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STUDENTS' MOTIVATIONS TOWARDS LEARNING ENGLISH: THE CASE OF A
PRIVATE UNIVERSITY IN SLEMANI

MASTER THESIS
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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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Ben ařađıda imza sahibi, bu tezde kullanılan ve sunulan tüm bilgileri Yakın Dođu Üniversitesi, Eğitim Bilimleri Enstitüsü tarafından belirlenen akademik kurallar ve etik çerçeveye uygun şekilde düzenlediđimi beyan ederim. Aynı zamanda, bu kurallar ve çerçeve uyarınca, tezin sonuçlarına ait olmayan ve tezde kullanılan tüm materyal ve kaynakları uygun şekilde alıntıladıđımı beyan ederim.

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ABSTRACT

Without students' motivation, there is no pulse; there is no life in the class. The issue of motivation, is so important that other considerations about teaching and learning methodology seem to pale in comparison. It is important to think about motivation as the essence of language teaching and learning. The aim of this study is to identify university students' motivation towards learning English. To achieve this purpose, the researcher used unstructured interviews with 11 participants. These students are undergraduates of English Department in Cihan University-Slemani. The researcher used qualitative case study which fits the collected data. The results of the study revealed that most of the university students lack intrinsic motivation. They are instrumentally motivated.

ÖZ

Öğrencilerin motivasyonu olmadan, sınıfta nabız ve hayat yoktur. Motivasyon konusu o kadar önemlidir ki, öğretme ve öğrenme metodolojisi ile ilgili diğer düşünceler ile kıyaslandığında üstünlük göstermektedir. Motivasyonu dil öğretme ve öğrenmenin özü olarak düşünmek önemlidir. Bu çalışmanın amacı Cihan Üniversitesi-Slemani lisans öğrencilerinin İngilizce öğrenmeye yönelik motivasyonlarını belirlemektir. Bu amaca ulaşmak için araştırmacı İngilizce bölüm öğrencileriyle röportaj yapmıştır. Araştırmacı toplanan verilere uyan nitel vaka çalışmasını kullanmıştır. Çalışmanın sonuçları, Cihan Üniversitesi-Slemani öğrencilerinin çoğunun araçsal olarak motive olduklarını ortaya koydu.

To my beloved parents....

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Chapter I

INTRODUCTION

English is a global language and many people are of the opinion that it is a language worth learning. Quasem (2014) identifies the centrality of the English language, both as a global medium for communication and business. The language has dominated many other languages in the world. English is commonly perceived to be an international language. This is so because through English we interact and communicate with many people around the world. Concerning the importance of the language, Aquino (2016) acknowledges this, by knowing English we can change the way we perceive the world.

The reasons for learning English can be personal, e.g. for the purpose of travelling, contacting with other people from abroad, education, work or a specific desire to acquire a language which is commonly used in many situations. According to Al Noursi (2013), whatever the reasons for learning English are, fluency is the expected and ultimate target. And in consent, Anjomshoa and Sadighi (2015) posit that for a learner to succeed, extraordinary motivation is required. Gardner (1985) singles out motivation as a crucial element of English language teaching process. This has a role that motivation plays in the language learning process.

Guilloteaux (2007) put up two important questions that can be asked in relation to motivation. ‘What are foreign language teachers’ abilities when it comes to motivating their students?’, and ‘How can they use motivational strategies in effective ways that benefit the language learning process?’ Dörnyei (1994) admits that, without motivation, foreign language acquisition remains with a gap. This is so because motivation is a strong determinant of second language acquisition. As a result, studies concerned with motivation and foreign language learning should be viewed as academic attempts to explore, which can rationalize and redefine

the functions of motivation. In fact, motivation as a topic in foreign language studies has gathered a lot of interest from researchers.

Sucuoglu (2007) elaborates that, the concept of motivation fits in almost every field and this is why it occupies a special position in the language learning process. In fact, success in learning a second language hinges upon motivation. Gardner (1985) defines motivation as “the involvement of four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitudes toward the activity in question” (p.9). Dörnyei (2003) puts across some motivational strategies that can be adopted in the learning process in order to fully exploit the essentiality of motivation. So motivation is very important because it energizes the learner to acquire a new set of behavior (Sucuoglu, 2007). Rajab, Far, & Etemadzadeh (2012) mention that, without motivation, “even gifted individuals cannot accomplish long-term goals” (p.9), regardless of whatever the curricula and whoever the teachers are.

Because learners rarely communicate in the target language, this research focuses on the learners and teachers within the learning environment (Guilloteaux, 2007). Many learners have risen complains about the boredom and difficulty that second language learning take them through (Chambers, 1999).

Recently, there have been numerous complaints from the alumni students of Cihan University-Slemani (Sulaymaniyah). These students are bitter that after four years of studying English at Cihan University-Slemani, their proficiency and competence in English is virtually not even at the level of undergraduates. This is against the background that the university has churned out graduates years after years. My concern is that the problem will spill into every place because the same half-baked graduates are being employed to teach young learners. The learners will end up being as incompetent as some of their tutors. My belief as a researcher is

that lack of motivation among instructors and students is central to this problem. This study, therefore, centers on investigating the role of motivation in this issue. Another motivation for the study lies in the fact that no known study has been carried out to investigate the motivation of English language students, studying English at Cihan University-Slemani. This study is a pioneer study and it hopes ignite a series of subsequent studies on motivation at the university and both the other private and public universities in the area.

Background of the Study

This study is the result of my long-standing interest in factors that may motivate or demotivate students who are learning a foreign language. It is also an expression of my belief that motivational research is important, as motivation has a lot to say whether students will persist in the long-drawn-out process of learning a foreign language.

This study focuses on English because of the important role it plays in our daily lives. Kachru (1996) considers this a lingua-franca of the world because it has a large number of non-native speakers. Because of that, most of the communications take place in English even without the presence of a native speaker (Neuner, 2002). In fact, English is the language of the modern world. Crystal (as cited in Curran & Chern, 2017) posits that, English is the universal language of sciences, arts, business, technology, international travel and politics.

A plethora of reasons explain why people study a particular language. One outstanding reason is because the language is on the curriculum. Some students study English because it enhances their chances of securing a particular profession or life style (Ahmed, 2015). Some other students study English because it would enhance their chances of getting a better job. Being in a multi-lingual place is one of an advantage when seeking for a job. Others study it to

know the language, or gain global knowledge. For these people, achieving native-like proficiency is no longer their inspiration (Jenkins, 2006; Smith, 1981).

More reasons why students take English at university level are elaborated here. In many parts of the globe, English has been assigned a special position, especially in the business sector and social situations. Some students find themselves within the target language, either permanently or temporarily. In such cases, the learners have to learn the language in order to survive (Crystal, 1997). Some learners study outside their countries learning English because they need to be functional, in and outside the classroom environment. However, when students study English as a result of a wide range of external motivational factors, then this negatively impact on their success in the long run, we call this 'English for Special or Specific Purposes'.

Reasons for studying English are varied and diverse, but reasons such as those above are all dependent on motivation. In studying English, the nature of motivation of the learner is very crucial because it determines the quality of the products of the study. Grades and graduating from the study should not be the sole yardstick when determining the success or failure of a learning process, motivation should be considered too. In fact, most students who have studied English as a foreign language have been largely unsuccessful because they have not been holistically upgraded. Proficiency and fluency represent what many students are lacking and one of the major reasons lies in motivation.

Cihan University-Slemani, as other private and public universities in the area, despite its success in churning out English graduates, it has been unsuccessful in that way the learners lack proficiency and fluency in the language, and this research investigate the motivational factors behind the problem. This study also seeks to look at the nature of motivation that exists at the university. The lack of success among students can be looked at from a variety of angles. This

study focuses at the failure from a motivational angle. Because there are many forms of motivation, it is important to establish which ones affect the students at Cihan University-Slemani. As Ahmed (2015) rightly concedes, the type of motivation that brings the student to a language class is perhaps the biggest single factor affecting their success.

Harmer (2001) defines motivation as "some kind of internal drive which pushes someone to do things in order to achieve something" (p.51). It has always been extensively well-known to be a crucial factor in language acquisition (Ehrman, 1996). Saville-Troike (2006) notes that a high correlation exists between achievement in second language learning and motivation and the stronger the motivation, the higher the chances of success to acquire the language. This research seeks to look at various factors that pertain to motivation in order to understand how these factors affect this correlation. Teachers, students, society and many other factors are to be considered.

As Urhahne (2015) rightly concedes, learner motivation and emotions can be influenced by teachers' judgments in many ways. So, teachers have a crucial role in creating and maintaining high learner motivation. "A student may arrive to the class with a certain degree of motivation, but the teacher's behavior, teaching style and the kind of interaction with the students all have a large effect in determining the teacher's role in developing the students' motivation" (Alhodiry, 2016, p.83-84), regarding that motivation can be enhanced through positive student-teacher relationships (Praag, Stevens, & Houtte, 2017). Again, Capen (as cited in Sentürk, 2015) posits that motivation influences a learner's development in the new language, as well as determining whether the learning is internalized, superficial or deep.

This study is new in the context of Cihan University-Slemani, but studying motivation and its influence on foreign language teaching and learning has been ongoing for a while, motivation has always been researched on in the field of ESL (Özönder, 2015).

As noted in this section, this study is not isolated. Many studies have been carried out before but not in the context of Cihan University-Slemani. Relying on the broad body of literature, the study will explore the interaction among teachers, students, community and how these interactions are undermining the growth of motivation in the learning process.

A plethora of international researches, have been conducted to investigate learners' motivation towards learning/teaching English as a foreign language. Ghenghesh (as cited in Xu & Case, 2015) had a study on one hundred and forty-four students of thirty-five different nationalities. The study concluded that motivation is influenced by age. Other variables such as grades were noted to be significantly correlating to performance and achievement.

Yashima, Lori, & Shimizu (2004) in their study on Japanese students, coined a phrase 'international posture' to describe the positive influence and the openness to other peoples' culture, and travel and interaction were among the motivation of Japanese English language learners. However, in another separate study in Malaysia, Vijchulata and Lee (1985) investigated learner motivation on students at University Putra Malaysia. Their study revealed that instrumental and integrative motivation were important for the students who were learning English as a foreign/second language.

Motivation, and the factors that has influences and the consequences of its present or lack thereof, are of paramount importance to the researcher because they all help to justify why this research was conducted. Again, Cihan University-Slemani is reputable for its quality in education so issues of motivation should be thoroughly observed. The methodology employed in

this research, the research questions and various other facets of this research are believed to be compatible with the objectives of the research. The researcher believes that, the research methodology employed in this research is most suitable in responding the available research questions. This chapter is expository; it intended to clarify the objectives of the research, the depth and coverage as well as the importance of the research. Subsequent chapters will rely on this chapter to propel the research forward.

Statement of the Problem

English is widely and popularly used in higher education as a medium of instruction. The success of English learning hinges on many factors, including motivation. Many language teachers are perplexed why some learners are willing to learn while others have no inclination whatsoever. The past fifty years have seen many linguists grappling with how motivation influences the learner (Dailey, 2009). Without motivation, individuals, including the smartest ones would not fulfill long-term goals (Dörnyei, 1998). Motivation and the problem of how to inspire students, is possibly the most important factor in every classroom, even more so when one considers that a significant number of learners have little choice to be in the classroom. Dörnyei & Ushioda (2013) rightly observe that, inspiring and motivating the learner is the most purpose of a classroom situation. This is so because most students end up in an English classroom by default. The centrality of motivation in this context is what has inspired this investigation to be conducted at Cihan University-Slemani.

Cihan University-Slemani is increasingly becoming an educational powerhouse. It is imperative that both students and the teaching staff remain motivated. This study has been carried out to establish students' views about their tutors' approaches or teaching methodology.

The aim here is to gather data that would reveal areas of motivation and how much of that concern impart on the success of English Department. Societal expectations are understood to influence choice of courses at tertiary level for most of the learners. Therefore, this study aims to understand what impact, if any, does society has on the motivation of the learner.

Extensive literature was consulted to ascertain that the position of English undergraduate students of Cihan University-Slemani with regards to motivation. The literature showed that no studies to this have been carried out. Thus, it is essential to understand the level of motivation of these students when it comes to second language learning.

The English Department of Cihan University-Slemani has been struggling with learner motivation and yet, as reiterated earlier in this narrative, there is no evidence in the current bodies of literature that suggests any investigations were carried out in the English Department to establish issues to do with motivation. This study is perceived to be a pioneer study and it relies on studies that were conducted elsewhere. So the aim is to clarify that if factors identified elsewhere are the same that are affecting motivation of learners in the university.

The factors that cause students not to have enough motivation in Cihan University-Slemani are not clarified yet. It is important to reiterate that role of teachers carry a significant influence on learner motivation. Learners at Cihan University-Slemani lack motivation and the reasons behind that are uncertain. Little or no research has explored Kurdish learners' motivation in learning English language.

Findings of this study are intended to serve Kurdish learners because all the universities in Kurdistan, even Iraq, whether they are private or public, hold the same nature. Since motivation has been established as crucial to learner development, the research wishes to help raise the motivational levels of both the teachers and students at the university. In short, the

research will attempt to cover the critical areas in the educational process in Kurdistan that have been neglected by previous researchers.

Aim of the Study

The carrying out of this research was necessitated by the desire to come up with solutions to a crisis that had dragged on for decades. Solutions are at the center of this research. The current problem has extending factors, so it is essential to stop its recurrence. The present study has been more influenced by these recent trends in research and therefore, pursues a dual goal: on the one hand, the aim of this study is to examine, along general lines, motivational patterns among Kurdish learners. The present study, as contextualized within the Kurdish socio-educational milieu, therefore, will shed light on young Kurdish learners' motivational orientations to learn the language. The aim of this study is to identify the factors that cause the students of Cihan University-Slemani's lack of motivation towards learning English language, then developing necessary suggestions in relation to the level of application of motivational strategies.

The study seeks to find answers to the following research questions:

1. What are the factors that affect students' motivation towards learning English?
2. What role do teachers play on students' motivation in learning English?
3. In what ways does lack of motivation affect university students?

This thesis scrutinizes students' motivation for studying English at university level in Cihan University-Slemani. It also aims to find out the driven cause that made them decide to study English, at the English Language Department in the university, whether it is for achieving the language proficiency and to improve particular skills, or just to have the Bachelor's degree in

English, as the nature of all the other universities in the area. This is an attempt to investigate factors which may account for lacking motivation.

The research was conducted through a qualitative case study focus. This study investigates the experiences of 11 participants. A thematic analysis methodology was used to explore students' motivation, obtained from interviews relating to the topic. This dissertation is also an engagement with thematic analysis as a method.

In general, motivational research provides insights into the variables influencing human behavior (Busse & Walter, 2013). This study, on the other hand, is contextualized. It seeks for solutions that can only be applied to a particular locality. As a pioneer research, it has the potential to provoke further research. This study seeks to lay out the ground work for further studies.

The substantial body of motivational literature offers the theoretical framework needed to systematically explore students' experiences during classes at university from a motivational perspective. Little research has been done on Kurdish students, so my aim for doing this investigation is to explore that. Therefore, my argument in this study seeks to contribute to understand Kurdish students' motivation towards learning English.

Limitations

Time and subjectivity are likely to have influenced this research. Time is the limitation here as only 11 participants were interviewed and each participant was interviewed only once. Necessary steps were initiated to minimize bias. Bulk of the content is dependent on the researcher's intuition and judgments. For that reason, the research may be unintentionally subjective.

Chapter II

LITERATURE REVIEW

Motivation

Although motivation has proved to be an important element of the learning and teaching process, there is “no agreement on the exact definition of motivation” (Keblawi, 2009, p. 23). It is a hard concept to define. Gardner (2006) posits that “motivation is a very complex phenomenon with many facets [...] thus; it is not possible to give a simple definition” (p.242). Different schools of thought have viewed it differently and that has made the concept very hard to define. Brown (2000) from the behavioristic approach, calls motivation the anticipation of prize or reward. However, the cognitivists define the term as “being more related to the learner's decisions” (Brown, 2000, p.160).

The constructivists' view of motivation emphasis on the individual and social interaction. They suggest that the learner and the environment should be at the core in conceptualizing motivation. Although these schools of thought view motivation differently, they all agree on the desire by an individual to fulfill a need. A need is seen as something rewarding. For the need to be fulfilled, choices have to be made. These choices are often made in certain social contexts.

'Motivation' means “to move” by its Latin root, so the study of motivation is the study of action (Eccles & Wigfield, 2002). Ryan & Deci (2000) views this like, being motivated as taking action to accomplish an activity. Sucuoglu (2007) observes that all theories have tremendous contributions towards the understanding of the concept, but none of them are been accepted as universal. So, being compelled to accomplish a task inculcates motivation. Ryan and Deci (2000) suggests that when a person does not feel compelled to do something, has no impetus and has no inclination to accomplish a task, that person is said to be unmotivated.

The teachers' role in motivation is central. Teachers can temporarily or permanently demotivate a learner (Patrick, Ryan, & Kaplan, 2007; Wentzel, 1998). Sucuoglu (2007) notes that, in the past, punishment was reckoned as the only available means to keep the learner motivated. The importance of motivation in second language learning is obvious, its role is undeniable. According to Lifrieri (2005), learners are certain to include motivation if they were asked about factors that affect their learning.

Brown (2000) believes that it is very difficult for a learner to succeed in second language learning without proper motivation. Gardner (2006) concurs with this because he suggests that the level of motivation in the learner is directly proportional to the success of the learner. That means, the higher the motivation, the better the chances of success. He elaborates that a motivated learner has a motive and that motive will spur the learner to engage in activities, work hard in the activity and show a desire to succeed in that task. Almost in unison to the above, Maslow, the American psychologist came up with a 6 level hierarchy that describes motives, in which he defines human needs. In ascending order, these needs are: physiological needs, safety and security needs, love and belonging needs, self-esteem needs, self-actualization, curiosity and the need to understand.

Moreover, in second language learning, motivation is required, and the learners must understand this (Alhodiry, 2016). Keblawi (as cited in Alhodiry, 2016) notes that motivation levels are not the same for everyone. Motivation varies from one individual to the other. Both teachers and learners must be aware of this. For example, in America, most foreign students are motivated to be integrated in a culture as well as for academic purposes (Alhodiry, 2016). Another motivation for learning a foreign language, especially a global and international language such as English, is feeling the "ideal self" which can be a great influence on students'

motivation, as they see themselves as members of second language speaking community (Xu & Case, 2015, p.71).

Motivational Research and Its Development

The past fifty years have witnessed three major stages in motivational research. According to Dörnyei (2009), these stages are categorized as follows: The Social Psychological period (1959 – 1990) which was popular for its exploration of instrumental and integrative motivations, then The Cognitive-Situated Period (1990s) in which two concepts were introduced; Self-Confidence and Self-Determination and lastly, The New Approaches (past decade) that sought to direct issues of motivation to the self.

The first period was dominated by Robert Gardner and Wallace Lambert's works. They suggested the classification of motivational factors into two broad categories; Instrumental and Integrative (Clément, Dörnyei, & Noels, 1994).

The late 80s and early 90s witnessed two concepts introduced; The Self-Determination Approach by Ryan and Deci in 2000. The concept emphasized the role of extrinsic and intrinsic motivation. The concept added to Richard Clement's Linguistic Self-Confidence Model (Clément, Dörnyei, & Noels, 1994).

Zoltán Dörnyei then added to these two concepts by proposing The Second Language Motivational Self System, which placed more emphasis on integrative motivation than it ever had been before (Csizer and Dörnyei, 2005). Again, Dörnyei (2009) explains that learners are motivated by the 'possible selves' - a picture of what the learners perceive themselves to be in the future. The above narrative on the history of motivational research clearly shows that there have

been several changes of perspectives with regards to motivation. The numerous theories plainly exhibit the crucial role that motivation is believed to play in the acquisition of a second language.

Intrinsic and Extrinsic Motivation

Ryan & Deci (2000) defines intrinsic motivation as it is “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (p.56). Intrinsically Motivated learners tackle a task for the fun it gives them, or the challenge it poses to them and not for the sake of the outcome. To them, rewards are peripheral. So, intrinsic motivation is doing something because one feels that the thing is attractive and pleasant. Walker, Greene and Mansell (2006) explain that students that are intrinsically motivated are not afraid to make mistakes, learn from the mistakes and draw pleasure from exploring complicated tasks. According to Guilloteaux (2007), intrinsically motivated learners engage in a task because of the pleasure they get from doing and accomplishing it. Intrinsic motivation is noted when a task is approached spontaneously which is the sheer pleasure of engaging in a task.

On the contrary, extrinsically motivated learners engage in activities that brings rewards to them. The task itself is peripheral and there is little or no excitement to accomplish the task. Examples would include seeking good grades, seeking a rewarding or avoiding a punishment (Vansteenkiste, Lens, & Deci, 2006).

Integrative and Instrumental Motivation

Brown (2000) asserts that all studies that pertain to foreign language learning, zero their focus entirely on contrasting integrative and instrumental motivation. This is to some extent true. Instrumental motivation is when a learner studies a language for an important reason such as occupation or other important motive (Gardner, 1983). Gardner (1983) perceives instrumental motivation as “learning a language because of someone or less clearly perceived utility it might have for the learner” (p.203).

On the same note, Gardner (1983) sees integrative motivation as to engage in learning a language so as to become socially acceptable in that particular speech community. The integrative motivation means “learning the language with the intention of participating in the culture of its people” (Gardner, 1983).

Therefore, when a learner engages in a language in order to familiarize himself with the set values and norms, the learner is said to be driven by integrative motivation (Wilkins, 1972). While students with instrumental motivation often succeed in learning a language, those with integrative normally struggle to succeed in the target language (Cook, 2000).

Role of Confidence and Anxiety on Motivation

Learners’ motivation can vary tremendously according to their confidence and anxiety. Clement, Dörnyei and Noels (1994) suggest that anxiety and motivation are closely related to motivation and also to language and communication proficiency. Self-confidence is a very important factor in learner motivation. Low self-confidence often inhibit intake of the target language. As an example, confident learners are ready to try out what they have learnt even in social situations without fear of making errors. The same learners are open to error correction.

A learner needs to speak in the target language in order to improve the language skills of the language. So, confident learners tend to progress well in the target language. On the other hand, anxious learners who cannot speak in class have a small chance of improving their oral skills. Although reading and writing skills can be developed in anxious learners, but there is very little chance that their listening and speaking skills would improve because they are reliant on interaction. In my opinion, teachers should observe such reality very closely. Oxford & Shearin (1994) observes that the best students in many cases have experienced failure to communicate. Teachers can curb this by creating a classroom environment that nurtures self-confidence.

Motivation in Language Learning

According to Guilloteaux (2007), Lambert and Gardner are the founders of motivational research in foreign language learning. They were social psychologists. To them (Lambert and Gardner) “learning a second language is unlike learning any other subject” (Guilloteaux, 2007, p. 56). This is so because when you learn a language, you naturally inculcate various facets of the people, such as culture (Gardner & Lambert, 1972). Even the geo-political, cultural stereotypes and prevailing attitudes can influence the learner (Dörnyei, 2005).

Motivation is an essential and basic part of learning (Brewer & Burgess, 2005). The learner must desire to achieve something and the target language should act as bridge towards that goal. In other words, the language should be merely a medium towards a goal. According to Ellis (1994) “language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation” (p.508). In truth, the level of motivation of the learner cannot be fully explained

without regards to the teacher's roles and the methodologies and approaches the instructor uses in class.

Cook (2000) believes that each learner is unique. This uniqueness is what determines an individual's success in the target language. Cook (2000) identifies personality, motivation and age as the three things that differentiate one learner from the other.

Motivational Processes from a Qualitative Perspective

The growing interest experienced in the temporal dimension of motivation is clearly articulated in early qualitative researches. Busse and Walter (2013) explore the important role played by Ushioda's study in motivational research. Ushioda's studies are particularly important for using qualitative research to bring out the role of motivation in foreign language teaching and learning.

Ushioda acknowledged temporal dimensions of motivation. Ushioda's works distanced motivational research from socio-psychological research, both methodologically and theoretically. Ushioda's work seeks to challenge the dominance of quantitative research. Ushioda's motivational thinking stems from the motivation she got from a qualitative research on motivation that was conducted on university students that were studying a foreign language. In the study, Ushioda used twenty undergraduate learners who were studying French in Ireland. Ten of these learners were second years and the other ten were first years. The study sought to explore motivational thinking that applies to foreign language acquisition.

Her findings revealed that a person's experiences with second language learning determines the students' ultimate desire to learn the language at university level. Bad experiences normally take away the desire to learn a foreign language in a school environment. This means

that foreign language learners can bring attitudes into a language learning environment. At the initial stage of learning, future goals connected to that language being learnt are less influential.

Lastly, Ushioda's study revealed that qualitative research should in future focus on emerging and changing patterns of a learner's motivation because qualitative research can give detailed deep analysis (Busse & Walter, 2013).

Theoretical Framework

This research is more motivated by the works of Zoltán Dörnyei, a British linguist born in Hungary in 1960. Dörnyei has many works on second language acquisition, particularly on motivation, especially by proposing The Second Language Motivational Self System which placed more emphasis on integrative motivation than it ever had been before. The influence of his works can be found in this thesis. His works prioritize motivation as a pivotal element in the learning process. Dörnyei came up with the motivational theory in which he appreciates it as the main determinant of second language learning (Dörnyei, 1994). In his researches, Dörnyei looks at how social attitudes influence motivation. Dörnyei's works is very interesting because it looks at motivation and how it is influenced by a plethora of factors. This research has adapted to Dörnyei's motivational theory because it seeks to clarify the role of social factors, tutors and the learner himself with regards to motivation. Some ideas in this thesis are borrowed from Dörnyei's theory because his ideas are profound and critical. These ideas are relevant to Cihan University-Slemani.

Chapter III

METHODOLOGY

Introduction

This chapter begins by emphasizing the aims of the research. It further outlines the methodological approach that was applied to understand why there is a problem of motivation among the undergraduates of Cihan University-Slemani as well as the rationale for the choice of that methodology. The chapter also focuses on the population sample and how the sample was selected. The chapter will also dwell on ethical guidelines this research observed. Data collection and the instrument and data analysis procedures will be outlined here. Finally, the chapter will look at steps taken to ensure validity and reliability of the data collected.

Design

To fully comprehend the nature of factors that pertain to motivation, this research adopted a qualitative approach that allows several perspectives so the phenomenon can be perceived. Qualitative research is very flexible, for example, this particular research is basically deductive in nature because it seeks to establish if factors that are believed to be the causes of lack of motivation elsewhere by earlier researches are the same factors that apply to Cihan University-Slemani. At the same time, if new theories emerge during the course of the research, attention will be given to them so that recommendations for the future can be made. This means that the research can also be inductive.

Qualitative research is complex and difficult to define. Perhaps there are no clear definitions, but the following definitions from varied scholars are included here to offer a wide view of what this phenomenon entails. Sale and Thielke (2018) defines qualitative research as

“an inquiry process that focuses on interpretation and meaning, and aims to explore social or human problems [...] and it is a scientific process because qualitative inquiry is an essential part of the arch of knowledge that science builds” (p.32), and by arch of knowledge, Sale and Thielke (2018) refer to the process of knowledge acquisition.

The research will adopt the form of a case study. Complex phenomena are better observable through case study (Baxter & Jack, 2008). In other words, the case study approach allows a through exploration of phenomena in its natural form (Crowe, Cresswell, Robertson, Huby, Avery, & Sheikh, 2011). Case studies can be regarded as a design (Cook & Campbell, 1979). Merriam (1998) perceives case study as “an intensive, holistic description and analysis of a bounded phenomenon” (p19). Factors that affect motivation among the undergraduates at the university are estimated to be both personal and general. For the research to be able to provoke the personal factors, there is a need to approach the subject from a qualitative angle which reduces bias by underplaying artificial factors such as those that affect responses from the participants. Yin (1984) concurs to this by positing, a case study is “a unique way of observing any natural phenomenon which exists in a set of data” (p. 5). The closest a study can be fitted into a natural environment is through case study and this partly explains why the case study was adopted as a research methodology. More reasons for the choice of case studies will be discussed in this current chapter.

Case study is recognized as a tool in many social science studies, and the role of case study method in research becomes more prominent when issues are with regard to education (Gulsecen & Kubat, 2006). Yin (1994), an accomplished researcher in case studies states that it is “an empirical enquiry that investigates a contemporary phenomenon within its real life context”.

According to Gerring (2004), case study is special because of “the depth of analysis that it offers” (p. 348).

It is essential to select a satisfactory research design in order to adequately respond to questions posed by the study. Baskarada (2014) argues that, “research design logically links the research questions to the research conclusions through the steps undertaken during data collection and data analysis” (p. 5). Qualitative approach was selected because it poses several advantages to this research.

Cihan University-Slemani has not been investigated before in relation to motivation. This study is a pioneer research which the focus is meant to deal with a specific problem at the university. Therefore, a case study is viewed as most appropriate because it contextualizes a problem. Zainal (2007) supports this specificity that a case study brings to research by noting that it investigates a small geographical area within a specified context, and it explores real-life phenomenon through a detailed analysis.

Another advantage of a case study to this research is that it allows the researcher to interact with the participants intimately. Issues of motivation are sensitive and complex because they affect people at a personal level. Respondents can participate genuinely, but only if they feel that the process is beneficial to their needs. The current motivation of the undergraduates is believed to be low and so the research selected qualitative case study, this allows interaction to take place with the respondents to provide the required information freely and genuinely. The need to trust the researcher is of paramount importance. As such, a case study is effective because it allows the researcher to connect and built relations with the target group. According to Yin (2003) case study permits the researcher to observe individuals or communities through unique and complex strategies, relations or programs.

Another reason for choosing case study is because it is flexible. There are no “typical rules to guide a case study, as opposed to other qualitative or quantitative research strategies, there are virtually no specific requirements guiding case research” (Meyer, 2001, p. 329), and “case study does not have a codified design like the other research strategies of social scientists employ” (Yazan, 2015, p. 140). Case study is not dependent on statistical inference (Mitchell, 1983).

The Research Context and the Participants

The sampling criterion in this study was aimed to generate specificity. Undergraduate students in English Department at Cihan University-Slemani are the target population of this research. There have been numerous complaints from the alumni students of Cihan University-Slemani. These students are bitter that after four years of studying English at Cihan University-Slemani, their proficiency and competence in English is virtually not even at the level of undergraduates. They are targeted in this research because they form the basis of the study at the university. It was not practical to cover all the available levels of students in the English Language Department because this is a pioneer study which must begin at a micro level. The intention is to provoke further studies on motivation in the future. Also, the factors that influence motivation at one level may not necessarily be the same for another level.

With that in mind, the researcher was compelled to use purposive sampling. Purposive sampling has, for many years, been in use and is virtually synonyms with qualitative research (Tongco, 2007). Purposive selection (sampling) is an informative selection tool. It is also called judgmental sampling. Participants are deliberately selected because they possess certain attributes anticipated by the researcher (Bernard 2017). There are no underlying theories that

determine how the participants are to be selected. It is nonrandom (Bernard 2017). The researcher decides which data is essential for the research, and then select participants based on the anticipated data (Bernard, 2017). It is a non-probability sampling technique.

Participants in purposive sampling are expected to be individuals of that community and should possess adequate information about the culture of the community. The informants must be willing to provide and share the required information.

Putting all these considerations and guidelines in mind, this is how the respondents were selected by the researcher. Since this is a finite population, the researcher selected 33% of the available population which is 11 students (Eleven out of thirty-three undergraduate students). The sample was selected solely on the researcher's judgment. The selected sample is believed to be sufficient by the researcher because the population is a homogenous group such that causes of lack of motivation are likely to be shareable between two or more individuals within the population. The results from the 33% are believed to an adequate representation of the entire population under the study. In other words, this is a homogenous type of purposive sampling.

The rationale behind selecting such a small population sample is because the researcher has to adequately interact with the participants, prior, during and after the interviews in order to build trust which will generate honesty responses from the interviewee. Either way, purposive sampling does not put restrictions to the number of participants in purposive sampling. Bernard (2017) supports any number of participants, and further explains that there is no limit to the number of informants as long as the data being sought for is obtainable from the selected number. Seidler (1974) suggests a minimum of five participants for the data to be usable and reliable. The selected sample was expected to respond to questions in the interviews. More details about the interviews will be made available in due course.

Data Collection Procedures

The data gathering phase is almost as important as the research itself because it leads to an understanding of the theoretical framework of the research (Bernard, 2017). Data collection is demanding, but there is no data collection method inherently superior to the others. The use of a particular method is solely dependent on the nature of the research. The researcher selected interviews to collect data from the selected sample.

Interviews are “a systematic way of talking and listening to people and are another way to collect data from individuals through conversations” (Kajornboon, 2005, p. 2). According to Dörnyei (2007), a ‘good’ qualitative interview has two key features: “(a) it flows naturally, and (b) it is rich in detail” (p. 140). Dörnyei (2007) further argues that interviews are socially accepted natural means of gathering data. This view spurred the researcher to adopt interviews as a data collection instrument. By also putting into consideration the fact that case study allows observation of phenomena within its natural environment, interviews become more fitting as a data collection tool.

There are other reasons why interviews were preferred as a data collection tool. One reason is that, the quality and reliability of responses can be regulated by the interviewer. The right rapport just has to be introduced. Through interviews, inner feelings, perceptions and attitudes are revealed.

Another advantage of interviews is that they suite well with deductive and inductive research. Since this research is both deductive and inductive, interviews are most appropriate. Because this research is deductive oriented, the researcher ask questions that responds directly to the information being sought for. But as the interviewee responds, new theories will emerge and

the interviewer is compelled to make a follow-up on them. When new theories emerge, the research becomes inductive oriented. As such, interviews are exhaustive.

Lastly, interviews are a means of avoiding ambiguity and miscommunication. The interviewer and interviewee can move along very well by asking questions, rephrasing them and cross-examining responses. Knowledge and opinions are shared in the process. The interviewers ask questions that respondents would be able to express their opinions, knowledge and share their experience (Kajornboon, 2005). This means that the researcher can guide and control the interview, but not necessarily the outcome. When the interview is unstructured, the interviewer's role is central and he becomes a research tool (Zhang & Wildemuth, 2016). Through rephrasing and redirecting, the interviewer ensures that objectivity of the study remains under check.

The researcher prepared interview guidelines that effectively linked to the research questions. The interview questions/guidelines were unstructured. Unstructured interviews are good because they are flexible and non-directed (Kajornboon, 2005). In unstructured interviews, the respondent has the chance to speak frankly and openly. The interview intended to interact with the respondents while within their natural environment. The interviewer recorded responses with an audio recorder while directly writing down notes. The respondents were made aware of this recording.

Again, an audio recorder was used during the pilot interviews. This was intended test the quality of the interview guidelines, quality of the audio recorder as well as to observe the conduct of both the interviewer and interviewee. Alterations were made where necessary. The researcher made contact with the participants to alert them of their ethical rights. The contact was also intentionally in order to familiarize with the respondents. The respondents were then made aware of their interview dates.

Each interview lasted not less than thirty minutes. The interviews were conducted in a lighted room with minimal distractions. The interviewer probed and followed up verbal and non-verbal clues during the interviews. The interviewer also encouraged the respondents by nodding, redirecting and rephrasing questions.

Finally, the interviews were decoded. Each decoding lasted no less than two hours. The data was generated into meaningful data units which were later classified into groups. The data classification method shall be elaborated in chapter four under findings.

The interview questions focused on pertinent issues. They were holistic in approach as they tended to ask almost everything about university life. All forms of interaction were taken into cognizance. These include peer interaction, interaction with lecturers and interaction outside the classroom within the university campus. Teachers' roles and teaching approaches were inquired. Respondents were asked about university life, their own motivation experiences of university life. Their expectations and anticipations prior taking the course were quizzed over. For further detail of the nature and structure of the interview guidelines, the interview guideline has been attached under the appendixes section. In short, the interviews were intended to provoke as many responses as possible. To that effect, each interview lasted no less than thirty minutes.

Ethical Considerations

In this section, I reiterate several points that are mentioned elsewhere in the previous sections, but examine them from an ethical perspective because this investigation concerns the lives of students within their own classrooms, its execution gave rise to a number of ethical issues and dilemmas: necessary permission and approval with participants and the university

authority was obtained for doing the interviews. Each participant is assigned a pseudonym. No one was forced to do the interviews, and all the personal information of the respondents is confidential.

Data Analysis

This section is intended to highlight the data analysis procedures that shall be applied to the data in the following chapter. It is critical to choose an appropriate strategy that best addresses the intentions of the research. In this particular case, Thematic Analysis (TA) was perceived to be most suitable because of its flexibility in allowing every part of the data to be analyzed. Again, it appreciates the emergency of new theories during the data analysis process. During the analysis, TA allows similar data to be grouped and analyzed together. Other reasons for selecting TA as a data analysis method are discussed later in this section. The interpretation analysis phase is a frame work which reveals how the data that was gathered, was organized and narrated for interpretation. Data interpretation is pivotal to the research because raw data is unusable. About this, Twining, Heller, Nussbaum and Tsai (2017) note, data analysis is the process through which interpretations and inferences are made which might include the development of a theory. This research should inspire secondary researches at the university. Therefore, it was imperative to use TA which adequately interprets the data.

Thematic analysis is rapidly gaining recognition as a unique and important method of data analysis. It is competing with established theories like grounded theory. It is the most popularly used qualitative analytic method in social sciences. TA is “a data analysis strategy that is a commonly used across all qualitative designs” (Castleberry & Nolen, 2018, p. 2).

This research adopted the Thematic Analysis (TA) approach to analyze the data because it has a plethora of advantages. TA is probably the most flexible way of analyzing data in qualitative study because it allows data to be compartmentalized into units. From the units, it becomes easy to study patterns that are emerging from the data. The themes that are used must emerge from the research questions, such that, the data should be compartmentalized in consistent with the research question/s that the data is responding to. About this, Braun & Clarke (2006) posit that, thematic analysis, “captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 82). In a homogenous group such as in this study, patterns in the data from one interviewee to the next are easily identified and grouped together.

In addition, TA was adopted for this research because it suits well with deductive and inductive research. This research is both deductive and inductive. It is deductive in that it seeks to ascertain theories on motivation in the context of Cihan University-Slemani. On the other hand, it is inductive because it is open to new ideas as to why motivation at the university is low. TA heavily depends on generating themes. These themes are developed either from the research questions of the study or the data gathered in the study. This perfect fit by TA in deductive and inductive studies is the major reason it was selected as a tool for analyzing the research data.

Steps followed in TA. Braun and Clarke (2006) created six steps that TA should follow in analyzing gathered data. This research followed these steps and they are discussed here:

- Step one. Familiarizing oneself with the gathered data: the researcher listened and read and reread the data several times while taking down notes.
- Step two. Transcription: here, the researcher started grouping the data into chunks so as to draw meaning out of the data. The data was grouped according to similar patterns.

Only data that responded to the research questions was gathered. The data was gathered into different codes.

- Step three. Search for themes: themes should be viewed as deductions from the codes. However, themes can overlap codes. For example, anxiety was identified as a theme under the code, intrinsic factors, but teachers' roles are indirectly linked to anxiety in learners. Other themes identified included society expectations, poor teaching methodologies, unrealistic social roles, misconceived rationale for learning English and many other themes. In short, themes are extended codes as noted in the few examples above.
- Step four. Review the themes: this phase involves making sense of the themes. Themes that emerged were accessed to see if they are relevant to the research questions. Codes that related to the same theme was gathered together, for example, anxiety was noted to emerge from three different codes, the role of instructors, intrinsic factors and social responsibility.
- Step five. Define the themes: this is the final step in refining the themes. Here, the themes are further divided if possible. Links among the themes were also identified. Themes were juxtaposed to student expectations.
- Step six. Write up: this is the final step involved in TA. It involves writing up the finding. For this particular research, the findings are presented in chapter four.

The Researcher's Role

The role of the researcher must be clarified. The researcher views himself as a data collection instrument without whom the whole research would not have materialized. In

qualitative studies, the researcher is considered as an instrument of data collection, “while in quantitative studies, the researcher’s role is, theoretically non-existent” (Denzin & Lincoln, 2000). This means “data are mediated through this human instrument, rather than through inventories, questionnaires, machines. In this qualitative case study, the researcher’s role was crucial. Any subjectivity that could have occurred was unintentional. The ultimate concern of this research is to be as objective as possible so that the outcomes of the research are useful in helping to deal with a crisis at university.

Validity and Reliability

Qualitative researchers often replace reliability and validity with terms such as truthfulness, credibility, and trustworthiness (Avenier & Thomas, 2015; Holloway & Todres, 2003). There is no 100% reliability or validity in any data collection instrument but it is essential to select an instrument that is most likely to accomplish the intentions of a research. For this reason, this research preferred interviews. There are several reasons why interviews were viewed as the most valid and reliable instruments for data collection.

Firstly, the interviews are usable when dealing with sensitive issues which invoke people’s feelings and personal lives. For example, the researcher could observe the facial expressions of the respondent. These non-verbal clues revealed anger, embarrassment, pain or other feelings and the interviewer was quick to adjust or provoke accordingly.

Secondly, interviews are testable and a content validity test was actually conducted. Prior to the actual interviews, the researcher conducted a peer evaluation test of the interview guidelines. This involved issuing the research guidelines to peers. Their opinions about the quality of the interview questions were taken into account and necessary adjustments were made.

Undergraduate students in the English Department were interviewed under audio record while writing down notes. The analysis that followed thereafter revealed that the interview guidelines were feasible and consistent with the research questions. After finding each theme, each participant was contacted again to make sure of the themes. Adjustments were made where necessary.

Chapter IV

FINDINGS AND DISCUSSION

Introduction

This chapter is pursuant to chapter three in that it seeks to outline the interview results that were analyzed through TA. The aim of the chapter is to elicit factors that impact on learner's motivation. This data was obtained from the interviews that were administered to undergraduate students of Cihan University-Slemani, the results are very central to this whole thesis. They have implications since they either confirm or refute the beliefs held by many educational experts that students' motivation is related to social and external factors, the teachers' roles and teachers' motivational practice. The results shall be presented in the form of themes as prescribed by TA. Codes were identified from the data. However, the whole discussion of the chapter shall be arranged and discussed as themes.

Role of Teachers

Teachers were noted to be major players in the motivation of the learners. Responses from the learners highlighted strengths and weaknesses that different teachers bring to the learning process. For example, some teachers were reported to depend solely on the lecture method, few engaged the learners in the learning process. Other teachers were praised for their social skills which immensely helped to build good social interaction with students. Others completely failed to do that. Yet, success in a foreign language largely hinges on the teacher. The teacher helps keep the learners motivated or decide on which method is best to deliver content to the learner.

When quizzed about the role of teacher in the learning process, the undergraduates at Cihan University-Slemani revealed striking patterns through their responses. All eleven respondents indicated that there is very little interaction between the teachers and the learners.

EXTRACT 1 (Interview 7 March 2018)

Zhyan claimed, *“There is never one on one interaction with the lecturers despite the fact that we have obvious problems. The timetable is fully packed and the lecturers have little time for interaction with us”*

The extract above indicates that there is a detachment between the lecturers and their students, yet one of the basic requisites for success in a target language is by generating as much interaction as possible with the role models of the language. Quizzed over why this is so, two of the respondents claimed that the learning process is unidirectional because the lecturers do not give enough explanations of the subjects. In such cases, interaction in the target language is minimal, and for that reason, one particular participant admitted to have missed several lectures.

Other students (seven) blamed the result-oriented approach of the lecturers and the university. Grading was popularly agreed to play a crucial role at the university. One particular respondent posited that she would rather not improve the language at all than to fail the course because passing forms the central objective of the lecturers and the university.

EXTRACT 2 (Interview 7 March 2018)

Nask says, *“Failing is never an option with me. I would rather someone do my work than fail. There is no acceptance of failure here.”*

Nask’s fear of failure is one of the many cases that emerged during the interviews. It was clear that the learners are under immense pressure to succeed. Their anxiety levels cause them to dislike the course. The fear of failure underplays internal motivation. Instead, external motivation

(precisely, instrumental) is the main driving motivation for these learners. One of the biggest shortfall of instrumental motivation is that it is not reliable; it can be affected by external situations. Internalized fear is very bad for the students. Here, learner/teacher expectations are at variance because all the interviewees (eleven) agreed on improving their English proficiency outside the university, like watching movies or joining a club. Again, bulk of the respondents revealed (not explicitly) that they do not like some of their lecturers. The reasons for that are diverse and have been covered in this section.

One key aspect raised in the interviewee responses was teacher competence. One respondent cited lack of subject mastery among the lecturers, this is obvious as they fail to give adequate explanations of the subjects. Another cited disappointment at not having at least one lecturer who is an English native speaker. Aggarwal (2001) reckons that a sound and intelligent teacher should have subject mastery which is critical in commanding respect and ultimately gains the attention of the learners.

On the contrary, the university has lecturers who are well-versed with issues relating to motivation. Three interviewees admitted that they enjoy certain lectures with particular lecturers more than they do with others. The interviewees feel that they feel valued by those lecturers and actually enjoy attending them, but would not worry missing those that undermine them.

EXTRACT 3 (Interview 7 March 2018)

Sarbast, says, *“Mr. Zana (pseudo name) is outstanding. All students love him. He has passion with his job and is willing to help us all the time.”*

The interviewees are in a position where they receive rejection or acceptance. This gives them the power to judge the different methods of teaching that they receive. It also allows the research to make assumptions that learners’ motivation towards English may be influenced by teachers’

roles. The extract above reveals that not all the teachers are acceptable to the learners. Some are popular with the students, but others are not. The only plausible explanation to this is the roles they play. Once the learners are negatively affected by their teachers' roles, it is highly unlikely that the teacher will be effective to the learner.

Social and External Factors

External factors do not originate from the learner, but their effect directly or indirectly interfere with learner motivation. In response to why the learners studied English as a course or if family played any role in the selection of their courses, the respondents raised critical issues connected to family influence.

All the interviewees admitted that they took the English study because it would make their parents/family proud.

EXTRACT 4 (Interview 7 March 2018)

Awin in particular responded, *“Passing this course is the best present I can ever give my mother. Sometimes, I worry that I will let her down.”*

As such, Awin works very hard to achieve good grades. Another interviewee admitted that university education is expensive for his family and she is fighting hard to show appreciation for their efforts.

EXTRACT 5 (Interview 7 March 2018)

Tablo says, *“How can I afford to fail with so much money being spent on my education? I usually sleep late because I have to pass the course.”*

Bulk of the responses revealed that the learners have predefined roles that their families have set for them, either arbitrary or explicitly defined. Family status in all these cases is central in

influencing learner motivation and behavior. Huge financial obligations, high expectations and pride are some of the influences that families impose on their students. Failure in a course is treated with disgrace by family and society. Unrealistic and huge expectations place the learner under immense pressure. Pressure builds anxiety on the part of the learner. A thorough assessment of the role of anxiety on the learner will be treated in due course in this section.

Intrinsic and Instrumental Motivation

Factors that motivated the learners to study English at university level were investigated. It emerged that some made personal decisions to study English, but others did not make the choices on their own. Parents were noted to be major players in the study choices. Again, question targeting what motivated the learner while studying English were asked during the interviews. All forms of motivation are important for the learner, but intrinsic motivation supersedes all other forms. The questions were asked to establish if the learners have intrinsic motivation. In this section, intrinsic motivation and instrumental motivation will be compared. Responses from the interviewees will be grouped under intrinsic or instrumental. This section forms bulk of the interview questions because intrinsic motivation supersedes all other forms of motivation as it is durable. It can weather many complications because it is a self-driven desire to engage in a language learning process. That's what instrumental motivation is not. For this reason, the section will attempt to discuss these two forms of motivation side by side.

Intrinsic motivation is an internal cohesion to accomplish a task. Deci (1985) as cited by Alhodiry (2016) better defines it as "activities for which there is no apparent reward except the activity itself. People seem to engage in them for their own sake and not because they lead to a reward. Intrinsically motivated behaviors seem to bring about internally rewarding

consequences, such as feelings of competence” (p.5). Intrinsic motivation should be equated to integrative motivation and integrative is when the learner is driven by a desire to belong to a particular society, for example, a speech community. Both intrinsic and integrative should be understood as direct opponents of instrumental motivation. Instrumental is vulnerable because changes in the natural realm can affect instrumental motivation. For example, someone can study a course to get a particular job, but if the job is no longer available, the instrumental motivation that catapulted the study are most likely to vanish with the missed opportunity.

Quizzed over why the respondents took up this study, eight of them stated that the course would make their job prospect more realistic. They explained that since the country has limited access to English language, so being able to converse in the language, places oneself at a huge advantage to secure a good job. Zhwan took up to study English because of relatives who stay in America.

Extract 6 (Interview 8 March 2018)

Zhwan says, “I am hoping to gain fluency so that I can communicate properly when I join them in America. So far, I have not really improved and it worries me so much”.

Zhwan’s reasons are both instrumental and integrative. The desire to fit into a particular society is integrative, but the hope that one day Zhwan would travel to America is opportunistic-oriented, hence, instrumental. In this response, and bulk of the responses from other respondents, lack of intrinsic motivation was revealed. These participants are driven either by instrumental or integrative motivation. However, as reiterated earlier on, learners who depend more on external motivation are likely to be affected by external pressures. This places them at a precarious position because they may switch off any interest to learn the new language.

The same participants indicated that what they expected from the course and what is happening on the ground is at variance. Reading from the non-verbal cues, it was clear that most of them are not enjoying the English course.

EXTRACT 7 (Interview 8 March 2018)

Soran says, *“I do not think school is meant to be enjoyed. To me, what is important is to pass and go.”*

Soran’s responses do not confirm or refute if he enjoys the study, but his disregard of the term enjoyment strongly suggests that he is not enthusiastic either. Others bluntly concurred that they do not enjoy the course at all.

EXTRACT 8 (Interview 8 March 2018)

Tablo says, *“I do not like the way we are taught here. There is too much pressure from the lecturers. I always look forward to the holidays so that I can rest and breathe”*

Lack of enjoyment of the course places bulk of these learners at a precarious position because they can be easily frustrated by the course. Again, this would cause such learners to disregard mastering the language as long as the grades are good. Their form of motivation is artificial and can be easily affected by external factors. On the other hand, one respondent enrolled in the course because of a genuine desire to master the language.

EXTRACT 9 (Interview 8 March 2018)

Bashdar says, *“I love English. I have always admired when people speak in English. Hopefully, one day, I can speak the language too.”*

Bashdar fits directly into intrinsic motivation. Intrinsic motivation is stronger and can persevere in many situations. Alhodiry (2016) posits that this motivation is important and pervasive. Innate psychological needs are better served through intrinsic motivation.

The Role of Anxiety

Anxiety is a multi-faceted phenomenon. It can neither be understood from one direction nor interpreted from one angle. All the themes discussed prior in this section ultimately pressurize the learner. A few examples should be used here to provide a clearer picture of how anxiety negatively impacts motivation.

Under theme one, it emerged that teachers prioritize good grades above everything. The students are compelled to perform. They dread failure. This gives rise to affective filters. The fear of failure and the desperation to perform act as bulwarks that hinder reception of content. Once that starts to happen, grades fall. Ultimately, the learner becomes anxious and unwilling to learn the new language.

EXTRACT 10 (Interview 9 March 2018)

Nask, when asked, ‘Do you fear not succeeding in the course?’ Nask responded,

“I think about my grades all the time. I have been performing badly recently and I worry that I may never be able to finish the course.”

Nask’s fear is well-founded. The pressure that the parents and teachers place on the learner is immense. While pressure is good, excessive pressure is poisonous because it causes a person to overthink and worry a lot, hence anxiety.

In the same vein, parents and society place huge expectations on the learner which raises the levels of anxiety. In short, all the themes dealt with in this chapter are directly or indirectly

linked to the rise of anxiety in the learner. The pressure that the learners receive is from all directions.

To understand the levels of learner confidence, two questions were asked. How frequent do you engage in conversation in English, in and outside the school environment? Do you feel confident when you converse in English? Three of the respondents admitted to use English outside the learning environment often because they stay with colleagues that do not speak the language. Eight others admitted to using the language if it necessary to do so. Otherwise, they do not use English in daily confidence. All the interviewees cited their lack of confidence when conversing in English because they have not yet developed full competence in it. When a learner is intrinsically motivated, confidence is high. Confidence is central because it encourages the learner to communicate in English. The learners in question are very low on confidence. They are too sensitive to their shortfalls in terms of English confidence, and this explains why they rarely use English in social situations. They are too self-aware and anxious of their ability to use the language.

Discussion

Busse and Walter (2013) acknowledge that there are many variables that influence human behavior. Motivation is one such human behavior that cannot be sufficiently explained or understood from one standpoint. This research, therefore, focused on angles, that is the learner, teacher and community to establish how each of these played a role, which is to affect the motivation of the students, studying English at Cihan University-Slemani. The overall analysis is summarized here.

While investigating teacher, the following emerged. Bulk of the responses from the interviewees indicated that lecturers at Cihan University-Slemani fall into two groups, those that understand the need to keep the learners motivated and those that do not. From the interviews, the former were identified by the following attributes. They abstained from lectures. Interviewees complained that learning was disseminated by lack of enough explanations as teachers are role models of the target language, with minimal interaction; learners have a little chance of improvement in terms of pronunciation and proficiency.

Some of the teachers were blamed of harboring certain behaviors that negatively affected the learner. The interviewees complained that most lecturers used the lecture method which omits the learner from the learning process. Alhodiry (2016) acknowledges that teaching styles, teacher behavior and nature of interaction determines the development of learner motivation. Wentzel (1998) concurs by positing that, teachers can either temporarily or permanently demotivate the learner. The learners interviewed have low motivation and the teachers take part of the blame. Instead, these teachers are encouraged to use different motivational strategies that benefit the learning process (Gilloteaux, 2007). This is why the interviewees preferred some lecturers over others.

The students unanimously agreed that they did not like the fact that the university and its lecturers prioritize grades over academic performance. As such, in determining factors that negatively impact on motivation of the learner, teachers play a pivotal role.

While investigating, the following emerged about the learner. While other forms of motivation are important, intrinsic motivation outweighs them all. Its importance is conceded by Ahmed (2015) who posits that, the type of motivation that the learner brings to the class is the biggest factor that affects success in learning process. It emerged that most of the students have

now lost the desire to study English due to the difficulty of the subjects, their own lack of intrinsic motivation, excessive pressure from parents and society, and of course, teachers. Bulk of the learners also complained that what they had in mind about English before coming to the university directly contradicts what is on the ground.

All the interviewees admitted that studying English makes them anxious, especially if they obtain low grades. The fear of failure is immense and has drained their confidence and motivation. Suffice to say, most of the interviewees have developed negativity towards learning English. Ellis (1994) defines motivation as the learners' effort in the learning process, by this definition, it is clear that the interviewees are being pushed to perform by external factors. These students are very unlikely to succeed in their studies. Bulk of the interviewees were found to be introverts, that is, they rarely attempt to use English in any social situations unless it is imperative to do so. This is evidence of lack of intrinsic motivation.

They also dodge lesson at will. They generally dislike some of the subjects. Despair and regret was noted in their non-verbal cues. They expressed fear over failing to graduate. The few, who remain motivated, are a direct contrast to the former. These motivated learners depend on intrinsic motivation which they use to weather any challenges that threaten to derail their motivation. The centrality of intrinsic motivation in situations where various forces threaten to destroy learners' motivation were adequately examined in chapter four.

Lastly, there is family and society influence on learners' motivation. In bulk of the research consulted, this was considered the least influential factor on motivation. Some were pushed into choosing English by their families, while other studied English to please their parents and some just love the language. When Ahmed (2015) posits that, the motivation that the learner brings to the learning environment determines success in the new language, he is

precisely correct. In short, the students lack intrinsic motivation. They are anxious to prove themselves to their families. They, therefore, work on their grades while disregarding proficiency in the new language.

Chapter V

CONCLUSION

The centrality of this chapter lies in its ability to bring together various facets of this research into one coherent conclusion. Firstly, the chapter gives a reconciliation of the research questions and the findings. It also focuses on the implications and suggestions that emanate from the findings. Finally, it provides a conclusion to the whole argument.

The same research questions must be compatible with the preferred research methodology. The following research questions that guided the whole research are understood to have been justifiably responded to.

- What are the factors that affect students' motivation towards learning English?
- What role do teachers play on students' motivation in learning English?
- In what ways does lack of motivation affect university students?

To respond to these research questions, the research used qualitative data collection method. A case study is seen as the most appropriate one because it is very specific in approach. It was necessary to focus on one university since this is a pioneer study. Data was collected from the respondents. Interviews are important in many ways, chiefly, because they allow the investigator to interact with the target group intimately. The study required participants to open up with interviews. The data that was collected from the interviews was analyzed through Thematic Analysis. TA is convenient because it encourages the data to be grouped by means of patterns. Once similar patterns of the data are grouped together, themes are created. Each theme directly responded to one or more research questions.

The most important decision to make in the whole analytical process is to choose a method that is congruent to your methodology. It should be the one which is most appropriate to

answer your research questions. I used interviews in my study because they are particularly suitable for relatively small qualitative research studies, where the information can be summarized and overviewed. The study was taken to find out ways that could boost learner motivation. The conclusion is that an eclectic approach is needed. This means that all stakeholders, like the teachers, learners, society, all have tasks to play, but the learner was perceived to be central because intrinsic motivation which is durable resides in the learner. This explains the huge bodies of research on this subject. These early ideas were central in feeding information to this research. Suffice to say, this research is inconclusive. There are many questions that this research has raised and the anticipation from the research is to see more researches being conducted.

Implications and Suggestions

There is no record known to the researcher of any investigation into learners' motivation at the university. It identified that learners do not like the teaching approaches. It also identified that society and families play pivotal roles in determining which courses their students should take. The extent to which this pressure that the parents exert on their students affects the learner or the teaching methods that the lecturer use have not been verified by this research. These two examples, and many other missing gaps are sufficient prove that more research is needed. This research has been intended to provoke subsequent researchers to focus on various facets of learner motivation at Cihan University-Slemani.

Secondly, the teacher's role in ensuring motivation in the classroom is very central. The teacher must be aware of the various forms of motivation and how each type affects the learner. The teacher must understand how these forms of motivation overlaps. The ability to capture,

manipulate and inculcate motivation is the greatest asset the learner can have. The teaching process must be designed in such a way that these various forms of motivation are nurtured and intensified.

Mahadi and Jafari, (2012) suggested some tips to create motivation among language learners. Some of the tips are explained here. The language teacher's role must be that of a guide. Teachers must not impose themselves on the learner. The learner must be allowed to make mistakes. Reproaching a learner only serves to increase anxiety. Mistakes in pronunciation must be tolerated and encouraged. Teachers must encourage learners to be inquisitive. The motivation of the learner must be upheld at all cost.

Teachers should ensure that there is adequate interaction within the classroom. Social interaction in the target language is important in that it allows the learner to experiment with the language. This means learning a new language goes beyond the rules of grammar of the language. As such, intrinsic motivation in extroverts should be cultivated by encouraging extensive communication with others, while in an introvert, the learners should be channeled toward using the target language for internal monologue, personal thinking and decision making in social contexts. All learners must embrace the learning process.

Lastly, the learners' role in creating and sustaining motivation is crucial. Intrinsic motivation supersedes all forms of motivation because it is durable. The learner, therefore, must have a genuine reason for studying English. Instrumental motivation such as securing a job can be detrimental in a language class if the desired goal is no longer perceived to be important. Parents should not impose what their students should study. Integrative motivation is particularly efficient in boosting intrinsic motivation. Therefore, the language class should resemble a speech

community where students feel accepted, respected and appreciated. This encourages the learner to immerse themselves in the language, in and outside the classroom.

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Appendix A: Interview Guidelines

1. What motivated you to study English at undergraduate level?
- 2(a). What were your expectations when you enrolled into the course?
- 2(b). Are those expectations being fulfilled?
- 2(c). If not, why?
- 3(a). Does your family or society expect you to play a certain role when you graduate in the English course?
- 3(b). If yes to the above, do you think those expectations put you under pressure to perform in the subject?
4. How teachers' roles;
 - (a). inspire/motivate you to learn English as a foreign language?
 - (b). negatively/positively affect your desire to learn the language?
5. Do you worry about succeeding/ not succeeding in your study of English?
6. Do you think that the teacher is giving you adequate support in your English studies?
7. Does the university offer any programs that help to support you in the English- learning process?
8. How would you describe your relationship with each of your lecturers?

Appendix B: Participant and Informed Consent Form

Participant Information Sheet and Informed Consent Form

Dear Participant,

You are asked to participate in a research study that we are carrying out in order to understand the attitudes of the teachers and influence students' motivation. The data collected through this study will be used to understand how students in the English Language Department are motivated. If you agree to participate, we will be observing you during your class hours for four (2) weeks. The observations will be recorded by the researchers via hand-written notes. We will also arrange interview sessions at the end of each week. During these interview sessions, you will be asked to comment on the way you provided responses to questions during classroom discussions. Each interview will last between 15-20 minutes and will take place in a confidential place. All interview sessions will be recorded via hand-written notes and these recordings will be kept by the research team, after which they will be deleted from all of our databases. All interviews will be transcribed by anonymising any identifying information.

Please note that your participation in the study is voluntary and whether you agree to participate or not will have no impact on your grades for the courses you are/were enrolled in. The data collected during the course of this study will be used for academic research purposes only and may be presented at national/international academic meetings and/or publications. Your identity will not be revealed in any case to third parties and pseudonyms will be used in all observational and interview data. You may quit participating in this study at any time by contacting us. If you opt out of the study, your data will be deleted from our database and will not be included in any further steps of the study. In case you have any questions or concerns, please contact us using the information below.

Supervisor: Dr. Ülviye Soysev

English Language Teaching Department, Near East University

E-mail: ulviye.soysev@neu.edu.tr

Researcher: Shvan Gharib M. Faraj

English Language Teaching Department, Near East University

Tel: +90 (548) 820 36 70

E-mail: 20167946@std.neu.edu.tr

Appendix C: Request Forum - Cihan University-Slemani

Dear/ CU-S – English Department – Head of Department,

I'm MA student in Cyprus, from Near East University, writing my thesis titled: Students' Motivation towards Learning English Language, supervising by Dr. Ulviye Soysev who can be contacted with: (ulviye.soysev@neu.edu.tr)

Near East University can be contacted at: +90 (392) 223 64 64 , info@neu.edu.tr .
English Department: english@neu.edu.tr

I request for the Department's permission in order for doing my observation and interviews with students. I will not ask any personally identifying information about the students in the Department. The reason that I chose Cihan University-Slemani for collecting my data is that I was a student in CU-S, studied my BA and graduated from there.

Thank you for your time,

Sincerely,

Shvan Gharib M. Faraj

Phone number: +90 (548) 820 36 70

Email address: 20167946@std.neu.edu.tr

Appendix D: Cihan University-Slemani Approval Letter

Cihan University-Slemani

English Department

Approval Letter

Reference is made to the email addressed by Mr. Shvan Gharib M. Faraj who asks for the department permission to conduct a research at our department, and he granted approval. Kindly ask him to send the type of questions that he intends to address. Accordingly, we will facilitate and support him.

23/02/2018

Appendix E: Near East University Approval Letter



16.07.2018

Dear Shvan Gharib M. Faraj

Your application titled “Attitudes of Teachers of English Department and Influence on Students’ Motivation Towards Learning English Language at the Private University of Cihan/Slemani Campus” with the application number YDÜ/EB/2018/73 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note:If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendix F: Turnitin Similarity Report

Shvan - Turnitin

ORIGINALITY REPORT

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