

EXAMINING THE FACTORS AFFECTING THE STUDENTS' MOTIVATION LEVEL TO LEARN IRAQI EFL LEARNERS TOWARDS ENGLISH LANGUAGE

Ahmed Mohamed Fahad

Ahmedlingua@gmail.com

University of Misan / Basic Education College, Iraq.

Aswan Fakhir

aswanfakhir@gmail.com

sci.dept@uomisan.edu.iq

University of Misan / Education College. Iraq

ABSTRACT: This study aims at finding out the factors affecting the students' motivation level to learn Iraqi EFL learners Towards the English language. The study is restricted to third-year college students the English language in Misan during the second term of the academic year 2017–2018. The total number of participants is (90). To achieve the aim of the study, students' questionnaire consisting of (35) items is applied as instruments. In order to get the required data, the quantitative data highlight that there are many factors which affect students' motivation towards English language learning. Results represent the percentages of the identified areas of the factors affecting the students' motivation level. That is to say they show that Active learning Strategies get the highest percentage, and Performance Goal gets the lowest percentage.

Keywords: Motivation, Factors, English language.

INTRODUCTION

1.1 PROBLEM OF THE STUDY AND ITS SIGNIFICANCE:

It is accepted for the most field of learning that Motivation is essential to success: that the teachers have to want to do something to succeed at it. Without such motivation, the teachers will almost certainly fail to make the necessary effort. If motivation is so important, therefore, it makes sense to try and develop the understanding of it. The motivation that brings students to the task of learning English can be affected and influenced by the attitude of a number of people. It is worth considering what and who these are since they form part of the world around students' feeling and engagement with the learning process [5].

Moreover, at the beginning of a course, with students at whatever level and whatever age the teacher is faced with a range of motivation. Some students have a clear goal, fed by a strong extrinsic motivation to achieve it. Others have an internal intrinsic drive which has fired them up. Others still may have a very weak motivation, whatever type it is. But a student's initial motivation or lack of it, need not say the same forever. The teachers forget that initial motivation to learn may be weak and die; alternatively, it can be increased and directed into new channels [6]. Increasing and directing student's motivation is one of the teachers' responsibilities, [1] states that teachers cannot be responsible for all students' motivation. However, there are three areas such goal and goal setting, learning environment and interesting classes where the behavior can directly influence the students continuing participation. If students are to continue to be intrinsically motivated, they clearly need to be interested both in the subject they are studying and, in the activities, and topics they are presented with. the teachers need to provide them with a variety of subjects and exercises to keep them engaged [2]. The choice of material to take into class will be crucial too, but even more important than this will be the ways in which it is used in the lesson. The question of this research is that are all students motivated in the same way? What is the teacher's role in a student's 'motivation? How can motivation be sustained?

1.2 AIMS OF THE STUDY: This study aims at:

1. This study aims at finding out the factors affecting the students' motivation level to learn Iraqi EFL learners towards the English language.

2. What is the level of motivation of Iraqi EFL learners towards learning the English language, in terms of a) Self-efficacy; b) Active learning strategies; c) English language learning value; d) Performance goal; e) Achievement goal; and, f) Learning environment stimulation?

1.3 VALUE OF THE STUDY

The study can be useful in:

1. exploring learners' attitudes toward the use of Self-efficacy.
2. Active learning strategies.
3. English language learning value.
4. Performance goal.
5. Achievement goal
6. Learning environment stimulation in the EFL classroom.

1.4 LIMITS OF THE STUDY

This study is limited to University third-year students at the Department of English, College of Education and College of Education at the University of Misan during the academic year, 2017-2018 in Misan Governorate.

1.5 DEFINITIONS OF BASIC TERMS

1.5.1 Motivation: Motivation derives from the Latin word mover which means 'to move'. It is a motivation as "those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed" [5].

Similarly, motivation is some kind of internal drive which pushes someone to do things in order to achieve something [5].

2. THEORETICAL BACKGROUND

2.1 MOTIVATION TO LEARN: Motivation is a key factor in successful learning and ideally motivation should be intrinsic, that is, a learner is a self-motivating. To achieve this however, a learner needs to have a desired goal and some determination to succeed. Learners who have experience barriers to learning. Such as those with dyspraxia and dyslexia, can find motivation challenging as repeated failure will result in serious de-motivation. Some learners need to be motivated and a teacher has to develop the means and methods to enable and facilitate these

motivations. These methods are: 1. motivation by task, 2. motivation by reward, 3. social motivation – the influence of peer group, 4. Motivation by feedback, 5. motivation by achievement. points out a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement. The adult who starts going to a gym, for example, may hope that a new body image will aid ego enhancement and be stimulated by the active nature of this new undertaking [3].

2.2 SOURCES OF MOTIVATION: There are many sources of motivation such as:

The society we live in; significant others; the teacher, the method

1.The society we live in: outside any classroom, there are attitudes to language learning and English language in particular. How important is the learning of English considering to be in the society?

2.Significant others: Apart from the culture of the world around students, their attitude to language learning will be greatly affected by the influence of people who are close to them. The attitude of parents and older siblings will be crucial and the attitude of a student's ' peers is also crucial. If they are critical of the subject or activity, the student's own motivation may suffer. If they are enthusiastic learners, however, they may take the student along with them.

3.The Teacher: The major factor in the continuance of students ' motivation is the teacher.

4.The Method: It is vital that both teacher and students have some confidence in the way teaching and learning take place. When either loses this confidence, motivation can be disastrously affected, but when both are comfortable with the method being used, success is more likely [5].

3. METHODOLOGY

3.1 POPULATION AND SAMPLE

3.2 INSTRUMENTS: In order to achieve the aims of the study, a questionnaire has been constructed to be the main instrument used.

3.2.1 CONSTRUCTION OF THE QUESTIONNAIRE:

The information used in the pilot study has been gathered through an open questionnaire administered to 9 specialists' linguists and educators of English. The researchers have requested them to answer the questionnaire to specify the The Student's Motivation towards English Learning [7] was used as the instrument to generate data for this study. As a result of this process, the researchers have got 35 items identified and distributed to 6 domains of motivation. The following are the domains stated in the survey:

- (a) self-efficacy, (b) active learning strategies, (c) English learning value,
- (d) Performance goal, (e) achievement goal, and (f) learning environment stimulation.

The respondents were asked to indicate their agreement to each statement on a 5-point

Likert scale. This instrument has good construct validity and also criterion-related validity. Moreover, it has also significant correlations with science attitude.

3.2.1.1 Reliability of the Questionnaire: Reliability refers to how consistent evaluation results are from one measurement to another [4]. However, the questionnaire has been readministered to the same pilot sample after two weeks. The statistical manipulation of the data has been

obtained from the two administrations. By using the Pearson Correlation Coefficient formula, the result yields 0.84, whereas, by using Alpha Cronbach Formula the result yields 0.86.

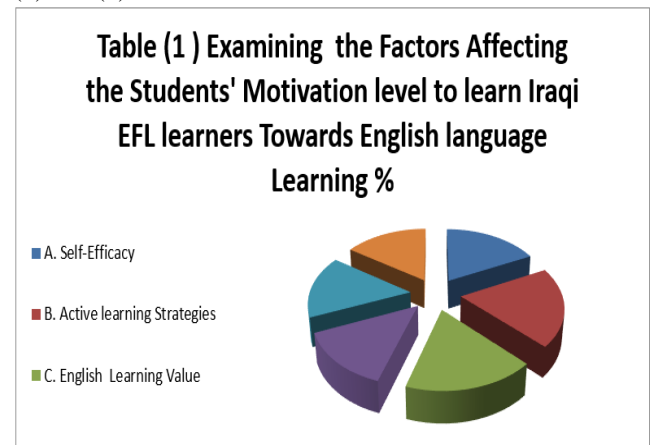
4. RESULTS, CONCLUSIONS, RECOMMENDATIONS

4.1 RESULTS RELATED TO THE AIM OF THE STUDY

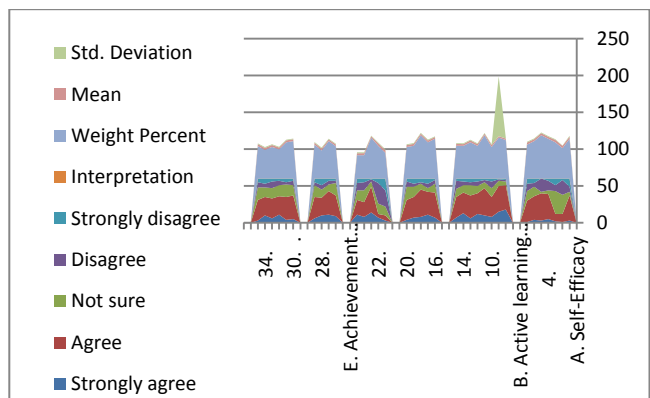
The results of the study have revealed that there is a necessity to study the factors of students' motivation level and consider them basic when dealing with the English language in the classroom.

4.1.1 IDENTIFICATION OF THE FACTORS AFFECTING THE STUDENTS' MOTIVATION LEVEL

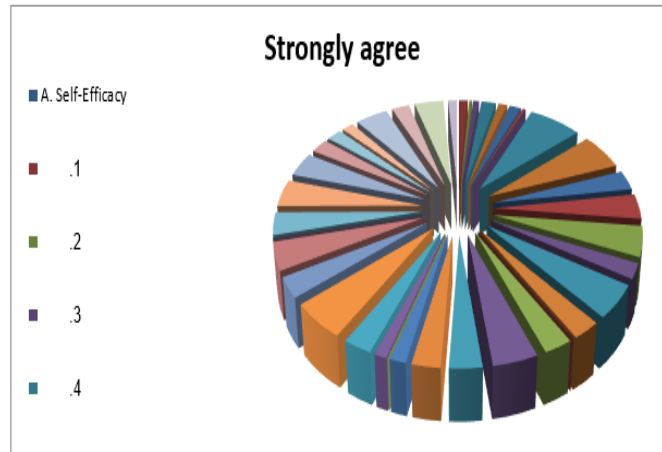
The researcher has to identify the factors Affecting the students' motivation level by submitting an open questionnaire to those who are specialized in linguistics and ELT. The collected data has revealed the following results represents the percentages of the identified areas of the factors affecting the students' motivation level. Table (1) shows that the achievement goal gets the highest percentage, and the active learning strategies get the lowest percentage as shown in the table (2) and (3) and graph (1), (2) and (3).



Graphic (1): Examining the Factors Affecting the Students' Motivation level to learn Iraqi EFL learners Towards English language Learning



Graphic (2): Examining the Factors Affecting the Students' Motivation level to learn Iraqi EFL learners Towards English language Learning



Graphic (3): Examining the Factors Affecting the Students' Motivation level to learn Iraqi EFL learners Towards English language Learning

Table (1): Examining the Factors Affecting the Students' Motivation level to learn Iraqi EFL learners Towards English language Learning

Domain	%	Rank
A. Self-Efficacy	50.56	2
B. Active Learning Strategies	56	1
C. English Learning Value	49.8	3
D. Performance Goal	39.6	6
E. Achievement Goal	44.7	4
F. Learning environment stimulation	44.2	5

Table (2): Examining the Factors Affecting the Students' Motivation level to learn Iraqi EFL learners Towards English language Learning

NO.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Interpretation	Weight Percent	Mean	Std. Deviation
A. Self-Efficacy									
1.	3	34	5	7	11	Agree	53.96	2.8	1.26
2.	1	11	26	20	2	Not Sure	41.26	3.18	0.38
3.	2	10	31	8	9	Not sure	49.20	3.20	1.0
4.	5	34	5	13	3	Agree	53.96	2.58	1.07
5.	3	37	2	18	0	Agree	58.73	2.85	0.97
6.	4	32	13	5	6	Agree	50.79	2.61	1.0
7.	1	29	13	10	7	Agree	46.03	2.88	1.09
B. Active Learning Strategies									
8.	18	33	5	2	2	Agree	52.38	1.95	0.90
9.	15	35	7	2	1	Agree	55.55	1.98	0.81
10.	8	27	12	9	4	Agree	42.85	2.56	1.11
11.	10	37	8	3	2	Agree	58.73	2.16	0.88
12.	12	28	10	6	4	Agree	44.4	2.36	1.1
13.	6	31	14	4	5	Agree	49.2	2.51	1.0
14.	13	28	10	5	4	Agree	44.4	2.31	1.1
15.	7	28	11	11	3	Agree	44.5	2.58	1.0
C. English Learning Value									
16.	7	34	12	5	2	Agree	54	2.35	0.91
17.	11	31	5	6	7	Agree	49.20	2.45	1.24

18.	8	37	8	2	5	Agree	58.73	2.31	1.0
19.	7	28	14	4	7	Agree	44.44	2.60	1.15
20.	4	27	18	7	4	Agree	42.85	2.66	1.0
D. Performance Goal									
21.	3	7	12	22	16	Disagree	34.92	3.68	1.1
22.	7	5	14	28	6	Disagree	44.4	3.35	1.1
23.	14	35	7	3	1	Agree	55.5	1.96	0.75
24.	8	20	16	11	5	Agree	31.7	2.75	1.1
25.	11	20	13	10	6	Agree	31.7	2.66	1.24
E. Achievement Goal									
26.	9	28	17	3	3	Agree	44	2.38	0.97
27.	11	32	9	5	3	Agree	50.8	2.28	1.0
28.	10	24	11	6	9	Agree	38.1	2.66	1.29
29.	6	29	16	4	5	Agree	46	2.55	1.0
F. Learning Environment Stimulation									
30.	5	32	14	6	3	Agree	50.8	2.50	0.96
31.	4	31	17	3	5	Agree	49.2	2.56	0.99
32.	11	25	15	6	3	Agree	39.7	2.41	1.0
33.	6	27	14	9	4	Agree	42.9	2.63	1.0
34.	10	25	13	5	7	Agree	39	2.56	1.21
35.	3	28	17	7	5	Agree	44	2.71	1.0

Table (3): Examining the Factors Affecting the Students' Motivation level to learn Iraqi EFL learners Towards English language learning

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	Weighted average	Weight Percent
A. Self-Efficacy							
1. Whether the English content is difficult or easy, I am sure that I can understand it.							
2. I am not confident about understanding difficult English concepts.							
3. I am sure that I can do well on English tests.							
4. No matter how much effort I put in, I cannot learn English.							
5. When English activities are too difficult, I give up or only do the easy parts.							
6. During English activities, I prefer to ask other people for the answer rather than think for myself.							
7. When I find the English content difficult, I do not try to learn it							
B. Active Learning Strategies							
8. When learning new English concepts, I attempt to understand them.							
9. When learning new English concepts, I connect them to my previous experiences.							
10. When I do not understand the English concept, I find relevant resources that will help me.							
11. When I do not understand the English concept, I would discuss with the teacher or other students to clarify							

my understanding							
12. During the learning processes, I attempt to make connections between the concepts that I learn.							
13. When I make a mistake, I try to find out why.							
14. When I meet English concepts that I do not understand, I still try to learn them.							
15. When new English concepts that I have learned conflict with my previous understanding, I try to understand why.							
C. English Learning Value							
16. I think that learning English is important because I can use it in my daily life.							
17. I think that learning English is important because it stimulates my thinking.							
18. In English, I think that it is important to learn to solve problems							
19. In English, I think it is important to participate in inquiry activities							
20. It is important to have the opportunity to satisfy my own curiosity when learning English							
D. Performance Goal							
21. I participate in English courses to get a good grade.							
22. I participate in English courses to perform better than other students.							
23. I participate in English courses so that other students think that I'm smart.							
24. I participate in English courses so that the teacher pays attention to me.							
25. During the English course, I feel most fulfilled when I attain a good score in a test							
E. Achievement Goal							
26. I feel most fulfilled when I feel confident about the content in English course.							
27. During English course, I feel most fulfilled when I am able to solve a difficult problem. Fulfilled when the teacher accepts my ideas.							
28. During the English course, I feel most fulfilled when the teacher accepts my ideas.							
29. During the English course, I feel most fulfilled when other students accept my ideas.							
F. Learning Environment Stimulation							
30. I am willing to participate in this English course because the content is exciting and Changeable.							

31. I am willing to participate in this English course because the teacher uses a variety of Teaching methods.							
32. I am willing to participate in this English course because the teacher does not put a							
33. I am willing to participate in this English course because the teacher pays attention to me.							
34. I am willing to participate in this English course because it is challenging.							
35. I am willing to participate in this English course because the students are involved in discussions.							

4.1.2 ANALYZING FACTORS AFFECTING THE STUDENTS' MOTIVATION LEVEL RESULTS.: The aim of this study is to analyze the factors affecting the students' motivation level which the researchers identified at the first aim. The identified and distributed to 6 domains of motivation. The following are the domains stated in the survey:

(a) self-efficacy, (b) active learning strategies, (c) English learning value, (d) Performance goal, (e) achievement goal, and (f) learning environment stimulation.

4.1.2.1 Self-efficacy: This includes 7 items. Those items ranging between 1 – 7. This area is important because it shows how the teacher can motivate students and make them learn, shows how to be realistic when testing his students, and how to keep the class action and in good order.

4.1.2.2. Active Learning Strategies: This includes 8 items. Those items ranging between 8– 15. This area is important because it shows how Strategies motivate students in their studies and how to make connections between the concepts that students learn and When students do not understand English concept, they discuss with the teacher or other students to clarify these understanding.

4.1.2.3 English Learning Value: This area represents 5 items.

Those items ranging between 16 – 20. This area is important because it shows learning English is important because it stimulates students' thinking and students feel confident about the content in English course. The students to learn to solve problems then to participate in inquiry activities and finally to have the opportunity to satisfy my own curiosity when learning English.

4.1.2.4. Performance Goal: This area represents 5 items. Those items ranging between 21 – 25. This area is important because it shows students participate in English courses to get a good grade and they participate in English courses to perform better than other students than to be smart. Finally, the students feel most fulfilled when they attain a good score in a test.

4.1.2.5. Achievement Goal: This area represents 4 items. Those items ranging between 26 – 29. This area is important because it shows are able to solve a difficult problem and the teacher accepts their ideas.

4.1.2.6. Learning Environment Stimulation: This area represents 5 items. Those items ranging between 30– 35. This area is important because it shows students are willing to participate in this English course because the content is exciting and changeable and they the students are involved in discussions.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS: It can be observed from the statistical results that the percentages become higher as we move from Active learning Strategies which get the highest percentage, and Performance Goal which gets the lowest percentage because the students become more aware for these Factors and start to assess them in a more mature manner thinking and clarifying these understanding.

5.2. RECOMMENDATIONS: In the light of the study findings the analysis of Factors Affecting the students' motivation level of English language becomes an urgent matter for the planners and designers of English language programmers.

REFERENCES

[1] Allwright,R (1977) Motivation The Teacher Responsibility ELT Journal 31/4

[2] Atkinson, J.W., & Birch, D. (1978). An Introduction to Motivation (2nd ed.). New York: Van Nostrand.

[3] Brown, H.D. (2000) Principles of Language Learning and Teaching. (4th Ed.) San Francisco: Addison Wesley Longman

[4] Gronlund, N.E. (1976) Measurement and Evaluation in Teaching. (3rd ed.) New York: Macmillan Publishing Co, Inc.

[5] Harmer, J. (2001) The Practice of English Language Teaching. Harlow: Longman. Kreitner and Kinicki (2010).

[6] Rogers, A. (1996) Teaching Adult. Open University Press.

[7] Tuan, H., Chin, C., & Shieh, S. (2005). "The development of a questionnaire to measure students' motivation towards science learning". International Journal of Science Education, 27(6), 639-654. <https://doi.org/10.1080/095006904200032373>