IRAKLI İNGİLİZCE YABANCI DİL ÖĞRENCİLERİNİN İNGİLİZCE KONUŞMAYA TEŞVİK EDİLMESİNDE MOTİVASYON STRATEJİLERİNİN ROLÜ

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ÖZ

Motivasyon, öğrencilerin İngilizce öğrenmeye ne ölçüde istekli olacaklarında belirleyici rol oynar. Bu çalışmanın amacı da Iraklı öğrencilerin konuşma becerilerinin geliştirilmesinde motivasyon stratejilerinin rolünün araştırılmasıdır. Araştırmada karşılaşılan başlıca sorun, Salahaddin Üniversitesi İngilizce bölümlerindeki öğrencilerin normalde İngilizce öğrenmeye motive edilmemesi idi. Bu araştırma soruları, araştırmanın amacı doğrultusunda belirlenmiştir; bu bağlamda üniversite eğitmenleri tarafından öğrencilerin konuşma becerisini geliştirmek için uygulanan motivasyon stratejisi türleri, İngilizce öğretmenlerinin öğrencilerin motivasyon stratejilerini ne ölçüde uyguladıkları ve öğrencilerin sınıfta İngilizce konuşulmasına yönelik motivasyon stratejileri karşısında takındıkları tutumun belirlenmesi amaçlanmıştır.

Araç olarak anketler ve mülakatlardan yararlanılmıştır. Araştırmaya katılanlar, Salahaddin Üniversitesi Dil Fakültesi İngilizce Bölümü ikinci, üçüncü ve dördüncü sınıfları olmak üzere farklı öğretim sınıflarında okuyan 113 İngilizce Yabancı Dil öğrencileridir. Yine aynı fakültede görevli 18 İngilizce Yabancı Dil öğretmeni de bu araştırmaya katılmıştır. Anketler ve mülakatlar da her iki katılımcı grubu kapsayacak şekilde gerçekleştirilmiştir.

Verilerin toplanması ve analiz edilmesinin ardından son aşamada elde edilen bulgular, rol oynama, tartışma ve problem çözme, grup/ikili tartışma fırsatları yaratılması ve dayanışma temelli öğrenim ortamı sağlanması gibi stratejilerin, öğrencilerin konuşma etkinliklerine katılımında son derece önemli olduğunu ortaya koymuştur. Bu bağlamda öğretmenler, öğrencilere farklı etkinlikler hazırlanması, sunum yapmalarının istenmesi, öğrenci merkezli yaklaşım benimsenmesi, bireysel gereksinimlere önem verilmesi ve öğrencilerin L1 düzeyinde dil kullanmalarının önlenmesinin de öğrencilerin konuşma etkinliklerine katılımını sağlamak için öğretmenler tarafından uygulanabilecek yardımcı stratejiler olduğu görüşünü de dile getirmişlerdir. Keza, motive edilen öğrencilerin çoğunluğu, konuşma becerilerinin gelişmesinde motivasyon stratejilerinin önemli olduğu görüşündedirler. Öğrenciler, arkadaşça ilişkinin, grup çalışmasının ve zevkli ortamlar hazırlanmasının, öğrencilerin konuşma becerilerinin geliştirilmesinde en etkin motivasyon stratejileri olduğu görüşündedirler.

Son bölümde yer alan tavsiyelerden bazıları şunlardır; öğrencilerin konuşmaya teşvik edilmesinde motivasyon stratejileri önemli olmakla birlikte öğrencilerin kendi konuşma becerilerini yönlendirebilmeleri için çeşitli motivasyon stratejilerine gereksinimleri vardır ve sınıfta farklı türde motivasyon stratejileri uygulanmalıdır.

Anahtar Kelimeler: *Motivasyon, Motivasyon stratejileri, Konuşma becerisi.*

THE ROLE OF MOTIVATIONAL STRATEGIES ON MOTIVATING IRAQI EFL STUDENTS TO SPEAK IN ENGLISH

ABSTRACT

Motivation determines the degree of students' desire to learn English. Thus, the current research is discovering the role of motivational strategies to improve Iraqi learners' speaking skills. Three research questions were designed according to the aims of the study which are: finding out the types of the motivational strategies used by university teachers to improve the students' speaking skill, the extent to

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which teachers of English language use motivational strategies and the students' attitude toward motivational strategies in speaking classroom.

The instruments included were questionnaires and interviews. The participants of the study consisted of 113 students in different years of study; second, third and fourth year at Salahaddin university-college of languages-department of English language. Also, 18 teachers teaching English language at the same college participated in the current study. The questionnaires and interview were administered to both groups of the participants.

Finally, after collecting and analyzing the data, the findings indicated that the strategies such as applying role-play, debate and problem-solving, employing group/pair work discussion and providing friendly learning environment are very important to engage students in speaking activities. The teachers also reported that providing students with different activities, asking them to do presentation, adopting student-centered approach, paying attention to individual needs and preventing students from using L1 were among strategies teachers could use to help students get engage in speaking activities. Also, the majority of the students were motivated and thought that motivational strategies were important to improve speaking skills. Also, they think that friendly relationship, group work and creating enjoyable atmosphere are the most effective motivational strategies to develop the students' speaking skills.

To conclude, we recommend that motivational strategies are important to encourage the learners to speak, the learners must rely on different motivational strategies to master their speaking skills and it is necessary to use different types of motivational strategies in class.

INTRODUCTION

Motivation is one of the most important ingredients in English language learning and teaching strategies used by the English Foreign Language (EFL) teachers and students. The term motivation has been defined by many writers and linguists, and its definition is different from one theory to another one, from one's perspective to someone else. In this regard, we try to describe some definition of motivation. Brown (2007) defines motivation in three different perspectives. First, in behavioral perspective he defines it at the anticipation of reinforcement. Second, in cognitive perspective he thinks that it depends on the power self-reword and the source of motivation. Third, in constructivist perspective motivation is the learner's individual's instruction with the social context, and three levels are required in the learning EFL which are global, situational and task oriented.

Speaking is one of the important skills and EFL teachers' task to plan and set activities for the learners to learn them and to be more active in the classroom. Also, teachers must help the students to master their speaking by communicating, correcting the students' errors and utilizing productive teaching method Boughazzoula (2016). Also, language teachers have to use several and various teaching techniques to encourage their learners to speak and motivate them to participate in the language learning process.

Motivational strategy has a very important role in the process of learning and teaching second/foreign language. Motivational strategies refer to some techniques that aid the student to arise their goal-related behavior. Also, motivational strategies are those techniques which help students to promote, direct and maintain behavior (Dörnyei, 2001; Burden and Byrd, 2007). Using different strategies and motivational strategies are very important in the learning process and it helps learners to learn target language more effectively (Dörnyei, 2001; Dörnyei and Ushioda, 2011).

Additionally, motivation is being used by the EFL teachers and EFL students as a significant aspect in improving the quality of English language learning and teaching in classrooms. Moreover, the influence of the motivation on foreign language speaking teaching was examined in several studies (Dörnyei, 2001; Dörnyei and Ushioda, 2011; Ahmad, 2016; Mawlood, 2016) and in majority of the studies, the helpfulness of motivation in learning foreign language was preferred.

There are several examples of motivational strategies for example, dedicating gifts to the most successful students is a good strategy to start the lesson and starting with showing a video to warm up them and attracting their attention with a sense of humor, brief review of the previous material through distributing short questions are good warming ups.

The present study aims at finding out the role of motivational strategies on motivating Iraqi EFL learners to speak in English. The researcher is looking for improving the knowledge of using motivational strategies for learning and teaching English as a foreign language in the northern of Iraq. Also, another purpose of the current study is to notice how motivation work in academic fields especially for university learners and to examine students' perception about the motivational strategies.

METHODOLOGY

In this study EFL teachers and students in Department of English Language at Salahaddin University were randomly selected to participate in the current study. They were in different stages (2nd, 3rd, and $4^{th)}$. The number of the participants were 113 EFL male and female students and 18 male and female teachers in English Language Department; the total number of the participants is 131 (76 Male and 55 Female) EFL students and EFL teachers. The instruments of this study consisted of a questionnaire and interview. So as to get a detailed information about the first research question in this study, the participants have been given questions about whether the EFL teachers' usage of motivational strategies motivate them or not. Also, the researcher was prepared an interview for the teachers to achieve a clear answer for the second research question which asks about the types of motivational strategies used by the EFL teachers to motivate the EFL student to promote their speaking skills. Furthermore, the researcher prepared a questionnaire and an interview to get a clear answer for the third research question; both the questionnaire and interview ask them about their perception toward using the EFL teachers' usage of motivational strategies.

PROCEDURE

After designing the questionnaires, the first one was given to the students of the 2nd year, after that to the 3rd year and finally to the 4th years in the same day on Wednesday 13th December 2017 in the Fall semester. Then, the researcher gave them instructions about the questionnaire by translating the difficult items, explaining the questions and providing facilities for them. Next, each group of the students was given an hour to answer and fill the questionnaire. Finally, the researcher collected the papers to be analyzed.
Regarding to the teachers' questionnaire, it was given to them a day after the students on Thursday 14th December 2017. They were given a week to return the forms. Then, a week later on Thursday 21th December 2017 the researcher went to the English Language Department and collected the teachers' questionnaire forms; however, six teachers returned the forms one or two days later.
After administration of the questionnaires, the interviews conducted with teachers. It was done on Sunday 24th and Monday 25th December 2017, the interview carried out individually with each teacher and each one lasted for 10 to 15 minutes. Finally, the interviews of the teachers were recorded and then transcribed.

RESULT AND DATA ANALYSIS

A set of 20 questions as questionnaire were used to the teachers. The questionnaires items were five-point Likert scale items to address their opinion by ticking "Always", "Often", "Sometimes", "Rarely" and "Never ". Bellow this table, each questions result is explained in detail.

TABLE 1. Teachers' questionnaire results of the first research question:

	Al	Of	St	Ra	NV	Weighted Mean
1- Is promoting the students' confidence considered as significant motivational strategy in English language teaching to improve speaking skill?	66.7%	27.8%	15.5%	0.0%	0.0%	3.61
2- Do you think that inviting an English speaker to the class increases the students' motivation to speak?	27.8	22.2%	44.5%	5.5%	0.0%	2.72
3- Do you give update materials that motivate the EFL students to speak English language?	16.7%	72.2%	11.1%	0.0%	0.0%	3.5

4- Do you give the students oral assignments (e.g. role-play, presentation)?	27.8%	44.5%	22.2%	5.5%	0.0%	2.94
5- Do you encourage the EFL students to prepare the assignment in groups?	33.3%	33.3%	22.2%	11.1 %	0.0%	2.88
6- Do you pay attention to the EFL students' natural curiosity in your teaching speaking activities?	44.5%	44.5%	5.5%	5.5%	0.0%	3.27
7- Do you consider behavioral objects in your lesson plan for speaking English language?	22.2%	50.0%	27.8%	0.0%	0.0%	2.94
8- Do you assign tasks and activities according to the EFL students 'Level during oral classes?	11.1%	55.6%	22.2%	11.1 %	0.0%	2.66
9- Do you provide feedback on the EFL students' oral performance?	61.1%	27.8%	11.1%	0.0%	0.0%	3.5
10- Do you create an active and supportive classroom environment for the EFL students to learn to speak?	50.0%	27.8%	11.1%	11.1 %	0.0%	3.33
11- Do you use intrinsic rewards (e.g. involving the EFL student into the subject) to engage the students in the process of learning speaking skills?	33.4%	50.0%	11.1%	5.5%	0.0%	3.11
12- Do you use extrinsic rewards (e.g. giving grades) to engage the EFL students in the process of learning speaking skill	11.1%	55.6%	27.8%	5.5%	0.0%	2.72
13- To which extent do you encourage EFL student-student interaction in the class to speak with each other?	44.5%	44.5%	5.5%	5.5%	0.0%	3.27
14- How often do you try to expand the EFL students' knowledge about English language speaking in lessons?	72.3%	11.1%	5.5%	11.1 %	0.0%	3.44
15- Does the interference of culture diversity improve the students speaking proficiency?	50.0%	27.8%	16.7%	5.5%	0.0%	3.22
16- Do you use learner-centered approach in teaching speaking skills?	22.2%	55.6%	22.2%	0.0%	0.0%	3.0
17- Do you divide the class into groups during teaching speaking lessons?	44.5%	33.3%	11.1%	11.1 %	0.0%	3.11
18- Do you encourage the students to work in pairs or groups cooperatively during speaking lessons?	33.4%	22.2%	22.2%	22.2 %	0.0%	2.66
19- Do you use technological devices (e.g. Data-show, Cd-player, DVD, etc.) During speaking classes?	55.6%	22.2%	11.1%	11.1 %	0.0%	3.22
20- Do you give the EFL students an opportunity to select the topic of discussion by themselves?	66.7%	22.2%	5.5%	5.5%	0.0%	3.50

Thus, it can be seen in the answers of the participants that teachers motivate the student with different motivational strategies by raising the students' self-confidence, using updated materials, considering behavioral objects in lesson plan, providing feedback, creating supportive environment, using intrinsic rewards, encouraging the student-student interaction and giving opportunity to the students to select the topic of discussion by themselves. Thus, it can be said that the teacher at SU department of English language are aware about the importance of using motivational strategies to improve the all skills especially speaking skills.

TEACHERS INTERVIEW RESULTS OF THE SECOND RESEARCH QUESTION
Five questions were formed to ask ten teachers were relevant during the interviews and all questions related to the case of the research teachers were free to answer the questions with no pressure and stress, they had all time to remember, think, and speak on their mind.
Concerning the first question "How can the EFL teacher and student relationship motivate a learner for learning speaking skill in classroom", some of them thinks that the relationship between them must pave the way to create a good environment in the class, while others think that their relationship make the

students to talk without feeling shy and another one believes that their relationship leads them to better interaction and use language easily:

> (Teacher 1 and 9): the relationship between me and the students create the classroom environment more comfortable for students to ask questions is one of the most active way.
>
> (Teacher 3, 8 and 10): by engaging the students and making them do the talk and not to feel shy at the time of speaking, this guide them to be more active in real conversation.
>
> (Teacher 4, 5, 6 and 7): EFL teacher can make a good class management and concrete relationship with student since students are less capable of communicating with teachers who are not in relationship with them. So, teachers are responsible for teacher-student interaction and encourage students to talk and express themselves.

Only (Teacher 2) thinks that their relationship affects the students' learning of speaking skill and engaging the learner more in conversations.

Furthermore, the teachers' answer about second question 'In your opinion is it important to use motivational strategies in speaking lessons to promote the students' motivation?', all of them thinks that using motivational strategies are important in teaching speaking skills:

> (Teacher 1, 2, 3, 4, 5, 6, 7, 8 and 10): Motivational strategies are essential part of teaching methods because sometimes students need different strategies to be motivated and improving speaking skills. Students are able to speak but the right motivational strategy should be detected.

While, (Teacher 9) thinks that despite their advantages and disadvantages, intrinsic and extrinsic motivation can be used. It should be kept in mind that what interests the student's matters most because in this way there will be connection between the students' interest and the subject taught.

Regarding to the third question 'What are the most important strategies of a teacher to make the class room environment safe for the EFL students' motivation?', a great number of them think that enjoyable environment and using visual material are a good way to keep the classroom quite:

> (Teacher 2, 4, 6, 7, 9 and 10): Teacher should be enthusiastic about his/her subject, and they should create a pleasant, relaxed and enjoyable environment. Besides using achievable and visual materials, varying teaching methods and last not the least giving students a sense of control and responsibility.

While, (teacher 1, 3, 5 and 8) think in a different way to keep the classroom quiet and they responded as follow:

> (Teacher 1): I think having a lesson plan, and making the lessons digestible, using visual materials and creating a comfortable atmosphere are the most actual strategies.
>
> (Teacher 3): By assuring them that whatever they say, they won't be judged and giving them prizes.
>
> (Teacher 5): Treating the students with respect and love will make them feel safe and boosts their self-confidence to participate and show their ideas.
>
> (Teacher 8): The most important   strategies of teachers to make the classroom environment safe, because classroom is a great place to learn. The teachers can move around and interact with their students to know them better. Also, getting them know is more than just memorizing their names; It means understanding their need, desire and interest can motivate them to enjoy at that time not to be bored.

Moreover, their opinion about the fourth question 'What types of teaching materials are suitable and important for generating a students' motivation?', majority of them prefer using visual materials are the most suitable:

> (Teacher 4, 5, 6, 7, 8 and 10): Video materials can be considered as one of the most significant elements of motivation because it helps the students to focus more when they hear and see the native speaker' conversation. Also, it entertains them at the time to overcome boredom.

Only (Teacher 1 and 2) did not indicate any material and he/she just shown his/her opinion and stated that:

> (Teacher 1): The teacher should consider age, ethnicity, and sex of the students, and then the materials should be chosen accordingly.

(Teacher 3): The teacher should choose a realistic and suitable material.

Another participant (teacher 2) thinks that dedicating gifts to the most successful students, praising their cleverness and participation and making competition among the students better than using materials.

On the other hand (Teacher 9) believes that besides using visual organizers using literature also helpful:

(Teacher 9): Using literature can be motivating because of the language awareness, multiple layers of meaning and new culture. Also, using visual materials are needed because it helps the students to keep information in their mind for a longer period of time.

Finally, about the Fifth question 'What types of motivational strategies do you use at the beginning, during and at the end the speaking lessons and how do you keep them motivated?', their answers were divided into three parts; using motivational strategy at the beginning, middle and end of the class. Firstly, majority of them preferred to use a strategy to introduce the topic of discussion at the beginning of the class:

(Teacher 1, 3, 4, 5, 7 and 8): I give them an ice breaker at the beginning, and it is better to introduce the topic at the beginning.

In contrast, (Teacher 2, 6 and 10) each one of them preferred other ways and using different strategies at the beginning of the class:

(Teacher 2): Dedicating gifts to the most successful students is a good strategy to start the lesson.
(Teacher 6): My class always starts with showing a video to warm up them.
(Teacher 10): attracting the attention of the students with a sense of humor, brief review of the previous material through distributing short questions are good warming ups.

Regarding to the strategies that they preferred to be used during class, a great number of them mostly like to divide the students to small group and letting them to work cooperatively:

(Teacher 1, 2, 3, 8, 9 and 10): during the class I promote group work by engaging the students.

Only one teacher (Teacher 4) uses short video about the topic in order to be clearer. While, (Teacher 7) uses authentic material that the students can connect with, and that matches their needs and interests. Moreover, (Teacher 5 and 6) during the class let the students show their opinion about the lesson and having discussion with each other.

Finally, concerning to the strategies to be used at the end of speaking class, majority of them give time to the students to express their ideas, what they have learned and comment on the topic:

(Teacher 1, 2, 3, 4, 5, 6 and 10): Finally, the lesson should end up with letting the students to speak out by showing their own believes regarding the topic and asking them to talk about what they have understood and add them the missed parts of their speaking.

A set of 20 questions as questionnaire were used to the Students. The questionnaires items were five-point Likert scale items to address their opinion by ticking "Always", "Often", "Sometimes", "Rarely" and "Never ". Bellow this table, each questions result is explained in detail.

TABLE 2. Students' questionnaire results of the third research question

	Al	Of	St	Ra	NV	Weighed mans
1- Does motivation lead you to improve your tasks speaking performance?	22.1%	20.3%	50.4%	4.4%	2.8%	3.54
2- Do you like learning speaking English language?	74.3%	14.2%	9.7%	1.8%	0.0%	4.61
3- Do you think learning speaking English language is useful?	76.9%	11.5%	8.8%	2.8%	0.0%	4.62
4- Does learning speaking English language help you improve other skills (e.g. listening, reading, and writing)?	15.1%	23.8%	50.4%	2.8%	1.8%	3.47
5- Does the speaking lessons you are studying make it easier for you to communicate with native	21.2%	23.8%	33.6%	11.5	9.9%	3.35

speakers of the language?

6- Does English films, music, etc help you to improve your speaking performance?	18.5%	21.2%	43.3%	10.6%	6.4%	3.35
7- Do you have a desire to learn to speak English language within yourself?	53.9%	24.7%	13.3%	5.3%	2.8%	4.22
8- Do the materials of teaching speaking English language suit your needs?	4.4%	11.5%	36.3%	30.1%	17.7%	2.54
9- Do the EFL teachers create a positive and active classroom environment for you during speaking classes?	7.9%	14.1%	51.3%	20.3%	6.4%	3.48
10- Do they provide speaking oral activates (role-play, presentation) to accomplish?	7.9%	23.8%	45.1%	18.5%	4.8%	3.54
11- Do they distribute all of you into groups during speaking lessons?	11.5%	18.5	38.9%	24.7%	6.4%	3.4
12- Do they encourage all of you to work in pairs or groups collaboratively during teaching speaking?	10.6%	19.5%	39.8%	23.7%	6.4%	3.4
13- Do they use technological devices (e.g. data-show, DVD, CD player, etc.) during teaching oral classes?	15.1%	17.6%	36.3%	23.1%	7.9%	3.8
14- Do they have an appropriate friendly relationship with all of you?	11.5%	20.3%	33.6%	23.8%	10.8%	2.98
15- Do they connect teaching speaking materials with the students' daily life?	7.9%	15.9%	38.1	24.7%	13.4%	2.80
16- Do they give all of you enough chance to express your own ideas?	14.2%	31.8%	37.2%	12.4%	4.4%	3.38
17- Do they offer rewards and grades on all students' academic performance?	4.4%	13.3%	40.7%	22.1%	19.5%	2.61
18- Do they monitor all your performance and progress in speaking English language?	4.4%	21.2%	47.7%	20.5%	6.2%	2.97
19- Do they encourage you all to think critically during speaking lessons?	9.7%	17.6%	50.4%	14.2%	8.1%	3.7
20- Do they ask relevant questions to make you all involve into speaking topics?	11.5%	22.1%	49.5%	14.2%	2.7%	3.25

It can be said that majority of the students think that motivation is a great power, they always like to learn to speak English language because they believe that speaking English language is useful. Nevertheless, they think that learning to speak not always 'but sometimes' motivate them to improve other skills and sometimes their speaking lessons help them to be able to speak with a native speaker. The reason of this, is that materials of teaching speaking sometimes 'not always' suit their needs.

Moreover, all the student think that using motivational strategies are important and the teachers should use motivational strategies not only to improve speaking skill but to develop the other skills. Likewise, they believe that without using motivational elements students cannot get focused on the class and fell boredom. According to the students' opinion punishment and reward theory is an essential way to be used in general, introducing the topic at the beginning by showing short videos and group work during the speaking class.

CONCLUSİON

The finding of the study revealed that the strategies such as applying role-play, debate and problem-solving, employing group/pair work discussion and providing friendly learning environment are very important to engage students in speaking activities. The teachers also reported that providing students

with different activities, asking them to do presentation, adopting student-centered approach, paying attention to individual needs and preventing students from using L1 are among strategies teachers can use to help students engage in speaking activities. Also, the majority of the students was motivated and thinks that motivational strategies are important to improve speaking skill. Also, they think that friendly relationship, group work and creating enjoyable atmosphere are the most effective motivational strategies to develop the students' speaking skills.

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