

Motivational Self-Regulated Strategy For Learners In Erbil Universities Of Iraq

¹Shawnam Ajal Jawher, ²Momen Yaseen M.Amin

¹Cihan University, Erbil, Kurdistan Region, Iraq
Cyprus International University, Nicosia, Cyprus
shawnm.jawher@gmail.com

²Eastern Mediterranean University, Famagusta Cyprus
Gasha Technical Institute, Erbil, Kurdistan Region, Iraq

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 4 June 2021

ABSTRACT: Motivational and Self-regulated learning includes the learning process that involves metacognitive components, (the thought about one's thought) strategic function (monitoring, controlling, planning and assessing personal development against a standard), and motivation to learn-self regulated learners achieve a great success in their academic engagement because they have self-control over their milieu. Many students are unable to learn English well because their teachers have failed to apply a good and useful strategy. Therefore, it is very crucial to put these factors into consideration in order to develop a good and reasonable method of teaching. If teachers are able to adopt and adapt a good strategy in teaching, the will and interest to learn will rise. For this reason, the process in learning and teaching English in the classroom is not something that should be handled with levity. When this is achieved it improves the learning morale of the students and the students are improved in their spoken English. Hence, this study has examined the efficacy of applying motivational and self-regulated learning strategy to examine its reliability among the northern Iraqi university students.

The study was properly carried out with the intent of getting empirical evidence about how useful the strategy could be and how rewarding it will be if it is applied by teachers for the students of the northern Iraqi universities. The results revealed that motivational and self-regulated learning provides patterns to establish the motivation of the students and strengthen their personal, social and academic lives. As motivational and self-regulated strategy pervades through the whole classroom, excellent level of academic achievement becomes evidently in place. Furthermore, the findings illustrate the positive effect of motivational and self-regulated strategy among the learners. As the research study took place in a normal academic classroom setting, with some other information occurring and this has allowed motivational and self-regulated learning have effective influence in general, and to pervade though the whole classroom. Conclusively, the general results reveal that the use of motivational and self-regulated strategy is more effective and applicable for the University students in northern Iraq.

KEY WORDS: Motivational, Self-regulation, Level of students, Learning, Iraqi Kurdistan

1. Literature Review:

Motivation is a word derived from a Latin word "movere" which simply means "to move". Doryei and Ushioda (2011) explain that the word 'motivation' is a term that is usually used to bring and stimulate the interest of a person in order to do it better than expected. In this chapter, the review of the literature on motivational and self-regulated components in language learning will be properly put in place. As we all know that the focus of every research work is to have a formidable theoretical background in order to enrich its scholarly content. For this reason, this chapter intends to examine the works of other authors on the target research title. The view and idea of the researchers who have worked on the similar study will be evaluated and reviewed. However, it is very imperative to understand the purpose and value of a scholarly work. Motivational and self-regulated in language learning has been one of the most important aspects in learning language. When students are taught in their language classrooms, they must be able to have motivating factors that aid their interest for study; the students therefore learn properly, with a great sense of enthusiasm. This session will examine different aspect of motivation in language learning.

2.1. Motivational and Self-regulated Learning

Talking about motivational and Self-regulated learning strategy it is very crucial to understand the attitude and intuition of the learner and their academic capability in the contextual classroom method context (Corno & Mandinach, 1983; Corno & Rohrkemper, 1985). There have been different versions of definitions as regards motivational and self-regulated learning strategy, but it appears that there are three elements that are crucially pervasive for the classroom activity. First of all, motivational and self-regulated learning contains the metacognitive strategies of the learners in the aspect of making plan, inspecting, and making some adjustment in

their intuition (e.g., Brown, Bransford, Campione, & Ferrara, 1983; Corno, 1986; Zimmerman & Pons, 1986, 1988). The management and coordination of the students of their activities while in the classroom has been suggested as another crucial feature. For instance, competent learners who are always persevering in their activities tend to prevent discouragement and distraction from their fellow learners and they tend to retain their intuitive commitment in the activity and this help their performance to be unique (Corno, 1986; Corno & Rohrkemper, 1985). The third crucial part is of the motivational and self-regulated learning that some scholars have infused into their concept has become the main cognitive strategies that the learners always apply for learning process, recollecting and acknowledging the resource (Corno & Mandinach, 1983; Zimmerman & Pons, 1986, 1988). Motivation in language learning can never be underestimated in the sense that, when learning process takes place without the interest, it becomes monotonous and the students tend to easily get bored and lose enthusiasm in the process. For this reason, motivation is a moving force that aids the interest of a person to do beyond what has been expected. Motivation serves as a stimulating force that strengthens the instinct for a desired result. Motivation develops the inner energy and interest-the development of any effort is always aided by the motivating factors. The motivating force stimulates the idea into action and makes it manifest (Dörnyei and Ushioda, 2011:3). For this reason, the success every student in language learning is dependent on the motivational factors.

2.2. Motivation Theory in Psychology

Around the second middle of the 20th century, there were some new theories on motivation developed through the cognitive evolution in psychology. These theories of motivation placed so much emphasis on revolution and the structures surrounding the beliefs and technique in information that recognized human behaviors and actions. However, in the continued understanding of motivation, it has been concluded that motivation is an innate elements of human behavior. In this sense, the characteristic of human attitude are reflected through the aid of the intuitive aspect human structure. The individual's cognitive perception is directed by the impulse within; and the individual's achievement is determined by the degree of motivation he receives. In this sense, motivation in language learning works in line with the learner's perception and the intuition that strengthens his horizon. Furthermore, there have been many researches into psychological studies of expectancy-value, goal orientation, action-control, self-determination, setting and explain that "the complex character of motivation as an individual factor that is not static or stable, but rather a dynamic, cyclic process of continuous change with at least three distinct phases" (Cohen and Dörnyei, 2002: 140).Schmitt explains that Dörnyei proposes three different types of motivation as follows:

1. Pre-actional stage: First, motivation needs to be generated, in which the motivational dimension is referred to as 'choice motivation', and this will make the learner be able to select the goal or task to be pursued.
2. Action stage: Second, the developed motivation needs to be sustained under protection while the intended action survives. The dimension of motivation is known as the 'executive motivation' which is essential to learning environments where students can be exposed to large numbers of distracting impacts like off task thinking, unnecessary interference from other individuals, worries related to tasks or physical conditions which make the completion of the task very difficult.
3. Post-actional stage: Lastly, phase three which follows task completion is known as 'motivational retrospection' since it concerns students' retrospective investigation of how things transpire. The manner in which the students express their initial experiences in the third phase will serve as a determination of the type of activities that will interest the person for further pursuance (Schmitt, 2002: 172-173).

2.3. Motivational and Self-motivated Components in Language Learning

As explained in the previous discussions above, motivation has been defined and explained in different perspectives and the views of the researchers have been examined as regards different types of motivation. In this regards, in language learning, if one does not take into cognizance the significant roles that motivation plays in language learning, it is possible for teachers of English as a second or foreign language perform less successful in their teaching profession. The classroom approach and the methodology of every teacher matters a lot in the learning process, when an approach or method lacks the motivating factors the teachers perform less. However, motivation in language learning becomes very significant in the sense that all learners need to be encouraged in order to learn well. It is going to be very difficult for any teacher to impact knowledge successfully when she lacks motivating instinct. Students tend to learn better and easily assimilate when there is a factor that stimulates their interest to learn. There are several methods and approaches available for teaching but motivation must always take a central role in all. Therefore, Foreign or second language teachers should always consider the fact that the psychological and emotional requirements are essential aspect of learning-the system of the body and the faculty of mental order must always be re-awakening for proper assimilation. One of the motivating factors in language learning is physical exercise in the class. In a situation that the class activities are made dramatic and making the learners to be practically involve-this arouses great interest which allows the learners get prepared adequately to learn better. Therefore, the approach of the teacher matters a lot in language learning because it determines the actions, attitudes and reactions of the students towards the language learning (Al Moghani, 2003:13).There are many benefits associated with learning language with a great sense of

motivation-it makes students develop more horizon that enhances their ability to communicate properly with themselves whether within or outside the class.

2.4. Intrinsic and Extrinsic Motivation

According to Deci and Ryan (1995) the theory of self-determination is segmented into two main categories of motivation-the first is instructive motivation which has to do with the kind of motivation that involves activity because it is very interesting and gives one a great sense of satisfaction. The second type of motivation is referred to as extrinsic motivation which has to do with the outward benefit of the activity done. It deals with some performances meant to reach a specific level and achieve a particular goal or establish some instrumental goal. Noels (2001) explains that intrinsic motivation can be IM-knowledge(the satisfaction derived in understanding new things) IM- accomplishment (the satisfaction of achieving goals) and IM-stimulation (the satisfaction perceived while carrying out the task).The extrinsic motivation has made a continuous sequence of three segments in accordance with the level which the gals become self-determined: internal regulation, interjected regulation and identified regulation. Noels tried to demonstrate that intrinsic motivation is developed when teachers create more independence for students. Hayamizu (1997) postulates that extrinsic motivation is not bipolar and contradictory but is found in a continuous sequence of motivation types, In regards of connection between motivation and language learning Kimura, Nakata, and Okumura (1997) do not find it easy to motivate Japanese students to learn foreign languages. They realize that students are expected to acquire English knowledge for rather present future career try to be intrinsically and instrumentally motivated. Their study proves that the students in junior school become more motivated than the students in senior school. Noels (2001) tried to examine the connection between the perception of the teachers in her communicative style and the motivation of the students the findings reveal that the attitudes of the teachers really have great impact on the students independence and ability .According to Ushioda (2008) students who are intrinsically motivated tend to exhibit a greater degree of learning engagement and make use of an effective strategy in proffering solution to problem. Talking about the connection between motivation and language acquisition, Lucas (2010) explains that learners are intrinsically motivated to acquire knowledge about peaking and reading acquisition and that they become intrinsically motivated through understanding and achievement. Guthrie (1997) reveals that intrinsic motivation does not only have a great effect on the reading comprehension but also in other areas of reading. Also, Apple (2005) discovers that Japanese students have already become motivated in the aspect of reading-the serious reading schedule does not seem to be less important. Tercanlioglu (2001)postulates that the attitudes of Turkish students towards reading are positive due to the fact that they were able to read both for the extrinsic and intrinsic reasons. Ziahosseini and Salehi (2008) realize that extrinsic motivation does not have any correlation with the meaningful strategy of language learning.

2.5. Instrumental Versus Integrative Motivation

There are two categories of motivation that should be put into consideration while talking about talking about the L2 or FL learning process. These are classroom learning motivation and language learning motivation. Language learning motivation has to do with the motivation to acquire an L2.According Gardner (1985),it has been regarded as the socio-educational system of L2. To Clement (1980), it is regarded in the social aspect system. And according to Noels (1996), it is regarded in the self-determination aspect. It is a generic aspect of motivation necessary in L2 learning process. It is a common attribute of everyone who has an opportunity to learn the language. It is somehow stable but it is possible to have some changes in specific situation. Classroom motivation is what Gardner (1985) is in place of socio-educational system of L2 learning and it is also seen as an important part of motivation generally. Gardner (2007) asserts that both educational and cultural aspect play a significant role in creating motivation. The educational aspect has to do with generic model in which the learners are made to register-cultural aspect which has to do with the attitude, personality, beliefs, ideas, characteristics and expectation of someone. He also states that classroom motivation might give some degree of development in the process of acquiring language knowledge by every individual. Thus," There is considerable evidence that personality factors interact with numerous variables inherent to the social context of the learning situation, which prevents generalized linear associations (such as correlations) from reaching overall significance" (Zoltán Dörnyei and Stephen Ryan,2015:25) . However, while seeing it from another perspective, Gardner (1985) suggests two different types of motivation which are instrumental and integrative motivation. He states that an integrative motivated learners display some level of enthusiasm to learn more about the people of the target language as well their cultural values, while instrumentally motivated student becomes more practical in her/his way of learning L2 ,like securing a job, or getting more financial benefit. Masgoret and Gardner(2003) describes motivated student as a person who is encouraged to learn the L2.He is so open to identify the community of the language, and has a good characteristic towards the language circumstance. Shaw (1981) states that In some areas of the world where they learn English as a second or foreign language, integrative motivation does not play a greater role in the generality of English because it is regarded as the main language of wider of communication which is used internally.

It is in this sense this section has tried to make an overview of the study and review those important research that are relevant. Motivational strategy helps in achieving great success in language learning. However, once the

students of second language give their full attention to learn, motivating factors help in arresting and retaining attention the attention that will make them learn better. The goal of every teacher is to be able to impact knowledge that will have a lasting effect on them and they can as well transfer the knowledge to develop not only themselves but also their community.

3. Method

This study has applied quantitative method: content analysis and data had been appropriately collected from Erbil, the northern region of Iraq. This chapter intends to present the methodology that the research is based on and how the research was conducted. In attempt to be able to achieve the main goal of this study, this study has applied both quantitative methods: content analysis and data had been appropriately collected from Erbil, the northern region of Iraq. The questionnaires that was created by Paul R. Pintrich and Elizabeth V. De Groot (1990), was used as the model to follow the proper procedure of investigating the students' motivational and self-regulated learning strategy respectively and the results were collected. It is however expected that the motivational and self-regulated learning styles is going to be appropriate for both teachers and the learners if there is going to be a way of dealing with the problem of learning strategy and try to develop the students' cognition and make them aware of this crucial part. Thus, the main problem in learning strategy is the failure to take motivational and self-regulated strategy into consideration. Therefore, the research questions appropriately address the relevant parts of the study, that is, motivational and self-regulated learning strategy. This chapter therefore uses the methodological procedures very crucial and the analysis of the data is appropriately made. First of all, information about the site where the data were collected and the participants were accurately established. Then, the instruments data analysis was properly presented.

3.1. Data Site and Participants

The study methodology is quantitative approach; it was conducted in Erbil Universities of Northern Iraq, this is because the students in Northern Iraq Universities could have some general reflection of Northern Iraqi students' future. The data site took place at Isk University Erbil, Northern Iraq. The students have different family backgrounds and cities. It has been assumed that there has been problem of motivational and self-regulated learning strategy among them. The university students in Erbil Northern Iraq are always given a test at the beginning of every academic year. Hence, it is very important to note that the participants of the study are 80 in number, 25 males and 55 females. The participants are young adult from ages 18-24. They are undergraduate students at different academic levels from the 2nd to 4th year. The participants are all students at the department of English, Isk University, Erbil, Northern Iraq; they are all Kurdish native speakers and they all learn English as a foreign language.

3.2. Research Instruments

The main instrument used in collecting data was questionnaire. There are answers and many feedbacks as regards the attitudes of the students towards the learning of language. The researcher made use of questionnaire for the study in order to be able to receive verbal and written response. The technique of the questionnaire was applied to ask the same questions directed to the students and this makes the comparisons become simple. The merits and the demerits of this tool measurement are given. Dörnyei (2003) maintains that explaining the advantages of applying questionnaire that:

the ability to collect voluminous amount of data in short time, and if the questionnaire is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software. Also, the questionnaire provides versatility as it can be flexibly used with a variety of people in variety of situations targeting a variety of topics (Dörnyei, 2003: 9-10). Considering this from the other angle Dörnyei warns against the disadvantages connected to making use of questionnaire-for instance, "Simplicity and superficiality of answers; little opportunity to correct the respondents' mistakes, unreliable respondents; restricted ability to determine outcomes; possible bias; and halo and fatigue effects" (Dörnyei, 2003: 10). Hence, during the period of administering the questionnaire, attempt was made to exterminate the demerits of the questionnaires by giving some explanations to the students how crucial their answers would be. The instrument applied was adapted from Paul R. Pintrich and Elizabeth V. De Groot (1990).

3.1. Procedure

The data was put into a computer and given analysis by making use of SPSS. Descriptive statistics (frequency, mean and standard deviation) were computed for all the variables. Letter of permission was written and sent to the head of the department of the target University for the administering of the questionnaires to the students-the permission was granted and everything went successfully. To give a prospect of good response in participation, the participants were given assurance of keeping all their responses confidential and their identities would not be indicated. Administering the questionnaire was perfectly conducted by the researcher to the total number of 80 students who were part of this exercise during their English lesson period. The selection of the respondent was made without allowing bias from both the scientific and literary aspects. The participants were told that the objective of this research was to examine how motivational and self-regulated features can be considered effective. Furthermore, the participants were told that their responses would have no any implication

on their grades or academic performance; and their role in the research would help teachers to understand better which strategy is the best in learning process. The participants were given opportunity to ask question in case there is an aspect that was not clear to them. The results of the survey are made with a big aspect of data and the conclusions were established based on the learning strategy. The findings are given in tables and statically analys

	Frequency	Percentage%	Valid Percentage
Male	25	31.3	31.3
Female	55	68.7	68.7
Total	80	100	100

Table 1. Demographic data of the respondents (Gender):

Out of 80 student fill the survey, The Percentage Respondents gender of students was 31.3 % in males and 68.7 % were females also the number student was in our study is Male 25, females 55.

Age Groups	Frequency	Percentage %	Valid Percentage %
18-19	12	15	15
20-21	39	48.8	48.8
22-23	20	25	25
23-24	9	11.3	11.3
Total	80	100	100

Table 2. Demographic data of the respondents (Age groups)

The respondent distributed into four groups regarding age, the number of respondents in age of 18-19 was 12 (15%), and in age 20-21 was 39 (48.8%) which was the highest aggroup and between 22-23 was 20 (25%) while the lowest age group was between 23- 24 with 9 students with 11.3%.

Table 3. Demographic data of the respondents (Level of study)

Study level	Frequency	Percentage %	Valid Percentage %
First Level	18	22.5	22.5
Second Level	23	28.8	28.8
Third Level	23	28.8	28.8

Forth Level	16	20	20
Total	80	100	100

The respondents divided into 4 groups depending on study level, first level group was 18 students with 22.5% , while the highest level was in two groups second and third group with 23 (28.8%) equally. The fourth group considered the lowest group with 16 students with 20%.

Table 4. Demographic data of the respondents (Start learning English)

Start learning English	Frequency	Percentage %	Valid Percentage %
Primary	39	48.8	48.8
Secondary	12	15	15
High school	9	11.3	11.3
University	20	25	25
Total	80	100	100

Depending on the time of starting learning English language, who started learning English in primary school was 39 students, which was the highest percentage 48.8%, while the lowest percentage was with who started learning English in high school with 9 (11.3%) students. The remaining students was started learning English in secondary school and in university 12 (15%) and 20 (25%), respectively.

4. Findings and discussions:

This section presents the findings of the data that was collected for the study.

4.1 The differences between male and female respondents regarding the motivation and self-regulated learning components

The first research question aimed at findings whether the male and female respondents have the same response to motivation and self-regulated components score. In order to compare the two groups t-test of SPSS statistical package was used.

Table 5: Comparison of male and female respondents on motivation and self- regulation

Male	Female		M	P. Value SD	Sig.	
	M	SD				
Self-Efficacy	37.24	6.96	37.70	6.5	0.77	NS
Intrinsic Value	37.32	7.69	39.25	7.1	0.27	NS
Test Anxiety	15.96	3.89	17.23	3.2	0.13	NS
Cognitive Strategy Use	34.92	7.86	37.63	6.6	0.29	NS
Self-	19.36	4.93	20.98	3.5	0.79	NS

Regulation

In order to understand whether male and female students have any difference response to motivation and self-regulated components score, an independent samples t-test was performed. The results presented in the table above show the differences between male and female students in relation to self-efficacy, intrinsic value, test anxiety, cognitive strategy use and self-regulation.

The outcomes of the statistical analysis show that there is not any statistically significant difference between male and female students. Although not statistically significant, female students tend to have higher levels of intrinsic value, use more cognitive strategies and are better self-regulated as compared to male respondents. However, the statistics show that they have higher levels of test anxiety. The differences among various age groups in relation to students` motivation and self-regulated learning components The second research question attempts at finding the role of age in five different motivation and self-regulated learning components (self- efficacy, Intrinsic value, Test anxiety, cognitive strategy use and self-regulation). Analysis of Variance (ANOVA test) was conducted to compare participants according to motivation and self-regulated learning components, depending on age groups, as seen in table 6.

Table 6 Comparison of age groups based on motivation and self-regulation

	18-19		19-20		21-22		23-24		p	Sig.
	M	SD	M	SD	M	SD	M	SD		
Self-Efficacy	37.58	6.38	38.30	6.66	34.25	6.55	41.66	3.90	0.027	S
Intrinsic Value	37.41	7.29	38.89	7.12	37.45	8.00	41.88	6.69	0.450	NS
Test Anxiety	16.50	3.03	17.07	3.72	15.75	3.29	18.66	3.08	0.197	NS
Cognitive Strategy Use	38.50	5.17	37.07	6.51	33.45	8.85	40.66	5.26	0.119	NS
Self-Regulation	21.66	3.93	20.71	3.66	18.25	4.54	22.77	2.81	0.577	NS

One way ANOVA test was performed to compare students based on their age to understand the differences that they had regarding to motivation and self-regulated learning components. The table above shows that there is a statistically significant difference in the self-efficacy (p: 0.02) of students depending on their age. As students get older they gain more confidence and believe in their potential, however younger students have less self-confidence.

In order to understand the direction of significance a post hoc test was performed. The comparison reveals that there is a statistically significant (p: 0.024) difference between 21-22 (M = 34.25) and the 23-24 age students (M = 41.66) regarding the self-efficacy. The (23-24) students have more self-efficacy than (21-22) students. Depending on the result in table above, no statistical significant difference between both groups in test anxiety (p = 0.197).

In terms of test anxiety, intrinsic value, cognitive strategy use and self-regulation the results are not statistically significant, which means the age groups do not differ much from each other.

4.2 The differences between the year of study of the respondents in terms of motivation and self-regulated learning components

Table 9 Comparison of year groups based on motivation and self-regulation

	First level		Second level		Third level		Forth level		p	Sig.
	M	SD	M	SD	M	SD	M	SD		
Self-Efficacy	41.77	5.34	38.26	4.38	33.56	8.13	37.56	5.21	0.001	S
Intrinsic Value	41.22	7.14	38.82	5.54	35.30	8.46	40.31	6.78	0.046	S
Test Anxiety	17.50	3.41	17.73	2.56	15.43	4.51	16.81	2.63	0.116	NS
Cognitive Strategy Use	38.16	5.53	37.78	7.14	33.95	8.07	37.87	6.73	0.267	NS
Self-Regulation	21.83	4.42	20.47	3.67	19.00	4.29	21.06	3.43	0.159	NS

In order to understand if there is a significant difference between the year of study and the motivation and self-regulated learning components, ANOVA- test was done. The results presented in the table above show that there is a statistically significant difference between the year of study in self-efficacy (p = 0.001) and intrinsic value (p = 0.046) components.

To understand the difference among groups Post hoc Tukey was used and the results demonstrate that a statistically significant difference existed between the first year students (M = 41.77) and the third year students (M = 33.56) in self-efficacy (p = 0.0002) ; and between the second year (M = 38.26) and the third year (M = 33.56) students (p = 0.049).

According to the statistical analysis, there is not any statistically significant difference between the students in terms of the year of study in the components of test anxiety, cognitive strategy use and self-regulation.

4.3 The differences between students according to the age at which they have started learning English based on the motivation and self-regulated learning components

Table 10: Comparison of students based on age at which they have started learning English regarding to motivation and self-regulation components

	Primary		Secondary		High school		University		M	p	Sig.
	SD	M	SD	M	SD	M	SD	M			
Self-Efficacy	35.97	7.43	39.66	5.26	40.77	3.56	37.95	6.13	0.12	NS	
Intrinsic Value	37.00	7.77	42.00	6.80	42.77	3.83	38.00	6.91	0.05	NS	

Test Anxiety	16.10	3.89	18.25	1.81	17.66	2.64	17.05	3.59	0.23	NS
Cognitive Strategy	36.48	7.39	37.16	7.08	41.33	5.59	35.10	6.85	0.35	NS
Use Self-Regulation	20.00	4.18	20.66	4.43	23.22	2.53	20.05	3.89	0.622	NS

In order to understand if there is a difference between the time when students start learning English and motivation and self-regulated learning components, one way ANOVA- test was done, the results presented in the table above show that there is no statistically significant difference between students with different group regarding time of starting learning English and motivation and self-regulated learning components (Self-Efficacy, Intrinsic Value, Test Anxiety, Cognitive Strategy Use and Self- Regulation) with $p = 0.12, 0.05, 0.23, 0.35$ and 0.62 respectively.

This Section Attempts To Make A Comparison Between This Study And The Master’s Thesis Written By Dua a Khalid Lutfi Which Titled The Realm Of Self-Regulated Learning (Srl): An Examination Of Srl In An Elementary Classroom Setting And Its Relevancy To Trends In Our Current Curricula .She Explains His Result That at starting point of the research, student J was the lest motivated among the three students to engage in the task in the first component. It was obvious that was highly motivated in other courses like reading and in particular mathematics. He had more interest in establishing objectives for a reading activity than the objective for mathematics. He became more interested in establishing an objective for reading due to the motivation and situational enthusiasm. Because of this, his self-efficacy beliefs for reading became higher than his self-efficacy belief for mathematics.

Hence,he explains further that student J also demonstrated a sense of overconfidence in his capacity that led to misapplication of metacognitive system as he seriously depended on his previous knowledge. For instance, in the key SRL terms task, he went over the definitions which led to defining the term inaccurately. Hence, he further gives report about student A, he said student A was exceptionally different from others because the results from pre-assessments and mycranalytic measures asserted that she was trying to attempt self-regulatory process, but not properly giving analysis to the activity. Also, the same with the other student, she did not also have interest the mathematics subject but she was motivated on how she can become the master of learning process. Initially student A knowledge was limited in choosing an appropriate strategy, yet she became used to self-monitoring and self-reflecting. For instance, Student A self-monitored as she finished the Quick Check (14.2) pre-assessment, going between strategies she was used to by determining which of them was more good while solving the problem. Student A therefore has a high self-efficacy beliefs she has power over her attention and focus on the activity. He explains that the data shows that the learners exhibited a reduction in the reliability of the teacher and the modifications of the task. And this comparison is in line with the shift of the students to a reliable attitude. As student shows more independent character, it was obvious that they were prepared to remain disciplined over their attention and try to maximize their learning process. He explains that students have developed a great interest in self-reflection and examination. While examining their previous evaluation scores, the learners talk about the relevance of effective strategy use when they are achieving their objectives.

In the pre-assessment, he further explains that the learners exhibited little knowledge about strategies and rarely applied this strategy when they do their activity (14.2 Quick Check-Pre). Before the post-assessment, the learners were introduced to SRL strategies and other types of strategy provided by their teachers. So, the strategies were patterned accurately as the learners learned what they are supposed to do and how they can think of how to use the newly acquired strategy. Therefore, students show a high level of interest in applying the strategy for effective results and they were given privileges to exercise the various strategies they applied in comparing their pre-assessment. Therefore, the main discussion improves the student’s wariness of the connection between effective strategy and good grades.

Concerning the anxiety test between the males and the females, the results of this study reveals that the females have more anxiety than the males. But in the research By Moudah, females appear to have more confidence than males. Noels (2001) tried to examine the connection between the perception of the

teachers in her communicative style and the motivation of the students the findings reveal that the attitudes of the teachers really have great impact on the students independence and ability .According to Ushioda (2008) students who are intrinsically motivated tend to exhibit a greater degree of learning engagement and make use of an effective strategy in proffering solution to problem. Talking about the connection between motivation and language acquisition, Lucas (2010) explains that learners are intrinsically motivated to acquire knowledge about speaking and reading acquisition and that they become intrinsically motivated through understanding and achievement. Guthrie (1997) reveals that intrinsic motivation does not only have a great effect on the reading comprehension but also in other areas of reading. Also, Apple (2005) discovers that Japanese students have already become motivated in the aspect of reading-the serious reading schedule does not seem to be less important. Tercanlioglu (2001)postulates that the attitudes of Turkish students towards reading are positive due to the fact that they were able to read both for the extrinsic and intrinsic reasons. Ziahosseini and Salehi (2008) realize that extrinsic motivation does not have any correlation with the meaningful strategy of language learning.

In the second question, the study was centred on the speaking difficulty in relation with teaching methods exercises. The question makes an investigation about whether the year of the students has an impact on the weakness and problems of the students in their speaking exercise. The findings reveal that the students encountered a lot of difficulties on the level of their studies in the sense that their problems were in relation with teaching methods applied in teaching English. He explains that the students in Libya are different from one another. And this means that Libyan undergraduate students have more difficulties in speaking skill in relation to teaching methods. And in the study, most of the participants agreed that their tutors do not encourage them to role play the

practice of English speaking skills and many of them maintained that more emphasis is given to listening, writing and reading than speaking exercise.

Student knowledge aspects, with the degree an coordination of previous knowledge, were not evaluated yet they are connected to the performance of the students' academic achievement and prospectively relate with cognitive and metacognitive strategy use(Alexander & Judy, 1988).In conclusion, these relationships may differ by classroom activity and context variables. Many relationships between learners motivational and self-regulated learning strategy and academic activity may be received with senior or junior students or in various classroom situations(e.g., cooperative-competitive or ability grouped-ungrouped) that have many parts of classroom activities (e.g., Ames & Archer, 1988; Doyle, 1983) .Obviously, valid classroom study is supposed to be on the different levels of relationships between the learners and academic achievement and the learners motivational an self-regulated learning; also the social cognitive and understanding components in various classroom occasions are needed to be put in place.

5. CONCLUSION

This last section intends to make the summarization of all has been done from chapter one to chapter five. Therefore, the chapter includes the comparison of a related study with this study. The results of the related study will be compared with the result discovered from this study. As the summarization continues on a sequential process, there is also recommendations for further studies, this will enable the potential researchers who will look into this research to understand where is still lagging behind in this similar topic. Recommendation is meant to give the subsequent researchers a glimpse of what is more likely to be done more about the topic. Hence, the researcher has vigorously investigated into motivational and self-regulated strategy in the universities of northern Iraq and this has yielded some results.

The study began with chapter one where the introduce to the study was highlighted and the model in which the study will be conducted was introduced chronologically. The statement of problem, significance of the study, purpose of the study, research questions, and limitation of the study are the items that are very important to guide the researcher on how to achieve the aims or objectives of the study. In chapter two, there was a review of literature in which the previous and existing works related to the study are evaluated with scholarly view. The theoretical background was established for intellectual and ethical reason. Chapter three is about the methodology. The research method that was used was quantitative and this was a good guiding principle to chapter four which is the main work. In chapter four, data collected were computed and analysed appropriately and the result were significantly indicated.

Hence, English language has grown to reach almost all the part of the world; the teaching and learning of English is not taken for granted in the global system due to the fact that English has become, greatly the language of international communication. Therefore, the main thing to be considered is that students are able to learn well if there is a good strategy applied in teaching them. Most learners are unable to learn properly because the strategy of teaching is inappropriate. In this inadequacy, many students lose interest in learning English because their motivation has not been stimulated. When the students are motivated and self-regulated it is easy for them to learn well with a great sense of interest. In this sense, this study has tried to investigate this problem in terms of testing the students of English in the universities

of northern Iraq. The external validity of the study was constrained to only Northern Iraq, Erbil to be precise, but it is used to generalise the study to the whole northern region. However, as the study was conducted, there are several things that were discovered in the process. The study therefore reveals some significant relationships that occurred in the research questions to discover the findings of the study.

To sum up, this study has systematically followed the model of academic process to be able to achieve the main goal of the study. In this sense, having gone through some vigorous investigation of the study on motivational and self-regulated learning and teaching strategy, the study has revealed some necessary information as regards how students can become motivational and self-regulated in their learning process. Therefore, it reveals the main purpose why a good approach for teaching should be applied for the purpose of adequate learning system. Many students are unable to learn English well because their teachers have failed to apply a good and useful strategy.

Therefore, it is very crucial to put these factors into consideration in order to develop a good a reasonable method of teaching. If teachers are able to adopt and adapt a good strategy in teaching, the will and interest to learn will rise. For this reason, the process in learning and teaching English in the classroom is not something that should be handled with levity. When this is achieved it improves the learning morale of the students and the students are improved in their spoken English. The results in this study therefore show the efficacy of student-teacher relationship in establishing motivational and self-regulated learning and teaching strategy. As most study has placed emphasis on the texts, there should be more studies to be carried out in a way that the interest is created in social order. There should be an investigation of further studies that might stand as an obstacle to the improvement of motivational and self-regulated strategy. Hence, there has been a research conducted that proved that students of language can be taught on how they can develop their language learning morale through the process of learn-to-learn system (Chularut & DeBacker, 2004; Hawthorne, 2008; Lee, 2002).

REFERENCE

1. Ahmed Zanghar (2012). *Instrumental and Integrative Motivation among Undergraduate Libyan Students of English as a Foreign Language*, Libya.
2. Al Moghani, Hassan Mohamed. (2003). *Students' perceptions of motivation in English language learning in Libya*, Durham theses, Durham University. Available at Durham E-Theses Online: <http://etheses.dur.ac.uk/1745/>.
3. Al-Tamimi, A., & Munir Shuib. (2008). *The English language curriculum for petroleum engineering students at Hadhramout university of science and technology*. Arends, Richard I. (2007). *Learning to Teach*. (7th ed.). USA: McGrawHill Higher Education.
4. Au, S. (1987). *A critical appraisal of Gardner's social-psychological theory of second-language learning*. *Language Learning*, 38, PP 75-100.
5. Bailey, Kathleen M. (1986). "Competitiveness and Anxiety in Adult Second Language Learning: Looking at and through the Diary Studies." *Classroom Oriented Research in Second Language Acquisition*. Ed. Herbert W. Seliger & Michael H. Long. Rowley, MA: Newbury House: 67-102.
6. Bamford, K.W., & Mizokawa, D.T. (1991). *Additive-bilingual (immersion) education: Cognitive and language development*. *Language Learning*.
7. Bligh, D.A. (1971). *What's the use of lecturing?* Davon, England: Teaching services center, university Exeter.
8. Brophy, Jere. (2004). *Motivating Student to Learn*. (2nd ed.). USA: Michigan State University.
9. Brown, H., D (1980). *Principles of Language Learning and Teaching*. PrenticeHall, Inc. New Jersey.
10. Brown, H.D. (2000). *Principles of language learning and teaching*. New Jersey: Prentice Hall.
11. Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching* (5th ed.). USA.
12. Brown, J. D. (1996). *Testing in language programs*. Upper Saddle River, NJ: Prentice Hall Regents.
13. Bruner, J. S. (1960). *The Process of Education*. Cambridge, MA: Harvard. [EJ 043 959].

14. Byram, M. (1989). *Cultural Studies in Foreign Language Education*, Clevedon: Multicultural Matters.
15. Carter et al. (2003). *Keys to Success in College, Career, and Life: How to Achieve Your Goals*. (Brief 3rd ed.). USA.
16. Chalak, Azizeh & Kassaian, Zohreh. "Motivation and Attitudes of Iranian Undergraduate EFL students Towards Learning English". 2010.
17. Chambers, D. N. (1993). *Taking the 'de' out*. *Language of Demot Learning Journal*, 7, 13 16.
18. Choorsi, C., and Intharaksa, U. (2011). „*The relationship between motivation and students' english learning achievement: a study of the second – year vocational certificate level hatyai technical college students*””.
19. Cohen, A. D., & Dörnyei, Z. (2002). *Focus on the language learner: Motivation, styles, and strategies*. In N. Schmitt (Ed.). *An introduction to applied linguistics* (pp. 170-190). London: Arnold.
20. Crookes, G. & Schmidt, R. (1991). *Motivation: Reopening the Research Agenda*. *Language Learning* .41, 469-512.
21. Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum Press.
22. Deci, E. L., Koestner, R., & Ryan, R. M. (1999). *A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation*. *Psychological Bulletin*, 125(6), 627–668.
23. Degang, M. (2010). *Motivation toward English language learning of the second year undergraduate Thai students majoring in business English at an Englishmedium university*. M.A. thesis. Srinakharinwirot University, Bangkok: Thailand.
24. Dörnyei, Z. (1990). *Conceptualizing Motivation in Foreign-Language*. *Language Learning*, 40(1).
25. Dörnyei, Z. (1994a). *Motivation and Motivating in the Foreign Language Classroom*. *Modern Language Journal* 78: PP 273- 284.
26. Dörnyei, Zoltán. (1998). *Motivation in second and foreign language learning*.
27. *Language teaching research*. Volume 31.
28. Dörnyei & Otto, I. (1998). *Motivation in Action: A Process Model of L2 Motivation*. Dörnyei, Z. (2001a). *Motivational strategies in the language classroom*. Cambridge: Cambridge University Press.
29. Dörnyei, Z. (2000). *Motivation in action: Toward a process-oriented conceptualization of student motivation*. *British Journal of Educational Psychology*, 70, 519- 538.
30. Dörnyei, Z. (2001). *Teaching and Researching Motivation*. Harlow, England: Longman.
31. Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: CUP.
32. Dörnyei, Zoltán. (2003). *Questionnaires in Second Language Research*. Mahwah. Dörnyei, Z. (2005). *The psychology of language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates, Mahwah: NJ. Working Papers in Applied Linguistics (Thames Valley University, London), 4, 43-69.
33. Dörnyei, Z. & Ushioda, E. (2011). *Teaching and Researching Motivation*. 2nd Edition. Pearson Education Limited. Great Britain.
34. Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University. Ellis, R. (1997). *Second language acquisition*. New York: Oxford University Press.
35. Epstein, J. (1988). *How do we improve programs for parent involvement?* *Educational Horizons*, 66, 58-59.

36. Finnochiaro, M. (1981). *Motivation: Its Crucial Role in Language Learning*, In Hines and Rutherford (Eds.).
37. Forman, R. (2005). *Teaching EFL in Thailand: A bilingual study*. PhD thesis, University of Technology, Sydney: Australia.
38. Forsyth, D. R. & McMillan, J. H. (1991). "Practical proposals for motivating students". In R. J. Manges and M. D. Svinicki (eds). *College Teaching: From Theory to Practice*. New directions in Teaching and Learning, no. 45. San Francisco: Jossey – Bass.
39. Fullan, M. (1991). *The New Meaning of Educational Change*. London, Cassell Educational Limited.
40. Fullan, M.G. (1995). *The limits and the potential of professional development*. In T. Guskey and M. Huberman (Eds.), *Professional Development in Education: New Paradigms and Practices* (pp. 253-267). New York: Teachers College Press.
41. Gao, Y. H., Zhao, Y., Cheng, Y., & Zhou, Y. (2007). *Relationship between English learning motivation types and self-identity changes among Chinese students*. TESOL Quarterly, 41.
42. Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
43. Gardner, R. C. & Lambert, W. E. (1959). *Motivational variables in secondlanguage acquisition*. Canadian Journal of Psychology, 13, 266-272.
44. Gardner, R. C. (1983). *Learning another language: a true social psychological experiment*. Journal of Language and Social Psychology, 2, 219-240.
45. Gardner, R. C. (1985). *Social psychology in second language learning: The role of attitudes and motivation*. London: Edward Arnold.
46. Gardner, R. C. & MacIntyre, P. D. (1993). *A student's contribution to second language learning*. Part II: Affective variables. Language Teaching, 26, 1-11.
47. Gardner R. C., Tremblay, P. F., & Masgoret, A. M. (1997). *Towards a full model of second language learning: An empirical investigation*. The Modern Language Journal, 81.
48. Gardner, R. C. (2000). *Correlation, causation, motivation and second language acquisition*. Canadian Psychology, 41, 1-24.
49. Gardner, R. C. (2001). *Integrative Motivation: Past, Present and Future*. A public lecture given on 24.02.2001. Retrieved February 8, 2006 from <http://publish.uwo.ca/~gardner/GardnerPublicLecture1.pdf>.
50. Gardner, R. C. (2006). *The socio-educational model of second language acquisition: A research paradigm*. EUROSLA Yearbook, Volume 6.
51. Gardner, R. C., Smythe, PC, Clément, R. & Glikzman, L. (1976). *Second-Language Learning. A Social psychological perspective* Canadian Modern Language Review, 32(3), 198-213 Gavaki, E. (1979) .The Greek family.
52. Gorham, J., & Christophel, D. M. (1992). *Students' Perceptions Behaviors as Motivating and Demotivating Factors in College Classes*. Communication Quarterly, 40, 239-252.
53. Gottfried, A. E. (1990). *Academic intrinsic motivation in young elementary school children*. Journal of Educational Psychology, 82(3), 525–538.
54. Harmer, Jeremy. (2007). *The Practice of English Language Teaching*. (4thed.).UK: Pearson Education Limited.

55. Jehdo, K. (2009). *The relationships between English ability, attitudes, and motivation of the first year PSU students from Islamic religious schools*. M.A. thesis. Prince of Songkla University, Songkhla: Thailand.
56. Johnson, D. W. & Johnson, R. T. (1985). *Motivation Processes in Co-operative, competitive and individualistic learning situations*. In Ames, C., and Ames, R. *Research on Motivation in Education: The Classroom Milieu*. London: Academic Press. Pages 249-286.
57. Jukil, Ali M. (2004). "*The Evolution of English Language*". The Scientific Journal of Salahaddin University-Hawler, Zanko Press. Deposit in National Library: No.375, July 2005.
58. Jukil, Ali M (2005). "*Language Status Profile of Erbil City*". The Scientific Journal of Salahaddin University-Hawler, Zanko Press, No.25, July 2005.
59. Jukil, Ali M (2006). "*Motivation of Code-Switching in the Classrooms of the Departments of English" English-Kurdish*". The Scientific Journal of Salahaddin University-Hawler.
60. Kanaya, T. & Light, D. (2005). *Duration and Relevance of A professional Development Program: Using Intel Teach to the Future to Illuminate Successful Programmatic Features*. Presented at Society for Information Technology and Teacher Education International Conference 2005. Norfolk, A: AACE.
61. Keblawi, F. (2005). *Demotivation among Arab Learners of English as a Foreign Language. The Reading Matrix, Inc. United States*. Retrieved November 13 2005 from: [www.Readingmatrix.com/online-conference-proceedings 2005](http://www.Readingmatrix.com/online-conference-proceedings-2005).
62. Keller, J. & Suzuki, K. (2004). *Learner motivation and E-learning design: a multi-nationally validated process*. *Learning, Media and Technology*, 29/3, 229– 239.
63. Knowles, M. S., Holton, E. F., & Swanson, R. A. (1998). *The Adult Learner. (5th Ed.)* Woburn, MA: Butterworth-Heinemann.
64. Kormos, J., & Csizer, K. (2010). *A comparison of the foreign language learning motivation of Hungarian dyslexic and non-dyslexic students*. *International Journal of Applied Linguistics*.
65. Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International (UK) Ltd.
66. Kurum, E. (2011). *The effect of motivational factors on the foreign language success of students at the Turkish military academy*. *Novitas-ROYAL (Research on Youth and Language)*, 2011, 5(2), 299-307.
67. Lambert, W. E. (1963). *Psychological approaches to the study of language*.
68. *ModernLanguage Journal*47, 51-62.
69. Lifrieri, V. (2005). *A sociological perspective on motivation to learn EFL: The case of Escuelas Plurilingües in Argentina*. MA Thesis, Graduate Faculty of Arts and Sciences: University of Pittsburgh.
70. Li, P. & Pan, G. (2009). *The relationship between motivation and achievement - a survey of the study motivation of English majors in Qingdao agricultural University*. *English Language Teaching*, 2 (2009).
71. Lutfi Duaa. (2013). *The Realm of Self-Regulated Learning (SRL): An Examination of SRL in an Elementary Classroom Setting and its Relevancy to Trends in our Current Curricula*. University of Central Florida Libraries <http://library.ucf.edu>. Retrieved on 16/5/2017
72. MacIntyre, P., Dörnyei, Z., Clement, R., & Noels, K. (1998). *Conceptualizing willingness to communicate in a L2: situational model of L2 confidence and affiliation*. *Modern Language Journal*, 82, 545-62.

73. MacIntyre, P. D. & Gardner, R. C. (1991). *Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature*. *Language Learning*, 41:1 PP 85- 117.
74. Marcos, K. (2001). *Second Language Learning: Everyone Can Benefit*, *Foreign Language Education*. 6:1, Eric Review.
75. Maslow, A. H. (1970). *Motivation and Personality*. New York: Harper & Row.
76. McCombs, B. (1991). *Motivation and lifelong learning*. *Educational Psychologist*, 26 (2) 117127.
77. McDonough, S. (1983). *Psychology in foreign language teaching*. London: George Allen & Unwin.
78. McDonough, J. & Shaw, C. (1996). *Materials and Methods in ELT*. Blackwell Publishers Inc.
79. Mills, N., Pajares, F., & Herron, C. (2007). *Self-efficacy of college intermediate French students: Relation to achievement and motivation*. *Language Learning*, 57.
80. Michi Saki (2010):*Unlocking the Door to Language Learning Success: Exploring Key Factors of Motivation and Motivational Strategies in the L2 Classroom*.The School House article, Volume 19, Issue 2.
81. Mooinvaziri, M. (2008). *Motivational orientation in English language learning: A study of Iranian undergraduate students*. *Global practices of language teaching*. Proceedings of International Online Language Conference (IOLC). Universal publishers. Boca Raton, Florida, US, 126-135.
82. Ousseini, H. (2021). English Language Teaching in Contexts of LMD Implementation: A Glance at Teaching and Assessment Practices. *Middle Eastern Journal of Research in Education and Social Sciences*, 2(1), 160-171. <https://doi.org/10.47631/mejress.v2i1.201>
83. Mukkatash, L. (1983). *The Problem of Difficulty in Foreign Language Learning*. In E. Dahiyat & m. Ibrahim (Eds), *Papers from the First Conference on the Problems of Teaching English Language and Literature at Arab Universities*. Amman, Jordan: University of Jordan.
84. Nakhon Kitjaroonchai (2013) .*Motivation toward English language learning of students in secondary and high schools in education .service area office 4, Saraburi Province, Thailand*.
85. Oxford, R.L., Park-Oh, Y., Ito, S. & Sumrall, M. (1993). *Japanese by satellite: Effects of motivation, language learning styles and strategies, gender, course level and previous learning experiences on Japanese language achievement*. *Foreign Language Annals*, 26, 359-
86. Oxford, R. L. & Shearin, J. (1994). *Language learning motivation: Expanding the Theoretical Framework*. *The Modern Language Journal*, 78, 12-28.
87. Oxford, R.L. (1998). *The unraveling tapestry: Teacher and course characteristics associated with demotivation in the language classroom*. *Demotivation in foreign language learning*. Paper presented at the TESOL '98 Congress, Seattle, WA, March.
88. Peyton, J. (1995). *Professional Development for Foreign Language Teachers*. *Foreign language Education*, 6: 1 Eric Review.
89. Pierce, B. N. (1995). *Social identity, investment, and language learning*. *TESOL Quarterly*, 29 (1).
90. Pintrich, P. R. & Schunk, D. H. (1996). *Motivation in Education: Theory, Research and Applications*. New Jersey: Prentice Hall.
91. Pruksashewa, N., Songsana, S., & Kotchaseth, S. (2008). *Motivation: The learner's affective factor for learning English*. M.A. thesis. Naresuan University: Pitsanuloak, Thailand.
92. Puengpipattrakul, W. (2007). *A study of the relationships among motivation, motivational variables and English language proficiency of the Fourth-year management sciences PSU students*. M.A. thesis. Prince of Songkla University: Songkhla, Thailand.

94. Qashoa, S. (2006). *Motivation among learners of English in the secondary schools in the eastern coast of the UAE*. M.A thesis, British University in Dubai.
95. Ramage, K. (1990). *Motivational Factors and Persistence in foreign Language Study*.
96. *Language Learning*, 40:2 PP 189-219.
97. Ratanawalee Wimolmas (2006) *A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirinhorn International Institute of Technology (SIIT)*, Thammasat University, Thailand.
98. Richards, J. C., Schmidt, R., Kindricks, H., & Kim, Y. (2002). *Longman dictionary of language teaching and applied linguistics*. (3rd ed.). Harlow: Pearson Education Limited.
99. Rivers, W. (1997). *Principles of Interactive Language Teaching*. Agoralang.com/rivers/10 principles-10.htm I.
100. Rogers, R.W. (1983). *Cognitive and physiological processes in fear appeals and attitude change: A revised theory of protection motivation*. In J. Cacioppo & R. Petty (Eds.), *Social Psychophysiology*. New York: Guilford Press.
101. Rossier, J. (1975). *Extroversion-Introversion as a Significant Variable in the Learning of English as a Second Language*. Unpublished doctoral thesis, University of Southern California, Dissertation Abstracts International, 36: 7308A7309A.
102. Rost, Michael, ed. (2006). *"Generating Student Motivation"*. Pearson Education. Series editor of World View, (www.longman.com/World view).
103. Saville-Troike, M. (2006). *Introducing second language acquisition*. New York: Cambridge University Press.
104. Schmitt, R. (Ed). 2002. *An Introduction to Applied Linguistics*. London: Hodder Headline.
105. Schultz, G. F. (1993). *Socioeconomic advantage and achievement motivation: Important mediators of academic performance in minority children in urban schools*. *Urban Review* 25, 221-232.
106. Shaaban, K., & Ghaith, G. (2000). *Student motivation to learn English as a Foreign language*. *Foreign language annals*, 57 (3), 632-644.
107. Sivan, E. (1986). *Motivation in social constructivist theory*. *Educational Psychologist*, 21, 209–233.
108. Skehan, P. (1991). *Individual Differences in Second-Language Learning*. *Studies in Second Language Acquisition* 13, 275-298.
109. Thornbury, Scott. (2006). *An A-Z of ELT: A Dictionary of Terms and Concepts*.
110. Thailand: Macmillan Education.
111. Turner, J. C. (1995). *The influence of classroom contexts on young children's motivation for literacy*. *Reading Research Quarterly*, 30(3), 410–441.
112. Ur, penny. (1991). *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press.
113. Vaezi, Z. (2008). *Language learning motivation among Iranian undergraduate students*. *World Applied Sciences Journal*, 5, 54-61.
114. Walqui, A. (2000). *Contextual Factors in Second Language Acquisition*, in *ERIC Digest*, EDO-FL-00-05.
115. Wilkins, D. (1972). *Linguistics in language teaching*. Cambridge: CPU.
116. Williams, M., Burden, R. (1997). *Psychology for language teachers*, Cambridge: Cambridge

University Press.

117. Yamashiro, A. & McLaughlin, J. (2000). *Relationships among attitudes, motivation, anxiety and English language proficiency in Japanese college students*. In S. Cornwell & P. Robinson (Eds.), *Individual differences in foreign language learning: Proceedings of the symposium on intelligence, aptitude and motivation*. Aoyama Gakuin University: Tokyo.
118. Young, Dolly J. (1990). *"An Investigation of Students' Perspectives on Anxiety and Speaking"*. *Foreign Language Annals* 23: 539-53.
119. Yule, George. (2006). *The Study of Language*. (3rd ed.). UK: Cambridge University Press.
120. Yu-mei, L. (2009). *On motivation and college English learning: Sino-US English Teaching*, 6.
121. Zubairi, Ainol Madziah & Sarudin, Isarji Hj (2009) *.Motivation to Learn a Foreign Language in Malaysia*, International Islamic University in Malaysia.
122. Zughoul, M. (1987). *Restricting the English Departments in the Third World Universities*. *IRAL*.XXV/3: 221-2