

Strategies for Enhancing Learning Motivation in Foreign Language Education in Iraqi Universities: A Survey Study

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Abstract

The research aimed to clarify the strategies for enhancing learning motivation in foreign language education in Iraqi Universities. To achieve the research objectives, the qualitative approach was adopted, which is considered the most suitable for the current research topic. The researcher relied on face-face interviews to collect primary data for the research. The research sample consisted of three professors specializing in foreign language education at Iraqi universities who possess extensive knowledge and experience in the field. Content analysis was used to analyze the data collected through interviews. The results indicated that, in English language learning, motivation is the most important factor in enabling students to acquire the language efficiently and improve their English language skills appropriately. The research confirmed the important role of the teacher in motivating students and enhancing their motivation to learn English. This role is presented in the teacher's commitment to using a variety of strategies to enhance student motivation and reduce their anxiety and stress levels, including interactive educational methods, ensuring the provision of a suitable learning environment for students that ensures their psychological comfort and possessing the necessary competence and ability to employ modern technology in education. Based on the findings; It is recommended that Iraqi university authorities must provide teachers with the resources they need to effectively implement modern educational strategies and e-learning.

Key words: motivation, strategies, foreign language education, Iraqi universities

إستراتيجيات تعزيز دافعية التعلم في تعليم اللغات الأجنبية في الجامعات العراقية:

دراسة وطفية

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المستخلص

هدف البحث إلى توضيح استراتيجيات تعزيز دافعية التعلم في تعليم اللغات الأجنبية بالجامعات العراقية. ولتحقيق أهداف البحث، اعتمدت على المنهج النوعي، الذي يعد الأنسب لموضوع البحث الحالي. اعتمد الباحث على المقابلات الشخصية لجمع البيانات الأولية. وتكونت عينة البحث من ثلاثة أساتذة متخصصين في تعليم اللغات الأجنبية في الجامعات العراقية، يتمتعون بمعرفة وخبرة واسعة في هذا المجال. استُخدم تحليل المحتوى لتحليل البيانات التي جُمعت عبر المقابلات. وأشارت النتائج إلى أن الدافعية هي العامل الأهم في تمكين الطلاب من اكتساب اللغة الإنجليزية بكفاءة وتحسين مهاراتهم اللغوية بشكل مناسب. وأكدت الدراسة الدور المحوري للمعلم في تحفيز الطلاب وتعزيز دافعتهم لتعلم اللغة الإنجليزية. ويتجلى هذا الدور في التزام المعلم باستخدام استراتيجيات متنوعة لتعزيز دافعية الطلاب وتقليل مستويات القلق والتوتر لديهم، بما في ذلك الأساليب التعليمية التفاعلية، وضمان توفير بيئة تعليمية ملائمة تؤمن لهم الراحة

النفسية، وامتلاك الكفاءة والقدرة اللازمين لتوظيف التكنولوجيا الحديثة في التعليم. وبناءً على هذه النتائج؛ يوصى بأن تقوم السلطات الجامعية العراقية بتزويد المعلمين بالموارد التي يحتاجونها لتنفيذ استراتيجيات التعليم الحديثة والتعليم الإلكتروني بشكل فعال.

الكلمات الدالة: الدوافع، الاستراتيجيات، تعليم اللغات الأجنبية، الجامعات العراقية الكلمات المفتاحية: الدوافع، الاستراتيجيات، تعليم اللغات الأجنبية، الجامعات العراقية

1. Introduction

Language represents the means by which individuals around the world communicate with each other and exchange knowledge across cultures to gain the desired knowledge. Language acquisition has become one of the most important goals pursued by educational institutions of all kinds, given its critical importance in equipping learners with effective language communication skills.

English is considered one of the most important languages that contribute to promoting cultural openness[1]. Learning English enables individuals to communicate with each other and enhance their level of understanding of other cultures. Accordingly, English has become the dominant language worldwide in various sectors. Learning English effectively requires the use of specific strategies that enhance the learner's ability to learn easily and quickly, and also provide enjoyment during learning [2]. Learning strategies enhance the learner's level of self-confidence, thus supporting their communicative skills[3].

Previous studies have revealed that students face difficulties and challenges when learning English [4],[5],[6]. These challenges are related to the unsuitability of educational curricula to current realities, and the lack of teachers' appropriate qualifications for teaching English. The teaching methods used in teaching English represent one of the most important reasons for students' low achievement in English [7]. This means that teachers resort to inappropriate and ineffective strategies and methods for teaching English. Relying on memorization and rote learning limits students' ability to learn English [5].

Moreover, Students' low level of motivation towards the English language is considered one of the most prominent obstacles that limit learners' desire to acquire the language effectively [6]. Motivation towards learning can be considered one of the most important factors that aid language acquisition and the learning process. Based on this, motivation must be a basic component and an effective influencing factor in learning foreign languages [8],[9]. A high level of learning motivation significantly helps students improve their ability to acquire language [8], as the level of motivation can be enhanced by using appropriate learning strategies that motivate students, including learning-by-gamification strategies, which have proven effective in stimulating students' motivation to learn English [10].

Iraqi students, like other Arab students, face problems in learning English as a second language [4]. Despite the efforts made to enable Iraqi students to acquire English proficiently, they are still unable to use the language effectively [4]. Iraqi university students face many difficulties in learning English, where their low level of motivation to learn is being the most prominent of these difficulties [11]. Lack of motivation to learn English among Iraqi students means that students are unable to acquire the language

efficiently. The need to choose appropriate teaching methods for students that align with their orientations and interests to enhance their desire to learn English as a second language [4]. Based on that, this research aims to clarify the strategies for enhancing learning motivation in foreign language education in Iraqi universities.

1.1 Research Problem and Questions

Given the current importance of learning English as a foreign language, educational institutions in various Arab countries have shifted toward teaching English as a second language. However, English language teaching faces many difficulties that limit its effectiveness and effects negatively on students' ability to acquire the language properly[12]. Some of these difficulties are related to weak teaching materials, the lack of qualifications and competencies of English language teachers, and teachers' use of ineffective educational methods and strategies for teaching English language. Tatsuhito et al.[13]and Laila[6] indicated that students considered learning English to be uninteresting, which created low motivation to learn English language and, consequently, a weak level of mastery of the educational material presented. In this regard, A student's academic level can be predicted through the learning methods and strategies provided to them, where using a student's preferred strategies enhances their academic level and raises their achievement scores [14]. In Iraq specifically, many studies have indicated a lack of motivation among university students to learn English as a second language, which contributes to affecting students' achievement levels in English [11],[4]. Students' weak motivation to learn English impacts language learning activities as a whole [4]. This necessitates the use of effective strategies to motivate students to learn English.

Moreover, given that previous studies have indicated a low [15],[16] or average level [17] of motivation among university students to learn a foreign language; the problem of this research can be summarized in the following questions:

1. What are the challenges facing foreign language education in Iraqi Universities?
2. What are the strategies that enhance learning motivation in foreign language education in Iraqi Universities?

1.2 Research Importance

The importance of the research can be explained through the following points:

1. The importance of the variable the research seeks to focus on, which is learning motivation. This variable is considered one of the most important topics in psychology from a theoretical and applied perspective due to its direct connection to human behavior. Learning motivation is of great importance in the educational process due to its positive impact on students' orientation toward learning and the acquisition of new knowledge and skills. Motivation ensures that students' attention is focused on learning topics and educational situations and thus enhances their desire to participate in educational activities.
2. The importance of this research lies in its identification of strategies that enhance university students' motivation to learn foreign languages. This, in turn, contributes effectively to clarifying the methods that enhance the effectiveness of the learning process and ensure improved student outcomes in foreign language acquisition. This can be done by providing an appropriate environment supported by the technologies required to present educational material appropriately.

3. This research contributes to enhancing the knowledge of university students and professors about the importance of motivation in enhancing students' desire to learn English as a second language. This, in turn, enhances university professors' desire to exert creative interactive educational activities and finding effective teaching strategies that enable students to improve their English language proficiency.
4. This research contributes to identifying the difficulties facing foreign language learning, thereby enhancing the ability of university officials as well as students to have a kind of control of these difficulties and take measures to overcome and mitigate them.
5. The results of this research may provide help for university decision-makers to identify strategies that can enhance students' motivation to learn a foreign language, thus increasing their commitment to providing all the necessary requirements to support the practical implementation of these strategies in the university educational environment. This will positively impact students' level and their academic achievement.
6. The research contributes to motivating researchers to conduct further studies related to this research topic, given the importance of the research aspect and its significant impact on university education outcomes.

1.3 Research limits

The current research has several limitations. The thematic limitation is defined in the aim of the research which is to clarify the challenges facing foreign language education in Iraqi Universities, in addition to the strategies for enhancing learning motivation in foreign language education in Iraqi Universities.

The geographical (place) limitation represented in applying the research within Iraqi universities. Therefore, any universities in other countries will be excluded. The human limitation represented in implementing the research on a sample of professors specializing in teaching foreign languages at Iraqi universities. The methodological limitation representing in using the interview as the data collection tool. Consequently, the research is limited to the qualitative method, and any other research methods or data collection tools will be excluded.

1.4 Research terms

Strategy: Strategy defined as a specific procedure used in the classroom to enhance students' desire to learn, including using discussion or encouraging students and boosting their self-confidence [3].

Motivation:[8]defined motivation as the desire to learn a specific content due to the perception of its importance and its expected effects.

2. Literature review

2.1 English foreign language education

English is considered a global language, and one of the languages that has established itself in the modern era, to the point that it has become the language spoken at conferences and educational seminars worldwide. Learning a foreign language has become an essential element of personal development, as it provides individuals with numerous advantages and benefits on a personal, social, professional, and other levels [5].

Foreign languages are gaining great importance in the current era. They are the means by which individuals exchange cultures and express their needs, and they are also considered an element in ensuring cultural progress. Learning a foreign language helps individuals communicate with each other and exchange elements of knowledge and science [1]. The English language contributes to achieving cultural diversity through openness to other cultures. It also gives individuals the ability to fill appropriate positions, as it has become a requirement for various jobs. Most government jobs now require knowledge of the English language, so learning and mastering it has become essential [3].

English language teaching is based on a set of foundations. These foundations include the need to diversify teaching methods and consider individual differences to encourage students to participate in the educational process [5]. Learning English requires giving students the opportunity to participate and express themselves [6]. This participation encourages them to speak and utilize their communication skills in English, thus supporting the teacher's ability to identify students' levels and understand their learning needs.

2.2 The challenges facing foreign language education in universities

There are many challenges facing English language learning, which inevitably impact students' reading, writing, and comprehension skills. These difficulties negatively impact the educational institution's ability to achieve its desired goals. Some of these difficulties may be related to the learner themselves, some to the teacher, and some may arise from the educational environment or surroundings.

Students often face difficulties with oral expression and their inability to pronounce words correctly. They may also encounter difficulties with grammar and the correct use of pronouns and tenses. Students' limited use of English in communication represents one of the obstacles that limit their proper language acquisition, as the social environment surrounding them primarily uses Arabic [5]. The method of providing the educational material that relies on indoctrination limits students' ability to master a foreign language and their desire to learn it [6]. This is in addition to the difficulty of educational curricula that do not allow teachers flexibility, which reduces learners' desire to learn English. In many cases, teachers may not have sufficient and appropriate qualifications to teach students English, thus the weak level of teachers necessarily reflects on students' performance and their ability to learn the language effectively [5].

In Iraq specifically, Students face difficulties in learning English, and this weakness is linked to their failure to distinguish between vocabulary and tenses appropriately [18]. Iraqi students believe they do not possess the appropriate competencies to learn English, and this is linked to the weakness of the teaching methods used in educational institutions [11]. Educational materials chosen for teaching foreign languages to students do not align with their interests and tendencies. Students' low motivation to learn a foreign language represents a major obstacle to proper language acquisition [19].

2.3 Motivation in Foreign Language Education

Motivation has gained increasing attention among educators today. This is linked to its ability to effect change in educational paths and educational outcomes. Motivation expresses a student's inclination and desire toward specific educational activities;

therefore, it is a characteristic that reflects inclinations and desires. Motivation is linked to the desire to learn something due to its importance and its expected effects [8].

In the educational process, motivation is of great importance due to its impact on students' level of engagement or disengagement with learning. Motivation contributes to arousing a student's interest in a particular subject, thereby enhancing their level of attention and encouraging them to participate in targeted educational activities [2]. Motivation is therefore a fundamental condition for learning, as it not only ensures the initiation of learning, but also ensures the continuation of the learning process and mastery of the required skill.

Learning motivation is considered one of the most important factors that contribute to language learning and acquisition [5]. This learning represents the fundamental foundation for openness to, understanding, and interacting with other cultures. Language is the means of communication between different cultures, and without the motivation to learn, an individual cannot learn a new language. Students' motivation to learn a foreign language determines their level of ability to acquire and learn that language, and it also highlights their thoughts and opinions about it [8].

2.4 Strategies for enhancing learning motivation in foreign language education in universities

Learning strategies are considered a fundamental component of second language acquisition, as they enable students to learn the language with ease. English language learning strategies are defined as a set of steps that teachers seek to implement to facilitate the educational process and make it more interactive [20]. Strategy represents a means by which information can be conveyed to the learner in an enjoyable and easy way [8]. Learning strategies enable English language learners to improve their English language performance [21]. Since English is not the mother language for Arab students, they have a heightened need to develop strategies that enhance their desire to learn it. These strategies can support learning flexibility [8].

Several previous studies have emphasized the importance of the relationship between foreign language learning strategies and motivation to [22],[23],[24],[25]. There is a positive correlation between English language learning motivation and learning strategies among university students [24]. Moreover, a positive relationship was found between the nature of learning methods and strategies and the level of intrinsic motivation to learn among university students [2],[22]. This was confirmed by the study of [23], which clarified that university students' level of motivation to learn English is necessarily influenced by the learning methods used in presenting the teaching material. Moreover, the use of appropriate learning strategies enhances students' level of motivation to learn [25].

In this regard; previous studies have identified a set of strategies that enhance students' motivation to learn a foreign language [5]. Ibrahim [26] emphasized the importance of e-learning in learning foreign languages. E-learning contributes to enhancing the level of learning flexibility and enabling teachers to use innovative teaching methods that motivate students to learn. E-learning gives students the ability to record classes, thus enhancing their ability to review their knowledge and listen to lecture

content at any time [5]. Using the e-curriculum contributed to improving students' level of English and enhancing their learning experience [26].

One of the strategies that increases students' interest in English-language lectures is related to the teachers themselves [27]. Teachers must show interest in teaching English language and great enthusiasm when presenting educational materials. This positively impacts students' desire and motivation to learn and enhances their commitment to achieving the desired goals of learning English. In this regard, teachers can enhance students' desire to learn a foreign language by integrating music into the educational process. The use of music reduced students' stress and anxiety during foreign language learning. Dwayne [28] also indicated that music was a key factor in overcoming psychological barriers associated with fear of learning English, which enhanced students' motivation to accept and adapt to the language. Furthermore, providing a positive environment reinforced by comfortable and appropriate activities and enjoyable educational strategies, including the use of games in learning, can enhance students' desire to participate in various educational activities, ensuring their continuous improvement [27].

Moreover, [29] indicated that the activities and teaching methods used by teachers to teach students a foreign language must be appropriate for the various levels of students to ensure all students participate in these activities. Furthermore, the activities directed at students must address their needs to enhance their desire to participate [30]. Jacob [31] added that the teacher has a fundamental role in motivating students to learn a foreign language. Teachers must ensure that students are given short, clear, and specific tasks to ensure their attention is not distracted. Ensuring that the student understands the required task and meets their needs is one of the most important methods and strategies for enhancing the student's desire to complete it.

Nat [27] indicated that the learning environment is one of the most important factors influencing a student's level of motivation to learn. Students should not feel fear and anxiety if they make mistakes [27]. On the contrary, students must realize that making mistakes is the right way to learn, and that without making mistakes, one cannot identify and work on their weaknesses. Moreover, the suitable learning environment must also include providing incentives to students who complete difficult tasks to boost their self-confidence. These incentives should be coupled with positive, expressive words that reflect the student's level of improvement and progress. This would give others students a sense of the potential for improving their performance based on the results presented [32].

Jacob [31] emphasized the importance of enhancing students' self-confidence and its reflection on their strong performance during the class. This can be achieved by ensuring providing critical feedback and continuous praise of students' performance, which makes them feel that their effort ultimately leads to achieving the desired goals [33]. It is important to provide students with feedback in a gradual manner; that is, by initially highlighting areas of strength and improvement, then moving on to areas that need reinforcement and strengthening. This is in addition to providing real-life examples from the educational environment to reinforce this, and to emphasize to students that making mistakes is acceptable and considered an element of learning [31].

In Iraq for particular; [34] clarified that the use of inappropriate strategies in teaching English language discourages students' motivation to learn English language among Iraqi students. Thus, the necessity of selecting educational activities for teaching a foreign language based on the students' needs, as it is necessary to choose the methods preferred by the students to enhance their level of motivation [19]. Moreover, Muna et al. [35] clarified that achieving consistency between curriculum content and student needs can enhance student engagement in learning and improve their English language skills. [35] also stressed the importance of communication between teacher and student to ensure the achievement of educational goals, as effective communication increases the teacher's awareness of the appropriate teaching methods that ensure the desired outcomes.

3. Research Methodology

To answer the research questions, the qualitative approach was adopted, which is considered the most suitable for the current research topic related to clarify the strategies for enhancing learning motivation in foreign language education in Iraqi Universities. The qualitative approach seeks to analyze and interpret the phenomenon scientifically by collecting data related to the research problem and extracting the elements that serve the research to achieve its objectives and answer the research questions.

The researcher relied on interviews to collect primary data for the research. Interviews enable the researcher to gather data directly relevant to the research problem through friendly interaction with specialists in the field. Specifically, the researcher used face-to-face (personal) interviews, as they facilitate the collection of rich data directly related to the core of the research topic.

After designing the initial version of the interview, it was distributed to a sample of specialists in the field of foreign language education to gather their feedback on its effectiveness in achieving the research objectives. Following review by the specialists, the final version was approved. It consisted of two main questions related to defining the challenges facing foreign language education in Iraqi Universities, and the strategies that enhance learning motivation in foreign language education in Iraqi Universities.

3.1 Research Sample

The research sample consisted of three professors specializing in foreign language education at Iraqi universities who possess extensive knowledge and experience in the field. Ethical considerations were strictly observed, and the confidentiality of the research sample's information was ensured. Thus, participants were coded to guarantee their anonymity. The first participant was assigned the code P1, the second P2, and the third P3.

3.2 Data Analysis

Content analysis was used to analyze the data collected through interviews. This method relies on identifying common elements among participants' responses to reach a final conclusion. Content analysis provides the researcher with high flexibility in data collection and allows for the smooth exploration of participants' perspectives.

4. Results of the Study

This section of the research includes an analysis of the interview questions to reach the research findings.

4.1 The challenges facing foreign language education in Iraqi Universities

Participants were asked about the challenges and difficulties facing foreign language education in Iraqi universities. All participants agreed that numerous challenges hinder the proper learning of foreign languages in Iraqi universities. All three participants agreed that students' weak ability to distinguish between tenses and use appropriate vocabulary significantly limits their ability to learn foreign languages effectively. P2 indicated that this weakness is necessarily linked to traditional teaching methods that do not motivate students to acquire new foreign concepts and strive to learn them. P2 stated:

".....I believe, based on my experience, that students' weak ability to speak English and their inability to distinguish between tenses or use appropriate vocabulary are due to the weakness of the teaching methods used in the teaching environment. These methods do not motivate students to learn or capture their attention. Learning a foreign language requires appropriate teaching strategies that support the student's desire to learn".

Moreover, P2 and P3 emphasized that the difficulty of the curricula can also limit students' ability to learn foreign languages effectively. P3 explained that learning foreign languages requires curricula that are appropriate to students' needs, take into account their varying levels, and support them in overcoming their weaknesses. P3 stated:

"We are facing a fundamental problem with the curricula. In my opinion, there are many areas where the curricula need to be modified and adapted according to students' needs and areas of weakness. The current curriculum is considered difficult for our students' abilities..."

P1 and P3 added that students' lack of use of the foreign language in their daily interactions and practices is a major challenge in foreign language learning. P1 stated:

"Our students rely primarily on Arabic in their daily interactions. This means that the limited practice of the foreign language certainly affects their ability to learn it. Frequent repetition and use of the language enable students to learn it quickly..."

4.2 The strategies that enhance learning motivation in foreign language education in Iraqi Universities

Participants were asked about strategies that could be implemented to enhance student motivation to learn foreign languages. Their responses emphasized that the learning environment and the teacher are the two essential elements in boosting student motivation to learn foreign languages in Iraqi universities. The three professors agreed on the necessity of employing modern teaching methods that increase students' desire to learn foreign languages, as a learning environment supported by activities and interactions enhances this desire. In this regard, P1 pointed out that e-learning is very effective in enhancing students' desire to learn, especially in light of the tremendous technological advancements. P1 outlined the features that e-learning can offer that can contribute to improving students' foreign language proficiency and boosting their motivation to learn, including the ability to review recorded lessons at times convenient

for students and the use of interactive images and videos that encourage student participation. P1 said:

"...We are currently in the age of modern technology, and these are the things we must utilize in student learning. Students are now attracted to images and videos, which we can use in an educational way. E-learning is currently considered very effective in learning, as students can review the educational material at any time due to the possibility of storing, saving, and retrieving it whenever needed..."

P3 added that a comfortable and interactive learning environment is fundamental to fostering a student's desire to learn. Teachers must consider using teaching methods appropriate for all student levels. Teachers shouldn't neglect weak or strong students, but rather ensure that we use teaching methods suitable for all levels.

Furthermore, all participants agreed that the teacher is a fundamental and essential element in the learning process and in fostering students' desire to learn foreign languages. P2 emphasized that students are greatly influenced by the teacher's level of enthusiasm for teaching foreign languages. Therefore, the teacher must ensure effective and continuous communication with the students. This effective communication enhances the teacher's knowledge of the methods and activities appropriate to their students' level. P2 stated:

"The teacher is the foundation for enhancing students' motivation to learn. They are the ones who must determine the most suitable method for their students and their different levels. They are the ones who must communicate with them using the foreign language and bring out their best"

P3 added that the teacher must continuously provide students with feedback to enable them to determine their levels and motivate them with appropriate words that reinforce their desire to improve. P3 stated:

"...The student cannot know their level in a foreign language without direct guidance from the teacher. It is the teacher's responsibility to provide students with continuous feedback so they can identify their levels and work on improving them..."

Moreover, P1 and P3 agreed on the importance of aligning students' needs with the content of the educational curricula, as this undoubtedly contributes to enhancing students' desire to learn and acquire new concepts. P1 stated:

"...I stress on the importance of the educational curriculum. If the curriculum is appropriate to the students' level and needs, we can achieve the desired outcome and enhance students' motivation to learn foreign languages."

5. Discussion of the results

Regarding the challenges and difficulties facing foreign language education in Iraqi universities, the results indicated that the students' weak ability to distinguish between tenses and use appropriate vocabulary, the difficulty of the curricula and the students' lack of use of the foreign language in their daily interactions and practices are considered major challenges in foreign language learning in Iraqi universities. Overall, the results of the challenges and difficulties facing foreign language education in Iraqi universities are aligned with the findings of the previous studies. This finding aligns with study of [18], which confirmed the inability of Iraqi students to distinguish between vocabulary and

tenses. [11] also supports this result, indicating that the weakness of the teaching methods used in English language instruction reduces students' motivation to learn foreign languages. In this regard, [19] argued that the teaching methods used in English language learning do not align with students' desires and inclinations. This underscores that the low level of student motivation is a fundamental challenge in foreign language learning. Furthermore, this finding is consistent with [6], which emphasized that the curricula do not provide students with flexibility in learning and reduce their desire to acquire and learn foreign languages. This finding is further supported by [5], which stressed that students' limited use of English in their interactions hinders their ability to acquire it correctly, where students primarily use Arabic in all their social interactions.

Regarding the strategies that could be implemented to enhance student motivation to learn foreign languages, results indicated that employing modern teaching methods, such as e-learning, that increase students' desire to learn foreign languages, the teachers' keenness to demonstrate their desire and enthusiasm for teaching the foreign language and the aligning students' needs with the content of the educational curricula are considered the most important strategies that could be implemented to enhance student motivation to learn foreign languages. This result is consistent with [26] and [5], which emphasized the importance of employing modern technology and utilizing e-learning in teaching students' foreign languages. [5] confirmed that e-learning gives students the ability to record lessons and review them at a time convenient for them. In this regard, [23] stressed that there is an important relationship between the teaching method and the level of students' motivation to learn. Using music in learning can increase students' desire to learn foreign languages [28].

Moreover, this result is also consistent with [27], which emphasized that the learning environment is an important and influential element in students' motivation to learn. The result is also consistent with [31], which emphasized that the teacher is a key element in motivating students to learn foreign languages and instilling in them enthusiasm and a desire to learn English. It is also important to provide students with continuous feedback to boost their self-confidence and to make them aware of their weaknesses and strengths [33].

6. Conclusion

Motivation is the primary driver of individual success and their ability to achieve their desired goals. In English language learning, motivation is the most important factor in enabling students to acquire the language efficiently and improve their English language skills appropriately. This research directly confirms the important role of the teacher in motivating students and enhancing their motivation to learn English. This role includes the teacher's commitment to using a variety of strategies to enhance student motivation and reduce their anxiety and stress levels regarding foreign language learning. Teachers must ensure the provision of a suitable learning environment for students that ensures their psychological comfort. This comfort is linked to the implementation of engaging educational activities that engage students in learning, including the use of music in learning, the use of gamification strategies, and the provision of incentives for students who successfully complete difficult tasks. In addition, students should be

provided with feedback that show for them that their performance has improved, thus enhancing their self-confidence. Students should be reminded that making mistakes is only the beginning of the success. Mistakes are what identify weaknesses that students must overcome.

Moreover, the use of modern technology in education necessarily enhances students' desire to learn a foreign language and increases their motivation. This is linked to the interactive features and benefits that these technologies provide. It is crucial for teachers to possess the necessary competence and ability to employ modern technology in education. It is also crucial for teachers to demonstrate their enthusiasm and desire for students to learn a foreign language. All of this will impact students' motivation to learn foreign languages.

7. Recommendations

Based on the research findings, the research recommends deepening the understanding of students' motivations by identifying and accurately analyzing the factors that influence their motivation. It is important for those responsible for preparing educational curricula to ensure that the content of the curricula is compatible with the needs and levels of the students. It is also essential that Iraqi university authorities provide teachers with the resources they need to effectively implement modern educational strategies and e-learning. It is also important for subsequent research to focus on identifying the impact of self-motivation strategies on students' motivation.

CONFLICT OF IN TERESTS

There are no conflicts of interest

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