EXPLORING CONTEXTUAL FACTORS AFFECTING FIRST ENTERING STUDENTS' MOTIVATION TO LEARN ENGLISH AT THE UNIVERSITY OF LIMPOPO

By

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Mini-Dissertation

Submitted in partial fulfilment of the requirement of the degree of

MASTER OF ARTS IN ENGLISH STUDIES

In the

FACULTY OF HUMANITIES

(School of Languages and Communication Studies)

At the

UNIVERSITY OF LIMPOPO

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2021

DECLARATION

I declare that the mini-dissertation titled **EXPLORING CONTEXTUAL FACTORS AFFECTING FIRST ENTERING STUDENTS' MOTIVATION TO LEARN ENGLISH AT THE UNIVERSITY OF LIMPOPO** hereby submitted to the University of Limpopo, for the degree of Master of Arts in English studies has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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Signature   Date

DEDICATION

I dedicate this study to my mother (Sina Malesele Moleke), my siblings (Kanego, Morero, Pabalelo, Phihlelelo, and Phetolo) for the love and support they have shown to me throughout the journey; not forgetting my late Father (Moshweu David Digoro), and my late grandfather (Lebopo Philemon Moleke), your memorable authentic love, support and words of encouragement sustained me (May your precious souls continue to rest in peace).

ACKNOWLEDGEMENTS

ABSTRACT

This study aimed to explore contextual factors affecting first entering students' motivation to learn English at the University of Limpopo (UL). It has utilised a qualitative approach and also adopted an exploratory design to explore the contextual factors, which affect students' motivation to learn the English language. Questionnaires and interviews were used to collect data from a selected sample of respondents. Moreover, Thematic Content Analysis (TCA) was employed to analyse and thematise the collected data in line with the objectives of the study, which are aligned with the literature review in the study. The following themes were generated: students' motivations to learn the English language, the students' approaches to learning the English language, the role of context in relation to students' motivation to learn English, the lecture hall control and climate, the effect of lecture hall control and climate on students' motivation, and the lecturers' perceptions about motivation to learn. In addition, the study found that first entering students' motivation to learn the English language was influenced by contextual factors such as lecture hall setting, lecturers' teaching approaches as well as the perceptions of friends and classmates. Therefore, the study recommended that the UL Department of Languages, the lecturers, as well as the Academic Development Centre (ADC) should come up with possible strategies to suggest contextual factors that could motivate the UL first entering students to learn English.

Key concepts: Motivation, contextual factors, English L2, first entering students, Self Determination Theory

LIST OF ABBREVIATIONS AND ACRONYMS

AMS   Academic Motivational Scale

BEd   Bachelor of Education

BNT   Basic Needs Theory

CET   Cognitive Evaluation Theory

CHE   Council on Higher Education

FH   Faculty of Humanities

HE   Higher Education

HI   Higher Institution

HL   Home Language

HoD   Head of Department

L2   Second Language

LoLT   Language of Learning and Teaching

OIT   Organismic Integration Theory

PIRLS   Progress in International Reading Literacy Study

PSU   Problematic Smartphone Use

SA   South Africa

SDT   Self-Determination Theory

TCA   Thematic Content Analysis

TL   Target Language

TLP   Target Language People

TREC   Turfloop Research Ethics Committee

UL   University of Limpopo

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CHAPTER ONE: GENERAL INTRODUCTION OF THE STUDY

1.1 Introduction

This chapter sought to orientate the reader to the contextual factors, which affect first entering students' motivation to learn English at the University of Limpopo (UL) by presenting the background and motivation, the research problem, the purpose, and the significance of the study.

1.2 Background and motivation

In the education field, motivation has been extensively accepted by teachers, lecturers, researchers, and other professions as one of the key aspects that influence the success of Second Language (L2) learning (Wong, 2011:12). English as Second Language (ESL) refers to a language that is learned other than the native language (Ellis, 1997: 27). Learning English as ESL could be a thought-provoking task for most students, particularly when it is learned in contexts where English usage is inadequate. Likewise, teaching the English language might be challenging as well due to the involvement of various obligations where a lecturer or teacher may be required to go an extra mile such as not only focusing on grammatical features like language proficiency levels but also assisting and encouraging students to develop a positive attitude and motivation towards the English Language (Songbatumis, 2017: 65). This means that English Language Teaching (ELT), particularly to the L2 speakers, requires a motivated educator who can overcome complex tasks and inspire students to learn the language. An educator's motivation level could be influenced by factors such as personal expectations, need for satisfaction, and work climate, the latter in this context is regarded as a classroom context where teaching and learning occur (Utomo, 2018: 339).

Songbatumis (2017: 65) points out several challenges that are encountered in ELT which are limited to space in the classroom, lack of English exposure, psychological problems such as English misconception among the students, which influences their motivation and learning attitude towards the English language. These challenges show that both contextual and affective factors have an impact on English language

learning. Hence, this study focuses on contextual factors, which affect students' motivation to learn the English language by using the UL as a microcosm of South African institutions of higher learning, particularly the historically disadvantaged ones where most of the students come from underprivileged backgrounds with partial English exposure.

Motivation, as a central concept in this study, is defined as a key aspect of learning that arouses students' desire to work effectively and succeed in learning (Machingambi & Wadesango, 2014: 166). Motivation is one of the significant dynamics for the success of the student that provides endurance in the process of learning, especially when the learning practices require determination (Yayie, 2016: 10). That is, highly motivated students have higher chances to succeed in their studies.

Several studies explained that motivation is the initiator of intentions that activate behaviours (Bandura 1994; Deci & Ryan, 2000). It is a universal and valuable aspect that stimulate productivity and it is highly appreciated in workplaces, and educational contexts (Deci & Ryan, 2000: 227). The aforementioned scholars found motivated students keen to engage in language activities that reinforce their learning. These activities include paying careful to instructions, taking notes to facilitate subsequent studying, inspecting their level of understanding, and soliciting assistance when they struggle to grasp the content (Sikhwari, 2014: 19).

Students' motivation to learn an L2 is also influenced by the interaction between the students and their immediate contexts. Several studies on motivation underlined the importance of a learning context on students' motivation to learn (Modjadji, 2015: 73; Leibowitz, 2016: 203). Although motivation plays a key role in language learning, certain factors can be more influential depending on the learning context. However, it remains challenging to maintain motivation in an academic setting (Dörnyei, 1998: 10).

Contextual factors influence students' motivation and hold the power to shape their learning. Contextual factors include the behaviour of friends and classmates, the state of classroom discourse and leadership functions exercised by the institution and the facilitator. The behaviour of friends and classmates can involve how students support each other in the process of learning the English language. Leadership functions exercised by the institution and the facilitator include the role in which the facilitator

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plays in the process of learning (Dörnyei, 2014: 706). Equally important, classroom discourse is defined as a key component of instruction that involves the interactions between students and the facilitator during the lesson (Lloyd, Kolodziej & Brashears, 2016: 291). In the context of this study, contextual factors will be understood as a UL community attitude and its role in L2 students' motivation to learn the English language. The community includes the friends and classmates of the students as well as the control exercised by the lecturers or the university at large.

1.3 Research problem

The challenges for first entering students at institutions of higher learning include the ability to learn an L2 (Chokwe, 2016: 138). This impediment emanates from the students' foundational literacy from high school which is the root of lack of proactiveness often detected in most students. Being a first entering university student is a challenge on its own which requires adjustment and it gets worse for English students especially the ones that emerge from disadvantaged backgrounds where the English language is limited (McCabe, 2014: 13). The UL students are no exception. About seventy percent of the UL first entering students struggle with English as they come from rural areas where English is limited. The challenges that students encounter in Higher Institutions (HI) of learning including the UL, result in a lack of motivation and consequently increase the dropout rate in Higher Education (HE) (Mabovula, Makura & Toni, 2017: 46). A learning context is another factor that influences language learning which language practitioners should be aware of (McCabe, 2014: 1). The quality of English language expertise is required by L2 students. Thus, a learning context has to be supportive to students in an effort to help them progress continuously (Ngoepe, 2019: 237), considering that the learning environment contributes to a better understanding of students' motivation (Muho & Danglli, 2014: 67). The English language learning seem to be more difficult when it barely used or spoken beyond the classroom setting. Therefore, students need to be highly motivated as persistence and determination are needed to endure the learning process (Othman & Shuqair, 2013: 123).

1.4 The purpose of the study

1.4.1 Aim

This study aimed to explore the contextual factors affecting first entering students' motivation to learn the English language at the University of Limpopo.

1.4.2 Objectives

Objectives of the study are as follows:
to determine the contextual factors that affect first entering English language students' motivation.

to establish the UL first entering English language students' motivation levels.

to suggest contextual factors that could motivate UL first entering students to learn the English language.

1.5 Significance of the study

The findings from this study are vital to academic development specialists, lecturers, students, and the researcher because they will contribute to the existing body of knowledge and encourage awareness about the role of contextual factors in relation to students' motivation to learn. The awareness will enable the students to be mindful of their learning context and how it can affect their motivation to learn English.

The study will also offer insights on how to maintain L2 students' motivation, by looking at the contextual factors that will shed light on strategising for language learning development and motivation in the linguistic field. In this regard, the lecturers will continuously be aware of students' learning context and motivation. This will enable them to find a way of maintaining a supportive environment and to encourage students to commit to their academic work. The study will also be vital to other areas in which the topic under investigation can be applied and be beneficial.

1.6 Conclusion

This chapter has outlined the background and motivation, research problem, purpose, and the significance of the study. The research gap in the arena of L2 learning

motivation in relation to the contextual factors was also outlined. The theoretical framework, SDT, which underpins the study will be presented in chapter two.

The next chapter focuses on the literature review.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review of this study that primarily focus on Self-Determination Theory (SDT), motivation as an affective factor of learning, motivation and approaches to learning, English as an L2 at a transitional stage in HE, and the contextual factors in relation to students' motivation to learn.

2.2 Self-Determination Theory

This study is underpinned by SDT which centers on individuals born with the aspiration for stimulation and learning. The fundamental goal of this theory is to accomplish students' psychological needs through motivation. The psychological needs include the need for competence, autonomy, and relatedness. The need for competence involves the ability and skills to recognise and differentiate between external and internal outcomes. Equally important, the need for autonomy refers to a self-governed and determined character in the process of learning, and finally, the need for relatedness which involves safety and sustainability of development of one's connections with others (Köseoğlu, 2013a: 418).

A variety of scholars such as Ryan and Deci (2000: 69); Cetin (2015: 143) have argued that intrinsic motivation is central to the nature of the organism which depends on innate needs for competence and self-determination and provides the fuel for various behaviours and psychological processes. Intrinsic needs are different from primary drives because they are not based on deficits, and they do not function cyclically. However, both are innate and provide an energy source for behaviour (Cetin, 2015: 143). In addition, intrinsic motivation involves students' internal interests which result in knowledge and skills development. For instance, when students are intrinsically motivated, they will be eager to study and perform satisfactorily for self-satisfaction rather than external rewards or fear (Modjadji, 2015: 27).

The SDT focuses on assessing students' motivation levels by first considering how the context interacts with their needs and generates different types of motivations (Gagne & Deci, 2005: 335). The theory comprises three types of motivations, namely intrinsic

motivation, extrinsic motivation and amotivation. Intrinsic motivation refers to the drive to pursue an activity for pleasure and satisfaction. It is characterised by internal factors such as needs, interests and curiosities. For instance, intrinsically motivated persons do not need to be punished to be motivated. Furthermore, extrinsic motivation involves performing an activity due to a sense of obligation while amotivation refers to the absence of intentions if not motivation (Köseoğlu, 2013b: 423).

Equally significant, intrinsic motivation contains three components which are motivation to know, to accomplish things and to experience stimulation. Motivation to know refers to students' eagerness and determination in the process of learning. The eagerness represents the desire to know better, for instance, intrinsically motivated students are interested mostly in things that they do not know for exploration and knowledge development (Köseoğlu, 2013b: 423). According to Mare (2015: 55), intrinsic motivation was found to be a key aspect in stimulating the employees' desire to achieve, for career improvement, promotion, and salary purposes. Additionally, Köseoğlu (2013a: 419) maintains that motivation to accomplish things is regarded as competence that involves participation to accomplish. This type of intrinsic motivation occurs when the students are in charge during the learning process at the same time mastering their academic content for academic success.

Extrinsic motivation, on the other hand, is defined as a motivation for personal achievement depending on either the present context or foreseen outcomes. For instance, a student might enrol for a certain qualification not because of passion but for employment guarantee purposes. To add to this, other students might put more efforts to become the best for the sake of being recognised or favoured by fellows and the lecturer. In essence, extrinsic motivation depends mainly on external factors, as a result, it is not consistent (Köseoğlu, 2013a: 420).

There are three types of extrinsic motivation which are external regulation, identified regulation and introjected regulation. External regulation refers to a specific action based on rewards. It occurs to avoid family if not peer pressure in most cases and it is controlled by either punishment or reward in a particular context. Introjected regulation is when the students internalise and have knowledge about the motives behind their behaviours. It is a combination of external rewards or punishments together with a certain internal stimulus that is in control of students' actions.

Comparatively, identified regulation is characterised by students' values and judgments towards the behaviour which they have chosen and consider important. It is a stimulator of self-determination and the basic premise for students' transition from extrinsic motivation towards intrinsic motivation (Köseoğlu, 2013a: 420).

In contrast to extrinsic motivation, amotivation refers to the absence of motivation to participate in activities. It also involves the incapability to detect the conditions between actions and outcomes. In other words, amotivated students fail to make a relation between their behaviours towards learning and the outcomes (Cetin, 2015:145). In line with the statement above, amotivation occurs because of the absence of intentions and encouragement, and the student in this circumstance often learns for the sake of mandate (Bedel & Onsekiz, 2015: 142). Amotivation, among other reasons, is perpetuated by a lack of motivational strategies in the process of learning such as positive feedback (Cetin, 2015: 145). That is, it could be dimmed because of discouragement and hopelessness in the process of learning. For example, an amotivated student can write a task without valuable expectations and still be more likely to do good in his/her studies even though is expecting the bad (Ross, Perkins, & Bodey, 2016: 3).

In terms of the SDT, there are three grounding premises which are the Basic Needs Theory (BNT), Cognitive Evaluation Theory (CET), and Organismic Integration Theory (OIT). The first premise which is BNT assumes that an individual's action is directed by three fundamental needs, namely the needs for competence, the needs for autonomy and the needs for relatedness. The theory states that these three basic needs ought to be sufficiently met to sustain one's psychological well-being (Köseoğlu, 2013b: 423).

SDT affirms how social settings and individual differences aid different types of motivation; foresee educational progress and psychological health. This theory emphasises that the proposed three basic psychological needs outlined in the preceding paragraph are required for actual functioning in every individual. These basic needs stimulate the ideal motivational personalities, states of independence, and innate desires which sustain mental health and actual participation with the environment (Ryan & Deci, 2015: 486).

The second premise which is CET explains that individuals' motivation relies on their capabilities to regulate their actions. These capabilities depend on the type of the environment such as the self-determining environment which refers to the environment that accomplishes one's basic needs and the controlling environment which is defined as the environment that hinders one's basic needs (Ryan & Deci, 2015: 486). By virtue of the above, CET unlike BNT depends mostly on external factors such as contextual influences. These influences determine students' motivation in the context of learning (Köseoğlu, 2013b: 423).

The third premise, OIT, maintains that an individual's behaviour is both intrinsically and extrinsically motivated. Through the process of internalisation and regulation, extrinsically motivated behaviour can be converted to intrinsically motivated behaviour. This sub-theory acknowledges both internal and external drives of motivation whereby extrinsic motivation is regarded as the foundation of intrinsic motivation. This implies that students' innate personality traits are important as environmental factors (Köseoğlu, 2013b: 423).

A conceptualised motivational model of the study

Ryan and Deci (2017: 232) aver that the SDT recognised three basic psychological needs: autonomy, competence, and relatedness. These needs play a vital role in peoples' lives by influencing their motivation, well-being, and life satisfaction levels. Moreover, this theory coupled with its sub-theories, namely BNT, CET, and OIT indicates the rapport between individuals' needs, context, and learning motivation. In essence, individuals' needs emerge from the context and consequently, influence their motivation to learn. It is the context and needs which determine students' motivation types. The SDT served as a guiding tool in this study looking at the role of contextual factors towards students' motivation to learn the English language. The conceptualised SDT model is shown below:

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┌─────────────────────────────┐
│ Contextual factors:         │
│                             │
│    -  Classroom context     │
│    -  Community attitude    │
│                             │
└─────────────────────────────┘
        ▲
        │
        ▼
┌─────────────────────────────┐
│ Basic psychological needs:  │
│                             │
│ - Competence                │
│                             │
│ - Relatedness               │
│                             │
│ - Autonomy                  │
└─────────────────────────────┘
                ▲
                │
                ▼
┌─────────────────────────────┐
│ Motivations to learn English:│
│                             │
│ - Intrinsic                 │
│                             │
│ - Extrinsic                 │
│                             │
│ - Amotivation               │
└─────────────────────────────┘
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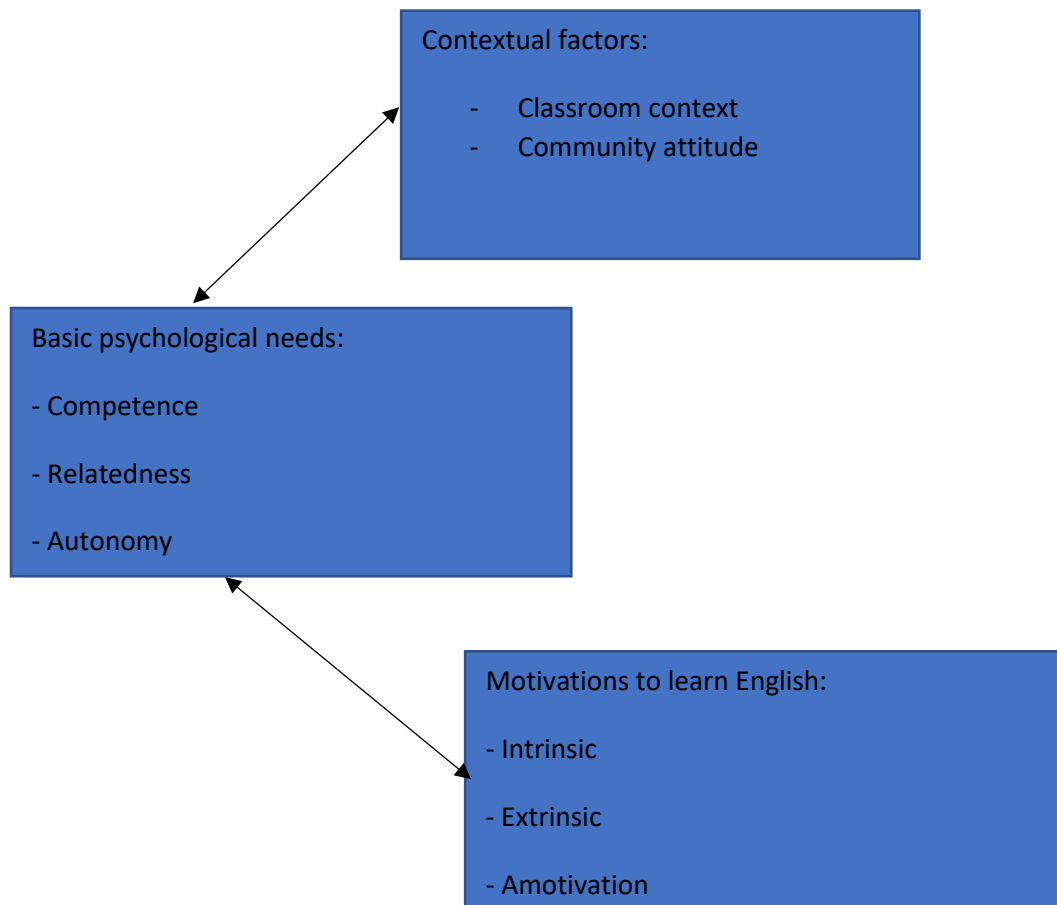
Figure 1: Conceptualised SDT motivational model

Figure 1 above integrates context with individual needs and learning motivation to demonstrate how the factors that are derived from the context affect one's learning motivation. The basic psychological needs serve as conducive aspects to students' learning motivation. Equally important competence need refers to an individual's sense of efficiency when interrelating with the context; relatedness as one's sense of belongingness within a community; and autonomy as individual's inner control (Ryan & Deci, 2017: 232). These psychological needs are similar to Maslow's hierarchy of human needs that serve as fundamental instruments for students' academic success. The needs have to be met within a particular context for one to reach his/her level of self-actualisation and be motivated to learn (Jingna, 2012: 33). The SDT is also closely related to Weiner's (1994: 557) theory of social motivation, which contends that motivation is derived from the social-cultural context; and it is also in line with Covington's (1998: 403) theory of self-worth, which argues that one's sense of security and personal value, and worth influences his/her motivational state.

Looking at the conceptualised SDT model above with reflection to the objectives of the study, the contextual factors are to be determined based on the classroom context and the community attitude. According to Hussain (2018: 19), community attitude is referring to one of the motivational factors that influence individuals' motivation to learn. This includes how one's surrounded community perceives the L2 and its community. Therefore, community attitude in the context of this study refers to the attitudes or perceptions of students' friends and classmates towards their learning of the English language.

Equally, the classroom context in this study is viewed within the spectrum of classroom discourse which involves the leadership exercise by the lecturers in the classroom, the manner in which they approach teaching, and the classroom setting. Classroom discourse is defined by Cenoz and Homberger (2008: 268) as the involvement of all traits within the context of learning which contributes to the learning progress, pedagogic practices as well as classroom arrangements and management. Nonetheless, Katharina, Alexander, Mareike and Tina (2016: 377) expand the definition of classroom discourse by explaining it as a progressive approach of discourse that recognises both psychological and contextual dimensions by embracing inclusiveness within the classroom and fostering students' senses of belonging. In essence, classroom discourse is no longer limited to the Initial, Response, and Feedback (IRF) like before, but also recognises other vital aspects within the classroom to maintain meaningful learning through discourse. Hence, it is understood as a discourse within a lecture hall that focuses on the lecturers' approaches to teaching and the setting.

Contextual factors and motivation as an affective factor serve as influential aspects to the success of English language learning. Utomo (2018: 338) considers work climate and classroom setting, as some of the key factors of motivation that have the potential to meet educators' satisfaction of needs and enhance their teaching motivation. This result in embracing the students' learning motivation. In addition, Ajmal, Keezhata, Yasir and Alam (2020: 204) aver that both intrinsic and extrinsic motivation aid students to overcome challenges in the process of learning the target language; and the two motivation types are effective in a positive learning environment. Also, Aminah

and Nugraha (2021: 68) argue that intrinsic motivation has a significant impact on English language learning students. It is also helping the students to overcome ESL barriers such as limited English proficiency as they become motivated to learn more and increase their performance in English learning.

2.3 Motivation as an affective factor of learning

The learning of the English language comprises many factors including affective factors. Motivation is singled out as one of the affective factors that influence the learning of the English language in this study. Notably, affective factors, namely motivation, attitude, and anxiety, serve as mediators between the linguistic input of the classroom situation and students' learning abilities. Amongst the above affective factors, motivation appears to be the apex factor that facilitates the students' learning process and determines the learning outcomes (Henter, 2014: 374). Furthermore, motivation stimulates students' commitment in terms of time and effort in the process of learning. It is an instrument that enhances and strengthens students' desire to work effectively and progress in learning (Machingambi & Wadesango, 2014: 166).

A study of Othman and Shuqair on the impact of motivation on English language learning found that motivation plays a crucial role in enhancing and developing students' English language learning (Othman & Shuqair, 2013: 123). A similar study on stimulating student learning motivation and reflections from teaching in HE reveals that the circumstance of enhancing students' academic motivation remains a constant obstacle to practitioners in HE which results in confusion for instructional strategies (Machingambi & Wadesango, 2014: 166). Also, the research findings of studies across South African universities mostly confirm that lack of motivation results in difficulties to maintain academic success in HE (Wadesango, Mabovula, Makura & Toni, 2017: 46).

Scholars such as Sikhwari (2014: 19) and Khalaila (2015: 432) aver that there is a significant linkage between motivation and academic achievement. That is, the academic progress of the students depends mainly on their motivation level. In essence, motivation is a major contributor to academic success. In support of this point, Van Staden and Ellis (2017: 121) affirm that motivation is a variable that reveals one's direction and determination in the process of learning and results in poor achievements when it is limited. Another study on motivational factors by Modjadji

(2015: 73) states that although motivation plays a key role in students' learning, it is somehow inspired by gender. The findings indicate that female students were more likely to be discouraged in the process of learning. The findings bring the issue of contextual factors where one may argue that female students' motivation to learn is mainly affected by the context as compared to the male ones.

A study on motivations towards learning the English language highlight that instrumental motivation, which is closely related to the extrinsic motivation of the SDT, was found to be dominant with high-performance level. The findings further reveal that female students were highly motivated as compared to the male ones (Al- Khasawneh & Al-Omari, 2015: 306). As it was noted previously under SDT that extrinsic motivation is influenced by external factors, in that, the findings of this study together with the preceding ones of Modjadji (2015: 73) divulge the influence of a context towards students' learning motivation, particularly female students.

The study of Bailey and Phillips on motivation and adaptation of students' subjective well-being indicates that intrinsic motivation is associated with greater subjective well-being, meaning in life, and academic performance while extrinsic motivation highlighted few relationships to outcome variables. Additionally, amotivation was found to be consistently associated with poor outcomes. The study further singled out intrinsic motivation as a key aspect among other types of motivation in the context of learning that creates a meaningful learning environment. Hence, it is important to examine students' motivation continuously (Bailey & Phillips, 2015: 1).

2.3.1 Motivation and approaches to learning

Motivation and approaches to learning were found to be correlating crucial factors in the process of learning. This section discusses the linkage between motivation and approaches to learning in order to give insights in terms of determining students' motivational levels. Approaches to learning refer to the students' actions and the reasons behind them during learning (Cetin, 2015: 145). Marton and Saljo conceptualised approaches to learning, namely deep and surface approaches to learning as a combination of the students' procedures and intentions they apply in the process of learning (Marton & Saljo, 1976: 4). Kyndt, Raes, Dochy and Janssens

(2013: 4) maintained that the third approach to learning which is called the achieving approach is also known as a strategic approach.

The deep approach to learning is characterised by students' eagerness to understand their learning content, desire to construct and relate ideas, and meanings. This approach is associated with the intrinsic type of motivation as it enables students to engage with learning content to fulfil personal curiosity (Fourie, 2003: 123). It enables students to construct their meaning in the process of learning which results in knowledge transformation. Students with deep approach characters are characterised with the desire to attempt to comprehend the content for meaningful learning purposes. The students develop problem-solving skills and engage in learning activities actively and critically engage with content knowledge (Houghton, 2004: 1).

More importantly, a deep approach to learning plays a crucial role in learning by enabling the students to contrast learning challenges in a meaningful and appropriate way. The approach maintains students' abilities to compare, contrast, and relate the previous knowledge experience with the present one in a different context. It involves an intrinsic interest in the content that is learned in which the aim is to develop competence. It is further considered as the discovery of meaning by reading widely, relating one's previous knowledge with learned material as well as facilitating critical thinking, finding causal relationships, creativity, and autonomous thinking (Cetin, 2015: 143).

A deep approach to learning is regarded as one's personal commitment to understand the material content. Students who apply this approach tend to use multiple strategies, such as reading widely, discussing ideas with others, pulling from multiple resources, reflecting on the learning process, and applying knowledge in real-world situations. In addition, deep students update their ways of thinking and approach to new phenomena throughout the learning process as they make efforts to see problems and issues from different perspectives (Laird, Seifert, Pascarella, Mayhew & Blaich, 2014: 404).

In contrast, a surface approach to learning refers to how students accept and engage with academic content without knowledge construction. The student accepts the information as it is without attempting to make connections to understand it. The

approach encourages students to study course content for the sake of exam preparations and memorisation which play a major role. Students who employ the surface approach mainly have limited problem-solving skills due to the lack of ability to construct meaning. They find it difficult to distinguish if not to make a connection of the prior and the subsequent Knowledge (Houghton, 2004: 1). Further, a surface approach to learning is proclaimed to be swept under the carpet way of learning that students mainly reproducing the given information. Surface students are rather passive than active, and they see learning as spontaneous. They tend to have lower academic outcomes and are less successful in advancing their studies unlike deep approach students (Cetin, 2015:146). This approach is characterised by memorising and reproducing the content of learning without strongly aiming at understanding (Sakurai, Parpala, Pyhältö & Lindblom-Ylänne, 2016: 25).

The surface approach to learning is divided into two categories, namely the surface-rational approach, and the surface-disorganised approach to learning. The surface-rational approach involves surface strategies such as memorisation as a method of learning to produce detailed and satisfying work. This approach is associated with a bit of fear of failure and extrinsic motives. Nevertheless, surface-disorganised is associated with surface motives which are non-academic orientated. The student under this approach is subjected to the feeling of tiredness, giving up, disappointment, and a sense of incompetence during learning. The students' feelings under this approach are therefore linked with the reactions that depend on the context and amotivation (Kyndt et al., 2013: 5).

Achieving approach to learning is another type of approach to learning which refers to how students organise their learning with a concern of time and space. For instance, an achieving approach student will set a time that he or she will only study a week or a day before the examination. In this approach, accomplishment is a striving force that mainly compromises knowledge and understanding. Achieving students are subjected to complete for accomplishment and praises (Fourie, 2003: 124). Additionally, in achieving an approach to learning the student first weigh the workload and thereafter decide the duration that he or she will spend on the task. In essence, it is subjected to the amount of work given and the assessment (Kyndt et al., 2013: 5).

Equally significant, Marton and Saljo (1976: 4) conceptualised approaches to learning, deep and surface approaches, as the combination of students' procedures and intentions they use in the process of learning and later the third approach called achieving approach to learning was added which is also known as a strategic approach to learning. Fourie (2003: 123) maintains that a deep approach to learning is linked to an intrinsic type of motivation as students engage with learning content to fulfil personal curiosity. Surface-rational and achieving approaches to learning are associated with the extrinsic type of motivation whereas the surface-disorganised approach is related to amotivation type of motivation. The linkage of approaches to learning and motivation types serves as a guiding principle in this study to determine students' motivation to learn English. The linkage in table 1 below is an illustration of learning approaches linked to motivation adapted from Mare (2015: 17) tabulating format.

Approaches to learning	Intention	Strategies	Type of motivation
Deep approach	Innate eagerness to understand the learning task	Accumulate and link new information with previous knowledge	Intrinsic motivation
Surface-rational approach	External intentions to avoid failure	Short-term, last-minute memorisation	Extrinsic motivation
Surface-disorganised approach	-non –academic orientation -Lack of intentions with a sense of incompetence.	-Non-organise learning -Doing a task for the sake of completion and submission	Amotivation
Achievement approach	Motivated by competition	Organise learning with regards time and space	Extrinsic motivation

Table 1: Approaches to learning linked to motivation

Several findings attest to the argument that there is a correlation between motivation to learn and approaches to learning. The study focusing on motivation and learning approaches found that there is a correlation between motivation and approaches to learning. The findings of this study affirm that intrinsic motivation matches with the deep approach while extrinsic motivation is associated with the surface approach to learning. They further maintain that students with high motivation support a deep approach to learning while low motivated students favour a surface approach to learning. It was further noted that people are not homogeneous in that they also differ in terms of educational preferences including the degree of motivation and learning styles (Köseoğlu, 2013a: 420). These findings validate the claim of Kyndt *et al.* (2013:

2) which state that there is a positive link between approaches to learning and motivation to learn.

A similar study on academic motivation and approaches to learning discovered that deep approach occurs in accordance with the students' intentions while surface approach students target examination and attempt to guess what their teachers would expect and search for the expected questions within the taught material. In other words, the surface approach is related to the intentions of finishing a task without putting much effort into it to meet the requirements. Surface approach students opt for activities that require low thinking demands rather than high thinking demands (Cetin, 2015: 144). Another study on students' approaches to studying discovered that there is also a link between approaches to learning, motivation, and the learning context. The findings indicate that students' approaches to learning choices relied on the learning context and the recommendation was that the academic context should be revisited for preparing the students for the job field (Van Staden, 2016: 599).

The study on deep approaches to learning and cognitive development influencing first entering students' thinking pointed out that the deep approach plays a crucial role in the process of learning as compared to other approaches. It was found that deep approach students intend to earn higher grades, integrate, and transfer information at higher levels. In other words, a deep approach to learning takes root in comprehensible ways and lasts beyond a short amount of time. The approach also found to have a major influence on students' cognitive development (Laird et al., 2014: 404). The findings accord with Sakurai et al. (2016: 24) who argue that students who apply a deep approach to learning are organised in studying and develop a positive attitude towards their studies.

The findings on learning approaches indicated that students' scores for both learning approaches were average which implies that no approach was preferably practised. The students applied both deep and surface approaches in relation to the status quo. That is, for students to apply a certain approach they first consider the module and the learning situation including time frame and workload (Van Staden & Ellis, 2017: 126). The findings are aligned with Biggs, Kember and Leung's (2001: 123) emphasis that students do not apply a definite learning approach, but they first look at the workload.

The study on first entering students' approaches to learning found that students' motivation and self-regulation skills play a fundamental role in their approaches to learning. That is, the interests and intentions of the students towards learning determine their approaches to learning. The findings further revealed that factors such as workload and time allocations for the specific module influence students' decision-making concerning their approaches to learning. Hence, the students' approaches to learning found to be inconsistent (Varunki, Katajavuori & Postareff, 2017: 331). A similar study on approaches to learning focusing on Problematic Smartphone Use (PSU) and social media use in lectures indicated that PSU is positively linked to a surface approach to learning with less commitment to a deep approach to learning. This study further stresses that more effort and commitment is required from the students to acquire academic skills in that motivation can serve as an aiding instrument for academic success (Rozgonjuk, Saal & Täht, 2018: 2).

The research findings of the effects of movies on the acquisition of English among students at higher institution indicated that informal learning contributes to formal learning. The findings showed that students were watching movies for language development purposes and this activity lowered their affective filters such as anxiety and consequently motivated them to find English language learning interesting. In other words, the kind of activities that the students engage with can influence their learning progress by either enhancing or hindering the progress (Nath, Mohamad & Yamat, 2017: 1358).

The study of Chue and Nie (2016: 678) based on students' motivation and approaches to learning confirm the correlation between motivation and the approaches to learning. The findings indicated that international students were found to be highly motivated with deep and surface approaches to learning as compared to the local students. The students were found to be intrinsically motivated, unlike the local ones. This brings the issue of contextual influences to disputation as it may be argued that the local students' motivation and approaches to learning choices were mainly affected by the contextual factors, unlike the international ones.

2.3.2 English as an L2 at a transitional stage in HE

Learning the English language is a challenging task for many students in an educational context. In the South African context, it seems to be more challenging since English is an L2 to most students. This problem manifests especially at the transitional stages of learning, for example, the intermediate phase where English becomes the Language of Learning and Teaching (LoLT). This is confirmed by Progress in International Reading Literacy Study (PIRLS) 2016 report, which attested that South African Grade four (4) learners became the lowest achievers across the globe whereby the Limpopo pupils scored the lowest compared to other provinces (Howie, Combrinck, Roux, Tshele, Mokoena & McLeod Palane, 2017: 2). Besides, first entering students mainly experience learning challenges and English as LoLT is one of the contributing factors. This has affected the rate of graduation in South African universities, whereas, in 2013 only less than half of the enrolled students completed their degrees and among them, about 50% failed to complete in record time (Council on Higher Education (CHE), 2013: 17).

A study on the acquisition of academic writing skills for English L2 found that learning English remains a challenging task from basic to higher institutions for most South African students. It was noted that this challenge is more visible in the acquisition of academic writing skills as students' writings were found to be poor. This was further being discovered that the challenges become worse at university level compared to minor phases since it is the level where students take control over their education and have the right to either continue or quit when learning is challenging. The struggle was witnessed mostly on first entering students (Chokwe, 2016: 38).

Another study pointed out that there is a need for research intervention in South African higher institutions, particularly to the first entering students. As the findings indicated that they are the victims of stress and demotivation due to the overwhelming environment which increases the dropout rate at universities. It was further noted that proper support and resources provided by institutions can play a major role in the life of first entering students in the process of learning and adaptation at the stage of transition (Mokgele, 2014: vi).

Being a first entering university student is a challenge on its own as the adjustment is required and it also becomes more challenging for English language students especially those who come from a disadvantaged background where the English language is limited (McCabe, 2014: 13). Further, it was noted that orientation training only is not enough to embrace persistence and motivation to the first entering students. Moreover, first-year programs to support the students are limited, thus, there is a high rate of dropout in South African higher education contexts (Curriculum in Higher Education (CHE), 2015).

The English language includes many factors which affect the process of learning either positively or negatively. However, in most instances, the negative effects appear to be more dominant than the positive ones. As the findings attested that English as a language of learning and teaching is a challenge to most Anglophone countries. Hence, it occurs as an obstacle to many students in higher institutions (Muchemwa, 2015: 527; El-Omari, 2016: 11). In addition, another study indicated that the first year at university is a complex level that requires multidimensional approaches to aid the students for academic success. Being a first entering student is not only about academic progress but also involves many factors which contribute to students' well-being, emotions and the needs which lead to academic achievement (Van der Zandena, Denessenb, Cillessenb & Meijera, 2018: 57).

A similar study noted that early experiences in higher institutions serve as the fundamental determiners of students' success. Such experiences shape students' perceptions and play a major role in terms of persistence and motivation in the process of adaptation within the learning context. This first involvement influences one's choices, to either quit or continues to learn. Therefore, it is important to study early adjustment on students' experiences in higher education to maintain student success and continuous motivation to learn (Mittelmeier, Rogaten, Sachikonye, Gunter, Prinsloo & Rienties, 2019: 18).

More similar findings indicated that the anxious condition experienced by first entering university students led to many dropouts in the past years and even more recently. It was noted that the issue of identity role confusion and the feeling of overwhelming workload disturb first entering students' focus on their studies. This disturbance hindered the students' academic progress and resulted in financial restrictions due to

bursary rejections. The above marks the importance of continuous intervention to maintain motivation and meaningful learning to the beginners in HE (Ravhuhali, MacDonald, Mashau, Lavhelani & Mutshaeni, 2019: 98).

2.4 Contextual factors in relation to students' motivation to learn

English language learning comprises many factors which either enhance or impede the process of learning. These factors include both affective and contextual factors. Contextual factors refer to factors influencing students' motivation and hold the power to shape their learning (Dörnyei, 2014: 706). This was supported by Muho and Dangli (2014: 67) as asserted that considering learning context leads to a better understanding of students' motivation. However, based on the reviewed literature, the research studies focusing on contextual factors are found to be limited, especially, in the area of language learning motivation. The research findings below discuss the role of contextual factors looking at the community attitude, surrounding factors, and its role towards students' learning motivation.

The study on individual and contextual factors which Influence L2 acquisition showed that both factors play a significant role in English L2 students' learning process. Contextual factors are found to be more influential in determining how much a student can and will acquire a language. It was further noted that both individual and contextual factors can serve as fundamental aspects to look at when one tries to understand the underlying reasons for L2 students' success or failure (De Lozier, 2016: 28).

Shahbaz and Liu (2015: 451) investigated the role of societal and contextual factors in L2 learning motivation by looking at public and private college students. The results indicate that students from private college found to be highly motivated with better learning outcomes as compared to the ones from a public college. The private college students appeared to be intrinsically motivated as their motivation mainly depended on internal factors whereas the ones from the public found to be extrinsically motivated based on the external influences. The findings show the role in which the institution plays towards students' motivation to learn. That is, the leadership or control exercises by the institution serve as a contributing factor to students' motivation to learn as Dörnyei (2014: 706) avers that contextual factor such as the leadership exercise by an institution of learning and facilitators have much influence on students' learning motivation.

The argument about approaches to learning is that students and lecturers must agree on a suitable approach to maintain learning development. However, in many instances, the learning approach is determined by the lecturers' teaching approach. That is, what students put into practice emerge from the lecturers' teaching approach particularly at the lower stage of learning. A study focusing on learning approaches indicated that the active learning approach is the strongest instrument for academic and personal development. However, several obstructions were found to impact the implementation process. For example, the effect of class sizes, inadequate training of lecturers and the diversity of the student were amongst the factors which caused the obstructions in implementing active learning (Rosh & Roger, 2016: 298). These findings show how contextual factors including the lecturer's approach to teaching shape the learning approaches and motivation of the students in an academic setting. Thus, it is essential for the lecturers in HE to consider the kind of strategies and approaches that are suitable for the students to maintain meaningful learning (Beyleveld, De Villiers & Fraser, 2019: 22).

A more similar study focusing on the learning environment and motivation found that teaching approaches together with the learning context require attention as they play a major role in students' learning process. The findings further indicate that teaching approaches and learning context should motivate the students to learn. (Schulze & Van Heerden, 2015: 7). This is in line with Muho and Danglli's (2014: 67) argument that the learning environment influences students' motivation to learn in that considering it will make a better contribution towards understanding the students' learning motivation.

Similarly, the research findings on affective factors influencing university students in English language learning showed that contextual factors influence students' affective factors either negatively or positively. It was further noted that students tend to develop a lack of confidence, shyness, and anxiety, being afraid of making mistakes and afraid of being despised due to limited exposure and lack of participation which inhibit English language learning development (Khaleghi, 2016: 185). The findings are in line with Dörnyei's (2014: 706) argument that contextual factors are influencers of students' motivation and hold the power to shape their learning.

The study on the effects of movies on the acquisition of English among students at HIs found that informal learning contributes to formal learning. The results indicated that students were watching movies not as a hobby but for language development. This activity lowered the affective filters such as anxiety and motivated the students to find English language learning interesting. In other words, the findings show how activities such as watching a movie can be regarded as a contextual behavioural factor that positively impacts students' learning process. That is, the activities in which the students participate in have an influence on their learning process of which can either enhance or hinder learning development (Nath, Mohamad & Yamat, 2017: 1358).

Another study on the influence of context on motivation across higher educational contexts of SA sustains that the learning contexts have a dominant and distinct influence on students' motivation. The findings indicate that students' motivation to learn was found to be limited because of the unfavourable contextual factors. For instance, too much workload, poor infrastructural and material support resulted in academic development restrictions and decreased their motivation to learn (Leibowitz, 2016: 203). The above is confirmed by Fourie (2003: 129) stating that contextual factors such as workload, assessment, and teaching approach influence students' approaches to learning and motivation.

The study focusing on the attitude and motivation towards English proficiency indicated that there are two types of attitudes, namely attitude towards learning the language, and attitude towards the Target Language People (TLP). The latter explains that one can have a negative attitude towards the other language speakers but still want to be an expert in that language while the former refers to an individual with no interest in learning the other language but still no problem with its speakers. These attitudinal behaviours influence the process of learning a language in a way that they can either enhance or impede development. Additionally, these attitudinal behaviours are not limited in terms of influence but can also be transferred. For instance, if the surrounding people portray a certain attitude towards one's Target Language (TL) that can be influential and impact the person's learning progress (Liu, 2019: 8). Thus, the community attitude is considered as a contextual factor that influences students' motivation to learn the English language.

The investigation on demotivating and motivating factors of English language students noted that demotivating factors are found to be more visible than the motivating factors in an academic context. These factors are determined by the behaviours of the surrounding community, teaching material and practices as well as the learning environment. The study found that too much workload, less exposure to the English language, and lack of support from the surrounding limit students' motivation to learn. The study further suggested that students should be given full support with a positive attitude in the process of learning the English language (Maheen & Zahid, 2017: 82). These findings accord with Ngoepe (2019: 237), the quality of English expertise is required from L2 students in which the learning context has to be supportive for students to achieve continuously.

2.5 Conclusion

The literature reviewed in this chapter indicates how motivation as an affective factor and contextual factors influence each other in the process of learning English L2. The contextual factors need to be examined and students' motivation to learn has to be maintained for meaningful learning purposes. Both the lecturers and the students need to be aware of these factors that influence motivation to learn to strategise for academic progress.

The next chapter discusses the research methodology.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used in this study. The qualitative research method adopted in this study refers to the exploration and understanding of the phenomenon of a study through participants' views in a natural setting (Creswell & Creswell, 2018: 250). The research methodology will be discussed under the following subject matters: research methodology, population and sampling, data collection instruments, data analysis procedures and ethical considerations.

3.2 Research methodology

An exploratory design employed for this study can be described as a means of exploring new things if not a little-known phenomenon. This design aims to determine the importance of the little-understood phenomenon to answer the 'what' and 'why' questions of the study (Dörnyei, 2007: 39). The researcher's motivation for using an exploratory design in this study is that in SA limited research has been conducted in the arena of language learning motivation. Further, in this study, students' motivation level ought to answer the 'what' question while the influence of contextual factors towards students' motivation is meant to retort to the 'why' question of the study.

Exploratory qualitative research design is an operative way of discovering little known phenomenon. This way, an exploratory study earns the credit of making sense of complexity and widening individuals' understanding concerning the subject matter. Additionally, qualitative research designs are characterised by flexibility, they allow the researcher to accommodate the changes when things do not go according to the initial plan during the study (Dörnyei, 2007: 40).

3.3 Population and sample
3.3.1 Population

Population refers to a group of entities from which the participants of the study will be selected (Kumar, 2014: 382). The population for this study included all first entering English students and English lecturers at the UL which comprised 731 students and 8

lecturers from the Faculty of Humanities (FH). Therefore, the sample of the study was selected from the above population.

3.3.2 Sampling

Sampling size

Sampling is the process in which the researcher selects a certain number of participants that represent the entire study population. In qualitative research, a sampling size does not have a significant place and it is determined by data saturation point. Furthermore, a saturation point is a stage where the researcher finds none if not then inadequate new information from the collected data and serves as an indication of sample size adequacy (Kumar, 2014: 248). The selection of sampling size was derived from the sampling frame perspective which is the identified elements of the study population. The identified element of the entire population is UL first entering students studying English (HENA011). Amongst the HENA011 students, approximately 400 out of 731 majored in English and are the targeted group for this study. Also, the researcher anticipated common challenges which occur at the data saturation stage. This includes more or less the same information from the participants, incomplete information, and participants' withdrawal as the study is voluntary. Hence, only 20 students were sampled out of 731 population. This discretion was also applied to interviews, the selection of 2 out of 8 lecturers teaching the module. As Clarke and Braun (2013: 202) argue that qualitative studies require a small sample size of at least 12 participants to fulfil data saturation.

From the population above, a sample of 20 English first entering students, 10 females and 10 males, and 2 English lecturers were selected as participants for this study. Sampling can be defined as a process of selecting a smaller group from the bigger group or population that one intends to study. The small group known as a sample is selected to represent the entire population with the intentions to save time and other resources. Thus, the study needs to select a sample from the study population (Kumar, 2014: 229). The above point supports the idea of qualitative research which is characterised by smaller samples of participants compared to quantitative research. A small sample helps the researcher to seek in-depth information about the phenomenon being studied (Dörnyei, 2007: 38).

Sampling technique

Purposive sampling was selected as a sampling technique for this study. It was considered as a suitable sampling technique for studies that intend to explore and understand in-depth knowledge of the situation being studied (Kumar, 2014: 155). In purposive sampling, the selection of the participants in this context is based on the cohesion of the overall logic of the study. The fundamental goal of this sampling technique is not only about selecting suitable participants to fulfil the aim of the study, but also to maintain cohesion between the methodological approach and the aim of the study for trustworthiness purposes. For instance, it is generally accepted that qualitative research is mainly characterised by small and purposive sample for in-depth data purposes (Campbell, Greenwood, Prior, Shearer, Walkem, Young, Bywaters & Walker, 2020: 654). Hence, this study is guided by an exploratory qualitative approach and has purposively sampled a small number of first entering students who major in English with the intention to obtain in-depth information and fulfil the aim of the study.

The study further designated a typical strategy type of purposive sampling, which refers to a way of selecting the participants believing that their knowledge is common concerning the research focus (Dörnyei, 2007: 128). That is, 20 first entering students who major in English language and 2 lecturers, language, and literature, who teach first entering students are selected with a belief that their knowledge is common with regard to the contextual factors affecting first entering students' motivation to learn English. The researcher selected this sample size because it is a manageable number and allows the different generalisation of the research findings (De Vos, Strydom, Fouche & Delport, 2011: 301).

3.4 Data collection and instruments

Two methods of data collection were used in this study, namely questionnaire and interviews, and they are discussed below.

3.4.1 Questionnaires

The researcher used questionnaires to collect data from English first entering students in a collective administrative way which refers to the best way to obtain data from a captive audience like students in a classroom. The administrative way of questionnaire data collection granted the researcher the opportunity to explain the purpose of the study and clarify questions to the participants where possible (Kumar, 2014: 179) (cf.

Appendix 1). In this regard, the researcher was granted a 20-minute slot in English first entering (HENA011) class to distribute the questionnaires to the students. The questionnaires were given to all (110) students although only 20 participants were needed. The process for data collection occurred between 15:40 and 16:00 in which 5 minutes was for introduction and explanations, and 15 minutes for the students to fill in the questionnaires. Other students were given extra 5 minutes. The overall time allocation for the researcher was 25 minutes.

A questionnaire is a convenient and inexpensive method of data collection that maintains participants' confidentiality. It is considered to be an influencer of trustworthiness in the study (Kumar, 2014: 181). This granted the students a sense of security which inspired their degree of honesty and also contributed to eligibility. However, like other methods of data collection, a questionnaire also has its flaws. The disadvantages of using a questionnaire as a method of data collection include favour to literate participants, little response rate as the participants mostly do not return the questionnaires and this handicaps the sample size of the study as well as the chances to clarify the questions (Kumar, 2014: 181). However, this study managed to subdue the above-mentioned perspective challenges as the participants were literate first entering students and the questionnaires issued out to them were completed and returned the same day. Also, the questionnaires were distributed in a collective administrative way, which allows the participants to seek clarity.

3.4.2 Interviews

The researcher conducted face-to-face interviews with the lecturers to obtain in-depth information about the students. Face-to-face interviews are considered useful in qualitative studies as they aid the researcher to obtain historical information, aspects which cannot be observed or noticed within a short period and to shape the line of questioning (Creswell & Creswell, 2018: 188) (cf. Appendix 2). Interview protocols were observed during the data collection process in which the researcher recorded the responses, noted down follow up questions, and the information from the audio recorder and interview schedule. The interview with lecturer A took place on the 25th of February 2020 and the other interview with lecturer B materialised on the 28th of February 2020.

The interview instrument was found to be relevant to this study as it is suitable for a complex phenomenon by way of granting the researcher the opportunity to collect in-depth information. In addition, the information can be enhanced with that obtained from observing non-verbal reactions and also granting the researcher the opportunity to clarify questions where possible. Nevertheless, interview as a method of data collection also has setbacks just as other methods of data collection do. For example, it is time-consuming and expensive particularly when it is not conducted collectively and the possibilities for the researcher to be biased are high (Kumar, 2014: 182). In this regard, the researcher in this study minimised these setbacks by interviewing only two lecturers with not more than 10 questions and the audio records were transcribed accordingly to prevent being bias during data interpretation.

3.5 Data analysis procedure

Thematic Content Analysis (TCA) is a useful method for assessing the views of different research participants, pointing out similarities and differences, and generating unforeseen insights. It is suitable for summarising key features of a large data set to create a clear and organised research report. It guides the researchers to handle data in a well-structured manner by observing its steps of analysis which comprises identify, analyse, and report patterns of meaning across data sets that provide answers to research objectives. It is a flexible method of analysis that allows researchers who apply different research methods to integrate due to a similar data handling approach (Braun & Clarke, 2006: 401). It is worth mentioning that at the stage of analysis, this method of analysis can only be determined by identifying its characteristics such as data handling approach, different research participants and methods, integration of responses as well as structured patterns or themes that are in line with the objectives of the study. That is, the application of TCA is implicitly applied at the stage of analysis. Hence, its integration with the SDT cannot be explicitly determined in this study. The analytical procedure for each instrument is detailed below:

3.5.1 Questionnaires

The researcher selected 20 questionnaires, 10 male and 10 female respondents from the population sample. The questionnaires consisted of both open and closed questions; the former is predominant. The selected 20 questionnaires from English language majors were processed using an excel sheet for graphs and figures in the

process of data presentation and analysis purposes. Thereafter, the questionnaire data were analysed using TCA which is describes as a flexible method of analysis that allows researchers to make use of different research methods including instruments and assess views from different participants in order to identify, analyse and report patterns of meaning across data sets that provide answers to research objectives (Braun & Clarke, 2006: 400). Hence, the questionnaire was also selected to serve as an instrument for data collection to generate qualitative data through open-ended questions.

3.5.2 Interviews

The interview data collected from the 2 English lecturers were both audios recorded, transcribed, and analysed through thematic content analysis also. The data was transcribed, and themes were generated for data presentation and analysis purposes. The researcher used Braun and Clarke's (2006: 402) steps of analysis: familiarising with the data, generating codes, reviewing themes, and writing and producing the report.

3.6 Ethical considerations

Informed consent

The researcher obtained permission from the appropriate authorities. The school approved the researcher's proposal, the faculty endorsed the proposal, and the Turfloop Research Ethics Committee (TREC) granted it an ethical clearance certificate (cf. Appendix 5). The researcher was further given a permission letter by the Head of the Department of languages (cf. Appendix 3) and English lecturers and English first entering students by signing the consent forms (cf. Appendix 4).

Voluntary participation

The study was voluntary as it allowed the participants to read the consent letter before signing the consent forms wherein the conditions of the study were stipulated. That is, the study was voluntary and there was no deception.

Anonymity

The researcher sustained anonymity for the participants by not identifying their names and by using pseudo names where possible.

Confidentiality

The researcher ensured the participants' protection throughout the process of the study by making a point that the information was used only for academic purposes.

The risk of the study

This type of study did not anticipate the risk of the participants in that there was no probability of harmfulness of the participants such as psychological if not emotional during the data collection process.

The benefits of the study

The benefits of this study are attached to the significance of the study as discussed previously in Chapter one. This study will contribute to the existing body of knowledge and encourage awareness of the role of contextual factors in relation to students' motivation to learn.

3.7 Quality criteria

Kumar (2014: 219) argues that there are four aspects that maintain trustworthiness in a qualitative research study. These are credibility, transferability, dependability, and confirmability. These aspects are closely related to validity and reliability in a quantitative study.

Credibility

Credibility is maintained by establishing the trustworthiness of the findings from the viewpoints of the participants (Guba, 1981: 79). This study maintained credibility through data triangulation, questionnaires, field notes and audio recording for interviews. It was further being sustained by member checking and collective questionnaires administration. The researcher further gave clarity when students answering the questionnaires and also allocated time for the interviewees to process the questions before the interviews commence. According to Patton (1999: 1189), data triangulation is the application of multiple methods if not data sources in qualitative research to develop a comprehensive understanding of the phenomenon being studied. In this study, data triangulation is meant to maintain the credibility of the study by verifying the consistency of data through different instruments and to obtain in-depth data which is the fundamental goal of an exploratory study.

Transferability

Transferability refers to the extent to which the findings can apply to other contexts (Guba, 1981: 79). The researcher preserved transferability by providing an in-depth description of the adopted study process for others to follow and replicate.

Dependability

Dependability focuses on the consistency of the findings in relation to the study context (Guba, 1981: 80). The researcher intends to keep a detailed record of the study process including theoretical conceptualisations for others to replicate to maintain the level of dependability.

Confirmability

Confirmability is sustained by the extent to which the findings rely on the study participants and the situations of the inquiry (Guba, 1981: 80). This study sustained confirmability by relating the findings with the literature to check for conformity and differences of results, and by reviewing recordings for verification of accuracy in data capturing. For instance, the study confirmed Mare's (2015: 17) learning approaches and motivation linkage in which the percentage of students who are intrinsically motivated is equivalent to deep approach to learning students same as extrinsic and surface rational approaches as well as amotivation and surface disorganised approach.

3.8 Conclusion

This chapter explained the research methodology used in this study. The focus was on the research design, population and sample, data collection instruments, data analysis procedures, ethical considerations, and quality criteria. These methodological procedures were further being considered during data analysis purposes in chapter four.

The next chapter discusses the presentation, analysis, and interpretation of data.

CHAPTER FOUR: PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

4.1 Introduction

This chapter presents and analyses the data collected from questionnaires that were completed by students as well as the interviews conducted with the lecturers. This study aimed to explore contextual factors affecting first entering students' motivation to learn English. The presentation, analysis and interpretation of the questionnaire data will be done first and then followed by the interviews.

4.2 Questionnaire data of the study

Twenty (20) sampled English first entering students filled in questionnaires. The students had different motivations to study. According to Gagne and Deci (2005: 335), three types of motivations of the SDT are intrinsic, extrinsic and amotivation are said to become visible in the learning process depending on the context and students' differences. The questionnaire questions are integrated and reiterated in accordance with the generated themes below:

4.2.1 Students' personal information

It was found worthy to include the participants' personal information to help the researcher to formulate appropriate recommendations to maintain students' motivation to learn English as part of the study objectives. It is also worth mentioning that the personal information of the participants helped the researcher to balance the selected sampling size and maintain adequacy during the data saturation point. The information consists of gender, age, and home language. The students' gender will be presented first, followed by age and then the home language. These will be discussed under the following figures.
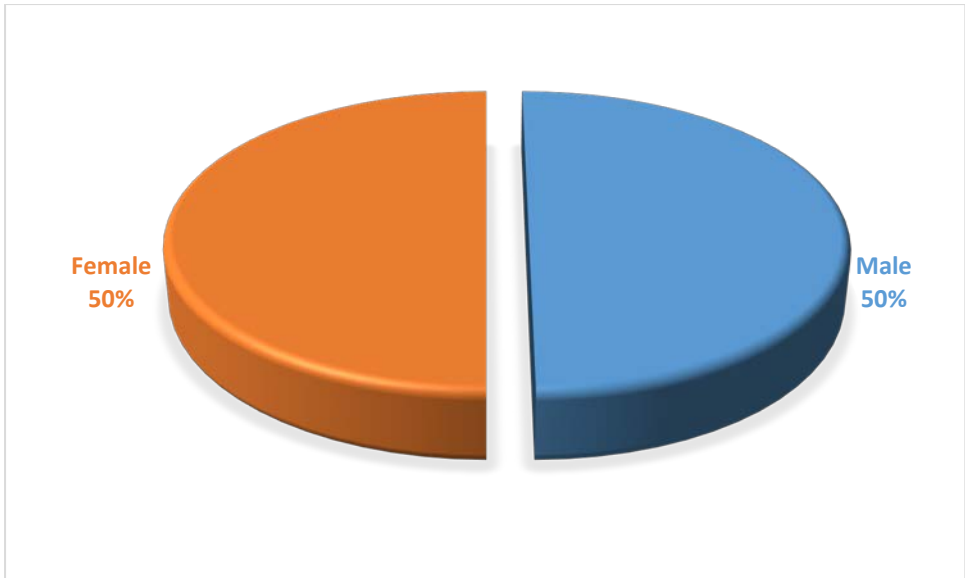
Figure 2: Students' gender

Figure 2 above demonstrates the gender of the students in percentages. The figure illustrates that out of 20 (100%) sampled students, 50% were male and the other 50% were female. That is, the gender in this study was balanced.
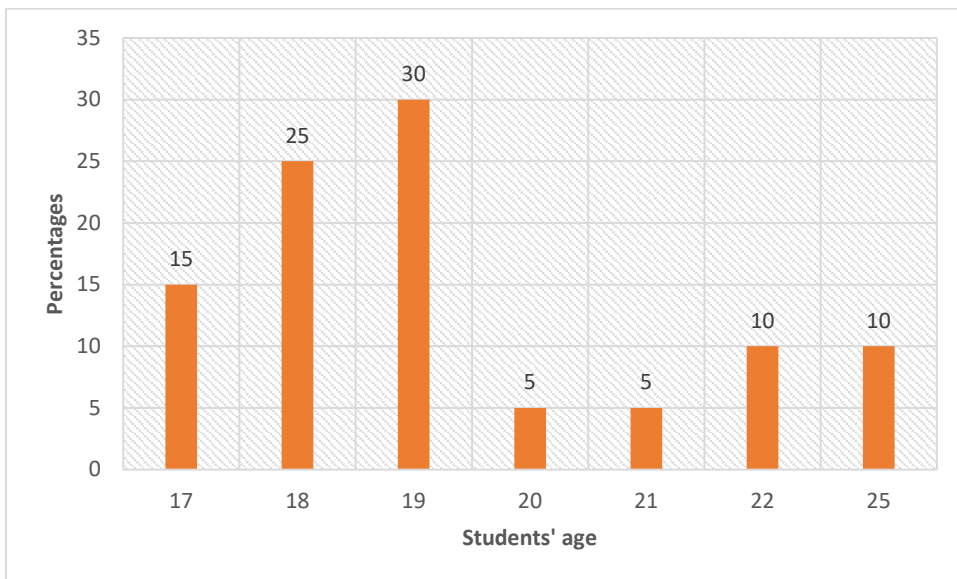
Figure 3: Students' age

Figure 3 above illustrates the age of the students in percentages. The figure shows that the sampled students are between the ages of 17 and 25. Fifteen per cent (15%) of the students were 17 years old, 25% were 18 and 30% were 19. Additionally, students aged 20 and 21 shared an equal percentage which is 5% while the ones aged

22 and 25 also shared an equal percentage which is 10%. This implies that the youngest students were the 17 years old and the 25 years olds the oldest.
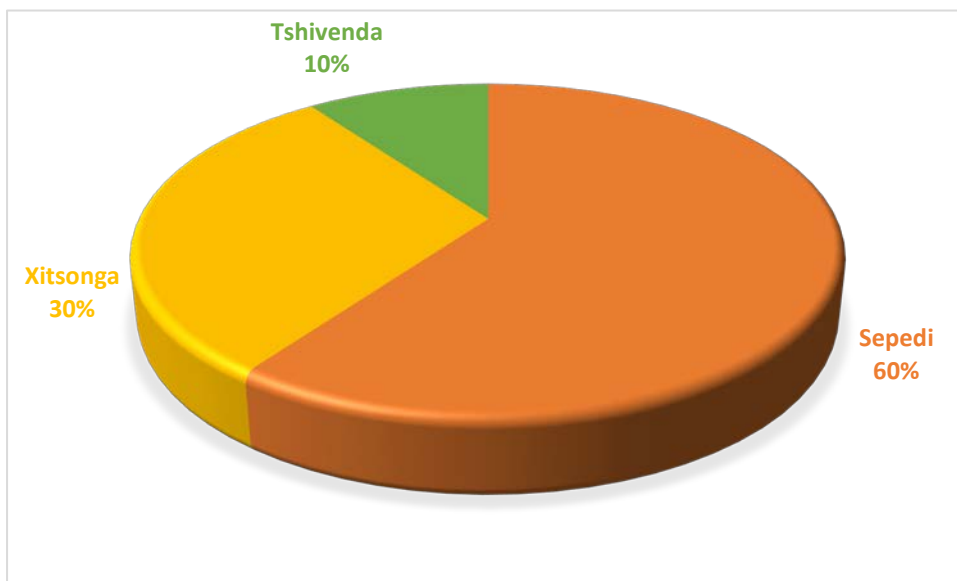
Figure 4: Home language

Figure 4 above demonstrates the students' home languages in percentages. Out of 20 (100%) sampled students, the Sepedi speaking students constitute 60%, Xitsonga speaking 30% and 10% are Tshivenda speaking students. In other words, the Sepedi speaking students were dominant followed by the Xitsonga and Tshivenda students, respectively.

4.2.2 The students' motivations to learn English language

Students' motivations to learn the English language emanated from their responses which involve reasons behind opting for English as major, long-term goals and language preferences. The students' motivations were further based on their study approaches, looking at their initial intentions when they were approaching tasks and the time allocated for studying. The questions will be repeated and followed by the responses as follows:

What motivated you to study this degree?

Students were given three options to choose from, which are because of family, to be a language expert from the beginning and the limited space regarding their first choice

degrees and as a result, did not want to stay at home. The following figure shows the illustrations.
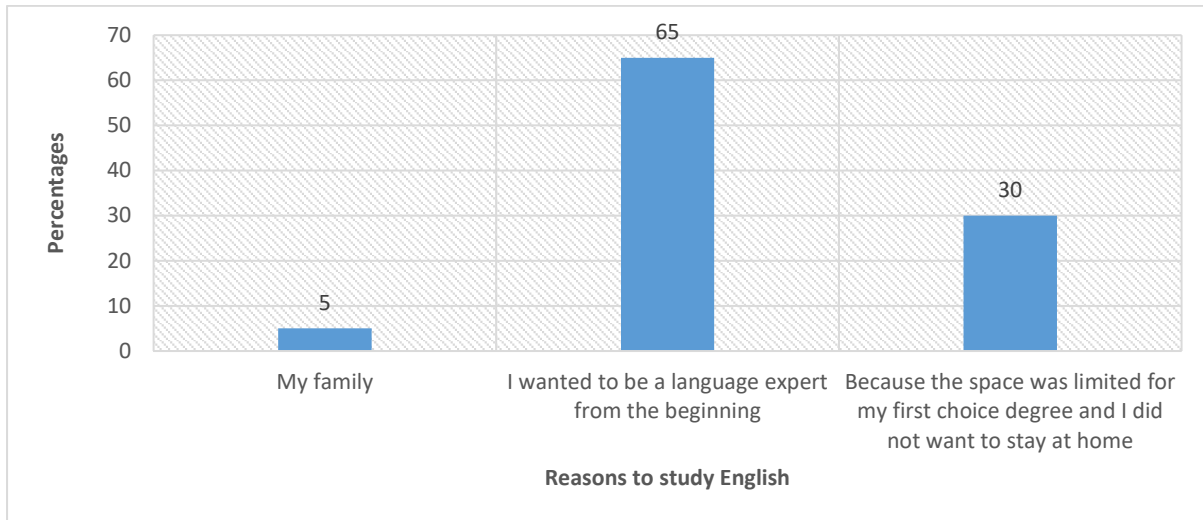
Figure 5: Students' motivation

Figure 5 above presents students' reasons for choosing to study English in percentages. Out of 20 (100%) students, 65% of them opted to study English because they wanted to be language experts, with 45% of male students showing a greater interest than their female counterpart. This implies that male students represent the majority among the intrinsically motivated students. With reference to the SDT employed in this study, the findings can be interpreted that male students' motivations are mainly driven by internal factors, unlike the female ones who drew their motivation from external factors, family influences and registration purposes.

In the study of Modjadji (2015: 73) on motivational factors, only female students were more likely to be subjected to discouragement than males in the course of learning. However, the aforementioned researcher's findings were contrary to the hypothesis in which females were found to be motivated to learn. The findings of this study validate Modjadji's hypothesis but differ from her findings. This brings in the issue of contextual factors which refer to the dynamics that influence motivation and shape learning (Dörnyei, 2014: 706). In other words, contextual factors could be the main reason for the inconsistency of female students' motivation to learn the English language. In this regard, a learning context becomes a pillar for students' motivation, especially the female ones. The above is confirmed by the present findings which have shown that out of 70% of the students who are extrinsically motivated, 60% of them are females.

From this point, the noticeable contextual factors which affect students' motivation are family and academic registration regulation purposes.

If you had a chance to choose again, will you opt for this degree again? Support your answer.

The questionnaires responses indicated that out of 20 students, 13 of them said that they would opt for English if they were given a chance to choose again. Among the 13, the majority which is 9 indicated that they would opt for English because they wanted to attain knowledge and skills of this language and become experts in the field of linguistics; while the minority of them which is 4 stated that they would choose to study English again because they found the lecturer's teaching approach interesting. Thus, they indicated that the English language knowledge will open doors for them across the globe. However, one student among them mentioned that the reason for choosing English again is to prove his or her friends wrong. On the contrary, the remaining 7 students among the 20 stated that they will not opt for English again if they got the opportunity to do so. The optimal reason for them not opting for it was that English was never part of their career choices. As a result, they found it difficult to study for a degree in which they were not interested in. Some of these students even went further to state that studying for a degree without passion feels like punishment.

According to the responses above, most of the students appear to be intrinsically motivated while a few of them are extrinsically motivated. According to SDT, intrinsic motivation involves students' internal interests which result in knowledge and skills development. It includes the desire to pursue an activity for pleasure and satisfaction. This type of motivation stimulates persistence and determination in the process of learning (Köseoğlu, 2013b: 423). For example, students who opted for English because they wanted to be language experts symbolise the persistence and determination aspect of intrinsic motivation with the zeal of becoming linguists and hoping to make it regardless of the challenges.

Equally important, knowledge and skills development seem to be the core characteristics of intrinsic motivation. As the findings indicated that students who were driven by intrinsic motives reasoned that being a teacher allows one to give back to the community, to be valued and respected. This is in line with the basic needs sub-

theory of SDT who's underlying goal is to accomplish students' needs up to the level of self-actualisation through motivation (Köseoğlu, 2013a: 418).

Conversely, a few participants signified an extrinsic type of motivation, which is defined as a motivation for personal achievement depending on the present context or foreseen outcomes. It involves pursuing an activity out of a sense of obligation to avoid family if not peer pressure in most cases (Köseoğlu, 2013a: 423). Among the responses, one student unlike the others mentioned that his or her friends are not supportive, thus is learning English to prove them wrong. This means that if it were not because of the friends, the student would have not studied the way he or she is studying now or perhaps would have deregistered English. This validates Köseoğlu's claim about extrinsic motivation, pursuing an activity out of a sense of obligation particularly to avoid peer pressure. Other students stated that their interests in learning English lie in the lecturer's teaching approaches, his method of lecturing enlightened and made them find learning interesting.

Students who were not intended to choose an English degree again specified that they chose English because of the limited space in a career of their choices. In other words, they registered for English not because they wanted to but because of the restrictions on registration regulation purposes and they did not want to go back home. The students registered for the course because space was limited, and some did not meet the minimum requirements and ran out of choices. The researcher recognises two types of motivations from their responses which are extrinsic motivation and amotivation, the latter is defined as the absence of intentions and motivation to participate which results in an incapability to detect the conditions between actions and outcomes (Cetin, 2015: 143).

The responses mostly symbolised the extrinsic type of motivation than amotivation. For example, the majority of the students indicated how they wanted to study other courses such as Accounting, Business, and Bachelor of Education (BEd), whereby the students specified how these courses have job opportunities compared to what they are currently studying. The above can be interpreted that job opportunity also serves as an external factor that stimulates extrinsic motivation. Although English was not what they initially intended to study, they still recognise its importance for career purposes.

The above findings are consistent with the study that examined students' motivation to become foundation phase teachers in which the findings indicated that both intrinsic and extrinsic motivational factors served as driving forces for the students to be enrolled in BEd. The extrinsic factors were dominated by reasons such as job security purposes, good salary, and the availability of funding (Sayed & McDonald, 2017: 3). According to Shumba and Naong (2012: 175), students' decision-making about career choices occurs long before they enter a university. For this reason, families, their ability to select ideal career choices and teachers' influence are found to be key factors in determining the students' career choices.

On the contrary, one participant among the respondents symbolised amotivation which is the action without intentions if not the behaviour in the absence of motivation. As the participant mentioned that he or she is not interested in an English degree and will never be. The participant further stated that it feels like a punishment at some point. In other words, this student does not have a passion for the course, yet he or she continues studying it. That is, the student is acting without intentions if not motivation which is in line with the definition of amotivation. According to Bandura (1994: 39), individuals who lack faith in what they are doing become victims of failure. In other words, the feeling of hopelessness serves as a hindrance to one's learning success.

Where do you want to see yourself in four years to come? Support your answer.

The researcher divided the responses into two dimensions, goals with clear direction and goals without clear direction. Out of 20 students, 13 of them were clear about their goals; 8 of them indicated that they wanted to see themselves employed in the next four years to come. However, 2 out of 8 intended to take different career paths by imagining themselves working and excelling in other fields whereas 6 still imagined themselves in the linguistics field. The 6 students emphasised that they want to see themselves in the media, court and schools working as language practitioners. In addition, the students want to see themselves having completed their degrees and working. This seems to be a priority to them, and the reason could be that most of them come from disadvantaged backgrounds. In this regard, the students' faith and confidence in their set goals serve as a motivation to perform well in the process of learning. The pioneer of goal setting theory, Locke (1960: 157) stated that the more specific and clear the goal is, the greater performance and persistence of the task.

Only 5 students out of 13 had a similar goal which is to further their studies upon completion of their junior degrees. Amongst the 5 students, 4 of them expressed a desire to pursue a postgraduate qualification whereas 1 aimed to enrol for another undergraduate degree. This is a delineation of intrinsic motivation which is characterised by knowledge and skills development. Hence, the students' priority is to acquire advanced knowledge and skills.

In contrast, the last 7 students out of 20 were not clear about their academic goals. The unclearness of their goals needs attention such as career counselling and guidance as it may impact their future negatively. Besides that, the noticeable points from their responses were to become employed, being role models and agents of change for their family backgrounds. The findings are in line with Jingna's (2012: 33) view on human needs hierarchy which is the need for survival and a sense of belonging where family and community structures serve as key contextual factors that inspire students to learn. The students' fundamental goal was to complete, get jobs and provide for their families and serve as role models in their communities. Reflecting on the aim of this study, contextual factors, family, and community are influential factors that affect students' motivation to learn.

Which language do you prefer to use more frequently? Support your answer.

The students indicated languages which they prefer to use more frequently. Out of 20 students, 18 students stated that they prefer the English language to any other language while the remaining 2 students indicated that they prefer to use their home languages. The first 18 of the students which are 90% of the sample stated that they prefer the English language over their mother tongue or any other languages for various reasons. The reasons are to avoid communication barriers, for career purposes since English is the language of learning and teaching (LoLT) to the majority of South Africans.

These findings correlate with Makamu's (2009: 58) findings that the majority of UL students have a positive attitude towards the use of the English language as compared to their source language. Additionally, Gordon (2019: 3) maintains that regardless of the challenges experienced in the process of learning and teaching, English is presently the preferred language in the educational context. These findings show consistency in students' attitude towards the English language.

4.2.3 Students' approaches to learning the English language

Learning approaches were determined by the students' responses based on their initial intentions for task preparation, study approaches preferences and time allocation to study the English language. An approach to learning refers to what a student does and the reasons behind the action in the process of learning a particular subject. These approaches comprise a deep approach, surface approach which comprises rational and dis-organised, and achievement approach which is known as strategic approach (Cetin, 2015: 143) (cf. 2.3.1). Some of the findings will be presented in figures.

What are your initial intentions when preparing L2 tasks (assignments, presentations, tests, and exams)?

The students were given four options to specify their intentions when preparing English tasks, assignments, presentations, tests, and exams. The options are to pass and avoid failure, to obtain knowledge, to pass and to progress in learning, to fulfil the lecturer's request, and to outrun their classmates. From the three options given, the students opted for only two options which are to pass and avoid failure; to obtain knowledge; to pass and to progress. Figure 5 below presents their options in percentages as follows:
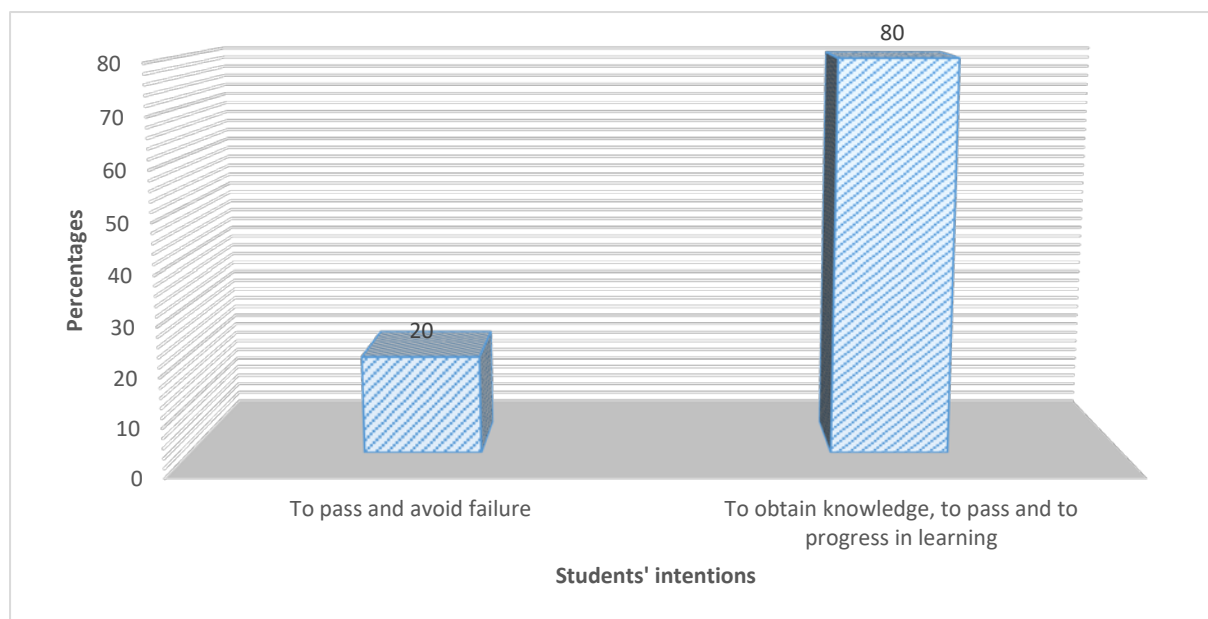

Figure 6: Intentions of tasks preparations

Figure 6 above presents the students' initial intentions for task preparations in percentages. Two intentions are demonstrated, to pass and avoid failure, and to obtain knowledge, pass, and progress. The latter option dominates with 80% of students while the former is opted by 20% of the students. The 20% of students signified surface-irrational approach to learning which is associated with the extrinsic type of motivation which is linked with fear of failure and extrinsic motives. Furthermore, 3 out of 20 students were female. The findings contradict Van Staden's (2016: 599) findings that most of the female students apply a deep approach to learning, unlike the male ones.

Contrariwise, the remaining 80% of the students stated that they prepare tasks with the intentions of obtaining knowledge, passing, and progressing in learning. That is, the intentions are associated with a deep approach to learning as it is characterised by the understanding of the content and knowledge transformation. This is similar to the previous findings which reported that deep approach students intend to score higher grades, retain, integrate, and transfer information at higher rates. The students were found to be organised in studying and developing a positive attitude towards their studies (Laird, Seifert, Pascarella, Mayhew & Blaich, 2017: 404).

Which learning/study approach do you apply or prefer?

The students were given four options to indicate their learning approaches. The options were studying according to the scope given, making sure that they understand and covered all and linked the new knowledge with prior knowledge, opting for what works for them for that specific period, and not having preferences when coming to approaches, making sure that they achieved more than others. The results indicated that no option was left unselected. Figure 6 below presents the results in percentages:
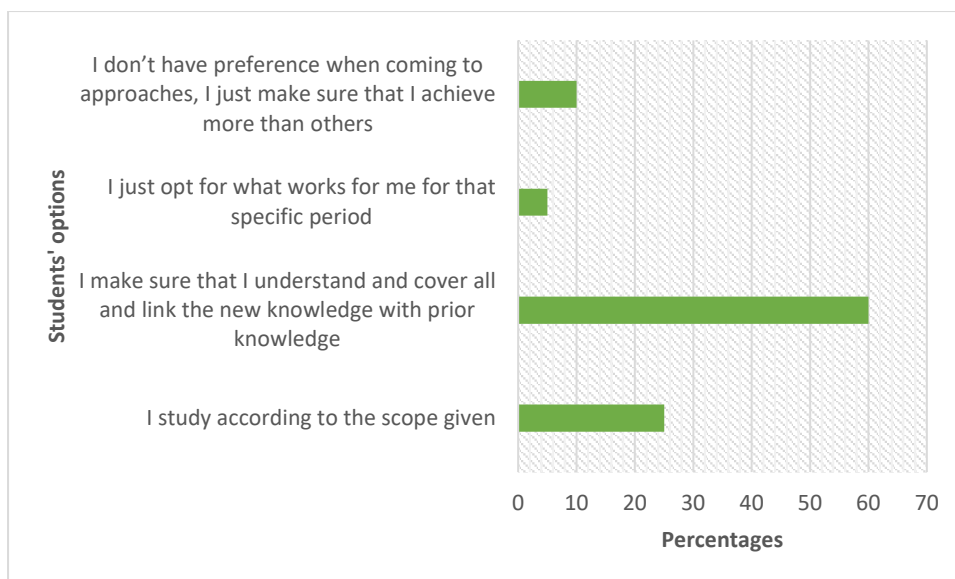
Figure 7: Study approaches preferences

Figure 7 above presents students' responses based on approaches to learning. Unlike the other figures, the Y-axis of this figure illustrates the students' options while the X-axis presents the percentages of the opted learning approach. Starting from top to bottom of the Y-axis, 10% of the students indicated that they did not have preferences when coming to approaches in that they just made sure that they achieved more than others. The second one, which is 5% of the students, revealed that the student just opted for what works for him or her for that specific period. The majority, which is 60% of the students, specified that they made sure that they understood and covered all and linked the new knowledge with prior knowledge. The average which is 25% of the students said that they studied according to the scope given.

The responses above can be interpreted as follows: 25% of the students stated that in terms of exam preparation intentions, they study according to the given scope. This represents a surface-rational approach to learning. The findings are in line with Houghton's (2004: 1) view of the surface-rational approach, which is the way of learning in which the fundamental goal is to avoid failure by accepting the information as it is and memorising it to produce detailed and satisfying work. Therefore, the students' approach to studying according to the scope is an indication that they want to produce satisfying work following the information received.

Equally significant, 60% of the students indicated that they made sure that they understood, covered all, and linked the new knowledge with prior knowledge when

they study. These characteristics signify a deep approach to learning as Laird, et al. (2017: 404) associates it with a personal commitment to understand the learning material by putting efforts and applying multiple strategies to update the ways of thinking and approaches to new phenomena. This is similar to Cetin's (2015: 143) findings that deep approach students were found to be eager to understand the task given and use strategies to accumulate and link information with the previous knowledge. In line with the study objectives, the students signify the intrinsic type of motivation and in this case, the context does not have more influence on their motivation to learn.

Equally valuable, 5% of the students stated that they were just opting for what works for them for that specific period. The response could be linked with the surface approach to learning, surface-disorganised approach. According to Kyndt, Raes, Dochy and Janssens (2013: 5), surface-disorganised approach to learning refers to a non-academic orientated motive to complete without thorough planning. This approach is associated with a sense of incompetence, unmet basic needs and amotivation. For this reason, the student's response is a signified surface-disorganised approach to learning.

The remaining 10% of the students indicated that they did not have a preference when coming to approaches because their focus was to make sure that they achieved better than others. The responses reflect the achievement approach which is linked to an extrinsic type of motivation. Fourie (2003: 124) stated that students with this type of approach draw motivation from the competition and the focus is on accomplishment and praises as rewards. In essence, they are subjected to completing for rewards.

How often do you study English?

The students were also asked to indicate their time allocation to study the English course. The students were given three-time frames, namely towards the end of every quarter, on a weekly basis, and only when they had tests or exams. Out of these three options, only two options were specified which are the weekly basis, and tests and exams time. Their responses are demonstrated in percentages below:
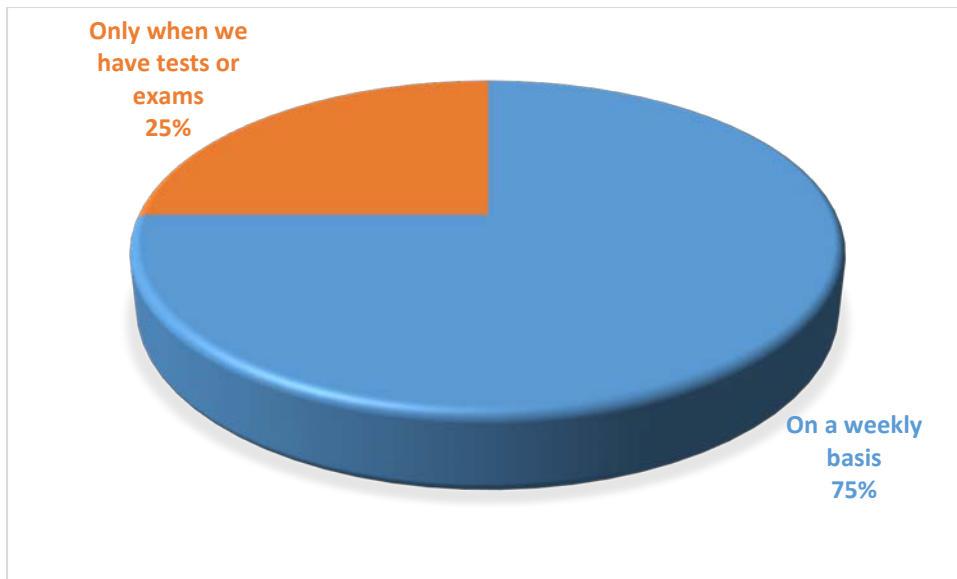
Figure 8: Weekly study basis

Figure 8 above illustrates students' time allocations to study English. The majority of the students (75%) indicated that they study English every week which can be once, twice, or even more than that per week. The minority, on the other hand, 25%, stated that they only study during tests and exams times.

The responses of the students above signify four types of approaches, namely surface-rational, surface-disorganised, deep, and achievement approaches to learning. The three types of motivations, intrinsic, extrinsic and amotivation were depicted in line with the students' desire to learn English. With reference to Mare's (2015: 7) motivation and approaches to learning linkage which was previously discussed in Chapter Two, the findings indicated that the number of intrinsic motivations correlates with a deep approach to learning. The correlation was also seen in the number of extrinsically motivated students with surface rational and achievement approaches as well as amotivation with surface-disorganised approaches to learning. The findings confirm that there is a relationship between motivation and approaches to learning. This helped the researcher to determine the students' motivation level. Table 2 below shows the correlation between motivation and approaches to learning:

Motivation	approaches to learning	frequencies	%
Intrinsic	Deep	12	60%
Extrinsic	Surface – rational & achievement	7	35%
Amotivation	Surface – disorganised	1	5%

Table 2: Correlation between motivation and approaches to learning

The table above shows the correlation between the UL students' motivation levels and their approaches to English language learning. With reference to the conceptualised SDT model discussed in Chapter Two, the students' reasoning based on what motivated them to study the English language and how they approach their learning material served as the fundamental determiners to detect their motivational levels. It was then found that most of the UL first entering English Students are intrinsically motivated to learn the English language and the fulfilment of the basic psychological needs such as autonomy, relatedness, and competence were the sources of influence to their motivation to learn.

Few students are found to be extrinsically motivated. This implies that the basic psychological needs such as autonomy need which is defined by Ryan and Deci (2017: 232) as an individual's inner control and self-endorsement are partially fulfilled. Extrinsically motivated students usually depend on contextual factors, the lecturers' teaching approaches and the amount of support from their friends and classmates. These contextual factors were derived from classroom context and community attitude based on the conceptualised SDT model. This can be substantiated by the findings of Ajmal, Keezhata, Yasir and Alam (2020: 204) as they indicate that both intrinsic and extrinsic motivation effectively aid students to overcome challenges that come along with the learning of target language in a positive learning context. Also, Hussain (2018: 23) found that the context in which language learning takes place has a great influence on students' motivation to learn. The findings emphasise the role of the educator as an influential aspect in maintaining meaningful learning by fostering the students' motivation to learn the target language.

A very few students are found to be amotivated and this suggests that their basic psychological needs are partial if not met at all. This hindered their ability to discover their learning intentions and goals as amotivation is described as the absence of intentions and encouragement to perform a certain task (Bedel & Onsekiz, 2015: 142).

4.2.4 The role of context in relation to students' motivation to learn English

Students' motivation to learn the English language is mainly influenced by several factors in the context of learning. These factors hold the power to shape their learning by determining how much and how fast the students can and will acquire the language. The factors include the behaviour of friends and classmates, the state of classroom discourse and leadership functions exercised by the institution and the facilitator (Dörnyei, 2014: 706). In this study, the role of context in relation to students' motivation was determined by the students' responses in line with classroom discourse, the role of friends in relation to academic success and students' affective factors. The role of classroom discourse is presented below:

The role of classroom discourse towards students' motivation to learn English

In this section, classroom discourse is determined by the students' responses based on their feelings towards the English lecture hall, their abilities to differentiate their lecturer (s) and the high school teacher (s) and their rating on the basis of lecturers' teaching approaches. Students' reactions towards the English lecture hall are presented below:

How do you feel when you think of your English lecture hall?

The students expressed their feelings about the English lecture hall. Out of 20 sampled students, 1 student did not respond to the question whereas 3 students responded, and their responses were found to be ambiguous. The 3 stated that the lecture hall is normal, congested, and a place to learn and interact. This ambiguity did not allow the researcher to detect their feelings towards the English lecture hall. However, the responses of the remaining 16 students were clear for presentation and analysis.

Three students among the 16 indicated that they did not feel good about the English lecture hall. Their feelings include uncomforting, inactiveness and dislike. Concerning classroom discourse definition, the students' feelings emerge from lecture hall seating

arrangement, over-crowdedness and the lecturer's inactiveness based on the interaction as compared to their previous high school teachers. These can affect the students' motivation regarding attending the lecture. The findings are similar to the study of Leibowitz (2016: 203) on how contexts influence students' motivation, the results have shown that motivational instances were limited due to contextual features such as workload, poor infrastructural and material assistance

The other students, 13 of them, signified that they feel good when thinking about the English lecture hall. This number represents the majority of the sampled students. The students' feelings involve being motivated, joyful and excited. The findings attest to Dörnyei's (2014: 706) claim that contextual factors like classroom discourse influence students' motivation and shape their learning. That is, how the students feel about the course and the lectures have a distinct impact on how they learn and endure learning.

Is your lecturer the same or different from your high school teacher in teaching the English language? Support your answer

The students' responses were meant to help the researcher to determine their readiness at the transitional stage of learning. Out of 20 students, 2 of them did not respond clearly. On the contrary, the other 2 students stated that the lecturer was more or less the same as the high school teacher and not challenging. The students continued that their lecturer (s) and high school teacher (s) had similar features such as giving every student attention and clarifying concepts. This is in accordance with Lee's (2019: 3) assertion that providing an inclusive supportive learning context increases students' sense of belonging and contribute positively towards their motivation to learn. Similar findings based on the teaching approach pointed out that the learning context has a major influence on students' motivation (Schulze & Van Heerden, 2015: 7). That is, meaningful teaching approaches and a supportive learning environment trigger students' motivation to learn.

Conversely, 7 students from the sample indicated that their English lecturer is different from their high school teachers, but in a positive way. The positivity was found in the lecturer's fluency and proficiency of the English language, flexibility and encouraging teaching approach have a positive influence on students' motivation. This is in line with Fourier's (2003: 130) argument that the quality of learning depends on a facilitator

as a transferor of knowledge. That is, the more knowledgeable the facilitator is, the greater chances for the student to acquire knowledge and skills development in the process of learning. Further, Utomu (2018) indicate that the way in which facilitators or lecturers approach lessons have a great influence on students' learning approaches.

The rest of the students, which is 9 them, indicate that the English lecturer is different from their high school teachers and the differences were found to be challenging. The students identified several reasons for the challenges which included the lecturer's consistency of using the English language without code-switching which results in participation barriers and the fear of seeking clarity as well as his role as a facilitator, not a teacher, disadvantaging them since they are drawing from a limited English background. The findings attest to the annotation of McCabe (2014: 13) that English language learning is found to be more challenging for English students, especially those who come from disadvantaged backgrounds where the language is limited. In essence, the challenges that the students found in the lecturer's approaches could be due to the students' limited English background knowledge.

How can you rate his/her teaching approach?

The students were further requested to rate the lecturer' teaching approaches to detect the role of classroom discourse as a contextual factor on students' motivation to learn the English language. The students were given four options which are not challenging, appropriately challenging, extremely challenging and none of the above. Figure 8 indicates the students' responses in percentages as follows:
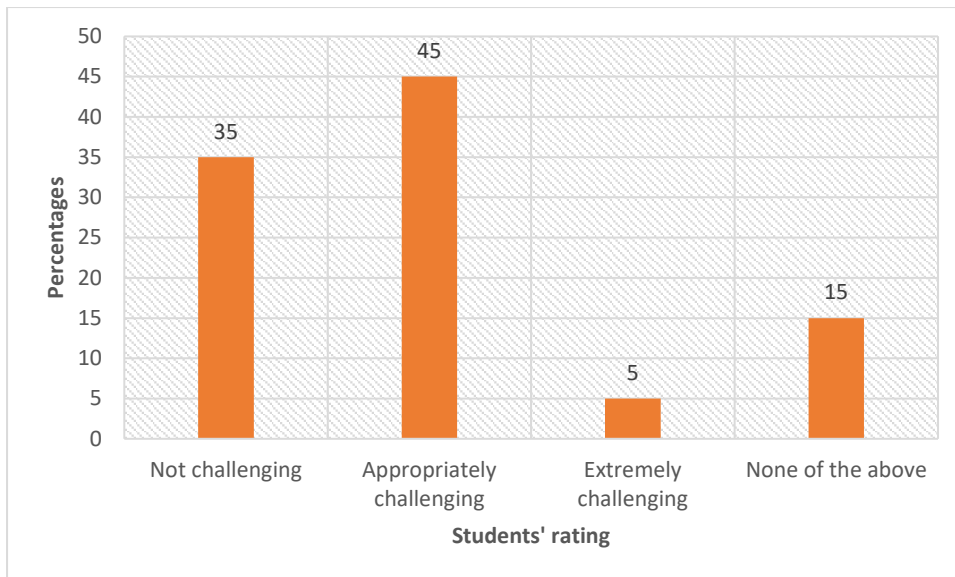
Figure 10: Teaching approach rating

Figure 8 above shows that 35% of the 20 sampled students indicated that the lecturer's teaching approach is not challenging. However, 45% of the students specified that the current teaching approach is appropriately challenging. This percentage represents the majority and can be interpreted that the students can notice differences across the stages of learning, and they are willing to accept the challenge of transition across the curriculum. Despite that, 5% of the students noted that the lecturer's approach is extremely challenging whereas 15% of them indicated that the approach is neither challenging nor unchallenging.

The role of friends in relation to motivation to learn the English language

The role of friends in relation to students' motivation to learn English was determined by the responses based on the students' friend's identification, the time they spend together and their perceptions towards English as a career. The students' responses to the questions posed are as follows:

Do you have a friend in your class or around the campus?

Students were asked to indicate whether they had friends in the class or around the campus. The procedure was for them to select one option from the given options, yes, no, and not planning to have one. From their responses, no option was left unselected. The following Figure 9 presents the responses in percentages:
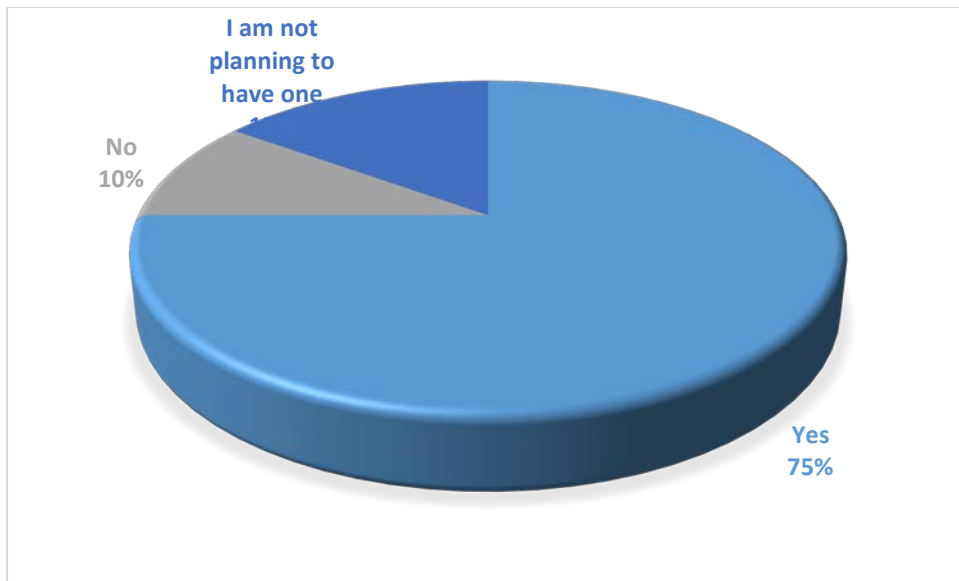
Figure 10: Students' friendship rate

Figure 9 above demonstrates that 75% of the students have friends in class and around the campus. This percentage represents the majority of the 20 sampled students. The figure also shows that 10% of the students did not have friends while 15% of them were not planning to have friends. In other words, students who stated that they did not have friends and those who were not planning to have friends were lower in percentages as compared to the ones who had them.

If one of the above answers is yes, how often do you spend time together? And what do you do mostly when you are together?

Three students did not respond to this question as it was linked to the previous question. That is, only 17 students from the sample answered the question. Out of the 17 students, 2 of them indicated that they did not have friends and according to their responses they were introverts. The other 15 students indicated that they did spend time with their friends. However, they advanced different reasons and time allocations. Four of them indicated that they spend time with their friends almost 5 days a week, but they were not clear about the activities they do together. Five students among the 15 stated that they did spend time with their friends but not for academic purposes while 6 of them indicated that they did spend time together every week and they found time to engage in academic activities together. The activities include discussing, rehearsing, and assisting each other. This embraces peer-on-peer learning which is significant for learning progress. The findings confirm the study on peer-assisted

learning by Byl (2019: 23) who found that peer learning helps students, particularly first years, to cope at university and progress in learning.

What is your friend's perception towards English as your career?

Students were requested to indicate their friends' perceptions of English as a career. Out of 20 students, 6 of them did not respond to the question and this may imply that either they did not have friends, or their friendships did not involve academic matters. However, the remaining 14 students managed to answer the question. Eight of them mentioned that their friends were supportive towards them taking English as a career. According to the students, the curiosity and eagerness about English as a career, and the interest in enhancing English fluency were regarded as a way of getting support from their friends. Despite that, 3 students mentioned that they never discussed their academic work with friends while 2 students' responses were not clear for the researcher to detect their friends' perceptions about the English language as a career. The responses were unclear due to limited elaborations.

Students' reactions in response to the new environment

Students' reactions were meant to determine the influence of the context on their motivation to learn English. The reactions were detected based on their feelings as first entering students, the challenges they encountered and what they suggested for better changes. Below are their responses:

How do you feel as a first-year student?

Out of 20 participants, 11 students were found to be excited about being the first entering students. The excitement was brought about by various reasons such as the feeling of achievement, a dream that is coming true, a sign of progress in the journey of reaching a goal, freedom, and exposure. These were positive feelings that could contribute positively towards learning motivation. The findings are in line with Schulze and Van Heerden (2015: 7) in that a learning environment can influence students' decision making. That is, when the environment affects students positively, it triggers their interests and desire to learn.

Four students indicated that they had mixed feelings about the idea of being first entering students. The students reasoned that the challenge of being in a new

environment, adjusting and doing the course that they did not like resulted in mixed feelings. These findings could be linked to the previous ones of Mokgele (2014: VI) who claimed that first entering students often find it difficult to adapt to the university environment after transitioning from high school and are demotivated as they undergo the process of adjustment in an overwhelming environment; the inconsistent feelings within a particular context can be more stressful than expected.

The other 5 students stated that being a first entering student is a challenge on its own. The students further indicated that they did not enjoy the transition due to the overwhelming amount of work, pressure, and the challenge of independent learning. The findings agree with Leibowitz (2016: 203) who discovered that the students were not motivated to learn because of the unfavourable contextual actors such as too much workload, poor infrastructural and material support.

Are there any challenges that you encounter as a first-year English second language student? If yes, specify.

One student did not respond to this question whereas 7 students indicated that they did not encounter any challenges. However, the remaining 12 students indicated that they did encounter challenges but in different ways. Eleven of them experienced academic challenges while the remaining student experienced social challenges. Starting with the academic ones, 10 students experienced academic challenges. The challenges include poor English proficiency and time management, difficulties in understanding the content such as poetry, lack of resources and poor lecture hall arrangements. This confirms the findings of Chokwe (2016: 38) as stated that English language proficiency was found to be challenging to the majority of students especially first entering students in South African's institutions of higher learning. The challenges lead to frustrations and result in adjustment barriers. For example, Birzina, Cedere and Petersone (2019: 349) indicate that students' academic skills such as computer-related skills, curricula, and pedagogies, can either enhance or impede their motivation to learn.

In contrast, one student experienced social challenges which are also crucial for adjustment at a transitional stage. The student mentioned that he or she found it hard to make new friends and concluded that he or she is not good at socialising. The

findings relate with the previous ones in that being a first entering student is not only about academic progress but also involves many factors which contribute to students' well-being, emotions and the needs which lead to academic success (Van der Zandena, Denessenb, Cillessenb & Meijera, 2018: 57).

If there are challenges, what are you suggesting as better changes?

Eight students did not indicate the challenges they encountered, and this could be an indication that they did not have challenges. The remaining 12 students indicated the challenges they encountered daily in the process of learning. These challenges comprise assessments and workload purposes, lesson arrangements, study material, time management and the awareness of students' differences. The findings are in line with Brooker, Brooker, and Lawrence (2017:49) who discovered that independent learning appears to be an overwhelming issue in the lives of students especially those that emerge from disadvantaged backgrounds with poor learning abilities. Language barriers are said to be the contributing factor that results in difficulties for a transition. In essence, background knowledge plays a key role in the majority of the students at the stage of transition.

In reference to the theory of this study, SDT, an individual's capability depends mainly on his or her immediate environment. These environments include the self-determining environment which accomplishes one's basic needs and the controlling environment which does the opposite (Köseoğlu, 2013a: 424). The learning environment in this study is found to be both self-determining and controlling. The female students were mainly controlled by the environment, unlike the male students who were associated with the self-determining environment. In essence, classroom discourse and friends as contextual factors appeared to have limited positive influence on students' motivation to learn the English language as compared to the lecturer's approach to teaching. The factors were found to influence the majority of female students, unlike the male ones. In other words, the female students were extrinsically motivated while the male ones were intrinsically motivated.

4.3 Interviews data of the study

The interview data complement the questionnaire data for the researcher to obtain in-depth information about the contextual factors which affect students' motivation to

learn the English language. This was obtained by seeking information related to lecturers' personal information, lecture hall context, its role towards students' motivation and the lecturers' perception about learning motivation. The data is presented as follows:

4.3.1 Lecturers' personal information

It was found crucial for this study to include the profile of the interviewed lecturers. Two speak Sepedi as a Home Language (HL) and they will be identified as lecturer A and lecturer B throughout the analysis. Lecturer A was a male lecturer aged between 21 and 29 and has been a lecturer since 2019 while lecturer B was a female lecturer aged between 40 and 49 and she started working as a lecturer in 2017. Below are their responses:

4.3.2 Lecture hall control and climate

Lecture hall control and climate were meant to regulate the role of a learning context towards students' motivation to learn English. The lecture hall control and climate were determined by the lecturers' responses based on the state of the lecture hall setting, size of the classroom, the lecturers' perceptions about the classroom setting and their approaches to lessons. Below are their responses:

How is your classroom setting?

Lecturers A and B indicated that they teach large classes which accommodate not less than three-hundred students. However, the two varied in terms of classroom arrangements. Lecturer A stated that the classroom seating arrangement in his class is divided into groups of 5 for discussion purposes, while lecturer B indicated that her students' seating arrangement is in the form of rows that enables her to move around the passages.

If you had a chance to choose the size of your classroom, which size would you prefer?

In terms of class size preference, both lecturers A and B prefer a smaller size classroom. They both reasoned for their choices. Lecturer A emphasised that a small class does not require extra efforts such as several techniques to apply in order to facilitate large classes and a need for a microphone for audibility purposes unlike a

large class as well as a projector for the notes to be visible. The lecturer further mentioned how he detests using a microphone. However, he is forced to use it since his voice is less audible and he is teaching a large class. Additionally, lecturer B maintained that she prefers smaller class like teaching fifty students because the number is manageable. These responses are in line with Marais' (2016: 8) findings that the size of the learning context influences the teaching process. For instance, an overcrowded classroom is said to impact classroom discourse as well as discipline management and control. These experiences result in a lack of motivation in both instructors and students. Thus, the lecturers have to be equipped with the knowledge and skills to endure the challenges they encounter in overcrowded English language classroom contexts.

How do you conduct your lesson?

Based on lesson approaches, lecturers A and B appear to differ in terms of providing reasons for their answers. Lecturer A stated that he applied techniques that enforce the students to be active and participate. The lecturer's goal was to stimulate activeness and make learning interesting. His approach accords with Fourie's (2003: 123) definition of a deep approach to teaching, which refers to the eagerness to understand, desire to construct and relate ideas and meanings through classroom interactions. The findings are also aligned with the previous claim that lecturers with a deep approach character encourage, stimulate, and enable students to progress in the process of learning (Beyleveld & De Villiers, 2019: 22).

In contrast, lecturer B stated that she uses a lot of student-centred activities because of the size of the classroom. These include giving the students a lot of activities in pairs and even in smaller groups of about 4 students. She further mentioned that she was unable to use the lecture method because of the size of the classroom. From her comment, the researcher could deduce that the size of a classroom can influence both the learning and teaching process either positively or negatively. The responses above contrast with Munyengabe, He and Yiyi's (2016: 195) findings which reveal that although a classroom context influences the motivation level of the majority of lecturers, however, their teaching approaches are not affected by the number of students in their classes. This brings in the recommendation made by Marais (2016:

8) that lecturers have to be equipped with the knowledge and skills to endure the challenges they encounter in overcrowded classroom contexts.

4.3.3 The effect of lecture hall control and climate on students' motivation

The influence of lecture hall control and climate on students' motivation to learn was determined by the responses given by lecturers A and B about the students' overall attendance and participation as well as their motivation to learn the English language. Below are their responses:

What is the overall participation in your classroom?

Lecturer A: "I think this is inspired by the groups that I have created. When they see their peers raising their hands in class, they also get motivated to do the same. So far, my class is interesting."

Lecturer B: "Because the class is big, I have about 251 students. So, when I address them, I use the sound but for them to respond meaning their voice projection may not meet this one (referring to microphone sound). So, I think that could be the cause."

Lecturers A and B were asked to indicate the overall participation of the students in their respective classrooms. Lecturer A indicated that the students' participation during the lesson was optimum and so far, he is impressed. He added that the students were able to express themselves and the class was found to be interesting. He further reasoned that the participation was inspired by the groups that he created as the students motivate each other when they participate in class. The responses are in accordance with Fourie (2003: 130) that the quality of learning depends on the lecturer who serves as the facilitator and transfer knowledge. That is, students did not only adopt what the lecturer said but also the way of doing things.

In contrast, lecturer B stated that the students' attendance was not very good in that the same faces were the ones participating daily and they were not more than five in number. This is contradicting the response of lecturer A, and this brings the variety between the two lectures. Besides that, lecturer B was further asked to indicate the reason behind the students' overall participation, and she reasoned that the unpleasing class participation could be since the class was big and the students did not have a voice projection as they do. The findings are in line with the previous ones

which discovered that obstructive learning context, unfavourable instructors' attitudes and teaching approaches demotivate students in the process of learning (Miyuki, Mayumi, Takiko & Mari, 2019: 1).

What is the overall attendance of your students on a daily basis?

According to the responses of lecturers A and B, the overall attendance of their students in English first-year class differs. Lecturer A stated that he was quite pleased with the students' class attendance as the absentees were not more than 5 in most cases. A few reasons were mentioned based on students' outstanding attendance which is the curiosity and eagerness of being a first entering student, the effectiveness, and the interesting part of the class. This correlates with the findings of the questionnaires in which the majority of the students, 13 out of 20, mentioned that they felt good, excited, and joyful when thinking about the English lecture hall.

Conversely, lecturer B indicated that out of 250 students, only 180 students, which is about 70%, attend class daily. This is related to the idea of Dörnyei (1998: 10) who claimed that although motivation plays a key role in language learning, it is a challenging task to be maintained in the context of learning. As a result, 30% of students who are not attending lectures daily show difficulties in maintaining learning motivation (Dörnyei, 1998: 10).

Based on the above definition, what is your comment about their motivation to learn English?

Lecturers A and B gave their responses about motivation to learn English. Lecturer A stated that the students realised the importance of the English language in their curriculum. He regarded English as a tool for success which is linked to success in the entire world in terms of job opportunities. In other words, such a realisation stimulates motivation to learn, as Machingambi and Wadesango (2014:166) defined motivation as an effective aspect that stimulates students' commitment in terms of time and effort in the process of learning. It is an instrument to enhance and strengthen the students' desire to work effectively and progress in learning. The lecturer further reasoned that English opens doors in terms of job opportunities as it is a prerequisite for one to express himself or herself during interviews. For this reason, the students become

motivated to learn English, because they know that it is the language that will influence their career.

On the contrary, lecturer B indicated that students seemed not to be very motivated to learn English because English is a prerequisite to both law and BA languages students. She added that all law students are required to register English in their first year while for BA languages students are required to choose one indigenous language along with English. In other words, English is compulsory for most of the students. The lecturer further stated that she is concerned about the number of students whose motivation to learn English is limited.

4.3.4 Lecturers' perceptions about motivation to learn

The views of lecturers A and B about motivation to learn English were regulated based on their responses about the role of motivation in learning the English language, the challenges, and the possible solutions to maintain it. This helped the researcher to determine how lecturers see the role of motivation in students' learning. Their responses are as follows:

Do you think that motivation is a crucial aspect in learning L2? Why?

Lecturer A: "I think is very crucial because without motivation you will have a long and tedious learning process and then this is going to affect the students' academic learning success because you cannot be proficient in English without adopting some of the techniques that promote English proficiency."

Lecturer B: "Absolutely, for one to learn the language, first one has to know why they need this language. They need to know is a means of communication and sometimes is equated to level ones' levels detentions. Unfortunately, if you cannot speak English well, people turn to think you might intellectually handicap."

Lecturers A and B stated that motivation is an important aspect of the process of learning. Lecturer A articulated that motivation eases the learning process by stimulating students' desire to master the language proficiency. Additionally, students find it easier to interact when they are motivated. This response concurs with Deci and Ryan (2000: 227) who defined motivation as a universal valuable aspect that leads to productivity. The lecturer continued to argue that motivation is a crucial aspect in

learning because without it one will have a long and tedious learning process that will affect his or her learning success. Also, lecturer B expressed that motivation is an important aspect of learning because it makes one know the reason behind his or her actions. The lecturer further stated that, for one to learn the language he or she has to know why they need this language and that will serve as motivation.

In your opinion, which motivation (whether intrinsic or extrinsic) plays a more important role in the L2 learning process? Why?

Lecturers A and B varied in opinions about the question stated above. Lecturer A indicated that both intrinsic and extrinsic motivation play a major role in students' English proficiency. The lecturer continued that the two need each other in the process of learning. He further reasoned that a student needs to be complimented for their hard work, such as when students do well in tests as well as participate in class.

In contrast, lecturer B said that intrinsic motivation plays an important role than extrinsic motivation in the process of learning. The lecturer's emphasis was based on the idea that an individual's motivation from within is far much better than the one from outside. She indicated that one needs to have an urge to be fluent and proficient in all forms of language and the urge has to come from inside not from external factors. This is in line with the study of Aminah and Nugraha (2021: 68) who state that intrinsic motivation has a significant impact on English language learning students as it helps them to overcome ESL barriers such as limited English proficiency as they become motivated to learn more and increase their performance in English learning.

What could be the challenges of maintaining motivation?

Both lecturers indicated the possible challenges as follows: lecturer A said that the challenges depend on the type of students you are dealing with as well as the environment. Classroom size and students' behaviour were noted as factors that can challenge the maintenance of motivation. The above support Dörnyei's (2014: 706) claim that English language learning comprises many factors such as contextual factors. These factors either enhance or impede the process of learning and have the power to influence students' motivation and shape their learning.

Lecturer B stated that the challenge in maintaining motivation is a lack of self-motivation among the students and the inability to choose what they want to study. She continued that the minute someone is forced to learn something, his or her motivation is likely to be limited. So, most of the students are doing English because it is a requirement and are not necessarily motivated.

What are your suggestions for maintaining and developing students' motivation to learn?

Lecturer A and B gave suggestions on how to maintain and develop students' motivation to learn. Lecturer A stated that the teaching approach is a basic aspect for maintaining and developing students' motivation to learn. The lecturer maintained that the idea of making teaching and learning interesting by applying meaningful strategies motivates students to learn. He further stated that it is the responsibility of the facilitator to make learning interesting by coming up with mechanisms that will inspire students to learn and attract them to class. Thus, he suggested a need to identify strategies that can work, implement them, and see if there will be a great change or not.

Equally important, lecturer B indicated that as lecturers there is a need for them to always repeat themselves to the students in terms of the necessity of the English language across the world and how one needs to be fluent in the language. For this reason, students will be motivated to learn the English language. She continued that the students would be motivated if they realise that a lack of proficiency in English affects general success.

From the responses stated above, one may suggest that lecturers should be flexible and strive to meet the students' needs in the process of learning the English language. As Marais (2016: 8) stresses, lecturers have to be equipped with the knowledge and skills to promote meaningful learning.

4.4 Conclusion

The learning context plays a key role in the teaching and learning process. It is also a core area to stimulate the motivation to learn and teach. This study aimed to explore contextual factors affecting first entering students' motivation to learn English. Drawing from the main objective of the study, classroom discourse that institutes the leadership

exercised by the lecturers appeared to play a leading role among the contextual factors which were found to affect students' motivation to learn English. This is followed by the behaviour of friends. As a result, 60% of the students were intrinsically motivated while 35% were extrinsically motivated. However, 5% is amotivated. The suggestions for developing and maintaining students' motivation will form part of chapter five.

The next chapter focuses on the summary of the findings, conclusion, and recommendations.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter aims to recall the objectives of the study to summarise the key findings. It also seeks to conclude the findings of contextual factors affecting first entering students' motivation to learn English. The last section will further present the recommendations of the study.

5.2 Objectives of the study

The objectives of the study were intended to guide the exploration of the contextual factors which affect first entering students' motivation to learn the English language. The objectives below were used to guide the study:

- To determine contextual factors that affect first entering English language students' motivation.
- To establish UL first entering English language students' motivational levels.
- To suggest contextual factors that could motivate UL first entering students to learn the English language.

5.3 Summary of the findings

This study aimed to explore contextual factors affecting first entering students' motivation to learn English at the UL. The study adopted a qualitative exploratory approach which used questionnaires and interviews as instruments for data collection. The general findings of the study were that first entering English students' motivation to learn at UL were influenced by contextual factors such as lecture hall setting, lecturers' teaching approaches as well as the perceptions of friends and classmates. The collected data were aligned with the objectives presented above. Below is the summary of the findings:

Registration and administration purposes were found to be a basic contextual factor that inspired many students, mostly females to register for the English course. The students indicated that they did not manage to secure spaces in their preferred

courses due to having scored low admission points and the limitation of space in those courses. Registration restriction purposes are considered influential factors that affected students' motivation to learn English in this study. In essence, the degree of students' motivation becomes threatened when they enrol in courses that were not amongst their options.

Classroom discourse as discussed in Chapter Two was found to be a major contextual factor that influences students' motivation to learn the English language. It is an umbrella of factors such as classroom size, setting, and how it is conducted which is the approach to teaching. Classroom discourse is considered a major contextual factor because it influences the students' class attendance, participation, and the learning process in general. The findings show that classroom discourse affected the students' motivation to learn English in two different ways whereby some were influenced positively and others negatively. The positive and negative affections were discovered through the students' feelings about English lectures and the lecturers' responses based on classroom control and climate. Starting with the students, out of 20 (100%) sampled students, 65% which represents the majority indicated that they feel good when thinking about the English lecture hall. Their feelings involve being motivated, joyful, and excited. These findings attest to Dörnyei's (2014: 706) claim that contextual factors like classroom discourse influence students' motivation and shape their learning. That is, the students' judgements towards the learning context affect their learning motivation.

On the contrary, the other 35% of the students indicated that they did not feel good about the English lecture hall. Their feelings include being uncomfortable, inactiveness and dislikes. The feelings were directed towards the lecture hall more specific to the seating arrangement, over-crowdedness and the lectures' inactiveness as compared to the high school teachers. These feelings affected their motivation to attend lectures. The findings are similar to the study on how the contexts have influences on students' motivation, in which, it was found that motivational instances were limited due to contextual features such as workload, poor infrastructural and material assistance (Leibowitz, 2016: 203). The students also mentioned English language proficiency as a barrier in the context of learning. This barrier occurs during class participation and when seeking clarity during lectures.

The students' friends and classmates appeared to influence their motivation to learn the English language. These influences were determined by the time they spend together and their perceptions towards English as a career. About 75% of the sampled students have friends in their classes and around the campus, while 25% of them do not. The findings show that out of 75%, about 23% of the students' friendship positively influenced their academic motivation as the students indicated that they spend time together mostly every week and they find time to engage in academic activities. The activities include discussions, rehearsing and scaffolding one another. This embraces peer on peer learning which is significant for learning progress and confirms the study on peer-assisted learning by Byl (2019: 23) who found that peer learning helps students, particularly first-years to cope at the university and progress in learning. However, peer on peer learning is limited in this study since the majority of students and their friends did not have time for academic purposes. In essence, classmates have a less positive influence on one's motivation to learn.

The interviewed lecturers emphasised that the size of the classroom has to be manageable and controllable for the sake of quality in teaching and learning. It appeared to be stressful for the lecturers to teach large classes which resulted in restrictions in terms of teaching techniques. The first lecturer mentioned that teaching large classes impels them to use instruments that they are not comfortable with such as microphones while the second one indicated that such classes prevent them from using relevant teaching techniques. These are contextual challenges that affect both lecturers' and students' motivation in an academic context. One of the lecturers stipulated that the overall attendance and participation of the students was not enough, yet at the same time not bad. This is in line with Munyengabe, He and Yiyi (2016: 195) who assert that the classroom context influences the motivation level of the majority of lecturers. In essence, it can be concluded that contextual factors do not affect only students' motivation to learn but also the lecturers' motivation to teach. It was therefore found that classroom discourse is a major contextual factor that affects the students' motivation to learn the English language. The leading aspects within classroom discourse were found to be the size if not the setting and teaching approach. Registrations and administration limitations, and spaces for careers of choice is another contextual factor that affected several students' motivation to learn. One of the students sampled stated that studying a course that is not of your choice is

confusing and demotivating. The role of friends and classmates is discovered to be a contextual factor as well since it affects the students' motivation to learn English in both positive and negative ways. For instance, few students mentioned that they were receiving academic support from their friends while others did not. Drawing from the theory underpinning this study, which is SDT, classroom discourse is found to be influential to the basic psychological needs of the students such as competence, relatedness, and autonomy both positively and negatively. The positive influence of the classroom discourse maintains that all the three aforementioned psychological needs are fulfilled by the classroom context and this is a depiction of both intrinsic and extrinsic motivation of the students. Nonetheless, the negative influence affirms that the classroom discourse has failed to meet students' psychological needs and this failure amotivated and extrinsically motivated the students.

The second objective was to establish UL first entering English students' motivational levels. According to the students' responses, 60% of the students were found to be intrinsically motivated, 35% extrinsically motivated and 5% amotivated. The researcher discovered that gender also plays a role in students' motivation to learn, in which male students dominated among the 60% of the intrinsically motivated students. While the majority of female students were found to be extrinsically motivated and only 5% of the female students were amotivated. This may be concluded that the female students' motivation depends mainly on the context as compared to the male ones. This was seen in their responses based on the role of friends and classmates whereby the majority of the female students were found to spend more time with friends for fun and not for academic purposes. Most of them opted for English major because they did not meet the requirements in the careers of their choices, unlike males whom 90% of them indicated that they are studying for the degree because they want to be language experts. This concurs with Modjadji (2015: 73) who claims that female students are more likely to be subjected to discouragement than the male ones in the course of learning. It is therefore suggested that female students need more attention in terms of motivation to learn and the learning context should be taken into consideration to ease teaching and learning progress that could motivate UL first entering students to learn English.

5.4 Conclusions

It could be concluded from the findings that English first entering students need more than a lecturer, a friend, or a learning context. This study has explored the contextual factors which affect UL first entering students' motivation to learn English. The findings have shown that students' motivation to learn depends greatly on the contextual factors which influence and shape their learning. According to the data, the size of the classroom and the lecturers' teaching approaches are the major contextual factors affecting students' motivation to learn the English language. These are followed by registration and administration limitations of the career of choice as well as the role of friends and classmates. The lecturers advise that students must register for the courses that they are passionate about and be able to account for their choice to register them, thus, maintaining their learning motivation. However, the students stress that staying home is not an option. Therefore, they choose to consider available courses to register. Besides, the SDT was signified by the different types of motivations which include intrinsic, extrinsic, and amotivations in this context where the majority of students were intrinsically motivated while the rest were extrinsically motivated. However, the minority of them were amotivated. Thus, it is recommended that the English language learning context should receive extra care based on students' motivation to learn especially in their first year. These should include careful considerations of a classroom setting, approaches to teaching and career counselling purposes.

5.5 Recommendations

The findings have shown that a mere orientation week for first entering students, particularly English language students, is not enough for the students to adjust and develop a motivation to continue to learn. Below are the recommendations:

- The UL Department of Languages together with the university management and educational stakeholders in general, need to work together to raise funding programmes and job opportunities for language students to follow a smooth English career path.

- The lecturers of first entering students should develop strategies and skills that stimulate the students' motivation to learn the English language. They should be motivated first in order to motivate the students.

- Debates, public and motivational speaking should be part of the English language programme to develop students' motivation, fluency, and proficiency in English.

- The UL Academic Development Centre (ADC) should establish more programmes based on psychosocial and career information sessions as well as academic and time management skills to help the English language students in decision-making and adaptation.

- The university Admission Point Scores (APS) should be aligned with learners' English language scores in their bachelor matric certificates to avoid unplanned career paths, which result in demotivation for students interested in pursuing an English language stream.

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APPENDICES

Appendix 1: Questionnaires for students

Personal information

Gender : _____

Age range : _____

Home language : _____

The below questions were extracted from Mare (2015); Dörnyei (2014) and De Lozier (2016).

Motivation and learning approaches

a) What motivated you to study this degree?

- My family
- I wanted to be a language expert from the beginning
- Because the space was limited for my first choice degree, and I did not want to stay at home

b) If you had a chance to choose again, will you opt for this degree again? Support your answer.

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c) Where do you want to see yourself in four years to come? Support your answer.

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d) Which language do you prefer to use more frequently? Support your answer.

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e) What are your initial intentions when preparing L2 tasks (assignments, presentations, tests, and exams)?

- To pass and avoid failure
- To obtain knowledge, to pass and to progress in learning
- To fulfill the lecturer's request
- To outrun my classmates

f) Which learning/study approach do you apply or prefer?

- I study according to the scope given
- I make sure that I understand and cover all and link the new knowledge with prior knowledge
- I just opt for what works for me for that specific period
- I don't have preference when coming to approaches, I just make sure that I achieve more than others

g) How often do you study English?

- Towards the end of every quarter
- On a weekly basis
- Only when we have tests or exams

The role of context at the transitional level

h) How do you feel when you think of your English lecture hall?

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i) Is your lecturer the same or different from your high school teacher in teaching English language? Support your answer.

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j) How can you rate his/her teaching approach?

- Not challenging

- Appropriately challenging
- Extremely challenging
- None of the above

k) Do you have a friend in your class or around the campus?

- Yes
- No
- I am not planning to have one

l) If one of the above answers is yes, how often do you spend time together? And what do you do mostly when you are together?

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m) What is your friend's perception towards English as your career?

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n) How do you feel as a first year student?

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o) Are there any challenges that you encounter as a first year English second language student? If yes, specify.

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p) If there are challenges, what are you suggesting as better changes?

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Appendix 2: Interview with lecturers

Personal information

Gender   :   _____

Age range   :   [21 - 29] [30 - 39] [40 - 49] [50 - 59] [60 +]

Home language   :   _____

Period of lecturing   :   _____

Themes for discussion

Classroom control and climate

     a) How is your classroom setting?

     b) *If you had a chance to choose the size of your classroom, which size would you prefer?*

     c) How do you conduct your lesson?
     d) What is the overall participation in your classroom?
     e) What is the overall attendance of your students on a daily basis?

Perceptions on students' motivation to learn English

Motivation is a key component that enhances and strengthens students' desire to work effectively and to progress in learning (Machingambi & Wadesango, 2014:166).

     f) Based on the above definition, what is your comment about their motivation to learn English?
     g) Do you think that motivation is a crucial aspect in learning L2? Why?
     h) In your opinion, which motivation (whether intrinsic or extrinsic) plays a more important role in the L2 process? Why?
     i) What could be the challenges of maintaining motivation?
     j) What are your suggestions for maintaining and developing students' motivation to learn?

Thank you!

Appendix 3: Letter to the Head of Department (HoD) of Languages

University of Limpopo
Languages and Communication
Department of Languages, English discipline
Contacts: 0766298584, Email: heritage.moleke@gmail.com

TO: The HoD (Languages)
FROM: H Moleke (Student researcher)
DATE: 19 February 2020

PERMISSION LETTER

_____

Request for permission to conduct research project in HENA 011 module

I, Heritage Moleke, Master of Arts in English Studies student (201324178) request permission to conduct a research study titled **"Exploring contextual factors affecting first entering students' motivation to learn English at the University of Limpopo"** under the supervision of Mrs. MA Choshi and Dr. LJ Ngoepe, Co-Supervisor. The study aims to explore contextual factors which affect first entering students' motivation to learn English language. The study is intended to contribute to the existing body of knowledge and encourage awareness about the role of contextual factors in relation to students' motivation to learn. The study will entail interviews of two English lecturers and distribute questionnaires to first entering students (HENA 011). There will also be a need for the researcher to make use of recordings and field notes to capture the interviews data. However, the information will remain confidential and used for research academic purposes only.

For any further information or clarity regarding the above request, please contact my supervisor Mrs. MA Choshi on 015 268 3661, email: morongwa.choshi@ul.ac.za. Thank you for your time and consideration on this matter.

Yours faithfully

Moleke H

Letter of consent: HoD

I have read your letter of request for permission to conduct research in the above mentioned course. I understand the purpose of this research. I have no objections to the research for being conducted.

I also understand that the research findings will only be used for academic purpose.

Head of department

Signature.............................

Date:

Appendix 4: Consent Form

I,…………………………………………………………., voluntarily participate in the study about **Exploring contextual factors affecting first entering students' motivation to learn English at the University of Limpopo.** Kindly read the information below and sign if you would like to participate.

This study aims to determine contextual factors which affect L2 first entering university students' motivation to learn. By determining these factors, the researcher hopes to offer insights into how to maintain L2 students' motivation.

Participation in the study is completely voluntarily. The researcher will sustain the participants' anonymity and the information will only be used for academic purposes.

PARTICIPANT

By signing this form, I agree that I have read and understood the information above, and I freely give my consent in this study.

Signatures

Participant …………………………   Date ……………………….

Researcher …………………………   Date ……………………….

Appendix 5: TREC Certificate

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: anastasia.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: 05 November 2019

PROJECT NUMBER: TREC/472/2019: PG

PROJECT:

Title:	Exploring contextual factors affecting first entering students' motivation to learn English at the University of Limpopo.
Researcher:	H Moleke
Supervisor:	Mrs MA Choshi
Co-Supervisor/s:	Dr LJ Ngoepe
School:	Languages and Communication Studies
Degree:	Master of Arts in English Studies

PP.

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics
Council, Registration Number: REC-0310111-031

Note:
i)   This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned
      date. Application for annual renewal (or annual review) need to be received by TREC one
      month before lapse of this period.
ii)   Should any departure be contemplated from the research procedure as approved, the
      researcher(s) must re-submit the protocol to the committee, together with the Application for
      Amendment form.
iii) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

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