
**LIBYAN TEACHERS' BELIEFS ON THE IMPORTANCE OF USING
MOTIVATIONAL STRATEGIES IN MOTIVATING PRIMARY SCHOOL
LEARNERS**

Remal Azitoni

School of Education, University of Southern Queensland, School of Education, Australia.

Abstract

The paper investigates English Foreign Language (EFL) teachers' beliefs about the importance of using motivational strategies with formative learners (aged 11-12) of English in Libyan public schools. The study employs a large-scale empirical survey to collect the data. Seventy-six EFL teachers rank a list of 48 motivational strategies on a Likert scale (1-6) from 'not necessary' (1) to 'significant' (6). The quantitative results reveal that EFL teachers believed motivational strategies were highly relevant in motivating learners in the early stages of learning English as a foreign language. The four most important motivational clusters encompass 'proper' teacher behavior, encouraging learners' self-confidence, recognizing students' efforts, and creating a productive and relaxed classroom climate. Less importance is attached to strategies related to increasing learners' goal-orientedness, familiarising learners with second language (L2) values, promoting learners' autonomy, and promoting group cohesiveness and group norms.

Keywords: English as a Foreign Language, motivational teaching strategies, EFL teachers in Libyan schools, formative learners in primary schools.

Introduction

Over several years, for political reasons, English language teaching in the Libyan educational system was not consistently provided, and English language learning has undergone many fluctuations. During the period 1970 to 1985, learning English from grade seven was a compulsory component of the curriculum in Libyan public schools. However, in 1986, banning English teaching and learning across the country affected the education system, especially language acquisition. In 1997, when the relationship between Libya and the United States of America started to improve, policymakers and educationalists decided to re-introduce the English language into the curriculum in public schools allowing English teaching again. From 2005-to 2006, English was introduced in primary schools to grade 3 aged 9, but it was taught for only one year before it was stopped. At that time, the education sector was not well prepared technically or professionally to provide English language teaching due to an undeveloped curriculum that corresponded with third-grade student interests and an insufficient number of (qualified) teachers.

Consequently, inconsistency has continued. In 2006-2007, the Libyan government, for the first time, introduced the subject of English to the primary education curriculum in public schools,

and it became a compulsory subject for beginner learners in grades five and six among children aged between 11 and 12. Given the discontinuity in teaching and learning the English language, little is known about how English Foreign language (EFL) teachers motivate their learners to learn English which is still taught as a foreign language in Libyan schools, and what their beliefs are on the importance of using motivational strategies in the classroom to motivate the younger learners.

Literature review

Motivation continues to be one of the essential keys to success in learning a foreign language. Dörnyei (1998) points out that “motivation provides the primary impetus to initiate learning an (L2) and later as a driving force to sustain the long and often tedious learning process”(p. 117). Alhodiry (2016) argues that the most effective method for teachers to facilitate students' learning success is to encourage students to understand their real needs to achieve personal learning goals and supply them with the motivation to learn. Motivation to learn any language depends on finding something meaningful in that language that encourages learners to express their feelings and thoughts and exchange ideas with others (Nakata, 2006). Brown (2014) defines motivation as “one of the most powerful effective variables in accounting for the success or failure of virtually any complex task” (p. 158).

With motivation considered one of the critical factors in the success of any learning process, motivational strategies for enhancing and improving students'

motivation have become an area of research. Dörnyei (2001a) defines motivational strategies as "techniques that promote the individual goal-related behavior" (p.28). Cohen (2014) argues that “learners need strategies to keep motivated”(p. 41). Teachers can use various motivational strategies inside the classroom to achieve a positive and persistent learning effect (Dörnyei, 2001a). Dörnyei (2001a) adds that paramount among these strategies are teachers' behavior and the relationship teachers have with their learners, their ability to create a pleasant and supportive classroom atmosphere, and gain a cohesive group of learners. According to Dörnyei (2001a), these motivational strategies are interrelated and necessary in the classroom to promote learners' motivation. In addition, many studies (Alnatheer, 2013; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Khasbani, 2018; Ruesch, Bown, & Dewey, 2012) concluded that there is agreement among many English teachers and students that these strategies are essential for motivating learners of English as a foreign language.

Teachers' motivating behaviors inside the classroom are considered powerful tools for enhancing students' motivation. For example, two factors are teachers' strong interest in the subject and the amount of effort spent in teaching, which strongly influence students' motivation (Stipek, 2002). Green and Kelso (2011) investigated the motivating and demotivating factors that affect English learning at National University in California. The survey was based on the

work of Gorham and Christophel (1992), who determined the factors that motivate undergraduate students to work hard in college. The findings showed that teachers' behavior had the most significant effect on students' motivation and desire to be successful. Several studies (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Guilloteaux, 2013; Guilloteaux & Dörnyei, 2008; Khasbani, 2018; Ruesch et al., 2012; Wong, 2014) conducted in the field of motivation and motivational strategies in a wide variety of contexts and institutions: Western, Asian, South Korean, North America, Indonesian, and Chinese. They have found that appropriate teacher behavior is the most powerful and effective strategy in motivating learners (ranging from elementary to university level) in learning English as a Foreign Language. These studies endorse the importance of teachers' behavior as an effective strategy to motivate learners in various institutional contexts.

Therefore, there is consensus within the literature on the role of teachers in motivating students inside the foreign language classroom. Teachers have an important impact on enhancing students' level of motivation to learn a foreign language (Alhodiry, 2016; Eragamreddy, 2015; Zaman, 2015). According to Guilloteaux and Dörnyei (2008), when teachers focus on using motivational strategies inside the classroom, students' learning motivated behavior is more likely to increase. Teaching English as a foreign language in schools needs considerable effort from teachers to increase learners' interest in learning the language (Hill, 1997). Effective English education

requires able teachers who motivate students to learn the language. A successful teacher can apply suitable techniques to encourage students to be interested in language learning. If teachers do not motivate students sufficiently from the early years, it will be harder for them in the following years of study (Nikolov, 2009). Therefore, the teacher plays a crucial role in promoting students' motivation to learn the English language.

Method

Participants

The participants in the questionnaire were 76 EFL teachers (70 female, five male, and 1 with gender not identified) who had experience in teaching in a variety of institutional contexts, from primary to secondary schools in the North West of Libya. A purposive sample was adopted, selecting teacher participants from twenty primary schools where students achieved the highest scores in the National Examination in 2017. Regarding the teaching qualifications, 10.5% of teachers held a diploma, whereas 88.2% had a licentiate. Teachers represented a range of teaching experience: 19.7% had less than three years of experience, 49.3% had less than ten years of experience, and 50.7% had been teaching for over ten years.

Measures

The study used the questionnaire to collect quantitative data to investigate the motivational strategies Libyan EFL teachers believe are important to use with formative learners. The questionnaire statements were adapted from the original questionnaire by Cheng and Dörnyei (2007). The six-point Likert scale ranging

from 'not necessary (1) to 'very important (6) was used to gain responses on 48 items. The questionnaire was adopted because it has been used in many studies to investigate motivational strategies in different contexts and has international validity.

However, the study had several limitations. Firstly, the sample was small. Secondly, the sample obtained was specific to high-performing schools in one city. Therefore, the generalization of the findings cannot necessarily be applied to other teachers in primary schools in Libya or other countries.

Data analysis

The questionnaire data were subjected to several statistical analyses within SPSS (the Statistical Package for Social Sciences). Since the questionnaire was adapted from Cheng and Dörnyei (2007), the same procedures were used to analyze the data. As some strategies were closely interrelated, the 48 motivational strategies were grouped into 10 clusters, as in Cheng and Dörnyei (2007). The strategies were grouped using the same technique depending on their internal content to form a ten-strategy cluster. The internal consistency of these scales was tested using reliability analysis. Using the descriptive analysis, the mean and standard deviation of the 48 strategies were calculated and tabulated similarly to Cheng and Dörnyei (2007) under each macro strategy. The strategies were ranked according to teachers' responses from the highest to lowest mean under each macro strategy. As each cluster had a set of related strategies, the overall mean value

of the related strategies was taken to determine the importance attached to each cluster and then ranked from the highest (5.18) to the lowest mean (4.48) on the scale.

Results

Table (1) shows the main findings of the questionnaire results on EFL teachers' beliefs' regarding the importance of using motivational strategies to motivate formative learners' learning English as a foreign language in Libyan primary schools. The findings revealed that out of ten motivational clusters, three clusters come with mean values higher than the scale of five, which indicates that these clusters are given more importance by the selected teachers in motivating their children to learn the English language. These motivational clusters reinforce teacher behavior by promoting learners' self-confidence and recognizing students' efforts. Two other motivational clusters have a mean value of nearly five, illustrating that teachers believe those strategies are crucial in motivating learners. These motivational clusters include creating a pleasant classroom climate and constructing a vital learning task. The top five motivational strategies showed that teachers' beliefs about using those strategies in the classroom are firm. On the other hand, as the table depicts, the three lowest clusters are familiarising learners with L2-related values, promoting learners' autonomy, and encouraging group cohesiveness and norms. Those clusters seem underused in the classrooms due to the lack of importance given by teachers. These findings suggest that EFL teachers in Libyan primary schools believe

that some strategies are more important than others.

Table 1: Final rank order and descriptive statistics of the strategy scale and the individual constituent strategies

<i>Scales and constituent strategies</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>
1. Proper teacher behavior (Cronbach $\alpha = .73$)	76	5.18	0.26
(2) Show students you care about them	76	5.42	1.12
(17) Show your enthusiasm for teaching	76	5.32	1.31
(47) Be yourself in front of the student	76	5.22	1.10
(23) Establish good rapport with students	76	5.21	1.48
(40) Share with students that you value English as a meaningful experience	76	4.74	1.42
2.Promote learners' self-confidence (Cronbach $\alpha = 0.71$)	76	5.14	0.44
(28) Encourage students to try harder	76	5.51	.774
(36)Teach students learning techniques	76	5.34	.946
(34) Provide students with positive feedback	76	5.29	1.00
(11) Design tasks that are within the students' ability	76	5.20	1.00
(33) Make clear to students that communicating meaning effectively is more critical than grammatically correct.	76	4.38	1.46
3.Recognise students' effort (Cronbach $\alpha = 0.75$)	76	5.13	0.21
(42) Promote effort attributions	76	5.33	.90
(15) Make sure grades reflect students' effort and hard work	76	5.28	.85
(46) Recognise students' effort and achievement	76	5.08	.94
(8) Monitor students' progress and celebrate their victory	76	4.86	1.24
4.Creating a pleasant classroom climate (Cronbach $\alpha = 0.60$)	76	4.91	0.36
(30) Create a supportive classroom climate that promotes risk-taking	76	5.34	.825
(21) Use a short and exciting opening activity to start each class	76	4.95	1.23
(41) Avoid social comparison	76	4.91	1.32
(1) Bring in and encourage humor	76	4.45	1.36
5. Make the learning tasks stimulating (Cronbach $\alpha = 0.78$)	76	4.90	0.29
(45) Present various auditory and visual teaching aids	76	5.25	1.06
(18) Break the routine by varying the presentation format	76	5.24	.907
(43) Make tasks attractive by including novel and fantasy elements	76	4.92	1.19
(12) Introduce various exciting topics	76	4.87	1.08
(27) Encourage students to create products	76	4.64	1.50
(13) Make tasks challenging	76	4.53	1.37
6.Present tasks properly (Cronbach $\alpha = 0.72$)	76	4.82	0.67
(6) Give clear instructions by modeling	76	5.30	1.11
(25) Give good reasons to students as to why a particular task is meaningful	76	4.34	1.48

7.Increase learners' goal- orientedness (Cronbach α = 0.67)	76	4.57	0.30
(10) Encourage students to set learning goals	76	4.87	1.13
(26) Find out students' needs and build them into the curriculum	76	4.80	1.27
(20) Help students develop realistic beliefs about English learning	76	4.33	1.15
(31) Display the class goal in a wall chart and review it regularly	76	4.30	1.16
8.Familiarise learners with L2- related values (Cronbach α = 0.71)	76	4.56	0.75
(39) Increase the amount of English you use in the class	76	5.46	.840
(38) Encourage students to use English outside the classroom	76	5.30	1.15
(9) Remind students of the benefits of mastering English	76	5.12	1.20
(4) Familiarise students with the cultural background of the target language	76	4.41	1.30
(32) Introduce authentic cultural materials	76	4.38	1.51
(7) Invite senior students to share their English learning experiences	76	3.67	1.38
(19) Invite English-speaking foreigners to class	76	3.62	1.60
9. Promote learner autonomy (Cronbach α =0.72)	76	4.50	0.65
(37) Adopt the role of a 'facilitator.'	76	5.26	0.99
14) Teach self-motivating strategies	76	5.07	0.75
(24) Encourage peer teaching and group presentation	76	4.92	1.08
(48) Allow students to assess themselves	76	4.01	1.30
(22) Involve students in designing and running the English course	76	3.92	1.36
(29) Give students choices in deciding how and when they will be assessed	76	3.82	1.33
10. Promote group cohesiveness and group norms (Cronbach α = 0.79)	76	4.48	0.48
(35) Ask students to work toward the same goal	76	4.87	1.15
(44) Encourage students to share personal experiences and thoughts	76	4.83	1.15
(5) Explain the importance of the class rules	76	4.67	1.27
(3) Allow students to get to know each other	76	4.33	1.27
(16) Let students suggest class rules	76	3.71	1.28

The frequency of responses to the motivational strategies.

The frequency average was calculated to discern the importance of

teachers allocated to each cluster (see Table 2). In order to discern the frequency of teachers' responses to the key variables, the 6-point scale ratings were grouped into two categories: 'not important and 'important '.The ratings of 1-3 were

categorized as negative or 'not important' from the scales 1= not important (NI), 2= rarely important (RI), 3= slightly important (SI). The ratings 4 - 6 (4 = moderately important (MI), 5= important (I), 6 = essential (VI) were considered as

positive or 'important,' so they were categorized together, revealing the most prominent frequencies for each cluster as in Table 2.

Table 2: the frequency average to the clusters of motivational strategies

The clusters of motivational strategies	(VI, I, MI)	(SI, NI)	RI, Categories with the largest percentage % of importance
1. Proper teacher behavior	91.04%	8.96%	50% (significant)
2. Promote learners' self-confidence	93.16%	6.84%	46% (significant)
3. Recognize students' effort	93.4%	6.6%	44% (important)
4. Create a pleasant classroom climate	89.475%	10.525%	40% (significant)
5. Make the learning tasks stimulating	89.26%	10.74%	40% (important)
6. Present tasks properly	88.15%	11.85%	42% (significant)
7. Increase learners' goal-orientedness	87.475%	12.525%	34% (important)
8. Familiarise learners with L2-related values	81.4 %	18.6%	48% (critical)
9. Promote learner autonomy	82.25%	17.75%	44% (important)
10. Promote group cohesiveness and group norms	86.04%	13.96%	36 (important)
Average	91.04%	8.96%	

Discussion

The results from the questionnaire study revealed that EFL teachers in Libyan

primary public schools believed that motivational strategies were overwhelmingly important in motivating learners to learn English as a foreign

language. This is evident due to the high frequency of responses indicating the importance of using motivational strategies in teaching. The results indicate that EFL teachers in Libyan primary schools consider the macro strategy of 'appropriate teacher behavior to be at the top of their priorities for motivating learners of English. This result is similar to many studies in many institutional and cultural contexts (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008; Ruesch et al., 2012). Therefore, regardless of teaching contexts such as Taiwan, Hungary, North America, and Libya (whether labeled "proper" or "appropriate"), "appropriate teacher behavior" is the critical strategy in motivating learners of English in a foreign language. This study indicated that Libyan teachers are aware of their role in using strategies directly to increase students' interaction.

Libyan EFL teachers ranked "promoting learners' self-confidence" highly as an essential strategy in motivating formative learners. This finding supports the idea that having confidence in one's ability can enhance motivation (Bénabou & Tirole, 2002). The results echo the findings of previous studies (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Ruesch et al., 2012) as this motivational strategy comes in the top half of their lists. In addition, Tavani and Losh (2003) revealed a strong relationship between academic performance, motivation, and self-confidence. Those findings are considered reliable evidence; therefore, EFL Libyan teachers recognize the importance of promoting students' self-confidence to

increase the opportunity to improve students' academic performance.

Furthermore, the results showed that EFL teachers place a high value on recognizing students' efforts and celebrating their success as an essential strategy to motivate formative learners. Their encouragement of learners to exert higher levels of effort increases opportunities for success (Dörnyei, 2001a). No wonder the Libyan teacher surveys ranked highly in third place, the importance of recognizing students' effort. Although this macro strategy failed to make the top 10 list in the Dörnyei and Csizér (1998) among Hungarian teachers and in Ruesch et al. (2012) study with North American teachers, it was rated highly by the Taiwanese (Cheng & Dörnyei, 2007) and Libyan teachers, providing evidence that some motivational strategies are culture-dependent (Cheng & Dörnyei, 2007).

Learning a foreign language is a face-threatening experience for most learners due to the pressure they experience with trying to function in a foreign language. One way to reduce such language anxiety is to facilitate a pleasant classroom climate (Dörnyei, 2001a). This study indicates that most EFL teachers recognized the importance of creating a pleasant and relaxed atmosphere in the classroom as it ranked in fourth place. This finding supports the idea that building warm and trustful relationships based on mutual respect between teachers and learners can enhance learners' learning ability (Dörnyei, 2001a). Studies in motivation prioritized this strategy as it was placed second in Dörnyei and Csizér's (1998) list of strategies and highly by

teachers and students in Shousha's (2018) study Saudi context. These two studies reinforce the importance of this strategy as a motivational tool.

Within the top five rankings, "showing an interest in learning" is an essential learning indicator among Libyan teachers. Making the learning task stimulating and enjoyable was classified in Dörnyei's (2001a) study as one of the most powerful teaching strategies to maintain and produce motivation in L2 learners and has been widely recognized as an essential motivational component in models related to L2 motivation. Teachers need to make the learning process exciting and enjoyable for learners to promote their confidence and provide positive feedback (Cheng & Dörnyei, 2007; Dörnyei & Schmidt, 2001). It can be claimed that teachers need to vary the teaching tasks, introduce exciting topics with the use of various teaching aids, and make the task challenging for learners in the order they generate interest and ensure learners are enthusiastic about learning (Dörnyei, 2001a).

However, this Libyan study revealed that teachers in primary schools are not entirely sure of the importance of using specific strategies. For example, "presenting the task appropriately, setting learners goals and increasing their goal-orientations in the classroom setting, familiarising learners with a second language (L2) - related values, promoting learners autonomy and promoting group cohesiveness and group norms" were rated in the second half of the rank order. Libyan EFL teachers may have found it difficult to utilize those strategies. For example, it is hard to familiarise learners

with a second language (L2) - related values in the Libyan environment because English is hardly used outside the classroom. In addition, teachers and learners have no direct social contact with English speakers. Furthermore, there is a primary lack of authentic cultural material to familiarise learners with the culture of English. These two challenges have been exacerbated by the political context in Libya from inconsistent government decisions in the teaching and learning of English over the decades.

The lowest-ranked strategies were "promote learners' autonomy" and "promote group cohesiveness and norms." These findings support the argument that group-related matters were given low importance in second language studies (Dörnyei & Murphey, 2003). English teachers generally do not deem promoting learners' autonomy and group cohesiveness a significant component for motivating learners, as is borne out by the (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Eragamreddy, 2015; Ruesch et al., 2012) studies. Since learners' motivation tends to increase when students work in a cohesive group, this 2019 study suggests that teachers need to pay more attention to the relationships between the group members and understand how the group behaves and develops. Teachers need to be sure that there is an 'attraction' and 'acceptance' among group members (Dörnyei, 2007, p. 720). These two essential characteristics assist in forming strong group cohesiveness. In addition, teachers need to provide more opportunities for learners to talk, interact, and know each other. Moreover, teachers

need to give learners more opportunities to share their unique ideas and cooperate to achieve their goals in learning (Dörnyei, 2001b). Further, EFL Libyan teachers need to be aware of group norms and the effect of one member's behavior on group members, which is believed to influence learners' academic achievement.

Conclusion

This study has shown that EFL teachers believe motivational strategies are essential in teaching formative learners of English as a foreign language in Libyan public primary schools. Whereas previous studies established key motivational strategies in different institutional contexts, this study endorsed the relevance of teachers in using motivating strategies for young learners. Therefore, strategic motivation has been found to transfer across cultures and age groups, mainly using appropriate teacher behavior, promoting learners' self-confidence, and creating a pleasant classroom atmosphere. Other strategies seem to be culture-specific such as recognizing students' effort, making the learning tasks stimulating, and presenting tasks properly. Since some strategies have been neglected in the Libyan setting, it is essential to extend the investigation to identify those reasons and to shed light on the strategies used by primary school teachers in other areas in Libya.

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Appendix 1. The translated version of the Questionnaire for English language Teachers

استبيان لأساتذة اللغة لانجليزية

Most language teachers like to teach motivated students. There are many strategies that teachers may use to motivate and encourage young learners to learn English. Read each of the following strategies and decide how important each one is for you to motivate beginner learners to learn English inside the classroom, even if you have not used the strategy yet. Please rate each strategy with one of the following levels of importance: (6) very important, (5) necessary, (4) moderately important, (3) slightly important, (2) rarely necessary, (1) not necessary—circle one response for each strategy.

معظم أساتذة اللغة يحبون تدريس الطلبة المتحمسين للدراسة. هناك العديد من الاستراتيجيات التي يمكن أن يستخدمها الأساتذة لتحفيز و تشجيع التلاميذ لتعلم اللغة الانجليزية. من فضلك أقرأ الاستراتيجيات التالية وقرر كم أهميه كل وحده بالنسبه لك لأستخدامها لتحفيز التلاميذ المبتدئين لتعلم اللغة الانجليزية داخل الفصل حتي ولو مازلت لم تستخدم بعض الاستراتيجيات بعد.

أرجوا تصنيف الاستراتيجيات التاليه بوضع دائره علي أحد الأرقام التاليه: (6) مهمه جدا (5) مهمه (4) معتدله الأهميه (3) مهمه قليلا (2) نادرا ما تكون مهمه (1) ليست مهمه.

Motivational strategy statement	6	5	4	3	2	1
استراتيجيات التحفيز						
1. Bring in and encourage humor in the class. جلب وتشجيع الفكاهه داخل الفصل.	6	5	4	3	2	1
2. Show students you care about them. تظهر للتلاميذ انك مهتم بهم.	6	5	4	3	2	1
3. Allow students to get to know each other better (e.g.in pairs, by group work). السماح للتلاميذ بالتعرف علي بعضهم البعض بشكل أفضل من خلال القيام بعمل جماعي مثلا.	6	5	4	3	2	1
4. Familiarise students with the cultural background of the English language. تعريف أو اطلاع التلاميذ علي الخلفيه الثقافيه للغه الانجليزيه.	6	5	4	3	2	1
5. Explain the importance of class rules. شرح أو توضيح أهميه قوانين الفصل.	6	5	4	3	2	1
6. Give clear instructions by modelling. أعطاء تعليمات واضحه عن طريق عرض مثال امامهم.	6	5	4	3	2	1
7. Invite senior students to share their English learning experiences. دعوه التلاميذ الأكبر سنا لمشاركه خبراتهم في تعلم اللغه الأنجليزيه.	6	5	4	3	2	1
8. Monitor students' progress and celebrate their victories. توثيق ومتابعه تقدم التلاميذ والاحتفال بتقدمهم.	6	5	4	3	2	1
9. Remind students of the benefits of mastering English. تذكير التلاميذ بفوائد اتقان اللغه الأنجليزيه.	6	5	4	3	2	1
10. Encourage students to set their own learning goals. تشجيع التلاميذ علي وضع أهدافهم من التعلم (مادا يريدون أن يتعلموا).	6	5	4	3	2	1
11. Design tasks that are within the students' ability. تصميم مهامات (مثل الواجبات و التمارين) بطريقه تتناسب مع قدره التلميذ.	6	5	4	3	2	1
12. Introduce various interesting topics. تقديم أو إعطاء مواضيع مختلفه مشوقه.	6	5	4	3	2	1
13. Make tasks challenging (e.g. puzzles). جعل المهام فيها تحدي (مثل القيام بحل أحجيه).	6	5	4	3	2	1

14. Teach the students self-motivating strategies. تعليم التلاميذ استراتيجيات تساعد على التعلم.	6	5	4	3	2	1
15. Make sure grades reflect students' effort and hard work. التأكد من أن الدرجات تعكس جهد التلاميذ وعملهم المجد.	6	5	4	3	2	1
16. Let students suggest class rules. السماح للتلاميذ بأقتراح قواعد الفصل.	6	5	4	3	2	1
17. Show your enthusiasm for teaching. أظهار حماسك للتدريس.	6	5	4	3	2	1
18. Break the routine by varying the presentation format. كسر الروتين عن طريق التنوع في طريقه عرض (الدرس) أو تقديمه.	6	5	4	3	2	1
19. Invite English-speaking foreigners to class. دعوه لأجانب المتحدثين باللغة الانجليزية الي الفصل.	6	5	4	3	2	1
20. Help students develop realistic beliefs about English learning. مساعدته التلاميذ علي تطوير معتقدات واقعية حول تعلم اللغة الانجليزية.	6	5	4	3	2	1
21. Use a short and interesting opening activity to start each class. افتتاح بدايه الدرس بتمرين (له علاقه بالدرس) ممتع وقصير في كل حصه.	6	5	4	3	2	1
22. Involve students in designing and running their English course. مشاركه التلاميذ في تصميم وأختيار محتوى المنهج.	6	5	4	3	2	1
23. Establish good rapport with students. أنشاء علاقه جيده مع التلاميذ.	6	5	4	3	2	1
24. Encourage peer teaching and group presentation. تشجيع التلاميذ للتدريس بعضهم البعض والقيام بعروض جماعيه القاء (جماعي)	6	5	4	3	2	1
25. Give good reasons to students as to why a particular task is meaningful. إعطاء أسباب وجيهة للتلاميذ حول أهمية القيام بمهمة او نشاط معين.	6	5	4	3	2	1
26. Find out students' needs and build them into the curriculum. ايجاد احتياجات التلاميذ واحتواءها في المناهج الدراسية.	6	5	4	3	2	1
27. Encourage students to create products. تشجيع التلاميذ علي تصنيع و اختراع منتجات أو أشكال يمكن عرضها) (مثلا القيام بملصقات)	6	5	4	3	2	1

28. Encourage students to try harder. تشجيع التلاميذ ليقوموا بالأفضل.	6	5	4	3	2	1
29. Give students choices in deciding how and when they will be assessed. إعطاء التلاميذ القرار في اختيار كيف ومتى سيتم تقييمهم.	6	5	4	3	2	1
30. Create a supportive classroom climate that promotes risk-taking. خلق مناخ دراسي يجعل التلميذ يشعر بأرتياح وأمان للمحاولة وفعل أشياء جديدة.	6	5	4	3	2	1
31. Display the class goals on a wall chart and review them regularly. عرض أهداف الفصل علي الحائط ومراجعتها بانتظام.	6	5	4	3	2	1
32. Bring various authentic cultural materials to class(e.g. magazines, newspapers or songs and lyrics) احضار مواد ثقافية حقيقية للفصل (مثل مجلات وصحف أو أغاني و أناشيد باللغة الإنجليزية).	6	5	4	3	2	1
33. Make clear to students that communicating meaning effectively is more critical than grammatically correct. التوضيح للتلاميذ أن توصيل المعني بشكل فعال هو أكثر أهمية من كونه صحيحا من القواعد النحوية.	6	5	4	3	2	1
34. Provide students with positive feedback. تقديم ملاحظات ايجابية للتلاميذ.	6	5	4	3	2	1
35. Ask students to do cooperative activities toward the same goal. جعل التلاميذ يتعاونون لتحقيق نفس الهدف.	6	5	4	3	2	1
36. Teach students various learning techniques to make their learning easier and more effective. تعليم التلاميذ العديد من أستراتيجيات التعلم التي تجعلهم يتعلمون بشكل أسهل وأكثر فاعليه .	6	5	4	3	2	1
37. Adopt the role of a 'facilitator'. تبنى دور "الميسر" او "المسهل"(عكس المتحكم)	6	5	4	3	2	1
38. Encourage students to use English outside the classroom. تشجع التلاميذ على استخدام اللغة الإنجليزية خارج الفصل الدراسي.	6	5	4	3	2	1

39. Increase the amount of English you use in the class. زيادة كمية اللغة الإنجليزية المستخدمه في الفصل.	6	5	4	3	2	1
40. Share with students that you value English as a meaningful experience. توضح للتلاميذ مدي تقديرك للغة الإنجليزية بأعتبرها تجربة ذات معني.	6	5	4	3	2	1
41. Avoid social comparison among your students. تجنب المقارنة بين تلاميذك.	6	5	4	3	2	1
42. Promote effort attributions. تعزير جهود التلاميذ المبدوله.	6	5	4	3	2	1
43. Make tasks that are new and increase learners' curiosity. خلق مهام جديده تزيد فضول التلاميذ.	6	5	4	3	2	1
44. Encourage students to share personal experiences and thoughts. تشجيع التلاميذ على مشاركه خبراتهم الشخصيه وأفكارهم.	6	5	4	3	2	1
45. Present various auditory and visual teaching aids. تقديم وسائل تعليمية سمعية وبصرية مختلفه.	6	5	4	3	2	1
46. Recognise students' efforts and achievements. معرفة مجهودات التلاميذ وإنجازاتهم.	6	5	4	3	2	1
47. Try to be yourself in front of students. حاول أن تكون نفس الشخصيه أمام التلاميذ(أي لا تتصرف بطريقه مختلفه عن شخصيتك عندما تكون داخل الفصل).	6	5	4	3	2	1
48. Allow students to assess themselves. السماح للتلاميذ بتقييم أنفسهم.	6	5	4	3	2	1