

Validating a Motivation Theory Model among Iranian Kurdish and Azerbaijani EFL Learners Using Structural Equation Modeling Approach

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Abstract

This study intended to develop a model of motivating factors to learn English among Iranian Kurdish and Azerbaijani EFL learners. For this purpose, at first, an endeavor was made to discover motivation factors and validate a model. Therefore, in the qualitative phase, a semi-structured interview was done with 18 Azerbaijani interviewees (in the Azerbaijan University of Tabriz) and 18 Kurdish ones (in the Kurdistan University of Sanandaj) and 6 participants of the focus group from each ethnic group to brainstorm their ideas. After discovering seven EFL motivating factors with 29 categories, a questionnaire was made that reflected the factors. In the quantitative phase, the 80-item questionnaire underwent an exploratory factor analysis to test validity, and after the confirmation of its validity and reliability through a pilot study with 234 participants, the questionnaire was distributed among 320 EFL participants. To corroborate the validity of the proposed model, Structural Equation Modeling (SEM) analysis was used with LISREL 8.8. Eventually, confirmatory factor analysis was run and the model of motivating factors was developed with three factors related more to Azerbaijani students leading to integrative motivation and four for Kurdish students making instrumental motivation. The emerged model is helpful for policymakers of education and teachers caring about better English instruction.

Keywords: Motivation, Azerbaijani EFL Learners, Kurdish EFL Learners, model, validation

INTRODUCTION

The purpose of this study is to organize the study and purify the focus on how to view the concepts of ethnic identity, culture, and motivation in helping learners progress in foreign language learning. This study examines the theoretical literature on foreign language learning motivation to present a conceptual framework. Perhaps the only notion sticking to mind about the definition of motivation is that it is a special force that makes somebody reach a goal. As the result of human experience,

motivation has been diversely defined. Dörnyei (2009) believes that motivation is created in a dynamic way which is essential for achievement in areas where long-term learning is needed. Most of the researchers (e.g., Phinney, Horenczyk, Liebkind, & Vedder, 2001) think that the ethnic identity of language learners plays a crucial role in the field of psychological adaptation to have the motivation to learn a language. This existing relationship between learners' ethnic or cultural identity and compatibility has been reported empirically that a strong sense of racial identity can be associated with future success among

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the group members of a society experiencing acculturation (e.g., Smith & Silva, 2011). Identity and a sense of belonging can be at the heart of the individuals linking them with a particular connective tissue, and language can bring such a sense (Edwards, 2009). In this way, Ritlyova (2009) also states that a foreign language learner's perception of a foreign culture and the attachment to their language can be improved by increasing learners' awareness of a foreign language culture and considering the differences and similarities.

Some researchers (e.g., Huang, 2019; Kazantseva, 2016; Lee, 2016; Majid, 2012) believe that an ethnic identity with a productive environment of learning can be a source of motivation for the learners of a language, especially if they have brought up with a rich culture of language learning. The motivation to learn a foreign language is a significant factor affecting learners' success and failure in learning that language. At the same time, demotivation is considered another aspect of motivation that negatively influences the outcomes of language learning (Dörnyei, 2005). In addition, "motivation is generally seen as the process through which a person's needs can be driven" (May, 2008).

Motivation is regarded as a process whereby a person's desires are set in motion" (Rakes, & Dunn, 2010). A review of the literature in the experiences of teachers in multiethnic situations with various races and cultures confirms different factors involved in learning, some of which are educational inequality, cultural divergence, cultural frustration, ethnic values and ethnic prejudices, as a result, this may bring with it a variety of motivations for language learning (Lamb, 2009).

Soodbakhsh (2009) examined the issue that teachers are needed to gain a relative understanding of the cultural, religious, and ecological contexts of different ethnic groups to teach based on certain standards existing in the heart of their society. In another study, Alipour (2016) focused on the necessity of being acquainted with the wants, desires and difficulties of different ethnic and cultural groups. Tabatabaei, & Molavi. (2012) in an article examined the effects of social structure on the ethnic orientation

among the Kurdish students in Sanandaj universities toward language learning and the results of their study showed that the variables of student background, interactive learning, social interaction and association relations have positive impacts on the learning of a foreign language. Sadeghi and Richards (2015) reported that the demand for English learning has greatly increased among Azerbaijani students in Iran recently, which has led to the development of the language institute industry. Given that there exists great motivation in English learning, it is the task of English teachers to bring learners' satisfaction with the institutes.

According to Williams and Burden (1997) cited by Pishghadam (2011), the contextual effect among various ethnicities on learning a foreign language is remarkable because teaching and learning environments can play a significant part in having different attitudes towards that language and having different types of motivation. As a result of what was said, people with different ethnic identities may have different views about learning a foreign language and have different types of motivation.

However, by trying to get information regarding the similarities and differences between Azerbaijani and Kurdish EFL learners for learning English, factors causing motivation among these two ethnicities and the emerged model of motivation, all and all were the motives fueling this research. Therefore, the findings of this research project would prepare the way for a deeper analysis of ethnic identities and the way it facilitates the learning of the English language in two different contexts of Iran. Providing an Iranian model of motivational factors for English learners can make the English learning process more understandable for Iranian teachers to furnish themselves with proper methods and materials in the classroom.

Research Questions

The present research aimed at validating and refining a model of motivating factors and examining the motivational similarities and differences between two ethnicities (Azerbaijani and Kurdish students) in two different Iranian

contexts (Azerbaijan and Kurdistan universities) to learn English.

Q1: What validated model of motivational factors is set forth among two EFL Iranian ethnicities (Azerbaijani and Kurdish students) based on the preliminary model of motivating factors and through running SEM?

Q2: What motivating similarities and differences exist between Kurdish and Azerbaijani EFL learners for learning English?

METHOD

This research project includes a multiphase design of mixed methods with qualitative and quantitative stages and correlation to develop a model of motivating factors and to explore the motivating similarities and differences between Azerbaijani and Kurdish EFL learners to learn English.

The Qualitative Phase

Participants

The first and total number of participants were 48 undergraduate students (24 Kurdish and 24 Azerbaijani ones in Azerbaijan University of Tabriz and Kurdistan University of Sanandaj among Azeris and Kurds, respectively) with gender and ethnic equality. The interviewees were chosen for their availability and consent, and based on convenience sampling for a semi-structured interview. Out of 24 interviewees in each ethnic group, 6 of them were allocated for focus-group interviews independently. To validate the data, a pilot interview was done with the same processes but the half number of participants, Mohabad Payame Noor university (for Kurdish group) and Miyandoab Payame Noor university (for Azerbaijani group).

Instrument

In order to discover the different factors of motivation in English learning to design the questionnaire with motivating factors, semi-structured interviews were carried out with the participants of two mentioned ethnic groups to satisfy and meet the needs of the qualitative phase of this study. To prepare the questions, the researcher examined the literature on the

concept of cultural identity to grasp a general knowledge and gradually came up with an interview guide which led to the designing of six open-ended questions. By studying the literature on the concept of motivating factors and consulting with two professors of Urmieh university, the researcher grasped a general knowledge and finally started interviews in the form of interview protocol/guide with five open-ended questions.

Data Collection Procedure

After preparing five general guiding questions about EFL motivating factors, the researcher interviewed three sessions in the two Azerbaijan University of Tabriz (among Azerbaijani students) and Kurdistan University of Sanandaj (among Kurdish students). At the outset, in each interview session, the interviewees were assured of the confidentiality of their personal information. They also knew that their voices were recorded for further analysis. Each interview session lasted about fifteen minutes. Then, a copy of the transcribed responses was returned to the interviewees to review and make the necessary changes to ensure that the data reflected their clear views. This process is known to be as interviewee feedback or a way of checking the validity of the data (Ary, Irvine, & Walker, 2013).

Data Analysis Procedure

In the qualitative phase of this project for the data analysis process, the researcher transcribed the recorded interviews and imported the transcripts into a software called MAXQDA (Kuckartz, 2007). Then a label was assigned to each imported transcript. After organizing the datasets, coding and reducing the data were done in three stages: open coding, axial coding, and selective coding. Consequently, seven themes that formed the model of motivating factors were extracted.

The Quantitative Phase

After the data analysis in the qualitative study phase, the most significant motivation factors among two Iranian ethnic identities were extracted, and a questionnaire was made to represent the fundamental factors. This

researcher-made questionnaire included 80 items. Before assigning the questionnaire to the target population, it needed to be piloted and validated.

The Pilot Study

Participants

Piloting the data in the quantitative stage was carried out with 234 participants with gender equality that. Half of them were initially Azerbaijani studying at Azerbaijan University of Tabriz, and the other half were originally Kurds studying in Sanandaj university. Their age ranged from eighteen to twenty-one.

Instrument

A researcher-made questionnaire of motivating factors was the only instrument designed based on the information discovered from the participants' answers of two ethnic groups in the qualitative stage. After investigating and analyzing the text or scripts of the interviews, seven major motivating factors were discovered and were reflected in 80 items in the first draft of the questionnaire. The results showed that Azerbaijani participants had more tendency towards three integrative types of motivating factors like Culture interest, Positive attitude and Interaction. In comparison, Kurdish participants had more tendency towards four instrumental types of motivating factors like Job finding, Going abroad, Outside world knowledge and Passing tests. The respondents were asked to express their views on a five-point Likert scale of strongly disagree, disagree, no idea, strongly agree and agree.

Data Collection and Data Analysis Procedures

During the analysis of the data, the validation of the questionnaire and the calculation of the instrument's reliability and construct-related validity were performed to know whether the instrument measures the constructs. The reliability of the questionnaire was conducted through Cronbach's alpha. The investigation about the construct validity of the questionnaire was carried out through exploratory factor analysis (EFA) using SPSS (version 22).

RESULTS

Pilot Study Results

Reliability of the Questionnaire

To investigate the reliability of the questionnaire, Cronbach's alpha index was used. In table 1, it has been shown that the value of Cronbach's alpha index is above 0.7, and it indicates that the questionnaire has the expected reliability value. Therefore, there was no necessary modification for the items.

Table 1

The report of Cronbach's Alpha about the motivating factors questionnaire investigating its Construct Validity through Exploratory Factor Analysis (EFA)

Items	No.	Cronbach's alpha
The whole questionnaire	80	0.938

As it was said, for checking the validity of the motivating factors questionnaire, exploratory factor analysis was run using SPSS 22. According to Pallant (2007), the factorability of the data is investigated by means of two statistical tests including Bartlett's test which is significant when the p value is as $p < 0.05$ and the Kaiser-Meyer-Olkin (KMO) measure regarding the sampling adequacy minimum of which should be 0.6. In table 2, the indexes of these tests are presented for this study.

Table 2

KMO and Bartlett's Test

Variable	Number of questions	Bartlett's Test Sig.	KMO
Motivating factors (first draft)	87	0.000	0.929
Motivating factors (final draft)	80	0.000	0.934

According to what is seen in table 2, the value of KMO and the significance of the Bartlett's test are reasonable enough for this instrument to be acceptable. The former is more significant than 0.6, and the latter is less than 0.5 (Sig. = 0.000). Thus, the suitability of the data in the questionnaire is supported by the findings.

Table 3
The number of items of the questionnaire shared before/after factorability

Items	The amount shared before factorability	The amount shared after factorability
1	1	0.857
2	1	0.389
3	1	0.889
4	1	0.979
5	1	0.884
6	1	0.993
7	1	0.884
8	1	0.393
9	1	0.906
10	1	0.975
11	1	0.971
12	1	0.876
13	1	0.932
14	1	0.274
15	1	0.932
16	1	0.912
17	1	0.911
18	1	0.977
19	1	0.923
20	1	0.954
21	1	0.944
22	1	0.963
23	1	0.316
24	1	0.964
25	1	0.961
26	1	0.903
27	1	0.809
28	1	0.887
29	1	0.855
30	1	0.902
31	1	0.977
32	1	0.967
33	1	0.804
34	1	0.944
35	1	0.944
36	1	0.947
37	1	0.934
38	1	0.948
39	1	0.942
40	1	0.847
41	1	0.944
42	1	0.941
43	1	0.949
44	1	0.946
45	1	0.845
46	1	0.947
47	1	0.957
48	1	0.977
49	1	0.967
50	1	0.937

51	1	0.991
52	1	0.972
53	1	0.941
54	1	0.948
55	1	0.937
56	1	0.991
57	1	0.897
58	1	0.947
59	1	0.942
60	1	0.843
61	1	0.949
62	1	0.939
63	1	0.343
64	1	0.942
65	1	0.949
66	1	0.941
67	1	0.931
68	1	0.974
69	1	0.966
70	1	0.341
71	1	0.984
72	1	0.941
73	1	0.949
74	1	0.266
75	1	0.938
76	1	0.949
77	1	0.907
78	1	0.966
79	1	0.947
80	1	0.988
81	1	0.947
82	1	0.947
83	1	0.937
84	1	0.967
85	1	0.991
86	1	0.909
87	1	0.972

In Table 3, it has been shown that out of 87 items, seven items (2,8, 14, 22,63,70 & 74) had the least shared amount is less than 0.5. Consequently, 80 items were based on principal component analysis. These items needed to be removed because of not meeting the requirement. According to Pallant (2007), three methods are used to examine the suitable number of factors to remain. Validity of the identified motivating factors among Azerbaijani and Kurdish students.

To know whether the identified dimensions of motivating factors are valid or not among both ethnic groups, Exploratory factor analysis method was used. To check the appropriate-

ness of the data, Kaiser and Bartlett sampling adequacy tests were used. The results of these two tests are shown in Table 4. The results obtained from the KMO test showed that its value is suitable for factor analysis. Also, the result of the Bartlett test is significant at an error level less than 0.01. This means that the correlation matrix between items is not a single matrix, i.e., on the one hand, there is a high correlation between the items related to each factor, and on the other hand, there is no correlation between the expressions (the items) of one factor and the expressions (the items) of other factors.

Table 4***KMO and Bartlett test results***

0.968	Kmo	
27572.278	Chi square	
3160	df	Bartlett
0.001	sig	

Through the results of the analysis obtained from the Varimax rotation, an exploratory factor showed that out of 87 questions designed for motivating factors, 80 questions had a factor load more significant than 0.40 and 7

questions had a factor load less than 0.40. They were removed from the designed questionnaire. Also, the results of exploratory factor analysis for the questionnaire of motivating factors among Azerbaijani and Kurdish learners showed that out of 80 questions, seven factors have a value greater than one and can be extracted. The results obtained from the Kaiser scale and the pebble diagram show that the seven factors obtained explain a total of 70.59% of the total variance of the test.

Table 5***Variance extracted using particular values***

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	35.604	44.505	44.505	19.752	24.690	24.690
2	10.572	13.215	57.720	16.558	20.698	45.388
3	3.880	4.850	62.571	13.030	16.287	61.675
4	1.774	2.217	64.788	2.148	2.686	64.360
5	1.690	2.112	66.900	1.711	2.138	66.499
6	1.607	2.009	68.909	1.640	2.050	68.548
7	1.345	1.681	70.590	1.633	2.042	70.590

Therefore, as shown in the table above, seven motivating factors were discovered due to having eigenvalues more significant than 1 or close to 1. Another way to extract the appropriate number of factors is by considering

the Catell's scree test (Cattell, 1966) in which we need to seek a change or break in the plot and retain the factors above the break or break the elbow. The scree plot which SPSS runs can show the results

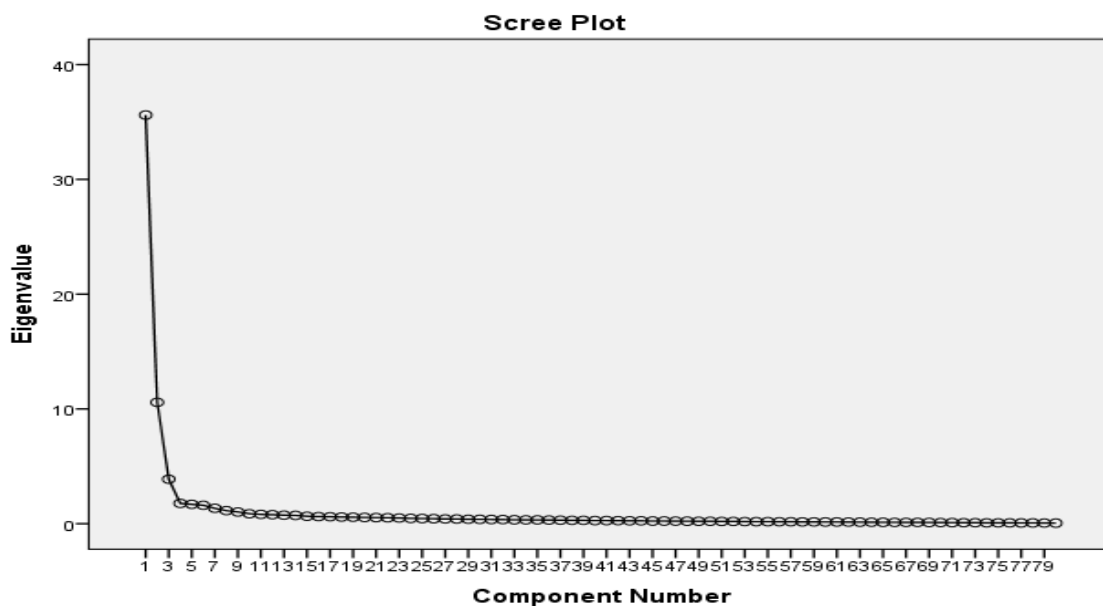


Figure 1
Factors extracted using pebble diagrams

The results obtained from measuring the validity of the structure with the method of confirmatory factor analysis have been shown using the Partial Least Squares Regression approach in Figure 2. As displayed in the scree plot above, after the seventh factor, there is a remarkable decline for the variance of the other

factors and since the eigenvalues of the seven factors were 1 or greater than 1, they remained after the analysis and other factors were deleted. This can be inferred based on the results obtained from the figure that all seven subscales identified can act as indicators of motivating factors for Azerbaijani and Kurdish language learners.

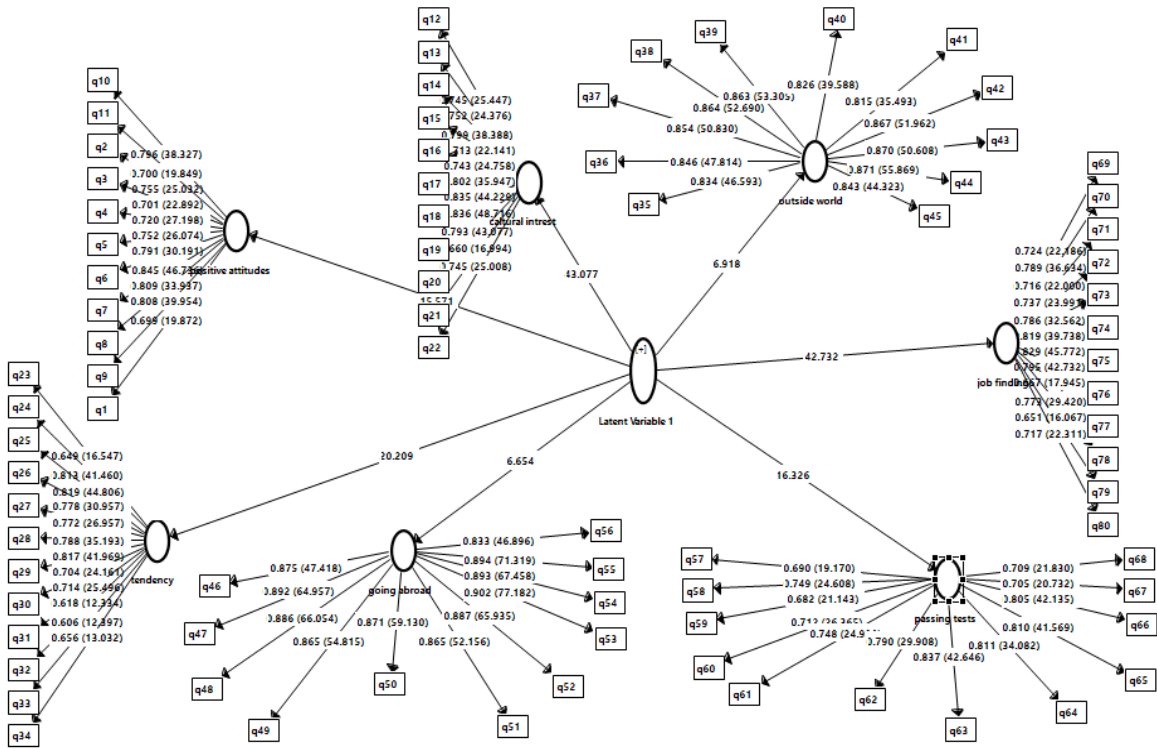


Figure 2
Results of factor loads and t value of confirmatory factor analysis about motivating factors

The results of the internal consistency test were confirmed by calculating the Cronbach's

alpha coefficient and the composite reliability as follows (Table 6).

Table 6
Internal correlation coefficient status about motivating factors

Internal compatibility status Internal compatibility status				variables
Average Variance Extracted (AVE)	Composite Reliability	Cronbach's Alpha		
0.589	0.940	0.930		Cultural interest
0.772	0.974	0.970		Going abroad
0.566	0.940	0.930		Job finding
0.723	0.966	0.962		Outside world
0.571	0.941	0.931		Passing tests
0.582	0.938	0.928		Positive attitud
0.536	0.932	0.920		Tendency

To determine the Structural equation modeling (SEM) with the partial least squares approach, indices, coefficient of determination R2, index Q2 and GOF statistic were used. The value of R2 is presented only for the model's

endogenous variables and its value is zero for exogenous structures. The higher the value of R2 for the endogenous structures of the model, the better the model's fit. Chin (1998) introduced three R square values of 0.19, 0.33 and 0.67 as

weak, moderate and solid values for model fit. The Q2 index also determines the predictive power of the pattern in endogenous structures. Patterns that have an acceptable structural fit should predict the endogenous variables of the pattern. If the relationships between structures

are adequately defined in a model, the structures have a sufficient influence on each other and thus, the hypotheses are correctly confirmed. Henseler et al. (2009) set three values of 0.15, 0.2 and 0.35 as low, medium and robust power.

Table 7
Results of structural fit of the model

status	Q2	R2	Categories (variables)
strong	0.543	0.628	Cultural interest
strong	0.452	0.658	Going abroad
strong	0.643	0.632	Job finding
strong	0.435	0.726	Outside world
strong	0.412	0.534	Passing tests
strong	0.519	0.742	Positive attitude
strong	0.631	0.646	Tendency

Finally, the fit of the general model uses only one GOF criterion, which is obtained by the formula $\sqrt{(\text{communalities} \times R^2)} = \text{GOF}$. Wetzels et al. (2009) introduced three values of 0.01, 0.25 and 0.36 as weak, medium and robust values for GOF. Therefore, gaining the value of 0.546 for GOF indicates an overall solid model fit. In general, the results of exploratory and confirmatory factor analysis showed that the questionnaire designed to assess the factors affecting language learners'

motivation among Azerbaijani and Kurdish students has the needed validity.

Quantitative Results

Checking the Reliability of the Questionnaire

In order to make sure whether the questionnaire had acceptable reliability or not to be used in the main stage of the study, Cronbach's alpha calculation was utilized again. Table 8 refers to the reliability of the questionnaire.

Table 8
Cronbach's alpha report of the questionnaire

Factors	Number of items	Cronbach's alpha
Cultural interest	18	0.930
Going abroad	26	0.970
Job finding	6	0.930
Outside world knowledge	11	0.962
Passing tests	5	0.931
Positive attitudes	9	0.928
Tendency toward English	5	0.920
Motivating factors	80	0.985

As you see in Table 8, the Cronbach's alpha index is 0.985, indicating that the questionnaire and its seven factors are acceptable. The Results of the Confirmatory Factor Analysis (CFA)

According to (Adelheid & Penny, 2012, p. 127), confirmatory factor analysis is actually used to investigate goodness of fit of one or more hypothetical factor models of a measurement. To investigate the validity of the motivating factors model, the confirmatory factor analysis was used by using structural equation modeling (SEM). LISREL 8.8

software was used (Jöreskog & Sörbom, 2006) and the following results were presented.

Normality of the Factors

By using the Kolmogorov-Smirnov test before CFA, we can decide whether a sample comes from a population with a specific distribution or not. A nonparametric test compares a sample with a reference probability distribution. On the other hand, it determines that a data set comes from a normal distribution. Table 9 shows the information about this test.

Table 9
The results of the K-S test for the factors of the study

Factors	K-S test statistic	K-S significance	Skewness	Kurtosis
Cultural interest	0.134	0.000	-0.194	-0.903
Going abroad	0.078	0.000	-0.401	-0.462
Job finding	0.096	0.000	-0.360	-0.629
Outside world	0.085	0.000	-0.447	-0.173
Passing tests	0.053	0.000	-0.373	-0.226
Positive attitudes	0.094	0.000	-0.441	-0.629
Tendency towards English language	0.071	0.000	-0.346	-0.623
Motivating factors	0.088	0.002	-0.345	-0.659

When the value of K-S is 1 or near 1 it has a high value and the fit is good, but when its value is zero (Min = 0.0) it has a low value and the fit is not good. As it is shown in table 9, K-S significance is acceptable for all the factors. Skewness deals with the normal distribution of variables and Kurtosis show if the data are heavy-tailed or light-tailed about normal distribution. The amount of skewness and Kurtosis shows the normality of the data for all the factors.

KMO Test

For sampling adequacy. Data factorability is assessed through two types of statistical tests, including Bartlett test, which is significant when $p < 0.05$ and KMO (Kaiser-Meyer-Olkin

criterion) which must have at least the value of 0.6. Table 10 displays the indicators with these two tests.

Table 10
KMO and Bartlett's Test

Motivating factors questionnaire	Bartlett's Test Sig.	KMO
1-80	0.000	0.898

As shown in the table above, because KMO is more than 0.7, KMO and the significance of the Bartlett's test can be acceptable for this motivating factor questionnaire. Thus, the data suitability is supported by this questionnaire in the model. Table 11 illustrates all the relationships among motivating factors in CFA.

Table 11
 β and T-Value of items of the questionnaire

Factors	Items of questionnaire	B	T-Value
Cultural interest	1	0.65	11.65
	2	0.67	11.23
	3	0.63	11.82
	4	0.64	11.74
	5	0.62	13.23
	6	0.67	14.26
	7	0.62	11.14
	8	0.66	11.72
	9	0.74	12.95
	10	0.61	11.41
	11	0.72	12.09
	12	0.62	11.06
	13	0.77	12.65
	14	0.79	12.83
	15	0.73	12.23
	16	0.60	13.94
	17	0.75	13.31
	Going abroad	18	0.77
19		0.64	11.92
20		0.61	14.84
21		0.79	14.35
22		0.73	12.37

	23	0.76	11.34
	24	0.75	13.96
	25	0.73	12.59
	26	0.71	12.53
	27	0.62	13.35
	28	0.65	12.12
	29	0.69	12.21
	30	0.62	12.39
	31	0.67	11.96
	32	0.69	11.23
	33	0.68	11.19
	34	0.64	11.16
	35	0.69	11.36
	36	0.66	11.97
	37	0.63	11.64
	38	0.69	13.56
	39	0.61	12.80
	40	0.62	11.35
	41	0.73	12.53
	42	0.77	12.47
	43	0.73	12.08
	44	0.78	12.94
	45	0.69	12.53
	46	0.73	12.09
Job finding	47	0.76	12.51
	48	0.73	12.57
	49	0.71	13.58
	50	0.79	14.56
	51	0.73	12.57
	52	0.78	12.54
	53	0.63	12.38
	54	0.62	11.74
Outside world knowledge	55	0.63	11.70
	56	0.69	13.61
	57	0.64	11.44
	58	0.78	12.79
	59	0.76	11.98
	60	0.73	11.74
	61	0.75	14.72
	62	0.79	11.72
	63	0.72	14.06
Passing tests	64	0.63	14.42
	65	0.65	12.31
	66	0.69	12.08
	67	0.79	12.51
	68	0.75	12.75
	69	0.73	13.11
	70	0.64	13.55
Positive attitudes	71	0.67	13.75
	72	0.69	11.72
	73	0.61	11.75
	74	0.69	11.74
	75	0.66	14.78
	76	0.64	13.75
	77	0.68	12.92
Tendency toward English	78	0.69	12.32
	79	0.62	11.66
	80	0.68	12.69

Revisiting the first research question about proposed model of motivation.

The following model includes both types of motivational orientation constructed from the

obtained inferences from two groups saying. Since so far, such a study on motivational factors has never been carried out between these two ethnicities, it is a new model with new findings.

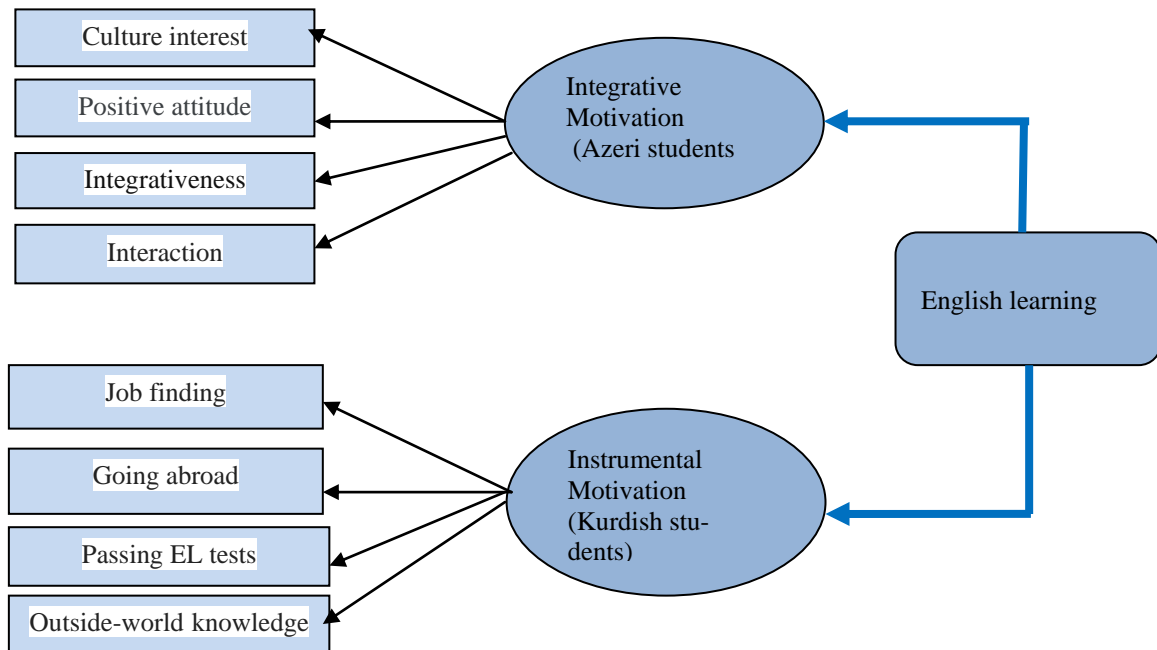


Figure 3

Emerging Model of Motivating Factors for Iranian Kurdish and Azerbaijani Students

Revisiting the second research question

(Motivating similarities and differences between Kurdish and Azerbaijani EFL learners for learning English)

There is a significant difference between the priority of motivating factors among Kurdish language learners. Since the value of Chi-Square (10/758) with a degree of freedom of 6 seems large and the p-value of Sig is less than 0.05, we vote to reject the hypothesis. This means that there is a significant difference between

the rankings of motivational factors for Kurdish language learners. Among these, the highest priority is related to going abroad.

Table 12
Friedman's statistical test

N	117
Chi square	10.758
Df	6
sig	0.001

Table 13

Descriptive research findings of motivating factors among Kurdish language learners

order	percentage	Mean rank	variable
1	91%	4.30	Going abroad
2	71%	4.09	Job finding
3	63%	4.03	Passing tests
4	55%	3.98	Outside world
5	42%	3.91	Positive attitudes
6	39%	3.86	Cultural interest
7	32%	3.83	Tendency

There is a significant difference between motivating factors among Azeri language learners. Because the value of Chi-Square (12/963)

with a degree of freedom of 6 is significant and the p-value of Sig is less than 0.05, we can reject the hypothesis. In such a condition, for

Azerbaijani language learners, there is a significant difference between the order and ranking

Table 14
Friedman's statistical test

N	117
Chi square	12.963
Df	6
sig	0.001

Table 15
Descriptive research findings of motivating factors among Azeri language learners

order	percent-age	Mean rank	variable
1	91%	4.30	Going abroad
2	71%	4.09	Job finding
3	63%	4.03	Passing tests
4	55%	3.98	Outside world
5	42%	3.91	Positive attitudes
6	39%	3.86	Cultural interest
7	32%	3.83	Tendency

Table 16
Independent Samples t Test for motivating factors

Factors	Levene's Test for Equality of Variances		T -test for Equality of Means				
	F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference
Cultural interest	4.219	.098	.219	232	.827	.02442094	.11173151
			.222	220.081	.825	.02442094	.11018929
Going abroad	1.979	.160	.799	232	.365	.30903886	.11040048
			.789	209.138	.363	.30903886	.11081914
Job finding	4.382	.087	.065	232	.948	.00725932	.11173909
			.066	217.894	.947	.00725932	.10985109
Outside world knowledge	.379	.539	.307	232	.759	.03427145	.11172325
			.306	212.128	.760	.03427145	.11192696
Passing tests	.012	.914	.151	232	.880	.01692635	.11173583
			.151	209.673	.880	.01692635	.11212211
Positive attitudes	.994	.319	.822	232	.412	.09175732	.11162240
			.826	214.042	.410	.09175732	.11110732
Tendency toward English learning	1.932	.063	.797	232	.354	.30881108	.11040246
			.834	211.409	.352	.30881108	.10895935

DISCUSSION

In the present study, seven factors of motivation were identified for both ethnic groups out of which Azerbaijani students were more subjected to three factors like Culture interest, Positive attitude and Interaction forming an integrative type of motivation. In comparison, Kurdish students had

of motivating factors. Among these, the highest priority is related to cultural interest.

There is a significant difference between the views of Kurdish and Azeri learners in motivating factors. An independent sample t-test was used to compare the views of Azerbaijani and Kurdish language learners. The results obtained in Table 16, for the default of this test, ie Levin test, showed that sig is more significant than 0.05 obtained, so the groups are homogeneous. This means that the groups selected for this topic are homogeneous. On the other hand, the independent sample t test results showed that the sig obtained for all components of motivating factors is more significant than 0.05. This means that there is no significant difference between the views of Kurdish and Azerbaijani learners on the motivating factors.

more tendency towards four motivating factors: job finding, Going abroad, Outside world knowledge, and Passing tests leading to instrumental motivation.

The obtained findings of this research are in line with multiple types of research regarding motivating factors and two types of motivational orientations. In the following, the

comparison of the current study with some other studies have been taken into account. In a study carried out by Khudgir Agha (2015) about ELL motivation in two separate contexts of Iraq (one at AL-Mustansiriya University among Arab students and another one at Sulaymaniyah University among Kurdish ones, he discovered that the Arabic group sounded to be more integratively oriented. By comparison, the Kurdish group seemed to be more instrumentally learning English. The Kurdish participants of Iraq and Iran had the same ethnic identity and culture. Therefore, both groups had more inclination toward the same type of motivation; consequently, this study agrees with the results obtained by Khudgir Agha in 2015.

In similar research, the findings of a study carried out by Choubsaz (2014) among Kurdish undergraduate students at Razi University of Kermanshah, Iran, indicated that instrumental motivation was more dominant. In this study, the primary purposes were two categories of instrumental motivation: finding a good job and pursuing studies in a foreign country. This research is also in line with the present study in the Kurdish context of Iran.

Some researchers (e.g., Barack, 2016; Huang, 2019; Kazantseva, 2016; Lee, 2016) believed in the relationship between culture and ethnic identity with the motivation to learn a foreign language and claimed that an ethnic identity with a cultural environment interested in English learning can be a strong source of motivation for the learners of a language.

According to Brown (2000), there are two types of motivation called instrumental and integrative motivations. Instrumental motivation causes language learners to learn to have a better social status, whereas integrative motivation makes language learners learn because of having positive views toward the target language community (Mun, 2011).

Mun (2011) researched Malaysia regarding the factors of English learning motivation affecting Chinese undergraduates of Tunku Abdul Rahman University. He discovered that the students had more tendency towards instrumental motivation than integrative one. The majority of them learn English to pass the exams or to get a better

position. The purpose of learning English was due to academic and professional inclination. In addition, Zanghar in (2012) in a study among EFL Libyan undergraduate participants, found that the students' integrative motivation emerged a little higher than the instrumental motivation in English learning. This study followed the Kurdish students' more inclination to the instrumental orientation of motivation in English learning in the present study. The propensity of these participants to this type of motivation by having interest and positive views towards the culture and language of English speakers was precisely pursuing the situation of Azerbaijani participants of this study.

In another study conducted by Özel (2017) in Turkey regarding the comparison between Turkish and Azerbaijani school students in learning English, he found that most of the Turkish participants displayed their reluctance to take part in English classes. They had only a limited extent of instrumental motivation for specific purposes because they have prejudices against the English-speaking communities, while Azerbaijani students tended towards the integrative type of motivation due to attachment to English culture. This study shows the similar tendencies of Azerbaijani students in Iran and The Republic of Azerbaijan to integrative motivation. By considering the results of this study, the role of ethnic identity and culture will be more precise in determining the motivational orientations among the students of different ethnic groups to learn a language (Bhutta 2011). The cultural similarities of the source language and target language and the needs and attachment to the target language are different ethnic backgrounds that affect students' language skills (Dornyei, 2011).

CONCLUSION

Feeling a necessary investigation regarding the viewpoints of EFL Azerbaijani and Kurdish learners in Iran towards motivating factors in English learning made the researcher take action for this project. Using pilot studies and mixed-method research have supported this study's results. For Azerbaijani students, the lifestyles of English people, their industrial and scientific developments, and their beliefs

were among the reasons for incline to integrative motivation for English learning. By contrast, for Kurdish participants, meeting language needs in the form of instrumental motivation was more prevalent because of deprivation, unemployment, and poverty in their context. The following implications need to be taken into consideration in different contexts of language teaching in Iran:

- The teachers of English should get a deep knowledge about the Iranian model of motivating factors in English classes and know the number of factors of motivation and demotivation affecting English learners positively or negatively.
- Language teachers must also use techniques and strategies to solve the challenges of English learning demotivation and pave the way for motivation. Since a comprehensive study is hardly possible to cover the whole aspects of motivation in Iran generally, before teaching a foreign language, the EFL motivating factors need to be explored in different contexts of Iran and with various ethnic groups.

The significance of this research is primarily for the curriculum policymakers of the Iranian Ministry of Education to be acquainted with students' demotivating factors among various ethnic groups before formulating the curriculum and afterwards. The findings of this study can turn teachers' attention toward students' motivating factors, interests, needs, and attitudes.

To sum up, this study was the first research done about motivating attitudinal characteristics towards English learning regarding the ethnic background affiliation among Azerbaijani and Kurdish students in two Iranian contexts.

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