

**T.C.  
ISTANBUL AYDIN UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES**



**IMPLEMENTED STRATEGIES OF ENHANCING MOTIVATION AMONG  
IRAQI STUDENTS FOR LEARNING ENGLISH LANGUAGE**

**THESIS**

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**M.Sc. THESIS**

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Not: Öğrencinin Tez savunmasında **Başarılı** olması halinde bu form **imzalanacaktır**. Aksi halde geçersizdir.

**My dissertation work is lovely dedicated to**

***My Late-Mother***

***My wife ALLA, my son khwazyar and my parents.  
Those who have taught me a word throughout my life.***



## **FOREWORD**

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# IMPLEMENTED STRATEGIES OF ENHANCING MOTIVATION AMONG IRAQI STUDENTS FOR LEARNING ENGLISH LANGUAGE

## ABSTRACT

This study aimed to identify the motivational strategies that are used in the classroom by English teachers in high school in Northern Iraq. The problem of the statement is the teachers' teaching strategies which influence the learners to be motivated in learning foreign languages. Some teachers do not have experience in using motivational strategies; this will be demotivation of the learners. For this purpose, we specifically investigated the types of the motivational strategies that lead by the English teachers in the Northern Iraq. Moreover, it aimed at finding the students' perspectives on their teachers teaching strategies. The study examined three research questions. As data collection tools, we used questionnaires. The findings showed that most of the teachers of English are not aware of the motivational strategies to motivate their students to learn the English language in an effective way. Meanwhile, most of the teachers agree with all the aspects of the curriculum. They thought that the curriculum was available for the students to be motivated in learning the English language. Meanwhile, the students stated that their teacher's techniques were not enough to motivate them.

**Keywords:** *Motivation, Motivational strategies, student motivation, learning success*



# IRAKLI ÖĞRENCİLERİNDE İNGİLİZCE ÖĞRENMEK İÇİN MOTİVASYON GELİŞTİRİLMESİ VE UYGULAMAYA STRATEJİLERİ

## ÖZET

Bu çalışma Kuzey Irak'ta bulunan lise düzeyi sınıflarda İngilizce öğretmenleri tarafından kullanılan motivasyon stratejilerini tanımlamaya çalışmaktadır. Bu durumda problem öğretmenin kullandığı öğretim yöntemlerindedir; çünkü öğretim yöntemleri öğrencilerin yabancı dil öğrenim motivasyonlarını etkilemektedir. Bazı öğretmenlerin motivasyon stratejilerini kullanmada deneyim sahibi olmamaları öğrencilerin motivasyonunu düşürmektedir. Bu sebepten dolayı çalışmanın amacı Kuzey Irak'taki İngilizce öğretmenlerini yönlendirebilecek motivasyon strateji türlerini bulmaktır. Ayrıca, bu çalışma öğrencilerin öğretmenlerinin eğitim yöntemleri hakkındaki görüşlerini de ortaya çıkarmayı amaçlamaktadır. Çalışmaya 3 araştırma sorusu yön vermektedir. Sonrasında anketler aracılığı ile toplanılan bilgiler analiz edilmiştir. Sonuçlar göstermektedir ki : İngilizce öğretmenlerinin çoğu İngilizce dili eğitiminde motivasyon stratejilerini verimli bir şekilde kullanamamaktadır. Bu arada ,öğretmenlerin çoğu müfredatı tüm açılardan onaylamaktadır ve müfredatın İngilizce dili eğitiminde öğrencileri yeteri kadar motive ettiğini düşünmektedirler.

**Anahtar Kelimeler:** *Motivasyon, Motivasyon stratejileri, öğrenci motivasyonu, öğrenme başarısını*

## **1. INTRODUCTION**

This chapter explains the background of the study, including statement of the problem, purposes significance, objectives, and limitation of this study. The definitions of crucial terms have also been discussed.

### **1.1 The background of the study**

This study attempts to classify the strategies that high-school teachers of English use to motivate the students to learn English in Northern Iraq. Motivation is an attitude to get goals and a positive effective phase in success of lifecycle. It has a significant function for students, learners to be success in their studies and provides learners an incentive of attaining goals (Johnstone, 1999). This means that when a student has a special plan to get a target, they can achieve by being motivated. Moreover, according to Ryan and Deci (2000), motivation brings improvement.

### **1.2 The statement of the problem:**

English is taught as a foreign language in the Northern Iraq; therefore, it might be a reason that why intermediate students do not have a desire to learn English so they think that they do not practice English in their daily life. The learners believe that they do not need English in their future life, and their mother tongue will be enough for them. Thus, this wrong belief may cause their demotivation towards learning English.

Teacher's teaching approaches is another issue; this affects learners to be motivated in learning the foreign language. It has a direct relation with students' wills of learning English language. Some teachers have not experience in using strategies; this will be another reason for learners 'weak motivation. Abdul-Samad (2013) found that the teachers of English language literature at Sallahadin University in Northern Iraq do not recognize how to use the best strategies in their teaching to let students be motivated. This shows the teacher's teaching strategies are one of the main problems that lead the students to be demotivated.

### **1.3 The purpose of the study:**

Since 2003, the curriculum in Northern Iraq has generally been changed. The authorities changed the old curriculum and started a new programme. According to the education observers, this new programme made many modifications to support learners enhancing their aptitudes.

The new curriculum of English for intermediate students is called "Sunrise". Within an improvement of English language in Northern Iraq, the students' ability to speak English has not been better. Therefore, the current study investigates this problem to find out the reasons behind it, then refer to these three points: teachers' strategies in teaching student; the curriculum of the study; students' opinion about teachers' motivational strategies.

Therefore, the aim of the study is to examine teachers' teaching strategies, the curriculum for intermediate students at high school and students' tendency towards their teachers' teaching strategies. Two different questionnaires were administered to investigate the issues. The first one examines the teachers' teaching strategies, including some general questions about the curriculum of the study. The second one is to examine teachers' concentration on the strategies.

The findings of this study will show the reasons why learners are not motivated in learning English. Meanwhile, it assists the government specially the education system to help students to improve their ability of learning English language. In brief, the study shows how much the teachers focus on the motivational strategies in the classrooms to help students learning.

#### **1.4 Research Questions:**

- 1- Do the teachers' teaching strategies motivate students in English class?
- 2- How does the new curriculum of English course, "Sunrise", motivate the process of learning English language?
- 3- What are the students' opinions about teacher's motivational strategies?

#### **1.5 Objectives:**

The specific objectives are:

- To explore which motivational actions are currently used and how effective are these.
- To identify students' opinions about motivation.
- To make suggestions about how to motivate the students
- To classify the teachers' using strategies

#### **1.6 The Procedures:**

The procedures in this study comprise of:

- 1- The study observes the teachers' teaching strategies and approach towards increasing students' motivation.
- 2- The second step is to examine on appropriateness of the curriculum, to indicate that this new curriculum is available for learners to be motivated.
- 3- The final process is to find what the students' opinions about teacher's motivational strategies.

#### **1.7 The Scope of the study:**

The study is limited to English language teachers in the secondary school of 10<sup>th</sup> and 11<sup>th</sup> graders in Erbil city center and outside of the city for the academic year 2014-2015. The teachers teaching other courses except English are not involved in the study.

#### **1.8 The Significance of the Study:**

The study has a significant role in terms of increasing students' motivation. It demonstrates intermediate students' motivational problems and teachers' using strategies. There are many studies in literature on motivation but little attention has been given to motivation in Northern Iraq in practice. This study may guide the

school administration to understand the motivational problems of students and recommended strategies to minimize the problems. The research also helps the teachers and the students to realize their compulsions and responsibility towards the good routine of the education system.

### **1.9 Definitions of some basic terms**

**1.9.1- Motivation:** Is the development of affecting, guiding, and continuing behavior. According to (Burden and Byrd, 2007), motivating students is complex; therefore, the teachers should have an influential plan for it. Thus, we can define motivation as a technique that leads the students to be more successful and help them to complete their assignments.

**1.10. 2- Strategies:** This means creating a plans or methods for the determination of attaining a goal. Meanwhile, it is used in learning, thinking, etc. which attend as a way of getting a goal. Richards, Platt and Platt (1992) stated that learners consciously or unconsciously use learning strategies and communication strategies in the process of learning language. That is to say, strategies denote the techniques and procedures that are used by teachers to enhance and motivate EFL students to be active participants and involve in the process of learning English.

## **2. HISTORICAL BACKGROUND AND LITERATURE REVIEW**

This chapter focuses on a learning problem in general, especially for secondary school students. Motivation and types of motivation have been mentioned. Literature review of motivation has been made in different parts. This chapter also emphasises the main motivational strategies that teachers should use in increasing students' ability to learn English.

### **2.1 Students' difficulties in learning**

Learners of second or foreign language face various difficulties in learning a foreign language. It differs from one learner to another. These difficulties in language learning cause learners to be demotivated. As Al Kaboody (2013) stated, many obstacles face students in learning English. Also various studies (Robertson et al., 2000; Bayley et al., 2002; Borland and Pearce, 2002; Mulligan and Kirkpatrick, 2000; Hellsten, 2002; Hellsten and Prescott, 2002; Wong, 2004) proved that there are many problems and difficulties that the learners faced. These studies explained the problems that the students encounter in speaking and writing skills in general. In addition, they cited various problems in learning style, culture shock, homesickness, and social difficulties.

#### **2.1.1 Diversity of the goal**

Teachers have their own special aim in teaching English. It is the same for learners, because each learner has a particular goal in learning English. These goals differ from one learner to another, and it is a problem because learners may bring a different goal, some of them attend the classes without having a goal. Thus, to overcome the problem, the teachers should enhance the learners' expectations by explaining the objectives of the course and showing a pre-determined syllabus by explaining how the students can get the goal. According to Al Kaboody (2013), quoted in (Hadfield, 1992, p. 134 and Dörnyei, 2001, p. 60), “is fundamental to the successful working of a

group to have a sense of direction and a common purpose. Defining and agreeing an aim is one of the hardest tasks that the group has to undertake together". It suggested that, the teachers should know each learner's goals and the learners should understand these goals.

### **2.1.2 Differences between international and local learners:**

Robertson et al. (2000) investigated the various difficulties between Australian's local students and international students. Both highlight language as a main source of difficulties in teaching and learning. He found that international students have more problems, mainly lack of confidence in English that the students cannot fully comprehend native speaker's English, and that they feel hopeless in association with their Australian classmates in oral performance.

### **2.1.3 Writing performance:**

Writing skill accounted as one of the most difficult skills for new learners, because this skill like other skills (reading, speaking, and listening) has its negative effect on learning. Studies in Australia by Bretag et al. (2002) show that international students from a non-English Speaking Background (NESB students) have poor grammar in their written work which was often hard to understand. Meanwhile, in his research of Bayley et al. (2002), many international students had difficulties in writing:

"International students have highly variable levels of English proficiency: if an international student does experience problems, it is most likely to be in the first one to two years of their course, particularly with their written work (Bayley et al., 2002, p. 47)".

### **2.1.4 Speaking difficulties:**

Speaking is one of the great obstacles for new learners in learning a language. Students, because of their lack of self-confidence think that they cannot speak fluently. In their study, Hellsten and Prescott (2004) examined that students' learning difficulties are experienced in the process of learning the language. The study got the outcomes by one-hour semi-structured interviews with first year undergraduate students studying in Australia. It indicated that the students feel inadequate in speaking English and they cannot participate in classroom discussions:

"It's just hard and difficult. I don't know the feeling, the nuance, I don't know those in English so I ... I am not a good English speaker at

all. It's very uncomfortable when I talk with somebody (quoted in Hellsten and Prescott 2004, p. 346).”

## **2.2. Description of Motivation**

According to arguments of Dörnyei and Ushioda (2011), the term of 'motivation' originates from the Latin verb *movere*, which means 'to move'. A process that leads a person to take an action and arouse the learner's behavior of learning is called motivation. Motivation is a vigor that directs a person to an action; it is often stimulated by an idea, an event, or a goal. This means that motivation is a factor which helps a learner for a process of success. Consequently, it is described as that force which proposes a cause of energy. This is responsible for the reasons; why people choose to make an effort? how long they are eager to sustain an activity? how hard they are going to follow? and what they feel about the activity? (Abdul-Samad, 2013; Arends 2007, p. 138; Carter et al. 2003, p. 8; Thornbury 2006, p. 137 & Rost 2006, p. 1).

## **2.3 Definition of Motivation:**

Indeed, motivation is not a term, which can be defined easily. Dix (2013, quoted in Ellis, 1985 and McDonough 1981, p. 143) defines motivation as “a general cover term – a dustbin – to include a number of possibly distinct concepts, each of which may have different origins and different effects and require different classroom treatment.” Similarly, as Eccles et al. (1998, p. 1074) have said, “ The view of motivation has changed dramatically over the last half of the 20th century, going from a biological based drive perspective to a behavioral-mechanistic perspective, and then to a cognitive-meditational/constructivist perspective.” For this reason, the notion has run to important disagreement about its strict definition and nature.

Pintrich and Shunk (2002, p. 5) have presented a developing definition, where “motivation is the process whereby goal directed activity is instigated and sustained.” This definition announces these principles. First, motivation occurs as a process rather than a creation. Secondly, as the study mentioned earlier, motivation is to move to do an action, motivation provides direct action of goals that includes physical or mental activity. Finally, motivated action is requires to be sustained to achieve short- and long-term goals (Dix 2013). Meanwhile, Johnstone (1999) reflects motivation as a stimulant for attaining an exact goal. In the same way, according to Ryan & Deci



(2000), to be motivated means to progress or to be in motion to do something. Crump (1995) believes that "excitement, interest, keenness, and enthusiasm towards learning are the main constituents of motivation" (in Jafari 2012, p. 232) According to Ellis (1994), thought of motivation that helps learners in trying of learning a second language because of "their need or desire to learn it" (p. 715).

Concisely, motivation is a physical, psychological or social need that motivates individuals to accomplish their goals, fulfill their needs, moves a person to a particular action and feel satisfied the persons to reach the aim. Moreover, motivation is an attitude to get goals and a positive effective phase in success of lifecycle. It has a significant function for students and learners to be prosperous in their studies. Motivation provides learners for an incentive of attaining particular goals (Johnstone, 1999). This means that when a student has a special plan to get a target, s/he can achieve it by being motivated. Moreover, according to Ryan and Deci (2000), motivation refers to improvement.

#### **2.4. Motivated individuals and demotivated individuals:**

Motivational levels and attitudes can vary from one individual to another (Jafari, 2012) Crump stated that, kinds of motivation also differ among individuals rather than levels and amounts of individual's motivation'.

##### **2.4.1 Motivated Individuals:**

Indeed, to be motivated means to participate in a particular action and do something. In his investigation, Gardener (1985) concluded that two classes of individuals are motivated: first, goal-directed activity, this belongs to those who directly activate for gaining the aims, second, individuals who work hard to get the goal.

Gardener believed that the individual's questioning is crucial: because over their questions, their desire and their attitude in the direction of the activity for learning a language will appear. In addition, he suggested four aspects of motivation, which are a goal, affordable behavior, and a desire to attain the goal and a favorable attitude to the activity in question. He thought that the goal is not the main factor of motivation. While goal is a factor that involved in motivation and it has a role as an incentive, which bestows the rise of motivation.

Self-motivation for students occur when they respond a question (why would you like to learn English language?). Their answers depend on the strength of the self-motivation that they have. For instance, if they reply, "we want to communicate in the community of English language", this refers that they have self-motivation in learning English language. If they have, another possible answer to the question as "to get a job" it also refers to that, they have a strong motivation for learning a new language.

#### **2.4.2 Demotivated individuals:**

A person who feels no incentive or stimulus to action is thus categorized as demotivated, and someone who is not strengthened or not stimulated toward an end is measured as demotivated. As in earlier mentioned, learners who has not motivation, their attitude occur when their response of the question (why would you like to learn English language?) is "we must" this means that the students attend classes compulsorily without having a desire to be present in the class. These kinds of student have not self-motivation and do not take part in the class' assignment.

However, Cook (2000) claimed that learners without two main types of motivation, which are instrumental and integrative motivations, face difficulties in learning a second or foreign language. He further debated that if they do not have obtained these two kinds of motivation, problems as in gaining knowledge and difficulties of learning are up to them. In addition, learning and progress in second or foreign language will be too difficult for them.

#### **2.5 Types of Motivation:**

According to Gardner and Lambert (1972), two main influential types of motivation are Integrative and instrumental motivation. Jafari (2012) stated that these two types of motivation can regulate the procedure and outcome of learning. Cook (2000) further believes that the integrative and instrumental motivation recommended by Gardner and Lambert is beneficial and an active element for second language learning.

Referring to self-determination theory that introduced by Ryan & Deci (2000) in the field of motivation, they said that this theory clarifies and discusses diverse types of motivation, but in agreement with the unlike rationales, causes, or targets that

reinforce a deed or an attainment. In amount to this theory, the greatest essential difference is between intrinsic motivation and extrinsic motivation.

### **2.5.1 Integrative Motivation:**

The main intention of the integrative motivation in learning language is to contribute in the culture of its people. As Gardner (1985) and Ellis (1994) introduced this type of motivation, it displays when the student adores connecting or being a member of the certain crowd and the culture. According to Gardner and Lambert (1972 in Matsumoto 2009), Integrative motivation has an effective role in learner's attitude toward a target language and `also in the community of target language, it assists learners.

In other words, to define this kind of motivation, Gardner (1985) claimed that integrative motive is “a motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985, pp. 82-83). However, the integrative motive is calm of three key variables: Integrativeness, Attitudes toward the learning situation, and Motivation. The first two variables help the learners to increase their motivation to learn an L2. A comparison between Integrativeness and Attitudes toward the learning situation, the former is a mirror of interaction by individuals of society with the target language. While the latter is (as Dix, 2013 quoted by MacIntyre, 2002; Gardner & Masgoret, 2003) an inclination to classify with additional language community and suggests “an openness to, and respect for, other cultural groups and ways of life” (Dörnyei, 2003, p. 5). In other words, those who do not want or do not have desire (willing) to participate in another language group are not motivated, while individuals who have this desire are more motivated.

### **2.5.2 Instrumental Motivation:**

According to this type of motivation, learners learn the language because of the determination to support their professions or additional useful motive. Gardner (1985) and Ellis (1994) familiarize the instrumental motivation, which picks up when the learner do in advance frequent profits that he offers to have while learning some particular language. Instrumental motivation is considered as a language learning motivation, which is based on the practical values that placed on the mastery of target

language, such as being ahead of others or passing an entrance examination Gardner and Lambert (1972).

About comparing these two types of motivation, Ellis (1994) considers that the integrative motivation is the greatest and the perfect motivation. He believes that integrative motivation is more effective, but the studies in the following two decades did not grasp the general agreement on this claim. Constantly, Cook (2000) believed that for a learner who does not have these two types of motivation will face problems and difficulties to learn and improve knowledge of a second language in the classroom.

### **2.5.3 Intrinsic motivation**

According to a theory of Walker et al (2006) on intrinsic motivation, the individuals focus on intrinsic motivation because of their enthusiasm and interest to do and join in some certain activities. Learners who have this type of motivation can stay with complex and complicated problems, and they are motivated Ryan & Deci (2000) stated that positive performance feedback helps and increases intrinsic motivation while negative performance feedback diminished it.

Ryan &, Deci (2000) indicated the definition of Intrinsic motivation as "some authors have defined it, in terms of the task being interesting, while others have defined it in terms of the satisfactions a person gains from intrinsically motivated task engagement" (p. 56-7). Exciting intrinsic motivation is in two different senses: first, within individuals and second, in the relation between individuals and activities. Thus, intrinsic motivation has a role for some individuals' activities, not everyone, because it has a link between people and task. Intrinsic motivation takes role by the activities of individuals because they fell that those activities are enjoyable and make individuals to be some intrinsically motivated.

### **2.5.4 Extrinsic motivation:**

Extrinsic motivation defined as a tendency to participate in activities because of the reasons such as reward or penalty, and being successful in the exam or getting a good mark (Vansteenkiste, Lens, & Deci, 2006 in Jafari 2012). In other words, extrinsic motivation is to do an effort or an activity as a means or way to attain a target.

For the teachers it is important to know about these two types of motivation and their relations together. However, it is also essential for them to know about the types of motivation, not only their types, but their ways of apprehension and presentation to the learner as well. Teacher should have to be aware that the personal, psychological, and social factors have effects on increasing or decreasing any mentioned type of motivation. To practice these two types of motivation, the teachers should be creating and developing both and make the classroom quiet and without anxiety.

### **2.6. Teachers' experience and usage of motivational strategies**

Factors that affect learners to enhance and decrease motivation are different. One of them is the differences between novice teacher's teaching strategies and experienced teachers' strategies. In the past, Hsu (2009) examined Taiwanese novice and experienced teachers' differentiations of using teaching practice, principles and variances of the practice of motivational strategies in secondary EFL classroom. Total participants were 73 English teachers; 26 were novice teachers and 47 were experienced teachers. The teachers in different cities were invited to fill the questionnaire that was planned to display their motivational strategies used toward EFL classrooms. The outcome showed that for the new teachers, limitation of time appeared as a major problem that they could not overcome and the lack of distance of teaching experience was another obstacle that novice teachers needed to overcome. While, selecting and using a suitable strategies to let the students be more motivated was easy for experienced teachers. They could understand the learners needed and their competences during the teaching. Thus, these alterations in strength affect the way in which teacher's employment strategies to motivate their students.

### **2.7. Strategies of Motivation:**

Motivation as labeled the process of arousing, directing, and maintaining behavior. Thus, the technique to motivate students is complex, and teachers should intentionally propose a strategy for it (Burden and Byrd, 2007, Abdul-Samad, 2013).

The main issue is that, the teachers should be carefully and precisely focusing on them to support the learners in a way that is successful to accomplish their tasks. Motivational strategies can be collaboration and facilitation to learners to enhance their motivations as discussed below:

1. Teachers should help creating a relaxed, arranged, and enjoyable classroom environment, because the physical and psychological atmosphere will affect students' achievement.
2. Another way to increase students' motivation is to let them do the classroom assignments, because it is appropriate and suitable to the students' personal requirements, interests and goals.
3. Encourage the students to participate in suitable responsibility for their success and failure.
4. Because of levels' anxiety and needs of learners in improvement differ, some of the students need extra time, support, or help; therefore, they seem to have lack of motivation and thus, the teacher should realize their differences and help them more.
5. The teachers should have various learning activities for learners to involve in the learning process.
6. Another way that helps the students to promote their interest is using many instructional approaches throughout the lesson by the teachers.
7. Using cooperative learning methods is another motivational strategy that assists students to participate vigorously and work together.
8. Giving a positive feedback is a significant method in enhancing students' motivation.
9. Monitoring student's work has a huge value to their performance in motivation.
10. Make correction, avoid bad habits and understand the content by the student are considered as a very good way, which improves their desires (Burden and Byrd, 2007).
11. Teaching materials is one of the best methods to motivate learners. This method should be relevant to the learner. For this way, Dörnyei (2000) recommended that learner must have been learning through their lives. If the process has not relevant to their live, they cannot be motivated. In addition, they suggested that the teacher as much as possible should make the materials relevant to the students' lives and if it is needed teachers should add some activities in textbooks with more relevant materials that are able to motivate

students in learning because they can apply it to their own experiences (Al Kaboody, 2013).

- 12.** Al Kaboody (2013) mentioned another strategy of motivation, which is generating realistic beliefs around language learning. The teachers through the way to explain the difficulty and complexity of foreign language should be applied this strategy. Furthermore, teachers should help the learners to create realistic beliefs, otherwise the learners will be disappointed and demotivated in achieving the language.
- 13.** Previous strategy was creating a true realistic belief for learners and Atkinson & Raynor (1974) uses this strategy for the same aim, the current strategy is teachers who should help learners' expectations of success in the L2. Within this technique, the learners will have a great inclination to do an activity if they think that they will success in a particular activity. Brophy (1998) states that, "the simplest way to ensure that students expect success is to make sure that they achieve it constantly" (p. 60). Thus, to enhance learners' expectancy of success contain support for them and give them time to formulate tasks, clarifying them to complicated in the tasks and how to attain it, and help them overcome any problem they may face (Dörnyei, 2011 in Al Kaboody, 2013).
- 14.** Some of the teachers prepare a pre-determined syllabus and planned goal of the course, but it does not have a great role in teaching as many previous studied have found. This technique can be influential and cooperative for learners after the teacher explains the students the goal of each activity within a syllabus and help them to achieve that goal (Al Kaboody, 2013).
- 15.** Creating learners' interest and enjoyment to learning is a significant matter. Thus, teachers would identify how to "whet the students' appetite" and draw their attention to learn the language (Dörnyei & Ushioda, 2011, p. 114).
- 16.** As the study mentioned in the definition of integrative motivation, to be aware for the culture of target language, the learners want to learn a foreign language. Therefore, the teachers can use it as a useful tool to attract learner's attention of their culture and used such a way to enhance student's motivation.
- 17.** Giving reward introduced as a way that has a crucial role in increasing learners' motivation helps them to have an optimistic opinion about their own

efforts because they think that the teachers value their efforts. Therefore, the teacher should give the learners such rewards as a: grade, degree, and any kind of educational, scholastic, and academic encouragement (Jafari, 2012).

**18.** Opening the class by the teacher must be carefully started, they should ask easy and simple questions and then ask about difficult questions. In this way, the learner's motivation of the class will increase. Furthermore, the declared issues will accomplish the need of progress for the learner (Jafari, 2012).

**19.** In the study of Dörnyei and Csizer (1998), which investigates the best strategies for English teacher in the class, it focuses on teaching strategies to motivate learners among Hungarian teachers of English. Out of 51 motivational teaching strategies that have been observed by the researchers, it tips to 10 of them, which is unknown as 'Ten Commandments':

"Set a personal example with your own behaviour. Create a pleasant, relaxed atmosphere in the classroom. Present the tasks properly. Develop a good relationship with the learners. Increase the learners' linguistic self-confidence. Make the language classes interesting. Promote learner autonomy. Personalize the learning process. Increase the learners' goal-orientedness. Familiarize learners with the target language culture" (p. 215).

Finally, English language teachers must use these significant and appropriate strategies or procedures in the Northern Iraq, in order to motivate learners in the process of learning English. If they often apply most of these strategies, not even the whole, they will have a motivated and good English learner. Each of the techniques mentioned above have their own effects on learning therefore the teacher in their teaching should as much as possible concentrate on them.

### **2.8. Maintaining and Protecting Motivation:**

Although using and focusing on motivational strategies to motivate learners is important, but maintain and protecting these strategies is similarly very important. Dörnyei and Ushioda (2011) notified that "the natural tendency to lose sight of the goal, to get tired or bored of the activity, and to give way to attractive distractions or competing action tendencies will result in initial motivation gradually petering out" (p. 118). Thus, a way that appears to maintain motivation is to create a pleasant



experience and motivation for the learners. Teachers to maintain motivation in the class should make teaching more stimulating by using different teaching styles, such as presentations, different materials, and learning tasks. Interesting tasks realized as one of the extreme mechanisms of motivation (Anderman & Anderman, 2010 in Al Kaboody, 2013).

Another technique that helps motivation is Learners' self-esteem and confidence; both techniques have played vital role in maintaining motivation. If learners feel and have any doubts about their skills, they cannot develop in the process of learning (Dornyei& Ushioda, 2011). The ways of enhancing learners' self-confidence are different. For instance, they can help them through showing them the way what that they can do like giving them a chance to participate in the class, not by giving the way what they cannot do. This technique has a positive effect on learners.

Most of previous studies have investigated on maintains motivation claimed that the teachers' role in the class is most crucial. While giving the students chance to share this responsibility is also useful. For the learners who motivated show much more success in the following their goals because they trust themselves in getting this success. Through attract learners' consideration; the teacher can encourage their self-motivation in the ways of positive "favorable expectations, incentives, dealing with procrastination and boredom, and eliminating distractions" Al Kaboody, 2013, p. 51-2).

Additionally, investigation studies in educational psychology (e.g., Benson, 2007, 2010; Little, 1991) have pointed out that encouraging learners' autonomy is valuable to learning. Teachers can stand-in learning autonomy in diverse methods, containing sharing learning responsibilities, involving them in decisions of classroom materials, and giving them, positions of authority over peer teaching and project work (Dornyei& Ushioda, 2011).

## **2.9. Individual Differences**

Individuality refers to the learner's aptitude of learning in the classroom; some of them are accounted as good and experienced students, the others vice versa. Skehan, (1989) investigates the techniques and qualities of the former group. He defines some activities of good students that they bring into play, as below:

1. Good learners are participating to attract and involve in their duties, works and assignment.
2. Good learners can help themselves in increase and enlarging their information of language as structure and preparation.
3. A good learner is looking at language as a way to communicate and make assumptions with other people.
4. Good learners feel much more comfortable about the information of the language that they are familiar with a foreign language.

These points describe successful and good students in the classroom. If they think positively to these points, they will get a foreign language. On the other hand, Nunan (1989) clarify four different individuals in the class:

### **1) Concrete learners**

These kinds of learners are interested in games, pictures, films, video, tapes, talking in pairs. Through focusing on these items, they can improve their language talents. Each of the factors has many advantages to assist learners in the process of learning. Furthermore, concrete learners like to use and perform English language outside the class.

### **2) Analytical learners**

These types denote those learners who usually like studying. They desire reading newspapers, to studying grammar and English books in general. The Analytical learners prefer to study alone. In addition, they want to develop their skills by realizing their individual errors, mistakes and correct mistakes that suggested by their teacher.

### **3) Communicative learners**

Through the title of this type, we understand that it means or refers to those learners who want to learn a foreign language by communicating with native speakers. Therefore, they like to be taught and gain knowledge of foreign language by observing and listening to native speakers. Even they talk to their friends; they have a

special enthusiastic to use English. Also watching English channels. For this kind of learners, they want everything in English, such as communicating out of class, learning new words by listening, discussion and exchanging ideas.

#### **4) Authoritative-oriented learners**

The fourth or the final type is Authoritative-oriented learners. Desires of these kinds of learners are through their teachers, to explain and make clear about any detail. Otherwise, they have a desire to have their own textbooks because of writing everything in their own notebook, to study grammar, and learn by reading. Meanwhile, their ways of learning new words is to read them for many times (Jafari, 2012).

#### **2.10 Factors that affect learner's motivation:**

Factors that affect language acquisition are different from one individual to another. For this purpose, Cook (2000) argued that three different factors affect learners' language acquisitions, which are age, personality, and motivation. Moreover, some factors are existed on learners' motivation.

Motivation defined as a tool that assists learners in developing foreign or second language. Therefore, some relevant factors are exciting on it. Williams and Burden (1997) in their framework divided them into two categories; *internal* and *external factors*. Teachers are identified as a part of external factors in the category of *significant others*, and relations with teachers, comprising "*learning experiences, feedback, rewards, praise and punishments*" (Matsumoto, 2009 p.3) are likewise realized as related factors which may affect L2 learners' motivation.

#### **2.11 Teachers as crucial factors to help learners for increasing learners' motivational attitude:**

Amongst the aspects, which affect learners' motivation, teachers have constantly remained significant in affecting L2 learners' motivation. Dörnyei (2003) claimed on the point that teachers' teaching style is accounted as a factor that affects learners' motivation in learning language. However, there are many other studies that investigated on the teachers' strategies in motivating learners (e.g. Chambers, 1999; Dörnyei 2000; Dörnyei & Csizér 1998, Jacques 2003), Dörnyei and Csizér (1998). These studies are meaningful from the pedagogical point of view.

On the other side, motivational attitude of learners is another subject that comes from the result of their own assessment of different learning events (Dörnyei & Skehan, 2003; Matsumoto, 2006; Wen 1997). Williams and Burden (1997) noted that "all learners are likely to be influenced by their personal feelings about their teachers, and therefore, their perceptions of their teachers and of the interactions that occur between them and their teachers will undoubtedly affect their motivation to learn" (p. 133). This quote says that teachers are one of the most important factor in motivating learner' motivation.

Dörnyei & Csizér (1998) identified that teacher-specific motivational module might be divided into three perspectives; teacher's behaviour, *personality* and *teaching style*: The following nine teacher factors are selected from the three areas; Behaviour (B), personality (P) and teaching style (T):

1. Teacher's personality (P) (e.g. cheerful/quiet, extroverted/introverted, good organiser, time management in the class, approachability)
2. Teacher's attitude towards teaching (T) (e.g. his/her teaching style; authority/academi-oriented, democratic/fun-oriented; passion/commitment to teach English)
3. Teacher's attitude towards students (B) (e.g. strict/generous, fairness)
4. Teacher's appearance including cloths s/he wears (P)
5. Teacher's teaching skills/techniques (T) (e.g. good use of materials, good explanations, interesting tasks)
6. Teacher's way to comment/feedback on your work (T)
7. Teacher's pronunciation of English including accents and voice (B)
8. Frequency of teacher's encouragement on your English (B) (e.g. your English has improved!) (Matsumoto 2009, 5).

## **2.12 Overall Remarks**

Lots of research concentrated on strategies of developing motivation among learners of foreign and second language. They focused on the methods that teachers use to increase students' foreign language abilities. Some studies examined the university teachers' teaching strategies and techniques to improve students' motivation. For instance, Abdul-Samad (2013) in the study compared the teachers' teaching strategies between two different colleges: college of education and college of language in English department at Salahaddin University.

Abdul-Samad (2013) collected data by using questionnaires and checklists. He concluded that teachers of literature at college of language do not use the preeminent strategies in increasing learners' motivation. Moreover, it was found that the teachers of literature at college of language when compared with the education college were not aware of the motivation strategies. For instance, the literature teachers did not use pair-work activities in class, while education college students gave their students more opportunity to improve language skills by using some strategies in the class.

The study found promotes variances amid the teachers' instruction strategies between both colleges. It clinched that the literature teachers in college of language are not friendly communicating with their students and teachers do not have a positive relation with them. In contrast, the literature teachers of college of education have a good relation with their students. Furthermore, in another comparing point between them, the teachers at college of education use the Data-show, colorful markers, and write notes on the white board in order to let the students have attention on the topics and to practice the literary terms and concepts. On the other hand, some of the teachers of college of language use data-show, colorful markers and write note on the white board, it has bad effect on learners to be motivation and practice in the class regarding the topics and literary terms.

Mahmud (2013) in his study stated that in the sunrise exam for 12 grades in Northern Iraq many problems arouse for leaners in learning English language. He designated the obstacles for students in learning English, which is the sunrise curriculum exam included. In addition, he reported that the sunrise exam of 12 grade is not considerable for the students to develop the skills of reading, writing, speaking and listening and it does not improve the students' communicative competence because it is absent in the main values of the communicative approach of language testing.

The study mentioned many weak points of the test, such as neglecting the important communication skills. The test does not include the two main English language skills, which are listening and speaking while in a real world communication does act without having these two skills. It just much more focuses on structure and grammar, it is also a weak point of the test because focusing on some items more and neglecting the others does not lead the students to motivate in learning. Additionally, it embraces

several grammatical errors and meager writing styles, for instance in one of the questions (Why dose Africa have many European people living there?), while instead of it was better to write, (Many European people are living in Africa, why?).

One more study that investigated on the Sunrise programme is Qadir's master dissertation (2013). This study explored the problems of listening skills in the programme. It stated some problems, which lead the students not to improve their listening abilities. The study refers the problem to the time, lack of teaching strategies, and class atmosphere. Teachers grumble the time that they have for their class; they think that there is not plenty time to do their activities for listening skills by using CD player, because it needs much more time. Therefore, most of teachers ignore this skill. One major problem is that there are an enormous number of students in the class, if the teachers use CD player, the students sitting in the back of classroom cannot hear the voice. There is also classroom management problem.

The study demonstrated some weak points in the programme in terms of the ignorance of listening skills. Students do not have the copy of the CD so they cannot study at home. The passages are too long; if the students hear the sounds they cannot remember what they have heard. Moreover, some of the students cannot get all the information in the CD.

As far as the study has observed some teachers do not know how to use some strategies for teaching listening comprehension. Most of them are not familiar with the sunrise programme. Some teachers skip listening part in the textbook. They believe that it is useless because listening comprehension is not tested in the exams.

To separate the investigation of current study from the studies of Abdul-Samad (2013), Mahmud (2013), and Qadir (2013), it looks to explore the reasons behind the demotivation of intermediate students in learning English as a foreign language in Northern Iraq. The study clarifies why the students are not motivated in learning English as a foreign language and the reasons why the programme of Sunrise is important.

### **3. METHODOLOGY**

This chapter deals with the procedures of the study and tools that have been used to achieve the aims of the study. The instruments of the study consist of two lists of questionnaires: one of them is for the teachers and some general questions about the curriculum of the study (Sunrise). The other one is for the students to answer.

#### **3.1 The Questionnaires**

The questionnaires formed by other researcher who has been investigated in the same subject, but in different area. The structure of the questionnaires based on the descriptions, definitions and information about motivation that are mentioned in the theoretical background of the study. This made the questionnaires more comprehensive for attaining the exact and accurate results of the study. The researcher of this study used this questionnaires because it has the same purpose with the one which had been adapted but in different area. The study specified it because both studies have been investigated on the teachers' motivational strategies. Thus, the study merely focused and adapted the questionnaire of the study "Motivational Strategies Implemented by Teachers in the Departments of English at Salahaddin University-Hawler".

Two questionnaires are considered in this study, the first one is for the English teachers who teach 10<sup>th</sup> and 11<sup>th</sup> grades at high school. The teachers' questionnaire consist of (37items), and students' questionnaires consist of (25items) (See appendix 1and 2). Teachers are also required to reply some of general questions were prepared to ask about the curriculum of the study. Besides, the study arranged the questionnaires for the students at the same grades. The study designed these two questionnaires to show the teachers' and students' opinion about the motivational strategies that are used by the high school teachers in Erbil City.

In order to get validity and reliability the questionnaires are given to members of jury in the fields of Applied Linguistics, methodology and English Language. The outcomes of the study are associated with the degree of validity and reliability of the instruments.

#### **3.2 The Participants**

The participants consist of two groups: 75 teachers randomly selected from high school in Erbil city in Iraq and 145 students. In the total data collected in the questionnaires,

five of the teachers did not return the questionnaires; therefore, they were not included in the statistical analyses. The teaching experience levels of the teachers are different. Nine (12.0%) of them had 1-5 years of teaching experience; 26 (34.7%) of them had 6-10 years of teaching experience; 32 (42.7%) of them had 11-20 years teaching experience, and eight (10.7%) of them had 21-40 years teaching experience. Regarding to gender, 41 (54.7 %) of the teachers were males and 34 (45.3%) were females. As shown in Table 1.

**Table 3.1: is shown the teachers' gender and experience**

		experience				Total
		1 to 5	6 to 10	11 to 20	21 to 40	
Male	Count	4	16	15	6	41
	% of Total	5.3%	21.3%	20.0%	8.0%	54.7%
female	Count	5	10	17	2	34
	% of Total	6.7%	13.3%	22.7%	2.7%	45.3%
Total	Count	9	26	32	8	75
	% of Total	12.0%	34.7%	42.7%	10.7%	100.0%

Referring to the students who participated in the study, the total number of them were 150, but five of them did not return the forms. Thus, 145 students (males and females) participated in the study. Seventy (48.3%) of them were males and 75 (51.7%) were females. Sixty-five (44.8%) were at Grade 10. Twenty-one (14.5%) of them were males and 44 (30%) of them were females. The participants at Grade 11 were 80 (55.2%). Forty-nine (33.8%) of students were males and Thirty-one (21.4%) were females. As it illustrated in Table 3.2

**Table 3.2 is shown the students' gender and experience**

		grade		Total
		10	11	
male	Count	21	49	70
	% of Total	14.5%	33.8%	48.3%
Total	% of Total	30.3%	21.4%	51.7%
	Count	65	80	145
		% of Total	44.8%	55.2%
				100.0%



### **3.3 Validity of the questionnaires**

After a process of giving and mailing a copy of the questionnaires to jury professionals in the field of Applied linguistics and linguistics to measure face validity. Some deletions and modifications have been done on some of the items. Therefore, appearance validity of the questionnaires has been attained. The jury members consist of 10 experts (See Appendix 2).

### **3.4 Reliability of the questionnaires**

The questionnaires have been taken and adapted by a study of Abdul-Samad (2013), which concluded the data for the same purpose. In the study, he focused on the strategies that are used by the university teachers at Salahadin University. In his study comparison was made between teaching strategies by teacher of Literature in College of Languages and College of Basic Education. The aim of the both studies carried out within the same goal, thus this study adapted the list of the questionnaires of Abdul-Samad. Only, some deletions and modification have been done for the questionnaires because of the feedback of the jury members. Consequently, it can be said that this questionnaire achieved the reliability through these procedures.

### **3.5. Procedures**

#### **The questionnaires**

In the process of collecting the data, firstly, the researcher wrote to Ministry of Education in Erbil city to achieve the required official agreement. After the process of observing the aim of the study by their specialists, they gave the official permission to the researcher for implementation the data collection in city center of Erbil and outside of the city (See Appendix 3). The researcher through visiting many different schools collected the data. The schools were selected randomly during 20 days. On one hand, the researcher asked the teachers to fill the form. On the other hand, the researcher clarified and translated the meaning of the questionnaires to the students, to help them how to answer and fill the questionnaires.

The questionnaire was used with Kurdish speaking learners in the Northern of Iraq and as the native language of the research participants is Kurdish; the researcher used Kurdish language in writing the questionnaire because the participants cannot read Arabic language.

### **3.6. Data analysis procedure**

The study used SPSS (statistical Package for Social Scientists) program version 20 to analyze this quantitative data. First, descriptive statistic was calculated to display the mean scores of the motivational strategies that are used by the teachers. Then the study showed the result of each question that the teachers and students picked up about motivational strategies.



## 4. DATA ANALYSIS

This chapter analyses and discusses the outcome of the study. The discussion deals with both lists of the questionnaires. Firstly, it discusses the students' perspectives about the motivational teaching strategies that are used by their teachers. It then analyses the teachers' answers about the motivational strategies they are using during class in their teaching within analysis about general questions, which the study prepared to ask about the curriculum of the study.

### 4.1 Students' Questionnaire Analysis

The number of students that are participated in this study was 145. All of the students were responsible to answer the whole items that were prepared for them. The study shows students' opinion about the teachers' motivational strategies for being motivated in learning English language. The result of the students' questionnaires that is consisting of 25 items are appeared as follows:

**Table 4.1:** Does motivation lead you to perform your tasks?

Options	Frequency	Percent	Weighted Mean	Standard Division
sometimes	24	16.6	3.86	1.02
Often	15	10.3		
usually	64	44.1		
Always	42	29.0		
Total	145	100.0		

The table shows that, referring to the item ('does motivation lead you to perform your tasks?'), most of the students (44.1%) with a weighted mean of 3.86 stated that motivation usually plays a role in leading them to perform their tasks. It supports to idea that motivation can play a great role in leading the students to perform their tasks.

**Table 4.2:** Do you like learning English language?

Options	Frequency	Percent	Weighted Mean	Standard Division
never	3	2.1	4.20	1.078
sometimes	11	7.6		

<b>Often</b>	21	14.5
<b>usually</b>	29	20.0
<b>always</b>	81	55.9
<b>Total</b>	145	100.0

The table regarding to the statement two ‘Do you like learning English language?’ shows that, most respondents (81) with a weighted mean of 4.20 indicated that they like to learn English language. This denotes the point that students have a desire and would like to learn English language.

**Table 4.3:** Do you think learning English language is useful?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	1	.7	4.34	.915
<b>sometimes</b>	8	5.5		
<b>Often</b>	14	9.7		
<b>usually</b>	40	27.6		
<b>always</b>	82	56.6		
<b>Total</b>	145	100.0		

The table shows that respondents to statement three claimed that most of the students believed that learning English language is always useful (M=4.34, SD= .915). It seems that the students have a good idea of English language and thought this language is beneficial for them.

**Table 4.4:** Do you get along with your teacher's technique?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	8	5.5	3.21	1.247
<b>sometimes</b>	50	34.5		
<b>Often</b>	17	11.7		
<b>usually</b>	44	30.3		
<b>always</b>	26	17.9		
<b>Total</b>	145	100.0		

The table in the analysis of item four, ‘Do you get along with your teachers' technique?’ Indicated that students sometimes get along with their teachers’ teaching techniques (M=3.21, SD= 1.247). This indicates the fact that the students do not always get along with their teachers’ techniques.

**Table 4.5:** Does the English you are studying make it easier for you to communicate with native speakers of the language?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
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<b>Never</b>	34	23.4	2.34	1.156
<b>sometimes</b>	64	44.1		
<b>Often</b>	21	14.5		
<b>usually</b>	16	11.0		
<b>always</b>	10	6.9		
<b>Total</b>	145	100.0		

As the table shows the result of statement five to see whether the English students are studying to make it easier for them to communicate with native speakers of the language. The respondents (44.1%) with a mean score of 2.34 stated that sometimes the English language that they are studying makes it easier to communicate with native speakers of the language. This indicates that the English that students studying does not assist them in communicating with native speakers.

**Table 4.6:** Does your English help you in understanding English films, music (songs), etc.?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	26	17.9	2.51	1.173
<b>sometimes</b>	65	44.8		
<b>Often</b>	17	11.7		
<b>usually</b>	28	19.3		
<b>always</b>	9	6.2		
<b>Total</b>	145	100.0		

As the table shows the results of item number six, most of the respondents (44.8%) indicated that sometimes the English language that they are studying assists them in understanding English films, music (songs), etc. This indicate that the English that students are studying does not assist them to understand English films, music (songs), etc.

**Table 4.7:** Do you have a desire to learn English language within yourself?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	7	4.8	4.7	1.165
<b>sometimes</b>	12	8.3		
<b>Often</b>	15	10.3		
<b>Usually</b>	41	28.3		
<b>Always</b>	70	48.3		
<b>Total</b>	145	100.0		

The table regarding to the item seven, whether students have a desire to learn English language within themselves shows that most of the them (48.3%) state that they always have a desire to learn English language within themselves. This directs the fact that the majority of students have a great desire to learn English language by themselves, but they lack of the motivation that they are in need of.

**Table 4.8:** Do you learn English language because it is necessary of your proficiency?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	30	20.7	2.83	1.404
<b>sometimes</b>	39	26.9		
<b>Often</b>	28	19.3		
<b>usually</b>	21	14.5		
<b>Always</b>	27	18.6		
<b>Total</b>	145	100.0		

The table shows the result of statement 8, which looks to know whether the students learn English because of their proficiency or not; the respondents showed (M= 2.83, SD=1.404) that sometimes they learn English because of their proficiency. Refers to this strategy, it indicates that the students do not have self-motivation.

**Table 4.9:** Does the teacher create a positive and active classroom environment for you to learn English language?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	21	14.5	2.99	1.333
<b>sometimes</b>	41	28.3		
<b>Often</b>	27	18.6		
<b>usually</b>	31	21.4		
<b>Always</b>	25	17.2		
<b>Total</b>	145	100.0		

As it can be seen in the table nine, 28.3% of students think that sometimes their teachers create a positive and active classroom environment for them to learn English language. While, the strategy of “creating a pleasant, relaxed atmosphere in the classroom by teachers” referred to by Dörnyei and Csizer (1998), is important and assists learners in developing their motivation. However, this study indicated that about half of the students think that their teachers create a positive and active classroom environment, while others do not think so.

**Table 4.10:** Does the teacher identify the objectives of each lesson?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	14	9.7	3.19	1.345
<b>sometimes</b>	43	29.7		
<b>Often</b>	23	15.9		
<b>usually</b>	31	21.4		
<b>Always</b>	34	23.4		
<b>Total</b>	145	100.0		

The table shows that regarding to statement ten, does the teacher identify the objectives of each lesson; most of respondents with a weighted mean of 3.19 indicated that their teachers sometimes identify the objectives of each lesson. It might be the teachers do not think that this strategy is useful for learners in learning process.

**Table 4.11:** Does the teacher give you some oral assignments (role-play, presentations) to accomplish?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	30	20.7	2.37	1.135
<b>sometimes</b>	71	49.0		
<b>Often</b>	12	8.3		
<b>usually</b>	25	17.2		
<b>always</b>	7	4.8		
<b>Total</b>	145	100.0		

The table to the statement 11 ‘Does the teacher give you some oral assignments (role-play, presentations) to accomplish?’ shows that, Most students (49.0%) stated that sometimes their teachers give them some oral assignments. This raises the fact that the teachers do not concentrate on this motivational strategy. It is considered a huge motivational strategy in enhancing learners' motivation, as Burden and Byrd (2007) stated that it is appropriate and suitable to the students' personal requirements, interests and goals.

**Table 4.12:** Does the teacher distribute all of you into groups during English lessons?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	61	42.1	1.89	.994
<b>sometimes</b>	57	39.3		
<b>Often</b>	10	6.9		
<b>usually</b>	16	11.0		
<b>Always</b>	1	.7		
<b>Total</b>	145	100.0		

As it shown in Table 12, to the item twelve 42.1% of students stated that their teachers never distribute them into groups during English lessons ( $M=.994$ ,  $SD=1.89$ ). This raises the fact that the teachers at high school in Erbil city do not focus on this motivational strategy.

**Table 4.13:** Does the teacher encourage all of you to work in pairs or groups collaboratively during English lessons?

Options	Frequency	Percent	Weighted Mean	Standard Division
never	74	51.0	1.74	.936
sometimes	46	31.7		
Often	16	11.0		
usually	7	4.8		
always	2	1.4		
<b>Total</b>	<b>145</b>	<b>100.0</b>		

The table responding to the statement thirteen the table shows that, students stated that their teachers never encourage them to work in pairs or groups collaboratively during English lessons. It might be said that encouraging students to work in pairs or groups during English lessons has a great role in developing their self-confidence, but according to the result of this statement the teachers do not let the students work in pairs or groups during English lessons.

**Table 4.14:** Does the teacher use technological devices (e.g. data-show) during English lessons?

Options	Frequency	Percent	Weighted Mean	Standard Division
Never	120	82.8	1.19	.461
sometimes	23	15.9		
Often	1	.7		
usually	1	.7		
<b>Total</b>	<b>145</b>	<b>100.0</b>		

The table refers to item fourteen examined to show that either teachers are using technological devices (e.g. data-show) during English lessons or not? The answers of



respondents display that 82.8% of them state that their teachers never use technological devices ( $M=1.19$ ,  $SD=.461$ ). This indicates the fact that the teachers do not use technological devices, while it accounts for one of the motivational strategies in enhancing motivation.

**Table 4.15:** Does the teacher have an appropriate friendly relationship with all of you?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	8	5.5	3.37	1.228
<b>sometimes</b>	36	24.8		
<b>Often</b>	26	17.9		
<b>usually</b>	43	29.7		
<b>Always</b>	31	21.4		
<b>Total</b>	144	99.3		
<b>Missing system</b>	1	.7		
<b>Total</b>	145	100.0		

The table regarding to the statement 15, students 29.7% claimed that usually their teachers have an appropriate friendship relation with them. It can be said that having a good relationship between teachers and students makes the students love the lessons and increase their desires for learning the language. In addition, Dörnyei and Csizer (1998) stated that this strategy accounted as one of the best strategies to lead the students in enhancing their motivation.

**Table 4.16:** Does the teacher connect teaching materials of the book with the students' daily life?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	19	13.1	2.70	1.281
<b>Sometimes</b>	68	46.9		
<b>Often</b>	16	11.0		
<b>Usually</b>	21	14.5		
<b>always</b>	21	14.5		
<b>Total</b>	145	100.0		

The table in the statement sixteen show that, most of respondents (46.9%) state sometimes their teachers connect teaching materials of the book with the students'

daily life (M=2.70, SD=1.281). This indicates the point that the teachers do not connect teaching materials of the book with the students' daily life. As the study examined the suggestions of Al Kaboody (2013), he suggested that the teacher as much as possible would make the materials relevant the students' lives and if necessary. Teachers should add some activities in textbooks with more relevant materials that are able to motivate students in learning because they can apply it to their own experiences.

**Table 4.17:** Does the teacher give all of you enough opportunities to express your own opinion?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	8	5.5	3.66	1.293
<b>sometimes</b>	29	20.0		
<b>Often</b>	19	13.1		
<b>Usually</b>	38	26.2		
<b>Always</b>	51	35.2		
<b>Total</b>	145	100.0		

The table 17 presents the outcome of the statement, ‘Does the teacher give all of the students enough opportunities to express their own opinion?’ According to the result, 35.2% of respondents state that their teachers always give them enough opportunities to express their own opinion with a weighted mean of 3.66. This indicates that the teachers equally give the students enough opportunities to express their own opinion.

**Table 4.18:** Does the teacher consider the students' differences in culture, age, level, and proficiency of English into account?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	38	26.2	2.76	1.483
<b>sometimes</b>	36	24.8		
<b>Often</b>	24	16.6		
<b>usually</b>	17	11.7		
<b>always</b>	30	20.7		
<b>Total</b>	145	100.0		

The table regarding to the item eighteen indicated that, 26.2% of respondents state that their teachers never concentrate on their differences in culture, age, level and

proficiency of English into account ( $M=2.76$ ,  $SD= 1.483$ ). The study explained the opinion of Burden and Byrd (2007) in chapter two, they claimed that needs and anxiety of learners is different, therefore, teachers should realize their differences. In reference to this study, the teachers do not help the students with this motivational strategy, while it accounts of one of the best strategies in enhancing learners' motivation.

**Table 4.19:** Does the teacher offer rewards and grades on all students' academic performance?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	49	33.8	2.55	1.495
<b>sometimes</b>	37	25.5		
<b>Often</b>	13	9.0		
<b>usually</b>	22	15.2		
<b>Always</b>	24	16.6		
<b>Total</b>	145	100.0		

As it can be seen in the (table 19). The students response of the item, 'Does the teacher offer rewards and grades on all students' academic performance?' The answers show that 33.8% of them state that the teacher never offers rewards and grades on all students' academic performance. While this strategy considered as a significant element for students to be successful in exams or getting a good mark (Jafari 2012, quoted by .Vansteenkiste, Lens, & Deci, 2006).

**Table 4.20:** Does the teacher monitor all your performance and progress?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	12	8.3	3.32	1.290
<b>sometimes</b>	35	24.1		
<b>Often</b>	25	17.2		
<b>Usually</b>	40	27.6		
<b>always</b>	33	22.8		
<b>Total</b>	145	100.0		

The table concerning statement twenty shows that, (27.6%) of respondents indicated that their teachers usually monitor the students' performance and progress. This indicates that the teachers good in motivating students, as the study cited in chapter two, (Burden and Byrd, 2007) claimed that monitoring students' work has a huge value to students' performance in motivation.

**Table 4.21:** Does the teacher encourage you all to think critically during English lessons?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	38	26.2	2.50	1.313
<b>sometimes</b>	49	33.8		
<b>Often</b>	22	15.2		
<b>usually</b>	20	13.8		
<b>always</b>	16	11.0		
<b>Total</b>	145	100.0		

The table in the analysis of statement twenty-one, does the teacher encourage you all to think critically during English lessons show that, 33.8% of students state sometimes their teachers let them to think critically during English lessons (M=2.50, SD= 1.313).

**Table 4.22:** Does the teacher summarize the main ideas of the whole material?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	12	8.3	3.29	1.274
<b>sometimes</b>	38	26.2		
<b>Often</b>	19	13.1		
<b>usually</b>	48	33.1		
<b>always</b>	28	19.3		
<b>Total</b>	145	100.0		

The table to the statement twenty-two indicats that, (33.1%) of the students state that usually the teachers summarize the main ideas of the whole material. This indicates that the teachers summarize the main ideas of the whole material.

**Table 4.23:** Does the teacher ask relevant questions to make you all involve with the material?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
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<b>Never</b>	7	4.8	3.28	1.273
<b>sometimes</b>	48	33.1		
<b>Often</b>	20	13.8		
<b>usually</b>	37	25.5		
<b>Always</b>	33	22.8		
<b>Total</b>	145	100.0		

The table shows that, the respondents of this study, 33.1% of students state that sometimes their teachers asked relevant questions. While, according to Dörnyei (2001), teachers must be relating the materials with the learners' life. This indicates the fact that the teachers asked relevant questions to make all the students involve with the material because of 48.3% state always and often.

**Table 4.24:** Does the teacher encourage you all to interact with each other in the class actively?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	34	23.4	2.74	1.378
<b>sometimes</b>	36	24.8		
<b>Often</b>	30	20.7		
<b>Usually</b>	23	15.9		
<b>Always</b>	22	15.2		
<b>Total</b>	145	100.0		

The table show that, around the statement about encouraging students to interact with each other in the class actively by the teachers, (24.8%) of students claimed that their teachers were not using this strategy with a weighted mean of (2.74). This shows that the teachers do not encourage students to interact with each other in the class actively.

**Table 4.25:** Do the large classes hinder students' motivation in learning English in the lessons?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	24	16.6	3.55	1.457
<b>sometimes</b>	9	6.2		
<b>Often</b>	29	20.0		
<b>usually</b>	29	20.0		
<b>always</b>	54	37.2		
<b>Total</b>	145	100.0		

The table to the item twenty-five shows that 37.2% of students state that large classes always hinder students' motivation in learning English in the lessons. This belongs to the point that most of the students think that the large classes hinder students' motivation in the process of learning English language in the class.

#### 4.2 Teachers' Questionnaire Analysis

As previously mentioned, the total numbers of teachers who teach English of 10<sup>rd</sup> and 11<sup>th</sup> grades were 80 in the current study, but just 75 of them in the total schools that the researcher visited have answered to the teachers' questionnaire. The aim behind designing this questionnaire is to find out the teachers' points of view in using the motivational strategies for motivating the students to learn English. The results of the teachers' questionnaire, which is consisted of (37 items), are appeared as follow:

**Table 4.26:** Is motivation considered a significant element for success?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	1	1.3	3.97	1.090
<b>sometimes</b>	11	14.7		
<b>Often</b>	6	8.0		
<b>usually</b>	28	37.3		
<b>always</b>	29	38.7		
<b>Total</b>	75	100.0		

The table show that regarding to the statement one, 38.7% of the teachers were state that motivation always play a significant element for success. It can be said that both teachers and students thought that motivation considered a significant element for success.

**Table 4.27:** Do you relate the subjects you teach to the students' daily life?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	1	1.3	3.24	1.076
<b>sometimes</b>	22	29.3		
<b>Often</b>	21	28.0		
<b>usually</b>	20	26.7		
<b>always</b>	11	14.7		
<b>Total</b>	75	100.0		

As it explained in the theoretical background of the study, teaching materials is one of the best methods to motivate learners. This method should be relevant to the learner. For this way, Dörnyei (2001) recommended that learners must have been learning in the learning process through their lives. If the process is not relevant to their lives, they cannot be motivated. The table shows that the result of statement two by the teachers' perspective indicated that 29.3% of teachers sometimes related the subjects to the students' daily life. This indicates the points that teachers do not relate their subjects to the students' daily life.

**Table 4.28:** Do you give the students oral assignments (e.g. role-play, presentation)?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	4	5.3	3.03	1.090
<b>Sometimes</b>	22	29.3		
<b>Often</b>	26	34.7		
<b>Usually</b>	14	18.7		
<b>Always</b>	9	12.0		
<b>Total</b>	75	100.0		

The table shows that regarding to the statement three, 34.7% of respondents often give the students oral assignments (M= 3.03, SD=1.090). This indicates that teachers do not give the students oral assignments (e.g. role-play, presentation), as it illustrated in (table 28) below.

**Table 4.29:** Do you encourage the students to prepare the assignments in groups?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	5	6.7	2.83	1.032
<b>sometimes</b>	29	38.7		
<b>Often</b>	18	24.0		
<b>Usually</b>	20	26.7		
<b>Always</b>	3	4.0		
<b>Total</b>	75	100.0		

As it can be seen in Table 29, most of the teachers (38.7%) sometimes encourage the students to prepare the assignments in groups. This indicates the points that teachers only sometimes encourage students to prepare the assignments in groups

**Table 4.30:** Do you assign specific tasks and activities according to the students' level?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	4	5.3	3.76	6.113
<b>sometimes</b>	25	33.3		
<b>Often</b>	20	26.7		
<b>usually</b>	12	16.0		
<b>always</b>	13	17.3		
<b>Total</b>	75	100.0		

Although the study explained the opinion of (Burden and Byrd 2007) in chapter two, they appealed that the learners' anxiety and needs is different, therefore, teachers should realize their differences. The result of statement five as it can be seen in the table 30; 33.3% of teachers sometimes assign specific tasks and activities according to the students' level. This indicates the points that teachers sometimes assign specific tasks and activities according to the students' level.

**Table 4.31:** Do you provide updated materials that motivate the students to learn English language?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	2	2.7	3.13	1.044
<b>sometimes</b>	21	28.0		
<b>Often</b>	26	34.7		
<b>usually</b>	17	22.7		
<b>always</b>	9	12.0		
<b>Total</b>	75	100.0		

The table indicates that respondents of statement six, 34.7% of them point out often they provide updated materials, which motivate the students in learning English. This refers to the points that teachers do not provide updated materials that motivate the students to learn English language.

**Table 4.32:** Do you provide feedback on student's performance?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	5	6.7	3.41	1.209
<b>sometimes</b>	15	20.0		
<b>often</b>	14	18.7		
<b>usually</b>	26	34.7		
<b>always</b>	15	20.0		
<b>Total</b>	75	100.0		



The table in the statement 7 indicates that most of respondents 34.7% provided feedback on students' performance. As it can be seen as a good strategy because (Burden and Byrd, 2007) stated that giving a positive feedback is a substantial method in enhancing student's' motivation. The current study indicates teachers provide feedback on students' performance.

**Table 4.33:** Do you correct students' errors?

Options	Frequency	Percent	Weighted Mean	Standard Division
sometimes	2	2.7	4.28	.847
often	13	17.3		
usually	22	29.3		
always	38	50.7		
<b>Total</b>	<b>75</b>	<b>100.0</b>		

The table shows that according to the statement eight making correction, avoid bad habits and understand the content by the student are considered a very good way, which improve their desires (Burden and Byrd, 2007). The answers for respondents show that 50.7% of teachers always correct students' errors (M=4.28, SD=.847).

**Table 4.34:** Do you create an active and supportive environment for the students to learn?

Options	Frequency	Percent	Weighted Mean	Standard Division
Never	1	1.3	3.71	1.160
sometimes	14	18.7		
Often	16	21.3		
Usually	19	25.3		
Always	25	33.3		
<b>Total</b>	<b>75</b>	<b>100.0</b>		

The table shows that responding to the statement nine, the answers showed that 33.3% of teachers always create an active and supportive environment for the students to learn with a weighted mean score of 3.71. Regarding to the point teachers create an active and supportive environment for the students to learn.

**Table 4.35:** Do you help the students develop their realistic beliefs in learning (e.g. explain to them realistically the amount of time needed for making real progress in English)?

Options	Frequency	Percent	Weighted	Standard
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			<b>Mean</b>	<b>Division</b>
<b>Never</b>	2	2.7	3.44	1.130
<b>sometimes</b>	15	20.0		
<b>Often</b>	23	30.7		
<b>usually</b>	18	24.0		
<b>always</b>	17	22.7		
<b>Total</b>	75	100.0		

The table shows that respondents of item ten, 30.7% of teachers state often. While, 24.0% stated usually, 22.7% of them say always. This indicates that teachers help the students to develop their realistic beliefs in learning. This leads the students to have more desire in learning and has a great role in enhancing motivation. As Al Kaboody (2013) claimed that the teachers must apply realistic beliefs by explain the students the difficulty and complexity of a foreign language. If the teachers are not apply this strategy, the learners will be disappointed and demotivated in achieving the language.

**Table 4.36:** Do you give a positive expectation for success in target language?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	3	4.0	3.32	1.124
<b>sometimes</b>	17	22.7		
<b>often</b>	19	25.3		
<b>usually</b>	23	30.7		
<b>always</b>	12	16.0		
<b>Total</b>	74	98.7		
<b>Missing System</b>	1	1.3		
<b>total</b>	75	100.0		

The table shows that responses to the statement 11, 30.7% of teachers usually give a positive expectation to success in target language. This shows that teachers focus on this motivational strategy. Meanwhile, Atkinson & Raynor (1974) stated that teachers should help learners' expectations of success in the L2. Within this technique, the learners will have a great inclination to do an activity if they think that they will have success in the particular activity.

**Table 4.37:** Do you use intrinsic rewards (e.g. involving the student into the subject) to engage the students in the process of learning?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	3	4.0	2.99	.923
<b>sometimes</b>	19	25.3		
<b>Often</b>	33	44.0		
<b>usually</b>	16	21.3		

<b>always</b>	4	5.3
<b>Total</b>	75	100.0

As it shows in table 37 for the item twelve 44.0% of teachers were stated often (M=2.99, SD= .923). Whereas giving rewards introduced as a way that has a crucial role in increasing learners' motivation and helps them to have an optimistic opinion about their own efforts because students think that the teachers value their efforts (Jafari, 2012), but the result of respondents indicates that teachers do not use intrinsic rewards.

**Table 4.38:** Do you use extrinsic rewards (e.g. giving grades) to engage the students in the process of learning?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	7	9.3	3.04	1.246
<b>Sometimes</b>	24	32.0		
<b>Often</b>	14	18.7		
<b>usually</b>	19	25.3		
<b>always</b>	11	14.7		
<b>Total</b>	75	100.0		

The table displays that responding to the statement thirteen, 32.0% of teachers sometimes use extrinsic rewards (e.g. giving grades) to engage the students in the process of learning. It might be said that use extrinsic rewards (e.g. giving grades) to engage the students in the process of learning has a great role to develop their skills. As (Jafari, 2012) is supported and said that the teachers should give to the learners such rewards as a grade, degree, and any kind of educational, scholastic, and academic encouragement, but refers to the result the teachers do not give students rewards.

**Table 4.39:** Do you try to expand the students' knowledge about the English culture in the lessons?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	1	1.3	3.08	1.075
<b>sometimes</b>	28	37.3		
<b>Often</b>	19	25.3		
<b>usually</b>	18	24.0		

<b>always</b>	9	12.0
<b>Total</b>	75	100.0

The table displays that refers to the item fourteen, 37.3% of teachers state sometimes explained the culture of the target language (M=3.08, SD= 1.075). The study mentioned the argument of Gardner (1985) in the definition of integrative motivation, which he appealed that integrative motive is “a motivation to learn a second language because of positive feelings toward the community that speaks that language” (Gardner, 1985, pp. 82-83). This indicates that teachers sometimes focused on this important motivational strategy in northern Iraq.

**Table 4.40:** Does the interference of culture diversity affect the student' achievements?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	10	13.3	2.57	1.042
<b>sometimes</b>	30	40.0		
<b>often</b>	20	26.7		
<b>usually</b>	12	16.0		
<b>always</b>	3	4.0		
<b>Total</b>	75	100.0		

The table displays that regarding statement 15, teachers 40.0% of the time claimed that sometimes the inference of culture diversity affects the students' achievements with a weighted score of 2.57.

**Table 4.41:** Do you use short and interesting opening activities to start each lesson (e.g. fun games, asking easy questions)?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	20	26.7	3.35	1.072
<b>sometimes</b>	23	30.7		
<b>often</b>	18	24.0		
<b>usually</b>	14	18.7		
<b>always</b>	20	26.7		
<b>Total</b>	75	100.0		

The table shows the result of statement sixteen, which is most respondents (30.7%) state that often use short and interesting opening activities to start each lessons. While, 26.7% stated sometimes, 24.0% of them say usually, and 18.7% of them state always. This indicates that teachers use short and interesting opening activities to start each lesson (e.g. fun games, asking easy questions). While (Jafari, 2012) stated that the declared issues will accomplish the need of progress for the learners.

**Table 4.42:** Do large classes make an obstacle in teaching English?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	3	4.0	3.69	1.174
<b>sometimes</b>	11	14.7		
<b>Often</b>	15	20.0		
<b>Usually</b>	23	30.7		
<b>always</b>	23	30.7		
<b>Total</b>	75	100.0		

Table 42 presents the result of the statement, ‘Do large classes make an obstacle in teaching English.?’ According to the result, 30.7% of teachers say usually large classes make an obstacle in teaching English. This indicates that the teachers think that large class makes an obstacle in teaching English.

**Table 4.43:** Does the classroom-learning environment motivate the teachers to achieve their teaching aims effectively?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	7	9.3	3.28	1.225
<b>sometimes</b>	16	21.3		
<b>often</b>	12	16.0		
<b>usually</b>	29	38.7		
<b>always</b>	11	14.7		
<b>Total</b>	75	100.0		

The table shows that in the statement 18, which is explained the teachers' opinion about the classroom-learning environment motivates the teachers to achieve their teaching aims effectively. 38.7% of them think that the classroom-learning environments effectively motivate the teachers to achieve their teaching.

**Table 4.44:** Do you divide the class into groups during the lessons?

Options	Frequency	Percent	Weighted Mean	Standard Division
Never	8	10.7	2.72	1.146
sometimes	32	42.7		
Often	14	18.7		
Usually	15	20.0		
Always	6	8.0		
<b>Total</b>	<b>75</b>	<b>100.0</b>		

The table shows that regarding to statement nineteen, ‘Do you divide the class into groups during the lessons?’ most of respondents (42.7% with a weighted mean of 2.72) indicated that sometimes they divide the class into groups during the lessons. This denotes to the point that teachers do not divide the class into groups during the lessons.

**Table 4.45:** Do you encourage the students to work in pairs or groups cooperatively during the lessons?

Options	Frequency	Percent	Weighted Mean	Standard Division
never	8	10.7	2.72	1.238
sometimes	32	42.7		
often	14	18.7		
usually	15	20.0		
always	6	8.0		
<b>Total</b>	<b>75</b>	<b>100.0</b>		

The table shows that regarding to the item twenty, 42.7% of respondents state that sometimes divide the class into groups during the lessons (M=2.76, SD= 1.146). This indicates the facts that teachers do not divide the class into groups during the lessons.

**Table 4.46:** Do you establish a good friendly relationship with your students?

Options	Frequency	Percent	Weighted Mean	Standard Division
Never	4	5.3	4.21	.827
sometimes	7	9.3		
Often	33	44.0		
usually	31	41.3		
always	4	5.3		
<b>Total</b>	<b>75</b>	<b>100.0</b>		

As it can be seen in the Table 46, the teachers' response to the item 'Do you establish a good friendly relationship with your students?', The answers show that 41.3% of teachers usually have a good friendly relationship with their students. According to this point, teachers used this huge motivational strategy, which Dörnyei and Csizer (1998) supported that this method helps learners be motivated in the class.

**Table 4.47:** Do you use technological devices (e.g. data-show, colorful markers, and white board) during the lessons?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	5	6.7	3.61	1.374
<b>sometimes</b>	18	24.0		
<b>Often</b>	6	8.0		
<b>Usually</b>	18	24.0		
<b>Always</b>	28	37.3		
<b>Total</b>	75	100.0		

The table shows that concerning to the statement twenty-two, (37.3%) of respondents indicated that always they used white board and colorful markers, but they noticed to the researcher, they do not use data-show. While data-show is considered one of the technological devices and using them helps learners to be motivated, teachers in the study do not use.

**Table 4.48:** Do you prepare the lesson plan for the lessons?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>Never</b>	10	13.3	4.17	1.083
<b>sometimes</b>	8	10.7		
<b>Often</b>	16	21.3		
<b>usually</b>	41	54.7		
<b>always</b>	10	13.3		
<b>Total</b>	75	100.0		

As it can be seen on table 48, referring to the statement twenty-three, most of the teachers (54.7%) with a weighted mean of 4.17 stated that teachers usually prepare the lesson plan for the lessons. Meanwhile, Al Kaboody (2013) reported that some of the teachers prepare a pre-determined syllabus and planned goal of the course, but it does

not have a great role in teaching as many previous studies have found. This technique can be influential and cooperative for learners after the teacher explains to the students the goal of each activity within a syllabus and helps them to achieve that goal.

**Table 4.49:** Do you connect past learning with present learning for the students?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>sometimes</b>	8	10.7	3.72	1.024
<b>often</b>	7	9.3		
<b>usually</b>	15	20.0		
<b>always</b>	45	60.0		
<b>Total</b>	75	100.0		

The table shows that in analyze of item twenty-four, most respondents (60.0%) stated that they always connect past learning with present learning for the students (M=4.29, SD= 1.024). This indicates the fact that the teachers connect past learning with present learning for the students.

**Table 4.50:** Do you give the students a chance to reflect themselves on the topic and themes being raised in the class?

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>	<b>Weighted Mean</b>	<b>Standard Division</b>
<b>never</b>	2	2.7	3.72	1.169
<b>sometimes</b>	12	16.0		
<b>often</b>	16	21.3		
<b>usually</b>	20	26.7		
<b>always</b>	25	33.3		
<b>Total</b>	75	100.0		

The table shows that the results of item number twenty-five, which indicated that most of the respondents (33.3%) always give the students a chance to reflect themselves on the topic and themes being raised in the class.

### **4.3 Teacher' response to the curriculum of the study (sunrise):**

The questions examined of the teachers' standpoint about the curriculum. The study asked the teachers 12 twelve questions in general. The following tables show the result of the teacher's opinion on the curriculum and illustrated on the next pages:



**Table 4.51:** Teachers' perspective on the curriculum of the study

Std.	N	St. 3. Often 4. usually 5. always	Frequency	Percentage	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always	Mean
S 26 1.161 3.39	75	N	4	5.3%		
Does the curriculum of the study (Sunrise) assist students to have self-motivation		S	17	22.7%		
		O	12	16.0%		
		U	30	40.0%		
		A	12	16.0%		
S 27 1.122 3.28	75	N	4	5.3%		
Does the curriculum allow students to have their own decision?		S	20	20.0%		
		O	24	32.0%		
		U	20	26.7%		
		A	12	16.0%		
S 28 1.115 3.80	75	N	4	5.3%		
Does the curriculum let The teachers communicate Friendly with his/her students?		S	5	6.7%		
		O	16	21.3%		
		U	27	36.0%		
		A	23	30.7%		
S 29 1.074 3.64	75	N	1	1.3%		
Does the curriculum let students to be more active in abstaining their targets (aims)?		S	14	18.7%		
		O	13	17.3%		
		U	30	40.0%		
		A	17	22.7%		
S 30 1.180 3.72	75	N	2	2.7%		
Does the curriculum let students have desire in learning English language?		S	14	18.7%		
		O	11	14.7%		
		U	24	32.0%		
		A	24	32.0%		

<b>S 31 Does the structure of</b>	<b>75</b>	<b>N</b>	<b>1</b>	<b>1.3%</b>
<b>1.130</b>				
<b>the book (Sunrise) give</b>		<b>S</b>	<b>16</b>	<b>21.3%</b>
<b>3.56</b>				
<b>an enjoyment for the students?</b>		<b>O</b>	<b>17</b>	<b>22.7%</b>
		<b>U</b>	<b>22</b>	<b>29.3%</b>
		<b>A</b>	<b>19</b>	<b>25.3%</b>

As it can be seen in Table 4.52, in general respondents show that they agree with the curriculum and they believed that this new curriculum is suitable and available for the students in most of the aspects in the process of learning, such as;

Most of the teachers (40%) stated that the curriculum assists students in having self-motivation and helping them be motivated (M=3.39, SD= 1.161). Meanwhile, the teachers response to statement twenty-seven (27), most the respondents thought that the curriculum allows students to have their own decision.

Regarding to the statement, 'Does the curriculum let the teacher communicate friendly with his/her students?' Most of teachers' responses (36.0%) with weighted mean 3.80 to this item stated that the curriculum is appropriate and permits the teachers to have friendly relationa with his\her students.

Concerning to the statements thirty, most of the teachers (32.0%) display that the curriculum is helpful for the students to have a desire to learn English language. Moreover, statement twenty-nine, which looked for the teachers' perspective on the curriculum either lets the students be more active in obtaining their targets or not. The answer indicates that (40%) of them thought that it lets the students be more active in obtaining students' targets.

Another statement that asked to find the validity of the curriculum from the teachers' perspective on how much the structure of the curriculum (sunrise) gives enjoyment for the students? Respondents claimed that it gives enjoyment for the students. Results show in the table 51 on the previous page.

**Table 4.52:** Teachers' perspective on the curriculum of the study

What are the teachers' opinion on the curriculum of the study	N	St. 3. Often 4. usually 5. always	Frequency	Percentage	Mean
<b>S 32 Does Sunrise only focus on structure of English Language?</b>	75	N	10	13.3%	
		S	25	33.3%	
		O	18	24.0%	
		U	17	22.7%	
		A	5	6.7%	
<b>S 33 Is Sunrise helpful for students to develop their listening, speaking, reading and writing skills?</b>	75	N	0	00%	
		S	5	6.7%	
		O	20	26.7%	
		U	20	26.7%	
		A	30	40.0%	
<b>S 34 Does the curriculum lack strong Vocabularies</b>	75	N	27	36.0%	
		S	14	18.7%	
		O	8	10.7%	
		U	19	25.3%	
		A	7	9.3%	
<b>S 35 Does not the curriculum assist the students to develop their communicative ability because of its lack of dialogue?</b>	75	N	9	12.0%	
		S	21	28.0%	
		O	23	30.7%	
		U	14	18.7%	
		A	8	10.7%	
<b>S 36 Do you agree with the curriculum?</b>	75	N	0	0.00%	
		S	19	25.3%	
		O	11	20.0%	
		U	12	16.0%	
		A	29	38.7%	
<b>S 37 Do the materials of the curriculum suit</b>	75	N	4	5.3%	
		S	18	24.0%	

<b>student's needs?</b>	<b>O</b>	<b>12</b>	<b>16.0%</b>
	<b>U</b>	<b>18</b>	<b>24.0%</b>
	<b>A</b>	<b>23</b>	<b>30.7%</b>

As it shown in the Table 52, the respondents of item thirty-two (33.3%) indicates that the curriculum does not focus on only the structure. Moreover, according to the next statement (34), which asked ‘Does the curriculum lack strong vocabularies?’ Most of the teachers (36.0%) refused that the curriculum would be with lack of strong vocabularies.

Regarding statement thirty-three, teachers stated that sunrise is helpful for the students to develop their listening, speaking, reading, and writing skills. Most of the teachers (40.0%) thought that sunrise is supportive for English language skills (M=4.00, SD=.973).

Referring to the statement thirty-five, the teachers (25.3%) showed their agreement about the curriculum, and they stated that it is not lack of dialogue (M= 2.53, SD=1.436).

The two final and crucial items, which both looks for the main and great opinion of the teachers on suitability of the curriculum and their agreement of it. The answers of the first statement indicates that most of the teachers (38.7%) agreed and accepted all the aspects of the curriculum (M=3.68, SD=1.232) on one hand. On the other hand, most of the teachers (30.7%) identifies that the curriculum always suits and assists learners to implement their needs.

Finally, the study included that this curriculum is suitable and very good for the learners. The result about this new curriculum left the reasons behind demotivated students to other factors, which might be the teachers' motivational strategy and the self-motivation by the students within themselves.

## **5. RESULTS**

This chapter examines the finding of the study that achieved from the data analysis. The chapter discusses the results of each research questions that have been examined in the study.

### **5.1 Results**

In general, this study observes the frequency of motivational strategies that are used by Kurdish EFL teachers at high school in Erbil city through getting the opinion of the students about such strategies. For this aim, the study uses two lists of questionnaires, one for the teachers and the other for the students. The teachers' questionnaires consist of 37 items included general questions about the curriculum of the study. Students' questionnaires consist of 25 items.

The result of the study refers to the research questions as indicated below. They are achieved by the procedure and statistical analysis of the results. The following outcomes are the result of the presented study through the research questions one by one:

#### **5.2 First research question: Do the teachers' teaching strategies motivate students in English class?**

According to the findings that are achieved from the list of the teacher's opinion, they state that they use some motivational strategies on one hand. On the other hand most of the teachers indicate that motivation always plays a significant element for success, but some crucial motivational strategies that were examined in the study are not used by the teachers in their teaching. The followings are the results of the first research question:

- 1- Most of the teachers do not connect teaching materials of the book with the students' daily lives. It allows the lesson to be tough and does not lead the students to be motivated. Meanwhile, Abdul-Samad (2013) concluded that

teachers of literature at college of languages do not use the preeminent strategies in increasing learners 'motivation. Moreover, he found that the teachers of literature at college of language when compared with the education college, the literature teachers are not aware of the motivation strategies.

- 2- The teachers show that they are creating an active and supportive environment for the students to learn. This indicates that the teachers demonstrate on this motivational strategy. In contrast, the students claimed that their teachers do not create an active and supportive environment for them to learn.
- 3- The teachers state that they do not give students oral assignments (e.g. role-play, presentation) even though this strategy has a great role in enhancing motivation to learn English language. The teachers point out that they do not employ this learning strategy. Meanwhile, as the study mentioned in literature review, Qadir's study observed that some teachers do not know how to use some strategies for teaching listening comprehension. Most of them are not familiar with the sunrise programme. Some teachers skip listening part in the textbook. They believe that it is useless because listening comprehension is not required in the exams.
- 4- According to result of the item, (do you try to expand the students' knowledge about the English culture in the lessons?). The teachers do not try to expand the students' knowledge about the English culture. This has a great role to motivate learners because as a study mentioned in the definition of integrative motivation, the learners would like to talk with the native speakers of the target language because they want to know more about their culture.
- 5- Regarding the result of the teachers, the teachers are not offering extrinsic and intrinsic rewards. Both of these two strategies have important role in enhancing learners' motivation. Jafari (2012) claimed that these strategies let the students to have an optimistic opinion about their own efforts because they think that the teachers value their efforts. The result indicate that teachers do not assist learners to have self-motivation because rewards have vital character in that issue.
- 6- In another strategy, the teachers show that they do not help the students to expand their knowledge about English culture.

- 7- Most of the teachers do not employ distributing students into pairs or groups. However, in other strategy, teachers do not encourage students to work on their assignments in pairs or groups collaboratively during English lessons. This leads students to be demotivated. The study clarified that the study of Abdul-Samad (2013), in review of literature, he found out the same result in the comparison between the literature teachers of college of language and college of education. Abdul-Samad's study concluded that the literature teachers at the college of language did not use pair-work activities in class, while education college teachers gave their students more opportunity to improve language skills by using some strategies in class.
- 8- The teachers illustrate that they provide feedback on student's performance. It can be seen as a good strategy because (Burden, Byrd, 2007) stated that giving a positive feedback is a substantial method in enhancing students' motivation. However, most of the teachers correct the students' errors. This strategy improves students' desire. Thus, it can be said that the teachers focus on these two motivational strategies.
- 9- The teachers help the students to increase their realistic beliefs in learning. This leads the students to have more desire in learning and has a great role in enhancing motivation. They also make connections between the previous and present learning for the students to be motivated.

Finally, it can be said that the teachers who participated in this study generally they are not using such motivational strategies that have been examined. The teachers are not aware of focusing on the motivational strategies. Thus, the study conclude that the teachers' teaching strategies do not motivate students in English class.

### **5.3. Second research question: How does the new curriculum of English course "Sunrise" motivate the process of learning English language?**

The second question examines the teacher's opinion about the new curriculum of the study. There are irrelevant connections between motivational strategies and the curriculum. Thus, the reason that the study asked the teachers (12 items) in the teachers list of the questionnaires was to have an effective result. At the beginning, it was expected that the teachers assume that the reasons of having demotivated learners

was due to the curriculum but within asking this question, the study worked and had a valid result. The following points approved that most of the teachers support and think that the new curriculum regularly gives motivation to the students:

- 1) The study refers to the second research question indicate that most of the teachers believe that the curriculum assists the learners for being motivated because it allows them to have their own decision. It is about the curriculum of grades 10<sup>th</sup> and 11<sup>th</sup>, but for the grade 12<sup>th</sup>, the study of Mahmud (as mentioned in literature review) found some different points which are, learners faced difficulties in learning English language skills. He reported that the sunrise exam of 12<sup>th</sup> grade is not considerable for the students to advance in the skills of reading, writing, speaking and listening. It does not improve the students' communicative competence because it lacks the main values of the communicative approach of language testing.
- 2) Referring to the statements of (Does the curriculum-let the student be more active in obtaining their targets (aims)? and Does the curriculum let the students have more desire in learning English language?). The teachers indicate that the curriculum is helpful for the students to have desire in learning English language. Moreover, it lets the students to be more active in obtaining their goals.
- 3) Another point of the teachers on the system is that the curriculum provides the students with enjoyment and supports to develop their skills. On the other side, Qadir's study (2013) discovered the problems of listening skills in the programme. It stated some problems, which lead the students not to improve their listening abilities. The study refers the problem related to the time, lack of teaching strategies, and class atmosphere. Teachers complain the time that they have for their classes, they think that there is not enough time to do their activities for listening skills by using CD player. Therefore, most of the teachers ignore this skill.
- 4) About the last two items for the curriculum, most of the teachers agree with the curriculum and they believe that the curriculum suits the students' needs. These two points are crucial for the study because it asked the general and suitable questions about the curriculum.



#### **5.4.Final research question: What are the students' opinions about teacher's motivational strategies?**

The study prepared this list of questionnaire to observe the students' perspective about their teachers teaching strategies. According to the data analysis in the previous chapter, the study concluded that those students who participated in the study believed that motivation led them to perform their tasks and claimed that their teacher do not use such motivational strategies. As follows:

1. Most of the students report that they are not getting along with their teachers techniques. While they show that they have desire to learn English language within themselves.
2. The students claim that their teachers do not create a positive classroom environment for them to learn English language. Meanwhile, Dörnyei and Csizer (1998) argued that "creating a pleasant, relaxed atmosphere in the classroom by teachers" is very important and assist learners in developing their motivation.
3. The students state that their teachers do not give them oral assignments (e.g. role-play, presentation) even though this strategy has a great role in enhancing motivation to learn English language. The teachers point out that they do not employ this learning strategy. Meanwhile, as the study mentioned in literature review, Qadir's study observed that some teachers do not know how to use some strategies for teaching listening comprehension. Most of them are not familiar with the sunrise programme to the degree that some of them skip listening part in the textbook. They believe that it is useless because listening comprehension is not required in the exams.
4. The students indicate that the teachers do not employ distributing them into pairs or groups. In other strategy, teachers do not encourage students to work on their assignments in pairs or groups collaboratively during English lessons. This leads students to be demotivated.
5. Most of the students claim that their teachers do not use technological devices (e.g. data-show) during English lessons. Even though using technological devices leads to a successful classes and gives motivation to the learners.
6. The students indicate that their teachers do not connect teaching materials of the book with their daily lives. It lets the lesson to be tough and does not lead

the students to be motivated. Meanwhile, Abdul-Samad (2013) concluded that teachers of literature at college of language do not use the preeminent strategies in increasing learners' motivation. In addition, he found that the teachers of literature at college of language when compared with the education college, the literature teachers are not aware of the motivation strategies.

- 7.** The result by the students specify that most of the teachers do not consider the students differences in culture, age, level and proficiency of English. Meanwhile, in the result of students' questionnaires, teachers do not assign specific tasks and activities referring to the students' level. Therefore, teachers are the main reason in demotivated students because they do not try to expand the students' knowledge about the English culture in the lessons.
- 8.** Regarding the result of the students, the teachers do not offer extrinsic rewards. This strategy has an important role in enhancing learners' motivation. Jafari (2012) claimed that these strategies let the students to have an optimistic opinion about their own efforts because they think that the teachers value their efforts. The result indicated that teachers do not assist learners to be self-motivated because rewards have vital character in this issue.
- 9.** Critical thinking regards as a way that assists learners to develop their skills. The students stated that their teachers let them to think critically during English class.
- 10.** The teachers do not encourage students to interact with each other in the class activity through the students' opinion.
- 11.** The students state that most of the teachers have an appropriate friendly relation with their students. Thus, referring to this relation between them the students should be motivated and have more desire in the lessons of English language. In contrast, the study of Abdul-Samad (2013), which carried out in Iraqi Kurdistan concluded that the literature teachers in college of language are not friendly communicating with their students and they do not have a strong relation with them. Meanwhile, He found out that the literature teachers of college of education have a good relation with their students.

## **6. CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDIES**

The chapter discusses the conclusions of the study and outlines recommendations for the teachers regarding motivational strategies. Finally, it provides suggestions for further studies.

### **6.1. Conclusion:**

In general, the current study observed the frequency of motivational strategies that are used by Kurdish EFL teachers at high school in Erbil city within the opinion of the students about such strategies. For this aim, the study used two lists of questionnaires, one for the teachers and the others for the students. The teachers' questionnaires consisted of 37 items included general questions about the curriculum of the study. Students' questionnaires consisted of 25 items. 75 English language teachers and 145 students participated in the study. The following are result of this current study:

1. The teachers teaching strategies are not motivated the learners. The teachers did not use some crucial motivational strategies that were examined in the study. Therefore, the study concluded that the teachers teaching strategies are not motivate the students in the process of learning English language.
2. Generally, the teachers showed their agreement on the curriculum of the study "sunrise". They believed that the programme of the study that built of increasing the learners are available and suit for the students' needs.
3. The students' perspective about their teachers teaching strategies indicated that some most of the teachers are not aware to use such of the strategies. The students believed that their teachers are not using the techniques that are examined in the study. Thus, it can be said that the students are not agree with their teachers' teaching strategies.

## **6.2 Recommendations:**

Teachers should be aware of the significance of integrating motivational and instructional practices in their language classes. The current study recommends the following points for the teachers at high school:

1. The study find out that most of the teachers do not divide the students into pairs or groups and encourage them to work collaboratively during English lessons. Therefore, the teachers should practice supportive learning method by distributing the students into groups to offer opportunities to discuss and interact with each other actively in the class. Meanwhile, teachers should encourage students to work together in pairs or groups and to assist each other in implementing the tasks.
2. In order for the students to be motivated, teachers should consider the students' differences in culture, age, and English proficiency level. It lets the students to have more desire to learn English.
3. Both the Students and the teachers stated that teachers do not give student oral assignments. In order to increase student's motivation in learning English language, teachers must be assign the students oral task such as role-play, and presentation. This strategy would create active classroom environments and increase the student's self-confidence.
4. It is more effective for the teachers to connect academic teaching materials with the students' daily life. Teachers should focus on this motivational strategy.
5. To increase the students' positive attitude toward learning English language, teachers should enhance the learners' expectation of success in learning the foreign language.

## **6.3 Suggestions for further study**

1. Determine why most of teachers in Iraqi Kurdistan, appear unenthusiastic about motivational strategies that raise the student's independence.
2. Future study might also examine whether it is the attitudes of the students themselves in learning process that decrease their self-motivation.

3. This study is quantitative. Additional studies must employ both quantitative and qualitative. Meanwhile, observation studies to indicate for the teachers' motivational strategies are recommended.



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## Appendices

### Appendix (1)

**A questionnaire for teacher's teaching strategies and the curriculum of the study:**

**Gender: M..... F....., School..... :**

**Years of teaching experience..... :**

**Instructions: Please indicate each strategy how often you have used it in your own teaching practice. Thanks for your help!**

N.	Questions	Never	Sometimes	Often	Usually	Always
1.	Is motivation considered a significant element for success?					
2.	Do you relate the subjects you teach to the students' daily life?					
3.	Do you give the students oral assignments (e.g. role-play, presentation)?					
4.	Do you encourage the students to prepare the assignments in groups?					
5.	Do you assign specific tasks and activities according to the students' level?					
6.	Do you provide updated materials that motivate the students to learn English language?					
7.	Do you provide feedback on student's performance?					
8.	Do you correct students' errors?					
9.	Do you create an active and supportive environment for the students to learn?					
10.	Do you help the students develop their realistic beliefs in learning (e.g. explain to them realistically the amount of time needed for making real progress in English)?					
11.	Do you give a positive expectation for success in target					

	language?					
12.	Do you use intrinsic rewards (e.g. involving the student into the subject) to engage the students in the process of learning?					
13.	Do you use extrinsic rewards (e.g. giving grades) to engage the students in the process of learning?					
14.	Do you try to expand the students' knowledge about the English culture in the lessons?					
15.	Does the interference of culture diversity affect the student' achievements?					
16.	Do you use short and interesting opening activities to start each lesson (e.g. fun games, asking easy questions)?					
17.	Do large classes make an obstacle in teaching English?					
18.	Does the classroom-learning environment motivate the teachers to achieve their teaching aims effectively?					
19.	Do you divide the class into groups during the lessons?					
20.	Do you encourage the students to work in pairs or groups cooperatively during the lessons?					
21.	Do you establish a good friendly relationship with your students?					
22.	Do you use technological devices (e.g. data-show, colorful markers, and white board) during the lessons?					
23.	Do you prepare the lesson plan for the lessons?					
24.	Do you connect past learning with present learning for the students?					
25.	Do you give the students a chance to reflect themselves on the topic and themes being raised in the class?					

The questions about the curriculum of the study:						
26.	Does the curriculum of the study (Sunrise) assist students to have self-motivation?					
27.	Does curriculum allow students to have their own decision?					
28.	Does the curriculum let the teacher communicate friendly with his/her students?					
29.	Does the curriculum-let student be more active in obtaining their targets (aims)?					
30.	Does the curriculum let the students have more desire in learning English language?					
31.	Does the structure of the book (Sunrise) give an enjoyment for the students?					
32.	Does Sunrise only focus on structure of English Language?					
33.	Is Sunrise helpful for students to develop their, listening, speaking, reading and writing skills?					
34.	Does the curriculum lack strong vocabularies?					
35.	Does the curriculum assist the students to develop their communicative ability because of its lack of dialogue?					
36.	Do you agree with the curriculum?					
37.	Do the materials of the curriculum suit student's needs?					

## Appendix (2)

### Students Questionnaires:

Gender: M..... F....., Grade:.....:

**Instructions: Please indicate each strategy how often your teacher have used it in his\ her own teaching practice. Thank you for your help!**

- 1- Does motivation lead you to achieve your tasks?  
A. never B. sometimes C. often D. usually E. always
- 2- Do you like learning English language?  
A. never B. sometimes C. often D. usually E. always
- 3- Do you think learning English language is useful?  
A. never B. sometimes C. often D. usually E. always
- 4- Do you get along with your teacher's technique?  
A. never B. sometimes C. often D. usually E. always
- 5- Does the English you are studying is easier for you to communicate with native speakers of the English language?  
A. never B. sometimes C. often D. usually E. always
- 6- Does your English help you in understanding English films, music (songs), etc.?  
A. never B. sometimes C. often D. usually E. always
- 7- Do you have a desire to learn English language within yourself?  
A. never B. sometimes C. often D. usually E. always
- 8- Do you learn English language because it is necessary for your proficiency?  
A. never B. sometimes C. often D. usually E. always
- 9- Does the teacher create a positive and active classroom environment for you to learn English language?  
A. never B. sometimes C. often D. usually E. always
- 10- Does the teacher identify the objectives of each lesson?  
A. never B. sometimes C. often D. usually E. always
11. Does the teacher give you some oral assignments (role-play, presentations) to accomplish?  
A. never B. sometimes C. often D. usually E. always

12. Does the teacher distribute all of you into groups during English lessons?  
A. never B. sometimes C. often D. usually E. always
13. Does the teacher encourage all of you to work in pairs or groups collaboratively during English lessons?  
A. never B. sometimes C. often D. usually E. always
14. Does the teacher use technological devices (e.g. data-show) during English lessons? A. never B. sometimes C. often D. usually E. always
15. Does the teacher have an appropriate friendly relationship with all of you?  
A. never B. sometimes C. often D. usually E. always
16. Does the teacher connect teaching materials of the book with the students' daily life?  
A. never B. sometimes C. often D. usually E. always
17. Does the teacher give all of you enough opportunities to express your own opinion?  
A. never B. sometimes C. often D. usually E. always
18. Does the teacher consider the students' differences in culture, age, level, and proficiency of English into account?  
A. never B. sometimes C. often D. usually E. always
19. Does the teacher offer rewards and grades on all students' academic performance?  
A. never B. sometimes C. often D. usually E. always
20. Does the teacher monitor all your performance and progress?  
A. never B. sometimes C. often D. usually E. always
21. Does the teacher encourage you all to think critically during English lessons?  
A. never B. sometimes C. often D. usually E. always
22. Does the teacher summarize the main ideas of the whole material?  
A. never B. sometimes C. often D. usually E. always
23. Does the teacher ask relevant questions to make you all involve with the material?  
A. never B. sometimes C. often D. usually E. always

24. Does the teacher encourage you all to interact with each other in the class actively?  
A. never **B. sometimes** C. often **D. usually** E. always
25. Do the large classes hinder students' motivation in learning English in the lessons?  
A. never **B. sometimes** C. often **D. usually** E. always

### Appendix (3)

#### The Jury Members

**Kurdistan Regional Government/Iraq**

**Ministry of Higher Education and Scientific Research**

#### A- Transmittal Letter

To the jury members ...

Dear Mr. / Mrs.

The researcher intends to conduct a study entitled "**Implemented Strategies of Enhancing Motivation among Iraq Students' For Learning English Language**". The study is limited to English language teachers in the high school of 10<sup>th</sup> and 11<sup>th</sup> graders in Erbil city center, outside the city and it classifies the strategies that high school teachers practice to motivate the students in the process of learning English language.

The study goals discovery to what amount the motivational strategies are used by high school teachers to motivating the students to learn, contribute, or be elaborate in the process of learning English language. It also objects at finding out the types of these motivational strategies that are used by high school teachers in the classroom. The instruments of the study consist of two questionnaires, one for the high school teachers within asking of general questions about the curriculum of the study and the other one is for students.

Please, kindly read the items of the questionnaires and pass your judgment by stating whether the items are appropriate to cover the area of the study, and whether the items are fit or not.

Any alteration, removal or adding will be gratefully appreciated.

Thanks for your collaboration and guidance.

**With Esteems**

Supervisor

Prof. Dr. Erol Kahraman

Researcher

Khasraw H. Ahmed


## **Jury Members**

1. Prof. Dr. Ali M. Jukil -Instructor- College of Basic Education- Sallahadin University.
2. Assistant Professor Dr. Himdad Abdul-Qahar Muhammed-Instructor- College of Basic Education-Sallahadin University.
3. Assistant Professor Dr. Hussein Ali Wali- Instructor- College of Basic Education- Sallahadin University.
4. Assistant Professor Dr. Abbas Fadhil Albayati – instructor- College of Languages- Sallahadin University.
5. Dr. Nada Jabar Abbas- Instructor- College of Education- Sallahadin University.
6. Dr. Salam Hakeem instructor- College of Languages-English Department, Sallahadin University
7. Dr. Anjuman M. Saber- Lecturer - College of Education- Salahaddin University.
8. Dr. Dilovan Sayfaddin Ghafuri- Lecturer- College of Education- Salahaddin University.
9. Dr. Mohammad Omer-Lecturer- College of Education- Salahaddin University.
10. Mr. Hameed Mustafa Abdulla- Lecturer- College of Languages- Evening Classes- Salahaddin University.



Appendix (4)

Official permission from the Ministry of education

<p>اقليم كوردستان - العراق مجلس الوزراء وزارة التربية المديرية العامة لتربية اربيل مديرية تربية مركز اربيل التخطيط</p>	 <p>Kurdistan Regional Government Council of Ministers Ministry of Education</p>	<p>هه رتیمی کوردستان - عیراق نهجومه نی وهزیران وهزاره نی پهروهده بهرتوه بهرایه نی گشتی . پ . هه ولتر بهرتوه بهرایه نی پ . ناوهندی هه ولتر پلان دانان</p>
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No: / / 2015  
Date: / / 2015

ژماره: ٧٠٩٣  
رتکهوت: ١٣ / ٤ / ٢٠١٥ نه ورؤر / ٢٧١٥ کوردی

بۆ / گشت قوتابخانه کانی ناماده پی و دواناوهندی سنوری پهروهده کهمان  
ب / ئاسانکاری

نامازه به نووسراوی بهرتوه بهرایه نی گشتی پهروهده ی هه ولتر / هۆبه ی تۆنزه رانی کۆمه لایه نی  
و دهروونی / ژماره ( ٧٠٩٣ ) له ( ٢٠١٥/٤/٦ ) ئاسانکاری بکه ن بۆ قوتابی خوندنی بالا و ماسته ر  
( خه سرۆ حمه رهشید احمد ) له ولاتی تورکیا ، که هه لده ستیت به نهجامدانی راپرسی له  
به شێک له قوتابخانه کانی سنوری پهروهده کهمان بۆ مامۆستایانی زمانی ئینگلیزی قوتابه کانی  
( ١٠ و ١١ ) ی ناماده پی .

له گه ل رتزماندا ....

  
ناصر صابر مولود  
بهرتوه بهری پهروهده / به وه کاله ت

وتنه یه ک بۆ //...  
پلان دانان .

Kurdistan Region - Erbil  
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ل . پلان دانان ..... علی عباس صالح

## RESUME



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### EDUCATION :

- **Bachelor:** 2012- 2013, Sallahadin University, College of Languages, English language department.
- **Master:** 2015, Istanbul Aydin University, Department of Languages, English Language and Literature.

### PROFESSIONAL EXPERIENCE AND REWARDS

I have been working as a translator for two years. Also working experience with media reporters such as Middle East, Aljazeera American, British daily mail, and BBC Radio etc.

### PUBLICATIONS/PRESENTATIONS ON THE THESIS :

Khasro, Ahmed 2015, *Implemented Strategies of Enhancing Motivation among Iraqi Students for Learning English Language*. MA thesis, Istanbul Aydin University.