

Students' Attitudes of Motivational Strategies in EFL Secondary School Contexts in Iraqi Kurdistan

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Abstract

Motivation plays a vital role in the second language learning process (Gardner, 1985), urging many researchers to look into strategies for generating and maintaining students' motivation in language teaching classes. The current study aims to investigate students' attitudes towards motivational strategies in EFL secondary school contexts in Iraqi Kurdistan. The design of the study followed a quantitative approach. The study's primary tool for collecting data was a questionnaire. Three hundred and ninety-one students (221 females and 170 males) from eleven public secondary schools in Shaqlawa district participated in the study. The data was analyzed through SPSS. The study's results demonstrated that Iraqi-Kurdistan secondary school students have positive attitudes towards the motivational strategies employed by their teachers. Moreover, the findings revealed that the teacher's behaviour scale is the motivational scale with the highest level of agreement among students, followed by the goals scale. In contrast, second language-related values and group work emerged as the motivational scales with the lowest level of agreement.

Keywords: *motivation, motivational strategies, EFL classroom, secondary schools*

1. Introduction

Motivation is regarded as one of the main factors contributing to success in the field of foreign and second language learning. It alludes to a personalized characteristic that enables students to have persistence and perseverance in learning the target language (Dornyei, 2001; Masgoret & Gardner, 2003). Motivation serves as the fundamental driving factor in the process of learning a new language, and it is also used as a constant driving force that facilitates the difficult and long path of acquiring a foreign language (Cheng & Dörnyei, 2007). Although several variables are necessary for successful L2 learning, the majority of teachers would say that motivation is the most important factor in determining learning success (Németh et al., 2006). Without sufficient motivation, even the most intelligent students will struggle to continue through the lengthy process of acquiring proficiency in the target language (Dornyei, 1998). Neither an appropriate curriculum nor a notable teaching technique can ensure the success of students in achieving L2 proficiency without motivation. Alternatively, highly motivated students can acquire a substantial amount of target language knowledge regardless of their language aptitude, cognitive qualities, or learning environment (Cheng & Dornyei, 2007). Hence, L2 teachers want to use motivation in their EFL classrooms because the implementation of motivational strategies can contribute to the success of the teaching process (Hapsari, 2013).

Since the 1990s, studies on motivation for second and foreign language learning have progressed from concentrating on and analyzing the composition of students' motivation to a comprehensive list of practical suggestions for supporting teachers in increasing the motivation of their students (Cheng & Dornyei, 2007; Dornyei & Csizer, 1998; Dornyei, 2001b; Williams & Burden, 1997). Up to this time, the issue of how to motivate students in certain settings through the employment of specific strategies or the implementation of theoretical knowledge in the real classroom has been a matter of concern for researchers (Dornyei & Otto, 1998).

The scarcity of research about students' attitudes toward motivational strategies in the context of Iraqi Kurdistan and the chance to share the findings with EFL teachers were the main reasons for carrying out research on this topic in the context of Kurdish secondary schools. A good knowledge of teachers' motivational strategies can benefit students in learning English and develop their desire to learn for the rest of their lives. Thus, the motivational strategies used by teachers of English as a foreign language (EFL) at eleven Kurdish secondary schools are examined in this research. In other words, this research explores the students' attitudes towards the motivational strategies adopted by the teachers. In light of this, the following research question is being addressed:

How do the EFL students in the secondary schools of the Kurdistan Region of Iraq perceive the implementation of motivational strategies, and how do their perceptions of the ten aspects of motivational strategies differ?

1.1. Motivational strategies

Motivation is regarded as one of the most important reasons for language learning (Dornyei & Ushioda, 2017). It is believed to provide "the primary impetus to initiate second or foreign language learning and later the driving force to sustain the long and often tedious learning process" (Guilloteaux & Dornyei, 2008, p. 56). As a result, it could be argued that a low level of motivation is the major cause of language learning failure (Kikuchi, 2015).

Accordingly, teachers must generate and maintain high levels of student motivation. To accomplish this, they should systematically employ diverse motivational strategies.

Motivational strategies are instructional techniques, approaches, tactics, or interventions that are used "to consciously generate and enhance student motivation, as well as maintain ongoing motivated behaviour and protect it from distracting and/or competing action tendencies" (Dornyei & Ushioda, 2011, p. 103). In other words, motivational techniques refer to the methods employed by teachers to encourage students' good learning and keep them interested in their work (Shousha, 2018), support their goal-related conduct to achieve a systematic and long-term beneficial result (Dornyei, 2001). Since human behaviour is so complicated, there are many different ways to encourage it. Practically any influence a person is exposed to can impact his or her behaviour.

Dornyei (2001) mentioned over 100 motivational strategies that could potentially be employed in an English-language classroom. The assumption behind all of these strategies is that teachers' motivational techniques have a substantial impact on students' ambition to study a foreign language. However, he speculated that the most effective methods of motivation may not apply to all groups. Some approaches may be more effective in a particular group than others, and they may also work differently at different times.

1.2. Statement of the problem

One of the biggest challenges that teachers encounter globally is having demotivated students in the classroom. This is confirmed by Dornyei (2001b), who asserts that "in educational contexts, demotivation is a regrettably common phenomenon" (p. 51). Learners are rather physically than mentally present in classrooms (Hapsari, 2013). Drawing on my experience working as an English teacher in three Kurdish secondary schools for eight years, I have noticed that the majority of students demonstrate a lack of interest in learning the English language and cannot speak it well. Therefore, EFL secondary school teachers are worried about their students' passivity when delivering lessons in an L2/FL language classroom. This is supported by Anwar and Shukur (2015), as they state that many students start studying English in elementary school, while others start as early as kindergarten or even daycare; nonetheless, many of them are unable to achieve the requisite level of English competence, and the fundamental cause is the demotivation among students at all levels. Additionally, despite the significance of motivation in successfully developing a second and foreign language, in the last two decades, it has been stated that many students have lost motivation to study and acquire a second language, particularly English and that this number is growing (Kikuchi & Sakai, 2009; Meshkat & Hassani, 2012).

In addition to the implementation of such interactional strategies in EFL classrooms, teachers may also provide separate cognitive components that are suitable for language learners. But, the problem is that this does not encourage the students to follow and grow on their own. Therefore, it makes sense to strive to improve our understanding of motivation in learning and teaching environments and to learn more about the role of the instructor in encouraging students through a set of motivational strategies.

1.3. The research hypotheses

This investigation comprises two hypotheses. The first hypothesis is about the students' attitudes towards the implementation of motivational strategies. The second hypothesis is about the effectiveness of each of the ten motivational scales as well as a comparison among them to find out the most effective ones in high schools in Iraqi Kurdistan. These hypotheses will be formulated as null and directional hypotheses in presenting the findings.

2. Review of the literature

Research about teaching motivational strategies started in 1998 by Dörnyei and Csizer and has continued up to now. In other words, numerous studies have looked into foreign language/second language motivational teaching strategies in several ways and a variety of contexts. To date, the earliest research on teachers' perceptions and usage of motivational strategies has been undertaken by Dörnyei and Csizér (1998). There were 200 Hungarian EFL teachers from elementary schools to universities who were asked to rate the perceived value and actual application of 51 motivational strategies. According to the results of this study, "Ten Commandments" for encouraging students emerged among the top ten most essential techniques used by teachers in their classrooms. In terms of usefulness, teacher behaviour, appropriately presenting tasks, and increasing students' confidence were among the top five techniques, whereas providing L2 culture to students was considered the least significant in terms of motivating students. Nonetheless, the researchers believe that these motivating strategies may be context-dependent and so may not be operational in all situations.

To examine the motivational strategies in a different setting, Taiwanese researchers Cheng and Dörnyei (2007) re-examined Dörnyei and Csizér's (1998) study in Taiwan. Three hundred and eighty-seven EFL teachers from elementary schools to universities were among those who took part in the study. According to the findings, teacher behaviour, effective task presentation, and student confidence development were among the top five motivational strategies, which is similar to the Hungarian context. However, teachers had different views in Taiwan. For instance, "recognizing students' efforts" is placed second in terms of importance, yet this technique does not appear in Hungary's top ten. Another distinction is that boosting student autonomy is the least important motivational strategy. This demonstrates that, while some findings may be more universal and motivational across situations, others seem to be more context-dependent or situational.

The application of motivational strategies in the Saudi setting has been investigated. Alrabai (2011) carried out a similar study with EFL teachers in only one particular university, namely King Khalid University. According to the findings, the top five emerging broad techniques are appropriate instructor behaviour, self-confidence building, boosting learner satisfaction, increasing learner expectancy of success, and providing tasks in a motivating manner, while promoting learner autonomy is the least employed one.

Guilloteaux (2013) conducted a study on instructors' thoughts on motivational tactics. Korean secondary school instructors of English as a Second Language (ESL) were the participants of this study. Similarly, the most important broad strategy was instructor behaviour, and the last was supporting autonomous learning.

According to the findings of these studies, certain motivating techniques appear to be universal and applicable in various circumstances, in particular the broad approach of

instructor behaviour, which was the most important finding in all investigations regardless of context. Confidence-building and proper task presentations are among the top five results in all settings. "Promoting learner autonomy" looks to be a more context-specific strategy. While in the Asian environment, this method is seen as the least important, it is more prominent in the European setting. Another context-specific technique is considered to produce a pleasurable learning experience, which appears considerably higher in the previous research than it does in the setting of South Korea, where it appears near the bottom of the table. This could be because the participants in this study were all secondary school teachers, or it could be because South Korea is a culturally distinct country. In my research, I want to investigate how the motivational strategies in the context of Kurdistan are perceived and ranked in the literature.

The perspectives of teachers have been the focus of all previous investigations. When it comes to students' perspectives, Deniz (2010) conducted research in Turkey with prospective EFL instructors in primary and secondary schools at Mugla University. He surveyed students' attitudes towards motivational strategies in L2 learning through questionnaires and interviews. Teacher behaviour, acknowledging students' efforts, and boosting confidence were the most valued strategies by this group. Learner groups and learner autonomy were the least valued techniques. These outcomes resemble those of the teachers in the previously stated studies in several contexts. This could be because students and teachers share similar views, or because the students in this context were student teachers who would be expected to teach in primary and secondary schools at the end of their studies, so they have comparable perceptions as the teachers.

All the previous studies have looked at the teachers' and students' views separately concerning motivational strategies. But, the following studies have looked at their views together in the same context. In their research, Ruesch et al. (2012) investigated the perceptions of both EFL teachers and students on the usage of L2 motivational strategies. This research was carried out in the context of a language school in the United States of America, with foreign students from Russia, China, and the Arab world. Questionnaires were employed in this study and the results back up earlier research by indicating that instructor behavior is the most essential strategy. The findings also revealed that instructor and student perspectives are remarkably similar. Students rated task presentation strategies substantially higher than teachers, and this was found to be the source of the differences. On the contrary, teachers ranked strategies for rewarding students for their efforts and keeping the class from becoming overly competitive substantially higher than students. These discrepancies in student and teacher perceptions show that more research is needed to compare teacher and student perceptions in the same environment. This helps teachers better understand what motivates students in an EFL class.

Earlier studies have explored teachers' and students' perspectives on the importance of motivational teaching techniques. However, several studies have been conducted to analyze the impact of teachers' use of motivational strategies on student motivation. One of the studies that investigated the impact of motivational strategies has been conducted by Guilloteaux and Dornye (2008). It was a large-scale observational study in which 1,381 students and 27 teachers from 40 EFL classrooms in South Korea participated. Through classroom observations, they documented learners' motivating behaviours and teachers' motivational techniques. Students' motivation questionnaires and observations of teachers' general motivational strategies were also utilized. According to the results of the study, teachers' motivational techniques were found to have a beneficial impact on students' motivation.

Furthermore, to determine the impact of motivational teaching strategies, In a Saudi Arabian high school, Moskovsky et al. (2013) conducted a quasi-experimental study. This

study included fourteen teachers and two hundred and ninety-six students, who were divided into two groups: experimental and control. In the study, it was shown that teachers' motivational teaching techniques had a significant impact on students' L2 learning motivations.

Similarly in Iran, another study concerning the impact of motivational strategies was conducted by Papi and Abdollahzadeh (2012). The study included seven hundred and forty-one students and seventeen teachers. According to the findings of the study, students' motivation was shown to be greatly boosted as a result of the teachers' use of motivational teaching techniques. Furthermore, the study discovered that teachers' motivational teaching techniques and students' interest in learning have a strong positive association with classroom activities. This study's findings suggest that teachers of foreign languages can increase the motivation of their students to learn a foreign language by using certain approaches and techniques.

The findings of Papi and Abdollahzadeh (2012) are in agreement with the findings of Sugita and Takeuchi's (2012) study that was carried out in a Japanese setting. They discovered two ways that increase the motivation of Japanese university students. Specifically, starting the session on schedule and providing a clear explanation for students to prepare for class assessments and exams.

In the context of Saudi Arabia, Elashhab (2020) conducted a study to examine how EFL teachers' motivating techniques can help students become more motivated to learn the language. The teachers participated in an interview, and the students filled out a questionnaire. These two tools sought to investigate teachers' and students' perspectives toward motivation in the FL classrooms. According to the results of the study, resources that meet students' needs and interests, group work, active engagement in class, and praise and awards were shown to be the most effective motivational techniques.

Since motivation is essential in foreign language learning, Cynthia and Wilma (2020) carried out research aiming to examine and compare students' and teachers' perspectives on the impact of motivational techniques on learners' desire to learn a target language, as well as the impact of those strategies on their academic achievement at the tertiary level. The study's findings showed that there was a clear need to provide students with inspirational strategies to promote more effective learning. So, the findings of these six studies show that teachers' employment of motivational strategies in EFL classrooms is highly associated with improved motivation. This indicates that EFL teachers play an important role in inspiring their students.

The use of motivational teaching strategies may be limited due to context-dependent issues. This is confirmed by the following studies: Ziyuan (2004) conducted mixed-methods research with students and instructors at Jilin University. Interviews were conducted after the survey to deeply investigate their opinions. Due to cultural differences and instructional conditions in China, the results indicate that some of Dörnyei's (2001) motivational teaching strategies, such as teachers' sharing their interest in second language learning with students and demonstrating to students that the teacher cares about their improvements, were not feasible at Jilin University.

In the context of Brazilian EFL, Xavier (2005) investigated with three teachers and two hundred and thirteen high school students. According to the findings, some of Dornyei's motivational teaching techniques were also used in Brazil. In the study, the researcher used the same questionnaire to gather data from both teachers and students and then conducted in-depth interviews and classroom observations. Moreover, factors from Dornyei's research, such as increasing learner autonomy and emphasizing the importance of knowing English, which both increase student language learning motivation, were found to be underutilized in this setting. In light of the aforementioned two investigations, it seems that cultural differences make it nearly impossible to apply such types of motivational strategies in all settings. As a result, teachers may reckon that they are unable to employ all the available tools in their attempt to motivate their students.

In the Indonesian university setting, a positive relationship between lecturers and students is significant. Nugroho (2007) investigated 43 English instructors' use of various motivational teaching techniques. According to the results, some motivational teaching strategies were not implemented. These strategies included inviting highly motivated senior students to speak about their educational experiences, bringing native English speakers into the classroom, announcing the objectives of the class, showing or using culturally appropriate materials, and group work. Furthermore, the results illustrated that certain motivated instructional strategies, such as developing a positive relationship with students, building a positive learning environment, directions for active learning, demonstrating a desire to teach, and varying learning activities, are transferable. In other words, such kinds of strategies can be effective in motivating students to learn English from different countries.

Kassing (2011) carried out a qualitative investigation to look into the strategies employed in an Indonesian university to motivate students. EFL lecturers and student-teachers were among those who took part in the study. According to the findings, lecturers and student-teachers agree that developing a caring relationship is a highly successful motivational teaching technique. Nonetheless, the instructors had no idea that their techniques had an impact on the motivation of the student-teachers. These two studies show that the positive relationship between teachers and students is good and effective in motivating students. Thus, teachers must be cautious about selecting tactics.

There appears to be a scarcity of published research on motivational teaching strategies undertaken in the context of secondary schools in Kurdistan. Therefore, it is essential to research students' perceptions of motivational strategies in Kurdish secondary schools. The importance of this study is that it allows teachers to determine which of their motivational strategies can motivate students more effectively. It can also be used as a guide for those who have never taught before and those who are just starting.

3. Methodology

3.1. Research design

In the present study, a quantitative research design is used. Dornyei and Ushioda (2011) state that it is "systematic, rigorous, focused, tightly controlled, involving precise measurement, and producing reliable and replicable data that are generalizable to other contexts" (p. 203). Because of its specific questions and numerical data, quantitative research

can gather information from large-scale questionnaires that can reach a larger number of participants, and its conclusions can be generalized.

3.2. Research sample

The study's sample included 391 students (221 females and 170 males) from 11 different governmental secondary schools in the Shaqlawa district. Consequently, based on the nature of quantitative research, simple random sampling is employed in this study, meaning that each member of the population has an equal chance of being chosen as a participant (Dornyei 2007).

3.3. Research instrument

The study's data collection instrument was a Kurdish-translated questionnaire designed to avoid comprehension issues and participant confusion. In administering the questionnaire, the researcher aimed to engage a large number of participants. On a five-point Likert scale ranging from strongly disagree to strongly agree, participants were asked to select their responses for 48 items. Typically, this type of questionnaire is used to assess participants' attitudes towards a particular topic (Rani & Roopa, 2012). Therefore, the researcher used this to determine the attitudes of secondary school EFL students toward motivational strategies.

3.4. Validity of the instrument

To confirm the suitability of the instruments for the study, the researcher sent the questionnaire to a jury committee of fifteen experts in the field at each university of Soran, Salahadeen, Duhok, and Silemani. As a result, they indicated that the questionnaire's content and items were understandable and relevant to the study's objectives. However, they made suggestions for the questionnaire items. Finally, the researcher and supervisor discussed their comments and suggestions and made all necessary modifications.

3.5. Data collection procedures

After receiving formal permission from the Shaqlawa educational directorate, the researcher visited the schools to collect data. Students at each school were given the questionnaire. In addition to being informed of the nature of the study, participants were also assured that their responses would be kept confidential. In the presence of the researcher, they were given thirty minutes to complete the questionnaire.

4. Data analysis and results

4.1. Quantitative data analysis

To analyze the collected data, the Statistical Package for Social Science (SPSS) program was used because it is broadly accepted to be the most widely used software in both educational and applied linguistics research (Dornyei, 2007). Furthermore, it is acknowledged as one of the most powerful analytical tools currently in use (Salkind, 2017).

4.2. Reliability of the questionnaire

The questionnaire's internal consistency was assessed using Cronbach's alpha. According to Tavakol and Dennick (2011), the Alpha model is crucial to the calculation of tests and questionnaires. In addition, they stated that the acceptable alpha value range was between 0.70 and 0.95. With a Cronbach Alpha value of 0.93, the results indicate that the questionnaire utilized in this study is highly reliable.

Table (1) Cronbach Alpha result

Cronbach's Alpha	N of Items
0.930	48

4.3. Normality of distribution

Generally, to know about the normality of the data distribution, a normality test is performed. Furthermore, the normality of the data is investigated by the examination of the skewness and kurtosis values, histograms, QQ plots, and the two major tests of Kolmogorov-Smirnov and Shapiro-Wilk, which are suggested by Tabachnick and Fidell (2007), Field (2009), and Pallant (2010). In this study, the two major tests of Kolmogorov-Smirnov and Shapiro-Wilk are used to determine whether the data is normally distributed or not. Accordingly, the results of this table test (2) show that the data is not normally distributed because the obtained results are less than 0.05.

Table (2) Kolmogorov-Smirnov and Shapiro-Wilk test's results

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Total	0.059	391	0.002	0.981	391	0.000

As can be seen in the above table, the results show that data is not normally distributed. In such circumstances, using non-parametric tests or transforming the data using some mathematical function to address the abnormality of the distribution of the data, are the two choices available to handle this type of data (Field, 2009; Pallant, 2013). In this study, non-

parametric tests are employed when the data does not satisfy the parametric test's assumptions about the normality of distribution. However since transformation changes the hypotheses being tested, the data is not changed. Field (2009) states that "when using transformation and comparing means, you change from comparing arithmetic means to comparing geometric means" (p.156). Moreover, a researcher examines a different construct than the one that was first assessed when data is transformed (Grayson, 2004). Therefore, the abnormality of this data is not addressed through the transformation of data. Given the reliability of the data, which has already been demonstrated, it can be argued that it is of good quality for analysis.

4.4. Hypotheses of the study

As mentioned in the methodology, to answer the first research question, a questionnaire with a five-point Likert scale (see appendix 3) was created and distributed to students in the eleventh grade at 11 secondary schools in the Shaqlawa district during the second semester of the 2021-2022 school year. Essentially, the purpose of the questionnaire was to investigate the opinions of a sizable group of EFL students on motivational strategies in the context of secondary schools in Iraqi Kurdistan. The questionnaire contains 48 items that are divided into ten different subscales. The students are asked to select one of the rating scales, and each scale is coded as follows: "strongly agree = 5", "agree = 4", "neutral = 3", "disagree = 2" and "strongly disagree = 1". Furthermore, the negative items on the questionnaire have been coded as follows: "strongly disagree = 5", "disagree = 4", "neutral = 3", "agree = 2", and "strongly agree = 1". This type of coding for negative items shows that the more statements that are disagreed with, the more positive results are found. This shows that high school students are open to motivational strategies.

The mean and standard deviation for each item were evaluated. The criteria used to interpret the responses of the participants are based on (Joshi and Pal, 2020), with the mean calculated as follows:

Strongly disagree: 1.00 to 1.80

Disagree: 1.81 to 2.60

Neutral: 2.61 to 3.40

Agree: 3.41 to 4.20

Strongly agree: 4.21 to 5.00

Furthermore, in the current study, the level of significance associated with the alternative hypotheses is set at 0.05, which is the level commonly used in social sciences (Salkind, 2017, p 190). In what follows four distinct hypotheses are tested.

First hypothesis: Students' attitudes towards implementing motivational strategies

First and foremost, the researcher wanted to know whether students in Iraqi Kurdistan high schools have positive attitudes toward implementing motivational strategies or not. As a result, the entire set of questionnaire items is used to test this hypothesis. Given this, table (3) displays the total score of all questionnaire items. The mean score is 3.5970, and the standard deviation is (0.57396). This means that the obtained score is higher than the criteria score (3.40). To put things differently, it is "agree" that falls below the strongly agreed level. According to the mean score, it can be suggested that students have positive attitudes towards motivational strategies in Iraqi Kurdistan high schools. Thus, the results are significant enough to accept this hypothesis.

H1: Students have positive attitudes towards implementing motivational strategies in Iraqi Kurdistan high schools. (Accepted)

Table (3) Students' attitudes towards implementing motivational strategies

	N	Minimum	Maximum	Mean	Std. Deviation
Total	391	1.67	4.81	3.5970	0.57396

Second hypothesis: students' attitudes towards ten motivational strategy scales

According to the first hypothesis, it is evident that students in high school settings in Iraqi Kurdistan have positive attitudes towards motivational strategies in general. However, the researcher wants to go into more detail about each of the ten different motivational scales in the second hypothesis. Additionally, the researcher is interested in whether or not they view them similarly or differently. The descriptive results of the motivational strategy scales examined in this study are shown in Table (4). The results of the mean are used to organize the motivational scales.

Table (4) students' attitudes about motivational strategy scales

Scales	N	Mini	maxi	mean	Std. deviation
1. Teacher's behavior	391	1.50	5.00	4.1794	0.65281
2. Goals	391	1.00	5.00	3.8939	0.96788
3. Autonomy	391	1.25	5.00	3.8926	0.80700
4. Presenting tasks properly	391	1.33	5.00	3.8456	0.81370
5. Self-confidence	391	1.00	5.00	3.7840	0.78812
6. Recognizing Students' efforts	391	1.83	5.00	3.7396	0.64592
7. Classroom climate	391	1.00	5.00	3.7213	0.79407
8. Making learning interesting	391	1.33	4.83	3.3756	0.68328
9. Second Language related values	391	1.11	4.89	3.2060	0.78306
10. Group work	391	1.56	22.50	2.8240	1.17318

Based on the displayed scores in the table above, the teacher behaviour scale is ranked at the top with a high mean score ($M = 4.17$), followed by goals, autonomy, presenting tasks properly, self-confidence, recognizing students' efforts, and classroom climate scales, while making learning interesting, second language-related values and group work scales are found at the bottom of the table with low mean scores ($M = 3.37$, $M = 3.20$, and $M = 2.82$), respectively. The overall scale for students has a mean difference in results of 1.36 from top to bottom.

Looking deeper into the results, the motivational scales are classified into two types. The first type includes teacher behaviour, goals, autonomy, properly presenting tasks, self-confidence, recognizing students' efforts, and classroom climate scales that students agree with in terms of implementation by their teachers from the schools. The second type, on the other hand, includes scales of making learning interesting, second language-related values, and group work that students have a neutral attitude toward. To put things differently, students don't agree with them.

According to Table (4), the teacher's behaviour scale ($M = 4.17$, $SD = 0.65$) was the most highly agreed-upon motivational scale in the students' attitudes, followed by the scale of the goal ($M = 3.89$, $SD = 0.96$) as the second motivational strategy. In contrast, second language-related values ($M = 3.20$, $SD = 0.78$) and group work ($M = 2.82$, $SD = 1.17$) emerged as the motivational scales with the least agreement. Based on the findings, it can be concluded that secondary school students in Iraqi Kurdistan were well aware of the motivational strategies used by their EFL teachers to keep them motivated and inspired to learn the target language.

The two top scales and the two bottom scales from these ten scales are presented in more detail below:

Teacher's behaviour

This scale is placed first among the other scales. The results of the "teacher behaviour scale" are shown in Table (5). According to the scale's total mean score and standard deviation ($M = 4.1794$, $STD = 0.65281$), students hold a high level of agreement with the teacher's behaviour.

Table (5) Teacher's behaviour scale

Questionnaire items= 6	Mean	Std. deviation
1. My English teacher builds a positive rapport with the students.	4.1560	0.97070
4 . My English teacher attempts to act naturally and genuinely in class.	4.3862	0.92082
19. My English teacher pays attention and listens to each student.	4.0691	1.08974
21. My English teacher demonstrates a strong desire to teach English.	3.7724	1.21818
24. My English teacher is ready to respond to students' academic questions.	4.5601	0.73439
33. My English teacher deals with the students professionally in the class.	4.1330	1.03414

The previous table makes it clear that students agree almost equally with items 1, 4, 19, 24, and 33 which are about building a positive rapport with students, acting naturally and genuinely in class, paying attention and listening to each student, responding students' questions, and dealing with students professionally. These five motivational strategies seem equally important for the students. But the lowest score in the table is for item 21 which is about demonstrating a strong desire to teach English. Therefore, according to the students, some of the English teachers do not show a good desire for teaching English.

Goals scale

This scale is regarded as the second among the other scales. Table (6) reveals the results of "the goals scale". According to the scale's total mean score and standard deviation ($M=3.8939$, $SD= 0.96788$), students generally have a good level of agreement with the scale of the goal.

Table (6) goals scale

Questionnaire items = 2	Means	Std. deviation
25. My English teacher reminds students of their duties to learn English.	4.0818	1.01449
40. My English teacher encourages students to set English learning goals.	3.7059	1.26610

As shown in the above table, the scale includes two items (25 and 40), which are about reminding students of their duties to learn English and encouraging students to set English learning goals. According to the results, both of these motivational strategies are agreed with by the majority of the students.

Second language-related values

This scale is placed as the ninth among the other scales. Table (7) reveals the results for the "second language-related values" scale. Just like the Making Learning Interesting scale, according to the scale's total mean score and standard deviation ($M = 3.2060$, $STD = 0.78306$), students do not agree with this scale. In other words, the scale's result is "neutral" rather than "agreed," as it has been in many of the earlier scales, and the result falls closer to the "Agreed" section.

Table (7) second language-related values scale

Questionnaire items = 9	means	Std. deviation
12. My English teacher urges students to immerse themselves in the English community by watching English television channels.	3.5882	1.30944
16. My English teacher advises students to use English inside the class.	3.7340	1.34005
17. My English teacher advises students to use English outside the class.	3.3299	1.32475
20. My English teacher employs authentic materials, like an article from an English newspaper.	2.6138	1.26358
22. My English teacher makes more use of English in class.	3.3427	1.32440
23. My English teacher invites successful role models to speak in front of the class.	2.4476	1.34229
39. My English teacher brings in an English speaker.	2.1560	1.29247
41. My English teacher emphasizes the advantages of knowing English.	3.8542	1.17527
42. My English teacher encourages students to anticipate future circumstances when they will need English	3.7877	1.28640

As can be seen in the above table, the second language-related values scale consists of the 9 items 12, 16, 17, 20, 22, 23, 39, 41, and 42, which are about urging students to immerse

themselves in the English community, advising students to use English outside and inside the class, employing authentic materials, making more use of English in the class by teachers, inviting successful role models, bringing in English speakers, emphasizing the advantages of knowing English, and encouraging students to anticipate future circumstances when they will need English. According to the results, only four motivational strategies are agreed upon by the majority of the students. These strategies are items 12, 16, 41, and 42, and among the four agreed-upon strategies, item 41, which is about emphasizing the advantages of knowing English, receives the highest score. But, the other five motivational strategies are two types. The first type includes items 17, 20, and 22, which are in the "neutral" section, and the second type includes items 32 and 39, which are in the "disagreed" section.

Group work

This scale is placed last among the other scales. Table (8) reveals the results for the "group work" scale. Just like the scale nine and eight, according to the scale's total mean score and standard deviation ($M = 2.8240$, $STD = 1.17318$), students also do not agree with this scale. In other words, the scale's result is "neutral" rather than "agreed," as it has been in many of the earlier scales, and the result falls closer to the "disagreed" section than the "agreed" section.

Table (8) group work scale

Questionnaire items = 4	means	Std. deviation
10. My English teacher does not allocate any time for students to talk to each other.	3.3171	1.29761
35. My English teacher promotes teamwork.	2.3043	1.29574
45. My English teacher uses an interesting opening activity to start each class.	2.9642	1.34879
47. My English teacher arranges extracurricular activities outside the class.	2.4450	1.40198

As can be seen in the above table, the group work scale involves the four items 10, 35, 45, and 47, which are about not allocating any time for students to talk to each other, promoting teamwork, using an interesting opening activity to start each class; and arranging extracurricular activities outside the class. According to the results, none of these motivational strategies is agreed upon by the majority of the students. Furthermore, among these motivational strategies, item 35, which is about promoting teamwork, receives the lowest score on the scale.

From the results of the students' attitudes towards ten different motivational scales, it can be seen that they don't agree with all of them. In other words, they agree with seven scales that were investigated in this study, and the agreed-with scales are teacher's behaviour, goals, autonomy, presenting tasks properly, self-confidence, recognizing students' efforts, and classroom climate. However, they don't agree with three other scales that are: making learning interesting, second language-related values, and group work. However, there is very little difference in the statistical results as the mean score ranges from 4.1794 at the top to 2.8240. Thus, based on these results and the significant differences between them, it is possible to conclude that students in Iraqi Kurdistan high schools have diverse attitudes toward ten motivational scales. As a result, the second hypothesis is accepted in this study.

5. Discussion

This study aimed to investigate the attitudes of secondary school students in Iraqi Kurdistan regarding the motivational techniques employed by their teachers. The study included two hypotheses. The first hypothesis was proven correct when it showed that high school students in Iraqi Kurdistan have favourable attitudes toward the motivational strategies that are utilized by their teachers. The mean score for this hypothesis was (3.59). This result indicates that EFL teachers in secondary schools in Iraqi Kurdistan have employed motivational strategies to motivate students to learn English. In other words, EFL teachers have motivated students by employing motivational strategies in such contexts. This might be because teachers believe in the impact and importance of motivational strategies, particularly in English classes. The impact of motivational strategies has been confirmed in previous studies, for example (Moskovsky et al., 2013; Papi & Abdollahzadeh, 2012; Guilloteaux & Dornyei).

Regarding the second hypothesis in which the researcher wanted to know whether Iraqi Kurdistan secondary school students have similar or different attitudes towards the ten motivational strategy scales, based on the mean scores and standard deviations displayed in the table (4), students have different attitudes on the ten scales of motivational strategies. Among those ten scales that have been examined in this study, the "teachers' behaviour scale" was positioned as the top one from the attitudes of the students. This result indicates the strategies which are most motivating for students relate to the behaviour of the teacher and his/her commitment to helping students succeed. Moreover, this result shows students believe that respecting, caring and having good relationships with teachers is very crucial and necessary. Additionally, students perceive teachers as the most prominent model of behaviour in the classroom. This is why teachers should be careful about their behaviour in class because whatever they do will affect their students (Pintrich & Schunk, 2002). This motivational strategy was also ranked first in other similar research studies such as (Al-Mahrooqi et al. 2012; Alrabai 2010; Cheng and Dörnyei 2007; and Dörnyei and Csizér 1998). From the perspective of the students, teachers can do a lot to initiate their motivation, as Astuti (2013) states "the teachers themselves are one crucial aspect in boosting the students' motivation in learning the language" (p.28). Similarly, Sugita (2010) assures that "what teachers do is therefore the key determinant for motivating language learners" (p.22).

In addition, the findings in Table (4) illustrated that the "goals scale" was ranked as the second highest scale in the attitudes of the students. This result indicates that students have a high degree of agreement with their teacher's use of "goals scale"-related strategies. In other words, teachers emphasized the significance of the "goals scale" in their classroom lectures and believed that discussing goals with students in the classroom could increase their motivation for language learning. Looking deeper into the "goals scale," findings show that students generally agree with the teacher's strategy of reminding them of their obligations to learn English (item 25). On the goals scale, this strategy received the highest mean score. This means that what matters for students is what they can do and obtain if they learn English; therefore, it is beneficial for teachers to remind students of the responsibilities that can be accomplished with relative ease if they know English. As for item (40) which is about encouraging students to set English learning goals, students showed a good level of

agreement as well. This tends to suggest that the objective for students is to find relevance in their learning. That is, what students are taught makes sense and is expected to be useful in the future. Moreover, if students do not have a goal for their English learning, they may not be motivated to work hard on it. This finding of the current study is contrary to the study conducted in a Saudi context by Shousha (2018), in which the goal scale was ranked low by both teachers and students. This lower rank was explained by Cheng and Dornyei (2007), as they state, "English teachers are either entirely sure about the value of the setting learner goals or have difficulty in putting this strategy into practice in their teaching contexts" (p. 163).

According to the results in Table 4, the scale of "second language-related values" was positioned as the ninth scale in the students' attitudes, with a mean score of 3.20. This result indicates that students have a degree of disagreement with their teachers' use of motivational strategies related to the "second language values". In other words, EFL teachers have not utilized the motivational strategies associated with this scale to increase the motivation of EFL students. This level of disagreement on this scale, when compared to the previous scales, suggests that teachers may believe strategies relating to L2 values are less important to student motivation in L2 classrooms and thus have not focused on them enough in their classes. Moreover, teachers may have been unable to use some strategies relating to this scale, such as bringing in an English speaker and employing authentic materials in the class. This is supported by Cheng and Dornyei (2007), who state that the underutilization of these two strategies is not unexpected because there may not be enough foreigners who are available for teachers to invite and they may not have good access to authentic materials in their classes.

From the three types of L2-related values: intrinsic, which focuses on the internal motivations of second language learners; integrative, which focuses on the learners' positive attitudes toward the L2 community and culture; and instrumental, which focuses on L2-related outcomes like employment and education proposed by Dornyei and Ushioda (2013), second language related values scale can help learners develop their instrumental motivation. There are some strategies for boosting these values, such as familiarizing learners with the L2 community or reminding them of the benefits of perfecting L2. Using these strategies to motivate students to learn English is extremely beneficial and enjoyable. Nonetheless, they have not been utilized effectively by the teachers. This finding is not in line with the findings of the study conducted by Alrabai (2014) in the context of Saudi Arabia, in which the same scale was ranked as the second motivational scale for motivation in learning English as a second and foreign language. One possible explanation for this difference in these two studies is that Saudi EFL learners are initially motivated by instrumental factors (Al-Otaibi, 2004; Al-Shamary, 1984). In contrast, Kurdish students, particularly in secondary schools, may have limited knowledge of the advantages of the English language.

According to the results demonstrated in Table 4, the "group work scale" is positioned as tenth in the attitudes of the students, i.e., it is the lowest scale in terms of agreement with a mean score of 2.82. This result suggests that students disagree strongly with the motivational

strategies employed by their teachers about the "group work scale." That is to say, teachers of English as a foreign language have not focused on group work-related classroom strategies. This could be due to factors such as the large number of students in the class or the teachers' incapability to implement group work effectively. Teachers may also believe that some students will attempt to manipulate the situation and become dominant figures in the classroom when group work is implemented.

According to several studies, students are relaxed when participating in group work activities (Young, 1991). This could indicate that teachers are forming groups without contemplating the establishment of rules to make sure that all group members participate and cooperate. Instead, they are simply expecting the participants to get along and interact. It is useful to include such rules in the group's early development (Dörnyei & Murphey, 2003). Teachers can also improve the use of group work by instructing students in cooperative skills, such as the value of group work, to accomplish group objectives (Murray & Christison, 2011).

Numerous eminent academics have emphasized the significance of group work in the field of language learning motivation. For example, Dörnyei (1994) defines group work as "the strength of the relationship linking the members to one another and to the group itself." This definition shows that forming groups is essential because it provides the chance for sharing ideas and solving problems. It also enables underprivileged students to participate in class activities as everyone works toward the same objective. Additionally, it increases the chance for students to make new friends.

Additionally, the teachers may not have focused on group work because, in group work, students are required to solve problems collaboratively. If the members have friendly personalities, they will be able to complete the task efficiently through mutual support. However, peer disagreement in a group may result in decreased enjoyment and demotivation. This is confirmed by Chang (2010) who says a class group whose members get along has a positive effect on their motivation, whereas a class group whose members are disengaged hurts their motivation. In this situation, teachers should create the ideal classroom environment to increase students' positive motivation. Teachers should be cautious when forming groups, as students are likely to form groups with similar learning interests and mutual support. This study's finding is consistent with the finding of the study conducted by Alshehri (2014), in which the learner group was ranked at the bottom of the list.

6. Conclusions and recommendations

This study aimed to investigate the attitudes of EFL secondary school students in Iraqi-Kurdistan regarding the motivational strategies employed by their teachers. The results of the study revealed that secondary school students in Iraqi Kurdistan have positive attitudes toward the motivational strategies employed by their teachers. In terms of the ten different motivational scales, the findings also revealed that the teacher's behaviour scale is the motivational scale with the highest level of agreement among students, followed by the goal

scale. In contrast, second language-related values and group work emerged as the motivational scales with the lowest level of agreement.

Concerning recommendations, the topic of motivation and motivational strategies requires further investigation in the context of Iraqi-Kurdistan. Based on the findings of this study, at least three recommendations can be made. Firstly, further research is required to examine the motivational strategies related to second language-related values and group work scales in the attitudes of EFL students and teachers, as the findings exhibited low levels of agreement. Secondly, in general, more research is required to examine EFL students' attitudes toward second language motivation and the factors that influence it. Such studies should be carried out in a variety of settings with participants from various educational contexts, such as primary, intermediate, and secondary, to gather reliable information that could expand our knowledge of L2 motivation. Thirdly, in terms of methodology, the current study adheres to the traditional quantitative research methodology, employing a single method for data collection: the questionnaire. Future research will yield more comprehensive outcomes if qualitative and quantitative methods are combined. This is supported by Dornyei (2001a), who believes that "interpretive techniques such as in-depth interviews or case studies are in many ways better situated to explore the internal dynamics of the intricate and multi-level construct of student motivation than quantitative methods, and the richness of qualitative data may also provide slants on old questions" (p. 49).

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Student Questionnaire

Direction: The following is a list of motivational strategies that English teachers can use in the classroom. Please select the option that best represents your level of agreement or disagreement with each technique to motivate you to learn English by adding (✓) next to your option.

Numbers	Motivational teaching strategies	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	My English teacher builds a positive rapport with the students.					
2	My English teacher appropriately prepares for the lesson.					
3	My English teacher provides continuous feedback.					
4	My English teacher attempts to act naturally and genuinely in class.					
5	My English teacher provides rewards for students who participate in class activities.					
6	My English teacher helps or encourages students not to be afraid of speaking English.					
7	My English teacher introduces and encourages the use of humour.					
8	My English teacher lets students make decisions about how they learn.					
9	My English teacher creates a comfortable environment in the class.					
10	My English teacher does not allocate any time for students to talk to each other.					
11	My English teacher assists the students in accepting that making errors is an essential part of the learning process.					
12	My English teacher urges students to immerse themselves in the English community by watching English television channels.					
13	My English teacher encourages students to ask questions.					
14	My English teacher chooses tasks that require students to move around in the classroom.					
15	My English teacher ensures that grades reflect students' efforts.					
16	My English teacher advises students to use English inside the class.					
17	My English teacher advises students to use English outside the class.					

18	My English teacher avoids comparing students.					
19	My English teacher pays attention and listens to each student.					
20	My English teacher employs authentic materials, like an article from an English newspaper.					
21	My English teacher demonstrates a strong desire to teach English.					
22	My English teacher makes more use of English in class.					
23	My English teacher invites successful role models to speak in front of the class.					
24	My English teacher is ready to respond to students' academic questions.					
25	My English teacher reminds students of their duties to learn English.					
26	My English teacher creates lesson plans based on the needs of the students.					
27	My English teacher uses different ways to assess the students					
28	My English teacher draws students' attention to the content of the task.					
29	My English teacher makes use of digital tools to help students learn.					
30	My English teacher shows students that s/he believes in their efforts.					
31	My English teacher emphasizes her or his students' talents and abilities.					
32	My English teacher designs tasks that are appropriate for the students' abilities.					
33	My English teacher deals with the students professionally in the class.					
34	My English teacher shows students that she cares about their progress.					
35	My English teacher promotes teamwork.					
36	My English teacher explains the purpose of a task.					
37	My English teacher breaks the routine by changing the format of the presentation.					
38	My English teacher allows students to propose class regulations.					
39	My English teacher brings in an English speaker.					
40	My English teacher encourages students to set English learning goals.					
41	My English teacher emphasizes the advantages of knowing English.					
42	My English teacher encourages students to anticipate future circumstances when they will need English.					
43	My English teacher celebrates students' success.					
44	My English teacher encourages students to talk about their own experiences and thoughts.					
45	My English teacher uses an interesting opening activity to start each class.					

46	My English teacher connects the subject to the students' everyday lives.				
47	My English teacher arranges extracurricular activities outside the class.				
48	My English teacher assists students in realizing that success requires effort.				

ئىسپارنامەى قوتابىيان

ئاراستەكردن: ئىمەى خوارقە لىستىكە لى ستراتىژىكەنى ھاندان كە مامۇستايانى زىمانى ئىنپىلىزى دەتوانن بەكارىيان بەيىنن لى ئۇل دا. تىكايە ئىقۇ وەلامە دىيارى بىكە كە بە باشترىن شىۋە رادەى ھاورابوونت يان ھاورانقېوونت لىقۇل ھىرىكە لىقۇ تەكنىكانە نىشان دەدات بە مەبەستى ھاندان بۇ فېربوونى ئىنپىلىزى بە دانانى نىشانەى راست لى بەرامبەر بىداردەكەت.

نەزەر	ستراتىژىكەنى ھاندان	بە رادەقەى زۇر	ھاورانقېوونت	ھاورابوونت	نازانم	ھاورام	بە رادەقەى زۇر
1	مامۇستاكەى ئىنپىلىزىم ئىقۇەندىيەكى ئىقۇرىنى لىقۇل قوتابىيەكان دروست دەكەت.						
2	مامۇستاكەى ئىنپىلىزىم بە باشى خۇى بۇ وانەكە ئامادە دەكەت.						
3	مامۇستاكەى ئىنپىلىزىم بە شىۋەىكەى بەردەوام فېدباك (تېيىنى بۇ زانىنى ھەلەكان و ئىدانى زانىارى بۇ باشترىن) بە قوتابىيان دەدات.						
4	مامۇستاكەى ئىنپىلىزىم بە شىۋەىكەى رىك و ئىك ھەلسوكەوت دەكەت لى ئۇل دا.						
5	مامۇستاكەى ئىنپىلىزىم خەلات بەقۇ قوتابىيانە دەدات كە بەشدارى دەكەن لى ضالاكىيەكانى ئۇل دا.						
6	مامۇستاكەى ئىنپىلىزىم كەشەك دەقەخسىنى كە ترسم نەبىت لى قسەكردنى ئىنپىلىزى.						
7	مامۇستاكەى ئىنپىلىزىم رىپەى طالەتنامىز و ضىدبەخش بەكاردىنىت بۇ ھاندان.						
8	مامۇستاكەى ئىنپىلىزىم بايەخ بە قسەق بۇزىنى قوتابى دەدات بۇ بىرىاردان لىقۇرەى ضۇنىقەى فېربوونىان.						
9	مامۇستاكەى ئىنپىلىزىم دىنپەقەىكى باشى فېربوون لى ئۇل دا دەقەخسىنى.						
10	مامۇستاكەى ئىنپىلىزىم ھىض كاتىك بە قوتابىيان نادات بۇ قسەكردن لىقۇل يەكەنرى.						
11	مامۇستاكەى ئىنپىلىزىم يارمەقەى قوتابىيان دەدات لى وقۇرترنى ھەلەكان وەك بەشەكى طرىنپى ئرۇسەى فېربوون.						
12	مامۇستاكەى ئىنپىلىزىم ھانى قوتابىيان دەدات كە خۇيان تىكەل بە كۇمەلپە (كلتور) لى ئىنپىلىزى بىكەن لى رىپەى سەقەركردنى كەئالە تەلەفزىۋىيە ئىنپىلىزىيەكان.						

13	مامۆستاکەى ئىنپىلېزىم ھانى قوتابىيان دەدات کە ئرسياربکەن.
14	مامۆستاکەى ئىنپىلېزىم ئەو ئەرکانەدىارى دەکات بۇ قوتابىيان کە جولەيان دەویتی لە ئۆل دا.
15	مامۆستاکەى ئىنپىلېزىم ھەولەدەدات کەوا نمرەکان رەنط دانقەوى ھەولى قوتابی بیت.
16	مامۆستاکەى ئىنپىلېزىم ئامۇدطارى قوتابىيان دەکات بۇ بەکارھیتانى ئىنپىلېزى لە ئۆل.
17	مامۆستاکەى ئىنپىلېزىم ئامۇدطارى قوتابىيان دەکات بۇ بەکارھیتانى ئىنپىلېزى لە دەرەقەوى ئۆل
18	مامۆستاکەى ئىنپىلېزىم خوى بە دوور دەطريت لە بەراوردکردنى قوتابیيەکان بە یەکترى.
19	مامۆستاکەى ئىنپىلېزىم طوى بۇ ھەر قوتابیيەک دەطريت و بايەخى ئیدەدات.
20	مامۆستاکەى ئىنپىلېزىم کەرسەتى راستەقىنە بەکاردينیت وەک وتاریک لە روژنامەقىەکی ئىنپىلېزى.
21	مامۆستاکەى ئىنپىلېزىم ئارەزوو (حەز) یکى بە ھیز نیشان دەدات بۇ فیرکردنى زمانى ئىنپىلېزى.
22	مامۆستاکەى ئىنپىلېزىم, زۆر بە ئىنپىلېزى قسەدەکات لەئاو ئۆل دا
23	مامۆستاکەى ئىنپىلېزىم بانطهیشتى کەسایەتتى سەرکەوتوو دەکات بۇ قسەکردن لە نیو ئۆل دا.
24	مامۆستاکەى ئىنپىلېزىم ئامادەى وەلامى ئرسيارەکانى قوتابىيان بداتەوى.
25	مامۆستاکەى ئىنپىلېزىم قوتابىيان ئاطادار دەکاتەوى سەبارەت بە ئەرکەکانیان بۇ فیربوونى ئىنپىلېزى.
26	مامۆستاکەى ئىنپىلېزىم ئالانى وانهکان دادەنیت لەسەر بنەمايى ئیویستیيەکانى قوتابیيان.
27	مامۆستاکەى ئىنپىلېزىم ریطەى جیاواز بەکاردهینیت بۇ ھەلسەتەندى قوتابیيان.
28	مامۆستاکەى ئىنپىلېزىم سەرنجى قوتابیيان رادەکیشیت بۇ ناوەرۆکی ئەرکەکە.
29	مامۆستاکەى ئىنپىلېزىم ئامرازى دیجیتالى بەکاردهینیت بۇ یارمەتیدانى فیربوونى قوتابیيان.
30	مامۆستاکەى ئىنپىلېزىم نیشانى قوتابیيان دەدات کە باوهرى بە تواناکانیان ھەیە.
31	مامۆستاکەى ئىنپىلېزىم جەخت لە توانا و بەهرەى قوتابیيەکانى دەکاتەوى.
32	مامۆستاکەى ئىنپىلېزىم ئەو ئەرکانە دیارى دەکات کە لەطەل توانای قوتابیيان دەطونجین.
33	مامۆستاکەى ئىنپىلېزىم بە شیوازیکى تەندروست مامەلە لەطەل قوتابیيان دەکات لە ئۆل دا.
34	مامۆستاکەى ئىنپىلېزىم نیشانى قوتابیيان دەدات کە طرینطى بە ئیشکەوتتەکانیان دەدات.
35	مامۆستاکەى ئىنپىلېزىم طروثات بەکاردينى لە ئۆل دا.
36	مامۆستاکەى ئىنپىلېزىم مەبەستى ئەرکەکە روون دەکاتەوى.
37	مامۆستاکەى ئىنپىلېزىم لە ریطەى طۆرىنى شیوازەکانى ئریزنەتەیشن نایەویتی ھەمان شیواز دووبارەبیتەوى.

38	مامۆستاکەى ئىنپلېزىم رېطە بە قوتابيان دەدات کە رايان هەبیت لەسەر رېنمايەکانى ئۆل.
39	مامۆستاکەى ئىنپلېزىم قسەکەرى ئىنپلېز دەهینتە زوورقو و وادەکات طویى لىپترین.
40	مامۆستاکەى ئىنپلېزىم هانى قوتابيان دەدات بۆ دانانى ئامانجەکانى فیربوونى ئىنپلېزى.
41	مامۆستاکەى ئىنپلېزىم جەخت لە سوودەکانى زانىنى ئىنپلېزى دەکاتقو.
42	مامۆستاکەى ئىنپلېزىم هانى قوتابيان دەدات ئیشبینى ئۆو حالەتەنە بکەن کە ضوون ئیویستیان بە ئىنپلېزى دەبیت لە داهاوو.
43	مامۆستاکەى ئىنپلېزىم دلخۆش دەبیت بە سەركەوتنى قوتابيان.
44	مامۆستاکەى ئىنپلېزىم هانى قوتابيان دەدات کە باس لە ئۆزموون و بىرۆکەکانیان بکەن.
45	مامۆستاکەى ئىنپلېزىم ضالاکیەکی سەرنج راکیش بەکار دەهینت بۆ دەستتیک لە هەر ئۆلیک.
46	مامۆستاکەى ئىنپلېزىم بابەتەکە بە زیانی رۆزانەى قوتابيان دەبەستتەو.
47	مامۆستاکەى ئىنپلېزىم بەدەر لە ئرۇطرامى خویندن ضالاکی تر ریک دەخات لە دەرەقوئى ئۆل.
48	مامۆستاکەى ئىنپلېزىم یارمەتیدەرى قوتابيان دەبیت بۆ ئۆقوئى تىبطن کە سەركەوتن تەنها ئیویستى بە هەولەدانە.

ناوی قوتابخانە/..... تەمەن/..... رەقطز/.....

پوخته

هاندان رۆلێکی گەرم دەگێرێت لە پرۆسەى فیربوونی زمانى دوومەدا (گاردنەر، ۱۹۸۵)، داوا لە زۆریک لە تویژەران دەکات کە لیکۆلینەو لە ستراتیژەکان بکەن بۆ سەرخەستى دروستکردن و پاراستنى هاندانى قوتابیان لە پۆلهکانى فیرکردنى زماندا. ئامانجى ئەم تویژینەویە بریتییە لە لیکۆلینەو لە هەلۆیستى قوتابیان بەرامبەر بە ستراتیژەکانى هاندان لە چوارچێوەى قوتابخانە EFL ئامادەییەکانى کوردستانی عێراق. دیزاینى تویژینەوێکە رێزى چەندایەتى پەیرەو کردووە. ئامرازى سەرەکی تویژینەوێکە بۆ کۆکردنەوێ زانیارییەکان پرسیارنامەیک بوو. لە تویژینەوێکەدا سێ سەد و نەود و یەک قوتابى (۲۲۱ مئ و ۱۷۰ نێر) لە یازدە قوتابخانەى ئامادەییى حکومى لە قەزای شەقلاو بەشدارییان لە تویژینەوێکەدا کردووە. داتاكان لە رێگەى SPSS شیکراونەتەو. ئەنجامەکانى تویژینەوێکە دەریخستووە کە قوتابیانی قوتابخانە ئامادەییەکانى کوردستانی عێراق هەلۆیستى ئەرێنییان هەیە بەرامبەر بە ستراتیژە هاندانەى کە مامۆستاكانیان بەکاریدەهێنن. جگە لەمەش، دەرەنجامەکان دەریخستووە کە بوار (ستراتیژى) رەفتارى مامۆستا بەرزترین ناستى هاوڕابوون (لەگەڵ بوون) ی هەیه لە نێو قوتابیاند، وە دواتر بوار (ستراتیژى) ئامانجەکان دیت. لە بەرامبەردا، بەهاکانى پەيوەست بە زمانى دووم و گروپات وەک دوو نزمترین بوار (ستراتیژى) هاندان دەرکەوتن لەرووى هاوڕابوون (لەگەڵ بوون) لە نێو قوتابیاند.

وشە سەرەکیەکان: هاندان، ستراتیژەکانى هاندان، پۆلى EFL (ئینگلیزى وەک زماکی بیانی)، قوتابخانە ئامادەییەکان

المخلص

التشجيع يلعب دوراً مهماً في عملية تعلم اللغة الثانية (كاردنر، 1985)، يتطلب من كثير من الباحثين القيام بالبحث عن استراتيجيات وذلك من أجل تشجيع الطلبة وتحفيزهم في فصول تعليم اللغة، فالهدف من هذه الدراسة هو الكشف عن مواقف الطلبة في استراتيجيات التحفيز وذلك في مدارس اللغة الإنجليزية (كلغة أجنبية) في المدارس الإعدادية في كوردستان العراق. ولقد اتخذ البحث منهج الكمية منهجاً للدراسة، وإن الاستبيان هي الوسيلة الوحيدة المعتمدة عليها لجمع البيانات جمع البيانات في الدراسة، حيث شارك في الدراسة ثلاثمائة واحد وتسعون طلبة، منهم (221 طالباً، و170 طالبة) من إحدى عشرة مدرسة إعدادية حكومية في قضاء شقلاوة، وتم تحليل البيانات من خلال برنامج الحزمة

الإحصائية للعلوم الاجتماعية (SPSS). استنتجت الدراسة مفادها أن طلاب المدارس الإعدادية في كردستان العراق لها موافق إيجابية في استراتيجيات التحفيز التي يستعملها معلموهم، ومع هذا كشفت الدراسة أن مجال (استراتيجية) تعامل المعلمين لها أعلى مستوى من الاتفاق بين الطلبة، ويأتي (استراتيجية) الأهداف في المرتبة الثانية، وأظهرت الدراسة أنَّ القيم المتعلقة باللغة الثانية وعمل المجموعات (العمل الجماعي) هي أدنى استراتيجية التشجيع بالاتفاق الجميع بين الطلبة.

الكلمات المفتاحية: التشجيع، استراتيجيات التحفيز، صف EFL (اللغة الإنجليزية كلغة أجنبية)، المدارس الإعدادية.