Motivating Iraqi students to learn English

تحفيز التلاميذ العراقيين على تعلم اللغة الانكليزية

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Motivating Iraqi students to learn English

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الملخص

تُسلّط هذه الدراسة الضوء على أهمية التحفيز في التعليم، لا سيما بالنسبة للشباب العراقي. ومن خلال دراسة استراتيجيات التدريس وكيفية انسجامها مع المناهج المُعدّلة، تُقدّم الدراسة عددًا من الرؤى حول كيفية تأثير التحفيز على نتائج التعلم. ورغم أن التحفيز غالبًا ما يُغفل في مقررات علم النفس التربوي التقليدية، إلا أن النتائج تُبيّن أنه أساس مشاركة الطلاب وأدائهم. ويمكن للمعلمين المساهمة بشكل كبير في تهيئة بيئة تعليمية مُلهمة من خلال اختيار استراتيجيات وأساليب تدريس فعّالة تُلبّي احتياجات تلاميذهم. ووفقًا لدراسات أُجريت في أربع مدارس ابتدائية في النجف، فإن الأطفال المُحفّزين أكثر ميلًا للإبداع، والثقة بالعملية التعليمية، وتحقيق إنجازات أكاديمية أفضل. بالإضافة إلى ذلك، تُبيّن الدراسة أن التحفيز ليس سمة ثابتة، بل هو صفة يُمكن تعزيزها من خلال تصميم مناهج دراسية وممارسات تدريسية مُدروسة. كما تُؤكّد الدراسة على أهمية فهم المعلمين للاحتياجات الخاصة لكل طالب، وتعديل أساليبهم التربوية وفقًا لذلك. إن فكرة افتقار الطلاب العراقيين عادةً إلى الدافع الذاتي، رغم جهود المعلمين الحثيثة

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لغرسه، تُعزز الحاجة إلى منهج دراسي يُعزز التدريس التحفيزي. وتخلص الدراسة إلى أن الدافع هو القوة الدافعة وراء التعلم الهادف والتنمية الشخصية. ولضمان الأداء الأكاديمي طويل الأمد والنجاح مدى الحياة، يجب على مصممي المناهج والمعلمين إبراز الدافع كعنصر أساسي في التعليم. وحتى ذلك الحين، لن تتمكن المدارس من مساعدة الأطفال على تحقيق إمكاناتهم على النحو الأمثل.

Abstract

This study highlights the value of motivation in education, particularly for Iraqi youth. By examining instructional strategies and how they mesh with a revised curriculum, the study provides a number of insights into how motivation influences learning results. Although motivation is often overlooked in traditional educational psychology courses, the findings demonstrate that it is the foundation of student engagement and performance. Teachers can greatly contribute to the creation of an inspirational learning environment by selecting efficient teaching strategies and tactics that satisfy the needs of their pupils. According to studies conducted in four primary schools in Najaf, motivated kids are more likely to be creative, have faith in their educational process, and achieve better academically. Additionally, the study demonstrates that motivation is not a set feature but rather a quality that can be enhanced by deliberate curriculum design and teaching practices. It also emphasizes how crucial it is for educators to comprehend the particular requirements of every student and adjust their pedagogical approaches accordingly. The idea that Iraqi pupils typically lack intrinsic drive, despite teachers' best efforts to instill it, lends further credence to the need for a curriculum that promotes motivational teaching. The study concludes that motivation is the driving force behind meaningful learning and personal development. To ensure long-term academic performance and lifetime success, curriculum designers and instructors must highlight motivation as a crucial component of education. Until then, schools will not be able to properly help kids reach their potential.

1.Introduction
1.1.Statement of the Problem

One of the main obstacles to language learning and academic achievement among Iraqi pupils is their lack of desire to learn English. Because of ineffective teaching strategies and pointless course materials, pupils frequently display low self-confidence, writing anxiety, and restricted speaking abilities (Sabti et al., 2024). The focus on grammar

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and mechanical memorization, which hinders genuine contact and reduces learners' interest in the language, exacerbates this demotivation even further (Ahmed, 2005).

Numerous Iraqi pupils , according to studies, lack a clear reason for learning English, which lowers their motivation both intrinsically and instrumentally (Abdualhussein et al., 2024). But boosting motivation is crucial for boosting self-efficacy, lowering classroom anxiety, and improving language proficiency—all of which lead to higher academic results and more effective communication (Sabti et al., 2019; Gardner, 2007). Learner engagement can be greatly increased and broader educational reforms in Iraq can be supported by fostering an inspiring atmosphere with engaging activities, pertinent information, and instructor encouragement (Bahous et al., 2011).

One of the essential elements to having a good classroom is having motivated pupils. It will be difficult to get kids to grasp what they are doing, why they are doing it, and to work hard if they are not driven to learn.

According to Fetsco and Mcchure (2005), pupils feel driven when they believe that, their efforts will lead them to finish difficult tasks. Pupils are more motivated when they have explicit goals that they believe are significant, when they have assignments that speak to what they are interested in or need, and when classes provide variety, options, and aspects of surprise.

The following are some examples of how motivation has a significant positive impact on pupils ' behavior, thinking, and academic performance:

- Increasing their confidence. assisting them in the future in achieving their objectives.

- Assisting them with everyday schoolwork.

- Assisting them in completing their coursework and moving on to higher learning levels so they can become contributing members of society.

- Ensuring that they find the material they are studying enjoyable.

- Encouraging them to participate more in class.

- Encouraging more interaction between pupils and teachers as well as within groups of pupils.

- Encouraging pupils to take more notes, focus, comprehend, pay attention, and exercise caution while listening to the instructor.

- Improving test results for pupils .

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- Assisting pupils in strengthening their skills, inventiveness, and creativity.

- Improving the pupils ' and teachers' interaction and communication.

For a study on encouraging Iraqi pupils to learn English, you might utilize these five compelling and explorable research questions. A mixed-methods, qualitative, or quantitative research methodology can be guided by these questions:
1. What are the main extrinsic and intrinsic elements encouraging English language learning among Iraqi pupils ?
(Examines individual interests, pleasure, professional aspirations, parental pressure, grades, etc.)
2. How does the use of English in global communication, media, and technology affect the motivation of Iraqi pupils ?
(Examines how learners' interest is affected by exposure to English in films, social media, and online platforms.)
3. What obstacles or difficulties make Iraqi pupils less motivated to acquire English?
(Includes problems like exam pressure, fear of speaking, obsolete curricula, and a lack of resources.)
4. What are the primary driving forces behind Iraqi pupils ' decision to learn English in a classroom?
(Examines both internal and external motivators, including curiosity in foreign cultures, teacher support, and future job objectives.)
5. How do classroom settings and instructional strategies impact Iraqi pupils ' desire to learn English?
(Examines whether supportive classroom approaches, media use, or interactive techniques improve motivation.)

1.2.Aims
The following procedures are necessary for the current study to achieve its goals and verify its hypotheses:
1. Reviewing the literature on the theoretical underpinnings of the pertinent concepts and procedures used in the study.
2. Compiling and assessing the relevant data.
3. Gathering information through online surveys, interviews, and direct observation.

4.Summarizing the findings and drawing inferences.

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1.3.Hypotheses

1-Extrinsic and Intrinsic Motivational Factors
Iraqi students who are primarily motivated by extrinsic factors—such family pressure, grades, or career goals—are less interested in learning English than those who are motivated by internal factors, like enjoyment and personal interest.
2. The Effects of International Media, Technology, and Communication Increased exposure to English through media, technology, and international communication platforms (such as movies, social media, and online content) is positively connected with higher motivation among Iraqi students to study the language.
3. Challenges and Challenges
If Iraqi students perceive more barriers to learning English, such as outdated curricula, a lack of resources, speaking fear, and test pressure, they will be less inclined to do so.
4. Inspiring Components in Learning Settings
Iraqi students are more influenced by extrinsic motivators, such as future work opportunities and academic success, than by intrinsic ones, such as cultural curiosity or enjoyment, when it comes to promoting English language acquisition in the classroom.
5. Teaching Methods and the Classroom Environment
Students who are taught using interactive teaching methods, media-based content, and conducive classroom conditions report higher levels of motivation than students in traditional, lecture-based English programs.

1.4.Procedures

The following procedures are necessary for the current study to achieve its goals and verify its hypotheses:
1. Reviewing the literature on the theoretical underpinnings of the pertinent concepts and procedures used in the study.
2. Compiling and assessing the relevant data.
3. Gathering information through online surveys, interviews, and direct observation.
 4. Summarizing the findings and drawing inferences.

1.5.Limits

1. The study is limited in a specific geographical area (Najaf Governorate).
2.The study is focused on participants who are from similar age group (almost 7- 12 years old).
3.It comprises young primary pupils from the first to the sixth stages.

4.It includes teaching staff of English in the following primary schools, Al-Araf, al-Safwa, al-Musol al-Hura, and the Fourth Dimension elementary schools.

1.6. Significance

The following groups would benefit from the study on encouraging Iraqi students   to   learn   English:
1. Teachers and educators: o It offers information on efficient methods for   involving   students.
Assists in modifying instructional strategies to better meet the cultural and   motivational   demands   of   students.
2. Curriculum Developers: o It can help them create English language programs that suit the motivations and interests of Iraqi students.
3. Education Policymakers: o Helpful in developing national plans to raise English proficiency, which is becoming more and more crucial for international   communication   and   employment.
4. Language Acquisition and Education Researchers: o Adds to the corpus of knowledge on second language learning motivation, particularly in developing or conflict-affected areas.
5. Parents and guardians: o Assists them in comprehending the elements that motivate their kids to acquire English and how they can facilitate the process.
6. Students Themselves: o In the end, it helps students by fostering more encouraging and helpful learning environments.

2.Literature review

2.1.What is Motivation?

One of the key components of pupils ' academic progress and achievement has been recognized as achievement motivation (Davis, 1993). It has been essential to pupils ' learning and serves as both a catalyst and an endeavor for learning. Motivation serves as a general direction for successful behavior. Motivating someone to move is what the word "motivation" means. Created incentives or conditions that initiate or stop activity are how we encourage ourselves or others (Bandura, 1997) .

The term "motivation" has been studied extensively over the years, leading to a number of terminologies that emphasize various aspects, including the expectancy value theory (Atkinson, 1969; Eccles, 1993), self-efficacy theory (Bandura, 1997), self-determination theory (Deci & Ryan, 1985) (Menges, 2005), attribution theory (Weiner, 1985), and goal theory (Maeher & Anderman, 1993). However, Atkinson's notion of achievement motivation is the foundation of the current research of

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motivation.

Many different linguists, scientists, psychologists, and researchers have identified the following characteristics of motivation:
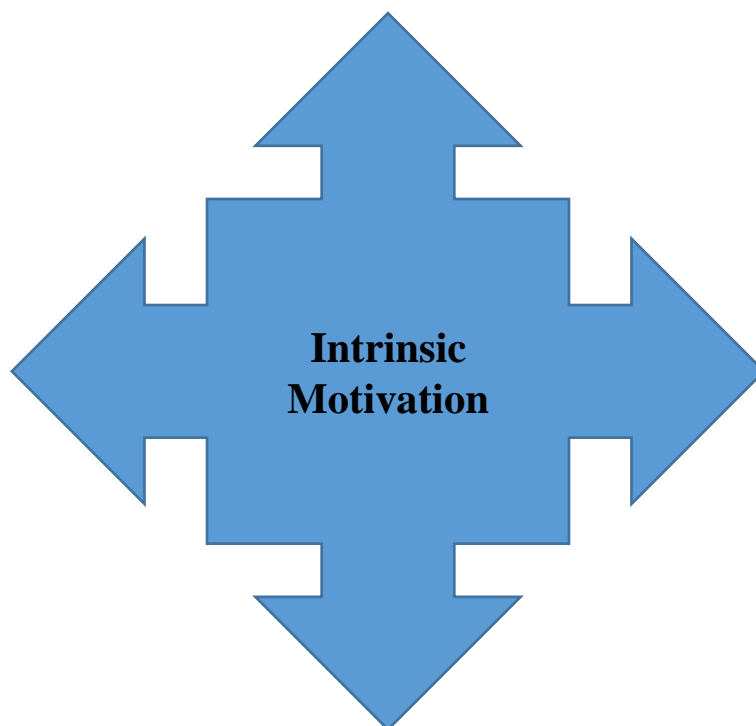
-"It's an inner drive, impulse, motion or desire that moves one to a particular action. In other words, it's the support to create desires, intentionsand good-seeking acts." (Ames, 1989).

- An umbrella term involving a wide range of different factors." (Dornyei, 2001)

- "It's this instrumental connection between present tasks and future goals that give a meaning and value to pupils ' present learning." (Rickman and Miller, 2000)

-"The concept of motivation is linked closely to other constructs in education and psychology such as constructs of attention, needs, goals and interests which are all contribute to stimulating pupils ' interest in learning and their intention to engage in particular activities and achieve various goals." (Ames, 1989).

- "The definition of motivation is the force that energizes and directs a behavior towards a goal." (Dornyei, 2001)

-"The concept of motivation as applied when a person is energized to satisfy some need or desire. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire."

2.2.Types of Motivation

Numerous scholars, including Cashin (1979), Brophy (1987), and Davis (1993), have established the difference between extrinsic (originating from outside the person) and intrinsic (originating from within the person) motivation. They claimed that external influences, such as the necessity to succeed on a test, the desire for happiness, the possibility of future travel, or the expectation of receiving a physical reward, were what triggered EM. Contrarily, intrinsic motivation (IM) comes from within the individual, which has proved crucial for promoting achievement. The desire to create them or the enjoyment of the LP itself may be what drives someone (Ellis, 1994).

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Figure 1

Intrinsic Motivation

BelongingAutonomy
Love

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Extrinsic Motivation

Failure Punishments Incentives

Extrinsic
Motivation
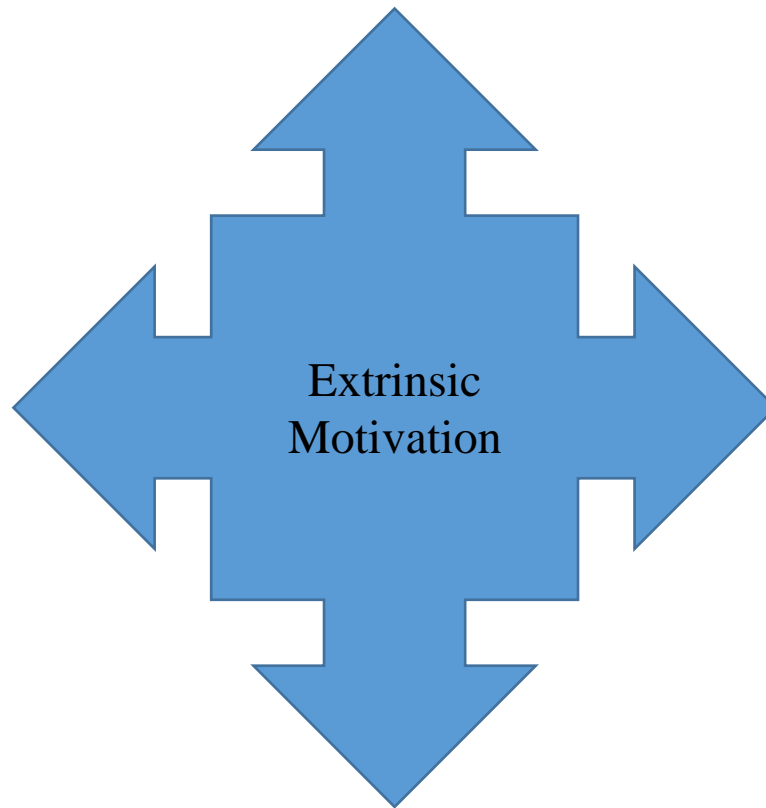
2.3.Teachers' Role in Motivating Pupils
2.3.1.A Teacher's Personality

Teachers are extremely important in helping to inspire kids. A teacher that supports, motivates, and inspires their pupils will foster a collaborative environment that will have a beneficial impact on the pupils ' motivation. Successful teachers understand how to assist intrinsically driven pupils and how to give EM to those who require it because they are aware that pupils ' degrees of motivation differ (Ellis, 1994) . Pupils can be motivated by being made aware of the significance of education, passionate about learning (Cashin,1979), and given the impression that they are important members of the learning community (Davis,1993). The achievement of the pupils and everything that takes place in the classroom, which has an impact on improving the pupils ' self-confidence and self-esteem, are the responsibility of the teachers. "Effective learning in the classroom depends on the teacher's ability to maintain the interest that brought pupils to the course in the first place." (Erickson, 1978)

2.3.2.Enthusiasm

A subject-matter enthusiast who is confident, eager about teaching, and engaged in the material is an enthusiastic teacher. Pupils will likely notice their teachers' weariness and lack of interest if they exhibit these traits themselves (Cashin,1979), which will negatively affect their capacity to learn and perform well. In order to disrupt pupils ' passivity and encourage them to generate something rather than merely be receptive, enthusiastic teachers work hard to be engaging and make learning both physically and mentally active.

2.3.3.Positivism

The expectations and attitude of teachers have a significant impact on how well pupils achieve. Pupils will be inspired to participate and express their own opinions to their professors if they see their teachers as positive, encouraging, open-minded (Erickson, 1978), and generous in their frequent, purposeful feedback. Pupils , on the other hand, will not be productive or motivated when a teacher is domineering or difficult to work with; instead, they will only be receptive and scared to ask questions about the course out of fear of looking foolish.

2.3.4.Care

Giving pupils specific, evident attention is a crucial component that a teacher should focus on in order to effectively deliver the lesson. Being concerned about pupils is a motivating factor that matters and is valuable to pupils ' motivation (Cashin,1979). However, how might pupils achieve

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effectively without any particular attention? It is the responsibility of competent teachers to give thought to and support efforts to achieve a justifiable outcome. Effective teachers should make sure that their pupils are aware of their concern for them as individuals and for their success as a collective, rather of presenting the idea that they are solely there for the money (Erickson, 1978).

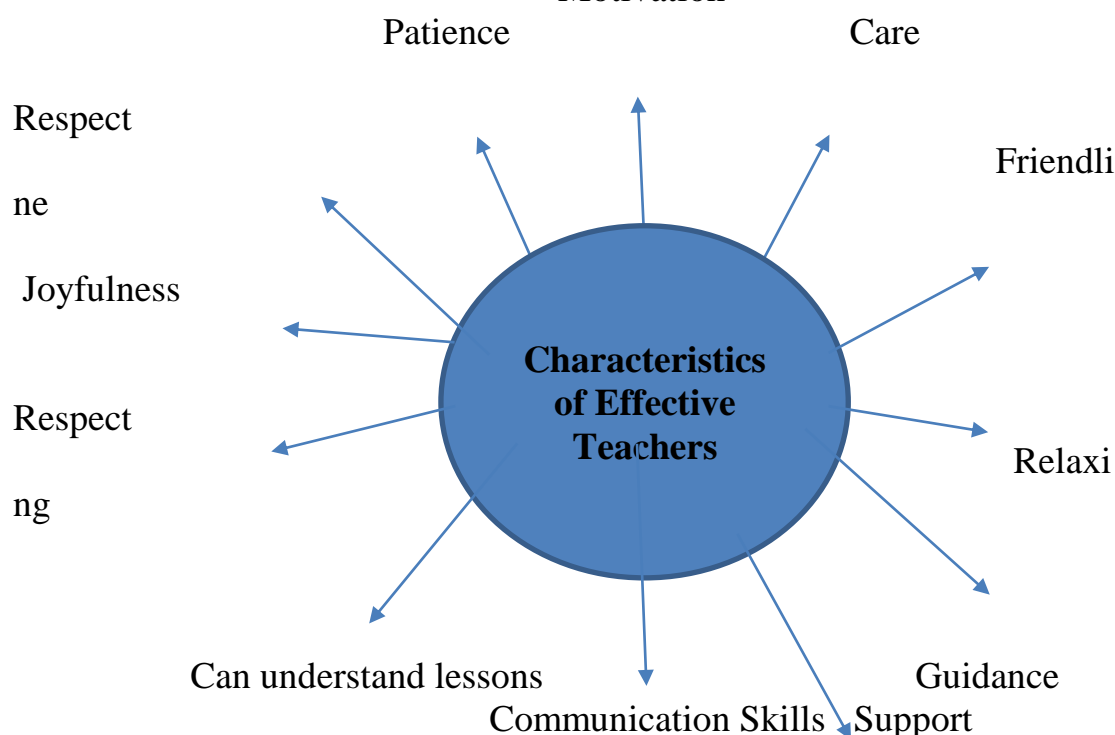### 2.3.5. Understanding Pupils ' Needs

Pupils require a teacher who listens and understands what they say, what they need, what they like, what they dislike, and similar things without ignoring or looking foolish, according to competent, inspiring teachers who recognize that pupils ' motivation is vital and substantial (Cashin,1979). An intelligent teacher who understands how to respond to pupils ' needs in a considerate, appropriate manner allows pupils to feel more at ease and curious while performing exercises, as well as more driven and stimulated (Ellis, 1994) .

2.3.6. Fair and Respectful towards the Pupils

A climate of fairness and respect between the participants in the LP is necessary for developing a CE that fits the needs of the pupils . Teachers who inspire pupils recognize the value of respect and justice in the classroom. Pupils view a teacher as effective when they recognize the value of respect and use it in the classroom (Cashin,1979). In order to avoid embarrassing situations and to give pupils the impression that their teacher respects them, teachers should refrain from using sarcastic language when responding to pupils ' misbehavior, actions, or failure. Instead, teachers should comment on pupils ' mistakes and work individually with each student. Although it may be challenging for teachers to be fair all the time, they should strive to meet this essential demand in order to be effective (Ellis, 1994).

Treating all pupils equally, without prejudice or discrimination against any set of pupils based on their experiences or characteristics, is what fairness entails.

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Figure 3
Characteristics of Effective Teachers

Motivation

Patience   Care

Respect

ne   Friendli

 Joyfulness

                        **Characteristics
                        of Effective
                        Teachers**

Respect

ng   Relaxi

        Can understand lessons   Guidance
             Communication Skills Support

 2.4. Teachers' Methods for Motivating Pupils
How many kids achieve significant academic success? In addition to the factors already mentioned, the instructor's teaching strategies also significantly affect the answer to this question. Inductive teaching is among the most popular and significant methods (Erickson, 1978). This vital method of instruction fosters curiosity and the desire for information.

1. Teachers – Pupils Relationship
.The social connection between a teacher and pupils is another important component of the Learning Plan (LP), which should be taken into consideration as it helps to maintain pupils ' self-motivation and self-esteem. As is human nature, people initially struggle to get along with one another, and this is precisely what occurs to pupils when they attempt to communicate with their teachers. In order to improve their relationship with pupils , stimulating teachers should make every effort to interact positively with pupils and show that they are eager to engage in conversation.

2.4.2.Honesty
 For instance, pupils may have to lie to avoid punishment if they have not completed a particular assignment due to extenuating circumstances that may not be very significant (Cashin,1979). As a result, TSR will lack

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mutual trust because they know the teacher will not accept that as an excuse unless it is significant. Teachers should also develop a working relationship with their pupils (Dornyei, 2001). Effective educators collaborate with their pupils and extend support whenever it is required; giving pupils the impression, that someone is always there to assist them in a variety of circumstances.

2.4.3.Love and Rapport

Additionally, a successful TSR should be built on love and rapport, with kids expecting their teachers to be their friends in a respectful environment. By collaborating with their pupils and being willing to engage in these activities with them (Dornyei, 2001), instructors may foster a relationship with their pupils that will ultimately provide satisfying and encouraging results.

As a conclusion to this section of the paper, it has become clear that teachers are the key to success in the classroom. They are the planners, facilitators, communicators, and motivators who have the priceless chance to enhance the LP through the application of various techniques that help in some way to keep the pupils enthusiastically involved in such activities, which ultimately results in their success and achievements, reaching the point of fulfilling their potential competence (Erickson, 1978).

2.5.Major Needs for Motivating Pupils
### 2.5.1. Classroom Environment

The establishment of a friendly and encouraging environment in the classroom is a crucial motivational strategy (Dornyei, 2001) . Anxiety has no place in a motivated learning environment where pupils feel safe and at ease in their studies. They believe their self-worth is safeguarded because they are aware that inappropriate behavior or sarcasm are not tolerated. Additionally, there is confidence and respect shared by both the pupils and the teacher. According to Erickson (1978), a supportive classroom is one that provides pupils with an emotionally secure space to enter and be in.

2.5.2. *Psychological Environment*

The psychological setting of the classroom is composed of various elements. TSR comes first (see section 2.6.1). The pupils' interactions with one another comes in second. Pupils do better when they work in groups and make an attempt to achieve common goals within those groups. This means that pupils should be working peacefully and politely in consistent engagement with each other (Dornyei, 2001). Additionally, when pupils understand that making mistakes is a normal part of learning, they develop confidence and feel comfortable taking risks since they know they will not be laughed at or chastised (Dornyei, 2001).

2.5.3. *Physical Environment*

Offering a strong physical CE is a further crucial consideration. The teacher should prioritize necessities like cleanliness, suitable lighting, and ventilation first. Second, there should be adequate room for teachers and pupils to walk around the classroom without feeling constrained. The teacher should be able to see into all of the spaces thanks to low room walls. The importance of maintaining eye contact with each student should be taken into account by the teacher (Lowman, 1990) . Additionally, a teacher's lesson plan and preferred teaching method may dictate the employment of different seating arrangements. The pupils also require enough storage space for their belongings, books, and other materials (Dornyei, 2001) .

Figure 4
Psychological and Physical Environment
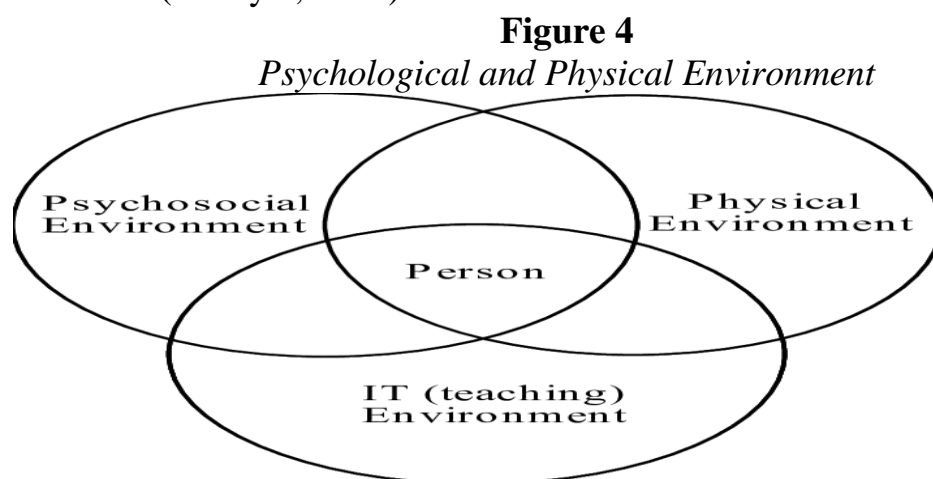
(David & Leon, 2001)

2.6.Material Organization

2.6.1. *Relevance*

The importance of teaching materials in the LP necessitates that they be

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cohesive and consistent throughout as well as comprised of key elements to boost student interest (Lowman, 1990). Making these materials pertinent to the learners is one of the most crucial things. In fact, one of the most demotivating factors is when pupils are taught material that is unrelated to their daily lives or that is disconnected from their actual experiences. In order to make the curriculum more motivating, teachers must make connections between subject matter and activities and the pupils ' backgrounds and real-world experiences.

2.6.2. Content

The second consideration when creating instructional materials is the substance; in other words, selecting educationally relevant content for pupils might influence their motivation. Additionally, when the topic's subject matter is engaging and valuable, learners are more likely to be driven to learn it and profit from it, ultimately liking it (Menges, 2005). In order to make the educational process more motivating and successful, the instructor should incorporate intriguing types of topics within the content.

2.6.3. Sequence

The sequencing, which is regarded as a motivational aspect, is the third consideration in the creation of instructional materials (Lowman, 1990). The curriculum should be taught in a logical order by the teachers (Ryan and Cooper, 2004). Additionally, the order of the information should go from the most intriguing themes to the least engaging ones; this order is essential for capturing people's attention. Teachers need to keep the following factors in mind while planning a program's sequence: What should the pupils learn first? Second, what are the most inspiring and fascinating subjects? How can teachers make sequencing more engaging without sacrificing the information's utility?

2.7.Variety

2.7.1. Variety in the Classroom

Variety should be added to the LP to boost pupils ' motivation even further. It is obvious that when the same sequence of events occurs again in a session, pupils are likely to develop a "daily grind," which could cause them to become bored, disengaged, and lose interest (Menges, 2005) . As a result, knowing the learning preferences of the pupils will help the teacher provide variety in the classroom.

2.7.2. Varying the Teaching Methods

Pupils' various learning styles should be taken into account in order to establish a learning environment that satisfies the needs and expectations

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of all pupils. As a result, educators should always have a lesson plan that incorporates a variety of techniques that are appropriate for those learning styles. In this regard, the following examples show how different learning styles (often formed as a result of the learner's background and prior learning experiences) can be: either tactile (touching), kinesthetic (moving), auditory (hearing), or visual (seeing) (Menges, 2005). For a visual learner, for example, there should be plenty of visuals in the classroom, such as wall displays, posters, flash cards, etc. While audio tapes, films, exercises, songs, and other similar tools can be effective for an auditory one. A kinesthetic learner, on the other hand, favors competitions and activities that require movement (Menges, 2005). Last but not least, board games, crafts, role-plays, demonstrations, and other similar activities may be useful for tactile learners.
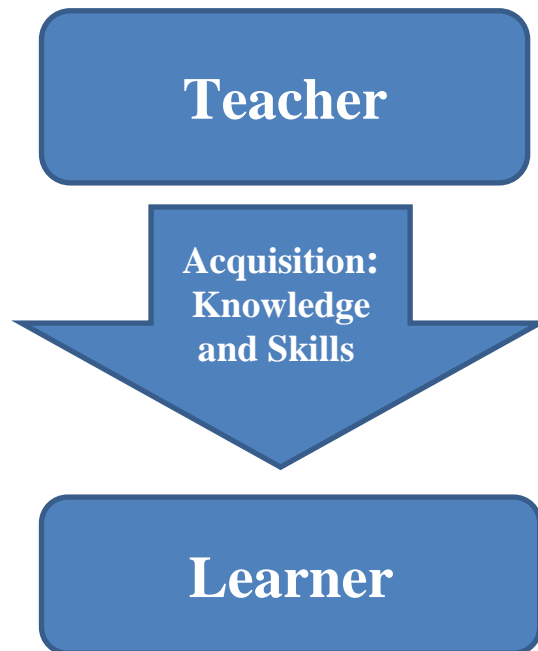
2.7.3. *Varying the Teaching and Learning Aspects*

Aspects of teaching and LP need be changed in order to successfully create variety, such as how ideas and lessons are presented to pupils as well as how they are instructed and given advice. It is also a good idea to change up the subjects brought up (Lowman, 1990). Additionally, pupils ' participation in the lesson can take many forms, such as inviting them to pretend to be teachers for a short period of time. This can boost pupils ' self-confidence and emphasize the value of their participation in the teaching and learning process. Last but not least, switch up the instructional materials and how pupils participate by switching from whole-class assignments to group, couple, or individual work (Menges, 2005).

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Figure 5
Learning Process

Teacher

**Acquisition:
Knowledge
and Skills**

Learner

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2.7.3.1. Teamwork

For any activity to be successful, teamwork is a crucial component. It produces a cooperative, open, and socially adept individual who can adapt to any situation and address both his own and other people's problems (Menges, 2005). Will that aid in boosting pupils ' motivation? In fact, a student who possesses all of the aforementioned traits will be able to anticipate information and knowledge, be more adaptable to the studying Plan, and implement activities, which will allow him or her look forward to studying.

2.7.3.2. Games

According to Sass (1989) and Bligh (1971), some pupils are already passionate about what they are studying, but other pupils look on their teachers to lead them through LP in a way that is both challenging and inspiring. A student must be motivated in many different ways; sadly, there is no one secret recipe that works every time. Sass (1989) and Bligh (1971). To assist kids in creating realistic goals is another crucial component. Pupils may become disappointed and irate if a goal is not achieved. It is preferable for teachers to concentrate on their positive development and obtain self-evaluation skills. Avoiding competitive tension among pupils is another important factor because it might interfere with learning (Lowman, 1990).

2.7.3.3. Puzzles

Puzzles are helpful and come in varying degrees of difficulty, so it is important to choose them carefully so that people of all ages can successfully attain a level of cleverness and develop healthy mental functioning. They will be more motivated to look forward to learning if they can have fun while also gaining confidence in themselves (Menges, 2005).

2.7.3.4. Music and Songs

Researchers have come to the conclusion that both adults and children have an innate musical sense and will take any activity involving music seriously. If this is the case, teachers should approach song practice or any other activity by making it appear like spending time together rather than like a task. More pupils will respond to instructors who deal with situations proactively (Ryan and Cooper, 2004).

2.7.3.5. Chants and Musical Games

Songs and games are incredibly valuable teaching tools for language instructors. First off, they ought to be treated as a source of inspiration, zeal, and focus rather than as a means of passing the time or rewarding behavior (Lowman, 1990). When parents are aware that their children

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have been learning a lesson or receiving a lecture while listening to songs, they should be supportive and helpful rather than critical or anxious in a negative way (Menges, 2005). Thirdly, learning new words while listening to music will make it easier for them to imitate and remember them because doing so makes words "stick" and become more accessible.

Finding musical resources is not as difficult as some teachers may believe; they may easily discover a chant or even come up with one on their own that includes the terminology that will be taught. When given the language and allowed to create their own chants for enjoyment, pupils even find that this is motivating (Ryan and Cooper, 2004). For instance:

Thirty days hath September;April, June, and November;All the rest have thirty-one; Excepting February alone;
And that has twenty-eight days clear;
And

2.7.3.6. Field Trips

When pupils go on field trips, they may experience real life, learn, and breathe clean air while doing so, putting their course material in front of them (Ryan and Cooper, 2004). For instance, it is more motivating and fun to take seventh-grade children to a farm to watch and learn about the animals, such as hearing, seeing, and feeling them in real life, rather just having them read about them in books and view images of them (Lowman, 1990). The most important element is to provide kids the opportunity to interact in such surroundings. This can also be done with older pupils by taking them to factories, castles, or even foreign nations (Menges, 2005).

2.8.Teaching in Iraq

Poor TSR is seen as one of the biggest challenges that some teachers encounter (see sub-section 2.6.1). To maintain order in the classroom, some teachers must, nevertheless, adopt an authoritarian approach. This makes pupils feel unfavorably toward the teacher and lowers their enthusiasm to study (Dornyei, 2001). Teachers should draw a clear path for their pupils to follow and develop distinctive ways that set them apart from those who used to employ traditional teaching approaches, according to Ryan and Cooper (2004). To put it another way, they should be able to respond to the needs of each student by having clear boundaries and rules.

3.Research Methodology

3.5. Research Design

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The descriptive aspect of the research design in this study was employed to describe some facts regarding existent occurrences that can be found in all or some societies (Lowman, 1990). To gather data, the research used only qualitative methods. With this qualitative approach, the study was constructed theoretically (it covered many academic notions, concepts, and experiences) and practically (it involved individual interviews with teachers and pupils).

3.6.The Sample

The study's sample was provided in accordance with what was available. At four primary schools in Najaf, Iraq (Al-Araf, al-Safwa, al-Musol al-Hura, and the Fourth Dimension elementary schools), it comprised young pupils (from the first to the sixth stages) as well as their teachers of English.

3.7.The Instruments

The researcher created three instruments to fulfill the study's objectives and gather data. These tools were created after a review of the literature on the subject of this study. They consisted of teachers and pupils direct observation, teacher-only oral interviews and an online questionnaire directed to teachers staff of English, which consisted of the following questions:

• How crucial do you think it is for Iraqi students to learn English?
• Based on your observations, how eager are your students to learn English?
• What do you believe to be the main determinants of your students' motivation?
• What strategies do you employ to inspire students in your English classes?
• Do you teach English using real-world situations like songs, movies, and games? How do students react if that is the case?
• How frequently do you use technology to improve motivation in your lessons? Examples include apps, videos, and online exercises.
• How would you characterize the general ambiance of the English classes   in   the   classroom?
• Which types of tasks seem to capture students' interest the best? What is the normal reaction of students to group projects or communicative   tasks?
• What are the biggest challenges you encounter while trying to inspire students   to   study   English?
• Do you think the curriculum does a good job of motivating students? Why   not?

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• What effects do students' home settings (such as resource availability and family support) have on their desire to learn English?
• What effects do cultural perceptions of studying English have on students' motivation in Iraq?
• Do students believe that English will help them in the future (for example, in employment or studying overseas)? Give further details, please.
• What effects do socioeconomic position, gender, or geographic location have on the desire to learn English?
• Have you had any instruction on how to inspire students to study a language? Was it useful, if so?

3.8. The Validity of the instruments

The research was legitimate in that it was submitted in its finished form to the English Department at the University of Kufa for linguistic and scientific evaluation.

3.9. The Reliability of the of the Instruments

The degree to which an instrument produces the same results throughout various trials is referred to as its reliability. As a result, the findings from the three instruments used in this investigation were in agreement.

3.6 Findings of the Research Questions

1. What are the main extrinsic and intrinsic elements encouraging English language learning among Iraqi students? (Examines individual interests, pleasure, professional aspirations, parental pressure, grades, etc.)
2. How does the use of English in global communication, media, and technology affect the motivation of Iraqi students? (Examines how learners' interest is affected by exposure to English in films, social media, and online platforms.)
3. What obstacles or difficulties make Iraqi students less motivated to acquire English? (Includes problems like exam pressure, fear of speaking, obsolete curricula, and a lack of resources.)
4. What are the primary driving forces behind Iraqi students' decision to learn English in a classroom? (Examines both internal and external motivators, including curiosity in foreign cultures, teacher support, and future job objectives.)
5. How do classroom settings and instructional strategies impact Iraqi students' desire to learn English?

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(Examines whether supportive classroom approaches, media use, or interactive techniques improve motivation.)

3.4 Findings of the Instruments and General Discussion

The research's findings are as follows after gathering the necessary data from two different reliable instruments (direct observation to TSR and oral interviews with teachers only) from four primary schools in Najaf, Iraq (Al-Araf, al-Safwa, al-Musol al-Hura, and the Fourth Dimension primary schools):

1. Effective teaching requires motivated teachers.

2. It has been observed that the majority of Iraqi pupils experience a number of difficulties in LP, including reluctance, fear of making mistakes or contributing, possible inadequate talents, and most importantly, a lack of peers in their CE where they can express themselves and develop their skills.

3. A new shift is a must to help teachers in Iraqi schools to shift from traditional techniques of teaching and to help Iraqi pupils as well to improve their abilities and performance potentials and find remedy of the problems they face in their environment.

4. There are motivation measurement mechanisms devised by researchers and used in education in general and particularly in English language teaching.

5. There is a need to create an effective mechanism of defining motivated and less motivated teachers in order to reveal their level of motivation.

6. Teachers' successful teaching methods and behavior in and outside the classroom is essential technique to motivate young pupils to learn.

4.Conclusion

1. Intrinsically motivated Iraqi students have much higher levels of engagement and consistent learning behavior. Examples of this type of motivation include a sincere interest in English, a personal love of the language, or a desire to communicate. On the other hand, people who are driven mostly by external factors, like grades or parental expectations, exhibit less consistent motivation and decreased levels of engagement over   time.

2. Students' motivation to study English is strongly positively correlated with their exposure to the language through contemporary media, such as music, movies, and social media. Gaining access to digital platforms and international communication tools increases learners' excitement and interest in learning English by fostering a sense of relevance and practical value.

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3. Students who perceive considerable barriers in their learning environment are much less motivated to learn English. These include out-of-date curricula, a dearth of interesting readings, inadequate classroom supplies, anxiety about speaking incorrectly, and pressure from standardized tests. These obstacles produce a bad learning environment that impairs motivation and output.

4. Iraqi students are more motivated by extrinsic motivating factors than by intrinsic ones, especially when it comes to the perceived advantages of learning English for future career and academic achievement. The bulk of students are largely motivated by practical concerns about social mobility and job success, even though some may love learning English for its own sake.

5. Students who attend classes where teachers use interactive techniques—like role-plays, group discussions, multimedia materials, and learner-centered instruction—show greater levels of interest. Maintaining interest, lowering fear, and increasing students' willingness to participate in English language learning all depend heavily on a positive and stimulating learning environment.

6. In conclusion, there are several theories and studies defining motivation, psychologists and researchers may think of it from different perspectives. However, there is one fact that is agreed upon; motivation is the numberone reason behind passionate success in almost everything in life. More specifically, this paper has drawn attention to the role of motivation in terms of education. To conclude what so far been said, motivation is inevitable in the LP, it is even more important for those pupils who need external motivators. The following paragraphs will sum up the prominent factors that are needed to achieve motivation in the classroom.

7. Teachers are the backbone of the LP because it is in their hands to provide the appropriate climate for learning. Thus, teachers should have an open minded, flexible, supportive, positive, caring, and an excited personality (see sub-section 2.5.1.) about learning. Teachers should consider satisfying learners' needs as much as possible as well as learning the basis of effective teaching, i.e. teaching inductively, using visuals and making use of technology in the classroom. Finally, TSR (see sub-section 2.6.1.) should base on respect and honesty.

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