

Yabancı Dil Eğitiminde Özel Amaçlar için Geliştirilen Materyallerin Psikoloji Öğrencilerinin Motivasyon ve Tutumuna Etkisi

The Effects of Developed ESP Materials on Psychology Students' Motivation and Attitudes in Foreign Language Teaching

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ABSTRACT

The current research aims to explore the psychology students' motivation and attitudes toward using developed English for Specific Purposes (ESP) materials in English as a Foreign Language (EFL) context. A mixed method study was conducted with 60 pupils from the Psychology Department taking a 'General English' course. Treatment lasted for 12 weeks. As the data collection tools, the "Motivation Questionnaire for Learning English" and Interview Questions were used. Data tools were administered both at the beginning and end of the study. Quantitative data were analyzed through the SPSS program. Wilcoxon Signed Rank Test was used to measure the significance of instruction. Qualitative data, obtained from the semi-structured interview, were analyzed through thematic content analysis. As the findings of the research indicated after the use of the ESP material, the motivation of the students towards learning English increased and participants developed positive attitudes toward the developed material as well as learning English.

Keywords: English for specific purposes, foreign language teaching, material development, motivation.

ÖZ

Bu çalışma, psikoloji öğrencileri için geliştirilmiş özel amaçlı İngilizce materyallerinin Yabancı dil olarak İngilizce öğretimi bağlamında kullanımına yönelik motivasyonlarını ve tutumlarını araştırmayı amaçlamaktadır. Psikoloji bölümü'nden 'Genel İngilizce' dersini alan 60 öğrenciyle karma yöntemli bir çalışma yapılmıştır. Uygulama 12 hafta sürmüştür. Veri toplama aracı olarak "İngilizce Öğrenmede Motivasyon Anketi" ve Görüşme Soruları kullanılmıştır. Veri araçları çalışmanın hem başında hem de sonunda ön ve son anket ve görüşme olarak uygulanmıştır. Nicel veriler SPSS programı aracılığıyla analiz edilmiştir. Öğretimin etkililiğini ölçmek için Wilcoxon Signed Ranked Test kullanılmıştır. Yarı yapılandırılmış görüşmelerden elde edilen nitel veriler tematik içerik analizi yoluyla incelenmiştir. Araştırmanın bulguları, geliştirilen ESP materyalinin kullanımı sonrasında öğrencilerin İngilizce öğrenmeye yönelik motivasyonlarının arttığını ve katılımcıların İngilizce öğrenmeye olduğu kadar geliştirilen materyale karşı da olumlu tutum geliştirdiklerini göstermiştir.

Anahtar Kelimeler: Materyal geliştirme, motivasyon, özel amaçlı İngilizce, yabancı dil öğretimi.

INTRODUCTION

The efficiency of foreign language education in the context of Turkish education is a phenomenon that is constantly being discussed. During 10 years, approximately 700-800 hours of foreign language teaching have been provided in schools in Türkiye, together with university education. Despite the considerable amount of time and effort invested, the outcomes achieved in foreign language instruction fall significantly short of the intended level of achievement (Tarcan, 2004). The interests, needs, and readiness levels of individuals are not considered in foreign language education in Türkiye. The attitude of the Turkish education system, which emphasizes grammar and receptive skills in language teaching, unfortunately sometimes results in students not being able to start production, and as a result, the knowledge learned is not permanent. As a solution to this issue, Baskan (2006) argues that foreign language programs should be prepared by focusing on different skills in line with the individual conditions and needs of individuals. In this sense, the special interests of students should be considered in foreign language teaching. It is vital for students to possess an understanding of the rationale behind acquiring proficiency in a foreign language. Students should be provided with environments where they can use what they have learned and establish social and professional relationships. Thus, individuals can realize that a foreign language is a tool, not a goal (Ozdemir, 2006).

English for Specific Purposes (ESP) emerges in response to technological advancements, economic growth, and other domains in which English is selected as the international language of instruction in order to teach knowledge on those subjects. With respect to the substantial roles that ESP plays in academic and professional contexts, the curriculum must be precisely structured to align with the specific language requirements of students in their academic or professional environments (Sampelolo et al., 2023). ESP development is motivated by three primary factors: the requirements of an innovative and challenging world, a paradigm shift in the field of linguistics, and an emphasis on the needs and interests of learners. Hence, the context of ESP instruction is influenced by the varying English-learning requirements of individuals. The material utilized in the classroom, which serves as a component of the curriculum by describing exercises and techniques, should reflect the orientation of the language program. Aligned with this, ESP materials need to adapt to the academic disciplines of the students by presenting practical exercises that require language proficiency, cultural awareness, and other pertinent aptitudes essential for comprehending the texts (Pranoto & Suprayogi, 2020).

In this study, based on the assumption that knowledge is not permanent in the existing language learning process, current material was developed in order not only to recall but also to produce information and to ensure that critical thinking processes support learning more. Although both productive and receptive skills were addressed, greater emphasis was focused on the development of productive skills. In the process of material preparation, taking into account the fact that students have a low level of English but are individuals at the university level, care was taken to ensure that the material increases their motivation and meets their field needs. The new material, whose contents and reading texts are relevant to the students' departments, and that they can easily use in their future professional lives, were selected and developed from current, curious, and enjoyable topics, and easily used in the English lessons of the psychology department students as well as the other social departments' thanks to the topics that appeal to various fields. In this study, before starting to develop material for Professional English, various needs inventories were determined, and the "Material Development" process was continued in light of the data obtained from them. In this context, alternative material development gains importance in contexts where effective and permanent learning does not occur. The materials were redesigned considering the suitability of the course materials for the students and the readiness level of the students. Considerable effort was made to ensure that the exercises, skills, and reading passages included in the materials align with the student's age, cognitive abilities, prior experiences, and other relevant traits, as well as their language proficiency and personal interests.

The current research seeks answer for the following research question: "What is the effect of developed ESP materials on the psychology students' attitudes towards Learning English and in what ways do ESP materials influence psychology students' attitudes toward Learning English?"

1.1. The Significance of Material Development in Teaching English

One of the fundamental elements in the field of English language instruction is the pedagogical resources specifically designed for the purpose of teaching English. Material development is a challenging and important process. Material development allows effective learning through texts and activities according to the student's level. While developing the material, it is important to follow the schedule of local and international events and add relevant and interesting topics to the events and materials (Lucas et al., 2018). Within the realm of English Language Teaching (ELT), the utilization of efficacious instructional resources has a significant position. Preferring only the textbook as a material will not be sufficient for an effective and efficient foreign language teaching process. In contemporary times, a diverse array of materials is employed in the pedagogy of foreign language instruction. These materials contribute to students' learning more effectively by supporting teaching in written, oral, or visual terms. Additional resources and materials used in foreign language teaching activate more than one sense of the students. In this way, it enables them to learn more effectively and prevents them from forgetting easily. According to Hall (2011), appropriately developed coursebooks offer many advantages for both instructors and students, including providing language input and exposure for learners, providing appealing and encouraging content that is designed with the process of administering appropriate and reasonable methods, designing a progress report to allow practice both inside and outside of the class, as well as reducing the amount of preparation time needed by teachers.

The adequacy of the current materials in meeting the pupils' demands is a subject of contention. The most significant obstacle and problem with the available materials, especially those produced for English language education around the world, is that they are comprehensive and not intended for any student group or any cultural or educational content or context (Garton & Graves, 2014). Another issue that Ahmed (2017) considers important in material development is the personal needs of students. English classes vary in terms of student differences. English textbooks may not always be designed to meet the needs, interests, and experiences of every student in every classroom. In this context, it is important to develop materials according to the personal needs of each student. Richards (2001) claims that existing textbooks can only be used with some kind of adaptations to make them more appropriate for the specific setting. Existing materials should be developed to supply the students' needs according to their teaching and learning objectives. In this context, producing effective course content requires the development of effective course materials.

1.2. The Importance of ESP Materials

ESP holds significant value within the realm of higher education. It is imperative for university students to adequately equip themselves in order to thrive as productive contributors to the international labour market. The educational strategy employed in the instruction of ESP is characterized by prioritizing the learner, highlighting the responsibility of ESP practitioners to assess the disparity between students' current abilities and desired skills (Belcher, 2012). The use of appropriate and well-designed materials is critical in ESP training. In her thesis, Emilianti (2013) conducted a study that revealed the advantages associated with the utilization of ESP materials. The findings indicated that the use of such materials facilitated students in locating authentic resources, while also potentially enhancing their motivation to engage in ESP learning. Considering this finding, instructors are strongly advised to seek out extra materials on the Internet to supplement the given material. As a result, such learning materials that are truly suited to the needs of the students are not always available.

According to Tomlinson (2011), various types of learners require different sorts of material. Materials must adhere to concepts, criteria, and methods that are unique to the target learners and the situations in which they learn. In the first stages, it is imperative for educators to possess a comprehensive understanding of the syllabus that will be employed in the instructional and educational process, as they engage in the design or selection of resources for ESP. The meticulous consideration of syllabus criteria is imperative due to the utilization of syllabus content as instructional resources in the teaching and learning endeavor. According to Ibrahim (2010), it is

recommended that curriculum developers and educators consider three interrelated components of ESP: the linguistic features to be taught and used, the learners themselves, and the contextual contexts in which these two aspects interact. Consequently, it may be necessary for the instructor to assume a facilitative role in students' educational experiences, prioritizing the facilitation of learning over the delivery of traditional lectures. (Basturkmen, 2022; Mostafavi et al., 2021). Teachers may choose resources from several available sources if they fulfill the teaching and learning objectives. According to Tomlinson (2003), teachers should ideally consider certain issues while designing ESP material. It is imperative for educators to possess a comprehensive understanding of the fundamental concepts underlying the process of material growth. The influence of instructional materials on students is significant, as they play a crucial role in fostering a conducive learning environment. These materials should aim to create a sense of comfort and ease among learners, enabling them to develop a sense of self-assurance. Moreover, instructional materials should be designed in a manner that promotes learner autonomy, both in terms of requirement and facilitation. By exposing learners to language in authentic contexts, these materials contribute to their linguistic development. Additionally, they should provide ample opportunities for learners to actively engage with and utilize the target language.

Another consideration in generating ESP materials is the material's authenticity. Teachers might consider employing authentic, real-life resources that represent the target audience's specialism. Due to their underlying knowledge, learners who are deficient in the English language will be able to at least talk. The utilization of real-life materials in the classroom setting has the potential to enhance learners' overall satisfaction and ease of learning. This is mostly attributed to the familiarity and comfort that students have when engaging with materials that closely resemble those encountered in their daily lives. It is imperative to ensure congruence between language proficiency and subject matter comprehension when designing instructional materials. Learners tend to exhibit higher levels of engagement when they are immersed in their immediate surroundings and jobs. The incorporation of pragmatic considerations within the professional context forms the essential foundation for the creation of instructional resources and alternative methods of evaluation. In addition, similar to instructors of General English, teachers of ESP should assist learners in efficiently acquiring and utilizing the target language. Rather than employing conventional approaches to ESP instruction for grammar and vocabulary, it is suggested that ESP educators should focus on fostering learners' communicative skills within professional and academic contexts (Cheng & Mok, 2008; Kithulgoda & Mendis, 2020; Taillefer, 2007). In relation to second language pedagogy, it is imperative that classroom instruction encompasses various elements. These include the teaching of grammar, the correction and assessment of errors, the utilization of the target language, the consideration of cross-cultural aspects, the incorporation of technological tools, and the implementation of communicative language teaching methodologies (Brown, 2009; Levine, 2003).

1.3. The Significance of Motivation in English Language Teaching

Motivation can be conceptualized as the amalgamation of both an individual's active endeavour and their intrinsic drive to attain the objective of language acquisition, together with positive dispositions towards the process of language learning. The motivation to attain proficiency in a second language is related to the degree to which an individual actively participates in endeavors to acquire knowledge of the language driven by personal inclination, as well as the gratification derived from such endeavours (Alizadeh, 2016). Motivation serves as a catalyst for learners, offering them a sense of purpose and guidance to pursue. Hence, it plays a pivotal role in the acquisition of linguistic skills. Riyanti (2019) stated that being motivated for a lesson facilitates learning, and increases students' attendance rate. In other words, it can be said that success comes as a result of being well-motivated. The interest of a motivated student can enable him/her to be more curious about the education process, to be more interested in the lesson, to actively participate in the course content, and to enable the students to pass the education process more efficiently (Umida et al., 2020).

Liu (2015) listed the problems that students encounter in foreign language learning under several headings. First, the fact that the topics covered in the course content are not of a quality to attract the attention of the students and that the learners are not at a level to express ideas about the

subject poses a problem. A second problem is that students are afraid of making mistakes and do not want to be criticized and corrected. To overcome this problem, students can be made aware of their mistakes indirectly, and students can correct each other's mistakes with group activities that require cooperation. Next, teachers can have an impact on student motivation; because of this fact, instructors should agree on the importance of motivation in foreign language teaching, identify the positive and negative factors that affect students' motivation, adopt student-centered approaches, and adapt these approaches to their lessons. They should also be sensitive to the interests, needs, and levels of their students. Today, both the scope of information and technological developments are changing and spreading rapidly. These formations naturally affect the learning-teaching styles. This situation pushes educators to seek new theories, ways of application, and course materials to motivate students to the lesson (Khansir & Dehkordi, 2017). In this sense, it is possible to say that using ESP materials in EFL courses is one of the new innovative applications to boost students' motivation.

1.4. Previous Studies

For many years, material development was surprisingly neglected in the field of applied education. In other words, it didn't get as much attention as material adaptation. There are several reasons why material development, especially in ESP, is not preferred by many EFL instructors, including a lack of pedagogical content knowledge among EFL teachers as well as a tendency to use textbooks. The implementation of English language teaching encounters several challenges pertaining to the instructors' role in delivering English for ESP instruction. These challenges encompass issues such as substandard lectures and textbooks, inadequate teacher qualifications and instructional approaches, as well as the absence of a comprehensive theoretical framework for ESP pedagogy (Fitria, 2020).

There is a quite limited amount of study in which the effects of material adaptation or development specifically on ESP are explored. In a recent investigation conducted by Marcu (2020), an examination was undertaken to analyze the techniques and resources employed in the development of ESP curricula. The main aim of the study was to ascertain the efficacy of these approaches when implemented within the context of English instruction focused specifically on the manufacturing industry. In a similar vein, Klimavo (2015) undertook a study aimed at facilitating the academic achievements of students pursuing international studies, wherein teachers specializing in ESP strive to meet their linguistic requirements. Despite the availability of several ESP textbooks, it should be noted that many of these resources may not adequately meet the specific requirements of students. This limitation arises from the intricate nature of the topics covered and the grammatical patterns employed in these textbooks. In addition to this, In their study, Boyacı and Guner (2018) performed research to investigate the potential impacts of utilizing authentic materials on the enhancement of reading comprehension, writing skills, and motivation in language courses. The study's findings indicated that the incorporation of authentic task-based materials in the Turkish language curriculum yielded positive effects on students' reading comprehension, writing skills, and motivation to write. Similarly, Sari and Atmanegara's (2018) study examined the effect of developed ESP reading materials for accounting students. Its goal was to determine what type of ESP reading materials ought to be developed in order to improve the reading proficiency of accounting students. According to the questionnaire findings, the proficiency of students' reading comprehension has a relation with the text written in their specific field. Stated differently, the ESP reading materials that were developed for this study had the potential to improve the pupils' reading abilities.

In addition to the effectiveness of ESP materials on students' learning, some studies have been conducted on what features a well-designed ESP material should have. In their study, Korkmaz & Korkmaz (2020) explored ELT teachers' experiences in materials evaluation, adaptation, and creation. They advocated for a multi-syllabus and communicative approach, questioning traditional materials design. As the participants suggested an effective ELT unit should include warm-up sessions, skill integration, communicative activities, vocabulary, and pronunciation parts. Lastly, according to Michel & Kouadio's (2018) research, educators ought to go from adopting materials to developing them. Additionally, based on elements pertaining to students (age, learning style, hobbies, etc.), teachers (needs and preferences), and the teaching-learning environment, educators should be able to

create textbooks that are tailored to their particular circumstances. The method involves reimagining textbooks through creativity while adhering to a methodical and logical decision-making procedure that begins with textbook assessment. In addition to these, the needs of Chinese engineering undergraduates in the ESP course were investigated in a study by Gu et al. (2019), who also addressed how to adapt ESP teaching strategies and provide instructional materials accordingly. Researchers found that the students preferred more interactive video/audio materials and practitioners of ESP must take various needs and preferences into account when creating a variety of tasks for their students.

There are several reasons why material development and studies on material development (as well as adaptation) are neglected. Below are some studies indicating these reasons in detail. By modifying ELT materials and evaluating their efficacy before taking action, Fikremariam's (2020) study investigated topics that improve students' learning. A questionnaire was created, observations were made, and document analysis was done to carry out the study. Research indicated that teachers are not motivated or interested in creating and choosing language resources that closely align with the goals of the teaching program, the needs of the students, and the curriculum. Hanifa and Yusra's (2023) study on teachers' material adaptation in teaching strategies revealed issues like lack of sharing sessions, inappropriate difficulty levels, inaccessible materials, fear of irrelevant information, time constraints, lack of professional training, uncooperative behavior, and low competences.

Taking the literature into consideration, there are limited but some studies on the usage of adapted, adopted, or developed materials in several EFL teaching contexts, but not many, especially for using developed materials for English for Psychology in a university setting (Augusto-Navarro, 2015; Boyacı & Guner, 2018; Fitria, 2020; Klimavo, 2015; Marcu, 2020; Shabudina et al., 2014). Hence, taking this into account, the present study should prove to be particularly valuable, especially in the context of EFL settings as well as ESP. Furthermore, it provides additional evidence concerning material development in the EFL setting since, as mentioned previously, material development was surprisingly neglected in the field of applied education or did not get the deserved attention by instructors due to several reasons, such as a lack of pedagogical content knowledge of EFL teachers (Fitria, 2020) or a tendency to use textbooks (Arnold, 2013; Nie et al., 2013; O'Neill, 1982).

All in all, it can be said that the current research both validates prior research findings and provides supplementary empirical support that suggests the importance and effects of ESP material development on psychology students' motivation and attitudes in the EFL context of Turkish higher education. Hence, the current research is thought to be beneficial and effective in filling the gap in the field of ELT regarding English for psychology.

METHODOLOGY

2.1. Participants and Context

Data for the current research were collected during the 2021- 2022 Fall and Spring Semester. There were 60 participants in the study. Participants are the students in the Department of Psychology at a university in the eastern part of Türkiye. The implementation was conducted in 'General English' courses. The course duration was three hours a week. It was a compulsory course that lasted for two terms. Students were considered pre-intermediate (A2) in terms of language proficiency. Their skill level indicates that, in addition to speaking in straightforward and ordinary duties, they are also able to comprehend commonly used terms and sentences (Council of Europe, 2020).

2.2. Data Collection Tools

As data collection tools, two types of instruments were used for the current study. These are "Motivation Questionnaire for Learning English" and "Semi Structured Interview Questions for Psychology Students' Motivation for Professional English and Using ESP Materials". Data tools were administered both at the beginning and end of the study as a pre-and post-questionnaire and interview (See Appendix A, B). A detailed description of the data collection tools is below.

2.2.1. Motivation Questionnaire for Learning English

It is a questionnaire with 15 items that aims to measure the learners' motivation toward learning English. The questionnaire was adopted from Karcı and Gundogdu (2018). The reliability and validity of the questionnaire were measured by statistical tests in the study of Karcı and Gundogdu, (2018). As a result of confirmatory factor analysis, since fit index values are χ^2/df ratio 1/2, RMSEA=.06, GFI=.90, AGFI=.86, CFI=.96, NNFI=.95, RMR=.05 and SRMR=.06, the structure of the scale is valid. Cronbach Alpha reliability of the whole scale coefficient was determined as .849. The reliability of the questionnaire was re-measured. The value of the Cronbach Alpha correlation coefficient is satisfactory for the pre-questionnaire ($r=.98$) and for the post-questionnaire ($r=.98$). Table 1 shows the reliability statistics of the questionnaire.

Table 1

Reliability Statistics

Pre Test Cronbach' s Alpha	N of Item	Post Test Cronbach' s Alpha	N of Item
.985	15	.983	15

2.2.2. Semi-structured Interview Questions

In this study, focus group interviewing was preferred since it is intended to extract opinions, details, viewpoints, attitudes, and ideas from a group of participants who have all personally experienced the phenomenon being studied (Kelly, 2003). The semi-structured interview has two phases: the pre-semi-structured interview and the post-semi-structured interview. Interview questions for psychology students' motivation toward professional English and ESP material consist of several items regarding different themes, such as their general attitude towards the English lesson, evaluating the course materials in general, and evaluating the materials being related to their departments. To assess the reliability of the interview, an inter-coder reliability analysis was conducted using the Kappa statistic. This analysis aimed to evaluate the consistency between two coders who independently coded the data (Landis & Koch, 1977). The inter-coder reliability of the first 10 codes of the interview data yielded a Kappa coefficient of 0.85 ($p<.001$), indicating a statistically significant and substantial level of agreement between the two coders (Viera & Garrett, 2005). Qualitatively, the interview analysis was supported by using standard coding, triangulation, and member checking.

2.3. Data Collection Procedure

The present study employed a mixed-method research design, incorporating both quantitative and qualitative data gathering and analytic methodologies. The reason why a mixed method was employed is to integrate quantitative and qualitative methodologies in order to tackle the study in the most effective manner, to enable the researcher to draw more confident conclusions, inferences, or assertions that form its findings and to increase the trustworthiness of the study (Berman, 2008; Caruth, 2013; Creswell & Plano Clark, 2011; Tashakkori & Teddlie, 2009).

Treatment lasted 12 weeks. English courses were taught to students through developed ESP materials during this period by the authors. The developed material called "English for Psychology Students" consists of twenty units, including grammar, reading, speaking, and writing sections. In each unit, a different target grammatical subject was covered. It was aimed to teach the target grammar topics in an inductive way and with meaningful activities.

2.3.1. Phase 1: Preparation of the ESP materials

The material was prepared based on gamification progressive and holistic learning principles. Game-based learning (GBL), which is a significant student-centered approach, has a good potential in teaching the EFL process (Bado & Franklin, 2014). The significance of including games in cognitive development is underscored through an examination of Lev Vygotsky's theory of cognitive development. In accordance with language skills and teaching literacy through play, especially in EFL

classes. The basic idea is that when a student masters the game, he masters the skills and knowledge (Ghazal, 2016). GBL is not meant to use color graphics, videos, or PowerPoint presentations. The student should not be a passive recipient of the information or be aware of the consequences of their actions. If engaged as an active participant and not a passive receiver, the student will likely learn the most and enjoy the most (Resnik, 2004). The benefits of game-based learning can be enumerated as follows.: it encourages student-centered pedagogy, provides interaction, provides motivation, encourages creativity, and gives empathy and social skills.

In the reading section, attention was paid to the fact that selected reading passages were relevant to the student's fields and included the relevant target authentic grammar materials. In the writing and speaking sections, enjoyable and collaborative activities that improve the communicative skills of the students were prepared. In the functional language units in the material, the subjects that students can use in their daily lives are explained with pair and group activities. Besides, at the end of each unit, a word puzzle was designed so that target words can be learned easily. Finally, humour elements such as rhyme, tongue twister, and quotes were added to each unit in order to enable students to learn while having fun (See, Appendix C). As Trabelsi (2016) stated authenticity can be defined as the combined phases of a native speaker-based real communication, and the learner's needs and interests' perspective. Similarly, authenticity is categorized as content-based; in which students are required to participate for the sake of meaningful purposes, and real interaction-based outside of the classroom (McKay, 2013). Turning the classroom into an environment of students in which the learners have the chance to communicate with a text or with one another in the class "about matters of importance to them" is how to create an authentic language learning environment. This is different from simply matching the classroom to the real world (Ahmed, 2017).

2.3.2. Phase 2: Implementation

Firstly, a questionnaire was administered as a pre-test to gather quantitative data. After the 12 weeks of ESP materials implementation, a post-test was administered at the end of the treatment. In addition, group interviews were conducted both at the beginning and end of the implementation process to learn about the effect of the usage of the designed material on students' motivation and attitudes toward learning English. An informed Consent form was taken from the participants (See, Appendix D). Focus group interviews were conducted with 7 students. The participants were selected randomly from among the volunteer students. The interviews were conducted in the student's native language, Turkish. The interviews were recorded using smartphones to avoid data loss. The group interviews lasted an average of 20 minutes, and the speeches were transcribed and translated into English to conduct the content analysis.

2.4. Data Analysis

Quantitative data were analysed through descriptive statistics. The Wilcoxon Signed Rank Test was used to measure the significance of instruction. This test was used because the data set did not conform to the normal distribution.

Qualitative data, obtained from the semi-structured interview, was analysed through content analysis by two independent coders. For this purpose, codes and themes were created, and descriptive analyses were performed for the frequency of the judgments via structural (Saldaña, 2014) and open coding (DeCuir & Walker 2013). Students' comments and judgments on their Motivation toward Professional English and ESP material were recorded during the interview. After the sessions, the obtained data was transcribed by two instructors in the field of ELT. The themes/ codes schemas were created in order to generate a more detailed outcome by in-depth verbal analysis of the students. Finally, coding was done accordingly by two independent coders. Regarding codes, in addition to these, transcription reading was done four times in order to negotiate. The initial reading was done to elicit the key concepts by the two coders to maintain reliability. After the first phase, the second reading was done to elicit the key concepts, and similar codes were eliminated.

FINDINGS

3.1. Quantitative Results

Table 2 shows the descriptive statistics of the Wilcoxon Signed Rank Test analysis of the 'Motivation for Learning English Questionnaire' that is conducted to determine the learners' motivation for learning English as the pre-test and post-test.

Table 2

Wilcoxon Signed Rank Test

	Z	P
PREQ1 POSTQ1	-1.342 ^b	.180
PREQ2 POSTQ2	-4.491 ^b	.000
PREQ3 POSTQ3	-4.264 ^b	.000
PREQ4 POSTQ4	-3.626 ^b	.000
PREQ5 POSTQ5	-1.291 ^b	.197
PREQ6 POSTQ6	-3.162 ^b	.002
PREQ7 POSTQ7	-1.069 ^c	.285
PREQ8 POSTQ8	-2.459 ^b	.014
PREQ9 POSTQ9	-3.750 ^b	.000
PREQ10 POSTQ10	-3.051 ^b	.002
PREQ11 POSTQ11	-.966 ^b	.334
PREQ12 POSTQ12	-2.460 ^b	.014
PREQ13 POSTQ13	-5.831 ^b	.000
PREQ14 POSTQ14	-1.387 ^b	.166
PREQ15 POSTQ15	-1.807 ^c	.071

Wilcoxon Signed Ranks Test

Based on negative ranks.

Based on positive ranks.

Table 2 above reveals that after the instruction of developed ESP material, motivation level of the participants for learning English increased in a positive way, especially regarding item numbers; 2, 3, 4, 6, 8, 9, 10, 12, and 13. Here are the related items of the questionnaire; item number 2: I would like to make English-speaking friends, item number 3: I would like to communicate with someone who speaks English, item number 4: I would like to travel to English-speaking countries, item number 6: The subjects I learn in English classes are fun, item number 8: If I could, I would also take English lessons outside of school, item number 9: English course topics are interesting, item number 10: English course is necessary for me to have a job, item number 12: I believe that learning English will also help me find a job abroad, item number 13: I think I am skilled at communicating in English.

3.2. Qualitative Results

Open-ended interview questions were used to find out psychology students' attitudes and opinions regarding the developed ESP materials implementation in an EFL classroom. The participants' responses were categorized under three main themes: Learning English, English Course Materials and ESP Materials. The results are presented with participant comments to increase trustworthiness in the analysis and data presentation phases.

Table 3

Theme1: Learning English

Code Number	Title
Code 1	Fun, Entertaining
Code 2	Knowledge-Based
Code 3	Lack of Productive Skills

Participants stated that after implementation they have had a high level of motivation to learn English because of some reasons including entertaining and game-based activities. In this regard, whereas P3 in I1 mentioned, *“I think English is a boring and challenging course.”*, she/he said in I2 *“I love English, and I am enthusiastic about learning the language.”*

It can be seen from qualitative data that participants' perceptions regarding materials, activities, and skills have changed to a great extent. In this sense, learners stated the benefits of including several activities and drills in the materials. It is obvious that teaching similar grammar rules repeatedly and in different forms has a positive effect on students' practice skills. As an example of this explanation, P2 in I1 argued, *“We have been taught similar grammar rules repeatedly, even so I couldn't learn much.”* But, the same participant offered in I2, *“Lessons are full of activities that make learning easier. Thanks to reading passages, I could have grammar knowledge.”*

Also, some participants criticized that there is little or no practice of productive skills, and students are in need of practice writing and speaking. And they added having different speaking activities through developed materials promoted their learning. In this regard, P4's comments in I1 and I2 are as follows, respectively: *“There was no practice of the things we have learned in terms of productive skills other than grammar. It would be great if we could practice writing and speaking.”* *“I learned new phrases thanks to different speaking activities. We also did so many writing activities in pairs or groups.”*

Before the treatment, participants indicated that vocabulary and grammar were taught in a mechanical way, which caused mostly memorization. However, after the treatment, their study skills (memorization) in order to pass exams have turned into a new type of assessment model, which is peer, pair, and group. This is clear from P1's statements that different types of assessment tasks foster learning. P1 stated in I1, *“Some specific grammar rules and vocabulary are taught solely in order to pass exams; hence, this causes memorization.”* S/he also added in I2, *“Assessment was conducted via peer, pair, and group, which enhanced learning.”*

Table 4

Theme 2: English Course Materials

Code Number	Title
Code 1	Level Appropriacy
Code 2	Student's Needs/ Interests
Code 3	Grammar and Translation Based

From the interview results, it was found that participants complained about the unavailability and inappropriate level of the English language books, stating that there are no good English books with a low level. As it can be seen from the post-interview comment, level-appropriately designed materials affect learning in a positive way. In this regard, P5 in I1 indicated that *“Most English books start with B1, and it is really difficult to find level-appropriate books for practice.”* P5 also added in I2, *“The level of the book and activities are designed from known to unknown which promotes learning.”*

Participants mentioned that the perception of materials not being attractive or provoking interest and attention has turned out to be a contribution to active learning due to different activities and game-based tasks. P5 stated in I1, *“Books and materials do not attract attention.”* and in I2, s/he stated that *“Different activities, such as game-based tasks (Kahoot), contribute to learning. Moreover, I enjoyed doing role-playing and discussion activities.”* Similarly, P9 attitudes toward productive skills, specifically writing facilitate learning due to the connection between new knowledge and previously learned ones since it reinforces the tasks. That student said in I1 and I2 respectively, *“I think materials were insufficient since they are grammar and translation-based.”* *“Writing activities*

facilitate learning with the help of reinforcing repetitive tasks along with the previously learned ones.”

Table 5

Theme 3. ESP Materials

Code Number	Title
Code 1	Field Specific Terms
Code 2	Increase Motivation / Interest / Self Confidence
Code 3	Further Education

In the scope of the third theme, it is obvious that vocabulary is thought to be beneficial and effective not only for their learning English but also for their department. According to P8, field-specific terms made his/ her learning process and s/he emphasized in I1, *“It can contribute to our department since we would focus on field-specific terms and vocabulary.”* In addition, the student added in I2 *“Target words were field-specific, diverse, and effective.”*

Furthermore, according to some participants, familiarity with the reading passages enhanced learning since it boosts motivation and interest. However, before the treatment, it was difficult for them to translate any text which is irrelevant to his / her department. In this sense, P10 said in I1 *“There would be no need for anyone else to translate the text, we would understand it easily because of topic familiarity.”* That participant also added in I2 *“Topic familiarity with the reading texts and other skills increase my motivation and interest.”*

Finally, as can be easily understood from the statements of P7, field-related materials do not only contribute to learning English but also to his / her academic career in the future. P7 stated in I1 and I2, respectively, *“It would be helpful for planning our further education while deciding on having an academic career, including a master's and Ph.D. degree.”* and *“I believe that field-related material has a positive impact on my future career.”*

All in all, findings for the Quantitative data revealed that Psychology students' motivation for ‘Learning English’ has increased in a significant way. Similarly, findings for the Qualitative data showed that most students had positive feelings and attitudes toward the developed ESP material.

DISCUSSION AND CONCLUSION

The primary goal of this study was to gain insight into the impact of developed ESP materials instruction on EFL students' motivation. The impacts of ESP materials on the motivation of EFL learners were investigated through pre-test, implementation, and post-test processes. The results of this study suggested that using ESP materials could significantly enhance students' motivation. The quantitative results confirm the association between using effective material and students' motivation for learning English. According to the quantitative results when students encounter authentic materials and psychology-based reading passages, their motivation increases in a positive way. These findings are in agreement with Lapele's (2019) and Sysoyev's (2000) studies which showed the significance of using ESP materials and specific field-based content on learners' motivation.

Similarly, the findings of the study suggest that after the use of the ESP material the existing motivation of the students towards learning English increased and learners developed positive attitudes toward the materials specifically prepared for them. Moreover, when compared to traditional materials, designed material has provided various advantages to language learners, especially those who aim to develop their productive skills. The participants of the present study expressed that activities that progress from easy to difficult and are suitable for their level facilitate their learning. This finding is compatible with the ideas of Riyanti (2019), who suggested that topics that will attract students' attention and activities appropriate to their level should be made easier and more enjoyable foreign language learning process. Consistent with this finding, the students in the current study

emphasized that they learned while having fun thanks to the games and that this learning was permanent. It has also been observed in lessons that students are more motivated to learn the target language when they read interesting and different reading passages. These findings are in accord with Ghazal's (2016) study indicating that games facilitate language learning, especially for productive skills such as writing and speaking.

In addition to these, the result of the study by Sari and Atmanegara's (2018) that examined the 'effect of developed ESP reading materials for accounting students' also aligns well with the result of the current study since ESP reading materials improved the reading proficiency of learners. Similarly, study by Korkmaz & Korkmaz (2020) also in line with the findings of the current research due to the fact that as the result suggested an effective ELT unit should include warm-up sessions, skill integration, communicative activities, vocabulary, and pronunciation parts. Besides, the results seem to be consistent with the findings of the Michel & Kouadio's (2018) research, indicating that educators ought to go from adopting materials to developing them.

These results support the result of the Gu et al. (2019) study as well, who also addressed how to adapt ESP teaching strategies and provide instructional materials accordingly. Researchers found that the students preferred more interactive video/audio materials and practitioners of ESP must take various needs and preferences into account when creating a variety of tasks for their students. Regarding modifying ELT materials and evaluating their efficacy, Fikremariam's (2020) study also investigated topics that improve students' learning. The findings of the study corroborate the current research showing that teachers are not motivated or interested in creating and choosing language resources that closely align with the goals of the teaching program, the needs of the students, and the curriculum. Furthermore, Hanifa and Yusra's (2023) study also touched upon the similar issues suggesting that teachers' material adaptation in teaching strategies reveals issues like, inappropriate difficulty levels, inaccessible materials, fear of irrelevant information, and time constraints

All in all, it can be said that the results of the current study are in line and seem to be consistent with previous studies in which the development of instructional resources was tailored (Augusto-Navarro, 2015), effects of implementing authentic materials on different skills including reading comprehension, writing skills, and as well as motivation (Boyacı & Guner, 2018; Sari, Atmanegara, 2018), the relationship between ESP and EFL (Fitria, 2020); developing ESP materials (Klimavo, 2015; Gu et al. 2019), development of ESP curricula (Marcu, 2020), development of teaching materials and the utilization of Web 2.0 (Shabudina et al., 2014), material adaptation of ELT and EFL materials (Fikremariams, 2020; Korkmaz & Korkmaz, 2020; Hanifa and Yusra, 2023) are investigated.

4.1. Suggestions for Further Studies

A number of variables can be thought to have influenced the study's limitations. First, in this study, there were no control or experimental groups. Control and experimental groups could be created, and more detailed comparisons could be made. Also, the instruction lasted for 12 weeks with 60 students. Participants differed from each other in terms of educational background, academic skills, level of English proficiency, nationality, and so on. Therefore, a more comprehensive study could be done with a larger classroom size and a longer period of instruction. The subject group of the study was psychology students. The study could be conducted with students from different departments to have a deep understanding. Moreover, there are not many studies done on teaching English through ESP. Another study could investigate the effects of the ESP materials on learners' productive skills, such as speaking and writing. In addition, the effects of ESP materials on cognitive and affective aspects of learning, such as self-directed learning and autonomy could be further explored.

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APPENDICES

Appendix A: İngilizce Öğrenmeye Yönelik Motivasyon Anketi / Motivation Questionnaire for Learning English

Tamamen Katılıyorum (Totally Agree) 5, Büyük Ölçüde Katılıyorum (Largely Agree) 4 Kısmen Katılıyorum (Partly Agree) 3, Çok Az Katılıyorum (Little Agree) 2, Hiç Katılmıyorum (Disagree) 1

	5	4	3	2	1
1. İngilizce'yi akıcı bir şekilde konuşmak isterim. (I would like to speak English fluently.)					
2. İngilizce konuşan arkadaşlar edinmek isterim. (I would like to make English-speaking friends.)					
3. İngilizce konuşan biriyle iletişim kurmak isterim. (I would like to communicate with someone who speaks English.)					
4. İngilizce konuşulan ülkelere seyahat etmek isterim. (I would like to travel to English-speaking countries.)					
5. İngilizce derslerine katılmaktan zevk alırım. (I enjoy participating in English classes.)					
6. İngilizce derslerinde öğrendiğim konular eğlencelidir. (The subjects I learn in English classes are fun.)					
7. İngilizce derslerini kaçırmak istemem. (I don't want to miss English lessons.)					
8. İmkânım olsa okul dışında da İngilizce dersi alırım. (If I could, I would also take English lessons outside of school.)					
9. İngilizce ders konuları ilgi çekicidir. (English course topics are interesting.)					
10. İngilizce dersi iş bulmam için gereklidir. (English course is necessary for me to have a job.)					
11. İngilizce öğrenmek kariyerim açısından yükselmemi sağlayacak. (Learning English will enable me to advance in my career.)					
12. İngilizce öğrenmenin yurtdışında da iş bulmama yardımcı olacağına inanıyorum. (I believe that learning English will also help me find a job abroad.)					
13. İngilizce iletişim konusunda yetenekli olduğumu düşünüyorum. (I think I am skilled at communicating in English.)					
14. Etkili İngilizce iletişim konusunda yeterli olacağıma inanıyorum. (I believe that I will be proficient in effective English communication.)					
15. Derste öğretilenleri anlama konusunda yetenekli olduğuma inanıyorum. (I believe I am capable of understanding what is taught in the course.)					

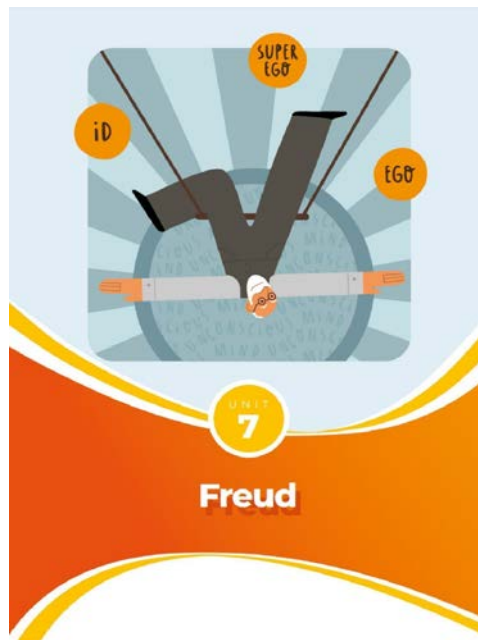
Appendix B: PRE- Interview Questions for Psychology Students' Motivation towards Using ESP Materials

- İngilizce dersine olan genel tutumunuz nedir? (What is your general attitude towards the English lesson?)
- Ders materyallerini genel olarak değerlendirir misiniz? (Can you evaluate the course materials in general?)
- Materyallerin alanınız ile ilgili olmasını nasıl değerlendirirsiniz? (How would you evaluate the materials to be relevant to your field?)

POST-Interview / Interview Questions for Psychology Students' Motivation Towards Using ESP Materials”

- İngilizce dersine olan genel tutumunuz nedir? (What is your general attitude towards the English lesson?)
- Ders materyallerini genel olarak değerlendirir misiniz? (Can you evaluate the course materials in general?)
- Materyallerin alanınız ile ilgili olmasını nasıl değerlendirirsiniz? (How would you evaluate the materials to be relevant to your field?)
- Daha önce kullandığımız İngilizce materyalleri ve bu sene gördüğünüz materyalleri karşılaştıracak olursanız bu sene gördüğünüz materyalleri nasıl değerlendirirsiniz? (If you compare the English materials you have used before and the materials you have seen this year, how would you evaluate the materials you saw this year?)
- Şu an kullanılan materyaller farklı becerilerinizi (Konuşma, Yazma, Okuma ve Dinleme) ne yönde etkiledi? (How did the materials currently used to affect your different skills such as speaking, writing, reading and listening?)

Appendix C: Developed ESP Materials



A. READING

1. Before you read, talk **it** out the questions with your partner.

- What do you know about Sigmund Freud?
- What is the most famous book or theory of Sigmund Freud?

Whether you are from the field of psychology or not, almost everyone is familiar with the name; Sigmund Freud. So, who was Sigmund Freud and what made him so famous?

Sigmund Freud was born in Austria in 1856; however, his family moved to Vienna when Freud was four years old. Thus, Freud lived and worked in Vienna for a very long time. Sigmund Freud graduated from the University of Vienna and worked as a doctor from 1881 until his death. He was a very successful neurologist; therefore, he became one of the most well-known psychology professors. Freud developed several theories; such as the theory of Psychodynamic, **Oedipus** Complex, **Electra** complex, and Life and Death Drive among many others. These theories provided some psychoanalytic explanations to some inexplicable illnesses.



TIP BOX 1

"UN" and "IN" are prefixes and they are used to add the meaning "not", "lacking", or "the opposite of" before nouns, adjectives, adverbs and verbs.

Ex: in / explicable
un / conscious.

The most important of these theories is the theory of Psychodynamic. According to Psychodynamic theory, the human mind has three parts. **Id**, superego and ego. To start with, **id** is the unconscious part of the mind and its main purpose is to seek pleasure. It does not accept any restrictions. The second part is **superego**; it controls a person's conscience. It represents **values** and morals of **the** society. Finally, the last part is ego. Ego is between superego and id. While ego wants to satisfy **id**, it also wants to obey **superego**. In addition, ego is about reality and consciousness.

TIP BOX 2

"AS" is used to describe the purpose or quality of someone or something.

Ex: Sigmund Freud graduated from the University of Vienna and worked as a doctor from 1881 until his death.

To conclude, Sigmund Freud, as the founder of psychoanalysis, developed many different theories and contributed greatly to the development of psychology and psychoanalysis. He affected the theorists and psychologists coming after him. Many theorists developed their theories thanks to Freud's ideas. This makes Freud one of the most influential people in the history of psychology.

2. Read and answer the questions below:

- What is the reading passage about?
.....
- What does "it" refer to in line 13, paragraph 3?
.....
- Can you summarise the outlines of the text?
.....
- Which sentence is **not** correct?
A) Freud was born in Austria
B) Freud developed **Oedipus** Complex
C) Superego controls conscience
D) Id obeys superego
- What is the closest meaning of "purpose"?
A) Goal
B) Moral
C) Pleasure
D) Decision
- Match the words with their definitions.
A) main
B) purpose
C) moral
D) well-known
E) conscience
1. inner thoughts
2. aim
3. basic
4. famous
5. spiritual
- Scan the text **find** other ways to say "famous".
.....
.....

POST - READING TASK

Work with a partner. Take turns asking and answering these questions. Use the **bold** in your answers.

- Which **of the** famous psychologists are you **FAMILIAR** with?
- What do you know about **PSYCHODYNAMIC** theory?

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FREUD

UNIT 7

B. GRAMMAR

A. Pair Work: Making past tense sentences.

Freud's Father (1815-1896) / Tradesman / 9 Children / Freiberg - Austria / Jew



Freud's Daughter / Anna (1895 - 1962) / Psychoanalyst / Graduate in 1922



Freud's Friend / Carl Gustav Jung (1875-1961) / Neurologist / Zürich - Switzerland / Married with Emma / No children / 20 Books



Freud's Wife / Martha (1861-1951) / Married in 1886 / Hamburg / 3 Daughters, 3 Sons

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C. SPEAKING

For teacher use:

Give each group a set of time expression cards and verb cards. Have the students shuffle the two sets separately. Students in each group pick one from each category and create sentences. If group members decide that **she / he** made a correct sentence, the player gets points.

Verb Cards

have / had	do / did	go / went	finish / finished
be / was	buy / bought	leave / left	learn / learn
get / got	watch / watched	live / lived	wear / wore
see / saw	feel / felt	meet / met	eat / ate
listen to / listened to	clean / cleaned	take / took	like / liked
think / thought	drink / drank	start / started	cook / cooked

Time Expression Cards

an hour ago	this morning	yesterday	last night
last week	two weeks ago	last year	two days ago
last Saturday	last Sunday	in 2013	a week ago
when I was six	yesterday afternoon	when I was ten	yesterday evening
five years ago	last summer	a month ago	in 2012
last winter	a long time ago	ten years ago	last month

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FREUD

WORD PUZZLE

TARGET WORDS

CONSCIENCE	FOUNDER	PLEASURE
DEVELOP	GRADUATE	PURPOSE
DRIVE	MORAL	VALUE

R	Z	P	V	E	W	W	Z	V	P	T	P
E	I	B	K	D	T	X	F	J	V	F	U
R	J	V	X	V	L	A	V	G	C	H	R
U	H	H	J	L	Y	A	U	H	V	R	P
S	D	E	V	E	L	O	P	D	E	Y	O
A	Y	W	V	U	Q	C	D	D	A	W	S
E	C	N	E	I	C	S	N	O	C	R	E
L	A	R	O	M	R	U	L	R	O	I	G
P	Z	K	S	D	O	D	V	H	A	M	N
P	K	S	V	F	Q	J	R	N	F	F	X
X	Z	I	K	C	K	B	L	K	O	Q	T
R	P	I	V	J	B	V	T	J	V	E	X

Target Vocabulary

<ul style="list-style-type: none"> • be familiar with (phrase) • well known (adjective) • founder (noun) • develop (verb) • graduate (verb) • according to (phrase) • conscious (adjective) 	<ul style="list-style-type: none"> • in addition (linker) • society (noun) • main (noun) • purpose (noun) • pleasure (noun) • conscience (noun) 	<ul style="list-style-type: none"> • value (noun, verb) • moral (noun) • obey (verb) • thanks to (phrase) • Oedipus complex • drive (noun/verb)
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Part of Speech

	NOUN	VERB	ADJECTIVE
Be familiar with	familiarity	familiarise	familiarised / familiar
Founder	founder	found	founded
Develop	development	develop	developed
Graduate	graduation	graduate	graduated
(Un)conscious	consciousness	-	conscious
Purpose	purpose	-	purposeful
Pleasure	pleasure	please	pleased
Conscience	conscientiousness	-	-
Value	value	value	valuable
(Dis)obey	obedience	obey	obedient
Moral	morality	-	moral
Drive	drive	drive	driven

RIDDLE OF THE WEEK

What belongs to you, but other people use it more than you?

(Answer at the end of the book.)



“Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself.”

Rumi

Appendix D: Informed Consent Form

INFORMED CONSENT FORM / BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Bu çalışma Erzurum Teknik Üniversitesi Psikoloji Bölümü 1. Sınıf öğrencileri için 'Psychology Students' Motivation for Learning English and Attitudes towards Using Developed Materials in English for Psychology' (Öğrencilerin İngilizce Öğrenmeye Karşı Motivasyonlarını Ölçme ve Bölümlerine Yönelik Geliştirilen Materyallere Yönelik Tutumlarını) değerlendirmek amacı ile tasarlanmıştır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Katılımcılar çalışmaya katılmama veya katıldıktan sonra çalışmadan çıkma hakkına sahiptir. Çalışmaya katılmayı kabul etmeniz durumunda, anketlerin tamamlanmasına, gerektiği takdirde sizinle röportaj yapıp bunun sesli kaydının alınmasına onay vermiş olacaksınız. Size verilen bu formlardan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır, ancak verileriniz yayın amacı ile kullanılabilir.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Çalışma hakkında yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı/araştırmacılar tarafından yapıldı. Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının:

Adı-Soyadı:

İmzası:

Araştırmacının

Adı-Soyadı:

İmzası:

E-mail:

GENİŞLETİLMİŞ ÖZET

Giriş

Bu çalışmanın amacı, bir devlet üniversitesi bağlamında psikoloji öğrencilerinin İngilizce öğrenmeye yönelik motivasyonlarını ve psikoloji için geliştirilmiş İngilizce materyalleri kullanmaya yönelik tutumlarını ortaya çıkarmaktır. Psikoloji Bölümü'nden 'Genel İngilizce' adı altında İngilizce dersi alan 60 öğrencinin katılımıyla karma yöntem çalışması yapılmıştır. Uygulama 12 hafta sürmüştür. Veri toplama araçları olarak iki tür araç kullanılmıştır. Bunlar "İngilizce Öğrenmeye yönelik Motivasyon Anketi" ve "Psikoloji İçin İngilizce'de Geliştirilen Materyalleri Kullanmaya Yönelik Tutum Görüşmeleridir. Veri araçları araştırmanın başında ve sonunda anket ve görüşme öncesi ve sonrası olarak uygulanmıştır. Nicel veriler tanımlayıcı istatistiklerle analiz edilmiştir. Öğretimin önemini test etmek için Wilcoxon Signed Rank Test kullanıldı. Görüşmeden elde edilen nitel veriler, tematik içerik analizi yoluyla manuel olarak analiz edilmiştir.

Türk eğitim sisteminde yabancı dil eğitiminin etkinliği ve sonuçları sürekli tartışılan bir olgudur. Dil öğretimi uygulamalarında bilişsel hedefler ön planda yer alırken, Yükseköğretim Kurumu Temel Hedeflerinde belirtilen hedefler daha çok duyuşsal hedeflerle ilgilidir. Türk eğitim sisteminin dil öğretiminde dilbilgisi ve alıcı becerileri ön plana çıkaran tutumu, ne yazık ki bazen öğrencilerin üretime başlayamamasına ve bunun sonucunda öğrenilen bilgilerin kalıcı olmamasına neden olmaktadır. Mevcut dil öğrenme sürecinde bilginin kalıcı olmadığı varsayımından hareketle materyal, sadece hatırlamak değil aynı zamanda bilgi üretmek ve eleştirel düşünme süreçlerinin öğrenmeyi daha fazla desteklemesini sağlamak amacıyla geliştirilmiştir. Hem Üretken Beceriler hem de Alıcı Beceriler birlikte verilirken, Üretken Becerilere daha fazla önem verildi. Materyal hazırlama sürecinde öğrencilerin İngilizce düzeylerinin düşük olmasına karşın lisans eğitimi almış bireyler olmaları dikkate alınarak materyalin yapısal olarak onları zorlamamasına, motivasyonlarını düşürmemesine ve alan ihtiyaçlarını karşılamaya özen gösterilmiştir. Öğrencilerin bölümlerine uygun, ilerideki meslek hayatlarında da rahatlıkla kullanabilecekleri içerik ve okuma metinleri, güncel, merak uyandıran ve eğlenceli konulardan seçilerek geliştirilmiştir ve öğrencilerin İngilizce derslerinde rahatlıkla kullanılmıştır. Bunlara ek olarak, Psikoloji bölümü öğrencilerinin yanı sıra diğer sosyal bölümlerin de ilgi gösterdiği konular çeşitli alanlara hitap etmektedir. Bu çalışmada Mesleki İngilizce için materyal geliştirmeye başlamadan önce çeşitli ihtiyaç envanterleri belirlenmiş ve onlardan elde edilen veriler ışığında "Materyal Geliştirme" sürecine devam edilmiştir. Bu bağlamda alternatif materyal geliştirme, etkili ve kalıcı öğrenmenin gerçekleşmediği bağlamlarda önem kazanmaktadır.

Ders materyallerinin öğrenciye uygunluğu ve öğrencilerin hazır bulunuşluk düzeyleri göz önünde bulundurularak materyaller yeniden tasarlandı. Materyallerdeki etkinlik, beceri ve okuma parçalarının öğrencilerin yaş, zeka, geçmiş yaşam ve benzeri özelliklerine, dil düzeylerine ve ilgi alanlarına uygun olmasına özen gösterilmiştir. Bu nedenle materyali geliştirirken basit ve sade olması, dersin amaçlarıyla örtüşmesi, dersle ilgili tüm bilgilerle değil, önemli ve özet bilgilerle donatılması önemlidir. Tüm bunların yanı sıra öğrencilerin pedagojik özelliklerine uygun ve gerçek hayatları ile uyumlu olmaları, gerektiğinde kolaylıkla geliştirilip güncellenebilmeleri, doğru ve güncel bilgiler içermesi gibi hususlar da önemlidir.

Konu ile ilgili makalenin uzun halinde yer alan literatür dikkate alındığında, şimdiye kadar sunulan çalışmalar; Özellikle, Türkiye'de Yabancı Dil Öğrenimine Yönelik Tutumlar ve Başarı Arasındaki İlişki, İngilizce Öğretiminde Materyal Geliştirmenin Önemi, Materyal Kullanımının Akademik Motivasyona Etkisi, Oyun Temelli Dil Öğrenme ve Özgün Materyaller çeşitlilik göstermektedir, ancak özel olarak ' Psikoloji Öğrencilerinin İngilizce Öğrenmeye Yönelik Motivasyonları ve Psikoloji İçin İngilizcede Geliştirilen Materyalleri Kullanmaya Yönelik Tutumları incelenmemiştir. Ayrıca bütün bunlara ek olarak çeşitli İngilizce öğretim

bağlamlarında uyarlanmış / benimsenmiş materyallerin kullanımı hakkında bazı çalışmalar vardır, ancak özellikle bir yüksek öğrenim bağlamında Psikoloji bölümü için İngilizce için geliştirilmiş materyallerin kullanımı ile ilgili çok fazla değildir. Bu nedenle, mevcut araştırmanın faydalı, etkili olduğu ve Psikoloji bölümü için İngilizce ile ilgili ELT alanındaki boşluğu dolduracağı düşünülmektedir.

Metot

Çalışmada 60 katılımcı bulunmaktadır. Katılımcılar 'Genel İngilizce' adı altında İngilizce dersleri almakta olan Psikoloji Bölümü öğrencilerinin. Öğrencilerin İngilizce seviyesi A1-A2 civarındadır. Çalışmanın evreni ve örneklemini Türkiye'nin Doğu bölgesinde bulunan bir devlet üniversitesidir.

Bu çalışma, nicel ve nitel veri toplama ve analiz tekniklerini içeren karma yöntem araştırma desenini benimsemiştir. Uygulama 12 hafta sürmüştür. İngilizce dersleri bu süreçte yazarlar tarafından geliştirilen materyaller aracılığıyla işlenmiştir. "Psikoloji Öğrencileri için İngilizce" amacı ile geliştirilen materyal, gramer, okuma, konuşma ve yazma bölümlerinden oluşan yirmi üniteden oluşmaktadır. Veri araçları araştırmanın başında ve sonunda anket ve görüşme öncesi ve sonrası olarak uygulanmıştır. Nicel veriler tanımlayıcı istatistiklerle analiz edildi. Öğretimin önemini test etmek için Wilcoxon Signed Rank Test kullanıldı. Görüşmeden elde edilen nitel veriler, tematik içerik analizi yoluyla manuel olarak analiz edilmiştir.

Veri araçları olarak mevcut çalışmada iki tür araç kullanılmıştır. İngilizce Öğrenmeye yönelik Motivasyon Anketi" ve "Psikoloji İçin İngilizcede Geliştirilen Materyalleri Kullanmaya Yönelik Tutum Görüşmeleridir". Veri araçları, araştırmanın başında ve sonunda anket ve görüşme öncesi ve sonrası olarak uygulanmıştır.

Tartışma ve Sonuçlar

Sonuç olarak, nicel verilere yönelik bulgular, Psikoloji öğrencilerinin 'İngilizce Öğrenme' motivasyonunun önemli ölçüde arttığını ortaya koydu. Benzer şekilde, nitel verilere ilişkin bulgular, çoğu öğrencinin geliştirilen materyale karşı olumlu duygu ve tutumlara sahip olduğunu göstermiştir. Çalışmanın bulguları, 'psikoloji öğrencileri için İngilizce' materyalinin kullanılmasından sonra öğrencilerin İngilizce öğrenmeye yönelik mevcut motivasyonlarının arttığını ve öğrencilerin kendileri için özel olarak hazırlanan materyallere karşı olumlu tutumlar geliştirdiğini göstermektedir. Ayrıca tasarlanan materyal, geleneksel materyallerle karşılaştırıldığında dil öğrenenlere, özellikle de üretken becerilerini geliştirmeyi hedefleyenlere çeşitli avantajlar sağlamıştır.

Hazırlanan materyallerin öğrencilerin öğrenme motivasyonlarını olumlu yönde değiştirdiği gözlemlenmiştir; Anketin ilgili maddeleri; madde 2: İngilizce konuşan arkadaşlar edinmek istiyorum, madde 3: İngilizce konuşan biriyle iletişim kurmak istiyorum, madde 4: İngilizce konuşulan ülkelere seyahat etmek istiyorum, madde 6: İngilizce dersleri eğlencelidir, madde 8: İmkanım olsa okul dışında da İngilizce dersi alırdım, madde 9: İngilizce ders konuları ilgi çekici, madde 10: İngilizce kursu benim iş bulmam için gerekli, 12 numaralı madde: İngilizce öğrenmenin yurtdışında iş bulmama da yardımcı olacağına inanıyorum, 13 numaralı madde: İngilizce iletişim kurma konusunda yetenekli olduğumu düşünüyorum.

Dolayısıyla, müdahalenin katılımcıların İngilizce öğrenmeye yönelik motivasyonlarını önemli ölçüde olumlu yönde değiştirdiği açıktır. Çalışmada ortaya çıkan temalar üç ana tema; İngilizce Öğrenmek, İngilizce Ders Materyalleri, Mesleki İngilizce Materyalleri ve on kod; Eğlenceli, Bilgiye Dayalı, Üretken Beceri Eksikliği/Uygulama, Sınav Odaklı, Seviyeye Uygunluk, Öğrencinin İhtiyacı/İlgisi, Dil Bilgisi ve Çeviri Bazlı, Alana Özgü Terimler, Motivasyonu/İlgiyi Arttırır/Özgüveni Arttırır ve Gelecekteki Eğitimler başlıkları altında toplanmıştır.

Sonuç olarak, nicel verilere yönelik bulgular, Psikoloji öğrencilerinin 'İngilizce Öğrenme' motivasyonunun önemli ölçüde arttığını ortaya koydu. Benzer şekilde, nitel verilere ilişkin bulgular, çoğu öğrencinin geliştirilen materyale karşı olumlu duygu ve tutumlara sahip olduğunu göstermiştir.

Nicel sonuçlar, etkili materyal kullanımı ile öğrencilerin İngilizce öğrenme motivasyonu arasındaki ilişkiyi doğrulamaktadır. Daha spesifik olarak, sonuçlar, belirli amaçlar için İngilizce (ESP) materyallerinin öğrencilerin motivasyonunu önemli ölçüde artırdığını göstermektedir. Ayrıca, mevcut çalışmamızda katılımcıların özgün (authentic) ve psikoloji temelli okuma parçalarıyla karşılaştıklarında motivasyonlarını arttırdığına yönelik ifadeler belirttikleri için özgün materyal kullanmanın öğrenenlerin motivasyonu üzerindeki önemini gösteren Emilanti (2013) ve Trabelsi'nin (2016) bulguları ile sonuçlar uyumludur çünkü motivasyonda olumlu yönde bir artış gözlenmiştir. Nitel bulgular, yabancı dil öğreniminde öğrencilerin ilgisini çekecek konuların ve seviyelerine uygun etkinliklerin seçilmesi gerektiğini öneren Ur'un (1996) görüşlerini zor ve seviyelerine uygun olması öğrenmelerini kolaylaştırır fikrinden ötürü destekler niteliktedir. Öğrencilerin ilgi çekici ve farklı okuma parçaları okuduklarında hedef dili öğrenmeye daha fazla motive oldukları derslerde de gözlemlenmiştir. Bulgular, Farber'in (2014) oyunların özellikle yazma ve konuşma gibi üretken beceriler için dil öğrenimini kolaylaştırdığını belirten çalışmasıyla uyumludur.