



Motivating English Grammar Learning For Iraqi High Schools

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Abstract:

The present study intended to investigate developing and validating a motivation to learn English grammar scale and examining its relation to Iraqi high school EFL learners' grammatical ability. 100 EFL female learners participated to respond the questionnaire in this study. They were around 18-19 years old and were selected randomly from Wasit high school in Kut. To ensure the validity and reliability of the questionnaire, factor analysis was run and Chronbach alpha test was used regarding the reliability. A Pearson Moment Correlation formula was used to see if there was any relationship between the students' motivation and their grammar knowledge in English language. This study confirmed the validity of the questionnaire structure; a confirmatory factor analysis method was used based on the structural equation modeling with Liserel software. The value of t in all cases was greater than 1.96 or less than 1.96 that showed the model was verified and acceptable. The Cronbach's alpha for the questionnaire was more than 0.7. Therefore, the reliability of the questionnaire could be confirmed. The study that showed there was a positive and significant relationship between motivation and learners' grammatical ability.

Key words: motivation to learn English grammar, grammar motivation scale, EFL.



دافع تعلم قواعد اللغة الأنكليزية في المدارس الثانوية العراقية

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الملخص :

تهدف الدراسة الحالية إلى التحقيق في تطوير والتحقق من صحة الدافع لتعلم مقياس قواعد اللغة الإنجليزية وفحص علاقتها بالقدرات النحوية لمتعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية العراقية. شاركت ١٠٠ متعلمة في اللغة الإنجليزية كلغة أجنبية للإجابة على الاستبيان في هذه الدراسة. تراوحت أعمارهم بين ١٨ و ١٩ سنة وتم اختيارهم عشوائياً من مدرسة واسط الثانوية في الكوت. لضمان صحة وموثوقية الاستبيان ، تم إجراء تحليل العوامل واستخدام اختبار ألفا كرونباخ فيما يتعلق بالموثوقية. تم استخدام صيغة بيرسون للارتباط اللحظي لمعرفة ما إذا كانت هناك أي علاقة بين دافع الطلاب ومعرفتهم النحوية في اللغة الإنجليزية. أكدت هذه الدراسة صحة هيكل الاستبيان. تم استخدام طريقة تحليل عامل التأكيد بناءً على نمذجة المعادلة الهيكلية باستخدام برنامج Lisrel. كانت قيمة t في جميع الحالات أكبر من ١.٩٦ أو أقل من ١.٩٦ مما يدل على أن النموذج تم التحقق منه ومقبوله. كان ألفا كرونباخ للاستبيان أكثر من ٠.٧ ، لذلك ، يمكن تأكيد مصداقية الاستبيان. أوضحت الدراسة أن هناك علاقة إيجابية ومعنوية بين الدافع والقدرة النحوية للمتعلمين.

الكلمات الأساسية: الدافع لتعلم قواعد اللغة الإنجليزية ، مقياس التحفيز النحوي ، اللغة الإنجليزية كلغة أجنبية.

1.0. Overview:

Currently, English has dominated the context of foreign language learning and teaching in Iraq. English language is considered by many as the international language. Its acquisition can guarantee the availability of opportunities to employment, traveling, higher education, and even better life (Crystal, 1997).

Affective factors in language learning that are like a filter which filtrate the amount of input in learners' brains. People with high affective filter will



lower their intake whereas people with low affective filter allow more input into their language acquisition device. Affective filter hypothesis is first proposed by Dulay and Burt (1977), and is incorporated by Krashen as one of his five input Hypotheses in 1985. Krashen argued that people acquire second languages only if they obtain comprehensible input and if their affective filters are low enough to allow the input “in”. In his theory, affect includes motivation, attitude, anxiety, and self-confidence.

In order to learn a language, students need a stress free and relaxed atmosphere that is highly motivating (Khonmohammad, Gorjian, &Eskandari, 2014). Because "in a relax atmosphere which is intensified and energized by using games, creating cooperation among learners and presenting an atmosphere of fun, students remember things faster and better” (Wierus&Wierus, 1994, p. 218)

Motivation also is one of the major individual difference variables that have proved to have significant impact on the language learning success (e.g. Dörnyei, 2001; Harmer, 2001; Schunk, Pintrich& Meese, 2007). It is not difficult to understand why such great importance is

attributed to the motivation in second language acquisition; it is obvious that learning is most likely to occur when there is a will to learn.

Language proficiency is a multidimensional construct which consists of different levels of abilities and domains (Carrasquillo, 1994). The ability to communicate in a new language - target language--based on its grammatical, contextual, social, and cultural rules, and variations are always difficult for EFL learners (Shumin, n.d.). Therefore, Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language (Crystal, 2004).

And it is in line with Brown (1987) statement that, Grammar is the study of howsentences mean. And that is why it helps. If we want to comprehend the meaning conveyed by sentences, and to develop our ability to express and



respond to this meaning, then the more we know about grammar, the better we will be able to carry out these tasks.

According to Ur (1988), a person who knows grammar is one who can express himself or herself in what would be considered as acceptable language forms. But not just in a traditional 'chalk and talk' method which is boring and frustrating.

Grammar is the building block of any language. It follows, then, that second language learners must be taught the grammar of their new language in order to attain fluency, to be able to self-correct, and to be able to compose and express complex ideas correctly. Without knowledge of grammar, students' knowledge of their second language (also called 'L.2' language) is likely to remain limited to the memorization and imitation of specific phrases and structures.

In many cases that is not enough to attain true fluency, so the teaching of grammar is a component of most second language education programs.

According to Levine (2014), grammar is connected to learner identity just like it is connected to any other aspects of language. This affirms Larsen-Freeman's vision (2003) of individual identities. Beside, motivation is a basic and essential part of learning (Brewer & Burgess, 2005). Therefore, this study will try to examine motivation and learning grammar as two significant variables and investigate the role of motivation in learning English grammar among Iraqi high school EFL learners.

1.1. Statement of the Problem :

In Iraq, some books and instruction in higher level of education are in English. Some students are very eager, they enjoy and feel good to talk in English always but some students feel demotivated because they do not have self-confidence or desire to learn English. This study will explain the motivating English grammar learning for Iraqi high schools. This is very important to learn grammar English. Motivation is an essential part for learning grammar English. This study will focus on motivational factor of Iraqi high school and will find out a true picture of learners performance in



learning a second language versus motivation level. In Iraq, most of the students come in University from non-English background as a result they face many obstacles to talk in a different language. Some students can overcome this problem because of their willingness to learn English and they can perform very well. On the other hand, many students want to pass the exam or to get good marks so we can say that they learn the language to gain something. Both of them can be successful but a person's self- interest is more essential to learn a grammar of language.

1.2. Purpose of the study

Although many researchers are concerned with the motivation for second language learning, there are few studies which investigate the relationship between motivation and grammar learning. It will be useful for teachers to know to what extent grammar learning is related to a student's motivation toward learning English. Hence, one of the objectives of the study will be to determine the effects of motivation on learning grammar.

1.3. Significance of the Study

The significance of this study will be that there is a clear knowledge gap regarding research on the effects of motivation on learning grammar in Iraq. Thus, this study will contribute to the field which has not been given sufficient attention. It may also be used by teachers in order to gain insight into how grammar is being taught and into the influence of a learner context on teacher cognition. It can help teachers to prepare a more effective and interesting grammar activity, which can lead to effective learning. Thus, students can create their interest in learning grammar and their perception in learning grammar as "boring" can be eradicated. Moreover, the findings from this study may help the administrators to plan necessary policy or syllabus in regards to English courses. Last but not least, It may be caused to do more research based on the role of other affective factors on learning grammar and applying appropriate approaches, methods, and techniques to learner contexts.



1.4. Research Questions

Q1. Is the newly-made questionnaire of motivation to learn English grammar a valid and reliable scale?

Q2. Is there any significant relationship between Iraqi high school EFL learners 'motivation and their grammatical ability?

1.5. Research Hypotheses

Ho1:the newly-made questionnaire of motivation to learn English grammar is not a valid and reliable scale.

Ho2:There is no significant relationship between Iraqi high school EFL learners #motivation and their grammatical ability.

1.6. Limitations of Study

The limitations for this study can be that there may not be enough volunteered participants answering the questions. In addition, some participants may not have favorable experiences learning English grammar to share. This study will focus on the motivation of students from only high school. Therefore, generalizability with other similar schools should be used with caution .

1.7. Definition of key Terms

Motivation: Tan (2015) defined motivation as the desire to learn and the drive to succeed and asserted that motivation influences student engagement which manifests itself in learning and performance.

Henry (1942) states that “the individual's needs, his interests, his attitudes, and their relation to the situation must be taken into account” (p. 289). He also identifies several terms that are commonly used in describing motivation, such as set, incentive, drive, motive, purpose, goals, among others. Furthermore, he points out that there are different ways to approach motivation, “Many definitions of learning explicitly include the concept of motivation. Others recognize motivation as a factor in learning” (Henry, 1942, p. 298).



Grammar: Merriam Webster Dictionary defined grammar as the study of the classes of words, their inflections, and their functions and relations in the sentence.”

2. Review of the related literature

This chapter reviews the literature on motivations general concept in an EFL context and specifically in Iraq. Based on research question and purpose, it is crucial to understand these concepts in order to analyze the outcome of our study and being able to answer the research questions. Therefore, this literature reviews will aim to include the concepts of motivation based on theories and studies conducted on the motivation effects on learners' grammar.

2.1 Motivation

2.1.1. Definition of Motivation

The term motivation has been defined differently among many researchers. According to Gardner (1985), motivation to learn a language is “the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (p.10). Brown (1994) said that “Motivation is the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in that respect” (p.152). According to Kumar (2005), “motivation” is derived from the Latin word

“mover” which means that to put into action or to move. It is the process of putting the learner into physiological or psychological action by which she/he can fulfill her/ his needs and desire .

"If asked to identify the most powerful influences on learning, motivation would probably be high on most teachers' lists” (Williams & Burden, 2000). Motivation as a term is derived from the Latin word 'moveo-movere' which means 'tomove' in English. In his research, Walker (2011) states that motivation is the element that moves humans to decide taking certain choices to be engaged and to be able to continue a behavior (Ushioda, 2011, p. 3). The word "motivation” has many definition and interpretations. Homola



(1972, p.11) proposes a definition that: “The word motivation is the common name for all impulses that lead to behavior, or as the case may be, to certain behavior.” According to that definition motivation is something that prompts or incites the action. In fact motivation is a state of cognitive and emotional arousal which results in a conscious decision (Williams & Burden, 1997).

“Motivation is a complex of factors which stimulate, direct and sustain human activity or behavior (Urbanovská, 2006, P. 51).” In other words, it is "some kind of internal drive that encourages somebody to pursue a course of action (Harmer, 1991: 3).” Dörnyei (2001) points out that motivation is responsible for:

1. The choice of a particular action;
2. The effort expended on it and the persistence in it.

Hence, it plays a very vital role and may have effects on the attention, cognition, and performance degree. Motivation involves caring about a task or wanting a successful task outcome-- and that once individuals care about the task they will display the cognitive processes (and hence the intellectual performance) of which they are capable. In other words, motivation is a quantity that people have in varying degrees and, if they have enough of it, their intellectual performance will fully reflect their cognitive abilities (Dai & Robert, 2004).

"Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action” (Brown, 2001).

Cheng and Dörnyei (2007), claim that motivation is one major key factor in determining the success or failure in foreign language learning. Therefore, the aspects of motivation should be seen as one of the more important elements to consider when conducting studies on second or foreign language motivation (p.1).

2.1.2. Types of motivation

2.1.2.1. Integrative and instrumental motivation

Gardner believes that motivation is a broad concept possessing cognitive, affective and cognitive characteristics. Gardner defines motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (Gardner, 1985). Therefore, Gardner (1985) believes that motivation consists of three components: motivational intensity, desire to learn the language and attitudes towards the acts of language learning (Dornyei, 1998). According to Dornyei (1998) Gardner's motivation theory has different areas which include: a) integrative orientation social educational model and b) the Attitude/motivation Test Battery.

Integrative orientation

According to Dornyei (2013), as Gardner implies, integrative motivation concerns with personal, affective disposition toward L2 community, the desire to interact with them or become the member of that community. It is defined as an openness to, respect for the other community cultural and social life value. It also means total identification with the community (or even retraction from one's own community) in the extreme. He also claims that Integrative motivation includes three subcomponents:

- ❖ Integrativeness. This includes an interest in foreign language, integrative orientation, attitudes toward L2 community, or the individual desire to interact with the other community members. (Gardner & MacIntyre, 1993, Dornyei 2005)
- ❖ Attitudes towards learning situation. Attitudes toward the L2 teacher and L2 course. (Dornyei, 2005)
- ❖ Motivation. This is the willingness, effort and attitudes toward language learning (Dornyei, 2005).

Although Gardner's motivation theory has been criticized by Dornyei in terms of its use of terminology:



The first issue which has been targeted by Dornyei was Gardner's use of integrative which was used three times at three levels (integrative orientation, integrativeness, integrative motivation). Gardner's use of this term which appears three times in his model can make the readers confused. The other issue which Dornyei points his finger on is that motivations a subcomponent of 'Integrative motivation 'which itself can cause mix-ups. (Dornyei, 2005). Dornyei (2005) also argues that “This leads to a further question in readers' mind: Does Gardner's motivation means L2 motivation? Integrative motivation? Or motivation as a subcomponent of integrative motivation?” (Dornyei, p 68-69).

Another issue which Dornyei has mentioned was Gardner's use of attitude in his theory of motivation. According to Dornyei (1998) the concept of attitude as having a positive attitude toward learning situation may seem somehow out of place; since the learner enjoying the task does not always relate to motivation. Dornyei believes that this use of attitude in Gardner theory does not necessarily mean 'pleasure and it is originating from the effect of social psychological basis of Gardner's approach. He then claims that attitudes and behaviors can be related when they are assessed at the same level of generality and specificity as the behavioral criterion. (Azjen, 1996;Dornyei 2009). When Dornyei explains two types of motivation instrumental and integrative, he also mentions that Gardner's theory of motivation is more complex and further than instrumental/integrative dichotomies. As Gardner and MacIntyre state the important thing is that motivation itself is dynamic. The old characterization of motivation in terms of integrative versus instrumental orientation is static and strict (Gardner & MacIntyre, 1993; Dornyei, 1994).



Instrumentality orientation

Instrumentality means when an individual learns the language for the practical or utilitarian purposes, such as career advancement, or a language requirement. Like integrativeness, there various factors which affects instrumentality including idiosyncratic experiences of individual.

2.1.2.2. Intrinsic and extrinsic motivation

There is also another concept in the field of motivation introduced by Ryan and Deci (2000) as Self-Determination Theory; Ryan & Deci (2000) say that Self-Determination Theory categorizes and tells apart diverse types of motivation in accordance with the different rationales, causes, or targets which strengthen an act or an achievement. In proportion to this theory, the most fundamental difference is between intrinsic motivation and extrinsic motivation. Intrinsic motivation is the eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Students who have intrinsic motivation are inclined to stay with intricate and complicated problems and gain knowledge from their slips and mistakes (Walker, Greene, & Mansell, 2006). Besides, intrinsic motivation is essential and fundamental for the integration process through which elements of one's accessible internal awareness and knowledge is assimilated or mixed with new knowledge. Extrinsic motivation, on the other hand, is the propensity to take part in activities because of the reasons which do not link to the activity. These reasons can be the anticipation of reward or punishment, like being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006) .



2.1.3. Motivation Theories

Gardner and Le(198sa, 2000) is the one of two motivation theories aimed to explain why some learners are more successful than others when learning a second or foreign language In general: Gardner and Lambert's socio-educational model (198sa, 2000) focuses on the process of second language acquisition in a formal setting. Some researchers challenge this model because they consider that it does not include the cognitive aspects of learning motivation, it is not practical, and do not benefit L2 learning since it is too broad to help L2 educators to generate practical guidelines (Dornyei, 1990).

Schumann's Acculturation Model (1978-1986) focuses on second language acquisition in natural settings with adults. In this model, he suggests three strategies taken by adults when learning a language:

- a) Assimilation: total adoption of the target culture
- b) Rejection of the target culture: preservation of the home culture (cultures hock)
- c) Acculturation: learning to function in the new culture while maintaining one's own identity.

Another theorist, Dornyei (1990), claims a motivational construct model consisting of an integrative motivation subsystem, an instrumental motivation subsystem, need for achievement, and attribution for past failures. He suggested that instrumental motivation might be more important than integrative motivation for foreign language learners. He also suggested that instrumental and integrative motivation in EFL environments should be considered as two motivational subsystems that overlap in some areas: the need for achievement and students' personal goals. He found that these types of motivation are present in the learners when they are successful in the acquisition of a second language.

Deci and Ryan's self-determination theory (1985) suggests that there is a relationship between two types of motivation, extrinsic and intrinsic, and the



basic human need for autonomy. This theory proposes that a person must be able to initiate and regulate, through personal choice, the effort expended to complete the task for the task to be intrinsically rewarding. They define intrinsic motivation as the performance of a task for its own sake. It values rewards gained through the process of task completion, regardless of any external rewards. Extrinsic motivation is defined as the pursuit of rewards external to the completion of the task, such as good grades. It is believed to undermine intrinsic motivation; individuals will often lose their intrinsic interest in a task if the task is seen as a means to an end.

These theories have focused on motivation and second language acquisition in general, they do not indicate how motivation might affect the acquisition of the individual skills of a language such as grammar or pronunciation.

2.1.4. Dörnyei's Motivational Framework

Psycholinguistics professor, Zoltán Dörnyei, outlines another concept of L2 motivation in which he focuses on motivation from a classroom perspective. In contrast to Gardner's focus on integrative orientation, Dörnyei makes a claim that in a classroom setting, language learners would be more influenced by instrumental orientation. He created a model of L2 motivation, "Components of Foreign Language Learning Motivation", which includes three different levels of motivational factors. The factors encompass both the inclusion of orientations and educational context (see table 1).



Table 1. Dörnyei's framework of L2 motivation based on Components of Foreign Language Learning Motivation (1994).

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence
	<ul style="list-style-type: none">▪ Language Use Anxiety▪ Perceived L2 Competence▪ Casual Attributions Self-Efficacy
LEARNING SITUATIONAL LEVEL Course-Specific Motivational Components	<ul style="list-style-type: none">▪ Interest(in the course)▪ Relevance (of the course to one's needs)▪ Expectancy (of success) Satisfaction (one has in the outcome)
Teacher-Specific Motivational	Affiliative Drive (to please the teacher) Components Authority Type (controlling vs. autonomy supporting) Direct Socialization of Motivation <ul style="list-style-type: none">▪ Modelling▪ Task Presentation Feedback
Group-Specific Motivational Components	Goal-Orientedness Norm & Reward System Group Cohesiveness Classroom Goal Structure

Source: Adapted from Zoltán Dörnyei, Motivation and motivating in the foreign language classroom, Modern Language Journal (Blackwell, 1994) 280. Print.

It is important to be aware of the individual views, which are being instantaneously looked at, rather than three subtypes of motivation. The Language Level is related to the social side of L2 motivation, including Gardner's integrative and instrumental motivation. Individual characteristics of the learner (most notably self-confidence) are represented by the Learner Level. The Learning Situational Level is associated with a classroom setting and situation specific factors, i.e. Course-specific, Teacher-specific, and Group-specific motivational components (Dörnyei, "Motivation and Motivating" 280 - 282).



2.1.5. Empirical studies on EFL learners' motivation

Based on Gorman (2004), when a director gives an actor instructions to act in a specific way, the actor's response may be, 'What is my motivation?' because being aware of the reason for doing an action is necessary in order to be able to do it properly. The student also needs reason to carry on doing his/her studies. Actually, motivation is concerned with goal-directed behavior that causes people to do particular behaviors and not others. The reason for reading book may be purposeful to help the student to succeed in the exam. On the other hand, the reason may be more personal such as helping to comprehend specific aspect of person's behavior. Çolak (2008) states that several studies of SLA consider motivation as one of the main factors which affects the success of the language learner. As Gardner refers to motivation (1985, p.10), "it is a combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning the language". Therefore, Dörnyei (2001a) asserts that motivation facilitates learning a language for a number of learners. Also, Oxford and Shearin(1994) agree that motivation affects the level of the learners' language (Çolak, 2008). A large number of the studies of motivation have shown the connection between level of motivation and achievement. Researchers agree that motivation has an effect on language learning (Dörnyei, 2001a).

As Mahadi and Jafar (2012) cited, motivation is an vital part in learning (Brewer & Burgess, 2005). Taking into consideration a second, a foreign language acquisition, Gardner (1985) believes that the motivated learner usually predicts a reason or a principle which is connected to an aim or target that he/she tends to achieve. The aim would be learning a foreign language. That is, the learner must have the desire to reach a certain aim. Cook (2000) observes that the performance of a number of motivated learners in their learning of a second or foreign language is more proved than others (Mahadi and Jafar, 2012). Ellis indicates, "Language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation" (1994, p. 508).

Therefore, Cook (2000) claims that learners do not acquire the language in the same way. He also believes in the three main factors which influence the Second Language Acquisition including, age, personality and motivation. Ellis (1994, p. 715) offers that motivation is the effort which learners put into learning an L2 as a result of their need or desire to learn it". Because of their consciousness of the influence of social and cultural factors on L2 learning, social psychologists initiate the serious research of motivation in language learning (Dörnyei, 2003. Cited by Keblawi, 2005, p. 26). Thus, a variety of models which have appeared focus on the aspect of language learning including, Krashen's (1981) Monitor Model and Schumann's (1986) Acculturation Model. But, the most affective model of language learning motivation (LLM) was the Socio-educational Model that was developed by Gardner and his associates. In his model, Gardner mentioned two types of motivation which were the integrative and the instrumental motivation with the emphasis on the former (Keblawi, 2005, p. 26). Gardner and his associate (1972) referred to the strong effect of integrative orientation by ensuring that interactively motivated students were more

Learners can be motivated directly by our attempt to convince them to do something, or indirectly by arranging the conditions/circumstances (or providing a good opportunity) in a way that they are likely to choose the particular course of action (Dörnyei, 2001). Students with high motivation will be willing to put more energy into learning English, while students with low motivation will not be ready to show great interests in learning. Therefore, junior high school students will be in various types of state on account of different kinds of information conveyed by their teachers.

Among the factors that could influence the outcome of L2 learning, motivation has been widely embraced by both practitioners and researchers as a critical determinant of success in language learning, and this belief is strongly supported by a wide range of studies on L2 motivation in the past three decades (Clement, Gardner, & Smythe, 1977; Clement & Kruidenier, 1985; Csizer & Dörnyei, 2005; Dörnyei & Csizer, 2002; Elley, 1989; Ely, 1986; Gardner, 1985; Gardner & MacIntyre, 1991; Lukmani, 1972; Noels, Clement, & Pelletier, 1999; Schmidt & Watanabe, 2001; Tremblay & Gardner, 1995).



Learners generally want to be proficient in using the foreign language. However, they come into a class with diverse motivations, attitudes and learning histories, which are said to be factors that affect their language learning process and achievement in general, and specifically their preferences in teaching methods and learning activities (Barkhuizen, 1998; Dörnyei, 1994, Heining-Boyton& Haitema, 2007; Horwitz, 1988; Littlewood, 2010; Kouritzin, Piquema!, & Renaud, 2009; Krashen, 1981; Price & Gascoigne, 2006; Roberts, 1992; Oxford & Shearin, 1994; Tse, 2000).

A lack of motivation is a significant characteristic of Saudi EFL learners that negatively affects their competence (Al-Khairi, 2013a, Alabai, 2014; Khan, 2011). Fareh (2010) prove this attitude toward English learning in the Saudi EFL context, reporting that most students are unmotivated and do not want to learn. Al-Johani (2009) and Khan (2011) also declare that EFL learners in Saudi Arabia lack motivation, which interferes with their progress in developing English proficiency.

Albodakh and Cinkara (2017) investigated the relationship between learner motivation and vocabulary size in English as foreign language (EFL) classrooms at Duhok University. The participants included 100 students (55 male, 45 female).The results indicated that feinale students were highly motivated for both extrinsic and intrinsic reasons. In view of comprehending that intrinsic motivation is very fundamental to increase success in foreign language

learning, it is essential that students whose reason to learn a foreign language is extrinsic in nature, will permanently encouraged to love the foreign language learning process.

Kavandi and Kavandi (2016) studied the effect of humor on students' grammar performance and their motivation. The finding showed that a large number of students agree of using humor, because it is enjoyable and motivator. It can be concluded that there is significance relationship between using humor and the learners' grammar performance, and their motivations.

Alqurashi (2014)examined the motivation of 48 newly-admitted students at the English department of Umm Al-Qura University for the study and



learning of English as a foreign language. Students' responses indicated that they were highly motivated to learn the target language. The overall findings of this study indicated that newly-admitted students at the Department of English of Umm Al-Qura University did not have serious problems with respect to motivation to learn English as a foreign language and that the problems that many students run into during their college life that negatively affect their academic progress may have other causes. In addition, promoting students' motivation is a key step towards improving classroom atmosphere and making learning more effective and persistent.

Khonmohammad, Gorjian, and Eskandari(2014) investigated the use of games to affect learners' motivation in learning English grammar among young learners of English language in Iranian context. The participants took a pre-test on grammar at the beginning of the course. Both experimental and control groups experienced 24 sessions of grammar treatment via game-based instruction controlled by the researchers and performed by the members of the group and the learners in the control group dealt with the traditional program of learning grammar through explanation. Finally, both groups sat for a post-test and data were collected and analyzed through Independent Samples t-test analysis. The results indicated that the participants in the experimental group were significantly motivated to learn grammar than the control group. Implications of the study for teaching grammar are that learners' motivation in learning grammar could be enhanced through enjoyment and fun.

Kuhmonen (2013) examined interested in learning if playing music as a part of the lesson makes the students feel more motivated or if it creates positive feelings in them. This was a case study of how a group of junior high school students themselves see the effect of music in the English classroom. The study was conducted using a questionnaire and the data was analyzed using basic quantitative methods and content analysis when analyzing the open ended questions. She concluded that classroom atmosphere was the dominant element affecting students' motivation. Classroom atmosphere is affected by relationships within the classroom but teacher has also a role in molding that atmosphere by being supportive and making the classes interesting.



According to Hicks it is important that students “have fun” in the class, because that keeps them motivated.

Liao's study (2005) examined the impact of cooperative learning on motivation, learning strategy utilization and grammar achievement of English foreign language learners in Taiwan. Quasi-experimental comparison group study for three months was designed. Forty-two students of two college classes participated in the study. Learners' pre-test and post-test scores were used to collect data. The result revealed that cooperative learning had large positive effects on motivation and English grammar achievement.

Brown (2004) conducted research on Japanese university students' motivation for English learning, and reported that the amount of actual time students spent studying English depends on their reasons for taking action. He also indicated that the key is not the specific nature of the reasons or attitude, but the intentions and actions that result' (p. 8). Thus, reasons for necessary English study to improve Japanese college EFL freshmen's English skills have to be clearly recognized and decided on by the freshmen themselves.

Takagi (2000) examined how students' social psychological motivation works and relate to motivational factor in learning second language. The participants were 256 Japanese intermediate first-year high school learners. A questionnaire survey was conducted to evaluate high school students' level of motivation and attitude toward learning English as a foreign language and how they value grammar class and grammar learning. Using factor analysis, five factors of motivation and attitude were extracted. Then, two groups were compared to identify the relationship between their inotivation and grammar learning. The results showed that the students who had strong motivation for both exams and communication had a more positive attitude toward grammar learning than those who were only concerned with exams. The paper concludes with a few suggestions how teachers can improve their attitude toward grammar teaching to increase students' motivation as well as suggestions for future research.

Bernaus (1995) investigated the role of motivation in foreign language learning and the factors that might affect learners' motivation. 80 high school



students' took part in the study. Correlations between the students' English proficiency and motivation were performed. The results indicated that teachers affect students' motivation and that there exist significant correlations between motivation and foreign language learning.

In the literature, it is found that most research conducted on second language and motivation aims to establish different methods and approaches to increase motivation (Kreutz & Rhodin).

2.2. Grammar

In line with learning English merely cannot be separated from grammar. Grammar, for most students, is the hardest subject to deal with. The importance of EFL grammar is confirmed by both teachers (Debata, 2013; Zhang, 2009) and learners (Ciechanowski, 2009; Wang, 2010).

According to Jim Scrivener, “grammar is not just a dry list of facts and rules. It is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us.” (Scrivener, 2003, p.65)

Learners often have a very restricted understanding of what grammar is. They see grammar as a “set of complicated facts governed by rules which are full of exceptions” (Ellis and Sinclair 1989, p.82). Grammar is “like the universe: it has no beginning, it has no end, it has no shape, it just exists and there is a lot of it!” What is more, teachers and grammar books do not make enough attempts to clarify the concept of grammar (Ellis and Sinclair 1989, p. 82).

Grammar is the study of what forms and structures are possible in a language, and why these forms and structures are acceptable (Thornbury 1999: 1-2). Traditionally, grammar is the study of syntax and morphology of sentences, in other words, how words are joined together in a particular order, and what kinds of words can fit into any one link in the chain. However, grammar is also usually linked to meaning (Thornbury, 1999). There are two kinds of meaning. First, there is representational meaning, which means that grammar is used to describe the world. Secondly, there is interpersonal meaning, which means that grammar helps us to interact with other people. Grammar is often



defined by rules and linked to function (Thornbury, 1999). A speaker can express one function with many different forms, and there is more than one meaning to a function. in my view, is comparable to studying law. Each country has its own specific laws and rules, and it is exactly the same when it comes to languages. Rules and regulations are the bread and butter of any lawyer and it is assumed that this knowledge, amassed over a lifetime of study, will be utilised in the future. It is a useless exercise to simply memorise all the laws of a jurisdiction without actually making use of them in a real situation. Similarly, English grammar is a necessary evil in the journey to becoming a good communicator. For a language teacher, the most important thing is, nevertheless, to provide students with the opportunity to use the target language .

Methodology

3.1. Introduction

This section will give a description of the research method used in the study. It will describe the participants and will explain the research procedures. The chapter also will identify the research setting and limitations, and will explain the questionnaire components. The data collection and will be analyzed and described at the end of the chapter.

3.2. Participants

Due to limited resources, a complete coverage of the population is not an easy task. Because of accessibility to the number of learner . 100 EFL female learners participated to respond the questionnaire in this study. They were around 18-19 years old and were selected randomly from Wasit high school in Kut.



3.3.0. Instruments

3.3.1. An Oxford test

An Oxford test of grammar for beginners will be used. It is included 25 Multiple choice questions. The time will be 20 minutes to complete these questions.

3.3.2. Motivation Questionnaire

The questionnaire used in the survey will be developed and administered following Dörnyei (2003b) guidelines, and will be comprised of two major parts: the first part consists of items measuring the learners' motivation English learning; the second part consists of questions about the learners' background information (e.g. Nationality, native English teacher experience, overseas experience, and self-rated English proficiency levels). The main variables will be selected on the basis of Dörnyei et al.'s (2006). and the L2 motivational self-system (ie, ideal L2 self, ought-to L2 self, and attitudes to learning English), to which L2 anxiety was added along with some other variables that are not reported in this study. They will be measured either by six-point Likert scales or six-point rating scales with 1 showing not at all and 6 showing very much anchoring each end of the scale.

3.4. Procedure

10 students will be asked to take part in the interview. The data of interview will be analyzed and the themes extracted will be used in the motivation questionnaire. The motivation questionnaire will be given to 80 EFL high school students to validate it. The Oxford test of grammar will be given to learners to find an answer for the second research question.

3.5 Method of data analysis

In order to answer the first research question, a series of interview will be done with a sample of students. Then certain themes will be extracted from the interview data. These themes will then be inserted into a questionnaire. To validate and measure the reliability of the scale, factor



analysis will be run and Chronbach alpha will be tested for the reliability. For the last research question, a Pearson Moment Correlation formula will be used to see if there is any relationship between the students' motivation and their grammar in English language.

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