

Learners' Motivation and the Language Learning Strategies (LLS) Used by Iraqi EFL Preparatory Learners in the English Context

Nadhim Ali ^a, Dr. Rohani Binti Othman ^b

^a The General Directorate of Education in Thi-Qar, Ministry of Education, Iraq.

^b Language Academy, Universiti Teknologi Malaysia

Abstract: This study investigates the language learning strategies (LLS) used by Iraqi EFL learners in preparatory schools. The growing interest in learning strategies has increased the need for learning English as a foreign language in terms of two essential variables: strategy use and motivation. Oxford SILL (1990) was used to analyse effective learning strategies employed in learning activities. The results of one-way analysis of variance (ANOVA) show that memory learning strategies have the highest mean score ($M= 4.06$, $SD=.394$). In contrast, affective learning strategies have the lowest mean score ($M= 2.48$, $SD=.837$). Furthermore, the results suggest that the MSLQ's motivational subscales are substantially linked with various strategies of SILL. Pearson's Chi-Square value for MSLQ and SILL indicates a significant positive correlation of $r (.820) = .003$, which is less than the 0.05 level of significance. As a result, the Pearson Correlation Coefficients show that learners' motivation affects their learning strategies for success. The substantial relationship between motivation and LLS in classroom activities was linked to EFL learners' achievement in learning English as a foreign language. The study suggests that EFL learners should use numerous learning strategies to build their learning skills successfully. Besides, a teacher must employ numerous motivational techniques to facilitate English learning process and improve learners' English language skills effectively.

Keywords: Motivation, self-regulated learning, and strategy use

1. Introduction

Language learning strategies (LLS) play an essential part in successfully learning a foreign or second language. This view is supported by Brown (2000), who argues that LLS empowers the input process for the processing, storage, and retrieval of the required information used in the learning cycle. Cook (2001) reports that learners in self-regulation learning will become more autonomous, both within and outside the classroom, to focus on a necessary task strategically. Therefore, it has become a possible means of self-reliance in learning and efficient communication with other learners. A learner can convey his thoughts, feelings, and emotions in the target language. Chamot and O'Malley

(1996) describe learning strategies as processes that the learners use to facilitate and develop the learning of the language according to individual steps and behaviours that the learner undertakes in the target language. Therefore, it is described as the activities or actions that the learner performs to overcome the linguistic or non-linguistic difficulties in the learning process.

The increasing interest in education has heightened the need for using LLS to develop the learners' proficiency in the English language; therefore, recent studies such as O'Malley and Chamot (1990); Ehrman and Oxford (1995); Harris and Grenfell (2004); Ellis (2002) have heightened the need for the role of LLS in learning a foreign or second language in the target language successfully. They also address the characteristics of LLS based on cognitive and psychological theory. They were initially limited to researching and evaluating LLS and then shifting to other cognitive perspectives of pedagogy to create good language learners. It seems, however, that LLS can be used as a successful strategy to develop independent learners (Lessard-Clouston, 1997). Besides, many researchers identify the effect of motivational strategies on learners' achievement by encouraging them to contribute their learning skills in the target language. Gardner (1985) motivation is the combination of an attempt to achieve the objective of language learning, including favourable attitudes towards language learning. Crookes and Schmidt (1991) state that motivation is a learner's orientation towards a language learning target. By engaging in successful English-related activities, motivation enables learners to efficiently acquire a second or foreign language. To do this, teachers should play a significant role in motivating their learning processes. Since most learners have different learning difficulties to enhance their language skills, the teacher's responsibility is to attract the learners' desire for successful learning activities. Bradford (2007) believes that this function of motivation refers to a pragmatic orientation or practical attitude that exposed learners to learn and practice when they are highly motivated to learn English.

1.1. Statement of the Problem

Although considerable research has been achieved on the vital role of LLS, there is still not enough awareness about its advantages in learning. The study investigates Iraqi EFL learners' learning strategies in learning English as a foreign language at preparatory schools. Although the ministry of education in Iraq has focused on English proficiency improvement, the learning progress indicates that Iraqi learners suffer from different English problems in practical situations in real English contexts. However, learning without using strategies has been a relatively classic problem, which leads to a weak impact on the learners' academic performance. The majority of researchers have found that most Iraqi learners suffer from a lack of English, making it difficult for them to learn new information in the target language.

A key benefit of LLS is that it can help learners be active practitioners for the long-term growth of success in the learning process. Another aspect of the problem is the lack of motivation in learning. Since the Ministry of Education attempts to improve English skills, the motivation methods provided in the class are not successful. These methods used by teachers for employing motivational learning are less than satisfactory to learners' needs. One of the critical challenges in using motivation in learning English as a foreign language is that learners probably spend 18-20 years learning English. However, very few have successfully advanced their skills. This problem relates to the significant gap between learners' low English language learning and little motivation given in the learning

process. For example, there are multiple motivating factors that a learner requires from their teachers to encourage their learners in a variety of ways to keep them motivated in their learning activities. Jenner (2004) argues that teachers must adequately understand their learners to use all motivating tactics that can affect students to know how to learn interestingly. By doing so, a teacher will create a strong foundation for positively motivating the learners.

Additionally, if a learner has a history of failure and has never been able to accomplish goals due to a lack of motivation to keep learning new things in the target language, Dörnyei (2001) claims that a teacher's ability to motivate students is essential to their success as a teacher. Motivated students are encouraged to overcome barriers to learning by encouraging collaborative learning among learners in the classroom. Success, on the other hand, encourages confidence in one's ability to continue learning in this manner to engage learners in the learning process. As a consequence, when teaching English as a foreign language, a teacher may use a range of motivational techniques. The teacher role is to create basic conditions for both students and teachers to feel secure in teaching materials that are enjoyable, engaging, and appropriate for communication among them (Guilloteaux & Dörnyei, 2008). Furthermore, encouragement assists in the formation of a healthy relationship between teachers and learners in the class. Therefore, if a teacher has a successful relationship with students, they would feel more confident expressing themselves in the target language. As a result, the current study was designed to meet the proposed objectives by using the Oxford SILL as a scale of investigation for learning strategies and their relationship with preferred motivational strategies (MSLQ) to learn English as a foreign language in preparatory schools effectively.

1.2. Objectives of the Study

This study aims to investigate the language learning strategies used by Iraqi EFL learners in preparatory schools, with a particular focus on the domain of motivation and its role on the strategies used in the learning process:

- To determine the use of language learning strategies (LLS) by EFL learners in learning English as a foreign language.
- To identify the relationship between language learning strategies and academic motivation (MSLQ) in EFL learners' English language context.

1.3. Research Questions

The study attempts to answer the following questions:

- What are the language learning strategies used by EFL learners' to learn English as a foreign language?
- What is the relationship between language learning strategies and academic motivation (MSLQ) in learning the English language context among EFL students?

2. Literature Review

The term 'strategy' comes from the Greek word "stratēgos", referring to the war against the enemy in the armed forces' leadership (Wang, 2018). Later, this concept has also been used in various educational disciplines to address authentic learning in the long term rather than routine actions. In other words, the goal of this strategy is to increase learners' capabilities by raising the point "how to be a successful learner?". It is apparent from Oxford (1990) that the notions of LL have been shifting from what learners learn to how learners gain the language. Many authors have reported the most crucial role for language learning strategies, such as Rubin (1987); Cohen (1990); O'Malley and Chamot (1990); Oxford (1990); McDonough (1995), and Abdul Razak (2000). They have established the most significant ties between strategy use and learner skills.

Therefore, Oxford (1990) describes learning strategies as operations used by learners to help acquire, store, retrieve, and use information. However, this concept has been developed to provide learners' individual actions to make learning more straightforward, quicker, more enjoyable, more self-directed, more efficient, and more transferable to various contexts. Griffiths (2008) highlights that there is no doubt that a successful language learner exists in the learning cycle virtually. It would increase confidence and self-directed learning to develop efficient communication with others during the learning tasks. Rubin (1987) states that these strategies enable learners to be involved in learning activities to learn new things in the target language. Chamot and O'Malley (1996) confirm that learning strategies are complex cognitive skills "that include most of the ideas and procedures that the learner employs to help him learn and understand his activities, whether linguistic or non-linguistic.

To put it another way, successful learners are adept at consciously choosing strategies that improve their learning skills adequately. Also, Macaro (2001) claims that successful learners are encouraged to learn efficiently in attractive contexts. The teacher's involvement in the classroom helps motivate success. Sternberg (2005) indicates that motivation is vital for academic success used in its absence; learners should never learn.

2.1. Language Learning Strategies in Oxford SILL

Numerous studies have attempted to explain the role of learning strategies for improving knowledge and attitudes to support active learning that could enable learners to accelerate their communication in effective learning. For example, Wenden (1986), Horwitz (1988); Oxford (1990); Cotterall (1995) indicate that some learning strategies improved learners' skills in a way that would likely affect how they use their learning strategies to learn new information. Such strategies can be defined as direct strategies for storing and recovering knowledge. Such strategies help learners improve learning skills to acquire a new language effectively. On the other hand, indirect language learning strategies help learners manage the learning process. These strategies can manage language learning without direct involvement in target language contexts. Oxford (1990) has developed a comprehensive strategy inventory for language learning to determine the learning strategies used in learning (SILL). It consists of two main groups of learning strategies: the first group includes direct learning strategies, namely memory strategies used to recall and obtain memory information, cognitive strategies stand for language acquisition and linguistic production, and compensation strategies that compensate for the lack of knowledge or missing information in the target language.

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Additionally, the notion of direct strategies aims at intentionally improving learning skills in various educational activities. Self-directed learning is an invisible input process for the new language's mental mastery. It defines a process in which individuals take responsibility in learning with or without help from others. On the other hand, indirect strategies are used indirectly or in general by a learner. Oxford (1990) classified indirect strategies into three categories, metacognitive, affective, and social, which provides an overall classification of language learning processes that assist learners in indirectly regulating their learning. However, these strategies consist of (a) metacognitive strategies, one of the basic learning requirements, and strategies based on the exploitation of learners' prior knowledge of thought and education through the implementation of previous learners' knowledge in the target language; (b) social strategies considering the interactive nature of learning with other and finally (c) affective strategies support motivation and behaviour to be driven by these strategies, which include interventions to reduce the anxiety that empower a learner to tackle the learning tasks. Besides, they act to involve anxiety that encourages a learner to overcome learning difficulties.

2.2. The Motivated Strategies for Learning Questionnaire (MSLQ)

A number of studies have shown that motivation and learning strategies are tightly connected, as indicated by Weinstein, Palmer, and Schulte (1987), Schmidt and Watanabe (2001), Horwitz (1988), Brown (1994). Furthermore, they argue that motivation is frequently described as the most successful teaching assistant-learning has an influence on learner success. Zoltán Dörnyei (1990) emphasises the importance of motivation as a fundamental aspect for better learning in the target language. In the same vein, Gardner (1985) describes this motivation as the process of making decisions about (a) a desire to follow and (b) the effort to promote (c) attitudes to learning a second language (L2).

The study investigates the relationship between motivation and the LLS used by Iraqi learners to learn English as a foreign language. This integration between these two variables helps motivated learners learn more through successful target language interaction. Therefore, the main aim is to explore the impact of motivation on learning strategies used by preparatory school learners by examining MSLQ's psychometric properties developed by Pintrich and De Groot (1990) to measure the learning strategies and academic motivation in the learning tasks. Pintrich, Smith, Garcia, and McKeachie (1993) examined two broad scales used in the Pintrich MSLQ: motivation and language learning strategies. This MSLQ investigates the relationship between motivation and learning strategy as a commonly used tool for measuring motivational beliefs and self-regulating learning strategies.

3. Methodology

A study was designed to explore EFL Iraqi learners' language learning strategies to learn English as a foreign language and the impact of motivation on these strategies in the class. For this purpose, Oxford SILL (1990) investigated the learning strategies used by Iraqi EFL learners in preparatory schools. Besides, Pintrich MSLQ (1990) explored the effect of motivation on learning strategies in the learning process.

3.1. Sample of the Study

Based on the formula provided by Krejcie and Morgan (1970), the sample size was composed of (120) EFL learners depending on the information in Table 1. The subjects were randomly chosen from different preparatory schools. The sample was consisted of males and females learners to carry out the study and follow the procedures during the first semester of the academic year 2020/2021.

Table.1. The demographic information of the participants

Headquarters	Gender				Proficiency
Location	Male		Female		Preparatory Level
Thi-Qar	64	53%	56	46%	3 rd class

3.2. Instruments and Procedures

To accomplish the objectives of this study, a panel of educational experts translated SILL and MSLQ into Arabic to eliminate the confusion in some SILL strategies to make their items accessible for the contributors to respond. Then they were tested earlier to determine the degree of reliability of SILL and MSLQ. Additionally, SPSS software was used to evaluate these parts' outcomes to get the Cronbach Alpha value for enforcing SILL and MSLQ. SILL items' reliability confidence is 85%, and MSLQ is 82% as the value of Cronbach's Alpha in the study. Furthermore, learners were asked to complete personal details about their characteristics: names, age, email, gender, and class level. They then completed Oxford SILL and Pintrich MSLQ questionnaires and submitted these forms to the research for analysis.

Oxford SILL was used to inspect the learners' strategies employed in learning; Chamot (2005) notes that this type of SILL was used in studies to correlate the strategy's use with variables such as learning styles, gender, level of skills, and culture. This instrument uses a questionnaire typical of the 5 points Likert scale: (1) *Never or almost never true of "me"* (2) *Usually not true of "me"* (3) *Somewhat true of "me"* (4) *Usually true of "me"* (5) *Always or almost always true of "me"*. It contains 50 items that measure six learning strategies: memory, cognitive, compensation, metacognitive, affective, and social. The SILL comprises 50 items classified into six categories: Items 1-9 Memory-related strategies Items 10-23 Cognitive strategies Items 24-29 Compensatory strategies Items 30-38 Metacognitive strategies Items 39-44 Affective strategies Items 45-50 Social strategies.

Table.2. The categorisation of language learning strategies in Oxford's SILL (1990)

Direct Strategies	Memory	Item 1-9	Part A	Remembering more effectively
	Cognitive	Item 10-23	Part B	Using all the mental processes
	Compensation	Item 24-29	Part C	Compensating for missing knowledge

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Indirect Strategies	Metacognitive	Item 30-38	Part D	Organising and evaluating the learning Managing the emotions Learning with others
	Social	Item 39-44	Part E	
	Affective	Item 45-50	Part F	

It is apparent from Table 2 that Oxford SILL was the primary data collection tool for investigating the strategies of Iraqi EFL learners who learn English as a foreign language. It is divided into direct learning strategies and indirect learning strategies as the primary quantitative study source. On the other hand, to investigate the impact of motivation on strategy use, The Motivated Strategies for Learning Questionnaire (MSLQ) was used to predict the correlation between learning strategies and academic motivation used by learners in learning. It is a 36-point instrument used to determine a 7-point Likert scale. The learners answered the questionnaire on self-reporting. To explore the motivation and expectations that EFL learners employed to learn. The questionnaire items vary from a higher score like 4, 5, 6, or 7 to a lower score like 1, 2, or 3. It contains six sub-scales: (a) intrinsic goal orientation, (b) extrinsic goal orientation, (c) control of learning beliefs, (d) task value, (e) test anxiety (f) self-efficacy judgments.

The motivational scale items were modified to suit the current study's needs by a panel of TESL experts to summarise the total elements to (31) included in this scale. The "value" factor could be divided into three sections: Intrinsic Goal Orientation (4 items), Extrinsic Goal Orientation (4 items), and Task Value (6 items). The segment of "expectation" can be divided into two elements: Control Beliefs for Learning (4 items) and Self-Efficacy Judgments (8 items). The "affect" segment included only one element: Test Anxiety (5 items). As shown below:

Table.3. Scales of motivated strategies for learning questionnaire (MSLQ)

Factor	Scales	N	Items
Value	Intrinsic Goal Orientation	4	1, 16, 22, 24
	Extrinsic Goal Orientation	4	7, 11, 13, 30
	Task value	6	4, 10, 17, 23, 26, 27
Expectation	Control of Learning Beliefs	4	2, 9, 18, 25
	Self-Efficacy Judgments	8	5, 6, 12, 15, 20, 21, 29, 31
Affect	Test Anxiety	5	3, 8, 14, 19, 28
Total		31	

4. Results and Discussion

According to the results, the participants' responses demonstrate a clear relationship between EFL learners' skills and strategy. The descriptive statistics reveal how much EFL learners use the learning strategies, including in Oxford SILL. Nevertheless, successful strategies must be used as essential techniques to learn new information. Tackling the first question of the study, " *What are the language learning strategies used by EFL learners' to learn English as a foreign language?*".

In Table 4, the descriptive analysis shows that SILL's mean scores ranged from 2.48 to 4.06, with standard deviations between .394 and .848. Furthermore, results indicate the highest mean score in memory strategies (4.06). Minor standard deviations suggest responses are aligned close to the mean. The lowest mean score is shown in affective strategies (2.48).

Table.4. Descriptive statistics of strategy inventory for language learning questionnaire (SILL)

Strategy Use	N	Mean	SD
Memory	120	4.06	.394
Cognitive	120	3.44	.848
Compensation	120	2.98	.619
Metacognitive	120	3.21	.606
Affective	120	2.48	.837
Social	120	3.41	.629

The results from Table 4 show that the one-way ANOVA test indicates that the mean obtained is statistically significant between the six parts of Oxford SILL at $p < 0.05$. An analysis of the results reveals 50 items of the SILL questionnaire; the mean scores range from 2.48 to 4.06, with standard deviations from .394 to .837. The particularly low standard deviations suggest that the responses are closely presented as mean \pm standard. Among the six types of LLS, the learners highly used memory and cognitive. Social, compensation, and metacognitive are moderately used by learners. While affective strategies are the least frequently demonstrated in this questionnaire with the lowest mean score. According to the results, the largest mean score is associated with memory strategies (M= 4.06, SD= .394), cognitive strategies (M= 3.44, SD= .848), social strategies (M= 3.41, SD = .629), metacognitive strategies (M= 3.21, SD= .606), compensation strategies (M= 2.98, SD= .619), and affective strategies, which are the lowest mean score (M= 2.48, SD= .837).

As previously stated, a high mean score for the learning strategies employed is associated with memory, cognitive, and social strategies characterised by an internal mental process primarily focused on remembering, guessing, summarising information, visualising meaning from the foreign language context. Besides, EFL learners focused on using social communication in social learning

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strategies and talking throughout unique learning situations in the target language. On the other hand, compensation strategies are not widely employed by participants, and the mean score is low, even though these strategies can be used in constrained learning situations to guess or overcome a lack of information. Furthermore, affective strategies are not frequently used, and the mean score is low due to the high level of anxiety and shyness that learners encountered when they were required to engage in front of their peers in the classroom. These strategies are used to address the lack of interaction amongst the learners throughout the learning activities they are engaged to learn.

Simultaneously, the findings suggested the moderate mean of compensation and metacognitive strategies related to compensating and guessing information skills to solve English learning problems or resolve learning challenges and lack of proficiency in the target language. While in metacognitive strategies, the purpose is to help EFL learners become aware of their thinking processes as they know and understand. Furthermore, these techniques assist them in focusing with greater intention and reflecting on their existing knowledge to identify the best opportunity to develop their learning skills. Therefore, the substantial variations among the six parts of the LLS strategies show significant differences in their effectiveness to learn English as a foreign language.

Table.5. Descriptive statistics of motivated strategies for learning questionnaire (MSLQ)

Strategy Use	N	Mean	SD
Intrinsic Goal Orientation	120	4.25	.573
Extrinsic Goal Orientation	120	4.56	.450
Task Value	120	3.62	1.13
Control of Learning Beliefs	120	4.09	.818
Self-efficacy Judgments	120	4.13	.673
Test Anxiety	120	3.90	1.06

As seen in Table 5, the one-way ANOVA test results indicate that the mean obtained are statistically significant between the six parts of the MSLQ at $p < 0.05$. An analysis of the results reveals the 31 MSLQ motivation items display mean scores between 3.62 and 4.56, standard deviations between .450 and 1.13. The small standard deviations indicate closely presenting the responses as mean score \pm standard among the six MASLQ scales. The results show that learners frequently indicate that the greatest mean score, which is associated with extrinsic goal orientation as the most preferred scale of motivation ($M = 4.56$, $SD = .450$), intrinsic goal orientation ($M = 4.25$, $SD = .573$), self-efficacy ($M = 4.13$, $SD = .673$), control of learning beliefs ($M = 4.09$, $SD = .818$), test anxiety ($M = 3.90$, $SD = 1.06$). Finally, the lowest mean score is task value ($M = 3.62$, $SD = 1.13$).

Table 6 summarises the Pearson Chi-Square test between the SILL strategies and the MSLQ scales for measuring motivation and learning. It sheds new light on the six parts of Oxford SILL strengthened by learners' motivation to develop their English skills in the classroom successfully. Furthermore, learners identify the learning strategies in all learning cycles to improve their English excitingly. Therefore, it is vital to use the motivation for improving English skills in the class effectively. In response to the second research question: *What is the relationship between language learning strategies and academic motivation (MSLQ) in learning the English language context among EFL students?* For this reason, the MSLQ was chosen intentionally to investigate the six subscales of academic motivation used by learners in learning the English language.

Table.6. Pearson Chi-Square test for motivational MSLQ and Oxford SILL elements

SILL	Pearson Value	(IG)	(EG)	(TV)	(CB)	(SE)	(TA)
Memory	r	276	292	341	334	351	364
	sig.	.234	.197	.013	.025	.111	.000
Cognitive	r	351	353	420	412	1785	424
	sig.	.111	.240	.007	.015	.000	.001
Compensation	r	1785	1789	1648	1701	1863	2259
	sig.	.000	.000	.000	.000	.000	.000
Metacognitive	r	1863	1867	1900	1983	1523	2366
	sig.	.000	.000	.000	.000	.000	.000
Affective	r	1523	1600	2325	2520	1523	1768
	sig.	.000	.000	.000	.000	.000	.000
Social	r	2280	1718	1408	1455	2280	1799
	sig.	.000	.000	.000	.000	.000	.000

** p< .01 *p<.05

Intrinsic Goal Orientation (IGO), Extrinsic Goal Orientation (EGO), Task Value (TV), Control of Learning Beliefs (CB), Self-Efficacy (SE), and Test Anxiety (TA)

As previously stated, the responses to each item of the MSLQ and SILL were characterised as descriptive instruments. These instruments were developed to examine learners' motivation and their

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use of learning strategies as key indicators throughout the learning cycle. Therefore, the Pearson Chi-Square test (χ^2) evidences the most meaningful relationship among these independent variables. In Table 6, the results of Pearson Correlation Coefficients show that the motivational subscales of the MSLQ are positively correlated with different parts of LLS strategies, $p < 0.01$.

The motivational MSLQ scales (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, test anxiety, and self-efficacy) are strongly correlated with LLS, including indirect strategies: metacognitive, affective, and social strategies. While there is no correlation between four motivational MSLQ scales (intrinsic goal orientation, extrinsic goal orientation, and task value) and two direct language learning strategies: memory and cognitive, except there is a strong correlation between self-efficacy and memory strategies. These results suggest that learners are expected to learn by increasing the self-regulation process under the impact of motivation that learners seem to maintain this balance in learning new information in the target language.

Furthermore, an analysis of the motivation and learning strategies suggests that the high mean score of memory (4.06) is associated with the extrinsic goal orientation (4.56) that reflects the learners' expectations, which produce positive progress in language learning strategy at the preparatory level. Next, the high mean score of cognitive (3.44) is associated with the intrinsic goal orientation (4.25) to identify the learners' learning material's perception driven by motivation employed in the learning activities. Both these motivational goals are significant for both emotional development to learn English as a foreign language. External factors provide extrinsic motivation for learners to achieve learning objectives that effectively increase language skills. For instance, they may strengthen their English skills in expectation of receiving good grades from their teacher to perform successfully to receive rewards, as indicated by the highest mean score in Table 6.

Similarly, the intrinsic goal orientation refers to a learner's participation in learning activities that are pleasurable to learn. To feel intrinsically motivated, they perform the learning activities as part of their learning tasks since it encourages them to enjoy doing their learning skills more effectively. In other words, there is a significant relationship between motivation and metacognitive, affective, and social strategies.

The findings of this study indicate that there is a considerable difference between other types of motivation and LLS, particularly in terms of direct strategies, metacognitive, affective, and social strategies, i.e., planning, monitoring, organising, controlling feelings and anxiety, evaluating learning, and effectively interacting in the learning cycle. To empower learners to become independent partners in learning activities by using indirect learning strategies that enable them to regulate their own active learning effectively through effective collaboration. By promoting learners' cognitive skills and aiming for in-depth knowledge of the target language, these indirect strategies assist learners in developing effective learning skills and deepening their understanding through effective practice of foreign language contexts. Additionally, this correlation includes a compensation strategy known as direct learning that is used by learners in terms of ambiguous expression and unsure of the meaning of a vocabulary word to overcome knowledge limitations in all four skills by guessing intelligently and using signs for support.

Furthermore, the positive correlation between LLS and motivation is apparent in task value, which refers to a learner's assessment of the significance of learning tasks. It is related to a learner's sense of self-interest in a certain task based on the need to motivate learning in the target language. Control of learning beliefs indicates concepts of locus of control that learners employ to exert more control over their motivation when mastering new skills. Self-efficacy of learning and performance reflects learners' perceptions of their knowledge successfully in English. Finally, test anxiety shows the impact of English proficiency tests on learners as an uncomfortable feeling to learn.

Table.7. Pearson correlations test between motivation and strategy use

		Strategy Use	Motivation
Strategy Use	Pearson Correlation	1	.820**
	Sig. (2-tailed)		.003
	N	120	120
Motivation	Pearson Correlation	.820**	1
	Sig. (2-tailed)	.003	
	N	120	120

In Table 7, the significant value of Pearson Chi-Square is $r(8205) = .003$, which reveals a strong positive association between motivation and strategy use (LLS); the significant level is $p < 0.05$. As a result, the Pearson Correlation Coefficients indicate that learners' motivation influences their learning strategies for successfully learning English. In a similar vein, Learners' motivation has a physiological effect on their academic achievement since it determines their participation in academic activities based on their willingness to engage in the learning process.

According to current results, learners are frequently taken to develop positive perceptions toward English learning due to engaging learning between teachers and peers. Motivation, it can be shown, represents helpful factors that encourage actions by increasing learners' learning efficiency. The power of motivation is the secret to positively achieving learners' unique goals and ensuring their satisfaction. Therefore, motivated learners showed apparent satisfaction in self-regulating learning. Therefore, a positive correlation is found between motivation and the parts of LLS strategies identified in Oxford SILL. Besides, the Chi-square test reveals that most learners believe they can learn English skills well, depending on the motivation to understand and learn foreign languages interestingly. In brief, this study shows a statistically significant positive relationship between these variables to learn new information in the target language. Besides, the strong relationship between motivation and learning strategies can help learners become autonomous classroom learners. In

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parallel, MSLQ can measure motivational learning and help learners recognise their own English skills preferences and consider the advantages and disadvantages that learners challenge to improve their learning skills in the target contexts.

5. Conclusion

A study highlights the importance of learning strategies as core learning techniques consciously contribute to the learning process. Learning strategies are the most effective techniques to learn English as a foreign language. Numerous studies have shown that the motivational factor significantly affects learners' academic achievement. The motivational impact exists in deep interaction with teachers and learners, promoting a great interest in English learning. The motivational factor helps learners improve their in-depth dialogue by acquiring target contexts through behavioural or emotional involvement. The new strategy of Ministry Education focuses on enabling teachers to motivate their learners to learn English effectively. Therefore, the results confirm that motivational technique is the best way to learn English by thinking in English and practising with a teacher and other learners in the classroom interactively.

Furthermore, teachers have a prominent role in helping their learners establish suitable LLS as self-regulating ways to strengthen their language skills effectively. So they can manage learning skills and language problem-solving strategies in the target language. That is why most EFL learners retain a high degree of anxiety during their learning in attending English assessments that allow them to use learning strategies to enhance their English language skills. They assume that motivation is a suitable technique to raise confidence in lively interaction with learners and teachers in learning in the class. Therefore, the results show that there is a substantial relationship between motivation and learning strategies. It also indicates a significant association of the learning cycle between strategy use and the types of learning strategies identified in SILL. However, this study encountered three limitations represented by the following:

- This study was conducted in the first semester of 2020/2021 at preparatory schools in Thi-Qar.
- The study adopted Oxford SILL to investigate LLS used by Iraqi EFL learners.
- The sample size of the study consists of 120 EFL learners of the preparatory stage.

This study needs further analysis to illustrate certain factors influencing learners' learning strategies to learn a foreign language. It is valuable to broaden the results to a broader sample covering other learning areas since this study was conducted only among preparatory school learners in Thi-Qar province. Future research should focus on additional schools in other cities in order to identify beneficial language learning strategies for English as a foreign language and to underline the critical role of motivation for English language learners at diverse educational levels in Iraq.

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