

MOTIVATION TOWARDS LEARNING ENGLISH AS A SECOND LANGUAGE AMONG FIRST STAGE STUDENTS IN ENGLISH DEPARTMENT AT THE GARMIAN UNIVERSITY

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ABSTRACT

English language is a widely used language that has gained more popularity in the recent years especially in Iraq. This might be due to the essentiality of English language in providing a better opportunity in obtaining an educational degree, jobs, scholarships for studying abroad, and to travel.

The present study is a descriptive analytic study. The purpose of the study is to examine motivation of the first stage students at the English department- College of Education- University of Garmian. In addition, the study attempts to determine the types of motivation that students have toward learning English language and the relationship between gender and types of motivation. By preparing the descriptive and inferential information, the descriptive data including mean, standard deviation, and frequency are reported on in characterizing the research units and representing the levels of Motivation. Chi-Squared Test was employed to investigate the relationship between the variables and types of motivation, and one-way ANOVA was also computed.

The data showed that there is a significant difference between extrinsic and intrinsic motivation ($t= 4.40, p= 0.00 < 0.05$) with respect to the obtained extrinsic mean. It can be concluded that most of the students had extrinsic motivation for learning English. The one-way ANOVA indicated that there is no significant relationship between intrinsic and extrinsic motivation in male and female students. Thus, they have the same motivation for learning English language.

the research found that first stage students at the English department are more extrinsically motivated toward learning English language. Furthermore, there was no significant relationship between Gender and types of motivations found in the research.

Keywords: learning-English, language, motivation, student.

INTRODUCTION:

English language is a widely used language that has gained more popularity in the recent years especially in Iraq. This might be due to the essentiality of English language in having a better opportunity in obtaining an educational degree, jobs, scholarships for studying abroad, and to travel (Hamza, 2007). The demand for being accepted at the English department, College of Education-Garmian University is rapidly increasing year by year. What motivates them to study and choose this department is a question that needs an answer so as to be developed and supported or improved. It could be said that this study is vital for both the academic staff and the students, since no scientific research in Kurdistan Region dealing with this topic has been published for academic purposes.

The concept of motivation has been studied widely, therefore many theories have attempted to describe and define it. For example; Maslow's theory of human motivation (1943), Bandora's social learning theory (1977), and Deci and Ryan's self-determination theory SDT (2011) all addresses the concept of motivation.

In this study, motivation will be approached from the viewpoint of SDT. SDT was created and developed by Ryan and Deci (2000). STD is one of the main trends in Learning English as second language motivational research (Kreishan, L. J., & Al-Dhaimat, Y, 2013). Basically, student's motivation is linked with student's tendency to take part in classroom activities regarding to the learning (Humaida, 2012)

SDT Ryan and Deci(2000a, p. 54) define the concept of motivation as "to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated."

The concepts of intrinsic and extrinsic motivation have been studied widely. According to Lepper (1988), intrinsic motivation is doing some thing because the activity is enjoyable, for the sake of learning, and feeling of achievement. Lepper also stated extrinsic motivation is doing something in order to avoid punishment, getting rewards, or family appreciation, or other external reasons.

Later, Ryan And Deci publish an article entitled "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions", that clearly defined types of motivation. In both developmental and educational practices, both types of motivation have been broadly studied. In this review, depending on the different contemporary researches and theories, the intrinsic and extrinsic types of motivation are explained and clearly defined. Since the intrinsic type of motivation reflects the natural human tendency toward learning and assimilating, it remains an essential construct. However, the extrinsic motivation differs in its relative autonomy from the intrinsic one, thus it can either reflect external control or true regulation of self (Ryan And Deci, 2000).

Different research and articles have been published in the area of motivation and its role in learning a foreign language. In some of them, the area of the study is related to the study conducted in this research. For example, Al-Dhaimat and Kreishan (2013) wrote an article entitled "Intrinsic and Extrinsic Motivation, Orientation and Achievements in L2 of Arab Learners of English, French and German: A Study from Jordan ". Determining the intrinsic and extrinsic motivations and orientation of Jordanian undergraduate student towards learning foreign languages were the main purpose of their study. In the study, majoring in English, French, or German at Al-Hussein Bin Talal University, 166 students completed a questionnaire. The results were opposite to expectations, in which no substantial associations among orientation, intrinsic and extrinsic motivation, and achievement were found. In addition, according to the instrumental orientation, motivation, and external regulation, significant changes were found among the three groups of students.

Humaida (2012) conducted research to identify "Motivation toward learning English language among students of Faculty of Art- Islamic University in Sudan". The sample of the research was randomly picked for 40 students in the Faculty of Arts. The research found that student's motivation was higher and there were no significant differences between motivations attributed at the class level. In addition to that, no significant result was found regarding the relationship between motivation and age.

Chalak and Kassain (2010) tried to investigate the different socio-psychological orientation in their research entitled " Motivation And Attitudes of Iranian Undergraduate EFL Students Towards Learning English". AMTB (attitude, motivation Test Battery) were examined in the survey done on a group of 108 students majoring in English translation at Islamic Azad University, Khorasgan Branch in Isfahan. In the results, it was remarkably shown that the reasons behind learning English by these Iranian Nonnative speakers are 'instrumental' and 'integrative' reasons. In addition, there is an extremely positive attitude towards the goal language community and its members.

Mohammadi et.al (2010), in a research entitled "The relationship between motivational systems and second language learning", they depended on 780 participants whom were all high school students. The students were sampled by different stage clusters using Cochran's formula. After analyzing the data, the scale of the

motivational components were significantly predictors of the second language learning. Both the motivation and the mean score of the female students were considering more than the male students.

“Motivation and attitude towards learning English” is a research written by Al-Tamimi and Shuib (2009), the aim of this study is classifying petroleum engineering students’ motivation and attitudes toward learning English. In their study, Al-Tamimi and Shuib covered 81 students from the petroleum engineering department at Hadhramout University of Sciences and Technology. Based on Gardner’s (1985) and Cooper and Fishman (1977) works, the survey question were created. The researcher found that personal reasons are the most important motives by the students. Moreover, the results are remarkably indicated that a high number of students show their interest in the culture of the English-speaking world.

In Hamza’s (2007) research entitled, Iraqi non-departmental undergraduates are EFL learners as they are taught English as a general course within their academic programs. Accordingly, their EFL learning motivation is a subject to question and what the research studies about. The study aims at describing the intrinsic and extrinsic motivations of Iraqi non-departmental undergraduates to EFL learning. The study is limited to those undergraduates at college of education- University of Babylon during academic year (2005-2006). At the end of the study, the findings were interesting; most of Iraqi students are influenced by extrinsic motivations in order to learn.

Due to lack of scientific research in this area, these was the only research that related to the present study found in Iraq. Therefore, this research aims to investigate the motivation behind first stage students at English department- college of education- University of Garmian. In addition, the research aims to determine type of motivation that the students have toward learning English Language.

METHODOLOGY:

The present study is a descriptive analytic study. The purpose of the study is to examine motivation of the first stage students at the English department- College of Education- University of Garmian. In addition, the study attempts to determine the types of motivations that students have toward learning English language and relationship between gender and types of motivations.

All the first stage students at English language department including both the evening and morning classes – College of Education- University of Garmian were included and participated in this research. The study covered 100% of the students which were (105) students consisting of 78 females and 27 males.

Table 1: The descriptive data of the sample group

Gender	Frequency	Percent
Male	27	25.7
Female	78	74.3
Total	105	100.0

Survey questions are used to collect data. Researchers designed and developed their questionnaire based on Gardner’s motivation scale (2004). In addition, the questioners are shown to 7 experts inside KRG-Iraq and the USA for acquiring strong reliability. Then, the final version of questioner was distributed to the students. Due to the lack of their English language proficiency, the researchers explained the questions and the purpose of the study to the students. After explaining the purpose of the study to the first-year students, they were given a free choice whether to be part of the study or not. In the scale of the questionnaire, the participants were choosing the rating from 1_5. Starting with the strongly agree rating with number 5 until strongly disagree rating with number 1. It took the participants 20-25 minutes to fill out the questionnaire. Cronbach Alfa is used to ensure the reliability of the questionnaire. The result of the test was 0.78 and it proves the reliability of this questioner.

In analyzing the statistical data SPSS-22 program is used. The descriptive and inferential information were prepared. The descriptive data including mean, standard deviation, and frequency and were used in characterizing the research units and represent the Motivation rate. Chi-Squared Test was employed to investigate the relationship between the variables and types of motivation. One-way ANOVA, was used to test the relationship between the demographic features and motivational values.

RESULT:

After analyzing each items of motivation, the data showed that more than 74%of participants were female and more than 25% were male. As It is reported in Chart number 2.

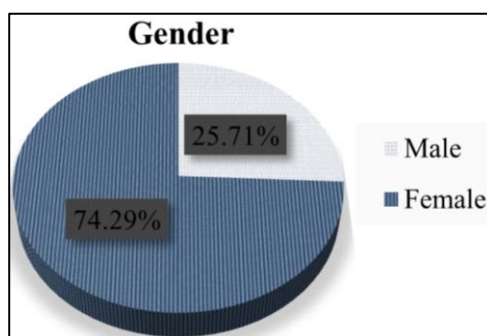


Chart1: Percentage of male and female students

Table 2: Data of item-by-item analysis and chi square test

Questi ons	Male					Female					Chi square	
	Strongly agree	agree	Natural	disagree	Strongly disagree	Strongly agree	agree	Natural	disagree	Strongly disagree	Value	Sig
Q1	16	8	1	2	0	49	24	2	2	1	1.72	0.78
Q2	19	7	0	1		64	12	2	0		5.15	0.16
Q3	17	9	0	1	0	53	20	2	1	2	2.50	0.64
Q4	10	10	4	2	1	36	22	13	3	4	1.55	0.81
Q5	6	6	6	7	2	20	12	12	16	18	4.04	0.40
Q6	17	7	3	0	0	49	21	5	2	1	1.62	0.80
Q7	12	4	3	4	4	31	28	11	6	2	9.50	0.05*
Q8	16	2	4	5	0	19	26	12	16	5	14.46	0.00*
Q9	10	11	5	0	1	36	33	8	1	0	4.73	0.31
Q10	9	12	3	2	1	29	34	11	3	1	1.37	0.84
Q11	18	9	0	0		50	24	3	1		1.44	0.69
Q12	5	13	4	2	3	18	29	17	13	1	7.57	0.10
Q13	1	2	6	9	8	5	9	25	27	12	3.42	0.49
Q14	10	15	1	1	0	53	23	1	0	1	10.81	0.02*
Q15	15	10	2	0		46	25	5	2		0.91	0.82
Q16	19	8	0	0		63	13	1	1		2.65	0.44
Q17	9	14	1	3	0	32	33	10	2	1	5.72	0.22
Q18	7	12	8	0	0	31	34	10	2	1	5.40	0.24
Q19	5	7	6	3	6	12	18	19	19	10	3.07	0.54
Q20	10	11	5	0	1	37	20	17	4	0	6.41	0.17
Q21	12	14	0	0	1	50	25	2	1	0	7.35	0.11

According to the obtained result from Chi-squared Test, there is no significant different between most of the items and gender except for the items number 7, 8 and 14.

Accordingly in Question number 7, agreeing to learn English for the completion of their study, was motivating male students more than female students. Also in question number 8 more than %59 of male students strongly agreed that they learn English language for the sake of using and understanding social media. Finally, in question number 14, the number of female students were significantly more than males in agreeing that learning English enables them to travel abroad.

Since this questionnaire is concerned with investigating motivation of students in two domains of intrinsic and extrinsic, for determining their motivations, the mean scores of these students are compared with whit T-test. Results of the test reported in table 3.

Table 3: t-test result for comparing intrinsic and extrinsic motivations.

Descriptive Statistics				One-Sample Test Test Value = 29.23(intrinsic)		
	N	Mean	Std. Deviation	t	df	sig
Extrinsic	105	56.51	6.90	40.48	104	0.00
Intrinsic	105	29.23	2.80			

As mean comparison shows, there is a significant difference between extrinsic and intrinsic motivation ($t= 4.40$, $p= 0.00<0.05$). With respect to the obtained extrinsic mean, it can be concluded that most of the students had extrinsic motivation for learning English.

To investigate gender differences due to observing the homogeneity of variances default ($p <0.05$) in both the extrinsic and intrinsic types of motivation, averages were analyzed by analysis of variance test (one way ANOVA) results are reported in Table 4.

Table 4: The one-way ANOVA test results comparing the extrinsic and intrinsic in different groups

ANOVA						Test of Homogeneity of Variances				
		Sum of Squares	Df	Mean Square	F	Sig.	Levene Statistic	df1	df2	Sig.
Intrinsic	Between Groups	22.61	1	22.61	2.92	.091	1.802	1	102	.183
	Within Groups	789.84	102	7.74						
	Total	812.46	103							
Extrinsic	Between Groups	9.61	1	9.61	.20	.656	.231	1	103	.632
	Within Groups	4950.61	103	48.06						
	Total	4960.22	104							

The one-way ANOVA indicates that there is no significant relationship between intrinsic and extrinsic motivation in both male and female students. One study concludes that they have the same motivation for learning English language.

DISCUSSION:

The purpose of this study was to investigate what type of motivation motivates the first-year students of English department, at College of Education at the University of Garmian towards learning English language. In addition to that, this study attempts at determining the types of motivation that students have toward learning English language. After analyzing the results in detail, the study indicated that the majority of students are extrinsically motivated toward learning the language.

This finding agrees with Hamza’s (2007) research that obtained the same result. In addition, the finding aligns the AL-Tamimi and Shuib’s (2009) study that found similar results. In shedding light on the possible reasons behind such finding, the importance of English language has been increased remarkably in Kurdistan region-Iraq. This is due to the financial crises that have affected every aspect of people’s lives. In order to have a better job opportunities, knowing English language is one of the essential requirements.

On the other hand, to be accepted in higher studies, having valid English language results is one of the core requirements. Security is another reason behind motivation since the Kurdish region is the most secure part of Iraq. Therefore, all the foreign investors stay and work in this region; consequently, learning English language become vital for the people of the region to communicate with this large number of English speakers.

Furthermore, in the past ten years, the ministry of Education in KRG changed its focus from Arabic language into English. Changes have been made in the curriculums and an emphasize on English language as one of the main subject that need to be studied from the first stage is now n place. Beside that, different qualified private schools and centers have been established in all most all the KRG cities.

What is also worth’s mentioning is that no significant relation between gender and types of motivation is found. On one hand, this finding aligns with Amedi (2013) study that found no significant gender differences when it comes to overall term of motivation, and Yan and Kan (2011) study that found no significant differences between gender and intrinsic motivation. On the other hand, Xiong’s (2010) finding disagrees with the findings

of this research indicating that girls are more motivated toward learning English comparing to boys. These differences between the tackled studies in term of gender could be due to the cultural differences, since in Kurdish society; girls are considerably observant and conservative comparing to boys. Another reason might be because in the Kurdish culture girls have not been given enough power and voice.

Finally, the limit of this study is indicated to the first stage students at the English department at the University of Garmian. Therefore, to have a more generalized result, the researchers suggest conducting similar research in the other universities in the region. In future, the researchers aim to continue this research by conducting another study aiming to investigate if their types of motivation changes over one course of the time or not. In the end, researchers thank all the first stage students at the Department of English language, college of Education, Garmian University, Dr. Maryan Dudzinski and Dr Pegah Ali Mardan Saeidi for providing valuable advise during the study.

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