

**NEAR EAST UNIVERSITY**  
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**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE USE OF MOTIVATIONAL STRATEGIES BY IRAQI**  
**KURDISH EFL TEACHERS**

**MASTER THESIS**  
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**Nicosia**  
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**NEAR EAST UNIVERSITY**  
**Graduate School of Educational Sciences**  
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**The Use of Motivational Strategies by Iraqi Kurdish EFL Teachers**

**Master Thesis**  
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**Nicosia**  
**June, 2014**

We certify that we have read the thesis submitted by Hazhar Abdalla Qadir entitled "The Use of Motivational Strategies by Iraqi Kurdish EFL Teachers" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

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## **DECLARATION**

I hereby declare that all the information in this document thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to the study.

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**Signature: .....**

## **DEDICATION**

I would like to dedicate this study to

- the pure soul of my father
- my beloved mother, wife, brothers and sisters
- my beloved family in-laws
- my beloved children Hava and Hano

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## ABSTRACT

### THE USE OF MOTIVATIONAL STRATEGIES BY IRAQI KURDISH EFL TEACHERS

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This study aimed at examining strategies utilized by Kurdish EFL teachers to promote their students' motivation. In order to achieve this goal, a questionnaire consisting of 48 items, developed by Cheng and Dörnyei (2007), was used. Four research questions were posed: the objective of the first question was to find out which strategies were most frequently used by teachers to motivate their students, and the purpose of the second, third, and fourth research questions was to explore differences due to gender, educational background and teaching experience of the participants with regard to the use of motivational strategies. The participants were 200 Kurdish EFL teachers, teaching in different basic and preparatory schools in Rania city. The data were analysed using SPSS program version 20. The results showed that '*Providing students with positive information feedback*' was the most frequently used strategy, and '*Inviting some English-speaking foreigners as guest speakers to the class*' was the least frequently used strategy by Kurdish EFL teachers. The results also indicated that female participants used more motivational strategies than their male counterparts. Furthermore, it was also found that, teachers with an associate degree in TEFL training used motivational strategies more than BA holders Translation and English Literature.

**Keywords:** motivational strategies, gender, EFL teachers, Iraqi Kurdistan

## ÖZ

### IRAKLI KÜRT YABANCI DİL OLARAK İNGİLİZCE (EFL) ÖĞRETMENLERİNİN MOTİVASYON STRATEJİLERİ KULLANIMI

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Bu çalışma, öğrencilerinin motivasyonları artırmak amacıyla Kürt EFL öğretmenleri tarafından kullanılan stratejileri araştırmayı hedefler. Bu amaç için, 48 maddeden oluşan Cheng ve Dörnyei (2007) tarafından geliştirilen bir anket kullanılmıştır. Dört tane araştırma sorusu sunulmuştur: ilk sorunun amacı öğretmenlerin, öğrencilerini motive etmek için en sık hangi stratejileri kullandıklarını öğrenmekti; ikinci, üçüncü ve dördüncü sorular ise bu motivasyon stratejileri kullanımındaki farkları cinsiyet, eğitim geçmişi ve katılımcıların öğretmenlik deneyimlerine göre tespit etmeye çalışmıştır. Katılımcılar, Rania şehrinde farklı hazırlık okullarında çalışan 200 Kürt EFL öğretmeninden oluşmaktaydı. Toplanan veriler SPSS programı 20. sürüm kullanılarak analiz edilmiştir. Sonuçlar göstermiştir ki: Kürt EFL öğretmenleri tarafından en sık kullanılan strateji '*Öğrencilere olumlu bilgi geribildiriminde bulunmak*'; en az kullanılan strateji ise '*Ana dili İngilizce olan birkaç yabancıy sınıfa misafir konuşmacı olarak davet etmek*'ti. Ayrıca bayan öğretmenlerin motivasyon stratejilerini erkek öğretmenlere göre daha sık kullandıklarını göstermiştir. Buna ek olarak, TEFL derecesi olan öğretmenler motivasyon stratejilerini Tercümanlık ve İngiliz Edebiyatı Lisans Derecesi olan meslektaşlarına göre daha sıkça kullanmaktadırlar.

**Anahtar Kelimeler:** motivasyon stratejileri, cinsiyet, EFL öğretmenleri, Irak Kürdistanı



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## **Abbreviations**

ANOVA	:	Analysis of Variance
EFL	:	English as a Foreign Language
ESL	:	English as a Second Language
L2	:	Second Language
LSD	:	Least Significant Difference
M	:	Mean
SD	:	Standard Deviation
SLA	:	Second Language Acquisition
SPSS	:	Statistical Package for Social Sciences
TEFL	:	Teaching English as a Foreign Language

# **CHAPTER I**

## **INTRODUCTION**

### **Overview**

This chapter presents detailed information on background of the study, statement of the problem, aim of the study, significance of the study, definition of key terms and limitation of the study.

### **Background of the study**

Motivation is regarded as an essential component of language learning; therefore, its importance ought to be fully understood by teachers. Students need to be motivated in order to achieve their goals. Even the brightest students need motivation. As Cheng and Dörnyei (2007) note, “motivation generates learning and works as an ongoing driving force for acquiring a second language” (p. 153).

Inadequate use of motivational strategies by teachers can have negative impact on students' learning achievement. As Lewis (1999) stresses, "lack of motivation drags people down in their language learning and high motivation pulls them up" (p. 76). Similarly, Dörnyei (2001), Harmer (2007) and Ur (2012) reiterate that motivation is essential and has a great role in determining success or failure in learning. Dörnyei (2001) argues that “99 per cent of language learners who really want to learn a foreign language will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude” (p. 2). Motivation serves as a power source to generate learning and later works as an on-going driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language. Therefore, motivation is and should be a highly significant concern of both teachers and learners (Cheng & Dörnyei, 2007).



According to Dörnyei and Ottó (1998), motivation is “the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out” (p. 64).

Dörnyei (2001) argues that “motivation is an abstract, hypothetical concept that we use to explain why people think and behave as they do” (p. 1). Covington (1992) expresses a similar view and says, “motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define” (p. 1). Jones and Jones (2004) believe that “students will not be motivated unless three components are present – that is, they (1) expect they can accomplish a task, (2) find value in the task, and (3) complete the task in an environment supportive of their basic personal needs” (p. 193 ).

According to Dörnyei (2001), motivational strategies are “techniques that promote the individual’s goal-related behaviour” (p. 28). He uses several ways to organize these techniques into separate ‘themes’. He also rightly points out that “motivational strategies cannot be employed successfully in a ‘motivational vacuum’ – certain preconditions must be in place before any attempts to generate motivation can be effective” (p. 31).

To learn the first language, a child does not need to be motivated. He is internally motivated as he acquires the first language (Jain & Patel, 2008). Whereas, motivation is very important in learning second/foreign languages since it gives the necessary incentive for learning. Students cannot learn second/foreign languages without motivation. Therefore, teachers have to try to motivate their students to learn the second/foreign language.

Motivation has a great role in encouraging students to learn, making them active and creative since most students may have the desire to do something new. It is also important to inspire students to become active in their work, begin their work and to improve their goal and objectives (Jain & Patel, 2008). Harmer (2007) asserts that “nothing motivates like success. Nothing demotivates like continual failure. It is part of teacher’s art, therefore, to try to ensure that students are successful, because the longer their success continues, the more likely they are to stay motivated to learn” (p. 101).

According to Dörnyei (2014), motivation is “a word that both teachers and learners use widely when they speak about language learning success or failure” (p. 518). He also believes that motivation “is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it” (p. 519).

It must be remembered that although most of the motivational strategies recommended by Cheng and Dörnyei (2007) have a sound theoretical basis, these strategies were derived from Western educational contexts, and as the authors themselves confess, “we cannot say with certainty that the ten commandments are valid in every cultural, ethnolinguistic and institutional setting. There is clearly much room for further research in this respect” (p. 224). To address this issue, the present study aims at investigating the motivational strategies used by Kurdish English teachers in Iraqi Kurdistan.

### **Problem of the study**

The scarcity of research on second language motivation in Iraqi Kurdistan is perhaps due to the fact that most universities and colleges are generally interested in

pure linguistics and literature in Kurdish or English rather than English language teaching. The present study investigates the use of motivational strategies in Kurdish EFL settings since, it is important to examine how motivational strategies can be used to increase students' interest in learning English as a second or foreign language.

### **The aim of the study**

The present study aims to find out about the kinds and frequencies of motivational strategies that teachers employ to motivate their students in Iraqi Kurdistan. It also attempts to provide qualitative information concerning the importance of these strategies. This will be carried out by interviewing several Kurdish EFL teachers, holding BA and associate degrees. The study also strives to discover the strategies that Kurdish EFL teachers choose as the most and the least significant ones to encourage students' L2 motivation. Finally, some suggestions will be made based on the findings of the study for further research.

To reach the general aim of this research, the study will examine the following research questions:

1. What strategies are employed by Kurdish EFL teachers to motivate their students?
2. Is there any significant difference between teachers' gender and types of motivational strategies they use in EFL classes?
3. Is there any difference between graduates of two-year TEFL programs and BA holders in Translation and Literature and types of motivational strategies they employ in EFL classes?

4. Is there any difference between teachers' teaching experience (number of years they have taught) and types of motivational strategies they use in EFL classes?

### **Significance of the study**

While there exists a large number of publications on motivational strategies in ESL and/or EFL classrooms worldwide, (see, for example, Al-Mahrooqi, Abrar-ul- Hassan and Asante 2012; Alrabai, 2010; Brown 2001; Cheng and Dörnyei 2007; Cranmer 1996; Dörnyei 1994; and Dörnyei and Csizér 1998; Guilloteaux and Dörnyei 2008;). Studies done on motivational strategies in Iraqi Kurdistan are scarce. Therefore, the researcher found it necessary to conduct this study in the Kurdish EFL contexts. Brophy (2010) says, several reasons make motivation difficult in classrooms. First, school attendance is compulsory and curriculum content and learning activities reflect what society believes students need to learn, without enough freedom to choose what students would like to do. Having a large number of students in classrooms makes it difficult to meet each individual's needs.

Most classes in Kurdistan consist of students of both genders with different proficiency levels and interests. Hence finding motivational strategies suitable for all students is really difficult for the teacher. Therefore, it is hoped that the present study can raise awareness of EFL Kurdish teachers and provide them with suggestions about how to use motivational strategies in their EFL classes to increase students' learning motivation.

### **Definition of key terms**

**Motivation:** “motivation is thought as inner desire that moves a person to a particular action. The foreign language learner who feels that the learning will satisfy his psychological or social needs, will be positively motivated to learn” (Ziahosseiny, 2009, p. 11).

**Foreign language:** is "any language that is not officially recognized in a given country or state" (Bussmann, 1996, p. 419).

**Motivational strategies:** “refer to (a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation”(Guilloteaux & Dörnyei, 2008, p. 57).

**Intrinsic motivation:** “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (Deci, Koestner & Ryan, 1999, p. 658).

**Extrinsic motivation:** “is fueled by the anticipation of a reward from outside and beyond the self” (Brown, 2007, p. 172)

**Basic schools in Kurdistan:** A school for students who are six to fifteen years old. It includes grades 1-9, and it is the equivalent to primary and intermediate school/junior high schools in other countries.

**Preparatory schools in the educational system of Kurdistan:** A school for students who are 16-18 years old. The objective of these schools is to prepare students for technical institutions, teachers' institutions, colleges or universities.

**Teachers' institutions:** Institutions that offer associate degree program in teacher education to become teachers and their certificate is called 'Diploma'.

### **Limitation of the study**

This research study aims to investigate the use of motivational strategies by Kurdish EFL teachers. The researcher used (motivational strategy questionnaire) developed by Cheng and Dörnyei (2007). The researcher of this study did not do factor analysis for the ten macrostrategies. Since he found that the ten macrostrategies were well ordered by Cheng and Dörnyei (2007) and some researchers used the same ten macrostrategies in different contexts like He (2009), Hsu (2009), Alrabai (2010) and Al-Mahrooqi, et al. (2012). The scope of this study is limited to a group of teachers, teaching in basic and preparatory schools and it is conducted in Rania city. Therefore, the findings cannot be generalized to teachers of others cities or towns in Iraqi Kurdistan.

### **Conclusion**

This chapter provided precise information about background of the study, problem of the study, aim of the study, significance of the study, definitions of key terms as well as limitation of the study.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Overview**

This chapter focuses on motivation and learning, types of motivational strategies, (intrinsic and extrinsic motivation), teachers' gender differences and use of motivational strategies, teachers' experience and use of motivational strategies, and teachers' educational background and use of motivational strategies

#### **Motivation and language learning**

One of the most crucial elements needed for successful foreign language teaching is motivation. In numerous studies, it has been shown that there is a significant connection between both motivation and language learning achievement (Clement, Dörnyei, & Noels, 1994; Guilloteaux & Dörnyei, 2008; and Oxford, 1994. Dörnyei and Ottó (1998) believe that motivational conditions have a vital role in determining why students behave as they do. Motivating students inside the classroom is not an easy task. Graham (cited in Dörnyei, 2000, p, 532) states that, "classroom motivational life is complex. No single word or principle such as reinforcement or intrinsic motivation can possibly capture this complexity".

Bignold (2009) argues that if students are allowed to choose activities by themselves as part of their leisure time, they will be more motivated. Ames and Archer (1988) suggest that the classroom goal orientation may facilitate the maintenance of adaptive motivation patterns when mastery goals are salient and are adopted by students.

Kimura, Nakata and Okumura's (n.d.) work examines the kinds of language learning motivation embraced by EFL students from different educational

environments in Japan. They used a 50-item questionnaire. The 1027 participants were from different learning settings. Their result suggested that EFL teachers should pay attention to their learners, not only from a narrow pedagogical standpoint, but also in terms of human relations between learners and facilitators.

It is hard to look for the difference of research results across various outlooks and backgrounds. Yet it is true that many research findings enable us to think about various aspects of motivation. Dörnyei (1999) states that “in their analyses of motivational phenomena, therefore, researchers need to be explicit about which aspects of motivation they are focusing on and how those are related to other, uncovered dimensions of the motivational complex” (p. 527).

The word motivation is widely used by teachers and learners, when they talk about language learning success or failure (Dörnyei, 2014). In a grade-driven educational system like that in Kurdistan most teachers use grades either to reward or penalize students. Dörnyei, (2014) states that the most often used forms of reward and punishment are grades, which are often seen as the only tools in the motivational arsenal of teachers. He also believes that the "carrot and stick" approach may work in the short run, but seldom does it lead to long term commitment. He encourages teachers to have experience with learning process more engaging or promoting the learners' language-related vision and other variety of ways by which human learning can be promoted.

According to the results of Aydin's (2012) study, there are some factors that cause demotivation in primary schools in Turkey such as: Teachers' levels of proficiency, educational programme, learners and their families, friends and school managers. Another study was also done by Bernaus, Wilson and Gardner (2009) to explore learners' motivation and their achievement in English and their relation to



teachers' use of motivational strategies in the class. The participants of this study were thirty one teachers and 694 learners. The results of their study suggest something different from that of Aydin (2012). They say that if any change happens in the system of education which enhances teacher's motivation, it should have effects on improving students' levels of education. The more learners feel motivated, the less effort they will need to learn an L2 or a foreign language.

### **Types of motivational strategies**

Researchers did not pay much attention to motivational strategies as an important element of L2 motivation research until the beginning of 1990s, which is regarded as a marked shift on L2 motivation (Cheng & Dörnyei 2007). Dörnyei (2001) states that "motivational strategies refer to the motivational influences that are consciously exerted to achieve some systematic and enduring positive effect" (p. 28). According to Guilloteaux and Dörnyei (2008), motivational strategies refer to "(a) instructional interventions applied by the teacher to elicit and stimulate student motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation" (p. 57). As Dörnyei and Csizér (1998) say, "motivating language learners has been a neglected area in L2 motivation research" (p. 203). To fill in this L2 research gap, Dörnyei and Csizér (1998) did an empirical survey to collect data on motivational strategies. For this purpose, 200 Hungarian English teachers who were teaching in different educational settings participated in the study. The participants were given a questionnaire of 51 strategies and asked to rate them according to their importance and how often these strategies are employed in their teaching practices. Based on teachers' responses, Dörnyei and

Csizér produced a list of ten motivational macro-strategies that they called 'the ten commandments for motivating language learners'. The ten macro-strategies were:

1. Set a personal example with your own behaviour.
2. Create a pleasant, relaxed atmosphere in the classroom.
3. Present the tasks properly.
4. Develop a good relationship with the learners.
5. Increase the learners' linguistic self-confidence.
6. Make the language classes interesting.
7. Promote learner autonomy.
8. Personalize the learning process.
9. Increase the learners' goal-orientedness.
10. Familiarize learners with the target language culture.

Almost all of the strategies proposed by Dörnyei and Csizér (1998) and Dörnyei (2001) were derived from western educational contexts. Thus, to compensate for this drawback, Cheng and Dörnyei (2007) did a study in a non-western context, which was a modified replication of Dörnyei and Csizér' (1998) study. The participants in this study were 387 teachers of English in Taiwan, teaching in a wide range of institutional contexts, to see if there were any similarities or differences in rating the micro and macro motivational strategies. Their study confirms that several motivational strategies can be used in various educational contexts. Their results proved that some macro-strategies that related to teacher behavior, encouraging students self-confidence, making the classroom climate enjoyable and introducing the tasks in a proper way were the most important ones in both studies. Their results revealed that certain motivational macro strategies used in Western educational settings were ranked lower by Taiwanese English teachers. The

macro strategies were 1- stimulating the learning tasks, 2- familiarizing students with the cultural background of English, 3-encouraging group cohesiveness, and 4- motivating students autonomy.

Another empirical study was done by Guilloteaux and Dörnyei (2008) to explore the connection between the teachers' use of motivation in the class and the learners' language learning motivation in South Korea. The participants were 27 teachers and more than 1,300 learners. The students' motivation was measured by a self-report questionnaire and classroom observations. The results indicate that the language teachers' motivational practice is linked to increased levels of the learners' motivated learning behavior as well as their motivational state.

In Madrid's study (2002), aiming at finding out how powerful eighteen classroom motivational strategies are, 319 learners from various academic levels and 18 teachers participated. The results showed that some motivational strategies were the most influential by students and teachers. These strategies were employing audiovisual aids, using modern technologies, making group works, supplying student's needs, participating learners in the class, high marks and satisfying learners' success expectations. The results also reveal that lack of class participation, passive listening, individual work and using the second language in the class were considered as the weakest motivational strategies.

Sugita and Takeuchi (2010) found that teachers employ different strategies to motivate their students and the use of these strategies is different according to the student's academic level. In a study by Khatib and Sarem (2012), which was done in Asadabad, Iran, 50 students were randomly selected in different high schools to fill in a questionnaire. The results revealed that motivational strategies are not used sufficiently by teachers in Iranian high schools.

Ziyuan (n.d.) did a study aiming at finding out whether motivational strategies have effects on learners' achievements in connections with the scores and to know which motivational strategies have more influence on learners' achievement. For that purpose, quantitative and qualitative methods were used. In the quantitative method, a questionnaire was used to collect data. The participants were 130 students at Jilin University in China. In the qualitative method, some teachers were interviewed. The results indicated that there is a direct relationship between motivational strategies and the learners' language achievement level. It is also suggested that self-confidence is very important in learning a language.

### **Intrinsic and extrinsic motivation**

Deci and Ryan (1985) have distinguished two types of motivation: intrinsic and extrinsic. These two types of motivation have been investigated extensively. Intrinsic motivation is defined as the "doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Ryan & Deci, 2000, p. 56). According to Deci, Koestner and Ryan (1999) "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for no external rewards" (p. 658). Ryan and Deci (2000) state that "a person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (p. 54). Deci and Ryan say that "intrinsic motivation is in evidence whenever students' natural curiosity and interest energize their learning. When the

educational environment provides optimal challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring of learning is likely to flourish" (1985, p. 245).

On the other hand, extrinsic motivation is a "construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation, thus, contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself" (Ryan & Deci, 2000, p. 60). Tamblyn (2003) and Harmer (2007) have the same opinion by saying that intrinsic motivation comes from 'inside'. Intrinsic rewards include things like immediate success, satisfaction, novelty, role model motivation, celebration, or a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Whereas, extrinsic motivation comes from 'outside' like money, position, or status, and other predictable and/or market-value perks, the need to pass an exam, the hope of financial rewards or the possibility of future travel. However, Shindler (2010) states that "making an absolute distinction can be tricky or difficult, we might refer to some motivators as coming from the outside, or being *extrinsic*; and others coming from within, or being *intrinsic*" (p. 103). Harmer (2007) says that "most researchers and methodologists have come to the view that intrinsic motivation produces better results than its extrinsic counterpart" (p. 98). Gingell and Winch (2008) declare that the two types of motivation "are not incompatible with each other, and all educationists would agree that intrinsic motivation makes learning more pleasant and effective than extrinsic motivation" (p. 137).

### **Teachers' gender differences and use of motivational strategies**

No doubt, that motivation is a crucial component in learning a foreign language or second language. Gender may also play an important role in motivating students, since gender affects the strategy/strategies that they prefer. The importance and role of motivational strategies has been examined by many researchers in different contexts (Bernaus and Gardner 2008; Cheng and Dörnyei 2007; Dörnyei and Csizér 1998; Guilloteaux and Dörnyei 2008; Madrid 2002) but few researchers investigated the aspect of teacher's gender as a motivational factor. He (2009) stated that female and male teachers had diverse belief about the motivational strategy 'increase learners' goal-orientedness'. The results showed that female teachers were more concerned about learners' needs and learning goals than male teachers were.

### **Teachers' experience and use of motivational strategies**

Teachers' experiences have a great role in motivating students. Teachers' experience is a vital part in motivating students. Hsu (2009) investigated Taiwanese novice and experienced teachers' differentiations of the utilization of motivational strategies in EFL classes. The participants were 47 experienced teachers and 26 novice teachers. The results indicated one of the main difficulties that new teachers need to overcome is time limitation and another problem that inexperienced teachers need to master is the amount of time that is needed to gain experience. Whereas, experienced teachers are skilful in choosing strategies to enhance their students' motivation. They also know which strategies are appropriate for them and they can understand their students' needs and capabilities while they are teaching.

### **Teachers' educational background and use of motivational strategies**

Teachers' educational background plays a vital role in motivating students to learn English as a foreign language. In Iraqi Kurdistan, different qualification holders teach different grades. For example, graduates of two-year TEFL programs (basic school teachers) teach students who are young in age. Young students need more motivation as compared to preparatory school students. Therefore, different motivational strategies have to be used by teachers who teach students with different levels, ages, and grades. However, no single study was found about the effect of teachers' educational background on the use of motivational strategies in class. Therefore, this variable is taken into consideration in the present study in order to fill the research gap.

### **Conclusion**

In this chapter, motivation and language learning has been discussed the review of literature indicated that motivation leads success and success leads more motivation and self-confidence. Therefore, it is important for teachers to motivate their students. Also different types of motivational strategies were discussed, and utilizing different strategies are crucial for teachers to motivate their learners in EFL contexts. Extrinsic and intrinsic motivations are considered as the key factors in language learning. Teachers' gender, experience and their educational background play an important role in motivating students in EFL classes.

## **CHAPTER III**

### **METHODOLOGY**

#### **Overview**

This chapter reports on the methodological procedures of the study. Accordingly, the participants' characteristics, instrumentations, design of the study, data collection as well as data analysis procedures will be described in detail. More specifically, this chapter reports on the survey investigation through which the data were collected to achieve its stated goals. The chapter summarizes how the survey was carried out to collect data from Kurdish EFL teachers in Iraqi Kurdistan- Rania city.

#### **Participants**

The participants consisted of 226 Kurdish EFL teacher (male and female) who were randomly selected from different basic and preparatory schools in Rania City in Iraqi Kurdistan. The total number of collected questionnaires was 200, since 26 of the participants returned the survey with either missing or invalid answers. Therefore, they were not included in the statistical analyses. These teachers had different qualifications. 114 (57%) of them were graduates of associate degree teacher training programs and 86 of them (43%) had BA in Translation or English Literature. The participants had various teaching experiences, 110 (55%) of them had 1-5 years of experience, 57 (28.5%) had 6-11 years of experience, and 33 (16.5%) of them had 11-15 years of teaching experience. Regarding gender, 129 (64.5%) of the participants were males and 71 (35.5) were females. The distribution of participants based on their qualifications, years of experiences, and gender is shown in Table 1 below.



Table 1

*The participants' qualifications, years of experiences and genders*

Qualification			Years of Experiences			Total	Percentage
			1-5	6-11	11-15		
Diploma			45	45	24	114	57%
Bachelor			65	12	9	86	43%
Total	gender	male	67	39	23	129	64.5%
		female	43	18	10	71	35.5%
	Total		110 (55.%)	57 (28.5%)	33 (16.5%)	200	100%

### **Data-collection procedures**

#### **Instrumentations**

The quantitative data for this study were collected through a questionnaire, originally developed by Cheng and Dornyei (2007). The questionnaire consisted of two sections: The first part was designed to obtain demographic information about the participants including gender, qualification, and teaching experience. The second part consisted of questions related to the use of motivational strategies in EFL classrooms. Part II comprised 48 items with five point Likert scale (never, sometimes, often, usually, and always). It should be mentioned that three items of the original questionnaire were modified in order to adjust them to the Kurdish context (see Appendix A).

The three modified items are as follows:

- 1- Item number 13 “Make tasks challenging by including some activities that require students to solve problems or discover something, e.g., puzzles”

which was changed to “Make task content attractive by adapting it to the students’ natural environment and culture interest.)

- 2- Item number 22 “Involve students as much as possible in designing and running the language course (e.g., provide them with opportunities to select the textbooks; make real choices about the activities and topics they are going to cover; decide whom they would like to work with” which was changed to “Relate the subject matter to the everyday experiences and backgrounds of the students”.
- 3- Item number 24 “Encourage student participation by assigning activities that require active involvement from each participant (e.g. group presentation or peer teaching” which was changed to “Select tasks that require involvement from each participant”.

### **Reliability and validity**

In order to check the validity of the questionnaire, a copy of the questionnaire was sent to two experts in the field to confirm the suitability of the instrument for the purpose of the study. They stated that the items were useful for the purpose of the study.

In order to estimate the reliability of the items in the questionnaire, the questionnaire was given to 25 Kurdish EFL teachers in Rania city, as a pilot study. The Cronbach’s Alpha for the pilot study was (.764), and it was .877 for the main study. Therefore, the questionnaire was found to be reliable.

## **Procedures**

### **The questionnaire**

In preparation for collecting data, first the researcher contacted the General Directorate of Education in Rania to get the required official permission (see Appendix B). The data were collected in Rania city since it has many schools and teachers and it is the centre of the Rania educational district. Then, the researcher took advantage of a ten-day course organized by the General Directorate of Education in Rania. Four Kurdish English supervisors ran the course from June 22nd till July 1st, 2013, to enhance teachers' proficiency level in English and provide them with instructions on how to teach English effectively. One hundred and one teachers, most of whom were graduates of associate teacher training programs, participated in the course.

Permission of the supervisors who organised the workshop was obtained to distribute the questionnaire among the participants. Then, the supervisors asked the teachers to fill in the questionnaires and bring them back in the following sessions. Since only sixty-seven of the questionnaires were returned. The questionnaires were sent to thirty-eight Kurdish EFL teachers on Facebook to collect further data, twenty of these teachers filled in the questionnaire online and sent them back to me. Still to collect more data, when the school started on 15<sup>th</sup> of September 2013, the researcher visited many schools in his region randomly for nearly three weeks. He asked Kurdish EFL teachers to fill in the questionnaire and he was able to collect data from one hundred and thirty-nine teachers. Therefore, altogether two hundred and twenty-six completed questionnaires were collected. While saving the questionnaires on the SPSS program the researcher found out that twenty-six of them were either invalid or

had missing information. Therefore, they were excluded from the statistical analyses. As a result, the total number of valid questionnaires collected was 200

### **Data analysis procedures**

In order to make the dataset more manageable, the quantitative data were analysed using SPSS (Statistical Package for Social Scientists) program, version 20. First, descriptive statistics were computed to sum up the results and show frequencies and mean scores of the motivational strategies. Next, gender, teaching experiences and qualifications of participants were computed and presented using tables. Following that, independent sample T-test was used to show if there were any significant differences between the two genders and the two degree holders (associate degree and BA). After that, one-way ANOVA and post hoc LSD were used to display the significance of teachers' years of experience.

### **Conclusion**

This chapter provided detailed information about the participants, data collection procedures, reliability and validity of the questionnaire, and analysis procedure.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **Overview**

This chapter, comprise four parts which aim to answer the four research questions. The first part is related to the results of the questionnaire by analysing the frequency of the motivational strategies employed by Kurdish EFL. The second section is about gender and types of motivational strategies utilized in EFL classes. The third part deals with teachers' educational background and types motivational strategies. Finally, the forth part presents the results related to teaching experience and types motivational strategies used by EFL teachers.

#### **Different strategies used by teachers to motivate students**

To answer the first research question, ‘What strategies are employed by Kurdish EFL teachers to motivate their students?’, frequencies of motivational strategies employed by Kurdish EFL were computed. The means and standard deviations of the 48 strategy items in the questionnaire are shown in (Appendix C). The results showed that five of the motivational strategies were most frequently employed by the participants, as illustrated in Table 2.

Table 2

*The most frequently used motivational strategies*

No	Motivational Strategies	M	SD
34	Provide students with positive information feedback.	4.68	0.58
2	Show students that you respect, accept and care about each of them.	4.59	0.71
47	Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes.	4.59	0.71
6	Give clear instructions about how to carry out a task by modelling every step that students will need to do.	4.55	0.70
46	Show students that their effort and achievement are being recognized by you.	4.55	0.70

These five strategies will be discussed below one by one.

**Provide students with positive information feedback.** Kurdish EFL teachers believe that providing students with positive feedback is the best motivating strategies. In teaching, feedback “refers to comments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons” (Richards & Schmidt, 2010, p. 217). Giving feedback to one student privately, means delivering information to that student only. But, providing positive feedback to that student publicly means providing indirect information to all students in the class (Shindler, 2010). There are several ways to give positive feedback. Verbal ways such as ‘ Thank you’, ‘Great job!’, ‘Cool!’, ‘I like it when you do what I ask’ and ‘I really appreciate it when you listen to me’ (Kapalka, 2009). Kapalka (2009) and Marzano, Gaddy, Foseid, Foseid and Marzano

(2005) believe that these verbal feedback will be more effective if they are supplemented by nonverbal signs such as smile, wink, a thumbs-up sign, or a gentle pat on the shoulder.

Teachers should give students feedback as soon as possible because “the longer the delay between students’ work and feedback the longer students will continue to have some misconceptions” (Seifert & Sutton, 2009, p. 258).

**Show students that you respect, accept and care about each of them.**

Kurdish EFL teachers believe that respecting students and caring each student and creating a supportive and pleasant classroom climate is the second best motivating strategy. If teachers respect students and avoid embarrassing them inside the class, in return the students will respect them as well. As a result, the class will be calm and pleasant. Thus, teachers and students will cooperate with each other to develop the process of learning, and the students will be motivated to learn the language. It is important that everybody in the classroom should be aware that the teacher cares because the perception of not caring is the fastest way to undermine students’ motivation (Dörnyei, 2001).

**Try to be yourself in front of students without putting on an artificial**

**‘mask’, and share with them your hobbies, likes and dislikes.** This

strategy was used as the third important motivational strategy by the participants. To motivate students, teachers need to provide a role model for them. Furthermore, teachers should demonstrate eagerness for teaching, attend to students' levels of learning and success, and cultivate rapport for students by being friendly instead of

being too formal. This result is identical with the findings of Dörnyei and Csizér (1998) and Cheng and Dörnyei (2007) which emphasize the importance of teachers' roles across cultures and their roles in language learning in the classroom.

**Give clear instructions about how to carry out a task by modelling every step that students will need to do.** Kurdish EFL teachers utilized this

strategy as a crucial technique to increase their students' expectancy of success while teaching. Giving clear instructions to students help them not to be confused, they also make the students understand the content of the subject, find the right direction and gain initial confidence to proceed with learning (Wlodkowski 2008). Cheng and Dörnyei (2007) state that "no matter how capable a teacher is, it is unreasonable to anticipate that student motivation will be aroused if the teaching lacks instructional clarity" (p.162). Rahlmi (2010) believes that "the best activity in the world will turn into a disappointing failure if students do not understand instructions". Dörnyei (2001) says that "the best way to demonstrate the necessary strategies and skills is to model them" (p. 81).

**Show students that their effort and achievement are being recognized by**

**you.** Showing students that their effort and achievement are being recognized by teachers, students will be encouraged to prepare themselves for participating in the class activities and doing their homework properly to learn or to get high marks. It could be for this reason that teachers prefer to employ this strategy to enhance students to learn the target language.



The results of the questionnaire also showed that five of the motivational strategies were least utilized by the participants, as shown in Table 3.

Table 3

*The least frequently used motivational strategies*

No	Motivational Strategies	M	SD
19	Invite some English-speaking foreigners as guest speakers to the class.	1.83	0.98
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	2.30	1.17
48	Give students opportunities to assess themselves sometimes (e.g. give themselves marks according to their overall performance).	2.45	1.25
1	Bring in and encourage humour and laughter frequently in your class.	2.54	0.92
31	Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.	2.64	1.44

These five least used strategies are discussed below:

**Invite some English-speaking foreigners as guest speakers to the class.**

This strategy was least frequently used strategy by teachers to motivate their students. This may be due to the unavailability of English-speaking foreigners in the city. Cheng and Dörnyei (2007), referring to the context of their study, say that the underutilisation of this strategy is not a surprise because there may simply not be enough available foreigners whom teachers could invite.

**Bring various authentic cultural products, (e.g. magazines, newspapers)**

**to class as supplementary materials.** This strategy was used as the second least important motivational strategy to encourage students to learn English as a foreign language. The reason for this may be the fact that some teachers assume the course book they teach is sufficient for students to become familiar with L2 culture. Another reason may be the shortage of time, since in almost all schools there are two or three shifts in a day, which makes it difficult for teachers to complete the designated program.

**Give students opportunities to assess themselves sometimes (e.g. give**

**themselves marks according to their overall performance).** Giving students opportunities to assess themselves was the third least employed motivational strategy by the participants. This might be due to large number of students in classes in Kurdistan. It may also be attributable to the assumption that such assessment may not be suitable, since it will affect the students' final results, or may be because such methods of assessment are not popular in Kurdistan. To the best of researcher's knowledge, Kurdish EFL teachers seldom allow their students do self-assessment. They may prefer to assess their learners through examination.

**Bring in and encourage humour and laughter frequently in your class.**

Using humor in the classroom makes the lesson enjoyable, it gives students pleasure, and it also reduces fear, anxiety and tension in the classroom. According to Quate and McDermott (2009) “humor not only creates a caring atmosphere, but also it enhances learning” (p.156). Humor is a “powerful tool that can break the ice and get the listener on your side” (Partin, 2009, p. 171). Andrew Carnegie says that “there is

little success where there is little laughter’’. However, humor and laughter was one of the least favorable strategies among English teachers in Kurdistan. This may be due to sociocultural factors in Kurdistan. According to the researcher's own experience, there is great social distance between teachers and students and there is general consensus among teachers that bringing laughter and humor to class may violate this status hierarchy. This might also be due to having large number of students in classrooms and shortage of time. Another reason might be teachers’ concern over losing control of class when using this strategy.

**Display the ‘class goals’ on the wall and review them regularly in terms of the progress made towards them.** Displaying class goals on the wall was the fifth least employed motivational strategy by the participants. Dörnyei and Ushioda (2010) state that “‘educational psychological research has found repeatedly that in an ordinary class many, if not most, students do not really understand (or accept) why they are involved in a learning activity’” (p.115). They further argue that the "official group goal (i.e. mastering the course content) set by outsiders (e.g. policy and curriculum makers) may well not be the only group goal and, in extreme cases, may not be a group goal at all" (p.115). Kurdish EFL teachers found this strategy unimportant to be used, because they may think that the aim and the goal of each activity is explained in teacher's book, therefore it is not necessary to display the ‘class goals’ on the wall and review them regularly in terms of the progress made towards them.

### Ten macrostrategies

The 48 motivational strategies were grouped into 10 macrostrategies based on their content similarities and the model proposed by Cheng and Dörnyei (2007). Each macrostrategy consisted of a set of interrelated items, as shown in Appendix D. Table 4 displays the rank order of the ten motivational strategies.

Table 4

#### *Rank order of the motivational macrostrategies*

No	macrostrategies	Mean	S D
1	Proper teacher behavior	4.44	0.80
2	Recognize student's effort	4.40	0.80
3	Present tasks properly	4.19	0.85
4	Promote learners' self-confidence	4.16	1.18
5	Promote group cohesiveness and group norms	3.74	1.08
6	Creating a pleasant classroom climate	3.60	1.03
7	Promote learner autonomy	3.56	1.09
8	Make the learning tasks stimulating	3.54	1.11
9	Increase learners' goal-orientedness	3.44	1.30
10	Familiarize learners with L2-related values	3.30	1.09

Each macrostrategy in Table 8 above will be discussed separately below

**Proper teacher behavior.** This macrostrategy was ranked first and it was seen as the most used—macrostrategy among the participants. They perceive that respecting, caring and establishing good relationship with students are very important. Teachers are the most prominent model of behaviour in class. That is why teachers should be careful about their behaviour in the classrooms, because whatever

they do will affect their students. In other similar research studies such as (Al-Mahrooqi's, et al. 2012; Arabai's 2010; Cheng and Dörnyei's 2007; and Dörnyei and Csizér's 1998) this macrostrategy was also ranked first.

**Recognizing student's effort.** Recognizing the students' effort ranked the second among other macrostrategies in this study. In a similar study by Cheng and Dörnyei (2007) in Taiwan, this macrostrategy gained the second position, in Al-Mahrooqi, et al's. (2012) study in Oman it was ranked third, and Hsu's (2009) study in Taiwan, it was the fourth macrostrategy. However, this macrostrategy was not among macrostrategies in Dörnyei and Csizér's (1998) study in Hungary. The dissimilarity in the results of these studies might be attributed to cultural differences. One possible reason for this ranking in the present study is that in the past in Kurdistan, students' efforts were evaluated only by the results of their performance in their exams, but now part of students' efforts are recognized by daily participation, doing homework, as well as examinations.

**Presenting tasks properly.** Presenting tasks properly attracts students' attention towards the lesson and make the students understand better. This macrostrategy obtained the third rank. The more teachers present tasks properly, the more students understand the lesson and learn more. The more students learn from their teachers, the more teachers will be respectable and loved by the students. When the students love their teachers, they will be more eager to learn their lessons as well. Most of the participating teachers may know the fact that presenting tasks properly make it possible for the students to achieve their goals. As Kubanyiova (2006) says, "the decisive factors determining the quality of learners' task engagement appear to

be meaningfulness, personal relevance, a degree of difficulty and structure that allows flexibility in student interaction” (p. 3).

**Promoting learners’ self-confidence.** Confidence is defined as “firm trust” (Murray & Lesser, 2006, p. 53). Teachers need to motivate their students and help them develop their confidence in order to be successful and achieve their goals since “self-confidence is the foundation of all great success and achievement” (Tracy, 1997, p. 3). This macrostrategy took the fourth place in the rank order, which indicated that Kurdish EFL teachers employed this macrostrategy as an important motivational strategy in their classes. This macrostrategy ranked second in Al-Mahrooqi’s, et al. (2012) study and, it ranked third in Cheng and Dörnyei’s (2007) and Hsu’s (2009) studies respectively. The similarity of the rank order could be attributed to the cross-cultural importance of promoting confidence in the students about their abilities and success.

In order to help students learn the target language teachers have to create relaxed environment where students can build up self-confidence by diminishing their anxiety, fear and doubt because “fear and doubt are the major enemies of great success and achievement” (Tracy, 1997, p. 8).

**Promoting group cohesiveness and group norms.** This macrostrategy, which was ranked the fifth, can be used to create basic motivational conditions in the language classroom. Dörnyei (1994, p. 279) defined group cohesion as “the strength of the relationship linking the members to one another and to the group itself”. Making groups is very crucial, it gives the opportunity of sharing ideas and finding solutions to problems, it helps poor students to participate in class activities as

everyone struggles towards the same goal. It also gives students more opportunity to make new friends. Dörnyei and Murphey (2003) have referred to group norms as “the implicit and explicit dos and don’ts that regulate the life of communities” (p. 35). Further, Dörnyei and Malderez (1997) have defined group norms as “the rules or standards that describe behaviour that is essential for the efficient functioning of the group” (p. 69).

**Creating a pleasant classroom climate.** Without a pleasant classroom climate, students will not learn well and they will not achieve their goals. Teachers should create a learning environment without putting pressure on the learners, so that the learners feel free to learn the target language in the classroom. Brophy (2010) gives three important agendas for teachers to accomplish in establishing a learning community

- (a) Make yourself and your classroom attractive to students,
- (b) Focus their attention on individual and collaborative learning goals and help them to achieve these goals, and
- (c) Teach things that are worth learning, in ways that help students to appreciate their value (p. 23).

To create positive climate teachers need to be familiar with the personal qualities it takes to supply a supportive, trustful, and safe environment. McCombs and Pope (1994) say that “when individuals are placed in safe and positive environments and are in quality relationships with others, feelings of fear and insecurity are greatly reduced” (p. 99). It is worth mentioning that “in a safe and supportive classroom the norm of tolerance prevails and students feel comfortable

taking risks because they know that they will not be embarrassed or criticised if they make a mistake'' (Dörnyei, 2001, p. 41).

One of the main goals of teaching is helping students learn, and learning without having a positive classroom climate will not take place so effectively. Therefore, Kurdish EFL teachers emphasize this macrostrategy and employ it in the classroom.

**Promoting learner autonomy.** This macrostrategy was ordered the seventh by Kurdish EFL teachers in terms of its usage in increasing students' motivation. Little (1999) defines the basis of autonomy in a formal educational context as "the acceptance of responsibility for one's own learning" (p. 11). He believes that the development of learner autonomy relies on the exercise of that responsibility in a never-ending effort to understand what, and why, one is learning and with what degree of success. Nevertheless, the result shows that this macrostrategy was one of the least important motivational strategies that teachers employ in the classroom. The crucial reason is that teachers might not be ready to give students options of sharing responsibility.

**Making the learning tasks stimulating.** This macrostrategy was ranked eighth, i.e., one of the least important macrostrategy used by Kurdish English participants. Although, most students would like to participate in activities that they like and enjoy, some of the tasks are not attractive to the students. Dörnyei (2001) says that teachers "have to teach the whole curriculum and certain parts are bound to be less attractive for students than others" (p. 72). Teachers have to teach all the tasks whether they are interesting or boring. Therefore, it cannot be expected to make



every task enjoyable and fun in the classroom. Raffini (1996) as cited in Dörnyei, (2001) says that “too often the word “enjoyable” has a bad reputation in school” (p. 72).

**Increasing learners’ goal-orientedness.** This macrostrategy was ranked ninth, i.e., the second least motivational macrostrategy employed by Kurdish EFL teachers. Reasons given by Cheng and Dörnyei (2007, p. 163) as to why this macrostrategy was ranked the least in their study seems to apply to Kurdish EFL teachers as well. The reasons they provide are as follows:

- 1- Not being entirely sure about the value of setting learner goals
- 2- Teachers may have trouble in using this strategy in their teaching settings.
- 3- Lack of recognition of the utility of goal setting may also be due to the fact that language teachers often believe that the official curricula outline a set of institutional objectives that are readily servable.

Hadfield (1992) states that “it is fundamental to the successful working of a group to have a sense of direction and a common purpose. Defining and agreeing aims is one of the hardest tasks that the group has to undertake together” (p.134). Oxford and Shearin (1994) have come to the conclusion that “goal setting can have exceptional importance in stimulating L2 learning motivation, and it is therefore shocking that so little time and energy are spent in the L2 classroom on goal setting” (p. 19).

**Familiarizing learners with L2-related values.** This macrostrategy was ranked tenth, the least motivational macrostrategy in used in present study. Dörnyei and Ushioda (2010) declared that "the individual's subjective value system is a more or less organised collection of internalised perceptions, beliefs and feelings related to one's position in the social world, developed during the past as a reaction to past experiences" (p. 114). Al-Mahrooqi et al. (2012) say that, "familiarizing learners with L2-related values is suitable in contexts where integrative motivation to language learning is found among students" (p. 57). This macrostrategy was ranked tenth by Hsu (2009) in Taiwan, seventh by Al-Mahrooqi et al. (2012) in Oman.

### **Gender and types of motivational strategies used in EFL classes**

In order to answer the second research question, an independent sample-T-test was conducted. The test revealed a statistically significant difference with certain items between males and females as it is shown in (Appendix E).

The mean difference is significant in the strategy 3 ( $t = 2.441$ ,  $p = .016$ ). The mean of the male participants is 3.49, ( $SD = 1.111$ ) and the mean of the female participants is 3.08, ( $SD = 1.192$ ) The result shows that, male participants create more opportunities for students such as group work or game like competition than female participants with mean difference .411. This is may be due to the fact that male teachers can control their class better than female teachers.

The significant difference was also found in the strategy 4, which is about familiarizing learners with the cultural background of the English language. Male participants help their students to be familiar with the cultural background of English language ( $t = 2.489$ ,  $p = .014$ ). The mean of the male participants is 3.72, ( $SD = 1.116$ ) and the mean of the female participants is 3.30 ( $SD = 1.178$ ) with mean difference

.418. Female teachers may believe that the course book is enough for the students to become familiar with the cultural background of English language. On the other hand, male teachers may believe that the course book is not the only source for students, but there are also hundreds of educational TV channels and websites to be familiar with the cultural background of English language.

Another mean difference was significance in the strategy 5. Female participants prefer to explain the importance of the 'class rules' ( $t = -2.391$ ,  $p = .018$ ). The mean of the female participants is 4.42, ( $SD = .904$ ) with a mean difference of  $-.337$  more than the male participants ( $M = 4.08$ , ( $SD = 1.038$ )). This might result from the capability of male teachers to control the class. As a result, these class rules look less important for them to explain.

The mean difference was also found in the strategy 16 ( $t = -2.364$ ,  $p = .019$ ). The mean of female participants is 3.67 ( $SD = 1.204$ ) and the mean difference is  $-.427$  again female participants would like to ask their students to think of any classroom rules more than male participants ( $M = 3.24$ ,  $SD = 1.262$ ). This is may be because female participants want their students to participate in their class rules. Female teachers may think that participating students will make students feel happier and they respect the rules better than not participating in the class rules or it might be because female teachers are more serious in teaching due to directing all their attention to schools unlike male teachers who have more responsibilities besides teaching.

Another mean difference was also found in the strategy 24 which is about selecting tasks that require involvement from each participant, ( $t = -2.232$ ,  $p = .027$ ). The mean of female participants is 4.11, ( $SD = 1.02$ ) and the mean of male participants is 3.77, ( $SD = 1.02$ ) and the mean difference is  $-.337$ . The result shows

that female participants employ this strategy more than male teachers, it maybe because females do not want to deprive anyone from anything, so they try to engage everybody in an activity. They may also think that choosing tasks provides the opportunity for poor students and encourages them to participate in the class activities to have more self-confidence. On the other hand, male participants may think that selecting tasks is not an appropriate way of teaching the tasks, since teachers have to teach all the tasks.

The mean differences was significant in the strategy 25, ( $t=-2.659$ ,  $p = .009$ ). The mean of female participants is 4.09, ( $SD=1.002$ ) and The mean of male participants is 3.70, ( $SD=1.003$ ) and the mean difference is -.393. This strategy is about giving good reasons to students as to why a particular activity is meaningful or important. Perhaps, females might be more faithful than males in this respect. Female teachers may believe that this strategy helps students be more involved in the classroom activities. In addition, they might want to give the students the message that learning is fun and satisfying.

Another mean difference was also significant in the strategy 26 ( $t=-2.451$ ,  $p = .014$ ). The mean of female participants is 3.61, ( $SD=1.087$ ) and the mean of male participants is 3.23, ( $SD=1.034$ ) and the mean difference is -.387. It could be due to the flexibility of female participants. Perhaps female teachers think that the use of this strategy helps students feel that they are valued members of a learning community. The female teacher's passion motivates the students to have a self-improvement and promote intrinsic motivation.

The mean difference was also found in the strategy 29 ( $t=2.087$ ,  $p = .005$ ). The mean of female participants is 3.38 ( $SD= 1.223$ ) and the mean of male participants is 2.90, ( $SD= 1.071$ ) and the mean difference is -.473. This strategy is

about giving students choices in deciding where and when they will be assessed. Female teachers might be more cooperative in giving students choices to assess themselves than male teachers. Nisbet and Warren (2000) found that female teachers give students more choices than males to assess themselves.

Another mean difference was significant in the strategy 42 ( $t=-2.304$ ,  $p = .022$ ). The mean of female participants is 4.33, ( $SD=.578$ ) and the mean of male participants is 4.33 ( $SD= .822$ ) and the mean difference is  $-.230$ . Again female participants encourage their students to see that the main reason for most failure is that they did not make sufficient effort rather than their poor ability. It may be because female teachers are more passionate and try to avoid punishments and threats.

The last mean difference was significant in the strategy 44 ( $t=-2.001$ ,  $p = .47$ ). The mean of female participants is 3.97 ( $SD= 1.013$ ) and the mean of male participants is 3.67, ( $SD= 1.001$ ) and the mean difference is  $-.297$ . The result shows that female participants encourage their students to interact and share personal experiences and thoughts as part of the learning tasks more than male participants. This probably due to the fact that female teachers view themselves as active socialization agents capable of stimulating the student's motivation to learn (Brophy, 1987).

### **Teachers' educational background and types of motivational strategies**

In order to answer the third research question, an independent sample T-test was used to show the significant differences between certificate holders of the participants (see Appendix F). The results show thirteen significant differences between degree holders of the participants and their responses to the strategies.

The mean difference is significant in the strategy 3 ( $t=2.390$ ,  $p=.018$ ). The mean of graduates of two-year TEFL programs is 3.51, ( $SD=1.106$ ) and the mean of the BA holders in Translation and Literature is 3.12, ( $SD=1.186$ ). The result shows that graduates of two-year TEFL programs create more opportunities for their students such as group work or game like competition than BA holders in Translation and Literature with a mean difference of .411. This may be due to the fact that teachers with associate degree teach young children (basic school students) and group work among young children breaks the shyness of the students and it helps them to participate in the class activities. As Galton and Williamson (1992) say, "group interaction was thought to help the timid child who might be less shy in risk taking a hypothesis in a group" (p. 6). Furthermore, teachers holding BA may face classroom management problems since in such activities older students may be more difficult to control.

The mean difference is significant in the strategy 8 ( $t= 3.432$ ,  $p=.001$ ). The mean of graduates of two-year TEFL programs is 4.50, ( $SD=.755$ ) and the mean of the BA holders in Translation and Literature is 4.10, ( $SD=.907$ ). The results show that graduates of two-year TEFL programs monitor their students' levels of success more than BA holders in Translation and Literature with a mean difference of .404. The reason behind this might be the obedience of students in basic schools, or because they are not mature enough to know their levels of success as compared to preparatory school students.

The mean difference is also significant in the strategy 13  $t= 3.386$ ,  $p=.001$ ). The mean of graduates of two-year TEFL programs is 4.28, ( $SD=.795$ ) and the mean of the BA holders in Translation and Literature is 3.83, ( $SD=1.093$ ). The result reveals that graduates of two-year TEFL programs make task content attractive by

adapting it to the students' natural environment and culture interest than BA holders in Translation and Literature with a mean difference of .452. This might attribute to the appropriateness of the curriculum of basic schools to cover such activities.

Another mean difference is significant in the strategy 14 ( $t= 2.340$ ,  $p=.020$ ). The mean of graduates of two-year TEFL programs is 4.07, ( $SD=.893$ ) and the mean of the BA holders in Translation and Literature is 3.74, ( $SD=1.129$ ). The result reveals that graduates of two-year TEFL programs teach the students self-motivating strategies to keep them motivated when they encounter distractions than BA holders in Translation and Literature with a mean difference of .334. Graduates of two-year TEFL programs might be more nurturing, since they teach students who are young in age. Young children may lose motivation easily as compared to high school students. It could be for these reasons graduates of two-year TEFL programs keep motivating their students.

The mean difference is also significant in the strategy 15, ( $t=2.693$ ,  $p=.008$ ). The mean of graduates of two-year TEFL programs is 4.47, ( $SD=.743$ ) and the mean of the BA holders in Translation and Literature is 4.12, ( $SD=1.071$ ). The result reveals that graduates of two-year TEFL programs make sure grades reflect not only the students' achievement but also the effort they have put into in the task than BA holders in Translation and Literature with a mean difference of .345. The graduates of two-year TEFL programs might be more sensitive than BA holders in Translation and Literature. This may be because all the marks are under the control of graduates of two-year TEFL programs who teach grades 1-7. Whereas BA holders in Translation and Literature do not have the full authority of distributing the marks in grades (9 and 12), since the students of these two grades have central exams. The ministry of education provides their exams.

The next mean difference is significant in the strategy 19, with ( $t= 2.015$ ,  $p=.039$ ). The mean of graduates of two-year TEFL programs is 1.95, ( $SD=1.067$ ) and the mean of the BA holders in Translation and Literature is 1.67, ( $SD=.846$ ). The result reveals that graduates of two-year TEFL programs would like to invite some English-speaking foreigners as guest speakers to the class than BA holders in Translation and Literature with a mean difference of .345. The graduates of two-year TEFL programs might not be able to express themselves perfectly so they might think that it is necessary to invite some English-speaking foreigners to the class while BA holders in Translation and Literature might think that they can speak better therefore, there will be no need to invite some English-speaking foreigners to the class.

Another mean significant difference is the strategy 22, ( $t=2.401$ ,  $p= .017$ ). The mean of graduates of two-year TEFL programs is 3.96, ( $SD=1.136$ ) and the mean of the BA holders in Translation and Literature is 3.56, ( $SD=1.173$ ). The result indicates that graduates of two-year TEFL programs relate the subject matter to the everyday experiences and backgrounds of the students than BA holders in Translation and Literature with a mean difference of .395. This is may be because the materials taught by graduates of two-year TEFL programs are easier to be connected with everyday experiences and backgrounds of the students as compared to the materials taught by BA holders in Translation and Literature.

The mean significant difference is also found in the strategy 23 ( $t= 2.969$ ,  $p= .003$ ). The mean of graduates of two-year TEFL programs is 4.62 ( $SD=.696$ ) and the mean of the BA holders in Translation and Literature is 4.27, ( $SD=.941$ ). The result shows that graduates of two-year TEFL programs establish a good relationship with their students more than BA holders in Translation and Literature with a mean



difference of .343. Graduates of two-year TEFL programs might be nearer to students mind and behaviour more than BA holders in Translation and Literature. Therefore, it is easy for them to have a good relationship with them.

The next mean significant difference is in the strategy 27 ( $t= 2.380$ ,  $p=.018$ ). The mean of graduates of two-year TEFL programs is 3.35, ( $SD=1.276$ ) and the mean of the BA holders in Translation and Literature is 2.93, ( $SD=1.244$ ). The result reveals that graduates of two-year TEFL programs allow students to create products that they can display (e.g. a poster, brochure) more than BA holders in Translation and Literature with a mean difference of .429. Graduates of two-year TEFL programs might have much more time to make their students busy creating posters brochure more than BA holders in Translation and Literature. Young children will be motivated if they see their posters and pictures that they draw are displayed in the class or in the school. As Kenneth and Hansen (2012) say, "primary children are encouraged to express themselves through multiple sign systems (pictures, numbers, letters, and pseudo-writing)" (p. 31).

Another mean difference is significant in the strategy 31 ( $t= 2.720$ ,  $p=.007$ ). The mean of graduates of two-year TEFL programs is 2.87, ( $SD=1.464$ ) and the mean of the BA holders in Translation and Literature is 2.32, ( $SD=1.358$ ). The result reveals that graduates of two-year TEFL programs display the 'class goals' on the wall and review them regularly in terms of the progress made towards them than BA holders in Translation and Literature with a mean difference of .429. This is because all graduates of two-year TEFL programs study English methodology and they are prepared to be teachers in Central Teachers' Institutes in Kurdistan, while those BA holders in Translation and Literature do not study English methodology and they are not prepared to be teachers. It could be because of this reason graduates of two-year

TEFL programs display the class goals more than BA holders in Translation and Literature.

The next mean difference is also significant in the strategy 32 ( $t=2.062$ ,  $p=.040$ ). The mean of graduates of two-year TEFL programs is 2.44, ( $SD=1.183$ ) and the mean of the BA holders in Translation and Literature is 2.10, ( $SD=1.137$ ). The result shows that graduates of two-year TEFL programs bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials more than BA holders in Translation and Literature with a mean difference of .342. Basic school teachers may use authentic materials as a source of inspiration for their students. They may also think that authentic materials give students a feeling of achievement and encourages them for further development.

Another mean difference is significant in the strategy 33 ( $t=-3.117$ ,  $p=.002$ ). The mean of the BA holders in Translation and Literature is 4.20, ( $SD=.947$ ) and the mean of graduates of two-year TEFL programs is 3.76, ( $SD=1.041$ ) and. The result reveals that BA holders in Translation and Literature make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes than graduates of two-year TEFL programs with a mean difference of -.446. It could be ascribed to the point that students in basic schools are encouraged to speak even if they make mistakes, they are overlooked, but students' grammar mistakes need to be corrected by BA teachers in preparatory schools, because grammar plays an important role in monthly examinations or final examination as compared to reading, writing, spelling, punctuation, and literary reader.

The last mean difference is significant in the strategy 43 ( $t= 3.096$ ,  $p=.002$ ). The mean of graduates of two-year TEFL programs is 4.12, ( $SD=.883$ ) and the mean

of BA holders in Translation and Literature is 3.72, (SD=.941) and. The result reveals that graduates of two-year TEFL programs make tasks attractive by including novel or fantasy elements to raise the learners' curiosity than BA holders in Translation and Literature with a mean difference of .401. This is because graduates of two-year TEFL programs direct their attention to more attractive tasks whereas, BA holders in Translation and Literature are more committed to the curriculum.

### **Teachers' teaching experience (number of years they have taught English) and types of motivational strategies they use in EFL classes**

In order to answer the fourth research question, a one-way ANOVA and Post-hoc (LSD) were conducted. According to the results shown in (Appendix G and H) several significant differences were found with regard to years of experiences and strategy use.

The first significant difference was found in using "inviting senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes" ( $F [ 2,197] = 3.08, p=.048$ ) The result of this strategy shows that teachers with 6-10 years of experience ( $M=3.71, SD=1.13$ ) show their students examples of success through past successful students more than teachers with 1-5 years of experience ( $M=3.31, SD= 1.15$ ) to encourage their students. As the first group is new in teaching, they may not have much examples of success to share with their students through past successful students, but teachers with 6-10 years of experience have more examples of success to share with their students. As Ramsey (1997) notes "tell your class about former students who have gone on to lead successful lives. Kids thrive on examples and role models. They need to know that achieving success can still happen" (p. 14).

Another significant difference was found in using "Monitoring students' levels of success" ( $F [2,197] = 6.23, p = .002$ ). The result shows that teachers with 6-10 years of experience ( $M = 4.61, SD = .61$ ) monitor their students' levels of success more than teachers with 1-5 years of experience ( $M = 4.15, SD = .93$ ). Teachers having more years of experience might be able to monitor students' success better than less experienced teachers and they may know which strategy is suitable for monitoring students' success.

A significant difference has also been found in the use of "designing tasks that are within the learners' ability so that they get to experience success regularly" ( $F [2,197] = 4.72, p = .010$ ). The result of this strategy shows that teachers with 6-10 years of experience ( $M = 4.24, SD = .91$ ) select those tasks that are within the learners' ability more than teachers with 1-5 years of experience ( $M = 3.71, SD = 1.12$ ). Experienced teachers might emphasize on the learners' ability in designing the tasks due to receiving more feedbacks during their teaching.

Another significant difference was found in the use of "introducing in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling)" ( $F [2,197] = 3.16, p = .045$ ). This may be because novice teachers ( $M = 3.35, SD = 1.20$ ) are more enthusiastic in introducing various interesting topics to encourage their students to watch different English TV programs to improve their language. While, more experienced teachers 6-10 ( $M = 2.96, SD = 1.13$ ) might get bored or might not be so eager in introducing various topics to their students, on the other hand teachers whose experiences are 11-15 ( $M = 2.87, SD = 1.21$ ) may also be fed up in introducing so many different topics to their students. Rice (2010) states that "experience matters, but more is not always better" (p. 1)

The last significant difference was found in the use of "making sure grades reflect not only the students' achievement but also the effort they have put into in the task" ( $F [2,197]= 3.15, p=.045$ ). This may be due to the fact that teachers with 1-5 teaching experience ( $M=4.22, SD= 1.00$ ) may not know how to distribute grades among students according to their efforts and achievements; this may make some students get high grades without trying much. Teachers 6-10 ( $M=4.57, SD=.75$ ) might be able to distribute grades among students easily according to what they have done that grades reflect their efforts and achievements.

## **Conclusion**

This chapter provided detailed information about the results of the most and least used motivational strategies by EFL Kurdish teachers to motivate their students. Then, the ten macrostrategies were discussed in detail. Next, adequate information was given about the results of the T-test for the differences between graduates of two-year TEFL programs and BA holders in Translation and Literature. Following that, the results of T-test for gender difference in the use of motivational strategies were discussed in detail. Finally, the results of one-way ANOVA and post hoc LSD were presented.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Overview

This chapter summarizes the major findings of the study, then, compares with these findings with those of other researchers in the field. Finally, the chapter provides several educational implications and recommendations for further research.

#### Summary of the findings

This study was an attempt to examine the frequency of motivational strategies used by Kurdish EFL teachers. For this purpose, the study used a 48-item survey questionnaire developed by Cheng and Dörnyei (2007). Two hundred EFL teachers in Iraqi Kurdistan were asked to choose one of the five Likert scale options (never, sometimes, often, usually and always) to find out how often they use each strategy in their own teaching practice.

Then, the use of motivational strategies was analysed and the frequencies, means and standard deviations were calculated. The results revealed that the most frequently used strategy was **strategy 34: 'Provide students with positive information feedback'**. EFL teachers in Kurdistan stated that they used this strategy most to motivate their L2 students because providing positive feedback reduces stress and encourages students to learn and it provides information rather than judgements. This finding is in line with the results of similar studies such as (Al-Mahrooqi et al. 2012; Cheng and Dörnyei 2007; Hsu 2009) in which the same strategy was found to be the most frequently used by participants in their studies. In some other studies, such as He (2009), Alrabai (2010) the strategy obtained a high rank, but it was not the most frequently used.

On the other hand, **strategy 19** *'Invite some English-speaking foreigners as guest speakers to the classes'* was found to be the least frequently used motivational strategy by the participants in the present study. This finding is identical with the results of similar studies conducted by (Al-Mahrooqi et al. 2012; Cheng and Dörnyei 2007; He 2009 and Hsu 2009). In these studies also strategy number 19 was the least important motivational strategy employed by teachers to motivate their students to learn English as a second or foreign language.

The results of the ten motivational macrostrategy showed that *'Proper teacher behaviour'* was the most important motivational macrostrategy employed by the participants. This macrostrategy was also ranked first by (Al-Mahrooqi et al 2012; Alrabai 2010; Cheng and Dörnyei 2007 and He 2009). Such similarity in the findings of the present study and other related studies indicates that 'proper teacher behavior' is viewed important regardless of the background of teachers. On the other hand *'Familiarise learners with L2-related values'* was the least important motivational macrostrategy for Kurdish EFL teachers. This macrostrategy was also ranked the lowest in studies conducted by (Alrabai 2010; Cheng and Dörnyei 2007; He 2009 and Hsu 2009). This shows that teachers across different cultures share the view that familiarizing learners with L2-related values is not an important factor in L2 teaching.

The results of independent sample T-test to investigate whether there were any significant differences between the two genders and their use of strategies revealed that they were significantly different in the following ten strategies:

1. Strategy No 3 'Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition)'.

2. Strategy No 4 'Familiarize the learners with the cultural background of the English language.'
3. Strategy No 5 'Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.'
4. Strategy No 16 'Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.'
5. Strategy No 24 'Select tasks that require involvement from each participant '
6. Strategy No 25 ' Give good reasons to students as to why a particular activity is meaningful or important.'
7. Strategy No 26 ' try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.'
8. Strategy No 29 ' Give students choices in deciding how and when they will be assessed/evaluated.'
9. Strategy No 42 'Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities'.
10. Strategy 44 'Encourage students to interact and share personal experiences and thoughts as part of the learning tasks'.

More specifically, strategies number 3 and 4 are used by male participants more than female participants, but all the other strategies are used by female participants more than male participants.

Male participants create more opportunities for students such as group work. This seems to be male teachers can control their class better than female teachers. Male participants also help their students to be familiar with the cultural background of



English language. This may be because Female teachers believe that the course book is enough for the students to become familiar with the cultural background of English language.

Female participants prefer to explain the importance of the class rules and ask their students to think of any classroom rules more than male participants. This may be because female participants want their students to participate in their class rules and they may think that participating students will make students feel happier and they respect the rules better than not participating in the class rules

Another strategy used by female teachers is that they choose those tasks that require involvement from each participant. They use this strategy so as to help poor students to participate in the class activities to have more self-confidence. Female teachers also give students choices in deciding where and when they will be assessed. Female teachers might be more cooperative in giving students choices to assess themselves than male teachers. Nisbet and Warren (2000) found that female teachers give students more choices than males to assess themselves.

Again female participants encourage their students to see that the main reason for most failure is that they did not make sufficient effort rather than their poor ability. It may be because female teachers are more passionate and try to avoid punishments and threats.

Female participants encourage their students to interact and share personal experiences and thoughts as part of the learning tasks more than male participants. Female teachers seem view themselves as active socialization agents capable of stimulating the student's motivation to learn (Brophy, 1987).

As mentioned earlier, the only available research on gender differences in the use of motivational strategies is He's (2009) study. Results of He's study showed that

female teachers were more concerned about learners' needs and learning goals than male teachers.

The results of independent sample T-test to investigate if there were any significant differences between educational background of the participants and their use of strategies showed that there were significant differences between graduates of two-year TEFL programs and BA holders in Translation and Literature in the following 13 strategies:

1. Strategy No 3 'Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition) '.
2. Strategy No 8, 'Monitor students' levels of success'
3. Strategy No 13 'Make task content attractive by adapting it to the students' natural environment and culture interest'.
4. Strategy No 14 'Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions '.
5. Strategy No 15 'Make sure grades reflect not only the students' achievement but also the effort they have put into in the task'
6. Strategy No 19 'Invite some English-speaking foreigners as guest speakers to the class'.
7. Strategy No 22 'Relate the subject matter to the everyday experiences and backgrounds of the students'
8. Strategy No 23 'Establish a good relationship with your students'
9. Strategy No 27 ' Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme)'
10. Strategy No 31 'Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them'.

11. Strategy No 32 'Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials'.
12. Strategy No 33 'Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes'.
13. Strategy No 43 'Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity'.

All the strategies that are significantly different are used more by graduates of two-year TEFL programs than by BA holders in Translation and Literature. This seems to be due to the fact that graduates of two-year TEFL programs have received training in teaching English as a foreign language, whereas BA holders are graduates of translation and English language and literature with little or no background in TEFL methodology and psychological aspects of learning such as motivations. This great difference in their background led to significant differences in the results of the study. Another contributory factor is that graduates of two-year TEFL programs teach English to younger learners.

Teachers with associate degree create more opportunities for their students such as group work or game like competition than BA holders in Translation and Literature. This may be due to the fact that teachers with associate degree teach young children (basic school students) and group work among young children breaks the shyness of the students and it helps them to participate in the class activities. Teachers holding BA may face classroom management problems since in such activities older students may be more difficult to control.

Graduates of two-year TEFL programs monitor their students' levels of success more than BA holders in Translation and Literature. The reason behind this

might be the obedience of students in basic schools, or because they are not mature enough to know their levels of success as compared to preparatory school students. Graduates of two-year TEFL programs also make task content attractive by adapting it to the students' natural environment and culture interest than BA holders in Translation and Literature. This might attribute to the appropriateness of the curriculum of basic schools to cover such activities.

Graduates of two-year TEFL programs also teach students self-motivating strategies to keep them motivated when they encounter distractions than BA holders in Translation and Literature. Graduates of two-year TEFL programs might be more nurturing, since they teach students who are young in age. Young children may lose motivation easily as compared to preparatory school students. Graduates of two-year TEFL programs also relate the subject matter to the everyday experiences and backgrounds of the students. This is may be because the materials taught by graduates of two-year TEFL programs are easier to be connected with everyday experiences and backgrounds of the students as compared to the materials taught by BA holders in Translation and Literature.

Graduates of two-year TEFL programs establish a good relationship with their students more than BA holders in Translation and Literature. Graduates of two-year TEFL programs might be nearer to students mind and behaviour more than BA holders in Translation and Literature. Therefore, it is easy for them to have a good relationship with them. Also graduates of two-year TEFL programs allow students to create products that they can display (e.g. a poster, brochure) more than BA holders. Graduates of two-year TEFL programs might have much more time to make their students busy creating posters brochure more than BA holders in Translation and

Literature. Young children will be motivated if they see their posters and pictures that they draw are displayed in the class or in the school.

Graduates of two-year TEFL programs bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials more than BA holders in Translation and Literature. Basic school teachers may use authentic materials as a source of inspiration for their students. They may also think that authentic materials give students a feeling of achievement and encourages them for further development.

Basic schools students are encouraged to speak even if they make mistakes, they are overlooked, but students' grammar mistakes need to be corrected by BA teachers in preparatory schools, because grammar plays an important role in monthly examinations or final examination as compared to reading, writing, spelling, punctuation, and literary reader.

It needs to be pointed out that to the best of the researcher's knowledge no research has been carried out on educational background of participants with regard to the use of motivational strategies as yet. Therefore, this finding cannot be compared and contrasted with other studies.

The results of one-way ANOVA to investigate significant differences between teaching experience and use of motivational strategies revealed that there were significant differences in the following strategies:

1. Strategy No 7 'Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes'.
2. Strategy No 8 'Monitor students' levels of success'.

3. Strategy No 11 'Design tasks that are within the learners' ability so that they get to experience success regularly '.
4. Strategy 12 'Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling)'.  
'.
5. Strategy No 15 'Make sure grades reflect not only the students' achievement but also the effort they have put into in the task'

In this study teachers who have 1-5 years of experience used less motivational strategies than those who have 6-10 years of experience and also teachers who have 11-15 years of experience employed less motivational strategies than 6-10. As Rice (2010) states "experience matters, but more is not always... brand new teachers are less effective than those with some experience under their belts" (p. 1).

The results indicate that teachers who have 1-5 years of experience may not have much examples of success to share with their students through past successful students, but teachers with 6-10 years of experience have more examples of success to share with their students. Also teachers 6-10 years of experience might be able to monitor students' success better than less experienced teachers and they may know which strategy is suitable for monitoring students' success. Again teachers 6-10 select those tasks that are within the learners' ability, experienced teachers might emphasize on the learners' ability in designing the tasks due to receiving more feedbacks during their teaching.

Teachers with 1-5 years of experience introduce various interesting content and topics which students are likely to find interesting. This may be because novice teachers are more enthusiastic in introducing various interesting topics to encourage their students to watch different English TV programs to improve their language.

The results also revealed that teachers who have 6-10 years of experience might be able to distribute grades among students easily according to what they have done that grades reflect their efforts and achievements better than teachers 1-5 years of experience.

Hsu (2009) found that experienced teachers know which motivational strategies are more suitable for students and they can easily understand each students' abilities and needs when they are teaching because of having accumulating a number of teaching experiences. Whereas, inexperienced teachers need time to realize which motivational strategies are suitable for the students (p. ii).

### **Recommendations**

Based on the findings of the study, the following recommendations can be made.

1. Teachers should promote students' curiosity and encourage them to learn English by creating a welcome and pleasant classroom climate in their EFL classrooms, building up student's self-confidence, diminishing their anxiety and trying not to embarrass them in front of their classmates.
2. Students' levels of proficiency and their ages should be taken into account by Kurdish EFL teachers while using motivational strategies.
3. In order to use more motivational strategies by EFL Kurdish teachers in Iraqi Kurdistan, curriculum designers should pay particular attention to the quality of the curriculum rather than the quantity by reducing the amount of the curriculum content for each grade, so as to diminish teachers' fears that they will not be able to finish the whole content on time. As Ramsey (1997) put it "don't be a slave to your syllabus. Reaching just one student is more important than finishing a dozen textbooks" (p. 14).

4. Kurdish EFL curriculum designers ought to investigate students' interests, goals and needs and try to include them in the curriculum.
5. The Ministry of Education should hold workshops, seminars and conferences for Kurdish EFL teachers about how to motivate their students to learn English more effectively in their EFL setting.

### **Suggestions for further research**

This study was conducted in Rania City with 200 teachers as participants. The study can be replicated in other cities in the Kurdistan Region with larger number of participants

Since there were no students in the study, further research can be done to investigate students' perception towards teachers' use of motivational strategies. Also further studies in this respect can be done with university instructors to examine how they motivate their students and the effects of their motivation on students' future carriers as teachers. Moreover, this study is quantitative, future studies can use both quantitative and qualitative measures. Observation and longitudinal studies are also recommended.

### **Conclusion**

The findings of the present study point to the significance of the use of motivational strategies by EFL teachers in arousing interest in their students with regard to the learning of English as a foreign language. Therefore, Kurdish EFL teachers need to develop their awareness of the important role of motivational strategies in their teaching career. They should learn how to make effective use of these strategies to motivate their students. Moreover, both male and female teachers



and graduates of two-year TEFL programs and BA holders in Translation and Literature need to renew their strategies and try to utilize the most influential motivational strategies in their EFL contexts to encourage their students to learn English as a foreign language.

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## **APPENDICES**

## Appendix A

### The questionnaire of motivational strategies adapted from Cheng & Dörnyei (2007)

Below is a list of possible motivational strategies that some teachers use to motivate their learners. We would like to ask you to decide about each strategy *how often* you have used it in your own teaching practice. Thank you for your help!

Please mark a tick (✓) in the appropriate box and answer all the questions.

1. What is your gender? ☐ Male ☐ Female
2. How long have you been teaching English?  
☐ 1-5    ☐ 6-10    ☐ 11-15    ☐ 16-20    ☐ 21-25    ☐ 26-30
3. Certificate?  
☐ Diploma                      ☐ Bachelor

-----  
 1. Bring in and encourage humour and laughter frequently in your class.

☐ never    ☐ sometimes    ☐ often    ☐ usually    ☐ always

2. Show students that you respect, accept and care about each of them.

☐ never    ☐ sometimes    ☐ often    ☐ usually    ☐ always

3. Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).

☐ never    ☐ sometimes    ☐ often    ☐ usually    ☐ always

4. Familiarize the learners with the cultural background of the English language.

☐ never    ☐ sometimes    ☐ often    ☐ usually    ☐ always

5. Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.

☐ never    ☐ sometimes    ☐ often    ☐ usually    ☐ always

6. Give clear instructions about how to carry out a task by modelling every step that students will need to do.

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

7. Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

8. Monitor students' levels of success.

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

9. Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

10. Encourage students to select specific and short-term learning goals for themselves (e.g. learning 5 words every day).

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

11. Design tasks that are within the learners' ability so that they get to experience success regularly.

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

12. Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

13. Make task content attractive by adapting it to the students' natural environment and culture interest.

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

14. Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.

☐ never   ☐ sometimes   ☐ often   ☐ usually   ☐ always

15. Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

16. Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

17. Show your enthusiasm for teaching English by being committed and motivating yourself.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

18. Break the routine of the lessons by varying presentation format (e.g. a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

19. Invite some English-speaking foreigners as guest speakers to the class.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

20. Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

21. Use short and interesting opening activities to start each class (e.g.fun games).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

22. Relate the subject matter to the everyday experiences and backgrounds of the students.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

23. Establish a good relationship with your students.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

24. Select tasks that require involvement from each participant.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

25. Give good reasons to students as to why a particular activity is meaningful or important.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

26. Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

27. Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

28. Encourage learners to try harder by making it clear that you believe that they can do the tasks.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

29. Give students choices in deciding how and when they will be assessed/evaluated.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

30. Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

31. Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

32. Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

33. Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

34. Provide students with positive information feedback.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

35. Promote cooperation between students instead of competition.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

36. Teach students various learning techniques that will make their learning easier and more effective.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

37. Adopt the role of a 'facilitator' (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

38. Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or Facebook).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

39. Motivate your students by increasing the amount of English you use in class.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

40. Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

41. Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

42. Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

43. Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

44. Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

45. Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

46. Show students that their effort and achievement are being recognized by you.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

47. Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes.

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

48. Give students opportunities to assess themselves sometimes (e.g. give themselves marks according to their overall performance).

☐ never ☐ sometimes ☐ often ☐ usually ☐ always

**Thank you very much for your kind help and participation. We appreciate it!**

## Appendix B

## Approval letter from General Directorate of Education in Rania

<p>وزارة التربية المديرية العامة لتربية السليمانية مديرية تربية رانية قسم الذاتيه</p>		<p>وهزارهتی په‌روه‌رده به‌ریوه‌به‌رایه‌تی گشتی په‌روه‌رده‌ی سلیمانی به‌ریوه‌به‌ریتی په‌روه‌رده‌ی رانیه به‌شی خویه‌تی</p>
<p>رۆژ کوردی: / / ٢٧١٣</p>	<p>بەڕێوەبەرێکی بەشی رانییه</p>	<p>ژماره: ١٤٦ پۆژی زاینی: ٢٠١٣/٦/٤٧</p>

بۆ/ سه‌رجه‌م قوتا بخانه بنه‌ره‌تیه‌کان و خۆیندن‌گا ئاماده‌یه‌یه‌کان

بابه‌ت/ سه‌ردان

به‌ریز ﴿هه‌ژار عبدالله قادر﴾ مامۆستای پ‌سپۆری زمانی ئینگلیزی یه‌ له‌سه‌ر میلاکی به‌ریوه‌به‌ریته‌که‌مان ئیستا قوتابی خۆیندن‌ی بالا (ماسته‌ره) داواکاره‌ که ئاسانکاری بۆ بک‌ریت بۆ سه‌ردان کردنی چه‌ند قوتا بخانه‌یه‌کی ئاماده‌یی و بنه‌ره‌تی به‌ مه‌به‌ستی دابه‌شکردنی فۆرمی راپرسی له‌ژێر ناوێشان‌ی

(The use of motivational strategies by Iraqi Kurdish EFL teachers) به‌سه‌ر

مامۆستایانی وانه‌ی ئینگلیزی بۆیه‌ لاریمان نیه‌ له‌کارناسانی \*

له‌گه‌ڵ ر‌یزدا.....

سیف الدین قادر اسماعیل

به‌ریوه‌به‌ری په‌روه‌رده

وێنه‌یه‌ك بۆ /

✓ به‌ریز به‌ریوه‌به‌ری په‌روه‌رده

✓ یه‌که‌ی سه‌ره‌رشتی کردنی په‌روه‌رده‌یی و د‌نیایی جۆری

✓ خولاو



### Appendix C

#### Mean and standard deviation of the 48 motivational strategies.

No	Strategies	M	S D
34	Provide students with positive information feedback.	4.68	.58
2	Show students that you respect, accept and care about each of them.	4.59	.71
47	Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes.	4.59	.71
6	Give clear instructions about how to carry out a task by modelling every step that students will need to do.	4.55	.70
46	Show students that their effort and achievement are being recognized by you.	4.55	.70
17	Show your enthusiasm for teaching English by being committed and motivating yourself.	4.48	.77
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	4.47	.80
23	Establish a good relationship with your students.	4.47	.82
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	4.41	.75
8	Monitor students' levels of success.	4.33	.84
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	4.32	.91
28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	4.32	2.23
37	Adopt the role of a 'facilitator' (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	4.24	.99
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.	4.20	1.00
39	Motivate your students by increasing the amount of English you use in class.	4.13	1.03
13	Make task content attractive by adapting it to the students' natural environment and culture interest.	4.09	.95
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	4.08	1.00
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	4.01	1.10
35	Promote cooperation between students instead of competition.	3.97	1.03
36	Teach students various learning techniques that will make their learning easier and more effective.	3.96	1.02
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	3.95	1.02

43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	3.95	.92
14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	3.93	1.01
10	Encourage students to select specific and short-term learning goals for themselves (e.g. learning 5 words every day).	3.90	1.14
24	Select tasks that require involvement from each participant.	3.89	1.03
11	Design tasks that are within the learners' ability so that they get to experience success regularly.	3.89	1.07
20	Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).	3.88	1.02
41	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	3.85	1.33
25	Give good reasons to students as to why a particular activity is meaningful or important.	3.84	1.01
38	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or facebook)	3.81	1.12
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	3.79	1.16
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	3.78	1.01
4	Familiarize the learners with the cultural background of the English language.	3.58	1.15
21	Use short and interesting opening activities to start each class (e.g. fun games).	3.55	1.10
18	Break the routine of the lessons by varying presentation format (e.g., a grammar task can be followed by one focusing on pronunciation; a whole-class lecture can be followed by group work).	3.54	1.09
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	3.50	1.15
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	3.40	1.25
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films.	3.38	1.27
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	3.37	1.06
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	3.35	1.15
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	3.17	1.27
12	Introduce in your lessons various interesting content and topics which	3.16	1.20

	students are likely to find interesting (e.g. about TV programmes or travelling).		
29	Give students choices in deciding how and when they will be assessed/evaluated.	3.07	1.14
31	Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.	2.64	1.44
1	Bring in and encourage humour and laughter frequently in your class.	2.54	.92
48	Give students opportunities to assess themselves sometimes (e.g. give themselves marks according to their overall performance).	2.45	1.25
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	2.30	1.17
19	Invite some English-speaking foreigners as guest speakers to the class	1.83	.98

## Appendix D

### Rank order and descriptive statistics of the strategy scales and the individual constituent strategies

Macrostrategies and individual constituent strategies		M	SD
<b>1.</b>	<b>Proper teacher behaviour (Cronbach alpha= .452)</b>	<b>4.44</b>	<b>0.80</b>
2	Show students that you respect, accept and care about each of them.	4.59	0.71
47	Try to be yourself in front of students without putting on an artificial 'mask', and share with them your hobbies, likes and dislikes	4.59	0.71
17	Show your enthusiasm for teaching English by being committed and motivating yourself..	4.48	0.77
23	Establish a good relationship with your students.	4.47	0.8
40	Share with students that you value English learning as a meaningful experience that produces satisfaction and which enriches your life.	4.08	1.00
<b>2.</b>	<b>Recognise student's effort (Cronbach alpha= .343)</b>	<b>4.40</b>	<b>0.80</b>
46	Show students that their effort and achievement are being recognized by you.	4.55	0.70
42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	4.41	0.75
8	Monitor students' levels of success.	4.33	0.84
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	4.32	0.92
<b>3.</b>	<b>Present tasks properly (Cronbach alpha= .302)</b>	<b>4.19</b>	<b>0.85</b>
6	Give clear instructions about how to carry out a task by modelling every step that students will need to do.	4.55	0.70
25	Give good reasons to students as to why a particular activity is meaningful or important.	3.84	1.01
<b>4.</b>	<b>Promote learners' self-confidence (Cronbach alpha= .357)</b>	<b>4.16</b>	<b>1.18</b>
34	Provide students with positive information feedback.	4.68	0.58

28	Encourage learners to try harder by making it clear that you believe that they can do the tasks.	4.32	2.23
36	Teach students various learning techniques that will make their learning easier and more effective.	3.96	1.02
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	3.95	1.02
11	Design tasks that are within the learners' ability so that they get to experience success regularly.	3.89	1.07
<b>5.</b>	<b>Promote group cohesiveness and group norms (Cronbach alpha= .481)</b>	<b>3.74</b>	<b>1.08</b>
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement.	4.20	1.00
35	Promote cooperation between students instead of competition.	3.97	1.03
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	3.78	1.01
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	3.40	1.25
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	3.35	1.15
<b>6.</b>	<b>Creating a pleasant classroom climate (Cronbach alpha= .166)</b>	<b>3.60</b>	<b>1.03</b>
30	Create a supportive and pleasant classroom climate where students are free from embarrassment and ridicule.	4.47	0.80
40	Avoid 'social comparison' amongst your students (i.e. comparing them to each other for example when listing their grades in public).	3.85	1.33
21	Use short and interesting opening activities to start each class (e.g. fun games).	3.55	1.10
1	Bring in and encourage humour and laughter frequently in your class..	2.54	0.92
<b>7.</b>	<b>Promote learner autonomy (Cronbach alpha= .548)</b>	<b>3.56</b>	<b>1.09</b>
37	Adopt the role of a 'facilitator' (i.e. Your role would be to help and lead your students to think and learn in their own way, instead of solely giving knowledge to them).	4.24	0.99

14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	3.93	1.01
24	Select tasks that require involvement from each participant.	3.89	1.03
22	Relate the subject matter to the everyday experiences and backgrounds of the students.	3.79	1.16
29	Give students choices in deciding how and when they will be assessed/evaluated.	3.07	1.14
48	Give students opportunities to assess themselves sometimes (e.g. give themselves marks according to their overall performance).	2.45	1.25
<b>8.</b>	<b>Make the learning tasks stimulating (Cronbach alpha= .541)</b>	<b>3.54</b>	<b>1.11</b>
13	Make task content attractive by adapting it to the students' natural environment and culture interest .	4.09	0.95
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	3.95	0.92
18	Break the routine of the lessons by varying presentation format (e.g.a grammar task can be followed by one focusing on pronunciation; a whole class lecture can be followed by group work).	3.54	1.09
45	Enrich the channel of communication by presenting various auditory and visual aids such as pictures, realia, tapes and films..	3.38	1.27
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	3.17	1.27
12	Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling).	3.16	1.20
<b>9.</b>	<b>Increase learners' goal-orientedness (Cronbach alpha=.474)</b>	<b>3.44</b>	<b>1.30</b>
10	Encourage students to select specific and short-term learning goals for themselves (e.g. learning 5 words every day).	3.90	1.14
20	Help the students develop realistic beliefs about their learning (e.g. explain to them realistically the amount of time needed for making real progress in English).	3.88	1.02
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	3.37	1.06

31	Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.	2.64	1.44
<b>10.</b>	<b>Familiarise learners with L2-related values (Cronbach alpha= .538)</b>	<b>3.30</b>	<b>1.09</b>
39	Motivate your students by increasing the amount of English you use in class.	4.13	1.03
9	Regularly remind students that the successful mastery of English is beneficial to their future (e.g. getting a better job or pursuing further studies abroad).	4.01	1.10
38	Highlight the usefulness of English and encourage your students to use their English outside the classroom (e.g. internet chat room or facebook)	3.81	1.12
4	Familiarize the learners with the cultural background of the English language.	3.58	1.15
7	Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes..	3.50	1.15
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	2.30	1.17
19	Invite some English-speaking foreigners as guest speakers to the class.	1.83	0.98

**Appendix E**

**Significant differences between gender of the participants and their use of**

**motivational strategies**

No	Strategy	N	G	M	SD	t	Sig.	MD
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	129	M	3.49	1.111	2.441	.016	.411
		71	F	3.08	1.192	2.392		
4	Familiarize the learners with the cultural background of the English language.	129	M	3.72	1.116	2.489	.014	.418
		71	F	3.30	1.178	2.450		
5	Explain the importance of the 'class rules' that you regard as important (e.g. let's not make fun of each other's mistakes) and how these rules enhance learning, and then ask for the students' agreement	129	M	4.08	1.038	-2.298	.018	-.337
		71	F	4.42	.904	-2.391		
16	Ask learners to think of any classroom rules that they would like to recommend because they think those will be useful for their learning.	129	M	3.24	1.262	-2.331	.019	-.427
		71	F	3.67	1.204	-2.364		
24	Select tasks that require involvement from each participant.	129	M	3.77	1.025	-2.230	.027	-.337
		71	F	4.11	1.021	-2.232		
25	Give good reasons to students as to why a particular activity is meaningful or important.	129	M	3.70	1.003	-2.653	.009	-.393
		71	F	4.09	1.002	-2.654		
26	Try and find out about your students' needs, goals and interests, and then build these into your curriculum as much as possible.	129	M	3.23	1.034	-2.487	.014	-.387
		71	F	3.61	1.087	-2.451		
29	Sometimes give students choices in deciding how and when they will be assessed/ evaluated.	129	M	2.90	1.071	-2.841	.005	-.473
		71	F	3.38	1.223	-2.734		



42	Encourage learners to see that the main reason for most failure is that they did not make sufficient effort rather than their poor abilities.	129	M F	4.33	.822	-2.087	.022	-.230
		71		4.56	.578	-2.304		
44	Encourage students to interact and share personal experiences and thoughts as part of the learning tasks.	129	M F	3.67	1.001	-2.001	.047	-.297
		71		3.97	1.013	-1.994		

## Appendix F

### Significant Differences between Participants' Qualification and their Use of Motivational Strategies

No	Strategy	Certificate	N	M	SD	t	Sig.	MD
3	Create opportunities so that students can mix and get to know each other better (e.g. group work, game-like competition).	Diploma	114	3.51	1.106	2.390	.018	.389
		BA	86	3.12	1.186	2.366		
8	Monitor students' levels of success.	Diploma	114	4.50	.755	3.432	.001	.404
		BA	86	4.10	.907	3.346		
13	Make task content attractive by adapting it to the students' natural environment and culture interest	Diploma	114	4.28	.795	3.386	.001	.452
		BA	86	3.83	1.093	3.242		
14	Teach the students self-motivating strategies so as to keep them motivated when they encounter distractions.	Diploma	114	4.07	.893	2.340	.020	.334
		BA	86	3.74	1.129	2.266		
15	Make sure grades reflect not only the students' achievement but also the effort they have put into in the task.	Diploma	114	4.47	.743	2.693	.008	.345
		BA	86	4.12	1.071	2.563		
19	Invite some English-speaking foreigners as guest speakers to the class	Diploma	114	1.95	1.067	2.015	.039	.281
		BA	86	1.67	.846	2.081		

22	Relate the subject matter to the everyday experiences and backgrounds of the students.	Diploma	114	3.96	1.136	2.401	.017	.395
		BA	86	3.56	1.173	2.390		
23	Establish a good relationship with your students.	Diploma	114	4.62	.696	2.969	.003	.343
		BA	86	4.27	.941	2.849		
27	Allow students to create products that they can display or perform (e.g. a poster, an information brochure or a radio programme).	Diploma	114	3.35	1.276	2.380	.018	.429
		BA	86	2.93	1.244	2.389		
31	Display the 'class goals' on the wall and review them regularly in terms of the progress made towards them.	Diploma	114	2.87	1.464	2.720	.007	.551
		BA	86	2.32	1.358	2.749		
32	Bring various authentic cultural products (e.g. magazines, newspapers) to class as supplementary materials.	Diploma	114	2.44	1.183	2.062	.040	.342
		BA	86	2.10	1.137	2.073		
33	Make clear to students that the important thing in learning a foreign language is to communicate meaning effectively rather than worrying about grammar mistakes.	Diploma	114	3.76	1.041	-	.002	-.446
		BA	86	4.20	.947	3.117	-	
43	Make tasks attractive by including novel or fantasy elements so as to raise the learners' curiosity.	Diploma	114	4.12	.883	3.096	.002	.401
		BA	86	3.72	.941	3.068		

## Appendix G

### LSD results according to Teaching Experience and their Use of Motivational Strategies

Motivational Strategies	(I) years of experience	(J years of experience	Mean Difference (I-J)	Sig
7-Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	1-5	6-10	-.40112 <sup>*</sup>	.033
		11-15	-.40909-	.073
	6-10	1-5	.40112 <sup>*</sup>	.033
		11-15	-.00797-	.975
	11-15	1-5	.40909	.073
		6-10	.00797	.975
8- Monitor students' levels of success	1-5	6-10	-.45949 <sup>*</sup>	.001
		11-15	-.30000-	.068
	6-10	1-5	.45949 <sup>*</sup>	.001
		11-15	.15949	.378
	11-15	1-5	.30000	.068
		6-10	-.15949-	.378
11- Design tasks that are within the learners' ability so that they get to experience success regularly	1-5	6-10	-.52743 <sup>*</sup>	.002
		11-15	-.13030-	.534
	6-10	1-5	.52743 <sup>*</sup>	.002
		11-15	.39713	.087
	11-15	1-5	.13030	.534
		6-10	-.39713-	.087
12- Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling)	1-5	6-10	.38963 <sup>*</sup>	.046
		11-15	.47576 <sup>*</sup>	.045
	6-10	1-5	-.38963 <sup>*</sup>	.046
		11-15	.08612	.741
	11-15	1-5	-.47576 <sup>*</sup>	.045
		6-10	-.08612-	.741
15-Make sure grades reflect not only the students' achievement but also the effort they have put into in the task	1-5	6-10	-.35167 <sup>*</sup>	.018
		11-15	.01515	.933
	6-10	1-5	.35167 <sup>*</sup>	.018
		11-15	.36683	.065
	11-15	1-5	-.01515-	.933
		6-10	-.36683-	.065

\* The mean difference is significant at the 0.05 level.

## Appendix H

### Items with significant differences between groups of teachers based on their years of experiences

Motivational strategy		Sum of Squares	df	Mean Square	F	Sig.
7-Invite senior students who are enthusiastic about learning English to talk to your class about their positive English learning experiences/successes.	Between Groups	8.082	2	4.041	3.08	.048
	Within Groups	257.918	197	1.309		
	Total	266.000	199			
8- Monitor students' levels of success	Between Groups	8.492	2	4.246	6.23	.002
	Within Groups	134.063	197	.681		
	Total	142.555	199			
11- Design tasks that are within the learners' ability so that they get to experience success regularly	Between Groups	10.513	2	5.256	4.72	.010
	Within Groups	219.067	197	1.112		
	Total	229.580	199			
12- Introduce in your lessons various interesting content and topics which students are likely to find interesting (e.g. about TV programmes or travelling)	Between Groups	8.937	2	4.469	3.16	.045
	Within Groups	278.618	197	1.414		
	Total	287.555	199			
15-Make sure grades reflect not only the students' achievement but also the effort they have put into in the task	Between Groups	5.147	2	2.573	3.15	.045
	Within Groups	160.728	197	.816		
	Total	165.875	199			