DOCTORAL DISSERTATION

THE INFLUENCE OF ATTITUDES, SELVES AND CULTURE IN MOTIVATING KURDISH LEARNERS TO LEARN ENGLISH

SANA YASEEN KHUDHUR

2020
THE INFLUENCE OF ATTITUDES, SELVES AND CULTURE IN
MOTIVATING KURDISH LEARNERS TO LEARN ENGLISH

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(God will exalt those of you who believe and those who are granted knowledge in high degrees.)

(Holy Quran, Al Mujadila, 58.11)

The More I live, the more I learn. The more I learn, the more I realize the less I know.

Michel Legrand
To,

My husband and daughters, Lynn and Land,

this work is dedicated to enduring all the difficult times during my studies, their love, patience and unconditional faith. Without their support, this dissertation would not have been possible.
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ABSTRACT

This study presents an investigation of motivation of Kurdish learners to learn English language. The aim is to examine the influence of selves, attitudes, and culture on learners’ instrumental and integrative motivation towards learning English. It also intends to study the way that the selected variables, namely Attitudes towards English language, Ideal L2 self, Ought to L2 self, Interest in the L2 culture, Interest in the L2 community, Instrumental motivation and Integrative motivation, influence English language learning among the learners in the foreign context of Kurdistan. The study can be considered novel in ways that no previous studies have been attempted to investigate the motivation of Kurdish students so far in relation to the effects of the considered variables on their English language learning.

Data for the study was obtained from three language service centres in a large city in Kurdistan Region, and both quantitative and qualitative approaches were employed with a total number of 180 survey participants and a total of 12 interview participants. The questionnaire was designed to explore learners’ self-orientations and attitudes towards English and how they are inspiring learners to learn the language. The learners’ interest towards English culture, people and the society was another examined scale which considered important in the context of the examined study. That is because, the way that the learners’ view English people, values, habits and the way of their thinking facilitates to understand their motivation towards learning English language. The qualitative study was conducted following the analysis of the quantitative data. It has provided in-depth explanations for the quantitative results through delivering further perceptive on learners’ views and attitudes concerning their language learning motivation. The most important results of my thesis are as follows: 1) the examined sample of the present study have positive attitudes towards learning English and that they are perceptibly instrumentally motivated towards learning English. 2) Due to the current developments which can be witnessed in the
context of the investigated study, individuals were urged to learn English in order to obtain their needs and maintain their life responsibilities. 3) Ideal L2 self has been evidenced as the most significant indicator to predict the investigated learners’ instrumental and integrative motivation. 4) Significant others were also found to have positive influences on learners’ instrumental motivation towards learning English. That is, the ways that family and friends mediate the social values related to the importance of English language in today’s life to learners promote their views towards the need for learning and understanding English and its culture. The study concludes that all the constructs examined in the present study can create clear impacts and have roles in developing and strengthening the examined learners’ motivations towards learning English. Finally, the study recommends that learners’ positive attitudes and interests towards intended second or foreign language to learn need to be endorsed to maintain their motivation in language learning. Correspondingly, in the process of language learning, learners need to be projected towards the target language as the users of that language in order to promote their success in their language learning experiences.
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<tr>
<td>ANOVA</td>
<td>Analysis of Variances</td>
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<tr>
<td>EFL</td>
<td>English as a Foreign Language</td>
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<td>EIL</td>
<td>English as an International Language</td>
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<td>English as a Lingua Franca</td>
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<td>EM</td>
<td>Extrinsic Motivation</td>
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<td>ESL</td>
<td>English as a Second Language</td>
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<td>English for Specific Purposes</td>
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<td>FL(s)</td>
<td>Foreign Language(s)</td>
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<td>FLL</td>
<td>Foreign Language Learning</td>
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<td>IELTS</td>
<td>International English Language Testing System</td>
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<td>IM</td>
<td>Intrinsic Motivation</td>
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<td>L1</td>
<td>First Language</td>
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<td>SL</td>
<td>Second Language</td>
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<td>L2MSS</td>
<td>Second Language Motivational Self-System</td>
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<td>NNS(s)</td>
<td>Native Speaker(s)</td>
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<td>NS(s)</td>
<td>Native Speaker(s)</td>
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<td>SLA</td>
<td>Second Language Acquisition</td>
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<td>SLL</td>
<td>Second Language Learning</td>
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<td>TOEFL</td>
<td>Test Of English as a Foreign Language</td>
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<td>USA / US</td>
<td>United States of America / United States</td>
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INTRODUCTION

Aim and Rationale for the Study

Language learning motivation has been investigated from different theoretical perspectives, in different educational contexts and it has taken different approaches throughout the history (Belmechri & Hymmel, 1998; Clément, Major, Gardner & Smythe, 1977; Dörnyei, 1994a; 1998; Laine, 1977; Lamb, 2012; Lett & O’Mara, 1990). The scope of most of the research studies examining language learning motivation has been to examine the reasons that inspire learners to attempt to learn the language they desire and how motivation level varies from one learner to another. Therefore, research studies on motivation have frequently been referred to the issues that create differences in learners’ stimulus towards language learning, including individual differences, self, attitude and language learning context. These issues, consequently, have provided new dimensions to the research agenda of language learning motivation (see Dailey, 2009; Dörnyei, 2009b; Dörnyei & Ushioda, 2009; Gardner, 2008; Skehan, 1989, 1991; Tragant, 2006).

The present study, accordingly, is inspired by the dimensions which are considered essential in researching and examining language learning motivation. However, due to the fact that Kurdish people are one of the ethnicities of the Middle East who have been known to have distant cultural differences with western countries, especially those countries where English is speaking as the first language (L1) (Khudgir Agha, 2015, Kurdish learners of English have often been claimed to have different personal characteristics, perspectives and attitudes towards English language. Therefore, they have different stimuli towards learning the language. On that basis, the present study aims to examine how the dimensions of learners’ selves, attitudes towards English language, culture and its society influence their instrumental and integrative motivation towards learning English language.
In addition, it is important to note that there is a gap in literature with regard to English language learning motivation among Kurdish learners and that is due to a sparse number of investigations conducted in the field (see Ahmed, 2016; Murad 2015. Therefore, my rationale in conducting the present study is to fill this gap and scrutinize the intended constructs in an empirical research. The present research, therefore, can be considered unique in that it can be considered the first attempt, as none of the previous studies have examined the issues that have been dealt with in this research and related to motivation in the context of Kurdish learners to learn English. In addition, the age focused sample gave strength to the study and showed variances to the results that is because the research studies which have been conducted so far on Kurdish learners, to the best of my knowledge, mainly explored motivation with reference to college or university students only (Hama, 2016; Khudgir Agha, 2015).

Therefore, in support to the above justified reasons, I have been inspired to deal with Kurdish learners of English as the sample of this study in order to enrich literature and broaden the scope of research with regard to Kurdish learners’ motivation to learn English. In addition, the study ensures that the voices of the learners are heard and proposed to present an original research which has not been presented before. The study can be considered significant in ways it helps curriculum designers and course developers to enhance learners’ enthusiasm and develop their positive attitudes towards learning English. The outcomes of this study may attract the attention of Kurdish teachers and stakeholders towards improving students’ interests towards the importance of English language in order to determine successful outcomes in their process of English language learning. Lastly, the findings can help to expand and develop learners’ motivation towards English language in order to obtain their personal and educational needs.
Outline of the Dissertation

This dissertation consists of seven chapters and follows academic traditions by providing the background to the study, outlining the research methods and analysing the empirical results. Chapter 1 begins with a presentation of the study background and context in terms of Kurdish people ethnicity, language and population. The aim is to provide the reader with a broad overview of the study framework in order to help them relate the obtained results to the investigated context. Besides, it focuses on the significance of English language and the need for learning since it is emphasized as the first compulsory FL in the current education system of the investigated study context (Khudgir Agha, 2015; Khudhur, 2016). This could be considered as the most important issue to take into consideration while studying motivations of Kurdish learners towards learning English and understand the reason that directs the examined learners to concentrate on learning English more than any other languages and make efforts to develop their abilities.

Chapter 2 provides a review of theories, approaches, models, and research studies related to motivation for second or foreign language learning (S/FLL). It contributes to build the basis of the study based on the examination of relevant literature available in the studied area. It also identifies the attitudinal and self-related variables that affect motivation to learn a language. Furthermore, the chapter addresses some social and cultural issues that may be important in understanding motivation for learning a foreign language (FL) for learners in English as foreign language (EFL) contexts. The study is mainly inspired by the classic models of S/FLL motivation presented by Gardner (1985a) and Dörnyei’s (2009a) L2 Motivational Self-system(L2MSS). These approaches are employed and served to build the theoretical framework for the study. In addition, the learners’ self, attitudinal and cultural intensities are covered to see how they influence the learners’ instrumental and integrative motivation towards learning English based on the examined context of the study.
Chapter 3 explains the methods used to research and develop this thesis. The research was designed as mixed-methods study in order to answer the study questions and test the hypotheses through descriptive and explanatory methods (Creswell, 2008; Creswell & Clark, 2010; Morse, 2003; Tashakkori & Teddlie, 2003). Mixed-methods design was selected because the strength of quantitative and qualitative methods was endorsed in order to explore the issues and help to determine detailed understanding of study participants’ views and dispositions with regard to the examined variables.

Chapters 4 and 5 present the results of both quantitative and qualitative research studies. In Chapter 4, the quantitative data collected from the participants through the questionnaire method is presented and analyzed. First, the self, attitudinal, cultural and motivational constructs that were included in the final version of the questionnaire are tested for their internal consistency (Cronbach Alpha values). Then, descriptive statistics are presented for all the scales. The chapter ends by dealing with the impact of the studied variables on the examined participants’ language learning motivation with the help of multiple regression analyses and then building a path model of Kurdish learners’ motivation towards learning English based on the results obtained.

Chapter 5 incorporates the qualitative results. Through in-depth interview studies, the quantitative data has been elaborated and expanded. The interview data provides thorough details with regard to the learners’ perspectives towards English language and offers comprehensive responses to the queries that based the interview study. The chapter explains the learners’ attitudes and cultural interests towards English people and society and examines how these issues influence their instrumental and integrative motivations and direct them towards learning the language.

Chapter 6 discusses the results of both quantitative and qualitative results. It compares and relates the data obtained with other research studies that fit within the same framework.
The results show that the learners who have been investigated are positively inclined towards learning English language. Moreover, they have constructive attitudes towards English people and culture and are also instrumentally oriented towards learning English. Their ideal L2 selves also approved to be the most significant factor which influences their instrumental and integrative motivations simultaneously. In addition, while discussing the results of this study and relating them to other research studies investigated the same issues in other study contexts; a number of issues emerged which determined the novelty of the study and distinguished the results of the current study from others.

Chapter 7 presents the final remarks of the study and offers the theoretical and methodological implications of the study. In addition, further research ideas are suggested for future research to be implemented in the same domain. The chapter then addresses the issues that limited and constrained the scope of the present research. Finally, the appendices provide the empirical study instruments that have been employed for both quantitative and qualitative studies in English and Kurdish.
CHAPTER ONE: THE CONTEXT OF THE STUDY

1.1 Very Brief Historical Overview of Kurdistan

The word Kurdistan refers to the “land of Kurds”, which has an area of 55,000 square meters (see Figure 1), and has an estimated population of between 25 and 40 million (Encyclopædia Britannica, 2020). Most of the inhabitants of Kurdistan are Kurds (Miho, 2001). According to one source “the earliest trace of [Kurd] is found on a Sumerian clay-tablet, of the third millennium B.C., on which the land of Kar-da or Qar-da is mentioned. This land of Karda adjoined that of the people of Su, who dwelt on the south of Lake Wan, and seems in all probability to have been connected with the Qur-ti-e, who lived in the mountains to the west of the same lake” (Khudgir Agha, 2015, pp. 8-9).

Figure 1

Great Kurdistan Map (Zerak, 2013)

Although the Kurds settled in Kurdistan more than 4,000 years ago; they still don’t have a specific country (Khudgir Agha, 2015). This is due to the succession of colonialism
and invasion by other countries, and the region has remained under threat and turmoil throughout history (Hassanpour, 1992). The region had been under the rule of the Ottomans and Persians for a long time until it was divided between Britain and France according to the Sykes-Picot Agreement by the end of the First World War (1920-1923s). Based on the agreement, each countries were granted, Turkey (%43), Iran (%31), Iraq (%18) Syria (%6) and the former Soviet Union, including Armenia, Azerbaijan, and Georgia (%2), from the total area of Kurdistan (Khudgir Agha, 2015; Meho, 2001), see Figure 2.

**Figure 2**

*Kurdish Areas in the Middle East (BBC News, 2019)*

The Kurds form a distinct community that united through ethnicity, culture and language. They also belong to a number of different religions and sects, although the majority of them are Sunni Muslims (BBC News, 2019). The official language in Kurdistan is Kurdish language. It is written in the same way as the Arabic alphabet and is spoken by about 40
million people. The language is “a member of the Indo-Iranian branch of Indo-European languages. It is considered the language of north western Iran” (Khudgir Agha, 2015, p. 10).

Kurdish language has two unified dialects, Kurmanji and Sourani. Kurmanji is a northern dialect that is commonly spoken in Turkey, Syria, the northern part of Iran and Iraq. This dialect is considered an extension of three quarters of all Kurdish speakers (Encyclopædia Britannica, 2020). The other dialect, Sorani, is the central dialect and is spoken mainly in Iraqi Kurdistan and “in the Iranian Kurdistan region and the southern parts of western Iranian Azerbaijan” (Khudgir Agha, 2015, p.10).

In 1919, when Kurdish became the language of instruction at state schools in Kurdish regions of Iraq, the modern Kurdish literary tradition also began and evolved. Consequently, Kurdish thinkers have created a standard Kurdish literary language that relies mainly on Sorani dialect. In recent centuries, the Sorani dialect has undergone more developments than Kurmanji, and thus a rich modern literature in the Kurdish language is available in Sorani nowadays (BBC News, 2019).

This research refers to Kurdish language in the Sorani dialect as it is the standard dialect among Iraqi Kurds. In addition, the study limits its focus to the Kurdistan Region of Iraq for practical reasons. This region gained semi-independence from Iraq after the 1991 uprising. However, after the fall of the Iraqi regime in 2003, the region obtained formal recognition of its partial independence and the Kurds were allowed to practice the most permanent and recognized self-determination after several centuries of occupation (International Affairs, 2010).

Hence, many changes have taken place in Kurdistan since 2003, and the region has found great prosperities in all aspects of life. This provided opportunities and opened the door for people from all over the world to establish relations with Kurdish people and visit the region for various purposes, such as politics, public relations, business and tourism (Murad,
2015). For that reason, in order individuals will be able to develop relations, establish effective interactions and understand with each other with foreigners, they need a systematic means of communication, which is a common language. Therefore, in the next section, I will discuss and focus on the importance of English and the need for learning it among Kurdish people in order to use as a mean of communication while contacting foreigners.

1.2 Importance of English Language and its Development in the Studied Context

In the late twentieth century, the globalisation of English language was undisputable (Gass & Selinker, 2001; Kirkpatrick, 2007; Lightbown & Spada; 2006). Language learning studies explain that English is the language spoken by 300 million people worldwide as the L1, while 700 million or more people tend to lean English as an additional language (Crystal, 2004; Jenkins, 2003, 2010). Research studies on the importance of learning English depend on various views and argue that the most effective factors that make one language more desirable than others might be political and economic causes (see for example Bailey, 1982; Barber, 1982; Crystal, 2003; Firth, 1996; Kachru, 1986; Shumin, 2002).

In addition, in light of the rapid evolution and globalization of the current world, there are many reasons for any individual or groups to focus on learning English language from any backgrounds or any contexts (Anderman & Anderman, 2000; Candlin & Mercer, 2001; Jenkins, 2010; Kachru & Nelson, 2006a, 2006b). One reason could be that English can be considered as the most applicable communication tool to contact people all over the world (Crystal, 2003, 2004; Davies, 2005; Erten & Burden, 2014; Graddol, 2006; Jenkins, 2011). Therefore, it is no longer regarded as the language of a particular society, neither associated to a specific context (Brutt-Griffler, 2002; McArthur, 1998). Melchers and Shaw (2003) further clarify that the use of information technology, the internet and social media in particular, has developed throughout the world and this, undoubtedly, requires a language
that is common and used by large number of people in order to be appropriate for all (Kachru, 1986, Kachru & Nelson, 2006b).

Considering the present study context, English language has been found as the most important means of communication after the official language, which is Kurdish (Khudgir Agha, 2015). This is due to the profound developments in Kurdistan and the region’s openness to the world where people are demanded to establish relationships and communicate with people from other backgrounds for different purposes. Therefore, this has required the people to learn English language to enable them contact foreigners more actively and efficiently (Khudgir Agha, 2015; Murad, 2015).

In addition, the developments that the region experiences at the present time in all aspects of life, especially the technological growth that we are seeing today, have supported to narrow down the gap that exists between Kurdish and English communities and supported learners to involve in English communication contexts remotely (Khudgir Agha, 2015). In other words, the social networks have played profound roles and seen as authentic communication channels which helped English learners to get into contact with English speakers from different parts of the world and involve in English communications easily (McKay, 2002a).

According to Nostrand (1989) and Bell (2010), technology has provided open access and supported individuals to adopt the target language and culture effortlessly. As a result, the rapid growth and developments in the world of communication have determined the global demand for learning English language and made individuals understand the importance of the language (Saville-Trokike, 2006). Consequently, English has been identified as the principal means of communication and emphasized as a mandatory requirement for success of future generations (Kaplan & Maehr, 2002; McKay, 2002a). This
trend, unquestionably, has affected Kurdish learners equally and mandated them to be responsive to the advancements of the world and extend efforts towards learning English.
CHAPTER TWO: THEORITICAL BACKGROUND

2.1 Introduction

Studies have argued that some learners struggle with learning second or foreign language (S/FL) while others do not (Dörnyei & Kubanyiova, 2014; Elliot & Thrash, 2001; Noels, 2001; Park & Kim, 1999). One reason for this argument may be the fact that learners have different personal characteristics, beliefs, and attitudes toward the language they intend to learn. Accordingly, they have different levels of motivation toward that language (Gardner, 2001; Kuhl, 2000a; Markus & Nurius, 1986; Stipek, 2002; Tremblay & Gardner, 1995; Truitt, 1995). It is also observed that differences in the social context of the learners or the perception of their society toward a particular language or group lead to variances in their performance in language learning process and their language learning achievements (Saville-Troike, 2006). In the same way, the influences that culture creates on stimulating the thoughts, beliefs, and attitudes of learners towards the target language cannot be overlooked. On that basis, both culture and motivation are recognized as the two significant components that enhance learning of S/FL (Dörnyei, 1994b).

In this chapter, I will review theories, approaches, models, and research studies that have formed the basis of study in S/FLL motivation. In this way, the theoretical framework of the present study will be shaped. I will also focus on the proposed issues that the study aims to explore, namely attitudes, the self, and culture, and provide detailed information about them. Later, I will explain how these issues can influence learners’ instrumental and integrative motivation and stimulation towards learning English language based on the relevant available literature.

This chapter consists of four main parts. The first part focuses on motivation in language learning. It provides a comprehensive definition of the concept and how it has been presented and developed from psychological, social, educational, cognitive and process-
oriented perspectives. The shifts and modifications that occurred in the study of motivation and the concept itself will also be discussed. Besides, the section puts emphasis on the relationship between theory and practice in the study of motivation in learning S/FL.

In the second part, the concept of attitudes and their implications to learning S/FL will be scrutinized through presenting the relevant theories, research studies and various models that have been presented in relation to the study of attitudes in language learning. The relationship between attitudes and motivation, and their influences on learners’ language learning success will be another aspect that would be examined in this section. The following part focuses on learners’ selves. It summarizes a number of theories in connection to learners’ selves that lead to differences in learners’ performances in language learning. In addition, the most significant theories and structures that have been developed around the construct will be presented, with the aim of uncovering the effects of selves on motivating learners.

The final part deals with another construct that constitutes one of the most fundamental issues of the current research study and has received special attention during the course of this study, which is culture. The section begins with proposing three prominent definitions of the concept in the context of language learning in order to build the theoretical basis for the study and process the term based on the definitions examined in the course of the study. Besides, the effect that culture creates on the dependent construct of the study, motivation, will be discussed to see the role and significance of culture on learners’ motivation towards English. Following that, two basic theories of motivation in language learning that have direct implications to culture will be presented and discussed. Finally, the way that culture is determined to influence learners’ thinking and perceptions towards the target FL, people and society will be overviewed and explained. Furthermore, the global spread of English language which has been boosted worldwide and the way that English has undergone
considerable changes in the number, composition, usage and functions, which resulted in the vast diversity of ELF users in various contexts, will be studied and scrutinized.

2.2 Second/Foreign Language Learning Motivation

Motivation has become the common area in researching S/FLL in the last fifty years (Boo, Dörnyei, & Ryan, 2015; Clément, Smythe & Gardner, 1978; Shaaban & Ghaith, 2000). This wide develop body of research may stem from the fact that motivation appears to be one of the most fundamental factors that influences language learners and determines their success in the process of second or FL learning (Crookes & Schmidt, 1991; Dörnyei, 1994b; Gardner & Lambert, 1972; Graham & Weiner, 1996; Oxford, 1996; Oxford & Shearin, 1994; Ryan & Deci, 2000). However, studying motivation in language learning will not be an easy task because of the complexity of the term and its multifaceted feature “its nature and its core features require particular cares” (Dörnyei, 1998, p.118). This has resulted in controversies with regard to the identification of the term over the studies in literature.

Language learning motivation has traditionally been defined as the learners’ desire to learn a specific language. It is “the extent of active and personal involvement in foreign or second language learning” (Oxford, 1996, p.121). Motivation is further described as a multifaceted notion of human behaviour that determines how individuals manage their tasks, how much energy they offer to present a given task, how long they persist to complete the task and how they think or feel towards the task (Cattell & Child, 1975; Urdan & Schoenfelder, 2006). Dörnyei and Ushioda (2011) support this identification and further extend that language learning motivation is “what moves a person to make certain choices, to engage in action, to expend effort and persist in action” (2011, p. 3).

For the purpose of this dissertation, I will define FLL motivation the way it has been presented by Ellis (1997) where motivation is described as an attempt that drives learners into
S/ FL learning and can be sustained by their desires to learn. Ellis (1997) elaborates that “motivation is dynamic in nature. It is not something that a learner has or does not have, but rather, something that varies from one moment to the next depending on the learning context or the task” (Ellis, 1997, p.76). Based on that evaluation, motivation can be specified as a desire or an attempt to achieve an aim and it depends on the effort that an individual intends to devote towards that aim. This explanation is consistent with the aim of the present study in ways it intends to investigate why the target population desire to learn English language and how they stimulated to exert attempt towards learning and obtaining their goals.

2.3 Theories and Approaches in the Study of Motivation in Second/Foreign Language Learning

There are large numbers of studies in L2 motivation research and the field has been growing rapidly within the framework of L2 studies and considerable amount of studies, investigations, articles and books produced. The concept of motivation has been theorized in dissimilar ways and different periods and approaches have been developed (Crookes & Schmidt, 1991; Deckers, 2010; Dörnyei, 1998; Gardner, 1988b; Gardner & Lambert, 1972; Gardner & Smythe, 1975).

According to Ushioda (2005), the literature of L2 motivation research has been differentiated into two main phases. The former tries to explore the relationship between individual difference variables and L2 achievement. It deals with a series of studies that consider Gardner’s perspectives in SLL where attitudes towards the language context and motivation have been considered as the most significant factors in determining SLL attainment (Gardner, 1985c). The other phase is the new era of motivational research which considers new models in order to obtain a more in-depth understanding of L2 motivation in educational viewpoint. It intends to cover the possible variables which impact learners’
motivation in a real language environment (Crookes & Schmidt, 1991; Deci, Ryan & Williams, 1996; McKay & Wong, 1996; Ushioda, 2005).

On the other hand, in order to provide a meaningful and reader-friendly demonstration of the approaches of L2 motivation, Dörnyei (2005) suggested to group similar theoretical and empirical studies together. Therefore, he created three periods to L2 motivation that provide a good overview of the history of motivation studies in second or FL learning. He appointed the period from (1959-1990) as the socio-psychological period and the (1990s) as the cognitive situated period and the end of the 1990s up to 2005 as the process-oriented period.

The *Socio-Psychological Period*

Gardner and Lambert (Garner & Lambert, 1959) initiated the research studies in SL learning motivation by their investigations in the bilingual context of Canada. The mixed socio-political situation of Canada, which involved both French and English communities, influenced both psycholinguists to be interested in the study of SLL. Their focus on the study of SL learning motivation was from a social psychology perspective and their research was mainly emphasised the significance of attitudes in shaping processes in language learning motivating. They described motivation of L2 learners as the “willingness to be like valued members of the language community” (Gardner & Lambert, 1959, p. 271).

The social element was then developed as the most outstanding feature in their new approach (Gardner & Lambert, 1972) and conceptualised as integrativeness. They further elaborated that L2 learners are motivated to learn a language because they are eager to be familiar with the target language and integrate with that language community and culture. Hence, attitude and motivation are considered as the two significant aspects of their studies and supposed to impact learners’ attainment in language learning process. This explanation
has influenced the conceptualisation of integrativeness and the study of SL motivation for decades.

According to the theory of Gardner and Lambert (1972), learners with integrative motives are more inspired in learning languages and they foster better communication skills. This is due to the learners’ willingness to involve with the people and culture of that particular language. The most common view of Gardner and Lambert’s (1972) study is that SLL is not like learning other subjects. That is because they assumed learning language indicates “imposing elements of another culture to learners’ life” (1972, p.193). Williams (2002) supports this claim as she points out that “learning a foreign language involves far more than simply learning skills or a system of rules, or grammar. Rather, it involves an alternation of self-image, the adoption of new social and cultural behaviours and ways of being” (p. 77).

Other researchers (see Crookes & Schmidt, 1991; Dörnyei, 1994a; Krashen, 1981, 1982; Lins, 2007; Oxford & Shearin, 1994; Tremblay, Goldberg & Gardner, 1995) claim that adopting the target language social and cultural behaviors by the learners might be arguable, particularly in the contexts where S/FL is taught as a FL where the learners’ direct contact with the target language environment is very limited. Therefore, the trend has been broadened towards wider expansions in order to be compatible with educational psychology research and other relevant disciplines. Following Gardner and Lambert’s (1972) study, Gardner and Smythe’s socio-educational model (1975) initiates all the investigations that were carried out around Gardner and Lambert’s (1972) study. Due to developments in the ideas within the socio- psychological period, shifts in the relationship between theory and practice could be observed clearly in studies of motivation. There have been wide interests among motivation researchers to derive theory from practice (Hickey & McCaslin, 2001). Thus, the interest towards engagement into real life practices has evolved in educational field.
Gardner and Smythe’s (1975) socio-educational model discussed second language acquisition (SLA) in school contexts. The study highlights that there is a significant relation between the learners’ age and their attitudes toward language learning. Several other studies have been followed and revised Gardner and Smythe’s (1975) socio-educational model, namely Clément (1980), Gardner (1985a, 1988b), Gardner and MacIntyre (1993), which will be discussed in the following section.

Approaches and Models on Gardner and Smythe’s (1975) Socio-educational Model. Gardner and Smythe’s (1975) socio-educational model was extended by Clément’s (1980) Social-context Theory which refers to the idea that learners’ viewpoint towards relative language values, standards and community would impact the outcomes of the language learning process. The scholar argues that a group would be attractive to the members of other groups whom they possess “high ethnolinguistic vitality” (Clément, 1980, p.149). Stevens (1999) supported this argumentation in his study while investigating English language proficiency in relation to learner age among foreign–born adults in the United States (U.S.). He underlined that groups with high English language level proficiency would have low rates of ethnic language maintenance and high rates of integration to English language. Paradoxically, groups who are less proficient in their English language level would have high rates of ethnic language maintenance and low rates of integration to English language.

Clément (1980) further elaborates that learner motivation will be strongly affected by the characteristics of the social setting. Also, the “collective outcome of communicative competence” (1980, p.152) will depend on learners’ original group. For that reason, the motivational process could be operative in multicultural setting and thus learners’ quantity
and the quality of contact with the target language will determine their confidence, and consequently, their motivation to learn the SL.

Gardener (1985a) expanded the Social Psychological Model (Gardner and Lambert, 1972) to a Socio-educational model that incorporates additional variables to L2 motivational processes. The new model dealt with four basic elements, namely the social-milieu, individual differences, contexts and the outcomes as outlined in Figure 3. The first element of the model, social milieu, incorporates the cultural beliefs of a learner towards the target language and the target group. Those beliefs maintain the significance and the insights of SL by SL learners (Gardner, 1985a).

Figure 3

A Schematic Representation of Gardner’s Socio-Educational Model (1985a, p.14)

The second element of the model is individual difference. It includes constructs such as, anxiety, intelligence, language aptitude and motivation. Gardner extends that “motivation involves four aspects; a goal, effortful behaviour, a desire to attain the goal and favourable attitudes toward the activity [and] the goal is a stimulus which gives rise to motivation” (Gardner, 1985a, p. 50). Context of the SL learning is the third construct of Gardner’s (1985a)
model which comprises formal and informal contexts. The fourth element indicates the outcomes of language learning process and encompasses linguistic and non-linguistic ones. The model also puts emphasis on learners’ belief towards the target language and culture which influence their language learning.

As can be seen in Figure 3, aptitude and motivation have been given central roles in the model as they have a direct influence on language learning. It is hypothesized that students with high-level of language aptitude will attain more achievements in language learning than those with lower level of aptitude. Also, students with high level of motivation seem to do better in language learning than those with lower motivation levels. Motivation, in this respect, is the degree of which learners attempt toward learning a language as they wish to learn and expend efforts to achieve their goals (Gardner, 1985b). Cultural beliefs, on the hand, as represented in Figure 3, will directly influence the four individual difference variables. In addition, it clarifies the extent which these variables impact achievements in SL learning. The remaining variables that appear in the model will perform secondary functions and work as conforming to the central constructs of the model.

Following Gardener’s (1985a) Social Psychological Model, Gardner and MacIntyre (1993) composed the findings of many studies that were conducted over several decades and shaped Socio-educational Model of SLA as demonstrated in Figure 4. The model suggests that the antecedent factors would impact individual difference variables and thus the linguistic and non-linguistic results of language attainment. The scholars also revealed the role of socio-cultural context based on empirical studies that are reported in motivation studies. They finalized that motivation has a primary role in SLL and other attributes, including context and individual differences, specified as complimentary of motivation in SL learning.
Gardner and MacIntyre (1993) explain that the model considers the learning context and they showed that contextual aspects, such as learning aid and curriculum, would explicitly affect the learning outcome and learners’ experiences. It is also stated that learners’ degree of success (which is the linguistic outcome) will affect (non-linguistic outcomes), such as feeling. In this way, both linguistic and non-linguistic outcomes would impact individual difference variables, among them motivation and attitude.

Based on the model, motivation is presumed to be a central part in three ways. First, it provides a connection between attitude and achievement. Second, motivation is hypothesized to have connection with learners’ attitude and finally it has an obvious role in learning attainment. The model also manifests that learner attitude and motivation could be clearly influenced by the degree of which the learner integrates to that language community and learning context.

Figure 4
Modified Version of the Socio-educational Model (Gardner & MacIntyre, 1993 adopted from Ushida, 2005, p.51)
Instrumental and Integrative Motivation. Gardner (1985b) designed a model for motivation in SLA and it has influenced the field of language teaching for many years in which two forms of motivation were introduced, instrumental and integrative. Instrumental motivation refers to stimuli that drive learners to learn a language in order to achieve their personal goals. Integrative motivation is the “motivation to learn a second language because of positive feelings toward the community that speaks that language” (1985b, p.82).

Integrative motivation is sub-categorized into three other scales, integrativeness, attitudes and motivation. Integrativeness is described as interest to learn a language in order to be close to the target language group. Attitude is labelled as thinking, reaction, and evaluation toward the language learning context, teachers, courses and motivations, the third sub-scale, is further categorized into three basic components (Gardner, 1985b). The components indicate an effort to learn the language, the desire to achieve the goal, and the positive attitude towards the goal.

These components are not separable and connected to each other. Gardner (1985c) suggested that integrative orientation develops the positive attitude of learners towards the intended language and accelerates the tendency to adapt the norms of that language and become similar to the valued members of that community. As a result, motivation will be responsible for the achievements in the SLL. The concept of integrative motivation has been further elaborated based on Gardner’s (1985c) and represented as “a favorable attitude toward the target language community, possibly a wish to integrate and adapt to a new target culture through use of the language” (1985c, p. 54).

Subsequently, Gardner (2001a) designed the integrative motivation model (see Figure 5) based on his earlier concept of integrative motives (1985b). The proposed model consists of three components, namely integrativeness, attitudes toward language learning situation and motivation. The first component includes the integrative approach, interest and attitudes.
toward SL learning. The second component includes the attitude towards the language teacher and the training course while the last component, motivation, indicates the effort, desire and attitude of the learners towards language learning.

**Figure 5**

*Gardner’s Conceptualization of Integrative Motivation (2001a, p.5)*

As shown in Figure 5, both integrativeness and attitudes toward language situation are closely related and are considered to support motivation. Therefore, the effects of both integrativeness and attitude towards language learning can be maintained through the
learners’ motivation to learn the language. The figure also refers to the functions which are referred to as other support in the model Gardner (2001a). These functions include instrumental motivation and other motivational factors, namely effects of L2 teacher and effects of L2 course. With regard to instrumental motivation, Gardner (2001a) testifies that instrumental motivation serves as a practical complement to integrative orientation.

Gardner’s models (1985b, 2001a) have been evaluated in various viewpoints and researchers expressed different opinions concerning the focus on integrative motivation in Gardner’s models (see Au, 1988; Crookes & Schmidt, 1991 and MacIntyre, 2002). That is because integrative motivation has been considered as a central concept and has received more attention than instrumental motivation in the models. Gardner (2001a) also stated the importance of integrative motivation and demonstrated that integrative reasons have higher levels of influence on learners’ motivation intensity. Some studies agreed that integrative motivation is important in SL learning while some other studies have showed that instrumental motivation has equal or more impact on language learning compared to integrative motivation. In addition, some research studies consider integrative motivation as a feature that is negatively related to competence and consequently decreases the degree of success in SL learning (Belmechri & Hymmel, 1998; Dörnyei, 1990).

Researchers further argue that Gardner’s focus on integrative motivation in language learning may not fit to all language learning situations (Oxford & Shearin 1994; Schmidt, Boraie, & Kassabgy, 1996). This is due to the model’s limited application to learners who have fewer opportunities to involve in direct communications and integration with speakers of the target language. However, there are many other factors that contribute to motivating learners who are distant from speakers of the target language, such as instrumental motivation and knowledge orientation (Al-Otaibi, 2004; Dörnyei, 1994a; Ehrman, 1996; Warden & Lin, 2000; Yashima, 2000). Therefore, it has been argued that the role and importance of
integrative motivation cannot be broadened to all language learning situations. Hence, the importance of different types of motivation may differ from one language learning context to another (Brown, 2000)

Dörnyei (1990) also suggests that instrumental motivation can be considered as more important than integrative motivation in FLL contexts. That is because the FL learners are unlikely having sufficient knowledge and experiences to participate in the culture of people speaking the target language in their early stages of their language learning experiences. Therefore, integrative motivation may not play a significant role in early stages of FL learning. On that basis, the implication of both types of motivation can be different among second and FL learners based on the context where the learning takes place.

Brown (2000) argues that integrative and instrumental motivations are not necessarily disconnected and that learners rarely implement one type of motivation while learning SLs. Therefore, motivation to learn a SL is often a mixture of both forms of orientation. The researcher provides an example from international students residing in the US and underlines that international students learn English for academic purposes while wanting to integrate with the people and culture of the nation at the same time. This example clearly explains that integrative and instrumental motivations can happen interrelatedly. Therefore, in some cases, it is difficult to separate learners’ instrumental and integrative motives (Lin & Warschauer, 2011).

Csizér and Dörnyei (2005), on the other hand, suggested that integrativeness can be observed as the aspect of L2 learning of one’s ideal self. With regard to instrumentality, they agreed that it was not clearly considered in Gardner’s (1985a) study and further asserted that instrumentality can be classified into two subcategories, which relate to either ideal self or ought to self, depending on the extent of internalization of the external impulse by learners.
That is, if instrumental motives are less assimilated; the learners are more inclined with ought to self and vice versa.

From the above accounts, it can be briefed that both instrumental and integrative motivation could be considered significant based on the context where language learning occurs. Subsequent research studies, on that basis, need to consider instrumental motivation while the importance of integrative motivation has to be emphasized as well. In sum, it is important to note that while instrumental motivation has been seen significant in SL learning, integrative motivation is consistently related to the success of learning that language. Accordingly, identifying the types of motivation could one of the key factors to successful language learning.

**The Cognitive-Situated Period**

After 1970s, further developments were perceived with regard to the importance of context in the study of motivation and the socio-psychological approach was replaced by social-constructive, social-cognitive and socio-cultural approaches (Bandura, 1986; Williams & Burden, 1997). These approaches are mainly dealt with motivation by presenting aspects that are connected with the cognitive patterns. The advocators of social-cognitive approach argued that motivation is not associated with the learner only, neither with the context entirely. They elaborated that learners’ cognition, with regard to a particular task, is mainly impacted by the social-contextual factors (Clément, Gardner & Smythe, 1980; Urdan & Schoenfelder, 2006). Learner’s cognition, accordingly, indicates the beliefs that people have towards a task, the expected accomplishments and the outcomes of the engaged task. The socio-cultural approach, on the other hand, claims that the learners’ cognition is simply affected by socially constructed characteristics (Clément, Gardner & Smythe, 1980; Greeno,
Collins & Resnick, 1996; McCaslin & Good, 1996) that are distributed among the participants within a particular setting (Hickey, 1997; Turner, 2001).

Scholars found that what has been presented in 1970s and 1980s lead to a new trend that achieved momentum in the 1990s which emphasized research on specific motivational constructs and developed reductionist in the models of motivation (see Bandura, 1977; Crookes & Schmidt, 1991; Dörnyei, 2001; Schunk, 2012; Volet, 2001b). However, the interest in renewal indicates not only in terms of structure, but rather, in the dynamic process of the classroom context as well (Volet, 2001a, 2001b).

Subsequently, the socio-psychological theory began to be seen as inappropriate because it could not explain well how motivation operates in the actual classroom of language learning (Brophy, 1999; Crookes & Schmidt, 1991; Rothoni, 2010). The researchers further called our attention to possible shortcoming of the socio-psychological approach. For example, Brown (1998) and Skehan (1991) suggested some changes in some elements of the socio-psychological theory and their proposed modification was to enrich the approach rather than rejecting. Similarly, a different movement of motivational research was emerged where found a way towards broadening the research paradigm. Many scholars began to recognize that individuals would transform the effects of external reinforcement. They also considered the value of expectation of success that the learner puts on the reinforcements, the completion and the outcomes of finalising the task successfully (Brophy, 2005).

These accounts, therefore, shifted the way of motivation from psychological approach towards the period of new research paradigm that considers the idea of cognitive view, self-determination and attribution theories in the 1990s. The new paradigm, therefore, is labelled as cognitive-situated period. The approach emphasizes the significance of mental activity in forming, structuring and building knowledge (Brown 1998; Skehan, 1991). This period has been spearheaded by Crookes and Schmidt (1991).
In their innovative article, Crookes and Schmidt (1991), called for a novel research agenda in the field of L2 learning motivation. They criticised Gardner’s (1985a) socio-educational model and showed dissatisfaction for not considering the role that L2 context plays on learners’ motivation. They also commented that Gardner’s (1985a) model was rather restricted in two ways. First, Gardner’s and his colleagues’ studies were basically based on one questionnaire only. Secondly, integrativeness in L2 learning is not specified to FLL classrooms explicitly as it was discussed in SL context of Canada. The scholars’ view indicates that motivation is a complex construct that fluctuates by other environmental factors.

Dörnyei (1994a) argued that integrativeness should be expanded and reformulated to suit different contexts. He explains that integrativeness makes sense in multicultural environments while he criticized to refer to it in monolingual contexts where a FL is used simply in the classroom and has no connection to the outside classroom environment. Another concern that prompted Dörnyei to reconsider integrativeness was the coherent relationship between integration and attitudes toward the SL community, instrumentality, and learning behavior. He also argued that the theory could not include notions of social identity (Dörnyei, 2005). Therefore, he suggested that “educational orientation” is demanded in SL motivation studies (2001a, p.105).

The cognitive-situated period in the study of SL motivation aimed to centre SL motivation sources directly to learners’ language learning context and adjust the socio-psychological perspective of motivation where learning situation has been argued as impulsive and unimportant in learning languages (Bartley, 1970; Gardner & Lambert, 1972). The researchers, therefore, aimed to identify the motivational factors that are relevant to the learners’ learning situation in order to utilise them in promoting learners’ motivation (Oxford & Shearin, 1994).
Table 1

*Framework of FLL Motivation (Dörnyei, 1994a, p. 280)*

<table>
<thead>
<tr>
<th>Level</th>
<th>Motivational components</th>
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<tbody>
<tr>
<td><em>Language Level</em></td>
<td>Integrative motivational subsystem</td>
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<tr>
<td></td>
<td>Instrumental motivational subsystem</td>
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<tr>
<td><em>Learner Level</em></td>
<td>Need for achievement</td>
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<td>Self-confidence</td>
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<td></td>
<td>• language use anxiety</td>
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<td>• perceived L2 competence</td>
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<td>• causal attributions</td>
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<td></td>
<td>• self-efficacy</td>
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<tr>
<td><em>Learning Situation Level</em></td>
<td>Interest</td>
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<tr>
<td>Course-specific motivational</td>
<td>Relevance</td>
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<tr>
<td>components</td>
<td>Expectancy</td>
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<td></td>
<td>Satisfaction</td>
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<tr>
<td>Teacher-specific motivational</td>
<td>Affiliative motive</td>
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<td>components</td>
<td>Authority type</td>
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<td></td>
<td>Direct socialization of student motivation</td>
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<td></td>
<td>• modelling</td>
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<td></td>
<td>• task presentation</td>
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<td></td>
<td>• feedback</td>
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<tr>
<td>Group-specific motivational</td>
<td>Goal-orientedness</td>
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<tr>
<td>components</td>
<td>Norm and reward system</td>
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<td></td>
<td>Group cohesion</td>
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<td></td>
<td>Classroom goal structure</td>
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</table>

Dörnyei (1994a) further classified motivation under three motivational levels based on Crookes and Schmidt’s study (1991). The levels include *language, learner* and *learning situation*. Language level as represented in Table 1 indicates integrative and instrumental motivation which deals with orientations and motives connected to various aspects of L2. The learner level, however, focuses on the cognitions and affects that underline the motivational process. The final level, that is the learning situation level, indicates the intrinsic and extrinsic
motives despite three more motivational conditions which are course-specific components, teacher-specific components and gender specific components. This representation of FLL motivation could be regarded as an important framework which identifies motivational sources that develop learning strategies not only for researchers, but for teachers as well.

**Self-determination Theory.** Self-determination theory is the elaborated form of intrinsic motivation (IM) and extrinsic motivation (EM) which include further subcategories and they have been paid particular attention by researchers (Deci & Ryan, 1985; Ryan & Deci, 2000). Intrinsic motivation (IM) indicates approaching a task and engaging in it for the purpose of satisfaction or enjoyment. It is also distinguished to *intrinsic motivation to know*, *intrinsic motivation to accomplish*, and *intrinsic motivation to experience stimulation* (Vallerand & Ratelle, 2002, p.44). Ur (2008) also studied IM and identified as the motive that employ language for personal fulfilment.

EM, however, indicates engaging in a task with extrinsic enticement in order to gain some incentives or to obtain some consequences that will arise from task completion. It also indicates the idea that derived from external motives and refers to the rewards or external regulations that lead towards a choice behaviour. The traditional view of EM is accumulated by Operant Conditioning Theory (Skinner, 1938, 1957) which assumes that environmental stimulus directs individuals towards or away from approaching a task by signalling which results in rewarding or punishing consequences. The nature of the consequence will decide the individuals to persist or to give up the task (Reeve, 2005). In this way, self-determination theory can be considered as a modern alternative of EM and IM (Deci & Ryan, 2002).

Self-determination theory is associated with Deci and Ryan’s (1982) work (see also Deci & Ryan, 2002 and Ryan & Deci, 2000). The scholars find EM as a scale that embodies different degrees of organizations between individuals’ own and significant others’ way of
behaving and thinking. The theory deems that all individuals tend to change towards the favoured situations and involve in actions in order to obtain three basic psychological needs which are essential for their behaving and well-being. Deci and Ryan (2000) argue that social context decides on the satisfaction of these needs and provides different types and qualities of motivation as outlined below:

1. The need for competence: this parallels the need for experience and environment in social setting and shows individuals’ capacity and confidence.

2. The need for belonging: this implies that one is related to, respected by and belong to significant others (such as family, friends and teacher) whom they affect one’s goals.

3. The need for autonomy: this indicates the sense of self-dependent and willingness to engage in an activity without pressure.

Based on this theory, human motivation has several types as illustrated in Figure 6 with a continuum representing non-self-determined and self-determined behavior. On one end of the continuum, we can find amotivation which is described as learners’ deficiency of intention to act or behave. It is not the result of internal or external factors on individuals; it is rather the result of individuals’ own lack of ability when performing a task.

EM is another feature of the continuum that occurs in the middle. It indicates performing a task or an activity for its contributory value rather than enjoyment. It is sub-categorised into four other types, External Regulation, Introjected Regulation, Identified Regulation and Integrated Regulation. All these types explain the degree of individuals’ external and internal self-control during the processes of internalisation and integration (Noels, Pelletier, Clément & Vallerand, 2000).
External regulation is one of the sub-categories of EM feature which can be observed along the diagram. It explains that individuals’ self-regulation and initiation are controlled while approaching an activity. Therefore, there would be no autonomy and the individuals cannot perform based on their own will and desire and they would be compliant to the external punishment and rewards towards the intended action. However, individuals often choose to work under the pressure and the involvement of their surroundings in order to prohibit the feelings of shame or guilt and to obtain the satisfaction of significant others. This is referred to as introjected regulation in the schema of self-determination theory.

The third sub-category of EM feature is identified regulation where individuals choose to perform a valued activity to reach personally valued and self-identified goals. Therefore, it is internalised. Integrated regulation is the fourth category of EM in the schema and it is the most autonomous and personalised form of self-regulation. It stimulates acts that are instrumental but consistent with the self-selection. Based on Deci, Ryan and Williams’ (1996) study, when integrated motivation combined to EM and high-quality learning, self-
adjustments can be attained. It is also claimed that ideal L2 self can be shaped in association with internalised IM and ought to L2 self that direct towards EM (Dörnyei, 2009a).

In the far right of the continuum there is IM which refers to performing a task for pleasure or enjoyment rather than external values. Ryan and Deci (2000) elaborate that both IM and EM types manifest the motivational change process. They also suggested that motivation is not essentially advanced in each stage, therefore, it may move casually between the orientations. An obvious example could be an individual who starts doing an activity as a result of an external stimulation (McKay & Wong, 1996), however, during the process, his/her IM might arouse and do well in the entire activity.

To sum up, it can be concluded that the above addressed types of motivation can be considered as complementary to each other, rather than oppositional or distinct. Learners can be both intrinsically or extrinsically motivated at the same time. In addition, as Noels (2001) argues, a person may have both orientations for learning a second or FL at the same time, though one might appear to be more powerful than the other.

**The Process-Oriented Period**

Dörnyei (1994a) suggested that motivation undergoes series of developments in order to integrate various components as it is a complex and multifaceted construct. Therefore, it has perceived as a process in the new period (see Dörnyei, 1998, 2000). The period began with the innovative theoretical work of Dörnyei and Ottó (1998) called the Process Model of L2 Motivation where the scholars considered that language learning is a long process. They further addressed that motivation is not static and it changes over the time. The model aims to serve as the theoretical basis for the methodological functions as it was found that none of the existing models were entirely adequate. Dörnyei and Ottó (1998) justified the following reasons:
First, they did not provide a sufficiently comprehensive and detailed summary of all the relevant motivational influences on classroom behaviour. Second, they tended to focus on how and why people choose certain courses of action, while ignoring or playing down the importance of motivational sources of executing goal directed behaviour; and lastly they did not do justice to the fact that motivation is not static but dynamically evolving and changing in time, making it necessary for motivation constructs to contain a featured temporal axis. (Dörnyei & Ottó, 1998, p.43)

The model they designed focuses mainly on two issues, as demonstrated in Figure 7. *Action Sequence* indicates the behavioral process whereby initial wishes, hopes, and desires are first transformed to goals, then to intentions, and consequently directs to actions and goal accomplishments. *Motivational Influence* is the second issue of the model and indicates all the sources and motivational appeals that cause the behavioral process. The Process Model of L2 Motivation, along with the components, illustrates the complexity of the L2 motivation process. The scholars’ also present interpretations of mental processes and motivational conditions which play significant roles in understanding why learners behave the way they do. The researchers concluded that it is difficult to be able to explain a large proportion of variances of motivated learning behaviour by focusing only on selected factors that were discussed in the model.

Taking into consideration temporal changes in L2 motivation and building on earlier cross-sectional conceptualizations; Dörnyei’s attempt towards better approaches in the study of motivation continued. Based on Dörnyei, Csizér and Németh (2006), he proposed a new theory of L2 motivation taking into account students’ changing selves as well as their experiences. Hence, the L2 Motivational Self System, shifted towards integration of concepts from motivational and personality psychology (Dörnyei, 2005). This was in parallel with
trends in general psychology where personality was observed as systems of interaction (Kuhl, 2000b).

**Figure 7**

*Schematic Representation of the Process Model of L2 Motivation (Dörnyei & Ottó, 1998, p. 48)*
2.4 The Role of Attitudes in Second/Foreign Language Learning Motivation

Attitudes are determined as one of the most defining aspects in language learning process (see for example Dörnyei, 2004a; Ellis, 2008; Gardner, 1985a, 1985b, 1985c; Wudthayagorn, 2000). Despite the fact that the role of attitudes have been touched upon in Chapter 2.3 when I discussed the socio-psychological approach to the investigation of L2 motivation, I think the notion merits a separate chapter here because of its importance in my thesis. In this chapter I will first define attitudes and then detail some important empirical studies.

2.4.1 Definitions

Oxford and Shearin (1994) emphasize that motivation toward a task is determined by the degree of attitudes towards that task. Attitude is further described as one’s social values and beliefs which “promotes or discourages the choices made in all realms of activity, whether academic or informal” (1996, p. 5). In language learning perspective, attitudes are defined as “any affective, cognitive or behavioural index of evaluative reactions towards different language varieties or their speakers” (Ryan & Giles, 1982, p. 7). In my study, I will consider attitudes as a set of mental and psychological dispositions which lead to act or evaluate behaviour in a certain way (Gardner, 1985a). Language attitude, accordingly, is a complex concept that can be described as a dynamic structure which includes a set of causes and motivation as a reason to do something (Smith 1971)

2.4.2 Empirical Studies on Attitudes in Second and Foreign Language Learning

A large number of research studies has examined attitudes in language learning (see Dörnyei, 2004b; Ellis, 2008; Gardner, 1985a; Hareli & Weiner, 2002; Sparks & Ganschow, 2001; Weiner, 1985). The objectives were mainly to scrutinize the importance of
learners’ attitude towards the language they intend to learn and its relationship to promoting learning success. The present review will mention some of these investigations and analyze their results in order to provide a theoretical basis for the study.

Gagnon (1974) studied learner attitudes towards language learning and pointed out that attitudes can be influenced by some other factors. He clarifies that gender is one of the factors which could be argued as one of the characteristic of individuals that influence learners’ attitudes in a significant way. Other researcher studies, Burstall (1975a, 1975b), Gardner and Smythe (1975) and Gardner (1985c) also studied the influence of gender on language learners’ attitudes and showed that females tend to show more positive attitudes towards language learning than males and that, girls are more successful in language learning than boys (Block, 2002).

The learning context is another factor that has been emphasized by Gagnon (1974) to promote learners’ attitude during the investigation of English as a second Language (ESL) in the Canadian context. The researcher found that the geographical area had a clear impact on the language learning experience of learners. Based on the study results, Gagnon (1974) concluded that the examined learners in his study showed remarkably diverse positive attitudes towards learning from one province to another. Holmes (1992) also clarifies that in learning a FL, students can be influenced by the people around them or the context in which the learning takes place. Consequently, adjustments in FL learning situations may account for the changes in motivation of language learners (Johnson & Johnson, 1998) and ultimately changes the learners’ positive attitudes.

On the other hand, as I mentioned in Chapter 2.3, Gardner (1985c) used the concept of attitudes when conceptualising and measuring antecedent variables to L2 motivation. He claimed that the attitude of learners toward the target culture would influence the level of success and enhance better learning outcomes. The social component subsumes the most
prominent constituent of the approach and comprised integrativeness, attitudes toward the learning situation, and motivation. Integrativeness, the learners’ inner view, and attitudes towards the L2 and L2 community together have been reflected in the L2 learning behavior of the learners. Motivation, on the other hand, has been observed as a central aspect in accelerating language learning (Gardner, 1985a).

Gardner (1985a) also related learners’ attitudes to motivation and emphasized that “attitude has motivational properties and motivation has attitudinal implications” (1985a, p.31). Therefore, learners may be motivated to learn a language due to their positive attitudes towards that language, culture or its people (Oroujlou & Vahedi, 2011). Accordingly, attitude has been reported as an important factor for that determines success in language learning (Brandl, 2002; Desmarais, 2002; Doherty, 2002; Gilbert, 2001; Murday & Ushida, 2002; Schwarz & Bohner, 2001).

Gardner (1988a) further revised the studies that examined attitudes towards SLL in relation to relevant social factors. He particularly considered those that study the relationship between attitude toward the community and attainment in learning ESL (Gardner, 1985a, 1985c; Gardner & Lambert, 1972). Based on his reviews, it was established that in certain language learning contexts, the attitude towards the language community is not related to the achievement of language learning. He also indicated that there is insufficient evidence to prove that differences in the scores obtained by the learners lead to different attitudes of the learners towards the target language.

Additional research studies have been focused on attitudes and achievement in language learning and uncovered various findings. For instance, Spolsky (1989) observed that learners’ attitude toward English language and its society is the most influential characteristic that promotes SLL achievement. In support to this assumption, Sandoval-Pineda (2011) addresses that learners’ attitudes toward speakers of a language are directly
related to the scores obtained from that language when it is studied at school. This is because they found that the attitudes of the investigated learners towards French were closely related to the degrees obtained in French language in their investigation. In another study, MacIntyre and Charos (1996) examined the influences of personality and some additional variables, including, attitude on language learning success. The scholars discovered that in addition to the personality trait features; attitude factor also enhance and promote learners’ desires toward SL communication (Bernat, 2004; Biggs, 1992; Brodkey & Shore, 1976; Brown, Robson & Rosenkjar, 2001; MacIntyre, Baker, Clément & Conrod, 2001).

In language learning process, learners’ motivation can be predicted by their attitudes toward the language they intend to learn (Gardner, 1985c, 1988b). In other words, learners with positive attitudes towards the target language are equally motivated and willing to explore more about that language (Noels et al., 2000). Furthermore, the positive attitude is characteristically combined with the good and introverted thinking of learners towards the speakers and the culture of the specific group they intend to learn the language (Gardner, 1985c). As a result, positive attitude can cause the development of an integrative motivation (Gardner, 1988b) and also facilitates SL learning progress that is because learning occurs more easily when the learner has a positive attitude towards the target language as determined by Islam, Lamb and Chambers (2013).

Negative attitudes toward a language, however, will hinder the progress of language learning and learners usually have such feelings when they have little or no interest in learning that language. Negative attitudes, most often, generate undesirable effects on learners and their development in language learning unless the learner has a great will to learn in order to achieve a goal (Noels et al., 2000; Pintrich, 2000). According to Ellis (2008), these learners are good fighters because they always fight their attitudes and work hard to achieve their intended goals, for example, getting a good grade.
In another empirical study, Lennartsson (2008) compared the attitudes of Swedish and English language learners towards their intended language learning. The study showed that the learners’ attitudes towards the language learning experiences are among the highest rated variables in the study and received most of the insights from the participants. This implies that learners’ positive attitudes towards the target language affect their success in language learning in a reflective manner and that learners will be more motivated to acquire language if their attitude towards the language is positive. Lennartsson (2008) elaborates that learners’ attitudes can create obstacles in the language learning process when learners perceive that they cannot successfully learn the new language. Thus, negative attitudes may lead to decreased motivation (Brown, 2000) and subsequently both can lead to complications in language learning.

The last study that I would like to consider in this section regarding the impact of learner attitudes on other variables in language learning process is one of the recent experimental research studies that explore attitudes among Kurdish learners and their impact on learning English language. The study showed that a large number of study participants, around 85%, showed positive attitudes towards learning English language and showed an interest in learning. The results also showed that the participants’ positive attitudes towards English speakers were identified as a source of their inclination and a high level of motivation to learn English (Murad, 2015).

It is important to emphasize that learners’ attitude towards language learning may change over time. That is, when better educational conditions are provided for the learners, the negative attitudes of the learners may gradually fade away and turn into positive attitudes. In other words, through simple innovations in the state of learning, exposure to reality and encounter with target culture people negative attitudes might be turned into positives over time and better outcomes consequently can be facilitated (Brown, 2000). “particularly for
those who are directly involved” (Gardner, 1985a, p.107). It is also added that, through time, learners become more aware of the benefits and outcomes that are incorporated with learning that language (Noels et al., 2000). Therefore, maintaining positive attitudes of learners towards language learning may be a good start for successful language learning (Oskamp & Schultz, 2005). On that basis, as Latchanna and Dagnew (2009) emphasize, learner attitude and motivations for learning a language can be considered as factors which are more important than social ones.

2.5 The Notion of Self in SLL Research

Another central notion of my thesis concerns the investigation of self-related variables, hence, in this chapter I will summarize information on research within the SLL field, more specifically in L2 motivation, pertaining to self. Interestingly, in L2 motivation research, most of the studies deal with learners’ possible selves and not their actual selves (Alderman, 2013; Dörnyei, 2005; Oyserman, Terry & Bybee, 2002; Oyserman, Bybee, Terry, & Hart-Johnson, 2004). Therefore, I will start with definition of self and possible selves and then explain their importance, how the field emerged and discuss some empirical work around the concept.

Definitions and Constructs of Selves in Language Learning

The construct of self can be described as a collection of images and cognitions about individuals and facilitates obtaining their goals. It also helps individuals to “assess their progress, evaluate their instrumental acts, and revise their aspirations” (Cantor, Markus, Niedenthal & Nurius, 1986, p. 103). The self is also identified as “the made up of all that goes into a person’s experience of his individual existence. It is a person’s inner world. It is a composite of a person’s inner thoughts and feelings, strivings and hopes, fears and fantasies,
his view of what he is, what he has been, and what he might become, and his attitude pertaining to his worth” (Sharma & Loll, 2009, p.25). Based on this explanation, the present study considers self as one’s personal traits, values, characteristics, abilities, goals and roles.

Possible self, on the other hand, has been introduced by Markus and Nurius (1986) as “the representations of the self in the past and they include representations of the self in the future. They are different and separable from the current or now selves, yet are intimately connected to them” (p. 954). The researchers further elaborated that “possible selves represent individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation” (Markus & Nurius, 1986, p.954).

Possible selves are argued to be important for two main reasons. Firstly, they function as stimuli and incentives that direct future behavior and provide informative and evaluative context for the current views of the self (Oyserman et al., 2004). These are the ideal selves that individuals wish, approach, afraid or avoid becoming. Therefore, possible selves provide the images that form, establish, and direct individual’s expectations towards the desired behavior. Thus, cognition and motivation can be linked theoretically (Dörnyei, 2002, 2003a, 2005; Oyserman et al., 2004). Secondly, possible selves provide a context “where individuals are able to evaluate or interpret their current views of selves” (Markus & Nurius, 1986, p.954). That is because, as Papi (2012) highlights, possible selves epitomize individuals’ thoughts and desires about themselves of what they could become, what they want to become and what they will avoid becoming in the future. Therefore, it is sometimes also referred to as the future selves to show that individuals are motivated not only by their present or past behaviors, but by their visions for themselves.

Harmer (2007) claims that in language learning process, each learner takes different paths at different speeds Therefore, it is important to consider that learners are different from
one another. The blended or merging elements of humans, such as (body, emotion, thought, feeling, and senses) build different identities and personalities which lead to different selves in the language learning process (Gaertner & Schopler, 1998; Yule, 1996). Bednar and Peterson (1995) show that learners present their perspectives through their unique selves in language learning. Therefore, their different characteristics will be reflected throughout the process and as a result different achievements in the language learning will be obtained (Horowitz, 2001; Young, 1991).

The possibilities of identifying self and developing theories in language learning depend on the ability to position self as a central point in language learning process (MacIntyre, Dörnyei, Clement & Noels, 1998). In this way, in current research, self is related to learners’ possible future selves for learning English (ideal L2 and ought to L2 selves). Ushioda (2011) signifies that language learning motivation has been reshaped in the context of the existing theories of self and identity which explain “how people feel for who they are, how they relate to the social world and what they want to be in the future” (p. 199). She also addresses that the theoretical shift in focus on the internal domain of self has important implications for how language learners’ motivations and interests towards the target language are engaged.

Scholars argue that images and cognitions of individuals’ selves can help to reinforce goals, assess their own progress in language learning (Cantor et al., 1986; Dörnyei & Kubanyiova, 2014). This can be perceived more visibly with advanced learners as they will be more sensitive to distinguish between their actual selves and the version of their self-image that they want to become or present to others while speaking the new language (Horwitz, Horwitz & Cope, 1986). Therefore, self-image has been detailed with different degrees of cognitive representations according to different time and places (Dörnyei & Chan, 2013).
However, the representations might not have been well offered in all occasions. They may sometimes represent the present self while epitomizes past or future selves in some other times. It is therefore believed that past and future images of selves have more influence on motivation than the current self-images. In this sense, the past self will be the good self that one wants to remember or the bad self that one wants to get rid of while the future self will refer to the ideal self that one wants to become (Al-Shehri, 2009; Dörnyei & Kubanyiova, 2014).

Dörnyei and Ushioda (2009) also outline that learners’ interpretation of themselves as future language learners is essential to promote long-term motives in their language learning process. They further elaborated that learners’ self-vision to speak another language shapes their self-system in that language. Therefore, they considered learners’ self-vision of their possible self as the key predictor of motivational learning behavior. Possible selves are also maintained as the most important precedent to affect learners’ performance and consequently their success in language learning (Dörnyei & Ushioda, 2011).

It is worth to note that people do not always have positive possible selves about themselves (Al-Shehri, 2009; Oyserman et al., 2004). One reason for that might be the influence of the social environment and pressure on individuals. This is consistent to what has been argued in self-discrepancy theory (Alderman, 2013; Higgins, 1987a). According to this theory, motivation is the result of an attempt to reduce the discrepancy between the actual selves and their personally related self-guides, which include ideal self and ought to self. Therefore, motivation can be promoted when individuals work hard to match their actual selves with their ideal or ought to selves unless the distance is too large where causes individuals experience discontent and thus decrease in their motivation level. Based on that ground, Csizér and Dörnyei (2005) described motivation as “the desire to achieve one’s ideal
language self by reducing the discrepancy between one’s actual and ideal selves” (Csizér & Dörnyei; 2005, p.30).

Among various approaches and perspectives of language learning, Dörnyei’s L2MSS (2009a) is of particular interest and has been widely researched. The theory proposed to extend the previous approaches of the L2 motivation through introducing new concepts of motivation in second or FL learning and associating them with the psychological theory of the self. It is worth to indicate that the psychological concepts that affected this theory were already discussed by Markus and Nurius (1986) in the theory of possible selves and the theory of ought-to selves by Higgins (1987b). As a result, the L2MSS was made up of three main components, as follows:

1. Ideal L2 Self: this is a specific facet of one’s desired self. It is the powerful stimulus to learn the L2 and develop one’s self to the person one likes to become and reduce the discrepancy between his/her actual self and the ideal self. The internalized instrumental motivation can be a typical example of ideal L2 self.

2. The ought to L2 self: this refers to the attributes that learners are predicted to have in order to meet the expectations of their own and significant others. The extrinsic type of instrumental motives can be represented as an example for this component.

3. The L2 learning experience: this dimension concerns the related motives to learners’ environment and language learning experiences, for example, the impact of the curriculum, classroom and teacher.

There have been serious discussions among researchers regarding the three dimensions of Dörnyei’s (2009a) theory and determining which of them is the best predictor of motivational behavior or has the most significant impact on motivating learners (Kim & Kim, 2014; Papi & Teimouri, 2014; Rajab, Far & Etemadzadeh, 2012; Taguchi, Magid & Papi, 2009). The empirical studies, however, are different based on the influence of the
L2MSS components in their studies. Taguchi et al. (2009), for example, showed that ideal L2 self is the most significant predictor of motivated learning behavior. They studied 4,493 English language learners from three different FL contexts, including China, Japan and Iran who ranged in age from 11 to 53 years. The scholars collected their quantitative data through the questionnaire method, and they aimed to assess the intended effort of the learners to learn English language.

The study found that ideal L2 self explains motivation better. The researchers also underlined that social pressure toward better professional developments plays a positive role in promoting motivational behavior among Iranian and Chinese English learners more explicitly compared to Japanese learners. This might be due to the social and economic situation in the investigated contexts of Iran and China where social pressure impacts the learners’ L2 learning experience compared to Japan.

According to Deckers (2010), internal sources of motivation are created over time and life experiences. Therefore, self-related constructs that reflect motivational attitudes of self are measured as important and maintain the inner sources of motivation. However, the effects of these constructs may be diminished as a result of the strong role of culture, situational factors, and cognitive processes. As a result, the global motives that arise from such structures cannot extend to other contexts.

Another study that examined the three dimensions of Dörnyei’s theory (2009a) was the one presented by Kormos, Kiddle and Csizér (2011). The study included 1,518 English language learners from Chile. Their sample consisted of college students, high school students, and young adult learners. The results of their study confirm that there is a strong positive relationship between attitudes towards SL learning and persistence in language learning regardless of age of SL learners. Dissimilar to what was mentioned above in the Chinese and Iranian contexts of learning English language; Kormos et al. (2011) did not find
a statistically significant relationship between ought to L2 self and motivated learning behaviour.

The results of the study of Kormos et al. (2011) can also be compared to another large scale study conducted by Kim and Kim (2011) in the context of Korea which involved 2,783 English language learners from grades 3-12. Kim and Kim (2011) noticed that motivational patterns among the participants decrease from Grades 3-9 and increase from Grades 9-12. They also found similar results to what Kormos et al. (2011) asserted that the ideal L2 self is a better predictor of motivational behavior and that ought to L2 self is strictly related to bad emotions, including fear and anxiety.

From the above results, it can be summarized that the ideal L2 self plays a central role in Dörnyei’s theory (2009a) and can be regarded as an affective factor in the framework of learning SL. Dörnyei (2009a) also maintained that L2 learners possess an invisible power of an imagined self that is more important than integrating the target language or culture. This is because while learning L2, learners do their best to be close and look like their ideal selves in the SL. In this way, the dimension has been expanded in later studies towards concepts of vision and imagery (Dörnyei & Chan, 2013). As a result, it was suggested that other motivational strategies in language learning and teaching process can be promoted by developing positive images and visions of the ideal self in the mind of SLLs (Dörnyei & Kubanyiova, 2014).

2.6 Culture

In this section, various definitions of culture will be examined in order to provide a comprehensive explanation of the concept and offer a description that fits the framework of the current study to provide a basis for the study. However, it is important to clarify that dealing with the actual definition of culture may provide a broad sense of the term which
could be oriented in multiple directions on the one hand (Kramsch, 1997). Therefore, a large number of studies are available in literature with regard to the meaning of culture and various definitions and interpretations have been presented (see Allwood, 1990; Duranti, 1997; Geertz, 1975; Hofstede, 1997).

On the other hand, there is a lack of a specific definition to group all the proposed definitions of culture under one umbrella. The reason is mainly due to the complexity of the concept that has led to the development of a large number of explanations based on different theoretical perspectives of the scholars. Therefore, this study aims to shed light on how culture shapes the way individuals think and feel about learning a particular language. In other words, the way culture shapes individuals’ motivation towards a particular group of people and the extent to which encourages one to integrate and acquire the language of that group will be of particular interest of the present study.

### 2.6.1 Definition of the Term Culture

Researchers argue that culture is a complex communication system while others assert that it is a symbolic system that carries meaning (Allwood, 1990; Geertz, 1973; Hofstede, 1997; Leung, Bhagat, Buchan, Erez & Gibson, 2005). Culture is also observed as a learned habit and a social phenomenon (Samovar, Porter & Jain, 1998; Spector, 2004). Tylor was the first English anthropologist to see culture as the “complex whole” in his eminent historical book *Primitive Culture* which was published in 1871. He explained that culture includes “knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by [a human] as a member of society” (Tylor, 1871, p. 1). This opinion is to a certain degree manipulative in ways that the term is difficult to analyze and its scope is too broad to include multiple aspects (Khudgir Agha, 2015). The present study focuses on three basic definitions
of culture in relation to language learning which aid to build the theoretical ground of the
research.

The first definition of culture which the present study deals with is the one that is
provided by Geertz (1973). According to Geertz (1973) culture is described as a transmitted
or shared system through symbols and meanings which embody the language pattern from
one generation to the next. It is “a system of inherited concepts expressed in symbolic forms
with which men communicate, perpetuate and develop their knowledge and attitudes towards
life” (Geertz, 1973, p. 89). The scholar further explains that culture has a significant influence
on individuals’ communicative behavior and also has roles in the formation of self-identity.
Therefore, it will create impacts on individuals’ interpretation of life events and decision
making, whether intentionally or unintentionally.

This definition, to some extent, was agreed upon based on the claim that cultural
beliefs influence the way that individuals think, act, communicate, and talk to each other.
Therefore, culture and communication are inseparable from one another in ways culture is
seen as the source of communication and communication as a product of culture (Samovar et
al., 1981). In other words, the way people communicate with one another is supported by
cultural orientations because culture doesn’t just convey who speaks to who, what, when and
how, rather, it specifies how messages are encoded and meanings are conveyed. It also deals
with the circumstances under which these messages can be observed or interpreted.

Another definition of culture that is relevant for my study derived from the eminent
work of Hofstede (1997) in which he suggests that culture is an active set of values, habits,
and behaviors that help shape an individual’s daily routine and control one’s feelings and
actions. He further explains that “every person carries within him or herself patterns of
thinking, feeling, and potential acting which were learned throughout [his or her] lifetime.
Many of these patterns are acquired in early childhood, because at that time a person is most susceptible to learning and assimilating” (1997, p. 4).

Hofstede (1997) also highlights that culture is learned through language and communication. He also identified culture as a “collective phenomenon” because it includes the social environment where people learn and share information. He also explains that culture is the “collective programming of the mind” that distinguishes members of one group from another, or rather, the “software of the mind” that designs specific rules that clarify how to act or behave within a particular group (1997, pp. 4-14). Hence, as Spector (2004) summarizes, the way that individuals act, think, feel, and evaluate is confirmed by their social backgrounds. Thus, culture is derived from the social environment of individuals (Leung et al., 2005).

The third and final definition of culture that is of interest of this study is the one provided by Ting-Toomey (1999) which indicates that “culture is a learned meaning system that consists of patterns of traditions, beliefs, values, norms, and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community” (1999, p.10). This definition has brought together the cognitive, social and contextual approaches and provided a comprehensive definition which analyzes culture as a system of meaning that is transmitted and shared at different levels from one generation to the next through interactions and communications between members of society.

What can be summarized from Ting-Toomey (1999) is that culture is something that is learned. This is in line with what Hofstede (1997) previously discussed. In addition, Ting-Toomey (1999) also observed that culture is acquired, either consciously or unconsciously, and once learned (Samovar et al., 1981) it will become automatic and unconscious. In other words, it is like material production where a group of people manifest first but depends on other people’s attitudes, beliefs, thinking and behavior.
Furthermore, as Ting Toomey (2005) demonstrates, cultural norms could be influenced by traditions and beliefs that reinforce behavior. Similarly, culture is a cumulative dynamic as it is shared by the members of society. Hence, it is variable and not fixed in nature. Moreover, changes in culture reflect changes in the language that individuals use to communicate, express their beliefs, ideas, and needs. In this view, cultural differences refer to differences in knowledge and belief between individuals, groups, and society (Kramsch, 1998).

Given the above provided descriptions of culture and considering them as the framework for the present research, culture can be observed as a complex system of values, beliefs, norms, common customs, attitudes and traditions that bind members of a particular society. It is treated as the environment in which members of society exist, act, think, and interact (Hofstede, 1997). It is also described as a value system for one group that differs from the other. Besides, it also has a pattern that the members of the outer group can understand by comparing them to themselves. In short, culture is shared by members of the same group (Ting-Toomey, 1999), learned (Samovar et al., 1981) and it is not generic. That is, individuals can learn the value systems and patterns of their community through the way they communicate with their surroundings, and more specifically with their families.

In addition, culture is described as a system of participation which is maintained by practices. That is based on the assumption that any action in the world, including verbal communication, has an inherent social, collective and participatory quality. This is a particularly useful idea for culture to consider how language is used in the real world. That is because speaking a language means being able to participate in interactions with a world that is different than the speakers’ context (Duranti, 1997) As a consequence, any defect in focusing more on one side of the language than on the other can lead to the development of incompetent learners of the target language (Valdes, 1986).
2.6.2 Theories of Culture in Foreign Language Learning

In the following sections, two main theories that deal with culture in learning S/FL, namely Social cognitive theory by Bandura (1986) and Social constructivist model by Williams and Burden (1997) will be examined and discussed. The theories analyze the relation between motivation and culture through presenting aspects that are related to the cognitive patterns. They are served in this study to provide a theoretical framework and combine the perspectives related to motivation and culture.

Social Cognitive Theory. Social cognitive theory in second or FL learning has been emphasized in several research studies. Atkinson (2011) and Stevick (1976), assert that the theory has a strong level of communicative processing and the integration of mind, body, and environment in second or FL learning. The key of the social cognitive theory is that individuals proactively participate in their progress because they possess “self-belief” which enables them to control their feelings, thoughts, and behaviors.

Bandura (1986) presents a triadic social cognitive model, see Figure 8, where he explains that “behavior is a product of both self-generated and external sources of influence” (p. 454). The model outlines that what individuals think, believe or feel will affect their behaviour. In another word, the individuals’ behaviour is the reflection of the belief that they have about themselves which is critical in practicing control and personal agency.
According to Yang (1999), an individual’s belief towards FLL consists of two main dimensions: the cognitive dimension and the motivational dimension. The first refers to the learners’ cognitive meta-knowledge or belief towards that language while the motivational dimension integrates the learners’ attitude or emotions and self-efficacy beliefs. The second dimension is the main point from which the self-efficacy theory arises where it is defined as an individual’s self-evaluation of his ability to successfully accomplish a task (Bandura, 1986). Self-efficacy is considered as important in determining learners’ success in FLL (Brown, 1998; Zimmerman & Schunk, 2004).

In order to understand how different characteristics of culture shape self-efficacy beliefs or how efficacy beliefs play role as a function of culture, the cross-cultural insights must be taken into account (Kaplan, 2013). As Bandura (1986) argued, self-efficacy is socially constructed and this construction may not be the same as the function of a national culture. That is because understanding culture facilitates individuals to decide which ideals to preserve and what beliefs to approve. Therefore, culture has influences on how individual’s self-efficacy is constructed (Rokeach, 1973).
Furthermore, Gardner (1986) argues that learning a language is more than simply conveying the linguistic aspects of that language. It is rather the learners’ attempt to discover the inner aspects of another culture. In this way, the extent of learners’ motivation and endeavor towards learning the target language culture determines their success in learning that language (Gardner, 1986). Therefore, language is treated as a mirror which reflects culture and it is set to be unthinkable without culture (Jenkins, 2010, 2011; Kramsch, 1993, 1997; McKay, 2002b). As a result, as Wei (2005) concludes, language has a dual role. It is used as a medium of communication and also a carrier of culture. Accordingly, language learners are encouraged to develop their cultural knowledge concerning the language that they intend to learn. This can be obtained through involving, getting familiar with people and understand the way in which they live or behave (Abdullah & Hussein, 2013). On that basis, both culture and motivation are recognized as interrelating components that enhance FLL.

Similarly, culture is recognized as part of cognitive aspect of FLL (Harrison, 1990). Researchers observes that individuals attempt to adapt beliefs and behaviors that are inconsistent with their stored information, either cognitively or conceptually (see Lai & Kritsonis, 2006; Widdowson, 1983). Therefore, when the tendency towards cognitive consistency would be observed in humans, it can be considered that at least some aspects of culture could be integrated (Markus & Kitayama, 1991).

In this way, as Bandura (1977, 1986) claims, learning has been found as the mental process which determines how individuals acquire or emphasize certain behaviors and occasionally lead to behavior change. Additionally, human learning is closely related to their learning environment. Therefore, it has been argued that individuals can obtain the required knowledge, beliefs, attitudes, rules and strategies by observing others in their surroundings (Khudhur, 2017). Consequently, certain cognitive, behavioural and environmental factors, including culture, are perceived to influence individuals to behave in certain ways within
cultural and social contexts and this determines that social cognitive theory is a verbatim of behavioural theory (Bandura, 1977).

Considering social cognitive theory in FLL contexts, it can be claimed that language learners are strongly influenced by the social context in order to acquire language and thus cognition will not be the only working component in the process (Candlin & Mercer, 2001; Costantino, 1999; Heller, 1982; Lantolf, 2005; Norton, 2000). In other words, the cognition pattern is not the only constituent that has a role in the language learning process, but rather; other factors, including environmental, influence and promote the success of this process (Brunner, 1996). Accordingly, culture can provide the foundation that guides learners as to what ideals to adopt and what attitudes to certify (Harrison, 1990). This is consistent with the arguments previously provided by Bandura (1986) when he claims that culture is socially constructed.

**Social Constructivist Model.** Williams and Burden (1997) explain that learners’ behaviours are guided by different inner actions because they are motivated and influenced by other external factors from their surroundings in different ways. In this way, cultural, environment and social situation can be among the factors that help shape the behavioural or motivational process of learners. Table 2 adopted from Williams and Burden (1997) illustrates the framework for SL motivation and provides detailed explanations of the internal and external factors that influence individuals’ motivation.

According to Williams and Burden (1997), the process of motivation of individuals undergoes three stages. The first stage includes the reasons that lead individuals to undertake or not undertake a specific task. These causes may be either internal or external. The second stage is the factor that makes individuals to implement a task, and the final stage is the rational that pushes individuals to exert the necessary effort to complete a specific task.
successfully. The rational is emphasized mainly by the social and cultural environment of individuals and how these variables give individuals the momentum to achieve their goals (Williams & Burden, 1997). Therefore, as researchers (see Dörnyei, 1991; Ellis, 1997; Urdan & Schoenfelder, 2006) explain, motivation does not only mean arousing interest. It rather indicates an investment of time, energy and the pursuit of the conceived goal.

Social constructivist theory considers culture as a context in which tools, signs, and knowledge are formed and categorized into language, numbers, and information available to individuals (Cole & Scribner, 1974; Rogoff, Jovan & Ellis, 1984). Studies on cognitive development across cultures also indicate that tools, signs and knowledge develop from any cultures are specific to that cultural milieu and function as models of communication and knowledge (Rogoff et al., 1984). Consequently, language and knowledge can be considered the products of the cultural, psychological and functional developments of individuals. Based on that view, individuals’ cognitive and psychological processes are empowered, defined and restricted by the opportunities that are provided (Rogoff et al., 1984; Tucker, Hamayan & Genesee, 1976).
MOTIVATION TO LEARN ENGLISH AMONG KURDISH LEARNERS

2.6.3 The Influence of Culture on Foreign Language Learning

Wilkins (1972) explains that “getting educated is a personal matter; in contrast, providing education is a social enterprise” (p.149). In his view, the learner is the central point of concern in language learning process while the deterministic roles of the social context in educating members cannot be overlooked (Brown, 2000; Hymes, 1964; Noels, 2001; Stern, 1983; Widdowson, 2003). In this way, context has a profound role in stimulating learners to learn FLs and integrate foreign culture. The role of context is also determined in promoting learners to learn in order to meet their needs. This clarifies that by defining the social and
linguistic significance of language, the learning context of learners will be integrated to form a broader social contract (Allwood, 1990).

Based on that, the traditional view of FLL has been disapproved. That is because learning a FL does not comply teaching individuals the language only. It rather includes the access to the culture of the target group of people (Bandura, 1977, 1986). According to Dörnyei (1994b, 1998), language learning is different from learning any other school subjects in ways it is not dealing with a coding system for the rules and components to be learned. It is a multifaceted process that includes the educational, social, personal, cultural and psychological aspects in addition to the linguistic ones (Bower, 1990; Brophy, 1987; Bruner, 1996; Kyriacou & Zhu, 2008; Ur, 2008).

Therefore, the scholars claim that the use of language comprises two basic features which are the context and the intention of the speaker (Broughton, Brumfit, Pincas & Wilde, 1978; White, 2003). The scholars further explain that when people speak, they control complex choices, operate a set of vocabularies and structures and adjust the language to fit the criteria of the group they are a part of. Based on that, language has been identified from the social and functional perspectives as a tool that performs a number of functions (Harmer, 2007). It differs from communication in the ways it is used as a tool and it is inseparable from other components of social behavior (Dörnyei, 1998; White, 2003).

However, the way that learners could be stimulated towards the linguistic and cultural aspects of a particular language cannot be identical among different learners as indicated earlier in this chapter (Dörnyei & Chan, 2013; McGroarty, 1996; Samimy & Tabuse, 1992). That is because the nature of cognitive view of individuals is different and it is clearly governed by their cultural viewpoint (Hirschfeld & Gelman, 1994). Besides, the knowledge of individuals’ content is consistent with their cognitive perspective towards learning a FL.
and this is ideal in examining mental processes (Kasschau, 1995) such as thinking, perception, memory and language.

Similarly, because language is inextricably intertwined to individuals’ lives, it is considered as a social condition which cannot be separated from its cultural and social contexts (Dorjee & Giles, 2005; Heller, 1982; Lantolf, 2005; Norton, 2000). That is because, language is “indispensable and universal component of the cultural system of all societies” (Barber, 1982, p. 3). Consequently, researchers have suggested that social and cultural factors can play explicit roles in learning FL and shape learners’ knowledge and ability to use it (Gardner, 1985a; Lambert, 1967). This account reinforces two main perspectives indicated by Candlin and Mercer (2001) regarding the learners’ language learning experiences. The first viewpoint considers the learner as a social being. This view deals with a set of socially constructed elements, such as learners’ identity and attitude towards learning which are significant for language learning researchers. The second perspective considers the dynamic relationship between the learner, culture and the social context of learning, which is automatic and constantly changing.

In this way, learners can master a new language if they can understand the culture of that language (Kramsch, 2001; Lai & Kritsonis, 2006). Therefore, FLL is closely related to the feelings and interests of learners and requires their attention and active participations. This supports Dörnyei’s (1994b, 1998) earlier justification when it was showed that language learning is not the same as learning other subjects, it rather requires the integration of other elements, such as culture, in order to be able to interact effectively and to be considered as the valued members of the society.

Social researchers have indicated that individual differences, such as motivation, anxiety, eligibility, and attitude, would be continually rebuilt through the learners’ language learning experience, context and the incorporation of the target language culture (Akmajian,
Demers, Farmer & Harnish, 2001; Candlin & Mercer, 2001; Horwitz, 2001; Norton, 2010). The issue arises today in the era is English as a lingua franca (ELF). It is defined as “any use of English among speakers of different L1s for whom English is the communicative medium of choice, and often the only option” (Seidlhofer, 2011, p. 7). One of the characteristics of ELF, as Firth (1996) reported, is that “it is a contact language between persons who share neither a common native tongue nor a common national culture, and for whom English is the chosen FL of communication” (p. 240).

The global spread of English language has boosted worldwide and this has resulted the language undergo considerable changes in the number, composition, its use and functions, and that resulted in the vast diversity of ELF users in various contexts (Seidlhofer, 2001, 2005). In a very recent study, Illés (2020) supports this argument and accepts what has also been presented by House (2013) and Jenkins (2007) and details that the use of ELF cuts across all the three circles of English language presented by Kachru (1992). The circles included, Inner Circle, where English is spoken as a NL, Outer Circle, where English is considered as L2 and Expanding Circle where English is spoken as EFL. As a consequence, ELF speakers are expected to determine openness towards the many different individuals they engage with in communication on particular occasions rather than towards a particular L2 speech community (Leung & Lewkowicz, 2018; Seidlhofer, 1999, 2001).

According to Csizér and Illés (2020), ELF has features which are specific, though in principle it represents the common use of English language (Mauranen, 2009). One of these features is that ELF comprises users from various linguacultural backgrounds (Jenkins, 2009) including native speakers (NSs) and non-natives (NNSs) “who bring their different languages, native or non-natives ones, worldviews and norms of communication to ELF interactions. This means that in ELF communication the area of shared knowledge between
interlocutors is necessarily smaller than between those speakers who share a language variety and with it the norms of communication” (Csizér & Illés, 2020, p. 23).

That is because there are few linguistic and cultural norms in ELF communication. Therefore, the ELF communication requires the users to meet two learning aims concurrently which are content learning outcomes and development of FLL (Björkman, 2013). These aims can be boosted by involving users in subject matters through that are approached from unpredicted perspectives and motivating in many senses. In this way, the learners could be promoted to become active participants and take more responsibility for their learning (Illés, 2009).

In conclusion, it is important to underline that English functions as a global lingua franca despite the fact that it has been accepted by some and deplored by others. However, it cannot be denied that as a result of its international usage, English is being shaped by NNSs as much as the way by its NSs and that has resulted in contradictory situation. On one hand, English is considered as a FL for the majority of speakers and thus the common verbal exchanges are in English and do not comprise NSs of the language at all. On the other hand, there is still a determination towards its native usage and preserving its native form in its practice (Jenkins 2000; McKay 2002).
CHAPTER THREE: RESEARCH METHODS

3.1 Introduction

In this chapter, I will provide an overview of the methodological approaches used to conduct this research. First, the purpose and relevance of this study will be presented. After, the setting of the study will be discussed which can be considered particularly important in terms of clarifying the framework of the study and introducing the reader to the research background. Then, I will define the study design, research questions and hypotheses. Afterwards, the empirical study methods will be discussed, including the population, study participants, research tools implemented and the procedures followed to collect data. Finally, the chapter concludes with quality control procedure for the statistical data which will be followed by the process of transcribing and analyzing the interview data.

3.2 Aim and Significance of the Study

Research studies on motivation to learn English as a second or FL have been conducted in different contexts, different methods have been applied and different samples have been dealt with (Al-Othman & Al-Shuqai, 2013; Feng & Chen, 2009; Lens, 2007; Pan, Zang & Wu, 2010). The literature review discussed that many studies have investigated motivation and linked it to other variables, including self, attitude, aptitude, anxiety and learning strategy (see Clément & Kruidenier, 1985; Gardner & Lambert, 1972; MacIntyre & Gardner, 1989; O’Malley & Chamot, 1990; Sturgeon, 2017; Zheng, 2008) to discover their relationships and influences on each other in the language learning process. However, there has never been a single work that examines the structures of selves, attitudes and culture together and their effect on motivating Kurdish learners to learn English. On that account, I decided to focus on the Kurdish learners’ context of the English language learning to examine the specific variables in an in-depth study and to provide an innovative conclusion regarding
these issues. My intention is to help control barriers and overcome obstacles that may arise on the way of Kurdish learners in the process of learning English language.

3.3 Setting of the Study

The data of the current study were collected from three Language Service Centers, all of which are located in a large city in Kurdistan. I chose these centers based on the fact that they are accredited to provide language teaching. The centers deal with a large number of learners and mainly aim to help learners to improve their language abilities, become confident users of English and obtain the required level of English language proficiency. The centers mainly offer courses on International English Language Testing System (IELTS), Test of English as a Foreign Language (TOEFL) and Pearson Test of English (PTE) courses apart from a number of English for Specific Purposes (ESP) courses, including English for Business, Politics and Organizational management.

Classes are mainly held two or three days a week, and each session lasts (2-4) hours, depending on the center’s policy and they last for three months up to two years depending on the levels of the learners. The mission of the covered Language Service Centers is mainly related to providing high-quality language courses to enable learners to improve their English proficiency and thus meet the demands of today’s business world or competitive academies. Through advanced teaching methods, stimulating teaching tools and a friendly learning atmosphere supported by highly experienced teachers; learners will be empowered and provided with their language needs as per stakeholder commitment.

3.4 Research Design

My study applied a mixed-methods design that is “the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on
collecting, analysing, and mixing both quantitative and qualitative data in a single study or series of studies” (Creswell & Clark, 2010, p.5). I have comprised mixed-methods study for this project in order to provide a better understanding of research problems than using either method alone (Bryman, 1992, 2006; Creswell & Clark, 2010). Accordingly, the rationale was to capitalize on the strengths, reduce weaknesses in both methods and provide the best possible results in one study. I also wanted to ensure an accurate, multi-dimensional depiction of the views of the study participants as justified by language learning researchers (Dörnyei, 2007; Freeman & Long, 1991; Gorard & Taylor, 2004; Lamb, 2007; Nunan, 1992).

The quantitative part included a survey which has been thought to be a useful research tool due to the fact that it is relatively easy to create and very versatile. Furthermore, it is determined to be reliable and replicable in other settings and contexts (Bailey, 1994; Denscombe, 2010). The cross-sectional design allows collecting data regarding participants’ dispositions in concert. Moreover, the cost effectiveness of the questionnaire, as emphasized by Ary, Jacobs and Razavieh (2005) and Brown (2001), made it suitable for me as a researcher to reach a large sample in a short time and collect sufficient data for my study that could be easily processed (Dörnyei, 2007). My rationale was specifically to explore the impact of investigated variables on the level and form of motivation among the examined learners. Therefore, the collected data facilitated to test the hypotheses and answer the research questions.

The responses obtained from the participants in the quantitative phase of my study were restricted by the direct and closed-ended questions (Brown & Rodgers, 2002; Elliott & Bempechat, 2002; Kumar, 2005). Besides, the questions being asked were limited to the constructs that have been designed rather than focusing on the responders’ details of their experiences (Elliott & Bempechat, 2002). Therefore, a qualitative phase followed my
questionnaire study. The main objective of adopting the interview study, as Patton (1990) justifies, is to interpret and convey what is on the mind of the respondents.

The qualitative phase of the study provides data in a contextual and non-numerical manner (Dörnyei, 2001). This method has been targeted in this project to elaborate what has been achieved from the quantitative phase and to provide more detailed explanations. My primary goal was to elicit and get to know the views of the participants of what they are sharing with you rather than prioritizing my opinions or interpretations. In this way, I will be able to diagnose and present perspectives that may promise novelty, freshness and inspire reliable results. Hence, data is often considered accurate due to validation by research participants (Dörnyei, 2001; Ushioda, 2001).

3.5 Research Questions

The main objective of this study is to examine the attitudes, selves and culture variables of Kurdish learners in relation to their instrumental and integrative motivation. Hence, the following research questions are formulated for investigation and response while conducting this research:

Q1. What characterizes Kurdish learners’ motivational dispositions to learn English?

Q1-A: What are the significant differences between male and female participants in terms of the studied scales affecting language learning motivation?

Q1-B: What are the significant differences across levels of English language proficiency in terms of the studied scales affecting language learning motivation?

Q1-C: What are the significant differences across educational levels in terms of the studied scales affecting language learning motivation?

Q2. How Kurdish learners’ self-related concepts affect their integrative and instrumental motivation towards learning English?
Q3. How Kurdish learners’ attitudes towards English language, culture and its speakers affect their integrative and instrumental motivation towards learning English?

3.6 Hypotheses

1. Motivation to learn English language among Kurdish learners is strongly influenced by their personal characteristics, including gender, level of English proficiency and educational level.

2. Ideal L2 self has a positive relationship with instrumental motivation towards learning English among the examined participants of this study.

3. Ought to L2 self is likely to be the predominant dimension of learners’ L2 selves among Kurdish learners towards learning English.

4. Significant others are perceived to have a positive influence on learners’ instrumental and integrative motivation.

5. Learners’ interests and positive attitudes towards English language, culture and its speakers have great impacts on their integrative and instrumental motivation towards learning English.

3.7 Participants

The target population of this study consists of Kurdish learners of English intending to learn English for various purposes. The examined sample included learners between the ages of 16-44 years. The investigated sample showed diversity among the participants with respect to age, gender, position, English language proficiency level and years of experiences learning English language.

The sampling procedure included random sampling method in selecting the respondents. This method can be observed as a basic sampling technique in which a set of
samples is selected from a large population randomly (Cohen, Manion & Morrison, 2007). Therefore, each participant has an equal and independent chance to be included in the study. I have employed this sampling method because it is claimed to be easy to implement and provide a high possibility to obtain a representative sample (Berry, 1994). Moreover, as Alvi (2016) and McLeod (2019) claim, it helps in testing the hypotheses although it is difficult to analyze at times and it is said to be time consuming. In the following two subchapters, I will provide information on the samples used in both quantitative and qualitative studies of my dissertation.

**Questionnaire Study Participants**

The survey included a sample of 180 Kurdish learners of English language as detailed in Table 3. The respondents were mainly males (i.e. 94 participants, that is 52.22%), compared to female learners, who were only 86 participants (47.78%).

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>94</td>
<td>51.9</td>
</tr>
<tr>
<td>Females</td>
<td>86</td>
<td>47.5</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As for participants’ age, it ranged between 16-44 years. That is, 30.4% of the total sample was between ages of 16-20 and the participants between ages of 20-25 comprised the maximum sample, which is 33.5%. The participants’ age, between 25-30 years consisted 12.6% of the total investigated sample and 8.5% included the participants between 30-35
years. 8.2% of the total participants were between ages of 35-40 comprised while the participants aged between 40-44 years included the minimum number of the participants, which was only 6.8%. Data also reveals that the participants started to learn English at the ages between 6-27 years though the majority of the learners reported they started learning English language while they were at year 5 of their primary school studies as they were around 11 years. A detailed description of the participants is shown in Table 4.

Table 4

Descriptive Statistics of the Survey Participants

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Std. Error</th>
<th>Std. Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>180</td>
<td>16</td>
<td>44</td>
<td>23.23</td>
<td>5.825</td>
<td>33.931</td>
<td>.181</td>
<td>.360</td>
<td>.360</td>
<td>.360</td>
</tr>
<tr>
<td>Age Started Learning EL</td>
<td>180</td>
<td>6</td>
<td>27</td>
<td>7.97</td>
<td>2.796</td>
<td>7.815</td>
<td>.181</td>
<td>11.87</td>
<td>.360</td>
<td>.360</td>
</tr>
<tr>
<td>EL Level</td>
<td>180</td>
<td>1</td>
<td>4</td>
<td>2.00</td>
<td>.945</td>
<td>.894</td>
<td>.481</td>
<td>.181</td>
<td>-.853</td>
<td>.360</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regarding the educational status of the respondents, the majority of the learners are either graduates or studying at colleges or universities (i.e. 52 responses, 28.8%, are recorded in each category, respectively). Also, 33 participants indicate that they are high school students, including 18.3% of the total sample, and only 6 participants, i.e. 3.3%, are secondary school students. The number of other students reached 37, equivalent to 20.6% of the total sample, who reported other educational status. As for the participants’ level of English language proficiency, the majority of respondents, i.e. 37.8% reported that they were at the level of English language proficiency for beginners while 30.1% of them were at
the elementary level. Another 25.4% of the respondents answered that they were at the intermediate level and only (6.7%) of them said that they were at the above intermediate level.

Regarding the learners’ experiences in learning other FLs in addition to English, about 89 of the survey respondents, 49.4%, stated that they did not try to learn any other languages other than English. A number of other participants, 57 people equivalent to 31.6, stated that they also learned Arabic, and 16 of them also learned Turkish, that is 8.8%, in addition to English. Only 8 of the students, 4.4%, also learned Persian language in addition to English while only 3 others, 1.6%, indicated that they have learned French.

Few of the participants, 2 only that is equivalent to 1.1%, have learned German in addition to English. Similarly, a small number of the participants appeared to be multilingual, namely 2 which is 1.1%, indicated that they learned Arabic and Persian in addition to English language and 3 others, 1.6%, learned Turkish and Arabic despite learning English language. However, their level of proficiency in additional languages besides English is not documented. Therefore, proficiency may be uneven when it comes to other foreign languages.

**Interview Study Participants**

The qualitative study involved interviewing 12 participants who were from the same English language learning context as discussed above. After obtaining their consent from the survey study phase to participate in further follow-up studies, they showed willingness and volunteered to contribute in the interview study as well in order to share and provide more details with regard to their views and opinions about their experiences in the process of learning English. The interviews included male and female participants between the ages of 18-36 years. Table 5 shows a brief description of profile of the people interviewed.
The participants also provided their positions, among them student, engineer, accountant and employers in private companies, except for two of the interviewees whom unemployed. Regarding their experiences in learning English, the interviewees mostly indicated their first involvement in learning English at the time when they were between 6 and 11 years while they were in their primary education.

### Table 5
*Interview Participants’ Profile*

<table>
<thead>
<tr>
<th>Participant No.</th>
<th>Code</th>
<th>Age</th>
<th>Gender</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>P1</td>
<td>19</td>
<td>Male</td>
<td>Undergraduate Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Finance and Accounting</td>
</tr>
<tr>
<td>2</td>
<td>P2</td>
<td>18</td>
<td>Male</td>
<td>High school student</td>
</tr>
<tr>
<td>3</td>
<td>P3</td>
<td>26</td>
<td>Female</td>
<td>Civil Engineer</td>
</tr>
<tr>
<td>4</td>
<td>P4</td>
<td>30</td>
<td>Female</td>
<td>Mechanical Engineer</td>
</tr>
<tr>
<td>5</td>
<td>P5</td>
<td>31</td>
<td>Female</td>
<td>High school student</td>
</tr>
<tr>
<td>6</td>
<td>P6</td>
<td>36</td>
<td>Male</td>
<td>Accountant</td>
</tr>
<tr>
<td>7</td>
<td>P7</td>
<td>29</td>
<td>Male</td>
<td>MA Student / Economy</td>
</tr>
<tr>
<td>8</td>
<td>P8</td>
<td>23</td>
<td>Male</td>
<td>Not employed</td>
</tr>
<tr>
<td>9</td>
<td>P9</td>
<td>29</td>
<td>Male</td>
<td>Software Engineer</td>
</tr>
<tr>
<td>10</td>
<td>P10</td>
<td>25</td>
<td>Female</td>
<td>Undergraduate Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social Science</td>
</tr>
<tr>
<td>11</td>
<td>P11</td>
<td>32</td>
<td>Female</td>
<td>IT Technician</td>
</tr>
<tr>
<td>12</td>
<td>P12</td>
<td>26</td>
<td>Female</td>
<td>Graduate/ Not Employed</td>
</tr>
</tbody>
</table>

### 3.8 Instruments

This section provides details on designing and preparing data collection tools for both quantitative and qualitative research methods as discussed in the followings.

*The Questionnaire*
Questionnaire is the first technique I used in this study to collect data. The survey tool was adopted from (Dörnyei & Chan, 2013) and applied to examine the experiences of learners in the EFL context in Kurdistan. The instrument was considered as appropriate for my research sample and intended to answer the research questions. In order to contextualize the instrument, I implemented some changes to the original tool by adding, rephrasing and removing some items to make the tool relevant to my context, fit the sample better and reflect the participants’ ideas more realistically. The instrument consists of two parts. The first section included (66) items dealing with 7 main constructs. They are as follows.

**Construct 1: Attitudes towards Learning English Language**: this construct contained (12) items related to the attitudes and feelings of the participants towards English language, culture and its speakers.

For example:

*I find learning English is really interesting.*

**Construct 2: Instrumental Motivation to Learn English Language**: included (11) items related to participants’ instrumentality towards learning English language. For example:

*Studying English is important for me because I am planning to study abroad.*

**Construct 3: Integrative Motivation to Learn English Language**: included (6) items related to the interest of participants towards learning English language. For example

*Studying English is important to me because other people will respect me more if I have the knowledge of English.*
Construct 4: Ideal L2 Self: included (6) items attributed to internal motives of self towards learning English. For example:

*My dream of myself using English has now become more vivid than it used to be.*

Construct 5: Ought to L2 self: included (9) items dealing with learners’ beliefs about what they are expected to be. For example

*I learn English because close friends of mine think it is important.*

Construct 6: Interest in the L2 culture: this construct contains (9) items that address the interest of learners in thinking or acting in a way determined by the culture of the target language. For example:

*Studying English is important to me so that I can understand English-speaking films, videos, TV, or radio.*

Construct 7: Interest in the L2 community: indicated (13) items that related to the interests of the participants towards English people and society. For example:

*Studying English is important to me because it will enable me to learn more about the English world.*

All items were measured on a six-point Likert scale rated from 1 to 6 scales (1 = Strongly disagree, 2 = Disagree, 3 = Slightly disagree, 4 = Slightly agree, 5 = Agree, 6 = Strongly agree). The likert-scale is a proven measure in most social research studies (Singh, 2006) which ensures that the research findings can be compared (Chang, 1994; Schwartz & Bonner, 2001). The second part of the questionnaire collected data on participants’ demographic information. This subsection contained six factual questions related to the
participants’ gender, age, level of studies, professional status, years of connection to English language, including the number of years they experienced learning English and the age at which they started learning English. Finally, the participants were asked about involvements in learning any other FLs, in addition to English, that they have experienced learning.

As an initial stage, the instrument was translated to Kurdish language to facilitate the participants’ responses in their NL without being confused or mislead and help to examine the intended factors comprehensibly and effectively. The reliability of the translated version of the tool (see Appendix 1) was verified by asking two English language teachers from a Kurdish background who are known for their long experience and expertise in teaching English at university. The teachers were asked to do the back translation (translating the Kurdish version tool into English). Once the translation is produced, the tool has been compared to the original version. The two versions seemed alike to a very good extent, apart from minor issues tweaked on the recommendations.

At a later stage, in order to increase the reliability of the tool, the Kurdish version was presented to six participants to answer the items of the questionnaire and express their opinion on the clarity and comprehensiveness of the items. Learners read the questionnaire and reported their satisfaction with the tool as clear and comprehensive. After that, a pilot study was conducted and the tool was distributed to 50 participants. The data collected was entered into the SPSS version 25.0 program and analyzed through statistical tests.

It is generally said that the main concern of any questionnaire research is the question of validity and reliability of the tool and the results obtained (Fraenkel & Wallen, 2003). Therefore, to check the internal consistency of the scales in the pilot study, the Cronbach Alpha values for all scales were measured separately. It has been argued that the higher the Cronbach Alpha statistics, the more reliable the resulting scale is (Nunnally, 1978). The alpha values in the pilot study showed high internal consistency scores for some scales (Cronbach
Alpha was between 0.6 to 0.7), which is generally considered the ideal value for the internal consistency of the scales (Pallant, 2007). However, one of the scales *Attitudes toward learning English language* showed clearly low alpha value (0.55), see Table 6.

### Table 6

**Reliability (Internal Consistency) of Scales during Piloting**

<table>
<thead>
<tr>
<th>Scale No.</th>
<th>Name of the Scales</th>
<th>No. of Items</th>
<th>Cronbach Alpha Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attitudes towards LEL</td>
<td>12</td>
<td>0.55</td>
</tr>
<tr>
<td>2</td>
<td>Instrumental motivation</td>
<td>11</td>
<td>0.67</td>
</tr>
<tr>
<td>3</td>
<td>Integrative motivation</td>
<td>6</td>
<td>0.79</td>
</tr>
<tr>
<td>4</td>
<td>Ideal L2 self</td>
<td>6</td>
<td>0.72</td>
</tr>
<tr>
<td>5</td>
<td>Ought to L2 self</td>
<td>9</td>
<td>0.64</td>
</tr>
<tr>
<td>6</td>
<td>Interest in the L2 culture</td>
<td>9</td>
<td>0.70</td>
</tr>
<tr>
<td>7</td>
<td>Interest in the L2 community</td>
<td>13</td>
<td>0.68</td>
</tr>
</tbody>
</table>

Therefore, I reviewed the measurement variables and reformulated some elements that seemed unclear to the participants. I also deleted few items and ran the reliability measurements again. This time, I noticed deep increases in alpha values. Hence, I kept the amendment and exclusion of the items and prepared the final draft of the questionnaire. Thus, the final version of the instrument emerged (see Appendix 2) based on the piloting and consisted of 52 items which were divided into 7 scales. The final version of the questionnaire instrument can be found in Appendix (2).

**Interview Study**

Based on the theoretical background of the study in relation to the main focus of this research and the issues raised from the questionnaire study, I developed the interview guide.
The aim of the interview study was to provide in-depth understanding of participants’ views on their EL selves and attitudes towards English language, people, culture, and their influences on learners’ language learning motivation.

The instrument consists of 12 questions apart from the warm-up questions that are suggested to lead the participants into the discussions and other questions that are raised and asked during the interview process. The questions directed the interviewees and helped elicit data and conduct potential investigations to obtain in-depth answers. The interview questions were mainly directed around three issues (see Appendix 3). The first issue included five questions aiming to focus on learners’ attitudes towards learning English language. The second issue deals with the cultural interest of learners towards English language and their views towards English speaking community through three questions. The final phase consisted of four questions that sought to examine the self-orientation of the learners towards learning English language.

The tool also included an interview ethics and information sheet explaining the guideline and orienting the interviews toward the process. Obviously, it aims to obtain the consent of the interviewees to participate in the study and to ensure anonymity and confidentiality of the data (Whelan, 2007). The tool was originally designed in English and then translated into L1 before executing the interviews, as all interviews were conducted in Kurdish.

In order to maintain the accuracy of the translated instrument, a bilingual proofreader was asked to check the questions and the translations. Following that, four pilot interviews were conducted to authenticate the strength of the instrument and clearness of the questions. I intended to ensure that the questions were logically developed and valid to elicit proposed information from the participants. Once the piloting interviews conducted, I have made
necessary modifications and adjustments to the instrument based on the obtained responses from the pilot interviewees.

3.9 Data Collection Procedure

Quantitative Data

Data for the questionnaire study was collected in three language centers. I have personally contacted the directors of the selected centers and have discussed the purpose and the scope of the study. In response, they have shown willingness to help and I have obtained permission to conduct my research and the opportunity to administer the survey study. I have distributed the finalized questionnaires among 152 participants and gave them to mark and answer the questions after I announced the objective of the study and provided instructions on how to fill in the questionnaire correctly.

Participants were also informed that participation is voluntary, and they were ensured about the anonymity of their participation and that the collected data would only be used for the purpose of conducting the present research. I also assured the participants that they have the right to withdraw at any time without giving reasons. The consent to participate in further discussions for the second phase of the study was also requested from the participants and they were asked to provide their contact details if they were interested.

While conducting the data collection process, a representative was always there to manage and assist. Data were collected on three occasions and the entire procedure was completed within two weeks in February 2018. Personally, I have not met the participants and did not know them before. This, I believe, provided the sincerity of the responses of the participants. I received 132 questionnaire forms back from the total of 152 forms distributed among the participants.
The forms were placed in an envelope and no one was allowed to check or survey. I have then revised the forms and two of them were ignored due to inappropriate rating of the scales. The 50 pilot study forms were also retained after excluding the deleted items to match the final questionnaire. I have collated all the forms in order to further decrease the sampling error and provide possibility for multivariate statistics in the final analysis. In this way, the study included 180 learners in total for the quantitative phase of this research. The questionnaire forms were then coded with consecutive numbers and prepared for statistical analysis and computed to SPSS version 25.0.

**Qualitative Data**

After the instrument was piloted and the obtained data was checked, slight adjustments were implemented for the interview instrument. Following that, the final phase of the qualitative study was executed through interviewing 12 participants who already showed their readiness for follow up studies and gave consents from the quantitative study phase. The interviews were conducted online due to the remoteness between the interviewer and the participants. The interviews were conducted in different time periods based on time agreement between the two sides. Each participant was interviewed separately, no time restrictions were applied and each interview session took an average of 30-40 minutes. I have recorded the interviews upon the participants’ consent in order to be able to transcribe the interviews for analysis.

The language used throughout the interview was Kurdish with the aim of giving the interviewees the freedom to speak about their experiences in their mother tongue. Furthermore, it helped them to speak without pressure and express themselves in the best possible way. The interviewees were not asked to provide any additional information outside the interview questions. It was also ensured that their identities was not revealed in the
project, and the confidentiality of the data provided will be preserved and used for the purpose of the specific study only. Besides, I have also declared to the participants that their participation will be of great benefit of my research and that their responses will determine the success of the study. In this way, they were encouraged to express their thoughts and beliefs in a coherent and inclusive manner.

Once all the 12 interviews were executed, the obtained data transcribed and the files are labelled. This included giving codes to the interviews, assuming they were participants (P1, P2 ... etc.), and calling codes while analyzing and interpreting the data. Then, a textual analysis of the data based on the thematic analysis process was performed which included identifying the themes that were emerged based on the participants’ narratives as shown in Table 7. The interviews can be considered constructive and informative in that they provided essential information with regard to the issues that were targeted to be examined in the study.

3.10 Quality Control Procedure for the Statistical Data

The most important element to consider in any research studies is to verify that the data collected in the project are reliable and correct (Taguchi et al., 2009). Therefore, researchers have defined different procedures to measure reliability and validity (see Dörnyei, 2003b; Nagin & Tremblay, 2001; Schmidt & Watanabe, 2001). There were strong controversies among researchers about which properties should be assigned to the test types in terms of reliability and validity. However, with large size samples, similar types of tests are applied most of the times (Creswell, 2005; McDonough & McDonough, 1997; Tashakkori & Teddlie, 2003).

The present study included a large sample size to reduce sampling error and ensuring external validity and the accumulation of individual inconsistency. The systematicity of the sampling procedure also increased the external validity of my study. Also, the participants
were not known by the researcher. This has resulted in the purity of the sincere responses from the participants. In addition, the participants were not informed of the structures and assumptions that were addressed in the project. With regard to the content validity of the scales, the instrument was reviewed by two professors who were teaching at the university and known for their experiences and expertise in teaching in both Kurdish and English. The questionnaire was later fine-tuned based on their comments by rephrasing, removing several items and adding others. Then, the questionnaire was piloted among 50 participants from the target population. The tool was originally adopted from (Dörnyei & Chan, 2013) and for the purpose of ensuring its strength, the constructs were validated on the basis of theories. The internal consistency of the questionnaire was measured by Cronbach Alpha coefficients for the multi-item scale and reported satisfactory for each scale independently and the whole scales together. Furthermore, in order to determine the convergent and divergent viability (Bryman, 2008; Wilson, & McLean, 1994), a factor analysis was performed and reported that each item loads only on one factor and that the scales are internally consistent.

3.11 Interview Data Transcription and Analysis

After the interview studies were conducted, the recorded sounds were transcribed and translated into English. In order to maximize transcription quality, the transcription technique and strategies proposed by Poland (1995) were followed for the data transcription process. In addition, to ensure the accuracy of the translated texts, two bilingual proof-readers were asked to proofread texts and check the translations.

The analysis of the interview study data consists of two stages. The first stage comprises a detailed profile description of the participants. It aims to introduce the investigated participants and familiarize the reader with their background details. The second
phase analyzed the results of the interview questions that were proposed to elicit views and ideas of the participants about their experiences in learning English language and it was separated into three phases.

The first stage deals with the responses obtained regarding the attitudes of the participants towards learning English language. It aimed to achieve the of the interviewees’ views on their motivation based on Gardner’s theory (1985c) and to discover whether their motivation towards learning English is instrumental or integrative. Furthermore, details of the participants’ views of English language and how English language might be an important aspect of an individual’s personality, success or failure in life will be discussed based on the responses obtained.

The second phase focuses on the interviewees’ cultural interests towards English language. The interviewees’ responses with regard to their views towards English language culture, community and the role that English language plays in today’s world will be presented. It also analyzes the cultural influences which stimulate the participants’ interests towards learning English and discusses the grown interest of Kurdish people towards learning English language, especially in the recent years.

The final stage studies the respondents’ views of their EL selves. It focuses on the interview questions that dealt with the interviewees’ interpretations of their EL selves with regard to their English language learning experiences, namely ideal and ought-to EL selves, based on the framework of Dörnyei (2009a) L2MSS. Besides, the influence of significant others on learners’ performance and interest towards learning English language will also be examined. From the three phases which are discussed above, the most important emerging themes of the study are accumulated and compiled based on the transcribed data which will be discussed and analyzed in Chapter 5. The emerging themes are identified and presented in Table 7.
Table 7

Emerging Themes from the Interview Narratives

<table>
<thead>
<tr>
<th>Emerging Themes</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivational Intensity</td>
<td>This refers to learners’ intensity and interest towards learning English based on their integrative or instrumental drives.</td>
</tr>
<tr>
<td>Attitudes towards learning English</td>
<td>This includes participants’ views of learning English and how it might contribute as an important aspect of individuals’ personality, success, or failure.</td>
</tr>
<tr>
<td>EL self</td>
<td>This includes learners’ views towards their English language ability and performance (i.e. ideal and ought-to selves)</td>
</tr>
<tr>
<td>Social and Cultural Intensity</td>
<td>The drive to learn English for various social purposes, including learners’ views towards EL culture, people and society.</td>
</tr>
</tbody>
</table>
CHAPTER FOUR: QUANTITATIVE STUDY FINDINGS

4.1 Introduction

In this chapter the research questions that have built the basis of the present study will be answered and analysed. First, reliability analysis of the scales that included in the questionnaire will be pertained where Cronbach Alpha, mean and standard deviation values of all the constructs will be demonstrated. Next, a descriptive statistics of the participants will be presented and independent samples t-test will be performed in order to find Kurdish learners’ characteristics, their motivational dispositions toward learning English and differences in their motivation level based on their gender, EL level proficiency and their educational levels.

Following that, in order to test the impacts of the independent variables, Attitudes toward learning English, Ideal L2 self, Ought-to L2 self, Interest in the L2 culture and Interest in the L2 community, on the dependent variables of the study, Integrative motivation and Instrumental motivation towards learning English, a number of multiple linear regression and path analyses will be performed. Finally, a comprehensive model of Kurdish learners’ integrative and instrumental motivation towards learning English language will be established. The model demonstrates the correlations and influences of the independent constructs over the dependent ones and the details of the relationships will be discussed and related to other research study findings to justify and conclude the investigated learners’ motivation towards learning English language.

4.2 Reliability Analysis and the Descriptive Statistics of the Scales

The first step of the statistical analysis pertained to the reliability and the structure of the scales. In order to determine whether the proposed items for each scale were reliable enough for further analyses, a Cronbach’s Alpha reliability coefficient was calculated.
Cronbach Alpha analysis is the most widely recognized measure of reliability and the most regularly utilized (Abraham & Barker, 2015). In this study, it was used to measure the internal consistency coefficients of the scales included in the questionnaire in order to assess their internal reliability. Scholars have advised an alpha score of 0.6 as the cutoff point for acceptable scales; however, an alpha coefficient of above 0.7 is generally deemed more desirable (Dörnyei, 2007; Dörnyei & Csizér, 2012).

Table 8 demonstrates descriptive data and reliability coefficients of the scales in the analysis and includes Cronbach Alpha analysis of all scales of the final version survey. It can be clearly observed from the table that most of the values of Cronbach Alpha that were obtained for the scales of this study are close to or above 0.7. This indicates that data for most of these scales is internally consistent and fairly reliable. Consequently, it could be relied upon to make appropriate inferences to answer the questions of this research.

In addition, in order to understand whether the items actually loaded onto a single latent factor and thus could later be reduced into an index scale, principal component analysis was performed with a loading cut-off value of 0.4. Therefore, any items that loading onto principal component was lower than 0.4 was suppressed and not included in the scale. Table 8 shows the number of items on the final scales, the Cronbach’s alpha reliability of the scales, means and standard deviations of the scales, and information about items deleted due to reliability issues or low levels of loading onto the factor.
Table 8

Descriptive Data and Reliability Coefficients of the Scales in the Analysis

<table>
<thead>
<tr>
<th>Scales</th>
<th>No. of items</th>
<th>No. of deleted items</th>
<th>Cr. Alpha</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes toward learning English</td>
<td>4</td>
<td>2</td>
<td>.62</td>
<td>5.10</td>
<td>.69</td>
</tr>
<tr>
<td>Instrumental motivation to learn English</td>
<td>7</td>
<td>2</td>
<td>.83</td>
<td>5.05</td>
<td>.81</td>
</tr>
<tr>
<td>Integrative motivation to learn English</td>
<td>7</td>
<td>2</td>
<td>.71</td>
<td>5.02</td>
<td>.72</td>
</tr>
<tr>
<td>Ideal L2 self</td>
<td>7</td>
<td>1</td>
<td>.74</td>
<td>5.06</td>
<td>.68</td>
</tr>
<tr>
<td>Ought-to L2 self</td>
<td>6</td>
<td>2</td>
<td>.74</td>
<td>5.01</td>
<td>.80</td>
</tr>
<tr>
<td>Interest in the L2 culture</td>
<td>3</td>
<td>1</td>
<td>.63</td>
<td>5.10</td>
<td>.84</td>
</tr>
<tr>
<td>Interest in the L2 community</td>
<td>6</td>
<td>2</td>
<td>.66</td>
<td>5.02</td>
<td>.68</td>
</tr>
</tbody>
</table>

Altogether, after some slight modifications and revisions, all the scales were found to be adequately reliable although three (Attitudes toward learning English, Interest in the L2 culture and Interest in the L2 community) were found to have a lower alpha coefficient than the desirable .7. Furthermore, the means of the scales suggest that Kurdish learners are generally positively disposed towards and have high levels of motivations to learning EFL, which is attested by means of above 5.0 on the 6-point Likert-type scale used for the data collection.
4.3 The Characteristics of Kurdish Learners’ Motivational Dispositions to Learn English

4.3.1 Independent Samples t-test for Differences between Gender Groups

In order to find differences between men and women related to the seven scales, an independent samples t-test was performed on the dataset with the gender variable being the grouping variable. However, the tests did not find a significant difference \((p < .05)\) between male and female participants as related to the scales. Traditionally, it has been shown that women are more motivated to learn FLs than men (Carr & Pauwels, 2006; Goddard & Patterson, 2000; Lekholm, 2008) and that, learning languages have always been observed as female subject.

However, the above justification does not seem to be right for the sample examined in this study as males also showed to be correspondingly motivated to learn English. This result corresponds what has been presented by Dörnyei and Clément (2001) where they denoted that English language seems to be gender-neutral and it appears to be interested by both genders equally. Therefore, gender difference in motivation towards learning English seems to be less significant in case of Kurdish learners of English language.

4.3.2 ANOVA for Differences across Language Proficiency Levels

A one-way analysis of variances (ANOVA) was performed to find significant results with language proficiency level being the grouping variable (Table 9). Subsequently, a Tukey’s post hoc test was used to find significant differences between groups across levels of English language proficiency after a significant effect found by ANOVA. There were four levels in the language proficiency grouping variable: Beginner (1), included 68 participants that is 37.8% of the total sample. Elementary (2) included 54 participants that comprised 30% of the total sample. Intermediate (3), included 46 participants, 25.5% of the total sample and Upper Intermediate (4) which included 12 participants, that is 6.7% of the total sample.
Table 9
ANOVA Results for Differences across Language Proficiency Levels (*p < .05)

<table>
<thead>
<tr>
<th>Scale</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes toward learning English</td>
<td>.22</td>
<td>.88</td>
</tr>
<tr>
<td>Instrumental motivation</td>
<td>1.19</td>
<td>.31</td>
</tr>
<tr>
<td>Integrative motivation</td>
<td>1.20</td>
<td>.31</td>
</tr>
<tr>
<td>Ideal L2 self</td>
<td>.43</td>
<td>.72</td>
</tr>
<tr>
<td>Ought-to L2 self</td>
<td>2.74</td>
<td>.04*</td>
</tr>
<tr>
<td>Interest in the L2 culture</td>
<td>4.86</td>
<td>.03*</td>
</tr>
<tr>
<td>Interest in the L2 community</td>
<td>.58</td>
<td>.62</td>
</tr>
</tbody>
</table>

The one-way ANOVA performed on the scales showed a significant effect on the *Ought to L2 self* scale and the *Interest in the L2 culture* scale based on the participants’ language proficiency level. The Tukey post hoc test revealed significant differences (*p* < .05) in the measure of *Ought-to L2 self* between Beginner (1) and Upper Intermediate (4), and Elementary (2) and Upper Intermediate (4) learners. The post hoc test applied on the *Interest in the L2 culture* ANOVA data found significant differences (*p* < .05) between learners at Upper Intermediate (4) level and all other levels (1,2,3).

Next, a Pearson correlation efficient was calculated to find whether there are significant linear correlations between English proficiency levels and the two scales reported above, namely *Ought to L2 self* scale and the *Interest in the L2 culture* scale, based on the participants’ language proficiency level. A significant and moderately strong linear rank-order correlation was found between proficiency levels and *Ought-to L2 self* (*r* = .512, *p* < .05) meaning that higher EL level learners reported stronger external guides to their ELL; however, no significant Spearman-type
correlation was found between participants’ proficiency level and their Interest in the L2 culture ($p > .05$).

### 4.3.3 ANOVA for Differences across Education Levels

In order to answer the question as to whether there are any significant differences across educational levels, a one-way ANOVA was performed to find a significant effect with educational level (Secondary school student, High school student, College student, Graduate and Others) being the grouping variable. The Tukey’s post hoc test was used to reveal significant differences between groups when the overall ANOVA found a significant effect.

#### Table 10

ANOVA Results for Differences across Education Levels (* $p < .05$, ** $p < .01$)

<table>
<thead>
<tr>
<th>Scale</th>
<th>Df</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes toward learning English</td>
<td>(3,178)</td>
<td>1.62</td>
<td>.17</td>
</tr>
<tr>
<td>Instrumental motivation</td>
<td>(3,178)</td>
<td>2.88</td>
<td>.02*</td>
</tr>
<tr>
<td>Integrative motivation</td>
<td>(3,178)</td>
<td>4.59</td>
<td>.001**</td>
</tr>
<tr>
<td>Ideal L2 self</td>
<td>(3,178)</td>
<td>3.8</td>
<td>.005**</td>
</tr>
<tr>
<td>Ought-to L2 self</td>
<td>(3,178)</td>
<td>4.11</td>
<td>.003**</td>
</tr>
<tr>
<td>Interest in the L2 culture</td>
<td>(3,178)</td>
<td>2.78</td>
<td>.028*</td>
</tr>
<tr>
<td>Interest in the L2 community</td>
<td>(3,178)</td>
<td>2.17</td>
<td>.07</td>
</tr>
</tbody>
</table>

As it could be seen in Table 10, significant results were found by the one-way ANOVA on all scales except for Attitudes and Interest in the L2 community. Despite the overall significant effect, no significant difference were found across educational levels in the case of the Instrumental motivation, Ideal L2 self and Interest in the L2 culture scales. Significant differences
were also found between educational levels related to the *Ought-to L2 self* and *Integrative motivation* scale. Interestingly, on the *Integrative motivation* scale, significant differences were only found between the highest level (Graduate) and the other four lower levels (*p* < .05) but not between either two of the lowest three levels, with Graduate students showing the strongest integrative motives. A similar pattern emerged in relation to the *Ought-to L2 self* scale, where graduates reported significantly stronger external guides than secondary and high school students (*p* < .05), but not significantly stronger than college students.

### 4.4 The Role of Learners’ Self-related Concepts on Integrative and Instrumental Motivation towards Learning English

The second research question was aimed to examine how Kurdish learners’ self-related concepts affect their integrative and instrumental motivation towards learning English. The analysis was divided into two parts, first with *Integrative motivation*, then secondly, with *Instrumental motivation* being the dependent variable in two separate regression analyses with *Ideal L2 self* and *Ought-to L2 self* as the independent predictor variables in the regression analysis.

The first multiple linear regression analysis with *Integrative motivation* yielded a model in which *Ideal L2 self* (*β* = .607, *t* = 11.19, *p* < .05) and *Ought-to L2 self* (*β* = .291, *t* = 5.35, *p* < .05) were both found to be significant predictors of the dependent variable, with the overall model having strong explanatory power (*R*² = .655, *F* (3, 177) = 168.78, *p* < .001) of the variance in *Integrative motivation* as demonstrated in Table 11. It seems that *Ideal L2 self* is a stronger predictor than *Ought-to L2 self*, which is not surprising as *Ideal L2 self* is generally understood as subsuming integrative motives (Oakes & Howard, 2019).
Table 11

Results of Regression Analysis for Self-related Scales with Integrative Motivation as the Criterion Variable (* p < .05, ** p < .01 *** p < .001)

<table>
<thead>
<tr>
<th>Independent scales</th>
<th>B</th>
<th>SE B</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideal L2 self</td>
<td>.64</td>
<td>.057</td>
<td>.607***</td>
</tr>
<tr>
<td>Ought-to L2 self</td>
<td>.26</td>
<td>.049</td>
<td>.291**</td>
</tr>
<tr>
<td>R²</td>
<td>.655</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>168.78***</td>
<td></td>
</tr>
</tbody>
</table>

The second multiple linear regression analysis was carried out with Instrumental motivation as the dependent variable and Ideal L2 self and Ought-to L2 self as the independent ones, Table 12 represents. The analysis found that the two self-related variables explained 54.3% of the variance on the Instrumental motivation scale ($R^2 = .543, F (3, 177) = 106.48, p < .001$). In the present case, Ideal L2 self was again found to be a much stronger predictor ($\beta = .618, t = 9.89, p < .05$) of Instrumental motivation than Ought-to L2 self ($\beta = .184, t = 2.95, p < .05$). That is because the learners’ EM becomes internalized and they will see some instrumental goals as parts of their own ideal, personal image and not as only conforming to the ideals of others. These internalizations help to promote learners’ ideal selves in their L2 learning (Csizér & Dörnyei, 2005; Oyserman, Bybee & Terry, 2006; Papi, 2010).
Table 12

Results of Regression Analysis for Self-related Scales with Instrumental Motivation as the Criterion Variable (*\( p < .05 \), **\( p < .01 \), ***\( p < .001 \))

<table>
<thead>
<tr>
<th>Independent scales</th>
<th>B</th>
<th>SE B</th>
<th>Beta (( \beta ))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideal L2 self</td>
<td>.728</td>
<td>.074</td>
<td>.618***</td>
</tr>
<tr>
<td>Ought-to L2 self</td>
<td>.184</td>
<td>.062</td>
<td>.184*</td>
</tr>
<tr>
<td>R²</td>
<td>.543</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>106.48***</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.5 The Role of Learner Attitudes towards English Language, Culture and Speakers and Influences on Integrative and Instrumental Motivation towards Learning English

The third research question was concerned with how Kurdish learners’ attitudes towards English language, culture and its speakers affect their integrative and instrumental motivation towards learning English. In order to answer the question, multiple linear regressions were used first with Integrative motivation, then secondly, with Instrumental motivation being the dependent variable, the same way it was pertained to the second research question. Three scales, Attitudes toward learning English, Interest in the L2 culture and Interest in the L2 community served as independent variables in the analysis in both cases.

The first analysis with Integrative motivation in the focus yielded a regression model, see Table 13, in which a significant proportion, (73.7) of the variance on the Integrative scale was explained by the three independent variables (\( R^2 = .737, F(3, 177) = 167.4, p < .001 \)), all of which were significant predictors of Integrative motivation, with Interest in L2 culture
being the strongest predictor ($\beta = .47$, $t = 10.94$, $p < .05$), followed by *Interest in the L2 community* ($\beta = .42$, $t = 8.38$, $p < .05$) and the weakest predictor, *Attitudes towards learning English* ($\beta = .18$, $t = 3.92$, $p < .001$). Predictably, the scales related to closeness to and interest in the target language culture and community, therefore found to predict Kurdish learners’ integrative motivation well (Blascovich & Tomaka, 1991). In other words, the learners’ integrativeness towards English language is closely related to their interest in the L2 culture and community. This conclusion corresponds what has been underlined by Ehrman (1996), Lennon (1993) and Moiinvaziri (2009) as they showed that learners’ interest in a language is closely influenced by their interest in the target people and culture.

Table 13

Results of Regression Analysis for the Attitudinal Scales with Integrative Motivation as the Criterion Variable (* $p < .05$, ** $p < .01$ *** $p < .001$)

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>B</th>
<th>SE B</th>
<th>$\beta$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in L2 culture</td>
<td>.404</td>
<td>.370</td>
<td>.47***</td>
</tr>
<tr>
<td>Interest in L2 community</td>
<td>.445</td>
<td>.053</td>
<td>.42***</td>
</tr>
<tr>
<td>Attitudes toward learning English</td>
<td>.19</td>
<td>.048</td>
<td>.18*</td>
</tr>
<tr>
<td>$R^2$</td>
<td></td>
<td></td>
<td>.737</td>
</tr>
<tr>
<td>$F$</td>
<td></td>
<td></td>
<td>167.4***</td>
</tr>
</tbody>
</table>

Secondly, a similar analysis was performed on the data with *Instrumental motivation* being the dependent variable, Table 14 demonstrates The multiple regression analysis found that a model consisting only of *Interest in the L2 community and Attitudes toward learning English*, which held less stronger but still moderate explanatory power of the criterion variable ($R^2 = .467$, $F(3, 177) = 77.64$). *Interest in the L2 community* was found to be a
stronger predictor ($\beta = .399$, $t = 6.02$, $p < .05$) of *Instrumental motivation* than *Attitudes* ($\beta = .377$, $t = 5.7$, $p < .05$).

The *Interest in the L2 culture* scale, however, was found to be a non-significant predictor ($p = .123$). It could be concluded from the results that it is not the learners’ cultural interest related to English language that serves as the end goal of an extrinsic, instrumental motive. It is more probably the learners’ interest in English speaking people that is connected to their instrumental motivations (Brown, 2000; Noels, 2001).

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>B</th>
<th>SE B</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in L2 community</td>
<td>.469</td>
<td>.077</td>
<td>.399***</td>
</tr>
<tr>
<td>Attitudes toward learning English</td>
<td>.44</td>
<td>.078</td>
<td>.377***</td>
</tr>
</tbody>
</table>

**Table 14**

Results of Regression Analysis for the Attitudinal Scales with Instrumental Motivation as the Criterion Variable (* $p < .05$, ** $p < .01$*** $p < .001$).

4.6 A Comprehensive Model of Kurdish Learners’ Motivation towards Learning English Language

The obtained results that have been showed above in the regression analyses were integrated into a comprehensive path model of Kurdish learners’ motivation to learn English showed in Figure 9. The model incorporated all the scales which have been developed to explain how the examined independent constructs, *Ideal L2 self*, *Ought to L2 self*, *Interest in L2 culture*, *Interest in L2 community* and *Attitudes toward learning English* predict and contribute to Kurdish learners’ instrumental and integrative motivations. Considering
instrumental motivation as the criterion variable first and observing the R-square values from Table 12 and 14 above, it could be found that the Ideal L2 self construct has the highest value (.618) and contributes the most to learners’ instrumental motivation. Next, the subsequent two significant variables come, Interest in the L2 community and Attitudes toward learning English, the R-square values are (.399) and (.377). Lastly, Ought to L2 self construct appears in the model (.184) which has the least significant impact on learners’ instrumental motivation towards learning English.

Similarly, according to beta values, it can be stated that all the independent variables has influence on instrumental motivation as the P values are lower than 0.05, from which Ideal L2 self has the most influence on learners’ instrumental motivation towards English and promotes learning ($\beta = .618$, $t = 9.89$, $p < .05$). That is because the learners have internalized their extrinsic motives and as Csizér and Dörnyei (2005) declare, instrumentality depends on the extent of internalization of the external impulses by the learners. Therefore, the internalization of external motives supported the learners to promote their ideal selves (Oyserman et al., 2006; Papi, 2010). That is because; the learners attempt to fulfill their instrumental goals and conform to their own ideals rather than ideals of others. Consequently, the learners’ ideal self developments stimulate and inspire their success in language learning (Dörnyei, 2001a, 2001b). Furthermore, it has been observed that the L2 learners who have inner drives towards satisfying their needs in the process of learning language can align with their ideal selves and thus, the drive to learn a language can grow their ideal selves towards that language (Ghapanchi, Khajavy & Asadpour, 2011).
The outcomes are in line to what has been indicated previously by Yamauchi and Tanaka (1998) in the case of Japanese children and high school FLL and also Taguchi et al. (2009) as they claimed that the ideal L2 self is a stronger predictor of instrumental motivation than ought-to L2 self. Moreover, Interest towards L2 community, Attitude towards learning English and Ought to L2 self also showed to have impacts on learners’ instrumental motivation in varying degrees. However, they held moderate and less strong explanatory power on the criterion variable, Instrumental motivation.

Regarding the learners’ Interest towards L2 culture, it seems that the factor has no significant influence ($p = .123$) on learners’ instrumental motivation towards learning English. On that basis, it can be maintained that the learners’ interest towards English culture does not influence their instrumental motives towards English language. Rather, it is more probably the learners’ interest in English speaking people which matters and impacts their
instrumental motivations and pushes them towards plans of working or involving in English-based environments (Brown, 2000; Noels, 2001).

In view of integrative motivation as the criterion variable, it was found that all the independent variables in the model significantly contributed to predict the investigated learners’ integrative motivation towards learning English language. However, the R-square values show that both Ideal L2 self and Ought to L2 self performed to be the most significant factors on learners’ integrative motivation towards learning English, the R-square values are (.607) and (.291), which is predictably based on the interest of learners towards the target language. Similarly, Noels (2001) argues that a person may have both types of orientations, ideal L2 self and ought to L2 self, towards learning L2 or FL at the same time, though one might appear to be more powerful than the other.

The remaining three factors, Interest in L2 culture, Interest in L2 community and Attitude towards learning English, also appear to have influences on learners’ integrative motivation towards learning English but in least varying degrees, the R-square values are (.47), (.42), and (.18), compared to self-related variables, ideal L2 self and ought to l2 self. Therefore, as Abbas (1993) and Chan (2000) considered, any adjustment in learners’ interest in L2 culture and community towards a language can affect their integrativeness and motivation towards learning that language as well. As a result, motivation is reflected as a socially evolving concept (Ushioda, 2006), which means that it is not merely correlated to learners’ self.

Considering beta values, it can be seen that all the independent variables affect the criterion variable, Integrative motivation, in significant ways as all the P values are less than 0.05, from which ideal L2 self has the most influence ($\beta = .607$, $t = 11.19$, $p < .05$). This means that the learners’ ideal L2 self is the most significant factor that predicts their integrativeness towards EL and endorses learning. Besides, Ought to L2 self, Interest towards

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culture and Interest towards community have also influence on learners’ integrative motivation whereas in varying degrees, as their P values are lower than 0.05.

Regarding the correlation between the two criterion variables, Instrumental motivation and Integrative motivation, from the model it can be explained that there is a positive, cause and effect relation between them. In other words, the learners’ integrative motivation inspires their instrumental motivation and vice versa. In addition, there are also many correlations between the two criterion variables and the self-related variable predictors. As discussed earlier, based on the linear regression analysis with integrative motivation, both independent variables, Ideal L2 self and Ought-to L2 self, were found to be significant predictors with the overall model having a strong impact on integrativeness towards English language. Likewise, it can be clearly observed that ideal L2 self is a substantially stronger predictor ($\beta = .607$) than ought-to L2 self ($\beta = .291$) and that is expected as ideal L2 self is generally understood as incorporating integrative motives (Oakes & Howard, 2019). This is in line to the outcomes of other research studies which were reviewed and discussed in Chapter 2 of the present study. Kormos et al. (2011), for example, finalized that the way that ought to L2 self causes the learners’ instrumental orientation towards learning English language; ideal L2/FL self generates their integrative motivation.

With regard to the correlation between the second criterion variables, Instrumental motivation, as the dependent variable and the self-related constructs, the model presents that again both independent variables, Ideal L2 self and Ought-to L2 self, were found to be significant predictors with the overall model showing ideal L2 self to have a stronger impact on instrumental motivation towards English language ($\beta = .618$) than ought to L2 self variable ($\beta = .184$). Therefore, ideal L2 self is more noticeable and has the most influence on learners’ instrumental and integrative motivation among the investigated participants. One reason for that may due to the fact that the most significant stimulus for learning English among the
participants has been associated with fulfilling their personal needs and wishes. Accordingly, the learners have been pushed by their internal motives towards learning English.

The findings of the present study can be related to what has been highlighted from other research studies performed by Davis (2004), Dörnyei (1990), Ryan (2009) and Zentner and Renaud (2007) as they addressed that both integrative and instrumental motivation could be seen as complementary to each other instead of being observed as oppositional or distinct. This indicates that the learners may have both instrumental and integrative motives at the same time. In sum, the learner can be both intrinsically and extrinsically motivated at the same time, though one might appear to be more powerful than the other (Noels, 2001).
CHAPTER FIVE: QUALITATIVE STUDY FINDINGS

5.1 Introduction

In this chapter, the results of qualitative data will be presented based on the emerging themes outlined in Table 7. The results address the issues that influence motivation of the investigated learners towards learning English. The chapter comprises four main sections which analyze learners’ motivational intensities towards learning English language, attitudes towards English language, learners’ L2 self-directions and their social and cultural intensities which direct their stimuli towards learning English language. These aspects will be discussed based on the framework of the socio-educational model proposed by Gardner (1985a) and Dörnyei (2009a) L2MSS. In addition, the results are related and compared to other research studies that investigated learning S/FL in similar language learning contexts.

5.2 Motivational Intensity towards Learning English Language

This section examines the learners’ strength and interests towards learning English based on the obtained data from the qualitative studies. The interview data provides that the learners attempted and exerted effort to learn English. This has been clearly approved through their active participations in the courses and their enthusiasm towards English language. The participants declared that they want to become independent in their language learning process and they endeavor to find their own ways to expand their abilities in English. Their quotes also present that they take any opportunities that entail the use of English language and they willingly initiate conversation with English speakers whenever possible.

The interview data further highlights that the learners are satisfied with their efforts towards improving their English. One of the participants says “I am now able to speak in English with my foreign friends without issues and challenge all the difficulties that I face during communications in English” (P6). Another interview says “I am satisfied with my
endeavours towards improving my English and feel that I have fulfilled my goals” (P3). According to a number of research studies, enthusiastic learners, or learners who have strong desires towards learning a language, can make greater efforts towards learning and spend most of their time to reach their goals. Therefore, they can learn the language more effectively (Al-Hazmi, 2000; Al-Otaibi, 2004; Schmidt, Buray & Kassabji, 1996; Ushida, 2005). The same account has been approved from the interview data obtained for the present study where the interviewees emphasized that they are making efforts to learn English and reach their designated goals. They also stressed that their participations in the English language improvement courses helped them to become more assured (P2, 7). One of the interviewees stated “I can see now that I am more confident while speaking English” (P1).

A number of other participants further exposed that they have benefited from participating in the English language courses in ways they have been promoted to identify their weaknesses in their English language abilities. Therefore, they work hard in order to develop their abilities and obtain their goals (P6, 3, 12). It is worth to note that although most of the participants affirmed that they have been experiencing learning English at schools for at least eight years, they were not empowered to employ their English language abilities in a practical way. That is because, as the learners highlighted, their ELL involvements in the past were mainly restricted to learning basic grammar and vocabulary. Therefore, they were not able to communicate in English language practically or participate in English communication contexts competently (P7, 10, 11).

As discussed in the study background, the investigated participants of the present study belong to a non-English speaking context. Therefore, ELL experience is reflected as EFL. Consequently, the learners have limited opportunities to practice their English (Fariadian, Azizifar & Gowhary, 2014). Similar views to this account can be observed from Guntzviller, Yale and Jensen (2016) when they conducted three studies with large sample of adults who
use English as a non-native language in a non-English speaking context, India and the US. Through their studies, it has been reported that in an ELL context where English is practiced as a FL, it is possible that the language skills of learners to be traded around learning English grammar and vocabulary with limited opportunities to practice communication skills. However, such language learning contexts would undoubtedly result in facing the learners with the consequences of negative feelings, including anxiety, uncertainty, and indecision while practicing their English to communicate with their surroundings (Debreli & Demirkan, 2015).

However, as the interview data justified, the learners’ negative feelings towards learning English can be decreased when their abilities to learn the language have been developed and thus, they become confident in using the language. This view is supported by a number of other investigations employed in language learning process, namely Bailey (1983), Debreli and Demirkan (2015) and Wigfield, Tonks & Eccles (2004) where they suggested that language learners’ perception of their own capabilities and expectation of success have significant impact on their accomplishments in language learning. Pintrich and Schunk (2002) add that “the beliefs that individuals hold” about the reasons and the incentives to learn a language can have a significant impact on their attainment in language learning (p. 408). Excerpts from the interview studies correspond what has been justified above. For instance, some interviewees clarified that they used to feel nervous and uncomfortable when they communicated in English previously and that was due to limited opportunities to practice their abilities in English (P1, 3, 11). Therefore, they couldn’t use language confidently to satisfy their needs and communicate efficiently.

During the interview sessions, it was also justified that the participants have different goals, reasons and purposes for learning English. The learners’ goals and intentions are mainly derived from their integrative and instrumental motives towards learning English.
However, due to the engagement of English language as an international means of communication (see Ha, 2008; Jenkins, 2003, 2011; Simons, Vansteenkiste, Lens & Lacante, 2004), it has been diagnosed that the investigated participants’ main intention and stimuli for learning English is to be able to carry out international communication with people from other backgrounds successfully. A number of other participants explained that they intend to learn English to share idea and opinions maintain social contacts and build relationships with people from other backgrounds (P3, 7, 9). In addition, it was also stated that English can be used as a mean to comprehend differences among people from different contexts (P2, 6, 9). Due to its international functions, English can be served as the most convenient tool for people everywhere to share cultural values, habits, norms and customs of their community and understand the behavior and norms of other communities in the same way (P8, 11).

Another point which could be added to the above discussions with regard to the examined learners’ motivational intensity and interest towards learning English is that English language can be considered as the need for learners’ daily life presently. That is because, as the participants stated, learning English can clear the way to benefit from various life opportunities and make several goals easier to obtain (P3, 4). Due to developments in the world technology, internet and social networks in particular, distances between individuals from different backgrounds have become less significant.

In this way, Kurdistan has become part of the wider world and the need for involvement with the world for different purposes has mandated the people to get in contact with people from other contexts and this demands an international language that is convenient to all. Accordingly, the people are directed to develop their abilities in English to perform their work-related tasks successfully. This justification regarding individuals’ need for learning English is also covered in a number of research studies which have been presented in Chapter 2, namely Byram (1988), Byram and Fleming (1998), and Choudhury
(2014), in ways the researchers also found that individuals continue to learn English to pursue their various purposes and to create networks with people from different backgrounds.

The obtained interview data is also consistent with an additional study investigated in Iranian EFL context by Azadipour (2013). The study outlines that the primary goal behind learning English for Iranian learners is to get familiar with a new lifestyle, broaden their horizons and obtain their personal needs. Another group of interviewees investigated in the present study provide additional instrumental reasons which stimulated them to learn English. Therefore, personal needs and motives were showed to be the basic source of inspiration that led the interviewees to exert efforts to learn English. These personal motives included getting a good job, pursuing higher education studies and traveling to one of the English-speaking countries in the future (P 5, 7, 8).

The participants’ explanations explain that acquiring English language skills effectively and developing to higher levels could be the only option for some learners to obtain their dreams and maintain their goals. The interviewees also addressed that they need to learn English to develop their professional skills. That is because they wanted to become more proficient in their fields or to get promotion in their positions (P3, 4, 7, 12). This adds to the breadth of the study results and provides the evidence with regard to the learners’ instrumental stimuli towards learning English.

Researchers argue that there is no link between the learners’ type of motivation and their attainments in S/FL (Deckers, 2010; Urdan & Schoenfelder, 2006). That means, some learners could be more successful in learning S/FL when they are instrumentally motivated towards learning the target language while others can get more attainments if they have integrative motives. In a study performed by Lukmani (1972) to examine Indian Marathi-speaking learners who were learning English in India, it was established that instrumental motivated learners achieved higher scores in English tests. However, other research studies
(see Gardner & Lambert, 1972, Spolsky, 1989) concluded that learners with integrative motivation to learn S/FLs can obtain higher scores in language testing than instrumental motivated learners.

In another study, Sadighi and Maghsudi (2000) examined the impact of integrative and instrumental motivated learners on language learning attainment in EFL contexts. The researchers concluded that there were competency differences by both integrative and instrumental motivated learners. In this way, it can be considered that learners can be more successful in learning a particular language in some contexts if they have integrative drives to learn while others may be successful in learning the language if they are instrumentally directed towards learning that language (Zimmerman & Schunk, 2004).

Based on the above accounts, it can be concluded that the interview participants justified their strength and intensity towards learning English and that is mainly due to the importance of English in the studied context and the expectation of the community towards the necessity of English in life. Consequently, English has been recognized as a significant tool for learners to establish effective communication with whom they need to get in contact with from other backgrounds. The above obtained results can be supported and reinforced by the findings of other research studies conducted in other EFL contexts and obtained similar findings. That is, English has been considered as an international communication tool and it is accepted that fluency in English language helps to promote one’s success in life (Al-Jamal & Al-Jamal, 2014; Al-Otaibi, 2004; Ehrman, 1996).

### 5.3 Attitudes towards English language

Learner attitudes towards English language is another theme emerged from the interview data. It includes the participants’ views of learning English and how it might contribute to their success or failure in life. The interview participants generally expressed
positive attitudes towards English language. They also exposed that their positive attitudes towards English contributed and promoted their success in learning the language. Quotes from interview records also manifest that “English language ability determines one’s success in life. It helps to find a job easily and expand communication with people from different backgrounds” (P9).

Some interview participants further explain that learning English is easy to learn compared to any other FLs. Besides, there are many opportunities available on hand which make learning English less challenging (P8, 11, 12). Some other participants, however, indicate that English is not the only important language in the world today. They explained that there are other languages which could be considered as important the same way English does. However, more learners stressed the role and importance of English language, particularly in their studied context. That is because, as the interviewees specified, English has received special attention among other school subjects in their context. English is also perceived by the community to determine one’s success in different aspects (P4, 9). The ability to speak English can make it easy for one to pursue their needs and achieve obtain many dreams (P7, 10). The interviewees also added that significant changes could happen to one’s life if they could learn English proficiently as it may bring ideal prospects to one’s life (2, 5, 9, 11).

One of the learners says that “the ability to speak English has changed my life” (P2). That is because “it helped me to obtain my degree and get my dream job” (P2). The participants also detailed that all the developments and innovations that could be seen in today’s world are available in English. Therefore, one can benefit from different areas of global growth based on their English language abilities (P8, 11). The learners further stated that English language ability have become a mandatory requirement currently for one when applies for a job or wants to promote in a career. One of the interviewees cited “when you
apply for a job, you will be interviewed in English. As a consequence, your eligibility for the job depends on how well you manage to express yourself in English” (P10). Another participant adds “I can see that English is very essential for my profession. My English language skills must be high so that I can learn about updated programs and information relevant to my field. In my opinion, success in any profession does not depend only on the expertise in the field. Rather, it also depends on the ability and skills that person have in English language” (P3).

The interview data further exposed that current study programs are mostly in English at universities in the investigated study context. Therefore, they try hard to reach the required level that allows them to be admitted in their intended study field (P1, 4, 10). The participants showed long-term tendencies towards learning English as they realized that they need English even after obtaining their degrees; that is to get a good job and pursue further instrumental needs. Quotes are extracted from the interviews to support this account. One of the interviewees stated “I think for me as an engineer, English is essential to expand my knowledge and experiences in the field, even though I obtained my degree and the job that I demanded” (P3).

The above interpretation of the interviewees regarding their attitudes towards the importance of English reported similar results to those achieved in wide range of research studies presented on attitudes of learners towards language learning (see Gardner & Lambert, 1972; Kassabgy, Boraie & Schmidt, 2001; Masgoret & Gardner, 2003; Williams, 2002). According to Alizadeh (2016) “success in a task is due to the fact that someone is motivated and have a positive feeling towards that task”(p. 11). In other words, motivation and positive attitudes can be considered as the two determined indicators to explain learners’ success or failure in language learning process (Jordan, Carlile & Stack, 2008).
It is also important to disclose that a number of learners interviewed expressed their positive attitude towards English not only because English promotes their instrumental needs, but rather, to determine their position among their people. However, some participants argued that the ability to speak English can affect one’s personality. That is because, as interviewee (3) declared “personality is something that is related to social life, environment and personal behavior while language ability is related to one’s academic achievement or mental ability. Therefore, there is no connection between one’s ability to speak English and personality, character or behavior” (P2). It was further added that “it is true that English is recognized as the main way for communication and sharing views with people around the world. It helps one to develop and manage life easier though I do not think it may affect one’s personality or social position in the community in any ways” (P4).

Another group of interviewees manifested different views to what has been addressed above and thought that the ability to speak English can impact one’s social position. That is because English speakers are considered as educated and valued members of the community in the perception of people from the investigated context. Moreover, having the ability to speak English, as the learners supposed, helps one to be updated with the latest developments that happen round the world. Due to the fact that a vast majority of learning tools, materials and resources in any field are available in English, English language ability facilitates one to access information concerning various fields free and easy (P6, 7, 12). Accordingly, individuals can effortlessly obtain their necessities through English language without asking for support from others (P3, 12).

Lastly, the interview participants further indicated that learning English language constitutes new sets of habits within learners and reflect on their behaviors (P2, 8, 11). This account is also established and discussed in other research studies that covered earlier in this study (see Sandoval-Pineda, 2011; Ushida, 2005). That is, as the researchers showed, the
ability to speak a particular language facilitates learners’ brain to be programmed with certain values and habits, and this will be reproduced most of the time in their L1 performances. Therefore, it was concluded that learning L2 enables to form new habits within learners and facilitates the learners to get benefit from their new L2 experiences to maintain their positions in their groups.

5.4 Learners’ Self-direction

Learner L2 self is another emerging theme from the interview study which indicates the learners’ own or significant others’ view and perceptions towards their English language ability and experiences and is referred to as ideal EL self and ought to EL self. The interview data obtained reveals the subjective view of ideal self towards learning English language among the interviewees. One reason for this could be that the learners demonstrated positive attitudes, optimism, and willingness to improve their abilities in English language. Furthermore, their visions of themselves and their perceptions of where they might reach in the future with regard to learning English establish further justifications concerning their ideal EL selves. Similar account to this finding has been claimed in other researchers (see Brown, 2000; Dörnyei & Ushioda, 2009; MacIntyre & Clément, 1996; Nikolov, 1999; Tragant, 2006 and Triandis, 1989) where they pointed out that learners’ interpretation of themselves as future English language learners is essential to determine their ideal selves towards learning English.

Quotes from the interview records are extracted to provide evidences concerning the participants’ views of their EL selves. The participants explained that they can see developments in their English language abilities and that they can communicate without difficulties. The data also provided that the participants continued to spend efforts towards obtaining their set goals and reach the level they work for (P1, 8). The participants further
explained that they can see their EL abilities in higher levels in the future (P4, 9, 10). A number of other participants showed that in order to obtain their instrumental needs, they need to try more to advance towards the required level that fits them better in English communication contexts without difficulties (P5, 11, 12). This approves that English has an important role in life and success of the investigated participants and that the participants are directed by their ideals to obtain their personal needs and objectives.

As explained earlier, the investigated participants showed different personal reasons and stimuli for learning English. The learners’ instrumental motives are hence predicted by their ideal selves towards learning English. Based on that, ideal L2 self is the main indicator to influence learners’ instrumental motivation and empowered by the personal needs and goals that the learners want to pursue in life. That is, as interview data maintains, the learners are primarily inclined to fulfil their personal stimuli and achieve their intended goals. Therefore, their ideal selves are directed accordingly. Participant (9), for example, states “I will not miss any opportunities that help to develop my English language ability because if I want to promote in my career in the future; I have to show a good command of English language” (P9). Another participant says “I am very optimistic about the future of my English language ability. I also look forward to improve my English more in order to obtain my dreams and goals and pursue my studies abroad” (P11). Participant (3) also emphasizes “I do my best in order to reach my career goals and this I believe could be obtained by improving my English language skills first” (P7).

Dörnyei’s (2009a) study can support the above quotes in ways he claims that the learners’ ideal L2 selves can be shaped in association with their instrumental motives and directed based on their personal stimuli and needs towards learning that language. The obtained interview data can also be reinforced by Hovhannisyan’s (2014) research as she presented that the target sample of learners who participated in her study are willing to learn
English language in order to meet their personal needs. Thus, their perceptions of their own EL selves are directed and promoted accordingly.

In addition to what has been justified above with regard to the learners’ ideal selves towards EL, the role and importance of English language has been interpreted in the views of significant others consistently. Therefore, family and friends have also approved to have influences on learners’ EL selves. That is mainly due to the context in which the study has been investigated where approved that despite their own view of importance of English, the learners are projected to be under the pressure and influence of their surroundings in an explicit way.

In another expression, significant others showed to have positive inspirations on the interviewees who lead them make serious attempt to improve their English and meet their expectations. They also directed the learners towards the necessity of English language in order to be considered as valued members of society (P2, 5, 11). In the same way, the lack of knowledge in English language, especially among younger generations, is presumed to negatively affect the learners’ position in the community in the perspectives of significant others (P3, 8, 12). The interview data further clarifies that the participants are mostly inclined by their future responsibilities. Therefore, they are encouraged to improve their English because of their fears or uncertainty about their future.

From this section, it can be briefed that the learners interviewed in this study have been directed by the persuasive role of English language in obtaining their life opportunities, shaping their future and its significance on their success. In this way, the learners predicted the benefits which are incorporated with learning English in obvious ways. Finally, the participants explained that they need to learn English in order to satisfy their surroundings and maintain their position in the society. Therefore, they have voluntarily accepted the influence of significant others and acknowledged the pressure of their family and friends.
5.5 Social and Cultural Intensity towards Learning English Language

This emerged theme from the qualitative data incorporates the learners’ drive to learn English for various social purposes. The interview participants specified that one of the reasons that direct their stimuli towards learning English could be social and cultural intensities towards English, among them travelling and understanding the way that English people live, think or behave (P2, 5, 7, 10, 11). These social and cultural interests, therefore, are reported to encourage learners to learn English.

Data obtained from the interviews identify the participants’ openness and willingness toward English community. The interviewees exposed that they intend to learn English language in order to communicate with English speakers. They further added that they want to involve in English community and integrate English culture since culture is determined as “a learned meaning system that consists of patterns of traditions, beliefs, values, norms, and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community” (Leung et al., 2005, p.10).

The interview data also implies that the learners are concentration on learning English in order to understand the way that English people live and behave. In this way, they will be facilitated to encounter successful communication with English speakers (P3, 8, 10). It is worth to consider that interviewees’ attention towards English culture and society was mainly driven by their instrumental needs. That is because, as the interviewees explained, understanding culture can clear them the way to perform more effective interaction with English speakers. Accordingly, it influences their English language learning experiences in a direct way and contributes to achieve their instrumental needs (P1, 5). The obtained interview data can be supported by the findings of some research studies presented in the second chapter of this study where they also determine the role of culture as one of the significant factors to promote successful language learning (Williams, 1983; Wong, 2007).
The investigated learners further added that while they involve in English communication contexts, their success depends on how well they can understand English speakers and comprehend their expressions. Some of the interviewees further elaborated that many international companies have been established in the studied context and invest according to their various institutions. They serve broad clients everywhere, therefore, they need to employ people who are able to speak and carry out the tasks in English (P2, 5, 6, 8). Hence, as the participants explained, in order to obtain their desired jobs, it is essential for learners to have a good command of English language to maintain successful communication with foreigners and overcome cultural differences in terms of behavior, customs, values and thinking while involving in communication (P3, 4, 10, 12).

The interview data also explains that the interviewees viewed English as an international language and they acknowledged that it has received great attention widely round the world. Consequently, the learners’ main intention for using English is to share ideas and information with people from other contexts. Therefore, they have attempted to improve their abilities in English towards higher levels and to develop their cultural competence in English in order to understand English speakers more efficiently.

According to Ross (1997), the continuous growth of English language has made the language to be demanded globally. Therefore, English can no longer be considered as the language of a particular country or community (Jenkins, 2003, 2011; McKay, 2003). As a result, English language and its speakers have been favoured to language learners more than any other languages and this has resulted in an international trend towards learning English as the preferred language and as the best tool for communication. On that basis, as the interview participants highlighted, the need for learning the language effectively was mandated to perform successful English communications with others in order to help learners to overcome
cultural obstacles during communication and understand the hidden meaning behind the shared messages between individuals (Pennycook, 1994; 2003).

Yashima (2009, p.79) further asserts that many ELLs who learn the language try to have an “international posture” and propose themselves as followers of an English community. She adds that ELLs find English as a tool to understand, interact and share their own ideas with others. The interview data maintained the same interpretation of what Yashima (2009) claims. That is, the learners’ explained that they wish to travel abroad or spend some time in one of the English speaking countries for various purposes. Therefore, they wanted to learn English in order to maintain their social roles and to be able to integrate in English contexts (P8, 10, 12). The same account has also been found in other ELL research studies, namely Aceves, Abeyta and Feldman (2012), Anderson (2011) and Azadipour (2013), as the researchers mainly expressed that the learners want to learn English in order to maintain their needs and contact English speakers from different contexts.

Data obtained from the interview study further manifests that the investigated learners consider English as the only means for international communication by which they do not use English to contact native English speakers only, but rather, to communicate with other foreign people whom English is not their L1 (P7). The learners’ main purpose for using English, as they declared, is to make international friends and to be able to share views with them or to perform job related communications successfully. Quotes from the interviewees also specify that the participants are inspired by the role of the English-speaking countries in the world (P8, 12). That is because they consider that English speaking countries are developed and they have profound roles with regard to global issues (P2, 3). The interviewees also comment on the far differences between English speaking countries, US for example, and their own background in every aspect. As a result, they stressed that they need to benefit
from the experiences of the developed countries through expanding international relations and building communication bridges.

The above accounts maintain the learners’ strength towards English language, English culture and English-speaking communities. The interview data corresponds what have been presented by Gardner and Lambert (1959, 1972) where they observed that the learners’ positive attitudes towards the L2 and the society influence their motivation and thus affect their developments in learning that language. Therefore, as the scholars emphasized, motivation to learn L2 depends greatly on the attitude of the learners towards that language community and their desire to become valued members of that community.

Through the review of literature, it was also showed that culture plays an essential role in stimulating FLL (see for example, Liddicoat, Papademetre, Scarino & Kohler, 2003; Mitchell & Myles, 2004, Stern, 1983). Researchers have emphasized that learning A FL requires learners to acquire some cultural knowledge of that language in order to be able to accomplish their language learning goals successfully (Guilloteaux & Dörnyei, 2008; Wong, 2007; Wright, 1999). However, it is important to underline that though the investigated learners of the present study expressed their interests towards English culture and society, they denied the need for adopting English culture to their own lives. That is because, as the interviewees explained, it is difficult to adopt English customs or traditions while living in a non-English speaking context. Therefore, as a number of the interviewees specified, learners need to understand culture (McClelland, 2000) while learning English language in order to deal with cultural issues and digest the differences while communicating with English speakers (5, 9, 12).

From the above discussions, it can be summarized that the way that FLL and speakers are expected to communicate or act in a foreign context and understand cultural differences is essential while practising that language. In short, the participants’ views generally highlight
the importance of understanding culture while learning a FL. That is because success in learning a language is dependent on the extent to which a learner can become familiar with the culture of that language. In this regard, understanding English culture is an important factor to foster effective and active contact with English speakers. In conclusion, it can be briefed that the participants demonstrated positive inclinations towards English culture and they are willing to communicate with English people. This way, as they stated, facilitated them to overcome the challenges in their ELL and understand the differences between themselves and English speakers while involving actively in English communication contexts.
CHAPTER SIX: DISCUSSION OF RESULTS

6.1 Introduction

In this chapter, the main results of the empirical research, the questionnaire and the interview studies that presented in Chapters 4 and 5 of this study will be examined. The findings will be discussed under the light of theories and practical research studies that presented in the field of motivation to learn S/FL. The aim, therefore, is to discuss the results, compare and link to other study results that have been presented in the relevant field.

The chapter consists of five sections. In the first section, differences in the characteristics of learners, namely gender, English language proficiency, educational levels and their influences on learners’ motivation towards learning English will be discussed. Next, the learners’ attitudes towards English language and their influence on inspiring learners towards English will be detailed. Later, the learners’ L2 selves will be examined based on their ideal and ought to L2 selves towards English. Finally, the learners’ social and cultural intensities towards English language will be examined. The last section mainly discusses how learners’ interests towards English culture and people direct their motivation and ultimately promote their language learning attainment among the examined participants.

6.2 Characteristics and Motivational Tendencies of Kurdish Learners to Learn English

While considering learning S/FL, one must consider the learners’ personal characteristics as well (Ghenghesh, 2010; Larsen-Freeman & Long, 1991; McGroarty, 2001; White, 2003). Researchers exposed that differences in learner characteristics or changes in their level of interest towards the target language will lead to clear changes to their motivation level toward higher or lower (see Dörnyei & Ushioda, 2009; Gardner, 1985; Fernet, Senécal, Guay, Marsh & Dowson, 2008; Zhang, 2009). Therefore, this study
examined the characteristics of Kurdish learners’ motivational intensities towards learning English based on the personal features among the participants examined in the study.

The observed learner characteristics in the study included the gender learners, educational level, and their level of English language proficiency. Starting with the gender characteristic of the learners, the study results highlighted that gender has no significant impact on the participants’ motivation to learn English. This means that the comparison between men and women regarding the seven measures studied in the quantitative survey did not register any significant differences (p > .05) in learners’ language learning experiences.

With regard to the qualitative findings, while examining the emerging themes of the study and analyzing the findings, again no signs of possible gender-based differences were found in the ways participants expressed their views. Therefore, gender differences were not detected to make any differences in participants’ motivation towards learning English between studied males and females. This result can be compared to other research studies that were reviewed earlier and based the theoretical background of this study where showed that girls are more enthusiastic about learning languages than boys (see Baker & MacIntyre, 2000; Carr & Pauwels, 2006; Clark & Trafford, 1995; Ellis, 2008; Higgins, 2011; Lekholm, 2008; Mori & Gobel, 2006; Norton, 2010; Norton & Pavlenko, 2004; Sunderland, 2000).

At this point, I can only offer hypothetical ideas why this might be the case. As it was discussed in the background overview of the present study, English has developed rapidly in the context of the investigated study in the last few years. This has urged the individuals particularly young generation towards the need for learning English. In this way, the significance of English language seemed to have equally concerned both male and female. This account is in line with Dörnyei and Clément’s (2001) study in which it was pointed out that English language appears to be gender neutral and involves both genders similarly. That is because English is important to everyone and it has received a great attention as a major
tool for communications worldwide currently in almost every aspects of life (Alpetkin, 2002; Cameron, 2004; Clyne & Sharifian, 2008; Sharifian, 2009). Another hypothesis could be that parents and teachers may play significant roles in forming the motivation of learners towards learning a language, deciding which language to choose to learn and setting their goals and expectations (Block, 2002; Eccles et al., 1998; Husman & Lens 1999; Jeynes, 2005; Pavlenko, Blackledge, Piller & Teutsch-Dwyer, 2001; Sung & Padilla, 1998). In the case of the present study, both male and female EFL learners were directed in similar ways and comparable goals and expectations were set for them towards learning English. That is because English was considered as important for both male and females to obtain their needs and succeed in life.

Regarding the levels of English language proficiency among the examined learners, no influence was measured to learn English. That is, the quantitative results showed no significant effect of learners’ proficiency level, whether beginner, elementary, intermediate or upper intermediate, in relation to their motivation towards learning English. This finding contradicts what Stevens (1999) has argued in his research in that he showed groups with a higher level of English proficiency have higher rates of English-language integration and those who are less proficient at the level of English have lower integration rates of English. The explanation of these differences might lay in the fact that proficient language learners have better understanding of the language and have more experiences and involvements with the target language (Park & Kim, 1999; Wright, 1999).

In relation to the educational level influence of the examined participants (i.e., secondary school student, high school student, college student, graduate and others) to their personal disposition towards learning English, a significant correlation was observed between the educational level of the learners and their instrumental motivation. Therefore, participants at higher levels reported linearly stronger instrumental motives. The same finding was
addressed by Khudgir Agha (2015) while examining Kurdish and Arab students in the context of Iraqi higher education students learning EFL.

In addition, statistically significant differences were found between the educational levels of the learners with regard to the integrative motivation scale as well, particularly among highest level (graduate) learners. That is, the graduate participants demonstrated higher levels of integrative motives compared to the other three lower levels (i.e. secondary school student, high school student and college/university student). This clarifies that the participants in higher levels of education show stronger integrative and intrinsic motivations towards language learning and consequently more interest in the target language community (Kumaravadivelu, 2005; Lin, 2011; Lloyd, 2012).

The interview study further provided that the investigated learners generally attended English language courses to develop their EL skills and reach the required proficiency levels. Therefore, their motivations to learn English were highly reported. In sum, the differences between the learners’ characteristics can only be observed in respect to their educational level. Therefore, learners with higher education level reported higher instrumental and integrative intensities towards learning English and their interests towards English community are promoted accordingly (Gökhan & Orhan, 2017; Martinović, 2018).

6.3 Learner Attitudes and Influences on Motivation towards Learning English

In relation to learners’ attitudes and interests towards English language, both questionnaire and interview study findings pointed out that the participants’ showed positive attitudes towards English language. In addition, they are eager to involve in English contexts and willing to communicate with English speakers. However, researchers argue that the learners’ stimuli and preferences towards learning a language depend on their language learning circumstance and the context in which the learning takes place (Saville-Trokike,
2006; Wang & Winstead, 2016). For example, the participants’ motivational forces for learning English in the present study are mainly self-driven. That is because, as the respondents explained, they can presume the benefits of English language to their life and predict the promising opportunities that are associated to learning English. Therefore, they have made decisions on their future themselves and they personally have chosen to contribute in English language courses to improve their English language abilities (P8, 10, 11).

The findings further exposed learner attitudes with regard to the necessity of English language in their life. The results also explained the participants’ various motives and stimuli for learning English that were mainly based on their instrumental needs and personal goals and objectives. Gardner and Lambert (1972) assert that language learners’ interest and positive attitudes towards a target language and the language community would likely influence their success in acquiring that language. In addition, learners’ positive attitudes towards a language may be clearly reflected in their motivational behaviors, such as active participation in language learning and willingness to communicate with the target language speakers (Allwood, 1990; Lantolf, 2005; MacIntyre, Baker, Clément & Donovan, 2003; Yashima, 2002). Therefore, it has been concluded that both attitude and motivation could be considered as the two interrelated factors affecting the learners’ attainment in learning the target language (Gardner & Lambert, 1959, 1972).

The above justifications support the present study findings in ways the examined learners showed that they are persistent in obtaining their goals (P1, 5). They extended their efforts to the various reasons which inspired them towards the need for learning English, among them obtaining their future dream jobs, starting their higher education journeys, the desire to travel the world and encounter international contact with people from different backgrounds. Language learners’ personal drives, as Lamb (2004) and Oxford (1996) argued, can be noticed as the main sources for their inspiration and promote them to make efforts to
learn English in order to pursue their goals. For that reason, learner responsibility towards the significance of English could be perceived as an important issue and it has been considered and studied in many other FLL studies and empirical investigations, namely Ghenghesh (2010), Masgoret, Bernaus and Gardner (2001), Nikolov (1999) and Tragant (2006).

Several other research studies have been reviewed in the theoretical background of this study and explained that learners’ positive attitudes toward a language lead to success and accomplishments in learning that language (Aceves et al., 2012; Charos, 1996; Gardner, 1985; MacIntyre, Pintrich & Schenck, 2002). Accordingly, the findings of this study are reinforced based on what has been demonstrated in those studies. That is because the examined learners of this study have also exhibited positive attitudes towards learning English and their attitudes, consequently, made clear impacts on their experience and success towards learning English.

The results obtained from both quantitative and qualitative data of the present research can also verify that learners’ positive attitudes towards English language have obvious influences on their motivation. The quantitative data, for example, provided that the relationship is strong and positive. In support to this account, Cohen (1996) claims that learners’ attitudes and motivation regarding their FLL are highly interrelated. As a result, learners’ attitude towards FLL experiences and their motivation can be developed and strengthened through their influences on each other and both can make substantial developments to learners’ language learning attainment (Dörnyei, 1994a). Finally, it can be summarized that successful language learning depends on the way that learners’ view that language. Therefore, the issue of learner attitudes towards the importance of a target language has been justified as one of the influential aspects of this study which approved to accelerate motivation in learners’ ELL process.
6.4 Learner L2 Self-orientation towards Learning English Language

Based on the findings of the survey and interview study, both ideal and ought-to L2 selves are evidenced to be significant predictors of learners’ instrumental and integrative motives towards learning English among the investigated participants of this study. However, the questionnaire study presented that ideal L2 self is a stronger predictor of integrative motivation than ought-to L2 self. That is because ideal L2 self is recognized as the incorporating of integrative motives (Oakes & Howard, 2019). Therefore, it is associated with learners’ integrative stimuli towards learning a language and reflects their enthusiasm towards that language community. That is also discussed and maintained by a number of other research studies, namely Lamb (2012) and Yamauchi and Tanaka (1998) where ideal L2 selves are promoted learners’ integrative motivation towards the intended language. The findings of the present study further justify that the learners have intensities towards learning English that is because they mainly intend to use English to communicate with foreigners and integrate with English community.

Concerning the influence of ideal L2 self on learners’ instrumental motivation, the same account to what has been addressed above is determined. In another word, the learners’ ideal L2 selves appeared to be stronger predictors of instrumental motivation than ought to L2 selves as showed from the study findings. The quantitative results, for example, reported that both ideal L2 self and instrumental motivation are linearly related to each other which means that the relationship between the two variables is positive and strong. As for the interview findings, the findings again determined that the participants’ instrumental motives appeared to be mainly directed by their ideal L2 selves.

That is because the main motives for learning English among the participants were to obtain their personal requirements and to achieve their goals. Therefore, their ideal L2 selves appeared to be dominant and their instrumental motives towards learning English language
have been directed correspondingly. Pintrich and Schunk’s (2002) found the same result in their study and clarified that the learners’ guide towards learning is directed based on the inspiration of their ideal L2 selves and instrumental drives towards learning English.

In addition, Taguchi et al. (2009) find that learners internalize the extrinsic motivations that they have towards learning a language and thus they would see their goals as parts of their self-direct towards learning the intended language. The internalizations of the external motives, accordingly, facilitate to promote their ideal selves in their L2 learning (Csizér & Dörnyei, 2005; Oyserman et al., 2006; Papi, 2010). In this way, the learners are conforming to their own ideals more than ideals of others. That is, learners’ own ideal L2 selves drive them towards the importance and need for learning English in order to be able to maintain their instrumental needs. On the other hand, Ghapanchi et al. (2011) further outline that the L2 learners who have inner drives towards learning can align more to their ideal selves. Similarly, their drives to learn a language can grow their ideal selves towards that language. As a result, the development of learners’ ideal L2 selves will promote and obtain their success in language learning (Dörnyei, 2001a, 2001b).

Similar accounts to the above presentations have been identified by additional research studies which have been presented and discussed in the theoretical part of this study (see for example, Celce-Murcia, 2001; Urdan & Schoenfelder, 2006; White, 2003). Their findings can be summarized in that learners’ inner drive in the process of language learning can promote their ideal selves and satisfy their needs and requirements. In another word, the learners’ instrumental motives towards a language can be developed by their ideal L2 selves towards that language (Celce-Murcia, 2001; Ghapanchi et al., 2011; Urdan & Schoenfelder, 2006).

Ought to L2 self, on the other hand, is also appeared to predict learners’ instrumental and integrative motivation among the investigated participants of the present study, whereas
in lower degrees compared to their ideal L2 selves. The learners’ ought to L2 selves have been influenced by the impact of significant others, family and friends. That is because family and other significant people surrounding the learners have roles in deciding and choosing the intended language and directing the learners towards learning. Their roles, as the results showed, are reflected as constructive and supportive to learners’ personal conditioning in language learning process. That is because the learners are stimulated by the expectations of significant others and internalize their wishes, as the interview findings presented, despite their own language learning responsibilities and concerns about the negative consequences of not being successful.

Besides, due to the context in which this study is being explored, the influence of significant others has been recognized as positive indicator to inspire learners and direct their motivation towards the choice of English in order to acquire their personal needs in life. That is because the role and importance of English has been recognized in the views of significant others thus they created great impacts on learners’ encouragement towards the significance of English. Social obligations, accordingly, reflect the image of individuals who need to be effective and socially respected among their groups. Therefore, as the results highlighted, the examined participants of this study showed that they voluntarily accepted the influence of significant others and acknowledged their roles on their language learning experiences positively. As a result, as Chirkov and Ryan (2001) showed while studying Russian and American learners, the influence of significant others can be viewed as supportive and inspiring to learners’ language learning experiences. Furthermore, significant others can also have positive roles in accelerating learners’ motivation to fulfil their learning goals in order to gain approval of their surroundings.

The influences of significant others, therefore, has been found to inspire the learners’ ought to L2 selves towards language learning among the investigated participants. This result
corresponds what has been found by other research studies that have been conducted in the same domain as covered in Chapter 2 of this study (see Hovhannisyan, 2014; Oyserman et al., 2006; Wei, 2005). That is, as the researchers claimed, in many S/FLL cases the learners’ primarily focus on learning another language in order to satisfy the wishes of their surroundings and meet their expectations. Therefore, the learners’ perceptions and visions of themselves as language learners correspond the expectations of significant others.

The above justifications clarified that despite the learners’ own ideal L2 selves towards the significance of English, they appeared to be under the influence of other important people surrounding them in a reflective way. This means, the learners want to satisfy their surroundings and thus ought to L2 self is evidenced among the participants. This result is consistent with the findings of a study conducted by Iyengar and Lepper (1999) who examined language learners from Asia and America. Their study revealed that the influence of significant others promoted ought to L2 selves of Asian learners while for American learners; self-selection appeared to be more influential in enhancing their motivation.

On the other hand, while examining Hungarian learners, Csizér and Kormos (2008) also pointed out that there is a positive correlation between family influences and the examined learners’ ought to L2 selves. Therefore, the learners’ drive towards learning has been disposed by group hegemony and they are tempted according to the needs and desires of their community. As a result, their motivators would be their families and other important people in their community. In conclusion, the results of the present study are largely correspondent to what have been addressed in the other research with regard to the social pressure on learners’ language learning experiences. In short, significant others can create positive influences on learners’ motivation towards learning English and have dominant roles to direct learners towards obtaining their instrumental needs. That is because, as the present
study approved, the learners acknowledge and accept the pressure of their family and surroundings and attempt to please them through their attainments in their language learning.

6.5 Social and Cultural Intensities towards English and Impact on Motivation

Culture is the third independent construct that was intended for examination in this research to discover its influence on learners’ ELL motivation. Based on the results presented in Chapter Four and Five of this study, the learners’ interest in English culture and people are found to have a strong influence on their inspiration and stimulation towards learning English. That is because, as Neff and Rucynski (2013, p. 12) emphasized “it is not feasible to [learn] a language without [learning] the culture”, not even in the case of ELF (Illés, 2020). Therefore, it is suggested that language learners need to acquire cultural knowledge while trying to learn their desired language, particularly in FLL learning contexts (Brown, 2000; Liddicoat et al., 2003). Berry, Poortinga, Segall and Dasen (2002) on the other hand signify that, while practicing S/FLL, one might face significant cultural differences between their L1 and the language that is targeted. Therefore, learners need to integrate the cultural aspects of L2 in order to maintain successful language learning.

Considering the context in which the present study is investigated, as explained in the study background (see Khudgir Agha, 2015), English is reflected as necessary for individuals to manage their life and obtain their requirements easily. Besides, due to the current developments that the region experiences, individuals are urged to contact the world in English for different purposes. Therefore, learning English and understanding its culture can be considered as important for the learners in order to determine successful cross-cultural communication and overcome barriers they encounter while communicating with English speakers.
Dörnyei (1994a, 1994b, 1998) claims that, in language learning process; factors beyond the learners should be taken into consideration. He further addressed culture and context as important factors that influence language learning. The importance of learning context has also been discussed by other researchers, including Järvelä and Niemivirta (2001), Noels (2003), Salili and Hoosain (2007) and Ushioda (2011). Williams and Burden (1997) have also maintained the influence of culture, learner attitudes and expectations of the society while detailed the framework of external factors in language learning. They considered these factors as important stimuli which can create clear impacts on learners’ motivation and drive to learn the intended language. Therefore, as the present study demonstrated, different culture and contexts allocate different reasons, goals and intensities to language learners and accordingly different senses of attainment towards learning the intended language.

Abbas (1993) and Chan (2000) add that, in language learning situation, any adjustments in learners’ interest towards the culture of the language that is intended to learn can create clear changes to their self-orientation and motivation towards learning that language. In this way, motivation is observed as a socially evolving concept that is socialized and developed within cultural systems of activities (Ushioda, 2006). These justifications support the results of the present study in ways the present study also disclosed that motivation cannot be shaped by learners simply. Rather, it can be accelerated and developed by the cultural and educational context where the language learning takes place (Strauss & Quinn’s, 1997)

The findings of this study are also in line with a number of additional research studies reviewed in Chapter 2 where they have mainly established that the role of culture need to be emphasized in language learning process. Therefore, culture has been considered as important to maintain successful language learning (Byram & Morgan, 1994; Williams, 1983; Wong, 2007; Wright, 1999). Based on that, the learners need to get familiar with culture of the language they intend to learn in order to find harmony and identification while involving in
communication contexts. From the results of the present study, it has been achieved that there is a significant correlation between the learners’ interest towards English community and their instrumental and integrative motivations. This approves that the investigated learners are prepared and motivated to integrate and involve with English speaking people and community. In addition, the learners’ positive attitudes (Rosenberg, 1979; Triandis, 1995) towards English language culture and community attest the sociocultural reasons that enhanced learners’ motivation towards learning English.

It is important to note that learner motivation that is observed in the theoretical background of this study has been examined mainly from the individualist perspectives of Western contexts. However, based on the reported findings of the present study, motivation of language learner has been considered as a construct that is socially directed and accelerated by group goals. As a consequence, the social context reinforces the motivational direction of the investigated learners. That means, the learners’ interest in English language is closely related to their community’s interests and views towards English. This account has also been examined in broader contexts and other research also indicated that learners’ motivation towards a language is closely predicted by the interest and the attitudes of their society towards that language (Au 1988; Blascovich & Tomaka, 1991; Crookes & Schmidt, 1991; Moiinvaziri, 2009)

Based on the above discussions, it can be concluded that culture and social context are signified as the two significant factors that can play profound roles on learners’ English language learning experiences. That is because, the learners’ social context have directed and determine the examined learners’ interests and views towards the importance of English in addition to participants’ own stimuli towards English culture and people which also approved to promote their attitudes and motivation towards English. The findings, therefore, accepted one of the hypotheses of the study which suggested that learners’ interest and positive attitude towards English language, culture and speakers has a significant influence on their motivation
to learn English. This justification has been established based on the results obtained from the investigated research which approved that the examined learners’ interest towards English culture and community directed them to integrate English culture. The findings of the present study have been reinforced and supported by other research studies presented in the same domain of FLL, namely Choudhury (2014), Kormos and Csizér (2008), Papi and Teimouri (2014) and Ryan (2009).
CHAPTER SEVEN: RESEARCH IMPLICATIONS AND FURTHER STUDY RECOMMENDATIONS

7.1 Introduction

This chapter presents the concluding remarks of the study. The main findings of the study signified that the investigated learners had positive attitudes towards English language, people and culture. In addition, it has also been provided that the learners are instrumentally motivated towards learning English language and their ideal L2 selves appeared to be the most significant indicator to predict their instrumental and integrative drives towards learning English. Based on the findings obtained, this chapter offers theoretical, methodological, and pedagogical implications for future research studies in the field of S/FLL motivation. It also proposes suggestions and ideas for further studies to be implemented in the same domain in the future. Last of all, the chapter addresses the limitations that are restricted the scope of this study.

7.2 Theoretical Implications of the Study

The present study is expected to bridge the gap in literature on Kurdish learners’ motivations to learn English. It has discovered how the examined constructs, namely self, attitudes and culture, influence Kurdish learners’ instrumental and integrative motivations towards learning English. The study was mainly inspired by Gardner (1985a) and Dörnyei’s (2009a) L2MSS. However, the results present that while dealing with learners’ motivation to learn English in a foreign context, such as the one of the investigated study; different results could be obtained compared to what have been provided in the adopted models. These differences are clearly due to the context and framework in which this study was conducted. Consequently, they determine the research’s novelty, uniqueness, and reliability.
On the other hand, interdisciplinary research studies can broaden the horizon of researchers to conduct research studies on relevant aspects in their own study contexts. For this reason, this paper may provide insights for contemporary FLL researchers to investigate and examine factors similar to those scrutinized in the current study in other FLL contexts. As a result, the study provides analytical and pedagogical implications for future research studies that are expected to be employed in the same domain.

7.3 Research Methodology Implications

The representation and combination of qualitative and quantitative research paradigms in this study defined the accurate and complete portrayal of extreme cases of research as maintained by many researchers in applied linguistics and language learning studies (see Brewer & Hunter, 1989; Candin & Hall, 2009; Johnson, 1992; Johnson & Turner, 2003). The application of this “philosophical assumption” (Creswell & Clark, 2010, p. 5), or method of inquiry, enhanced the findings of the research through the presentation of a large amount of data from the survey study which has been validated by different insights and viewpoints of the interviewees. Therefore, the data obtained from both research studies are accompanying and complementary to each other.

The sequence of methods, as one followed the other, reinforced the procedures and facilitated to study different variables through data obtained from both research methods. For example, the quantitative study revealed that the learners generally had positive attitudes towards learning English and their motivations were directed accordingly as it was elaborated from the results of the qualitative study. In this way, the interview studies provided detailed and in-depth information (Teddlie & Tashakkori, 2009) to what has been obtained from the quantitative data. That is because the learners were given opportunities, instead of being limited by controlled questions, to discuss their views on the formulas examined. The
interview study, in this way, generated positive impacts on participants in one hand and
determined the reliability of the results on the other, despite providing productivity and
uniqueness to the research.

Based on the above justifications, employing mixed methods design in the present
study obtained a simultaneous or concurrent research through two most frequent research
methods which are mixed and executed equally (Dawson, 2009; Johnson & Onwuegbuzie,
2004; Johnson & Saville-Troike, 1992). Similarly, as most researchers emphasized (see
Morse, 2003), a mixed methods design can determine accurate and multi-dimensional
depiction of research extremes. Rigorous data collection and analysis processes in the present
study, assisted to increase the reliability and credibility of the study findings and facilitated to
build a comprehensive model of Kurdish learners’ motivation to learn English as showed in
Figure 9.

7.4 Pedagogical Implications for the S/FLL Framework

The present study suggests the following pedagogical implications for the future
research studies in the field of motivation in S/FLL.

1. This study proposes that FLLs need to be promoted to show themselves as the
target language users during their FLL experiences.

2. This study found that the examined participants are restricted by their L1.
Therefore, it is possible and expected that learners will have implications of some L1
characteristics to their L2 during their ELL experiences.

3. The study recommends focusing on the attitudes of language learners towards
the target language, people and culture because positive attitudes of learners towards these
variables determine their success in language learning.
4. The study also recommends that L2/FLL researchers need to consider the learner integrativeness aspect towards the FL in other EFL contexts. This helps to explore how learners’ L2 selves, ideal and ought to L2 selves, predict their integrative motivations similar to the way that has been investigated in the present study in order to re-examine this account.

5. In the process of language learning, it is possible for language learners to have different L2 selves towards the language they intend to learn. Besides, as the results of the present study showed, the learners’ L2 selves can be mainly predicted by the language learning context of the learners, and therefore, their motivations will be directed accordingly.

6. Motivation and attitudes of language learners towards the target language are highly interrelated and their influences on each other can make substantial developments to learners’ language learning attainment. Therefore, teachers and coaches should exercise caution when taking these factors into consideration in the process of language learning.

7.5 Future Research Study Suggestions

The researcher’s passion and dedication to the research, and the topic in particular, embedded in the entire research process to strive to achieve best research outcomes. Given the framework and content of the current study as a springboard, many other interesting areas can be stimulated for investigation concerning the motivation of Kurdish learners to learn English language. Hence, future research studies may include the examination of learners’ self-confidence and its influence on their motivation to learn English. In other words, how learner’s self-confidence influences their motivation and success in learning English.

In addition, the results of the present study approved that the examined participants were instrumentally motivated towards learning English language. That is because, they intended to learn English to gain their personal needs and obtain the consent of their
surroundings. Accordingly, it is recommended that more studies to be executed in the future to explore whether learners with instrumental or integrative orientations are more successful in learning English.

The current study further concluded that learners’ positive attitudes towards English language and culture facilitate the process of learning English in a profound way. Further studies could be undertaken to investigate the role of learners’ positive attitudes towards culture in reducing barriers during cross-cultural communication and promoting learners’ intercultural competence. This way helps to understand how learners may overcome cultural differences while involving in English communication contexts in an effective manner.

7.6 Limitations of the Study

General criteria were established for this research like any other PhD studies based on the accessibility of the participants, time constraints, and the research context. However, during the survey study processing, I was constrained to the time participants attended the courses. I also had the opportunity to work with only three language service centers though I wished to be able to interact with more participants from certain ELL environments, particularly university students. Therefore, the whole process of survey implementation was time consuming and restricted to fit the participants’ usual schedules.

Another limitation to this study has been caused by the nature of the factors examined in the present study. This is because the psychological factors are not visible; therefore, it will be difficult to directly explore them. On that basis, the self, attitudinal and motivational variables of this study were interpreted based on the scale scores from one to six presented by the participants.

Finally, expanding the scope of the study towards in-depth interview explorations was intentional and proposed to combine both qualitative and qualitative approaches
simultaneously. Nevertheless, it can be noted that the number of participants in the qualitative component was not satisfactory and more participants were expected to be interviewed. Therefore, I believe that in case of involving larger number of participants in the qualitative phase of the study, more unique and consistent results could have been obtained.
References


Department of Theoretical and Applied Linguistics, School of English: Aristotle University of Thessaloniki.


Williams, R. (1983). *Keywords: A vocabulary of culture and society*. Flamingo, Fontana.


APPENDIX 1

PILOT QUESTIONNAIRE IN ENGLISH AND KURDISH
English Language Learning Questionnaire

Dear Learner,

This study is conducted by the School of Humanities of Eotvos Lorand University in Hungary to obtain a PhD degree. The aim is to better understand the views and beliefs of learners of English as a foreign language in Kurdistan. This questionnaire is not a test so there are no “right” or “wrong” answers and you do not even have to write your name on it; we are interested in your personal opinion. The results of this study will be used only for research purposes so please give your answers sincerely, as only this will reassure the validity of the investigation and guarantee the success of this project. If you decide in the end that you would prefer not to participate in this survey, you will be free to opt out without any consequence. Thank you very much for your participation!

PART I: QUESTIONNAIRE

Please rate how much these statements reflect on your feelings personally by simply circling a number from the following scale. If your answer, for example, is Agree to the following statement, circle number (5) and so on. Please do not leave out any items.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>I like football.</td>
<td>1</td>
<td>2</td>
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<td>6</td>
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<tr>
<td>Statements</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Slightly Disagree</td>
<td>Slightly Agree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<td>1. I find learning English is really interesting.</td>
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<td>2. I can imagine myself in the future giving an English speech successfully to the public.</td>
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<td>3. My dream of myself using English has now become more vivid than it used to be.</td>
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<td>4. I like TV programmes made in English-speaking countries.</td>
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<td>5. Studying English is important to me because other people will respect me more if I have the knowledge of English.</td>
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<td>6. My dreams of myself using English successfully in the future are sometimes so vivid I feel as if I actually experience the situations.</td>
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<td>7. I spend lots of time studying English.</td>
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<td>8. I like English books, newspapers, or magazines.</td>
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<td>9. I really like the actual process of learning English.</td>
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<td>10. I find it difficult to communicate with people who have different customs and values.</td>
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<td>11. My parents/family believe that I must study English to be an educated person.</td>
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<td>12. I often imagine myself speaking English as if I were a native speaker of English.</td>
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<td>13. I learn English because close friends of mine think it is important.</td>
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<td>14. I will study harder when thinking of not becoming a successful user of English in the future.</td>
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<td>15. I used to have rich imaginations of myself using English in the future, but now I don’t.</td>
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<td>16.</td>
<td>I have to learn English because I don’t want to fail the English course.</td>
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<td>17.</td>
<td>I have to study English otherwise my parents will be disappointed with me.</td>
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<td>18.</td>
<td>Studying English is important to me because it will enable me to get to know various cultures and people.</td>
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<td>19.</td>
<td>English would be still important to me even if I failed in my English course.</td>
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<td>20.</td>
<td>Learning English is important to me because an educated person is supposed to be able to speak English.</td>
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<td>21.</td>
<td>Studying English is important to me because I would like to take a language exam in English.</td>
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<td>22.</td>
<td>I learn English to meet and communicate with a varied people around the world.</td>
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<td>23.</td>
<td>I really like the music of English-speaking countries (e.g., pop music).</td>
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<td>24.</td>
<td>I like meeting and listening to people who speak English language.</td>
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<td>25.</td>
<td>I can usually have several vivid mental pictures when I’m imagining myself using English skilfully in the future.</td>
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<td>26.</td>
<td>I can imagine myself living abroad and using English effectively for communicating with the locals.</td>
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<td>27.</td>
<td>People around me believe that I must study English to be an educated person.</td>
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<td>28.</td>
<td>The more I learn about the English-speaking people; the more I like English language.</td>
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<td>29.</td>
<td>Studying English is important to me because I am planning to study abroad.</td>
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<td>30.</td>
<td>English is an important subject in the school.</td>
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<td>31.</td>
<td>I can imagine myself in the future having a discussion with foreign people in English.</td>
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</table>
| 32. | Studying English is important to me because I
would like to learn as many foreign languages as possible.

33. Learning English is important to me because without it one cannot be successful in any field.

34. Studying English can be important to me because I think I’ll need it for further studies.

35. I think learning English is important in order to learn more about the culture and art of its speakers.

36. I would like to concentrate on other subjects in my study more than English.

37. English is interesting for me because English people are modern people.

38. I can imagine myself speaking English with international friends or colleagues.

39. It will have a negative impact on my life if I don’t learn English.

40. I must learn English because without English I won’t be able to travel a lot.

41. English is not my favourite foreign language.

42. My image of how I want to use English in the future is mainly influenced by my parents.

43. I would like to study English even if I were not required to do so.

44. I really enjoy learning English.

45. Studying English is important to me in order to gain the approval of the society.

46. Whenever I think of my future career, I imagine myself using English.

47. It is important for me to know English in order to understand the English-speaking nations’ behaviour, values and customs.

48. Studying English is important to me in order to achieve a personally important goal.
<p>| | | | | | | |</p>
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<tr>
<td>49.</td>
<td>English is important because it will help when traveling.</td>
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<td>50.</td>
<td>Studying English is important to me because it will enable me to learn more about the English world.</td>
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<td>51.</td>
<td>When imagining how I could use English fluently in the future, I usually have a vivid mental picture of the scene.</td>
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<td>52.</td>
<td>It is important for me to know English in order to be similar to English-speaking people.</td>
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<td>53.</td>
<td>I do not particularly like the process of learning English.</td>
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<td>54.</td>
<td>Learning English is important to me so that I can understand English-speaking films, videos, TV, or radio.</td>
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<td>55.</td>
<td>Learning English is important to me because I would like to meet foreigners whom I can speak English with.</td>
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<td>56.</td>
<td>Learning English is important to me because I would like to spend some time abroad.</td>
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<td>57.</td>
<td>Studying English is important to me because it will enable me to learn more about what is happening in the world.</td>
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<td>58.</td>
<td>I can imagine myself studying in a university where all my courses are taught in English.</td>
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<td>59.</td>
<td>Even if I failed in my English learning, I would still try hard to reach to intended level.</td>
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<td>60.</td>
<td>I can imagine that in the future, a foreign friend and I will be chatting in English.</td>
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<td>61.</td>
<td>I consider learning English important because the people I respect think that I should do it.</td>
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<td>62.</td>
<td>Studying English is important to me because I would like to travel to countries where English is used.</td>
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<td>63.</td>
<td>Learning English is a waste of time.</td>
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<td>64.</td>
<td>Studying English is necessary for me because I</td>
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Part II: BACKGROUND INFORMATION

Please provide the following information by ticking (✔) in the box or filling in the blank to help us better interpret your previous answers.

- Age (in years): _______
- Gender: □ Male □ Female
- What is your current status?
  □ Secondary school student
  □ High School Student
  □ Institute/College student
  □ Graduated
  □ Others (please specify)  

- What age did you start learning English? __________ age (in years)
- How long have you been learning English? __________ year(s)
- What is your level of English?
  □ Beginner
  □ Elementary
☐ Intermediate
☐ Upper intermediate

- Have you learned other foreign languages?
  ☐ Yes (please specify)____________________________
  ☐ No __________

*By submitting this questionnaire I agree that my answers, which I have given voluntarily, can be used anonymously for research purposes.*

*Thanks again for your cooperation!*
روپرسی:

نهودی ژیز دەست دەتوانیم تا دەتوانیم، نه ژیز دەست دەتوانیم، کە لەدەستێکە کە لەکەوێکە کە لە وەڵایەکە، دەتوانیم تا دەتوانیم، دەتوانیم تا دەتوانیم.

داکتریمی ژیز دەست دەتوانیم، تامامی لە بەستەوەکەییەکەی کە لە ژیز دەست دەتوانیم. کە لەدەستێکە کە لە کوردستان، نه ژیز دەست دەتوانیم، نه ژیز دەست دەتوانیم.

کە لە ژیز دەست دەتوانیم، کە لەدەستێکە کە لە کوردستان، نه ژیز دەست دەتوانیم، نه ژیز دەست دەتوانیم.

نە ژیز دەست دەتوانیم، نه ژیز دەست دەتوانیم، کە لەدەستێکە کە لە کوردستان، نه ژیز دەست دەتوانیم، نه ژیز دەست دەتوانیم.

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کە لەدەستێکە کە لە کوردستان، نه ژیز دەست دەتوانیم، نه ژیز دەست دەتوانیم.
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<tr>
<th>ردیف</th>
<th>توضیحات</th>
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<tbody>
<tr>
<td>1</td>
<td>واکنش قوی‌ترین روز گرفتن زبان انگلیسی.</td>
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<td>2</td>
<td>خیال به همکاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
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<td>3</td>
<td>کلاس‌های زبان انگلیسی در قالب یادگیری نروژ در دانشگاه اطرافی در همکاری با همکاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
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<td>4</td>
<td>حرکت در پژوهش‌های زبانی در گسترش زبان انگلیسی در جامعه.</td>
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<tr>
<td>5</td>
<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
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<td>6</td>
<td>خیال به همکاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
</tr>
<tr>
<td>7</td>
<td>کلاس‌های زبان انگلیسی در قالب یادگیری نروژ در دانشگاه اطرافی در همکاری با همکاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
</tr>
<tr>
<td>8</td>
<td>حرکت در پژوهش‌های زبانی در گسترش زبان انگلیسی در جامعه.</td>
</tr>
<tr>
<td>9</td>
<td>حرکت در پژوهش‌های زبانی در گسترش زبان انگلیسی در جامعه.</td>
</tr>
<tr>
<td>10</td>
<td>هستند جهت حضور و گرفتن زبان انگلیسی به سمت کسی. هستند جهت حضور و گرفتن زبان انگلیسی به سمت کسی.</td>
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<tr>
<td>11</td>
<td>داده و پرداختن در سطح زبان انگلیسی در قالب یادگیری نروژ در دانشگاه اطرافی در همکاری با همکاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
</tr>
<tr>
<td>12</td>
<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
</tr>
<tr>
<td>13</td>
<td>خیال به همکاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
</tr>
<tr>
<td>14</td>
<td>کلاس‌های زبان انگلیسی در قالب یادگیری نروژ در دانشگاه اطرافی در همکاری با همکاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
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<tr>
<td>15</td>
<td>واژه‌هایی که نیاز به فراوان شدن در زبان انگلیسی به کاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
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<td>16</td>
<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
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<td>17</td>
<td>دانشگاه‌هایی که نیاز به فراوان شدن در زبان انگلیسی به کاری‌هایی که دارای ارتباط با یادگیری زبان انگلیسی هستند.</td>
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<td>18</td>
<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
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<td>19</td>
<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
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<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
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<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
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<td>22</td>
<td>زبان انگلیسی گرفته‌می‌بیند از من دیده‌می‌شود حاضر به دادن زبان زبان انگلیسی را تعلم.</td>
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<tr>
<td>23</td>
<td>موثریت سیاست‌های تدریس و نظارتی که زبان انگلیسی را به کمک‌هایی سرپرستی می‌کند.</td>
</tr>
<tr>
<td>24</td>
<td>قرارداد جامع که میان‌بکری و دیگر سیاست‌ها که به زبان انگلیسی قبضه می‌دهند.</td>
</tr>
<tr>
<td>25</td>
<td>بحران‌های ونیزی و وینکری به طور کلی توضیح داده یا نظرات درباره زمانی به انگلیسی.</td>
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<tr>
<td>26</td>
<td>موسیقی پاپ بودن.</td>
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<td>27</td>
<td>هر جزئیت ونیزی که به زبان انگلیسی در یک دفتر می‌یابد به‌طور کلی در میان‌بکری لغو می‌شود.</td>
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<td>28</td>
<td>موسیقی پاپ بودن.</td>
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<tr>
<td>29</td>
<td>زبان انگلیسی واه، سبک و سیاست‌ها تأثیر کرده است.</td>
</tr>
<tr>
<td>30</td>
<td>خیالی به انگلیسی می‌باشد که در ادامه این گروه به‌طور کلی به‌طور کلی در میان‌بکری لغو می‌شود.</td>
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<tr>
<td>31</td>
<td>خیالی به انگلیسی می‌باشد که در ادامه این گروه به‌طور کلی در میان‌بکری لغو می‌شود.</td>
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<td>32</td>
<td>موسیقی پاپ بودن.</td>
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<td>37</td>
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<td>موسیقی پاپ بودن.</td>
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<td>44</td>
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<td>موسیقی پاپ بودن.</td>
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<td>46</td>
<td>موسیقی پاپ بودن.</td>
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<td>47</td>
<td>موسیقی پاپ بودن.</td>
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<td>48</td>
<td>موسیقی پاپ بودن.</td>
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<td>49</td>
<td>موسیقی پاپ بودن.</td>
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<td>50</td>
<td>موسیقی پاپ بودن.</td>
</tr>
<tr>
<td>51</td>
<td>موسیقی پاپ بودن.</td>
</tr>
</tbody>
</table>
پرشکده‌های بیننگ له مشکمدا.

52 یوه من گرینگی زمانی تینگوزی پرائی ناوک ته واریتیو خوار دوکتی تینگوزی

53 به روپستی: قارنیتی ویسیا به پرسیدتی تینگوزی تینگوزی به با.

54 فرینوی زبان تینگوزی گرینگی یوه من ناوک ته سیم و فیلم و ویدئو و تیفی و رادیوی تینگوزی تینگوزی.

55 فرینوی زبان تینگوزی گرینگی یوه من نباچک زیبایی به سیست پیچیکی و به زبان تینگوزی قسه‌بان.

لکن تكه.

56 دیدنیوی نمودن له دیروهی وللای واسو به په یوه گرینگی زمانی تینگوزی قوتی.

57 زمانی تینگوزی پارسیان به دادت ناژار می جه جهانی و روده‌دات، پوه گرینگی یوه قوتی په.

58 روح و دیدنی یوه له ایکنون به وبونکنه، که همه ووانکان به زمانی تینگوزی پووشنه‌ی نتیجا.

59 تکالیت نه چاره فرینوی زمانی تینگوزی سنترهنه نیویوو. هیچکار به هاول دهندی به که‌مه ناسق میه‌بست.

60 روح و دیدنی یوه به نیمان و یاهویی به پایان به زمانی تینگوزی قسه‌ی بگوینه له دیاه‌نودا.

61 فرینوی زمانی تینگوزی به گرینگ دوزنی جوکنه نوه کسانی زنیان لیترگری و به هست‌ی دکنن که دین قری.

62 گرینگی یوه زمانی تینگوزی بهولیه زونکنک منطق‌ده نوه وولانته‌ی په که زمانی تینگوزی نیدا به کاریت.

63 فرینوی زمانی تینگوزی له لعسنانی کانه.

64 زمانی تینگوزی پوپوسیت یوه جوکنه ناهوا سیما یوه من نمی‌خیرای یاه‌ده‌ستیم له تکئیدنه‌داروکی (TOEFL-IELTS-PTE)

65 نانم دکقولیت نه، نائلیکی پایه زمانی تینگوزی به یاهن پوه فرینوی زمانی تینگوزی گرینگی یوه من.

66 وا یوه دیدنیوی فرینوی زمانی تینگوزی زرت گرینگی.

بی‌شی: (1) زانیاری پیشینه

تکلیف‌ای یاهن ته‌نمه‌ی خواره‌نه داده، به‌دست‌دهانی نشان‌دایی (راست) یاه پرکردن‌وهی پوشش‌یکه که به قوریت پوپوسیت یوه نه‌ده یاه‌مه‌نان بدهید.

باشته وللای که پیش‌وهیته‌ده استگوک‌ده.

- ته‌مین به سال‌های (1)
- رونکه: نتر ( ( من )
- کاری تیم‌سات:

( ) فونتانی قوناگی واندیتی

( ) فونتانی قوناگی نامادینی

( ) فونتانی پیپی‌مگااک

بکار گیری که‌نان و همه‌نیانگی هم‌گیان‌گی.
ده چهند سال دهست گرده فارسیون زمانی تینگزی؟

• ته‌رهنوی (به‌سال)...

ماوه چهند خون‌فیزی زمانی تینگزی دکه‌کی

• ناسی زمانی تینگزی‌کیت؟

• سه‌رهنوی

• پیش ناوند

• ناوند

• پیش‌که‌لونو

• هیچ زمانی که دیکی بیان فارسیوت؟

• به‌آن (نکاوه‌بنووه)

• نه‌خیر

به گره‌اندیوهی ته‌م راپرسیه رازیم، ولاده‌کانم، گه خونه‌خانه به شدارم کرد، بگاریبد به پنچی و بذله به‌سی توزینه‌بود.

دووباره سویاه بو ماندوی‌ویشنان
APPENDIX 2
MAIN QUESTIONNAIRE IN ENGLISH AND KURDISH
English Language Learning Questionnaire

Dear Learner,

This study is conducted by the School of Humanities of Eotvos Lorand University in Hungary to obtain a PhD degree. The aim is to better understand the views and beliefs of learners of English as a foreign language in Kurdistan. This questionnaire is not a test so there are no “right” or “wrong” answers and you do not even have to write your name on it; we are interested in your personal opinion. The results of this study will be used only for research purposes so please give your answers sincerely, as only this will reassure the validity of the investigation and guarantee the success of this project. If you decide in the end that you would prefer not to participate in this survey, you will be free to opt out without any consequence. Thank you very much for your participation!

PART I: QUESTIONNAIRE

Please rate how much these statements reflect on your feelings personally by simply circling a number from the following scale. If your answer, for example, is Agree to the following statement, circle number (5) and so on. Please do not leave out any items.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Slightly Disagree</th>
<th>Slightly Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like football.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>Statements</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Slightly Disagree</td>
<td>Agree</td>
<td>Strongly Agree</td>
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<tr>
<td>1. I find learning English is really interesting.</td>
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<td>2. I can imagine myself in the future giving an English speech successfully to the public.</td>
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<td>3. My dream of myself using English has now become more vivid than it used to be.</td>
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<td>4. I like TV programmes made in English-speaking countries.</td>
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<td>5. Studying English is important to me because other people will respect me more if I have the knowledge of English.</td>
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<td>6. My dreams of myself using English successfully in the future are sometimes so vivid I feel as if I actually experience the situations.</td>
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<td>7. I like English books, newspapers, or magazines.</td>
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<td>8. I really like the actual process of learning English.</td>
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<td>9. I like to communicate with people who have different customs and values.</td>
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<td>10. My parents/family believe that I must study English to be an educated person.</td>
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<td>11. I often imagine myself speaking English as if I were a native speaker of English.</td>
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<td>12. I learn English because close friends of mine think it is important.</td>
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<td>13. I will study harder when thinking of not becoming a successful user of English in the future.</td>
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<td>14. I always have rich imaginations of myself using English in the future.</td>
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<td>15. I have to learn English because I don’t want to fail the</td>
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<td>English course.</td>
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<td>16. I have to study English otherwise my parents will be disappointed with me.</td>
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<td>17. Studying English is important to me because it will enable me to get to know various cultures and people.</td>
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<td>18. Learning English is important to me because an educated person is supposed to be able to speak English.</td>
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<td>19. Studying English is important to me because I would like to take a language exam in English.</td>
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<td>20. I really like the music of English-speaking countries (e.g., pop music).</td>
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<td>21. I can usually have several vivid mental pictures when I’m imagining myself using English skilfully in the future.</td>
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<td>22. I can imagine myself living abroad and using English effectively for communicating with the locals.</td>
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<td>23. People around me believe that I must study English to be an educated person.</td>
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<td>24. The more I learn about the English-speaking people; the more I like English language.</td>
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<td>25. Studying English is important to me because I am planning to study abroad.</td>
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<td>26. English is an important subject in the school.</td>
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<td>27. I can imagine myself in the future having a discussion with foreign people in English.</td>
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<td>28. Studying English is important to me because I would like to learn as many foreign languages as possible.</td>
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<td>29. Learning English is important to me because without it one cannot be successful in any field.</td>
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<td>30. Studying English can be important to me because I think I’ll need it for further studies.</td>
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<td>31. I think learning English is important in order to learn...</td>
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more about the culture and art of its speakers.

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<tbody>
<tr>
<td>32.</td>
<td>English is interesting for me because English people are modern people.</td>
</tr>
<tr>
<td>33.</td>
<td>I can imagine myself speaking English with international friends or colleagues.</td>
</tr>
<tr>
<td>34.</td>
<td>It will have a negative impact on my life if I don’t learn English.</td>
</tr>
<tr>
<td>35.</td>
<td>My image of how I want to use English in the future is mainly influenced by my parents.</td>
</tr>
<tr>
<td>36.</td>
<td>I would like to study English even if I were not required to do so.</td>
</tr>
<tr>
<td>37.</td>
<td>I really enjoy learning English.</td>
</tr>
<tr>
<td>38.</td>
<td>Studying English is important to me in order to gain the approval of the society.</td>
</tr>
<tr>
<td>40.</td>
<td>It is important for me to know English in order to understand the English-speakers’ behaviour, values and customs.</td>
</tr>
<tr>
<td>41.</td>
<td>Studying English is important to me in order to achieve a personally important goal.</td>
</tr>
<tr>
<td>42.</td>
<td>Studying English is important to me because it will enable me to learn more about the English world.</td>
</tr>
<tr>
<td>43.</td>
<td>It is important for me to know English in order to be similar to English-speaking people.</td>
</tr>
<tr>
<td>44.</td>
<td>Learning English is important to me so that I can understand English-speaking films, videos, TV, or radio.</td>
</tr>
<tr>
<td>45.</td>
<td>Learning English is important to me because I would like to meet foreigners whom I can speak English with.</td>
</tr>
<tr>
<td>46.</td>
<td>Studying English is important to me because it will enable me to learn more about what is happening in</td>
</tr>
</tbody>
</table>
the world.

47. I can imagine myself studying in a university where all my courses are taught in English.

48. I can imagine that in the future, a foreign friend and I will be chatting in English.

49. I consider learning English important because the people I respect think that I should do it.

50. Studying English is important to me because I would like to travel to countries where English is used.

51. Studying English is necessary for me because I don’t want to get a poor score or a fail mark in English proficiency tests. (IELTS, TOEFL, PTE …… etc)

52. Studying English is important to me because my life will change if I acquire good command of English.

### Part II: BACKGROUND INFORMATION

Please provide the following information by ticking (✓) in the box or filling in the blank to help us better interpret your previous answers.

- **Age (in years): _____**
- **Gender:** □ Male □ Female
- **What is your current status?**
  - □ Secondary school student
  - □ High School Student
  - □ Institute/College student
  - □ Graduated
  - □ Others (please specify)
• What age did you start learning English? __________ age (in years)

• What is your level of English?

☐ Beginner
☐ Elementary
☐ Intermediate
☐ Upper intermediate

• Have you learned other foreign languages?

☐ Yes (please specify)____________________________

☐ No __________

*By submitting this questionnaire, I agree that my answers, which I have given voluntarily, can be used anonymously for research purposes.*

*Thanks again for your cooperation!*
Motivation to Learn English among Kurdish Learners

By: Hena N. A. (Advisor: Dr. Rashid Shukri)

Objective: To examine the motivation of Kurdish learners to learn English.

Methodology: A descriptive study was conducted with a sample of 193 Kurdish learners.

Findings: The results showed that:

1. There was a significant difference in motivation based on gender.
2. There was a significant difference in motivation based on age.
3. There was a significant difference in motivation based on previous English learning experience.
4. There was a significant difference in motivation based on family support.

Recommendations: Further research is needed to explore the underlying factors affecting motivation to learn English among Kurdish learners.

Table: Motivation Scores

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age Group</th>
<th>Previous Experience</th>
<th>Family Support</th>
<th>Motivation Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18-20</td>
<td>Yes</td>
<td>Strong</td>
<td>8.5</td>
</tr>
<tr>
<td>Female</td>
<td>21-25</td>
<td>No</td>
<td>Weak</td>
<td>6.2</td>
</tr>
</tbody>
</table>

Graph: Trends in Motivation Scores

- Line graph showing the trend of motivation scores over time.

Analysis: The graph indicates a positive trend in motivation scores for male learners in the 18-20 age group with strong family support.

Conclusion: The study highlights the importance of family support in enhancing motivation to learn English among Kurdish learners.

References:

MOTIVATION TO LEARN ENGLISH AMONG KURDISH LEARNERS

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36.
مotive по لرتنی اینگلیزی‌نمایی‌بو کردی خۆ. ولایتی که، نامه و وولتانه بکەم کە زمانی نینگلیزی تێدا.

۵۰. یارمه بەکاربێت.

۵۱. زمانی نینگلیزی یێپێسته بەم چێوەکە نامه‌بو وارننین خۆیانەوە کەوەیان خەرە خۆیانەوە دەستبێت لە دەستبێت بەم فیرووی زمانی نینگلیزی گرتنگە بەم من.

۵۲. تەمەنی بە سەڵ؛ ( )

• رەژیم‌ی گەز ( )
• کەریبی یەستاو ( )

فوتنای گوناونای ناونەندی ( )
فوتنای گوناونای نامادەوە ( )
فوتنا بەپەم ( )
دەچواری یە بەم ( )
پیشەی دیکه ( )
MOTIVATION TO LEARN ENGLISH AMONG KURDISH LEARNERS

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• به گمان‌دهی‌کرد، چه‌ند ده‌سانت کرده فاریوکی زمانی نینگژی؟
• ته‌مین (یه‌سال).................................................................
• ماوی‌شی سنه‌ده خون فاریکی زمانی نینگژی‌دده‌گی
• سال.
• ناسی زمانی نینگژی‌تیت؟
• سه‌رنژی‌ت
• پیش‌ناوند
• ناوند
• پیش‌شه‌نوو
• هیچ‌زمان‌نیک دیک‌ی‌بیای فاریوکیت؟
• (نگاه‌بینوسه).................................................................
• (نخیر)
APPENDIX 3

INTERVIEW STUDY INSTRUMENT
Interview Ethics and Information Sheet

Dear Participant,

I invite you to take part in an interview that will be used as a part of my PhD study. Before giving consent, I would like to share some important details and the purpose of my study that you actually will be a part of. Kindly read this information sheet carefully and feel free to ask about anything that needs to be clarified for you.

As an English language learner, you have been selected to participate in this study where I intend to explore your English language learning experiences. Your participation will comprise a discussion around 30 minutes where you are expected to answer some questions concerning your interest and thoughts toward learning English language. The interview will not be considered as a kind of academic test and your responses will not be evaluated in any ways. Therefore, you are expected to provide answers to the questions based on your understanding and viewpoints.

It is important to inform you that your contribution in the study is entirely voluntary. You are free to decide to be interviewed or not. I also ensure you that you could be excluded at any point you decided or wished not to participate in the study without giving any reasons. However, if you decided to take part, your participation will be reserved confidential and anonymous. Any information that may identify you will be kept private and will not be reported in this research or any future publications emerging from this research.

Correspondingly, the collected data relating to your thoughts and feelings will be kept confidential and used only for the purpose of my PhD study. They will not be disclosed or shared with your teachers, parents or anyone else. Therefore, you will be asked to express your attitudes about your experiences with regard to English language learning with ease and comfort. The collected data based on your responses, in this way, will help to achieve the
goal of the study and provide answers to the questions that were enquired in this study with regard to Kurdish learners’ interest and attitudes towards English language.

In order to recall your views for the study, the audio recording of the interviews will be made and then the interviews will be transcribed and translated to English language. A copy of the transcription could be sent to you later if you wish to in order to confirm that your opinions have not been misinterpreted or presented wrongly. The audio recording will be used for the purpose of analysing and presenting the data only, not for any other purposes. I also want to ensure you that no one outside of this study would be permitted to access to the original data.

If you need further clarification about this information sheet or about the interview, you can write me through the following email address:

San_soul@yahoo.co.uk

Thank you for reading this information sheet
Interview Guide

Introduction

Hello and thanks for giving consent to participate in the interview. I also want to remind you that I am recording the interview as it will help me to remember what you say later for the study. Would you mind the recording?

-Invoking the participant into the discussion:

1. What is your major?
2. How long have you been studying in English language?

Attitudes towards learning English

1. What do you feel about learning English language? How do you describe yourself?
2. How do you evaluate your attempt towards learning English language? Why do you think that learning English is important for you?
3. In what ways do you think learning English will contribute to your success? Why? Why not?
4. Do you think learning English language would be an important aspect of personality? Why? Why not?
5. What is the role of English in your society? How this has been influenced your interest towards learn the language?

Attitude towards English culture and community/ Cultural Interest

6. How do you see the importance of English in today’s world? How do you think about the role of English-speaking countries in the world? Do you like them?
7. Are you interested to discover about the people and culture of English-speaking countries? Why? Why not?
8. Would you like to follow the value and customs and adopt the culture of English-speaking countries? Why? Why not?

Future L2/FL Selves (Ideal and Ought-to)

9. How do you see yourself using English in the future?

10. Is it necessary for you to learn English? Why/ Why not? (Please give reasons). What would happen if you do not learn English?

11. Do you feel any pressure to learn English? What is the most significant aspect that influences you to learn English?

12. What is the opinion of your family, friends or people around you about your English language learning?