



UNDERGRADUATE RESEARCH PROJECT

Factors Affecting EFL Learners' Motivation

at Salahaddin University College of Education-
English Department

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Certification

I certify that this study was prepared by students (Arkan Bakr Abdullah) under my supervision at College of Education/ Salahaddin University- Erbil in partial fulfilment of the requirements for the degree of Bachelor in English Language.

Signature

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Abstract

Motivation and factors affecting learner's EFL learning has been an area of interest for teachers and experts in the field. This study explored motivation and the most important types of which and also the important factors which play roles on learners in learning English as a foreign language. Classroom condition and teacher's attitude were two important factors which were examined. Participants were 22 teachers of Salahaddin University/ college of education experiencing a month year of teaching as applicants and they were given a questionnaire that comprised several statements regarding the types of motivation and the factors. The findings showed that students with integrative motivation are more motivated and also what happens in the classroom affects learning as well. In addition to the environment in which they learn.

Keywords: motivation, factors, types of motivation, classroom condition

Table of Contents

Certification	I
Acknowledgments	II
Abstract.....	III
Chapter One: Introduction	2.
1.1. Introduction (short intro)	2.
1.2. The Aim of the Research (what do you want to research find out)	2.
1.3. Significance of the Research (why your research is important?).....	2.
1.4. Research Questions.....	2.
Chapter Two: Literature Review	3-9.
2.1. motivation.....	3.
2.2. Main important factors which affect motivation of EFL learners.....	3.
2.2.1. Teacher attitude.....	4.
2.2.2. Classroom Condition.....	5.
2.3. Types of Motivation.....	5.
2.3.1. Intrinsic & extrinsic motivation.....	6-8.
2.3.2. Integrative & instrumental motivation.....	8-9.
Chapter Three: Methods	10.
3.1. Participants	10.
3.2. instruments	10.
3.3. Ethic	10.
3.4. Limitations.....	11.
3.5. Data collection.....	11.
3.6. Validity and Reliability.....	11.
Chapter Four: Results	12-14.
Chapter Five: Discussion	14.
Chapter Six: Conclusions and Recommendations.....	15.
References	15-16.
Appendix.....	17.

Chapter One: Introduction

English is a widespread language around the world, it is one of the main means of communication between different countries. Different places such as organizations, schools, companies, and other similar institutions use English as their official language. Crystal (2003) declares that the number of non-native English language speakers is increasing over the number of native English speakers. Here, there are many factors which have influence upon the motivation process that teachers and researchers have long been interested in. Motivation is one significant basis in foreign language(L2) learning by which success of language learners is affected. In this regard, Dornyei (1998) says that in spite of having palpable abilities, not having enough motivation will debar any long-term fulfilment. Parental, teacher attitude, personal attitude and environment are considered as major factors which play important role among learner and can enhance their ability of EFL learning as the more motivated learners are the more successful learners in EFL learning.

1.2 Research Aim

This paper aims at finding out those factors which play role in their achievements and are pushing them towards the objective and also to give interpretation to the types of motivation that can guide the learner.

1.3 Research significance

The study touches on essential factors which affect EFL learners among Kurdish EFL learners at Salahaddin University. The available research can be beneficial for instructors, teachers or even learners to be aware of the importance of motivation and get to know the factors which have roles in the process.

1.4 Research Questions

Following this research, this study attempts to answer questions regarding factors, the main research questions are:

- 1- What are the factors causing motivation of EFL learners?
- 2- What are the types of motivation?

Chapter Two: Literature Review

1-Motivation

Motivation is a broad term and defined from different perspectives. According to (Dornyei, 2001), it is an internal force that heartens an individual to procure a specific goal, it is an outstanding driving force which energizes people to perform tasks. In the light of having desire to achieve an aim, Pardee, 1990) declared that motive is what provokes people to act in a specific way or to mature tendency for particular behavior. Moreover, McDonough (2007) said that motivation is what urges human to act to learn English, to learn to teach or to teach it. Regarding motivation, he sorts four elements which are:

- the reasons why we want to learn,
- the strength of our desire to learn,
- the kind of person we are, and
- the task and our estimation of what it requires of us.

2- Main important factors which affect motivation of EFL learners:

In the world learners of second language (L2) face some factors which affect them in learning. Here, we must shed lights on types of motivation which are very important to identify to which extent the objective attracts the person.

2.2.1- Teacher's attitude

During the learning process, learners are affected by many factors which bolster their motivation. An important factor is teacher's attitude this means teacher's strategies, techniques, guidance or advice and different means given to learners to follow the process. Teachers' role is crucial to learners in this field, (Baeten, Dochy and Struyven ,2013) think that good attitudes, manner and implementation of teachers indoors make students more energetic and involved with the subject.

Relationship between teacher and learners is a vital point in motivation, according to (Fan and Williams, 2010) the teacher must create a chain of scenarios in which interaction happens and this may be like:

. Increasing the interest of the students (their desire to learn) towards language learning.

- Motivating students in the activities that encourage participation in the classroom and propose actions that interest them.
- Providing ongoing support and motivation without overwhelming.
- Establishing a good relational and effective atmosphere that provides levels of trust and confidence. Furthermore, Harmer in his book says that

Reliability is important for teachers regarding homework or timekeeping, it is unfair to scold students for being late what if they themselves happen to such getting late and even the submission of homework on the right time what if it takes themselves weeks to correct and bring them back (Harmer,2007, P. 28)

2.2- Classroom condition

Classroom condition is another important factor which has influence upon student's motivation and it includes the size of classroom, the order of desks, the light ,the technological tools, number of students\learners or the material which is used during the year. Regarding the term classroom environment (Fraser,1991) said that "Classroom learning environment carries a variety of meanings; it generally refers to the total climate, structures, processes, ethos within classrooms which are integral elements affecting student's learning" (P231). Regarding order of desks Harmer (Pp. 40 - 42) talks about the importance of different seating arrangements either in a circular in which the students surround the teacher and share the same believe, orderly row which makes them see the teacher and the teacher can make eye contact with them that conveys the teacher works with each of them or even horseshoe shape, in it the teacher is in a commanding position. Moreover, he mentions (p.34) the distance between teacher and the students in such a way that the student feels comfortable if the teacher talks close to them and some, consider distance as coldness. One study touch on unusual points regarding classroom, Ikudayisi, Arotiba and Adesua, (2003) explained that if a school is surrounded by flower or leaves this can beautify the classroom.

2.3- Types of motivation

Different types of motivation have been explored within this section and they are presented as intrinsic and extrinsic motivation presented by Deci&Ryan (1985) and integrative& instrumental motivation by Gardner and his colleagues (1985).

3.1- Intrinsic& extrinsic motivation

According to (Deci& Ryan,2000) Intrinsic motivation is defined as the doing of an activity because it is self- satisfying rather than for outside prompts, when somebody is intrinsically motivated, he\she is affected for the enjoy of related to that activity rather than any outside pressure or rewards. Moreover, (Read, 2021) states that Intrinsic motivation is when the learners are motivated by internal factors to gain personal satisfaction or entertainment, it is the act of doing something without predicting any rewards as it is personally rewarding to the person and there is no outside pressure like a reward or deadline.

An easy example of intrinsic motivation is reading a book because it is enjoyable and having interest in the story not because of completing a task or having to write a report or an essay to pass a class or a test. When someone is intrinsically motivated, he\she engage in activities because it is convincing for him\her and enjoyable.

Many daily examples presented and people might have experienced without being aware of some examples of intrinsic motivations are:

- participating in a sport because it's fun and you enjoy it rather than doing it to win an award
- learning a new language because you like experiencing new things, not because your job requires it
- spending time with someone because you enjoy their company and not because they can further your social standing
- cleaning because you enjoy a tidy space rather than doing it to avoid making your spouse angry
- playing cards because you enjoy the challenge instead of playing to win money

- exercising because you enjoy physically challenging your body instead of doing it to lose weight or fit into an outfit. Furthermore Ehrman, Leaver, and Oxford (2003) clarify that intrinsically motivated

learners think that the fun of the task is their reward which means they are bestowed the reward with the activity itself.

Extrinsic motivation, on the other hand, is a kind of motivation which happens when a learner has a practical reason for example studying cookery course to become a good cook, these are called external factors such as the attitude of society, family or parents (Harmer,20). In addition,

Extrinsic motivation is a type which is known as reward-driven behavior, it is operant conditioning which uses reward or punishments to boost or diminish the possibility that certain behavior will recur, this type includes rewards or other impetus like money, praise, are used as motivation for specific activities. Unlike intrinsic motivation, this type is driven by external factors.

This type does not always have noticeable reward, it can also be seen as abstract rewards like praise or fame.

when someone is extrinsically motivated, he\she does something to gain an external reward which means in exchange for something else like money or avoidance of trouble or even losing a job.

Extrinsic motivation can push you toward doing things if there is a specific reward in it, you may be extrinsically motivated to complete the task

The examples of extrinsic motivation are:

- competing in sports for trophies
- completing work for money