

A Psycholinguistic Study of Iraqi EFL University Students' Motivation and Attitudes Towards EFL Learning

Key words: Motivation, attitude, EFL learning.

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Abstract

The paper is a demodulator quoted from an M.A. thesis entitled **A Psycholinguistic Study of Iraqi EFL University Students' Self –Identity**. It tries to find out whether or not EFL learning affects Iraqi EFL university students' motivation and their attitude towards EFL. First, the paper presents a brief theoretical framework of attitude and motivation including their types and components. Second, to select the required data, a questionnaire has been exposed to 200 respondents to indicate the changes in their attitudes, feelings, behaviors as a consequence of studying EFL. A number of respondents have also been interviewed to find out their opinion about the phenomenon under study. The study findings show that EFL considerably influences Iraqi EFL university students' attitude towards EFL.

1.Introduction

Uncertainty has often existed as whether or not studying English language impacts EFL students' motivation and attitude towards EFL . There is a clear controversy between two groups of people. Some believe that language learning is limited to linguistic concepts as a linguistic outcome, while the other group believe that learning a FL can change and reshape the learners' attitude and motivation as a non-linguistic outcome. This uncertainty creates an obvious need to tackle this controversy. The paper is an attempt to reply to this controversy by trying to find out the extent to which EFL learning contributes to changing EFL learner's attitudes, and motivation. In the other words,

the paper tries to reply to the following questions:

1. Is EFL learners' motivation affected after studying English?
2. Does EFL learning change EFL learners' attitudes?

2. Attitude

2.1 Definitions of Attitudes

Bartram (2010:34) explains that an attitude is a psychological inclination to evaluate specific entities or certain contexts in a favorable or even unfavorable manner.

According to Gardner (1985:9), an attitude means an evaluative exhorter or disposition towards a certain context by depending on the basis of feelings, views, ideas, and beliefs of people.

Allport (1954:45, cited in Bartram, 2010:33) defines the concept of attitudes as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response towards all subjects and situations with which it is related".

2.2. Constituents of Attitude

Bartram (2010:5) explains that attitude towards language learning is essential in acquiring various symbols of various linguistic communities by imposing the cultural forms of another society into the learners own culture of. According to him (ibid:18), the attitude of a society towards L2 or even modern foreign languages can be regarded a positive factor that the learners need for self-esteem because it can provide them with the strong relation to their positive attitudes towards language learning especially when they gain the self-esteem of other persons that will reinforce their.

Bartram (ibid:33) explains that attitude can relate to wide range of L1, L2, FL and even bi-lingual learning contexts. Attitudes is related to the everyday notions that give various indications about the willingness, ideas, beliefs of people within their society.

According to Bartram (ibid:34-35), attitude has three constituents: affective, cognitive, and also conative. The affective attitude relates to emotions, feelings, interests of an individuals. The cognitive constituent concerns with beliefs and thoughts that are associated to certain aspect of attitude. The conative element connects with goals and intentions of behavior.

Bartram (ibid:37-38) considers attitudes as essential elements within the motivational processes. Attitudes and motivation are concepts used in an interchangeable way, that is, they can be regarded as synonym. Although there is a controversy state about the distinction between them, Bartram (ibid) explains that the cognitive and affective constituents are attitudes, while the behavioral constituent is the wide aspect of motivation.

In Gardner's notion, attitudes towards FL can be classified into two wide categories: social and educational by which attitudes and motivation of learners depend on integrative and instrumental forms. Wherever EFL learners who have an integrative attitudes, they actually have positive attitudes towards L2 learning and have willingness for social tendency inside the given language

community, that is , the learners are motivated socially within the language learning operation. In contrast with the learners who are motivated instrumentally because their attitudes are governed by the consequences of language learning processes, and their achievement could reinforce and increase the career opportunities.

3.Motivation

3.1.Definitions of Motivation

The concept of motivation refers to the condition or state of human beings to be keen to work, study, or act, and it is the force or the process of stimulus to give an individual energy to be motivated (Merriam-Webster's Collegiate Dictionary, 2004:810).

Dornyei et al. (2006:8) hold that motivation can be a key factor to achieve language learning. To them, linguistics and psycholinguistics concern with finding out L2 motivated students prerequisites because L2 learning needs to be taught successfully and these conditions work as the attitudinal influences on their motivation to study EFL.

According to Hoffman (2015:25), motivation is the rung of intensity or the quantum of efforts oriented toward the objectives and goals whether the performance of things or learning languages

3.2 Types of Motivation

Motivation is related to Robert Gardner's works within social psychological domain. Dornyei et al. (ibid:22- 30) explains that L2 motivation is dominated or generalized by seven elements: integrativeness, instrumentality, attitudes towards the L2 speakers/ community, milieu, linguistic self- confidence, cultural interest or media usage formally and vitality of the L2 community. According to Gardner (1985:133-134), integrative constituent means an attempt of learners to integrate within L2 and its culture in positive oriented motivation as an erector of interests in English language and the attitudes of learners towards L2 with a high degree of willingness to study it.

Instrumentality , according to Dornyei et al. (ibid), can be considered as proficiency and recognition which work as a force to motivate studying a language , in turn, instrumental motivation enables learners to seek a good job in plans of future.

Attitudes towards the L2 speakers and their community means L2 motivation move attitudes of the L2 learners to learn the language of other community which results in a form of interethnic affiliation. So, attitudes of the learners towards the language can be regarded as one of motivational factors affects acquisition of L2. Sometimes, the attitudes of the learners towards L2 can be affected through their direct interaction with L2 interlocutors.

Milieu refers to the social impacts that eradicating through the instant or forthwith learning contexts which may be the family, parents, teachers, or even friends, e.g., the role of parents can be positive or negative. When their role is positive, they encourage the learners and observe their L2 learning, whereas the passive role occurs when the attitudes of parents appear through the L2 community.

Linguistic self-confidence, according to Dornyei et al. (ibid), refers to the free feeling from anxiety with which the confident learners can master L2. Self-confidence can be regarded as a central element to specify attitudes towards language learning and L2 motivation.

Cultural interest or media usage formally, according to them (ibid), can be through the indirect contact of the EFL students with the L2 culture which may be through books, films, or even news entitled English media that interested the English cultural dimensions. These English media play the role in shaping the attitudes of learners towards L2.

Ethnolinguistic vitality refers to an ethnic collective sociologically entity of people can be determined by social, economic, and political factors. This term can express the assessment of the perceived vitality states and the objective ones within the ethnolinguistic contexts. So, the language competence, self-identity, multilingual behaviors, willingness of interaction in L2 can play a role in motivating linguistic behaviors.

Gardner (1985: 146) emphasizes that language learning can be affected by motivation and attitudes of learners towards L2. He (ibid) explains motivation of students can be specified with two elements: the attitudes of learners and integrativeness of them towards the learning context which means how learners can evaluate the various sides of learning situations whether the class setting, syllabus, or even the teachers. Integrativeness, according to him, can be a term of blurriness because it means the openness of individuals to the other cultural domains with a high degree of integrative motivation towards language learning.

Heinzmann (2013: 28) explains that motivation's concept is taken from three components: autonomy, choice, and also control.

According to him (ibid), the theory of self-determination distinguishes between two types of motivation which are intrinsic and extrinsic:

Intrinsic motivation is the desire of students to take part in activities because they are pleasurable and they move their curiosity to be satisfied. They do not wait rewards from outer environment, while extrinsic motivation is the motivation of students to take part within the vitalities because this type of motivation is a means which is used to achieve their ends. The students will become motivated by the external world and they receive some emoluments. Intrinsic motivation, according to Heinzmann (ibid:29), in its turn can be

divided into three kinds: the intrinsic omniscience orientation which talks about satisfying the intriguing of students towards some topics. The second one is the intrinsic fulfillment side which talks about the experiences of learners to master the intricated tasks. The last subtype is the intrinsic spurring orientation stimulates the students to take enjoyment from the language learning. Actually, intrinsic motivation and extrinsic motivation have no automatic connection because the intrinsic motivation can be related to self- specified behavior, while the extrinsic motivation is related to the self- determination in more or less extent.

Extrinsic motivation in turn, can be divided into four subtypes which are: introjected regulation, external regulation, integrated regulation, and identified regulation. Gardner (1985:12) considers the instrumental orientation and the integrative one as the types of extrinsic motivation by which L2 learning can be achieved.

According to Schunk & Zimmerman (2008:29-30), intrinsic motivation is related to the role of emoluments and how they are perceived by the learners because they have two functions: a controlling role, that is, they affect on learners' behavior in an active manner, while the other function is informing role to the rewards which give the learners more information about the way that affects their motivation because the intrinsic motivation is related to individuals' pleasure, attention, interests, and also their satisfaction when they perform the tasks.

Extrinsic motivation consists of four types which based on the perceptible location of causality. External regulation is regarded the most external one as refers to description of students to their learning of different vitalities as a consequence of mastering the role of a reward. This is opposite to integrational regulation that represents the most internal aspect of extrinsic motivation by which the learners ascribe their tasks and activities to the sense of self and also their participation within various behaviors.

4. Personality and Language Learning

According to Engler (2003:4), personality can be the basic emphasis of psychology because it addresses a major question 'who am I?'; which is usually one's public image. He states that personality or self is something real within a person which lies at the heart of physics experience.

It is worth to mention that the term personality came from, according to the Manivannan & Anbuchelan (2011:183), the Latin word 'persona' meaning 'mask' that actors used in ancient plays. Personality refers to all that a person has included his being, physical, emotional, and all the other aspects of his life as well as his thoughts, habits, memory, experience, sentiments and creative thinking.

According to Dornyei (2005:10-15), the 'Big Five' model is also related to a low and high final, this effective way consists of openness to experience, conscientiousness, Extraversion-Introversion, Agreeableness and Neuroticism-Emotional stability, this model can be abbreviated into acronym (OCEAN).

The Big Five model can be considered as a solid framework of psychology in which there are five main components and, in their turn, they consist of several factors or traits because this model is originated in adjectives as a simple way for description.

Openness to experienc This component consists of high scores which refer to many adjectives such as flexible, movedby art, curious, imaginative, creative, and untraditional; and lower scores refer to some adjectives like down-to-earth, unartistic, conventional, practical and conservative.

Conscientiousness This component can be divided into (1) high scores which represent some adjectives like efficient, meticulous, reliable, responsible, systematic, organized, self-disciplined, hard-working and preserving and (2) low scores which refer to some adjectives like aimless, late, unreliable, lazy, disorganized, negligent, careless, and week-willed.

Extraversion-Introversion This is divided into (1) high scores low scores which represent many adjectives like assertive, sociable active, passionate, gregarious, and talkative, and(2) low scores which are quiet, withdrawn, reserved, passive, restrained, aloof and sober.

Agreeableness This component consists of high scores and low scores; high scores can be likeable, friendly, trusting, modest, forgiving, good-natured, generous, and cooperative; low scores can be cynical, rude, critical, uncooperative, antagonistic, irritable, cold, and unpleasant.

Neuroticism-Emotional Stability This component also consists of high scores and low scores; high scores can be anxious, self-conscious, unstable, worrying, emotional, depressed, moody, and insecure, while low scores can be hardy, content, self-satisfied, calm, comfortable, relaxed, even-tempered and unemotional. It can be concluded that these adjectives are selected within the different attributes to the Big Five model as in (McCare etal. 1992, cited in Dornyei, 2005:10-15).

4.1 The Relation between Personality and LS Motivation

Many of personality characteristics can affect second language learning, for example, an extroverted person who has features related to the extroverted persons like assertive and adventurous can be very suitable to language learning.

Wong-Fillmore (1979:203-228) argues that the quiet learner maybe very successful in learning language in certain situations.

According to Lightbown & Spada (2006:61), risk-taking can be regarded as necessary to achieve the progress in language learning because inhibition as an aspect of personality can prevent risk-taking, especially for adolescents who have a higher degree of self-consciousness than other learners. According to Lightbown & Spada (2006:61) learner anxiety who has feelings of worry, stress and nervousness when he tried learning a second language can be described as a permanent feature of his personality. From many experiences of some researchers like Dornyei & Noels (1998: 548), a lack of anxiety can be related with communicative competence and how we develop our self-confidence in conversational interactions. As Lightbown & Spada (ibid) indicate that there is a pertinency among personalities traits and SLA such like the self-esteem, talkativeness, responsiveness, dominance and empathy. Although personality characteristics have a major influence on language learning. Other factors like attitudes, motivation and learner beliefs that can contribute to success in SL learning.

Learning English includes much to do with the English culture and its norms, values, and behavioral patterns. Learning any language is not only learning its words, letters, and patterns, but it involves learning a sense of self socially, emotionally, culturally and historically. A FL learner has many changes in his perception of self-identity. According to Gao et al. (2015:139), these changes include personal competence, ideas about acceptable or non-acceptable social behavior, and values as well as manner of communication by depending on gender, age, attitudes, or motivation of learner to learn English language. It is interesting to mention that language cannot be taught in an isolated context. According to Gao et al. (2007: 133-155), identity-based learning can be regarded as the key pillar in second language acquisition because a learner can acquire a language by putting him in an environment of peer students and teacher. According to Horowitz (2012:1-11), the notions of self and identity can be two key concepts which are discussed in psychodynamic sciences in an intuitional sense of self as a state of expecting, attending, and intending in terms of conjoined attitudes.

Stern (1985, cited in Horowitz, 2012:1-11) states that alternative self-schemas can alter the person's psychological self-state of mind or his social self-presentation. So, self-organization can be the totality of self-schemas and self-concepts which may not be always an integrated organization because people are different in learning realistic self-reflective skills among various parts of self.

Oxford & Shearin (1996:3) explain the importance of psychological needs to develop learners to learn any language such as their desire to be free or decision making, that is, being able to control their decision, their competence to do things successfully, their self-seemed to feel good about themselves, and they should have enjoyment and involvement in life as well as the role of a teacher to organize these needs by putting his learners, on the right way for their learning.

According to Boonchum (2009: 535), the study of a FL is related with many changes in the personality of learner, his competence, his social behavior, and his style of interaction. Such changes depend on personal factors of the learner, such as his gender, age, motivation towards English which can be regarded as central changes in the learners identity.

5. Methodology

5.1 The Adopted Model

The adopted model of the current study is the identity model of Burke & Stets, 2009. The model depicts the continuous interplay among individuals and their environment.

Any self –identity has four elements: a comparator, input, and output as well as identity standard Burke& Stets (ibid:65). All these elements work in a closed circle. The comparator of identity can be defined as the comparison between perceptions of an individual inside the situations and the perceptions in his memory. Sometimes, this will lead to produce wrong signals which change the behavior of the person in his real situations.

So, this behavior refers to the output of identity, while the input of identity can be the consciousness or perceptions of memory which

are central and major to form the self –identity and to explain the real environment. The difference between input perceptions or consciousness and identity standard can be regarded as output behavior of self –identity. The form of meaningful act can be either verbal like speech or nonverbal like nods that happen in the individuals' environment.

However, the identity standard can be a group of individuals' meanings to be known in the various features of individuals' self –identity. By then an individual can see himself through controlling the things physically and socially, e.g, he feels, reads, touches, or even moves. Identity theory, as Burke & Stets (ibid:54) explain, has many faces which can be structural, interactional, and perceptual respectively. In this way, the performance of any self –identity refer to a group of attempts to interplay persons' self –identity with other identities in various real situations.

So, any identity can act in terms of consummated identity, e.g, the doctor has a consummated identity with his patient, or even the identity of the teacher is related with the pupils' self –identity. Sometimes, a struggle happens between these various identities, but still each one complements the other one.

5.2 Selection of the Sample

Two hundred Iraqi EFL students from the first and fourth grades at English department , College of Education for Humanities / University of Diyala

are randomly selected to participate in the current study during the academic year (2018-2019).

5.3 Data Collection Tools

To combine data, a questionnaire and interview are used. The interview protocol is used for qualitative analysis, while the questionnaire is used for the measurement of quantitative information into preserve data collection's validity and the reliability of the study.

5.3.1 Description of the Questionnaire

The questionnaire is constructed in the form of a scale of five-point Likert whereby 5 is for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree. The questionnaire basically aims at eliciting students' feelings, attitudes, and motivation towards EFL before and after being exposed to EFL. (See Appendix A).

Two hundred participants have been asked to read vigilantly the instructions of the questionnaire and to answer all the items frankly. The instrument was administered on 2nd of April – 2019.

5.3.2 Individual Interviews

The second tool of collecting data is an interview which is used between two persons who are the interviewer and interviewee according to specific purposes prepared by the interviewer.

An interview consists of four-questions semi-structured interview protocol of collecting data which can give an opportunity to the interviewees to express their feelings and ideas freely on the effectiveness of studying English accordingly a foreign language on their self-identity (See Appendix B).

Twenty-eight interviewees are randomly chosen from the same sample of questionnaire respondents to confirm the results of the study. Every interview took ten minutes for discussing the influence of EFL learning attitude.

During the field work, acoustic taping is used to take data from interviews narrowly. So, reliability of interview can be achieved by interviewing only one student every time. The instrument was administered on 23rd of April - 2019 and lasted one week.

5.4 Validity and Reliability

Validity and reliability are the major characteristics of any academic research. According to Brown & Rodgers (2002:241), validity is the degree by then the interpretation and generalization of consequences are made narrowly. Reliability means that the results should be consistent regardless which tool is

used; consistency of results can be achieved by using qualitative and quantitative data.

Face validity was ensured by exposing the questionnaire and interview items to a jury of specialists whose comments have been considered in the final form of the questionnaire and interview items.

The reliability of the questionnaire and interview has been measured by inter-rater reliability, and test-retest method.

The reliability coefficient of inter-rater method has been assessed by using the Pearson Correlation Coefficient formula, and it was found to be 0.81, which is acceptable reliability in educational study.

In addition, test-retest reliability has been used to assess questionnaire items. The test-retest reliability coefficient was 0.82; which is considered acceptable as well.

6. Analysis of Data

The collected data have been analyzed statistically by using Chi-square test (χ^2). The difference of results is analyzed according to whether or not there is an alteration in the learners' attitude. So, the statistic indicators of responses in the arithmetic weights, standard deviations, and P-value are presented. The questions of questionnaire are analyzed individually.

Chi-square test (χ^2) is used here so as to ascertain the reliability and validity to the grouped data. When the values lie between 0.05 and 0.01 respectively, the collected data can be considered as acceptable in the positive direction for scientific purposes. This test measures how expectations of results are compared to actual observed data. So, the psychological view about identity depending on Weinreich's work (1986: 299 – 320) explains that self-identity has a continuous development through acquiring day-by-day experiences. Therefore, the analyzed data prove that learning English has a strong influence on the attitude of Iraqi EFL learners at Diyala University.

Q1. Myself-identity and attitudes have changed toward English native speakers after learning English.

Table (1) below shows the statistical indicators of students' answers to Q1.

Q n o.	Grou ps	Answers of Sample Members					Statistical Indicators				
		Stron gly Agree	Agr ee	Neut ral	Disagr ee	Stron gly Disagr ee	Weigh ted Mean	Standa rd Deviati on	P- value	Ran ks	P- value
1											

+	1 st Stage	16	44	15	17	8	3.43	1.1828 3	0.000 **	10	0.282 n.s
	4 th Stage	15	39	27	11	8	3.43	1.1033	0.000 **	16	

Table(1)

The statistical indicators of students' answers to Q1.

As Table (1) shows, the weighted mean of this item is 3.43 and the standard deviation is 1.8283 with the P-value equals 0.000**it is less than $\alpha = 0.01$. This indicates that 60 respondents strongly agree or accept the purport of the statement at the medial level within the favorable side. The weighted mean of the item is 3.43and the standard deviation is 1.1033 with the P-value equals 0.000** it is less than $\alpha = 0.01$ and 0.05respectively. This shows that 54 respondents strongly agree or accept the purport of the statement at the medial level within the favourable side. By then, the total number of respondents who agree with this statement in both stages is 114 with P-value = 0.282. In other words, %57 of the students believe that studying English motivates and enables EFL learners to make connections with English communities because L2 motivation has changed their attitudes in an active manner. But, 44 respondents have no connection with native English speakers even after studying English language.

So, it can be concluded that it is a moderate favourable pertinency between learning EFL and the alteration in the self- identity of the learners and in their attitudes towards EFL But, it is a negative and weak relation between learning English and zero alter in the self -identity of the learners. Alteration of the self -identity of learners indicates by answering the questions of questionnaire with the level of agreements, while zero change in self–identity can be understood when the answers go to the level of disagreements.

Q2. I improve the relations with my friends accordingly a consequence of studying English.

Table (2) below shows the statistical indicators of students' answers to Q2.

Questi ons	Grou ps	Answers of Sample Members					Statistical Indicators				
		Stron gly agree	agr ee	neut ral	disag ree	Stron gly disare e	Weigh ted Mean	Standa rd Deviat ion	P- value	Ran ks	P- value
2 +	First Stag	22	51	17	9	1	3.84	0.9069	0.000	32	0.000

	e							9	**		**
	Fourth Stage	24	38	25	6	7	3.66	1.12115	0.000**	21	

Table(2)

The statistical indicators of students' answers to Q2.

Table (2) shows that the arithmetic mean of this item is 3.84, and the standard deviation 0.90699 with the P-value equals 0.000** it is less than $\alpha=0.01$ which indicates that the number of students who agree or strongly agree with this question is 73 respondents out of 100. The weighted mean of this item is 3.66 and the standard deviation 1.12115 with the P-value equals 0.000** which shows that 62 respondents out of 100 from the 4th stage accept the purport of the statement at the medial level within the favourable manner.

The total number of respondents in both stages is 135 out of 200 participants with P-value = 0.000** who agree that English enables them to have good relationships with others whether on internet webs or even in real life situations. This means that %67.5 of respondents feel that studying English affects their relationships with other persons by motivating them and changing their attitudes towards L2 speakers. But, 23 out of 200 respondents believe that making relationships with others is possible not only by studying English, but there are many other ways to do that.

Q. 3 I become having a possibility to initiate new ideas accordingly a consequence of studying EL.

Table (3) below shows the statistical indicators of students' answers to Q3.

Questions	Groups	Answers of Sample Members					Statistical Indicators				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean	Standard Deviation	P-value	Ranks	P-value
Item 3+	First Stage	18	53	11	14	4	3.66	1.06572	0.000**	24	0.551 n.s
	Fourth Stage	23	51	15	8	3	3.87	0.93911	0.000**	31	

Table(3)

The statistical indicators of students' answers to Q3.

As Table (3) shows, the weighted mean of the item is 3.66, and the standard deviation 1.06572 with the P-value equals 0.000** it is less than $\alpha = 0.01$. This shows the students accept the purport of the statement at a medial level within the favourable side. It can be mentioned that 71 out of 100 respondents agree or strongly agree with this question.

The weighted mean of the item is 3.87, and the standard deviation 0.93911 with the P-value = equals 0.000** it is less than $\alpha = 0.01$ which means that 74 students out of 100 agree or strongly accept the purport of the item at the high echelon within the favorable side to be meant % 72.5 of respondents and their total is 145 respondents out of 200 with P-value = 0.551 who agree that studying English has given them a new identity by reinforcing and creating new ideas in their minds. But, 29 out of 200 participants do not believe that EFL enables them to think or create new thoughts because English language does not affect their attitude.

Q4. Studying English has an effect on my personal value, attitudes, ethics, race or ethnic background and moral standards.

Table (4) below shows the statistical indicators of students' answers to Q4.

Questions	Groups	Answers of Sample Members					Statistical Indicators				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Weighted Mean	Standard Deviation	P-value	Ranks	P-value
Item 4+	First Stage	16	46	9	22	7	3.44	1.19189	0.000**	12	0.006**
	Fourth Stage	18	32	22	12	16	3.23	1.31698	0.011**	8	

Table(4)

The statistical indicators of students' answers to Q4.

As Table (4) shows, the weighted mean of the item is 3.44 and the standard deviation 1.19189 with the P-value equals 0.000** it is less than $\alpha = 0.01$. This shows that 62 out of 100 participants strongly accept the purport of the item at the medial level within the favourable side. However, the weighted mean of the item is 3.23 and the standard deviation 1.31698 with the P-value = equals 0.011** it is less than $\alpha = 0.01$ and 0.05 respectively. This indicates 50

respondents strongly accept the purport of the item at the medial level within the favourable side. By then, the total number of the respondents who agree with this question in both stages is 112 respondents with P-value = 0.006**. It can be mentioned that % 56 of the respondents believe that studying English affects their personal value and ethnic background in a way that enables them destining their race, ethics and moral standards. Even though there is a relationship between Arabic and English language, but they still pride and cherish with Arabic values. Interestingly, % 28.5 of the respondents in both stages believe that studying English gives them a new identity to look at their personal values, and language learning attitudes by effecting with English culture and traditions of foreign society.

Q5. Studying English motivates me to share significant experiences with my close friends.

Table (5) below shows the statistical indicators of students' answers to Q5.

Questi ons	Grou ps	Answers of Sample Members					Statistical Indicators				
		Stron gly Agree	Agr ee	Neut ral	Disag ree	Stron gly Disag ree	Weigh ted Mean	Standa rd Deviat ion	P- value	Ran ks	P- value
Item 5+	First Stag e	12	62	20	6	0	3.8	0.7247 4	0.000 **	28	0.077 n.s
	Four th Stag e	26	50	20	3	1	3.97	0.8097 3	0.000 **	33	

Table(5)

The statistical indicators of students' answers to Q5.

As Table (5) shows, the weighted mean of the item is 3.8 and the standard deviation 0.72474 with the P-value equals 0.000** it is less than $\alpha = 0.01$. This indicates that 79 respondents strongly agree or just accept the purport of the item at the medial level within the favourable side. The weighted mean of the item is 3.97 and the standard deviation 0.80973 with the P-value equals 0.000** it is less than $\alpha = 0.01$. This indicates that 76 respondents strongly accept the purport of the item at the high level within the favourable side. By then, the total number of respondents in both stages who agree with this question is 150 respondents with P-value = 0.077.

In other words, % 75 of respondents believe that significant experiences can be shared by using English language especially with their close friends because L2 gives them an active motivation. But, only 10 respondents share their ideas and experiences with their close friends by using Arabic language. It means that studying English does not effect their behaviors and desires.

Discussion of Results 7.

The results of the study are discussed in the form of answers to the questions raised in the introduction.

Q1. Is EFL learners' motivation affected after studying English?

The analysis of results has explained how a great positive change happens in the learners motivation to study EFL as a consequence of studying L2.

Q2. Does EFL learning change EFL learners' attitudes?

The findings of the study show that the students are actively motivated by EFL learning which enables them to be more confident in manifesting themselves, and expressing their personal attitudes.

8. Previous Studies

Various studies have been conducted on learners' identities . They shed light on problems and changes that happen after studying foreign languages. Many studies have been conducted to study the influence of EL as FL in the EFL learners' self –identity . Below is a brief account for some of these studies.

8.1 Asgari's(2014)

8.1.1 The Aims

This study aims to explore the pertinency among FL learners to know their self-identity alters, the type of motivations , and FL competency associated with learning English in private language schools in Iranian contexts.

8.1.2 The procedures

The sample of this study consists of 204 participants as FL learners from three private language schools in Tehran. The instruments consist of a 30- item Likert- scale questionnaire on motivation types in seven categories: essential attentions, instant accomplishment, the situations of the learning, go aboard, responsibilities of social aspects, developments of the individuals, in addition to data media with a 24-item Likert –scale questionnaire on alters of identities into six categories: the changes of self - confidence , the split changes, an additive change, the productive alter, zero change, with subtractive changes.

8.1.3 Conclusions

The results of this study reveal that self- confidence change is the prominent change common among FL learners. The effecient connection analyses reveal the type of motivation and the change of self -identity changes are related throughout three effecient variants: intrinsic orientations related with personal identity changes, instrumental orientations related with cultural changes, and integrative orientations related with learners' self- confidence change.

8.2 Al- Rubai'ey's (2016)

8.2.1 The Aims

That study tries to discuss roles the learner's identity in L2 pragmatic use through checking the refusals that happen in the english verbal productions by the rols of the learner's self- identity to choose various pragmatcal ways.

8.2.2 The Procedures

In this study, every ten learners are chosen from Oman to reply twelve verbal DCT scenarios ,and four of them answer in Arabic language, while eight of them answer in EL . After that they make many decisions in pragmalinguistics and sociopragmatics in EL.

8.2.3 Conclusions

The results show the student's decisions to refuse in EL are affectedwith the perception of contextsand sociopragmatcal variants, where these understandings are affected with the means to express their identity to be learners of EL and to be Omani. That study also reveals there is the relation between their identities and their pragmatcal behaviors regarding the influences of learners' identity. That study is special because it considers the learning of language accordingly the social way not the cognitive way.

9. Conclusions

Based on the study findings, the following conclusions can be drawn:

1. The learners feel that their self-esteem has positively changed. They see themselves more positive.
2. Having the sense of more independence, more self- confidence and more knowledge are among the most affected areas of learners' personality.
3. learners feel that EFL learning motivates them to create new thoughts and understand other subjects.
4. EFL learning positively affects learners' social relations with other people.

دراسة نفسية لغوية لدافعية واتجاهات الطلبة العراقيين الجامعيين نحو تعلم اللغة الانكليزية
لغة اجنبية

الكلمات المفتاحية: الدافع، التوجه، تعلم اللغة الانكليزية لغة اجنبية

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المخلص

تمثل هذه الدراسة بحثا مستقلا من رسالة ماجستير بعنوان دراسة نفسية لغوية لهوية الذات لدى الطلبة الجامعيين العراقيين متعلمي اللغة الانكليزية لغة اجنبية. و تحاول هذه الدراسة الكشف عن تاثير تعلم اللغة الانكليزية على دافعية الطلبة الجامعيين العراقيين وتوجههم نحو تعلم اللغة الانكليزية لغة اجنبية.

في البدء يقدم هذا البحث اطارا نظريا موجزا لمفهومي الاتجاهات والدافعية متضمنا انواعهم ومكوناتهم. ثم يقدم البحث وصفا للاجراءات التي تم اتباعها لتحقيق اهداف البحث والتحليل الاجصائي للبيانات التي تم الحصول عليها من خلال الاستبيان الذي عرض على مئتي مشترك لبيان التغييرات التي تطرأ على توجهاتهم ومشاعرهم ودافعيتهم كحصيلة لدراستهم للغة الانكليزية لغة اجنبية. ومن ثم اجراء مقابلة مع عدد منهم لاكتشاف آراءهم حول الظاهرة قيد الدراسة. وقد اظهرت نتائج الدراسة تأثير تعلم اللغة على اتجاهات الطلبة ودافعيتهم لتعلم اللغة الانكليزية.

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Appendix (A)

The Employed Questionnaire

Dear Respondent,

As a part of my master degree thesis at Diyala University/College of Education for Humanities, I have been conducting a psycholinguistic study of Iraqi EFL university students' self- identity. I will appreciate if you respond to this questionnaire.

No .	Items	Strongly agree	agree	neutral	disagree	Strongly disagree
1	Myself- identity and attitudes have changed toward English native speakers after learning English.	1	2	3	4	5
2	I improve the relations with my friends accordingly a consequence of studying English.	1	2	3	4	5
3	I become having a possibility to initiate new ideas accordingly a consequence of studying EL.	1	2	3	4	5
4	Studying English has an effect on my personal value, attitudes, ethics, race or ethnic background and moral standards.	1	2	3	4	5
5	Studying English motivates me to share significant experiences with my close friends.	1	2	3	4	5

Appendix (B)

The Individual Interview Questions:

Question 1. Can you describe your feelings when you speak in English about sensitive social or religious topics?

Question 2. Do you think that your ideas, behaviors, beliefs, and your life changed to better ones after learning English?How?Give examples.

Question 3. What kind of career do you desire after studying English?

Question 4. Do you feel more creative and frank when you communicate with others in English?