

Investigating Iraqi EFL Instructors' Use of Motivational Teaching Strategies

استقصاء استخدام مدرسي اللغة الانكليزية في العراق للاستراتيجيات التحفيزية في التدريس

أ.م. أفراح منشد لهد (*)

Afrach Munshid Lahad. Asst. Prof
munshidafrach@gmail.com

ملخص البحث

تعد الاستراتيجيات التحفيزية أمراً بالغ الأهمية في البيئة التعليمية، خاصة في صفوف اللغة الإنجليزية كلغة أجنبية، حيث يمكن أن تؤثر بشكل كبير على مشاركة الطلاب، وميولهم تجاه التعلم، وأدائهم الأكاديمي العام. تساعد هذه الاستراتيجيات في الحفاظ على اهتمام الطلاب، وزيادة تحفيزهم الداخلي، وخلق بيئة تعليمية إيجابية. في سياق صفوف اللغة الإنجليزية كلغة أجنبية في العراق، يُعد فهم وتنفيذ الاستراتيجيات التحفيزية بشكل فعال أمراً حيوياً لتحسين الكفاءة اللغوية للطلبة وتحصيلهم العام. تهدف الدراسة الحالية إلى التحقيق في استخدام مدرسي اللغة الإنجليزية كلغة أجنبية في الكليات العراقية للاستراتيجيات التحفيزية وكذلك إيجاد الفرق في استخدام الاستراتيجيات بين الذكور والإناث. لتحقيق أهداف الدراسة طورت الباحثة استبيان يتكون من ٣٥ بنداً، باستخدام مقياس خماسي (دائماً، غالباً، أحياناً، نادراً، أبداً). تشمل عينة الدراسة اساتذة اللغة الإنجليزية في الجامعات العراقية في مدينة بغداد خلال العام الدراسي ٢٠١٨-٢٠١٩. تم عرض الاستبيان على لجنة من الخبراء في اللغة

(*) الجامعة المستنصرية/ كلية التربية الأساسية/ قسم اللغة الانكليزية

واللسانيات الذين أكدوا صلاحيته وملاءمته. ثم تم تطبيق الاستبيان على العينة الرئيسية للدراسة والتي تضم ٧٣ مدرساً (٢٧ ذكراً و ٤٦ أنثى).

أظهرت التحليلات الإحصائية للبيانات، باستخدام اختبار t للعينات المستقلة ومعادلة فيشر، أن استخدام مدرسي اللغة الإنجليزية لاستراتيجيات التحفيز أقل من المتوسط. علاوة على ذلك، فإنهم يعتمدون على عدد محدود جداً من هذه الاستراتيجيات. كما أظهرت النتائج أنه لا يوجد فرق في استخدام الاستراتيجيات بين المعلمين الذكور والإناث. استناداً إلى النتائج، تم استخلاص العديد من الاستنتاجات، وتقديم بعض التوصيات، بالإضافة إلى اقتراحات لإجراء دراسات مستقبلية.

الكلمات المفتاحية: الاستراتيجيات التحفيزية، نموذج MTP، مدرسي اللغة الإنجليزية ك لغة أجنبية.

Abstract

Motivational teaching strategies (MTS) are crucial in educational settings, especially in EFL classrooms, as they can significantly impact students' engagement, attitude towards learning, and overall academic performance. These strategies as research proved help to sustain students' interest, increase their intrinsic motivation, and create a positive learning environment. In the context of Iraqi EFL classrooms, understanding and effectively implementing motivational strategies (MS) can be vital for improving language proficiency and student outcomes.

The current study seeks to examine the use of motivational strategies (MS) by Iraqi EFL college instructors and to explore whether there is gender-based differences in the utilization of these strategies. To achieve these objectives, a 35-item questionnaire was designed, utilizing a five-point Likert scale (always, often, sometimes, rarely, never).

The study focused on EFL instructors in colleges within Baghdad during the 2018-2019 academic year, involving a total of 73 participants (27 males and 46 females). To ensure the validity and appropriateness of the questionnaire, it was reviewed and approved by a panel of experts specializing in linguistics and language teaching before being administered to the sample.

Statistical analysis, conducted using the t -test for independent samples and Fisher's formula, revealed that instructors' use of motivational strategies was

below average, with a reliance on a limited selection of strategies. Furthermore, the results indicated no significant differences in strategy use between male and female instructors.

Based on these findings, conclusions were drawn, recommendations were proposed, and suggestions for further research were provided.

Key words: EFL college instructors, MTS MTP Model.

1. Introduction

1.1 Problem of the Study

Motivation is widely acknowledged as one of the most influential factors in second language (L2) acquisition, as it directly impacts students' persistence, engagement, and success in language learning. Several studies have demonstrated that highly motivated learners tend to achieve greater language proficiency and perform better academically, irrespective of their inherent abilities (Dörnyei, 2001; Gardner, 1985; Ushioda, 2011). In the context of English as a Foreign Language (EFL), motivation plays an even more crucial role, as it can determine how actively students engage with the language outside the classroom (Noels, Pelletier, Clement, & Vallerand, 2003).

In particular, the role of teachers in fostering motivation cannot be overstated. Teachers who implement MS, such as setting clear goals, offering constructive feedback, and creating a supportive classroom environment, are able to positively influence students' motivation and academic outcomes (Schunk et al., 2008; Ryan & Deci, 2000). The use of effective MTS has been linked to higher levels of student engagement, increased participation, and better language performance (Chambers et al., 1998; Johnson, 2017). However, while the theoretical and empirical evidence supporting the importance of motivation in language learning is abundant, the application of these strategies in specific cultural contexts, such as in Iraq, remains under-explored.

Despite the widespread acknowledgment of motivation's importance in L2 learning, there is a lack of research regarding the use of MTS by EFL instructors in Iraqi universities. While global research has demonstrated the positive impact of MTS on student motivation and performance (Dörnyei,

2001; Schunk et al., 2008; Johnson, 2017), there is limited empirical evidence regarding how these strategies are applied in the specific context of Iraqi higher education. In Iraqi universities, many students struggle with low motivation, which negatively affects their academic performance and participation in class activities. This issue may be exacerbated by socio-cultural factors, educational infrastructure limitations, and the teaching methods currently employed by instructors, which may not fully address students' motivational needs (Al-Fadhli, 2007; Al-Samurai & Hwang, 2017).

Furthermore, gender differences in the application of MS and their potential impact on student motivation and academic outcomes have not been widely examined. Studies in other

contexts have suggested that gender may influence students' experiences and interactions in the classroom (Linnenbrink & Pint rich, 2002; Kahu, 2013). However, it is unclear whether these findings apply to the context of Iraqi universities and how such factors might affect the motivation of male and female students differently. This gap in the literature highlights the need for a focused study to explore the extent to which EFL instructors in Iraq utilize motivational strategies in their teaching practices.

1.2 Significance of the Study

The significance of this study arises from the crucial role of MS in enhancing student motivation and improving academic performance, particularly in the context of teaching Elfatih's study aims to bridge the gap in the literature by investigating the extent to which these strategies are applied in EFL classrooms at Iraqi universities. By understanding how these strategies are employed by instructors, the research will provide valuable insights into the current state of motivational practices in Iraq and identify areas for improvement. Additionally, the study will examine whether gender differences influence the ways motivation is fostered in the classroom, contributing to a more comprehensive understanding of the factors affecting student outcomes in the Iraqi context.

The findings from this research could inform the development of teacher

training programs and professional development initiatives in Iraq, focusing on equipping instructors with the tools and strategies necessary to enhance student motivation. This, in turn, could lead to improved student engagement, better academic performance, and greater overall success in language learning, aligning with global best practices in EFL instruction.

1.3 Aims of the Study

The present study aims at:

- 1.Examining the use of motivational teaching strategies (MTS) by Iraqi EFL college instructors.
- 2.Analyzing the differences in the application of MTS among instructors based on gender.

1.4 Hypotheses

The study is guided by the following hypotheses:

- 1.The extent to which Iraqi EFL college instructors employ MTS is average.
- 2.There is no statistically significant difference in the use of MTS among EFL college instructors based on gender.

1.5 Limits of the Study

The scope of the survey is confined to EFL college instructors at universities in Baghdad, Iraq, during the 2018/2019 academic year.

1.6 Definitions of Basic Terms

1.6.1 Teaching strategies

Teaching strategies are the organized and planned methods used by the teacher to achieve specific educational goals. These strategies include the ways and techniques that help in presenting, organizing, and encouraging students to apply and understand the information” (Brown, 2007, p. 119).

1.6.2 Motivational Teaching Strategies.

Motivational teaching strategies (MTSs) are instructional interventions used by teachers to enhance and stimulate students' motivation to learn. This includes using specific methods and tactics that encourage students to participate in lessons and achieve academic goals" (Guilloteaux & Dörnyei, 2008, p. 56).

For Henderson & Fisher. (2008). MTS is any teaching approach that promotes student learning. It may also refer to tactics that "motivate students by pressuring them," which focus on managed motivation rather than intrinsic or extrinsic motivation.

In this study, MTS are those steps, tactics, techniques or approaches that instructors use in their instruction to encourage students to learn English.

2.Theoretical Background

2.1 Motivation in Education

The concept of motivation refers to the effort that learners put into learning an SL or FL as a result of their need or desire to do so (Quan,2020: on-line) it acts as the driving force that compels students to utilize all available resources to achieve their educational goals (Kimura et al, 2001). Research has shown that motivation significantly contributes to linguistic outcomes, which include the knowledge structures of the language such as vocabulary, syntax, and pronunciation well as the four essential language skills: listening, speaking, reading, and writing (Gardner, 1985, cited in Xu, 2008; Allwright & Bailey, 1994).

Moreover, motivation impacts not only the amount of effort students invest but also the quality and effectiveness of their learning experiences. When students are motivated, they are more likely to engage in self-directed learning activities outside of the classroom, such as practicing language skills through media, conversation, or personal study, which strengthens their language acquisition process. This motivation can stem from different sources, including a student's interests, future aspirations, or the encouragement and teaching

strategies used by educators. According to Dörnyei (1994), both intrinsic factors, like a love for language, and extrinsic factors, such as grades or career goals, contribute to a learner's overall motivation, creating a multifaceted impact on the language-learning journey. By fostering motivation, teachers can help students enhance their language proficiency and achieve long-term educational goals, creating a foundation for successful language acquisition.

2.2 Relationship of Teachers' MS and Students' Language Motivation

Teacher strategies are crucial for boosting student motivation and significantly impact learners' desire to acquire language skills. An engaging learning environment that promotes student autonomy and meaningful activities fosters intrinsic motivation, helping students connect with the material (Ryan & Deci, 2000). Active methods like collaborative learning make lessons more relevant and encourage greater student engagement (Jones, 2018; Smith et al., 2020). Teacher enthusiasm is vital for motivating students. Educators who display a passion for their subjects create supportive classrooms, making students feel comfortable and motivated (Parker, 2019). This enthusiasm increases students' confidence and encourages them to invest effort in their studies, enhancing their overall engagement.

Personalized teaching strategies also play a significant role in motivation. Tailoring lessons to individual interests makes learning more meaningful and increases intrinsic motivation (Deci & Ryan, 2000). Timely, constructive feedback provides clear pathways for improvement and reinforces student efforts (Brown, and Race, 2021).

In summary, diverse and engaging teaching strategies are essential for enhancing student motivation. By fostering both intrinsic and extrinsic motivation, educators create dynamic environments that encourage active participation and commitment to language learning. Implementing these strategies enhances educational quality and empowers students to reach their full potential.

2.3 Theoretical Foundation of Motivational Strategies.

The strategies for enhancing student motivation are rooted in several influential psychological and educational theories. Self-determination theory (SDT) by Deci and Ryan emphasizes the critical need for autonomy,

competence, and relatedness, suggesting that fulfilling these needs fosters intrinsic motivation (Deci & Ryan, 1985). Similarly, the Expectancy-Value Theory posits that students' beliefs in their abilities and the perceived value of tasks significantly influence their motivation to engage in learning (Eccles & Wigfield, 2002).

Attribution Theory further informs this understanding by indicating that attributing success to personal effort can enhance motivation (Weiner, 1986), while Goal-Setting Theory advocates for establishing specific and measurable goals to drive motivation (Locke & Latham, 1990).

Moreover, Social Cognitive Theory, particularly Bandura's concept of self-efficacy, highlights the importance of students' beliefs in their capabilities, which can boost motivation and persistence in learning tasks (Bandura, 1997). Lastly, Keller's ARCS Model offers a structured approach to motivation, focusing on capturing students' attention, ensuring task relevance, building confidence, and providing satisfaction through positive reinforcement (Keller, 1987).

Collectively, these theories form the theoretical foundation for developing effective strategies that enhance student motivation in educational settings.

2.3 Motivational Teaching Practice in SL Classroom

The most comprehensive taxonomy of MS is provided by Dörnyei's (2001) MTP Model in the L2 classroom, as shown in Figure (1). Dörnyei's taxonomy encompasses four essential elements for effective MS. Since these elements are cyclical and interrelated, they cannot be examined in isolation.

1. Setting Up a Basic Motivational Environment: It deals with initially providing

good atmosphere in a classroom environment and can be attained by creating these

following three conditions: (1) appropriate teacher behaviors, (2) a pleasant and supportive classroom atmosphere, and (3) a cohesive learner group with appropriate group norms (Dörnyei, 2001).

2. Generating initial motivation, is broken down into five categories: improving language

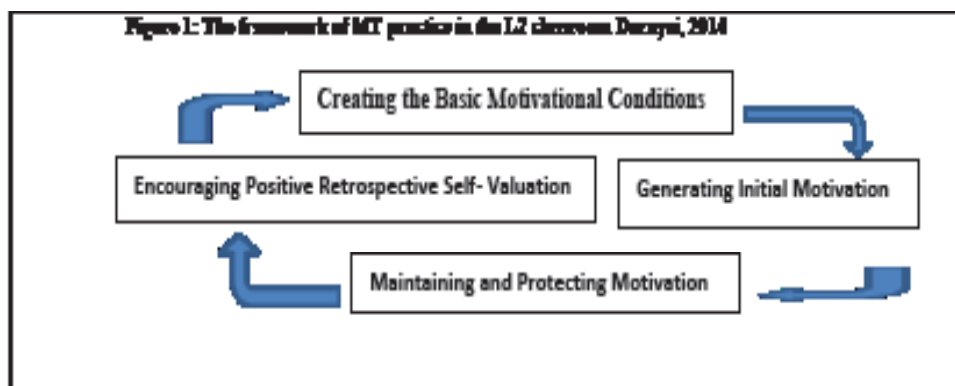
value and attitude, raising learners' expectations of success, raising learners' goal orientation, making the teaching material relevant to learners, and developing realistic learners' beliefs (Dörnyei, Ryan & Deci (2000).

3. Protecting and preserving motivation, to preserve and protect the learner's motivation, teachers should make learning engaging and enjoyable, present tasks in a motivating way, set concrete learner goals, safeguard the learners' self-esteem and boost their self-confidence, permit the learners to maintain a positive social image, encourage cooperation among the learners, create learner autonomy, and promote self-motivating learner strategies (Dörnyei & Ushioda, 2011).

4. Promoting constructive retrospective self-evaluation: this final stage of motivational strategies focuses on the responses of the students to their prior performance. This phase will

demonstrate how teachers can guide students in analyzing their achievement to

improve in the future. The teachers can apply this stage by fostering adaptive attributions, supplying helpful and motivating feedback, boosting learner satisfaction, and motivating students with grades (Guilloteaux & Dörnyei, 2008).



2.4 Challenges in Implementing MTS

Despite the significant importance of MTS in the teaching-learning process, studies (Ryan & Deci, 2000; Schunk, 2003) indicate that implementing MTS is often fraught with challenges that teachers must navigate. The researcher will show the challenges faced in implementing the strategies in the classroom and the solutions proposed by various scholars to address these issues. One significant challenge teachers face in implementing MS is the diverse learning needs of their students. With varied backgrounds and different levels of motivation and learning styles, a one-size-fits-all approach is ineffective (Tomlinson, 2001). To address this, educators can adopt differentiated instruction strategies. By utilizing a range

of activities, such as group work and hands-on tasks, teachers can engage a broader spectrum of students, ensuring that everyone has an opportunity to succeed (Wiggins & McTighe, 2005).

Another challenge is the pressure teachers experience to cover specific content within limited time frames, which often leaves little room for interactive activities that foster motivation (Schunk, 2003). Integrating MS into existing lessons can help alleviate this issue, for example, teachers can incorporate discussions or group activities into standard lectures, enhancing student engagement while maintaining the lesson's flow (Dweck, 2006).

Additionally, many teachers struggle to provide consistent and constructive feedback, particularly in larger classes where individual attention is limited (Hattie & Timperley, 2007). Implementing peer feedback systems allows students to evaluate each other's work, which not only reduces the burden on the teacher but also promotes collaboration among students. Furthermore, using technology, such as online quizzes and interactive platforms, can streamline the feedback process, allowing for timely responses that keep students engaged (Nicol & Macfarlane-Dick, 2006).

Finally, some teachers encounter resistance from students who are skeptical of or unaccustomed to MS. This resistance can stem from fear of judgment or negative past experiences, making students hesitant to participate in

group activities (Ryan & Deci, 2000). To overcome this resistance, it is essential to create a safe and supportive classroom environment. Establishing clear expectations, fostering positive relationships, and celebrating small successes can help build students' confidence and encourage their willingness to engage with motivational strategies (Seligman, 2011).

3. Procedures

3.1 Population and Sample

The population of the current study is the EFL college instructors at Iraqi universities of Baghdad City in the academic year 2018/2019. A sample of 73 instructors (males and females) was randomly chosen from different colleges as shown in Table (1)

Table (1)
The Sample of the Study

University	College	Participants	Sex	
			male	Female
Baghdad	Arts	4	3	1
	Ibn Rushd	12	5	7
	Women	12	-	12
Al-Mustansiriyah	Basic	21	4	17
	Education	5	2	3
Iraqi	Arts	11	6	5
Imam A>Adhum		8	7	1
Total		73	27	46

3.2 Instrument of the Study

In order to achieve the aims of the present study, a questionnaire was designed by the researcher. The questionnaire is widely used in educational settings to elicit facts about current conditions and practices (Van Dalen,1962:254). The use of questionnaires is commonly suggested by educators and psychologists, particularly in research contexts (Henderson, 1978: 60)

The questionnaire items were adapted from several references (see Dörnyei,2001; Brown, 2004 Weimer,2013). The number of items is 35. The items were categorized according to Dörnyei's framework into four main components, representing key aspects of MS: creating the basic motivational conditions (7 items), generating initial motivation (9 items), maintaining and protecting motivation(9items), encouraging positive retrospective self-evaluation(10items). The items were formulated to be answered on a five-point scale, ranging from always to never, with options including always, often, sometimes, rarely, and never.

3.2.1 Validity and Reliability of the Questionnaire

To ensure face validity, the questionnaire was presented to a number of specialists in TEFL. The percentage was used to assess the agreement on the validity of the items producing 100% agreement.

The reliability of the questionnaire was assessed using the test-retest method. A sample of ten instructors completed the questionnaire twice, with a three-week gap between administrations, resulting in a reliability coefficient of 0.84.

3.2.2 Final Administration of the Questionnaire

After achieving the validity and reliability, the final form of the questionnaire was carried out on the main sample of the study comprising 73 instructors during April 2019 with the help of some colleagues. The respondents were asked to tick the items they personally and frequently apply in their teaching practices.

3.3 Statistical Tools

The questionnaire data were analyzed using the following statistical methods:

- 1. Pearson's correlation coefficient** was employed to assess the reliability of the questionnaire.

- 2. Fisher's formula** was used to calculate the weighted mean scores of the questionnaire items.

3. An independent-samples t-test was conducted to determine whether significant differences existed in the application of motivational strategies (MS) among participants based on gender.

4. Results

4.1 Presentation of Results

4.1.1 Results Related to the First Aim

To fulfill the first goal of the study—investigating the use of motivational teaching strategies (MTS) by Iraqi EFL college instructors—and to test the first hypothesis, Fisher’s formula was applied to calculate the weighted mean scores for each item in the questionnaire. These scores were subsequently compared to the theoretical mean of 2.

Items with a weighted mean of 2 or higher were classified as strong, whereas those scoring below 2 were deemed weak. Table 2 presents the results, with the items ranked in descending order based on their weighted mean scores.

Table 2 The Weighted means and Ranks of the questionnaire items

Item Rank	Item no.	Items	Weighted mean scores	Category
1	24	I create specific role and personalized assignment for everybody.	2.1781	generating Initial motivation
2	33	I provide students with options regarding when and how their assessments will be graded.	2.1096	encouraging positive retrospective self-evaluation
3	6	I regularly use small-groups or teams in which students are asked to work.	2.0685	maintaining and protecting motivation
4	3	I state to the students that communicating meaning is more important than being grammatically correct.	2.0548	generating Initial motivation
5	31	I encourage students to set personal learning goals.	2	generating Initial motivation

6	25	I create assessments that emphasize the skills and abilities learners can demonstrate, rather than focusing on their limitations.	1.9452	encouraging positive retrospective self-evaluation
7	28	I find out students' needs and build them into a course.	1.9178	generating Initial motivation
8	32	I make the assessment system completely transparent.	1.863	encouraging positive retrospective self-evaluation
9	29	I guide students to recognize and correct their own mistakes.	1.8356	encouraging positive retrospective self-evaluation
10	30	I break the routine by varying the presentation format.	1.8356	maintaining and protecting motivation
11	13	I make task content attractively by adapting it to the students' interests or by including novel, humorous, competitive or fantasy elements.	1.8082	maintaining and protecting motivation
12	٢٦	I encourage students to share personal experience and thoughts.	1.8082	Creating the basic motivational conditions
13	21	I adopt the role of facilitator.	1.7945	Creating the basic motivational conditions
14	15	I regularly monitor the students' accomplishment and progress and reward them.	1.7671	maintaining and protecting motivation
15	7	I encourage learners to conduct their own exploration of the L2 community (e.g. on the Internet).	1.7671	generating Initial motivation
16	2	I use a short and interesting opening activity to start the class.	1.7534	generating Initial motivation
17	18	I promote cooperation instead of competition.	1.7397	maintaining and protecting motivation
18	16	I draw my students' attention to their strength and abilities.	1.726	encouraging positive retrospective self-evaluation
19	19	I create humor and pleasant atmosphere in the classroom	1.6849	Creating the basic motivational conditions

20	23	I motivate students to embrace, cultivate, and use self-driven strategies for learning.	1.6712	Maintaining and Protecting Motivation
21	14	I prioritize the flow of motivation alongside the flow of information.	1.6575	maintaining and protecting motivation
22	35	I help students become acquainted with the cultural context of the target language.	1.6575	encouraging positive retrospective self-evaluation (
23	22	I reduce students' anxiety as possible I can.	1.6301	generating Initial motivation
24	11	I address and challenge any incorrect beliefs and expectations that learners might hold in a constructive way.	1.6301	Maintaining and Protecting Motivation
25	8	I make sure that students receive sufficient preparation and assistance.	1.6164	maintaining and protecting motivation
26	27	I encourage students to learn English outside the classroom.	1.6027	Generating Initial Motivation
27	12	I make sure that there are no serious obstacles to success.	1.589	creating the Basic Motivational Conditions)
28	5	I make sure that grades reflect students' efforts and hard work.	1.5753	encouraging positive retrospective self-evaluation
29	17	I communicate to my students that I have faith in their efforts to learn and their ability to complete the tasks.	1.5753	encouraging positive retrospective self-evaluation
30	34	I provide students with positive feedback about the progress they are making and about the areas on which they should concentrate on.	1.5616	encouraging positive retrospective self-evaluation
31	20	I avoid comparing students to one another.	1.5616	Creating the basic motivational conditions

32	1	I established good relationships with students.	1.4932	Creating the basic motivational conditions
33	4	I show my enthusiasm for teaching.	1.4795	Creating the basic motivational conditions
34	10	I give clear instructions by showing examples.	1.4384	maintaining and protecting motivation
35	9	I connect the subject matter to students' daily lives and personal backgrounds.	1.4247	generating Initial motivation
		Average	1.738)	

As shown in Table 2, the overall weighted mean of the questionnaire (1.738), along with the mean scores of most items (except for five), is lower than the theoretical mean of 2. This suggests that the use of MTS by Iraqi EFL instructors is below the average level.

Table 2 also reveals that the most frequent strategies used by EFL instructors which occupy the first ranks are items no. 24 "I create specific roles and personalized assignments for everybody", no.33 "I provide students with options regarding when and how their assessments will be graded.", no.6 "I regularly use small groups or teams in which students are asked to work", No.3 "I state to the students that communicating meaning is more important than being grammatical", no.31 "I encourage students to set personal learning goals". Their weighted means are 2.1781, 2.1096, 2.0685, 2.0548 and 2 respectively.

4.1.2 Results Related to the Second Aim

To assess whether there are significant differences in the use of MTS among Iraqi EFL instructors based on gender, the computed value (0.262) was compared with the table value (1.130), as shown in Table 3.

Table 3 clearly indicates that no significant differences exist between male and female instructors in their use of MTS, as the computed value is lower than the table value at the 0.05 significance level. Therefore, the second (null) hypothesis is accepted.

Table 3**The t-test statistics of the Study Sample**

Sex	No	Mean	Std. Deviation	t-value		Df	Level of significance
				Computed	Table		
Male	27	56.1481	27.47825	0.262	1.130	71	0.05
Female	46	63.5652	26.82176				

4.2 Discussion of Results

The findings of the study have found out that Iraqi EFL instructors' use of MTS is below average and they apply a limited number of them in their instruction. This may be attributed to several factors affecting the use of MS by instructors in Iraq:

In many Iraqi schools and universities, traditional, teacher-centered approaches remain dominant. These methods often do not align well with the implementation of modern MS, which require more interactive and student-centered techniques. As a result, the use of MS may be limited to those that fit within traditional teaching practices.

Many educational institutions in Iraq may lack the necessary resources or institutional support to effectively promote and implement diverse motivational strategies. For example, large class sizes and limited access to technology can hinder the ability to apply strategies like personalized assignments or flexible grading.

A lack of targeted training and professional development for teachers in the use of motivational strategies also contributes to the low application of these methods. Teachers may not be fully aware of the range of available motivational strategies, or they may lack the skills and knowledge to implement them effectively in the classroom.

EFL teaching in Iraq has traditionally focused on grammar rules and formal assessments. This emphasis may result in instructors prioritizing con-

tent delivery over fostering intrinsic motivation in students. Although some strategies may reflect a shift towards a more communicative approach (such as focusing on communication rather than grammatical accuracy), not all instructors may be comfortable with this shift.

Teachers might perceive Iraqi students as being less motivated or having lower English proficiency, which leads instructors to focus more on structured, measurable outcomes like grades rather than applying strategies that promote intrinsic motivation.

Cultural influences may also play a role in student motivation. If students do not perceive immediate value in language learning, instructors might focus on strategies tied to exam preparation or academic requirements, rather than using methods aimed at fostering intrinsic motivation.

The findings of the study also indicated that both male and female instructors appear to use the same motivational strategies (MS) in the classroom, with no significant differences observed between the two genders. This result may be attributed to several key factors as outlined below:

1. Male and female instructors often receive the same training, promoting similar use of MS
2. Both genders face similar classroom challenges (e.g., large class sizes, limited resources), leading to the use of practical and similar strategies.
3. Instructors, regardless of gender, prioritize student motivation and performance, which leads to the application of similar strategies.
4. MS is based on universal principles, not gender-specific ones, leading to similar use across genders.
5. Collaboration and sharing best practices among colleagues can reduce gender differences in strategy use.

4.3 Conclusions

The following conclusions are drawn from the findings of the study:

1. It is proved that most MTS are underutilized by EFL college instructors.
2. Iraqi EFL college instructors rely on a limited number of MTS in their classes.
3. The five most frequently used strategies by the instructors include cre-

ating specific roles for students, offering them choices, working in small groups, emphasizing communication over grammar, and setting personal learning goals.

4. Long-term motivation strategies and a broader range of motivational approaches, which are crucial for sustaining student engagement throughout the learning process, are less frequently used.

5. The sex variable does not appear to be significant in the use of strategies, as both male and female participants show similar patterns in their application of motivational strategies.

4.5 Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. College instructors are advised to pay more attention to the use of MS in their classes.

2. Encouraging the adoption of strategies that sustain students' motivation over time, such as setting personal learning goals, promoting self-reflection, and using innovative techniques to maintain engagement.

3. Creating a more collaborative environment where teachers can share successful practices and insights about MS to improve their collective teaching approach.

4. Holding seminars and training sessions for instructors to increase their awareness and understanding of a broader range of MS, particularly those less frequently utilized in classrooms.

5. Developing guidelines that highlight practical, adaptable, and contextually relevant MS

to address diverse EFL classroom needs.

6. Addressing factors that influence teacher motivation, as motivated instructors are more likely to employ diverse strategies effectively and inspire their students.

7. Involve students in providing feedback about the motivational strategies used in their classrooms to ensure alignment with their preferences and needs.

4.4 Suggestions for Further Research

Based on the study findings the following are suggested as further studies:

1. A study to explore challenges Iraqi EFL instructors face in using MS.
 2. An empirical study to examine the role of digital tools in enhancing MS in Iraqi EFL classrooms.
 3. An experimental study to investigate the effectiveness of MS on student achievement and engagement.
 4. A study to find out the students' perspectives on effective MS in language learning.
 5. A similar study to examine the relationship between teacher autonomy and MS use.
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Appendix (A)

The Questionnaire Items

Items		Always	Often	Sometimes	Rarely	Never
1.	I established good relationships with students.					
2.	I use a short and interesting opening activity to start the class.					
3.	I state to the students that communicating meaning is more important than being grammatically correct.					
4.	I show my enthusiasm for teaching.					
5.	I make sure that grades reflect students' efforts and hard work.					
6.	I regularly use small groups or teams in which students are asked to work.					
7.	I encourage learners to conduct their exploration of the L2 community (e.g. on the Internet).					
8.	I make sure that students receive sufficient preparation and assistance.					
9.	I connect the subject matter to students' daily lives and personal backgrounds.					
10.	I give clear instructions by showing examples.					

11.	I address and challenge any incorrect beliefs and expectations that learners might hold in a constructive way.					
12.	I make sure that there are no serious obstacles to success.					
13.	I make task content attractive by adapting it to the students' interests or by including novel, humorous, competitive, or fantasy elements.					
14.	I prioritize the flow of motivation alongside the flow of information.					
15.	I regularly monitor the students' accomplishments and progress and reward them.					
16.	I draw my students' attention to their strengths and abilities.					

Items		Always	Often	Sometimes	Rarely	Never
18.	I promote cooperation instead of competition					
19.	I create humor and a pleasant atmosphere in the classroom					
20.	I avoid comparing students to one another.					
21.	I adopt the role of facilitator.					
22.	I reduce students' anxiety as possible I can.					
23.	I motivate students to embrace, cultivate, and use self-driven strategies for learning.					
24.	I create specific roles and personalized assignments for everybody.					
25.	I create assessments that emphasize the skills and abilities learners can demonstrate, rather than focusing on their limitation					
26.	I encourage students to share personal experiences and thoughts.					

27.	I encourage students to learn English outside the classroom.					
28.	I find out students' needs and build them into a course.					
29.	I guide students to recognize and correct their own mistakes.					
30.	I break the routine by varying the presentation format.					
31.	I encourage students to set personal learning goals.					
32.	I make the assessment system completely transparent.					
33.	I provide students with options regarding when and how their assessments will be graded.					
34.	I provide students with positive feedback about the progress they are making and about the areas in which they should concentrate.					
35.	I help students become acquainted with the cultural context of the target language.					