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Motivating Primary School EFL Learners to Learn English

The Case Study of a Primary School

Dissertation Submitted to the Departement of English in Partial Fulfilement of the Requirement of the Master's Degree in “ *Didactique de l'Anglais*”

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Statement of Original Authorship

We hereby declare that this dissertation entitled “Motivating Primary School EFL Learners to Learn English”, supervised by Mr. Mohammed Amin Medjabra in the academic year (2022-2023), and submitted to the department of English at Chadli Benjedid University, El- Tarf, Candidate for the Master degree, has not been presented to any other examination board and has not been published before. The researchers certify that all the sources used are cited and acknowledged as references.

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Dedication

This work is wholeheartedly and proudly dedicated to those who have inspired it.

A special sense of appreciation goes out to my family, particularly my dearly loved parents, who have always supported and encouraged me. My sister and brother, who have helped me throughout the process, are also honored in my dissertation. They have done a lot, and I will always be grateful.

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Above all, I want to thank God Almighty for being my constant guide and support whenever I need it.

Reghdadi Wiem

Dedication

I dedicate this work to

To myself, for working my fingers to the bone in this long journey. I'm proud of you despite the obstacles and the pressure you went through you have never surrender. Thank you.

To the apple of my eye, the woman who sacrificed for me, who first taught me the alphabets, the rock of stability who taught me strength despite her weakness, Mom.

To dad who instilled in me the desire to learn, who taught me that education is the crown a girl should wear.

To my candle, who supported me all the time, My beloved sister

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And to readers worldwild!

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List of Abbreviations and Acronyms

EFL : English as a foreign language

AMNE: Algerian Ministry of National Education.

TPR: Total physical Response

CLL: Cooperative Language Learning

CLT: Communicative Language teaching

MI : Multiple Intelligences

L2: Second Language.

SDT: Self-determination theory

SLT: Social learning theory

CET: Cognitive Évaluation theory

%: percentage

Abstract

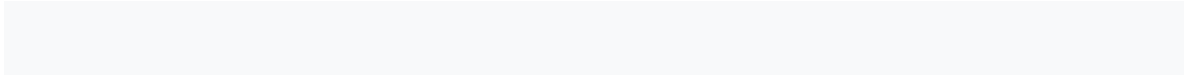
According to the last changes in the Algerian educational system, English language teaching starts in the third grade. This descriptive study examines and evaluates primary school EFL learners' motivation to learn English. The research aims to explore whether EFL pupils are motivated to learn English and how teachers ensure that their learners are motivated. This research was conducted at two different primary schools, Lakhdari Mohamed and Raheb Ahmed, in Boutheldja city. It dealt with 68 third grade pupils and seven teachers of English. The research was a case study that used mixed methods. Data was gathered through questionnaires that were submitted to both pupils and teachers, and then was analyzed quantitatively and qualitatively through descriptive statistics and the interpretative-descriptive analysis technique. The findings revealed that parents, teachers, and favorable learning conditions and activities were important factors in determining EFL pupils' motivation to learn English. Singing songs, drawing and coloring, and playing games were their favorite activities, and they had both extrinsic and intrinsic motivation to learn English. Moreover, it was found that teachers consider motivation an essential factor in learning, and they ensure that they create a motivating environment in the classroom by integrating various motivational strategies in order to promote EFL pupils' motivation to learn English. To conclude, this study faced several limitations that prevented the proper conduct of the research. Several recommendations were provided for future research and further inquiry into the matter.

Keywords: EFL Pupils, Motivation, English Learning

الملخص

حسب آخر التغييرات في النظام التعليمي الجزائري ، يبدأ تدريس اللغة الإنجليزية في الصف الثالث. تقوم هذه الدراسة الوصفية بفحص وتقييم دوافع متعلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية لتعلم اللغة الإنجليزية. يهدف البحث إلى استكشاف ما إذا كان تلاميذ اللغة الإنجليزية كلغة أجنبية لديهم الدافع لتعلم اللغة الإنجليزية وكيف يضمن المعلمون تحفيز المتعلمين. تم إجراء هذا البحث في مدرستين ابتدائيتين مختلفتين ، لخضاري محمد وراهب أحمد ، في بوجلجة. لقد تعامل الباحثون مع 68 تلميذاً في الصف الثالث وسبعة مدرسين للغة الإنجليزية. اعتمد الباحثون على المنهج الوصفي القائم على منهجية مختلطة. لكان تم جمع البيانات من خلال الاستبيانات التي تم تقديمها إلى كل من التلاميذ والمعلمين ، والتي تم تحليلها بعد ذلك من حيث الكم والنوع من خلال الإحصاء الوصفي وأسلوب التحليل الوصفي و التفسيرى. لقد كشفت النتائج أن الآباء والمعلمين وظروف وأنشطة التعلم المواتية كانت عوامل مهمة في تحديد دافع تلاميذ اللغة الإنجليزية كلغة أجنبية لتعلم اللغة الإنجليزية. كان غناء الأغاني والرسم والتلوين وممارسة الألعاب من الأنشطة المفضلة لديهم، وكان لديهم دافع خارجي وداخلي لتعلم اللغة الإنجليزية. علاوة على ذلك، فقد وجد أن المعلمين يعتبرون التحفيز عاملاً أساسياً في التعلم ، ويضمنون أنهم يخلقون بيئة محفزة في الفصل من خلال دمج استراتيجيات تحفيزية مختلفة من أجل تعزيز دافع تلاميذ اللغة الإنجليزية كلغة أجنبية لتعلم اللغة الإنجليزية. في الختام ، واجهت هذه الدراسة العديد من القيود التي حالت دون إجراء البحث بشكل صحيح. تم تقديم العديد من التوصيات للبحث في المستقبل والمزيد من التحقيق في هذه المسألة.

الكلمات المفتاحية : تلاميذ اللغة الإنجليزية كلغة أجنبية ، الحافز ، تعلم اللغة الإنجليزي



Chapter one

Introductory Chapter to the Research

Chapter One: Introductory Chapter to the Research**Introduction**

Teaching English as a foreign language has always been a challenging process around the globe, however recently it was developed to have its own impact over Algeria. Due to the recent political changes in the field of education, particularly teaching English as a foreign language, President Tebboune Abedlmadjid has officially determined to teach English in primary schools.

Regarding the necessity of integrating English at the primary level and the advantage of raising a generation that is able to master the language at further stages through teaching young EFL learners which is often viewed as challenging and delicate process because of the young learners' cognitive abilities and characteristics to acquire two foreign languages (French and English) at the same time. Consequently, Motivation plays a significant role and also accounts for success or failure in the acquisition of foreign language.

This chapter is an introduction to the research study, which evaluates the young learners' motivation towards learning English. It includes the statement of the problem, the aims, and the significance of the research. Moreover, it introduces the research questions and the hypotheses, and describes the research methodology. Eventually, it provides a concise illustration about the organisation of the study and its limitations.

Statement of the Problem

Due to the implementation of English in primary schools last year, students witnessed an unsettling shift in the program. Teachers' unions, educationalists, and others came up with sceptical reactions; however, everyone agreed that it was an excellent move to implement that language. On the other side, young learners might express different reactions to this change because of the fact that adding another foreign language along with

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French, which they begin to learn at the same year, is quite sophisticated for them. Some students may be confused and not be able to show any kind of enthusiasm, while others could be motivated to show their strong desire to learn this language. Certainly, in order to meet all learners' needs, motivation must be prioritized in the learning process, hence, sometimes teachers face some struggles in creating a motivating environment in the classroom due to various types of motivation a student may carry. Therefore, For the purpose of enhancing learners' performances and reaching both their academic and personal objectives, understanding how to motivate third-year primary school students should be viewed as significant as learning English.

Aims of the study

The present study aims at exploring whether primary EFL school learners are motivated, and how motivation affects their learning. Furthermore, it seeks to investigate how teachers ensure to keep their learners motivated.

Significance of the Study

The purpose of this study is to provide significant data and knowledge that will benefit teachers and students in the following ways:

- Exploring the role of motivation in second language learning.
- It helps educators in choosing appropriate ways to support students' autonomy.
- It discovers how teachers aid EFL learners to be engaged in a motivating environment through applying different strategies.
- It leads young learners to focus on setting goals to increase motivation to succeed in learning English.

Research Question

The research study is guided by the following question:

Q: Are the primary school EFL learners motivated to learn English?

Research Hypothesis

In order to find answer to the prior main question, the following hypothesis was formulated:

H: We hypothesise that primary school EFL learners are motivated to learn English.

Research Methodology

Research Design

The descriptive approach is found to be appropriate for the undertaken research to carry out the aims of this study, and to examine in depth and investigate solely to what extent the young EFL learners are motivated to learn English. Accordingly, the design of the present study is mixed method design to strengthen the structure of the study and to increase reliability and validity of the results by triangulating different forms of data gathering techniques. As a validation to the hypothesis and an answer to the research question and in order to provide a comprehensive analysis of the research problems in this study, this method of inquiry is employed by collecting data via quantitative and qualitative questionnaires instruments.

Participants

The data collection procedure relied on two questionnaires; paper questionnaire that was submitted to (68) third year pupils, and online questionnaire that was delivered to (7) primary school teachers. The paper questionnaire was administered to pupils in two classrooms. Each classroom has more than (20) students. These classrooms are located in

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Mohammed Lakhdari and Ahmed Raheb primary schools at Boutheldja city during the academic year of 2022-2023. However, Google forms were used to distribute an online questionnaire to teachers who teach in different primary schools.

Data collection tools

In order to fulfil the goal of the research, two questionnaires were administered; the paper questionnaire was delivered to third year pupils at Mohammed Lakhdari and Ahmed Raheb primary schools. It aims at exploring to what extent young EFL learners are motivated to learn English and how motivation affects their ability to learn. The online questionnaire was directed to English primary school teachers to investigate the different ways and strategies to increase learners' motivation.

Organization of the Dissertation

The study is organized into five major chapters that are linked to enlighten the reader about this research. The first chapter starts with a general introduction which has been devoted to the statement of the problem, the research questions, the research hypotheses, aims and the significance of the study, as well as followed by the description of the study and the limitations.

The second chapter deals with the literature review related to the important elements of the topic concerning motivating young EFL learners. It is divided into two main sections.

The third chapter targets the research methodology and design, and provides a detailed description of the methodology applied through the research process including, method, design, the population sample and setting, and eventually data collection tools.

The fourth chapter presents the research findings that are gathered from both teachers' and pupils' questionnaires that are going to be analysed and interpreted.

Finally, the last chapter provides a discussion of the findings and some pedagogical recommendations for teachers, pupils, and the AMNE concerning motivating young EFL learners. As any research undertaking, the work ends with a general conclusion that highlights the summaries of the work in general.

Conclusion

Motivation is an essential aspect of learning because it helps to drive and to sustain the learners' engagement and effort. The following chapter will provide more details about the notions of motivation and its impact on encouraging young learners to learn English.

Chapter Two
Literature Review

Chapter Two: Literature Review**Introduction**

The following chapter deals with the literature related with teaching young EFL learners. It consists of two sections; the first one deals with learning English as a foreign language, definition of learning, types of learning, teaching young EFL learners, and the different approaches and strategies to teach young EFL learners. The second section deals with motivation as a prominent key element of the research. It includes the definition of motivation, its different types, its sources, strategies of motivating learners and young EFL learners and finally, it elaborates the theories of motivating young EFL learners.

Section One: Teaching Young EFL Learners**Introduction**

According to the critical period hypothesis children acquire language from birth to puberty, a period in which their linguistic, cognitive, and social capacities are mature enough. However, young learners are unable to state their demands. Therefore, this section is based on the learning of English as a foreign language, definition of learning, and the types of learning in the context of language learning. Moreover, it provides all the characteristics of how children learn a foreign language. And eventually, it encompasses a range of strategies and approaches to teach young learners in the primary school setting.

1. 1. Learning English as a Foreign Language

Foreign language learning plays a prominent role in the world today not only for communication across borders, but also for the potential benefits of other learning skills. Foreign language learning is the learning of a non native language that is not widely used in a particular area. Crystal (2003) asserted that “language does not become a global language because of its intrinsic structural properties, or because of the size of its vocabulary, or because it has been vehicle of a great literature in the past, or because it once associated with a great culture or religion. These are all factors which can motivate someone to learn a language.” (p. 9). Learning a foreign language such as English is a key for cognitive development and awareness.

English has been increasingly growing as a global and dominant language in the world (Nunan, 2001). English has spread like fires on the corners of the world and many countries place an intense emphasis on the teaching of English. It is evident that English is taught and learned in all levels, such as elementary schools, middle schools, secondary schools, and also in higher education.

1. 2. Definition of Learning

Learning is the process of acquiring knowledge through experience, study, or being taught. It was defined as “a process that leads to change, which occurs as a result of experience and increases the potential to improved performance and future learning”. (Ambrose et al, 2010, p.3). In the other side, psychologists would define learning concisely as "a change in an individual caused by experience" (Slavin, 2003, p.138).

Behaviorism is a school of thought that ultimately focuses on how students learn and also believes that all behaviors are learned through interaction with the environment, and Brown (2007) stated that "learning is a change in behavior "(p.8). Behavioral learning requires motivation as an important variable, such as positive and negative reinforcements. These can be effective motivators by using praise, rewards, and punishments. In short, it was found that behaviorism can be helpful for many teachers, specifically in the fields of foreign language learning and math however, it is not adequate for analytical and comprehensive learning. (What is the behavioral learning theory, 2020).

In addition, besides behaviorism, there are many other theories that have studied learning and argued about the exact definition of learning, such as constructivism and cognitivism. They claimed different views; however, they agreed that learning is crucial. In this case, Shuell (1986) provided a general definition of learning that captures all the criteria most scholars and educational professionals consider principles of learning "learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which results from practice or other forms of experience". (as cited in Schunk, 2012, p.3). Schunk (2012) contributed to examine the definition profoundly it's made up of three main criteria of learning. One criterion is that learning involves a change in behavior or capacity for behavior and is inferential. People's learning is evaluated based on what

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they say, write, and do, and it is typical for people to gain skills, information, attitudes, or behaviors without displaying them. Moreover, the second criterion is that learning endures over time this eliminates transient behavioral alterations (e.g., slurred speech) caused by drugs, alcohol, and exhaustion. Such modifications are only transitory since the behavior resumes once the reason is eliminated. The last criterion that was discussed was that learning occurs through experience. The line between maturity and learning is often blurred, as individuals may be genetically inclined to respond in certain ways, but the actual development of those behaviors is dependent on the environment. Language is a great example, as the vocal apparatus becomes capable of producing language as it grows, but actual words are learned via interactions with others. Similarly, children crawl and stand normally as they mature, but the environment must be receptive and enable these behaviors to occur. Children whose movements are controlled violently do not develop normally.

There are various theories of learning that have been developed to find out the precise nature of learning. In the meantime, scholars and researchers attempted to discover several taxonomies of types of human learning.

Table1. Criteria of Learning

-
- Learning involves change
 - Learning endures over time
 - Learning occurs through experience
-

Note. Table reproduced from “Learning Theories an Educational perspective,” by D.H. Schunk, 2012, p. 4.

1. 3. Types of Learning

Robert Gagné, an educational psychologist emphasized the need of finding a variety of types that all people employ. Types of learning differ depending on the context and subject matter to be learned, Gagné (1965) identified types of learning that are sufficient for complicated tasks such as language learning (as cited in Brown, 2007):

1. 3. 1. Signal Learning:

According to the Pavlov's classical conditioned reaction, the individual learns to respond to a stimulus in a wide diffuse manner. Generally, this occurs in the total language process which people make a response of some sort (cognitive, emotional, verbal or non verbal) to language.

1. 3. 2 . Stimulus Response Learning

The learner attains a precise reaction to a distinguished operant, also known as an instrumental response. The stimulus response learning is apparent in the acquisition of the sound system of a foreign language, which the learner makes closer adaptations to pronounce like a native through a process of conditioning, attempt, and error.

1. 3. 3. Chaining

The conditions of such type of learning have also been depicted by Skinner. What is acquired is a chain of two or multiple stimulus-response connections. This type of learning is apparent in the acquisition of phonological sequences and syntactic patterns which they string together of several responses.

1. 3. 4. Verbal Association

The learning of verbal chain is referred to as verbal association. Essentially, the requirements are similar to those of other chains. Yet, the presence of language in the

human being distinguishes this from the individual's prior taught repertoire of language.

1. 3. 5. Multiple Discriminations

Every individual learns to create a variety of diverse identifying reactions to a wide range of stimuli, which may resemble each other in physical appearance to varying degrees. Although learning each stimulus-response link is a straightforward event, the connections tend to conflict with one another. This type of learning is essential in second language learning where, for instance, a word has to take on various meanings, or a rule in the native language is reshaped to fit in the target language.

1. 3. 6. Concept Learning

The learner gains the ability to respond to class stimuli in a consistent manner, despite the fact that individual members of that class may differ widely from one another. The learner can identify a complete class of objects or occurrences with a single response.

1. 3. 7. Principle Learning

In its most basic form, a principle is a link between two or more concepts. Its purpose is to organize behavior and experiences. A principle is a "subsumer" in Ausubel's terminology, which is a group of connected ideas. This type of learning is the extension of concept learning to the formation of linguistic system, in which rules are related and subsumed in total system.

1. 3. 8. Problem Solving

Problem solving is a sort of learning that demands the operational processes typically referred to as "thinking". In a deliberate attention on an unresolved or ambiguous

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collection of events, previously acquired notions and principles are integrated. In this stage, the learner is able to determine the meaning of word, the interpretation of utterances, and the rules that govern the linguistic items.

1.4 . Teaching Young EFL Learners

Teaching young learners English focuses on teaching English as a foreign language to children aged 7 to 12. This has numerous implications for EFL teachers, not least because teaching children differs significantly from teaching adults. Children, for example, have higher levels of enthusiasm and are eager to please their teachers, so these differences are quite pronounced but still positive (Cameron, 2001).

According to the psychologist Piaget, a child is an active learner and thinker. A child has to understand a concept before he or she can acquire a particular language form that expresses that concept hence, Piaget placed the acquisition of a language within the context of a child's mental or cognitive development (Cameron, 2007). In the meantime, Donaldson (1978) emphasized children are sense makers through predicting questions, seeking out intentions and purposes, and being curious to know everything to bring their knowledge and experience to their trials to make sense of other people's actions and language (as cited in Cameron, 2007). On the other hand, Vygotsky's view differs from Piaget's view, in which he argued that a child is an active learner in a world full of people, and interacting with adults aid both learning to do things and learning to think; therefore, social interactions help children develop their ability to use language (Cameron, 2007). These theories are still relevant today because they provide a profound understanding of teaching and learning that reflect the complexity of social and cultural contexts for the modern young learner. Understanding how children learn a foreign language will assist teachers in selecting and deciding on appropriate teaching approaches and strategies for EFL young learners, because teaching children is a delicate and sensitive task. Children

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have short attention spans and high levels of physical activity. They are extremely connected to their environment and are more interested in actual and tactile events.(Masoud&Masoud, 2011).

According to Harmer (2001), young learners learn differently than adult learners. They easily lose enthusiasm and interest. As a consequence of that, it has become pivotal for EFL teachers to be acquainted with the needs of EFL young learners in order to develop good and affective relationships with them since they have a need for individual attention and approval from the teacher.

1.5 . Approaches and strategies of Teaching Young EFL Learners

1.5.1 Approaches

1.5.1.1 Total Physical Response Approach

Total physical response was developed by the psychologist James Asher in 1970. TPR is a language teaching and learning approach built around the coordination of speech and action (Asher, 2009). Asher believed that successful adult second language learning is a parallel process to child first language acquisition and that adults should recapitulate the processes by which children acquire their native language (Rodgers& Richards, 2001). Asher's learning theory is based on the belief that language is learned through motoric activities to improve meaningful learning (Levey, 2011).

Teaching young EFL learners through physical activities as suggested by Asher will make the learning more interesting and facilitate language learning, which can reduce learners' inhibitions and lower anxiety. The physical aspect of the TPR learning process allows for the natural integration of play and physical activity into language instruction as well as the enhancement of children's outside-of-class physical activity and engagement, which benefits both linguistic and physical development and movement (Cicuh, 2019).

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TPR can provide teachers with many techniques and strategies to use in teaching, such as songs, storytelling, role-play, mimic. For instance, when using this method, teachers give a series of commands in the foreign language (e.g., jump and clap your hands), while young learners are expected to respond with whole body movements.

TPR was popular in the 1970s and 1980s due to the support of those who emphasize the role of comprehension in second language acquisition. For instance, Krashen (1981) believed that providing intelligible input and reducing stress were essential for successful language learning. He believed that engaging in physical movements in the target language was a way to make input understandable and reduce stress.

1.5.1.2 Cooperative Language Learning

Cooperative language learning (CLL) is known as collaborative learning. According to Rodgers and Richards (2001), CLL is a teaching approach that makes the most of cooperative activities involving pairs and small groups of learners in the classroom. It was defined as a group learning activity in which each learner is held accountable for his or her own learning and is encouraged to help others learn (Olsen & Kagan, 1992). This approach seeks to develop classrooms that foster cooperation rather than competition in learning.

Moreover, CLL is an approach designed to foster critical thinking skills and develop communicative competence through socially structured interaction activities. EFL teachers can use this approach as a teaching strategy to facilitate language acquisition. When teachers engage young EFL learners in group works in pairs, they give them the opportunity to converse and listen to other learners. For instance, teachers can involve learners a three-step interview activity suggested by Kagan and Olsen in 1992, in which learners are in pairs, one as interviewer and the other as interviewee. Learners reverse roles. Each shares with a team member what was learned during the two interviews.

The field of language teaching has changed, and the traditional methods of language teaching are no longer adequate in current EFL classrooms since this approach is teacher-centered and learners are passive. Some techniques and strategies, such as the grammar translation method, are used in language teaching and learning, but the focus has traditionally been on making the learners aware of certain aspects of the language without providing sufficient practice. While in CLL, teachers expect learners to be active participants and autonomous learners, which help them to develop positive relationships with their learners especially for young EFL learners, in order to raise their motivation and enthusiasm by selecting interesting activities.

1.5.1.3 Communicative language Teaching

The communicative language teaching approach (CLT) marks the beginning of a major paradigm shift within language teaching in the 20th century. CLT is commonly used nowadays. This approach has some characteristics that foster the students being active in using language as a means of communication and not merely as the subject studied. Thus, the students taught using this approach are expected to use and practice the language sufficiently. According to Arini (2020), this approach includes several axioms that encourage students to speak effectively in the language they have learned. CLT stresses context and authenticity so that students may acquire the contents as a whole and readily modify their knowledge to reflect the reality that exists.

Nishino (2008) suggested some activities aimed at developing communicative competence, like role play, interviews, information gaps, games, language exchanges, surveys, pair work, and learning by teaching (as cited in Saidalvi, 2017). CLT integrates many effective activities to teach young EFL learners, which create a new image of the classroom and an authentic environment where learners are no longer seated and passively

copying notes and solving problems on sheets of papers. They will be able to interact with each other in an appropriate and comprehensive way in English.

1.5.1.4 The Natural Approach

Krashen and Terrell developed the natural approach in 1983 based on Krashen's theories about language acquisition. The natural approach is an example of a communicative approach, and it focuses on teaching communicative skills, which Terrell and Krashen consider communication as the fundamental role of language (Richards & Rodgers, 2001). Krashen and Terrell (1983) claimed that the natural approach "is similar to other communicative approaches being developed today" (p. 17). This approach specifically was designed for beginners to help them become intermediates. Krashen and Terrell (1983) noted that there is an expectation that student

will be able to function adequately in the target situation. They will understand the speaker of the target language (perhaps with requests for clarification), and will be able to convey (in a non-insulting manner) their requests and ideas. They need not know every word in a particular semantic domain, nor is it necessary that the syntax and vocabulary be flawless – but their production does need to be understood. They should be able to make the meaning clear but not necessarily be accurate in all details of grammar. (p.71)

What we can extract from the above quotation is that the natural approach emphasizes comprehensible and meaningful practice activities, rather the production of grammatically correct utterances and sentences.

This approach can be a reliable and adequate method for teaching young EFL learners because teachers are asked to create a classroom atmosphere that is interesting and friendly, which is appropriate for the young learners' characteristics and needs. The main goal of instructional materials used in the natural approach is to make classroom activities

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meaningful by relating them to the real world and by using materials from the world of realia rather than textbooks like pictures and visual aids (Richards & Rodgers, 2001). This can be helpful to supply the content of communication and facilitate the acquisition of a large vocabulary within the classroom.

1.5.1.5 Multiple Intelligences

According to Levin et al. (1974), instructors have been aware of their learners' varied capabilities for a long time. Several student disparities in the subject of teaching languages have been related to the fact that students have various learning or cognitive styles. For instance, some learners learn more effectively through visual rather than auditory means. When kids can read new information rather than just listen to it, they learn more effectively. Nonetheless, it has been estimated that for up to 25% of the population, the form of instruction does make a difference in their success as learners. Of course, many students can learn as well in either manner (as cited in Larsen-Freeman & Anderson, 2011). Gardner (1983) has theorized that individuals have at least eight different intelligences, which are:

- 1) Logical/mathematical: the capacity to analyze and reason, to use numbers effectively, to explore patterns, and to understand scientific concepts.
- 2) Visual/spatial: the capacity to view or visualize color, shape, and space.
- 3) Body/kinesthetic: the capacity of using one's whole body oneself and to solve problems.
- 4) Musical/rhythmic: the capacity to recognize and compose musical pitches, tones, rhythms.
- 5) Interpersonal: the capacity to understand intentions, motivations, and desires of other people.

- 6) Intrapersonal: it entails the capacity to understand oneself, and to appreciate one's feelings, fears, and motivation.
- 7) Verbal/linguistic: the capacity to learn language, and to use language effectively in order to accomplish certain goals.
- 8) Naturalist: the capacity to relate, to recognize, and to categorize upon certain features of the environment.

The MI approach provides a rich source of classroom ideas and can help teachers think about instruction in their classes in a unique way. Teachers can create activities that draw on all eight intelligences to facilitate language acquisition among diverse young EFL learners. For instance, worksheets, word games, and small- and large -group discussions are activities designed for those who have linguistic intelligence (Christison, 1997). In effect, multiple intelligences is an increasingly popular and reliable approach that deals with learner differences and primarily supplies teachers with creative activities, recommendations, and lesson plan designs.

1.5.2 Strategies

It has been discussed that young learners learn a foreign language better than adults. Although they have a high source of motivation and enthusiasm, young learners learn slowly and forget easily; hence, teaching them requires lots of repetition and revision. Ersoz (2007) claimed that young learners tend to learn holistically. They are kinesthetic and energetic. They enjoy stories, fantasy, imagination, and art, and they love colouring and drawing. As a consequence of that, teaching young learners might be an easy process, yet it is delicate. Accordingly, teachers have to choose the appropriate approach supported by the suitable strategy, activities, and materials that will attract the attention of children. The following are some suggested strategies that are helpful and sufficient for teachers.

1.5.2.1 Storytelling

Storytelling is a widely used strategy to teach youngsters. Cameron (2001) emphasized that storytelling should be undoubtedly integrated into the target language teaching, which offers children several opportunities to learn the foreign language effectively since stories are rich in vocabulary, metaphors, repetition of language, and dialogues. He frequently stressed the importance of choosing stories that have the qualities of content, organization, and language use that thus far are potentially useful tools in the foreign language classroom. Teachers must be selective in choosing the appropriate stories because not all good stories will automatically be suitable for language learning.

1.5.2.2 Songs

Songs are another useful strategy that teachers can depend on to teach children. Cameron (2001) stated that songs could be used as a valuable teaching and learning tool because songs help learners enhance their listening skills and pronunciation. Using songs in classrooms is enjoyable for young learners. According to Sevik (2001), songs may be utilised for grammar teaching during both the presentation and practise phases. In a calm educational setting, they could promote attentive and prolonged listening as well as creativity and imaginative application. Songs can not only enhance listening and pronunciation and facilitate grammar learning, but Millington (2011) declared that songs can also give young learners the chance to practise vocabulary. They are often centred around a specific topic. For instance, the song head, shoulders, knees, and toes could be used to refer to body parts. Songs can be used as a valuable strategy in EFL classrooms because they can be helpful to improve speaking, listening, vocabulary, and grammar, while for the teacher, using songs in the classroom can also be an enjoyable break from following a set curriculum.

1.5.2.3 Games

Children cannot always be exposed to serious learning due to their different characteristics as natural language learners. Thus, teachers need to be selective in choosing the appropriate activities and strategies to fit this type of learner. According to Lee (1979), a renowned author of language education games and contests, most language games allow young learners to utilise the language right away rather than worrying about acquiring the proper form. He proceeded, adding that games shouldn't be viewed as peripheral but rather as the main focus of the foreign language education programme, to further bolster the credibility of his position. It's interesting to note that Richard-Amato (1988) agreed with Lee's idea and thought that playing games might lessen anxiety and boost the probability of acquiring input (as cited in Hang, 2016). Similarly, TPR relies heavily on the above-outlined scenario, in which meaning is conveyed through actions. There are many types of games that can be employed in a contemporary environment; however, such games require being associated with the context of learning. Wang, Shang, and Briody (2011) declared that classifying games into different types is almost complex because such types frequently overlap. Hadfield (1984) explained that there are two ways to classify games: first, linguistic games, which focus on accuracy; and second, communicative games, which focus on the exchange of information. Jacobs (n.d.) further classified games into detailed forms that are composed of the previous main elements (linguistic and communicative).

- 1) **Sorting:** Ordering or arranging games. Ordering or setting up a game. For instance, pupils are required to arrange a pack of month-themed playing cards in order.
- 2) **Information gap games:** In this game, learners have to fulfill the activity via communicating and exchanging information which some learners know the information and others do not

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- 3) Guessing games: One volunteer has a flash card, he/her performance must imitate it and other they should guess the word from her or his performance.
- 4) Searching games: For instance, pupils are given a clue to find out who the criminal or the thief is. They are going to solve the problem through asking and then replying to their partners.
- 5) Matching games: these games require participants to find a match for a word, picture, or card for example, pupils place twenty word cards; composed of ten pairs, face down in random order.
- 6) Labeling games: they are similar to matching game. The difference is that pupils match labels and pictures.
- 7) Exchanging games: Many card games fall into this category. In these games, students exchange cards, objectives, or ideas.
- 8) Board games: One of the most popular games in this category is “Scrabble Game”.
- 9) Role playing games: This type of games involves pupils in acting out roles that they might not act in real life. They might also be employed to get students to practice set dialogues (Jacobs.,n.d, as cited in Wang, Shang & Briody, 2011).

Ultimately, using games to teach young learners can improve learners’ motivation, confidence, and vocabulary acquisition due to these benefits it is easier to capture their attention than the traditional teaching.

1.5.2.4 Drama

One of the most effective strategies to teach young EFL learners is drama. Children differ from adults, they imagine, they can act out a role and pretend activities. Drama can be a sufficient way to learn vocabulary. Supposedly, in drama, they are not required to memorise words but rather are involved in contextualised learning intellectually and

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emotionally. In 1997, the Children's Association of America adopted the definition of creative drama as "an improvisational, non-exhibitional, process-centred form...in which participants are guided by a leader to imagine, enact, and reflect upon human experience "(Davis&Behm, 1987, p. 262).

Learning vocabulary for young learners is an easy task because they are quick in acquiring words and slower in acquiring sentences because words have tangible and immediate meanings, while sentences are less useful. Therefore, drama can facilitate the learning of vocabulary. In this sense, creative drama offers both psychological and logical meaning; words are learned in an enjoyable and relaxing atmosphere, and encouraging word play may be a potent remedy for making mistakes that can so easily prevent learning (Thornbury., 2002, as cited in Demircioglu,2010) . Demircioglu (2010) conducted research in order to check the effectiveness of using drama to teach young EFL learners vocabulary. He grouped nine- and ten-year-old students in the third grade into two classes. One was randomly assigned to the experimental group, and the other was treated as the control group. For the first class, the teacher prepared five lessons in order to teach new vocabulary items through drama. The teacher introduced new words by telling stories, which attracted the students' attention. She acted out the story; she used pictures, puppets, masks, and real objects. When it came to practising, the students had several chances to practise the new words; they played different games. On the other hand, the students in the control group learned new words by being provided with the Turkish equivalents of the words or by being shown pictures. They just followed the book. They did not participate in any drama activities. The results of his research showed that the experimental group achieved better results than the control group, and drama can be an effective strategy to teach vocabulary because it creates a supportive and intellectual and emotional environment that encourages students to think, promotes long-term retention of

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vocabulary, and eventually, drama as a teaching strategy motivates the students towards further learning. To conclude, drama is a valuable strategy for classroom instruction because learners are expected to communicate and use language confidently with lower stress and higher enthusiasm and motivation.

Conclusion

To conclude, the current section gave an overview of the literature related to the present study. It was presented that teaching young learners is a challenging task, yet it became mandatory and essential at Primary School setting.

Section Two: Motivating Young EFL Learner

Introduction

This section elaborates the meaning of motivation and its types in the context of foreign language learning, especially in EFL classrooms. It sheds the light on how learners and specifically young ones obtain motivation, and how its different factors and sources may help them succeed in maintaining a positive attitude towards learning. Eventually, it tackles various theories of motivating young EFL learners.

2.1. Motivation

Motivation is a psychological process that learners do to take action, in order to help them to succeed in acquiring knowledge. According to Vincent and Kumar (2019), “a motive is an inner state that energizes, activates, or moves and directs or channels behavior goals” (p.483). It is claimed that “motivation is yet another affective variable to consider, but one that is so central and with research foundations that are so pervasive that it deserves a separate category here” (Brown, 2007, p.168). Many researchers agreed that motivation is an affective factor and has strong research underpinnings, so it merits its own category. Hence, it is unquestionably the term used to describe whether a difficult task is successful or unsuccessful. Another claim says that motivation is a theoretical concept which is used to describe the initiation, direction, intensity, persistence, and quality of behavior, especially behavior that is goal-directed (Maehr & Meyer, 1997).

According to Gardner (1985), “Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing” (

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as cited in Seven, 2020). Moreover, Yulfi and Aalayina (2021) stated that motivation is crucial in order to acquire English as a foreign language. Nonetheless, motivation remains one of the most important variables that will affect learners' success or performance in English. Students who are motivated can achieve their learning objectives, and will be encouraged to learn English well if they are motivated and engaged in the teaching-learning process. In contrast, the goals of learning are difficult to achieve without motivation (p. 402). They concluded "motivation is an influential factor in the teaching-learning process. Without motivation, learning is challenging to be reached because the students' efforts and desires affect them in achieving the learning goals" (Yulfi, &Aalayina, 2021, p. 412)

2.3. Types of Motivation

Understanding the types of motivation in language learning can help educators and learners to design and implement effective language learning strategies and interventions that foster motivation and promote long-term success in language learning. Therefore, some researchers have introduced different types of motivation, which will be explained as follows:

2.3.1. Extrinsic Motivation

The drive to engage in a behavior or activity in order to receive an external reward or avoid punishment is known as extrinsic motivation. It is influenced by things other than the person themselves, including money, position, or notoriety. For example, an individual who works hard to receive a bonus or promotion is said to be extrinsically motivated. Brown (2007) noted that extrinsic motivation is fueled by the hope of receiving a reward from a source other than oneself (p. 172). Furthermore, Ryan and Deci (2000) confirmed

that “Extrinsic motivation involves engaging in an activity for external reasons such as rewards or punishments” (p. 56).

2.3.2. Intrinsic Motivation

Instead of engaging in a behavior or activity for an outside reward or advantage, this sort of motivation refers to the inside drive to do so. Personal interest, satisfaction, and a sense of accomplishment or mastery, are its motivating factors. For example, a learner may enjoy reading books or watching movies in a foreign language, because they find it fun or challenging. As Ryan and Deci (2000), observed that when someone is motivated solely by their own internal desires, such as interest and satisfaction, they are acting with intrinsic motivation (p. 56). Also, Edward Deci (1975, p. 23) said that activities that are intrinsically motivated, have no external rewards but the action itself (as cited in Brown, 2007, p. 172).

Table 2. The Differences between Extrinsic and Intrinsic Motivation.

Extrinsic motivation	Intrinsic motivation
Driven by external rewards	Driven by internal rewards
Examples: money, grades, praise	Examples: enjoyment, personal satisfaction, curiosity
Can be effective in short-term	Can be effective in long-term
May lead to decreased creativity and autonomy	May lead to increased creativity and autonomy
May lead to decreased intrinsic motivation over time	May lead to increased intrinsic motivation over time

Note. Table reproduced from “Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being,” by R.M. Ryan, and E.L. Deci, 2000, 55(1), p. 68–78.

2.3.3. Achievement Motivation

Achievement motivation refers to the psychological stimulation to pursue and attain goals, to succeed and excel, and to accomplish challenging tasks. It is the desire to do well, to improve, and to demonstrate competence and mastery in a particular area. Certainly, high achievers are driven by a sense of competence and accomplishment, and they frequently set difficult goals for themselves. According to Elliot and Dweck (2005), “Achievement motivation refers to the drive to achieve success and excellence in one's endeavors, and it is often driven by a desire for personal growth and development” (p. 3).

2.3.4. Instrumental Motivation

Instrumental motivation is the motivation to learn or to use a language for practical reasons such as achieving a particular goal or fulfilling a specific need, rather than for the inherent enjoyment of using the language itself. For example, a person may be instrumentally motivated to learn English in order to obtain a job, or to communicate with people from other countries while traveling. According to Gardner and Lambert (1972), "Instrumental motivation is the desire to learn a language for practical purposes, such as academic or professional advancement" (p. 134). They also noted that, "instrumental motivation may derive from the perceived utility of the language in achieving some other goal, such as getting a job, passing an exam, or enjoying a holiday abroad" (p. 127). Furthermore, research has shown that instrumental motivation can have a significant impact on language learning outcomes. For instance, students who are highly instrumentally motivated tend to be more successful in achieving their language learning goals than those who are motivated by other factors (MacIntyre & Gardner, 1991).

2.3.5. Integrative Motivation

Integrative motivation refers to a motivation based on the desire to learn a new language or to interact with speakers of that language in a meaningful way. It involves a genuine interest in a language and its associated culture, and a desire to fit into that culture. It is often contrasted with instrumental motivation. Research has shown that integrative motivation can be fostered through various classroom practices; one of them is providing learners with opportunities to interact with native speakers of the target language (Dörnyei, 2009). In addition, when learners have a strong desire to integrate into a new culture and community, they are more likely to invest time and energy in learning the language and persevere in the face of challenges.

2.3.6. Self Efficacy

Self-efficacy is the belief of having the ability to accomplish a particular task or achieve a specific goal. It is the level of confidence or assurance that a person has in his own abilities to succeed in a given situation. According to Bandura (1977), self efficacy is the confidence a person has in their capacity to carry out an activity or accomplish a goal (p. 193). Undoubtedly, those who have a high level of self-efficacy are more likely to achieve their goals. On the other hand, those with poor self-efficacy may be less successful in reaching their goals and more prone to give up or avoid challenges.

2.4. Sources of Motivation

Through the understanding of the sources of motivation, educators and language instructors can help their students later to become more engaged and motivated in the language learning process. Skehan (1989), identified four main sources of motivation in the context of education (as cited in Madrid & Y Pérez Cañado, 2001, p. 325):

- 1) Learning and teaching activities: which are connected to the learner's intrinsic motivation. At this point, the incentive to learn would come from the student's interest, due to the types of tasks that are provided to her/him, because of the fact that these tasks might produce higher or lower degree of motivation.
- 2) Learning outcomes: the foundation of what is referred to as resultative motivation, is the learner's successes or failures (Ellis, 1994). Positive outcomes serve as a reward and can boost motivation. While failure lowers learner's aspirations, perceptions of their effectiveness, and overall motivation. In this sense, motivation results from learning outcomes rather than being a cause of them.

- 3) Internal motivation: the first point and this dimension, have a close relationship. The difference lies in where that motivation came from. In the first case, it was present in attractive tasks. However, in this case, the student is already motivated when entering the classroom. This motivation is in fact built by the impact of other factors (e.g. importance of languages in present-day societies, influence of parents, etc...).
- 4) Extrinsic motivation: at this ending point, Skehan highlighted the influence of external motives on the learner's behavior, such as rewards or punishments.

Skehan (1989), illustrated the afore-mentioned four sources of motivation in the following Table (as cited in Madrid & Pérez Cañado, 2001, p. 325).

Table 3. The Four Sources of Motivation

	Learning contexts	Learning outcomes
Outside individuals (extrinsic motivation)	- Materials - Teaching/learning tasks	- Success and failure throughout the process
Inside individuals (intrinsic motivation)	- Success and failure throughout the process	- Goals

Note. Table reproduced from "Exploring The Student's Motivation in the EFL

Class", by D. Madrid, and M.L.Y Pérez Cañado, 2001, en E. García Sánchez (ed.): *Present and Future Trends in TEFL*, pp. 321-364

Furthermore, Lorenzo Bergillos (1997) drew some conclusions about the sources of motivation when analyzing the motivational development of BUP 2nd, 3rd and COU (6th grade) students in the context of EFL education. One of the main conclusions was that the continued use of L2 as the medium of instruction proved to be a very important source of motivation even for students at lower academic levels. Another conclusion explains the importance of group work and collaborative learning, which are highly valued for motivating students and acquiring a second language in a relaxed environment (as cited in Madrid & Pérez Cañado, 2001, p. 331).

2.5. Strategies to Motivate EFL Learners

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Motivating EFL learners is crucial for their language development and success. According to Dr. Hadley (2001), language teachers can use a range of strategies to motivate their students and they are as follows:

- 1) Creating a supportive learning environment: Dr. Hadley suggests that teachers should create a supportive and engaging learning environment, where students feel comfortable taking risks and making mistakes. This can involve using games, humor, and other interactive activities.
- 2) Setting achievable goals: Another strategy that Dr. Hadley recommends is setting achievable goals and providing feedback that is both timely and constructive. By breaking down language learning into smaller and manageable tasks.
- 3) Making learning relevant to students' lives: he emphasizes the importance of making language learning relevant and meaningful to students' lives. This can involve incorporating cultural elements, real-world contexts, and student's interests into lessons, as well as providing opportunities for language use outside of the classroom.

Furthermore, Positive feedback can increase learners' confidence and motivation. Therefore, teachers should provide positive feedback on learners' behavior (Hattie & Timperley, 2007). Additionally, Lai and Kritskaya (2017), point out that using technology such as online games and language learning apps can make language learning more engaging and motivating.

2.6. Strategies to Motivate Young EFL Learners

Motivating young EFL learners can be a challenging task, however, it is essential for their success and enjoyment of learning. Therefore, there are several strategies that can be effective in encouraging their enthusiasm and interest in learning English. Wulandari,

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Ratminingsih, and Ramendra (2020) reached a result which showed that there were six strategies applied by the teacher to make the students engaged and motivated in teaching and learning process; listen and repeat, listen and do, question and answer, in pair, cooperative learning, and games (p. 229). Moreover, Due to the fact that young learners' worlds are made up of visual pictures and games, there has been a huge increase in the use of games, drama, reality, and role-playing to motivate young EFL learners. Going from here, it can be claimed that learning by doing draws the attention of the students, especially the younger ones, on account of the fact that one of the key consensuses is that "one should do that to learn that particular matter"(Yuksel&Halıcı, 2010, p. 112).

Many studies asserted on the importance of motivational strategies and ways used through the interference of parents in motivating their children in the learning process. According to Abdullayeva (2023), "The success of restoring academic motivation is largely dependent on the parents" (p. 123). In other words, parents should acknowledge their children by understanding them, and to engage in honest conversation in order to find out the challenges that they are facing. Moreover, parents have to assist the child in determining his life's purpose, and also to consider including the child's interests in the learning process. In addition, technology can be a powerful tool for motivating young learners, by making learning more engaging, personalized, and interactive. As Woodrow (2017), mentioned, technology use in foreign language instruction can surely increase students' motivation and ultimately result in better learning outcomes for them (as cited in Panagiotidis, Krystalli & Arvanitis, 2018, p. 41).

2.7. Theories of Motivating Young EFL Learners

Motivating young learners is a crucial aspect of teaching, as it has a significant impact on their academic performance and overall engagement in the learning process. There are several theories that can be applied to motivating young EFL learners.

2.7.1. Self- Determination Theory

Self-determination theory (SDT) examines people's life goals or aspirations and reveals differences between intrinsic and extrinsic life goals and their impact on achievement and mental health (Deci & Ryan, 2008). According to Deci and Ryan (1985), self-determination theory postulates that motivation increases when individuals feel autonomous, empowered, and connected to others (see Figure 1). Autonomy refers to the need to be in control of one's own life, competence refers to the need to feel capable and effective, and connectivity refers to the need to feel connected to others. SDT suggests that when these three basic psychological needs are met, individuals are more likely to feel intrinsic motivation, or natural urge, to engage in an activity for their own benefit. Conversely, when these needs are not met, individuals may experience extrinsic motivation or compulsion to engage in an activity to gain extrinsic rewards or to avoid negative consequences (Ryan & Deci, 2000). Moreover, in the context of language learning Studies have shown that when these basic psychological needs are satisfied, learners are more motivated and engaged in the language learning process

(Deci, Koestner, & Ryan, 1999; Deci, Ryan, & Williams, 1996). For example, a study by Reeve and Jang (2006) found that when learners were given choice in their learning materials and tasks, they showed greater motivation and engagement in the language learning process.

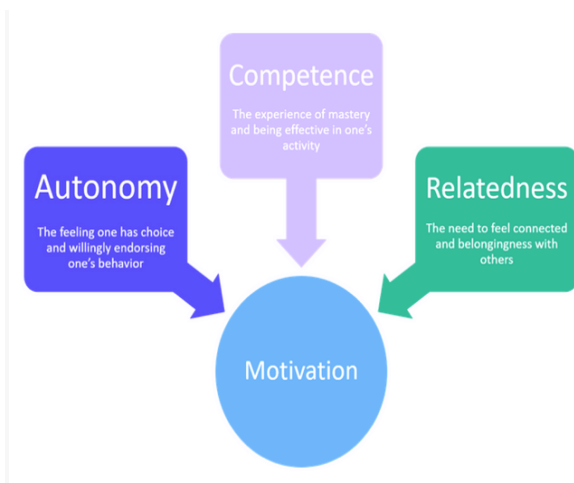


Figure 1. Self determination theory model Reproduced from” Self determination theory,” by R. Ryan, and E. Deci, n.d. <https://www.besci.org/models/self-determination-theory>.

2.7.2. Social Learning Theory

According to Albert Bandura's social learning theory (SLT), people pick up new actions and attitudes by watching, copying, and imitating others (Bandura, 1977). This theory contends that when people believe their actions will result in desirable outcomes or rewards, they are more likely to engage in those activities. (Bandura, 1986). Hence, social reinforcement plays a key role in behavior motivation, according to the social learning theory. In the context of education, social learning theory can be used to comprehend students' desire to learn. For example, Bandura (1997) argued that when students see their peers doing well in school, they are more likely to feel inspired to learn. Similarly, in order to encourage students to adopt similar behaviors, teachers can set an example of their own successful learning attitudes and actions. (Bandura, 1986). Additionally, the function of social learning in driving language learning motivation has been substantiated by research. For example, Li and Li (2018) found that Positive assessments of peers' language ability increased learners' motivation to advance their own language abilities. In addition, Dörnyei (2005) found that Language students were more likely to feel more motivated and reach

better levels of proficiency when they thought of their teachers as enthusiastic and encouraging.

2.7.3. Cognitive Evaluation Theory

The likelihood that people would feel that their actions are either internally controlled by themselves or externally controlled by their surroundings and other people is the subject of the psychological theory known as cognitive evaluation theory (Reeder, 2023).

Cognitive Evaluation Theory (CET) is a motivational framework developed by Deci and Ryan (1985) that explains how different types of feedback affect individuals' intrinsic and extrinsic motivation. CET argues that external factors, such as rewards or evaluations, can either enhance or diminish an individual's intrinsic motivation to engage in a particular activity. In the context of language learning, CET suggests that teachers and educators should provide feedback and praise that support learners' sense of competence and autonomy, rather than relying solely on extrinsic rewards. According to Deci and Ryan (1985), "CET posits that events and conditions that support people's basic psychological needs for autonomy, competence, and relatedness enhance intrinsic motivation, whereas those that thwart these needs lead to diminished motivation" (p. 25). In other words, when learners feel that they have control over their learning process, are capable of mastering new language skills, and have a sense of connection with their peers and teacher, they are more likely to be intrinsically motivated to learn. CET also implies that the impact of external rewards like grades or praise on internal drive can be either positive or negative. Deci and Ryan (1985) argue that Grades or pressure to do well are examples of rewards that are regarded as controlling or coercive and can reduce intrinsic motivation. On the other hand, rewards that are viewed as educational or encouraging, such as positive criticism or appreciation for work, can boost intrinsic motivation.

2.7.4. Goal Setting Theory

Goal-setting theory (Locke & Latham, 1984, 1991a) is based on the fundamental insight that human behavior is consciously driven. This is determined by one's goals. (Locke and Latham, 1991).

The goal-setting theory of motivation, which emphasizes the importance of setting specific and difficult goals to increase motivation and improve performance, can be applied to language learning. According to this theory, clear and difficult goals increase effort and persistence, which in turn increases the likelihood of achieving desired results (Locke & Latham, 2002). In another study by Dornyei and Otto (1998), Hungarian language learners were divided into three groups: a goal-setting group, a group that received feedback only, and a control group. The goal-setting group received instruction on how to set specific and challenging goals, while the feedback-only group received feedback on their language performance but no goal-setting instruction. Results showed that the goal-setting group outperformed the other two groups on a language proficiency test and shown higher levels of motivation.

Conclusion

This section presented a theoretical background of motivation. As it has been demonstrated; its definition, its types, its sources, its strategies, and its theories. It reviewed how motivation can be both useful and influential in developing students' academic performances, and also in setting specific goals that are related to their desired needs.

Chapter Three

The Research Methodology and Design

Chapter Three: The Research Methodology and Design

Introduction

This chapter is devoted to explain the practical part of the dissertation in hand. It presents a full description of research methodology adopted to conduct this study. Besides, it tackles the selected instrument and its importance in collecting the data. Finally, it describes the population sampling and setting.

3.1. The Description of the Research Design

The research represents a descriptive case study for Algerian primary school learners. This current study was carried out to examine young EFL learners 'motivation towards learning English. To accomplish this aim, a descriptive design was followed. In This study, we adopted a descriptive approach to allow us collect, present and interpret data appropriately through questions in a form of two questionnaires. These two questionnaires were established to collect both students and teachers 'views and opinions concerning motivating third graders to learn English.

3.2. The Population Sample and Setting

The present study aimed at representing the views and perceptions of all third graders regarding their motivation toward learning English. Therefore, the population encompasses all EFL teachers (7 teachers) in addition to primary school EFL learners whose total number is 68. The learners are affiliated to Lakhdari Mohamed and Raheb Ahmed primary schools which they are situated in Boutheldja city. Concerning the teachers, two of them were chosen from the previous mentioned schools and the remaining teachers were selected randomly from other different primary schools. For the young EFL learners, they

were between eight and nine years old and they started learning English for the first time in the third grade.

3.3. Data Collection Tools

The purpose of this study was to collect a variety of data from both students and teachers employing online questionnaire to teachers as well as paper questionnaire to students. We used questionnaires as a data collection instrument since it is a useful tool that is used to collect quantitative and qualitative information as it allows us to gather data in a short period of time. The open-ended questions will allow the participants to provide detailed information about their experiences, while the closed-ended questions will be used to collect quantitative data.

In this study, we used two questionnaires. One of them was handed to primary school EFL learners, while the other one was delivered to teachers. Each questionnaire is composed of two sections. The first section of both questionnaires is devoted to general information of the participants. At this level, pupils were asked about gender and age only, however, teachers were asked about age, gender, how many years they have been teaching, and how many schools they are teaching at. Moreover, the second section of both questionnaires is the main focus of motivating primary school learners.

In the second part, pupils were asked 11 questions which lead us to know from where they get their motivation and what motivates them to love and to learn English. On the other hand, we provided teachers with 8 questions that are concerned with finding out to what extent motivation is important and the influence of social relationship of the teacher with his/her students on the development of emotional and academic needs. Also they were requested to choose which and how often they use the motivational strategies inside the

Motivating Primary School EFL Learners to Learn English

classroom in a list of options, then how much effective they are in increasing pupils' motivation.

Conclusion

This part has dealt with the research design and methods in order to achieve the main aim of our current study. Moreover, we have dealt with population sampling and the location of the case study providing our readers with the necessary information related to the research methods and instruments. Finally, a presentation of the research instruments adopted in this work is detailed.

Chapter Four

The Research Data Analysis

Chapter Four: The Research Data Analysis

Introduction

In this part, the pupils' and the teachers' questionnaires are analyzed and interpreted through frequencies, percentages and descriptive statistics using Google Forms and Google Sheets. Moreover, the qualitative and the quantitative answers were organized, codified, and then interpreted into statistics which has helped us to reach the accurate results. Finally, the findings were interpreted into graphs and pie charts presentations.

4.1. The Pupils' Questionnaire Analysis and Discussion

Section One: General Information

Question 1: What is your gender?

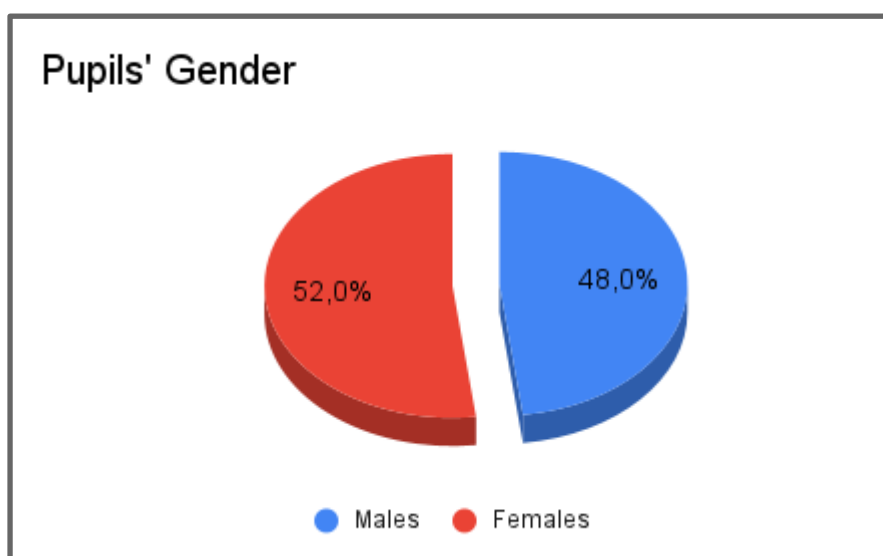


Figure 2. Pupils' Gender.

The figure demonstrates that (52%) of the whole sample of the study are females, whereas only (47%) are males. Accordingly, the pie chart asserted that the current study was exclusively based on female participants. Thus, the factor of gender is not taken into consideration.

Question 2: How old are you?

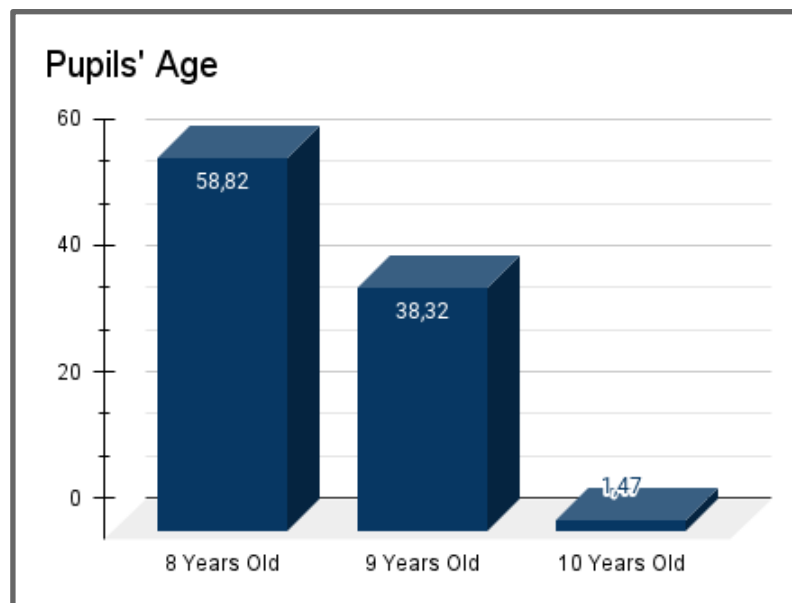


Figure 3. Pupils' Age

Based on the findings shown in the graph, we notice diversity in age. It demonstrates that the majority of the participants are 8 years old (58%). While (38%) of the participants are 9 years old and the minority of them are 10 years old (1.47%) this can be explained by a failure.

Section Two: Motivating Young EFL Learners

Question 3: What is your favorite subject in school?

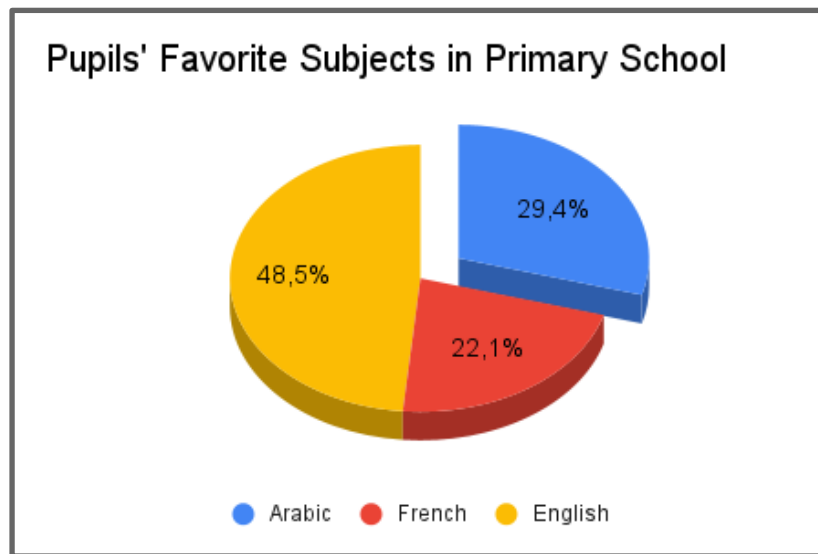


Figure 4. Pupils' Favorite Subject in School

Through the presented data in the pie chart above, it is revealed that (29%) of the pupils prefer Arabic, and (22%) of admitted French as their favorite subject. Surprisingly around 48% of the pupils declared that English is their favorite subject. This can be interpreted in a way that pupils are enthusiastic to learn English and it is obvious that they have quite a positive attitude toward learning the language.

Question 4: To what extent do you love your English class?

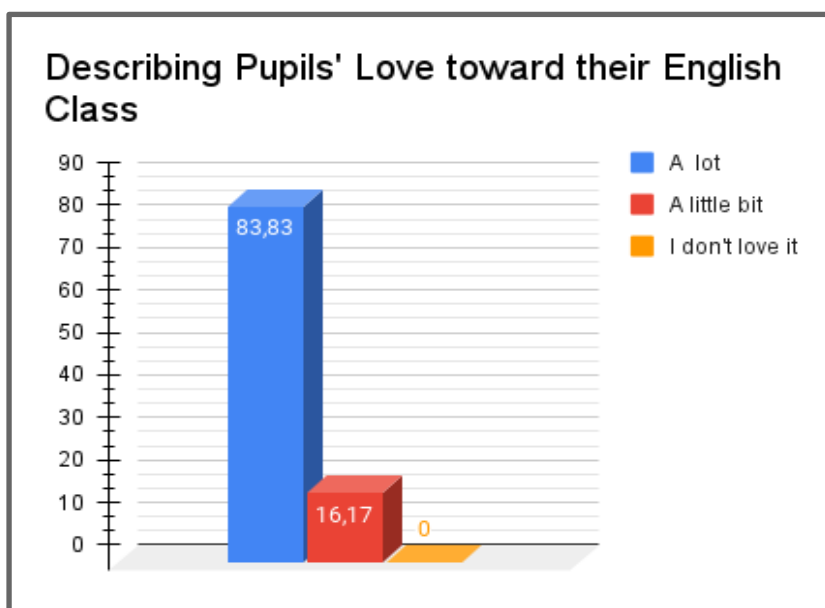


Figure 5. Describing Pupils' Love toward their English Class

The figure above describes how much do pupils love their English class. The majority of the pupils (83%) declared that they love their English class a lot. (16.17 %) declared that they love the English class just a little bit. With this in mind, one can come to the conclusion that young EFL learners have a strong passion and desire to learn English besides they seem motivated.

Question5: How do you feel about your English teacher?

Most of the pupils answered this question as follows:

"I love her so much", "she is a good teacher", "i love her because she makes us laugh", "she is the best". Those are the most answers that the pupils agreed upon. In fact, these responses indicate that their teachers are stimulating, inspiring, and devoted in which they are capable of encouraging and making the young learners feel enthusiastic. Moreover, it is obvious that teachers have positive relationships with their pupils that are more likely to

influence their drive to learn and promote intrinsic behaviors that lead to pupils' motivation to learn.

Question 6: How do you feel when you attend your English class?

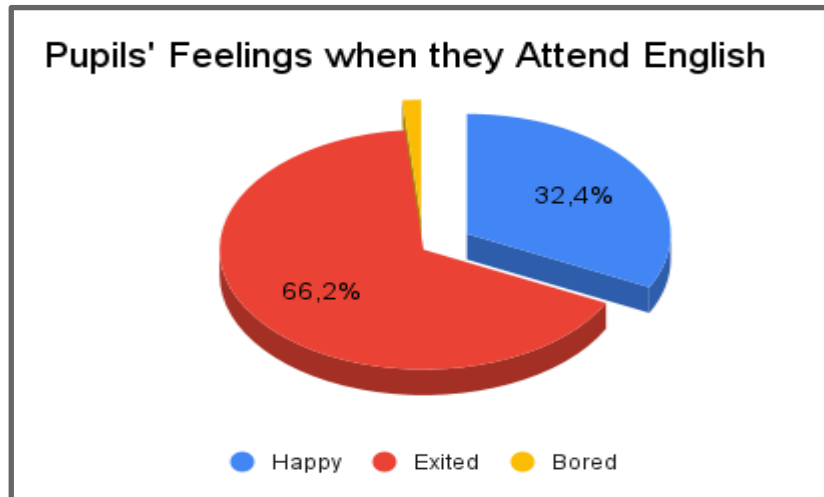


Figure 6. Pupils' Feelings when they Attend English Class

According to the statistics results that are shown in the pie chart, (32%) of the population feel happy when they attend the English class and over (66%) have a strong excitement toward their English class. Moreover, (1.47%) of the population feel bored. Therefore, excitement and happiness describes the pupils' willingness to learn English

Question 7: What do you like the most in your English class?

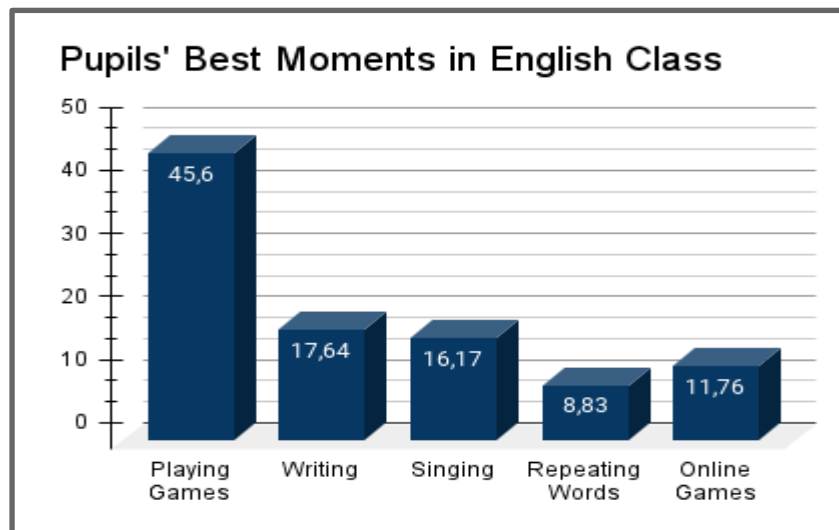


Figure 7. Pupils' Best Moments in English Class

The results displayed on the above graph, indicates the majority of the participants (45.6%) like playing games in their classes. Moreover, (17.64%) of the population like writing, and 16.17% selected singing as their best moment in English class. The rest of the population (11.76%) like online games and 8.83% prefer to repeat words. Based on the findings that are shown in the figure, it is obvious that EFL teachers have integrated various strategies and activities to teach EFL pupils such as Technology (online games) and the crucial thing is that they no longer rely on the traditional method of teaching for instance, they use songs and games. As a consequence of that, the majority of the pupils are super active and passionate and they don't like to be exposed to serious learning.

Question 8: Which one is your favorite activity?

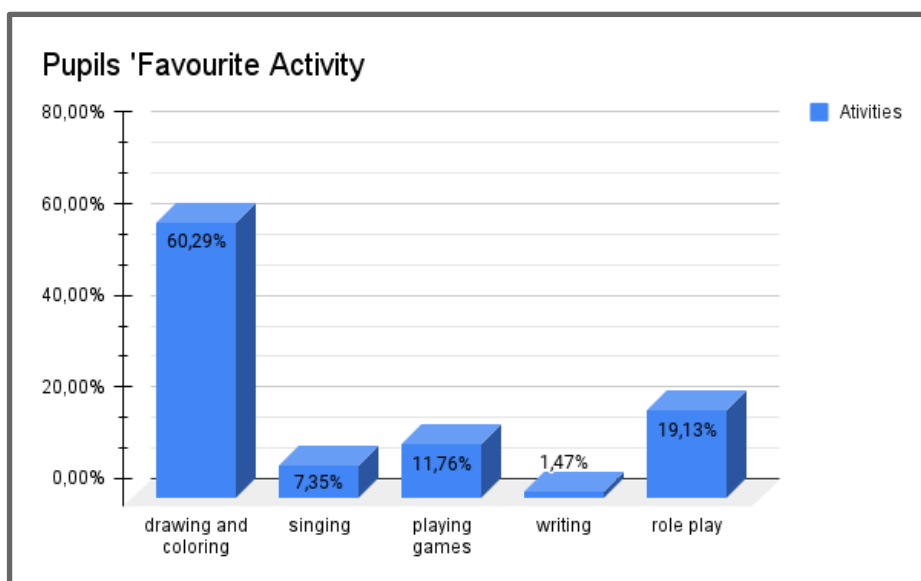


Figure 8. Pupils' Favourite Activity

This figure represents different activities which any student may consider one of them the most suitable and favorite one during English class. The majority of informants represent (60%), affirmed that “drawing and coloring” were their favorite activity. Moreover, (7%) preferred “singing”. While, (11%) chose “playing games”. In addition, a single student represents (1%), chose “writing”. Finally, (19%) of informants preferred “role plays”.

Why:

- Drawing and coloring is enjoying.
- Singing is our talent.
- Playing games creates positive environment inside the classroom.
- Writing increases creative thinking.
- Role plays is related to our reality and our daily life experiences.

According to the pupils' opinions, most of them prefer to learn English through drawing and coloring, playing games, singing, and role plays because those activities

help in improving creativity and their communication skills as well. Also, they are useful in releasing stress and increasing feelings of happiness and positivity. In the other hand, the lowest percentage prefers writing as it can alleviate stress, which aids in sharpening concentration and deepening thinking.

Question 9: Who encourage you to learn English

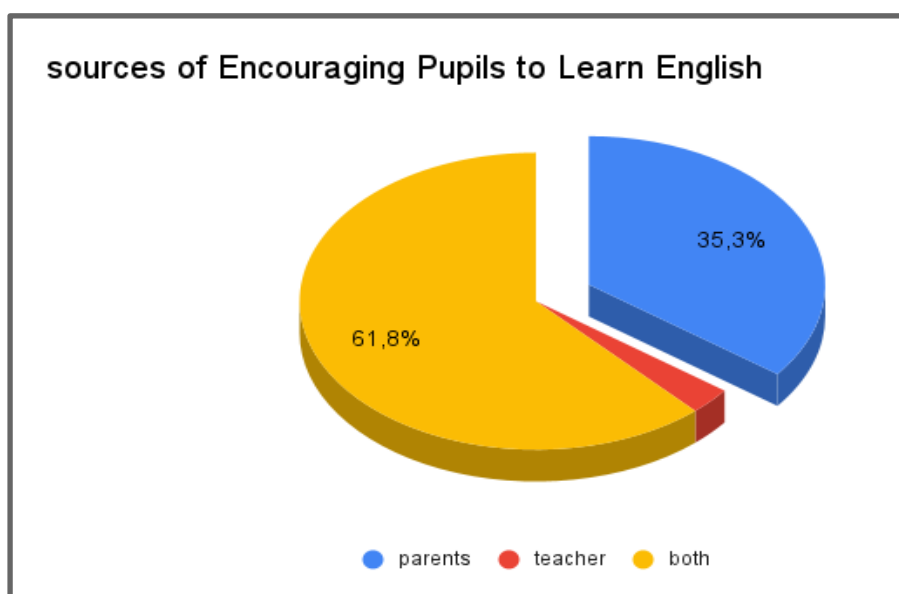


Figure 9. Sources of Encouraging Pupils to Learn

The aim behind this question was to know from where young EFL learners obtain the courage or inspiration to learn English. The results showed that (35%) of pupils stated that they get it from “their parents”, and this is due to the emotional supportive nature of the parents. However, (2%) seemed to get it from “the teacher” in view of the fact that the teacher developed a strong social relationship with them. In contrary, (61%) confirmed that “both of their parents and teacher” encourage them to learn English.

Question 10: Which aspect that stimulates you the most to learn English?

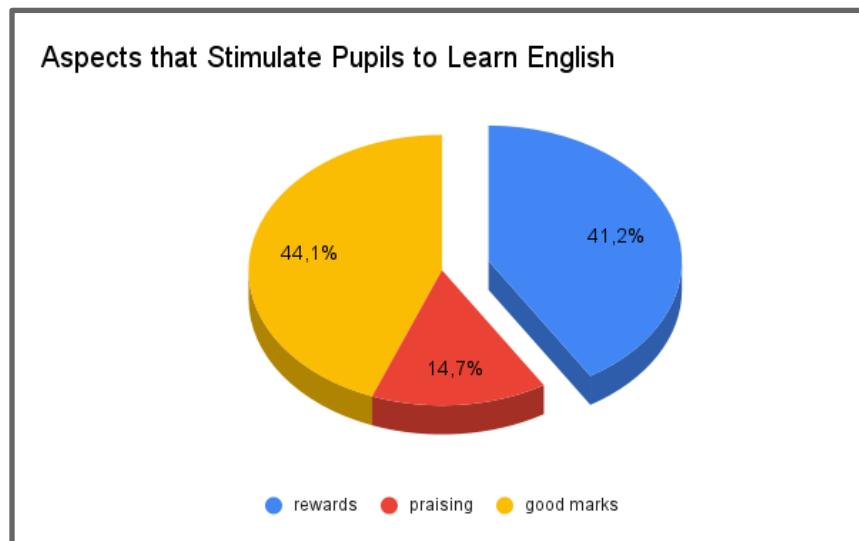


Figure 10. Aspects that Stimulate Pupils to Learn English

This question was formulated to determine which aspect third graders would find most motivating. The results showed that (41%) chose “rewards” since young learners tend to like tangible things like gifts and this indicates that they are extrinsically motivated. Whereas, (14%) of them selected “praising” as an aspect of stimulation since it helps boosting their confidence and enhancing their performance as well, and basically this means that they are intrinsically motivated. The remaining (44%) represented the largest percentage that chose “good marks” for the reason of pursuing success.

Question 10: Do you participate during your English class?

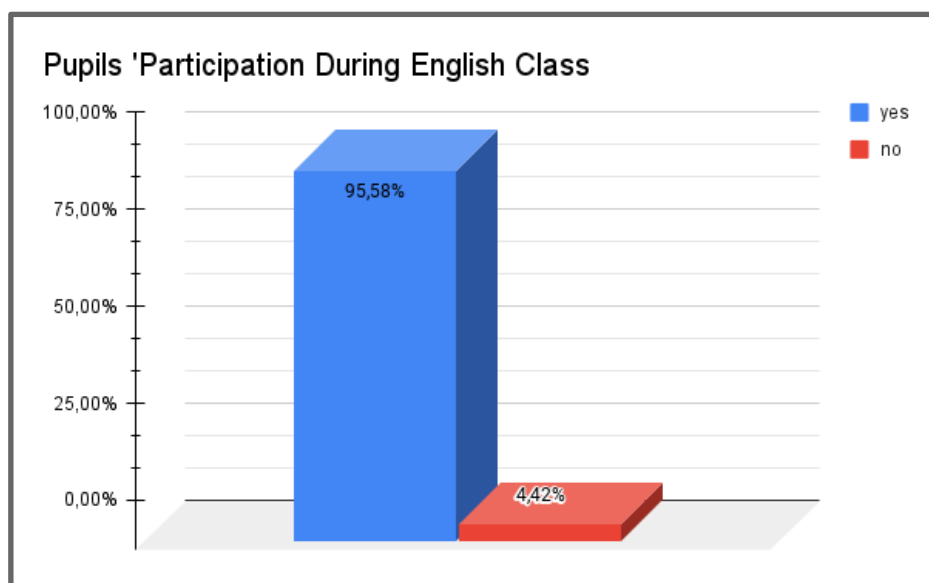


Figure 11. Pupils' participation during English Class

As it is shown in the figure, we collected data about whether students participate in the classroom or not. In fact, the majority of informants (95%) which they are 65 pupils responded with "Yes". However, 3 informants (4%) responded with "No".

Why:

The ones who answered with yes represented the higher percentage, and this brings to light that they are interested and engaged in the learning process and they are highly motivated. Whereas the ones who answered with no do not actually participate for the reason that they are shy and they struggle in understanding the teacher sometimes.

Question 12: How do you learn English outside of the classroom? And how much time do you spend doing it?

There was a variety of answers, but some students shared the same answers as their colleagues. The biggest majority seemed to learn English through private courses. However, the rest were relying on home studying with the help of their families. Yet, all of

them agreed that using internet was an additional means of learning alongside other learning methods.

Question 13: Do you like your English book?

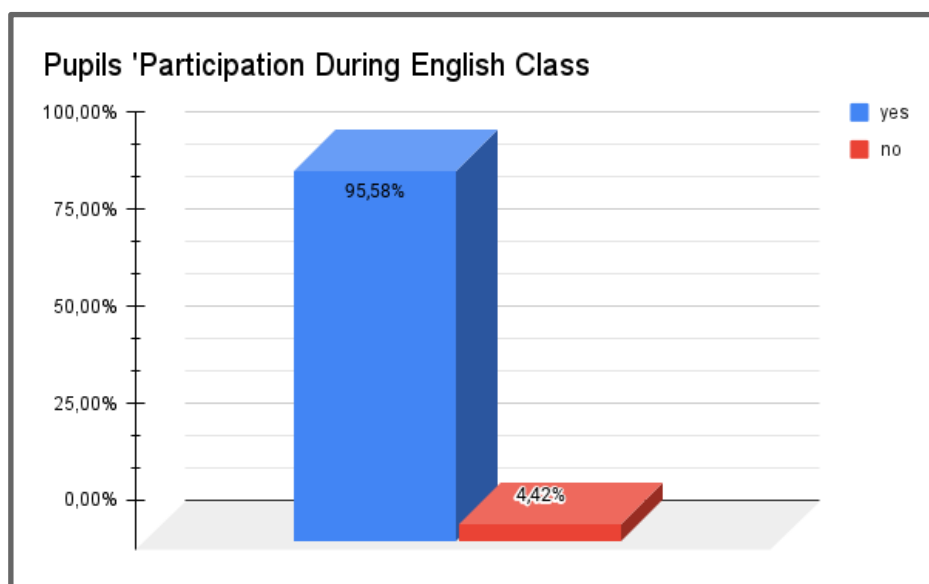


Figure 12. Pupils' Opinions on English Book

From the statistics in the figure, it is clearly stated that the majority of informants like the English book. The number of students who like the book is 65 pupils out of total 68 making up (95%). Yet 3 informants representing a lower percentage (4%) do not like the English book.

Why:

The majority of pupils like the English book because in their opinions, it contains colors, drawings, different activities, and pictures in which they enhance young learners 'sensory awareness and they inspire their creativity. Meanwhile, those who do not like the English book claimed that the activities are difficult and it includes many writing texts.

4.2. The Teachers' Questionnaire Analysis and Discussion

Section One: General Information

Question 1: How old are you?

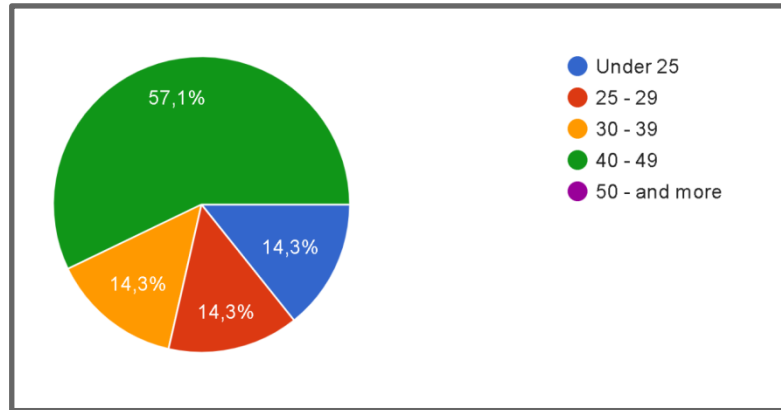


Figure 13. Teachers' Age

The results show that teachers' age vary between 25 to 49 years old. Teachers who are under the age of 25 represent (14%). Same as those between the ages from 25 to 29 years old that is (14%). Moreover, teachers who are aged from 30 to 39 years old represented (14%) as well. However, those who aged between 40 to 49 years old indicates the majority which represents (57%). In the light of these obtained information, it is shown clearly that the majority of third year teachers are not young. This is because older teachers often have a wealth of experience in teaching English as a second language.

Question 2: What is your gender?

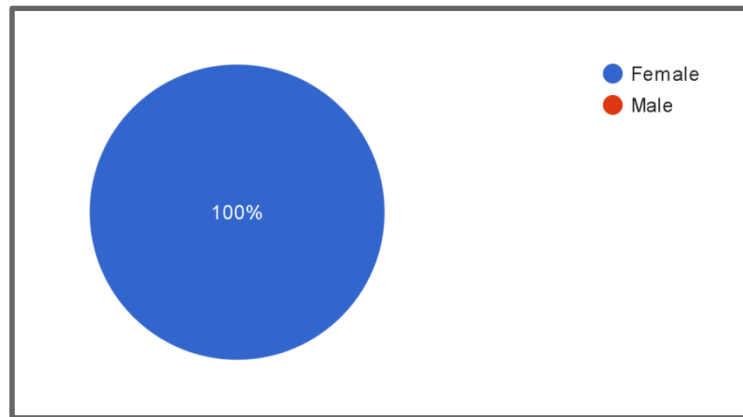


Figure 14. Teachers' Gender

According to the results shown in the figure, it is remarkable that the number of female teachers exceeds the number of male teachers, representing 100% of the participants. In fact, this brings us to notice that females are more interested in studying and teaching English than males. In addition, females are more interested in teaching than males because, naturally, they are better suited to deal with and handle primary school students and better comprehend their emotional needs.

Question 3: How many years have you been teaching English?

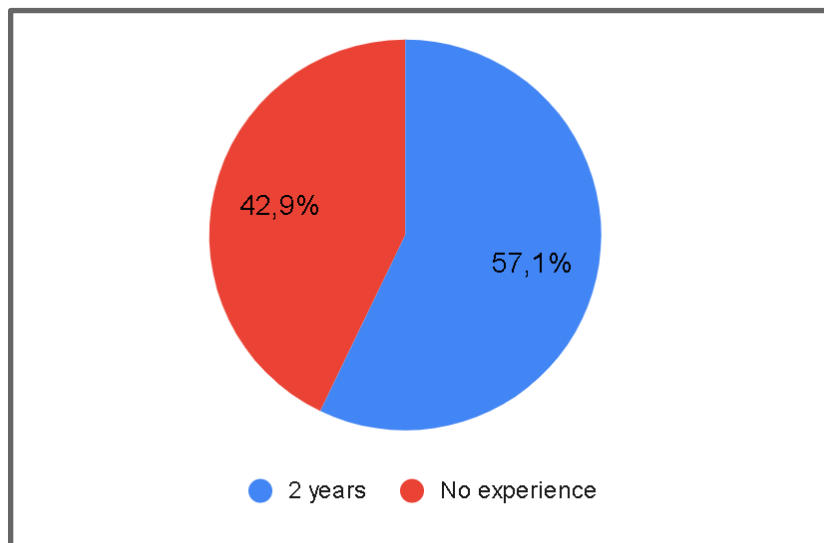


Figure 15. Teachers' Years of Experience

The figure above indicates that (57%) of teachers have experiences of teaching around 2 years or more. Whereas, the remaining (42%) of respondents stated that they have no experiences. These results refer to the fact that the inexperienced teachers have a lower chance to be employed.

Question 4: Do you teach in more than one primary school?

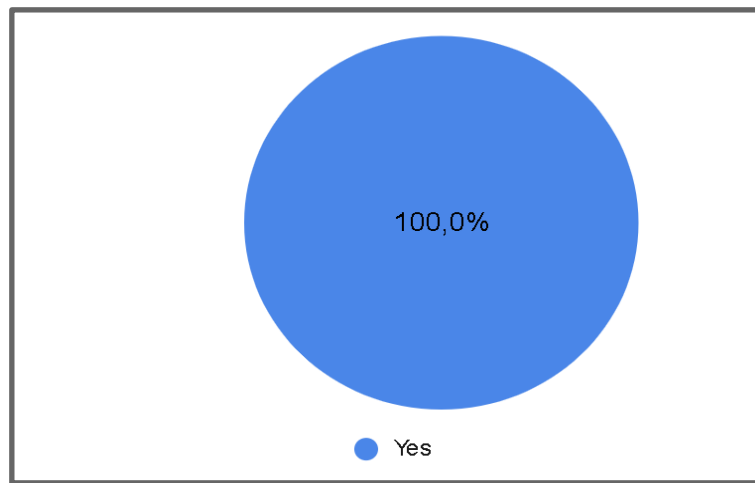


Figure 16. Teachers' Employment in Multiple Primary School

The results of this question revealed that (100%) of the respondents teach in more than one primary school. This is due to the government policies or regulations which require teachers to teach in multiple primary schools. Moreover, in view of the fact that they teach only third graders, therefore instead of teaching few pupils, they are required to teach many pupils from different schools.

Question 5: As a teacher do you think that motivation is a key factor to learn ? and why?

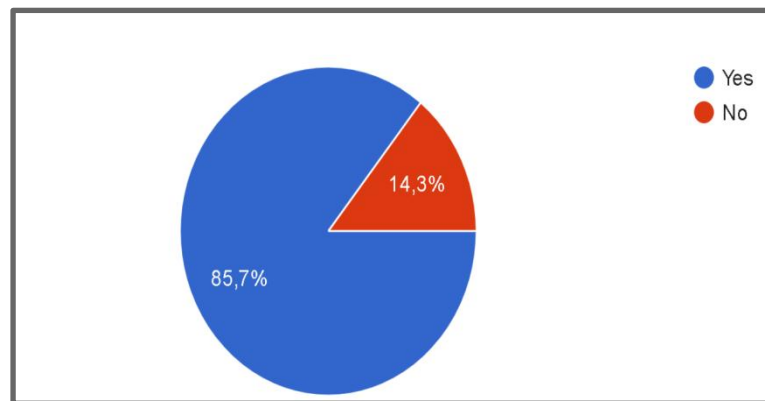


Figure 17. The Importance of Motivation to Learn

What has been displayed in this figure show that the majority of teachers, which is (85%), believe that motivation is a key factor to learn. However, (14%) of teachers think it is not important in the learning process.

Why: the teachers' answers are summarized as follows:

- Motivation is an essential factor to learn and it has influence on how individuals learn.
- It increases their energy level and determines the persistence in reaching a specific goal.
- It pushes students to achieve their desired goals.
- It is very helpful in building students' personality.

The reasons given by teachers reflect the importance and the influence of motivation on students. It is pretty much obvious that motivation is a kind of a push which leads students to develop their personalities and their minds, and also to reach their desired academic needs and goals. Therefore, motivated learners are more able to adapt and grasp knowledge.

Question 6: In your opinion, how important the following statements are?

- a) Teachers must have a social bond between them and their students.
- b) Students 'motivation is strengthened by teachers 'positive feedback.
- c) Teachers must pay attention to what motivates their students.

According to teachers 'opinions, these statements indicate that the social relationship of a teacher with his students helps in creating a positive, emotional, and encouraging environment where students will feel confident enough to face challenges. Furthermore, they consider that positive feedback like praising is undoubtedly an effective way in boosting students 'motivation to learn. In addition, teachers see that they must know how to motivate their learners by focusing on what strikes their motivation in order to facilitate the teaching and the learning process.

Section Two: Motivating Primary EFL School Learners

Question 7: To what extent does social relationship of a teacher with his students matter in increasing their motivation?

The reason behind this question is to explore how much building a relationship with the student is important to influence their motivation and impulse to learn. Their shared views are summarized as follows:

- Getting close to students will allow the teacher to understand and know more about their needs, and will help in creating a positive and comfortable environment in the classroom that is similar to being at home. This will eventually lead to increasing their motivation.
- Improving students' relationship with teachers has important positive and long-lasting implications for both students' academic and social development.
- Students with anxiety they will start feeling free to express their thoughts (language learning=communication).

- Very important, very often to always we receive comment from our students saying they are making extra effort just because of the teacher is humbly and loving. The teacher can lead to loving the language therefore loving to learn it.
- Let's take a picture of classroom full of negative input and output how it's going to be a motivational environment!

According to the teachers' opinions, we can confirm that building positive relationship with students will increase their motivation to learn. Teachers stated that building relationship with students is crucial while being positive and encouraging can contribute to students' motivation. Moreover, social support and autonomy support from teachers can influence the students' performance in school, and social and emotional well being. Consequently, teachers' positive, caring, and trusting, relationships with their students can instigate students to learn.

Question 8: Do you think that using motivational strategies is effective? and why?

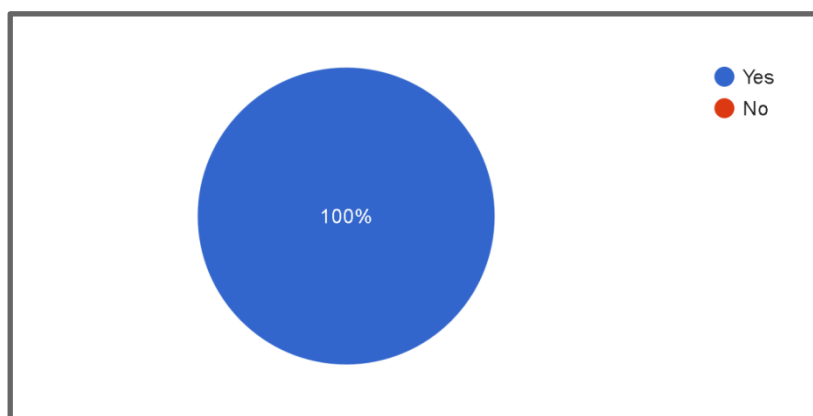


Figure 18. The Effectiveness of Using Motivational Strategies

All teachers have answered with "yes" which highly proved that using motivational strategies is effective in accomplishing teaching objectives, and in facilitating and increasing students' learning. Meanwhile, it allows teachers to change the learners' behavior, to develop competencies, and boost their engagement. Therefore, students who

are motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes and on standardized tests.

Question 9: Which one of these strategies you use the most?

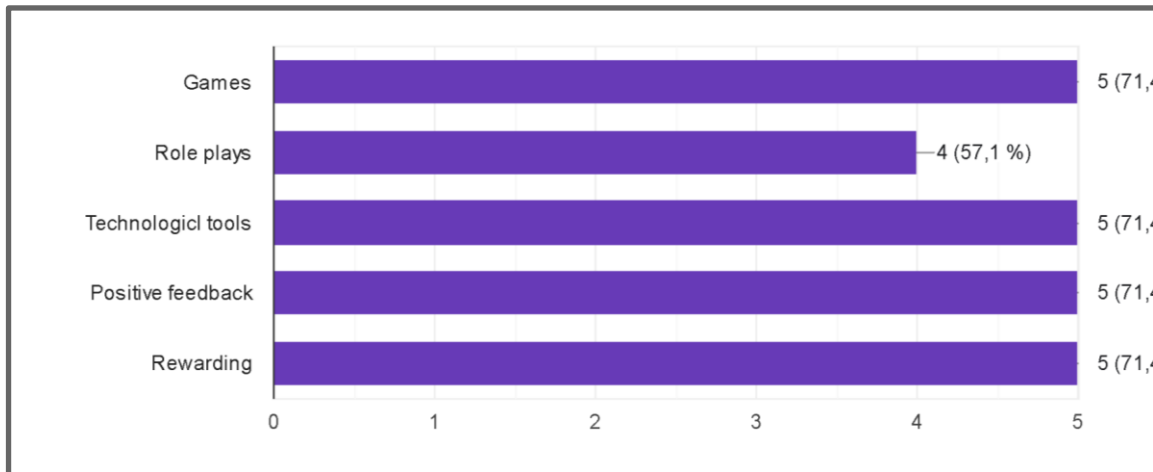


Figure 19.The most used strategies by EFL Teachers

In order to discover what the most strategies used by EFL teachers, the question was posed for discussion. In the above graph, the results show that games, technological tools, positive feedback, and rewarding (71.4%) are the most used strategies by teachers, followed by role plays with (57.1%). This signals that teachers use various strategies to teach young EFL learners and also it describes that teachers attempt to create a creative and relaxing atmosphere in the classroom.

Question 10: How often do you use the strategies you chose?

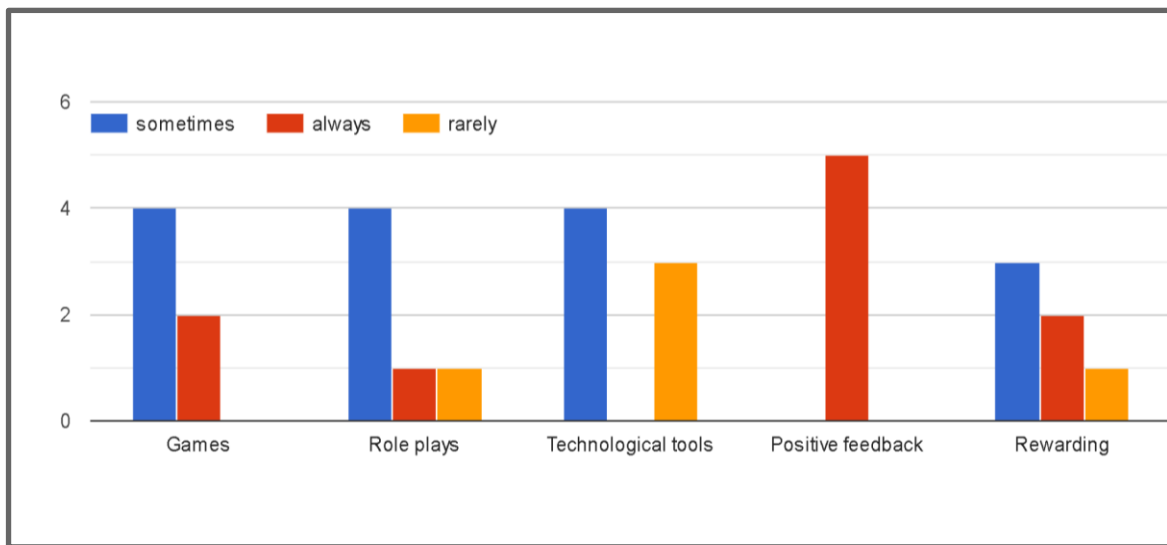


Figure 20. Teachers' Oftentimes of Using the Strategies they Chose

This question aimed to find out how often teachers use the strategies that they have selected. The statistics revealed that positive feedback is the most commonly used strategy by teachers, who use it almost all the time during teaching. Other teachers claimed that they use rewards and role plays only sometimes. While technological tools are rarely used by teachers. Accordingly, due to the limited time of the course and the young learners' characteristics of taking a long time to finish a task and understand the teacher, using role plays and technological tools is not often appropriate. In the meantime, using positive feedback is ultimately the most effective and useful thing to do all the time.

Question 11: After applying these strategies, do you notice response which indicates that they are motivated?

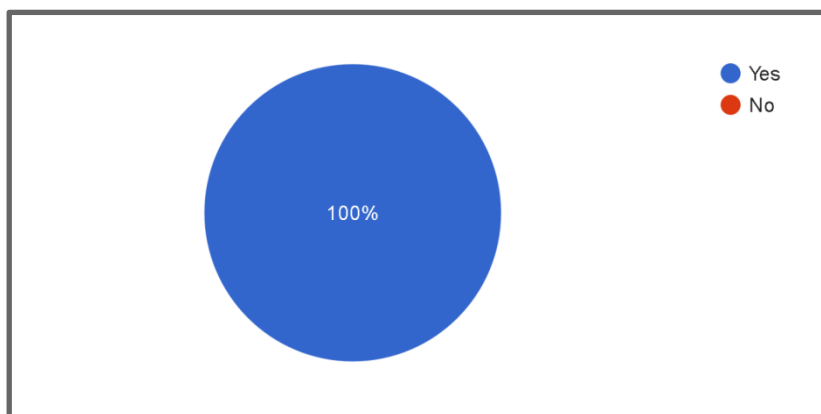


Figure 21. EFL Pupils' Reaction after Applying Motivational Strategies on them

This question was aimed at checking the effectiveness of applying these motivational strategies. 100% of the teachers responded with "yes," which indicates that students become motivated when teachers use such motivational strategies. Thus, the classroom context plays a fundamental role in influencing students' motivation. Moreover, using strategies such as positive feedback and rewards can highly promote and support their motivation and build a positive relationship with their teacher, which leads to greater achievement and develops pupils' self-efficacy.

Question 12: What would you suggest to keep up young learners' motivation?

The goal of the last question is to give teachers space to express their points of views and provide us with more accurate findings. Their shared views are summarized as follows:

- Always reward students and give them positive and constructive feedback.
- Show them support and emotions, such as being proud of them.
- Don't follow the classical method of teaching.
- Create a positive environment and develop social relationships with the students.
- Apply specific motivational strategies that serve students' academic needs.

- Bring technology to the classroom and praise learners because learners love to be praised in front of their classmates.

From the above suggestions of the teachers, we may deduce that using motivational strategies is crucial. Teachers insisted on always praising and rewarding the learners, providing them with positive feedback, and most importantly, keeping the feedback constructive because often negative feedback can frustrate the learners and lower their self-efficacy. Teachers also suggested to not depend on the traditional method of teaching, which is no longer adequate in modern classrooms. Importantly, technology is another suggestion that can bring authenticity to the classroom. Concisely, all teachers' suggestions aim to promote learners' motivation.

Conclusion

In this chapter, the findings of pupils' and teachers' questionnaire were analyzed with both qualitative and quantitative data concerning primary school EFL learners' motivation to learn English. This chapter supplies the researchers with the necessary data to be discussed in the following chapter in order to answer the research question and test the validity of the research hypothesis.

Chapter Five

The Research Discussion and Recommendations

Chapter Five: The Research Discussion and Recommendations

Introduction

In order to address the research questions and confirm and refute the proposed hypotheses, this chapter attempts to summarize and provide a general overview of the key findings of the preceding chapter that are connected to the study objectives. It also discusses the study's implications, and offers some recommendations for pupils, instructors, and the ministry of education. Finally, it seeks for additional research to be conducted.

5. 1. Discussion and Validity of the Research Questions and Hypothesis

Our research study has focused on examining and investigating young EFL learners' motivation towards learning English. In this part, we discuss the results obtained in the previous section. The interpretation and discussions of our research findings have enabled us to answer the research question and have served as the map route to guide our explorative undertaking.

Research Question: Are the primary school EFL learners motivated to learn English?

The findings of our research revealed that almost all the pupils liked learning English, and they mostly exhibited positive attitudes towards learning the language. Apart from exhibiting positive attitudes, participants were extrinsically and intrinsically motivated to learn English because over 70% find it fun to learn and they have a strong desire and passion, which were described through their feelings and perceptions towards learning English. It was discovered that pupils prefer to learn through games, songs, and role plays, which explained that young EFL learners are hyperactive and love to be engaged in cooperative work and feel bored when they are exposed to serious learning. Moreover, pupils' parents were a powerful source of motivation, which they supported them to adopt

positive attitudes by expressing their contentedness that they learn it and by stating the significance of learning a foreign language to their children. Most of the pupils admitted that they feel happy and excited when they attend English class, it is clear that they enjoy the social aspect of being in class with their peers and interacting with them through using English. Furthermore, young learners feel a sense of accomplishment as they begin to understand and use English more effectively. Additionally, pupils find their English book visually appealing, with colorful illustrations and engaging activities that capture their interest. This also indicates that teachers assist a love of the English book by selecting materials that are age-appropriate, and by providing opportunities for pupils to explore the material in a variety of ways, which they find it motivating to learn. Apart from that, learners have an inner impulse to learn; they become enthusiastic when teachers praise them in front of their classmates and they get good marks, which are an extrinsic techniques of motivation that encourage the pupils to learn English. Finally, it was noticed that most of the EFL pupils participate during English class, this can be explained in a way that teachers use a variety of interactive activities, such as games and songs, that encourage the pupils to actively participate in class. It was obvious also that, teachers provide their learners with regular feedback to those who participate actively in class, which can help to encourage them to continue participating in the future. However, despite the fact that pupils find it difficult to learn, they enjoyed learning English.

In turn, the results of the teachers' questionnaire showed that teachers confirmed that motivation is an essential aspect of learning and that they have utilized motivational strategies in order to lower their frustration and enhance their desire to learning English. Teachers have also integrated numerous strategies in the teaching process, such as, games, songs, role plays, and technology; however, the most commonly used strategy was

providing pupils with positive feedback and, especially, keeping the feedback constructive. Importantly, the research findings revealed that after using motivational strategies, pupils reacted positively, which indicates that they are motivated to learn English. Teachers have also agreed that building relationships with learners is important to influence them to learn. To conclude, teachers have suggested creating a relaxing atmosphere in the classroom in order to motivate students, besides not following the traditional approach to teaching because the last one will automatically demotivate the students.

Research Hypothesis: We hypothesize that primary school EFL learners are motivated.

The hypothesis was partially confirmed that third-grade EFL pupils are eager to learn, which indicates that they are motivated to learn English.

5. 2. Recommendations for Further Studies

Recommendations to the Teachers

- Giving rewards. Teachers should give their learners rewards from time to time and incentives; it can be a powerful motivator to make them active and interested, this could mean offering prizes or extra credit for high-performing learners, or recognizing learners who demonstrate exceptional effort and improvement.
- The error correction. Teachers should stop correcting pupils' mistakes while there are other different ways of correcting the errors, for instance, self-correction, and peer correction. In this way, pupils will become autonomous and creative learners.
- Teachers should integrate technology and multimedia into their teaching, which empowers them to develop creative and interactive classrooms and gives them access to innovative resources. Importantly, technology can motivate young EFL learners and raise their attention to learning. Teachers can use tools like videos, podcasts, or interactive simulations.

- Teachers should not only rely on the textbook provided by the ministry of education; rather, they should be creative in designing the English syllabi.
- Teachers should implement interactive activities to encourage the learners to speak and perform in English.
- Teachers can facilitate the learning process if they connect learning to the personal world of their pupils by making learning tasks more relevant by associating instructions with the pupils' past experiences.
- Teachers must create a sense of competition among their learners because for some students, competition can be a powerful motivator. It can be happened by assigning group projects or activities, and creating opportunities for students to compete in a friendly way.

Recommendations to the Primary School EFL Learners

- Pupils must challenge themselves to speak English, and they should not feel anxious to ask questions.
- Pupils have to practice speaking English with their classmates outside the classroom.

Recommendations to the Ministry of Education

- Minimizing the number of pupils in each classroom so that teachers can implement different strategies in teaching and, most importantly, assist them to focus with the whole class.
- The ministry should devote more time and sessions to meeting the pupils' needs.
- The textbook has to be modified by adding more colorful pictures, and they should especially facilitate the activities.

- The ministry should supply the primary school with advanced materials for teaching.

5. 3. Limitation of the Study

The completion of the current research was hindered by a few obstacles. Initially, the lack of prior studies and sources in the research area, which was the first problem during the writing of the literature review, meant that any research project should include it since its findings serve as the basis for the researcher to build goals for the study. Subsequently, in the absence of a digital library or an archive for previous yearbooks, for which Algeria does not possess a digitalized system of archiving, and bibliography, it was challenging to retrieve previous English yearbooks online, and rare paper versions were nearly impossible to have, or even access to them required paying money. Apart from that, there is a lack of prior studies concerning our research to build upon since English has been surprisingly implemented due to the idea of teaching English in primary school, which was echoed in Algerian society and social media as a reaction to political movements. However, there was neither a real study nor application of the idea in primary school. Moreover, some teachers abstained from answering some questions because they were unfamiliar with the topic or the questions were too long to answer; some of them even modified their answers to avoid answering some questions. Besides that, it was challenging to submit the questionnaires to an adequate number of teachers due to the idea that each teacher of English has to teach in about five primary schools, and this was an obstacle to collecting valid data. Hence, this study needs more valid tools, such as interviews, group focus interviews, or even an experiment, to determine the impact of motivation on pupils' learning and test the pupils' levels. Consequently, dealing with young students who had trouble comprehending us was time consuming since we had to interpret and clarify each

question so that they could respond and this made the teachers annoyed due to the short time frame.

Conclusion

This chapter was an attempt to solve the research problem, which was a partial success due to many obstacles. Furthermore, it represented the perspective of the researchers and a possible approach to discovering the strengths and weaknesses of the proposal. Also, it has discussed the research findings that show that primary school EFL learners are motivated to learn English and that teachers are aware of the importance of using motivational strategies to assist in promoting the pupils' learning. Finally, this chapter provides some suggestions for teachers, pupils, and the AMNE in order to enhance learning.

General conclusion

This research is concerned with motivating young EFL primary school learners to learn English as a foreign language. It aims to determine whether or not they feel motivated to learn English. In particular, it investigates the role of motivation and its effectiveness in developing learners performance. Four chapters comprise this dissertation. The thesis' theoretical section is presented in the first two chapters. Chapter one represents the introductory part that provides a clear roadmap for the rest of the dissertation, which contains an introduction, a statement of the problem, the aims of the study, the significance of the study, research questions, research hypotheses, and finally the research methodology. Chapter two is split into two sections. The first section introduced the definition of learning and its types. Moreover, it included every characteristic of how children learn a foreign language and a variety of strategies and approaches for instructing young students. However, the second section described the meaning of motivation, its types, its sources, and the strategies for motivating EFL learners and young EFL learners. At last, it discussed several motivational theories. The third and the fourth chapter serve as the practical part of the research, which are the research design and the data analysis chapters. They consist of two questionnaires that were provided to both teachers and young third-year learners. After analyzing questionnaires, we found out that primary school EFL learners are motivated to learn English, and teachers are in fact aware of the importance of motivation and work to maintain the motivation of their students. The dissertation ends with the last chapter by discussing the findings and mentioning limitations of the study and providing some suggestions, and recommendations to teachers, primary school EFL learners, and the ministry of education for further studies.

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Appendices

Appendix A

Pupil's Questionnaire

Dear pupils,

We are preparing our research paper about motivating primary EFL school learners to learn English. You are kindly requested to fill in this survey to express your perceptions and attitudes, and your motivation toward learning English. Your answers are very important for the validation of this research.

We appreciate your collaboration.

Section One

General Information

1. What is your gender? (Mark only one option with an “√” in the square next to the answer you chose)

a- Male b-Female

2. How old are you?

..... years old.

Section Two

Motivating Young EFL Learners

(Mark only one option with a “√” in the square next to the answer you chose)

3. What is your favorite subject in school?

a- Arabic b- French c- English

Appendices

4. To what extent do you love your English class?

- a- A lot b- I don't love it c- A little bit

5. How do you feel when you attend your English class?

- a- Excited b- Happy c- Bored

6. What do you like the most in your English class?

- a- Writing
- b- Playing Games
- c- Singing
- d- Repeating Words

7. Which one is your favorite activity?

- a- Drawing and coloring
- b- Singing
- c- Playing Games
- d- Writing
- e- Role play

Why.....

.....

.....

8. Who encourage you to learn English?

Appendices

a- Your parents b- Teacher c-Both

9. Which aspect that stimulates you the most to learn English?

a- Rewards b- praising c-Good marks

10. Do you participate during your English class?

a- Yes b- No

If it is no, why;

.....
.....
.....

11. How do you learn English outside the classroom? And how much time do you spend doing it?

.....
.....

12. Do you like your English book?

a- Yes b- No

Justify your answer:

.....
.....

Thank you for your collaboration

Appendix B

Teacher's Questionnaire

Dear Teachers,

The present questionnaire is constructed for the sake of collecting data about motivating young EFL learners. We will be very grateful if you fill this questionnaire. We would like to inform you that your answers will be used for our scientific research work anonymously.

Thank you in Advance

Section One

General Information

1. How old are you ?

Under 25

25-29

30-39

40-49

50 and more

2. Are you female or male?

Female

Male

3. How many years have you been teaching English?

.....years

4. Do you teach in more than one primary school?

Yes

No

Section two

Motivating primary school learners

5. As a teacher, do you think that motivation is a key factor to learn? And why?

Yes

No

Justify.....
.....
.....

6. In your opinion, how important the following statements are?

- a) Teachers must have a social bond between them and their students.
- b) Students' motivation is strengthened by teachers' positive feedback.
- c) Teachers must pay attention to what motivates their students.

.....
.....
.....

7. To what extent does social relationship of a teacher with his students matter in increasing their motivation?

.....
.....

8. Do you think that using motivational strategies in the teaching process is effective? And why?

Yes

No

.....
.....
.....

9. Which one of these strategies do you use the most?

(you can mark more than one choice)

a) Games

b) Role plays

c) Technological tools

d) Positive feedback

e) Rewarding

10. How often do you use the strategies you chose?

Please mark one choice in each row (you can mark more than one)

	sometimes	always	rarely
a) Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Role plays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Technological tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Rewarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. After applying these strategies, do you notice any response which indicates that they are motivated?

Appendices

Please mark one choice

Yes

No

12. What would you suggest for primary school teachers to keep up young learners' motivation?

.....
.....
.....
.....

Thank you for your collaboration