

T. C.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

AN EXPLORATORY STUDY ON THE ROLE OF
MOTIVATION IN IRAQI EFL LEARNERS' SELF-REGULATION
AND LANGUAGE LEARNING STRATEGIES

Master's of Arts Thesis

YASEEN AL-NUAIMI

Gaziantep
July, 2017

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Supervisor: Assist. Prof. Dr. Fadime YALÇIN ARSLAN

Gaziantep
July, 2017

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Thesis Date : 27 / 07 / 2017

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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Dedication

To the spirit of my late father, my mother and my brother,

may God bless their souls

To everyone who encouraged me and helped me in completing this study and

To my brothers and sister

To my wife

To my son



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In the name of Allah, Most Gracious, Most Merciful; praise be to Allah for giving me the health and ability to complete this study.

Firstly, I would like to express my sincere gratefulness to my supervisor Assist Prof. Dr. Fadime Yalçın Arslan for her guidance, advice, criticism encouragement and insights throughout the research. The completion of this study would not have been possible without her invaluable support. Special thanks to Assist Prof. Dr. Emrah Cinkara for his efforts in giving me an appropriate advice to carry on this study. I also thank everyone who has helped me and offered me help and supported me by providing me with the necessary information to complete this research.

ÖZET

Araştırma Özeti Irak'ta İngilizceyi Yabancı Dil Olarak Öğrenenlerin, Kendini Düzenleme ve Öğrenme Stratejilerinde Motivasyonun Rolü Hakkında Bir Araştırma Çalışması

YASEEN AL-NUAIMI

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Bölümü

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July 2017, 93 sayfa

Bu çalışmanın amacı İngilizce öğrenen Iraklı öğrenciler (EFL) arasında motivasyonun öz-düzenleme becerileri ve dil öğrenme stratejilerindeki rolünü araştırmaktır. Bu amaçla Irak Kerkük Üniversitesi İngilizce bölümünden 125 öğrenci araştırmaya katılmıştır. Katılımcılardan veri toplamak için Pintrich ve De Groat (1990) tarafından hazırlanan Güdülenme ve Öğrenme Stratejileri Ölçeği (MSLQ), Oxford (1990) tarafından hazırlanan Dil Öğrenimi Stratejileri Envanteri (SILL) ve Noels, Delletier, Clement ve Vallerand (2000) tarafından hazırlanan Dil Öğrenimi Alıştırma Ölçeği (LLOS) kullanılmıştır.

Çalışmanın sonuçları motivasyon ve öz-düzenleme arasında istatistiki olarak anlamlı bir korelasyon olmadığını fakat motivasyon ve dil öğrenimi stratejileri arasında anlamlı bir korelasyon olduğunu göstermiştir. Buna ek olarak öz-düzenleme ve dil öğrenme stratejileri arasında istatistiki olarak anlamlı bir ilişki bulundu. Betimsel istatistik, Iraklı EFL öğrencilerinin hafıza ve etkili stratejiyi bilişselden daha iyi kullandığını gösterdi. Öz-düzenleme öğrenme stratejileri kategorilerinin arasında, akran öğreniminin katılımcılar arasında diğer stratejilerden daha fazla kullanıldığı belirlenmiştir.

Anahtar kelimeler: Motivasyon, öz-düzenleme, dil öğrenme stratejileri.

ABSTRACT

An Exploratory Study on the Role of Motivation in Iraqi EFL Learners' Self-Regulation and Language Learning Strategies

YASEEN AL-NUAIMI

M.A. Thesis, Department of English Language Teaching

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The aim of the study is to investigate the role of motivation in Iraqi EFL learners' self-regulation and language learning strategies. The 125 participants of this study are students of English Language Department at Kirkuk University of Iraq. Data collection tools consist of motivation strategies for learning questionnaire (MSLQ) designed by Pintrich and De Groot (1990), Strategy Inventory for Language Learning (SILL) designed by Oxford (1990) and Language Learning Orientation Scale (LLOS) designed by (Noels, Pelletier, Clément & Vallerand, 2000).

The results reveal that there is no significant relation between motivation and self-regulation. However, there is a significant relation between motivation and language learning strategies. Additionally, a significant relation exists between self-regulation and language learning strategies. The study shows that Iraqi EFL students use memory and affective strategy more than cognitive and compensation among categories of LLS. Moreover, among categories self-regulated learning strategies, peer learning is highly used by participants compared with other categories.

Keywords: Motivation, self-regulation, language learning strategies

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CHAPTER I

INTRODUCTION

1.1 Presentation

This chapter provides background for the research and elaborates the study's main problem, purpose and significance. Next, the research questions will be elaborated. Finally, the assumptions and potential limitations will be discussed.

1.2 Background of the Study

Among the individual differences of second-language (L2) learners, motivation plays a significant role in the effectiveness of teachers' pedagogy. Dörnyei (2012) explains that a plethora of research relating to the motivation of L2 learners has been done over the past few decades. He (2005) also provides a brief overview of such research according to three main phases:

(a) the social psychological period, which is characterized by the work of Robert Gardner and his peers in Canada; (b) the cognitive-situated period, which is typified by work drawing on cognitive theory in educational psychology; and (c) the procedure-oriented period, which has been characterized by an interest in motivational change and was initiated by the work of Dörnyei, Ushioda and their colleagues in Europe (p. 66-6).

During the social psychological period, the motivation of L2 learners was examined by social psychologists who have identified integrative as well as instrumental motivation as the main stimulators of these learners (Dörnyei, 2012). Integrative motivation is described as a "positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community" (Dörnyei, 2012, p. 17). On the other hand, instrumental motivation relates to the potential pragmatic gains of second language proficiency, such as obtaining a work or higher salary. In the field of language learning, although there are a lot of studies that deal with these two types of motivation (Moriam, 2008;

Rahman, 2005), few studies have explored the practicality of the cognitive theories introduced during the cognitive-situated period (Rahimi, Roohani & Akbari, 2012).

During this period, self-determination theory was introduced by Deci & Ryan (2000) who elaborated further that L2 learner motivation may be either intrinsic or extrinsic. Motivation kinds are not considered to be unconditionally difference; rather, they are assumed to lie along a continuum of self-determination (Dörnyei, 2012).

Zimmerman (2000, p. 14) confirms that self-determination signifies “self-generated thoughts, emotions and actions that are planned and cyclically accustomed to the attainment of personal aims”. According to Schunk and Ertmer (2000), self-regulation is rotational in nature since personal, behavioural and environmental factors change throughout an individual’s learning process. From a social cognitive standpoint, self-regulation denotes communication between personal, behavioural and environmental constructs (Bandura, 1988). Moreover, self-regulatory processes and accompanying thoughts fall into three cyclical stages: forethought, performance or volitional control and self-reflection processes (Zimmerman, 1998).

The third main subjective factor among L2 learners concerns the use of language learning strategies (LLS). Some of the first studies of language learning strategies have focused on comparing power and good learners (Brown, 2007). Several scholars have also proffered classifications of LLS (O’Malley & Chamot, 1989; Oxford, 1990). Brown (2007) also recommended that teaching learners effectively to acquire a second language. He asserts that promoting autonomy through strategy instruction is vital to language teaching. Ellis (1994) emphasizes the mediatory role of strategies between students and situational factors as well as learning results. He (1997) defines learning strategies as “the particular approaches or techniques that learners employ to try to learn as L2” (p. 76-77). Learning strategies have also been explained as the special thoughts or behaviours that people utilize to assist themselves or others in comprehending, learning, or retaining new information (O’Malley & Chamot, 1990). From various definitions, it can be deduced that any technique, method, thought or behaviour, whether conscious or unconscious, that leads to learning can be defined as a strategy. Regarding different classifications of LLS, Oxford (1990) has classified “general language learning

strategies into two main types: direct (cognitive, memory and compensation) and indirect (metacognitive, affective and social)” (p. 7).

1.3 Statement of the Problem

In recent years, the educational process has changed greatly from being teacher-centered to being student-centered class (Rogers and Freiberg, 1999). This change has demanded that teachers employ more effective strategies for facilitating the learning process. Moreover, such shift in focus to student-centered classrooms has required that more critical attention be given to the motivation of learners. Crookes and Schmidt (1989) have fixed that language learning motivation includes seven aspects: “(1) enthusiasm, (2) perception of relevance, (3) anticipation of accomplishment or failure, (4) insight of rewards, (5) explicit judgment for learning, (6) determined learning conduct and (7) high engagement ” (p. 288).

In addition to adopting learning strategies that are cognizant of learner motivation, developing students’ self-regulation is also an essential facet of the student-centered model of learning. According to Zimmerman (1989), self-regulation is the grade to which learner is “metacognitively, motivationally and behaviorally active participants in their own learning process” (p. 329). Therefore, student-centered classrooms require active learners who are able to perform learning activities effectively. This subsequently requires training and motivation on behalf of learners.

Many studies have indicated that the frequency of LLS use is directly related to language performance, regardless of whether the presentation is measured as a course grade, a class examination score, a standardized proficiency test score, a self-rating, or something different (Oxford and Burry, 1993). Moreover, Dornyei (1990) claims that instrumental motivation may be more necessary than integrative one in second-language learning because learners sometimes have limited or no experience with the goal community. Based on my observations and experience as a teacher and as a student it was observed that learners of English as second language learners at Kirkuk University in Iraq lack motivation for studying English. Moreover, it was observed that most of teachers utilize a more teacher-centered and traditional approach to language teaching, focusing on grammar instruction with their students in Iraqi. In addition, these teachers generally prioritize the content of

course syllabi over concerns with the motivation of their students. Therefore, this study attempts to illuminate such issues and suggest practical solutions for enabling Iraqi EFL teachers to utilize the external and internal motivations of students as a means of promoting effective language acquisition.

1.4 Aims of this Study

This study investigates how motivation can affect the pedagogical processes of EFL teachers at Kirkuk University in terms of self-regulation and LLS. This study aims to find out whether motivated learners can have better language learning compared to demotivated learners. More specifically, this research intends to decide whether there is a relation between motivation and self-regulation as well as LLS among these learners. Similarly, it investigates whether there most common language learning strategy utilized by Iraqi EFL Students. An additional concern of this study to the most common self-regulation strategies utilized by Kirkuk's EFL learners.

This research finally aims to recommend identify to motivate language learners alongside the most effective LLS required of self-regulated learners for achieving optimal acquisition of English.

1.5 Statement of Research Questions

The following questions underlie this research:

Research Question 1 Is there a relationship between motivation and self-regulation among Iraqi EFL students?

Research Question 2 Is there a relationship between the motivation and language learning strategies of Iraqi EFL students?

Research Question 3 What is the most common language learning strategy utilized by Kirkuk university EFL students?

Research Question 4 Is there a relationship between the self-regulation and language learning strategies of Iraqi EFL students?

Research Question 5 What is the most frequently employed self-regulation strategy among Iraqi EFL learners?

1.6 Significance of the Study

Regarding the significance of this research, the results may be useful for EFL teachers and students, specifically in terms of identifying effective learning strategies for promoting motivation among students. Moreover, as this study provides a review of various studies concerning learning strategies by Iraqi EFL learners, it also suggests factors which affect the motivation of these learners in terms of self-regulation and LLS.

This study further investigates the motivational factors of Iraqi EFL students and their classroom learning practices. In particular, it examines students' attitudes concerning the importance of learning English in Iraq as well as different LLS employed in their classes.

1.7 Limitations

The study was conducted only at one university in Iraq; therefore, the findings cannot be generalized to other universities. Moreover, it was limited to second-year university students in a college of education English department during the academic year 2016-2017. The number of participants was limited to 125 students.

1.8 Assumptions

Three different tools were used to collect data. These tools are assumed to be valid and reliable to measure the relationship between motivation, self-regulation and the learners' LLS use. The participants assumed to have the same educational background. Regarding the motivation, it is assumed that learners might not answer the questions according to their internal interest and their future goal toward learning English as a foreign language. Moreover, it's assumed that learners have responded the questionnaires honestly and sincerely.

1.9 Definitions of Terms and Abbreviations

In order to clarify the key terms and acronyms employed in this study, the following definitions and explanations are provided:

Motivation: A state of cognitive and emotional arousal, which leads to a conscious decision to act and rise to a period of sustained intellectual and /or physical effort in order to attain a previously set goal or goals (Williams & Burden, 1997).

Self-regulation: Learning that occurs largely from the influence of student's self-generated thoughts, feelings, strategies and behaviours, which are oriented toward the attainment of goals (Zimmerman, 2000).

Learning Strategies: Learning strategies are the procedures helping individuals to facilitate a learning task (Dhanapala, 2007).

Abbreviations

EFL: English as a Foreign Language

LLOS-IEA: Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation

LLS: Language Learning Strategy

MSLQ: Motivated Strategies for Learning Questionnaire

SCC: Student Centered Class

SILL: Strategy Inventory for Language Learning

SL: Second Language

SRL: Self-Regulation Learning

TCC: Teacher-Centered Class

CHAPTER II

LITERATURE REVIEW

2.1 Presentation

This chapter introduces the reader to self-regulation, language learning strategies and motivation. Since the aim is to analyze the relation between self-regulation, language learning strategies and motivation, it is crucial to review the different ideas and the results of the previous studies in the field.

2.2 Motivation

There are diverse factors which involve learners to learn English as a Second Language (ESL). Motivation can be regarded as a factor which keeps learners interested in the process. The word 'motivation' is derived from the Latin word *movere* which refers to the behaviors that lead individual towards their future fulfillments and goals (Melendy, 2008).

According to Dornyei (1994), motivation in second language acquisition (SLA) scaffolds learners to have a positive attitude towards learning a language and also having a strong desire and efforts to learn it. He believes that motivation, in the field of SLA, has a prominent role to achieve long-term goals, however, learners without motivation cannot maintain in the process even though they have a strong ability.

Several researchers Guilloteaux and Dörnyei (2008) only one researcher claim that appropriate curricula and reliable instructions might not guarantee to produce a successful Second Language (L2) learner without motivation because motivation has a significant role in producing a self-confident learner. In addition, motivated learners can keep on learning after they accomplished a particular goal and it produces an independent learner.

They also have investigated the role of motivation in SLA many researchers (Balkir & Topkaya, 2009; Feng & Chen, 2009; Ajibade & Ndububa, 2008; Guilloteaux & Dörnyei, 2008; Melendy, 2008; Wu & Wu, 2008; Lamb, 2007; Liu, 2007; Wang, 2007; Wei, 2007). Meanwhile, many researches in this field seem to be necessary to promote learners' motivation because motivation has a potential impact on SLA.

Moreover, teachers believe that the absence of motivation may lead language learners' discouragements-rephrase while the presence of motivation leads language learners' achievement. Hall (2011) claims that "it is difficult to imagine anyone learning a language without some degree of motivation" (p. 134) and he recommends that motivation can be a key factor to achieve a specific goal

Dörnyei (2005) constructs a kind of definition which is linked to the process of language learning and teaching as "it provides the primary impetus to initiate L2 learning and later the driving forces to sustain the long and often tedious learning process" (p. 65). Dörnyei (2001) discusses the reasons how individual differences can affect someone to perform a certain action or how much effort someone needed toward achieving a goal.

Williams and Burden (1997) state that motivation is "a state of cognitive and emotional arousal, which leads to a conscious decision to act and gives rise to a period of sustained intellectual and /or physical effort in order to attain a previously set goal or goals" (p. 120). Besides, from the point of view of Gardner (2010), motivation is considered as an abstract and complex concept that is used to explain human behaviour. Various factors that influence L2 learning and motivation regarded as a main factor. For instance, some learners in L2 are less motivated to communicate with the target language society, whereas, it is the exact opposite for other learners.

Gardner (2001) also confirms the role of the teachers to provide valid sources and task to keep the learners interest and motivate them to communicate in class and appreciate their effort till they achieve their goal. He also has discussed the importance of motivation in L2 learning as it affects the learners' willingness to involve in the activities in the language learning process.

2.3 Motivation and language learning

As aforementioned above, researchers assumed that motivation causes a great deal of success for language learner in the process of learning strategies and believe that learners who are motivated to learn a language may have better results in learning and improve their learning. Furthermore, researchers examine the role of instrumental motivation and different kind of stimuli related to second language acquisition. Noels, Clement and Pelletier (1999) conducted a study and recognized that learners' extrinsic and intrinsic motivational oriented belongs to teachers' guidance and communicative style. Moreover, they discussed teachers' role to support learners' independence in classrooms and providing fruitful feedbacks and comments to the students' performance with the aim to increase their motivation. The results of their study reveal that positive language learning achievements are gained by a strong feeling of intrinsic motivation, including greater motivational intensity and greater self- evaluations of competence. Thus, learners' intrinsic motivation is increased via teachers' communicative style.

The learners' motivation declines when there may be a probability to lose their rewards. However, when the possibility of rewards no longer exists, students' motivation is reduced. Gardner and MacIntyre (1991) find that students, who have been offered a reward, spend more time and pay more attention to their homework compared to the students who haven't been offered any rewards.

In a study by Muchnick and Wolfe (1982) and Ellis (2008), they emphasize the role of both integrative and instrumental motivation in the process of learning English as a foreign language. They find that both integrative and instrumental motivation have a great impact on EFL learners in the processes of language learning. However, their critical point of instrumental motivation is when the incentives and reward ceased; the learners' motivation toward EFL becomes difficult (Ellis, 2008). Dornyei (2001) claims about the ways which increase learners' motivation and he mentions the learners' interest or the outside factors such as rewards or the role of the teachers.

Schunk and Usher (2012) focus on the salient role of motivation and its influence on individuals' performance to learn a new language. For them, motivation has a great role to determine whether the learners continue fulfilling

their courses' task and the level of involvement in classroom, the quality of the work they produce and finally to check what they have achieved so far. The learners' motivation can be influenced through different factors such as personal histories, social factors, experiences and circumstances; therefore, implementing other factors with motivation support learners to be involved in the language learning and teaching process.

2.4 Types of Motivation

In the literature of motivation, one can locate different kinds of motivation, while motivational in language learning process generally focus on five types: intrinsic, extrinsic, amotivation, instrumental and integrative (Gardner, 2001: 2005).

2.4.1 Intrinsic Motivation

According to Williams and Burden (1997), intrinsic motivation is a desire and wishes to perform an action because it is worthwhile. In terms of Self-Determination Theory (SDT), Ryan and Deci (2000) define intrinsic motivation as “doing something because it is inherently interesting or enjoyable” (p. 55). Thus, it has a significant influence on L2 learners' internal desire and also increases a high-quality learning and creativity. Intrinsic motivation taps individual differences interest to perform a specific task, such as, reading a newspaper every morning or going to work.

Jang (2008) suggests four different criteria of intrinsic motivation: “1) Opportunities for Advancement and Development, 2) Interesting Work (having a challenging job with a variety of duties), 3) Appreciation and Praise for Work done, and 4) Feeling of Being Involved” (p. 35). Intrinsic motivation keeps someones' attention to fulfill specific action, at the same time, it leads to the performance of overall activities among groups. Intrinsic motivation promotes learners' desire to challenge and compete to perform the tasks in the class and also attribute the learners' educational achievement (Patall, Cooper & Robinson, 2008). Gottfried (1990) indicted that when learners are intrinsically motivated, they show their strong conceptual learning, improved task fulfilment and high overall successful in school.

2.4.2 Extrinsic Motivation

Generally, in extrinsic motivation, someone performs something willingly for his benefits, such as to achieve a good position and well-paid job or passing an exam. Ryan and Deci (2000, p. 233) state that “extrinsic motivation, which refers to doing something because it leads to a separable outcome”. It means there are some external factors and benefits which affect individuals to be motivated to obtain a particular goal in life.

Similarly, Williams and Burden (1997) claim that the behaviourist approach, in which reward is prominent and significant tool to motivating desired behaviours. Motivation regarded as external factors and forces which lead someone performs particular behaviours and the consequence of the condition shows that whether it is more or less likely to happen again. Moreover, Ryan and Deci (2000) indicate that learners can behave better and perform their tasks while they are extrinsically motivated. Moreover, they also highlight the importance of extrinsic motivation in language learning and they stated that teachers should be conscious of different types of extrinsic motivation to promote their learner not just depend on intrinsic motivation.

Lei (2010) differentiates the role of both intrinsic and extrinsic motivation in language learning process. They believed that learners who intrinsically motivated can better learn and perform their tasks in class and get high results while learners with extrinsic motivation may face difficulty in performing their academia.

Hall (2011) suggests that L2 learners should be motivated through a mixture of intrinsic and extrinsic motivation provide an enjoyable language environment to promote them in order to achieve their goals. Overall, performance is stimulated by both intrinsic and extrinsic motivation. Most teachers claim that both types of motivation play a vital role in the learning process and they are particularly integrated to each other (William and Burden, 1997). Extrinsic motivation has different following types:

The first one is *external regulation*, Ryan and Deci (2000) described this kind of extrinsic motivation as the factors to perform an activity and these behaviours are performed to satisfy the external demand and to obtain a reward. For

example, a student who works hard to learn a target language for the purpose of getting a job or providing a better salary in his or her life.

The second one is *introjected regulation*. This kind of regulation which focuses less on external factors to fulfill an activity, is different as “taking in a regulation but not fully accepting it as one’s own” (Ryan & Deci, 2000, p. 72). These behaviours were performed to show the ability and to maintain feelings of worth. For example, learners perform his/her activities to satisfy their parents and teachers and attract others attention.

Identified regulation is another type, which is identified as the reasons for performing an activity which is somewhat related to internal (Ryan and Deci, 2000). These behaviours involve the conscious valuing personal goal and regulation which affect their personality. For example, “language learners who feel that L2 fluency is an important aspect of their educational development will endure repetitive oral exercises in the interest of obtaining this level of competence” (Noels, Pelletier & Clement. 2003, p. 39-40).

Integrated regulation Ryan and Deci (2000) describe this kind of extrinsic regulation as whole internalized reasons for performing an activity and it is the most autonomous extrinsic motivation. Ryan and Deci (2000) confirm that “Integration occurs when identified regulations are fully assimilated to the self” (p. 73).

Besides intrinsic and extrinsic motivation, Deci and Ryan (1985) mentioned that amotivation is also a kind of motivation and it is vital to fully understand humans’ behaviour. In precise, amotivation happened when individuals do not perceive dependency between outcomes and their own actions, which mean they are neither intrinsically motivated nor extrinsically. Amotivation causes individuals experience feelings of incompetently and uncontrollability of their behaviours. They see that their behaviours forces by factors outside their own control. Amotivation causes learners to feel unconfident and also, they interact with the world but with a less way. Moreover, it is the main factors why individuals feel absurdity in their life.

2.4.3 Integrative Motivation

Integrative motivation has been considered as a vital factor to affect SLA achievement (Hedge, 2000; Lightbown & Spada, 2006; Lins, 2007; Loewen & Reinders, 2011). They believe that integrative motivation in SLA support

individuals desire to learn a language and it helps learners to integrate with the context of target language and to the target language speakers.

In another term, integrative motivation is related to individuals' desire and inspiration to involve and interact with second language community (Ellis, 2008). Integrative motivation encourages learners to be successful and look forward their goal as valuable and significant. Ellis (2008) explains integrative motivation in three sub-components, such as

- (a) integrativeness (learners attitude toward integrating second and foreign language community).
- (b) Attitude towards the learning situation (learners' point of view toward their teacher's role and courses in language learning).
- (c) Motivation (the learners' effort, desire and attitude towards L2 learning).

Gardner (2010, p. 168) states that "motivation to learn a second language is influenced by group related, context related attitude, integrativeness and attitudes towards the learning situations respectively", however, he also discussed different variables that have a great role in learning language including instrumental elements. However, the scholars address the problems and issue behind conducting the concepts of integrative motivation cause confusion to individuals' personal interest and general desire to integrate with the second language community.

2.4.4 Instrumental Motivation

Loewen and Reinders (2011) define instrumental motivation as needs of fulfillment toward achieving a goal and a motivation derives real benefit in learning a second language. In concise, instrumental motivation contains a variety of factors and needs which increase learners' motivation from external goals, for instance, passing exams, or financial rewards, good position or to accomplish a school requirement (Williams & Burden, 1997). Furthermore, Dornyei (1994) argues that the role of instrumental orientation in foreign language learning has a greater influence on L2 learners. Brown (2007) discusses the role of integrative and instrumental motivation in language learning, for instance, academic or career associated motivation is related to instrumental and socially or culturally oriented motivation is related to integrative motivation.

Several motivation models are suggested in the history of motivation and language learning. This study takes two models as sample to show how motivation and motivational theory affect learning a target language.

2.5 Gardner's Motivation Theory

According to Gardner (2001) motivation consists of three elements effort (the effort to learn the language), desire (wanting to achieve a goal) and positive affect (enjoy the task of learning the language). Gardner's motivation theory has been considered as a salient influential affect in language learning. The socio-educational model was regarded as a prominent and well-known character of motivation in the field of language learning. This model was first suggested by Gardner and Smythe, (1975).

Gardner (2005) clarifies the concepts of socio-educational model and amended the old version. In this new model, he shed lights on two major variables, the first one is motivation and the second one is ability. Both of them are associated to intelligence and language aptitude. The learners' intelligence and language aptitude are strongly related to learners' achievement in L2 context and the learners' motivation in L2 and also, they related to integrativeness and attitudes to learning situation. Attitudes to learning situation include elements, such as teachers, instructions, curriculum, lesson plans and evaluation processes. In terms of integrativeness, he signifies it as an important element in influencing motivation, which is related to the learners satisfaction to role a new character while they are involving to adapt with another cultural/linguistic group (Gardner, 2005, p. 7).

2.6 Role of the Teachers

Teachers are the backbone in the process of learning and teaching a language. Researcher agreed on the significant role of the teachers in increasing learners' motivation. Ramage (1990) illustrates that teachers have a great role to provide enough activities to engage learners and increase learners' motivation to obtain their future goal. However, Dörnyei (2001) proposes different learning style which will help learners to be motivated in the process. Teachers can motivate students by implicating diversity of enjoyable techniques and provide a relaxed and enjoyable atmosphere for their learners. Lack of learners' confidence is the main

issue which hinders learners' performance in classroom, but it's the role of the teachers to increase learners' motivation and confidence. One way to improve learners' motivation is through giving them positive feedback and attitudes. It is the role of the teacher to make the learners interested in the process of learning by utilizing different tools such as multimedia or new teaching aids in classrooms. Teachers should teach learners about the culture and background of the target language as well, which make learners to be curious to know more about the target language. The teachers-student's relationships considered as another factor which affect students' motivation. Teachers can keep their learners' interest by having a friendly relationship and to be easy going during classroom. It might happen that student cannot be interested in classes and demotivate them because of having many personal and mental problems; therefore, teachers can friendly interact with them and share their problems with the aim of finding a solution. Oxford and Shearin (1994) identify different ways in teachers' role to motivate their students and they shed light on the reasons behind a successful teaching process. Teachers should be aware of the particular reasons behind students' learning goal and motivate them to achieve their goals. Teachers should also advise student to struggle and challenge the difficulties to solve problems in classes and looking forward their desired goal. They also can show their learners to look at their process positively and think about the consequences which support learners to be more goal-oriented and motivated for learning. Teachers can help their learners to less feel threaten in the process and decrease their anxiety. In addition, they can make learners feel confidence. The most important factor to motivate students is intrinsic motivation that is why they should attempt to motivate them intrinsically because intrinsic motivation increases learners self-confidence to fulfil the tasks during learning process.

2.7 Dornyei's Model of L2 Motivation

Dornyei (1994) developed a model of theory in the field EFL learning which takes motivation into consideration and reviews the general view of motivation. In his model, he highlights three distinct levels of element which support learners and provide specific situation to involve learners in the surrounding context. The elements were discussed as following;

Dornyei's model highlights both instrumental and integrative motivation in the first levels of language learning. The aforementioned elements emphasize the reactions and attitudes towards the target language. However, at the learners' level, the second element highlights the individual differences and stimuli toward the target language and the learning situation. This level includes different cognitive theories of motivation, such as motivation which is considered as a function of an individual's views, not as an instinct, need, interest, or state. Therefore, the sources of an action input information into learners' mind and then transform into a belief (Dornyei, 1994). The third level is related to learning circumstances, which focuses on specific motivational elements more which are related to other levels which an individual learner involves in, such as the teacher, the course and the group of language learners (Dornyei, 1994). In addition, there are more sources of motivational components, one of them is course-specific motivational components which including the syllabus, material, approaches and tasks. Another is teacher-specific motivational component which includes the teacher's manners and teaching method. The last one is group-specific motivational components which are strongly related to four aspects of group dynamics, outlined by Dornyei (1997) as "classroom structure, group cohesion, goal-orientedness and the norm and reward system" (p. 487). Thus, intrinsic motivation can be increased through cooperative and collaborative learning and also produce better communicative situations.

Nichols and Miller (1994) mention that cooperative learners provide goal-oriented to learners and focus on how learners based on their personal views participate in overall objects accomplishments. To sum, scaffolding learners with fruitful strategies and interests improve their learning performance and increase their motivation. The conceptions of motivation how, motivation of individual differences access, though sometimes the group work performance cause special motivational features which reflect both individuals' and groups' interest (Dornyei, 1997).

2.8 Self-Regulation

Zimmerman and Bandura (1994) define self-regulation as learners' self-generated thought and performances which actively and systematically lead learners to achieve their educational goals and also motivate learners to have active participation in learning process. The concept of self-regulation is not only related to learning, but this concept originally is broader in Naturita. Self-regulation encompasses learning strategies and other micro procedures such as establishing self-confidence, self-motivated beliefs, technique of plantings and also having a goal to follow. Tseng and Schmitt (2006) presented a new system which include five facets to develop and measure the individuals self-regulation such as fulfilment control which provide learners to pursue and enhance their original goal fulfilment, metacognitive control which supports learners to modulate their concentration and also to increase their anxiety, situation control assists learners to increase their interest toward their goals and avoid boring atmosphere, emotion control which is associated with the individual ability to manage their moods and emotional states and environment control which provide learners opportunities to decrease the negative influences on their performance. Besides, self-regulation was considered as individuals' aptitude and it can be improved and influenced by other increasing experiences and also instructions (Winne, 1996). Studied in past decades unedified the process of self-regulation and also, proved that there existed correlation between self-regulation processes, motivation and academic achievement (e.g., Boekaerts & Corno, 2005; Schunk & Ertmer, 2000; Schunk & Zimmerman, 2007) academic success.

2.9 Self-Regulated Learning (SRL)

Researchers and educator intense their researches to find out the impact of SRL strategies applied by students on their academic success and achievements (Zimmerman, 1998). According to Zimmerman (1998), self-regulation represents the atmosphere, motivation and metacognitive process which encourage students to obtain academic success and achievement. Moreover, self-regulation helps learners to think about their abilities and goals and also how they find solution expected

from their assignments. Self-regulation learning theory concerns students' thinking about how they can better deal with their own learning process and how they can choose cognitive, metacognitive and behavioural strategies which make them independent and achieve their goals. Furthermore, Pintrich and De Groot (1990) highlight that learners' knowledge and skills to choose appropriate strategies during learning processes help them to be a good self-regulated learner.

Zimmerman (1989) again defines self-regulation learning as “metacognitively, motivationally and behaviourally active participants in their own learning process” (p. 4). One characteristics of self-regulation is to help students to choose some particular strategies in appropriate time to have better result for them. Self-regulation particularly related to metacognitive strategies in which metacognitive deals with awareness, knowledge and control of cognition; the three processes that make up metacognitive self-regulatory activities are planning, monitoring and regulating (Pintrich, Smith, Garcia & McKeachie, 1991). Self-regulation learning strategies have effects on learners in different situations, but it particularly affects learners' academic purpose in three different ways:

The first and the foremost significant dimension of SRL is to provide metacognitive strategies which learners utilize to plan, monitor and re-organize their own cognition. The second crucial component is related to how learners can manage and control their ability to perform their academic and course books assignments. Cognitive strategies (rehearsal, elaboration and organization) were regarded as the third component of SRL which support learners utilize to learn, remember and fully comprehend curricular concepts (Pintrich & De Groot, 1990). Zimmerman (1986) highlights the importance of self-regulation learning as a student's characteristic to be an independent learner and direct their attempts to comprehend knowledge and skills.

Zimmerman (1995) emphasizes the influences of SRL in series levels of students' academic performances. First, SRL deals with the students' information and belief about learning process to help learners assess and evaluate which kinds of tools have better result for their academic performances. Second, when they have assessed their future goal, they determine how much effort need for their goals. Finally, SRL strategies pave the way to help learners use strategies such as

cognitive, affective and behavioural outcomes, in order to approach their future goals.

2.9.1 Cognitive and Metacognitive Strategies

As far as the cognitive and metacognitive strategies self-regulated learning are a concern, Pintrich, Smith, Garcia and McKeachie (1993) describes five components such as Rehearsal Scale, Elaboration Scale, Organization Scale, Critical Thinking Scale and Metacognitive Self-Regulation.

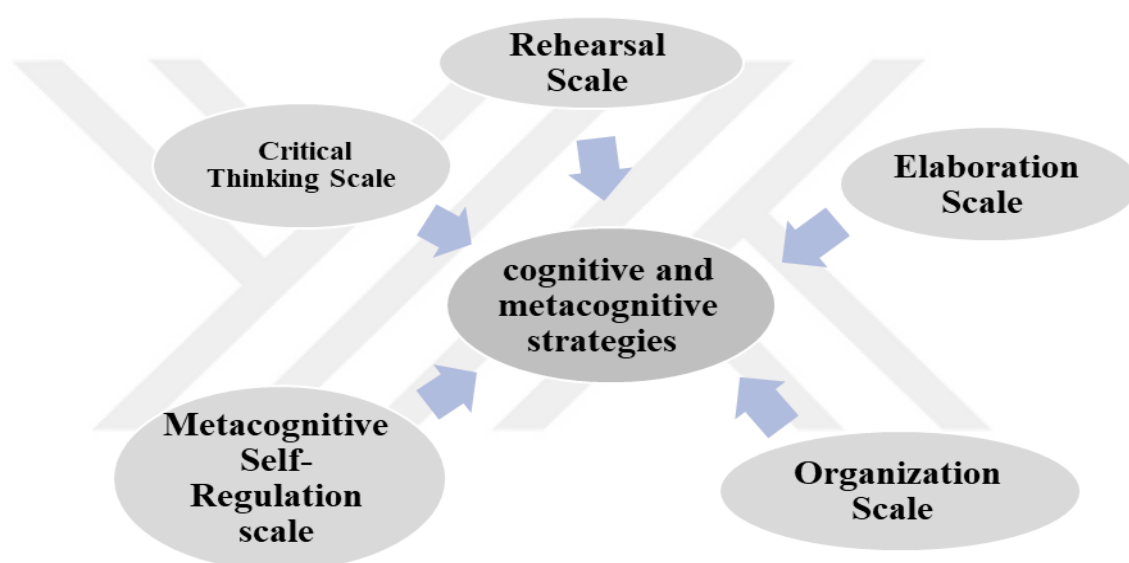


Figure 1 *Self-regulated learning cognitive and metacognitive strategies scales.*

Rehearsal deals with the students' plan to manage their classes via providing list of items to be learnt, reading and performing assignments according to a plan, listening and rewriting class notes after finished lectures (Garcia & Pintrich, 1995; Pintrich, Smith, Garcia & McKeachie, 1991; Talbot, 1997). The rehearsal strategies aim to support learners performing simple tasks and activities and encoding knowledge for short term memory; thus, new information doesn't access to long-term acquisition (Garcia & Pintrich, 1995; Pintrich et al., 1991). In contrast, cognitive strategies which are more complex, manage learners' cognition to integrate the prior knowledge with the new information then construct an internal

connection to support learners store the knowledge into long-term memory (Pintrich, Smith, Garcia & McKeachie, 1991).

Pintrich and his colleagues (1991) argue that *elaboration strategies* support learners to construct internal connection between the new information and reminding the information they learnt previously and store in long-term memory. Such strategies include writing notes, comparing assignments with their lessons' notes, summarizing and paraphrasing, connecting the examples and lesson activities with the example in their real life and using productive note-taking. Elaboration and organizational strategies support learners to go deeper in the process of language learning. The elaboration scales provide the following performances to learners:

“When I study for a course, I pull together information from different sources such as lectures, readings and discussion” and “I try to apply ideas from course readings in other class activities such as lectures and discussions”.

Organization. This scale investigates the learners' role in performing the class takes and also integrates the learners' attention to be interested in task performances (Pintrich et al., 1991; Talbot, 1997). According to Pintrich, Smith, Garcia and McKeachie (1991), organizing strategies contain clustering, outlining, grouping, selecting the main idea from reading passages and paying attention to headings, subheadings, diagrams, tables, figures, charts and graphs. These strategies pave the way to learners to choose appropriate tasks according to their individual differences and make connections with the previous knowledge and information to be learnt (Pintrich, Smith, Garcia & McKeachie, 1991). This scale helps the learners with the following suggestions: *“When I study the readings for a course, I make an outline of the material to help me organize my thoughts” and “When I study for a course, I go over my class notes and make an outline of important concepts”.*

The Critical Thinking considered as the final cognitive strategies scale of the motivation in SLA, it indicates to the degree of students' recognition of previous knowledge to solve problems in new circumstances, reach decisions, or make critical evaluations with respect to standards of excellence (Pintrich, Smith, Garcia & McKeachie, 1991). This scale comprises five items to help learners assess their performances: *“Whenever I read or hear an opinion or conclusion in a course, I think about possible alternatives” and “I often find myself questioning things I hear or read in a course to decide if I find them convincing”.*

Metacognitive self-regulation scale. The term “metacognition” is defined by Flavell (1976) as “one’s knowledge concerning one’s own cognitive processes and outcomes or anything related to them” (p. 232). Metacognition has been explained more as “the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete aim or objective” (p. 232). According to Flavell (1977) and Flavell and Miller (2002), the advantages of metacognitive can be seen as a key to having a successful language learning setting especially for young learners who are above eleven. They can get benefit from metacognitive skills for learning English as a foreign language for all the skills such as; reading writing, speaking and listening.

2.9.2 Resource Management Strategies

Corno (1986) and Zimmerman and Martinez-Pons (1988) stress as one of the components of self-regulated learning, shows the strategies that learners use to manage and control their location including their time, study environment, effort and other people.

Pintrich (1999) defines strategies of resource management strategies as adaptive approaches which encourage individuals to meet their need and achieve their aims. Based on Pintrich's (2000) model, cognitive learning strategies are one of the elements of learning self-regulated that help pupils to attend, choose and organize information in such a way that they can comprehend deeply.

Pintrich and De Groot (1990) and Pintrich (1989) refer to elaboration, rehearsal and organizational strategy as various types of the cognitive strategies being connected to educational performance in the classroom. The second category of Pintrich's (2000) model is metacognitive strategies having a significant impact on students' achievement and helping them to plan, monitor and control their cognitive strategies. As for Flavell (1979), he claims that information about cognition and self-regulation of cognition are two aspects of metacognitive strategies. Pintrich (2000) also maintains that a high stage of resource management strategy use enables students to manage and manage the material as well as external and internal resources such as peers, effort, time and instructor in such a way that achievement occurs in the learning process.

In another classification, Schraw, Crippen & Hartley (2006) use motivation instead of resource management strategies and define it as a component that helps pupils to observe their behavior, to discover mismatches and to reach learning aims. Moreover, Boekaerts (1999) refer to motivation as an outer layer of self-regulation learning model, explaining students' prosperity or failure based on their own wishes, needs and expectancies.

From another viewpoint, Diener and Dweck (1978) and Nolen (1988) hold that resource management in the context of motivation leads to doing particular tasks. Additionally, Jonassen, Davidson, Collins, Campbell and Haag (1995) think that the less active role of teachers in online learning environments highlights the role of self-regulation more saliently than in traditional environments. Although there may be no direct relationship between the activities for resource management and metacognitive activities and cognitive, they are both necessary for academic success.

As far as the resource management self-regulated learning is concerned, Hofer, Yu and Pintrich, (1998), Pintrich, (1999) and Pintrich, Smith, Garcia & McKeachie (1993) describe four components:

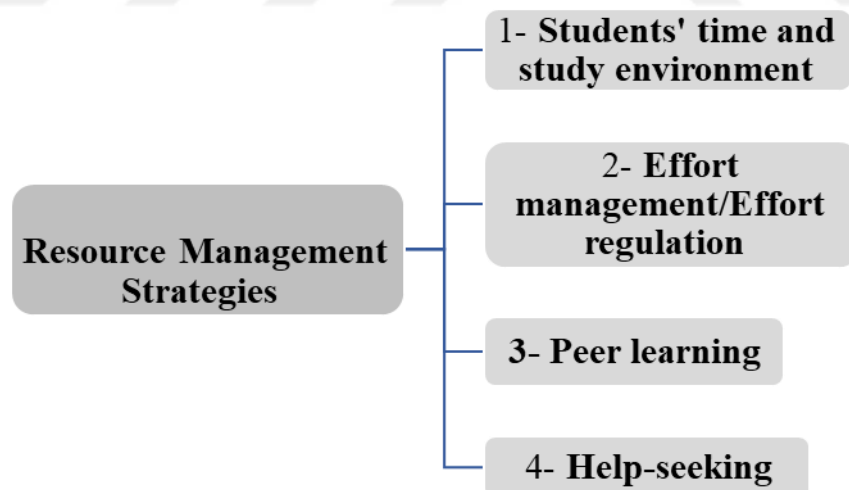


Figure 2 *Self-regulated learning resource management strategies types*

Students' time and study environment: The first subscale of resource management refers to regulating and best using the time of the study as well as

choosing a suitable place for study. According to Zimmerman (1998), time management is a specific strategy, controlling performance.

Effort management/effort regulation. This component of resource management explains the students' tendency to persevere in doing difficult and boring tasks.

Peer learning. The third subclass of resource management is founded on the belief that learning occurs better if the students study in a group or with their friends.

Help-seeking: The last subscale of resource management refers to the ability of students to look for help from others (peer or instructors) when necessary. Furthermore, Pintrich (1999) and Shin (1998) believe those learners' affective activities or feedback as well as cognitive, meta-cognitive and resource management strategies influence their self-regulated learning.

2.10 Characteristics of Self- Regulated Learners

Researchers claim that self-regulation is not related to the mental intelligent of individuals nor to the genetic characters of a person has in life, but learners acquire self-regulation through life experiences and self-reflection in daily life interaction (Zimmerman, 1998; Pintrich, 1995). They believe that self-regulation is nor personals' trait, but it is the ability of students to control and manage to improve their academic learning process and activities. According to Zimmerman (2001, 2002) the learners' characteristics in self-regulation learning is to have an active role in performing the tasks in learning process from the metacognitive to motivational and behavioral viewpoint. In general, self-regulating and non-self-regulating students have different characteristic as discussed in the following studies;

Self-regulated learners have information and know how to apply cognitive strategies (rehearsal, elaboration, organization) which support them to attend to, transform, organize, elaborate and recover information (Winne, 1995; Zimmerman, 2001). Self-regulated learners can manage their metacognitive strategies which help them to know how to control, plan and direct their mental process toward achieving their personal and academic goals (Corno, 2001).

Self-regulated students have a strong self-efficacy which results from motivational beliefs and emotional adoption such as developing their emotion toward achieving their academic goal (e.g. joy, satisfaction, enthusiasm) and the ability to control and evaluate the need required to obtain their goals (Weinstein, Husman & Deirking, 2000; Zimmerman, 2002).

Self-regulated learners are aware about how to plan and manage their times and effort to perform a task. They also be able to provide a favourable circumstance to decrease their anxiety and also seeking for information and help from outside sources when they encounter problems (Corno, 2001; Winne, 1995; Zimmerman, 2001). Self-regulated learners are able to control their mental determination on their goals and maintain their concentration in order to avoid any external and internal distracting while they are in the learning process (Weinstein, Husman & Deirking, 2000; Zimmerman, 2001, 2002).

To conclude, self-regulated learners can take responsibility of their own learning process and become independent learners and they can achieve their academic goal more easily.

2.11 Self-Regulated Learning and Motivation

Researchers claim that self-regulation learning is controlled by interconnected framework factors which indicate the progression and sustainability, besides motivation regarded as one of crucial factor of this framework (Bandura, 1993; Boekaerts, 1999; Pintrich, 2000; Zimmerman, 2008). For example, when students think to perform an activity and having a plan, their interests and desire are considered as a main factor to help them to provide enough effort and time to obtain their goal (Simons, Dewitte & Lens, 2000; Wolters & Pintrich, 1998; Wolters, Yu & Pintrich, 1996). When students have not self-regulated learning skills, they are less motivated to perform a task, spend time to gain their goal and less use planning strategies use when they are not taken the value of their goal into account. Besides the student self-determination and self-efficacy beliefs to their ability play a considerable role to planning and monitoring their performances progression (Zimmerman, 2000). Studies in the field of self-efficacy and self-regulation revealed that both have an interchange positive effect on each other; when the

degree of self-efficacy belief increases the use of self-regulation strategies also increasing, furthermore, the use of self-regulation strategies might rise academic achievement (Pajares, 2008).

2.12 Self-Regulated Learning Strategies for Students

Self-regulation strategies have a great role to facilitate the process of learning and teachers also have a vital role to engage learners' promotion to participate in classroom activities. These learning processes generally include goal, planning, self-motivation, self-monitoring, appropriate help-seeking and self-evaluation.

2.12.1 Goal Setting

Individuals regulate and manage their actions to achieve their standard goals (Schunk, 2001). In language learning classrooms, goals may be simple as getting a high grade in exams and quizzes or understanding the topic broadly and get more knowledge. Short-term learning desire can lead to obtain long-term aspiration in the process. For example, when learners set a long-term goal to obtain successful degree on exams; he or she may set a series of attainable goal such as performing different strategies and spending enough time to success in the exams. Zimmerman (2004) claims that when the learners are promoted to set a series of short-term goal, it will lead learners to pursue their academic development.

2.12.2 Planning

Planning can be regarded as another SRL strategy which helps learners to give priority to their learning and involve in learning tasks. Schunk (2001) claims that goal setting and planning are complementary processes, which support learners to organize their ability and strategies toward achieving their goals. Schunk identifies three stages to occur planning, first setting an aim for education tasks, organizing strategies for achieving the aim and determining how much time and efforts are required to obtain the goal. Research have shown that teaching learners to approach the academic tasks with an organized plan is a vital method to promote

and increase learners' self-regulation and learning performances (Pressley & Woloshyn, 1995; Scheid, 1993).

2.12.3 Self-Motivation

Self-motivation deals with the learners' ability to choose one or more strategies successfully to pursue toward their learning goals. It also plays a great role in self-regulation learning as it helps learners to manage and manipulate their learning process (Corno, 1993). Moreover, self-motivation can establish learners' internal goal and help learners to be more autonomous while they have lack of external sources and reward in the process of language learning (Zimmerman, 2004). Learners who have a strong internal motivation and have their own learning goal to progress toward their goals are more likely to face challenging and endure to difficult circumstance and they can better seek for solving their learning tasks (Wolters, 2003).

2.12.4 Self-Monitoring

Kistner, Rakoczy & Otto (2010) comment, in terms of self-regulation strategies, that learners take responsibility for monitoring their development toward learning goals and they look forward to achieve outcomes. The previous strategies integrate with self-monitoring to provide better outcomes. Zimmerman (2004) identifies different cues to help learner progress in their learning such as setting series of their own learning goal, plan ahead, intrinsically motivate themselves toward their goals, pay attention to perform the tasks successfully and getting benefit from different self-regulated and language learning strategies to facilitate their understanding materials (Zimmerman, 2004). Teachers' role to establish self-monitoring on their learners by advising students to evaluate their efforts to perform a task, they strategies they utilized and the amount of time they needed for fulfilling their tasks. In concise, these strategies help learners to visualize their development and make changes when they are required.

2.12.5 Help-Seeking

Butler (1998) claims that self-regulated learners might not always perform and accomplish the tasks by their own, but they often seek for outside sources when they face difficulty. Teachers can provide opportunities increase learners' positive thinking towards their goals by providing fruitful feedback and advising them to seek helps with peers and teachers can give students opportunity to resubmit their assignment tasks after performing appropriate changes.

2.12.6 Self-Evaluation

Self-regulated learners can evaluate their own learning development and become independent to assess their own assignments, in addition, self-evaluation help learners to be proactive while they are performing similar task in their future (Winne & Hadwin, 1998; Schraw & Moshman, 1995). Teachers have a great impact to promote and increase their learners' self-evaluation in classroom by giving them advice about how to monitor their learning goals and performances. Besides, teachers can change those goals and strategies use based on the learners' results (Zimmerman, 2004).

In sum, self-regulated learners are able to manage and organize their learning performances and also, they can monitor and evaluate their learning strategies. Teachers have a great role to promote learners and increase learners' motivation toward language learning.

2.13 Language Learning Strategies

Learning was considered as a process of gaining the knowledge of a language patterns and become automatic through conscious practice (Oxford, 1990). This conscious process is for learners to become incrementally competent. However, Macaro (2001) thinks that learning a language does not only focus on students and teachers to communicate classroom. He describes this process as a complex task which needs more challenging. For this reason, the process of learning described as a long and complicated process which learners are required to go

further the borders of learning English as a second and foreign language and involve learners in learners need to engage culturally, physically and intellectually (Brown, 2007).

One-way suggestions to make the process of language learning easier is to get benefit from language learning strategies. Even though before 1970 the scholars concentrating on producing methods for language teaching, the concern moved to focus on examining how language learners process, store, retrieve and utilize language materials (White, 2008).

O'Malley and Chamot (1990) define LLS as specific procedures performed by the learner to improve comprehension, learning and retention of information. LLS are discussed in the level of consciousness. That is to say, majority of definition of language learning strategies illustrated the effect of conscious process on learning a language. For instance, Cohen (2011) explains that LLS are either actions or thoughts, which support learners to utilize them consciously and applying them to complete their task in language learning.

From the aforementioned definitions, it can be concluded that language learning strategies are a complex process and often defined implicitly. Therefore, Swan (2008) indicates that language learning strategies at least should have five criteria for an academic purpose, namely they should be problem-oriented, prone to selecting among alternatives, managed consciously, describable and effective. Perhaps, one of the prominent definition for language learning strategies suggested by Oxford (1990), is "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (p. 8).

It is very important to say that LLS have been variously defined. For Dhanapala (2007), he believes that learning strategies are the procedures helping individuals to facilitate a learning task. Wenden and Rubin (1987) refer to these strategies as learners' behaviors which help them to improve performance in the process of language learning. Green and Oxford (1995) point to such behaviors as cognitive or affective actions, techniques and a set of steps intentionally used to facilitate learning. According to Oxford (1990) and Oxford and Crookall (1989),

there are various language learning strategies consisting memory, cognitive, compensation, metacognitive, affective, social and communication strategies.

2.14 Importance of Language Learning Strategies

Researchers come to conclude that teaching methods, the qualifications of the teachers and a role of the teacher in classrooms are considered a great effect to involve learners in learning process. Teachers expected that learners will easily learn a language, when they follow certain fruitful methods and tasks. However, O'Malley and Chamot (1990) argue that If students are not motivated, are not taking risks wisely, do not know how to take notes and do not attempt new opportunities, it may not matter how well teachers are teaching. Therefore, teachers should not focus most of the time in teaching content material, but they should focus on how to increase learners' ability and make them become independent. Weinstein and Mayer (1983) describe the characters of good teaching as "includes teaching students how to learn, how to remember, how to think and how to motivate themselves" (p. 3).

Recently, a great shift has happened to form teachers' role in class to learners' role, resulting in less concentrate on teacher's performance in class, but the focus will be on learners' performances to contribute in classroom activities (Cohen & Macaro, 2007; Grenfell, 2007; Macaro, 2006). This change emphasis on student-centered approaches directed many studies (Chamot, Barnhardt, El-Diary & Robbins, 1996; Weinstein & Mayer, 1983; Green & Oxford, 1995; Griffiths & Parr, 2001; O'Malley & Chamot, 1990; Oxford, 1990a; Oxford & Nyikos, 1989) to examine how learners efficiently learn a new language, what causes make learners be more successful and to investigate why some learners are more successful than other. Researchers found that good learners utilize different language learning strategies in different tasks and more cautious in learning process.

Weaver and Cohen (1998) describe two vital roles of language learning strategies in learning language process, "these strategies will facilitate the language learning process by promoting successful and efficient completion of language learning tasks, as well as by allowing the learners to develop their own individualized approach to learning" (p. 68).

In individual differences in terms of preferences, sensory, the personality and the cognitive styles dimensions in which he or she finds his or her interest to perform a particular task (Oxford, 2003). For example, an individual may demonstrate a tendency towards a particular sensory style (i.e., visual, auditory, tactile, kinesthetic) when learning a language and, thus, could be described as being a visual learner rather than an auditory learner. One might also tend to be an introverted and left-brained learner while someone else might be an extroverted and right-brained learner (Ehrman & Oxford, 1998).

In addition, researchers (Cohen, 2003; Ehrman & Oxford, 1990, 1998; Lawrence, 1984; Leaver, 1986; Willing, 1988) find that the effect the underlying learning styles on language learners and their use of language learning strategies. As for Cohen (2003), he indicates that each learning style has a relation and contribution to a particular learning strategy. Visually-oriented learners, for instance, tend to use strategies such as listing and word grouping whereas auditory learners prefer to learn language with tapes and practice aloud. Learners with extroverted personalities prefer using social and cognitive strategies while introverts utilize metacognitive strategies with general rejection of affective and social strategies.

2.15 Characteristics of Language Learning Strategies

Language learning strategies have different characteristics and it's significant for learners to understand the nature of each individual strategies. Researchers in the field of language learning strategies such as (Chamot, 1987; Naiman, Fröhlich, Stern & Todesco, 1978; Rubin, 1975) tend to identify the characteristics of strategies that result a good learner and to describe how successful language learners employ strategies to facilitate their learning of new language.

Rubin (1975) attempted to identify the characteristics of language learning strategies in her pivotal article "What the 'Good Language Learner' can teach us". Rubin described a list of characteristics of language learning strategies through her observation as a language learner and teacher and also through observation of the surrounding learners and teachers. Rubin (1975) claims that successful learning is dependent mainly on three variables "aptitude, motivation and opportunity" (p. 42).

Therefore, the ability of the language learners, the desire and curiosity to learn a language and getting benefit from different opportunities support learners to be more successful in learning a new language.

Rubin (1975) believes that good learners have the following features and characters as:

- (a) being willing and accurate guesser, (b) willing to communicate; (c) often not inhibited (i.e., has no fear to learn or communicate, tolerate ambiguity and vagueness); (d) able to attend to forms and patterns (i.e., constantly analyzing, categorizing, synthesizing and monitoring); (e) able to create and seek out opportunity to practice and use language; (f) able to monitor his/her own speech performance; and (g) able to pay attention to the meaning and the context of speech (p. 43).

In a similar vein, Cohen and Macaro (2007) describe characteristics of good learner based on his observations and reviewing in literature. Stern (1975) listed the top 10 characteristics of a good language learner which include:

- (a) A personal learning style or positive learning strategies; (b) An active approach to the task; (c) A tolerance and outgoing approach to the target language and empathy with its speakers; (d) Technical know-how about to tackle a language; (e) Strategies of experimentation and planning with object of developing new language into an ordered or system and/or revising this system progressively; (f) Constantly searching for meaning; (g) Willingness to practice; (h) Willingness to use language in real communication; (I) Self-monitoring and critical sensitivity to language use and technical expertise about how to tackle a language; and (j) Developing the target language more and more as a separate preference system and learning to think in it (p. 11).

2.16 Classifications of Language Learning Strategies

Researchers paid a great attention to categorize items of subcategories and consideration as fundamental issues in this domain because. Such categorizations are helpful to deeply understand the nature of the language learning strategies process. Furthermore, in some classifications researcher dealt with small scale of items while other dealt with the large scales; in addition, providing a work scheme

on internalizing these strategies faces learners and teachers' difficulty (Dörnyei, 2005, 2006; Swan, 2008). Several classifications have developed in this field, but this study addresses three prominent classification., namely Rubin's (1981), O'Malley and Chamot's (1990) and Oxford's (1990) taxonomies respectively.

2.16.1 Rubin's Classification

Rubin (1981) provides a classification based on what are the good language learners and her first contribution on strategies classification divided into two instinct sections: direct and indirect language learning strategies.

Indirect strategies which impact the learning process are sub-divided into six strategies that are clarification, monitoring, memorization, guessing, deductive reasoning and practicing, respectively. Clarification is also called verification; this strategy provides learner to have a chance to ask for more detail and ask clarification for unknown words and sentences. Monitoring deals with the process to connect the integration of language elements such as pronunciation, grammar, or vocabulary errors. Memorization is also called mnemonics and it is related to mental process to encode information and or write notes. Guessing or inductive interference related to the learner's ability to interfere the meaning of the language items through while deductive reasoning pays attention to the differences between native and target languages. The second subcategory is direct strategies which provide learners to practice the language elements through listening and repeating the sentences until they are stored into long-term memory.

2.16.2 O'Malley and Chamot's Classification

O'Malley and Chamot (1990) construct these strategies and they believe that there are some overlaps and differences between sets of language learning strategies. Their taxonomy is classified into three categories; namely metacognitive, cognitive and affective strategies.

Metacognitive strategies provide learners how to manage their cognitive aspects of language learning successfully and these strategies are utilized by learners all over the world to control their learning process (Oxford, 2011).

Metacognitive category consists of the following strategies 'selective attention, planning, monitoring and evaluation'. Selective attention provides learners to emphasize the particular aspects of learning a task such as reading for fluency, but planning refers to the learners' ability to manage their ability in writing and speaking discourses. Monitoring related to the procedures to overview the previous information and emphasize on the tasks more, while evaluation strategies provide learners how to assess their receptive and productive information.

O'Malley and Chamot (1990) describe cognitive strategies such as imagery, deducing and transferring are performed to practice on the name of the items and organize words and concepts, guessing from the context and also summarizing information while learners hears, respectively. Affective strategies deal with social and emotional aspects of the language learners such as, working in group and peers, cooperative and collaborative learning, interaction with a native speaker and English speakers to reduce anxiety.

2.16.3 Oxford's Classification

One of the comprehensive taxonomy is Oxford's classification (1990), which consists of two main categories such as direct and indirect. Memory, cognitive and compensation strategies are labelled in terms of direct while indirect strategies containing metacognitive, affective and social strategies.

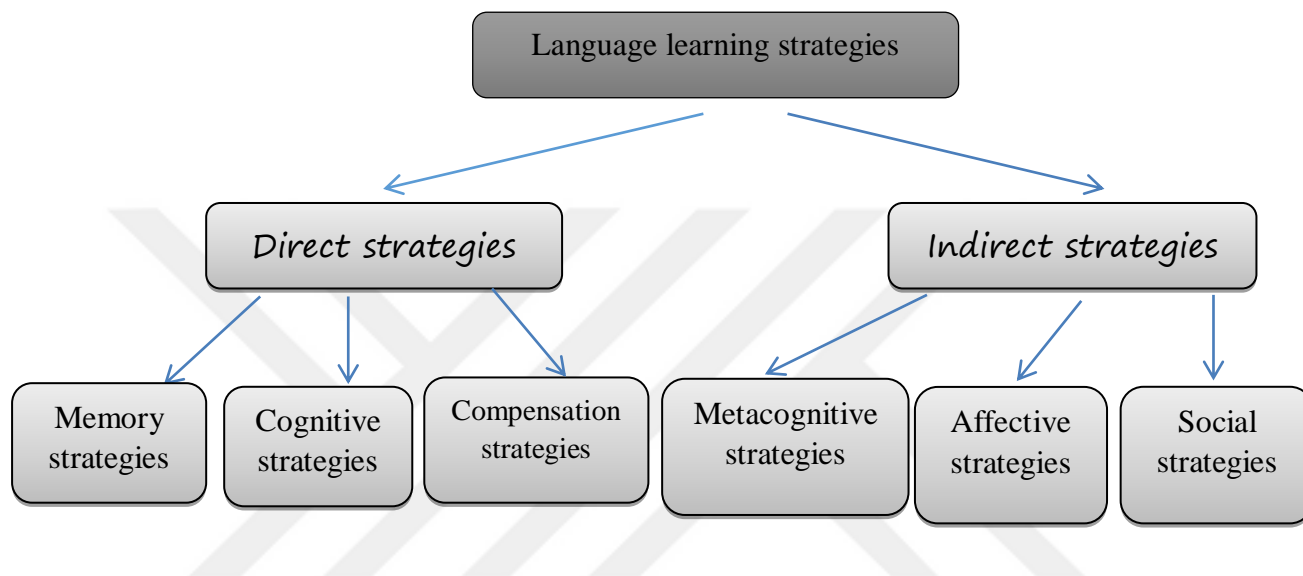


Figure 3 Diagram of the Strategy System (Oxford, 1990, p. 16)

Oxford and Crookall (1989) define memory strategies as “techniques specifically tailored to help the learner store new information in memory and retrieve it later” (p. 404). Memory strategies provide learners to create a mental linkage with the previous knowledge and use some mechanical repetition to learn a language. Oxford (1990) emphasizes the impact of memory strategies in all the language skills. For example, ‘grouping’ is effective in listening and reading while ‘placing new words into a context’ is essential in all skills.

Cognitive strategies deal with the fundamental language elements through analyzing, synthesizing and transforming available information (Ellis, 1997). Cognitive strategies, such as ‘receiving and sending messages’ to understand the speaker’s idea as soon as possible or ‘practicing’ to rehearse as native English speakers. Cognitive strategies, such as deductive reasoning, are useful to develop all

language skills and this strategy creates facilitation between mental and cultural of language learners (Oxford, 2011). Compensation strategies are another category which as Zhang and Li (2011) state “allows learners to compensate for missing knowledge, such as by guessing” (p. 143). In another term, these strategies are helpful to learner override their lack of knowledge while they are speaking and writing (Oxford, 1990). ‘Using synonyms to survive’ is an example of compensation strategies that is effective during speaking and writing.

Most of the successful language learners prefer to use metacognitive strategies (Ansarin, Zohrabi & Zeynali, 2012; Oxford, 2011). ‘Planning’ is regarded as the key strategy in this category and it directly impacts learners’ receptive and productive language skills (O’Malley & Chamot, 1990). Affective strategies considered as efforts by learners to comprehend the overwhelming feelings (Bimmel, 1993). Listening to music is a kind of effective strategies which is used to reduce anxiety. The last category of Oxford taxonomy is social strategies which facilitate the process of communication inside and outside the class; Mohan (2011) focuses on the importance of these strategies in language learning process. ‘Cooperating with peers’ is a kind of social strategies which help learners to interact in the classroom easily.

2.17 Learning Styles

The role of learning styles in language learning is crucial and the learning styles are effectively interacting with the learners’ language learning strategies (Carell, Prince & Astika, 1996; Littlemore, 2001). Reid (1995) defines learning styles as “an individual’s natural, habitual and preferred way (s) of absorbing, processing and retaining new information and skills” (p. 34). Besides the interrelation between both language strategies and learning style, Ehrman, Leaver & Oxford (2003) claimed that there is some prominent distinction between the two, therefore the difference between learning style and learning strategies are related to the level of learners’ awareness, intentionality and stability (Baily, Onwuegbuzie & Daley, 2000; Brown, 1994; Reid, 1998).

Elbaum, Berg and Dodd (1993) claim that language learning strategies preferences related directly with the learning styles. In an empirical investigation by

Ehrman and Oxford (1995) who used MBII-G (Myers & McCaulley, 1985) and SILL (Oxford, 1990a), they examined to find out whether there is a relationship between learning styles and learning strategies. Their findings demonstrated that their learning styles have a significant relationship with the preferences of strategies use.

In sum, it is vital for learners to be cautious about effective language learning strategies and to be aware of their learning style. Seker (2015) and Ehrman, Leaver & Oxford (2003) emphasize the role of learning style in preferring language strategies use.

2.18 Studies Related to the Use of Language Learning Strategy

Goh and Foong (1997) studied language learning strategies use of 175 female and male ESL students at dissimilar skill stages. The results have shown that the students have used met cognitive strategy more than the other strategy, while memory strategy is used least frequently. The findings also reveal that the differences between the use of compensation strategies and cognitive of learners with various levels of proficiency are statistically significant. In addition, female learners have tended to use compensation and affective strategies more than male learners.

In another study Kato (2005) investigated the relation between language learning strategies and English proficiency. The Strategies Inventory of Language Learning questionnaire have been administered to 195 university students. The results of data analysis showed that the correlation between metacognitive, affective and cognitive strategies and English proficiency was significant.

Zarei and Shahidi Pour (2013) checked the relation between language learning strategies and idioms comprehension. 112 males and females M.A. and B.A. students majoring in Teaching English, English translation and English Literature have answered the Michigan Test of English Language Proficiency (MTELP), an idiom understanding test and the Strategy Inventory for Language Learning (SILL). Data had been analyzed through multiple regression analysis. The findings have shown that the best predictors of L2 idioms comprehension are cognitive and affective learning strategies.

In a different study, Zarei and Gilanian (2014b) have investigated the predictive power of various types of language learning strategies on different components of goal orientation. 145 participants of their study are selected from among B.A Level learners majoring in English translation and English language teaching. Data are collected using the Strategy Inventory for Language Learning (SILL) and Motivated Strategies for Learning Questionnaire (MSLQ) and have been analyzed using stepwise multiple regression analysis procedures. The results have shown that metacognitive, cognitive and compensation strategies are predictors of intrinsic goal orientation. Moreover, the relationship between affective strategies and extrinsic goal orientation is statistically significant. Furthermore, affective, meta-cognitive and compensation strategies have predictive power on task goal orientation. There are also significant relationships between social and compensation strategies and ability approach goal orientation. To conclude, although there is a number of researches in the field of language learning strategies and self-regulated, there appears to be a gap in our learning of the exact nature of the relation between language learning strategies and resource management self-regulated learning components.

CHAPTER III

METHODOLOGY

3.1 Presentations

This chapter explains the methodology utilized for investigating the relationship between self-regulation and LLS and the motivation of EFL students. It present research design, research population and sampling, data collection instruments, data collection and data analysis.

3.2 Research Design

The nature of this study is descriptive. The aim of descriptive study is to describe the characteristics of a chosen group who participate in the process of data collection (Teach, 1990). This study has a descriptive research paradigm, because this study aims to describe the learners' actual performance while they are learning English language. This study also aims to identify the most common and frequently used language learning strategies and self-regulation strategies.

Ary (2013) stated that correlation considered as a type of quantitative research used in this study. Correlation research is non-experimental research which examines whether the variables have direct and strong relationships. It also collects data from two or more quantitative variables from the same group of participants. He also claimed that "Quantitative research inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions" (p. 648). This study is considered as quantitative because it mainly attributes to number and the data collection to which to quantitative research paradigm (questionnaires) belongs. The purpose of this recent study is to demonstrate whether there is a relationship between variables of motivation, self-regulation and LLS.

3.3 Research Population and Sampling

The population of this study is located in Iraq and the samples were taken from Kirkuk City in Northern Iraq. All the samples were students at English Department at Kirkuk University in Northern Iraq. Participants include 125 students at Department of English, College of Education / Kirkuk University. There were 25 (20%) females and 100 (80%) male learners. The participants in this study were selected because of the convenience accessibility and proximity to the researcher. The demographic characteristics of participants were between 20 and 24 years old. All participants were sophomores and they can speak Arabic, Turkish and Kurdish. They are learning EFL at Kirkuk University.

3.4 Data Collection Instruments

Data was collected through three questionnaires. The reliability for the actual study of the data collection tools are strategies inventory for language learning (SILL) = .82, motivation strategies for learning questionnaire (MSLQ) = .81 and language learning orientation scale (LLOS) = .79. The first questionnaire was used to collect data regarding learners' motivation; the second was administered to collect data concerning participants' self-regulation and the third collected data pertaining the LLS utilized by Iraqi EFL learners. In addition, the first part of each questionnaire described the demographic information of participants.

3.4.1 Strategies Inventory for Language Learning (SILL)

The Strategy Inventory for Language Learning (SILL) developed by Oxford (1990) was utilized in this study. This scale includes 50 items in six parts. The components concern metacognitive, memory, compensatory, cognitive, affective and social strategies, respectively. All of which involve a 5-point Likert scale (Appendix, A). The reliability of the original questionnaire was .87.

3.4.2 Motivation Strategies for Learning Questionnaire (MSLQ)

Motivation Strategies for Learning Questionnaire (MSLQ) adopted from Pintrich and De Groot (1990) was employed to measure the self-regulation motivation of students. The questionnaire consists of 50 items, all of which involve a 7-point Likert scale (Appendix, B). The reliability of the original questionnaire was .85.

3.4.3 Language Learning Orientation Scale (LLOS)

A Language-Learning Orientation Scale (LLOS) questionnaire was utilized, which included 21 items of the following five types, respectively: motivation, external regulation, interjected regulation, identified regulation and intrinsic motivation. With this purpose, language-learning orientation was measured through an adapted questionnaire of (Noels, Pelletier, Clement and Vallerand, 2000). All items are answered on a 7-point Likert scale (Appendix, C). The reliability of the original questionnaire was 81.

3.5 Data Collection

Before beginning data collection, the researcher took oral permission from the head of the English Department at University of Kirkuk. The primary data was gathered via questionnaires. The participants consisted of 125 EFL students in the College of Education English Department at Kirkuk University. Then, the researcher explained the goal of the study to the participants. The data collection procedure took three days; on the first day, the students were required to answer the questions of motivation questionnaire, the second day, the participants answered the questions of self-regulated and on the third day, the LLS questionnaire was conducted to identify the learners' preferences about using LLS in Kirkuk University. The participants were assured that their answers would be kept confidential.

3.5.1 Data Analysis

Following data collection, items were carefully coded and analyzed via Statistical Package for Social Sciences (SPSS) Version 23. In order to comprehend the relationship between motivation, self-regulation and LLS. Pearson product moment correlation was employed to find out the relationship between motivation, self-regulation and LLS. Descriptive statistics were utilized in this study. Mean and standard deviation of each strategy was taken into account to demonstrate the most common language learning strategy utilized by Kirkuk University EFL students and the most frequently employed self-regulation strategy among Iraqi EFL learners.



CHAPTER IV

FINDINGS

4.1 Presentation

The purpose of this research was to determine the relation between motivation, self-regulation strategies and LLS among Iraqi EFL students. This chapter will present an analysis of the data gathered from participant questionnaires. Pearson Product-Moment Correlation and descriptive statistics were utilized to answer research question

4.2 Descriptive Data Analysis

Three different questionnaire types were utilized to investigate the role of motivation in self-regulation and language learning strategies among Iraqi EFL students. Pearson Product-Moment Correlation was used to determine the relationship between motivation and self-regulation (research question 1), the relationship between motivation and LLS use (research question 2) and the relationship between self regulation and LLS use (research question 4).

4.3 Findings of the First Research Question

Research question one investigates the relation between motivation and self-regulation. Table 1 represents the result of these tests.

Table 1

Relationship between Motivation and Self-Regulation

		Motivation	Self-regulation
Motivation	Pearson Correlation	1	-.132
	Sig. (2-tailed)		.141
	N	125	125
Self-regulation	Pearson Correlation	-.132	1
	Sig. (2-tailed)	.141	
	N	125	125

As seen in the Table 1, there was no relation between motivation and self-regulation ($r = -0.132$, $p > .05$). This means that the learners' motivation had no influence on their self-regulation, as the result of correlation was no correlation.

4.4 Findings of the Second Research Question

Research question two has explored the relation between motivation and LLS use. Findings are indicated in Table 2.

Table 2

Relation between Motivation and LLS

		Motivation	Language Learning Strategies
Motivation	Pearson Correlation	1	.193*
	Sig. (2-tailed)		.031
	N	125	125
Language Learning Strategies	Pearson Correlation	.193*	1
	Sig. (2-tailed)	.031	
	N	125	125

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 indicates that there was a relation between motivation and language learning strategies employed by learners ($r = .193$, $p < .05$). The relation between the variables of the motivation and students' LLS was found to be statistically significant, meaning that learners' motivation and LLS might influence each other.

4.5 Findings of the Third Research Question

Research question three investigates the most frequently employed LLS among students. In order to address this question, participants' responses to a Strategy Inventory for Language Learning (SILL) were measured using descriptive statistics to rank strategies according to their frequency of use. Following Oxford's (1990) scale of strategy use, the students' use of various strategies was categorized

according to three types (high, medium and low). Strategies having means between 3.5 and 5.0 were considered as high-frequency, those having means between 2.5 and 3.4 were regarded as medium-frequency and those having means between 1.0 and 2.4 were considered as low-frequency. Table 3 presents the frequency measure for each strategy.

Table 3
Descriptive Statistics to Analyze LLS Categories

Strategy Category	M	SD
Memory	3.87	0.97
Affective	3.87	0.97
Metacognitive	3.85	1.01
Social	3.85	0.99
Cognitive	3.83	1.01
Compensation	3.82	0.99

Table 3 indicates that participants, on average, reported both *memory and affective strategies* as those most frequently employed among the six categories of self-regulation (M=3.87, SD=0.97). These were followed by *metacognitive strategies*, which had a mean score of (M= 3.85, SD=1.01) and *social strategies*, which had a mean of (M= 3.85, SD= 0.99). *Cognitive strategies* ranked fourth in terms of frequency (M= 3.83, SD= 1.01), while *compensation strategies* (M=3.82, SD=0.99) ranked lowest in terms of frequency. Participants' preferences for LLS were presented in Figure 4 below.

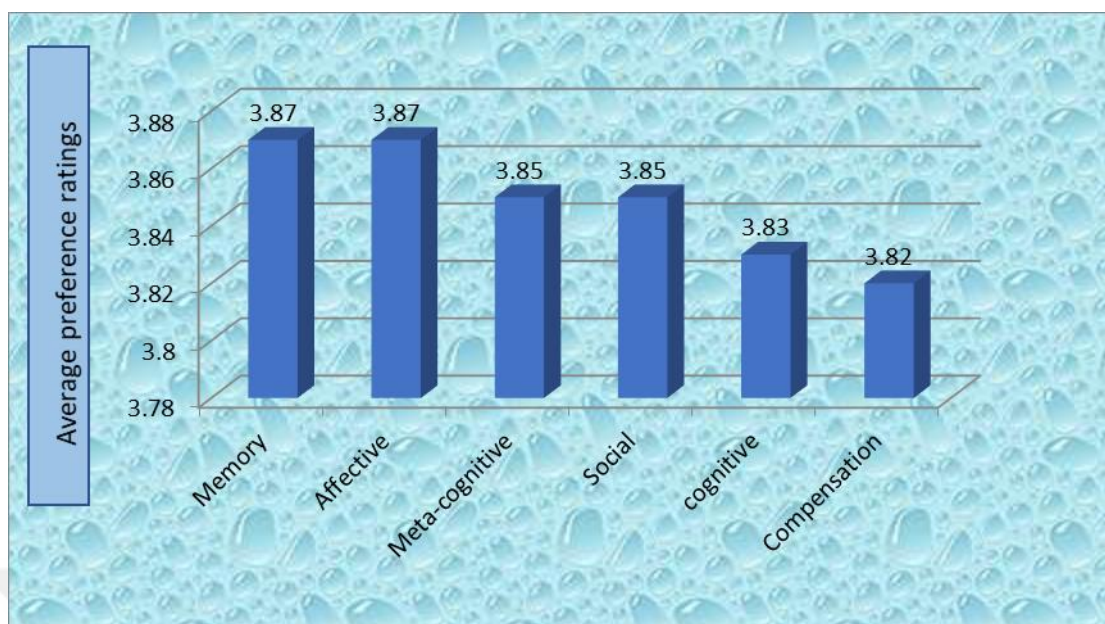


Figure 4 Average preference ratings for language-learning strategies

As demonstrated by Figure 4, both memory and affective strategies were commonly used by the participants, while cognitive and compensation strategies were used least frequently. Considering the mean scores of all categories, participants demonstrated that they were higher LLS users.

4.5.1 Descriptive Statistics for each language-learning strategy

In addressing the third research question, descriptive statistics are utilized to determine the most commonly used LLS among Iraqi EFL learners. Table 4 displays the results of descriptive statistics for individual LLS.

Table 4

Descriptive Statistics for Individual LLS

Item	Description	M	SD
<i>Memory Strategies (1-9)</i>			
1.	I think of relationships between what I already know and new things I learn in the SL.	3.85	1.00
2.	I use new SL words in a sentence so I can remember them.	4.00	0.90

3. I connect the sound of a new SL word and an image or picture of the word to help me remember the word.	3.92	0.89
4. I remember a new SL word by making a mental picture of a situation in which the word might be used.	3.68	1.22
5. I use rhymes to remember new SL words.	3.88	0.97
6. I use flashcards to remember new SL words.	4.08	0.80
7. I physically act out new SL words.	3.70	1.01
8. I review SL lessons often.	3.92	0.98
9. I remember new SL words or phrases by remembering them location on the page, on the board, or on a street sign.	3.86	0.88
<i>Cognitive Strategies (10-23)</i>		
10. I say or write new SL words several times.	3.80	1.07
11. I try to talk like native SL speakers.	3.68	0.92
12. I practice the sounds of SL.	4.08	1.00
13. I use the SL words I know in different ways.	3.48	0.98
14. I start conversations in the SL.	3.96	1.08
15. I watch SL language TV shows spoken in SL or go to movies spoken in SL.	3.84	0.98
16. I read for pleasure in the SL.	4.00	0.95
17. I write notes, messages, letters, or reports in the SL.	3.71	1.00
18. I first skim an SL passage (read over the passage quickly) then go back and read carefully.	3.90	1.13
19. I look for words in my own language that are similar to new words in the SL.	3.59	1.12
20. I try to find patterns in the SL.	3.99	0.97
21. I find the meaning of an SL word by dividing it into parts that I understand.	3.88	1.04
22. I try not to translate word for word.	3.93	0.98
23. I make summaries of information that I hear or read in the SL.	3.78	1.06
<i>Compensation Strategies (24-29)</i>		
24. To understand unfamiliar SL words, I make guesses.	3.85	1.18
25. When I can't think of a word during a conversation in the SL, I use gestures.	3.69	0.82
26. I make up new words if I do not know the right ones in the SL.	4.06	0.90
27. I read SL without looking up every new word.	3.76	1.04
28. I try to guess what the other person will say next in the SL.	3.82	1.03
29. If I can't think of an SL word, I use a word or phrase that means the same thing.	3.75	0.99
<i>Metacognitive Strategies (30-38)</i>		
30. I try to find as many ways as I can to use my SL.	3.55	1.09

31. I notice my SL mistakes and use that information to help me do better.	3.90	0.99
32. I pay attention when someone is speaking SL.	3.92	1.02
33. I try to find out how to be a better learner of SL.	3.84	1.03
34. I plan my schedule so I will have enough time to study SL.	3.74	1.10
35. I look for people I can talk to in SL.	4.18	0.97
36. I look for opportunities to read as much as possible in SL.	3.68	1.14
37. I have clear goals for improving my SL skills.	3.91	0.85
38. I think about my progress in learning SL.	3.94	1.07
<i>Affective Strategies (39-44)</i>		
39. I try to relax whenever I feel afraid of using SL.	3.87	0.88
40. I encourage myself to speak SL even when I am afraid of making a mistake.	3.85	1.04
41. I give myself a reward or treat when I do well in SL.	3.73	1.10
42. I notice if I am tense or nervous when I am studying or using SL	4.19	0.80
43. I write down my feelings in a language learning dairy.	3.66	1.13
44. I talk to someone else about how I feel when I am learning SL.	3.92	0.86
<i>Social Strategies (45-50)</i>		
45. If I do not understand something in SL, I ask the Another person to slow down or say it again.	3.73	1.03
46. I ask SL speakers to correct me when I talk.	4.10	0.90
47. I practice SL with other students.	3.71	0.98
48. I ask for help from SL speakers.	4.00	0.97
49. I ask questions in SL.	3.65	1.17
50. I try to learn about the culture of SL speakers.	3.82	0.99

The data in Table 4 indicates that the most commonly employed strategy type was the memory strategy “*I use flashcards to remember new SL words*” (M= 4.08). Among cognitive strategies, the most common LLS was “*I practice the sounds of SL*” (M = 4.08). For compensation strategies, the most common LLS was “*I make up new words if I do not know the right ones in the SL*” (M = 4.06). The most common meta-cognitive strategy was “*I look for people I can talk to in SL*” (M= 4.18). The most commonly used affective strategy was “*I notice if I am tense or nervous when I am studying or using SL*” (M= 4.19). Finally, the most common social strategy was “*I ask SL speakers to correct me when I talk*” (M= 4.10).

4.6 Findings of the Fourth Research Question

Research question four examines the relationship between self-regulation and LLS. Pearson Product-Moment Correlation was utilized to determine whether there existed a relation between self-regulation and LLS among participants. Table 5 describes the correlation between self-regulation and LLS.

Table 5

Relationship between Self-Regulation and LLS

		Self-Regulation	Language Learning Strategies
Self-Regulation	Pearson Correlation	1	.232**
	Sig. (2-tailed)		.009
	N	125	125
Language Learning Strategies	Pearson Correlation	.232**	1
	Sig. (2-tailed)	.009	
	N	125	125

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 displays the relation between self-regulation and LLS ($r = 0.232$, $p < 0.01$). The probability value and relationship among variables demonstrated a positive relationship, meaning that there existed a statistically significant relation between self-regulation and LLS.

4.7 Findings of the Fifth Research Question

The fifth research question probes the most frequently used self-regulation strategies among participants. In order to determine these frequencies, the mean and standard deviation of each strategy were considered. Table 6 records the descriptive statistics related to self-regulation strategies.

Table 6
Mean Value of Overall Self-Regulated Strategies

Self-regulated Strategies	M	SD
Peer Learning	3.96	0.87
Elaboration	3.89	0.94
Time/Study Environmental management	3.89	0.99
Effort Regulation	3.86	1.02
Metacognitive Self-Regulation	3.85	1.00
Critical Thinking	3.83	1.03
Organization	3.82	0.98
Help Seeking	3.81	0.99
Rehearsal	3.78	1.00

Table 6 indicates that participants, on average, reported *peer learning strategies* as the most frequently used among all nine categories of LLS (M=3.96, SD=0.87), followed by both *elaboration strategies* and *time/study environmental management strategies*, which had mean scores of (M= 3.89, SD= 0.94) and (M= 3.89, SD= 0.99), respectively. *Effort regulation strategies* ranked third in terms of frequency (M = 3.86, SD = 1.02), while *metacognitive self-regulation strategies* (M=3.85, SD=1.00) ranked fourth. *Critical thinking strategies* (M=3.83, SD=1.03) ranked fifth and *organization strategies* ranked sixth (M= 3.82, SD= 0.98). *Help-seeking strategies* ranked seventh in terms of frequency (M=3.81, SD=0.99) and *rehearsal strategies* ranked last (M= 3.78, SD=1.00). Additionally, figure 5 shows average preference ratings for self-regulation strategies.

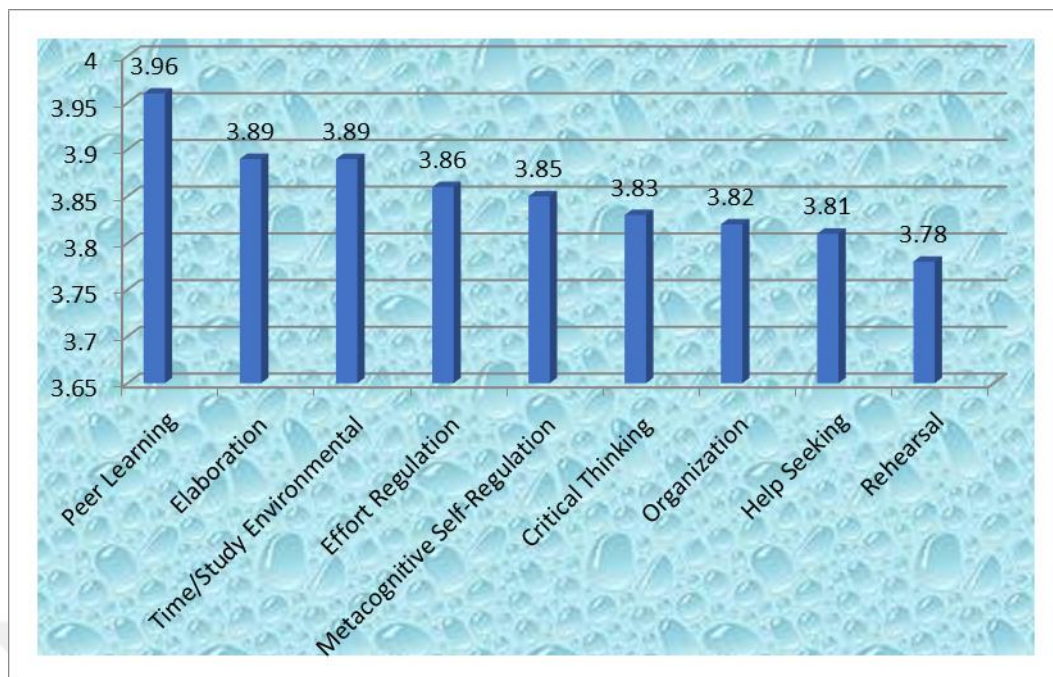


Figure 5 Average preference ratings for self-regulation strategies

As depicted by Figure 5 among the self-regulated strategies used by our participants, peer learning was most commonly used, while rehearsal strategies were least commonly employed.

4.7.1 Descriptive statistics for each self-regulation strategy

Regarding the fifth research question, descriptive statistics are utilized to determine the most commonly used self-regulation strategy among participants. Table 7 displays the mean and standard deviation for each self-regulation strategy.

Table 7

Mean scores and standard deviation for each Self-Regulation strategy

Item Description	M	SD
Rehearsal Strategies (1-4)		
1. When I study for this class, I practice saying the material to myself over and over	3.87	1.00
2. When studying for this course, I read my class notes And the course readings over and over again.	4.02	0.89
3. I memorize key words to remind me of important Concepts in this class.	3.96	0.90

- | | | |
|--|------|------|
| 4. I make lists of important items for this course and memorize the lists. | 3.66 | 1.22 |
|--|------|------|

Elaboration Strategies (5-10)

- | | | |
|--|-------------|-------------|
| 5. When I study for this class, I pull together information from different sources, such as lectures, readings and discussions. | 3.90 | 0.96 |
| 6. I try to relate ideas in this subject to those in other Courses whenever possible. | 4.10 | 0.81 |
| 7. When reading for this class, I try to relate the material to what I already know. | 3.73 | 0.99 |
| 8. When I study for this course, I write brief summaries of the main ideas from the readings and my class notes. | 3.93 | 0.98 |
| 9. I try to understand the material in this class by making connections between the readings and the concepts from the lectures. | 3.85 | 0.88 |
| 10. I try to apply ideas from course readings in other class activities such as lecture and discussion. | 3.82 | 1.06 |

Organization Strategies (11-14)

- | | | |
|---|-------------|-------------|
| 11. When I study the readings for this course, I outline Help the material to me organize my thoughts. | 3.73 | 0.89 |
| 12. When I study for this course, I go through the readings And my class notes and try to find the most important ideas. | 4.10 | 0.98 |
| 13. I make simple charts, diagrams, or tables to help me organize course material. | 3.49 | 0.98 |
| 14. When I study for this course, I go over my class notes and make an outline of important concepts. | 3.96 | 1.06 |

Critical Thinking Strategies (15-19)

- | | | |
|---|-------------|-------------|
| 15. I often find myself questioning things I hear or read in this course to decide if I find them convincing. | 3.86 | 0.97 |
| 16. When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good Supporting evidence. | 4.03 | 0.92 |
| 17. I treat the course material as a starting point and try to develop my own ideas about it. | 3.73 | 1.00 |
| 18. I try to play around with ideas of my own related to what I am learning in this course. | 3.90 | 1.13 |
| 19. Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives. | 3.63 | 1.11 |

Metacognitive Self-Regulation Strategies (20-31)

- | | | |
|---|------|------|
| 20. During class time I often miss important points because I'm thinking of other things. | 4.02 | 0.94 |
| 21. When reading for this course, I make up questions to help focus my reading. | 3.93 | 0.99 |

22. When I become confused about something I'm reading for this class, I go back and try to figure it out.	3.95	0.99
23. If course readings are difficult to understand, I change the way I read the material.	3.77	1.06
24. Before I study new course material thoroughly, I often skim it to see how it is organized.	3.89	1.16
25. I ask myself questions to make sure I understand the material I have been studying in this class.	3.71	0.83
26. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.	4.05	0.90
27. I often find that I have been reading for this class but don't know what it was all about.	3.76	1.04
28. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course.	3.84	1.03
29. When studying for this course I try to determine which concepts I don't understand well.	3.76	1.00
30. When I study for this class, I set goals for myself in order to direct my activities in each study period.	3.56	1.10
31. If I get confused taking notes in class, I make sure I sort it out afterward.	3.91	0.99
<i>Time/Study Environmental Management Strategies (32-39)</i>		
32. I usually study in a place where I can concentrate on my course works.	3.93	1.02
33. I make good use of my study time for this course.	3.84	1.03
34. I find it hard to stick to a study schedule.	3.74	1.10
35. I have a regular place set aside for studying.	4.19	0.80
36. I make sure that I keep up with the weekly readings and assignments for this course.	3.68	1.14
37. I attend this class regularly	3.92	0.85
38. I often find that I don't spend very much time on this Of course because other activities.	3.94	1.07
39. I rarely find time to review my notes or readings before an exam.	3.87	0.88
<i>Effort Regulation Strategies (40-43)</i>		
40. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.	3.84	1.03
41. I work hard to do well in this class even if I don't like what we are doing.	3.74	1.10
42. When course work is difficult, I either give up or only study the easy parts.	4.19	0.80
43. Even when course materials are dull and uninteresting, I manage to keep working until I finish.	3.68	1.14
<i>Peer Learning Strategies (44-46)</i>		
44. When studying for this course, I often try to explain the material to a classmate or friend.	3.92	0.85

45. I try to work with other students from this class to complete the course assignments.	3.88	0.97
46. When studying for this course, I often set aside time to discuss course material with a group of students from the class.	4.08	0.80
<i>Help Seeking Strategies (47-50)</i>		
47. Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.	3.80	1.07
48. I ask the instructor to clarify concepts I don't understand well.	3.68	0.92
49. When I can't understand the material in this course, I ask another student in this class for help.	4.06	0.90
50. I try to identify students in this class whom I can ask for help if necessary	3.76	1.04

Table 7 indicates that most frequently employed self-regulation strategy in terms of rehearsal was “*When studying for this course, I read my class notes and the course readings over and over again*” (M= 4.02). Regarding elaboration, the most common strategy was “*I try to relate ideas in this subject to those in other courses whenever possible*” (M= 4.10). For organization, it was “*When I study for this course, I go through the readings and my class notes and try to find the most important ideas*” (M= 4.10) and for critical thinking, it was “*When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence*” (M= 4.03). The most common strategy for meta-cognitive self-regulation was “*I try to change the way I study in order to fit the course requirements and the instructor's teaching style*” (M= 4.05). For time/study environmental management, it was “*I have a regular place set aside for studying*” (M= 4.19). For effort regulation, it was “*When course work is difficult, I either give up or only study the easy parts*” (M= 4.19). For peer learning, it was “*When studying for this course, I often set aside time to discuss course material with a group of students from the class*” (M= 4.08). Finally, for help-seeking strategies it was “*When I can't understand the material in this course, I ask another student in this class for help*” (M= 4.06).

CHAPTER V

DISCUSSION

5.1 Presentation

This chapter discusses the results of this research. First, the relationship between motivation, self-regulation and language learning strategies are explained. Later, the key findings of SILL and MSLQ will be discussed to investigate the most and least commonly utilized SILL and MSLQ among Iraqi EFL students.

5.2 Discussion of Research Question One: *Is there a Relationship between Motivation and Self-Regulation among Iraqi EFL Students?*

The relationship between the variables of the motivation and self-regulation was negative, meaning there was no relation between motivation and self-regulation. This result is consistent with the of Hirata (2010), whose study among New Zealand EFL students demonstrated that there was no relationship between motivation and self-regulation. Also, the result is inconsistent with another study conducted by Banisaeid and Huang (2015), whose study concerning Chinese EFL students demonstrated a relation between motivation and self-regulation. The main contribution to the present finding regards the environmental backgrounds of our participants, who are studying English in an environment of social and economic crisis. This might cause less motivation during the learning processes of Iraqi EFL students, as they may be unable to properly arrange and manage themselves.

According to Hadwin (2008) motivation influences learners' self-regulation learning skills in three perspectives. First, the learners' motivation knowledge and beliefs leads learners to set their goals, manage their strategies use and their enthusiastic to provide time for the tasks. Second, learners involvement in the self-regulation learning process increase learners' motivation and beliefs to perform current activities and future activities as well. Third, self-regulated learners can maintain their motivation and claim about during learning process.

A potential contribution to the negative relationship between the motivation and self-regulation of this study's participants is that they have less time to study independently and commit to learning English as a second language. Thus, they utilize self-regulation less frequently during the learning process. Zimmerman (2000) stated that whenever students are motivated, they can better manage their time and energy to involve in learning tasks and they can build a strong self-regulation for learning the language. Studies in the field of self-regulation and motivation showed that both interchangeably relationship to each other in the process of learning a language. The learners' performance on SRL strategies cause learners' academic achievement and motivation increase (Pajares, 2008).

Gardner and MacIntyre (1991) found that students, who were offered a reward, spend more time and pay more attention to their homework compared to the students who did not offer any rewards. In contrast, the learners' motivation declines when there may be a probability to lose their rewards. However, when the possibility of rewards no longer existed, learners' motivation was reduced. Students are less motivated to perform a task, spend time to gain their goal and less use planning strategies use, when they are not taken the value of their goal into account. Zimmerman (2000) claimed that when students are motivated they are highly able to spend time on classroom tasks and they provide energy to use SRL strategies appropriately and when learners have a capability to perform self-regulation strategies well, they have a high desire to completing their tasks.

According to Zimmerman (2004)'s study, teachers have a great impact to promote and increase their learners' self-evaluation in classroom by giving them advices about how to monitor their learning goal and strategies performances. Additionally, teachers can change those goals and strategies use based on the learners' results. For this reason, its teachers' role to advise their learners and provide interesting tasks and activities to engage them with the process of learning willingly. Weinstein and Mayer (1983) described the characters of good teaching as "includes teaching students how to learn, how to remember, how to think and how to motivate themselves" (p. 3).

5.3 Discussion of Research Question Two: *Is there a Relationship between the Motivation and LLS of Iraqi EFL students?*

The Pearson Correlation results displayed in Table 2 indicate a correlation between the motivation and LLS of Iraqi EFL students. The relationship between the variables of motivation and LLS was statistically significant. This finding is consistent with that of Nikoopour, Salimian, Salimian and Frasani (2012), who investigated Iranian EFL learners and found their motivation toward LLS to be positive and the result is consistent with another study conducted by Banisaeid and Huang (2015), whose study concerning Chinese EFL students demonstrated a relation between motivation and LLS and their results indicate that “language learning strategies are one of the cognitive variables that are highly associated with success and achievement” (p. 127). Also, Oxford (1990) stated that motivation is related to LLS. Thus, it can be inferred that those students who are highly motivated can better utilize LLS and more effectively acquire a second language.

The participants in this study live in a multi-lingual language area, as they speak Arabic, Turkish and Kurdish. This might motivate them to learn a foreign language, as they have fundamental knowledge and experience in another language. Thus, the relationship between their motivation and LLS use is high. These learners perceive LLS in English as a means of helping them obtain a good job and facilitate their career.

The relevance of LLS to most dimensions of the motivational scale may be attributed to the fact that learners have high levels of planning, self-assessment, self-organization, knowledge of the learning process and greater ability to adapt their strategies to meet the demands of multiple academic assignments. It should be noted that all LLS are linked to motivation. This should prompt teachers to pay attention to student motivation, which plays an undeniable role in enabling students to utilize different strategies reflecting their interest in the subject matter as well as their understanding. Moreover, motivation stimulates self-learning and self-awareness regarding the LLS used by students.

Gardner (2010, p. 168) states that “motivation to learn a second language is influenced by group related, context related attitude, integrativeness and attitudes towards the learning situations respectively”. Focusing on professionalism and the importance of new information, Skinner, Welborn & Connell (1990) confirm that

teachers can strengthen learners' motivation by encouraging them to direct and accept responsibility for their learning. The praise of teachers assists students in developing their self-efficacy and increases their levels of motivation. This finding is supported by the researcher's observations, as most of Kirkuk University's EFL students possess motivation and a desire to learn, as demonstrated by their interactions with teachers. They constantly pursue English education and utilize multiple learning strategies suitable to their class materials. They also express an interest in improving their performance in English language and demonstrate the ability to manage as well as optimize the time allocated for study. Gardner (2001) also discussed the importance of motivation in L2 learning as it affects the learners' willingness to involve in the activities in the language learning process. Moreover, he mentioned the role of the teachers to provide valid sources and task to keep the learners interest and motivate them to communicate in class and appreciate their effort till they achieve their goal.

To sum up, the more motivated language learners are more benefiting language learning strategies use. MacIntyre and Noels (1996) signifies two prominent explanations. First, when the language learners are motivated, they have better opportunities to provide time on performing tasks and they provide more efforts to utilize diversity of LLS. Second, when language learners are aware of language strategies and have experience about using them, they face less difficulty to use those strategies and needless effort as well. Therefore, as MacIntyre and Noels (1996) confirm, "not only does high motivation lead to significant use of language learning strategies, but high strategy use probably leads to high motivation as well" (p. 295). Furthermore, Nambiar and Amir (2012), who studied about the role to teachers in motivating their learners and they signify EFL learners could successfully improve their knowledge in diversity of ways with the teachers' support such as in vocabulary, pronunciation, grammar, listening comprehension and speaking.

5.4 Discussion of Research Question Three: *What is the Most Common Language Learning Strategy Utilized by Kirkuk University EFL Students?*

Findings indicated that *affective* and *memory strategies* are frequently utilized by Kirkuk's EFL students. However, *compensation*, *cognitive*, *metacognitive* and *social* were least frequently. These findings are inconsistent with the results of Oxford and Nykios (1989), who asserted that *affective* and *memory strategies* are less frequently employed. Moreover, *social*, *metacognitive*, *cognitive* and *compensation strategies* are most commonly used by the participants of Oxford, et al.'s study, but they are the least frequently used ones in the present research. All also, the finding is consistent with another study conducted by Banisaeid and Huang (2015) who support the findings of this study. Results showed that memory and affective are the most frequently use strategies. However, the finding is inconsistent with the finding of Goh and Foong (1997) who showed that the students used metacognitive strategies more than the other strategies, while memory strategy is used least frequently.

The best way to use the LLS is that to make learners be aware of the various strategies because Green and Oxford (1995) clarify the power of strategies which "derives from all its pieces and the way they are combined" (p. 292).

The results of the current research might owe themselves in part to the traditional, teacher-oriented model adopted by EFL instructors in Iraq. In these classrooms, teachers stand in front of the class and dedicate most of the class time to explain and discuss the subject of the lesson. This influences learners to feel anxious regarding utilizing the language in an effort to integrate into the target language culture; thus, they utilize more effective strategies for controlling their stress in an effort to communicate with teachers and peers in the target language. Moreover, memory strategies are the second most commonly used strategies by Iraqi EFL students, which also might stem from the rote learning occurring in the classrooms of participants.

The results of this research also indicate that social strategies are utilized less frequently by Iraqi EFL students. These findings are consistent with the results

of Ziahosseini and Salehi (2015) study. Social Strategy was found to receive the lowest frequency of strategy use. This might stem, as well, from the teacher-centered nature of Iraqi EFL classrooms. One potential cause of a teacher-oriented focus in these classrooms is the time span and also the high (40-50) number of learners in each class, disables students from interacting more extensively with peers; thus, they are unable to effectively utilize social strategies.

5.5 Discussion of Research Question Four: *Is there a Relationship between the Self-Regulation and LLS of Iraqi EFL Students?*

The results of Pearson Correlation indicate that there was a relation between the self-regulation and LLS of participants. This finding is consistent with that of Zimmerman, (1990) whose study of American second-language students revealed a positive self-regulation toward LLS. Also, the finding is consistent with the finding of Banisaeid and Huang (2015) who investigated that Chinese ESL learners have a positive self-regulation toward LLS. Because students frequently employ LLS, this might be one reason for a positive correlation with self-regulation. Another potential reason behind this finding is that participants independently utilize LLS and manage their learning processes.

Labuhn, Zimmerman and Hasselhorn (2010) revealed that learners who familiar with SRL strategies and skill to evaluate and manage their behaviours perform more academic achievement and can better utilize diversity of LLS in their learning performances.

5.6 Discussion of Research Question Five: *What is The Most Frequently Employed Self-Regulation Strategy among Iraqi EFL Learners?*

Peer learning and elaboration were found to be the most frequently utilized self-regulation strategy among participants. This finding is inconsistent with that of Zimmerman and Schunk's (2008) study, as their participants mostly used metacognitive strategies, characterizing self-regulated learners as active students who administer their own learning experience in various ways. Also, the finding is inconsistent with the finding of Banisaeid and Huang (2015), who asserted that *peer learning* and *elaboration strategies* are less frequently employed.

The result of the study showed that Iraqi EFL students used peer learning and elaboration more than other self-regulation strategies. It showed that Iraqi EFL students had ability to study in a group or with their friends. By peer learning learners are able to clarify course material and learn new information that they would not be able to do on their own (Pintrich, 1999). Using elaboration made Iraqi EFL students to have the ability to construct internal connection between the new information and reminding the information they learnt previously and store in long-term memory (Pintrich and his colleagues, 1991). Such strategies include write notes, compare assignments with their lessons' notes, summarizing and paraphrasing, connect the examples and lesson activities with the example in their real life and use productive notes-taking.

The present finding might be due to teachers' incapability in motivating their learners in order to learn how to manage their time, efforts and energy during the learning process. Moreover, the fact that Iraqi EFL classrooms generally are teacher-centred might mean that learners are unable to utilize English effectively or self-regulate their language use. In addition, the students' reasons for employing peer learning and elaboration are not proven systematically to affect their learning performance.

The least frequently utilized self-regulation strategies among this study's participants were a rehearsal and helping seek. This is inconsistent with the results of (Zimmerman, 2008). As mentioned above, un-systematic teaching and crowded classrooms with insufficient lengths might explain the low-frequency use of these strategies among Iraqi EFL students. Moreover, participants had not been taught how to practice and use self-regulation strategies. They also lacked the opportunity to interact extensively with their teachers and peers during class.

Zimmerman (1995) emphasized the influences of SRL in series levels of students' academic performances. First, SRL deals with the students' information and belief about learning process to help learners assess and evaluate which kinds of tools have better result for their academic performances. Second, when they assessed their future goal, they determine how much effort needed for their goals. Finally, SRL strategies pave the way to help learners use strategies such as cognitive, affective and behavioural outcomes, in order to approach their future goals. Teachers can make learners aware of valuable learning strategies in various types of learning environments and help learners use the proper learning strategies

in later learning situations. Since the self-regulatory process of learning gives learners a sense of control and encourages students to pay attention to their methods of learning (Zimmerman, Bonner & Kovach, 1996). Teachers can also provide training opportunities in order to help them use SRL strategies systematically and appropriately.



CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1 Presentation

This final chapter offers a summary of the research as well as a recommendation for further future studies related to the research topic.

6.2 Summary of the Research

This study is conducted in northern Iraq at Kirkuk University during the academic year 2016-2017. Participants include 125 (100 males and 25 females) students in their second year of English study. They were between 20 and 24 years old. The data collection tools included a Motivation Strategies for Learning Questionnaire (MSLQ) designed by (Pintrich & De Groot,1990) and consisting of 50 items; a Strategies Inventory for Language Learning Inventory (SILL) designed by (Oxford,1990) and also including 50 items; and a Language-Learning Orientation Scale (LLOS) designed by Noels, Pelletier, Clément and Vallerand (2000) and consisting of 21 items. Prior to this study, the questionnaire was administered as part of a pilot study at Kirkuk University to determine the reliability of the present research. Then, the data were calculated and analyzed using SPSS (Version 23) software.

To examine participants' motivation for utilizing particular LLS as well as to measure participants' self-regulation and LLS use, the means and standard deviations were calculated. Moreover, descriptive statistics indicated that participants employ *memory* and *affective strategies* more frequently than *cognitive* and *compensation* strategies. *Peer Learning* was a highly-utilized self-regulation strategy. A Pearson Correlation Test showed that there existed no relation between motivation and self-regulation. However, there is a relation between motivation and LLS. Additionally, a significant relationship was determined to exist between self-regulation and LLS.

6.3 Conclusions of the Study

The current research is based on five primary questions. Three questions examines the relation between *motivation and Iraqi learners' self-regulation as well as LLS*. Another question pertaining to the frequency of learners' use of particular LLS, while the final question measured the frequency of self-regulation strategies among Iraqi EFL learners.

The first question concerning the correlation between motivation and self-regulation indicated no relationship to exist between the two. Even though, Iraqi EFL Learners motivation is high but the result shows that it has no relation toward self-regulation which means motivation of Iraqi EFL learners toward learning English cannot build independent learners.

The results of the second question pertaining to the relationship between motivation and LLS demonstrated that there did exist a relationship between motivation and LLS. These findings indicate that Iraqi EFL learners' motivation is positively correlated with their LLS use in the processing of learning English as a second language. However, it may be better for them to learn how they can get benefit LLS use systematically and in structured ways.

The results of the third research question regarding the most common LLS utilized by students displayed that memory or affective strategies were used more commonly than compensation and cognitive methods. Iraqi EFL learners frequently use LLS, but they need to be taught how to utilize different kinds of strategies rather than simply focusing on some strategies and ignore others. In addition, learners should better practice those strategies which more correlated with their motivation and self- regulation.

The findings of the fourth research question concerning the relationship between self-regulation and LLS indicated that there existed a statistically relation between variables, as Iraqi EFL learners' self-regulation correlated positively toward their LLS. Thus, it is important for teachers to promote learners' performance in this respect.

Finally, the results of the fifth research question regarding the most frequently utilized self-regulation strategy demonstrated that peer learning is the

most frequently employed. Peer learning is commonly used by Iraqi EFL learners in order to clarify course material and gain insight difficultly to obtain independently.

6.4 Implications of this Study

Findings of this study indicate that Iraqi EFL learners' motivation has no relationship with their self-regulation. Learners' motivation and self-regulation have no relationship; therefore, teachers and education systems should focus on building independent learners and motivate them toward their goals throughout the learning process. One possible method of achieving this is by focusing on promoting students' integrative motivation by scaffolding different kinds of activities and decreasing their anxiety regarding language-learning.

In order to promote the frequent use of LLS among learners, educators must provide enough resources inside a class which stimulates learners to rehearse different strategies. Moreover, students' motivation will increase when they are provided with fruitful and systematic instruction inside the class, which in turn will lead them to participate in more activities outside classrooms. When learners are taught how to use LLS in systematic ways, they will be able to become independent learners and their self-regulation will be increased. They can better manage their activities and promote their participation in class.

Overall, this study's findings have revealed that Iraqi EFL learners frequently utilize LLS; however, this frequent use might not greatly influence their academic achievement as it is unsystematic. A valuable implication for these participants is to be aware of the advantages of employing different kinds of LLS. Moreover, their teachers should attempt to use various LLS systematically and teach students how to practice LLS in orderly to enrich their academic achievement. In addition, the findings demonstrated that Iraqi EFL learners frequently utilized self-regulated strategies. Nevertheless, it is recommended that their teachers continue to seek ways to enable these learners to gain independence in language-learning tasks while creating ways for them to use English outside of their classrooms. Moreover, teacher training programs, courses and workshops are needed to inform educators of effective LLS to fit the needs of their students.

More generally, this study recommends that EFL educators in Iraqi universities re-examine their more traditional pedagogical methods in order to adopt

a more student-centered approach enabling learners to practice effective LLS and self-regulation while developing creativity in their language use. The same teachers require training programs regarding how to enhance student motivation for English language acquisition.

6.5 Recommendations for Further Research

This study suggests using different participants at different universities in order to generalize the results. The sampling can be selected in different universities to show the difference between participants' preference of using LLS and SRL strategies. This study utilized quantitative research paradigm, that is to say, this study recommends further researchers to use mixed method to collect more detailed information from the samples.

This study recommends further studies to choose longitudinal and experimental studies to show the effect of using those strategies on learners. Based on the results of this study, the relationship between motivation and self-regulation does not exist, that is why this research suggests researchers to use more strategies training and also increase learners' motivation to have better result for the learners.

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Appendices

Appendix A

Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells How True the Statement Is.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. **There is no right or wrong answers** to these statements.

Strategy Inventory for Language Learning (SILL)		Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
		1	2	3	4	5
Part A						
1	I think of relationships between what I already know and new things I learn in the SL.					

2	I use new SL words in a sentence so I can remember them.					
3	I connect the sound of a new SL word and an image or picture of the word to help me remember the word.					
4	I remember a new SL word by making a mental picture of a situation in which the word might be used.					
5	I use rhymes to remember new SL words.					
6	I use flashcards to remember new SL words.					
7	I physically act out new SL words.					
8	I review SL lessons often.					
9	I remember new SL words or phrases by remembering their location on the page, on the board, or on a street sign.					
Part B						
10	I say or write new SL words several times.					
11	I try to talk like native SL speakers.					
12	I practice the sounds of SL.					
13	I use the SL words I know in different ways.					
14	I start conversations in the SL.					
15	I watch SL language TV shows spoken in SL or go to movies spoken in SL.					
16	I read for pleasure in the SL.					
17	I write notes, messages, letters, or reports in the SL.					
18	I first skim an SL passage (read over the passage quickly) then go back and read carefully.					
19	I look for words in my own language that are similar to new words in the SL.					

20	I try to find patterns in the SL.					
21	I find the meaning of an SL word by dividing it into parts that I understand.					
22	I try not to translate word for word.					
23	I make summaries of information that I hear or read in the SL.					
Part C						
24	To understand unfamiliar SL words, I make guesses.					
25	When I can't think of a word during a conversation in the SL, I use gestures.					
26	I make up new words if I do not know the right ones in the SL.					
27	I read SL without looking up every new word.					
28	I try to guess what the other person will say next in the SL.					
29	If I can't think of an SL word, I use a word or phrase that means the same thing.					
Part D						
30	I try to find as many ways as I can to use my SL.					
31	I notice my SL mistakes and use that information to help me do better.					
32	I pay attention when someone is speaking SL.					
33	I try to find out how to be a better learner of SL.					
34	I plan my schedule so I will have enough time to study SL.					

35	I look for people I can talk to in SL.					
36	I look for opportunities to read as much as possible in SL.					
37	I have clear goals for improving my SL skills.					
38	I think about my progress in learning SL.					
Part E						
39	I try to relax whenever I feel afraid of using SL.					
40	I encourage myself to speak SL even when I am afraid of making a mistake.					
41	I give myself a reward or treat when I do well in SL.					
42	I notice if I am tense or nervous when I am studying or using SL.					
43	I write down my feelings in a language learning dairy.					
44	I talk to someone else about how I feel when I am learning SL.					
Part F						
45	If I do not understand something in SL, I ask the other person to slow down or say it again.					
46	I ask SL speakers to correct me when I talk.					
47	I practice SL with other students.					
48	I ask for help from SL speakers.					
49	I ask questions in SL.					
50	I try to learn about the culture of SL speakers.					

Appendix B

Motivated Strategies for Learning Questionnaire

This form is for English as second or foreign language learners. You will be presented with statements about strategies to stimulate the learning questionnaire that you should read and then choose the appropriate number (1, 2, 3, 4, 5, 6 or 7) which reflects the extent to which this phrase applies to your situation.

Motivated Strategies for Learning Questionnaire*		not at all true of						very true of me
		1	2	3	4	5	6	7
1.	When I study for this class, I practice saying the material to myself over and over							
2.	When studying for this course, I read my class notes and the course readings over and over again.							
3.	I memorize key words to remind me of important concepts in this class.							
4.	I make lists of important items for this course and memorize the lists.							
5.	When I study for this class, I pull together information from different sources, such as lectures, readings and discussions.							
6.	I try to relate ideas in this subject to those in other courses whenever possible.							

7.	When reading for this class, I try to relate the material to what I already know.								
8.	When I study for this course, I write brief summaries of the main ideas from the readings and my class notes.								
9.	I try to understand the material in this class by making connections between the readings and the concepts from the lectures.								
10.	I try to apply ideas from course readings in other class activities such as lecture and discussion.								
11.	When I study the readings for this course, I outline the material to help me organize my thoughts								
12.	When I study for this course, I go through the readings and my class notes and try to find the most important ideas.								
13.	I make simple charts, diagrams, or tables to help me organize course material.								
14.	When I study for this course, I go over my class notes and make an outline of important concepts.								
15.	I often find myself questioning things I hear or read in this course to decide if I find them convincing.								
16.	When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.								
17.	I treat the course material as a starting point and try to develop my own ideas about it.								
18.	I try to play around with ideas of my own related to what I am learning in this course.								
19.	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.								
20.	During class time I often miss important points because I'm thinking of other things								
21.	When reading for this course, I make up questions to help focus my reading.								

22.	When I become confused about something I'm reading for this class, I go back and try to figure it out.								
23.	If course readings are difficult to understand, I change the way I read the material.								
24.	Before I study new course material thoroughly, I often skim it to see how it is organized.								
25.	I ask myself questions to make sure I understand the material I have been studying in this class.								
26.	I try to change the way I study in order to fit the course requirements and the instructor's teaching style.								
27.	I often find that I have been reading for this class but don't know what it was all about.								
28.	I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying for this course.								
29.	When studying for this course I try to determine which concepts I don't understand well.								
30.	When I study for this class, I set goals for myself in order to direct my activities in each study period.								
31.	. If I get confused taking notes in class, I make sure I sort it out afterward.								
32.	I usually study in a place where I can concentrate on my coursework.								
33.	I make good use of my study time for this course.								
34.	I find it hard to stick to a study schedule.								
35.	I have a regular place set aside for studying.								
36.	I make sure that I keep up with the weekly readings and assignments for this course.								
37.	I attend this class regularly.								
38.	I often find that I don't spend very much time on this course because of other activities.								

39.	. I rarely find time to review my notes or readings before an exam.								
40.	I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.								
41.	I work hard to do well in this class even if I don't like what we are doing.								
42.	When course work is difficult, I either give up or only study the easy parts.								
43.	Even when course materials are dull and uninteresting, I manage to keep working until I finish.								
44.	When studying for this course, I often try to explain the material to a classmate or friend.								
45.	I try to work with other students from this class to complete the course assignments.								
46.	When studying for this course, I often set aside time to discuss course material with a group of students from the class.								
47.	Even if I have trouble learning the material in this class, I try to do the work on my own, without help from anyone.								
48.	I ask the instructor to clarify concepts I don't understand well.								
49.	When I can't understand the material in this course, I ask another student in this class for help.								
50.	I try to identify students in this class whom I can ask for help if necessary								

Appendix C

Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (LLOS – IEA) Noels, Pelletier, Clément and Vallerand (2000).

The following section contains a number of reasons why one might study a second language. Beside each one of the following statements, write the number from the scale which best indicates the degree to which the stated reason corresponds with one of your reasons for learning a second language. Remember that there is no right or wrong answers since many people have different opinions.

Language Learning Orientations Scale – Intrinsic Motivation, Extrinsic Motivation and Amotivation Subscales (LLOS – IEA)		Does not correspond	Corresponds very little	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds almost exactly	Corresponds exactly
		1	2	3	4	5	6	7
Amotivation								
1	I cannot come to see why I study the second language and frankly, I don't give a damn.							
2	Honestly, I don't know; I truly have the impression of wasting my time in studying the second language.							
3	I don't know; I can't come to understand what I am doing studying a second language.							
External Regulation								

1	In order to get a more prestigious job later on.								
2	In order to have a better salary later on.								
3	Because I have the impression that it is expected of me.								

Introjected Regulation

1	Because I would feel ashamed if I couldn't speak to my friends from the second language community in their native tongue.								
2	Because I would feel guilty if I didn't know a second language.								
3	To show myself that I am a good citizen because I can speak a second language.								

Identified Regulation

1	Because I choose to be the kind of person who can speak more than one language								
2	Because I think it is good for my personal development.								
3	Because I choose to be the kind of person who can speak a second language.								

Intrinsic Motivation – Accomplishment

1	For the enjoyment, I experience when I grasp a difficult construct in the second language.								
2	For the satisfaction, I feel when I am in the process of accomplishing difficult exercises in the second language.								
3	For the pleasure, I experience when surpassing myself in my second language studies.								

Intrinsic Motivation – Knowledge

1	Because I enjoy the feeling of acquiring knowledge about the second language community and their way of life							
2	For the satisfied feeling, I get in finding out new things.							
3	For the pleasure, I experience in knowing more about the second language community and their way of life							
Intrinsic Motivation – Stimulation								
1	For the “high” I feel when hearing foreign languages spoken.							
2	For the “high” feeling that I experience while speaking in the second language.							
3	For the pleasure, I get from hearing the second language spoken by native second language speakers.							

Curriculum Vitae

Yaseen Rabeea Ahmed was born in Tuz district, Kirkuk City. He was graduated from the faculty of education at Kirkuk University in 2007. He has employed as a teacher of English at Nursing School in Tuz. He speaks Arabic, English, Turkish and Kurdish



ÖZGEÇMİŞ

Yaseen Rabeea Ahmed, Kerkük'teki Tuz ilçesinden doğdu. 2007'de Kerkük Üniversitesi Eğitim Fakültesi İngiliz Dili ve Edebiyatı Bölümü'nden mezun oldu. Hemşirelik okulunda öğretmen olarak çalışmaya başladı. Arapça, İngilizce, Türkçe ve Kürtçe konuşuyor

