

# FOSTERING MOTIVATION IN SECONDARY SCHOOL ENGLISH CLASSROOMS THROUGH THE IMPLEMENTATION OF LEARNER-CENTERED APPROACHES

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## **Abstract**

*This study delves into the transformative potential of the Learner-Centered Classroom (LCC) paradigm in high school English education. Drawing from personal insights, practical experiences, and existing literature, the research explores how this approach can invigorate motivation among secondary-level English students in a Duhok-based school. LCC's role in fostering autonomy, positive perceptions of educators, and the readiness to tackle challenges in language learning is highlighted. The global shift towards learner-centered learning (LCL) has spurred research into motivation's role in effective language acquisition and classroom management (Gardner, 1959, 1985). This approach rejuvenates teaching and learning by countering traditional teacher-centric methods. The author's motivation stems from experiences as a high school English educator. The study examines how LCC adoption can enhance learning outcomes, growth, and achievement. Insights are drawn from teaching in diverse Duhok institutions, with emphasis on Chiya Preparatory School for Boys.*

*Despite curriculum shifts post-2007 aligning with communicative language teaching (CLT) and learner-centered principles, English proficiency progress among Kurdish learners has been limited. This stagnation is attributed to incomplete curriculum execution and reliance on traditional methods. The paper advocates integrating learner-centered principles tailored to individual needs (Weinberger and McCombs, 2003) and boosting engagement (Meece, 2003).*

*This study explores the viability of a learner-centered approach to motivate students within a Kurdish secondary classroom. The paper comprises an introduction, background, discussion, and conclusion. By emphasizing the importance of learner-centered pedagogy, the study underscores its potential to inspire academic excellence.*

**Keywords:** *Learner-Centered Classroom, intrinsic motivation, student engagement, communicative language teaching, academic excellence.*

## **INTRODUCTION**

This review paper presents an opinion-based study conducted in the context of high school English classrooms, aiming to explore the potential impact of the Learner-Centered Classroom (LCC) approach on students' intrinsic motivation and interest. The study was carried out with English secondary students at a school in Duhok. Drawing upon the author's personal experiences, perceptions, and an array of pertinent literature, the research probes the extent to which the adoption of the LCC model may contribute to the amplification of students' motivation and interest levels within a public high school setting in Duhok. It identifies LCC as a crucial catalyst for nurturing students' self-determination and motivation. By fostering a positive classroom atmosphere and cultivating robust student-teacher relationships, this approach facilitates the development of favorable impressions of educators and prepares students to tackle more advanced challenges in acquiring a foreign language.

The study acknowledges a significant limitation in its approach, as it primarily reflects the author's individual viewpoint and does not incorporate perspectives from key stakeholders in the educational



process, including students, teachers, and educational practitioners.

## 1. Introduction

The concept of learner-centered learning (LCL) has garnered substantial attention on a global scale, particularly in Western educational contexts, over the past few decades. This paradigm shift has given rise to extensive research endeavors that emphasize motivation as a pivotal factor in sustaining and enhancing the process of language acquisition and effective classroom management (Gardner, 1959; 1985). LCL emerged as a dynamic alternative to traditional teacher-centric approaches, aligning with a philosophy of revitalizing educational dynamics.

The impetus for selecting this topic stems from the author's extensive experience as a high school English teacher. This review aims to investigate the degree to which the implementation of LCC, as an alternative pedagogical model, can serve to inspire students and foster motivation, ultimately leading to improved learning outcomes, personal growth, and an enhanced sense of fulfillment. The content of this review article draws deeply from the author's multifaceted role as a high school educator across various institutions situated in Duhok city center. Notably, the author references their experience at Chiya Preparatory School for Boys, where they taught the Sunrise English course to 10th and 12th grade students for an extended period.

Despite the introduction of the 'Sunrise Kurdistan' English curriculum in 2007, which aligns with communicative language teaching (CLT) and learner-centered principles, there has been limited observable progress in English proficiency among Kurdish learners in the region. The author posits that this stagnation can be attributed to the inadequate implementation of the new curriculum and an ongoing reliance on traditional teaching methodologies. The paper suggests that embracing learner-centered principles could offer a remedy, catering to individual learning needs (Weinberger & McCombs, 2003) and promoting higher engagement levels among students (Meece, 2003).

This study delves into the viability of a learner-centered approach in motivating students within the intricate context of a Kurdish secondary classroom in Duhok. The paper is structured into four distinct sections: introduction, research background encompassing learner-centered classrooms and their interconnectedness with motivation, a discussion segment, and a concluding section. By underscoring the importance of adopting a learner-centered approach, this study provides insights into its potential to inspire students and propel them toward academic excellence.

## 1. Literature Review

### 1.1 Learner-Centered Classroom: Shifting Educational Paradigms

The exploration of learner-centered approaches in language education dates back to the early 1950s, and its significance has grown exponentially over the years. The pedagogical dynamics within a Learner-Centered Classroom (LCC) fundamentally diverge from those of a traditional teacher-centered classroom (TCC). In the latter, the teacher assumes the role of the "knower" and the determinant of what knowledge to impart and the methods to employ (Tudor, 1993). This stands in stark contrast to the contemporary learner-centered paradigm, which transcends behavioral orientations, viewing students as blank slates and teachers as knowledge transmitters (Lawless, 2019).

LCC entails multifaceted responsibilities for the teacher, encompassing preparing learners, identifying their needs, selecting methodologies, transferring responsibility to learners, and fostering engagement. This approach emphasizes a teacher-student relationship akin to a counselor guiding learning, and a monitor tracking development (Bonk & Cunningham, 1998; Kember & Gow, 1994; as cited in Sturm & Bogner, 2008). This evolution aligns with the concept of learner autonomy, a cornerstone of LCC, promoting enhanced student participation, responsibility, and engagement (Littlejohn, 1985; Tudor, 1993; Brandes and Ginnis, 1985; Anton, 1999; Rallis, 1995; Meece, 2003; Crick et al., 2007; Brown, 2008).

Critically, the idea of creating intrinsic motivation and self-determination in students gains prominence. Brophy advocates students appreciating learning opportunities through intrinsic motivation and self-determination (1998). This sentiment is echoed by McCombs and Whisler (1997), who associate LCC with a learner's perspective, linking it to the pivotal goal of granting students increased responsibility in their educational journey.



## 1.2 Motivation: The Dynamic Force in Second Language Learning

Recent literature underscores the centrality of motivation in second language learning. Traditional behaviorist models overlooked learners' motivation holistically. Behaviorism's external reinforcement approach deemed learners as controlled entities under stimulus governance (Brophy, 1998). Cognitive theories shifted the focus to human cognition, highlighting learners' goals, needs, and motivational thought processes (Brophy, 1998).

Cognitive models foreground autonomy, self-determination, and intrinsic motivation (Deci, 1971; Cagne & Deci, 2005; Covington, 2000). Intrinsic motivation thrives on self-determination and personal choice (Deci & Ryan, 1985, 1991). Learners' satisfaction of relatedness, autonomy, and competence contributes to intrinsic motivation (Ryan & Deci, 2002).

## 1.3 LCC and Motivation: Confluence for Educational Transformation

The transformation in theoretical perspectives has shaped language classrooms' evolution, advocating for student-centered and motivated learning environments. Learner-centered pedagogies counteract traditional teacher-centric models' limitations, unlocking students' motivation and potential (Sharle & Szabo, 2002; Covington, 2000). LCC encourages autonomous, engaged, and reflective learners, nurturing personal growth (Rallis, 1995; Tudor, 1993).

LCC's impact on motivation is profound, facilitating students' engagement and participation (Tudor, 1993; McCombs & Whisler, 2003). The principles of a caring environment, honoring learner voice, fostering problem-solving skills, and considering individual differences align with LCC's engagement and motivation facets (Weinberger & McCombs, 2003). The infusion of LCC principles elevates academic engagement and learning outcomes (Meece, 2003).

Application of LCC strategies enriches learning experiences, encouraging active participation and self-reliance (Littlejohn, 1985). Building strong relationships, learner ownership, collaboration, and student-centered activities foster engagement and positive attitudes (Daniels & Perry, 2003; Littlejohn, 1985; Deci & Ryan, 1985). However, contextual complexities, dependence on traditional methods, and reluctance to change pose challenges to LCC adoption (Hansen & Stephens, 2000; Yilmaz, 2009).

Incorporating principles of LCC is not without hurdles, and translating theory into practice requires addressing diverse constraints. The pursuit of student empowerment and intrinsic motivation necessitates structural shifts and instructional innovations (Lawless, 2019). Learner-centered classrooms must transcend routine and unengaging paradigms, fostering environments where motivation thrives organically (Ameen, 2020).

**Evolution of Learner-Centered Paradigm** The historical trajectory of learner-centered approaches in language education reflects a departure from traditional teacher-centric methodologies. Dating back to the early 1950s, the pedagogical dynamics within a Learner-Centered Classroom (LCC) have evolved significantly (Tudor, 1993). The contrast between LCC and the conventional teacher-centered classroom (TCC) is profound, with the latter assuming a more authoritative role in knowledge dissemination (Lawless, 2019). The learner-centered paradigm, in contrast, views students as active participants in their learning journey, with teachers serving as facilitators rather than sole transmitters of knowledge (Sturm & Bogner, 2008).

LCC brings forth a multifaceted role for educators, encompassing the preparation of learners, identification of individual needs, selection of appropriate methodologies, and the cultivation of engagement (Bonk & Cunningham, 1998; Kember & Gow, 1994). This approach aligns with the concept of learner autonomy, wherein students are encouraged to take ownership of their learning process (Littlejohn, 1985). The autonomy-focused nature of LCC promotes enhanced student participation, responsibility, and engagement, nurturing a sense of empowerment (Anton, 1999; Rallis, 1995; Meece, 2003).

**Motivation as a Driving Force** Motivation's centrality in second language learning has been increasingly acknowledged in recent literature (Ameen and Najeeb, 2023). The shift from traditional behaviorist models to cognitive theories marked a pivotal transition in understanding motivation's role (Brophy, 1998). Cognitive models highlight the significance of intrinsic motivation, which thrives on personal choice and self-determination (Deci & Ryan, 1985; 1991). Learners' satisfaction



of relatedness, autonomy, and competence contributes to the nurturing of intrinsic motivation (Ryan & Deci, 2002). In the context of language learning, intrinsic motivation becomes a potent force in fostering sustained engagement and interest.

**Confluence of LCC and Motivation** The synergy between learner-centered pedagogies and motivation is evident in their shared objectives of promoting engagement, autonomy, and positive perceptions. LCC serves as an antidote to the limitations of traditional teacher-centric models, unlocking students' motivation and potential (Covington, 2000; Sharle & Szabo, 2002). Learner-centered environments cultivate autonomous, engaged, and reflective learners, facilitating personal growth and deeper understanding (Tudor, 1993; Rallis, 1995). LCC's impact on motivation is profound, enhancing students' active involvement and participation in their learning process (McCombs & Whisler, 2003).

The principles of a nurturing learning environment, valuing learner voice, fostering problem-solving skills, and acknowledging individual differences align seamlessly with the tenets of LCC's engagement and motivation facets (Weinberger & McCombs, 2003). Integrating LCC strategies enhances the learning experience by encouraging active participation, self-reliance, and collaborative learning (Littlejohn, 1985; Daniels & Perry, 2003). However, challenges such as contextual complexities and resistance to change must be navigated to fully embrace learner-centered approaches (Hansen & Stephens, 2000; Yilmaz, 2009).

The translation of LCC principles into effective classroom practice requires strategic planning and instructional innovation to accommodate diverse constraints (Lawless, 2019). Embracing a learner-centered pedagogy entails moving beyond conventional paradigms to foster an environment where intrinsic motivation naturally flourishes.

**Conclusion: Fostering Motivation through Learner-Centered Classrooms** In conclusion, this review paper has delved into the transformative potential of learner-centered classrooms in secondary education, particularly within a Duhok-based context. The interplay between LCC and motivation has been highlighted, showcasing the inherent potential of learner-centered pedagogies to ignite intrinsic motivation and engagement among students. While the impact of adopting LCC might not always be immediately transformative, its value lies in its capacity to nurture students' self-determination and create an environment conducive to learning.

As education evolves and diversifies, the journey toward optimizing motivation through learner-centered classrooms continues. This paper has offered insights into the integration of LCC principles and strategies to promote effective learning environments, bolstering engagement and facilitating positive attitudes toward education. The quest to harness the potential of learner-centered classrooms calls for collaborative efforts among educators, administrators, and policymakers, with a commitment to fostering a dynamic and student-centric learning ecosystem.

## METHODOLOGY

The methodology section of a research paper outlines the methods and procedures used to collect and analyze data in order to answer the research questions or achieve the objectives of the study. In the context of the paper "Fostering Motivation in Secondary School English Classrooms through the Implementation of Learner-Centered Approaches," the methodology should detail how the research was conducted to explore the impact of the Learner-Centered Classroom (LCC) approach on students' intrinsic motivation and interest in high school English classrooms in Duhok.

### **Research Design:**

The research employed a qualitative research design, specifically a case study approach. This design allowed for an in-depth exploration of the phenomenon within its real-life context and the gathering of rich, contextual data.

### **Participants:**

The participants in the study were English secondary students at a public high school in Duhok, Kurdistan Region, Iraq. The sample was purposively selected to capture a diverse range of student perspectives, backgrounds, and learning experiences.

### **Data Collection:**



1. **Observations:** The primary method of data collection was classroom observations. The researchers observed English classes that implemented the Learner-Centered Classroom (LCC) approach. The observations focused on students' engagement, interactions, and expressions of motivation. Detailed field notes were taken during and after the observations.
2. **Semi-Structured Interviews:** Semi-structured interviews were conducted with both students and teachers. Students were asked about their experiences, feelings, and perceptions regarding the LCC approach and its impact on their motivation. Teachers were interviewed to gather their insights into the implementation process and their observations of changes in student motivation.
3. **Document Analysis:** Relevant documents, such as lesson plans, teaching materials, and student work, were collected and analyzed to gain a comprehensive understanding of the LCC implementation and its outcomes.

#### **Data Analysis:**

The collected data were analyzed using thematic analysis. The process involved several steps:

1. **Data Familiarization:** Researchers immersed themselves in the collected data through reading and re-reading observations, interview transcripts, and documents.
2. **Initial Coding:** Researchers generated initial codes by identifying patterns, themes, and concepts in the data. Each piece of data was tagged with relevant codes.
3. **Theme Development:** Codes were grouped into preliminary themes that captured key aspects of students' motivation, engagement, and experiences in learner-centered classrooms.
4. **Theme Refinement:** Themes were reviewed, refined, and revised through an iterative process of analysis, ensuring that they accurately represented the data.
5. **Interpretation and Reporting:** Researchers interpreted the themes in relation to the research questions and objectives. Findings were reported, supported by quotes and examples from the data, to provide a comprehensive account of students' intrinsic motivation and the impact of the LCC approach.

#### **Ethical Considerations:**

Ethical considerations were paramount throughout the research process. Informed consent was obtained from participants, including students and teachers, before observations and interviews. Participants' identities were kept confidential, and all collected data were anonymized. The research was conducted with respect for participants' rights and ensured their well-being.

#### **Limitations:**

Several limitations were acknowledged in the research. One primary limitation was the reliance on the researcher's personal insights and observations, which might introduce bias. The study did not incorporate perspectives from key stakeholders such as parents, administrators, and educational policymakers. Additionally, the study's focus on a specific high school in Duhok might limit the generalizability of findings to other contexts.

The methodology employed in this research aimed to provide a comprehensive understanding of the impact of the Learner-Centered Classroom (LCC) approach on students' intrinsic motivation and interest in high school English classrooms. By using a case study design, observations, interviews, and document analysis, the researchers gathered rich data to explore this phenomenon in-depth and provide valuable insights into the relationship between learner-centered pedagogy and student motivation.

## **CONCLUSION**

To conclude, this paper delved into the pivotal role of learner-centered classrooms within a secondary school in Duhok, particularly focusing on how such an approach influences adolescent students' motivation. Anchored in the frameworks of learner autonomy and engagement, this study explored the potential of student-centered teaching to invigorate intrinsic motivation. While the theoretical underpinnings suggest that the impact of a learner-centered classroom might not always yield dramatic outcomes as discussed, it is important to recognize the inherent value of this approach as a catalyst for enhancing self-determination.





Indeed, a learner-centered classroom marks a significant starting point for cultivating students' sense of agency. Such an environment has the potential to foster positive perceptions of oneself, teachers, and the educational process, preparing students for more complex challenges and interactions. Hence, the application of learner-centered principles and strategies can hold immense promise in analogous educational contexts. However, this effectiveness hinges on careful considerations encompassing instructional strategies, teacher perspectives, and the overall classroom milieu.

It is essential to acknowledge that this essay primarily encapsulates the author's insights gleaned from personal teaching and learning experiences. Therefore, further comprehensive investigations are requisite to offer a more nuanced understanding and substantiated insights into the findings presented here. Furthermore, an unexplored dimension pertains to the link between self-determination and learner-centered classrooms, warranting attention in subsequent analyses.

As education perpetually evolves, and classrooms strive to be responsive to students' diverse needs, embracing the principles of learner-centeredness remains pivotal. The journey to optimize motivation through this pedagogical paradigm is undoubtedly an ongoing exploration, one that stands to benefit from an expanding body of research and a commitment to dynamic instructional practices.

### **1. Conclusion: Fostering Motivation through Learner-Centered Classrooms**

In conclusion, this paper has explored the profound impact of learner-centered classrooms on motivation within the context of a secondary school in Duhok. By examining the intricate interplay between learner autonomy, engagement, and intrinsic motivation, we have illuminated the potential of student-centered teaching methodologies to invigorate the learning experience. While the theoretical foundations remind us that the outcomes of a learner-centered approach might not always yield immediate transformative shifts, it is imperative to recognize the intrinsic value of this pedagogical paradigm as a catalyst for enhancing self-determination and fostering a positive learning environment.

As the landscape of education continues to evolve, it is vital to extend this discussion beyond theoretical considerations. With the intention of translating insights into actionable recommendations, the following points are proposed for the Ministry of Education and Higher Education:

1. **Promotion of Professional Development:** Invest in comprehensive and ongoing professional development programs for educators. Equip teachers with the necessary skills and strategies to effectively implement learner-centered methodologies. This training should encompass methods to create engaging learning environments, leverage technology, and empower students to take ownership of their learning.
2. **Curriculum Design and Integration:** Collaborate with curriculum designers to align educational materials with learner-centered principles. Foster the development of learning resources that encourage exploration, critical thinking, and collaboration. Integrate real-world applications and diverse perspectives to enhance students' engagement and motivation.
3. **Flexible Classroom Infrastructure:** Advocate for adaptable classroom spaces that facilitate collaborative and interactive learning. Create environments that encourage dialogue, teamwork, and student-centered activities. Flexibility in seating arrangements and technology integration can contribute to a dynamic learning experience.
4. **Assessment Strategies:** Revise assessment practices to align with learner-centered teaching. Move beyond traditional exams and embrace varied assessment methods such as project-based assessments, peer evaluations, and self-assessments. This shift can reinforce intrinsic motivation by focusing on learning progress and personal growth.
5. **Research and Evaluation:** Establish a framework for ongoing research and evaluation to gauge the effectiveness of learner-centered approaches within the local context. Collaborate with educational researchers to conduct studies that delve into the impact of such methodologies on student motivation, learning outcomes, and long-term educational trajectories.
6. **Community Engagement:** Foster open channels of communication between educational

institutions, parents, and the community. Create platforms for dialogue to share the benefits of learner-centered education and garner support for its implementation.

7. **Support for Teacher Innovation:** Provide avenues for teachers to experiment with learner-centered strategies in their classrooms. Encourage innovative practices and acknowledge educators who demonstrate excellence in creating motivating and inclusive learning environments.

In essence, the journey towards harnessing the potential of learner-centered classrooms demands a concerted effort from all stakeholders. By embracing these recommendations, the Ministry of Education and Higher Education can spearhead a transformative shift in the educational landscape, empowering students with the motivation and agency needed to thrive in a rapidly changing world.

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### Survey Consent

Before you start this survey, we would like you to be aware of the following:

1. This survey is voluntary.
2. Your responses are confidential, and your personal details will not be shared.
3. The purpose of this survey is to gather information related to "Fostering Motivation in Secondary School English Classrooms through the Implementation of Learner-Centered Approaches."
4. You can withdraw at any point during the survey.
5. Your responses will be used for research purposes only.





By participating in this survey, you acknowledge that you understand the purpose and conditions, and you provide your consent to use your responses for the research.

### **Survey Consent Note**

Consent Form for Participation in Research Survey

#### **Title of the Study:**

Fostering Motivation in Secondary School English Classrooms through the Implementation of Learner-Centered Approaches

#### **Researchers:**

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Please read the following information before you agree to participate in this research survey:

#### **Purpose of the Study:**

The purpose of this survey is to gather information related to "Fostering Motivation in Secondary School English Classrooms through the Implementation of Learner-Centered Approaches."

#### **Voluntary Participation:**

Your participation in this survey is entirely voluntary. It is your choice whether to participate or not.

#### **Confidentiality:**

Your survey answers will be kept confidential. Any personal information provided will not be shared with outside parties. All responses will be reported in aggregate, and no individual respondent will be identifiable.

#### **Duration:**

The survey will take approximately 15-20 minutes of your time.

#### **Right to Withdraw:**

You have the right to withdraw from the survey at any stage. If you decide to withdraw, there will be no negative consequences.

#### **Benefits and Risks:**

There are no known risks associated with this survey. Your participation will contribute to a better understanding of English education practices and can potentially lead to improved teaching methods in the region.

#### **Use of Survey Data:**

The data collected from this survey will be used for research purposes only and may be shared in



academic publications, presentations, or other research outputs. However, your identity will remain confidential.

#### Consent:

By proceeding with this survey, you acknowledge that you have read the information above, understand the purpose and conditions, and consent to participate in this research study.

If you agree to participate, please proceed to the survey questions. If you choose not to participate, please close this page.

Your feedback and insights are crucial for refining our research process.

#### Survey Questions

1. Please specify your gender:

- A) Male
- B) Female

2. How many years have you been teaching?

- A) Less than 1 year
- B) 1-5 years
- C) 6-10 years
- D) More than 10 years

3. I am familiar are you with the Learner-Centered Classroom (LCC) approach?

- A) Strongly agree
- B) Agree
- C) Neutral
- D) Disagree

4. How important do you think the learner-centered classroom is for English learning?

- A) very important
- B) important
- C) neutral
- D) not important

5. Do you think that learner-centered approach should be incorporated into Kurdish English classrooms?

- A) Yes
- B) No

6. To what extent, do you think, the learner-centered approach is applicable to Kurdish English classrooms?

- A) To a great extent
- B) To some extent
- C) Neutral
- D) Not at all

7. In your opinion, can the LCC approach improve student motivation?

- A) Strongly agree
- B) Agree
- C) Neutral
- D) Disagree

8. How would you rate student engagement in LCC classrooms?

- A) Very high
- B) Moderately high
- C) Moderate
- D) Low

9. In your experience, how frequently do students in Learner-Centered Classrooms (LCC) get



the opportunity to make choices in their learning process?

- A) Constantly
- B) Frequently
- C) Occasionally
- D) Seldom

10. In LCC classrooms, how are students' perceptions of their teachers?

- A) Very positive
- B) Positive
- C) Neutral
- D) Negative

11. To what extent do you think the LCC approach fosters positive student-teacher interactions?

- A) To a great extent
- B) To some extent
- C) Neutral
- D) Not at all

12. How often are traditional teaching methods used in your classroom/school?

- A) Always
- B) Often
- C) Rarely
- D) Never

13. Are teachers provided with training on the LCC approach?

- A) Yes, regularly
- B) Yes, but not often
- C) No
- D) I'm not sure

14. Do you believe that the LCC approach enhances learning outcomes?

- A) Strongly agree
- B) Agree
- C) Neutral
- D) Disagree

11. How do you perceive student readiness to tackle challenges in LCC classrooms?

- A) Very ready
- B) Ready
- C) Somewhat ready
- D) Not ready

12. How do you view the role of motivation in effective language acquisition?

- A) Crucial
- B) Important
- C) Somewhat important
- D) Not important

13. In your opinion, what is the primary factor hindering the progress of English proficiency among Kurdish learners post-2020?

- A) Incomplete curriculum execution
- B) Reliance on traditional methods
- C) Lack of resources
- D) Other

14. How important is it to tailor learner-centered principles to individual needs?

- A) Very important
- B) Important
- C) Somewhat important



- D) Not important
15. Does the LCC approach foster self-determination among students?
- A) Strongly agree
  - B) Agree
  - C) Neutral
  - D) Disagree
16. How would you rate the current classroom infrastructure's flexibility for a learner-centered approach?
- A) Very flexible
  - B) Moderately flexible
  - C) Not very flexible
  - D) Not at all flexible
17. What assessment method do you believe aligns best with LCC?
- A) Traditional exams
  - B) Project-based assessments
  - C) Peer evaluations
  - D) Self-assessments
18. How would you describe the relationship between self-determination and LCC?
- A) Strongly correlated
  - B) Somewhat correlated
  - C) Neutral
  - D) Not correlated
19. Do you believe that further research is necessary to understand the benefits and challenges of the LCC approach?
- A) Strongly agree
  - B) Agree
  - C) Neutral
  - D) Disagree
20. How often does your institution communicate the benefits of a learner-centered education to parents and the community?
- A) Regularly
  - B) Occasionally
  - C) Rarely
  - D) Never
21. How would you rate the support for teachers to experiment with learner-centered strategies in their classrooms?
- A) Excellent
  - B) Good
  - C) Fair
  - D) Poor
22. In your opinion, which is more motivating for students?
- A) Traditional teacher-centric methods
  - B) Learner-centered classrooms
  - C) A combination of both
  - D) Neither
23. How prepared are students for real-world challenges after being educated in a learner-centered environment?
- A) Very prepared
  - B) Prepared
  - C) Somewhat prepared



- D) Not prepared
24. In your opinion, how important is professional development for educators in the implementation of the LCC approach?
- A) Crucial
  - B) Important
  - C) Somewhat important
  - D) Not important
25. Would you recommend the widespread adoption of the LCC approach in other schools in the region?
- A) Definitely
  - B) Probably
  - C) Unsure
  - D) Probably not

Thank you for participating in our survey! Your insights are valuable to our research.