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RAISING LEARNER'S MOTIVATION THROUGH CLASSROOM MANAGEMENT

Case Study: Fourth Year Pupils Of Nacer saleh Middle school At El-zitouna –El-Tarf

Dissertation Submitted to the Department of English in Partial Fulfillment for the Requirements of Master Degree in Didactique *de l'Anglais*

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Declaration

This thesis is a presentation of our original research work. Wherever contributions of others are involved, every effort is made to indicate this clearly, with due reference to the literature, and acknowledgement of collaborative research and discussions.

The work was done under the guidance of Professor Khaldoun .A , at

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…….

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Date:…../ ……/ …….

Dedication

This work is lovingly dedicated to the most cherished people in my life : My Family ; My Mom , My Dadyand My soul mate Charaf for their endless Love , Care and Encouraging for life-long learning .Special thanks for my brother "Abdou" and my beautiful sisters "Latifa , Hanen ,Kamillia , Najat , Ibltissem " and for my angles "Akrem and Momen " .Also for all my friends Maissa , Imen , Kika , Selma ,asma and Karima for their endless patience and care .

Loubna

Thank You All

Dedication

This work is dedicated to my family ; my incredible father who is always by my side , my darling mother and my cherished sisters Imen , Samo , Houda and Nahla for their endless care, support and encouraging .

Special thanks for my friend and sister Loubna .

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Abstract

This study presents the findings of small scale classroom research carried out to investigate the effect of classroom management on learners' motivation . In Algeria, most EFL teachers face many problems and difficulties with middle school pupils, motivation one of the most significant problems and the most effective solution is implementing classroom management . Teachers who do not have the required skills to manage their classes "even though they may be the most inspiring and knowledgeable teachers" face great difficulties controlling unmotivated classes. Therefore, this study was an attempt to investigate the effect of classroom management on pupil's motivation and the suitable ways to raise it inside the EFL classroom. Moreover , a questionnaire was administered to teachers from the targeted middle school to figure out the frequently used classroom management techniques , to deepen understanding and the interpretation of the results . As expected the data revealed that "Nasser Saleh's pupils have a higher degree of self- efficacy and learning value toward English learning additionally they showed an implementation of their own active learning strategies besides of that mentioned in the questionnaire. Although they had difficulties with the English aspects , such as vocabulary structures and spelling were found to be in first place in terms of unmotivated factors. Based on the findings , recommendations and future research are provided . It is hoped that the results of this study could be of much benefit for developing teaching and learning English in El –Tarf middle schools .

Abstract in Arabic

تقدم هذه الدراسة نتائج بحوث الفصول الدراسية على نطاق صغير و دراسة تأثير الإدارة الصفية على تحفيز الطلاب . في الجزائر، معظم معلمي اللغة الانجليزية يواجهون العديد من المشاكل والصعوبات لتحفيز تلاميذ المدارس المتوسطة ، واحد من الحلول الأكثر أهمية هو استخدام تقنيات إدارة الصف الفعالة للمعلمين لإدارة الذين ليس لديهم المهارات اللازمة و تحسين نتائج صفوفهم . حتى المدرسين الأكثر إلهاما و زيادة للمعرفة يمكن ان يواجهوا صعوبات في التحكم في أهم الدوافع التي تحفز التلاميذ . وبالتالي، فإن هذه الدراسة محاولة لاستبيان تأثير الإدارة الصفية على دفع التلاميذ وإيجاد الطرق المناسبة لرفع معنوياتهم و تحفيزهم داخل صف اللغة الإنجليزية كلغة أجنبية. و منه تم استجواب خمسة مدرسين من المدرسة المتوسطة "نصر صالح " ، لتعميق فهم و تفسير النتائج . كشفت البيانات ان تلاميذ هذه المتوسطة لديهم درجة عالية من الكفاءة الذاتية و إرادة لتعلم اللغة الإنجليزية بالإضافة إلى أنها أظهرت انهم ينفذون استراتيجيات التعلم النشط الخاصة بهم إلى جانب تلك المذكورة في الاستبيان. على الرغم من أنهم واجهوا صعوبات في جوانب من اللغة الإنجليزية ، مثل الهياكل ، المفردات والكتابة وهذه قد تكون في المقام الأول عوامل تحبط انطلاقهم نحو التمكن من اللغة الانجليزية . واستنادا إلى النتائج والاقتراحات نأمل أن تكون نتائج هذه الدراسة ذات فائدة لتطوير تعليم وتعلم اللغة الإنجليزية في متوسطات مدينة الطارف .

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List of Abbreviations and Acronymes

EFL : English as Foreign Language .

ESL : English as Second Language .

L1 : First Language .

TESOL : Teaching English to Students of Other Languages .

General Introduction

1- The Background of the Study

An examination of the history of motivation reveals that the significance of the motivation construct was acknowledged in the 1940's and the 1950's , when interpretation problems plagued the study of goal achievement .Educational researchers who wanted to include this seemingly clear construct into their models of learning and instruction soon discovered that it is a blanket term which refers to a variety of interrelated self –perception and affects , including outcome expectations, self-efficacy , pupil's learning values and their active learning strategies which create and maintain appropriate behavior of pupils in the classroom settings . The purpose of implementing classroom management strategies is to enhance prosaically behavior and increase pupil's academic engagement .Effective classroom management principals work across almost all subject areas and grade levels. When using a tiered model in which school wide support is provided at the universal level, classroom behavior management programs have shown to be effective for 80 to 85 percent of all learners . More intensive programs may be needed for some learners.

2- Statement of the Problem

The learners' motivation is of a crucial importance, it involves the learners' stimulus , the teacher's role and the different management techniques used to raise learners' motivation .this study investigate the integrative and instrumental motivation for learning English especially in beginning stages i.e. in the middle school .

3- The Aim of the Study

The aim of this study is to figure out the effectiveness of implementing the different classroom management techniques and to what extent it can help pupils raise their motivation, because motivation is the key component of success.

4- The Research Questions

During this study many questions were raised:

- What techniques are applied by the EFL teachers?
- To what extent is classroom management beneficial to raise learners' motivation?
- What are the significant learning values and the active learning strategies acquired and used by pupils during the English learning process?
- How confident are the English teachers of NACER SALEH's middle school in managing classroom behavior , planning and provide support ?
- How useful is working with parents on the pupils' achievement and on the school community?

5- Hypothesis

- It has been hypothesized that if teachers are aware of the importance of classroom management, learner's motivation will be raised.

6- The Method

The data was quantitatively and qualitatively analyzed following Berg's piece of advice "Researchers must ensure the rights, privacy and welfare of the people and communities that form the focus of their studies "(p. 39) .Adopting mixed methods in this research enabled the researchers to get rich data about motivation and classroom management as each method could enhance the other . The sample chosen for this study are fourth year pupils at NACER

SALEH'S middle school studying English as foreign language, from which a group of ten pupils were chosen to participate in the interview .Their age was between 14-16 years old. The data collected was throughout the academic year 2015-2016.

In this study two questionnaires were administered; one for the teachers and the other for the pupils (Appendix A and B) to collect the adequate information on pupils and teacher's profiles using open-ended and closed-ended questions. The pupil's questionnaire is composed of three parts; the first part is about pupils' self-efficacy, the second is about the pupils' active learning strategies and the last part is about their learning values .this questionnaire has been submitted to 30 pupil from the 4th grade in Nacer Saleh's middle school .

The second questionnaire was designed for teachers (Appendix B), it was about teachers' classroom management techniques .the statements described the teachers' confidence in managing class behavior also their frequency and usefulness about specific teaching techniques. In addition , this questionnaire was administered to five EFL teachers at Nacer Saleh middle school .The teachers questionnaire covers the relationship between teachers and parents and how often they work together .However, the last part covers the teachers ' planning and support they provide for the school community .

To support the questionnaires' results, an interview was conducted to a group of ten pupils who were from the same targeted population. This interview concludes the pupil's opinions.

7- The Structure of the Study

This research work is divided into four chapters; chapter one dealt with classroom management definition, its skills and strategies, the role of the teacher was of a major concern, then the importance of classroom management along with the main areas in managing the classroom. However, chapter two is about learners' motivation. Starting with its

definition , then the main theories about motivation , also discussing motivation in the EFL classroom was important to mention , along with its main and different facets .Chapter three is about defining motivation within classroom management , then its importance and what management techniques and strategies are implemented to raise pupil's motivation, closing up with significant activities that helps the teachers to enhance the pupils' learning level .

The last part represents the practical part which dealt with the analyses and interpretations of the questionnaires and the interview conducted in this study. Finally, summing up with the research limitations, suggestions and recommendations then the general conclusion of this study .

Introduction

Teaching teenager learners may be challenging, rewarding, and even surprising since teenager learners tend to have boundless physical energy and awareness. A challenging part of teaching is copying with many unexpected events that occur in the classroom each day. Many teachers feel deflated after their lessons since it is demanding to teach and control the learner‘s behavior at the same time.There are days when they have to deal with many unexpected moments and they find themselves being in desperate situations. Every teaching day poses new challenges. Without effective classroom management, teachers have little or no chance of teaching successfully since classroom management is considered one of the most important aspects of teaching and a significant part of classroom life. It is part of a process of organizing and conducting a class that includes time management, learners’ involvement, learners’engagement, and classroom communication.

This chapter focuses on a detailed description of classroom management; the backbone of an effective learning environment.

1.1- Classroom Management Definition :

Successful teaching often depends on the ability of the teacher to manage the classroom . Frequent occurrence of disciplinary problems in the classroom can have a considerable affect on the effectiveness of teaching and learning. Teachers are responsible for managing and monitoring student learning and therefore losing control of the classroom can be one of the most frustrating experiences for them.

Classroom management is considered an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in a student's learning success.

Classroom management is connected to a process of organizing and conducting a class that includes time management, students' involvement, student engagement, and classroom communication. Classroom management is also defined as the process of creating a democratic community and managing a successful class (Lemlech 1999, p.14). Dewey claims that classroom represents a real life and that the child performs the fundamental activities of our civilization. Individuals must share common aids, beliefs, aspirations, and knowledge to form a community (as cited in Lemlech, 1990, p. 4). In 1999, Lemlech notes that, "the opposite of classroom order is anarchy, and neither students nor teachers can accomplish goals in anarchistic environments" (p.2).

According to Evertson (2007), learning in a chaotic classroom is difficult and may even be inhibited. Kean University (2009) research concludes the following:

Classroom management, as applied to teaching, involves everything that a teacher must do to carry out his/her teaching objectives. It includes preparation of plans and materials, structuring of activities into time blocks, direct teaching of skills and subject matter, grouping of pupils to provide for the most efficient use of teacher and pupil time, plans for transition periods --changing from one activity to another or from one place to another-- pupil involvement and motivation, and adequate control of pupil behavior. ("Classroom Management", para. 1) . Taken together, classroom management can be expressed simply as the anticipation of possible problems.

1.2- Classroom Management Skills and Strategies :

Teachers should have a mixture of abilities, skills, and talents to deal with their classes successfully. According to Rimm-Kaufman and Sawyer (2004), “teaching is an intensely psychological process and teachers’ ability to maintain a productive classroom environment, motivate students, and make decisions depend on their personal abilities” (p. 322). First, teachers should know themselves well. They should think about the language they introduce and the students they teach. Knowing something about students' backgrounds facilitates understanding their likes and interests, and then teachers can arouse students' interests. Underwood (1987) points out that “it is helpful to know something about your students’ backgrounds. Language classes give teachers many more opportunities to discover details about their students’ lives than most other classes” (p. 27). Building good relationships with the students ‘as groups, as well as individuals” is a key factor to classroom management.

Shub and DeWeerd (2006) point out that “teachers who devote the time and attention to establishing a strong supportive connection with each of their students in the beginning of the year find they have fewer discipline and learning challenges” (p.4).They note that teachers need to understand better how to motivate their students, reach each students, and focus on the general classroom atmosphere. Ridnouer (2006) claims that “adolescent students like to be authorities over their own behavior, and they behave or misbehave to send whatever message they feel like sending at that moment” (p. 49). She suggests developing a positive relationship with students and they will usually change their misbehavior when the teacher points out its negative impact on the class. She argues that this technique is better than giving direct commands like “That’s enough” or “Wake up.”

Weinstein (2007) argues that “classroom management is fundamentally about interpersonal relationships—about connecting with students, conveying a sense of caring, and building community” (p. xix). She points out that, for sure, there are specific classroom management strategies to be learned and implemented, but effective classroom management requires positive teacher-student and student-student relationships. She maintains that “when students perceive their teachers to be supportive and caring, they are more likely to engage in cooperative, responsible behavior and adhere to classroom rules and norms” (p. 7)

Fostering positive attitudes is not only at the beginning. Sometimes students need new ways of motivation. Underwood (1987) points out that when students feel that they are not making any progress, teachers need to find new ways of motivating them. She adds, “It is the skill and enthusiasm of the teacher which will be the most important factor in keeping students motivated” (p. 32).

Some teachers tend to focus on one particular area of the class, although they do not realize it. This area may be the place where very good students sit. It may be the front, or the area by the window. This tendency of some teachers to consider one area of the class more than other areas may lead to some problems concerning classroom management. If some students feel that they are neglected, they may behave irresponsible, so teachers should make sure that they consider all students in the class

. Underwood (1987) points out that “teachers need ways of ensuring that every student gets a fair share of turns at asking or responding or whatever, without all the rest of the class losing interest” (p. 41). She suggests some ways of ensuring all the students like using the class register list, thinking of the class as a set of lines and rows and addressing a question to a person from each line/row in turn, and inviting the one who answers to name the person who will answer the next question. Creating

a relaxing classroom environment is one of the most important points that leads to successful classroom management. Snyder (1998) maintains, “The classroom created by the teacher is a major factor in classroom management success” (p. 39). Syed (2003) points out that teachers in the Emirates face many challenges because of the rapid development of education, and one of these challenges is students' motivation. Most students nowadays in general and UAE students in particular, need special treatment. These students need classroom management strategies that create a caring and respectful environment that supports learning. Weinstein (2007) points out that we now distinguish between discipline— responding to inappropriate behavior—and classroom management—ways of creating a caring and relaxing environment that encourages learning.

1.3- Classroom Management and the Teacher :

Teachers play a pivotal role in classroom management and therefore they are responsible for creating a well-organized classroom in which students can succeed. However, an effective classroom environment does not appear out of nowhere. Teachers have to invest a great deal of time and effort in creating it.

According to Scrivener (2005), teachers are required to have “certain organizational skills and techniques” in managing multitude of tasks and situations that can occur at any time in the classroom (p. 79). Teachers are also presented as leaders who influence their students, and who need “self-confidence, self-respect, status, and a controlled professional life and classroom environment” (Lemlech, 1999, p. xiv).

Scrivener makes a very valid point when he says that teachers have to “be able to look at and read classroom events as they occur and think of possible options” (2005,

p. 80). After finding these options, there is then time to make suitable decisions and "turn them into effective and efficient actions" (Scrivener, 2005, p. 80).

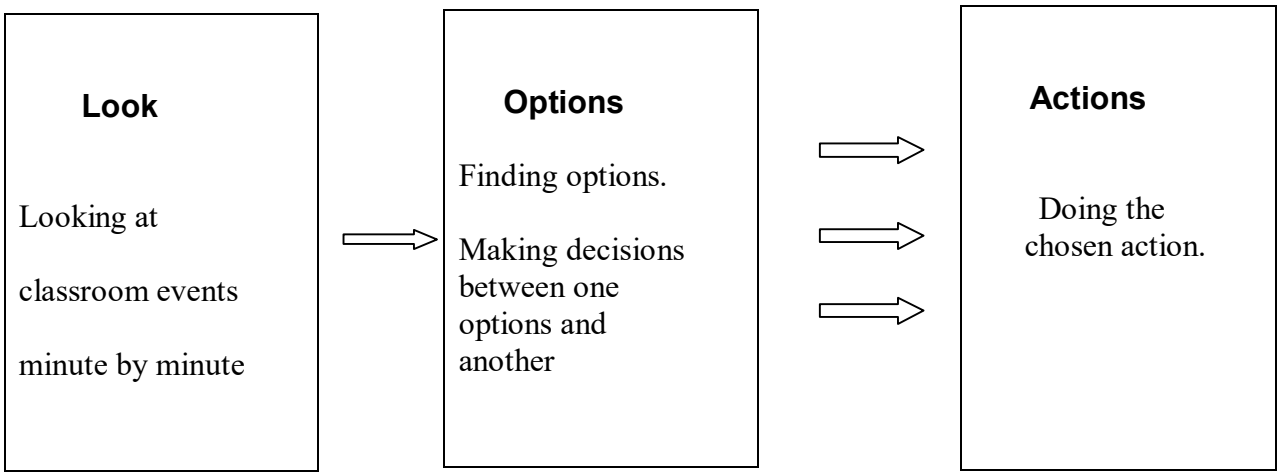

Figure 1: Basic skills of classroom management.
This figure illustrates the basic skills of C

Lemlech (1999) states the following:

The teacher needs not only a "bag of tricks" for the unplanned time that suddenly materializes but also group process skills (for working with students and other adults) and management techniques (for dealing with people, equipment, supplies, actions, and inaction). (p.7).

The development of a quality relationship between teachers and their students, good communication, and keeping children on task are the key components that affect success in classroom management, and if teachers are able to run the classroom in an effective way, it helps children to be successful in their learning (Evertson, 2007). Along with these facts, Lemlech notes that, "the key to successful classroom management is preplanning" (1999, p. 7).

Knowing and understanding the learner is a significant part of developing relationships and teachers who have high-quality relationship with students have

fewer discipline problems than teachers who do not. It is essential that teachers find ways of developing relationships with all their students and building a sense of community in the classroom. Gower, Phillips and Walters (2008) emphasize that teachers have to consider the balance between being friendly and maintaining discipline (p. 21).

1.4 - The Importance of Classroom Management

Teaching is a very complex task as it has a lot of dimensions and challenges. One of the biggest challenges that teachers face is classroom management. It is difficult for teachers, particularly novice ones. Concerning English language teaching, Underwood (1987) states that "being a fluent, accurate English speaker is a great help, but this alone does not make you into a successful teacher" (p. 7). There are other areas of skills that are of crucial importance to teachers. Wragg (2003) states that "there are certain skills that teachers possess that are of paramount importance and class management is one of those areas" (p. 2). In order to teach, teachers must have control over their classroom. Marzano (2003) states that "effective teaching and learning cannot take place in a poorly managed class" (p. 6). If teachers teach without establishing control, then the quality of teaching will suffer. Therefore, there is a hidden area of successful teaching. This secret is in classroom management. According to Wragg (2003), "For many years researchers and teachers themselves have tried to find the secrets of successful teaching".Without the ability to manage a group effectively, any other qualities teachers have may be neutralized" (p. 12).

Hence, successful class management is one of the most important strategies that lead to successful language classes. Some literature indicates that there is a close relation between classroom management and culture. Crookes (2003) points out that

"some aspects of classroom management may be quite culture-dependent" (p. 141). Some management problems may arise due to some cultural issues. The culture of both students and teachers may affect classroom management problems and strategies. He points out that teachers may find a need to reevaluate their skills once they begin to deal with groups of different levels of motivation and cultural backgrounds.

Experienced ESL/EFL teachers need a thorough understanding of students' culture as this culture may affect students' behaviour in language classroom. Crookes (2003) discusses the relation between classroom management and culture. He points out that "some classroom management problems … may also arise due to classroom expectations from the students' culture being unfulfilled in the host ESL culture". Obviously, we cannot separate classroom management from other learning activities. Snyder (1998), for instance, states that "classroom management is not a separate process divorced from the daily learning activities" (p. 37).

In addition, Zukas and Malcolm (2007) discuss some perspectives on teaching excellence in higher education and the role of the educator as a disciplinary actor; they claim that discipline is integral to pedagogy, as they are inseparable. Classroom management is seen by many stakeholders as a measure of a teacher's success. Tassell (2004) points out that administrators are happy if the teacher never sends a student to the social worker or the office and consider this as proof that the teacher is in control and doing a good job.

1.5 - The Main Areas of Classroom Management:

This subchapter provides a brief overview of the main areas of classroom management. This group of defined skills and techniques assists teachers in dealing

effectively with a range of student behavior. Classroom management skills consist of rules and procedures that help run classrooms smoothly (Lemlech, 1999, p. x). It is vital that teachers establish effective classroom management strategies to use in their classrooms, so that children are keen on learning (Evertson, 2007). A clear description of common classroom management areas is given by Scrivener (2005):

1.5.1 - Grouping and seating:

Forming groupings. Arranging and rearranging seating.

Deciding where you will stand or sit. Reforming class as a whole group after activities.

1.5.2 - Activities: Sequencing activities. Setting up activities. Giving instructions. Monitoring activities. Timing activities. Bringing activities to an end.

1.5.3 - Authority: Gathering and holding attention. Deciding who does what. Establishing or relinquishing authority as appropriate. Getting someone to do something.

1.5.4 - Critical moments: Starting the lesson. Dealing with unexpected problems. Maintaining appropriate discipline. Finishing the lesson.

1.5.5 - Tools and techniques: Using the board and other classroom equipment or aids. Using gestures to help clarity of instructions and explanations. Speaking clearly at an appropriate volume and speed. Use of silence. Grading complexity of language. Grading quantity of language.

1.5.6 - Working with people: Spreading your attention evenly and appropriately. Using intuition to gauge what students are feeling. Eliciting honest feedback from students. Really listening to students (pp. 79-80). Some of these areas

and various techniques for organizing and managing the class will be discussed in greater detail in the following subchapters.

1.5.1- Grouping and Seating:

Changing the room's physical layout may make the classroom a more attractive place to study since it may also make cooperative work easier, revitalize fatigued students, reduce stress within the classroom and facilitate learning.

For each activity teachers undertake in class, they should consider what grouping, seating and standing arrangements are most suitable. It is difficult for students and especially for young learners to sit still for a long time. It is essential to include activities that involve some movement. However, teachers should be aware of a constant movement every five minutes which might be, for most students, uncomfortable (Scrivener, 2005, p. 87).

The organization of the classroom is of great importance. In the past in many classrooms, desks were arranged in neat rows facing the teacher‟s desk. This traditional way of organization limited student interaction and made group activities more challenging. Luckily, these days are gone and teachers are more imaginative in setting the classroom. However, placing tables in orderly rows still occurs in classrooms, particularly in college and upper elementary through to high school settings. There are a number of approaches to seating arrangements in the classroom. Harmer (1998) suggests the following types of seating:

- Orderly rows: when the students sit in rows in the classroom, there are obvious

advantages. It means that the teacher has a clear view of all the students and the students can all see the teacher. It makes lecturing easier; enabling the teacher to maintain eye contact with the people he or she is talking to. Orderly rows imply

teachers working with the whole class. Some activities are especially suited to this kind of organization: explaining a grammar point, watching a video, using a board etc.

- Circles and horseshoe:

In a horseshoe, the teacher will probably be at the open end of arrangement since that may well be where the board, overhead projector or tape recorder are situated. In a circle, the teacher‟s position – where the board is situated is less dominating. Classes which are arranged in a circle make quite a strong statement about what the teacher and the students believe in. With all the people sitting in a circle, there is a far greater feeling of equality – the teacher has a much greater opportunity to get close to the students.

- Separate tables:

When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in the other arrangements.

However, this arrangement is not without its own problems. Primarily, students may not always want to be with the same colleagues, indeed their preferences may change over time. Secondly, it makes “whole-class” teaching more difficult, since the students are more diffuse and separated (pp. 19-20).

Scrivener (2005) states that changing students‟ arrangements has many advantages and help students cooperate with different people. He also agrees that in a circle or a horseshoe there is a much greater sense of equality and it increases student interaction. Moreover, in these seating arrangements weaker students have less chance of hiding themselves and therefore the stronger students dominate less (pp.87-88).

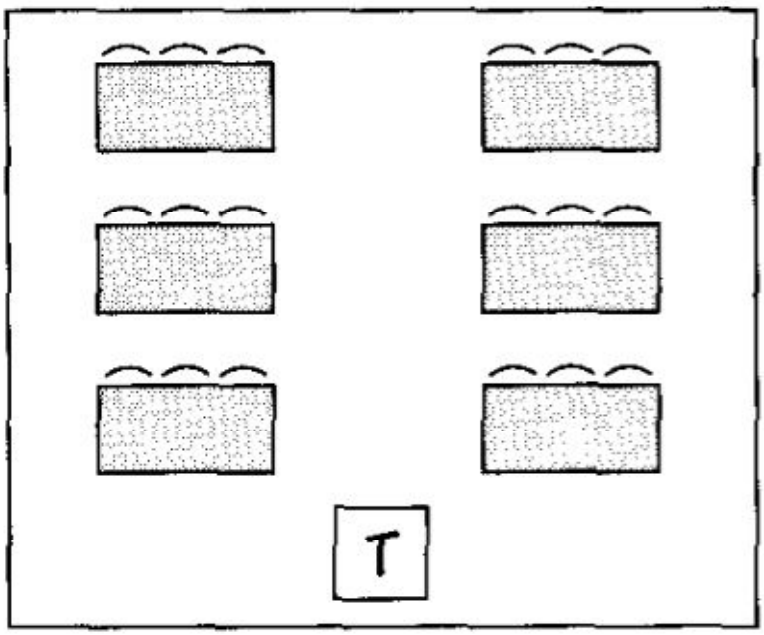

Figure 2*:* Traditional row-based seating plan. (source: Scrivener, 2005, p. 88)

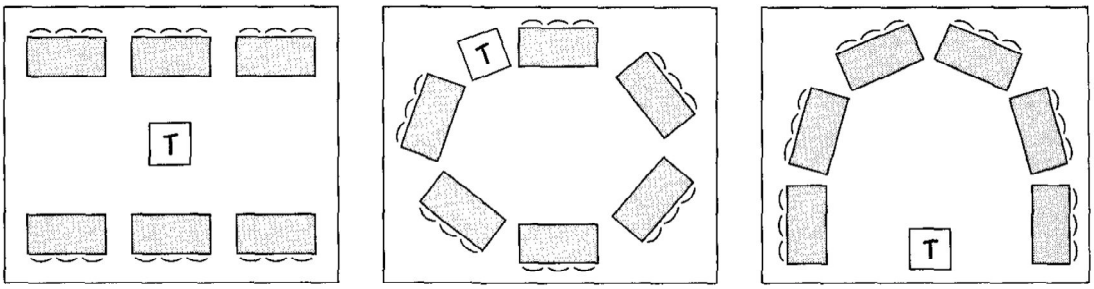

Figure 3: Alternative seating plans. (source: Scrivener, 2005, p. 88).

Although there are many ways of arranging classroom seating, most teachers agree, and the author is of the same opinion, that there is no universal correct room organization. Pitner further adds that "the best arrangement is one that fits the teacher's style, fits the classroom dimensions, and feels comfortable to the students" (2013).

Another important factor which is related to seating arrangement is the teacher's and students" mobility. Generally, a teacher moving around the classroom is more alert and is able to organize the classroom events more effectively (Lemlech, 1999, p.20).Walking around the classroom helps teachers motivate students to participate in

classroom activities and it also helps maintain attention and discipline.

However, Gower, Phillips and Walters (2008) point out that too much movement from the teacher might distract students (p. 25). An important point to remember is that students ,especially young learners, should also be allowed to move around in order to do more active work and to enable cooperation with others.

- Giving instructions and monitoring:

Giving the right instruction is one of the most difficult and challenging things in managing a successful learning environment. Instructions which may seem to be clear to teachers may cause unnecessary confusion for students and may affect students‟ behavior, particularly young learners‟ behavior. According to Lemlech (1999), "students want and need to know what, how, and why." It means that students must understand what teachers want them to do (p. 11). To make instructions effective, it is essential to get the students‟ attention. Teachers can use different signals to draw attention; such as clapping their hands, raising their voice, ringing a bell or raising their 16 hand. Another step is to make eye contact with as many students as possible and show an established gesture that indicates the teacher's intention to speak(Scrivener, 2005,p.92). Teachers should not start their explanation until everyone is listening and watching them (Gower, Phillips & Walters, 2008, p. 40).

Harmer points out that instructions should be as simple as possible and logical (1998, p. 4). Scrivener also suggests using short sentences and involving a demonstration of the instructions. Using wordy instructions, especially in young learners‟ classes, are ineffective and may cause disruption and interruptions (2005, pp. 90-91).

Before starting an activity it is extremely important for teachers to check that

students have understood the instructions to avoid uncertainty and confusion (Lemlech,1999, p.14).Scrivener makes a good point when he states that students should not be asked useless questions such as “Do you understand”, as most of students will not admit to it, even if they do not. Therefore, a more effective method is to ask a few students to repeat back the instructions or get someone to demonstrate the activity. If students do not understand the instructions, thereafter rephrasing is essential (2005, p.106).When students are engaged in an activity, teachers need to make sure that students are doing the task which they were asked to do. In spite of giving clear instructions, students may have difficulties in following them. Hence, teachers should walk around the classroom and monitor if the activities are staying on-plan (Scrivener,2005, p. 93).

Monitoring is another classroom management technique. Gower, Phillips and Walters (2008) say that “monitoring is just as important a skill as teaching” (p. 49) According to Harmer, teachers should be interested in students‟ feelings and watch and listen to their students as carefully as possible in order to gain successful classroom management (1998, p. 16) Lemlech (1999) suggests three monitoring functions that affect classroom management:

1. Checking students‟ understanding of assignment instructions and of work- in progress.
2. Verifying short- and long-term accomplishments
3. Checking upon student behavior (p. 21)

Apart from a teacher’s monitoring, there are possibilities for self and peer monitoring. Whilst self-monitoring involves training in self-correction, peer-monitoring 17and feedback can increase students‟ motivation. Monitoring students is

important because it maintains their understanding and progress and also “achieves the purpose of providing discipline in certain circumstances” (Darn, 2006).

- Timing:

Another important classroom-management tool and a crucial skill for teachers is effective time management. Lemlech (1999) points out that a teacher‟s ability for effective timing appears to be “instinctive in some teachers whilst others have to develop it” (p.23). Most experts agree that teachers should be aware of using time in their classes efficiently since effective timing is one of the essential keys to successful learning. Thus, it is vital that teachers need to be able to gain control over the activities they do, organize the classroom well, plan their lessons carefully and set realistic times for the completion of tasks. Good pacing minimizes the time spent on disruptions and disciplinary situations and helps keep the classroom running smoothly (“Time-on-Task”, 2010). Especially in young learners‟ classrooms, teachers should keep “the pace of the lesson fairly upbeat” (Thornbury, 2010). When planning the lesson, it is wise to consider using time-controlled activities such as group work, role-plays, individual presentations, etc. (McKenzie, 2006).

According to Scott and Ytreberg, teachers need to remember to keep activities around 5 and 10 minutes long for ages 5–7, and 10 to 15 minutes long for ages 8–10 (1990, p. 6). In addition, transitions from one activity to another need to be smooth enough for students to easily follow (McKenzie, 2006). Thornbury (2010) suggests that teachers should create routines that students recognize easily. Even though it may take some time to establish these routines, this act and also the ability of teachers to give specific, clear and understandable instructions, may save a lot of time by eliminating subsequent explanations, minimizes confusion and may avoid inefficient loss of lesson time (2010). Cohen, Manion and Morrison (2005) recommend not

spending too much time “on easy or trivial points” (p. 285). McKenzie (2006) points out that teachers should keep in mind hidden time demands such as administrative activities, setting up technical equipments or rearranging seating.

In the author’s experience, the majority of teachers struggle with a lack of time in their classrooms; however, at times, they may also find themselves in a situation with extra time left at the end of the lesson. In this case, teachers need to have some extra activities prepared to keep their class busy, since unplanned time at the end of a class may result in student boredom and disruption.

- Authority and setting rules:

All teachers, especially new ones, need to carry their authority well. Robertson says that, “teachers who want to establish their authority should behave as if they were already in authority” (as cited in Cohen, Manion & Morrison, 2005, p. 314). It is agreed that the best day to start to establish teacher authority is the first day of school when students pay particular attention to their own impression of the teacher. As a rule, authority is gained by respect (Walker, 2010). Gower, Phillips and Walters (2008) say that teachers gain respect if:

“...they are punctual, well prepared for the lesson, do what they say they are going to do, treat students consistently and fairly, try not to let personal feelings about individual students influence the way they treat them as members of the group, do not ignore problems, never make treats they are not able or prepared to carry out and never lose their temper” (pp.60- 61).Gaining respect and maintaining control over the classroom is an ongoing process which is closely connected with setting rules.

Concerning classroom management, Scott and Ytreberg (1990) state the following about young learners and rules:

They know that the world is governed by rules. They may not always understand the

rules, but they know that they are to be obeyed, and that rules help to nurture a feeling of security (p. 2). When teachers design classroom rules, they need to consider that the rules must be easy to understand and manageable. Students have to know what is or what is not acceptable. Setting correct rules helps create a predictable atmosphere that maintains classroom discipline, decreases disruptions and encourages children to use self-control (Davies, 2007). Cohen, Manion and Morrison (2005) say that "most rules are based on moral, personal, legal, safety and educational considerations" (p.295).

Webster (2010) highlights that rules should:

- be limited to 3-6 points,

-be stated in positive terms

-address multiple situations

-be age appropriate 19

The differences between effective and ineffective rules are illustrated in the table below:

Effective Rules Ineffective Rules

1. Give each assignment your best effort.

2. Work quietly when directed.

3. Take care of shared equipment.

4. No hitting.

1. Be good.

2. Do not bother others.

3. Practice good citizenship.

4. Behave appropriately at all times.

Effective Rules Ineffective Rules	Ineffective Rules
1. Give each assignment your best effort. 2. Work quietly when directed. 3. Take care of shared equipment. 4. No hitting.	1. Be good. 2. Do not bother others. 3. Practice good citizenship. 4. Behave appropriately at all times.

Table 01 : Examples of Effective and Ineffective Rules. (source: Helping Teachers Learn the Secrets of Successful Classroom, 1994).

Davies points out that it is a good idea to give the students the opportunity to develop the rules collaboratively with the teacher since students who participate in creating rules tend to understand them better and are more likely to adopt and follow them. Davies further claims that once the rules are established, then it is time to teach and learn them. It is wise, and the author‟s experience concurs, to present the rules visually in the classroom since displaying the rules on the wall or the board helps students to learn and follow them more easily.

However, it takes some time to implement the rules and they have to be learnt through concrete situations (2007). It is essential that the teacher shows students what will happen if they ignore the rules (Cohen, Manion & Morrison, 2005, p. 293). In addition, a teacher needs to maintain consistency when dealing with rules and punishment. According to Davies, logical consequences for broken rules need to be applied fairly and consistently and should be focused on helping children to learn from their own mistakes (2007). The rules need to be consistently enforced to ensure successful learning (Webster, 2010).

Even though establishing, monitoring, and consistently reinforcing classroom

rules have beneficial effects on classroom behavior, they need to be closely linked to other classroom-management tools.

- Holding and improving students' attention:

It is generally agreed and as previously stated; teachers should not start a new task or activity without getting the attention of all students in the class. Teachers can use 20 special signals to begin a new task such as ringing a bell, dropping their voice, flicking the light switch or clapping hands (Shelby, 2009). In young learners‟ classes, Gower,Phillips and Walters advise being consistent and using "the same set of words for the same instructions" such as "Everybody, Listen, Look, Repeat, Stand up, Look at the board..." (2008, p. 40).

Lemlech (1999) suggests seven steps to improve learners'attention:

1. Gain attention of all learners.
2. Motivate interest.
3. Teach (model, demonstrate) concept.
4. In order to maintain learners' attention, teacher ought to structure the lesson into short sessions.
5. Provide follow-up task assignment.
6. Monitor on-task behavior.
7. Evaluate and provide feedback (p.147).

If the learners are bored, they lose their interest and stop paying attention to the task and teacher. Therefore, one of the most important aspects is learners' motivation. Learner's enjoy doing things which "they can see the point of" (Harmer, 2007, p.102).

To break the monotony and attract learners' attention, teachers have to provide a variety of activities, pace, voice and organization (Scott and Ytreberg, 1990, p. 6).

The activities that work well are activities with action such as games, puzzles, songs, poems and chants and total physical response activities (Phillips, 1993, p.6-8). According to Harmer, teachers have to be flexible and they should be able to move onto the next activity when any signs of learners getting bored occurs (2007, p. 83). Holding and improving learners' attention is the sole responsibility of the teacher and it is a demanding job, particularly in young learners' classes since their attention spans are short and their ability to concentrate is limited.

- Voice and gestures:

Two kinds of messages are transmitted to learners when the teacher is speaking. Whilst the voice transfers verbal messages, gestures represent specific body movements. Most authors agree that the teacher's voice should be audible, use different qualities of their voices and need to take care of their voices since the voice is considered one of the most important and valuable instruments at their disposal in the 21management of teaching. The ways a teacher uses the tone, pace and volume of their voice has a great impact on their listeners. It means that varying the quality of voice is just as important as the actual words spoken. Therefore, choosing an inappropriate quality of voice may irritate students and may cause disruptive behavior (Harmer,1998, p.17).

When teaching, teachers should make sure that all learners, especially those sitting at the back of the classroom, can hear them. However it is not necessary to shout (Harmer, 1998, pp.16-17). Lemlech claims that if a teacher increases the volume of their voice, then the level of noise in the classroom also increases (1999, p. 146). When giving instructions or introducing a new task, it is advisable to drop the voice, slower the pace and adapt a tone of voice appropriate to the situation, to attract learners 'attention.

Varying the intonation and pace of the voice can help teachers generate enthusiasm and excitement in the classroom (Cohen, Manion & Morrison, 2005, p.284). According to Hendy, teachers need to face learners whenever they speak. This is especially true of young learners, as they need to be able to see the teacher's face as this makes it easier to hear (2005).

When teachers speak, they do not only use their voice, but they also use their hands to clarify and support their words. It is said that more than half of all human communication takes place non-verbally . Thus, gestures are a very beneficial form of non-verbal communication that reinforces the message and helps reduce unnecessary teacher talking time in the classroom and increase learners' understanding and participation during lessons. Teachers should use physical movement such as gestures and mime and facial expressions during their teaching to convey the meaning of language, reinforce information and increase pace. This is particularly essential in young learners' classrooms where long verbal explanations can be difficult and confusing (Gower, Phillips & Walters, 2008, p. 11). Scrivener suggests developing a set of gestures in order to avoid repeating basic instructions and to increase learners' talking time (2005, p. 95). It is believed that using gestures in the classroom can improve communication between the teacher and students and encourages s in learning (Davies, 2003). However, teachers should avoid unclear, ambiguous and excessive gestures. According to Gower, Phillips and Walters, gestures should have a focus (2008, p.13).

To sum up, both voice and gestures are beneficial tools of communication between teachers and pupils. They should not be separated and their role in assisting teachers in classroom management should not be underestimated.

- Praise and motivation :

Many teachers often use praise as a form of positive reinforcement for appropriate behavior and as a motivational tool (Lemlech, 1999, p. 16). When it comes to praising, many experts agree that less is better since too much praise particularly unwisely applied praise such as praising for trivial accomplishments or weak efforts, especially in young learners‟ classes, can lessen student's self-motivation and suppress a student's natural curiosity. Davies (2003) says that effective praise needs to be given sincerely and enthusiastically and should focus on the students‟ effort rather than on what was actually achieved.

Harmer claims, "praise is better than blame" (2007, p. 157). It is generally agreed that praise is more effective than punishment since punishment "does not address the causes of misbehavior, only the symptoms." Therefore, it is vital to work on a positive approach rather than on a negative one (Cohen, Manion & Morrison, 2005, pp. 305-308). Genuine, spontaneous and specific praise encourages positive self-esteem and acceptance of both self and among other students in the classroom. Moreover, truthful evaluation provides students with the opportunity to understand their strengths and weaknesses and to feel strong, confident and independent (Davies, 2003).

As for praise Lemlech (1999) advises the following:

- Praise authentic accomplishment
- Praise effort related to specific accomplishment(s)
- Help students relate success to effort and ability
- Identify especially what is praised and why it is praised (p.16)

As stated, praise may either enhance or undermine students‟ motivation. There are two basic types of motivation: intrinsic and extrinsic. While intrinsic motivation

arises from inside of the individual and refers to internal desire to learn which is typical of young learners, extrinsic motivation refers to engagement motivated by external rewards, such as grades. Some experts argue against the use of verbal praise since they23 claim that praise may damage intrinsic motivation of students.

Therefore, teacher should be aware of destroying the students‟ interest or enjoyment in learning (Lile, 2002). However, according to Harmer, “Teachers are not ultimately responsible for students‟ motivation” since real motivation occurs within each individual (1998, p. 8).

Conclusion :

To conclude, the literature introduces a number of classroom management theories. The humanistic approach suggests creating a warm, supportive environment and applying learner-centered techniques whereas, Assertive Discipline teaches learners to accept the consequences of their actions. The Solution-Focused Approach guides learners to have collaborative relationships with their teachers and makes 12 learners feel as if their teachers are on their side. A teacher can select a philosophical model of classroom management and discipline that can meet his/her environment.
In addition, successful teachers are often effective managers of classroom management.

Effective classroom management encourages positive social contact, creating a relaxing atmosphere, active engagement, and raising extrinsic and intrinsic motivation. Any learning community cannot be successful without order and discipline. Maintaining order in the classroom is an important part of classroom management as the pupil will focus on instructional tasks and there will be little disruption as well.

Much literature indicates the crucial importance of classroom management. Weinstein (2007), for instance, points out that classroom management has two main purposes: to establish and sustain an orderly environment so that learning can be effective and to enhance learners' social and emotional growth.

Introduction

The concept of motivation can be traced from ancient Greeks, Socrates, Plato and Aristotle ages. Plato believed in a hierarchy organized such as dietary component, the emotional and the rational. Aristotle, for more than twenty years continued to affirm the hierarchy spiritual. However he used different reforms which were different from his original belief. He believed in those dietary and emotional components are relevant to body and part of concept of motivation. They can prepare some sensors like growth, physical comfort (food) and some sensory experiences such as pain and pleasure (emotional). These two parts together were basis of irrational motivation force. The logic section was including all rational aspect of soul such as intellectual concept and some voluntary features. The ancient Greeks presumed three component, the body's desires, pleasures and pains (senses and efforts of will and spirit) in a hierarchical arrangement for the first theoretical justification of the motivational activities. In the modern era after the Renaissance, René Descartes distinguished between inactive and active aspects of motivation. Descartes believed in that body is inactive factor of motivation, while will is active factor of motivation. Body has a physical and mechanical nature with nutrition desires that answer to those desires by senses and physiological reflects to external environment. (If you wanted to understand physical motivations, physiological analysis must be used). The mind has mental, moral and intellectual nature which has purposefulness will, Descartes

devoted motivation exclusively to the will of man for a first time. He provided the first great theory of motivation for philosophers. Motivation is an intrinsic phenomenon that is affected by four factors: Situation (environment and external stimulus), Temperament (state and organism internal state), Goal (purpose of behavior and attitude) and Tool (tools to reach the target). People are motivated for achieving to the goals, necessities and instincts. With this motivation, people are motivated enough for successful completion of a task, gaining to a goal or access to a certain degree from competence in their job until they gain enough success in learning and academic achievement .

2-1-Conceptual Definition of Motivation

Motivation is defined as the impetus to create and sustain intentions and goal seeking acts (Ames & Ames, 1989). Oxford and Shearin (1994) defined motivation as a desire to achieve a goal combined with the energy to work toward the goal .

According to Alderman (2004) Motivation has frequently been described as having three psychological functions :

a) Energizing or activating behavior.

b) Direct behavior.

c) Regulating persistence of behavior.

These three functions can assist teachers to create motivation and students can be Motivation is very essential in learning languages, it is “what gets you going. Keeps

you going ,and determine where you are going to go"(Slavin ,2003:329) .In other words, motivation is a drive that helps one meet his/ her desired goals.

Motivation is fundamental in learning in the sense that it controls the student's Behavior.

2-2-Theories of Motivation:

Over the past decades theorists in an attempt to clarify the concept of motivation carried out numerous studies that showed various explanations "depending on the theory of human behavior you adopt"(Brown, 2001:13).

a) The Behaviorist Theory:

Behaviorist approached motivation in a scientific way in a sense that they carried out some experiments on animals to comprehend how humans are motivated to learn (Slavin,2003:140) .This perspective was influenced by Pavlov (classical conditioning),and mainly by Skinner (operant conditioning) ,for these scientists ,motivation is simply seen as "the anticipation reward" (Brown,2007:168) , they noted that reward acts as a reinforce in individuals. salvin (2003:144) defined a reinforce as "any consequence that strengthens a behavior" learners for example when feeling ambitions for a positive reinforcement push themselves to perform according to prior experience with reward (teachers praise) when giving a correct answer to win another positive comment (reward) .It is not worthy to note that behaviorists see that "our actions are at the mercy of external forces such as rewards"(Williams and Burden,1997:119**)**

b) The Cognitive Theory:

Unlike the behaviorist theory the cognitive view of motivation centers around" Individuals making decisions about their own actions" (Williams and Burden,

1997:119) that is to say individuals are in command of their acts ,they maybe decisions on their own in order to achieve the goals they traced. This view was influenced by many cognitive researchers who mapped out three main theories that are put here in plain words:

c) The Attribution Theory:

This theory that was developed by Bernard Weiner, aims at comprehending individuals' explanations to their success or failure in accomplishing a given task. It is worth reiterating that Weiner and others (Slavin, 2003, Dorngei.2001, Williams and Burden ,1997) have described the attribution theory in terms of four explanations for success and failure : ability , effort, the perceived difficulty of a task , and the luck. These are either internal or external, and controlled or uncontrolled The major assumption of this theory is that individuals usually try to uphold apositive self-image (Slavin, 2003, and Burder, 1995), thus , while they perform well in a given activity they relate their success to their own efforts or ability ,but when they fail they relate their failure to uncomfortable external factors (task difficulty and luck).

d) The Expectancy Theory:

Or what is called to the value theory was influenced by many psychologists by 1950's, the theory's main focus is" on the belief that people's efforts achieve their goals depending on their expectations of reward" (Salvin , 2006p:325) .

The four elements of attribution (Williams and Burden, 1997; p105)

Focus of Control

	Internal	**External**
Stable	**Ability**	**Task difficulty**
Unstable	**Effort**	**Luck**

Table 02 : Focus on Control

Learners with different goals are motivated if they believe that there is a positive relation between efforts, performance and reward.

(Salbind, 2008) suggested that motivation is made up of three major elements:"expectancy "that has to do with learners convictions about their pote ntials and expectations for success, «instrumentality" that means the link between success and reward, and "value or valence "which refers to valuating results of success "

Motivation (M) = Expectancy *Instrumentality * Valence

This formula can note that learners' motivation to achieve a given goal relates to their own certainty about their abilities and determinations for success , the reward they get when succeeding and the value that rests over success if any of the values is zero the equation is zero too (Huitt , 2001).

e) Self-Determination Theory:

This is a theory that was proposed by Eduard and Ryan , according to Sabin (2008:889) self-determination theory is " the experience of choice and endorsement of actions in which one is engaged " he noted that this theory is founded on three factors, autonomy, competence , and relatedness.

First, autonomy that indicates the compatibility that exists between one's deeds and emotions, in other words it is the degree of freedom by which students decide to perform a particular task.

Secondly, competence that means one's belief for how well she /he can perform a task .Then, it signifies the need of belonging to a particular group, and the need to uphold strong relationships within this group.

f) Achievement Motivation theory :

This theory was influenced by many theorists mainly Atkinson (1964), the essence of this theory was represented in the concept of the differences of individuals' need to achieve. Scholars have assumed that the differences between students' needs to achieve had a significant inference for their learning experiences (Williams and Burden 1997) .They distinguished two major factors dominating achievement motivation; need for achievement (The desire or the drive that thrust students to succeed),and fear of failure(The desire to avoid approaching the task fearing to fail). Salkind (2008;690) noted that early theorist explained the need for achievement in terms of implicit and explicit motives .

g) Enhancing Motivation:

a) Intrinsic Motivation :

Slavin (2006; 336) affirms that " classroom instruction should enhance intrinsic motivation as much as possible "that is to say , teachers should do their best when, giving the lecture in a way to gain the students' attraction and inquired about it. Slavin(2006) believed that " arousing interest "in the students is of vital importance , he assumed that teachers should emphasize the lecture's important role in our daily life or by giving them the opportunity to choose how to study it (in pairs or in groups). Moreover, teachers ought "to maintain the students' curiosity"; language teachers should form now and then, use idiomatic expressions or proverbs in this context and not in another .In addition to that , teachers are asked to "use a variety of interesting presentation modes " this means , using songs , films , guest speakers, demonstrations,

computers, language games , role plays; furthermore, teachers should “help students set their own goals “ trough encouraging them to work firmer to reach the aims they set.

b) Extrinsic Motivation:

Enhancing intrinsic motivation in learners is very essential, yet teachers should at the sometime provide them with extrinsic incentives. Slavin (2005, 348) defined an extrinsic incentive as “a reward that is external to the activity, such as good grade”. He proposed a range of extrinsic incentives that can sustain motivation in students which teachers should constantly use. Teachers should “express clear expectations” About the tasks they want their students’ to achieve to help them get the convenient reward .In addition to that ,teachers are asked to provide learners with “clear immediate and frequent feedback” feedback, as defined by Slavin (2006 p :340) ,as an information on the results of one’s effort». Furthermore, teachers should increase the value and the availability of extrinsic motivators”, it means, students “must value incentives that are used to motivate them (Slavin, 2006 p:341) a number of learners may not be concerned about the teachers’ reward (good marks, praise).

2.3 - Motivation in the EFL Classroom :

a- 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 surly most teachers would agree with me. The main reason coming to this point of view is that most of 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 behavior" (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 every day?

b- Ways of Motivating Students in The Classroom Through: "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.

2.3.1-The Seating of The Learners

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 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.

Talking 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 maybe the horseshoe shape,

which found 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 Maximize 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 teachers 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 Organize 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.

2.3.2 -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 learners 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.

2.3.3 - Role play :

This is another technique to vary the pace of 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 learner '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…

2.3.4 - 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.

2.3.5- 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.

2.3.6- Using The L1 in The EFL/ ESL Classroom

Should we or shouldn't we use the pupils' 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 favor. 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.

Conclusion :

This chapter, was devoted to know the significant role of motivation and the different conceptual definitions of motivation. Furthermore, give a clear image about theories of motivation to clarify the concept of motivation, carried out numerous studies that showed various explanations.

At the end , motivation in the EFL classroom , to know how to manage pupils; their seating , error correction , use of role play to motivate pupils , using audio- visual aids, realia and the use of L1 in the EFL classroom. All this to enhance pupils motivation.

Introduction

Motivation is a key to classroom management and success in the EFL classroom, especially for teenagers' learners. This is because unmotivated learners do not learn. Bowing to external pressures, learners may pack away into short term memory enough information to pass an exam but, without internal motivation, there will be no on- going context in which to wrap and nurture a growing body of knowledge and experience. It is therefore imperative that teachers first understand what does motivate the learners and then strategies how to turn this understanding into actual behaviors and activities that touch the motivational core of each learner . This is especially necessary for EFL teachers of teenagers learners who must convince the learner of the relevancy and usefulness of the targeted subject (English).

Classroom management is often an issue for EFL teachers, especially those teaching in cultures which emphasize heavy external control instead of development of internal control .Teenagers EFL learners, unlike adult learners; they rarely make a choice when it comes to studying English. Consequently, the unmotivated and learners may disengage or disrupt the class as a way to register their discontent.

3.1 - Definition of Motivation Using Classroom Management :

Motivation is defined as the internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject,or to make an effort to attain a goal (Business Dictionary . com 2014). Classroom motivation is important in order for effective teaching and learning to occur and although learners ought to have some measure of motivation towards succeeding in the classroom , teachers need to be mindful of their own behavior , teaching style ,

design of course , teaching environment , nature of assignments, informal interactions with learners and appearance which can affect learner motivation.

3.2-The Importance of Motivation in English Learning:

Motivation is one of influential factor in English learning. Motivation is a factor of high or low of the goal (Brown, 2001: 75). It is the key of success in learning process. Without motivation, the goal of learning is difficult to be reached.

By having motivation learners will be enthusiastic in teaching learning process so they will be pushed to study English well. For example, a learner who does not have motivation in learning English will be lazy to learn English because there is no any stimulus that drives him or her in learning English.

3.3 - Implementation of Classroom Management to Raise Learner's Motivation:

The focus is to provide the educator with suggestions that can be used to motivate his or her learners. As such, suggestions are provided for each of the five key ingredient areas impacting learner motivation: learner , teacher, content, method/process, and environment.

1 – Ingredient :

STUDENT :

"You cannot push anyone up the ladder unless he is willing to climb himself." -

Robert Schuller

The student's role in education is crucial and should go beyond the traditional view of

student as customer or recipient of knowledge. In addition to the roles of buyer and recipient ,Research in Higher Education Journal' learners are the raw materials for education and the primary products of educational transformations; and most important...students are key members of the labor force involved in creating education" (Lengnick -Hall and Sanders, 1997, p. 1335). Also, the increasing diversity of individual differences among learners can be seen in time management, learning styles, maturity, demographics, experiential background, cultural orientation, and interests. As such, Senge et al. (1994, p. 489) suggest that teachers should be "producers of environments that allow learners to learn as much as possible" or that schools should become learning habitats wherein relationships are fostered between people, learners develop their own individual instruction plan, and a variety of investigating system options replace the passive receipt of information. (Senge et al., 1994; Lengnick-Hall and Sanders, 1997) . Some tips for improving Ingredient 1 or student contributions to motivation as listed below. That is, student motivation is enhanced when these factors pertinent to learners are present:

a- Intrinsic and extrinsic motivation:

Typical learners bring varying degrees of both intrinsic and extrinsic motivation to the learning arena. Intrinsic motivational factors found to be at work with most students include involvement (the desire to be involved), curiosity (find out more about their interests), challenge (figuring out the complexity of a topic), and social interaction (creating social bonds). Extrinsic motivational factors include compliance (to meet another's expectation, to do what one is told); recognition (to be publicly acknowledged); competition; and work avoidance (avoid more work than necessary). Individuals who are motivated intrinsically tend to develop high regard for learning course information without the use of external rewards or reinforcement. On the other

hand, individuals who are motivated extrinsically rely solely on rewards and desirable results for their motivation, e.g., tests and GPA. (Lei, 2010) Students who are motivated externally are at a greater risk of performing lower academically than intrinsically motivated learners. It is interesting to note that nontraditional learners report higher levels of intrinsic motivation than traditional learners.

b- Various individual and social factors:

Overall academic motivation is affected by various individual and social factors. For example, intrinsic motivation is affected by the reason for preferring the school, the probability of finding a job after graduation, the order of preference, the future expectation, the distinctiveness of testing and measuring activities at the school, and desire to complete a Masters' degree. In the simplest terms, it is necessary to be motivated and to make an effort. Extrinsic motivation is significantly affected by the probability of finding a job, the attitude towards the teacher, the peer group, the level of income, the appropriateness of the classrooms, the adequacy of teaching materials, and the number of siblings. The most effective extrinsic motivation is the probability of finding a job. (Celikoz, 2010)

Also, Gen Y students seem to be more connected to their parents. As a result, it is important to involve the parents in encouraging and motivating their children to do well in college. (McGlynn, 2008; Fulton and Turner, 2008)

c- Hierarchy of needs:

Regarding lower level needs, if a student is hungry or thirsty, it is more difficult to focus on learning. Also, if the environment is physically, mentally, or emotionally unsafe , then it will be hard for the student to put all of his or her attention on learning. If the teacher always is critical of the student, then the student Research in Higher Education Journal probably will not feel accepted or that he or she belongs.

Low self-esteem and ego will make the student feel unappreciated and unrecognized. As such, the educator must do what is necessary to support the student to a higher level of need satisfaction so that the student can focus his or her attention on learning. Even at the level of self actualization, the educator may need to provide encouragement or opportunities. (Maslow, 1943).

d- Perceived well-being:

Learners' perceptions may be clouded by their perceived wellbeing, e.g., bad mood, not being able to find parking, or having a disagreement with someone before class. Well-being or life satisfaction is the degree to which a learner is content with his or her life including pleasure in daily activities, meaningfulness of life, goodness of fit between desired and achieved goals, mood, self-concept, perceived health, financial security, and social contact. To increase satisfaction with the learning experience and in turn performance, these well-being factors need to be extrapolated into the classroom. That is, factors beyond quality of teaching can affect student satisfaction including learner motivation, course level, grade expectations, type of academic field, and workload difficulty. (Duffy and Ketchard, 1998) At the very least, teachers will need to be compassionate and even supportive of the personal life conditions of their learners that surface in the process of education.

e- Efficient use of energy and focus:

Learners should be taught how to produce results while maintaining focus and energy. Businesses and organizations certainly focus on getting the right results with the least effort or cost. Hence, educators need to train learners to "stalk" efficient and effective results. In another complementary vein pertinent to the "greening" of business and the planet as a whole, each individual ultimately will be required to become a master of focusing on and using skills such as personal energy conservation and regeneration.

This theme of efficiency should serve the student in his or her studies as well as in his or her life and global citizenry.

f- Purposeful connection with work:

Emergent motivation results from connecting with work as a source of self-expression, exploration, and sustained creativity. It is

emergent because purpose arises out of the interaction between a student and what he or she perceives as a significant and meaningful context. That is, students discover their own rewards by mastering new challenges and making unique contributions in a significant and meaningful context. To foster emergent motivation, educators need to design variety into a learning system. This variety can overcome extensive individual differences in student inputs and yield uniformly high levels of perceived personal effectiveness, organizational effectiveness, ability to apply course materials, and satisfaction with both course results and the educational process. Also, students become co-producers in the educational system because they are inherently responsible for the learning work that takes place. (Lengnick-Hall and Sanders, 1997)

g- Conscientiousness and achievement:

Conscientiousness and achievement motivation are positively correlated with GPA. It is suggested that conscientious students may do better because of differences in achievement motivation capacity. As such, achievement motivation assessments and prior academic achievement could help identify students likely to maximize their potential. On the other end of the continuum, it also could alert educators to less conscientious and less achievement oriented students. Then, in turn, educators could provide appropriate attention, incentives, or trainings that positively impact these students. In addition, it may be possible to retrain students to self-regulate motivation for challenging academic tasks, thereby enhancing their effort regulation capacities.

Interventions could be developed for this purpose. (Richardson and Abraham, 2009) It seems that success does breed success.

h- Public speaking competence:

Student motivation has been positively related to public speaking competence, but not to the demonstration of communication knowledge (Carrell, 1997). Because fear of public speaking is a prevalent phobia of most people, continued practice in public speaking will teach students how to face their greatest fears and get over them, hence, getting over unconscious blocks, rebuilding traits, and enhancing self-concept. These positive results should make students more confident and motivated.

i- Study time and study habits:

Students lead very busy lives. As a result, evidence shows that students are devoting less time to their studies (Higher Education Research Institute, 2003). While the quantity of time spent studying has an influence on performance, this influence is moderated by the students' study habits. Also, the ability to concentrate influences student performance positively. Having a good set of notes is important, but it still depends on how study time is used. Ultimately, studying has quantitative aspects as well as qualitative aspects, that is, amount of time studying and good study habits are both important. (Nonis and Hudson, 2010)

j- Lecture attendance:

Lectures are viewed as positively associated with academic performance. They also are perceived as valuable and interesting learning experiences for students. Then, why is it that students skip lectures? Lectures may be seen as only one of an array of student pressures. As a result, students engage in a constant decision process that involves weighing the benefits against the costs of attending lectures. Students generally see lectures as optional and not always as a beneficial or enjoyable part of

their college time. Non-attendance may simply be a coping strategy that signals difficulty in coping with the content, processes, or schedules associated with formal learning. (Moore, Armstrong, and Pearson, 2008)

k- Comprehensive, long-range educational plan:

The development of a long-range educational plan will help students to value education and to make the most of their time in school. This plan also should contribute to their confidence and reduce the fear of the unknown. That is, students who have compiled a long-range plan are less likely to give up when difficulties occur. This plan is even more effective when it is updated continuously and encompasses the transition from education to career. Creating a vision of adulthood and who they want to become is very empowering. This planning process can empower students to see the connection between school and work. Ultimately, it prepares them for a lifetime of productive employment and continual learning. (Dedmond, 2009).

INGREDIENT 2:

TEACHER:

"...the really great make you feel that you, too, can become great." - Mark Twain

Students display more motivational benefits from teachers they like over teachers they dislike (Montalvo, 1998). However, education is much more than a personality contest. The role of teachers seems to be shifting from preprogrammed knowledge dispensers to instead managers of student learning and the learning environment. Therefore, teachers must be empowered to exercise professional judgment in the classroom to attain clearly expressed goals. Professional educators should be given latitude to test individual approaches based on strategic goals and incentive systems.

Also, teachers should be provided with training to support them in this expanded role including more time for peer interaction to share views on what is effective.

Overall, teachers should do unto the students as they would want done unto themselves. The following suggestions are offered regarding Ingredient 2 or teacher contributions to student motivation:

a- Subject knowledge and motivational level:

The professor's knowledge of the subject matter and the motivational level of the professor are most important to motivate college students to do well in college. That may be because professors could influence the student's internal state of wanting to do well in college. While high school students make statements like I want to get a job, to feel proud of myself, to graduate with my friends, and to avoid feeling like a failure, college students are motivated by the professor's knowledge of the subject matter, the professor's sense of humor, the motivational level of the professor, high quality of teaching, intellectual challenge, engagement in class, and academic help outside of the class. (Weinstein,2010)

b- Teacher skills:

One important extrinsic factor in the educational environment is the instructor. On examining the degree of learning whether taught by a Ph.D. faculty vs. an M.A. faculty, there is no significant net association between instructor's degree and student assessments of amount learned or instructor effectiveness. (Finegan and Siegfried, 1998) However, all else being equal, students perform better if they: (a) are educated in smaller schools where they are well known, (b) have smaller class sizes, (c) receive a challenging curriculum, and (d) have teachers with greater expertise and experience. For example, curriculum quality and teacher skills make more difference to educational outcomes than initial test scores or racial backgrounds

of the pupils. (Darling-Hammond, 1998) Teacher skills include staying calm, eliminating negative thoughts or feelings, disengaging stress, remembering that students have their own realities and are doing their best, not taking students' actions personally, remembering that students are not bad rather just in the process of development, and maintaining a sense of humor. (Whistler, 1992)

c- Teacher qualifications:

Qualifications of the teacher employed in universities should be questioned and improved. Educators need to acquire new qualities and continue to grow and evolve as they are role models for the students. (Celikoz, 2010) Given that there is variability across campuses, there need to be support structures for educators as well as clear understandings that teaching involves more than just subject matter knowledge and classroom management skills. In particular, Shulman (1987, p. 8) calls the knowledge needed for effectively teaching a specific subject "pedagogical content knowledge" (PCK) which "represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction."

d- Test giving:

Teachers need to know how to give tests that are motivating to the pupils. Tests need to have thematic relevance, that is, they need to aim at checking what pupils have learned and whether they can apply it to real-life tasks. In addition, tests that are more demanding or challenging than anything practiced in class will have negative effects on pupils motivation. Also, tests should be based on course objectives and should not involve surprise or novelty. Specifically, test questions should be as easy as possible for test takers to process, even when the content is very challenging. In general, test-

taking instructions, terminology, layout, and item choices need to not be ambiguous, confusing, illogical, unclear, imprecise, or poorly designed. (Trugman, 2007) .

e- Scientific management and human relations:

The educator must consider whether to approach learners from the viewpoint of scientific management, human relations, or both. Here are some tips on how to add components of both scientific management and human relations from Jamie Doran (1999), the Pennsylvania Institute of CPAs 1998 Outstanding Accounting Educator Award:

- Use inventive teaching techniques,
- Encourage your students to embrace technology,
- Make learning both interesting and entertaining,
- Require significant effort both inside and outside the classroom,
- Convey a real sense of caring to the learners,
- Make each learner feel special,
- Help learners outside of the classroom and at odd hours,
- Teach them how to use information to make proper decisions for real life,
- Learners need to know you are approachable,
- Motivate them to achieve at their maximum level,
- Instill a fire in your learners,
- Create a classroom environment where learners are passionate about learning,
- Go beyond the confines of the academic setting,
- Discuss contemporary topics,
- Share personal relevant experience,
- Capture the interest of your learners,
- Be devoted to your learners,

- Learn pupils individual needs and respond appropriately,
- Develop specialized assignments and schedules when needed,
- Provide tools for their careers,
- Promote practical work experience,
- Foster relationships with local area professionals, and
- Each semester ask the learners to write down what future students should do in order to be successful in the course and put some of these on the next term's syllabus.

f- Conscious of small details:

Barbara McCombs states that "almost everything (teachers) do in the classroom has a motivational influence on students – either positive or negative." This includes the way information is presented, the kinds of activities that teachers use, the ways teachers interact with students, the amount of choice and control given to students, and opportunities for students to work alone or in groups. Students react to who teachers are, what they do, and how comfortable they feel in the classroom. (Olson, 1997) Consequently, small details do make all the difference. Greet each student at the door by his or her first name. Make eye contact and smile. Actively listen to each student. Avoid giving advice. Be genuine. Be clear in approval and disapproval. Let students know you do not carry a grudge. Avoid sarcasm and criticism. Talk to students about negative concerns privately as not to embarrass them in front of others. Walk around the room and give the students an occasional pat on the back or catch their eyes or give them an okay sign as appropriate. (Olson, 1997) Also, use stories, personal examples, and language that engage the pupils and create rapport.

g- Reach out to learners:

Learners' engagement is a key to academic motivation, persistence, and degree completion. Teachers are competing for the students' attention, that is, jobs, family, personal activities and interests, surfing the Web, instant-messaging, social media, cell phones and apps, text-messaging, video games, and so forth. In addition, students almost have a "consumer" attitude about learning; it is another acquisition to purchase rather than a learning process. Also, students are use to 24-7 convenience and expect instant gratification from their teachers. Reaching out to students will help in finding a connection between how students learn

and how instructors teach. (McGlynn, 2008)

h- Know your learners and build on their strengths:

Use the strengths that students bring to the classroom. For example, Gen Y individuals like group activities and want to learn information relevant to their lives and that can make a difference in the world.

That is, experiential and service-learning programs could be very effective with this group. The learner-centered classroom is effective with this group in that it requires a shift from teacher-driven and content-centered learning to seeing the classroom as learner-centered and process driven. Collaborative learning is effective with Gen Y. Also, it is important to teach students how to find information and to evaluate the validity of the information. (McGlynn, 2008)

i- Value and build relationship:

"Relationships are at the heart of teaching since it is an activity based on communication" (MacGrath, 2005, p. 57). Some of the necessary elements that build and maintain constructive relationship include trust, be on their side, treat everyone with respect all of the time, be in charge and lead them to achievement, work together,

and show you can listen and accept what the student says. Empathy can help to build a trusting relationship. (MacGrath, 2005)

j- Relational turning points:

Relational turning points between the student and teacher have been found to impact learner motivation. A turning point is any event associated with a change in the relationship. Six turning point event types have been found: instrumental, personal, rhetorical, ridicule/discipline, location , and other person. These relational turning point events can be positive or negative. However, only the ridicule/discipline category was most commonly judged as negative. In general, positive turning points appear to entail acting on learners' interests and needs including providing support and discussing common interests. On the other hand, negative turning points typically involve failing to meet students' needs or expectations, and are perceived as giving harm to the students such as ridiculing a student or being unavailable during office hours. As such, the ways in which teachers act toward their students and the students' perceptions of those events may have strong positive or negative consequences. In particular, positive relational turning points have a positive effect on student motivation. (Docan-Morgan and Manusov, 2009)

k- Enthusiasm:

When the teacher is more enthusiastic about a topic, then the students will be more inclined to believe that the topic has value for them. That is, teacher enthusiasm can motivate students. Enthusiasm can be expressed by facial expressions, body language, stating preferences, describing personal experiences or amazing facts, showing collected artifacts, using humor, putting energy into their lesson preparation, and meticulously preparing materials. The teacher also should balance his or her enthusiasm appropriately for the audience. (Palmer, 2007)

INGREDIENT 3:

CONTENT

"What the mind of man conceives and he believes, he can achieve." - Napoleon Hill

At the least, content must be accurate and timely. However, content also should be relevant and useful to the student in his or her life. Olson (1997) notes that student motivation depends on the extent to which the teacher is able to satisfy the student's need for (1) feeling in control of their learning, (2) feeling competent, and (3) feeling connected to others. As such, content also must be included to satisfy each of these student needs. Following are some suggestions for Ingredient 3 or content contributions that will build student motivation. That is, content needs to be developed and improved with awareness of the factors listed below:

a- Learners experience success and achievement:

Ensuring that students experience success is an extremely important strategy for motivation. Success creates self-confidence which in turn makes students more inclined to engage in learning. This

requires that tasks be moderate and have an achievable level of difficulty. The goal is to have students experience success in their understanding. Some techniques for ensuring this success include: state the goal for the lesson; provide simple and clear explanations; ask the students to express their comments, questions, and ideas; question the students; provide hand-on activities as often as possible; and assessment tasks should be flexible. (Palmer, 2007).

b- Learner ownership:

Learners feel some ownership of a decision if they agree to it. Whenever possible, learners should be allowed to determine class rules and procedures, set learning goals, select learning activities and assignments, and decide whether to work in groups or independently. Allowing learners to select learning partners has been shown to improve their motivation to learn. Also, it is important to get students to accept the reasons why some aspects of the course are not negotiable. (Olson, 1997)

c- Learner choices:

Human beings are naturally curious and self-directed, that is, they want to learn, make choices, and achieve (Truby, 2010). As a result, students will be more motivated when they are given choices. Doing something one chooses rather than what one has been told to do, can be very motivating. Having some element of negotiation is better than a classroom that is completely permissive. Some choices might include: who they work with, what book to read, their assignment topic, how the assignment will be presented, and when the assignment is due. However, when offering choices, instructors should construct options that meet the students' needs. Choices should be offered in a manner and context that meets students' needs and that are offered in a non-controlling accepting atmosphere. Guided inquiry is a technique that allows more flexibility in that they choose their research question and methodology, yet the instructor provides some parameters. (Palmer, 2007) As such, the various choice options need to be based on students' needs, interests, goals, abilities, and cultural backgrounds. Choices need to not be too numerous or complex as well as congruent with the students' values.

d- Build competency:

Content that builds learner ' competency requires assignments that challenge learners' beliefs, actions, and imaginations. This can be done by having them investigate and respond to issues relating to survival, quality of life, problem solving, and/or real products and situations. Lessons that are more interesting and more personally relevant are more motivating to the learners. Internship and work study programs are useful in this regard. In any event, the instructor must draw out the relevance of the class and class work to future employment, quality of life, and/or life skills. (Olson, 1997)

e- Creativity and critical thinking:

Competence also is learned from experiences that involve both creative and critical thinking. Creative and critical thinking requires the student to define the task, set goals, establish criteria, research and gather information, activate prior knowledge, generate additional ideas and questions, organize, analyze, and integrate all the information. (Olson, 1997)

f- Learners feel connected:

Content that contributes to the student feeling connected may include advisory programs, cooperative learning, peer mentoring, peer counseling, and community service. Regardless of whether or not students participate in these programs, they need a sense of trust, respect, caring, concern, and community with others. In student/teacher interactions even a single event can determine how the student feels about a class and how he or she will perform. (Olson, 1997) One way to build connection is to send a welcoming e-mail before the first day of school. This has been shown to enhance student motivation, attitude toward the instructor, and perceptions of the course. Whether it is an e-mail or another computer contact such as instant messaging or social networking, the contact is relatively effortless and seems to

improve student attitudes toward the instructor and the course. (Legg and Wilson, 2009).

g- Novelty:

Novel content can introduce a surprising or unusual experience creating a discrepancy in the student's mind, and this can cause a short-term arousal of interest in order to resolve the discrepancy. Some ways to increase novelty might include using discrepant events and demonstrations, amazing facts, fantasy, or games. (Palmer, 2007)

h- Timely and relevant to real life:

Making the content relevant to real life can increase a student's motivation. As such, teachers should emphasize the links between real life and school subjects, design assignments, and experiments that use everyday materials and situations, and use personal anecdotes. (Palmer, 2007) Tasks that are meaningful to the students' real life motivate them. (Frey and Fisher, 2010)

i- Variety:

Variety is very relevant to student motivation. Variety can be brought into the class by including activities wherein the students are physically active with a thinking component. Other forms of variety can be added into the content via dramatizations, model making, and out-of-classroom activities. (Palmer, 2007)

j- Technology and information:

Teachers should bring data from the Internet such as Face book, Twitter, YouTube, and phone apps: Students love the Internet, so give them examples, videos, or demonstrations of topics from Internet sites that are interesting to them. At the very least, this incorporation of technology, the Internet, and phone apps involves using more of the students' language and experience base. Also, the Internet is a great way

to keep up-to-date and to show important current trends and ideas. However, students need to understand how to assess the validity and safety of Internet sites and information. Whiteboards also can be powerful, interactive technological tools for improving instruction, but instructors need to know how to use them effectively. (Manzo, 2010)

INGREDIENT 4:

METHOD / PROCESS

"If you tell me I will listen. If you show me I will see. If you let me experience, I will learn." -Lao-Tzu

The method or process is the way in which content is presented, that is, the approach used for instruction. Two basic approaches for supporting and cultivating motivation in the classroom are (1) creating a classroom structure and institutional method that provides the environment for optimal motivation, engagement, and learning; and (2) helping the student to develop tools that will enable him or her to be self-regulated. (Alderman, 1999) Some specific ideas or tips for improving Ingredient 4 or the method/process contributions to learner motivation are:

a- Incentives:

Educators could experiment with monetary incentives but budgets usually do not allow this possibility. Another option is to help the student get a scholarship/job/work study or participate in a sponsored competition featuring financial awards. Small incentive gifts could be given but these may not be as effective as money. Another option is to emphasize and illustrate the financial betterment that will occur for the student once he or she has completed his or her education. Or, the educator could use the incentive of time, that is, give the student the time to do something the student

feels is important to him or her. In general, rewards and punishments work at controlling the students' immediate classroom behavior, but they do not foster an intrinsic, long-term desire or commitment to learning. (Daniels, 2010; Campbell and Niles, 2006)

b- Experiential learning or self-learning:

At the upper end of the hierarchy, experiential learning or self-learning becomes more highly utilized. Experiential learning is when an individual is actively involved with concrete experience, that is, a student cognitively, affectively, and behaviorally processes knowledge, skills, and/or attitudes such that knowledge is created through the transformation of experience.

Kolb (1986) explained individual experiential learning differences in terms of four learning styles or ways in which the mind works:

1. Convergent learning style (abstract conceptualization, active experimentation, may have solutions to the wrong problems, and excellence at technical tasks)
2. Divergent learning style (concrete experience, reflective observation, may be paralyzed by alternatives generated, and people oriented)
3. Reflective or assimilator learning style (loves ideas and concepts, theoretical professions, theory but no application, and ideas over people)
4. Doer or accommodator learning style (concrete experience and active experimentation, carries out plans, likes changing the environment, may produce tremendous ends but all in the wrong area, and prefers trial and error method).

Learning styles are combinations of heredity, education, experience, and the demands of the environment. In addition, learning styles are strongly correlated to work preferences. (Saunders, 1997) Learning styles are just different, one is not better than another. (Komarraju and Karan, 2008)

c- Mutual goals or objectives :

Learners need to see the point of it all and know what they personally will get out of the educational process. For management-by objectives (MBO) and goal theory to be successful, the participants must agree on mutual goals or objectives. Some of the common goals or objectives in the educational organization which promote continuous improvement and learning might be sense of pride, teamwork, willingness to share the credit, sense of ownership, the elimination of mixed messages, the management of interdependencies, shared vision and communication direction, the building of consensus, mutual respect and trust, and concern for the whole organization. It would be very beneficial for the educator to try to include these as appropriate in the MBO process. In turn, the goal setting needs to be tied to performance evaluation and rewards. Rewards unique to the educational environment could include the valuing of ideas, attention and support from the educator or educational organization, respect for beginning ideas, celebration and awards for accomplishments, the implementation of suggestions, and encouragement. (Ahmed, Loh, and Zairi, 1999; MacGrath, 2005)

d- Verbal conformity:

One method to use to support students in accomplishing their goals is verbal conformity wherein the student repeats all or part of the goal in his or her own words. This simple act of saying will influence his or her private convictions, i.e., saying is believing. Some methods that can be used to achieve verbal conformity include: (a) have the student explain the goal to a third party, (b) have the student write a memo on the subject, and (c) grapple for words and have the student fill in for you. The learner needs to understand the goal first before using verbal conformity. (Pollock, 1999)

e- Flexible and stimulating just-in-time training and interactivity:

One way to support students in seeking out responsibility and working toward goals to which they are committed is to use flexible and stimulating just-in-time training which allows the student to train at his or her own pace and time. The key to effective use of this training is interactivity. That is, it is important to focus on the material to be learned and on how the students interact with it rather than being side tracked by glitz. Guide the students logically through the information and monitor their progress adjusting as necessary. (Burns, 1997) As expected, the natural use of technology and the Internet is essential here for building interactivity and just-in-time learning.

f- Different types of framing:

Educators need to be aware that different types of framing of a problem or decision area can lead to different preferences or shifts in judgment. In particular, students who have a more enjoyable experience during training are more likely to perceive the system to be easier to use which in turn can lead to enhanced behavioral intentions to use the system. Also, game-based training perceived as enjoyable will potentially allow users to scale initial hurdles to acceptance and usage, create higher-level intrinsic motivation, and lead to sustained usage behavior.(Venkatesh, 1999)

i- Objective criteria:

Objective criteria should be clearly communicated and employed in testing and evaluating student success. The clarity of knowing exactly what is needed can be very motivating. Some of the motivational factors may include rewarding students for their success, appreciating them both verbally and in writing, providing them with opportunities to improve themselves and use their creativity, and allowing them to participate in the decision-making process and to assume responsibility. (Celikoz, 2010)

j- Encouragement and praise:

Positive verbal statements of encouragement and praise can strongly influence learner motivation. Praise for effort and for improvement can build a student's self-confidence. Esteem can be boosted by emphasizing his or her performance relative to personal goals. (Palmer, 2007) It is important that the student feel seen and "gotten."

k- Casework:

Cases seem to be an effective method for increasing student motivation. In particular, Finney and Pyke (2008) have found that a positive correlation exists between case content relevance and student motivation toward local cases. In specific, case relevance can be based on relevance of the topic, importance of the topic, application to career interests, and integration of the subcomponents of the topic, e.g., business functional areas. Students did feel that local cases provided a more realistic learning experience and helped them learn about entrepreneurship. As such, case relevancy enhances learning and student motivation.

l- Guided discussion:

Discussion seems to be a viable strategy for motivating students. Through guided discussion, students can demonstrate reading comprehension with integration of multiple and different texts and critical thinking using analysis and synthesis of information. That is, students are able to discuss and make connections between the textual knowledge, news or current events, and their personal experiences that motivate their thinking. (Newstreet, 2008)

m- Reinforcement strategies:

Two reinforcement strategies have been found to lead to significantly higher test scores: reviewing the concepts delineated on the study guide and silent reading of

class notes. Both of these strategies could be used to increase student motivation. (Carrell and Mengel, 1997)

n- Positive social interactions:

When students have positive social interactions with their peers or teacher, they will become more engaged in learning. Social interaction can occur when students work in groups, have group discussions, group projects, and group presentations. However, the students need to be properly prepared in the skills needed to make the group operate effectively. (Palmer, 2007) Positive interaction with the instructor and in the classroom overall are important.

o- Storytelling:

A good story is a well told story, and storytelling has always had a place in teaching. Storytelling can change the pace of a class, add a freshness to engage learners, motivate students in their discipline, give the students the mental space to construct their own meanings, provide analogies between a story and a discipline, help understand the world, can generate reflection, and create common meanings and understandings. The instructor or the student can tell factual and/or fictitious stories. When students tell stories, they take ownership of their learning and become an integral part of the learning process. Students will self-motivate if an activity such as storytelling is sufficiently challenging and relevant. Any discipline can use stories, and stories can be used from other disciplines as appropriate. (Miley, 2009)

p- Enhanced lecture:

While the lecture method is an academic staple, students do not pay attention continuously during a 50-minute lecture. Teachers need to be aware of attention cycles and strive to improve student attention by using student-centered enhanced lecture techniques. (Bunce, Flens, and Neiles, 2010). That is, lectures can be enhanced

to make the class stimulating, entertaining, and interactive. For example, lectures can start with a "grabber" such as a chart, short reading, problem, cartoon, quote, question, vote, or dramatization. Interactivity is important in lectures and can take many forms: pop quizzes, questioning and discussion, problems, visual aids, films, questions on the board, questions through e-mail, handouts, simulations (Gillentine and Schultz, 2001), board games (Mummalaneni and Sivakumar, 2008),video games, and case methodology. The textbook can be used as a supplement to any lecture, however, the lecture does not need to be passive. Instructors need to represent the latest thinking and research, modeling how scholars frame questions and pursue answers. Humor, not sarcasm or ridicule, can be used in lectures. Positive physiological and psychological benefits result from humor such as attentiveness, interest, positive rapport, and retention of material. It is good to humanize lectures integrating biographies, history, current events, the Internet, and real life. Lectures need to respect the audience by utilizing students' multiple intelligences (Gardner, 1990) and learning styles (Dunn and Dunn, 1978), e.g., visual, auditory, or tactile/kinesthetic learners. In addition, interdisciplinary lectures can enhance the investigation and understanding of topics. Overall, lectures need to motivate, challenge, and inspire. As a final tool, summarize the current lecture and preview the next lecture. (Heitzmann, 2010)

q- Collaborative quiz:

The collaborative quiz uses the same questions as a regular quiz and helps to ensure that learners have read the material carefully; but, it also provides an opportunity for learners to engage in classroom experience. As such, students work collaboratively determining answers and crafting explanations together. The instructor will need to

monitor the process to reduce free riders and dominant students as well as to maintain the fairness of the grading. (Quinn and Echerson, 2010)

INGREDIENT 5:

ENVIRONMENT

"***To stay motivated you must fight self-doubt, poor discipline, fear, and any other ghost" - Dr. Zonnya***

Environment is the fifth key ingredient of learner motivation. First of all, an environment must be available and accessible. Thereafter, that environment must be of a quality or caliber that contributes to the motivation of the students. For example, if an environment is not safe, it is difficult and maybe even unwise to put all of your attention on learning. On the other hand, an environment of openness and freedom to learn from our mistakes can foster motivation to learn. Also, the environment can be physical as well as mental, emotional, and even spiritual in some regard. Suggestions for creating an environment conducive to student motivation are as follow:

a- Create an effective environment:

According to Rumsey (1998), when creating an effective environment, educators need to consider the following:

- Overall approach to material presentation and development,
- Examples coming before and after detailed discussions of the concepts,
- The use of engaging classroom activities,
- In-depth discussions or simulations,
- The use of good business or organizational problems rather than contrived examples,
- The use of real-life exercises throughout that are varied in scope and field application,

- Using applications relevant to students' everyday experiences or to their chosen career fields,
- Creating situations in which the students perceive themselves as academically productive,
- Fostering positive peer social interaction and exchange,
- Decreasing peer aggression,
- Moving from simple to more complex problems,
- The use of a good solidly written text in a traditional format,
- Incorporation of some modern or future components that concern learners, Motivating by example and by encouraging learner discovery, Developing positive attitudes, Making sure that academic tutoring is available, Having voluntary parental and community support and involvement as necessary ,and Encouraging critical thinking (e.g., what do you mean, why, what if, what works/does not work, and how would you...).

b- Individual and learning system design differences:

According to Lengnick-Hall and Sanders (1997), both individual and learning system design differences influence the learning environment. For example, to motivate learners to demonstrate high levels of responsibility and self-management, effective goal setting must occur in that students have a clear understanding of course objectives, means and methods for accomplishing target objectives, and measured benchmarks for assessing their progress. Students need not participate in establishing the goals as long as they accept the goals as feasible and desirable. When students take charge of their learning, they gain self-esteem and confidence, more choices, higher levels of commitment, and the ability to customize the learning process to best meet their personal needs and learning goals. That is, when students become active

participants in customizing and activating learning systems, they become team leaders, coaches, and models in a sense. “Through self-management and self-leadership, students invest their efforts more effectively and efficiently, take ownership of their educational experience, and customize the learning process to reflect their personal interests and competencies.” (Lengnick-Hall and Sanders, 1997, p. 7) It is assumed that this shift to increased self participation , personalized learning, and self-ownership would be viewed positively by teachers and other shareholders involved in the educational process. (Andersen, 2011; Stewart, et al., 2005)

c- Include the study of self-information:

Just like people everywhere, students are intrinsically interested in the study of information about themselves and about their own personal interests. Instructors need to find creative ways of knowing and incorporating self-information into the classroom. (Dargahi-Noubary, 1998)

d- Empowerment:

Empowerment can contribute positively to the learning environment. Empowerment can mean vested authority or enablement. Before investing authority in a role or person, it is necessary to clarify the student’s mandate and the expectations of his or her performance. Enablement means having the right tools and support when they are needed. (Maccoby, 1999).

e- Engagement and considering student and teacher opinions:

The learning environment should take into consideration the intrinsic and extrinsic student motivations and the opinions of students and teachers in arranging the environment. Materials, tools, and equipment that are needed in the educational process should be determined, obtained, and modernized so that active learning is promoted. This engagement results in students feeling that their teachers have a

special interest in them. Students need to be encouraged to engage and to participate. (Celikoz, 2010; Daniels, 2010; Adkins- Coleman, 2010)

f- Teamwork:

An environment of teamwork can contribute to learning. All teams need four competencies: generate and refine ideas, organize and integrate work, sustain group spirit, and manage boundaries. “Smart teams” are built by having the entire team look at what competencies are needed to be effective. For example, generational and multicultural differences will need to be considered as well as chain of command, work/life balance, and technology. (Farrer and Maurer, 1999) In terms of multicultural diversity in groups, the following should be considered: (1) the reasons for taking the course may be different than that perceived by the instructor or other team members, (2) students may have difficulty in studying or completing assignments due to part time jobs or attending other courses, (3) the instructor should not underestimate how differently people think and feel from various cultures, and (4) value judgments of purpose and moral standards of behavior may be important differences. (Sexty, 1998; Simmons and Page, 2010; Lilly and Tippins, 2002; Hytti, et al., 2010; Friedman, Cox, and Maher, 2010)

i- Structures:

Teachers, administrators, and counselors contribute to a positive teaching and learning environment by putting in place structures that provide an optimal learning environment for learners. These educational leaders can enhance the development of an educational experience that encourages students to express their own ideas, freely participate in discussions, freely compare and contrast ideas, be involved in discussion, and be able to learn from each other. These structures can lead to increased student-faculty interaction, elevated student-to-student relations, and the

development of critical thinking skills that in turn affect student motivation and academic success. (Rugutt and Chemosit, 2009; Louis and Wahlstrom, 2011) Structural characteristics also may include type of tasks, degree of student autonomy, and evaluation (Debnath, Tandon, and Pointer, 2007)

g- Distance and online learning:

Instructors are moving increasingly to distance and online learning environments. Motivating students online can be difficult given content, technology access and challenges, isolation, poor communication with instructors, English as a second language, and lack of connection between content and the students' needs. In addition, instructors may not be able to show the depth of their knowledge online, and empathy and enthusiasm may be lost in the online environment. On the other hand, assignments can be challenging and have the variety necessary to increase curiosity and creativity. Active and multifaceted projects may be developed that have personal meaning to the students. Distance and online communication should be clear, timely, friendly, and flexible. In the online environment, the acquisition of mastery and improvement could be the primary focus rather than the more traditional focus on test taking and evaluation. Social isolation and depersonalization can be reduced by building a sense of online community. Very importantly, teachers and students should have consistent contact with technical support personnel. Distance and online learning may be as effective as traditional learning in terms of student motivation, attitudes, and achievement. Intrinsic motivation is an important indicator for online students, with many online learners having higher intrinsic motivation. However, ultimately, the optimal learning model might be a hybrid of conventional and online learning.

h- Emotionally literate environment:

The more comfortable individuals feel in themselves and with others, the easier it is to concentrate and achieve. Consequently, emotional literacy has a positive impact on achievement, mental health issues, behavior, and workplace effectiveness. Creating an emotionally literate environment includes equipping students with essential life skills and learning behaviors including self-awareness, empathy, managing feelings, motivation, and social skills. These skills can be taught and modeled. In building an emotionally literate environment, the place for the teacher to start is with him or herself. That is, each instructor should get his or her thinking straight, stand firm, refine communication skills to relate positively and creatively with the students, develop positive regard toward self and others, and develop a support network for oneself and a supportive lifestyle. Also, it is important to constantly review and improve these efforts. As such, teaching should focus not only on pedagogical techniques, but also on the social and emotional dynamics of the student-teacher relationship.

3.4- Strategies for Motivating Learners :

According to Dunbar (2004, PP. 41.60) show "Eight strategies for classroom Management for motivating students ":

Strategy 01: create an effective learning environment students will recognize and follow the classroom routine earlier and more easily you are prepared.

Strategy 02: Establish classroom procedures communicate how to do daily activities. Teach and model procedures until they are routine.

Strategy 03: create a motivational environment

-Give clear directions.

-Ask the students to repeat the directions.

- Set clear behavior expectations and consistently reinforce expectations.

Strategy 04: Make every minute count

- Plan each lesson in advance

- Write learning objectives, examples, problems…… etc..

- Be prepared with an emergency lesson or activity

Strategy 05: Keep everyone engaged

- Ask questions, wait three or five seconds then call on students

- Praise correct answers

Strategy 06: Teach life skills and good learning habits

These skills enable students to become mature, confident, and successful adult.

- Teach an individual lesson on unit on study skills

- Demonstrate memory techniques' such as flashcards use of repetition

Strategy 07: Be creative

- Search the internet to find recourses such as pictures, maps … etc.

- Find out what national professional organizations might have the materials.

According to Kenyon (2008) there are some strategies that help teachers to monitor their classes as:

- Hold and communicate high behavioral expectations.

- Make clear to students the consequences of misbehavior.

- Monitor classroom activities and give students feedback and reinforcement importance regarding their behavior.

- Make use of humor when suitable to stimulate learners' interest or reduce classroom tension.

- Make use of cooperative learning groups as appropriate as it can.

3-5- Activities to Motivate learners in the EFL Classroom :

6-1) Motivation and Studying in A Second Language:

Motivation "energizes" human behavior and "gives it direction" (Dornyei, 1998, p. 117) and is a significant dimension in language learning (Gardner, 1985; Gardner et al. 2004; Lightbown & Spada, 1993). A large spectrum of theories covers the many variables that affect student motivation in the second language (L2) classroom. These are reviewed and drawn upon in examining the views on foreign/ second language learning of learners and the teachers who participated in this study. Research on L2 motivation (until the early 1990s) was inspired by Gardner (1983; 1985), Clement (1980) and their colleagues. L2 motivation was then seen as influenced by learners' attitudes towards social perceptions of the L2 and its speakers, their interethnic contact and the resulting degree of linguistic self-confidence (Dornyei, 2001a). For example, Gardner (1985, p.6) reports that students' attitudes towards a specific language group are bound to influence how successful they will be in incorporating aspects of that language. This is especially true considering that learning a foreign language is different from learning other subjects as language is viewed as part of one's identity. Williams (1994) argues that learning a foreign language involves far more than simply learning skills or a system of rules, or a grammar. According to him, it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being and, therefore, has a significant impact on the social nature of the learner. In addition, research in L2 motivation by Dornyei (1990, 1994, 1997, 1998, 2001a, b) and Williams (1994) revealed a need for a more pragmatic education centered approach, examining classroom reality and identifying and analyzing classroom specific motives. For example, an empirical survey of

motivational strategies in language classrooms in Hungary (Dornyei & Csizer, 1998) resulted in ten commandments for motivating language learners (p. 215): teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self confidence, ensue that language classes are interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture.

The study was replicated on Taiwanese students (Cheng & Dornyei, 2007), but the results differed due to the different background, tradition, identity and culture of the participants. Cortazzi and Jin (1999) also found that culture and identity are two essential variables in motivating L2 learners.

Other researchers also argued that L2 involves the development of an L2 identity and incorporating elements from the L2 culture and contains environmental factors, cognitive factors, featured personality, and social dimensions (Dornyei-1.1998). Simard and Wong (2004) support this development of second language awareness as it not only improves second language learning, but it also promotes greater cross cultural understanding among the second language learners. Taking this identity theory further and not excluding previous motivation theories, Dornyei (2010b) has recently described this new approach in second language learning as the 'L2 motivational self esteem' which links the learning of the foreign language to one's personal 'core' or identity. This has implications for learning a foreign language in that the learner develops 'self maturity' and thus 'self motivation' in acquiring the target language.

Another dimension is using technology and activities in teaching language can enhance learning. Al-Jarf (2004) studied the influence of using technology in teaching and learning writing skills for EFL college students in King Saud University, Saudi Arabia. The two groups engaged in the study were exposed to the same traditional class writing instruction based on the textbook. However, students of the experimental group were encouraged to use the Internet and computers to check and improve their class essays at home. Both groups were post-tested. Findings revealed that the experimental group made higher gains in writing achievement, improved in motivation, sense of achievement and self-esteem. Technology had a positive effect on their attitude towards the writing process and made writing an enjoyable task. It encouraged more writing and exchange of ideas outside the classroom. Ramachaudran (2004) adds that using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language. In English language teaching similarly, Kim (2003) found a positive influence of email talk on English speaking skills of elementary and middle school students. The learners' interaction in the English language improved their language proficiency. They were interacting with other learners, teachers and online learning content. Students became more expressive in the computer-based communications than in their classroom environments and demonstrated more active participation. The middle school students improved in vocabulary use and pronunciation on their voice mail messages but not on grammar use. Kim (2003) concludes that email can be a tool for improving written language skills and oral language proficiency.

conclusion :

At the end , Motivation plays a significant role in the rate and success of second and foreign language learning in general, and in classroom language learning in particular. And to know and have a clear image about classroom management and motivation of students , and how much is important motivation in English learning. Activities to motivate students through the use of different techniques of classroom management , Thus, teachers may help by involving pupils in choosing some of the materials for the class, engaging them in setting their own goals for language learning as well as providing activities that allow using the language in and outside the class for practical and relevant academic purposes. Motivating pupils to learn the language should be a priority .

Introduction

This chapter represents the practical part of the study, mainly the research tools analyses, the pupils and teachers' questionnaires and the pupil's interview directed to 4th grade pupils and teachers of NACER SALEH 'middle school. The recapitulation of all the data collected and the results recorded will be demonstrated in tables and graphs, followed by comments and the analyses of these data in relation to the hypotheses mentioned in the previous chapter.

The results investigate to what extent the implementation of classroom management helped learners improve their learning values and to what extent the teachers' use of their specific teaching techniques may help pupils in raising their motivation toward learning.

The methods used are both qualitative and quantitative method using questionnaires administered to both pupils and teachers along with an interview conducted to a group of pupils .Finally, this chapter is closed with the results, general conclusion, the study limitations, suggestions and recommendations.

4-1. Analyses of Pupil's Questionnaire:

A questionnaire (Appendix A) was administered among 30 pupil in El Miraydeia middle school "Nacer Salah "to gather the demographic information and collect data on pupils profiles. There are three main parts in this questionnaire; the first few questions are about personal data (name and family name, teacher's name, school, grade and gender "boy /girl). The first part dealt with pupils ' self-efficacy and competence, the second part dealt with pupil's active learning strategies that they adopt .Finally, the last part dealt with their learning values.

Each part contains four questions. Pupils were asked to draw a circle around one of the following possibilities; if they "strongly disagree" on the statement, if they "disagree " on the statement , if they "have no opinion " on the statement and if they "strongly agree " on a statement or if they are just " agree " on it . In addition to the results stated in the corpus, this analysis of pupil's answers attends to confirm them.

Part I: Self-efficacy related questions

Statement 1:"Whether the course content is difficult or easy, I am sure that I can understand"

The pupil's answers are illustrated in the following table:

	Strongly A/ Agree	Strongly D/ Disagree	Neutral
Number of learners	26 / 30	3 / 30	1/ 30
Percentage	87 %	10 %	3%

Table 03 : Percentage of pupils agree / disagree on understanding the course content whether it is difficult or easy

Comment:

The above table shows that the majority pupils are sure that they can understand the course content if it is difficult or not. This is due to several factors , such as ; the teacher's competence , the high level of pupils' self esteem ,raised by the new "learner-centered approach .That is why (87 %) of students find the course content understandable , (10 %) of the students disagree on the statement and only one student was neutral towards his level .

For that reason it was necessary to spot light on the level of pupil's confidence in understanding the course content.

Statement 2: "I am sure that I can do well on tests "

The following table shows the results of pupil's responses:

	Strongly A/ Agree	Strongly D/ Disagree	Neutral
Number of learners	27 / 30	3 / 30	0 / 30
Percentage	90 %	10 %	00 %

Table 04 : The percentage of pupil's agrees/ disagrees on how well they can do in tests

Comments:

The above results show that (90%) of pupils strongly a/ agree that they can do well on tests, this means that the majority of pupils are confident about their capacities and that their teachers design for them adequate tests related to previous knowledge .

Statement 3: "when I find the content difficult, I do try to learn "

The pupils' responses are illustrated in the following table

	Strongly A/ Agree	Strongly D/ Disagree	Neutral
Number of learners	23 / 30	6/ 30	1/ 30
Percentage	77 %	20 %	3%

Table 05: The pupils 'agreement /disagreement on if they do try to learn when the content is difficult

Comments:

According to the results , most of the pupils (77%) do try to learn and understand even if the content is so difficult for them , this supports the results of the first statement that however difficult is the content they are able to understand . This results show to what extent they are motivated toward learning English due to the teachers' good class managing.

Statement 4:

"During activities I prefer to ask others for the answer, rather than think for myself "

The following table shows the results of pupils responses:

	Strongly A/ Agree	Strongly D/ Disagree	Neutral
Number of learners	5 / 30	23 / 30	2 / 30
Percentage	17 %	76 %	7 %

Table 06: The pupils' agreement/disagreement in terms of asking others for answer during activities

Comments:

The above results show that most of the pupils (76%) prefer to answer activities by their own, rather than resorting to other people for help. (17%) of the students agree on the statement, that is why they like to ask others for help a teacher or a classmate for instance.

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Part II:

This part deals with the pupils 'active learning strategies.

Statement 1: "when learning new concepts, I attempt to understand them "

	Strongly A/ Agree	Strongly D/ Disagree	Neutral
Number of learners	26 / 30	3 / 30	1/ 30
Percentage	87 %	10 %	3%

Table 07: Pupils' percentage of understanding new learned concepts

Comments:

Most of the pupils (87%) attempt to understand newly acquired vocabulary, they try to understand and figure out the meaning as well related concepts of new words. This is one good strategy applied by learners to enhance their learning process and that means that they are motivated and interested to increase their cognitive balance. Contrary to the rest of the pupils who do not try to know about new learned concepts because they are less motivated toward English learning .

Statement 2: "When I do not understand a concept I would discuss with teacher or other to clarify my understanding "

	Strongly A/ Agree	Strongly D/ Disagree	Neutral
Number of learners	26 / 30	3 / 30	1/ 30
Percentage	87 %	10 %	3%

Table 08: Pupils percentage if they discuss others to clarify their understanding when they do not understand.

Comments :

Concerning statement 2 the same results as for the statement one were calculated, (87%) of the pupils agree on using this strategy 'asking others for clarification 'when they do not understand.

Statement 3: "During the learning process I attempt to make connection between the concepts that I learn "and along with statement 4: "When concepts that I have learned conflict with my previous understanding, I try to understand why? "

The following table shows the results for both statements three and four because they are closely related and investigate the same strategy:

	Strongly A/ Agree	Strongly D/ Disagree
Number of learners	25 / 30	5 / 30
Percentage	84 %	16 %

Table 09 : Results for statement three and four about if pupils make connection between learned concepts , and if they try to know why when these concepts conflict with previous understanding

Comments:

According to the results almost (84%) of the pupils agree on that they do make connection between recently learned concepts with previous ones inside or outside the classroom, this show that their inner capacity of recalling and connecting knowledge is of great deal to them and they apply it as a learning strategy. The results show that teachers apply learning techniques to fill pupils curiosity and clarify any ambiguity. Hence , the same percentage of pupils agree that they do try to know why if there is any misunderstanding , and here the fourth statement answer. However (16%) disagree because they are not aware of using this strategy .

Part III:

This part deals with Learners' learning values, it contains four questions. The analyses of each question are illustrated in tables followed by comments.

Statement 1 and 2 : I think that learning English important because :

A- I can use it in my daily life

B- It stimulates my thinking

	A	
	Strongly A/ Agree	Strongly D/ Disagree
Learners number	26 / 30	4 /30
Percentage	87 %	13 %

Table 10: Results of pupils agree that English is important because they use it in daily life

The following table shows the results for option B :

	B	
	Strongly A/ Agree	Strongly D/ Disagree
Learners number	28 / 30	2 /30
Percentage	94 %	6 %

Table 11: Results of pupils who agree that English is important because it stimulates their thinking.

Comments:

The above tables demonstrated the results of pupils opinion about English is important because they can use it in daily , (86%) agreed that this is the reason why they think learning English is important , they are interested in using English as a foreign language since as it is well known that English is the first language in the world some pupils revealed that they like English so they can talk to people from all places in the world through the different social media .

However, (14%) disagree because they do not find English learning is important, they rarely use it in daily life regarding that their native language is Arabic.

Concerning option B, 94% of pupils agree that English learning because it stimulates their thinking. The results show that English helps them knowing other cultures , other civilization and their life styles and inventions . That is why it stimulates their thinking and motivate them to know more , teacher's management techniques is of major concern in learning English as an important and interesting goal .

Statements 3 and 4 : " I participate in English course because :

A- Get good grades

B- Perform better than other pupils

The tables 10 and 11 follows demonstrate the results:

	A	
	Strongly A/ Agree	Strongly D/ Disagree
Learners number	23 / 30	7 /30
Percentage	73 %	23 %

Table 12: Results of pupils responded to option A "they participate to get good grades "

The following is pupils answers to statement 4 :

	B	
	Strongly A/ Agree	Strongly D/ Disagree
Learners number	18 / 30	12 /30
Percentage	59 %	41 %

Table 13: Results of pupils responses to option B "they participate in English course to perform better than other "

Comments :

The results obtained from the table (10) bellow show that 50% of pupils agree that they participate in English course to get good grades , which a normal choice because they really

need to have good marks so they can pass , however , the others disagreed which means that they do not participate in English course only for a good mark , that is why they appreciate English ,also for the sake of learning in general .

Concerning the second option , most of the pupils 59 % agree on that they do participate to perform better than other pupils . That show that they have spirit of competition and they see that the English course is an opportunity to share their passion for learning due to their motivation towards English learning, .In addition, 31% of pupils disagree on this statement because they prefer to participate in English course to fill their knowledge along with their marks credit.

4-2. Analyses of Teachers' Questionnaire :

A questionnaire was administered to English teachers of NACER SALEH ' middle school to investigate their managing classroom behavior , their specific teaching techniques and if they actually work with parent and what if they are planning and support their school community , those are the four main parts covered in this questionnaire .

Part I : Managing Class Behavior

The following is the analyses of part I which contains three questions :

Statement 1 : "How confident are you in managing current behavior in your classroom "

Statement 2 : "How confident are you in your ability to manage future behavior problems in your classroom ? "

The following figure show the teachers' level of confidence in managing classroom behavior

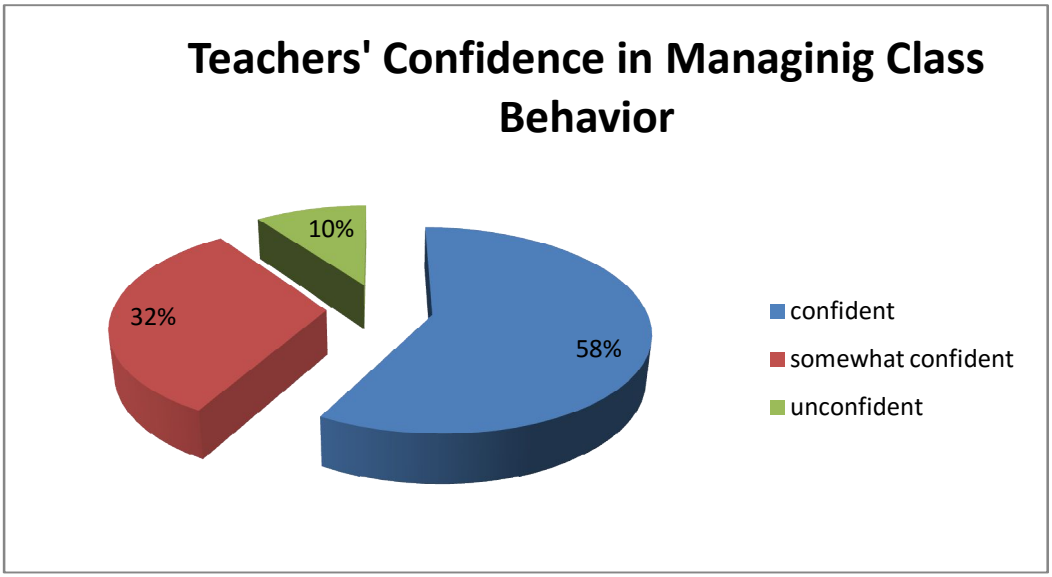

Figure 04 : Teacher's confidence in managing class behavior

Comments :

The results show that teachers in Nacer Saleh ' middle school are confident in managing classroom behavior , which means that they are able to manage current and future behavior problems and they can promote pupils emotional , social and problem solving skills during the English course , as well as that they are able to face future constraints .

Part II :

In this part there are 10 questions ,The answers was in terms of frequency and in terms of usefulness according to the following scale : " Rarely/ Never " – "Sometimes " – "Half of the time " – "Often " – "very often " .

Statement 1 : "Coach positive social behavior (helping , sharing , waiting ..) "

Comments : All the teachers answered that they sometimes coach positive social behavior such as sharing , helping , waiting .. in terms of frequency , and they find it very often useful.

Statement 2: " Describe or comment on bad behavior "

Comments :

Most of the teachers agree on that they always comment on bad behavior that is done by pupils or by any of the teachers or by the administration . This comments may change the bad behavior has been done , to make the pupils feel better and increases the level of motivation and make the school environment safer .

Statement 3 : " Reward targeted positive behavior with incentives like (candy..) "

Comments :

Most of the teachers said that they always give rewards to positives behavior with incentives like (candy , chocolate ….) and they do find it useful in the progress of the learning process .

Statement 4: "Praise positive behavior "

Comments :

The same results were recapitulated for this statement , teachers find this 'very often' useful to raise pupils motivation even by using verbal description such " Great , Interesting , Clever!"

Statement 5 : " Use time out (time away to calm down) for aggressive behavior "

Comments:

Concerning this statement 60% of teachers answered that they use this techniques and find it "very often " useful , which means that this kind of punishment towards aggressive

behavior produced by pupils towards each other helps teachers control and manage the class successfully .

Statement 6: "Single out a pupil or a group of pupils for misbehavior "

Comments :

Some of the participants answered that they rarely apply this technique because they find it rarely useful . The other teachers agree and apply this technique sometimes , they find it half of the time useful because when pupils are isolated from others they will not be trouble makers any more .

Statement 7 : "Use physical restraints "

Comments :

This question deals with a phenomena that a lot of researches and scholars handled as for most of the participants answered that they rarely use such punishment not useful , as oppose this kind of technique can make pupils more aggressive and raises the level of violence among them . However , others see that if physical restraints is used when a pupil misbehave, this punished pupil will be as a moral lesson to rest of his classmates .

Statement 8 : "Use verbal redirection for a pupil who is disengaged "

Comments :

Responses to statement 8 showed that 60% of teacher agree on using verbal redirection to make pupils " back to the track " when they are disengaged , use concepts that "rings the bells " and raise students attention . Thus , make pupils more interested and motivated to keep acquiring and learning healthy English .

Statement 9: "Use persistence coaching (focusing, being patient, working hard)"

For statement 9, 90% of teachers use persistence coaching, that is why most of the students ' answers were positive regarding their self-efficacy , because teachers affect students positively if they are working hard with them and being patient .

Statement 10: "Give clear positive directions "

Concerning this statement ' responses , all the teachers use this technique frequently and find it useful, this responses was pretty much expected . Most teachers suggested encouraging and rewarding pupils to make them motivated, one teacher commented on this statement as follows:

"Positive is better than negative , if pupils is likely to misbehave and does something good , praising him for this is often more effective than a punishment for a wrong deed and other female teacher gave direct advice " Reward those who behave appropriately in and out of the class " . That is why pupils should be informed that there is a reward or a punishment

The following figure show the teacher' frequency and usefulness of applying specific teaching techniques .

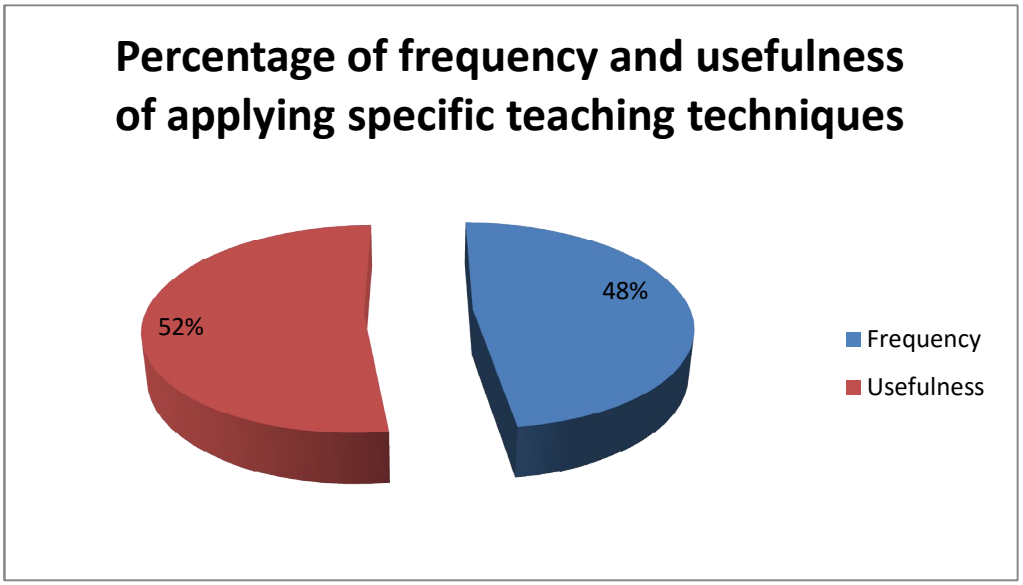

Figure 5: Percentage of applying specific teaching techniques in terms of frequency and usefulness .

Part III :

This part is specified to investigate the relationship between teachers and parents under the title "working with parents" the choices were according to this scale : " never"-"time per year"- three times per year"- "once a month" – " once a week"-" daily" .

Statement 01: Promote parent involvement in classroom ; answers showed that teachers involve parents "once a month " at least because this is very beneficial for pupils success . As for statement 02: Teach parents skills to enhance classroom learning at home for example (coaching , reading , use of incentives) most teachers agreed on the use of this technique , 88% of them use it once a week , they sought that statement 02 and 03 will help their pupils to reach their goals . Moreover, in response to statement 04: most of the teachers hold extra

parent conferences for particular problems once a month , other tend to hold this kind of parent meeting only one time per year , this show that the more parents are aware of their children problems the more solutions are suggested and applied .

Concerning statement 05, which responses reveal that 40% of teachers do talk with parents about special activities to do with child at home “daily”, the others do this strategy “once a week” and one teachers component by “ as much possible “ that is why pupils responses reflected positively because of the teachers application for such strategies , the more parents are aware of their children behaviors , the more positive results will be recorded, as formed and developed in statement 06 responses. Concerning results for statement 07 “ send home teacher- to parent communication letters “ , 80% of teachers seemed to not use such letters .

Another important result is that 80% of teachers ask parents to share ways to incorporate their cultural history traditions in the classroom, this will help pupils being connected to their environment and bring it to the classroom and feel as if they are at home .

Concerning statement 09: , 90% of teacher’s answers were “never”. However , others who make home visits sought that this technique is very useful , hence through home visits pupils will feel more attached to their teachers . Finally, only 65% hold parent group support three times per year , that is why pupils and teachers need to hold more parent group support , so that more problems will be solved .

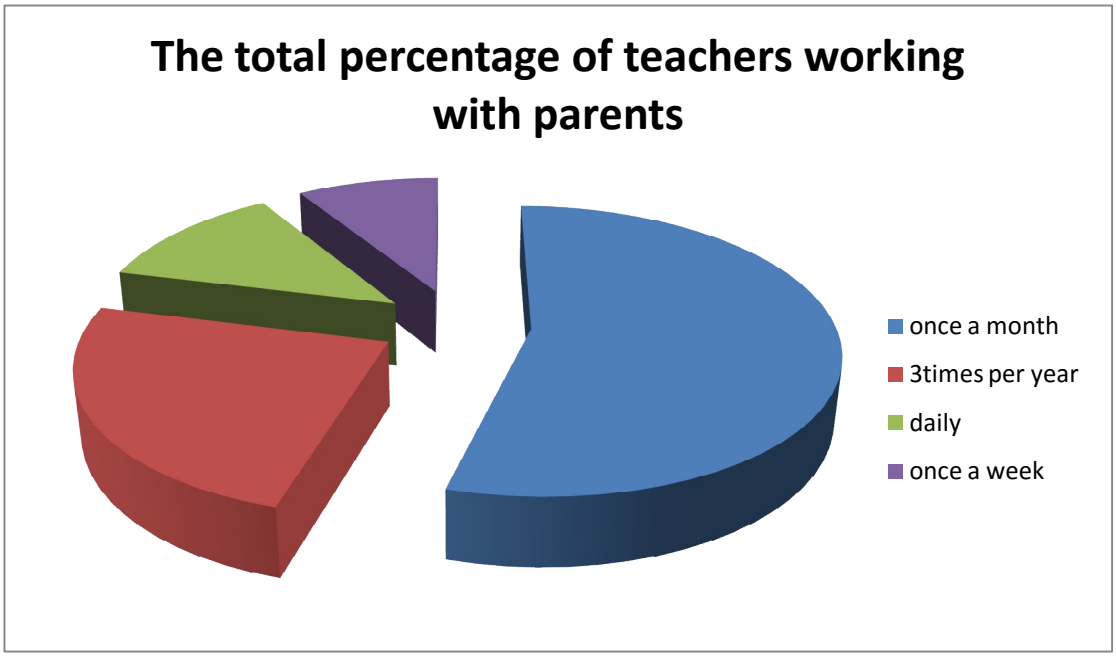

Figure 6 : The total percentage of teachers who works with parents in terms of frequency

Part IV :

Planning and support . The first pupil's results show that all the participated teachers use self- reflective inventories to plan personal teaching goals "daily". Concerning statement 02 , teachers responded differently , 40% of teachers review their progress in reaching goals of individual learners , the others sought to review their daily progress once a week , that show that teachers are determined in terms of pupils behavior plan and selecting goals.

Moreover , responses of statement 03 show that teachers reviewed the discipline hierarchy according to the pupil's developmental ability once a week , that is why they give room for pupils to develop their abilities .Concerning statement 04 results illustrated that teachers are collaborating with each other and benefit from others experiences , they agreed that they daily support and give back-up to each other , which means that English teachers of Nacer Saleh middle school are aware of their needs , have good presence and personality and knowledgeable in terms of the teaching field . In addition , according to statement 06 results

indicated that they can manage the stress level utilizing positive strategies daily . However , the other 30% agree only for once time a week .Last but not least , concerning statement 07 , all the teachers encourage a positive school community .

Finally and as Dr. James P. Comer, M.D. claims ***"Nothing is more important to success in school than the quality of the relationships between and among learners, staff, and parents ",*** the learners 'success is bounded to the positive school community .

4.3- Analysis of pupils' Interview :

To figure out the pupils views about the English classroom , Interviews was used as qualitative method for collecting data . This method as Schwarzer Bloom and shono (2006) point out , emphasizes rich , thick and divided information . They add that this method allows the actual voices of the participants to be heard , and it makes room for the researcher's voice as well.

The purpose of the study was explained very well and in details and participants were asked to express their opinions frankly about their English classroom and their teachers attitude and what exactly they like or dislike , ten pupils of Nacer Saleh's middle school were interviewed, there were five girls and five boys pupils .

This sample was purposive one, it represented the target population and at the same time they showed interests for the topic of study. In these interviews, they maintain that data collected from interviews "allow the researcher to get a clear understanding of information, to determine why they occurred , and to gather data from participants about their thoughts and beliefs " (p. 113) . In this interview pupils asked to feel free to use their native language (Arabic), so they can feel comfortable and secure for the sake of collecting real and detailed data. Shono (2006) ", advocates interviewing participants in their own language because interviewing research participants in a language other than their native language is a daunting difficult task"(p.297). This interview lasted for 10 -15 minutes , regarding questioning , complex questions were avoided instead the questions were brief and clear and there were two questions ; the first question was : "share your opinion about EFL and the English teachers ", and the second was " what do you suggest for better English classroom?". Qualitative responses from the open –ended questions illustrated some

of the pupils opinions toward English classroom and English teachers . Most of the pupils said in the first question that they like the English classroom because they meet new language and of course new culture and more knowledge will be gained as soon as they master this language. General opinions about the English classroom were that it is a “beautiful class”, they like to enjoy it especially when their teachers use the technological aids, they see that it makes the class more effective in way that they learn with much more fun games, group work and songs which were played made the pupils more motivated for English learning, they said that this was the best part in the English class. From this point of view it is clear how beneficial is to use classroom management different technique for the learners’ motivation.

Moreover one of the pupils answer was “ the teacher explain the lesson very good but he is always angry” others also agree on this point, and here is another subject is opened , the teachers attitude toward learners is very crucial and of great importance in their learning credit . This show the great value of the teachers ‘ relationship with the learners which was already mentioned in details in previous chapters. Since the teachers role is vital in the learning process; for the second question the pupils gave their suggestion in clear thoughts , a lot of them who disagreed on the teachers behavior , wrote that “ teachers should not be angry and he must be more tolerated , So , he can be closer to the pupils which will make them feel more secure and thus give better results . Pupils asks their teachers to be more patient , collaborative and optimist to help pupils build stronger learning bases and make the teaching and learning process more effective .

Other suggestions were made such as to shed the light on the “reading texts” to enhance their reading skills as their thinking level. Problems like “talking inside the English classroom” were mentioned in order to raise teachers awareness to this

sensitive point, in order to enable pupils to focus and grasp more easily . Teachers need to make quick decision to stop and reduce the level of noise in the EFL classroom ,so that more attention will be given when the teacher is explaining , which effect positively pupils level of perception , thus having better results , interested and engaged pupils are less likely to misbehave.

Conclusion

In this study the variety of collecting instruments enabled to get a plethora of data about this topic. The data results show that English teachers in Nacer Saleh 'middle school need to make benefits from the results obtained through pupils interviews ; they need to use more technological aids like the data projector , the white-board , the recorded audio tapes and songs to make the EFL classroom more effective . Though there are teachers who implement those materials and they do find it very attractive to raise pupils' motivation in addition to a lot of management techniques which were highlighted in the literature review part.

The previous data collected from part II, show that the participants do have active learning strategies like understanding every new concept and if they do not understand they try to understand, making connection between these concepts and understanding why if previous concepts conflict with new ones more than that they apply it in the English classroom , which keeps them motivated during the learning process. That is why ended up that teachers play a great role in motivating learners , helping them to realize their self actualization .

General Conclusion

This study aimed at examining the pupil's motivation toward learning English in " Nasser Salleh's " middle school in El Tarf . The results showed that the English learners are instrumentally motivated and the self- efficacy is fairly high. Furthermore, the study revealed that the teacher's play a major role in the previous pupil's result , however pupils declare in the interview they feel unmotivated when some of the subject related aspects of the English language are difficult to learn . Furthermore , the study has been conducted in a fashion were quantitative instruments were used . Thus , productive task was assigned to learners to enable the researcher to recognize the perception of pupil's in terms of their opinions toward the English classroom . It is worth mentioning that in the light of this study results teacher should be a good model to their pupils and they should cover the main areas of classroom management perfectly .

Adolescents like to follow a model that attracts them , and teachers could lead pupils to good manners more than anything else perhaps the results of this study suggest that classroom management has to be of a major concern in Algeria , and insure the collaboration between teacher, administration and parents , for a better educational environment . So the ministry should open the door for more cooperation between all of the stake holders .

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process. That is why ended up that teachers play a great role in motivating learners , helping them to realize their self actualization .

The previous collected data from pupils' questionnaire shows that classroom management techniques implemented by teachers plays an important role in raising students' self-efficacy , enhancing their active learning strategies, and enriching their English learning values . As a result , implementing classroom management techniques such as audio-visual aids , changing the class structure , in addition to many other techniques applied by English teachers throughout the scholar year .

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In addition, the data show that motivation is key factor in classroom management, so EFL teachers in EL tarf , should raise learners motivation . Encouragement by praise or reward is effective to motivate learners extrinsically toward learning.

However, engagement in activities like cross-word puzzles and games can also enhance intrinsic motivation. Another way of effective teaching that can lead to less misbehavior or is authentic learning, because learners will be motivated if they learn something related to their real life situation, in other words, keep pupils related to their environment. Moreover, using technology in the classroom could be perfect way to attract pupils to learning, along with listening to scripts and songs; one condition is raised which is that teachers should choose the material that works as a good tool. To

promote and enhance learning and create autonomy, they should use technology as a tool for the sake of learning.

Finally, education is the basis of any civilization, so much effort should be made for welfare of teachers as they are an important factor for students success, thus classroom management is of critical importance for the development of education in general .

Limitations :

The limitations for this study are related primarily to the data available . This study was undertaken as a small scale activity , there could be limitations which prevent the exact performance of the entire pupils' population .

Another limitation is that the time frame of the study was very short .Thus , the analyses were made only on one middle school in El –Taref , and only one revision was done .

Another limitation is that these results are only for pupils 'motivation inside the classroom , taking into consideration that not all the teachers are yet aware of the implementation of these techniques , and even if they are aware , using it requires materials which are somehow less available . The same for pupils who are often not aware of their own use of useful strategies .

Another limitation is that during this study the pupils' background was not covered because knowing about pupil's social backgrounds will maintain stronger boundaries between learners , teachers and parents , thus managing the EFL classroom more effectively .

Suggestions and Recommendation

Qualitative analysis of questionnaires and interview, and the focus group revealed several thoughts regarding the topic of our study. In an interview a female English teacher said she uses the religious side to make her pupils behave well.

She said,

"I fully understand the characteristics of their age. I prefer to deal with misbehaving pupils in a motherly way, giving advice individually and sometimes guiding them through verses from the Holy Qur'an and Hadith because they have good souls inside them. I deal with them as if they were my children ."

Some teachers suggested changing the seating of pupils. For example, one said ;

"To minimize the problem, I sometimes change places and keep an eye on their behavior."

Other teachers recommended using attractive materials. For instance, one interviewee said, "For good management I think … teachers should teach pupils communicatively, use ways full of activities that engage all pupils. Also, I believe that using attractive materials helps to attract pupils' attention."

Additionally, one female teacher asserted that teachers should care for their pupils because they lose many factors that assist them. A teacher form Nacer Saleh ' middle school mentioned, "I think school, family, and the Educational Zone should collaborate to treat behavior problems because this is not a teachers' fault."

To summarize, both the male and female middle school English teachers encountered many problems regarding classroom management. They also indicated a lot of causes such as low proficiency in English and lack of motivation. Some of them

suggested some techniques and strategies for effective classroom management such as building rapport with pupils and being aware of pupils' social background. A male teacher concluded, we think there is a big problem concerning classroom management in middle schools. We believe there are no specific means to manage the classroom because this depends on many things like pupils' age, school administration, pupils' gender, and pupils' section, i.e., science or arts. But we think building rapport with pupils, varying teaching techniques, and recognizing and respecting pupils' desires and wishes will help to mange a public classroom very well. In the end a funny comment was made by a male teacher, "I hope you (the researcher) could change your career." Male and Female Students' Results of the Teacher purpose was to get deeper insights into the problem of classroom management by exploring pupils' perspectives of the English classroom and the English teachers and how they respond to each. Moreover, this study was intended to investigate some techniques and strategies used by teachers to manage their classroom.

Furthermore, the study was intended to get some of the above suggestions collected from pupils' points of view for effective classroom management .

This study was carried out in a very limited conditions , such as the sample , the timing , the background of the study as well as the school community , as mentioned before the purpose of this study was to investigate the main areas of motivating pupils using classroom management . However, we found that the English classroom face a lot of problems due to teachers' low level of proficiency , or pupils personal , social and behavioral factors ,many other reasons are to be investigated in future research along with the most suitable and possible solutions . For this reason we hope to hold future research in better conditions for better results in order to raise up the English teaching / learning process .

Appendix A : Pupils' Questionnaire

Student Motivation :

The questionnaire contains statements about your willingness in participating in this class . You will be asked to express your engagement on each statement. There are no (right) or (wrong) answers . your opinion is what is wanted , think about how well each statement describes your willingness in participating in this class.

Draw a circle around :

1-If the statement you strong disagree

2- If the statement you disagree

3-If the statement you have opinion

4-If the statement you agree

5-If the statement you strong agree

Be sure to give an answer for all questions, if you change your mind about an answer, just cross it and circle another

Your name : ……. teachers name : ……

School : . ……... Grade : …… Male …… ◯ Female : …. ◯

Self Efficacy	Strongly Disgree	Disgree	No opinion	Agree	Strongly Agree
1-Wether the course content is difficult	1	2	3	4	5

Or easy, I'am sure that I can understand.

2-I'am sure that i can do well on tests . 1 2 3 4 5

3-When I find the content difficult , 1 2 3 4 5
I do try to learn

4-During activities I prefer to ask other 1 2 3 4 5
People for the answer rather than think
For my self.

Active Learning Strategies	Strongly Disgagree	Disgree	No opinion	Agree	Strong ly Agree
1-When learning new concepts, I attempt to understand them	1	2	3	4	5
2-When I do not understand a Concept I would discuss with Teacher or other students to Clarify my understanding	1	2	3	4	5
3-During the learning process I attempt to make connection Between the concept that I learn	1	2	3	4	5
4-When concepts that I have Learned conflict with my Previous understanding , I try To understand why	1	2	3	4	5

Learning Value	Strongly disgree	disgree	No opinion	Agree	Strongly agree
1-I think that learning English is important because I can use it in My daily life	1	2	3	4	5
2-I think that learning English is Important because it stimulates My thinking	1	2	3	4	5
3-I participate in English courses to Get good grades	1	2	3	4	5
4-I participate in English courses to Perform better than other pupils	1	2	3	4	5

Appendix B : Teachers' Questionnaire

-Teachers Classroom Management Strategies :

For teachers :

A : Managing Classroom Behavior :

1- Very confident 2-unconfident 3- somewhat 4- netural 5- somewhat confident 6- confident 7- very confident

1-How confident are you in managing current behavior problems in your classroom ?

2-How confident are you in your ability to manage future behavior problems in your classroom ?

3-How confident are you in your ability to promote pupils emotional , social, and problem solving skills ?

B- Specific teaching techniques :

In this section we would like to get your idea of how often you use the following techniques , and how useful you find each one for managing your classroom.

Frequency :

Rarely /never . – some times . – half the time . – often . – very often

Usefulness :

Rarely/never . – sometimes . – half . -half the time . – often - very often

1-Coach positive social behavior (helping, sharing, waiting)

2-Describe or comment on bad behavior

3-Reward targeted positive behavior with incentives example (stickers)

4-Praise positive behavior

5-Use time out (time away to calm down) for aggressive behavior

6-Single out a student or a group of students for misbehavior

7-Use physical restraint

8-Use verbal redirection for child who is disengaged

9-Use persistence coaching (focusing , being patient, working hard)

10- Give clear positive directions

C- Working with parents :

In this section we would like to get your idea of how often you use each of the following approaches .

*Please mark the response that most clearly describes your interaction .

1- Never 2- 1 time per year 3- 3 time per year 4- once a month 5- once a week 6- daily .

1-Promote parent involvement in classroom

2-Teach parent skills to enhance classroom learning at home for example (coaching , reading , use of incentives)

3-Colaborate with parents on a home –school behavior plan and share goals for pupils

4-Hold extra parent conferences for particular problems

5- Talk with parents about special activities to do with child at home

6- Develop teacher- parent partnerships

7-Send home teacher- to parent communication letters

8-Ask parents to share ways to incorporate their cultural history traditions in the classroom

9- Make home visits

10-Hold parent group support

D- planning and support :

1-never 2- time per year 3-3 time per year 4- once a month 5- once a week 6- daily

1-Use self-reflective inventories to plan personal teaching goals

2-Review my progress in reaching goals of individual pupils behavior plans

3-Review my discipline hierarchy according to the pupil’s developmental ability

4-collaborate with other teachers for solutions and support

5-Give support to other teachers

6-Manage my stress level utilizing positive cognitive strategies

7- Encourage a positive school community .

Appendix C

Some Questions for the Pupils' Interview

1- Share your opinion about your English classroom and about your teacher?.

2- What do you suggest for a better English classroom ?