(S)</p>
<p>12. Which time expressions you used when you told your stories? Do you remember which preposition we use with time expressions? T. checks sts answers and focuses on study tip to help learners make association related to prepositions. 13-14: sts remember prep+noun and some fixed expressions</p>	<p>State explicitly the present intrinsic value of learning the content, as distinct from its value as a link to future goals.(R)</p>
<p>15. To remember expressions we have just learned, it is better to make sentences. In pairs choose 5 different expressions from exercise 14 and write a question to ask your partner? When you prepare your questions, take turns to ask and answer the questions.</p>	<p>Allow a student to use a newly acquired skill in a realistic setting as soon as possible(S) Shift between student-instructor interaction and student-student interface(A)</p>

UNIT

7

UNIT 7

SPEAKING

- ▶ Talk about a life change
- ▶ Tell the story of a man's life
- ▶ Learn to find out information

LISTENING

- ▶ Listen to a radio programme about two women who changed their lives
- ▶ Understand short, predictable conversations
- ▶ Watch an extract from the beginning of a BBC film *My Family and Other Animals*

READING

- ▶ Read and predict information in a story

WRITING

- ▶ Use paragraphs to write about a change
- ▶ Write a blog/diary

BBC CONTENT

- ▶ Video podcast: How has your life changed in the last ten years?
- ▶ DVD: *My Family And Other Animals*

changes



▶ Stuck in a rut p68



▶ The great impostor p70



▶ Can you tell me ...? p72



▶ My Family & Other Animals p74

7.1 STUCK IN A RUT

▶ GRAMMAR | used to

▶ VOCABULARY | verbs + prepositions

▶ HOW TO | talk about a life change

VOCABULARY verbs + prepositions

1A Work in pairs. Discuss. Would you like to change anything in your life? What would you change. Why?

B Read the text and circle the correct answer to complete sentences 1–3 below.

Radio Highlights: Life Change Saturday 7p.m.

Are you bored with your life or your job? Do you do the same thing every day? Perhaps you're stuck in a rut, and it's time to **look for** something new.

Every year thousands of people **dream about** changing their lives. Many want to **give up** their jobs and start a new career, or move house or learn a new skill. Lots of people say they'd like to do something different, like **travel around** the world, or **move to** a new country. But only a few people actually follow their dreams. Around holiday times a quarter of the people in the UK **think about** changing jobs, but when the holiday finishes, they just **go back** to work as normal. Others **wait for** an opportunity their whole lives but it never comes. We talked to two women who were not afraid of changing their lives. Listen to their stories on *Life Change*.

1 To be *stuck in a rut* means:

- to work/live in a boring situation which never changes.
- to work/live in the same place for many years.

2 Most people who think about changing their lives:

- change one thing.
- don't change anything.

3 When twenty-five percent of people in the UK go on holiday:

- they have ideas about changing their jobs.
- they want to move to another country.

2A Complete the sentences with the phrases in bold from the text in Exercise 1.

- I sometimes **think about** doing a different job.
- I really enjoy travelling, but I wouldn't _____ another country to live.
- I want to _____ my job, and _____ to studying.
- I need to speak English because I want to _____ a better job. I _____ working as a famous journalist.
- I should _____ a pay rise before I buy a new car.
- I would love to _____ different countries.

B Tick the sentences you agree with. Work in pairs and compare your ideas.

speak out TIP

There are many phrases with prepositions in English. Keep a page for phrases with prepositions in your notebook. Write the examples of verbs + prepositions in your notebook. Can you think of any other examples?



Jasmin

LISTENING

3A Look at the photos. What life changes do you think these women have made?

B  7.1 Listen and check.

4A Read sentences 1–10 below. Are the sentences true (T) or false (F)?

Anita

- Anita worked long hours in an advertising job.
- She was nearly thirty years old when she decided to change her life.
- She wanted to travel around the world.
- She gave up her job to follow her dream.
- She worked on a farm in South America.

Jasmin

- Jasmin worked more than a hundred hours a week.
- She looked after children in a hospital.
- She played the piano well when she was a child.
- She started piano lessons and learnt to write songs.
- Now she plays her own music.

B Listen again to check.

5 Work in pairs. Discuss the questions.

- Do you think it was a good idea for the women to make these life changes? Why/Why not?
- Would you make any changes like this yourself?



Anita

GRAMMAR *used to*

6A Read sentences a)–c) and answer the questions.

- Anita used to work in advertising.
 - Jasmin didn't use to have time for anything else.
 - Did you use to play the piano?
- Did Anita work in advertising in the past?
 - Does she work in advertising now?
 - Did Jasmin have time for leisure activities in the past?
 - Does she have more time for these activities now?
 - Does question c) ask about the past or present?

B Look at your answers to questions 1–5 above and underline the correct alternatives to complete the rules.

Rules:

- Used to* describes a habit or situation which was true in the past but it is not the same now. You can also use the *present/past simple* with the same meaning.
- If something *used to* happen, it happened *once/more than once*.

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PRACTICE

7A Find and correct the mistakes. There are mistakes in four of the sentences.

- When I was a child I used to cycle to school yesterday.
- My brother always used listen to heavy metal music.
- My family used to live in a different city.
- I used to stay up all night dancing. Now I get tired at 10p.m.
- We didn't used to have any pets.
- We used to go skiing in the holidays last year.

B 7.2 Listen to check. Repeat the sentences.

C Change the sentences so they are true for you. Compare your sentences with other students.

SPEAKING

8A Make a note of three things that have changed in your life in the last ten years. Think about your appearance/home/work/studies/free time.

B Work in pairs. Discuss. How have your lives changed?

WRITING paragraphs

9A Read about Ryan's life-changing decision. Put the sentences in the correct order to complete the paragraphs.

Paragraph 1

One of the best decisions I ever made was to go back to school. 1

I've always thought that being a teacher would be interesting.

So I went back to college and did a teacher training course.

Before that, I was working for a company, but I didn't enjoy my job.

Paragraph 2

Doing the course wasn't easy. 1

Now, I have a teaching qualification, and I'm doing the job I've always wanted to do.

So I used to study in the evenings.

For example, I had to work to earn money, and find time to do coursework.

B In each paragraph find sentences which:

- contain the main idea
- support the idea
- finish or conclude the paragraph

C Write about a decision which changed your life. Write your story in paragraphs. Use sentences to introduce and support the idea and conclude the paragraph.

One of the best decisions I ever made was _____.

I wanted to _____, So I _____.

_____ wasn't easy because _____.

But _____, Now, I _____.

7.2 THE GREAT IMPOSTOR

▶ GRAMMAR | purpose, cause and result ▶ VOCABULARY | collocations ▶ HOW TO | use phrases to connect ideas

READING

1 Read the definition of *impostor*. Do you know any stories about people who 'pretend to be someone else'?

im-pos-tor, impostor /ɪm'pɒstə
 S ɪm'pɒstə/ noun someone who pretends to be someone else in order to trick people

From Longman Wordwise Dictionary.

2A Look at the film poster. Who do you think this man pretended to be?

B Read the story. As you read, stop at each question and, with a partner, guess the answer. Then read to find out.

3 Work in pairs and discuss the questions.

- 1 Why do you think Demara did these things?
- 2 Do you think he was a good man?
- 3 Do you think people like Demara should be punished?



1 Ferdinand Waldo Demara was probably the greatest impostor in history. He was born in the USA in 1921. As a young man he pretended to be a doctor, an engineer, a lawyer, a university professor, a soldier, and a sailor. Demara's greatest adventure was during the Korean War.

What did he do?

- a) He pretended to be a doctor on a ship.
- b) He worked for the Korean government.
- c) He pretended to be a politician.

Read 6 to find out →

2 Demara pretended to be a teacher and the police caught him. He spent six months in prison. After this, he played one more role. He appeared in a 1960 film (called *The Hypnotic Eye*) to make some money, acting as a doctor. But real fame arrived in 1961 when Hollywood made a film of Demara's life.

3 The bullet was very close to the soldier's heart. Demara studied from a book so that he could save the man's life. He removed the bullet and the soldier lived. In fact, while Demara's worked as a doctor, none of his patients died. But in the end he became too successful.

What happened?

- a) He appeared on TV and his friends recognised him.
- b) His photo and false name appeared in a newspaper.
- c) He became a film star.

Read 5 to find out →

4 Demara didn't go to prison because people thought he was a hero. Instead the police released him and gave him extra money to say 'thank you' for his great work! But later the police arrested him for a different crime.

What did he do?

- a) He robbed a bank.
- b) He pretended to be a policeman.
- c) He pretended to be a teacher.

Read 2 to find out →

5 Demara became famous because of his great work as the ship's doctor and his photo appeared in some newspapers in Canada. The mother of the real Dr Cyr saw the photo. She knew this was not her son, so she told the police and they arrested him.

What happened next?

- a) He went to prison.
- b) He didn't go to prison.
- c) He escaped to Europe.

Read 4 to find out →

6 In 1951 Demara pretended to be Dr Joseph Cyr (a real doctor) so that he could work on a ship. The soldiers loved him! He cured their illnesses, he pulled out bad teeth and he performed difficult operations. He had his greatest moment after a soldier was shot.

What did he do?

- a) He jumped into the sea and helped the soldier.
- b) He pretended to be the dead soldier.
- c) He performed an operation that saved the soldier's life.

VOCABULARY collocations

4A Match 1–7 with a)–g) to make collocations (words that go together).

- | | |
|-------------------|-------------------------------------|
| 1 cure | a) successful/famous |
| 2 make a | b) a role/a part in a film |
| 3 save | c) film/documentary |
| 4 become | d) a crime/a murder |
| 5 be arrested for | e) a man's life/money |
| 6 spend | f) illnesses/people |
| 7 play | g) six months in prison/time abroad |

B Work in pairs. Retell the story of Demara's life using the collocations above.

speakout TIP

Many words come in pairs, e.g. *cure illnesses, become famous*. When you hear or read collocations, write them in your notebook. Think of other words that go with *play* and *make*.

GRAMMAR purpose, cause and result

5A Complete sentences 1–3 with *so*, *to* or *because*.

Purpose (the reason for an action)

- 1 He appeared in a 1960 film _____ make some money.

Cause (it makes something happen)

- 2 Demara didn't go to prison _____ people thought he was a hero.

Result (the consequence of something)

- 3 She knew this was not her son, _____ she told the police.

B Check your answers in the text in Exercise 2B.

C Look again at the text in Exercise 2B and find more examples of *so*, *to* or *because*.

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PRACTICE

6A Underline the correct alternative.

- I'm doing an English course *so/to/because* improve my speaking.
- I'll do many jobs in the future *so/to/because* I like to try different things.
- I'd like to become famous *so/to/because* I'm going to study acting.
- You need to communicate well *so/to/because* become successful in my job.
- I'd like to make a film about my life *so/to/because* I've had many great experiences.
- I'd love to spend time abroad *so/to/because* experience another culture.
- I'm going to take an exam *so/to/because* I have to study a lot.
- It's difficult to be an impostor *so/to/because* you can never relax.

B Are any of the sentences true for you? Work in pairs and compare your ideas.

7 Work in pairs and take turns. Student A: make sentences with phrases from A. Use the past simple. Student B: complete Student A's sentence with phrases from B and *so*, *to* or *because*.

A: I went to the cinema ...

B: ... to watch a film.

A: I studied my notes ...

B: ... because I had an exam.

A	B
go to the cinema	have an exam
study my notes	become a nurse
want to help people	can't drive
go to the doctor	get a Master's degree
like travelling	invite her to a party
go to university	feel sick
phone my friend	love listening to music
cycle to work	watch a film
buy an iPod	become a pilot

SPEAKING

8A Discuss the questions below.

- Why do people tell lies about their life?
- When might you tell a lie?

B Work in pairs. Read the situations below and discuss. Would you tell a lie in these situations? Why/Why not?

- An employee at your company is bad at her job. She tells you a secret: she used false documents (CV and references) to get her job. The boss asks you about her.
- Your best friend introduces her new boyfriend to you. You don't like him because he doesn't listen or care about anyone else. Your friend asks for your opinion of him.
- A friend buys a designer bag for \$50 from a man on the street. She says the bag usually costs \$300 so she bought it. You know the bag isn't a real designer bag. She asks if you want one.