HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE INFLUENCE OF PEER-INTERACTION ON MIDDLE SCHOOL STUDENTS'
LEARNING MOTIVATION

Zeynep EKİN

Master's Thesis

Ankara, 2022

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...

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AKRAN ETKİLEŞİMİNİN ORTAOKUL ÖĞRENCİLERİNİN ÖĞRENME MOTİVASYONU
ÜZERİNE ETKİSİ

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by ZEYNEP EKİN and entitled "The influence of peer-interaction on middle school students' learning motivation'' has been approved as a thesis for the Degree of Master in the Program of Master of Arts in English Language Education in the Department of Foreign Languages Education by the members of the Examining Committee.

Chair	Dr Stephen M Rayner
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Decision of the Board of Directors of the Graduate School, issued on …./…/…. with the number of ……

This is to certify that this thesis has been approved by the aforementioned examining committee members on……………. in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a Master's Thesis in the Program of Master of Arts in English Language Education by the Board of Directors of the Graduate School of Educational Sciences from ...../...../........

Prof. Dr. Selahattin GELBAL

Director of Graduate School of Educational Sciences

Abstract

This research's aim is to investigate the impact of peer interaction on middle school students' learning motivation for English. In this study, the researcher collected both qualitative and quantitative data using a quasi-experimental research design. Firstly, the quantitative data were collected via Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985), which is originally a 6-point Likert format and was adapted to a 5-point scale ranging from 'Strongly Agree' to 'Strongly Disagree' by (Dogan, 2009). The initial quantitative data were analysed with the latest version of SPSS. Secondly, regarding qualitative data, a student interview form and a teacher interview form were also be utilised, all of which were also be developed by the researcher. Interviews with the students and the teachers were audio-recorded and transcribed. Thematic content analysis was used to examine qualitative data. The results have revealed that CLT is much more effective in motivating the students' English learning skills by giving them a chance to practice their passive knowledge English gained through GTM lessons. Moreover, board games are the most motivating CLT activity for the learners since as a fun activity, the board games match the students' age range. Due to the national examination system which requires grammar and vocabulary test-taking skills, GTM will remain the dominant lesson shape in the school curricula, however, CLT lesson may also gain a foothold in teaching English as a Foreign Language to the students.

Keywords: peer-interaction, learner motivation, communicative language teaching, grammar-translation method, english as a foreign language

Öz

Bu araştırmanın amacı akran etkileşiminin ortaokul öğrencilerinin İngilizce öğrenme motivasyonları üzerindeki etkisini araştırmayı amaçlamaktır. Araştırmacı bu çalışmada, yarı-deneysel araştırma desenini kullanarak hem nitel hem de nicel veriler toplamıştır. Öncelikle nicel veriler, (Gardner, 1985) tarafından geliştirilen Tutum/MotivasyonTest (AMTB) orijinal 6'lı Likert Ölçeği'nin 'Kesinlikle Katılıyorum' ile 'Kesinlikle Katılmıyorum' arasında değişen (Doğan, 2009) tarafından 5'li likert tipi bir ölçeğe uyarlanmış formatı ile elde edilmiştir. Veriler SPSS programının son sürümü ile analiz edilmiştir. Akabindeki nitel veriler ise, tamamı araştırmacı tarafından geliştirilecek olan yarı yapılandırılmış öğrenci ve öğretmen mülakat formları ile elde edilmiştir. Mülakatlar ses kaydıyla kaydedilmiş ve yazıya dökülmüştür. Bu veriler tematik analiz yöntemi ile analiz edilmiştir. Sonuçlar, CLT metoduna dayalı ders planının öğrencilere GTM dersleri aracılığıyla kazandıkları pasif İngilizce bilgilerini uygulama şansı vererek öğrencilerin İngilizce öğrenme becerilerini motive etmede çok daha etkili olduğunu ortaya koymuştur. Ayrıca, masa oyunları eğlenceli bir aktivite olarak öğrencilerin yaş aralığına uygun olduğu için öğrenciler için en motive edici CLT aktivitesidir. Öğretmenlerin bilgi eksikliği ve CLT dersini uygulamadaki zorluklar, CLT derslerini okul müfredatına entegre etme yolundaki en büyük engellerdir. Dilbilgisi ve kelime bilgisi test etme becerilerini gerektiren ulusal sınav sistemi nedeniyle, GTM, okul müfredatında baskın ders şekli olmaya devam edecektir, ancak CLT dersi öğrencilere Yabancı Dil olarak İngilizce öğretiminde bir yer edinebilir.

Anahtar sözcükler: akran etkileşimi, öğrenci motivasyonu, iletişimsel dil öğretimi, dilbilgisi-çeviri yöntemi, yabancı dil olarak ingilizce

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Symbols and Abbreviations

GTM: Grammar-Translation Method

SLA: Second Language Acquisition

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

SDT: Self- Determination Theory

QEDs: Quasi-Experimental Research Designs

MNE: Ministry of National Education

Chapter   1

Introduction

The aim of this research is to investigate the impact of peer interaction on middle school students' learner motivation. The purpose of this study stems from the researcher's desire to understand more about the value of classroom activities that incorporate peer interaction and how this interaction affects learner motivation. The context of the study is described in this chapter, followed by the problem and the study's purpose. The research questions are presented after the significance of the investigation is clarified. The assumptions and limitations are then stated, followed by a definition of the terminology utilized in this thesis based on previous research.

Statement of the Problem

Although numerous studies conducted to explain the importance of learning motivation in adult learners' success, more study is needed to determine the efficacy of specific middle school classroom activities. Despite this, little is known about peer interactions between different age groups, particularly in EFL settings, from which children and teachers can benefit. In the past decades, numerous researches were applied to find out which strategies promote learner motivation; however, teachers are still too absorbed in theories rather than actual teaching activities to help them explore compelling and comprehensible classroom applications to improve their everyday teaching methods (Banegas, 2014). So, there is a necessity of valuable suggestions for teachers and academics who are keen on acquiring appropriate strategies and exercises that advance learners' motivation, and they also aspire to uncover undesired consequences for learners. However, it has been argued that such a suggestion to EFL motivation research is limited to theoretical implications, and current literature does not fully support and fulfil the gap between research and daily teaching (Banegas, 2014).

Aim and Significance of the Study

The main focus of the study is to investigate the impact of peer interaction on students' learning motivation for English and aims to find out the impact of each of the selected activities (role-play, discussion, board game) on learners' motivation. This study will be conducted with 122 students and two English teachers as a Foreign Language (EFL) working in a private school in Ankara, Turkey. So, with the help of this research, teachers may have the opportunity to reconsider and redesign their speaking activities. The literature review conducted brought to light several gaps in the studies done in this research area. The present research aims to address those gaps to provide a deeper understanding of the research field. First of all, the present research has a wider scope and is more comprehensive than previous studies done in the field because it does not limit itself to theoretical discussions and explores the practical outcomes of the three interaction-based activities in the CLT methods for everyday English classroom teaching. Second of all, it tries to incorporate the ideas of both teachers and learners to provide a fuller understanding of the learning process. When examining the previous studies, one cannot find any major research in which the ideas of both teachers and students about the efficacy and usefulness of these three interaction-based activities are recorded and analyzed. The present research will try to address this gap by analyzing the effectiveness of these activities, their potential for facilitating the process of peer teaching and their range of effects on students. In doing so, it will help us understand what specific functions and/or skills students learn from each other in the format of these activities. Third of all, the research will try to shed light on the challenges teachers face for preparing these interaction-based activities in comparison with the more traditional ones. As a result, it will help us assess whether the same challenges apply to activities prepared based on the Grammar-Translation method. Fourth of all, the present research combines the merits of both survey and interview methods as the two

complement each other and provide us with a more in-depth analysis and understanding of how the learning process takes place.

Addressing the aforementioned gaps will have major implications for students and teachers alike since it will explore the learning process that occurs in these activities from the viewpoint of both teachers and learners. Moreover, the research can help restructure the educational curriculum of English in the school where it is going to be conducted. It is important to note that the current curriculum in this institution is designed to prepare students to take a standardized domestic multiple-choice exam. As a result, there is a limited environment for students to interact. For example, the number of smart boards is very limited which makes the introduction of interaction-based activities to the classroom difficult. The expected increase in the students' attentiveness to these three interaction-based activities and the resulting improvement in their level of learning can convince the institution managers to integrate elements of these activities into the curriculum. All in all, the present research will have significant implications for the students, teachers and school leaders and the school's English curriculum in Turkish EFL context. The considerable amount of quantitative and qualitative data that will be collected and analyzed will provide valuable and deep insights into the differences in terms of the level of learner motivation when using interactive activities in comparison with more traditional methods.

Research Questions

The research questions of the study have been formulated as the Main Research Question and Sub-research questions as given in the following:

Main research question:

What is the influence of peer-interaction in a speaking activity on middle school students' learning motivation?

Sub Research Questions:

Is there a significant difference between the scores of intrinsic motivation of the students (desire to learn) English before and after peer interaction?

1. Is there a significant difference between extirinsic motivation (instrumental movitation) scores of the students before and after peer interaction?

2. What type of speaking activity (e.g. discussion, role play, board game) do learners find:

   a. interesting

   b. enjoyable

   c. motivating

   d. helpful for their learning of English?

3. What challenges do EFL teachers face in implementing activities to foster peer-interaction in their classes?

Assumptions

The findings of this in-depth inquiry are hoped to contribute to a better understanding of the impact of peer interaction on learners' motivation in the field of foreign language learning education, which is a particularly under-researched area. In addition, the present study may also have implications for teachers working at middle schools in terms of the provision of preparing classroom activities. As a researcher, I also expect some findings based on the data provided by the teachers and students:

By the end of the present research, I expect to come up with findings which may have significant implications for further studies on the topic of learner motivation. Here, I will list some of them. It should be noted that after conducting the actual research, new findings may be added to the present ones or some of the ones mentioned here may be proven wrong.

1. Learner-centered classes will prove challenging for teachers to design and for students to adjust to in the beginning since the legacy of national exam for transition to middle school has made both groups used to teacher-centered classes.

2. Students will adjust to the learner-centered lessons after a while and will find them more motivating, interesting and encouraging than the teacher-centered ones. This will increase learner autonomy and help students improve their overall learning outcomes as well.

3. GTM lessons will retain most of their importance as the school curriculum and national transition exam make it necessary for teachers to adjust their syllabus accordingly.

4. Board games will generate the highest level of student motivation and engagement in comparison with role plays and discussions as the other CLT lesson formats. The age range of students and the novelty of using games to learn will make students really engage in this specific lesson form.

5. CLT lessons will affect the overall feeling of both teachers and students about the learning environment. It will create a less intense learning experience and help create a good rapport between teachers and students. This in turn will facilitate students' learning and their performance.

6. The school may be convinced to introduce some extra CLT lessons to the syllabus as students will expectedly ask for them. Students' experience with CLT lessons will encourage them to ask the school for more lessons of this type.

7. The interviews will help understand the specific needs of the students in preparing lessons and also the ways in which adjustments need to be made to the lessons to encourage higher learner motivation.

Limitations

This is a small-scale study, with data generated in one private school from 122 students and two teachers. Nevertheless, this in-depth investigation will contribute to an understanding of the impact of peer interaction on learners' motivation in the area of foreign-language learning, a particularly under-researched area. In addition, for the field of professional practice, the findings will have implications for teachers working at middle schools in planning the curriculum and preparing classroom activities.

Definitions

Tertiary level: Tertiary education builds on secondary education by giving learning movements in specialized educational areas (ISCED, 2011).

Communicative language teaching: Communicative language teaching is a way of teaching foreign languages that emphasizes communicative skills. It arose as a result of advancements in culture and the globe (commerce, travel, and the European Union), as well as the insufficiency of previous approaches to meet modern needs (Loumbourdi, 2018).

Grammar-translation method: The grammar-translation approach can be defined as a teaching and learning strategy that uses translation and grammar as the primary sources of information (Richards & Schmidt, 2013).

Self- Determination Theory: The self-determination theory (SDT) is an experimentally grounded theory that distinguishes between autonomous and controlled motivation in social situations (Deci & Ryan, 2012).

Chapter 2

Theoretical Basis of Research and Literature Review

I begin this chapter with a review of literature that explains the background of CLT, GTM and learner motivation, then analyses the findings of previous researches. I then provide a critical commentary on studies done on two important aspects of my research theme: learner motivation and peer interaction. Finally, I summarise the knowledge gap that justifies my own empirical project, which I shall report in the following chapters. Thus, the review is divided into two main parts:

1. ***The theoretical basis of the study***

   - Features of CLT and GTM method,

   - Peer-interaction in CLT,

Learner motivation.

2. ***Related research***

   - CLT and outcomes for learners,

   - Learners' and teachers' perceptions of CLT and GTM classroom activities and difficulties for teachers,

   - Peer interaction and learner motivation.

Features of CLT and GTM

Since language learning and teaching have been significant matters, numerous teaching methods and techniques have been introduced to satisfy learners' needs and expectations. For many years Grammar-Translation Method (GTM) was prevalent and extensively used during the first half of the 20th century to teach foreign languages (Richards, 2005). Formerly termed the classical method, GTM was broadly adopted in teaching Latin and Greek. The chief premise of this methodology was that language learners must learn and memorize grammatical rules and systems of their first and target language so that they can acquire the ability to translate texts from their L1 into the L2 and inversely (Benati, 2018). Rather than interaction among students, learning a language was deemed simply a mechanical process (Richards, 2005). Although grammatical

competence is an essential facet of language learning, because knowing the rules of sentence production in a language does not automatically convert into the ability to communicate meaningfully, learning a language is still incomplete. In GTM, textbooks fundamentally consisted of lists of vocabulary and explanations of grammatical rules and learners were supposed to be engaged in translation exercises (Brandl, 2021).

The ever-increasing call for good communication skills in English caused the emergence of the Communicative Language Teaching approach (CLT), which emphasizes the communicative competence of learners. The philosophy behind CLT posits that the primary function of language use for peer- interaction and that communicating is the most fruitful way of language learning (Brandl, 2021). In other words, CLT's main goal is to make use of real-life circumstances that require communication. Thus, CLT is a response to the needs of both learners and teachers in a contemporary language teaching setting (Richards, 2005). The basic assumption behind the CLT is that structures are taught in the context in which meaning occurs. Thus, as for grammar, teachers were expected to adopt an inductive approach using context as a tool of teaching the structures (Loumbourdi, 2018).

In more recent years, a different perspective has come to the fore and communicative competence has become the main emphasis in language learning. In GTM, teacher-centred learning is prevalent and in such classes, the usual roles of a classroom teacher consists of presenting information to the students and expecting them to receive the information being presented passively, thus interaction, a necessary and valuable skill in school and life, is neglected. However, learners need more opportunities to develop their communication and critical thinking skills. Therefore, as teachers, we need to create a more student-centred classroom, where learning becomes more of a shared experience between the teacher and the students, and among the students themselves. To maintain this, we need to adopt many different roles such as coach and/or facilitator according to different circumstances to inspire learners to be more dynamic and collaborative in the classroom. As a consequence, in CLT, a teacher emphasizes collaborative classroom activities promoting a meaningful and purposeful peer- interaction through language. In this classroom atmosphere, it is more likely that students become motivated to learn a language since more chances exist to communicate with peers and so more active participation in classroom activities (Richards, 2005).

Peer-interaction in CLT

CLT cannot be defined as just a method in which content, a syllabus and teaching practices are precisely specified since it compromises a mixture of methods and techniques that require natural interaction among learners and as an approach, it adheres to learners' needs and preferences (Brandl, 2021). Thus, activities require peer- interaction while completing a task. For this reason, teachers are expected to utilise non-pedagogical materials and communicative exercises connected to "real-world" contexts, often maintaining ties across written and spoken forms and ways. In other words, a main feature of CLT is that it promotes a cooperative learning climate where learners can work in groups or pairs. This peer- interaction is perceived as valuable since teachers become great facilitators of their teaching (Brandl, 2021). Two students sitting next to one other at a computer, cooperatively writing an essay or a fiction, is an example of peer interaction. It might be a group of students reading a text together, taking turns reading aloud and discussing

questions in order to increase comprehension. There is also a trend to associate peer interaction with natural language learning systems, in which learners focus entirely on communicating meaning rather than the language form. It is true that many peer relationships have meaning making as their primary goal. There are, however, many activities in which grammar is the major focus. These activities range from working on a grammar worksheet with a peer to utilizing grammar as the subject of a meaning-focused discussion. That means the goal of the classroom exercises could be to get learners to practice using a specific grammatical form over and over again. On the other hand, grammar practice may not be a significant focus of the interaction, and students may speak about the content of the course in any language they choose at each level.

Peer interaction can take place in the classroom or from anywhere on the world. Interactions between language learners can take place through the internet with students from various schools or countries. The trend of online learning and teaching has exploded in popularity as a result of Covid-19, and technology has enabled learners to engage with peers via online communication, online forums, interactive forums, and conferencing.

CLT lesson plans are generally intended to assist learners to realise their creativeness in classroom activities. So, what constitutes the basis of a CLT classroom is a cooperative learning environment where learners study collaboratively as groups or pairs to complete a task given (Wesche & Skehan, 2002). The fundamental feature of classroom activities in CLT emphasizes working in pairs or small groups such as role-plays, discussions and board games. Thus, this emphasis will offer various benefits to learners:

- They may learn from each other: grammar points, pronunciation, accent, vocabulary etc.

- Learner motivation level is anticipated to increase (Richard, 2005).

Role-plays

Increased talk time, motivation is interrelated determinants of a better approach to teaching oral skills (Benati, 2018). A role play, which is described as any speaking activity where students have a part in roles undertaken by other people, has a great variation in roles, the speakers and, the situations (Garcia, 2018). Role-play activities aim to improve students' daily-life

communication skills by encouraging authenticity and using various circumstances which are related to students' lives (Saptono, et al. 2020). In other words, the fundamental approach behind using role-play activities is preparing students to use the English language not only in the classroom but also in real-life contexts. Compared to dialogues, which are already determined and printed, the role-plays might encourage students to take more risks with the target language. That means, while appearing with a new character, students will use their creativeness based on their roles (Garcia, 2018). Furthermore, Harmer (2015) supports the use of role-plays for a couple of reasons. He asserts that not only do they promote a more entertaining and motivating classroom atmosphere, but also they give chances for students who are introverted and too shy to express themself in the classroom.

Discussions

In underpinning beliefs of communicative language teaching as described above, teachers are supposed to provide themselves with more extensive methodological opportunities to design classroom activities taking students' needs and expectations into account. To fulfil this aim, tachers may use discussions to contribute to students' communicative competence. Discussions can be defined as worthy practices of involving students in classroom materials and teaching communication skills (Clinton & Kelly, 2017). So, discussions may be effective teaching techniques to facilitate collaborative learning skills and motivation to speak the target language.

Based on who controls the conversation, there are different types of discussion that are useful and fruitful (Clark& Fuiks, 2000).

Figure 1

Types of Discussion (Clark, Fuiks, 2000)
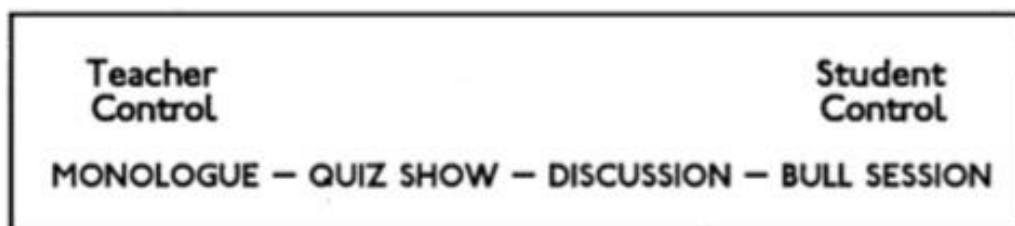
At the left end of the table, the teacher dominates the conversation, using some strategies such as monologues or lectures either by delivering a monologue or a quiz show. At the other end of the table is a chatting (bull) session and in this type, the students are expected to control the discussion. In other words, each view of the students is seen as equally important and worth listening. In the middle, the real classroom discussion occurs because there is shared control of the discussion where both students and teachers appreciate criticism at the end.

Board games

Board games are one of the primary tools that contribute to functional skills and knowledge growth for students of all times (Treher, 2011). They boost creativity, consistency, and determination and meet the preferences of today's students who demand learning tasks to be activated, and fact-finding (Kirriemuir & McFarlane 2004). Instead of traditional methods which may not able to satisfy todays' learners' expectations, board games can be seen as more motivating to learn a language in different ways (Sardone & Scherer, 2016). An expanding group of research demonstrates that suitably devised team-based board games stimulate learning, as well as build self-confidence (Treher, 2011). The board, pieces, dice, game rules, and game setting all contribute to the definition of a board game. A board game is defined in this study as a game played face to face with a set of rules and a combination of tangible objects such as dice, a board/playing surface, cards, and pawns.

On the other hand, the grammar-translation method perceives languages as skills that can be taught with repetition, repeating a plethora of structures, which suggests teachers use a more deductive approach by providing the grammatical elements entirely separated from the context (Loumbourdi, 2018). In this strongly teacher-centred method, improving learners' ability to read and write literary texts is the main concern of language teaching. To do this, instead of contextualizing,

teachers use some techniques to present new structures or vocabulary namely, deductive application of grammatical rules, fill in the blanks, memorization and translations (Anderson & Freeman, 2018).

It was commonly believed that in the field of L1 and L2 acquisition, the more learners get exposed to the target language and make associations between words and meaning, the easier they develop oral and comprehension skills (Benati,2018). Integrating language skills assists language learners to strengthen their ability to use two or more of the four skills within the genuine context and also in their daily life.

However, GTM was criticized for failing to integrate the four main skills (listening, speaking, reading, and writing) and for ignoring the importance of providing an opportunity to develop communicative competence (Benati, 2018).

Learner motivation

In foreign language acquisition, motivation is expressed in goals and objectives pursued, degrees of work put in, intensity of commitment, and degree of consistency in learning (Benegas, 2015). Motivation is derived from the Latin verb "movere," which translates "to move" (Dörneyi & Ushioda, 2021). Motivation is a difficult term to agree on as a general term, but most academics agree that it is responsible for the reasons behind human actions, how long they are willing to stick with an activity, and how consistently they pursue it (Dörneyi& Ushida, 2021). Gardner and Lambert (1959), who investigated the role of motivational conditions in foreign language acquisition, were the first to introduce this notion to language teaching and learning (EFL). EFL was first introduced to the concepts of integrative and instrumental motivation by Gardner and Lambert (1959). The contemporary field of L2 motivation research has been shaped by two psychologists, Wallace Lambert and Robert Gardner. The salient concepts of Gardners' theory of motivation are based on and have been grown into two periods. To start with, motivation was characterised as two principal natures: integrative motivation and instrumental motivation. While integrative motivation is based on learners' passion to learn the language and combine it with the culture, the latter one is about a learner's excitement to acquire a language for a specific destination.

The principles of motivation have attributed diverse importance to social settings. When it comes to behaviourist theories in learning a language, rewards and punishments are described as external environmental impacts on eagerness to engage in classroom activities, (Dörnyei & Ushioda, 2021) and it has undoubtedly a leading role in EFL. Yet, the cognitive revolution within the 1970s started to pay attention to internal performances of the human brain where information is processed and, as a result, behaviour is shaped.

Success in the second language cannot only be achieved by language proficiency but also it necessarily requires motivation for learning a language, which is regarded as a tool that keeps a learners' aspiration alive (Martinez & Ibbarola,2021). Furthermore, suggested by (Markus&Nurius,1986), the notion of possible selves (PSs) term, which is described as ideas of a person's imagination of his ideal self and its exact opposite, the self that the person fears to be, may increase students' motivation to accomplish their future goals. Thirdly, researchers highlighted the call to accept that determinants such as the instructor, the school's curriculum, grades or classroom exercises influence learners' motivational natures (Dörnyei, 2003; Ushioda, 2006). According to (Dörnyei & Ushioda, 2021) teachers perceive motivation as a crucial way of obtaining demanded learning outcomes, and there is a broad agreement that motivation is one of the critical determinants in learners' performance (Benegas, 2015). In other words, students' learning performance starts developing students' learning motivation (Levpušček & Zupančič, 2008). Meaningfulness of activities, supporting communication is also essential criterion in motivation. As a result, teacher-guided interactive processes can moderate learners' motivation and metacognitive capacities in order to engage them constructively with learning issues (Benegas, 2015). For learners, activities such as discussions of content, interactive exercises where learners genuinely communicate, engagement in learning meaningful new things, and authentic dialogues are crucial occurrences (Benegas, 2015). So, teachers are expected to build a contributory learning environment through cooperative learning principles and approaches to motivate students to learn.

According to (Dörnyei & Ushioda, 2021) the main motivational practices in language teaching are:

Figure 2

The Main Motivational Practices in Language Teaching
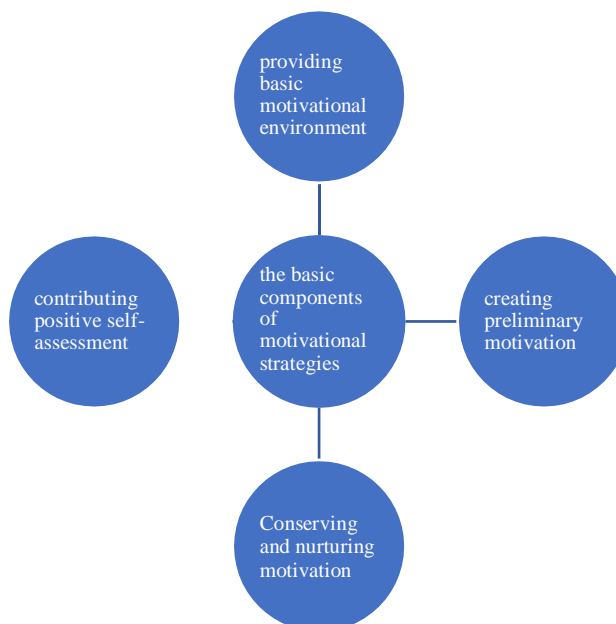
There are also further suggestions to generate motivation:

Ideal teacher behaviour for the learner motivation

Teachers are one of the main authorities in forming motivational circumstances for students in language teaching. For example, the way teachers establish communication with students influences students' motivation both negatively and positively (Dörnyei & Ushioda, 2021).

There are several different types of influential teachers' behaviours, such as a real understanding of students and an ability to communicate well with them. Additionally, building relationships based on shared trust and respect with the learners is also a notable factor to motivate students to learn a language. For instance, if a student finds the opportunity to talk to a teacher outside the classroom to get feedback on his progress or take advice on how to accomplish classroom activities effectively, it will increase his willingness to acquire a language (Dörnyei & Ushioda,2021).

To highlight approaches for the ideal teacher behaviour, there are several notable suggestions for the teachers:

1. Teachers should show their genuine enthusiasm in the L2 and classroom activities and materials.

2. Teachers should highlight the importance of L2 and how learning a foreign language will benefit them in their future careers.

3. Teachers should demonstrate they are available mentally and physically for all academic concerns of students.

4. Teachers should set achievable and sufficient high expectations for their students.

5. Teacher should create a friendly and supportive classroom atmosphere.

Having engaged learners is one of the possible outcomes of a friendly, supportive classroom environment where students can feel both physically and psychologically safe. Both insulting and humiliation are discouraging factors for learners to participate in the classroom activities and these factors eventually prevent students from reflecting their opinions and feelings. Any teaching practices in a classroom environment, where worry and nervousness are prevalent, may weaken the effectiveness of learning and students' motivation (Dörnyei& Ushioda,2013).

Harmonious and united learning group with group standards

Learning in disconnected groups tend to be more ineffective when compared to group learning with some group norms and standards (Dörnyei & Ushioda,2021). Group cohesiveness can be achieved:

1. If students have the opportunity to learn about each other,

2. If they share a mutual group history,

3. If they have common goals and work for them cooperatively and diligently,

4. If they attach importance to the predomination of '' us'' over '' them''.

5. If they spend enough time together.

Breeding first motivation

Students, who are eager to learn, and determined to explore a language with curiosity are the ideal ones, but the reality does not always match with the expectations. Nevertheless, there are a couple of suggestions for teachers, and these strategies may enable teachers to generate students' initial motivation. (Eccles & Wigfield, 1995) also suggested, these values can be categorized into these salient terms:

Intrinsic motivation

A student can feel positively motivated to complete a task with curiosity and interest, or another reason can be that he or she desires to be approved and supported by a teacher or parent. Also, a desire to gain a new set of skills that have some value and potential to generate good grades might activate learners to keep pushing without giving up (Deci & Ryan, 2000**).** The essence of motivation dates back to Self-Determination Theory (SDT) which was first proposed by Edward L. Deci and Richard Ryan in the mid-1980s. This theory basically deals with the occurrences behind human motivation and character that interest people's intrinsic maturing preferences and intrinsic psychological demands. It also concerns the motivation behind students' choices even when there are not any external factors or influences. SDT mainly examines to what extent a human has self-motivation and self-determination (Deci&Ryan, 1985).

Figure 3

SDT'S Taxonomy of Motivation (Deci & Ryan, 2000)
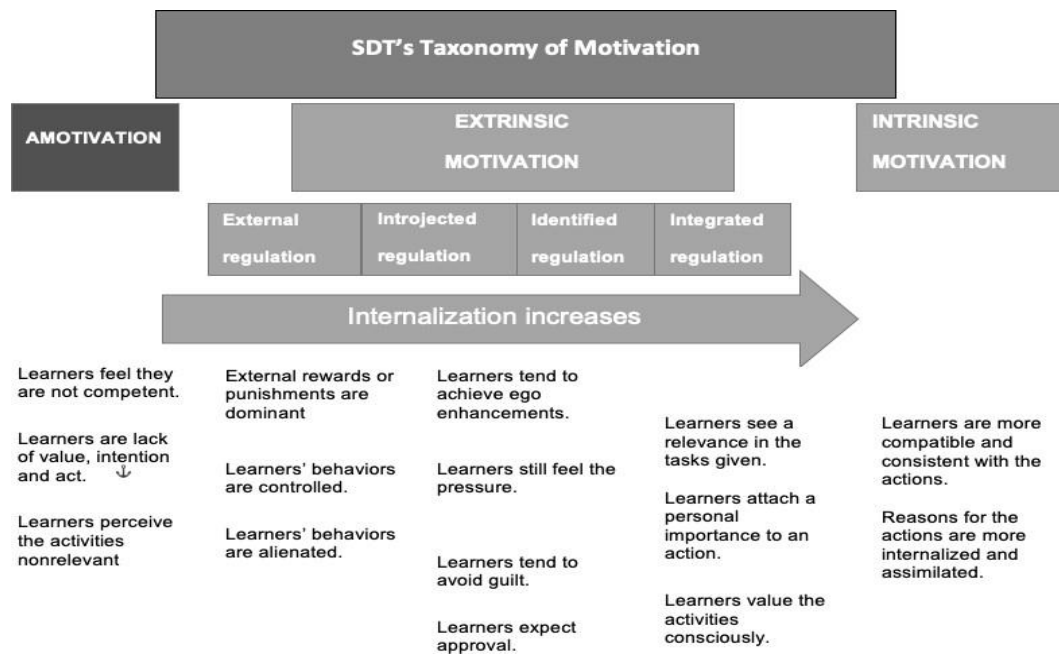
Deci and Ryan's concept of 'amotivation'

As it is seen at the left of the figure 3, when learners are confronted with activities, they experience "amotivation," which is defined as a lack of motivation caused by a sense of incompetence (Deci & Ryan, 1985). Other factors can contribute to a lack of motivation:

1. They believe they are unable to accomplish the behaviour.

2. They do not believe the techniques being implemented are successful enough.

3. They believe the effort required to achieve the desired result is far too great.

4. They have the impression that their efforts are insignificant in comparison to the grandeur of the task at hand (Vallerand, 1997).

SDT investigation formed with a direction to intrinsic motivation, which is a phrase of the active integrative inclinations in human psychology adopted by SDT. Basically, intrinsic motivation relates to activities accomplished for their intrinsic curiosity and pleasure (Deci & Ryan, 2000). Activities that include plays and curiousness demonstrate intrinsically motivated manners because these activities do not depend on an external stimulus or force, however, they nourish their pleasure

and enjoyments. Intrinsic motivation is presumably accountable for the prevalence of students' learning all their lives, in contrast to externally directed education and teaching (Deci & Ryan, 2020).

Activities that include plays and curiousness demonstrate intrinsically motivated manners because these activities do not depend on an external stimulus or force, however, they nourish their pleasure and enjoyments. Intrinsic motivation is presumably accountable for the prevalence of students' learning all their lives, in contrast to externally directed education and teaching. A study was conducted to examine whether this type of motivation influences students' academic achievement over the years, from high school to university, and in various cultures. According to the results, intrinsic motivation was shown as continually the most fruitful circumstance of motivation for students' attainment (Taylor et al., 2014).

Teachers should boost students' intrinsic motivation, which indicates students' inner desire to accomplish a task arising from within the student. The more a student is intrinsically motivated, the sooner he might develop autonomous learning strategies. However, not all young learners are intrinsically motivated to learn a language. Some of them need to be facilitated by extra classroom materials and methods to become eager to learn (Reid, 2007). Even if may be seen as boring, teaching systematically based on a routine can be sufficient in growing, for instance, in yielding promising test results, but seldom does it enlighten a life-long dedication to learn a language (Dörnyei 2003).

Extrinsic motivation (Instrumental motivation)

Most learners regard L2 as an asset to reach other goals through the understanding of the L2. To provoke students to exert themselves more into the classroom activities, there might be some suggestions for teachers:

Teachers should teach students the potential benefits of learning English e.g. reaching their career goals, respect in the community. Also, they should show stimulus strategies that contribute extrinsic rewards for successful task fulfilment (e.g. good scores, rewards, celebrations).

Under the umbrella of SDT, extrinsic motivation can be described as a term that refers to doing an activity, not for pleasure, but its instrumental value. If a student is extrinsically motivated, that means his behaviour is not deriving from interest, but from an outcome that is instrumentally

connected. According to SDT, extrinsic motivation has four major dimensions with different aspects based on their autonomy. It is classified in terms of acting from the most autonomous to the least.

Although extrinsically motivated behaviours are not regarded as autonomous, SDT suggests that extrinsic motivation can differ significantly based on how much it is autonomous. To give an example, if a student does his homework just because he worries about parental pressures, he can be considered extrinsically motivated as he is taking an action to not experience some drawbacks. Besides, is a student who completes the assignments as she acknowledges that it is beneficial for her future career, she is also considered extrinsically motivated because there is an instrumental value behind her decisions and action. Looking at both examples, although they are similar, the latter one is more linked to personal choices, while the first one is bound to external authorities. Both define intended behaviour, but they differ in terms of autonomy (Deci & Ryan, 2000).

Therefore, although it is known that intrinsic motivation is critical, we should accept that extrinsic motivation is also essential for students in the school environment. Because on the road to success, it is unrealistic to expect the student to do every work they do with pleasure or curiosity. Consequently, it will be more accurate also to look at the dynamics of extrinsic motivation. When we look at the activities that students do in school, standardized exams, many academic studies that they have to do, as teachers, we ask the question of how we can instil self-regulation in students without becoming a figure of external pressure.

Figure 4

The levels of Extrinsic Motivation (Deci&Ryan, 2000)

Integrated motivation

Identified motivation

Introjected motivation

External motivation
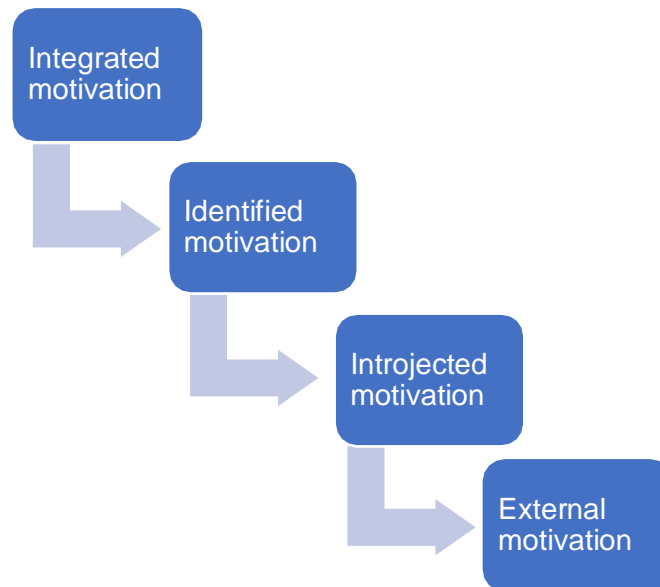
The figure below contains examples of external motivational actions.

Figure 5

External motivational behaviours (Anderman & Anderman, 2020)

External	Introjected	Identified	Integrated
• Hugo reads for three hours every night since completing the reading earns her ice cream.	• John participates in soccer to make his pals think he's a superb athlete.	• Jack enrolls in an IELTS test preparation course in order to gain admission to graduate school.	• Sue plays tennis because he considers himself a "professional tennis player." He enjoys it and considers it to be a part of who he is.

First, integrated regulation is the most autonomous structure of extrinsic motivation because not only the student acknowledges the value of the activity, but also, he sees it to be harmonious with other essential appeals and values. While there are some common features between integrated motivation and intrinsic motivation, intrinsic motivation is based on curiosity and pleasure. In other

words, students perform these behaviours as they perceive them as entertaining, but integrated motivation is founded on a feeling of value since students consider the tasks useful and practical, even if not pleasurable. Second, students with identified regulation purposefully recognise and approve, of the importance of a movement, so undergo a moderately high extent of intention or enthusiasm to perform. Third, introjected regulation involves partly internalized extrinsic motivation, putting in other words, students tend to avoid pressure, embarrassment, or shame for disappointment. In academic settings, introjected regulation often involves the ego of the students which is also linked to self-esteem. As a last, external regulation regards behaviours caused by external rewards and punishments and is a structure of motivation defined as controlled and non-autonomous (Deci & Ryan, 2020).

Supporting and maintaining students' motivation

One cannot claim that the intended target in education is successful without the student motivation being permanent and sustained in the long term. In addition to all the motivating factors mentioned above, it is also important how we can keep this motivation alive. Concerning classroom activities, some criteria may appear as essential from setting explicit goals to enhancing learner autonomy (Dörnyei & Ushioda, 2021). But most significantly, fostering cooperation among learners and creative classroom activities undoubtedly shape learners' attitudes towards learning a language. Students assemble to convey similar aims, and this cooperation promotes class group cohesion since students are reliant on one another and share common goals in cooperative situations.If teachers maximize peer interaction, they are likely to see students with a higher expectancy of success rather than dominant personal goals. Additionally, cooperation is one of the motivating factors because each student's participation will contribute to group success. Cooperative teams are also independent, and this independence is a powerful contributor to motivation (Dörnyei & Ushioda, 2021). Textbooks, classroom materials, assignments, need to appeal learners. Creating chances for independent learning, such as assignments with students' collaboration and peer- interaction and support with the teachers' feedback are one of the essential motivational strategies (Hassan, 2018).

Literature Review

After the review of the basic elements of CLT, GTM and learner motivation, this section discusses studies over the most researched topics in the related field. According to the main results of the literature review, studies conducted under the umbrella of CLT' mainly focus on:

1. CLT and outcomes for learners,

2. Learners' and teachers' perceptions of CLT and GTM classroom activities and difficulties for teachers,

3. Peer interaction and learner motivation.

 CLT and outcomes for learners

Language learning is a continuous process that includes the productive use of language. Therefore, trial and error are natural on the way of a long learning journey as long as learners reach their ultimate goal using the target language (TL) both fluently and accurately (Richard, 2005). One of the most salient characteristics of CLT is promoting fluency rather than accuracy within speaking activities. That means teachers expect learners to acquire basic communicative strategies such as the use of meaningful language and negotiate the meaning notwithstanding possible limitations. Reviewing the literature, many of the previous studies over CLT have focused on the effectiveness of group or pair work on learners' oral skills. For example, 6 English teachers and 105 students at an elementary school were investigated and a questionnaire was given to the English teachers and class observations were conducted. The results showed that the emphasis on pair and group work in the CLT was effective in improving students' oral skills (Toro et al. 2018).

A group of studies have focused on a cooperative learning environment in CLT. The studies in this category try to assess the relationship between the collaborative learning environment and learner outcomes. Findings from 57 undergraduate students indicate that a collaborative learning environment is more preferable to conventional teaching lectures (Mohamed, 2008). This suggests that students perform better under the circumstances with active learning strategies. (Mohamed, 2008, Saville et al. 2005). Of the researches in this category (Fung, et al. 2016) explored 140 secondary school students, and interacting in groups has been found to facilitate the development of critical thinking skills compared to lectures alone.

A study which was also based on classroom observations of undergraduate students and teachers' perceptions concluded that a cooperative learning environment significantly boosted students' fluency in speaking and also teachers believed that interaction is a quite effective strategy for encouraging higher levels of engagement and participation in the side of students (Raba, 2017**).** Additionally, these classrooms are found more engaging and productive if the teachers provide chances that best satisfy learner needs **(**Littlewood, 2010). Another research of this category also shows that interactive classroom activities that CLT involves primarily focus on the communicative competence of learners in an authentic communication atmosphere where they feel more engaged (Sarfraz, et al. 2015).

Learners' and teachers' perceptions of CLT classroom activities

According to an experimental study, in comparison with traditional teaching, in a communicative learning environment where peer interaction is mainly focused upon, learners were more prone to build positive attitudes towards EL learning. As students perceive a supportive and non-threatening interactive atmosphere, they become intrinsically motivated and diligent about learning English (Hornby & Ning, 2013). Since students have been found to have more positive attitudes toward collaborative learning (Gorvine & Smith, 2015), they may adopt dynamic speaking activities, namely discussions with more enthusiasm and motivation. An investigation intended to follow shifts in motivation and learning activity and find out aspects (internal and external), which might be related to the changes, showed that the learners' positive attitudes toward traditional learning activities significantly declined. Furthermore, both surveys and interviews indicated there is a high association between the learners' motivation for English and classroom teachers. In other words, the learners showed less interest in the classes where textbooks and teacher-centred exercises are predominant with limited communicational purposes. However, the teachers, who preferred using various communicative teaching techniques to promote the use of English inside and outside of the classroom, are favoured in both surveys and interviews (Lamb, 2007**).** A longitudinal study in this category shows that learners enjoyed and appreciated group work and communicative and practical classroom exercises; conversely, they found textbook activities and worksheets discouraging and demotivating (Courtney, et al. 2016). Thus, instead of teacher-centred classroom activities, cooperative teaching techniques need to be used to maintain and protect motivation since

a partner has a motivational effect even before the actual cooperation occurs, and motivation increases with the partner's ability (Eisenkopf, 2010).

On the other hand, however, a group of studies shows that not all teachers believe in, feel comfortable with, or will commit to CLT. For example, according to qualitative study research, English teachers as interviewees indicated that even though the CLT approach was effective as it views communicative competence as a primary component of language learning, there were several challenges such as material selection, unbalanced interaction between teacher and students as well as the size of the class (Christianto, 2019). As a consequence, many problems such as grammar-focused exams, teachers may not feel well-prepared to implement CLT in their classroom. Of the researches in this category, a qualitative with higher education teachers was conducted and teachers indicated several problems in implementing CLT. The major problems are misunderstandings in CLT, insufficient teacher training, students' learning habits and routines, national exams (Vongxay, 2013). Related to this issue, a study showed that teachers still have some misconceptions in teaching grammar within CLT and language patterns (Dorji, 2017). Considering all of this evidence, it seems that there are remarkable obstacles for teachers in using CLT in their classroom, however, we also need to acquire more data from middle school teachers and students as well.

Peer interaction and learner motivation

Conceptual cores for theorising L2 motivation have grown and developed over the past fifty years, studies in this field generally seek answers to explain why people learn a language while observing their process, including their commitment and efforts (Lagabaster, et al. 2014). Although rewards and punishments are acknowledged to be among the preferable ways to promote motivation, we need to have a more meticulous and closer look at the issue because much more efficient motivational techniques exist (Celce-Murcia, 2008). As rewards and punishments remain too simple to encourage students to be more motivated, there are several suggestions to consider. First, as Celce-Murcia (2008) suggested, cooperative classroom applications can promote motivation among learners. So, the term "peer interaction", defined as any communicative activity initiated between learners, may enhance learning motivation between learners. Second, teaching techniques used to activate peer interaction, such as role-play, discussions, and board games, may affect learners' engagement and desire to participate in the learning process. For instance, recent

research aimed to examine the effectiveness of the role-playing model to improve students' learning motivation showed that the role-playing activities were practical to improve the twelfth-grade social students' learning motivation (Saptono, et al. 2020). Another research also found out that interactive peer activities have a striking effect on students' English learning motivation towards speaking and when a teacher uses discussions rather than conventional techniques, the level of motivation increases dramatically (Menggo, 2018). According to Kikuchi's investigation (2009) based on university students' learning preferences, as well as teacher behaviours, teacher-centred grammar-translation method, standard examinations and university entrance assessments are also demotivating factors for students. In this research, multiple demotivating factors were found, which relate to the dilemma between a teacher-centred classroom environment and standardized national exams. Kikuchi (2009) reported that although current educational advancements in Japan context put more emphasis on communicative skills, these intentions need to be reflected in designing in high school and university entrance exams. This issue is highly similar to the Turkish context in many ways because GTM is still the prevalent approach in Turkey. The Ministry of National Education (MNE) mostly stick with the GTM method for approximately 40 years, before the first introduction of CLT in 1997, which was supposed to bring vital changes to National teaching strategies and curriculum. Kırkgöz (2005) stated as CLT was introduced into the Turkish curriculum for the first time, it was granted as a breakthrough for ELT in Turkey. However, standardized national exams are prevalent, which are basically designed to test students' reading skills, grammatical competence and vocabulary knowledge, which means the other fundamental areas such as listening, speaking and writing are mostly neglected (Basok, 2020). According to research, GTM is still a chiefly used method in Turkey, which indicates that there is a lack of communicative-based exam questions, an emphasis on grammatical structures instead (Ulum & Uzun, 2020). Although the basic principles of the English curriculum published by the Ministry of National Education (MNE, 2018) are based on students' communication and using English as much as possible while speaking. As students' success in the exams is at the forefront, and our national entrance exams are not compatible with CLT' central basics, teachers feel a dilemma, they support the CLT approach in their classroom nevertheless. (Basok, 2020).

With a large-scale investigation, Sakai and Kikuchi (2009) also noted that tiresome classes, which mostly focus on national entrance exams and memorisation are one of the demotivating aspects of a classroom setting. Additionally, students perceived excessive memorisation, frequent use of textbooks and reference books as discouraging aspects of the L2 learning process. Falout, et al. (2009) also explored this issue in some vantage points and found out that the Grammar translation method and dominant pedagogy behind it constitute the origin of motivational issues in the Japanese ESL context. However, such studies remain narrow in focus dealing only with tertiary (undergraduate students) and secondary level students, and these studies highlight the need for investigation of more specific classroom activities such as role-plays, board games and discussion for middle school students.

To conclude, the literature on learner motivation has examined the issue from various vantage points and provided useful insights to teachers and researchers. However, certain gaps have been left under-researched in regards to learner motivation. First, there is no specific study that includes an investigation of the effectiveness o role-plays, discussions and board games on learner motivation. Second, much of the studies based on peer interaction as an element of CLT are particularly based on tertiary education and they lack implications for middle school teachers. Third, most of the studies are based on teachers' perceptions or classroom observations, however, there is a strong need for a deeper insight into students' perceptions of specific interactive classroom activities so that both teachers and curriculum designers can benefit from them. To sum up, the present research aims to address these gaps and by doing so provide deep and fresh insights into the issue of learner motivation.

Chapter 3

Methodology

Many researchers have utilised the quantitative research method to examine the effect of different variables on learners' motivation, however, in the present research, a quasi-experimental approach will be adopted and qualitative data will be supported by the interviews with students and teachers. The research is an experimental model in terms of showing the effects of independent variables (peer interaction, interactive classroom activities (board games, role-play cards, and discussion cards) on the dependent variable (student motivation). Since only the experimental group was determined, there was no control group in the study, thus the choice of the quasi-experimental research design was found appropriate for this investigation. Furthermore, interviews will assuredly complement insights from the first findings of the quantitative research (Creswell, 2008). Thus, the decision of using the interviews was made based on reporting in more detail the interactive activity which is more effective in students' learning motivation. I also aimed to discover what teachers thought about integrating CLT in the classrooms, as well as the benefits and drawbacks. The purpose was to see if the quantitative data collected from the students matched the students' and teachers' perspectives. Additionally, it was attempted to identify how students interpret GTM and CLT lessons, whether teachers' perspectives are similar or not, and what differences exist. Furthermore, qualitative data is expected to be fruitful and may provide valuable information to reflect what value middle school students attribute to peer-interaction activities and what challenges EFL teachers face planning for increased peer interaction in language learning.

Type of Research

A quasi- experimental research design with both qualitative and quantitative data. The usage of QEDs is increasing rapidly across the social sciences, particularly in education research (Gopalan, et al. 2020). This strategy has proved particularly useful in emphasizing the strength and volume of causal effects of core educational approaches and interventions on student results, as well as displaying unintended effects of certain education policies and interventions in some cases (Gopalan, et al. 2020).

Interviews

Semi-structured interviews

Semi-structured interviews have an immense reputation in social sciences and are one of the most widespread and widely used data collection methods (Bradford& Cullen, 2013). They are trustworthy because they enable researchers to examine subjective features (Flick, 2019) and to gather in-depth pictures of people's lives.

Research Population

The study participants consisted of 122 middle school students and two teachers of English as a foreign language (EFL) working at Bilim College, which is a middle school in Cankaya, Ankara, Turkey. Twelve groups, each consisting of approximately 13 students from the 5th, 6th, 7th and 8th grades, were taught by two different teachers. The classes were classified as 5A, 5B, 5C,5D, 6A, 6B, 6C, 7A, 7B, 7C, 8A, 8B. Students' ages range from 9 to 12. They are all preparing for the annual Turkish National Examination (LGS), which is the transition system from primary education to secondary education and started to be implemented in the 2017-2018 academic year by the Ministry of National Education in Turkey. In addition, the age range of the participating teachers varies between 30 and 40, and each of them has gone through different experiences and teaching processes. Not all of them graduated from English Teaching Department; one is a graduate of Russian Language Literature but has a Pedagogical Formation Certificate. The other teacher is Iranian and got her BA and MA degrees in English Language Teaching. Both of the teachers have all worked in different private schools. They have been working for more than 5 years, therefore, this was not their first experience.

Data Collection

As a researcher, I was in charge of the process of data collection, collecting the quantitative data with student surveys in the classroom and as for quantitavei data, I arranged individual meetings with the participants. Before data was collected, students, teachers and their parents were asked to fill in the voluntary participation form (***Appendix1***). Otherwise, data would not be collected without the consent of the student or parent.

During the study, two different lesson plans *(Appendix 2)* were prepared and applied to classes of middle school students (5th, 6th, 7th, 8th graders) with A2 levels according to the Common European Framework (CEFR). Classes from each were chosen randomly. Each teacher taught two lessons: one using student-oriented, communicative methods and focused on speaking activities; and the other one using GTM, which provided a more teacher-oriented approach using translation, writing, reading, and a non-peer interaction environment. Regarding CLT-based activities, three types of practical, interactive activities were developed: role-plays, discussions, and board games. The lessons for each class were held two times a week and each for 40 minutes and the scale (*Appendix 3*) was used before and after each lesson to evaluate whether there was a significant difference in the students' motivation levels or not. For the qualitative data, right after completing teaching period, students and teachers were asked retrospective semi-structured interview questions about peer-interaction activities. According to my interview schedule (*Appendix 4*), I interviewed two teachers and four students. The students were chosen to represent all teaching groups. I have provided a list of my proposed interview questions in (*Appendix 5*). Through semi-structured interviews with open-ended questions the participants were prompted to reflect on their own learning experiences in some depth (Li, 2006).

Instruments

Instrument 1

Student survey (AMBT) (Appendix 2)

The quantitative data was collected via the attitude and motivation scales of the original 6-point Likert Scale format of Gardner's Attitude/Motivation Test Battery (AMTB) (Gardner, 1985), and it was adapted to a 5-point scale with 34 items, ranging from 'Strongly Agree' to 'Strongly Disagree'. The original scale consists of 104 items and 11 sub-dimensions. The AMTB is reported to have high reliability and validity (Gardner, 1985; 1980; Gardner & Smyihe, 1981).

SPSS statistical initial Cronbach Alpha test was applied to adapted 34 items in the questionnaire and a value of 0.91 was obtained (high-reliability coefficient) (Dogan, 2009). The permission to use this scale was obtained via e-mail (*Appendix 6*).

The sub-dimensions of this scale, which consists of 34 items adapted to Turkish, are:

1. Degree of motivation (How much effort does the student put into learning a language?) (Test items: 7, 19, 21, 23, 28, 8, 14, 24, 29, 31)

2. Intrinsic motivation (Desire to learn English) (How much does the student want to increase his/her language proficiency (Test items: 5, 6, 11, 17, 18, 13, 15, 22, 25, 33)

3. Behavior towards learning English (What are the affective elements that the students feel in the English lesson?) (Test items: 2, 10, 27, 30, 32, 3, 4, 12, 20, 34)

4. Extrinsic motivation (Instrumental motivation) (What are the benefits of learning English for students? (Dogan, 2009). (Test items: 1, 9, 16, 26)

As learners are not proficient enough to understand the test items, the survey, which was adapted to Turkish by (Dogan, 2009) was administered in the mother tongue.

Table 1

Data Collection Instruments

Research Questions	Data Collection Instrument
Main Research Question A	Student survey (AMBT)
Sub-research questions	Semi- structured interviews

Instrument 2

Semi-structured Interviews (***the Appendix 7***)

A student interview form and a teacher interview form will also be utilised, all of which will also be developed by the researcher. Interview questions will be prepared in English for teachers and in Turkish for students.

The student will be asked 5 interview questions and the teacher will be asked 4 interview questions. Each of the questions was formed to complement the questionnaire to be used. Opinions of 3 different experts were taken regarding the developed scale, and as a result of these opinions, the scale was finalized by making necessary adjustments.

Data Analysis

Before proceeding to the analysis of the research questions on the data collected within the scope of the research, a missing value analysis was carried out. According to the analysis, some missing values in the data set were found. In order to determine the missing value pattern, firstly, the missing data distribution table of the pre-test and post-test data was examined. The missing value table of the pre-test data given in Figure 1 and the missing value table of the post-test data in Figure 2, showed that the data did not form a "clustered" and thus Little's MCAR test was applied. With this test, it is possible to examine the missing data mechanism in the data by examining the χ^2 values calculated for the pre-test and post-test data. As a result of the analysis made within the scope of the research, it was seen that the chi-square value obtained as a result of Little's MCAR test was not significant, $\chi^2(1063) = 1123.48$, $p=.096$. According to the results obtained, when both Little's MCAR test and the missing data distribution table are examined, it can be said that the data has a completely random missing value mechanism (Akbas & Kogar, 2020). In this direction, the expectation-maximization method was used to eliminate the missing data. With this approach, the part where there is no missing data is taken into account and first of all, the mean vector and the covariance are calculated, and then the assignment is made by establishing regression equations with these estimations (Tabachnick & Fidell, 2020). SPSS 21.0 package program was used in the analysis.

Figure 6

*Missing value distribution Table of Pre-Test Data*

Figure 7

Missing value distribution Table of Post-Test Data

After the missing data analysis, the normality of the data was examined. The mean, median, peak value, and skewness and kurtosis coefficients of the total scores of the pre-test and post-test and sub-dimensions were examined. These values are given in Table 2.

Table 2

Normality Assumption Values for Examined Statistics

		$\bar{x}$	Xmean	peak value	skewness	kurtosis
PRE TEST	Total Point	108.992	110.00	129.000	-.153	1.068
	Motivation Intensity	31.055	31.00	27.00	-.149	-.548
	Intirinsic (desire to learn English) motivation sub-dimension Attitude	31.841	32.50	22.00	-.166	-.986
	towards learning English Sub-Dimension External	32.363	33.00	42.00	.171	-.246
	(instrumental) motivation	13.733	14.00	20.00	-.365	-.821
POST TEST	Total Point	141.130	145.00	144.00	-1.691	4.278
	Motivation Intensity	39.541	40.00	37.00	-.989	1.788
	Intrinsic motivation (desire to to learn English) sub-dimension	41.776	43.00	46.00	-1.753	4.853
	Attitude towards learning English sub-dimension	42.460	44.50	46.00	-1.60	3.616
	Extrinsic (instrumental) motivation sub-dimension	17.35	18.00	20.00	-1.836	3.789

When Table 1 is examined, Pre-Test Total Score, Post-Test Total Score, Post-Test Motivation Intensity Sub-Dimension, Post-Test Desire to Learn English Sub-Dimension, Post-Test Attitude Towards Learning English Sub-Dimension, and Post-Test Instrumental Orientation Sub-Dimension scores do not show normal distribution, but the other total scores were found to be distributed close to normal. Thus, the statistics of the data deviating from the normal distribution were calculated using non-parametric methods.

Chapter 4

Findings, Comments and Discussion

Introduction

In this chapter, I aim to present the findings obtained as a result of quantitative data and interviews with the students and teachers. This chapter explains the findings of quantitative data followed by those of interviews. The results of the research will be explained based on the research questions.

1. **Quantitative Data Analysis**

Main research question: What is the influence of peer interaction in a speaking activity on middle school students' learning motivation?

Examining the differences in motivation intensity scores according to prior to and following peer- interaction

In order to find out the answer to the first research question, "Is there a difference between the motivation intensity scores of the students before and after peer interaction?", Wilcoxon Signed Ranks Test was conducted to determine whether students' motivations for learning English differ significantly before and after peer interaction. The statistics of the Wilcoxon signed-rank test results are given in Table 3.

Table 3

The Wilcoxon signed-rank test results on the difference of motivation intensity scores before and after the peer interaction.

Motivation Intensity	N	Median rank	Total Rank	Z	p
Negative rank	24	34.81	835.50	-7.32	.000
Positive rank	96	66.92	6424.50		
Equal	2				

When Table 3 is examined, it is clear that the motivation intensity of the students differed significantly before and after the peer interaction, z=-7.32, p=.00. When the median values of the motivation intensity scores of the participants are examined, it can be argued that they increased after the peer interaction (Xmedian= 31.00) compared to before (Xmedian= 40). The effect size of the difference was calculated as 0.47. This effect size means that peer interaction causes a difference in the "high" effect size on students' motivation intensity (Pallant, 2016).

Sub-research question (a): Is there a significant difference between the students' intirinsic motivation scores i.e. (desire to learn) English before and after peer interaction?

Examining the differences in the intirinsic motivation scores prior to and following peer-interaction

In order to find out the answer to the sub-research question (a), ''Is there a significant difference between the students' intirinsic motivation scores prior to and following peer interaction?'' The Wilcoxon signed-rank test was conducted to determine whether students' desire for learning English differ significantly before and after peer interaction, and the statistics of the test results are given in Table 4.

Table 4

The Wilcoxon signed-rank test results according to the differences in desire to learn English scores before and after the peer interaction.

Desire to learn English	n	Median rank	Total rank	z	p
Negative Rank	21	41.24	866.00	-7.24	.000
Positive Rank	99	64.59	6394.00		
Equal	2				

Examining the Table 4, it is clear that students' desire to learn English differed significantly prior to and following peer interaction, z=-7.24, p=.00. When the median values of the participants' desire to learn English are examined, it can be proposed that the peer interaction increased after (Xmedian= 43.00) compared to before (Xmedian= 32.50). The effect size of the difference was calculated as 0.46. This effect size means that peer interaction causes a difference in the "high" effect size on students' desire to learn English (Pallant, 2016).

Sub-research question (b): Is there a significant difference between the students' extirinsic motivation (instrumental movitation) scores prior to and following peer interaction?

Examining the differences in the students' extrinsic motivation (instrumental motivation) scores prior to and following peer interaction

In order to find out the answer to sub- research question (b), ''Is there a significant difference between the students' extirinsic motivation (instrumental movitation) scores prior to and following peer interaction?'' Wilcoxon Signed Ranks Test was conducted to determine whether students' instrumental motivation differ significantly before and after peer interaction and the results of the test are given in Table 5**.**

Table 5

Wilcoxon signed ranks test results on the difference in extrinsic motivaton (instrumental motivation) scores before and after peer interaction.

Instrumental motivation	n	Median rank	Total rank	z	p
Negative rank	28	39.82	1115.00	-5.95	.000
Positive rank	84	62.06	5213.00		
Equal	10				

Examining the Table 5, it could be inferred that the student'extrinsic motivation (instrumental motivation) scores differed significantly prior to and following the peer interaction, z=-5.95, p=.00. When the median values of the participants' instrumental orientation scores were eexamined, it can be concluded that they increased after the peer interaction (Xmedian= 39.82) compared to before (Xmedian= 62.06). The effect size of the difference was calculated as 0.38. This effect size means that peer interaction creates a "moderate" effect size difference in students' instrumental motivation scores (Pallant, 2016).

2. **Qualitative data analysis**

Five-seven minute interviews were conducted with each student and teacher in order to supplement the research questions. The data collected from the semi structured interviews were transcribed orthographically and analyzed under the heading of interview questions. Despite the fact that I had prepared a list of predefined interview questions, I encouraged the students and teachers to bring up any other relevant topics throughout the discussions. I intended to keep the interviews focused on the issue while also trying to explore it from other perspectives. Interviews with the students were conducted in Turkish, while those with the teachers were in English. Afterwards, the

answers were translated into English. It is tried to make the presentation of the results objective. The sigificant and frequently repeated words and expressions were highligted using orange and bold. Here, at the findings and the students and teachers' interviews will be provided in the distinct sections.

1. Findings of the students' interviews

Interview question 1:

Which speaking activity did you find more interesting than the others?

Elif (8th grader):

> To be honest, going on the board with the **cards** and doing **role-plays** was the most remarkable and **interesting** activity for me. The reason for this is as compared to other activities, portraying someone and trying to form **dialogues** while looking at cards is more **instructive** and **fun**.

Özge (8th grader):

> I think it was **board game.** We did it in **groups** with our **friends.** I find it more effective and interesting when we do it with **a friend,** especially a loved one.

Derin (6th grader):

> I think **the board game** was the most **interesting** activity. I think it makes the students more **involved**. For example, while my peer Elif is not normally that active, she also participated in this activity **enthusiastically**.

İpek (6th grader):

> I think it was **board games** and **discussion cards**.

Comments on the findings of the interview question 1

As could be seen, board games were the most interesting activity for the students. This activity enabled the students to experience a higher level of engagement since the atmosphere was friendly and very intriguing to them. Role-plays was also interesting for some of the students as it provided them with the opportunity to have dialogues which were at the same time fun and instructive. Discussion cards were not very popular among the students since they did not allow the relative freedom and the fun that existed in board games and role-plays.

Interview question 2:

1. **What specific thing of each speaking activity help you improve your English?**

Elif (8th grader):

I believe that having fun will help me improve my English in these activities because I was able to immerse myself in the grammar points and activities while having fun. Playing with colourful dices appealed me a lot, so I believe learning English will possibly be more **engaging** and, albeit **indirectly**, will effect learning English positively.

Özge (8th grader):

We weren't supposed to be careful about **making mistakes** all the time throughout the speaking activities. This, I believe, is the primary reason why speaking activities are beneficial to my English improvement. Because the whole lesson was **gamified**, I felt **relaxed** most of the time. I was just little nervous during the role-play, but I quickly got used it.

Derin (6th grader):

We were given role play cards to during the role-play activities, and we were instructed to concentrate on sentence formation skills on each card. While speaking, I worked very hard to **construct meaningful sentences**. Furthermore, because I was continually **interacting** with my peer **in English** to complete the assignment, board games helped me enhance my communication skills. So, in my opinion, communication and the effort to form phrases in English are what make these speaking activities beneficial. In the end, I believe I have improved my grammar and speaking skills.

İpek (6th grader):

The fact that we were continually **interacting and communicating** during the activities and that we completed the tasks **in English** are the two key criteria that demonstrate that these speaking exercises are beneficial to my English improvement. Furthermore, sometimes my friend corrected me when I made a mistake.

Comments on the findings of the interview question 2

The main points that caused the students to find each particular speaking acitivity helpful in improving their English were that they were fun, engaging, relaxing and gave them the opportunity to actively use the English that they had learnt. The fact that the students did not have to care about the grammar during the activity constantly was really motivating to them, and gave them the sense of relative freedom to actively and independently assume the responsibility of their learning.

Interview question 3:

When you were working with your partner did you learn anything from your partner? (new vocab, pronunciation, grammar)

Elif (8ᵗʰ grader):

Yes, I did, **mostly vocabulary**. For example, I asked my friend about a word I wasn't sure about. It was the word "responsible", and also I tried to find out a word that means co-workers in English. I was the word ''colleague'' I guess. Furthermore, I learnt how to **pronounce** the verb ''Iron''.

Özge (8ᵗʰ grader):

I learnt **the meaning of** ''reasonable'', and during these activities, it is more probable that my peer would make contribution to my knowlegde of vocabulary, or a **grammar**. Furthermore, she/he can show me how to **pronunce** a word correctly.

Derin (6ᵗʰ grader):

I learnt mostly **vocabulary and grammar**. For example, I learnt the **meaning** of "frequently".

İpek (6ᵗʰ grader):

It was mostly vocabulary and pronunciation. Derin told me the correct pronunciation of several words and the meaning of a word.

Comments on the findings of the interview question 3

The most salient point abot this question is that new vocabulary was the students learnt the most. Following this, the activities provided the students with the chance to improve their knowledge of grammar as well as pronunciation. Therefore, these specific activities helped the students to learn the various English skills in an integrated manner which would in turn lead to a better mastery of English.

Interview question 4:

Did activities help you to speak better?

Elif (8th grader):

Yes, because I was expected to speak **actively** during the activities, and **express myself**, so instead of just listening to the teacher and taking notes, I was in a lesson in which I **expressed myself** and felt **active**. That's why I think I had the opportunity to **speak better**, even if I made some **mistakes** from time to time.

Özge (8th grader):

Yes. In the first lesson (GTM), we mostly did readings and translations. However, in the other method (CLT), we always **used English** to complete the tasks. I always tried to **express myself in English**.

Derin (6th grader):

Exactly. We would have continued playing more and consequently **being active while speaking** if we had had enough time to continue it.

İpek (6th grader):

Yes, I tried to correct myself in order to be more understandable during the activities. We **used English actively** during the the activities, even if we **made mistakes**, the English language was the dominant in the lesson.

Comments on the findings of the interview question 4

The activities helped the students improve their speaking ability meaningfully, due to a number of reasons. The most vital point was that the particular acitivities enabled the students to assume an active role in their learning process which was the key factor in boosting their motivation and learning. Another point was that the students felt very excited about being able to activate their

passive knowledge of English and this changed their whole idea about English as a very difficult and not usable lesson. The final notion was that the students could gain some communicative fluency without having to stop and think about their grammatical mistakes all the time because there was a better emphasis on the balance between accuracy and fluency compared to the GTM lesson that sacrifices fluency all together.

Insights from the follow-up students' interview questions (*Appendix 6*)

The semi-structured interview provided me with the opportunity to delve into the details of the learning process in the CLT lessons. The follow-up questions shed light on some of the latent assumptions of the students regarding CLT and also the challenges that some faced during the lessons. A brief summary of the insights gained from the interviews would be presented here. Almost all the students were excited about being able to actively practice their English-speaking fluency during the CLT lesson. This is understandable in the light of fact that GTM does not provide the students with the any opportunity to produce genuine English sentences. The students specifically enjoyed the chance to utilize the grammar lessons they have learnt in a way that was both fun and educative. For many of them this was a more efficient way of mastering grammar even though their grammatical mistakes were not corrected by the teacher constantly.

As a second point, the format and procedures of the CLT lesson were at first troubling to some of the students, however most said that as the session proceeded, they could adapt to the new lesson shape. This means that before performing a CLT lesson, the teacher needs to perform some scaffolding in order to guide the students as to how the CLT works. Some of the students even argued that they felt they could learn the more sophisticated vocabulary through the CLT lesson better.

As a third point, the students felt that the CLT lesson made the learning experience more relaxed and enjoyable for them since it enabled them to work with peers whom they liked or from whom they learnt new words, grammar or pronunciation. However, some posited that CLT could be problematic to perform in crowded classes since the teacher would not be able to provide on the spot correction for their grammatical mistakes. While this is true, a good delayed error correction strategy by teacher would take care of this problem.

2. Findings of the teachers' interviews

The two teachers who were interviewed had different qualifications in English Language Teaching. One of them had graduated from the Department of Russian Literature and is a native speaker of Turkish. She had no formal training in English teaching. The major portion of her experience is in preparing 8th graders for the LGS exam. The other one had a Masters' degree in ELT and was an Iranian teacher who has a limited command of Turkish language. Additionally, she had a broader work experience covering various grades, but a limited amount of experience in preparing students for the LGS exam.

Interview question 1:

Which speaking activity type is more difficult to prepare?

S: Board games. Because it requires more preparation before the class. Discussion cards are easy to implement because there are already prepared questions, however, in the preparation of board games you need to find colourful visuals related to the context and you are supposed to provide lots of materials such as dices and pawns.

N: The board game and discussion cards were the easiest to implement as they didn't involve much language production, especially in terms of not very fluent or confident students, the role play was a bit of a challenge since the level of proficiency was not homogeneous in the class and weaker students were not willing to participate due to the fear of being compared with their stronger (in terms of fluency) partner. It was even difficult to bring some of them in front of the class since they were shy or even afraid of committing a mistake in front of their mates.

Interview question 2:

Which speaking activity do you think is more engaging for students?

S: Board games. Since in role plays they still needed to follow some grammatical rules to make a sentence and it was a bit challenging. During the board games, they were really enthusiastic because of the competition maybe.

N: Board games were more engaging.

Interview question 3:

What specific components of English do students learn from each other? (grammar, vocab or pronunciation?)

S: In my opinion, they mostly acquired some vocabulary and pronunciation from each other. I do not really think that they learnt any grammatical structure or rule from each other's speech. During the role-plays, I realized lots of grammatical mistakes while I was observing them, however I did not interrupt them, I emphasized on fluency instead. Additionally, I detected many mistakes during the discussion session too. For example, I heard '' I finishes'' and since I did not interrupt the student, he continued to make the same mistake during the conversation.

N: It was pronunciation in the first place and then vocabulary, it was noticeable that they quickly corrected each other's mispronunciations of the words although I emphasized that speaking is more important than pronunciation.

Interview question 4:

Do you think the preparation and implementation of CLT activities is more difficult than activities based on the Grammar- Translation Method?

S: Well, I think they are going to prefer GTM based lessons because LGS exam doesn't test students' listening or speaking skills, but mostly vocabulary knowledge and their readiness for multiple choice questions. On the other hand, if we apply mostly CLT in these classes, parents will not be content with the curriculum, and it definitely will cause a problem between the school administrators and parents because parents might perceive CLT activities as useless and waste of time. Parents of 8th graders expect from teachers to introduce vocabulary and test techniques related to the subjects that students are responsible for in the LGS exam.

Comments on findings of the teachers' interviews

The most frequent issue that the teachers brought up was CLT lessons were challenging to prepare and needed a lot effort, and specifically adjusted materials to perform. The other concern was that the school did not have the necessary technological facilities that would be essential to perform the CLT lessons. Therefore, the teachers had their hesitations about the possibility of adding the CLT lessons to the school curriculum specifically, with regard to time and classroom management. The both of teachers thought that the board games were the most engaging activity for the students and it provided them the opportunity to enjoy almost total freedom in their learning process and did not require any specific preliminary effort by the teacher to train the students to perform this activity. In addition, the competition that was generated as a result of the board games made it all the more intriguing to the students. Moreover, the teachers believed that the vocabulary and pronunciation were the main features that the students learnt from each other during the CLT activities and this argument matches the ones by the students. Second, the teachers were concerned about the fact that the students learnt from each other's mistakes during the CLT could be fossilized on their minds. This shows the fact that the teachers were not well aware the procedures of a CLT session since they had no idea about the possibility of doing the delayed correction in order to help the students correct their grammar. Therefore, CLT training courses for teachers are necessary in order to prepare them for the challenges they may face in the crowded classes. The third point is that shy students or those with a low level of self-confidence would find it difficult to take

part in the CLT lessons because the requirements of this lesson format are high for shy students. So, some teachers suggested that the GTM method would be a better choice for such students and could be handled very easily by just using the white-board and translating some words.

Insights from the follow-up teachers' interview questions (*Appendix 7*)

The follow-up questions asked in the teachers' interviews shed light on the other side of the CLT lessons' coin. The teachers' perception of the CLT lesson was different from the students and they had their hesitations about the usefulness and efficiency of CLT for the students taking LGS exam. Indeed, one of the teachers argued that the GTM lessons would be much more useful the 8th graders since in the LGS exam, there is no listening or speaking sections and the focus is on the students' ability to answer the multiple choice, grammar and vocabulary questions. As another point, the teachers felt that performing CLT lessons would cause complaints from the students' parents since they are mostly concerned with their children's success at the LGS exam and not their ability to communicate in English. A third point is that the teacher did not have a clear understanding of the format of the CLT lesson, and how to run it correctly. For instance, when grouping the students one of the teachers served a peer for one of the students who was left out. This means that the teacher might not know that she was supposed to monitor the group to provide help if needed and take down notes of the grammatical mistakes so that she can provide delayed error correction at the end of the lesson. As a final point, the teachers were concerned about the fact that the less confident and weaker students would not benefit from the CLT lessons since they did not have the ability to actively be in charge of their own learning experience.

Chapter 5

Conclusion and Suggestions

Introduction

The present research utilized Quasi-Experimental Research Designs in order to assess the changes in the motivation of the students in regards with their English speaking. For the quantitate part, SPSS was utilized to determine whether significance correlation existed between the students' intrinsic (desire to learn) and extrinsic (instrumental) motivation levels in connection with CLT activities including board games, role-plays and the discussion cards. In addition, semi-structured interview questions were used to complement the quantitative part. These interview questions helped the researcher gain deeper insights into the learning process that happens through CLT lessons. The semi- structured interviews were chances though which the students and teachers pointed out their first-hand conception of the CLT lesson.

The conducted research produced some significant results which were at times in line with the researcher's expectations and at times surprising. The contrasting ideas of the teachers and students towards CLT lessons were particularly enlightening with regards to the real process of language learning that happens in English lessons that use CLT. These findings in addition to a discussion of the challenges the teachers and student may face in the CLT lessons together with suggestions for pragmatic measures in relation with adding CLT lessons to school curricula and the suggestions for the further research will be discussed in the following section.

As it was mentioned in the expectations part, items 2 and 4, board games generated the highest level of motivation and engagement for the students compared to role-plays and the discussions. As a result, this helps most learner autonomy and facilitates the learning process for the students. The age range of students and the fact that students have more freedom and fun during the CLT are the items that explain why board games were the most interesting CLT lesson shape for the students. Bayeck (2020) stated that board games promote knowledge of more complex topics and enable and drive learning in numerous domains. This corresponds to students' opinions in the sense that board games could be effective for teaching higher levels of vocabulary or grammar rules. Because it incorporates both communicative and competitive realms of language acquisition, it could be argued that board games enhanced motivation and understanding of knowledge, as well as

interpersonal interactions among participants. Students have been motivated to learn by playing board games. Board games stimulated college students in Germany to absorb theory in a knowledge management course, according to Taspinar et al. (2016). Learning theory-based subject was made more interesting by using board games, which motivated students to learn. Gonzalo-Iglesia et al. (2018) analyzed Spanish students in Communication and Biochemistry studies' experiences with commercial board games (i.e., games not intended for these courses) that were relevant to their course content. Board games were described as inspiring students to learn while also improving sociability, communication, decision-making, and collaboration in the post-game feedback. In this research, one of the students also stated that the board game encouraged interaction and involvement, which may promote socializing, even if she did not get along with her group partner, or had not very close relationship.

Another finding of the study that was in line with the expectations (item number 5) was that the experience of the CLT lessons considerably changed both the students and teachers understanding and feeling of learning process and environment. The CLT lessons helped create a rather relaxed and fun learning experience that helped boost the rapport between the teachers and the students. This in turn, both facilitated the students' learning and the teachers' job of instructing the class.

As expected in the item 5, the interviews enabled the researcher to acquire deeper insights into the specific needs of the students and to prepare the lessons to meet those needs. In the same vein, other teachers may adjust their syllabi to both meet the needs of the students and create a learning environment which is highly motivating to the students.

The challenges for the teachers

Hereby, I will first discuss the challenges for teachers in performing CLT lessons. The first challenge is the official teacher training curriculum of the schools does not prepare the teachers for performing CLT lessons. Therefore, teachers usually find it difficult to prepare the material and also perform the CLT lessons. For instance, one of the teachers mentioned this in her interview that she performed the role of the peer for one of the students who was left out, this proves that the teacher did not have a clue about her role of monitoring the students during the CLT lesson and thought that

a CLT lesson only consists of a speaking without any specific rules and framework. Another major concern by the teachers was that the schools' technological facilities would not be sufficient for performing CLT lessons and therefore it would be impractical in many of the schools. As a side note, convincing the school management to spend money on the necessary assets such as a smartboard, boardgames, overhead projectors and the other tools for administering CLT lessons. Another concern would be that since the teachers are not familiar with the CLT procedures, they would need particular training sessions by professionals who hold a CELTA or TESOL degree, this by itself would a big challenge since the teacher may not be willing to take part in such courses and the institutions or schools would be unwilling to pay for such courses. Another major challenge would be to manage the classroom and time management, in particular in crowded classes and this is a legitimate concern since the school's include too many items on any single session's syllabus. In addition, preparing a CLT requires a lot of creativity and time before the sessions and the teachers are not usually paid for this extra workload. According to qualitative study research, English teachers as interviewees indicated that while the CLT approach was effective because it emphasizes communicative competence as a primary component of language learning, there were several challenges, including material selection, unbalanced teacher-student interaction, and class size (Christianto, 2019). As a result, several issues, such as grammar-focused tests, may arise, and teachers may feel ill-equipped to adopt CLT in their classroom. A qualitative study with higher education teachers was done as part of this category, and teachers identified many challenges in applying CLT. Misunderstandings in CLT, poor teacher training, students' learning habits and routines, and national exams are all key issues (Vongxay, 2013). A study found that teachers still have some misconceptions about teaching grammar and language patterns within CLT (Dorji, 2017).

The fact that a CLT lesson has many stages such as warm-up, the lead in, eliciting, presentation, production, controlled practice, semi-controlled practice and freer practice and delayed error correction or positive feedback make it specifically demanding for a teacher. In a broad sense, feedback can be divided into two categories: Positive feedback affirms a student's response is correct; teachers express this behavior by confirming, complimenting, or demonstrating understanding. Negative feedback, also known as error correction (Chaudron, 1988), is used to address a student's erroneous language behavior. Such evaluative feedback can help learners

develop toward more precise and clear language use as they produce language. Both types are important throughout a learner's interlanguage development because they allow the learner to embrace, discard, or change a hypothesis about how to use the linguistic correctly. This comes on the top the fact that teachers regularly instruct classes 40 hours of classes a week.

As mentioned in the expectations section, item 1, learner-centered CLT proved challenging for the teachers to execute. This was due to the fact that the teachers' training in the official school system and the national LGS exam for transition to secondary school proved to be big impediments to any changes from GTM to CLT.

Challenges for the students

The students generally found the CLT lessons interesting and useful but they had own concerns about them. For one thing some of the students thought that while the CLT lessons are useful, they may not be enough to prepare for LGS since test taking skills are not included in a CLT lesson. Moreover, some of students had difficulty adjusting to shape of the CLT lesson in the beginning because they had no idea what how they should adjust to the CLT lesson and it took them some time to figure out they were supposed to do. Even some students were prejudiced against the CLT lesson and thought that it would be more useful to take test than take part in board games, role-plays or discussions. This was contrary to the researcher's expectations.

Some of the shy students found it difficult to take part in the CLT activities since their more extroverted peers talked too much and did not give them the opportunity to practice their English. However, it was really surprising that the grouping of the students and their participation in role-plays went smoothly since they were not at all used to communicating in English with their classmates. But it should be remembered that the grouping of the students is probably going to create challenges in other classes.

As mentioned in number 3 of the expectations, GTM will remain the dominant lesson shape in schools. This is due to the fact that the teachers are not eager to learn about and perform CLT lessons. Moreover, the school seemed not to be ready to provide for the necessary training and the facilities that are needed for the CLT lessons. Another point is that the format of the LGS exam

makes it necessary for the school to focus on taking multiple choice vocabulary and grammar tests meaning that GTM would be the best fit to prepare students for the exam. The results of this study and according to the number six of expectations part, and also similar ones may encourage schools to add some CLT lessons to their curricula as the students would probably ask for them.

Suggestions

1. The target language should be used as much as possible by the teacher.

Using the TL as a tool of instruction is another technique to produce rich input in the language classroom. The use of the TL exclusively or virtually exclusively has been defended by the "maximum exposure" hypothesis, which states that learners require as much exposure to the TL as possible because the more input, the larger the gains in the new language (Cummins & Swain, 1986). Training techniques, particularly communicative approaches to language teaching, have made the exclusive use of the TL by teachers in the foreign language a major principle (Rolin-Ianziti & Brownlie, 2002). Teachers should explain why it is critical to use the TL frequently in the classroom to their students. It is vital for children to learn that they do not need to understand every single word at all times in order to communicate effectively. In regard to this research, the students also claimed that the use of TL while difficult at first could meaningfully increase their ability to communicate in English as they acquired more experience in CLT. The struggle to learn is rewarding since it increases learner autonomy and helps the students acquire the language in a much more permanent manner. This, in turn, is very significant since these students will be able to communicate in English with people from other countries and expand their knowledge of the world. Teachers' use of the target language in foreign language classes is especially important because it serves as the learners' primary, if not only, source of information. If learners are to realistically become language users, teachers must be language users themselves and build schools domains of language use. The use of TL has significant symbolic value because it conveys the idea that languages are diverse but not frightening, that learners can grasp them, and that doing so is enjoyable (Crawford, 2014).

2. The importance of feedback

In a broad sense, feedback can be divided into two categories: Positive feedback affirms a student's response is correct; teachers express this behavior by confirming, complimenting, or demonstrating understanding. Negative feedback, also known as error correction (Chaudron, 1988), is used to address a student's erroneous language behavior. Such evaluative feedback can help learners develop toward more precise and clear language use as they produce language. Both types are important throughout a learner's interlanguage development because they allow the learner to embrace, discard, or change a hypothesis about how to use the linguistic correctly. In line with this research, error correction served as an integral part of the CLT lesson which is a very significant point. The delayed error correction provided in the CLT lessons enables the learners to take a deeper look at their grammatical mistakes and by doing so, improve their accuracy. Moreover, the impersonal error correction provided in the CLT creates a relaxing atmosphere for learners and helps improve their learning experience and capacities. The GTM method, by nature, does not include a whole class feedback method which teachers can use all errors but also well-structured sentences coming up from the students in order to demonstrate the correct language.

3. GTM as a dominant shape

In the line with this research, it looks that GTM will stay dominant shape at schools for the foreseeable future because how hard the Ministry of Education tries to embed communicative language teaching into the curricula, it does not still yield any solid outcomes unless national examinations' format keep test assessing test taking skills rather that the ability to communicate and write in English. Therefore, as a good first step, some CLT lessons can be added to the school curriculum in order to familiarize the students with the CLT methods and to give the opportunity to improve their English fluency. However, a full-scale change in the school curricula to CLT would be more challenging and time-consuming.

4. Teacher training programmes

In order to upgrade their teachers' knowledge of CLT, the schools should hold training courses for teachers using qualified teacher trainers, this will enable the teachers to run CLT

smoothly in their classes and will probably increase the students' level of satisfaction with English lessons because they will tangibly see the results of the English lessons.

5. Workload of the teachers

Teachers' creativity is likely to suffer as their workload grows. Teachers' time is consumed by planning, marking, parent meetings, collaborative activities, and professional development, which are all inferred but not explicitly stated in teaching contracts. In addition to these responsibilities, a teacher needs to prepare strong lesson form for an efficient CLT class, which encompasses a variety of dynamics of a communicative teaching atmosphere, from lead-in to language production. Teachers must carefully pick resources, spend a reasonable amount of time preparing them, and make them suitable for the students as stated in the teachers' interviews. This issue may affect teachers' ability to perform adequately in schools, necessitating immediate attention to workload difficulties.

6. Teachers-parents' sessions to inform them about CLT

It is a significant point to brief the parents about the merits of CLT lessons in enabling their children to communicate in English. Since the parents have no idea about the shifting in the language learning toward the method that enable people to communicate rather than just translate words and learn grammar, holding these sessions would be necessary. It will also reduce the number of complaints that may be submitted by the parents, if the schools start including the CLT lessons in the syllabus.

7. Upgrading the technological assets

Running a successful CLT would be easier and more interesting by using modern technological devices such as smartboards, overhead projectors on the screen board games, and more. Using these tools will help learner visualize the new language and as a result improve their language learning abilities. The same technological assets can even be used in GTM lessons where the teacher can show the translations of the words on the smart board and easily move through the various grammar and vocabulary test and exercises. Moreover, the teacher would be able to use the smart-board in order to show the answers to the whole class and if necessary provide whole class feedback.

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Appendix-A

The consent form signed by the parents of the students I interviewed with.

Turkish

Tarih:

GÖNÜLLÜ KATILIM FORMU (VELİ İZNİ)

Sayın Veli,

Çalışmaya göstermiş olduğunuz ilgi ve bana ayıracağınız zaman için şimdiden çok teşekkür ederim. Bu form, yaptığım araştırmanın amacını size anlatmayı ve çocuğunuzun bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır.

Bu form, Prof. Dr. İsmail Hakkı Mirici danışmanlığında yürütülen, " Akran etkileşimin ortaokul öğrencilerinin motivasyon düzeylerine olan etkisi " isimli yüksek lisans tez çalışmasına çocuğunuzun anket ve mülakat yoluyla katkıda bulunmasını gönüllü olarak kabul edip etmeme kararınız öncesinde sizleri bilgilendirmeyi amaçlamaktadır. Bu araştırmanın temel amacı Türk eğitim sisteminde halen yaygın olan dilbilgisi-çeviri yöntemi metodu ile akran etkileşimine odaklanan iletişimsel dil öğretimi metodunu kıyaslayarak seçilen etkileşimsel sınıf çalışmalarının (rol yapma, tartışma, masa oyunu) ortaokul öğrencilerinin İngilizce öğrenmeye yönelik motivasyonları üzerindeki etkiyi saptamaktır. Araştırmaya özgü planlanan dersler haftada iki kere uygulanmak üzere normal ders için ayrılan zamanında yapılacaktır. İki ayrı ders planı aynı sınıfta birer kez uygulanacaktır, bu sebeple toplamda 80 dakikada ders planlarının uygulanması tamamlanacaktır. Hazırlanan ders planları okulun hali hazırda müfredatında olan " günlük aktiviteler" konusuna dayanmaktadır. Bu sebeple bu ders planları okul müfredatının takip edilmesi için hiçbir aksamaya neden olmayacaktır. Aksama olması durumunda sınıflara okul sonrası ek ders saati içerisinde telafi dersler yapılacaktır. Uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğrenci görüşleri, araştırma için büyük bir önem arz etmektedir. Bu çalışma için belirlenen veri toplama sürecinin başlatılabilmesi için Hacettepe Üniversitesi Etik Komisyonu'ndan ve Bilim Koleji okul müdürü sayın Mehmet Özbek'ten gerekli izinler alınmıştır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çocuğunuzun veya sizin isteğiniz doğrultusunda kayıtlar silinebilecek ya da isteğiniz doğrultusunda size teslim edilebilecektir. Çocuğunuzun isminin araştırmada kullanılması gerekmeyecektir. Bu yüzden çocuğunuz istediği zaman görüşmeyi kesebilir ve çalışmadan ayrılabilir. Bu durumda yapılan kayıtlar ve mülakat verileri yazıya aktarılmadan silinecektir.

Velisi olduğunuz öğrencinin bulunduğu sınıftaki derslerde video kaydı alınmayacaktır. Çalışma kapsamındaki mülakat formlarında bulunan sorularda çocuğunuz istemediği soruyu yanıtsız bırakma hakkına sahiptir. Çocuğunuz bu çalışmadan istediğiniz noktada ayrılabilir ve bu durum onun hiçbir sorumluluk getirmeyecektir. Çocuğunuzla aynı zamanda yapılacak olan mülakat formunda ise 4 adet açık uçlu soru bulunmaktadır. Bu soruları cevaplamak çocuğunuzun yaklaşık olarak 10 dakikasını alacaktır. Mülakat ders bitimlerinin ardından öğle tatili saatinin 10 dakikalık bölümünde yapılacaktır. Gerekli izni vermeniz durumunda araştırmacı, mülakat sırasında çocuğunuzun ses kaydını alacaktır. Ses kaydı alınmasını kabul etmeme hakkına sahipsiniz. Bu durum çocuğunuza hiçbir sorumluluk getirmeyecektir. Çocuğunuz soruların tamamını cevapladıktan sonra çalışmadan çekilmek isterse, ilgili araştırmacılara ulaşarak bu durumu belirtmeniz durumunda çocuğunuzun bilgileri araştırmadan çıkarılacaktır. Çalışmayla ilgili netleştirmek istediğiniz konular ve/veya sormak istediğiniz sorular olursa, araştırmacılara ulaşarak gerekli bilgiyi edinebilirsiniz. Çocuğunuz araştırmadaki sorularını kişisel bilgileri belirtmeksizin cevaplayacaktır. Çocuğunuzun belirttiği bilgiler ve verdiği yanıtlar yalnızca bu çalışma için kullanılacak; yanıtlara sadece ilgili araştırmacılar erişebilecek, verilen yanıtlar hiçbir şekilde üçüncü kişilerle paylaşılmayacak ve yalnızca akademik amaçlar için kullanılacaktır.

Çalışma kapsamındaki ankette " 'Kesinlikle Katılıyorum' ile 'Kesinlikle Katılmıyorum' arasında değişen 5'li likert ölçeği kullanılmıştır ve 34 adet cümle bulunmaktadır. Bu anketi cevaplamak çocuğunuzun yaklaşık olarak 10 dakikasını alacaktır. Çocuğunuz anketi ders bitiminin hemen akabinde teneffüs saatinde (10 dakika) dolduracaktır. Çalışmaya katılmaya onay vermeden önce sormak istediğiniz bir soru olursa, sorunuzu ilgili araştırmacıya yöneltebilirsiniz. Ayrıca çalışma bittikten sonra da araştırmacılara telefon ya da e-posta yoluyla ulaşabilir, araştırma hakkında soru sorabilir ve sonuçlar hakkında bilgi alabilirsiniz.

1

Tarih:

Gönüllü katılım formunu okudum, haklarımı anladım ve çalışmaya gönüllü olarak katılmayı kabul ediyorum.

- **Tarih:**

- **Katılımcı:**
  Adı, soyadı:
  Adres:
  Tel:
  İmza:

- **Sorumlu Araştırmacı:**
  Adı, soyadı: Prof. Dr. İsmail Hakkı Mirici
  Adres: Hacettepe Üniversitesi Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı, Beytepe/ANKARA

- **Araştırmacı:**
  Adı, soyadı: Zeynep Ekin
  Adres: İlkbahar mah, Konrad adenauer cad, 47/4 Köşem apt, Yıldız/ Çankaya/ANKARA

The consent form signed by the parents of the students I did not interview with.

Tarih:

GÖNÜLLÜ KATILIM FORMU (VELİ İZNİ)

Sayın Veli,

Çalışmaya göstermiş olduğunuz ilgi ve bana ayıracağınız zaman için şimdiden çok teşekkür ederim. Bu form, yaptığım araştırmanın amacını size anlatmayı ve çocuğunuzun bir katılımcı olarak haklarını tanımlamayı amaçlamaktadır.

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Velisi olduğunuz öğrencinin bulunduğu sınıftaki derslerde video kaydı alınmayacaktır. Çalışma kapsamındaki mülakat formlarında bulunan sorularda çocuğunuz istemediği soruyu yanıtsız bırakma hakkına sahiptir. Çocuğunuz bu çalışmadan istediğiniz noktada ayrılabilir ve bu durum onun hiçbir sorumluluk getirmeyecektir. Çocuğunuz soruların tamamını cevapladıktan sonra çalışmadan çekilmek isterse, ilgili araştırmacılara ulaşarak bu durumu belirtmeniz durumunda çocuğunuzun bilgileri araştırmadan çıkarılacaktır. Çalışmayla ilgili netleştirmek istediğiniz konular ve/veya sormak istediğiniz sorular olursa, araştırmacılara ulaşarak gerekli bilgiyi edinebilirsiniz. Çocuğunuz araştırmadaki sorularını kişisel bilgileri belirtmeksizin cevaplayacaktır. Çocuğunuzun belirttiği bilgiler ve verdiği yanıtlar yalnızca bu çalışma için kullanılacak; yanıtlara sadece ilgili araştırmacılar erişebilecek, verilen yanıtlar hiçbir şekilde üçüncü kişilerle paylaşılmayacak ve yalnızca akademik amaçlar için kullanılacaktır.

Çalışma kapsamındaki ankette " 'Kesinlikle Katılıyorum' ile 'Kesinlikle Katılmıyorum" arasında değişen 5'li likert ölçeği kullanılmıştır ve 34 adet cümle bulunmaktadır. Bu anketi cevaplamak çocuğunuzun yaklaşık olarak 10 dakikasını alacaktır. Çocuğunuz anketi ders bitiminin hemen akabinde teneffüs saatinde (10 dakika) dolduracaktır. Çalışmaya katılmaya onay vermeden önce sormak istediğiniz bir soru olursa, sorunuzu ilgili araştırmacıya yöneltebilirsiniz. Ayrıca çalışma bittikten sonra da araştırmacılara telefon ya da e-posta yoluyla ulaşabilir, araştırma hakkında soru sorabilir ve sonuçlar hakkında bilgi alabilirsiniz.

Gönüllü katılım formunu okudum, haklarımı anladım ve çalışmaya gönüllü olarak katılmayı kabul ediyorum.

1

Tarih:

- Tarih:

- Katılımcı:
  Adı, soyadı:
  Adres:
  Tel:
  İmza:

- Sorumlu Araştırmacı:
  Adı, soyadı: Prof. Dr. İsmail Hakkı Mirici
  Adres: Hacettepe Üniversitesi Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi Anabilim Dalı, Beytepe/ANKARA

- Araştırmacı:
  Adı, soyadı: Zeynep Ekin
  Adres: İlkbahar mah. Konrad adenauer cad. 47/4 Köşem apt. Yıldız/ Çankaya/ANKARA

The interview forms of the teachers

Turkish translation

GÖNÜLLÜ KATILIM FORMU (ÖĞRETMEN)

Değerli öğretmenler,

Bu form, Prof. Dr. İsmail Hakkı Mirici danışmanlığında yürütülen, " Akran etkileşimin ortaokul öğrencilerinin motivasyon düzeylerine olan etkisi " isimli yüksek lisans tez çalışmasına mülakat yoluyla katkıda bulunmayı gönüllü olarak katılma kararınız öncesi sizi bilgilendirmeyi amaçlamaktadır. Bu araştırmanın temel amacı Türk eğitim sisteminde halen yaygın olan dilbilgisi-çeviri yöntemi metodu ile akran etkileşimine odaklanan iletişimsel dil öğretimi metodunu kıyaslayarak seçilen etkileşimsel sınıf çalışmalarının (rol yapma, tartışma, masa oyunu) ortaokul öğrencilerinin İngilizce öğrenmeye yönelik motivasyonları üzerindeki etkiyi saptamaktır. Araştırmaya özgü planlanan dersler haftada iki kere uygulanmak üzere normal ders için ayrılan zamanında yapılacaktır. İki ayrı ders planı aynı sınıfta birer kez uygulanacaktır, bu sebeple toplamda 80 dakikada ders planlarının uygulanması tamamlanacaktır. Hazırlanan ders planları okulun hali hazırda müfredatında olan "günlük aktiviteler" konusuna dayanmaktadır. Bu sebeple bu ders planları okul müfredatının takip edilmesi için hiçbir aksamaya neden olmayacaktır. Aksama olması durumunda sınıflara okul sonrası ek ders saati içerisinde telafi dersler yapılacaktır. Uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin öğretmen görüşleri, araştırma için büyük bir önem arz etmektedir. Bu çalışma için belirlenen veri toplama sürecinin başlatılabilmesi için Hacettepe Üniversitesi Etik Komisyonu'ndan ve Bilim Koleji okul müdürü sayın Mehmet Özbek'ten gerekli izinler alınmıştır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Bu çalışmaya katılmak gibi bir zorunluluğunuz kesinlikle yoktur. İsterseniz çalışmaya katılmamayı seçebilir ya da gönüllü oluyorsanız çalışmaya katılarak katkıda bulunabilirsiniz.

Çalışma kapsamındaki mülakat formlarında bulunan sorulardan cevaplamak istemediğiniz soruları yanıtsız bırakma hakkına sahipsiniz. Bu çalışmadan istediğiniz noktada ayrılabilirsiniz ve bu durum size hiçbir sorumluluk getirmeyecektir. Soruların tamamını cevapladıktan sonra çalışmadan çekilmek isterseniz araştırmacılara ulaşarak bu durumu belirtmeniz durumunda bilgileriniz araştırmadan çıkarılacaktır. Çalışmayla ilgili netleştirmek istediğiniz konular ve/veya sormak istediğiniz sorular olursa, araştırmacılara ulaşarak gerekli bilgiyi edinebilirsiniz. Araştırmadaki soruları kişisel bilgilerinizi belirtmeksizin cevaplayacaksınız. Belirttiğiniz bilgiler ve verdiğiniz yanıtlar yalnızca bu çalışma için kullanılacak; yanıtlara sadece ilgili araştırmacılar erişebilecek, verdiğiniz yanıtlar hiçbir şekilde üçüncü kişilerle paylaşılmayacak ve yalnızca akademik amaçlar için kullanılacaktır.

Mülakat formunda ise 4 adet açık uçlu soru bulunmaktadır. Mülakat okulun öğle tatili zamanında gerçekleşecektir. Bu soruları cevaplamak yaklaşık olarak 10 dakikanızı alacaktır. Gerekli izni vermeniz durumunda araştırmacı, mülakat sırasında ses kaydı alacaktır. Ses kaydı alınmasını kabul etmeme hakkına sahipsiniz. Bu durumda, mülakat o noktada sonlanacak ve bu durum size hiçbir sorumluluk getirmeyecektir. Çalışmaya katılmaya onay vermeden önce sormak istediğiniz bir soru olursa, sorunuzu ilgili araştırmacıya yöneltebilirsiniz. Ayrıca çalışma bittikten sonra da araştırmacılara telefon ya da e-posta yoluyla ulaşabilir, araştırma hakkında soru sorabilir ve sonuçlar hakkında bilgi alabilirsiniz.

Gönüllü katılım formunu okudum, haklarımı anladım ve çalışmaya gönüllü olarak katılmayı kabul ediyorum.

- **Tarih:**

- **Katılımcı:**
  Adı, soyadı:
  Adres:
  Tel:
  İmza:

- **Sorumlu Araştırmacı:**
  Adı, soyadı: Prof. Dr. İsmail Hakkı Mirici
  Adres: Hacettepe Üniversitesi Eğitim Fakültesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili
  Eğitimi Anabilim Dalı. Beytepe/ANKARA

- **Araştırmacı:**
  Adı, soyadı: Zeynep Ekin
  Adres: İlkbahar mah. Konrad adenauer cad. 47/4 Köşem apt. Yıldız/ Çankaya/ANKARA

English translation of the teachers' consent form

Date: ___/___/20___

Dear teachers,

The purpose of this research is to investigate the impact of peer interaction on middle school students' learning motivation for English. It aims to collect the data through a survey and semi-structured interviews. The data will only be used within the scope of this research, carried out as a full fulfillment of MA degree by Zeynep Ekin under the supervision of Prof. Dr. İsmail Hakkı Mirici. For this reason, the activities within the scope of the applied approach and the opinions of teachers about these activities are of great importance for the research. Research-specific planned lessons will be held twice a week in the time allotted for the regular lesson. Two separate lesson plans will be applied once in the same class, so the implementation of the lesson plans will be completed in a total of 80 minutes. The lesson plans prepared are based on the subject of "daily activities", which is already in the school's curriculum. Therefore, these lesson plans will not cause any disruption to the follow-up of the school curriculum. In case of disruption, make-up lessons will be given to the classes during the extra lesson hours after school. The permission of conducting this research was obtained by Hacettepe University Ethics Commission and Mehmet Ozbek, the school principal of Bilim College.

In my master's thesis, I would like to interview you to see the practices you have done in the classroom and to evaluate them. You will be asked 4 open-ended questions and there is no right or wrong answer. This interview will last approximately 10 mins. The interview will take place during the school lunch break. If you give the necessary permission, the researcher will take an audio recording during the interview. You have the right to refuse to be recorded. In this case, the interview will end at that point and this will not bring you any responsibility. If there is any question you would like to ask before consenting to participate in the study, you can direct your question to the relevant researcher. In addition, after the study is over, you can reach the researchers by phone or e-mail, ask questions about the research and get information about the results. At the same time, I would like to take photos of your activities in the classroom and add them to my thesis if necessary. Your practices and our evaluation of these practices together will form the basis of the research. Also, the data will not be shared with any other third parties. Participating in this research is completely voluntary. You have the right to resign from the research at any time: if you contact the researcher, your data and demographic information will be deleted and excluded from the analysis. Should you have any further enquiries afterwards, you can contact the researcher by calling or emailing her to be informed about the study.

I express my deepest thanks for your invaluable contribution.

Researcher: Zeynep EKİN   **Supervisor: İsmail Hakkı Mirici**

MA Student at Hacettepe University   Prof. Dr. at Hacettepe University

Informed Consent Form

By signing this form, I hereby allow the researcher to record my voice as part of this research. I also understand that some recordings may appear publicly for the sake of academic dissemination.

Participant	
Name & Surname:	

Address:	
Phone Number:	
Signature:	
Contact Details:	**Principal investigator:** Prof. Dr. İsmail Hakkı Mirici Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü **Researcher:** Zeynep Ekin İlkbahar mah. Kondrad adenauer cad. 47/4 Köşem apt. Yıldız/Cankaya 06680 Ankara/Turkey

The consent form from the students whom I interviewed with.

GÖNÜLLÜ KATILIM FORMU (ÖĞRENCİ)

Sevgili öğrenci,

Yapacak olduğum çalışmaya gösterdiğin ilgi ve bana ayırdığın zaman için şimdiden çok teşekkür ederim. Bu formla, kısaca sana ne yaptığımı ve bu araştırmaya katılman durumunda neler yapacağımızı anlatmayı amaçladım.

Bu form, Prof. Dr. İsmail Hakkı Mirici danışmanlığında yürütülen, " Akran etkileşimin ortaokul öğrencilerinin motivasyon düzeylerine olan etkisi " isimli yüksek lisans tez çalışmasına anket ve mülakat yoluyla katkıda bulunmayı gönüllü olarak katılma kararın öncesi seni bilgilendirmeyi amaçlamaktadır. Bu araştırmanın temel amacı Türk eğitim sisteminde halen yaygın olan dilbilgisi-çeviri yöntemi metodu ile akran etkileşimine odaklanan iletişimsel dil öğretimi metodunu kıyaslayarak seçilen etkileşimsel sınıf çalışmalarının (rol yapma, tartışma, masa oyunu) ortaokul öğrencilerinin İngilizce öğrenmeye yönelik motivasyonları üzerindeki etkiyi saptamaktır. Bu sebeple de uygulanan yaklaşım kapsamındaki etkinlikler ve bu etkinliklere ilişkin görüşlerin, araştırma için çok önemlidir. Araştırma için planlanan dersler haftada iki kere uygulanmak üzere normal ders için ayrılan zamanda yapılacaktır. İki ayrı ders planı aynı sınıfta birer kez uygulanacaktır, bu sebeple toplamda 80 dakikada ders planlarının uygulanması tamamlanacaktır. Hazırlanan ders planları okulun müfredatında olan " günlük aktiviteler" konusu ile ilgilidir. Bu yüzden bu ders planları okul müfredatının takip edilmesi için hiçbir aksamaya neden olmayacaktır. Eğer bir aksama olursa, tüm sınıflara okul sonrası ek ders saati içerisinde telafi dersler yapılacaktır. Bu çalışma için belirlenen veri toplama sürecinin başlatılabilmesi için Hacettepe Üniversitesi Etik Komisyonu'ndan ve Bilim Koleji okul müdürü sayın Mehmet Özbek'ten gerekli izinler alınmıştır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Bu çalışmaya katılmak gibi bir zorunluluğun kesinlikle yoktur. İstersen çalışmaya katılmamayı seçebilir ya da gönüllü oluyorsan çalışmaya katılarak katkıda bulunabilirsin. İstediğin zaman kayıtlar silinebilecek veya sana teslim edilebilecektir. İsminin araştırmada kullanılması gerekmeyecektir. Bu yüzden istediğin zaman görüşmeyi kesebilir ve çalışmadan ayrılabilirsin. Bu durumda yapılan kayıtlar ve mülakat verileri yazıya aktarılmadan silinecektir.

Çalışma kapsamındaki anket ve mülakat formlarında bulunan sorulardan cevaplamak istemediğin soruları yanıtsız bırakma hakkına sahipsin. Bu çalışmadan istediğin noktada ayrılabilirsin ve bu durum sana hiçbir sorumluluk getirmeyecektir. Soruların tamamını cevapladıktan sonra çalışmadan çekilmek istersen araştırmacılara ulaşarak bu durumu belirtmen durumunda bilgilerin araştırmadan çıkarılacaktır. Çalışmayla ilgili merak ettiğin konular ve/veya sormak istediğin sorular olursa, araştırmacılara ulaşarak gerekli bilgiyi edinebilirsin. Araştırmadaki soruları kişisel bilgilerini yazmadan cevaplayabilirsin. Belirttiğin bilgiler ve verdiğin yanıtlar yalnızca bu çalışma için kullanılacak; yanıtlara sadece ilgili araştırmacılar erişebilecek, verdiğin yanıtlar hiçbir şekilde üçüncü kişilerle paylaşılmayacak ve yalnızca akademik amaçlar için kullanılacaktır.

Çalışma kapsamındaki ankette " 'Kesinlikle Katılıyorum' ile 'Kesinlikle Katılmıyorum' arasında değişen 5'li likert ölçeği kullanılmıştır ve 34 adet cümle bulunmaktadır. Bu anketi cevaplamak yaklaşık olarak 10 dakika sürecektir. Teneffüs vakti (10 dakika) anketleri doldurman için kullanılacaktır. Aynı zamanda katılacağın mülakat formunda ise 4 adet açık uçlu soru bulunmaktadır. Bu soruları cevaplamak yaklaşık olarak 10 dakika sürecektir. Mülakatı ders bitimlerinin ardından öğle teneffüs vaktinin 10 dakikalık kısmında yapacağız. Gerekli izni vermen durumunda araştırmacı, mülakat sırasında ses kaydı alacaktır. Ses kaydı alınmasını kabul etmeme hakkına sahipsin. Bu durumda, mülakat o noktada sonlanacak ve bu durum sana hiçbir sorumluluk getirmeyecektir. Çalışmaya katılmaya onay vermeden önce sormak istediğin bir soru olursa, sorunu ilgili araştırmacıya yöneltebilirsin. Ayrıca çalışma bittikten sonra da araştırmacılara telefon ya da e-posta yoluyla ulaşabilir, araştırma hakkında soru sorabilir ve sonuçlar hakkında bilgi alabilirsin.

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- **Sorumlu Araştırmacı:**
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- **Araştırmacı:**
  Adı, soyadı: Zeynep Ekin
  Adres: İlkbahar mah. Konrad adenauer cad. 47/4 Köşem apt. Yıldız/ Cankaya/ANKARA

Appendix-B

Lesson plans

1. Communicative Language Teaching (CLT)

LESSON PLAN

Teacher	Date	
Zeynep Ekin		
Level	**Length**	**Student #**
A1 Elementary	40 minutes	**15**

Main
By the end of the lesson, Ss will have improved their communicational skills in the context of adverbs of frequencies within daily routines.

Subsidiary Aims
By the end of the lesson, Ss will have the opportunity to practice in their speaking skills within board games, role plays and discussion activities.

Backgroun
Class Profile / *What do you know about the students?*   Ss' proficiency level is between A2 and A2+ which shows that they are basic users of English. They are able to comprehend words and commonly used terminology in areas of direct relevance (e.g. very basic personal and family information, shopping, etc.). They can also communicate in simple and everyday chores that need a direct and easy exchange of information on familiar and common topics. They can convey aspects of his or her background, immediate environment, and immediate needs in simple terms.

Background

Assumptions / *What can you assume about the class? Why will your lesson work?*

Ss will be familiar with the context.

Ss will be familiar with some vocabulary.

Personal Aims

To manage my time in an optimal way.

To give clear instructions and good CCQ's.

To give corrective feedback on students' freer practice.

To follow the sequence of the lesson.

Anticipated Problem / *What could go wrong? Think of topics, materials, activities, equipment.*	**Solution** / *How will you solve it?*
USB might not work.	I will upload all of my document in Google Drive.
Laptop might not work.	I will bring my own laptop.
Students might not eager to speak.	I will encourage and scaffold them as much as can.

Stage Name *The name of the stage.*	Stage Aim *Why are you doing this stage?*	Procedure *What will the teacher do? Describe in sufficient detail that another teacher could teach this lesson.*	Materials *What are you planning to use?*	Interaction Pattern *S-S, T-Ss etc.*	Time *Mins per stage.*
Lead-in	To introduce the topic related to context of adverbs of frequency within daily routines.	T shows a video about daily routines (Appendix 1) and ask what's going on in the video.	**Video**	**T-WC S-S**	**5 mins**
Introducing the target language **Focus on ECDW and appropriacy**	To show them the TL. To them teach them meaning, pronunciation and spelling of the TL.	T works on meaning and pronunciation. T uses the variations of drilling such as choral, individual and silent. Last, she shows their written form.	**Exercise prepared by teacher**	**T-WC S-S**	**5 mins**
Controlled practice	To give students an opportunity to practice TL in a controlled way.	T sets the time and divides the students into two parts. She reflects a pyramid of adverbs of frequencies on the board **(Appendix 2)** and asks them to put the adverbs on the correct line **in pairs.** The group which finishes first is going to be the winner. T gives feedback on the board using OHP.	**Exercise prepared by teacher**	**T-WC S-S**	**5 mins**
Freer practice 1	To give Ss a chance to practice their oral fluency in a freer way.	T gives **a board game (Appendix 3)** for each group and asks them to use adverbs of frequencies. T monitors the Ss while they are communicating.	**Exercise prepared by teacher**	**Ss-Ss T-WC**	**10 mins**

Freer practice 2	To give Ss a chance to practice their oral fluency in a freer way.	T divides Ss into groups and give them cards **(Appendix 4)** of imaginary people and asks students to do role playing according to each card given. She scaffolds Ss showing an example.	**Role playing cards**	**T-Ss S-S**	**7 mins**
Freer practice 3	To give Ss a chance to practice their oral fluency in a freer way.	T prepares lots of questions on small cards. Ss in each pairs chooses a card (A or B) and asks the questions about daily routines. While Ss are talking, she monitors them and takes notes of their mistakes and writes them on the boards. She asks the Ss for the correct forms and provide WCFB.	**Discussion cards and students' sentences on the board**	**S-S T-WC**	**7 mins**

Materials

Video Appendix-A

(Appendix-2)

1) Fill the pyramid with the correct adverb.

%100

%90

%70

%50

%30

%10

%0
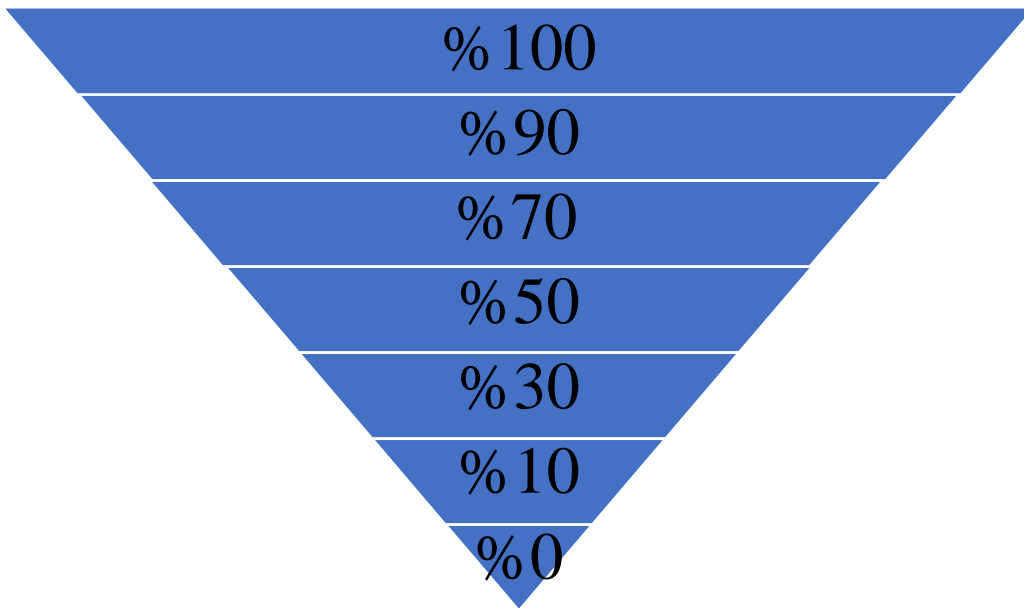
HO1 (Appendix-3)

How often do you...?

LET'S GET STARTED!!

A L W A Y S

HOW OFTEN DO YOU RUN?

...EAT TACOS?

HOW OFTEN DO YOU READ A BOOK?

GO BACK 2

...COOK?

HOW OFTEN DO YOU DO YOUR HOMEWORK?

HOW OFTEN DO YOU SPEAK ENGLISH?

...PLAY GOLF?

HOW OFTEN DO YOU SING?

...PLAY BASKETBALL?

FREE QUESTION

...RIDE A BIKE?

...GO TO THE CHURCH?

...DRIVE A CAR?

HOW OFTEN DO YOU GO TO THE MOVIES?

HOW OFTEN DO YOU GO TO THE SCHOOL?

...WATCH SPORTS PROGRAMMES?

GO BACK 3

...WATCH CARTOONS?

...PLAY SOCCER?

GO BACK TO START

HOW OFTEN DO YOU WATCH DETECTIVE FILMS?

...USE THE CELLPHONE?

... RIDE A HORSE?

FREE QUESTION

...WRITE A LETTER?

HOW OFTEN DO YOU SMILE?

HOW OFTEN DO YOU PLAY VIDEOGAMES?

... USE A COMPUTER?

...GO SHOPPING?

...DRINK BEER?

...SWIM?

...PLAY AN INSTRUMENT?

N E V E R

SOMETIMES

BRAVOOOO!! I MADE IT...

HO2 (Appendix-4)

Jamie

job: pupil

morning:
- gets up – 6:50
- goes to the bathroom
- puts on his clothes
- has breakfast
- goes to school by bus
- has seven lessons a day

afternoon:
- has lunch at school (packed)
- goes home – 3:45
- relaxes for 25 minutes
- does his homework - 4:15-5:15
- goes to the sports centre (plays football)

evening:
- has dinner – 7:00
- watches TV
- cleans his shoes
- brushes his teeth
- goes to bed – 9:30

Melanie

job: pupil

morning:
- gets up – 7:10
- has a shower
- gets dressed
- has breakfast
- makes her bed
- her father drives her to school
- has six lessons a day

afternoon:
- has lunch at school canteen
- goes home – 3:30
- does her homework - 4:00-5:30
- helps her mother with the cooking

evening:
- has dinner – 6:30
- tidies her room
- brushes her teeth
- reads a book
- goes to sleep – 8:30

Victoria

job: shop assistant

morning:
- gets up – 6:00
- feeds her cat
- makes her breakfast
- brushes teeth
- tidies her room
- has breakfast
- leaves to work - 8:15

afternoon:
- finishes work – 5:00
- goes shopping
- has a light dinner at a café
- goes to her aerobics lesson

evening:
- arrives home – 8:00
- calls her friends
- has a shower
- watches TV
- goes to bed – 10:10

Brian

job: security guard

morning:
- arrives home – 7:00
- has breakfast
- has a shower
- goes to sleep

afternoon:
- has lunch – 1:50
- washes up
- reads the newspaper
- does his job around the house
- helps his wife with the housework
- takes the dog for a walk

evening:
- has dinner – 7:15
- has a shower
- goes to work by car
- works all night

Anna

job: retired

morning:
- gets up – 5:30
- washes her face and teeth
- gets dressed
- makes breakfast
- cleans the house
- cooks lunch

afternoon:
- looks after her grandchildren
- prepares dinner for her daughter's family
- knits
- listens to the radio

evening:
- does the laundry
- irons the clothes
- has dinner
- reads magazines
- has a shower
- goes to sleep – 9:15

Mark

job: student

morning:
- gets up – 7:30
- brushes teeth
- washes his face
- makes his breakfast
- has breakfast
- puts on his clothes
- leaves to university – 8:45

afternoon:
- has lunch – 2:00
- finishes his lessons – 6:00
- plays basketball with his friends for an hour

evening:
- arrives home – 7:30
- has dinner
- tidies the flat
- reads a lot for his exams
- has a bath
- goes to bed – 11:20

Jessica

job: student

morning:
- gets up – 5:00
- puts on her clothes
- goes cycling (15 km every morning)
- has a shower
- has breakfast
- goes to university – 7:45

afternoon:
- has lunch in the university canteen
- finishes her lessons – 4:00
- meets her friends
- arrives home – 6:00
- makes dinner

evening:
- studies
- meets her boyfriend
- has a shower
- goes to sleep – 10:15

Paul

job: programmer

morning:
- gets up – 9:30
- has breakfast
- naps a little
- starts working at home – 11:00

afternoon:
- has lunch – 3:15
- gets dressed
- works on his computer
- has some snacks

evening:
- calls his mother
- orders a pizza
- has dinner
- chats with his friends
- has a shower
- goes to sleep – 2:30

You

job:

morning:
- getting up?
- having a wash?
- breakfast?
- going to school/work?

afternoon:
- lunch?
- going home?
- doing your homework?
- sports?
- meetings?
- housework?

evening:
- helping somebody?
- dinner?
- reading?
- watching TV?
- playing?
- going to bed?

HO3 Appendix-5

Discussion card questions

Student A

1. What time do you usually eat lunch?

2. Which TV series do you always watch?

3. What time do you get home?

4. How much time do you spend at the gym? Are you interested in exercising?

5. How do you usually relax in the evenings? What is your favourite activity?

Student B

1. What do you usually have for breakfast?

2. How often do you use public transportation?

3. Are you into coooking? What do you usually cook for dinner?

4. How often do you meet your best friend? Where do you usually see each other?

5. How often do you go for a shopping for clothes? How much do you usually spend on clothes?

Sources:

https://www.eslprintables.com/

https://en.islcollective.com/

https://www.allthingstopics.com/

2. **Grammar Translation Method (GTM) LESSON PLAN**

Teacher	Date	
Zeynep Ekin		
Level	**Length**	**Student #**
A2 Elementary	**40 mins**	**15**

Main Aims

By the end of the lesson, Ss will have improved their reading skills.

Subsidiary Aims

By the end of the lesson, Ss will have the opportunity to learn and memorize vocabulary items

within the text.

Background

Class Profile | *What do you know about the students?*

Ss' proficiency level is between A2 and A2+ which shows that they are basic users of English.

They are able to comprehend words and commonly used terminology in areas of direct relevance

(e.g. very basic personal and family information, shopping, etc.). They can also communicate in

simple and everyday chores that need a direct and easy exchange of information on familiar and

common topics. They can convey aspects of his or her background, immediate environment, and

immediate needs in simple terms.

Assumptions | *What can you assume about the class? Why will your lesson work?*

Background

Sts will be familiar with the context.

Sts will be familiar with some vocabulary.

Personal Aims

To manage my time in an optimal way.

To follow the sequence of the lesson.

Anticipated Problem	*What could go wrong?* *Think of topics, materials, activities, equipment.*	Solution	*How will you solve it?*
Ss may not be familiar with the TL vocabulary.	I will provide translations of the words.
Ss may have problem in understanding reading passages.	I will provide the direct translations.

Background

Stage Name *The name of the stage.*	Stage Aim *Why are you doing this stage?*	Procedure *What will the teacher do? Describe in sufficient detail that another teacher could teach this lesson.*	Materials *What are you planning to use?*	Interaction Pattern *S-S, T-Ss etc.*	Time *Mins per stage.*
Lead-in	To introduce the topic related to daily routines.	T enters the classroom and hands out the reading passage **(Appendix 1)** about daily routines. Each student is called on read a few lines from the passage and translate them into Turkish. T helps the Ss in translation.	*HO1*	**T-Ss**	**10 mins**
Activity 1 True/ False Questions	To check Ss' understanding of the reading passage.	After reading, Ss answer the T/F questions **(Appendix 1)** and T gives the answers at the end of the activity.	*HO1*	**T-Ss**	**5 mins**
Activity 2	To teach new vocabulary items.	T provides a list of adverbs of frequencies in daily routines taken from the first reading passage and Ss translates them into Turkish. If no one knows Turkish equivalent, T gives the answer.	*Whiteboard*	**T-Ss**	**5 mins**
Activity 3	To teach grammar rules of adverbs of frequency and provide writing activity	T writes where to use adverbs of frequency in a sentence on the board and asks students to write their own sentences applying the same rule and write their own daily routines in a short paragraph using adverbs of frequency.	*Whiteboard and Ss' notebooks*	**T-Ss**	**20 mins**
Activity 4	Homework	T asks Ss to translate adverbs of frequency into Turkish and memorize, also read the text and translate it into Turkish until the next class. **(Appendix 2)**	*HO2*	**T-Ss**	

Materials

Amanda's day

Amanda is a TESOL teacher at the City of London School in London. During the weekdays, she **often** gets up at about 8 o'clock. She **rarely** has breakfast in the morning because she doesn't usually feel hungry. She has lunch with her husband and son in the afternoon. After lunch, she **usually** has a shower and gets dressed, and then she **always** takes her daughter to an Art course. She always drives her to the course because her daughter **rarely** uses underground. After driving her to the school, she goes to her office and works until 19:00.

She **occasionally** has dinner at the office. She **often** prepares herself a huge delicious dinner with lots of veggies and fruits. She **never** goes for fast food such as fries or hamburgers. She **always** finishes work at 19:00 and picks up her daughter from her music club. At night, she **rarely** watches television, she prefers reading books instead because she thinks that it is more calming. She **sometimes** listens to music before she goes to bed at about 12:30, but she **never** listens to loud music.

Write TRUE or FALSE

1. Amanda rarely gets up at around eight o'clock.

2. She usually has a shower in the evening.

3. She always drives her daughter the course.

4. She always picks up her daughter after work.

5. She enjoys listening to heavy metal music before she goes to sleep.

6. She always goes to bed at 11 o'clock.

Activity 2/ *Whiteboard*

Translate the words into Turkish

Always:

Usually:

Often:

Sometimes:

Occasionally:

Rarely:

Never:

Grammar rule/ *Whiteboard*

Examples:

1. They **always** go out together.
2. The Lights are **usually** green.
3. You **often** see them best in November or December.

4. It's **rarely** windy.

What do you know about the position of the adverbs?

They generally occur before or between the auxiliary and the main verb, but they always follow the verb to be.

Perfect! Can we use them at the beginning or the end of the sentence?

To highlight, we can use adverbs of frequency at the beginning or at end of a sentence.

At the beginning: usually, often, sometimes and occasionally

At the end: sometimes,often

Examples:

Occasionally I meet her for a coffee.

Sometimes I'm alone.

I don't cook meat very **often**.

Activity 3 / *Whiteboard and notebooks*

Write about your daily routine and use adverbs of frequency in your sentences.

HO2

Homework

1. *Find their translations, memorize their meanings and write them down **five times** for each.*

Frequently:
Seldom:
Normally:
Hardly ever:

Read the text below and translate it into Turkish.

My Daily Routine

Some of my colleagues believe my daily routine is monotonous, but I enjoy it. After my alarm clock wakes me up, I usually get up around at 6:00 or 6:30 a.m. I start by brushing my teeth, shaving, and washing my face. Then I dress up and head downstairs for breakfast with my family. Coffee, cereal, and plenty of fruit are essentials in my diet. That's me and my wife in the photo. Because I dislike driving, I often take the bus to work and get at my office before 8:00 a.m. I never arrive late for work. My favorite time of day is around 5 p.m., when I finish work and return home to see my wife and children. Thomas, who is six years old, and Patrick, who is eight years old, are my two sons. We usually eat dinner together in our dining room at 6:00 p.m., and then I return home to see my wife and kids. We like to watch our favorite TV shows together. We enjoy watching travel shows. However, I do workout in the evenings occasionally to keep myself fit and healthy. This is crucial, in my opinion! Finally, about 9:30 p.m., I go to my bed, read for a few minutes, and then fall asleep. Some people think my daily routine is dull, but on weekends and holidays, I enjoy flying planes... just for fun! It's my favorite pastime.

Sources:

https://learnenglishteens.britishcouncil.org/

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford University.

To my lovely mother, my father and brother,

My love for you is endless

Appendix-C

Turkish and English translation of the survey

Motivasyon ve Tutum Ölçeği

Sevgili öğrenciler,

Bu çalışma akran etkileşimin ortaokul öğrencilerinin İngilizce öğrenmeye karşı motivasyon düzeylerinin belirlemek amacıyla hazırlanmıştır. Lütfen ankete adınızı yazmayınız. Verdiğiniz yanıtlar sadece bilimsel amaçlar için kullanılacaktır. Her soru için (√) işareti ile cevabınızı belirtiniz.

Katılımınız için teşekkür ederim.

 Zeynep Ekin

BÖLÜM A: Kişisel Bilgiler

Lütfen aşağıdaki soruları cevaplayınız.

Yaş:

Öğrenim gördüğünüz sınıf:

☐1. İlkokul ☐ 2. Ortaokul ☐ 3. Lise

Sınıf derecesi:

☐ **5. Sınıf** ☐ **6. Sınıf** ☐ **7. Sınıf** ☐ **8.sınıf**

BÖLÜM B: Motivasyon düzeyiniz: Bu bölümdeki soruları cevaplarken mevcut düşüncelerinizi dikkate alınız. Her cümle için **Kesinlikle katılmıyorum, Katılmıyorum, Kısmen katılıyorum, Katılıyorum, Tamamen katılıyorum** seçeneklerinden birini **X** ile işaretleyiniz. Lütfen her bir soru için tek cevap veriniz.

II. BÖLÜM - MOTİVASYON ve TUTUM ÖLÇEĞİ

Aşağıda verilen ifadeleri okuduktan sonra sizin için EN UYGUN olan seçeneği işaretleyiniz. Seçenekler şu şekilde sıralanmaktadır.

1- Kesinlikle katılmıyorum
2- Katılmıyorum
3- Kısmen katılıyorum
4- Katılıyorum
5- Kesinlikle katılıyorum

Madde No		Kesinlikle Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1.	İngilizce öğrenmek önemlidir çünkü İngilizce bilirsem diğer insanlar bana daha fazla saygı duyarlar.					
2.	İngilizceyi mümkün olduğunca daha iyi öğrenmeye çalışıyorum.					
3.	İngilizceden nefret ediyorum.					
4.	Bence İngilizce öğrenmek sıkıcıdır.					
5.	İngilizceyi her yönüyle öğrenmek istiyorum.					
6.	Keşke İngilizceyi daha akıcı konuşabilsem.					
7.	Gördüğüm ve duyduğum İngilizce ifadelerin tümünü anlamaya gayret ederim.					
8.	İngilizce öğretmenimden ödevlerimi geri aldığımda onları kontrol etmek istemem.					
9.	İngilizce öğrenmek önemlidir çünkü ileride kariyerim için gereklidir.					
10.	İngilizce öğrenmek gerçekten güzel bir şeydir.					
11.	İngilizceyi mümkün olan en iyi şekilde öğrenmek istiyorum.					
12.	İngilizce öğrenmek zaman kaybıdır.					
13.	İngilizce öğrenmek için önceden sahip olduğum isteklerim yok oldu.					
14.	İngilizce öğretmenlerim bir şeyi açıkladıklarında anlamazsam dikkatim dağılır ve dinlememeye başlarım.					
15.	İngilizce öğrenmek hayatımda önemli bir hedef değildir.					

16.	İngilizce öğrenmek önemlidir bu sayede daha eğitimli bir kişi olurum.					
17.	Bana kalsa bütün zamanımı İngilizce öğrenmeye ayırırım.					
18.	Mümkün olduğunca daha fazla İngilizce öğrenmeyi istiyorum.					
19.	Hemen hemen her gün İngilizce çalışarak bu konuda güncel kalırım.					
20.	İngilizce dışında diğer derslere/konulara daha fazla zaman ayırmayı tercih ederim.					
21.	İngilizce çalışırken dikkat dağıtan şeyleri görmezden gelirim ve işime odaklanırım.					
22.	Dürüst olmak gerekirse İngilizce öğrenmeye karşı gerçekten bir isteğim yok.					
23.	İngilizce dersimde bir şeyi anlamadığımda her zaman öğretmenimden yardım isterim.					
24.	İngilizce ödevlerimi mümkün olduğunca ertelerim.					
25.	Bazen hazırlık sınıfını bırakmayı hayal ederim.					
26.	İngilizce öğrenmek önemlidir çünkü iyi bir iş bulmak için gereklidir.					
27.	İngilizce öğrenmeyi gerçekten seviyorum.					
28.	İngilizce öğrenmek için gerçekten çok çaba harcıyorum.					
29.	İngilizce dersinde bana verilen geribildirimlere pek dikkat etmem.					
30.	İngilizce, öğrenim hayatımın önemli bir bölümünü oluşturur.					
31.	İngilizcenin daha karmaşık yönlerini anlamaya çalışmam.					
32.	İngilizce öğrenmek hoşuma gidiyor.					
33.	İngilizcenin temellerinden daha fazlasını öğrenmek için çok istek duymuyorum.					
34.	Hazırlık sınıfını bitirdiğim zaman İngilizce çalışmayı bırakacağım çünkü İngilizceye karşı bir ilgi duymuyorum.					

English translation of the survey

		Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
1	Studying English is important because other people will respect me more if I know English.					
2	I plan to learn as much English as possible.					
3	I hate English.					
4	I think that learning English is dull.					
5	I have a strong desire to know all aspects of English.					
6	I wish I were fluent in English.					
7	I make a point of trying to understand all the English I see and hear.					
8	I don't bother checking my assignments when I get them back from my English teacher.					
9	Studying English is important because I will need it for my career.					
10	Learning English is really great.					
11	I want to learn English so well that it will become natural to me.					
12	Learning English is a waste of time.					
13	I'm losing any desire I ever had to know English.					
14	I tend to give up and not pay attention when I don't understand my English teacher's explanation of something.					
15	Knowing English isn't really an important goal in my life.					
16	Studying English is important because it will make me more educated.					
17	If it were up to me, I would spend all of my time learning English.					
18	I would like to learn as much English as possible.					
19	I keep up to date with English by working on it almost every day.					
20	I would rather spend my time on subjects other than English.					
21	When I am studying English, I ignore distractions and pay attention to my task.					
22	To be honest, I really have no desire to learn English.					
23	When I have a problem understanding something in my English class, I always ask my teacher for help.					
24	I put off my English homework as much as possible.					
25	I sometimes daydream about dropping English.					
26	Studying English is important because it will be useful in getting a good job.					
27	I really enjoy learning English.					
28	I really work hard to learn English.					
29	I don't pay much attention to the feedback I receive in my English class.					
30	English is a very important part of the school programme.					
31	I can't be bothered trying to understand the more complex aspects of English.					
32	I love learning English.					
33	I haven't any great wish to learn more than the basics of English.					
34	When I leave school, I will give up the study of English because I am not interested in it.					

Appendix-D

Interview Schedule		
7 Mar 2022	Student 1 12:50-13:10	Teacher 1 13:10-13:20
8 Mar 2022	Student 2 12:50-13:10	Teacher 2 13:10-13:20
9 Mar 2022	Student 3 12:50-13:10	Teacher 3 13:10-13:20
10 Mar 2022	Student 4 12:50-13:10	Teacher 4 13:10-13:20

Appendix-E

The students' interview questions

Sevgili öğrenciler,

Bu çalışma akran etkileşimin ortaokul öğrencilerinin İngilizce öğrenmeye karşı motivasyon düzeyine olan etkisini belirlemek amacıyla hazırlanmıştır. Bu kısım ses kaydı yapılacak bölümden oluşmaktadır. Bu mülakatta verdiğin yanıtlar sadece bilimsel amaçlar için kullanılacaktır. Sorular doğru ya da yanlış bir cevabı yoktur.

Katılımınız için teşekkür ederim.

Zeynep Ekin

BÖLÜM A: Kişisel Bilgiler

Lütfen aşağıdaki soruları cevaplayınız.

Yaş:

Öğrenim gördüğünüz sınıf:

†1. İlkokul †2.Ortaokul†3. Lise

Sınıf derecesi:

†5. Sınıf†6. Sınıf †7. Sınıf †8.sınıf

BÖLÜM B: Yarı- yapılandırılmış mülakat soruları

1. Hangi konuşma etkinliğini diğerlerinden daha ilgi çekici buldun?

2. Konuşma etkinliklerindeki hangi özellik İngilizcen geliştirmene yardımcı olur?

3. Grup arkadaşından yeni bir şey öğrendin mi? (Yeni kelime, telaffuz, dil bilgisi kuralı)

4. Aktiviteler daha iyi konuşmana yardımcı oldu mu?

Tranlations of the semi-structured interview questions

1. Which speaking activity did you find more interesting than the others?

2. What specific thing of each speaking activity help you improve your English?

3. When you are working with your partner did you learn anything from your partner? (new vocab, pronunciation, grammar)

4. Did activities help you to speak better?

1. The teachers' interview questions

Değerli öğretmenler,

Bu kısım ses kaydının alınacağı ve daha sonra yazıya geçirileceği bir bölümden oluşmaktadır. Aşağıdaki maddeler, seçilen iletişimsel dil öğretim etkinliklerinin (rol yapma, tartışma, masa oyunları) öğrencilerin öğrenci motivasyonu üzerindeki etkisine ve bu etkinliklerin uygulanması sırasında ne tür zorluklarla karşılaştığınıza ilişkin öğretmen görüşlerini almayı amaçlamaktadır. Bu mülakatta vereceğiniz cevaplar sadece bilimsel amaçlarla kullanılacaktır. Soruların doğru veya yanlış cevabı yoktur.

Katıldığınız için teşekkürler.

BÖLÜM A: Kişisel Bilgiler

Lütfen aşağıdaki soruları cevaplayınız.

Deneyim: ▢ 1-5 yıl | ▢ 5-10 yıl | ▢ 10-15 yıl | ▢ 15+ yıl

Çalıştığı yer: ▢ İlkokul ▢ Ortaokul ▢ Lise

BÖLÜM B: Yarı-yapılandırılmış mülakat soruları

1. Size göre hangi konuşma etkinliğini tasarlamak ve uygulamak daha zordur?

2. Size göre hangi konuşma etkinliği öğrenci için daha ilgi çekici?

3. Öğrenciler etkinlikler esnasında İngilizcenin özellikle hangi birleşenlerini öğreniyor? (dil bilgisi, yeni kelime, telaffuz?)

4. Size etkileşimsel aktivitelerin hazırlanması ve uygulanması dil-bilgisi çeviri yöntemine dayalı etkinliklerin hazırlanmasından daha mı zor?

Dear colleagues,

This part consists of a section that will be voice recorded and then transcribed. The following items aim to find out teachers' opinions on the impact of selected communicative language teaching activities (role-plays, discussions, board games) on students' learner motivation and what kind of difficulties they face during the implementation of these activities. Your answers in this interview will be used for scientific purposes only. Questions do not have a right or wrong answer.

Thank you for your participation.

Zeynep Ekin

PART: A Personal Background

Experience in teaching: □ 1-5 years | □ 5-10 years | □ 10-15 years | □ 15+ years

Working at □ Primary □ Middle □ Secondary

PART B: *Semi-structred interview questions*

1. Which speaking activity type is more difficult to implement and prepare?

2. Which speaking activity do you think is more engaging for students?

3. What specific components of English do students learn from each other? (grammar, vocab or pronunciation?)

4. Do you think the preparation and implementation of CLT activities is more difficult than activities based on the Grammar- Translation Method?

Appendix-F

Survey use permission

Zeynep Ekin 13:33 (57 dakika önce)
Saygıdeğer Özcan hocam, İsmim Zeynep Ekin. Hacettepe Üniversitesi ELT bölümünde tezli yüksek lisans öğrencisiyim. " Akran etkileşimin ortaokul öğrenci motivasy

Özcan DOĞAN 13:50 (40 dakika önce)
Alıcı: ben ▾

Merhabalar,

Tezi yök tez merkezinden indirebilirsiniz. Ama sorun yaşarsanız tekrar haberleşelim. Ölçeği kullanmanızda bir sakınca yoktur.

Çalışmalarınızda başarılar dilerim.

İsmim Zeynep Ekin. Hacettepe Üniversitesi ELT bölümünde tezli yüksek lisans öğrencisiyim. " Akran etkileşimin ortaokul öğrenci motivasyonuna etkisi " adlı tez çalışmamda, Motivasyon ve Tutum Ölçeğinin (AMTB) ölçeğinin tarafınızdan 34 alt boyutta 5 li Likert tipi olarak adapt edilmiş versiyonunu izninizle kullanmak isterim. Aynı zamanda ölçeğin İngilizce orijinalini bulmak konusunda zorlanıyorum, ve yayınlanmamış tezinizi okumak istiyorum ancak bulamıyorum. Yardımcı olabilirseniz çok sevinirim.

Saygılarımla,

Zeynep EKIN

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ÖZCAN DOĞAN
Eskişehir Osmangazi Üniversitesi   Eskişehir Osmangazi University
Yabancı Diller Yüksekokulu   School of Foreign Languages
ESKİŞEHİR   ESKISEHIR/TURKEY

Appendix-G: Ethics Committee Approval

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00001950398   3.01.2022
Konu : Zeynep EKİN (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 11.12.2021 tarihli ve E-51944218-300-00001913947 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans programı öğrencilerinden **Zeynep EKİN**'in **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü **"Akran Etkileşiminin Ortaokul Öğrencilerinin Öğrenme Motivasyonu üzerine Etkisi"** başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **28 Aralık 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

Appendix -H: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(12) /(08)/(2022)

Zeynep Ekin

Appendix -I: Thesis/Dissertation Originality Report

05/07//2022

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: THE INFLUENCE OF PEER-INTERACTION ON MIDDLE SCHOOL STUDENTS' LEARNING MOTIVATION

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
06/06 /2022 08:20PM	87	101768	05/07 /2022	9%	1851689695

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Signature:

Name Lastname: Zeynep Ekin

Student No.: N20130312

Department: Foreign Languages Education

Program: Master of Arts in English Language Education

Status: Masters

ADVISOR APPROVAL

APPROVED

Prof Dr İsmail Hakkı Mirici

Appendix -J: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

o   Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

o   Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. [2]

o   Tezimle ilgili gizlilik kararı verilmiştir. [3]

12/08/2022

Zeynep EKİN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

[1]   *Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

[2]   *Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

[3]   *Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

**Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*