The Use of Effective Strategies to Motivate EFL Young Learners:
A Case study of Secondary Schools ,EL Hassahiesa Locality, Gezira State ,Sudan

Ali Aawd Ali Ibrahim

B.A. in ELT .University of Gezira (2009)

A Thesis

Submitted to the University of Gezira in Fulfillment

of the Requirements

For the Award of the Degree of MA

in

English Language Teaching (ELT)

Department of Foreign Languages

Faculty of Education – EL- Hassahiesa

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Abstract

Motivation in the classroom is one of fundamental phenomena which the teaching and learning process depends on. Beside the classroom motivation a group of sophisticated behavior and forms the teachers use in the class. The study aims to know activities that delay the motivation of young learner during the process of learning. Also it aims to examine the changes in the effectiveness of motivational strategy use by teachers in(EFL) classrooms. The study followed the descriptive analytical method, the data collected through questionnaire. The questionnaire distributed to (40) teachers at basic schools in Hasshisa locality, then analyzed by (SPSS) program Statistical Package for Social Science). The study found that: the lack of motivation in the classroom is the responsibility of both teachers and learners. Using flash cards, stories and songs in teaching enhancing students motivation. Teachers have a positive attitudes toward using some motivational strategies in classroom. Employing technology in the classroom environment increasing students motivation. The study recommended that, visual aids should be consider by teachers when they teach young learners. Syllabus should be of incentive information to draw students attention. Teacher should used ICTs to motivate students during the lesson.
التحقق من استراتيجيات لتحفيز الطلاب المبتدئين داخل فصل اللغة الإنجليزية كложение أجنبية:
دراسة حالة. مدارس الأساس- محلية الحصاحيصا- ولاية الجزيرة- السودان (2016م)
علي عوض علي إبراهيم

ملخص الدراسة
الدافعية داخل حجرة الدراسة هي أحد الظواهر الأساسية التي تعتمد عليها عمليتي التعليم والتعلم. هي جانب الدافعية مجموعة من الظواهر السلوكية تعتمد عليها المعلم داخل الفصل. هدفت الدراسة إلى معرفة النشاطات التي تزيد من دافعية الدارسين المبتدئين أثناء عملية التعلم. كما هدفت الدراسة أيضاً اختبار التغيرات المؤثرة التي تحدث في إستراتيجية الدافعية المتصلة بواسطة المعلم داخل صف اللغة الإنجليزية لغة أجنبية. تمثلت الدراسة النهج الوصفي التحليلي. جمعت البيانات بواسطة الاستبيان، تم توزيع الاستبيان علي (40) معلم بالمرحلة الأساس بمحلية الحصاحيصا.

استخدم برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS) لتحليل البيانات. خرجت هذه الدراسة بعدة نتائج منها: أوصت الدراسة: انعدام الدافعية داخل الصف مسؤولية كل من المعلم والمتعلم. استخدام الفلاش، القصص، والأغاني تزيد من دافعية المتعلمين. يتملك المعلمين اتجاهات إيجابية نحو استخدام استراتيجيات الدافعية داخل الصف. استخدام التكنولوجيا في بيئة الفصل يزيد من دافعية المتعلمين. أوصت الدراسة بالأتي: يجب على المعلم الاهتمام بالوسائل المرئية عند تدريس المبتدئين. يجب نحتوي المنهج على مادة مشجعة لجذب انتباه الدارسين. يجب على المعلم استخدام وسائل التواصل والمعلوماتية.
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CHAPTER ONE
INTRODUCTION

1.0 Background

Motivation is the one of the most appealing yet complicated device used in learning. It has been a main subject of inquiry by researchers in many fields and mainly field of second/ foreign language learning, in teaching situation, various form of behavior are related to the concept of motivation. So what and why motivation, is a focal question which needs a great deal of efforts to better understanding English language process.

1.1 Statement of the Problem

The study concerned with the difficulties that hinder the learners when they learn English language in addition to that English foreign language in the Sudan considered as the difficult subject and there is no given attention so, the researcher takes this problem and tries to find solutions and strategies for it.

1.2 Objectives of the Study

This study attempt to

1. know activities that delay the motivation of young learner during the process of learning.
2. Examine the changes in the effectiveness of motivational strategy use by teachers in (EFL) classrooms.
3. Investigate and explore the most effective techniques and strategies of teaching and learning.

1.3 Questions of the Study

This study is an attempt to investigate motivation through addressing the following questions.

1. How are young learners motivated?
2. To what extent a teacher pay attention to motivate pupils?
3. To what extent the syllabus is suitable for the learners’ motivation?

1.4 Hypothesis of the Study

1. Motivation is expected to develop the skills of language.
2. Visual aids might increase pupils attention.
3. Using motivation strategist and classroom activities promote young learner motivation during the process of learning.

1.5 The Significance of the Study

The importance of the study comes from the needs of the pupils and teacher. As for pupils it direct them to pay attention in (EFL) classroom, also this study attempt to investigate and explore the most effective techniques and strategies of teaching and learning.

1.6 The Limits of the Study

This study is limited to teachers of English language of secondary school level EL- Hassahisa Locality.

1.7 Methodology of the Study

The researcher used the descriptive and analytical methods.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The efficiency of learning in the classroom not only depends on learner’s cognitive abilities alone but on other affective factors as well. There are several components of EFL teaching- they are: the teacher, the students, and the materials that are used in the classroom. However, there are also other important factors such as: administration, methodology, and learning facilities like libraries, classroom amenities (Issan S.and Gomaa N., 2010). All of these factors can be enhanced by educational policies and planning, professional development programs and, of course, by means of budgets. Besides, there is one important factor without which other factors might be insufficient. This factor is motivation, the drive which makes students use all learning resources to reach their learning goals. In foreign language learning, Cheng H. F. and Dörnyei Z. (2007) define motivation as the initial engine that brings about learning and later maintains the driving force in the process of learning a foreign language. Motivation is a dynamic stimulus of a person which starts, directs, maintains and evaluates the cognitive and physical processes of learning. Motivation provides learners with driving wishes, desires which trigger them to act in the learning process. Motivation plays a critical role in the success of learning a foreign language since it’s the primary dynamic stimulus that initiates a mental and physical activity and it is the driving force that maintains the desire in the long and exhausting learning process (Al-Mahrooqi R., Shahid A., Cofie C., 2012). Even learners with required knowledge and skills cannot be successful if they are not sufficiently motivated. Motivation is complex, it
includes factors such as: value of the task, estimation of the chances of success by students and reasons behind the successes and failures of the task (Dörnyei Z. and Ushioda Z., 2011). There are two important factors that serve as the primary source of motivation for students. One of them is the classroom environment, which is powerful for motivating learners and the other is the teacher, who plays a significant role in motivating students through the opportunity of implementing different motivational strategies.

because of the crucial role of motivation in foreign language learning, a lot of studies have been carried out during this decade to find out how it influences and enhances language learning. The main studies on students’ motivation were influenced by Robert Gardner and Wallace Lambert (1959, 1972) who viewed motivation as a social psychological phenomenon and as a tool for intercultural communication. Motivation to learn another language results from the learners’ perception of getting to know about other communities and, in some cases, integrating in the target culture. However, they did not mention classroom implications and teachers’ role in promoting effective teaching practices. During the subsequent years, researchers conducted various studies on motivation focusing on the cognitive aspect of motivation, prevalent psychological theories of motivation, and classroom and teacher factors of motivation. This current paper aims to find out motivational strategies, obtained from the literature, that teachers can employ to motivate their L2 learners in Iraqi context. On many occasions, students become demotivated to learn a foreign language after facing several obstacles. However, there might be certain motivational strategies that can be used by teachers in Iraq to overcome these obstacles and motivate learners and trigger their desires again in order to maintain the learning process successfully in most difficult situations. In this regard, I think
teacher motivation is also one of the main variables in the use of motivational strategies in the classroom, since a motivated teacher will do his/her best to use strategies to motivate his/her students. This paper analyzes the importance of teacher motivation and discusses the role of teachers in motivating learners and presents motivational strategies that can be implemented by teachers in the language classrooms.

2.1 Definition of Motivation

Motivation is a concept about which there has not only been a universal agreement but also a topic of a great deal among some definition of motivation, the researcher present a few samples historically, motivation comes from Latin Roots" moves" which means to move. Chauhan and MC and Clellant(1987:4) defined motivation as "Inferences about conscious intent that we make from observing behaviours".

In the field of second and foreign language learning and in the socio educational model of second language acquisitions, Gardner(2001:6) defined motivation as

"Driving force in any situation" and that motivation to learn a second language is viewed as a comprising of three elements: First, he motivated individual expends efforts to learn the language, second: the motivated individual wants to achieve the goal, third the motivated individual will enjoy the task of leaning the language.

According to (Gardner,2008:7) the individual cannot be considered as the motivated by only possessing one of three elements, instead, the truly motivated individual displays many attributes for example, the motivated individual:

a. Expend efforts to achieve the goal, is persistence and attentive to the task at hand.
b. Has goals and desire, her she has aspiration both immediate and distal.
c. Enjoy the activity of striving for the goal.
d. Experience positive reinforcement from his or her successes and
dissatisfaction response to failure.
e. Makes attribution concerning his or her success to failure.
f. Is arousal when striving for the goal?
g. Makes use of strategies to aid in achieving the goal.

Dornyei(2001:119) viewed motivation as "multi faceted construct including
personal, psychological, educational and social dimensions."

"Human ,motivation to learn is a complex phenomena involving a
number of diverse source and conditions some of the motivational
sources are situation, specific, that is, they are rooted in the student
immediate learning environment, where some other appear to be
more stable and generalized stemming past experience in social
world."

Thus it's clear that all those who dealt with motivation agreed upon the
concept but them different to define it.

2.2 What is Motivation?

The word "motivation" is typically defined as the forces that account
for the arousal, selection, direction, and continuation of behaviour. Actually,
it is often used to describe certain sorts of behaviour. A student who studies
hard and tries for top grades may be described as being "highly motivated",
while his/her friend may say that he is "finding it hard to get motivated".
Such statements imply that motivation has a major influence on our
behaviour. Motivation can be defined as a concept used to describe the
factors within an individual which arouse, maintain and channel behaviour
towards a goal. Another way to say this is that motivation is goal-directed behaviour.

2.3 Type of Motivation

Here are two types of motivation, Intrinsic and Extrinsic motivation. It's important to understand that we are not all the same; thus effectively motivating your employees requires that you gain an understanding of the different types of motivation. Such an understanding will enable you to better categorize your team members and apply the appropriate type of motivation. You will find each member different and each member's motivational needs will be varied as well. Some people respond best to intrinsic which means "from within" and will meet any obligation of an area of their passion. Quite the reverse, others will respond better to extrinsic motivation which, in their world, provides that difficult tasks can be dealt with provided there is a reward upon completion of that task. Become an expert in determining which type will work best with which team members.

2.3.1 Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task, because its results are in accordance with his belief system or fulfills a desire and therefore importance is attached to it. Our deep-rooted desires have the highest motivational power. Below are some examples:

- **Acceptance**: We all need to feel that we, as well as our decisions, are accepted by our co-workers.
- **Curiosity**: We all have the desire to be in the know.
- **Honor**: We all need to respect the rules and to be ethical.
- **Independence**: We all need to feel we are unique.
• **Order:** We all need to be organized.
• **Power:** We all have the desire to be able to have influence.
• **Social contact:** We all need to have some social interactions.
• **Social Status:** We all have the desire to feel important.

### 2.3.2 Extrinsic Motivation

Extrinsic motivation means that the individual's motivational stimuli are coming from outside. In other words, our desires to perform a task are controlled by an outside source. Note that even though the stimuli are coming from outside, the result of performing the task will still be rewarding for the individual performing the task. Extrinsic motivation is external in nature. The most well-known and the most debated motivation is money. Below are some other examples:

• Employee of the month award
• Benefit package
• Bonuses
• Organized activities

### 2.4 Why Motivation is Important

Most educators can tell you that motivating students can be a full time job. Finding the perfect balance between instruction and motivation, all while maintaining harmony in the classroom, can be a tricky task to accomplish. Doing so with 4th – 8th graders offers even more challenges as students at this age are starting to develop individual identities as students, and develop more social and outside of the classroom interests. However, instructors that are able to identify different types of goal orientations and learning styles can still break down barriers, and build relationships that will help motivate students in the modern world.
2.4.1 The Importance of Motivation in Education and Student Learning.

The good news is that almost all students can be motivated in one way or another. The job of the educator is not to blindly teach, but to motivate students to demonstrate behavior that will help them stay motivated and become life-long learners. So, why is motivation so important when it comes to education and student learning?

2.4.2 Motivation moves students toward a particular goal:
When students are motivated they will set individual goals for themselves and modify their behavior in order to meet those goals. These motivators could end up being the difference between a finding appropriate study time rather than the student staying up late playing video games and cramming for a test in the morning.

2.4.3 Motivation promotes follow through
Students who are properly motivated are more likely to start tasks that they genuinely want to complete, and are almost more likely to put out significant amounts of effort and energy to complete these tasks to the best of their ability.

2.4.4 Motivation enhances pride in a job well done
Students who are motivated towards academic success take genuine pride in their efforts, recognition, and grades. These students tend to be leaders who want respect and recognition from both classmates and educators. This mindset also keeps students actively interested in continuing education. Some studies have shown that students who have shown little interest in academic achievement are more likely to drop out before they finish high school. Motivation can be an amazing factor when it comes to student performance.Next time we’ll talk a little bit about how student
motivation can enhance performance, and examples of what a lack of motivation could look like. Until then, stay frosty.

2.5 How Motivation Affects Learning & Behavior

Motivation has several effects on students' learning and behavior. First, motivation directs behavior toward particular goals. Motivation determines the specific goals toward which people strive; thus, it affects the choices students make. For example, whether to enroll in an art class or physics, whether to attend a school basketball game during the week or complete an assignment that's due the next day. Motivation also leads to increased effort and energy. Motivation determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude.

Motivation increases the initiation and persistence of activities. In our first example, Erik continued with art-type activities in his free time and he also tried to perform these types of activities in relation to his other assignments. Motivation will increase students' time on task and is also an important factor affecting their learning and achievement. Motivation enhances cognitive processing. Motivation actually affects what and how information is processed because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner. Motivation determines what consequences are reinforcing and punishing. For example, students with a high level of motivation for classroom achievement and high GPAs are reinforced by receiving a grade of 'A' and they'll feel punished if they receive a grade of 'F.' Finally, motivation leads to improved performance. Everything that we have just discussed - effort, initiation, persistence,
cognitive processing and the impact of consequences - leads to improved performance.

2.6 Enhancing Motivation

(Bophy, 1997:77) said that for parent of young children, the goal should be to appropriately support the development of motivation so that there is a proper foundation for optimal educational growth. Parent should be very actions about the use of many extrinsic rewards, as this can severely interfere with child's motivational development. Praise for an accomplishment is appropriate, but be sure that your child doing at asks because she is interested, not because she thinks it will bring praise from you. Difficulties arise when adults or other within the child environment enforce external students and replace the internal reward system with one that depends upon outside forces to supply all of the rewards (Candy, 1986:44). Children then being to feel successfully only if someone else rewards them for accomplishments. They lose their intrinsic motivation and may only feel successful. In such situations, children may not develop feelings of self- worth and will judge their own value by someone else's standards- your child should Never need to ask ( Did I do well)? She should know and be confident in her own successes there are several strategies parents can use to help children remain more fully intrinsically motivated. Candy(1986:56) point that:

- Provide an environment (through age appropriate to freely explore and to see the effect of their action (i.e toys that have visible or tangible changes when moved.
• Provide many opportunities for children and adult to explore together and interact directly. It's important for both children and adults to be working together on activity. This let us observe, model and encourage your child.
• Provide situation that give children and slight difficult for child will be more motivating and provide for stranger feeling of success when accomplished. This may take some trial and error at first.
• Give children opportunities to evaluate their own accomplishment. Rather than stating that you think they have done a good job, ask them what they think of their work. You will never go wrong by asking the question" what do you think? ) .

Another way to increase motivation is very important to find out how to maintain and increase the learner, self-confidence (Dornyei,2002:22) mentions some approaches that support and help increasing the learners, self-confidence:

- a. favourable self conception of l2 can be promoted by providing regular experience of success.
- b. everyone is more interested in a task if they feel that make contribution.
- c. A small personal word of encouragement is sufficient.
- d. teacher can reduce classroom anxiety by making the learning context less stressful.

2.7 Developing Motivation

According to Brophy(1979:33) says that: "Newborn infants are born with a tremendous amount of intrinsic motivation." This motivation is aimed toward having some visible effect on the environment. When infants can actually see the results of their action as a reward, they are motivated to continue
those actions. These attempts toward control are limited within the young child, and include crying, vocalizations, facial expressions and small body movements. Toys that change or make sound as the child moves them are therefore strong motivators.

As infants grow and continue to mature (9-24 months), more voluntary, purposeful movements are possible. This gives them more control of their environment. (Brophy, 1979) This wider range of control allows children to feel that they are successful. Success leads to higher self-esteem and feelings of self-worth, which leads to strengthened motivation. As children continue to develop during this time period, they are better able to make decisions and plan what to do to gain control of things around them. They are beginning to set their own goals for activities. This success is not based upon adult standards, but totally upon the child's ability to accomplish the goals that he has set out himself.

By two years of age, children are developing the ability to execute a sequence of events in order to achieve a goal. They also have an appreciation for standards and begin to evaluate their efforts. By three years of age, children become interested in doing things well, as opposed to judge their success by their own internal standards. Therefore they have much less need for adult feedback about the quality of their efforts. Preschoolers (age 3-5 year) are beginning to be more involved with verbal problem solving skills. They direct their own learning through speech and use vocal communication on direct their own behavior to solve problems. Yong children are often heard talking themselves through a series of actions that lead to solution of a problem. AS a children get older, this "talking out loud" will become an internal monologue. Having the self confidence to
know that one can solve a problem motivates the learner to accept other new and challenging situations, which in turn lead to greater learning.

2.8 The Role of the Teacher as Motivator

There are several factors educator must consider in managing the classroom and motivating one of the factors, the role of the teacher as motivator, when the teacher takes place by itself if student are not enjoying learning, something is wrong with curriculum and teachers instruction and why do students learn move from some others? The true teacher accept, all students not just only good love, some teacher more than others? The true teacher accepts all students not just only good students who behave and a good work and cannot accept those who do not work and have wrong attitude or who cause troubles. Burne(1976:88) mention whatever the teacher does in the classroom his ability you motivate the students to arouse their interests and involve them in what they are doing will be crucial. Some key factors will be his own performance, his mastery of research skill often depend on careful preparation, selection and presentation of topics and activities and of course his own personality which his language teaching must be flexible enough to allow him to both authoritative and friendly and friendly at the same times. The relationship between the teacher and his student is a very major topic developing the learning process.

2.9 Students Motivation

Some student- seem naturally interesting about learning but many need their teachers to encourage and stimulate them, because effective learning in the classroom depend in the first place- on teachers ability to main taint the interest of students. Cours (2006:1) mention that:
"the age of our students is a major facto in our decision about how and what to teach people of particular ages have different needs competencies and cognitive skills whatever, the level of motivation students brings to the classroom will be transformed for better or worse, by what happen in the classroom"

Students motivation is a desire to participate in language learning. It concern with reasons goals that under their involvement in activities Lapper(1988:290) states that: Students who are intrinsically motivated under takes an activity for its own sake for enjoyment it provide the learning it permits or the feeling of accomplishment it evokes.

2.9.1 Create Student Motivation in the Classroom.

Three Elements of Motivation

At its simplest, motivation is comprised of three critical elements:
1. Expecting success
2. Developing a community of learners
3. Placing a value on learning

Teacher awareness of these three factors and your willingness to address these issues in your classroom will determine, to a large extent, how well your students will be motivated. These factors are equally important for elementary students as they are for secondary students.

2.9.3 Expectations of Success

Whether you're teaching kindergarten students about the letter B or you're teaching adolescents about the social ramifications of Salvador Dali's painting The Persistence of Memory, you must provide instruction that will ensure a measure of success for every student. Each student must know that she or he can achieve a degree of success with an assignment or academic task.
Differentiated instruction is a respect for the different ability levels in your classroom and, therefore, a respect for each student's ability to succeed. You might provide one type of learning task for struggling students and another for independent students. You might need to adjust the time available for completion of an assignment or offer additional assistance for another.

Often, people don't try new things because they're afraid of failure. This fear of failure begins early in our academic careers and carries forward into our adult lives. As classroom teachers, we must establish and promote conditions that will emphasize and support an expectation of success for each student. Try these ideas:

- **Offer differentiated instruction.** Be aware that you'll have students of differing abilities in your classroom. Don't make the mistake of crafting a single lesson for everybody—without taking into consideration the different ability levels.

- **Provide feedback promptly, frequently, and efficiently.** Students must be able to see a direct connection between any effort or completed task (such as homework) and a response from you. Here are some suggestions for providing successful feedback:
  - **Make feedback immediate.** ("I'm returning the social studies test you took yesterday.")
  - **Never be sarcastic when giving feedback.** ("Everybody must have had a 'brain freeze' when you did this assignment!")
  - **Allow students to revise their incorrect responses.** ("I'm not sure that's correct. Is there another way we could do this?")
  - **Use verbal as well as written feedback.** ("You must feel pretty good when you do work like this.")
Allow students to control some feedback. (“How do you think you did on the scooter test?”)

Make comments specific, and suggest corrections. (“You provided a good rationale for Wilson's League of Nations, but you might want to look further into Congress's response.”)

Offer feedback in terms of a student's progress, not her or his comparison with others. (“Look how you moved from 14 correct on the spelling test to 17 correct this week.”)

- **Students should have multiple opportunities to set their own academic goals.** Invite them to establish obtainable goals for a lesson, a unit, or even for the whole year. Ask them what they would like to learn about a topic and what they think they must do to learn that material. Psychologists tell us that the goals we set for ourselves (as opposed to the goals others set for us) are intrinsically more motivational. We're more inclined to pursue those goals and relish in the success that comes about when we achieve them.

- **Help students see the connection between effort and result.** Let students know that the work they put into an assignment will result in the completion of a task or some new material learned. It's important that students understand that learning is work and that the more they work, the more they can learn.

### 2.93A Community of Learners

Human beings have basic needs such as water, air, and food. But we also need a feeling of "belongingness"—a knowledge that we are part of a group and are recognized by that group. Psychologists tell us that children are no different. Take a look at the following chart, which outlines some of the needs of students at various levels.
Grades, Ages            Needs
Elementary, 5 to 11     Warmth, support, assurance, participation, acceptance
Middle school, 11 to 14 Group membership, peer acceptance, admiration
High school, 14 to 18   Acceptance, respect, peer group conformation

Note that at all ages and at all levels, students want and need to be respected members of a group. Effective group membership is essential to establishing positive learning environments where collaboration, meaningful student interaction, class cohesion, and individual motivation are valued. I refer to this as a community of learners—a classroom that celebrates all its members and provides a supportive, inspirational, and motivational environment. Composed of four elements, a community of learners…

- Celebrates student events and accomplishments.
- Provides success for all.
- Celebrates humor.
- Has a fair, purposeful classroom structure.

A community of learners can be established in any classroom. Here are some ideas for turning your classroom into a community of learners:

- **Take time for student interaction.** Student interaction and sharing enhances instructional time and prepares students to function more effectively as a body of learners. We must recognize the importance of these dynamics and find ways to celebrate student life.

- **Spend time at the beginning of the year talking about guidelines students find in their homes.** Draw parallels from the home as a learning environment to being a family of learners in the classroom.
• Celebrate the accomplishments that make a group cohesive. Recognize the work of cooperative groups, inform the class about its accomplishments over time, and inform students about the goals they're attaining.

• Use a morning meeting to foster an atmosphere of trust and respect. A meeting in which students feel safe to take risks is necessary for learning. During these morning meetings, students and the teacher gather in a circle for 10 to 15 minutes and greet one another in a personal way, listen and respond to one another's news, practice academic and social skills, and share appropriate news and announcements.

• Provide numerous opportunities for students to share their accomplishments with the class and the class to share their achievements with the larger school community. Use skits, plays, readers theater productions, library displays, bulletin boards, a class newspaper or newsletter, or other media to promote the efforts of the whole classroom.

2.10 Teacher-Taste Strategies to Increase Students' Motivation

-Young learners fulfill the expectations that the adults around them communicate. This does not mean that every student will score 100% on every test we write. It does mean that if you communicate to a child that he or she is failure, he or she will fail. If you communicate to that same child that he or she will succeed; you will often find that that is the outcome. With every opportunity, encourage your students that they are making progress in their language learning. Point out to them the areas in which you see progress and improvement. For areas in which a student struggles, try to portray a picture of what success will look like. Encouraging your students to visualize their success will aid them in accomplishing those goals you set before them.
- Making sure you are teaching to all the learning styles in your classrooms is another way to motivate your students. It is unrealistic to expect an auditory learner to be successful and motivated if her sole instruction comes from reading a textbook. Likewise, a kinesthetic learner will be frustrated listening to his teacher lecture class after class. Make sure, as you plan your lessons, that you are teaching to all the learning styles in your classroom. If you do, you will engage students who might otherwise struggle to pay attention in class.

When a student disengages from class, it is a good opportunity for the teacher to notice what methods you are using in class. Although some practices may be fine for most students, timed tests, independent learning time, self checking methods, for example, there will be students who not only do not connect with these methods but who suffer negatively when you use them in your classroom. If a student begins to disengage, be aware of the methods you are using and look for patterns. Though it is difficult to meet every need of a classroom full of language learners, you can take pains to avoid certain methods when it is possible to help certain students perform better in class. This will also help you be intentional about using a variety of methods with your class further engaging all of them.

-Sometimes motivating students is as easy as changing the material you are using. For most teachers, the school chooses a curriculum that they expect each teacher to follow in his or her classes. Even when this is the case, it does not mean that you cannot bring additional resources to class. Sometimes students are turned off by the style or approach of certain curriculum authors. Bringing a different perspective into the class will reengage your students who are turned off by your current materials. In
addition, it will challenge those who are already seeing success from the assigned curriculum.

-Varying your environment can also be just the thing a reluctant student needs to find fresh motivation. Field trips are always a great way to learn in a practical setting, but even if that is not possible, take your class outside for today's lesson. Your students may also benefit from a class meeting in the library or in another classroom. You can still meet your daily class goals even if you take your class beyond the classroom walls. Try setting your students to research at the library, observe another class, or listen to native speakers in a public area. There is always language to be learned, so meet your listening, speaking, and reading goals outside the confinement of students' tables.

-Providing students with accountability is an important element of being a teacher. Without the idea of a deadline and a grade, many students would never have the self-motivation that is required to successfully learn a language. Be clear with your students when you tell them your expectations. Make sure they know the deadline for a project’s completion and what standards you will use to assess that project. You may also consider contracting grades with your students who are at more advanced levels. When you contract grades, your students sign a contract which outlines the requirements to receive an a and a b. Do not give options for lower grades. The student selects which grade he or she will receive in the class and then must complete those requirements satisfactorily. From the start of class, your students know what they need to accomplish, and they know that their success is completely dependent upon themselves. This will get them to be self motivated learners and help them engage themselves in the learning process.
-Have you ever seen a child, or perhaps you have one, who is angelic when in public and a terror at home? Some young people have similar behavior patterns when it comes to the classroom. For you they misbehave repeatedly, but a substitute teacher would never know it. You can break them out of this pattern by bringing outside influences into your classroom. Invite a guest speaker or trade classes for a period with a fellow teacher. The change in style and authority, even for a short period, may be enough to spark some motivation in your students who have become accustomed to your teaching style and expectations.

-Competition is a great way to motivate students. We do not suggest posting grades publicly or otherwise embarrassing your students, but there are many ways to foster a friendly spirit of competition in your class. Games are fun for reviewing and they motivate and engage students. You can also group your class into teams and set them to a challenge. Who can collect the most authentic examples of the grammatical structure you are currently studying? Which team can write the most entertaining skit with this week’s vocabulary words? Whatever you are studying, there is some way to add some competition to the mix.

-One never fail motivational method you can use with your students is giving rewards. Tell your students that if everyone in class earns an 80% or higher on a test you will have a pizza party. Tell them that with successful completion of the class novel you will spend a day to watch the movie together. Even something as little as a sticker on a teenager’s paper can be enough to spark some giggles and winks but with it some fresh motivation. Design your rewards to your students’ personalities, and tell them what your plans are. Students look forward to even the simple pleasures that you can dole out on an ordinary day.
-Finally, though not as enjoyable as other techniques to motivate, consequences of certain actions can also be a motivator to students. Make your expectations clear, and communicate to your student what the consequences will be to certain behavior or work ethic. No one likes to be punished, but when positive reinforcement and lively change ups do not work, sometimes there has to be negative consequences to your student’s actions. Keep your students after school if you have to. Communicate with a child’s parents if possible and when necessary. Discipline should be a last resort motivator and only used sporadically.

2.12 Motivation in the ESL/EFL Classroom

Motivation has long been a major problem for most teachers of English as a Second Language (ESL) or as a foreign language not only in the Arab World but also elsewhere. Motivation in the ESL/EFL classroom is easily one of the most important factors as I'm sure most teachers would agree with me. The main reason I'm coming to this point of view is that most of our students have low motivation to learn English. In addition to that, while most of them have a vague sense that whether "English will be useful for my future" or not, they don't have a clear idea of what that means, nor is that a very strong motivator; it's too vague and too far off. The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of second language learning, William Littlewood (1987: 53) observes:

-In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he
perseveres. It is a complex phenomenon and includes many components: the individual’s drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on. These factors play a role in every kind of learning situation.

-“Student motivation is influenced by both internal and external factors that can start, sustain, intensify, or discourage behaviour” (Reeve, 1996). The teacher has to activate these motivational components in the students but that is the precise problem. How can it be done in every class everyday?

2.11.1 / Ways of motivating students in the classroom 1) - “Pair work” or “Group work”

- One of the successful ways, if the teacher is resourceful and skilful enough, to motivate his/her students to participate in the lesson is to use “pair work” or “Group work” appropriately. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all or both learners. In fact, learners can help each other while working on different types of tasks such as writing dialogues, interviews, drawing pictures and making comments about them, play roles, etc…

- Researches on Second Language Acquisition have shown that learners have differences in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally; a third other student can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their pears and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “Group work” can provide.
2.11.3 The seating of the students

-The way the students are seated in the classroom will often determine the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction, and I’ve seen many other cases where seating has been a crucial element in the success or failure of the lesson. The seating pattern you use may, in some cases, not be fully under your control – if for example the desks are fixed to the ground or the school has strict rules about not moving the furniture. Student numbers are also going to be an issue.

-I’ll talk about average size classes – anything from 6 to 25. Teachers have different preferences for seating arrangements – groups seated round small tables is often one choice. This is probably the best option for the larger classes in this range, but for smaller numbers and with adult or teenage students I think the horseshoe shape, which I find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow centre, students in a semicircle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end.

In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind:

a) Try and maximise eye contact.
-Both teacher to student and student to student. In full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop. This is the main reason I personally think the horseshoe shape to groups is better.

b) Make sure students are seated at a comfortable distance from each other.
- Make sure you don’t have one student sitting alone or outside the groups. Besides, try to leave a fair empty, but not so much a space because large distances between the students will tend to lead to a “muted” atmosphere, low pace, and less active student participation in the lesson.

c) Think in advance about how you will organise changing partners or changing groups.

- This is a stage of the lesson which can potentially descend into chaos if it’s not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place.

2.11.4 The Error Correction

- It is always asked whether we should correct all students’ errors, whenever they occur. The reasonable answer is that if we stop at every single error and treat it with no room for errors to take place, this will lead to a gap of communication and students will be too much afraid of making mistakes. Hence, due to being too much obsessed with making errors, students will be too much reluctant to participate. Thus, Teachers should be aware of when to correct errors and how to do that without any hurt and humiliation. In a learner-centered classroom, it should be better to correct errors, which students make unconsciously, whenever there is a gap of communication or when not treating the error will result in a misunderstanding of the idea expressed. Concerning the ways of how to correct errors, there are several techniques which the teacher, who is seen as the monitor, should choose from them according to the type of the error and task where the incorrect form of language occurs. Among these ways of correction we can state: self correction, peer correction and teacher correction.
2.11.5 Role play

- This is another technique to vary the pace the lesson and to respond to the fundamental notion of variety in teaching. Teachers are advised to use the role-play activity in order to motivate their students and to help the less motivated learners take part in the lesson. Besides, certain tasks in the student’s book are followed by a role-play activity where it becomes a necessity to undergo such an activity. As good examples of that we can state: the hide (item) and guessing game, dramatizing an interview of customer and shop assistant, doctor and patient conversation, etc…

2.11.6 Using realia, flash cards, Stories and songs in teaching

- Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc…Besides, they are very helpful in drawing especially beginners’ attention to follow and match new words to items. In addition, realia is an authentic material that helps the teacher to overcome classroom artificiality. Creating stories with the students is another way of developing speaking and writing skills. Actually, creating stories is grounded in the students’ ability to create a story from their personal experience. In creating stories some issues are revealed such as: a) fluency, b) whether the students have enough language to create the story, and c) accuracy.

- Teachers are able to demonstrate techniques of using songs in different ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teachers can elicit students’ ideas about the song through activities such as prediction, mind
maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and write their responses in an interesting manner. Students may write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teachers respond to this presentation and ask questions. Then, feedback is provided from the group.

2.11.7 Using audio visual material: cassette player, video, computer…

Since our schools are equipped with various audio visual materials such as cassette recorders, videos, computers, projectors, magic boards and many others, teachers should use these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, we should include a cassette player in a lesson based on listening, while we need to include a computer in any e-lesson or a lesson about designing a website or an internet page about your school. Whereas, we can use an overhead projector in presenting writing drafts for classroom correction or to read.

2.11.8 Using the L1 in the EFL/ESL classroom

Should we or shouldn’t we use the students’ first language (L1) in the classroom? This is one of the questions which most divides EFL/ESL teachers, whether they are for it or against it. The main argument against the use of the L1 in language teaching is that students will become dependent on it, and not even try to understand meaning from context and explanation, or express what they want to say within their limited command of the target language (L2). But there are other, historical reasons why the use of the students’ mother tongue went out of favour. Initially it was part of a reaction against the Grammar-Translation method, which had dominated late 19th
and early 20th century teaching, and which saw language learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

But, we can say that there are a few cases when we can resort to the student’s mother tongue such as- When there is a gap of communication or total misunderstanding, since it can prevent time being wasted on fruitless explanations and instructions, when it could be better spent on language practice.- It can be used contrastively to point out problem areas of grammar. For example, various course books, like Headway, now encourage students to translate model sentences into their own language in order to compare and contrast the grammar. It can be used with beginners, when students are trying to say something but having difficulty, they can say it in their own language and the teacher can reformulate it for them.- When students need to combine the two languages, for example in those lessons whose focus evolve around translation and interpreting.


2.12 Promoting Motivation in EFL Classrooms

Teachers cannot generate motivation successfully if certain conditions are not applied in language classes. There are three important variables in generating those conditions. They are “the teacher, the classroom atmosphere and the learner group with group norms” (Dörnyei, 2001, p. 31). Undoubtedly, the first most important variable in generating motivational condition is the teacher. The study conducted by Dörnyei and Csizer (1998), on 200 Hungarian teachers, revealed that teachers’ behavior was the most important tool for students’ motivation. Similar results were also found by different researchers in different cultures. For example, Al-Mahrooqi R.,
Shahid A. and Cofie C. (2012) conducted a research on Omani teachers of English and found the most important motivational strategy was the teacher behavior in the classroom. It shows that teachers’ behavior is the key feature for the students’ motivation and it plays a critical role for students’ engagement in classroom. Whatever a teacher does in the classroom can have influence on students’ motivation positively or negatively and that will affect their academic achievements. There are several teacher characteristics that can play a significant role on students’ motivation and academic achievements as well. One of them is the teacher enthusiasm. Enthusiastic teachers love what they do and it can be seen through their dedication, commitment and passion for teaching. American psychologist Csikszentmihalyi (1997) argues that students might find this dedication funny, but, in fact, they admire it. Dörnyei (2001) states that this enthusiasm later becomes infectious and causes students to have the same feeling towards the subject.

Therefore, it is imperative to share the reasons why you are so interested in the topic and to talk about the values attached to learning another language such as: enriching your knowledge, satisfaction and pragmatic gains another important teacher-based factor for generating motivational condition is caring about the students and showing that you are not there for salary. It’s very important that the students should feel that the teachers really care about them and they are ready to do everything so that their students can learn successfully. This can be done through several ways such as: showing personal interest in students’ personal issues, offering constant help, listening to their problems and showing concern or offering extra instructional programs when needed. However, if students feel that the teacher doesn’t care, in this case, even the most enthusiastic and passionate
students are likely to become demotivated and demoralized (Dörnyei, 2001). Moreover, Dörnyei (2001) argues that teachers should be available mentally and physically within the students’ reach. Although most teachers are overloaded and pressed for time, they can find extra time for their students by joining their students in lunch time, in the playground, by dedicating office hours to students or by giving e-mail and phone number for times when students need assistance. We have seen above that teachers’ behavior can play significant role for creating motivational conditions in the classroom. Therefore, it is important to create a classroom environment where trust and respect of learners are guaranteed (Allison J. and Halliwell S., 2002). Teachers can develop such respect and trust by being interested in learners’ personal matters, developing close ties and having warm personal interaction with the students. Such teachers are more likely to inspire the students in learning matters than those who have no personal interest in learners’ issues (Dörnyei, 2001). It is also important for the teacher to show high expectation about students’ achievements. In a study conducted by Rosenthal R. and Jacobson L. (1968), it was revealed that teachers who labeled students as “intellectual bloomers” showed significant difference in test scores whereas at the beginning of the experiment they were similar in every respect. Thus, if a teacher believes that his/her students can accomplish their learning objectives successfully, they will begin feeling in that way which will eventually yield good results. On the other hand, if you don’t have high expectation about your students’ achievements, they will probably feel it and produce low achievements. In other words, low expectations lead to low achievements. Therefore, having high expectation might lead to higher academic achievements. Another important characteristic of a teacher is always being in touch with students’ parents.
Good relationship with parents can be a powerful ally in student motivation. Brobhy (1987) argues that one of the best characteristics of a successful teacher is when he/she gets in touch with parents and keeps them informed about the students’ progress and involves them in decision making process. Parents always like such teachers since they care about their children’s success and they are always happy to see the teacher acting for the interest of their children. Gardner (1985) states that parents play a passive role in L2 learning. He further argues that this passive role can be very powerful when parents encourage academic process of their children. However, when the parents have negative attitudes towards the L2 community, this will cause children to lose their motivation to learn the target language. The relationship with parents might not apply in adult education in some cultures but in Iraqi culture, which is rather conservative, it has its effect even at university level. Pleasant and supportive classroom atmosphere is second basic motivational condition. In a language class, learners have difficulties producing even simple sentences when they focus on pronunciation, grammar and other linguistic contents at the same time. This might cause language anxiety in the classroom. Dörnyei (2001) states that students’ anxiety is the most powerful factor undermining their motivation and hindering language learning achievements. There is a consensus among researchers about the solution of this debilitating anxiety.

The solution is creating relaxed and supportive atmosphere in the classroom. Dörnyei (2007, :41) mentions three components of physiological environment of the classroom; “teacher’s rapport with the students, students’ relationship with each other and norm of tolerance”. In a tolerant classroom, students can take risks to communicate in the target language; since they feel safe from embarrassment and their mistakes won’t be laughed at and
criticized, where realizing mistakes is a natural part of learning. In such an atmosphere students are encouraged to express their ideas freely on different issues that will in turn increase their self-confidence and motivation. However, physical environment of the classroom is also a distinctive feature for language motivation (Dörnyei, Creating a motivationg classroom environment, 2007). The posters, flowers, display boards might serve for relaxed atmosphere in the classroom as well. The third basic motivational condition is related to creating a cohesive learner group with constructive group norms (Dörnyei, 2001). Many socio-psychological studies show that the group has a significant influence on the member’s behavior. A cohesive learner group is formed when learners stick together to provide support to each other. Because of the shared interest and responsibility in a cohesive class groups, group members encourage and support each other which makes the task more enjoyable and consequently leads to the improvement of students’ motivation.

2.12 Yon learners Motivational Strategies

To enhance students’ motivation, teachers try to use motivational strategies in the classroom. Motivational strategies are defined as the deliberate interventions used by teachers to initiate and maintain students’ motivation and protect it from distractions (Dörnyei Z. and Ushioda Z., 2011) However, there is a variety of motivational strategies which can be benefited from in the language learning classrooms. So, teachers may employ specific strategies from their experiences or from the researches that fit into their specific situations. For example, Schacter (1999) recommends employing technology in the classroom environment to motivate students to engage in the activities to be able to achieve learning goals, while other researchers recommend having good relationship with students to increase students’ motivation. Dörnyei Z. and Csizér K. (1998) recommend 10 commandments to be used by teachers to increase students’ motivation.
Thus, it’s the teacher’s responsibility to try to find strategies and adopt them or devise new ones to use in the classroom. Dörnyei (2001) states that at least there would be one among many strategies that will be effective in any case. Factors, that play a significant role in foreign language acquisition, along with the teachers’ motivational strategies, are teachers’ behavior, rapport with students, classroom environment and course materials. When external variables to motivate learners are insufficient, it would be better to direct our attention to psychological variables of motivation. Most of the time students are kept responsible for their own motivation with their interests and efforts. However, in this study we analyze students’ motivation from the teachers’ perspective, how to inspire learner motivation, how to keep them motivated and to point out possible strategies that would fit Iraqi context. In Iraqi universities there are distinctive challenges related to students’ motivation that are encountered by many English language teachers. Students normally learn English because it is the medium of instruction in Iraqi universities. Furthermore, there are other reasons that students learn English for such as: migration, better jobs, social media, the Internet, etc. The most important challenges, faced by EFL teachers in Iraq, are cultural and linguistic differences between the two cultures and languages which might damper learners’ motivation. Another important challenge is the political instability in the region. Since the Gulf War, political situation has never been stable which has had a great influence on the motivation of language learners. On the other hand, this issue might motivate some learners to learn English to seek refuge in English speaking countries. Taking into consideration aforementioned challenges it becomes teachers’ responsibility to motivate learners to achieve the learning objectives.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter is about the methods that used to investigate the importance of motivation, and strategies of data collection and instruments used as well as procedures, such as questionnaire of collecting data.

3.1 Methods of research
The methods used in this study are the descriptive and analytical in which the researcher exploits and explain the most important information about the problems of the study. methods participate in interpreting, analyzing and explaining the most important points about the research.

3.2 Population
The population of this study is the teachers of English in ELhassahies locality at secondary schools level. Some of them have (10) years experience in teaching English and their age about (25-60) female, male they are about (200) teachers.

3.3 Sample
The researcher, has selected (40) English language teacher from the total number of teacher (200).

3.4 Tools of Data Collection
The researcher has designed questionnaire and used as a tool to collect data to investigate motivation at a Basic schools level and displayed it to English language experts, the questionnaire consist of (14) items each item explains of an concern, with the problem of study and the research anticipate the items and the research anticipate the items will help in solving the problem.
3.5 Procedure

The questionnaire was designed and used as a tool to collect data to investigate motivating (EFL) Young learners at basic level. This questionnaire consist of a number of choices nearly (14) statement and (3) option given to respondents such as: agree, to some extent and disagree.

6 Reliability and Validity of the Questionnaire

To avoid the problematic aspect of the questionnaire such as poor wording, instruction and ambiguity, the questionnaire was submitted to educational and psychological experts some item has been slightly modified while other were reconstructed and restricted to remove the ambiguity and to make the statement quite clear for the respondents.

The study used statistical package for social to analyze the data which are collected. The researcher used person's correlation and the results below:

\[ r_{xy} = \frac{N(\Sigma XY) - (\Sigma X \Sigma Y)}{\sqrt{N(\Sigma X^2) - (\Sigma X)^2 \left[N(\Sigma Y^2) - (\Sigma Y)^2\right]}} \]

Where = correlation

R: Reliability of the test
N: number of all items in the test
X: odd scores
Y: even scores
\(\Sigma\): Sum
\[ R = \frac{2r}{1+r} \]

\[ Val = \sqrt{\text{reliability}} \]

Correlation = 0.69

\[ R = \frac{2 \times r}{1 + r} = \frac{2(0.69)}{1 + 0.69} = 0.82 \]

Reliability = 0.82
Val = $\sqrt{0.82}$  \hspace{1cm} \text{validity} = 0.90
CHAPTER FOUR
DATA ANALYSIS AND DISCUSSION

4.1 Introduction
In this chapter the research will analyze and discuss the data collected by the tool. The researcher has distributed a questionnaire to (40) English language teachers (secondary stage).

4.2 Analysis of the Questionnaire
To answer the questions of the study about the strategies to motivate EFL young learners in Hassheisa Locality, the frequency and percentages of each item of the questionnaire was calculated.

Table (4-1) The lack of motivation in the classroom is the responsibility of both teachers and learners.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>strongly agree</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>
From table (4-1) and fig(4-1), 12.5% teachers strongly agree 70% agree and 17.5% disagree. According to the result the statement is strongly supported since, 82.5% of teachers agree.

**Table (4-2) Motivation increase learner attention during the lesson.**

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>16</td>
<td>40.0</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>57.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Fig (4-2)**

From table (4-2) and fig (4-2) teachers who strongly agree are 2.5% teachers, those who agree are 57.5%, 40% disagree. So according to the results 60% percent of the teacher agree with the statement.
Table (4-3) A small personal word of encouragement in classroom is sufficient to motivate learners..

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>97.5</td>
</tr>
</tbody>
</table>

From table (4-3) and fig (4-3) teachers who strongly agree are 7.7%, those who agree are 79.5% and 12.5% disagree. According to the results teachers who agree are 86.2%. So the statement is reliable.
Table (4-4) Give learner opportunities to evaluate their own accomplishment

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>45.0</td>
</tr>
<tr>
<td>strongly agree</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-4) and fig (4-4) above teachers who strongly agree are 37.5%, those who agree are 45% and 17.5% disagree. According to the results 82.5% of the teachers agree. So the statement can be regarded true.
Table (4-5) Motivation will help students to deal with English as much easier than the other

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>strongly agree</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

![Graph showing the distribution of responses]

Fig (4-5)

From table (4-5) and fig(4-5) teachers who strongly agree are 10%, those who agree are 70% and 20% disagree. According to the results, teachers who agree are 80%, so the statement can be accepted.
Table (4-6) Employing technology in the classroom environment increasing students motivation

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>17.5</td>
<td>7</td>
</tr>
<tr>
<td>Agree</td>
<td>37.5</td>
<td>15</td>
</tr>
<tr>
<td>strongly agree</td>
<td>45.0</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>40</td>
</tr>
</tbody>
</table>

From table (4-6) and fig(4-6) teachers who strongly agree are 45%, those who agree are 37.5% and 17.5% are disagree. According to the results teachers who agree are 82.5%. So the statement is highly significant.
Table (4-7) Incompetent teachers use more attractive methods this will encourage students to pay too much attention in the lesson

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>55.0</td>
</tr>
<tr>
<td>strongly agree</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4-7)

From table (4-7) and fig(4-7) teachers who strongly agree are 32.5%, those who agree are 55% and 12.5% are disagree. According to the results teachers who agree are 82.5%. So the statement is given reliability.
Table (4-8) Competition is a great way to motivate students

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Agree</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4-8)

From table (4-8) and fig(4-8) teachers who strongly agree are 7.5% those who agree are 72.5 and 20% are disagree. According to the teachers who agree are 80%. So the statement could be relied on.
Table (4-9) Using realia, flash cards, Stories and songs in teaching enhancing students motivation

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4-9)

From tenable (4-9) and fig(4-9) teachers who strongly agree are 20%, those who agree are 62.5 and 17.5%, are disagree. According to the results teachers who agree 82.5%. So the statement can be counted on.
Table (4-10) Visual aids might increase pupils attentions and motivation

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Agree</td>
<td>30</td>
<td>75.0</td>
</tr>
<tr>
<td>strongly agree</td>
<td>2</td>
<td>5.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4-10)

From table (4-10) and fig(4-10) teachers who strongly agree are 5% those who agree are 7.5%, and 20% disagree. According to the results teacher who agree are 80%. So the statement is supported.
The lack of motivation makes student uncomfortable and unactive.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-11) and fig(4-11) teachers who strongly agree are 2.5%, those who agree are 77.5% and 20% disagree. According to the results teachers who agree are 80%. So the statement is significant.
Table (4-12) Teaching to all the learning styles in EFL classrooms is way to motivate young students

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagree</td>
<td>8</td>
<td>20.0</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>70.0</td>
</tr>
<tr>
<td>strongly agree</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Fig (4-12)

From table (4-12) and fig(4-12) teachers who strongly agree are 10%, those who agree are 70%, and 20% are disagree. According to the results teachers who agree are 80%. SO the statement can be adopted for measurement.
Table (4-13) Active activities promote learning and enhance students’ motivations

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
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<td>67.5</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>32.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From table (4-13) and fig(4-13) teachers who strongly agree are 0%, those who agree are 32.5%, and 67.5% are disagree. According to the results, teachers who disagree are 67.5%. So the statement is not supported.
Table (4-14) Teachers have a positive attitudes toward using some motivational strategies in classroom.

<table>
<thead>
<tr>
<th>Option</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>disagree</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>77.5</td>
</tr>
<tr>
<td>strongly agree</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Fig (4-14)

From table (4-14) and fig(4-14) teachers who strongly agree are 10%, those who agree are 77.5%, and 12.5% disagree. According to the results teachers who agree are 87.5%. So the statement can be accepted.
CHAPTER FIVE
CONCLUSION, FINDINGS AND
RECOMMENDATION

5.0 Introduction
This chapter is closely concerned with conclusion, findings and recommendations.

5.1 Conclusion
The process of teaching English foreign language will be under responsibility of both teachers and learners, the incompetence teachers encourage the students and use attractive methods to draw students' attention through the lesson and also students should take the learning process seriously to achieve the aims in the lesson. In this study the researcher come across strategies that delay the motivation of young learners during the process of learning. Above all the teachers play a great role in motivating and teaching process.

5.2 Findings of the Study
The Findings are taken from the analysis of the data:
1. The lack of motivation in the classroom is the responsibility of both teachers and learners.
2. To increase motivation among the learners’ this needs excellent designers of curriculum.
3. Employing technology in the classroom environment increasing students motivation.
4. Using regalia, flash cards, Stories and songs in teaching enhancing students motivation
5. teaching to all the learning styles in EFL classrooms is way to motivate young students
6. Smiling, enjoyment, entertainment are important Factors in the motivating student
7. Teachers’ behavior was the most important tool for students’ motivation.
8. Teachers have a positive attitudes toward using some motivational strategies in classroom

5.3 Recommendations
1. To motivate students during the classroom, a teacher should provide his learners with a tape to appeal them for lessons.
2. Visual aids should be consider by teachers when they teach young learners.
3. Teachers should use the simplified word when they want to discuss a paragraph or story.
4. Mutual respecting is a very important between teachers and learners inside the classroom.
5. Syllabus should be of incentive information to draw student attention
6. Teachers should use more attractive methods and techniques to encourage student attention.
7. Teacher should use ICT to motivate students during the lesson.
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Questionnaire

Dear, teacher

I would be grateful if you response to the following statements which are intended to collect data for a study under the title: "Strategies to Motivate Young Learners in EFL Classrooms"

Read the following statements carefully then tick (✓) your choice.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Strongly disagree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The lack of motivation in the classroom is the responsibility of both teachers and learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Motivation increase learner attention during the lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Smiling, enjoyment, entertainment are important Factors in the motivating students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Students revise to avoid any difficult in course and take easy one.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. English language courses have correlation with the students and their needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. incompetent teachers use more attractive methods this will encourage students to pay too much attention in the lesson

8. when English language is used in broadcast this will make English students so enthusiastic

9. teaching English language should be given and important part in educational process

10 to give students stimulating words and phrases will motivate them ask more about new expression in the language the language

11. The lack of motivation makes student uncomfortable and un active .

12. Teaching to all the learning styles in EFL classrooms is way to motivate young students

13. Active activities promote learning and enhance students motivations.

14. Motivation seem to be the major force of determining success in learning.