Examining the Relationship between Teachers' Beliefs and Perceptions of Motivation and the Students' Learning Achievements

Montgomery M.M. Howwar[*], **Muzayyan M.I. Abu Dan**[**]

[*] Ph.D Research Scholar, Aligarh Muslim University
[**] Master Student, Al-Maghazi female prep.school. (UNRWA)

Abstract- No doubt that motivation; on one hand, is personal and it is different from one student to another; it comes from within an individual, but it can be influenced by external factors. On the other hand, teachers as they are part and parcel of the learning process always have to bear in their minds that they can play a crucial role in positively motivating their students. Students of English sometimes reach a plateau of achievement where they feel frustrated and see no need for further improvements. Accordingly, the teachers need to do what can be done, at least by finding out what is important for their students as a means of encouraging them to step forward towards success in language learning. This research; therefore, attempts to explore how English teachers perceive motivation, to find out what factors that can increase or decrease the students' motivation according to the teachers' points of view, and find out if there is a significant relationship between motivation and the students' achievements. To find out these aims, a total number of 19 ELT teachers working in the college and Prep. School of the Near East University took part in this research by answering a questionnaire that consisted of three questions with 41 sub-questions. The questionnaire was distributed to teachers teaching in charge of English at the Near East College and Prep. School. All of the participants contributed to the research questions and none of them had any inquiry regarding the questionnaire questions. After obtaining questionnaires back within three days, the answers for each question were entered to SPSS program for analysis

Main results produced by this study are as follows:

According to the overall results, it could be concluded that motivation plays a fundamental role in language learning/teaching process. It was found that teachers had the same or similar points of view regarding the way they perceive motivation and the factors affecting students' motivation.

I. INTRODUCTION

T he problem of student motivation is a universal problem for teachers. Some teachers find it more difficult to motivate some of their students. The researchers argue that being fully aware of the factors that can increase or decrease the students' motivation, will enable teachers to teach a target language more effectively.

Oxford (1994, p.12) considers motivation as one of the determining factors in success in developing a second language acquisition. Similarly, Gardner (1994, p. 361) claims that L2 motivation to be the "primary factor" in his socio-educational model. Susan and Larry (2008, p 426) considers motivation as a social-psychological factor frequently used to account for differential success in learning a second language

In a related context, the increasing spread of English in the world urges us to continuously look for effective instructional models. Motivation and its wonders are considered as one of these effective models.

Teachers' responses and interests in orientating English teaching are an essential step in the teaching process in order to meet the students' needs in language learning. Of the factors that influence student learning, motivation is surely one of the most potent.

Having noticed; on one hand, the tendency and interest of teachers to positively and effectively motivate their students by all possible means, the authors desire to explore this issue to identify the specific factors that raise and decrease motivation in language learning as well as to find out what techniques teachers use in order to increase their students' motivation. On the other hand, Cypriots increasingly learn English because of its importance as an international language, their continual negotiations with the other side of country, the increasing use of English in the daily life and as a means of coping with the international development. Meanwhile, little empirical evidence is available to understand motivational patterns in Cyprus. Therefore, motivation should be thoroughly investigated.

Teachers' responses and interests in orientating English teaching are an essential step in the teaching process in order to meet the students' needs in language learning. It is known that teachers can either positively or negatively affect the students' motivation.

The intent of this research is to emphasize the importance of motivation; and to explore the role of motivation in language learning, according to teachers. Bearing in mind this general aim, this research is set out to answer the following questions:

1.1 RESEARCH QUESTIONS:

2. How do English language teachers perceive motivation?
3. How should teachers act to explore for possible solutions to increase learner's motivation?
4. What are the factors that raise and decrease motivation in language learning?
5. Is there a significant relation between motivation and achievements of students in language learning studies?

II. LITERATURE REVIEW

2.1 Concept of motivation

Despite the importance of motivation that is emphasized by all the researchers and teachers since it is connected to the human nature, it is not easy to find a standardized definition for motivation. However, Pintrich & Schunk (2002, p.5) state that the word is of Latin root "movere" which means "to move". Such a clear meaning of the word root encourages various definitions of motivation in teaching/learning a language. Jeremy Harmer, in his book "the practice of English language teaching, (4ᵗʰ edition) defines motivation at its basic level as "some kind of internal drive which pushes someone to do things in order to achieve something".

Longman dictionary (third edition) defines motivation as the driving force in any situation that leads to action.

Moreover, motivation can be an internal state or condition that serves to activate or energize behavior giving it direction. It can also be a process that starts with a need that activates behavior which in turn moves someone towards achieving a goal. In an educational context, motivation is the combination of effort plus desire to achieve the goal of learning the target language. Motivation is the single most important factor in the practical realization of language learning. It also plays an important and crucial role in language learning. Furthermore motivation is one of the keys to successful language learning. Sucuoğlu (1997) states that motivation is an internal state or condition that activates behavior and gives it direction; a desire or want that energizes and directs goal-oriented behavior and an influence of needs and desires on the intensity and direction of behavior. In addition to these, motivation is typically defined as the forces that account for the arousal, selection, direction and continuation of behavior.

Furthermore, Pintrich & Schunk (2002, p.5) define motivation as " the process whereby goal-directed activity is instigated and sustained".

Grander (1994, p.10) defines motivation as the combination of effort plus desire to achieve the goal of learning the language. Thus, it can be concluded that a motivated individual shows "favorable attitudes toward learning the language" (Gradner,1994, p 361). Such definition indicates the essential influence of motivation on language learning.

Gamon, and Emeritus (2001) pointed out that motivation influences how and why people learn as well as how they perform. Dr. Ibrahim Elfiky (1999), in his book "ten keys to ultimate success, p. 17), states that motivation "the driving force of human behavior" is the first key that leads to success.

In a related context, Gardner (1985, p. 10) defines motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and satisfaction experienced in this activity". Gardner also perceives motivation as consisting of four elements: a goal, the desire to attain the goal, positive attitudes toward learning the language and effortful behavior to that effect. Moreover, Gardner (1994) states that a specific language motivation in the combination of effort plus desire to achieve the goal of learning language. Thus, motivated individual shows "favorable attitudes toward learning the target language". Similar to Gardner's approaches about motivation, Pintrich and Schunk (2002) refer to motivation as "the process whereby goal-directed activity is instigated and sustained".

In contrast, Oxford (1994, p. 14) thinks that "motivation reflects the power to attain the goal". Furthermore, she claims that "this power stems from the desire to attain the goal, positive attitudes toward learning the language and effortful behavior".

2.2 Types of motivation

Two types of motivation have to be distinguished; intrinsic "integrative" and extrinsic "instrumental" motivation.

Gardner (1985) and Gadner & Lambert (1972) distinguished two different types of motivation; integrative and instrumental. When a learner is interested to integrate himself/herself with people and their culture, this means that s/he is integratively motivated. But when a learner is interested in learning a language as a means of attaining a higher social or economic status, or getting a better career, this means s/he is instrumentally motivated. Ely (1986) argued that it is not always easy to distinguish between integrative and instrumental motivation claiming that it's possible to find other reasons. Sucuoglu (1997) proposed that some students; for example, study as a result of the pressure imposed on them by their parents, teachers, and so forth.

As quoted in Wei Ming's article (2007), according to Brown (2000, p. 162), instrumental motivation, refers to "acquiring language as a means for attaining instrumental goals", while integrative motivation, according to (Gardner et al., 1992, p. 198)"stems from a desire to understand the language and culture of another group for the purpose of interaction".

Similarly, (Dörnyei, 1994, p. 275) distinguished between the two kinds of motivation behaviors; extrinsically and intrinsically behaviors. First, extrinsically motivated behaviors are the ones that the individual performs to "receive some extrinsic award; for example, good grades or to avoid punishment; while intrinsically motivated behaviors are internal rewards; for example, the joy of doing a particular activity or satisfying one's curiosity" .

III. METHODOLOGY

3.1 Participants

There are 19 subjects in total, twelve female teachers and four male ones. All of the participants were randomly selected and asked to answer a questionnaire at their schools in the Near East University except three female teachers who answered the questionnaire by the internet. All questions were interested in motivation, in how teachers perceive motivation, in the factors that can affect the students' motivation and in what teachers can do to increase their students' motivation. Regarding the female teachers, their age varied from 23 to 50 years old. In regard to the male teachers, their age varied from 27 to 37 years old. Thirteen of the participants work in the secondary school of the NEU college, four of them work in the elementary school of the NEU and one of them work in both elementary and secondary school. While answering the questionnaire, all the participants, except three of them, were present and all contributed to and participated in answering the questionnaire.

3.2 Materials

A questionnaire consisting of three background questions and 41 main questions was administered to teachers. The questions (statements) were answered according to a Likert-scale, so that respondents pointed out their opinions depending on the scale. Two scales were used; one based on agreement level of respondents and the other one was a frequency scale.

3.3 procedures

First, the questionnaire designed, sent to a friend working as English teacher in the Near East University College and Prep. School and therefore, distributed to teachers teaching in charge of English at the Near East University College and Prep. School. After obtaining questionnaires back within three days via the email, the answers for each question were entered to SPSS program for analysis.

3.4 Data analysis

Quantitative data were collected through the questionnaire administered to teachers. The analysis process will consist of quantitative procedures in evaluating the data by using the SPSS program (15). The quantitative forms of data will consist of forms of data collected from the questionnaire and research questions answered and processed according to their relevance with each other, and in accordance with the research objectives and research questions. Both comparative and descriptive statistics were used to present the analyzed data. Mean, standard deviation and significance level of means were considered across the data analysis procedures.

Regarding age, in general all answers are homogenous and there is no significant difference between the mean values of age groups.
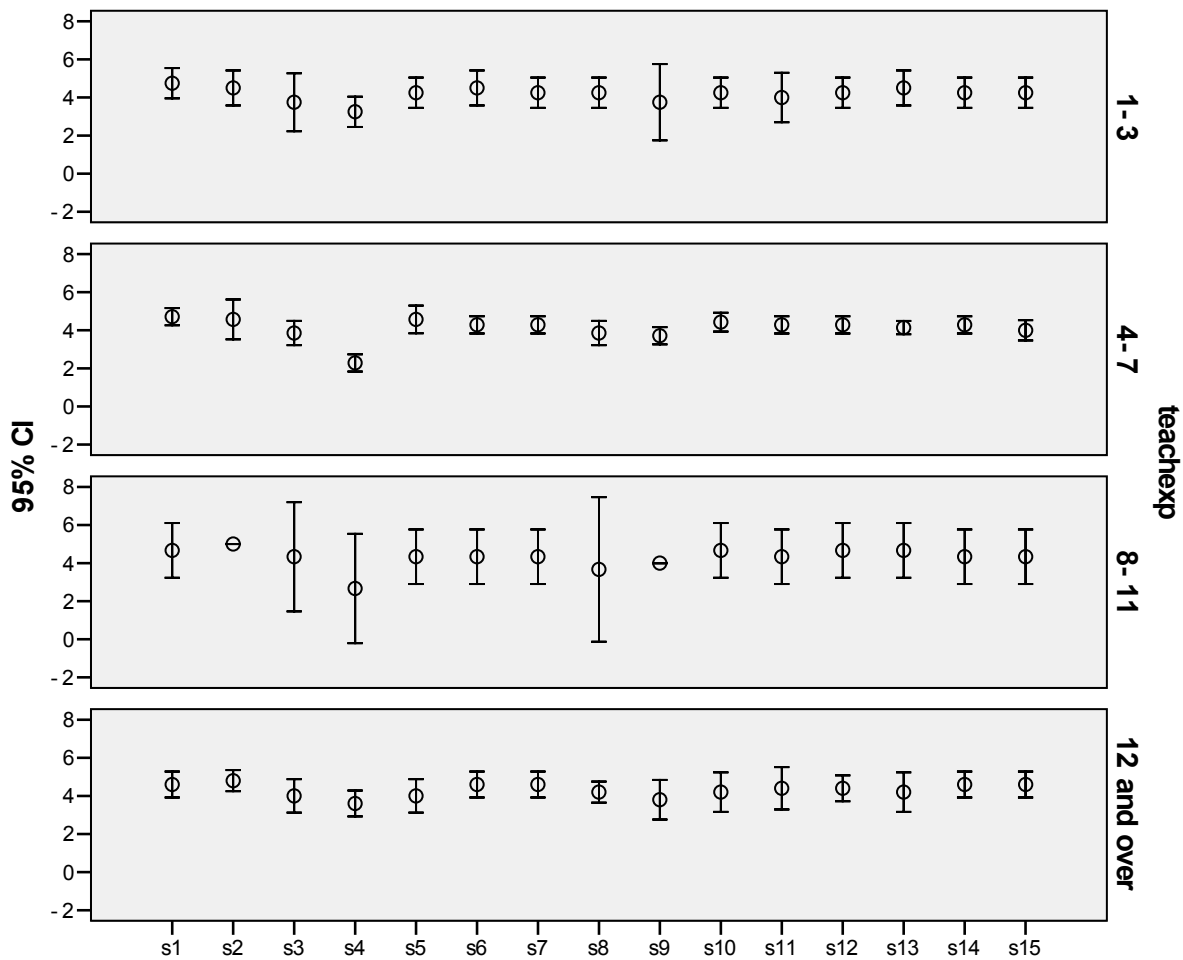
Teaching experience

Statement	Age Groups	N	Mean	Mean difference	Std. Deviation	Sig.
4	4-7 12-over	7 5	2.2857 3.6000	-1.31429*	.48795 .54772	.018

*P value is significant at .050

In this study, statistical figures such as mean, mean difference, standard deviation are used to reveal the statistical values of responses.

ANOVA tests were carried out to find out whether there were any significant differences between the responses of respondents. The only significant difference was found out in the responses of respondents for Statement 4, between the teaching experience group 4-7 and 12-over (p = .018). This indicates that respondents who have a teaching experience between 4-7 years disagree that motivation is more important than intelligence, whereas the teachers having 12 years or more experience in teaching almost agree with this statement (3.6000).

The graph shows the responses of teachers to statements from 1 to 15. As is observable in the second row of Graph 1, the majority of the respondents agree about all the statements while those whose teaching experiences vary between (8-11 years) have differing opinions. For more illustration, it can be concluded from the table that groups' responses in (1-3), (4-7), and (12 and over) are consistent unlike group (8-11) whose responses show variations.

ANOVA test was processed to find out if there are any significant differences between the responses of respondents according to their age groups. However, the ANOVA test results revealed that there were no significant differences between the responses of teachers in terms of their age groups. In this case, it could be suggested that all teachers share the same or similar opinions about the issues mentioned in the statements.

Teaching experience

Statement	Teaching Experience	N	Mean	Mean difference	Std. Deviation	Sig.
4	4-7 12 and over	7 5	2.2857 3.6000	1.31429	.48795 .54772	.018

*P value is significant at .050

According to the teaching experience, the only significant difference was found to be in statement4 between two groups. The group which has teaching experience between 4 and 7 years and the group which has teaching experience over 12 years. However, this difference does not affect the overall results as all other responses are in coherence. All responses more or less are very close to each other in terms of age and teaching experience, so that there is no statistically significant difference between the responses.

How do English teachers perceive motivation?

IV. RESULTS AND DISCUSSION

In this section, research questions will be answered according to the findings obtained throughout the questionnaire. The findings, processed through SPSS 15, will help to answer the questions and carry out the discussion.
The first research question is as follows:

Table 1

Stat. No.	statement	N	1- Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree	Frequency	Percentage	Mean	Std. D
1.	there is a significant relation between motivation and achievement of students in language learning	19	Agree Strongly agree Total	6 13 19	31.6 68.4 100.0	4.6842	.47757
2.	Motivation is important for success in language learning	19	Disagree Agree Strongly agree Total	1 3 15 19	5.3 15.8 78.9 100.0	4.6842	.74927
3.	People's past success in language learning is an important factor as it enhances their motivation for future studies in language learning	19	neutral Agree Strongly agree total	6 8 5 19	31.6 42.1 26.3 100.0	3.9474	.77986
4.	Motivation is more important that intelligence in language learning.	19	disagree Neutral Agree total	7 7 5 19	36.8 36.8 26.3 100.0	2.8947	.80930
5.	As a teacher, I think that motivation enhances language learning.	19	neutral Agree Strongly agree Total	2 9 8 19	10.5 47.4 42.1 100.0	43158	.67104
6.	Positive assessment motivates the students.	19	agree Strongly agree Total	11 8 19	57.9 42.1 100.0	4.4211	.50726
7.	Positive motivation makes language learning easier.	19	agree Strongly agree Total	12 7 19	63.2 36.8 100.0	4.3684	.49559
8.	Success of students always depends on their motivation and eagerness to learn.	19	disagree Neutral Agree Strongly agree Total	1 2 12 4 19	5.3 10.5 63.2 21.1 100.0	4.0000	.74536
9.	Group work can motivate students more in language learning.	19	disagree Neutral Agree	1 4 12	5.3 21.1 63.2	3.7895	.71328

			Strongly agree Total	2 19	10.5 100.0		
10.	Motivation plays an crucial and important role in language learning	19	neutral Agree Strongly agree Total	1 10 8 19	5.3 52.6 42.1 100.0	4.3684	.59726
11.	If students are not motivated, learning process becomes much less efficient.	19	neutral Agree Strongly agree Total	2 10 7 19	10.5 52.6 36.8 100.0	4.2632	.65338
12.	Motivation makes learning easier.	19	agree Strongly agree total	12 7 19	63.2 36.8 100.0	4.3684	.49559
13.	Motivation gives a sense of achievement.	19	neutral Agree Strongly agree total	1 11 7 19	5.3 57.9 36.8 100.0	4.3158	.58239
14.	Motivation increases learners' performance	19	Agree Strongly agree Total	12 7 19	63.2 36.8 100.0	4.3684	.49559
15.	Motivation makes learners happy.	19	neutral Agree Strongly agree Total	1 12 6 19	5.3 63.2 31.6 100.0	4.2632	.56195

Frequency test has been conducted in order to find out how teachers perceive motivation in language learning.

According to table 1, most of the teachers in statement1 share common definitions and ideas in the way they perceive motivation. 68.4% strongly agree that there is a significant relation between motivation and achievements of students in language learning and 31.6% agree and adopted the same idea. In addition, most of the teachers share the same or similar ideas when they have been told that motivation is important for success in language learning; 78.9% strongly agree and 15.8% agree. This finding supports the idea Gamon, and Emeritus (2001) discuss when they point out that motivation influences how and why people learn as well as how they perform. Regarding statement 3, the respondents' opinions varied about whether the people's past success in language learning is an important factor as it enhances their motivation for future studies in language learning. 31.6% prefer to be neutral and only 8% and 9% strongly agree and agree. However, none of them reject this idea. In statement 4 as shown in the table, 36.8% of the respondents disagree that motivation is more important than intelligence while other 36% are neutral. Since 5% of the respondents view the opposite and none of them strongly agree, it can be concluded that such an interesting finding shows that it is more probable that intelligence is more important that motivation. In statment5, 47.4% agree that motivation enhances language learning and 42.1% strongly agree about that. Such a percentage clearly shows that the majority of the respondents adopt the role of the motivation in enhancing the process of language learning, and evoking the learners' positive attitudes towards learning. Such a finding has been tackled before by Grander when he states that motivated individual shows "favorable attitudes toward learning the language" (Gradner, 1994, p 361). Therefore, it could be concluded that motivation has its essential influence on language learning. In addition, all the participants in statement 6 share the same or similar opinions. All of them believe that positive assessment motivates the students; 57.9% agree; 42.1% strongly agree in regard to the role positive assessment plays to motivate the students while none of the respondents disagree. Similarly, all the respondents, in statement 7, share the same point of view as well. All of them believe that positive motivation makes learning language easier. In statement 8, most of the respondents share the same idea; 63.2% and 21.1% of them agree and strongly agree that success of students always depends on their motivation and eagerness to learn. 10.5% of the respondents are neutral and only 5.3% disagree. Such a good response confirms what Grander (1994, p.10) tackles when he defines motivation as the combination of effort plus desire to achieve the goal of learning the language. As regards statement9, most of the respondents "63.2%" agree that work group motivates students more when learning a language. Only 5.3% of them disagree. In regard to statement 10, the majority of the respondents believe that motivation plays a crucial and important role in language learning where 52% of them agree and 42.1 strongly agree. Similar positive responses are found in statement 11 where 52% and 36.8% of the respondents agree and strongly agree that learning process becomes much less efficient if students are not motivated. It is worth notably here that none of the respondents denied this idea. Regarding statements 12,13,14, and 15, the majority of the respondents share the same or similar opinion. Most of them believe that motivation makes learning easier, gives a sense of achievement, increases the learners' performance and makes learners happy. Accordingly, such interesting findings have been tackled by Pintrich & Schunk (2002, p.5) when they define motivation as " the process whereby goal-directed activity is instigated and sustained". They have been also discussed in brief by Jeremy Harmer, in his book "the practice of English language teaching, p. 98, (4th edition) "some kind of internal drive which pushes someone to do things in order to achieve something".

The second question is as follows:

How should teachers act to explore for possible solutions to increase learner's motivation?

Table 2

Stat. NO.	statement	N	1.never 2.rarely 3.sometimes 4.often 5.always	Frequency	Percentage	Mean	Std. D
16.	Using visual materials	19	rarely Sometimes Often Always Total	3 10 4 2 19	15.8 52.6 21.1 10.5 100.0	3.2632	.87191
17.	Getting all the students involved in task learning	19	Sometimes Often Always Total	1 7 11 19	5.3 36.8 57.9 100.0	4.5263	.61178
18.	Choosing interesting topics	19	often always total	10 9 19	52.6 47.4 100.0	4.4737	.51299
19.	Using gestures to describe materials	19	rarely Sometimes Often Always Total	1 1 10 7 19	5.3 5.3 52.6 36.8 100.0	4.2105	.78733
20.	Using inductive ways of teaching such as indirect teaching of grammar	19	rarely Sometimes Often Always Total	3 7 7 2 19	15.8 36.8 36.8 10.5 100.0	3.4211	.90159
21.	Asking students to produce language on their own initiative	19	sometimes Often Always Total	12 6 1 19	63.2 31.6 5.3 100.0	3.4211	.60698
22.	Following a student-centered teaching/learning practice	19	rarely Sometimes Often Always Total	2 9 5 3 19	10.5 47.4 26.3 15.8 100.0	3.4737	.90483
23.	Following a teacher-centered practice	19	rarely Sometimes Often Always Total	1 8 8 2 19	5.3 42.1 42.1 10.5 100.0	3.5789	.76853
31.	I develop the students' cognitive or mental abilities	19	Sometimes Often Always Total	3 10 6 19	15.8 52.6 31.6 100.0	4.1579	.68825
32.	I raise the learners'	19	Rarely	1	5.3	3.8947	.80930

	general awareness about the different ways languages are learnt and the number of factors that can contribute to success	19	Sometimes Often Always total	4 10 4 19	21.1 52.6 21.1 100.0		
33.	I focus on motivational flow and not just the informational flow in my class	19	Rarely Sometimes Often Always total	1 8 4 6 19	5.3 42.1 21.1 31.6 100.0	3.7895	.97633
34.	I promote cooperation instead of competition	19	sometimes Often Always total	4 11 4 19	21.1 57.9 21.1 100.0	4.0000	.66667
35.	I monitor students' progress	19	sometimes Often Always total	4 4 11 19	21.1 21.1 57.9 100.0	4.3684	.83070
36.	I encourage learners to personalize the classroom	19	rarely Sometimes Often Always Total	2 5 6 6 19	10.5 26.3 31.6 31.6 100.0	3.8421	1.01451
37.	I indicate to my students that I believe in their efforts to learn and their capability to complete the tasks	19	sometimes Often Always Total	3 11 5 19	15.8 57.9 26.3 100.0	4.1053	.65784
38.	I try and promote interaction, cooperation and sharing of genuine personal information among learners.	19	rarely Sometimes Often Always total	1 4 7 7 19	5.3 21.1 36.8 36.8 100.0	4.0526	.91127
39.	I provide regular feedback about the areas which they should particularly concentrate on.	19	rarely Sometimes Often Always Total	1 5 6 7 19	5.3 26.3 31.6 36.6 36.8 100.0	4.0000	.94281
40.	I use an inductive way of teaching.	19	never Rarely Sometimes Often Always Total	1 2 5 9 2 19	5.3 10.5 26.3 47.4 10.5 100.0	3.4737	1.02026

In statement 16, according to this frequency test, 52.6% of the respondents claim that they sometimes use visual materials; 21.1 % of them often use visual materials; 10.5 always use them; while 15.8 rarely use the visual material. Therefore, it can be concluded that respondents share varying responses in regard to using visual materials as a means of increasing students' motivation.

According to the results revealed in table2, all the participants, in statement 17, share the same or similar ideas; they believe that getting all the students involved in task learning increases students' motivation. Similarly, in statement 18, similar positive responses have been found. All the participants share nearly the same idea that choosing interested topics increases the students' motivation; 52.6% and 47.4% often and always choose interesting topics when teaching. None of the participants disagree with this idea. As regards statement 19, 52.6% claim that they use gestures to describe the materials used in learning and 36.8% claim that they always do that while 5.3% claim that they rarely do that. In statement 20, respondents share varying point of views where 36.8% claim that they either sometimes or

often use inductive ways of teaching such as indirect grammar teaching while 15.8 % of them claim that they don't do that. In statement 21, respondents' response shows that they believe in asking students to produce language on their own initiative as a means of increasing their (students) motivation; 63.2% of them claim that they sometimes encourage their students to produce language on their own initiative while 31.6 claim that they often do that. It is worth notably according to the table that none of the respondents excludes this idea. Regarding statement 22 and 23, the respondents shared different opinions. As for statement 22, 47.4 of them claim that they follow a student- centered teaching/learning practice while 10.5 of them claim that they rarely follow that format "student-centered teaching". Similarly for statement 23, 42.1% of the respondents claim that they often and sometimes follow a teacher- centered teaching while 10.5% claim that they always follow this format "teacher-centered teaching". Although the percentage of the student-centered format percentage is not low, , it can be concluded that teacher-centered teaching is probably more used in the schools according to the findings in statement 22 and 23. That might be because none of the respondents work as university teachers; all of the teachers involved in this study work in the elementary, secondary, prep., and elementary schools of the Near East University. Furthermore, the majority of the participants in statement 31, adopt the idea that they develop the students' cognitive abilities; 31.6% in addition to 52.6% of them claim that they always and often develop their students' cognitive abilities. In statement 32, 52.6% of the participants claim that they often raise the learners' general awareness about the different ways languages are learned while a few of them (5.3%) claim that they rarely do that. One interesting finding is seen in statement 33 where 42.1% of the respondents claim that they sometimes focus

on motivational flow and not just the informational flow in their classes. Regarding statement 34, 57.9% of the participants claim that they often promote cooperation rather than competition. In statement 35, the majority of the participants share nearly similar point of view where 57.9% of them claim that they monitor their students' progress, 21.1% of them claim that they often adopt this idea and other 21.1% of them claim that they sometimes do that. For sentence 36, most of the participants share similar points of view. According to the data analysis revealed in table3, 31.6 of the participants adopt the idea that they encourage their students to personalize the classroom; 31.6% of them claim that they always do that, other 31.6 of them claim that they sometimes do that, and 26.3% of them point out that they sometimes do that while a few participants (10.5%) claim that they rarely encourage their students to personalize the classroom. For statement 37, all participants share similar ideas; 57.9% of them often indicate to their students that they "teachers" believe in their students' efforts to learn the language and their capability to complete the learning tasks. In regard to statement 38, the participants shared similar opinions where 36.8% claim that they always promote interaction, cooperation and sharing of genuine personal information among their students. Similar responses are found in statement 39 where 36.8% of the participants claim that they provide feedback for their students about the areas that students should particularly focus on, 31.6% of the participants often do that, and 26% of them sometimes do that. For statement 40, the participant share varying opinions; 47.4% of the participants claim that they use inductive way of teaching; 26.3% claim that they sometimes do that; 10.5% of them claim that they always do that; other10.5% of them claim that they rarely do that; while 5.3% of them claim that they never do that.

The third research question is as follows:
What are the factors that raise and decrease motivation in language learning?

Frequency test has been conducted in order to find out what factors that raise and decrease motivation in language learning.

Table 3

Stat. No.	Statement	N	1.strongly disagree 2.disagree 3.agree 4.strongly agree	frequency	Percentage	Mean	Std. D
24.	Considering that psychology affects students' motivation	19	Sometimes Often Always Total	2 9 8 19	10.5 47.4 42.1 100.0	4.3158	.67104
25.	Considering the age as a factor in the students' motivation	19	rarely Sometimes Often Always Total	1 2 10 6 19	5.3 10.5 52.6 31.6 100.0	4.1053	.80930
26.	Considering that culture affects students' motivation	19	sometimes Often Always Total	6 10 3 19	31.6 52.6 15.8 100.0	3.8421	.68825

27.	Using authentic materials.	19	rarely Sometimes Often Always 44.00 Total	1 8 4 5 1 19	5.3 42.1 21.1 26.3 5.3 100.0	5.8421	9.28717
28.	Being friendly with the student	19	Sometimes Often Always total	2 8 9 19	10.5 42.1 47.4 100.0	4.3684	.68399
29.	Choosing interesting topics	19	Sometimes Often Always 44.00 total	4 7 7 1 19	21.1 36.8 36.8 5.3 100.0	6.2632	9.17025
30.	Considering students' psychological mood	19	sometimes Often Always Total	3 12 4 19	15.8 63.2 21.1 100.0	4.0526	.62126

According to the results revealed in Table 3, all the participants share the same or similar points of view in statement 24; 47.4% of the participants claimed that they often consider psychology as a factor influencing students' motivation in addition to 42.1% of them who stated that they always consider psychology as a factor influencing the students' motivation. It is worth notably hat none of the participants excluded or refused this factor. Analysis of data indicates that the majority of the respondents (52.6%) in addition to 31.6% are actually often or always considers age as a factor that affects students' motivation. In statement 27, the participants share varying opinions; most of them (42.1%) sometimes use authentic materials and 26.3% always adopt the same idea while a few other respondents (5.3%) rarely use the authentic materials in teaching. Moreover, it is noted in statement 28 that the majority of the participants believe in being friendly to the students; 47.4% of the participants claim that they are always friendly to their students and 42.1% claim that they are often friendly to the students. It is worth notably that none of the participants excludes the importance of this factor. Regarding statements 29 and 30, it is noted that the

majority of the participants share the same or similar ideas about choosing interesting subjects and considering the students' psychological mood. 36.8% claim that they always choose interesting subjects and other 36.8% claim that they often choose interesting subjects. For statement 30, the majority of the participants (63.2%) claim that they often consider the students' psychological mood in addition to other (21.1%) of the participants who claim that they always consider that.

The fourth research question is as follows:
Is there a significant relation between motivation and achievements of students in language learning?

Frequency test has been conducted in order to find out if there is a significant relation between motivation and achievements of students in language learning.

Table 4

Stat. No.	Statement	N	1.never 2.rarely 3.sometimes 4.often 5.always	Frequency	Percentage	Mean	Std. D
41.	There is a significant relation between motivation and achievements of students in language learning.	19	sometimes Often Always total	4 4 11 19	21.1 21.1 57.9 100.0	4.3684	.83070

Stat. No.	statement	N	1.never 2.rarely 3.sometimes 4.often 5.always	Frequency	Percentage	Mean	Std. D
1.	There is a significant relation between motivation and achievements of students in language learning.	19	Agree Strongly agree Total	6 13 19	31.6 68.4 100.0	4.6842	.47757

As the data analysis revealed in table 4 show, 57.9% of the participants believe that there is always a significant relationship between motivation and achievements of students in language learning; 21.1% of them claim that often such relation is existed and other 21.1% of them claim that sometimes such a relation takes place.

Moreover, the data analysis of data revealed in table 1 indicates that most of the teachers in statement1 share common definitions and ideas in the way they perceive motivation. 68.4% strongly agree that there is a significant relation between motivation and achievements of students in language learning and 31.6% agree and adopted the same idea.

Since none of the participants disagree that the relation is existed, it can be concluded that there is a significant relationship between motivation and achievements of students in language learning.

V. CONCLUSION

Based on the findings section, most language teachers agree that motivation of the students is one of the most important factors influencing their success or failure in learning the language. Furthermore, they are aware of many useful steps towards increasing their students' motivation.

Learning and exploring is a continuous process where in every attempt some more issues relevant to research field can be discovered. Thus, further research is necessary and definitely beneficial to enrich the findings relevant to this area of education. However, so far carried out relevant research also reveals that motivation and success/achievement of students are strictly relevant to each other and usually, the higher the motivation the higher the achievement level of students.

As this study was carried out in a sufficient time, it could be claimed that all procedures and steps required for a successful research were carried out with nearly hundred per cent accuracy; however, all attention necessary for a successful study was paid to results and procedures to fulfill the purpose of the study.

REFERENCES

[1] A.Melendy, G. (2008). The Power of Choice. Asian Journal , 10 (3).

[2] Elfiky, I. (1999). 10 Keys to Ultimate Success . Canada: Sales Masters Press.

[3] Gardner, R. L. (1972). Attitudes and Motivation in Second -Language Learning. Rowley Mass: Newbury House Publisher.

[4] Lins, T. (2005). Motivation and Second Language Learning . Germany : Grin.

[5] R. Oxford & Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical framework. Modern Language Journal. Modern Language Journal , 78, 12-28.

[6] Sucuoğlu, E. (2007). Motivational Strategies Used by English Language Teachers teaching at Secondary Schools of Northern Cyprus. Nicosia

[7] Susan M.Gass, L. S. (2008). Second Language Acquisition. Mahwah: Lawrence Erlbaum associates,Inc.,Publishers.

[8] Wei, M. (2007). An Examination of Motivational Patterns in Relation to Anxiety in China. The Interrelatedness of Affective Factors in EFL Learning , 11.

AUTHORS

First Author – Montgomery M.M. Howwar, Ph.D Research Scholar, Aligarh Muslim University
Second Author – Muzayyan M.I. Abu Dan, Master Student, Al-Maghazi female prep.school. (UNRWA)