

Impact of an Instructional Model Based on Social Interaction on Students' Motivation

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Abstract:

The present research aims at investigating the impact of an instructional model, based on social interaction, on developing college level students' motivation to learn English. The second-year students at the Dept. of Educational and Psychological Sciences / College of Education for humanities / University of Mosul for the academic year 2020-2021 represents the population of the study which include 97 male and female students distributed between the morning and evening classes. The sample includes 50 morning classes students after excluding some students. The sample has been divided into two groups (experimental and control) 25 students each. A questioner of 16 valid and reliable items has been prepared and adopted by the researchers . The instructional model , which has been designed by Al-Fahady (2012) , has been applied in this study to teach English for students at non-departmental courses. After collecting and analyzing the data, the findings show the statistical effect of the applied instructional model in acquiring and developing students' motivation to learn English. The findings also do not show an impact for gender variable in the study . The researchers recommend to include the steps of this instructional model in the syllabus of the method of teaching in the Dept. of English and to train teachers to apply .

Key words: instructional model, motivation, social interaction.

تأثير نموذج تعليمي قائم على التفاعل الاجتماعي على تحفيز الطلاب

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ملخص البحث :

يهدف البحث الحالي إلى معرفة تأثير النموذج التعليمي القائم على التفاعل الاجتماعي على تنمية الدافعية على مستوى الكلية لتعلم اللغة الإنجليزية لطلاب السنة الثانية في قسم العلوم التربوية والنفسية / كلية التربية للعلوم الإنسانية/جامعة الموصل للسنة الدراسية (٢٠٢٠-٢٠٢١) يتحدد مجتمع البحث الذي يضم (٩٧) طالب وطالبة موزعين بين الدراسة الصباحية والمسائية، تكونت عينة البحث من (٥٠) طالب في الدراسة الصباحية بعد استبعاد بعض الطلاب، تم توزيع العينة إلى مجموعتين التجريبية والضابطة (٢٥) طالب لكل منهما. تم إعداد واعتماد مقياس مكون من (١٦) فقرة اتسق بالصدق والثبات من قبل الباحثان. ثم طبق النموذج التعليمي الذي صممه الفهادي (٢٠١٢) لهذا البحث لتعليم اللغة الإنجليزية للطلاب غير الاختصاص ، بعد جمع البيانات وتحليلها احصائياً ، أظهرت النتائج:

١- الأثر الإحصائي للنموذج التعليمي المطبق في اكتساب وتنمية دافع الطلاب لتعلم اللغة الإنجليزية.

٢- لا توجد أي تأثير لمتغير الجنس في البحث الحالي. يوصي الباحثان بتضمين خطوات هذا النموذج التعليمي في منهج طرائق التدريس في قسم اللغة الإنجليزية وتدريب المدرسين على التطبيق.

الكلمات المفتاحية: النموذج التعليمي ، الدافع ، التفاعل الاجتماعي.

Research problem

The English language subject is one of the subjects studied by students of the Department of Educational and Psychological Sciences in the College of Education/University of Mosul. This course includes the study of a number of English texts specialized in education and psychology, followed by a number of language exercises related to the text presented. The researchers noticed that there is a weakness in students 'achievement in this subject by surveying their grades for the previous academic year, and this subject is taught for two consecutive years (first grade and second grade). This means that students suffer from a weakness in motivation to learn this subject, especially since it is a non-essential subject and is a foreign language for students.

When surveying students' views on this subject through an open questionnaire presented to them, it was found that they suffer from the teaching method followed by the relevant subject teacher, as this method is based on translating the text into the mother tongue (Arabic) and is not based on a correct reading process that gains students' comprehension and make them compete with each other to understand the text and explain it to others. This method failed to develop students' absorptive abilities and made them lose their motivation to learn the English language in return.

Accordingly, the two researchers attempted to address this problem by finding a new teaching model in line with the students' desires and abilities and gaining the motivation to learn the English language. Thus, the current research problem can be identified by the following question:
-What is the effect of a teaching model based on social interaction in providing students of the Department of Educational and Psychological Sciences with motivation to learn the English language textbook?

Significance of the Research

Education includes, in its general framework, interaction between the teacher, the curriculum, and the student in the classroom. Teachers contribute directly to the facilitation of this interaction with their general education, qualification, teaching and activity, and concern for students and their morale. (Olive, 1996: 99). Languages are among the important means in achieving the educational mission. It is the means of communication and understanding between the student and his environment, and it is the basis for his education in various aspects, and on it every activity he performs depends on whether it is by listening and reading or by speaking and writing (Jacob, 1999: 41).

Teaching is a series of interactions between two parts, the first part is representing the teacher and the second part is representing the student. These interactions aim to bring about desired changes in the second part. In this sense, the teaching process is an interaction relationship. And to ensure that the interaction proceeds in a positive way to reach the goal of teaching, there must be a positive link or relationship between the two parts (Ani, 1992: 6). And through effective teaching, the teacher organizes the educational climate to achieve the goal of education. The good teacher has many models and teaching methods that can be applied in any educational situation to achieve its goal.

Joyce & Weil (2004:35) divided instructional models into four sections: Information Sustainability, Personal Models, Social Models, and Behavior Models. They also emphasize that any educational goal can be achieved through the application of these teaching models. Social models

include concern for social relationships in society. These social models aim to develop social and productive relationships in society, as well as to develop thinking and learning, and some of these teaching models are (group investigation, role play, cooperative learning). (Siddiqui, 2007: 9). Social interaction works to develop and improve the student's abilities to solve comprehension problems, improve his thinking and higher levels of thinking, and develop his motivation (Stevens et al., 1991: 14).

The topic of motivation occupies a prominent place among studies in the field of psychology, management and other social sciences. Many researchers in these fields have studied the drivers that affect behavior and performance. Researchers and educators have unanimously agreed that the motives affect the behavior of the individual and his behavior, and even the behavior can be inferred from the motivation. As the studies conducted on the effect of motivation concluded that motivation has an important effect in increasing the efficiency of the individual in his performance (Hormuz & Asmaru, 1990: 336).

When talking about motivation, attention is focused on what drives the behavior and what directs it in a specific direction and what causes the continuity of that type of behavior, as motivation represents the desire to do an action that achieves an individual's desire or goal behind it. We can observe the presence of motivation through our observations of the external behavior of the individual. In the event that an individual has a need, that need drives him to undertake a behavior through which he tries to achieve a specific goal. In light of his interaction with the environment to reach his goal, indicators reach him that define his next steps.

The importance of the research is evident in knowing the extent to which the effect of the teaching model on students' behavior and changing their motivation towards learning English.

Aims .

The current research aims to find out the effect of the new teaching model in enhancing students' motivation to learn English by answering the following questions:

- 1- Does the applied teaching model improve motivation for students of the Department of Educational and Psychological Sciences to learn English?
- 2- Is there an effect of gender factor (male / female) on the level of motivation to learn English?

Hypotheses.

In light of the established research questions, the two researchers present the following null hypotheses:

1-There is no statistically significant difference between the average motivation of the members of the research groups to learn English language according to the variable of the teaching method.

2-There is no statistically significant difference between the average motivation of the members of the research groups to learn English language according to the gender variable.

3-There is no statistically significant difference between the average motivation of the members of the research groups to learn English language according to the interaction between method and gender.

Limits.

The current research is limited to:

1- Second grade students in the Department of Educational and Psychological Sciences/ College of Education for Humanities / University of Mosul for the academic year 2020/2021.

2-English Language textbook prescribed for teaching English in this Department entitled "The Third Skill" By Amir Al-Kubaisi.

Definition of Basic Terms

First: The Teaching Model :

Joyce & Weil (2004:80) argued that:

It is a plan or form that can be used to implement the curriculum by organizing the steps of education.

Metzler (2005:12) argued that:

It is a clear and coherent educational plan that includes a theoretical basis, learning outcomes, utilization of the teacher's experience, sequential educational activities, as well as the expected behavior of the student and teacher, and the method of implementation .

Siddiqui (2007:7) states that:

It is a plan for implementing the curriculum, designing the educational material, and directing education in the classroom, the main goal of which is to improve the effectiveness of education through an interactive environment.

The researchers define the instructional model operationally as:

(All steps followed by the teacher in teaching the English language curriculum to the experimental group).

Second: Learning Motivation:

Touq and Adas (1982:185) claim that:

It is the set of internal and external circumstances that drive the behavior of the individual in order to restore balance and direct him towards achieving a specific goal or purpose and maintain his continuity until that goal is achieved.

Qatami (1989:27) defines it as:

The force that drives the individual to perform a behavior in order to satisfy and achieve a need or goal, and the motivation is a form of urgent arousal that triggers a type of activity.

Abu Jadu (1998:339) defines it as:

An internal condition in the individual that provokes his behavior and works to perpetuate this behavior and direct it towards the achievement of a specific goal.

The researchers define it operationally as:

The emotional state expressed by the student in the research sample to reflect desire and interest in English language that he studies within the subjects prescribed for him within the curriculum. This desire will be measured by the motivation scale to learn English language prepared by the researchers for the purposes of the current research.

Methodology.

In the following, we will discuss the procedures that the researchers followed in defining the research population, sample, constructing the instrument for measuring motivation, applying it, collecting and analyzing data, as follows:

The population.

The research population comprises second-grade students in the Department of Educational and Psychological Sciences (morning and evening studies) at the College of Education for Humanities / University of Mosul and those who study English language textbook for the academic year 2020/2021. The total number of students is (97): (54) males and (43) females for both morning and evening studies, and as shown in Table (1):

Table (1) The Research Population

Students	Morning Study		Evening Study	Total
	A	B		
Male	14	18	22	54
Female	16	11	16	43
Total	30	29	38	97

The sample

Second-grade students in the Department of Educational and Psychological Sciences / Morning Study were selected intentionally as a sample for conducting the current research, because they are divided into two groups (A and B). Group (A) of (25) students; (9) males and (16) females has been chosen as an experimental group. Group (B) of (25) students; (15) males and (10) females has been chosen as a control group. Number of students are excluded from the experiment as they are repeaters, as shown in Table (2).

The Research Sample Table 2

Group	Gender		Total	Excluded
	Male	Female		
Experimental	9	16	25	5
Control	15	10	25	4

Instrument.

The researchers adopts the questionnaire as an instrument to collect data related to learning motivation. And by reviewing the literature and educational studies, a questionnaire has been prepared that included (20) items to represent aspects related to motivation towards learning English language. The questionnaire contains four alternatives which is (always, often, sometimes, rarely).

A. Validity

The researchers relied on the face validity to extract the validity of the research instrument and know its ability to measure what it is set for. Therefore, the questionnaire has presented to a group of (10) specialists in the field of teaching methods and the field of educational and psychological sciences. The researchers approved a ratio of (80 %) For the arbitrators' agreement on the items to be accepted within the questionnaire. In light of the comments of the jurors and their notes on the items of the instrument, (4) items are excluded and some modifications are made. Accordingly, the questionnaire becomes composed of (16) items of four alternatives, (see Appendix 1) .

B) Reliability

The reliability of the instrument is extracted by the test-retest method. The questionnaire has applied on 6/2/2021, on (15) male and female students from the research population (evening study), and after two weeks, the tool has been re-applied to the same group. By using the Pearson Correlation Coefficient, it has shown that the reliability coefficient of the instrument reached (0.86), which is a good reliability coefficient. Thus, the questionnaire became ready for application after extracting its validity and reliability (Al-Bayati and Athanasius, 2011: 181).

The Teaching Model.

The researchers used the teaching model prepared by Al-Fahadi (2012) to teach educational texts subject to students of non-specialized departments in the College of Education / University of Mosul. According to this model, the teacher starts dividing students randomly into four groups. Then the teacher begins to present the topic of the lesson according to the steps of the proposed model, as follows:

The first step (presentation).

The teacher presents an educational situation that includes an educational or psychological issue that takes its dimensions in discussion and brainstorming. Then he writes on the board (an open address to a specific topic). Then the teacher gives an opportunity for the students in the class to discuss the formulation and definition of this problem. Then the teacher asks the groups to set criteria or give an opinion to formulate the appropriate topic. In light of the proposals of the cooperative groups, the teacher tries to define a problem among them that is inclusive of various ideas.

The second step (evaluation) .

In this step, the teacher tries to identify the feelings, aspirations and desires of the students from this problem, and whether they have the ability to solve it. He asks the following questions:

- 1-What do you think of the specific problem?
- 2-Is this problem of interest to you?
- 3-Can you come up with solutions or answers this problem?
- 4-Can standards be developed to solve this problem?

Third step (adjustment).

The teacher directs students in the cooperative groups to reach objective answers to the questions raised, through dialogue within each group, and to present proposals and opinions that lead the group to a solution.

Fourth Step (Decision Making).

After conducting the dialogue within each group, the leader of the group expresses the opinion and the proposal to solve the problem. It is expected that there will be acceptance to the idea of the problem and put forward some ideas about it. It is also expected that there will be a rejection of the problem and an attempt to change the topic, which leads to debate and intense debate.

Fifth Step (Adjust Tension).

The teacher tries at this stage to reduce tension between students and to defend each of them from his opinion. The teacher here indicates that this is a natural issue that occurs in all educational circles and can be agreed upon even if the opinions differ among the students.

Sixth step (integration).

The teacher directs students in the cooperative groups to review the topic in the prescribed book and read it carefully, indicating the main points, ideas and ambiguous concepts in it. He also provides them with some directions to facilitate comprehension during reading. The teacher also directs students to write a number of questions about the topic. Then the teacher asks the leader of each group to give a presentation of the ideas that the group found on the topic. After this presentation by the

leaders of the four groups, the teacher asks for discussion and dialogue between the groups by asking questions prepared by the group in advance on the topic. After that, the teacher provides a summary of the topic, which includes providing reinforcement and feedback. In order to complete the lesson, the teacher assigns the students the following activities:

- 1- Answer the questions at the end of the text.
- 2- Write a summary of the text.
- 3- Translates some paragraphs of the text.
- 4- Analyze some sentences taken from the text.
- 5-Memorizing some vocabulary and expression from the text.
- 6-Write useful sentences from scattered words.
- 7- Distinguish between some prepositional tools by using them in useful sentences.

Experiment .

The experiment started on 24/11/2020 and ended on 22/2/2021. The experiment continued for almost an entire semester. One of the researchers teaches the materials for the two groups for the purpose of controlling the teacher variable in the experiment. The two groups were taught according to the teaching plans established for each of them. The experimental group was taught according to the teaching model prepared by Al-Fahadi (2012). The control group was taught according to the traditional teaching method.

The experiment began with the actual teaching of the two groups, and all the variables that the researchers expected to play a role in the results of the research were adjusted, with the exception of the teaching method. After completing the teaching in the last lecture of the first semester, the research instrument was applied to both groups. Data were collected and analyzed by statistical means to extract the results.

Scoring the Questionnaire.

For the purpose of analyzing the data to determine motivation, the four alternatives were given the following scores:

(Always 4, often 3, sometimes 2, rarely 1).

The total score of the questionnaire was (64) and the theoretical mean of the instrument was (32).

Findings and Discussion:

The researchers will present the results of the research according to the hypotheses and as follows:

- 1-There is no statistically significant difference between the average acquisition of members of the research groups motivated towards learning English language according to the variable of the teaching method.

In order to verify this main hypothesis and its subsidiaries, the researchers extracted the calculated mean and standard deviation of the members of the research groups, and they were included in Table (3).

Table (3) The Mean and Standard Deviation for groups

Group	Variable	Gender		Total
		Male	Female	
Experimental	No.	9	16	25
	Mean	34.11	36.62	35.72
	SD.	6.39	6.59	6.50
Control	No.	15	10	25
	Mean	30.73	30.60	30.68
	SD.	8.52	7.61	8.00
Interaction between Variables	No.	24	26	50
	Mean	32.00	34.30	33.20
	SD.	7.82	7.47	7.65

After that, the researchers applied the two-way ANOVA test, according to the method, gender, and interaction between them. The result is shown in table (4).

Table (4) ANOVA Two-Way Test for Method, Gender, And Interaction between Them

Source	Degree of Freedom	Summation X	Mean of Summation X	F Value	
				Calculated	Tabulated
Method	1	236.972	236.972	4.943*	4.0471
Gender	1	15.913	15.913	0.295	
Method & Gender	1	30.00	30.00	1.88	
Error	46	2538.567	15.913		
Total	49				

It is evident from the above table that the calculated F value of the first hypothesis (4.943) , which states that (there is no statistically significant difference between the average motivation of the members of the research groups towards learning English language according to the

teaching method variable), which is greater than the tabulated F value (4.0471) at the level of significance (0.05) and the degree of freedom (46-1). This means that there is statistically significant difference between the research groups in motivation according to the method variable. when the gender variable attributed to the second hypothesis which states that (there is no statistically significant difference between the average motivation of the members of the research groups towards learning English language according to the gender variable), the calculated F value of (0.295) is less than the tabulated value of (4.047) and this means that there is no statistically significant difference in the level of motivation according to the gender variable. The third hypothesis, which states that (there is no statistically significant difference between the average motivation of the research groups members towards learning the English language according to the method and the gender), the calculated F value of (1.88) is less than the tabulated one . This means that there is no statistically significant difference between the average motivation of the members of the two research groups towards learning the English language according to the interaction of the variables of the teaching method and gender.

Discussion of Results.

The researchers attribute this result related to the first null hypothesis to the effectiveness of the teaching method in providing students of the Department of Educational and Psychological Sciences with internal motivation towards learning the English language. On the importance of the English language course and its active role in opening up to the outside world and understanding the nature of their societies and cultures, as well as a perception of foreign series and films that have become a reality imposed on our society. On the other hand, the researchers attribute that the student's learning of any other foreign language enhances his self-confidence, in addition to considering it a cultural trait. The student can elevate it among his peers or his community. On the other hand, the model applied according to the social interaction between students' psychological orientations and the current society need for psychological aspects that relieve psychological tensions and build a cultured, conscious society, and a continuation of technological progress in the world.

As for the results of the second hypothesis, which showed that there is no statistically significant difference in enhancing motivation according to the gender variable, the two researchers attribute this result to the convergence of the level of motivation of students of both genders, and this gives indications that the model imposed its steps and its impact on students' souls to a close degree, which neutralizes the gender variable.

On the other hand, the researchers see, by virtue of their contact with students through teaching them, that there is an educational and psychological culture close to them, among them the parts of the culture of society and accepts learning the English language.

As for the third hypothesis, which showed that there is no statistically significant difference in enhancing motivation according to the interaction between method and gender variables, the researchers attribute this to the fact that the two variables affected each of them separately in motivation towards learning English language.

Conclusions.

In light of the research results, the researchers reached the following conclusions:

- 1-The effectiveness of the social interaction model in providing students of the Department of Educational and Psychological Sciences with motivation to learn English language as a balance in the usual way.
- 2-The motivation of male and female students of the Department of Educational and Psychological Sciences is close to learning English language.
- 3- The possibility of applying the social interaction model in English language subjects for students other than the major.

Recommendations.

- 1-Teachers of English language curriculum in non-specialized departments should have training courses on the model of social interaction.
- 2-The social interaction model steps should be included in teaching vocabulary of the English Language Department.
- 3- The teaching staff at the Department of Educational and Psychological Sciences should give lectures to the students of the department on the importance of the English language and its role in scientific and social progress.

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Appendix 1
A Questionnaire for Measuring Motivation

No.	Items	Alternatives			
		always	often	Some times	Rarely
1	I strive to succeed and excel in English language.				
2	I compete with my colleagues to get a good mark in English.				
3	I review other sources of Knowledge in English language.				
4	I follow the programs presented by				

	the TV. Channels in English language.				
5	I participate with my colleagues in preparing bulletins and reports in English language.				
6	I tend to compose poetry and prose in English.				
7	I debate with English teachers the developments in English language.				
8	I enjoy English language lessons.				
9	I prefer communicate with colleagues on English language issues.				
10	I prefer listening and reading English literature.				
11	I attend English language lessons every day.				
12	I care to fulfill all English homework.				
13	I would like to be English language teacher in future.				
14	I am trying to devise modern teaching methods in English language.				
15	I prefer using English outside the classroom.				
16	I review the topics in the textbook before presented by English language teacher.				