
**The Psychological Factors Influencing the EFL University
Students' Development of Grammar Knowledge within the Online
Discussion Atmospheres**

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DOI: [10.31973/aj.v2i140.3621](https://doi.org/10.31973/aj.v2i140.3621)

Abstract

Within the online learning atmospheres, language learners may confront certain obstacles in learning English grammar. Those obstacles may be associated to psychological factors which represent influential barriers on developing the grammatical knowledge of the EFL learners at the university level. Thus, the aim of the current research is to find out the exact psychological factors that influence the students' grammar knowledge. To achieve that aim, a close-ended questionnaire was designed to investigate the students' responses toward the psychological factors that can influence their grammatical knowledge. The sample of the research was the Iraqi EFL university students at the second year of the academic year (2020/2021) in English Department at the University of Anbar. At the first course, the sample of the participants (n=33) was exposed to online discussion learning activities for thirteen weeks to learn English grammar. At the end of the course, they were asked to respond to the items of the questionnaire. Depending on: T-test formula for one sample; weighted mean and percentage weight of the tenth items of the psychological domain, the collected data were analyzed. Results showed that the priority of some psychological factors like: anxiety, aptitude, attitude, and motivation were prominent and affective within the online discussion environments.

Accordingly, these factors are necessary to be explored and governed within the language learning process in general and online learning in particular to get better students' performance.

Keywords: EFL, Online Discussion, Grammatical Knowledge, Psychological Factors.

1. Introduction

Since the implementation of online learning is very influential on the pedagogical process nowadays, thus, investigating any factor that can affect English language learning has a significant consideration within the educational environments. More particularly, the factors which can influence the outputs of the language learners under the effect of online learning should be highlighted. In other words, pedagogical factors, psychological factors, cognitive factors, social factors or any other factors that have real impact on the level of the language learners, and the learning process as a whole.

To be fair, one of the most important components that can be effected by such factors is grammar. Why grammar is important, it is connected to its actual role in governing the spoken and written sides of the foreign languages (Tabbert, 1984).

Thus, to master the language, learners should master its structure of words and sentences (grammar), use them communicatively, and reflect that in the language learning community.

Here, the role of language teachers should be prominent in controlling any factor that may undermine the students' grammar knowledge or grammar learning. For example, psychological factors can have an influential effect on either enriching the grammatical knowledge of the EFL students or constraining it. This is due to their governing the learners' perspectives toward learning the target language and, therefore, the production of it.

Krashen (1981) demonstrates that when he proposed that certain psychological factors can be influential in learning such languages. Krashen hypothesizes that students' anxiety, low self-esteem or lack of motivation are the psychological factors which determine the success or failure of learning a new (foreign) language.

Therefore, the researcher in this paper will explore and explain the most effective psychological factors which can influence the grammatical knowledge of EFL university students under the effect of online learning atmospheres.

2. Literature Review

2.1. Theoretical Background

The involvement of active social interaction within online learning environments fosters communication and language acquisition via active negotiation of meaning and semantics (Long, 1989). As a result, communicative skills are acquired and developed through this negotiation which is significant for the language learners especially when they encounter some communication obstacles resulted from the lack of language knowledge. Moreover, the communication within the online learning atmospheres shows the social presence in a very clear way where smoothness of communication and psychological domains

are unified under the umbrella of social, collaborative interactions (Satar, 2013; Yamada & Akahori, 2009).

In this context, Gass and Torres (2005) clarified that the significance behind that is to get effective and comprehensive input which can support the learner's performance. But the learner's performance, within such environments, can be surrounded by some psychological factors like: anxiety, aptitude, attitude and motivation which may enrich or undermine the language learner's knowledge in general and learner's grammar in particular.

Due to the fact that grammar is the core of learning foreign languages, it is the first element which is effected by the factors found in the learning environment. This is associated to the excessive, frequent use of grammar components (morphology & syntax) rather than other components in the language learning, as these components are the bases of daily written and spoken activities of the English language. Psychological factors, as internal factors, are regarded as one of a series of factors which can strengthen or weaken language learning (knowledge and performance). Such factors are aspects related to the learner's psychology, physics, and anxiety.

Before reviewing the main four psychological factors which affect the language learners' production (outcomes), giving the definition for the psychological factor is suitable. Thus, Budianto's definition seems comprehensible where a psychological factor " is a factor that is mentally or spiritually concerned with the aspects in students' acquisition" (2011, p.2).

Not far from that, Richards & Schmidt (2002: 275) defined psychological dimensions in human's personality as " those aspects of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others". This indicates that the degree of the learner's success or failure in receiving the language material of a foreign language depends on the previous, psychological individual's aspects in order to facilitate the learning of the target language.

In a similar vein, many scholars (Mohideen, 2001; Brown, 2000; Fatima, 2014) assert the importance of psychological factors within language learning and teaching process. Fatima (2014: 227), for example, describes them as " a pattern of unique characteristics that give a person's behavior a kind of consistency and individuality".

This means that psychological factors have a vital role in changing the level of the learners positively or negatively, since they imply virtual effectiveness on the psychology of the learners in general.

2.2. Psychological Factors within the Online Learning Environments

Because of the instant, rapid integration of online devices within language learning and teaching, fundamental psychological factors are associated with online learning, nearly as those in the traditional learning in general. This is related to the online learners' need of being self-directed, intrinsically motivated, and proficient in using technologies (Irizarry, 2002). Thus, they refer to the learners' psychological characteristics under these atmospheres which are, to great extent, similar as those in traditional learning, except the extra traits that are mentioned in the four lines above.

Accordingly, an explanation for the psychological factors can be as follows:-

1. Anxiety:- a psychological factor which is described as a situational trait that includes two psychological components:- " emotional arousal and negative self-related cognition" (MacIntryre & Gardner, 1991 : 148). Or as (Horwitz, et al. :1986) define it "subjective feeling of tension, apprehension, nervousness, and worry" (p.125).

Concerning language learning, language anxiety refers to the interference of instrumental behavior of the language learner and the previous psychological components. It governs, to great extent, the learning of second or foreign language, because it is connected with feelings of uneasiness, frustration, self-doubt, and apprehension (Brown, 1994).

Under this concept, Brown (1994) added the following hypothesis: adults, in comparison with children, are more careful and concerned with how they are judged by others. Therefore, they have higher anxiety than children have within the language learning atmospheres.

This, of course, can affect the learners' levels as they will react negatively to the teachers' instructions and commands under the influence of higher anxiety (Smith, 1975).

2. Aptitude:- a psychological factor which refers to someone's readiness (ability) to learn something (Slameto, 1988). It is also regarded as "the best predictor of language learning success" (Skehan, 1989:297).

So, aptitude existence in second or foreign language learning has a vital and significant part in acquiring this language successfully.

Moreover, aptitude varies from a learner to another because it is associated with four components specified for foreign languages. These components are:- phonetic decoding, grammatical sensitivity, inductive language-learning ability, memory & learning. The fact that every foreign-language learner may be talented in one, two or even three from these components determines the learner's aptitude for learning the target language.

3. Attitude:- a psychological factor which implies a manner of acting, feeling or thinking of one's opinion, humor, perspective, etc. (Ameto,1988). This factor can be developed under the effects of learners' experiences or the close people in the learners' environment (parents, teachers, peers, etc.) (Ibid).

In addition, learners' attitudes may be variant depending on the learners' tendencies and attitudes toward the learning material, i.e. , they may have positive or negative attitudes toward the learning components of the target language. Therefore, Gardner & Lambert (1972) & Oller (1977) found that there is a relationship between the learners' attitudes and the learning of a new (foreign) language in favor of the success of learning the target language under the influence of positive attitudes of the learners.

Thus, feeling excited, happy, confident, and adequate can be very helpful in learning a foreign language successfully. Otherwise, feeling bored, frustrated, angry, and inadequate may lead to a failure in learning that language.

4. Motivation:- the most influential psychological factor which can account a differential success in learning a second or foreign language. It is considered as a predictor language-learning success (Gass & Selinker, 1994). This is due to the fact that motivation includes four essential elements: a goal, effortful behavior, a desire to achieve the goal, and favorable attitude toward the required activity (Gardner, 1985).

Gardner characterizes two kinds of motivation: instrumental and integrative, where instrumental motivation refers to the rewards that may come from the learning. While integrative motivation implies a desire to integrate the foreign language community. In other words, instrumental motivation involves the learner's desire to achieve proficiency in the target language for utilitarian reasons, such as getting a job (Gardner & Lambert, 1972) . Meanwhile integrative motivation aims to achieve proficiency in the target (foreign) language, so as to be engaged in the life of the community which includes speakers of the learning language.

Consequently, fostering EFL learner's motivation is very significant to ensure better results within language learning process by utilizing adequate linguistic and methodological teacher's preparation (O'Brien, 1977).

3. Methodology

3.1. Context of the Study

To investigate and identify the psychological factors within the online learning environments, 13 weeks in the first semester of the academic year (2020-2021) involved a conducting of an experiment for using online discussion via google classroom to teach grammar.

The experimental group of the study are exposed to this strategy to develop their grammatical knowledge. The experiment is fulfilled during the circumstances of COVID-19 Pandemic in the Department of English, College of Education for Humanities at the University of Anbar. The students of the second year were engaged in the experiment. At their first semester, they were studying grammar course in English morphology.

Due to the COVID-19 pandemic, this course was delivered online via the use of Google Classroom App and Google Meet discussion room available in the Google Classroom. The researcher as a co-teacher in the google classroom taught the students English grammar (morphology) online to examine the development of their grammatical knowledge under the effect of online discussion and the factors related to that.

3.2. Participants of the Study

The population of the study was Iraqi EFL students (males & females) who were in their 2nd year - English Department in the College of Education for Humanities at University of Anbar in the first semester of the academic year (2020-2021). Thirty five students were selected from them to be involved in the current study as participants. The selection technique was based on random sampling technique and based on their absolute agreements. Students' ages ranged from 18-23 years. Due to the incomplete answers of some participants, withdrawal of some of participant from the experiment due to health problems or lack of interest to participate in the study activities, the collected data from thirty three participants only were analyzed. In conducting the experiment, students were taught grammar (morphology) by the researcher as a co-teacher in the Google Classroom of Morphology. Those students were provided with weekly online discussion activities that were designed to help them learn English grammar (morphology) independently under the supervision and scaffolding of their teachers (the researchers).

3.3. Research Instrument

To achieve the aims of the current study, a close-ended post-study questionnaire was designed and used. The questionnaire was constructed to investigate and identify the psychological factors which can influence the grammatical knowledge of the EFL students within the online discussion environments.

The questionnaire included two sections; the first section was designed to collect the demographic information of the participants; while the second section was devoted to investigate the EFL students' perceptions to the psychological factors that help them enrich their English grammar knowledge via the use of online discussion learning strategy. Through the items related to the psychological domain, the

researchers can investigate the participants' perceptions and responses toward the psychological factors that may determine the level of their grammar knowledge and learning in the online discussion environments.

3.4. Procedures

The main instrument for collecting the data of this research was a questionnaire which was designed depending on the following steps:-

1. Interviewing 10 volunteered students who participated in the study to explore their attitudes toward the online discussion experiment, so as the researchers can elicit preliminary ideas as a first-hand source of information for the questionnaire.
2. Reviewing previous relevant studies which dealt with such kinds of questionnaires.
3. Investing the personal experience of the researchers as teachers of English language with a long time of teaching experience.
4. Designing the first draft of the questionnaire depending on five-points Likert's scale which includes the following options: strongly agree, agree, undecided, disagree, strongly disagree.
5. Submitting the questionnaire to a group of experts (specialists), from different universities inside and outside Iraq, to ensure the face validity of the questionnaire (See Appendix A).
6. Modifying and omitting some unclear and repeated items under the recommendations and suggestions of the experts. Accordingly, the final draft of the questionnaire consisted of 10 items (See Appendix B).
7. Ensuring the reliability of the questionnaire. In this sense, the questionnaire is regarded reliable if it is reapplied on the same sample of participants, under similar circumstances and conditions, and brings the same results (Al Agha & Al Ustaz, 2004). Therefore; it was firstly applied on a pilot sample consisted of (30) participants on (the thirtieth of January/2021) to examine the clarity of its items and instructions, the time required to answer it; and the second piloting was on (the fifteenth of February/2021).

The reliability of the questionnaire was measured by two statistical methods; Test-Retest Method and Spilt-Half Method which showed final ratios of (0.84) and (0.92), respectively. These values reflected a high external & internal consistency values of the questionnaire.

8. Presenting the questionnaire to the students at the end of the first semester to examine their responses toward the pedagogical factors that

may undermine or enrich their grammatical knowledge within the online discussion environment, specifically.

9. Analyzing the collected data of the post-study questionnaire by using SPSS (Statistical Package for the Social Sciences) software.

4. Findings and Discussions

4.1. Findings Related to the First Objective of the Study

Analysis of the data collected by the post-study questionnaire indicated that the mean score of the students' responses which is (36.30) is higher than the hypothetical mean which is (30). In addition, the use of one sample T-test revealed that there is a statistically significance difference between the students' mean score and the hypothetical mean. This is because the calculated T-test value of questionnaire is (7.15) which is higher than the tabulated T-value which is (1.69) at the significance level (0.05) with DF= 32. This means that psychological factors are really influential in developing the EFL students' grammar knowledge in the online discussion environment (See Table 1).

Table (1): Mean Score, Standard Deviation and T-Test Values of the Questionnaire

| Questionnaire Domain | The Sample EG. | Mean Score | SD | Hypothetical Mean | DF | T-Value | | SL 0.05 |
|-----------------------|----------------|------------|------|-------------------|----|------------|-----------|---------|
| | | | | | | Calculated | Tabulated | |
| Psychological Factors | 33 | 36.30 | 5.10 | 30 | 32 | 7.15 | 1.69 | Sig. |

This can be due to the importance of online discussion as a learning strategy in facilitating students' comprehension of the English grammar material through their exchange of ideas and opinions with each other.

4.2. Findings Related to the Second Objective of the Study

Further analysis of the items of the questionnaire which represents the psychological factors available on the online discussion environments that affect students' grammar knowledge dictated the use of Fisher formula to obtain the weighted mean and the percentage mean. The main reason for this stage of analysis is to arrange the items of the questionnaire based on their ranks to identify the most prevailing psychological factors based on their effect. Table (2) below indicates the arrangements of these items based on their power of effects on students' grammar knowledge as viewed by the participants of the study.

Table (2) Weighted Mean, Percentage Weight and Rank of the Items of the Psychological Factors.

| Item No. | Rank | Items | Weighted Mean | Percentage Weight |
|----------|------|--|---------------|-------------------|
| 9 | 1. | My unfamiliarity in using computer is a frustrating factor in online discussion. | 2.81 | 56% |

| | | | | |
|----|-----|---|------|-----|
| 10 | 2. | I think that the dominance of good students in online discussion is more frustrating factor in studying English grammar. | 2.75 | 55% |
| 2 | 3. | Online discussion helps me feel motivated to learn English grammar. | 2.53 | 51% |
| 8 | 4. | Online discussion encourages shy students to interact more with other students. | 2.48 | 50% |
| 7 | 5. | Online discussion creates a safe and confident learning environment for me. | 2.43 | 49% |
| 4 | 6. | Using online discussion in learning English grammar promotes my self-confidence. | 2.39 | 48% |
| 1 | 7. | I enjoy using online discussion in studying English grammar. | 2.33 | 47% |
| 6 | 8. | Online discussion reduces my apprehension in the English grammar class. | 2.32 | 46% |
| 3 | 9. | I do not feel threatened when discussing online in the English grammar class. | 2.21 | 44% |
| 5 | 10. | I think that weak Internet connection and power cut are threatening factors that hinder my online discussion. I do not feel | 1.69 | 34% |

Based on the statistical data represented in the table, above the following findings revealed:

1. Item (9) in the psychological domain, "**My unfamiliarity in using computer is a frustrating factor in online discussion**", comes first with a weighted mean of (2.81) and a percentage weight of (56%) which means that it has the highest rank among the other items of the psychological domain.

This refers to the students' desire to use online discussion strategy to improve their grammatical knowledge, but they are uncertain from their ability in using computers as a useful learning device. Thus, it represents a frustrating factor for them which may constrain their progress in online learning. For that, this psychological factor comes first, because it can govern the whole online learning process, and students are very worried from its influence on their learning grammar.

2. Item (10) "**I think that the dominance of good students in online discussion is more frustrating factor in studying English grammar**" has the second place among the other psychological items, since it has a weighted mean of (2.75) and a percentage weight

of (55%). This is due to the importance of the participation for the students to enhance their grammatical knowledge. It also refers to the students' thinking that the dominance of specific students within the online discussion environments is a frustrating factor for the rest of the students, since the other students cannot take their real role in exchanging ideas with others or giving their own opinions freely.

3. Item (2) "**Online discussion helps me feel motivated to learn English grammar**" occupies the third rank with a weighted mean of (2.53) and a percentage weight of (51%). The item refers to a high motivated feelings from the side of the students via the utilizing online discussion as a technological learning device. Psychologically, this means that online discussion learning strategy provides EFL learners with the motivation they needed to learn English grammar.

4. Item (8) "**Online discussion encourages shy students to interact more with other students**" comes in the fourth place with a weighted mean of (2.48) and a percentage weight of (50%). This item explains how the online learning can encourage the shy learners to interact with their teacher and colleagues flexibly and freely via the online discussion platforms. Here, encouragement represents a very significant, psychological factor that can break barriers like shyness and confusion within the learning process to push the learners who have such characteristics to participate actively, and, thus, enhance their learning level.

5. Item (7) "**Online discussion creates a safe and confident learning environment for me**" attained the fifth rank with weighted mean of (2.43) and the percentage weight of (49%). The item reveals the students' preference of the collaborative environments which are available in the online discussion atmospheres. These environments give the learners more safety and confidence as they are taught grammar. This, of course, represents an important, psychological side for the success of the learning process.

6. Item (4) "**Using online discussion in learning English grammar promotes my self- confidence**" takes the sixth place where the weighted mean equals (2.39) and the percentage weight equals (48%). This item asserts, again, the necessity of creating self-confidence for the learners as they receive the grammatical material. Fostering self-confidence for the learners can be done via the collaborative, communicative online atmospheres which supply equal learning opportunities for each learner in the learning process.

7. Item (1) "**I enjoy using online discussion in studying English grammar**" sits on the seventh place, since its weighted mean is (2.33) and the percentage weight is (47%) which is higher than the last three items. This item implies an exceptional, important psychological factor which stands for students' feelings of enjoyment as they learn

English grammar rather than their feelings of boredom. Enjoyment is sprung from the online learning facilitation of learning by: distributing learners' roles equally within the learning process; making them autonomous and responsible for their learning; giving them chances to share ideas and information through discussing the learning material online.

8. Item (6) occupies the eighth place because its weighted mean equals (2.32) and the percentage weight equals (46%) which is regarded the least percentage in comparison with the other items that come before it. The item (6): **"Online discussion reduces my apprehension in the English grammar class"** highlights the psychological factor of anxiety which can be found within the atmospheres of learning a foreign language. Anxiety (apprehension) can be reduced by promoting the learners' self-confidence via the social, communicative interactions that are available in the online learning process.

9. Item No. (3) **"I do not feel threatened when discussing online in the English grammar class"** comes in the ninth rank among the other items of the psychological domain. Its weighted mean is (2.21) and the percentage weight is (44%). The item explains how the students feel when they discuss grammar online. In other words, they do not have the feelings of threatening because they are provided with the feelings of safety and confidence in advance (as it has been explained in item No. (7)). More accurately, the existence of equality of learning opportunities with the freedom in place and time in receiving the language learning material have been reduced the feeling of threatening within the online learning environments.

10. The item (5) **"I think that weak Internet connection and power cut are threatening factors that hinder my online discussion"** occupies the last place with a weighted mean of (1.69) and a percentage weight of (34%) which is regarded the least percentage in comparison with other items. The item clarifies the students' points of view toward the threatening factors (internet connection & power continuity) which can undermine their active participation in online discussions.

In spite of the importance of good internet connection and the continuity of power in presenting the online classes appropriately, but students do not give that side great importance. Thus, the item comes at the tail of the psychological factors list.

5. Conclusion

Since learning a foreign language is not an easy task, the language learning process can be surrounded by multi internal and external factors. These factors are : pedagogical, psychological, cognitive and social. One of the most important internal factors is the psychological dimension, because it is associated to the psychology of the language

learner where performance and achievement can be affected. More particularly, the language learners who receive the language material online are more exposed to such kinds of factors. This can be resulted from additional factors (internet connection, power continuity, efficiency in using technological devices, etc.) which may create extra stress and high apprehension to the language learners in comparison with the learners who study a language in a traditional way.

Therefore, in this research, psychological factors like: anxiety, aptitude, attitude, and motivation were identified through the experiment of using online discussion strategy as an online device to teach English grammar (morphology). Results showed a great influence of these factors on the learners. This is measured via the EFL students answers to the questionnaire which reflected their reactions toward such factors in addition to the other factors related to certain technological obstacles. Moreover, the language teacher's management of the foreign language class can undermine the effect of these factors and increase the positivity within the learning environments. Here, the role of the teacher should be prominent and virtual as s/he is the only facilitator of the learning process.

Accordingly, teachers should give more attention to the effect of the psychological factors on their students' performance so as to make the learning process more successful. Teachers should create relaxed atmospheres in their language classes, especially in online language learning classes, to help them overcome any psychological problems and then motivate them to learn the target language in a more satisfied way.

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Appendix (A)***Table of the Academic Ranks, Names, and Affiliations of the Jury Members for the Questionnaire**

| Serial Number | Academic Rank | Name | College & University |
|---------------|--|--|--|
| 1 | Ph.D. in Applied Linguistics | Associ. Prof. Dr. Pramela Krish | Faculty of Social Sciences and Humanities- The National University of Malaysia |
| 2 | Ph. D. in Language Teaching & Learning | Assist. Prof. Dr. Ali Sabah Jameel | College of Art- Anbar University |
| 3 | Ph. D. in Pragmatics | Assist. Prof. Dr. Juma'a Qadir Hussein | College of Education- Anbar University |
| 4 | Ph.D. in Applied Linguistics | Assist. Prof. Dr. Dr. Mohamad Yahya Abdullah | Al Buraimi University College, Oman. |
| 5 | Ph. D. in Pragmatics | Inst. Dr.Huthaifa Yousif Turki | College of Education- Anbar University |
| 6 | M.A. in Discourse Analysis | Inst. Methaq Khamees Khalif | College of Education- Anbar University |

Appendix (B): Students' Post-Study Perception Questionnaire

Ministry of Higher Education and Scientific Research

University of Anbar

College of Education for Humanities

Department of English

STUDENT QUESTIONNAIRE

Dear students:

This questionnaire is designed to measure your responses to the pedagogical factors that help or hinder you in enriching your English grammar knowledge via the use of online discussion forums. There is no right or wrong answers to the items as this instrument is designed for research purposes only. Please kindly indicate the degree to which each item applies to you by placing a tick in the appropriate column based on the following scale: **(Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree)**. Thank you.

SECTION A: Demographic Information.

1. Full Name:

1. Gender: Male Female

2. Age:

3. Proficiency level in Technology:

Advanced Intermediate Beginner

4. Fathers' Educational level:Illiterate Primary Secondary Diploma Bachelor Master Ph.D. **5. Mothers' Educational level:**Illiterate Primary Secondary Diploma Bachelor Master Ph.D. **SECTION B: EFL Student Perceptions to the pedagogical factors that help or hinder them in enriching their English grammar knowledge via the use of online discussion forums.**

| Psychological Factors | | | | | | |
|-----------------------|--|-------------------|----------|-----------|-------|----------------|
| No | Item | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
| 1 | I enjoy using online discussion in studying English grammar. انا استمتع باستخدام المناقشة الالكترونية في دراسة النحو الانكليزي . | | | | | |
| 2 | Online discussion helps me feel motivated to learn English grammar. المناقشة الالكترونية تساعدني على الشعور بالاندفاع لتعلم النحو الانكليزي. | | | | | |
| 3 | I do not feel threatened when discussing online in the English grammar class. انا لا اشعر بأن هناك تهديد عندما أناقش الكترونيا في الفصل الدراسي للنحو الانكليزي | | | | | |
| 4 | Using online discussion in learning English grammar promotes my self-confidence. استخدام المناقشة الالكترونية في تعلم النحو الانكليزي يعزز ثقتي بنفسي | | | | | |
| 5 | I think that weak Internet connection and power cut are threatening factors that hinder my online discussion. انا اعتقد ان شبكة الانترنت الضعيفة وتقطعات التيار الكهربائي هما عاملان من الممكن ان يعيقان مناقشتي الالكترونية. | | | | | |
| 6 | Online discussion reduces my apprehension in the English grammar class. المناقشة الالكترونية تقلل من قلقي في الفصل الدراسي للنحو الانكليزي. | | | | | |
| 7 | Online discussion creates a safe and confident learning environment for me. المناقشة الالكترونية تخلق لي بيئة دراسية آمنة وواثقة. | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 8 | Online discussion encourages shy students to interact more with other students. المناقشة الالكترونية تشجع الطلبة الخجولين على التفاعل اكثر مع بقية الطلبة. | | | | | |
| 9 | My unfamiliarity in using computer is a frustrating factor in online discussion. عدم المامي بكيفية استخدام الكمبيوتر يمثل عاملا محبطا لي في المناقشة الالكترونية. | | | | | |
| 10 | I think that the dominance of good students in online discussion is more frustrating factor in studying English grammar. انا اعتقد بان هيمنة الطلبة الجيدين في المناقشة الالكترونية هي عامل اكثر احباطا في دراسة النحو | | | | | |

العوامل النفسية المؤثرة على تطور المعرفة النحوية لمتعلمي اللغة الانكليزية كلفة اجنبية

في اجواء المناقشة الالكترونية على المستوى الجامعي

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المستخلص

داخل أجواء التعلم عبر الإنترنت، قد يواجه متعلمو اللغة بعض العقبات في تعلم قواعد اللغة الإنكليزية. وقد ترتبط هذه العقبات بعوامل نفسية تمثل حواجز مؤثرة أمام تطوير المعرفة النحوية لمتعلمي اللغة الإنكليزية على المستوى الجامعي. وبالتالي، فإن الهدف من البحث الحالي هو معرفة العوامل النفسية الدقيقة التي تؤثر على المعرفة النحوية للطلاب. ولتحقيق هذا الهدف، تم تصميم استبيان للتحقيق في استجابات الطلاب تجاه العوامل النفسية التي يمكن أن تؤثر على معرفتهم النحوية. وكانت عينة البحث هي طلبة الجامعة العراقيين في السنة الثانية من العام الدراسي (٢٠٢٠/٢٠٢١) في قسم اللغة الإنكليزية / جامعة الأنبار. في بداية الفصل الدراسي الأول، تعرضت عينة المشاركين (٣٣ طالبا وطالبة) لأنشطة تعلم عبر المناقشة الالكترونية لمدة ثلاثة عشر أسبوعا لتعلم قواعد اللغة الإنكليزية. وفي نهاية الفصل الدراسي الاول، طلب منهم الرد على بنود الاستبيان. وقد تم تحليل البيانات التي تم جمعها اعتمادا على: صيغة اختبار (T- test) لعينة واحدة، وكذلك أستخدم المتوسط المرجح والوزن المئوي لترتيب العناصر العشرة من المجال النفسي احصائيا. وأظهرت النتائج أن أولوية بعض العوامل النفسية مثل: القلق، والاستعداد النفسي، والموقف السلوكي، والتحفيز (الدافعية) كانت بارزة ومؤثرة في بيانات النقاش الالكتروني عبر الإنترنت. وبناء على ذلك، فإن هذه العوامل ضرورية لاستكشافها والتحكم بها في إطار عملية تعلم اللغة بشكل عام والتعلم عبر الإنترنت بشكل خاص للحصول على أداء أفضل للطلبة.

الكلمات المفتاحية: متعلمي اللغة الانكليزية كمتعلمي لغة اجنبية، المناقشة الالكترونية، المعرفة النحوية، العوامل النفسية.