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STRATEGIES IN LEARNING LANGUAGES

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ABSTRACT

This article proposes deep explanation of the role using different strategies for raising students' motivation while teaching EFL. Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited.

ANNOTATSIYA

Bu maqola EFLni o'qitishda o'quvchilarni rag'batlantirish rolni uchun turli strategiyalardan foydalangan holda chuqur tushuntirishni taklif qiladi. Sinfdagi mashq o'quvchilarning o'qituvchilari, o'qituvchilari yoki tengdoshlari tomonidan o'rganilishi, talqin qilinishi va qo'llanishi haqidagi ko'rsatmalarni o'qituvchilarning

kelgusidagi qadamlari haqida qaror qabul qilish uchun yaxshiroq yoki yaxshi asosga ega bo'lishi uchun shakllantiradi. Ular chiqargan dalil bo'lmasa, ular qabul qilgan qarorlardan ko'ra tavsiya qiladi.

Key words: Motivation, a foreign language, to understand, comments, eye contact

Kalit so'zlar: Motivatsiya, chet tili, tushunish, sharhlar, ko'z bilan aloqa qilish

Introduction

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Actually, it is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behavior.

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. Another way to say this is that motivation is goal-directed behavior. **Motivation in the ESL/EFL Classroom**

Motivation has long been a major problem for most teachers of English as a Second Language (ESL) or as a foreign language not only in the Arab World but also elsewhere.

Motivation in the ESL/EFL classroom is easily one of the most important factors as I'm sure most teachers would agree with me. The main reason I'm coming to this point of view is that most of our students have low motivation to learn English. In addition to that, while most of them have a vague sense that whether "English will be useful for my future" or not, they don't have a clear idea of what that means, nor is that a very strong motivator; it's too vague and too far off.

The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In

the context of second language learning, William Littlewood (1987: 53) observes:

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

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

Ways of motivating students in the classroom

1) - "Pair work" or "Group work"

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

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

or "Group work" can provide.

2) *The seating of the students*

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

I'll talk about average size classes – anything from 6 to 25. Teachers have different preferences for seating arrangements – groups seated round small tables is often one choice. This is probably the best option for the larger classes in this range, but for smaller numbers and with adult or teenage students I think the horseshoe shape, which I find has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow center, students in a semicircle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern you choose or is imposed on you, the class is likely to be more successful if you keep the following principles in mind:

Tips for a teacher

Try and maximize eye contact.

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

Make sure students are seated at a comfortable distance from each other.

Make sure you don't have one student sitting alone or outside the groups. Besides,

try to leave a fair empty, but not so much a space because large distances between the students will tend to lead to a "muted" atmosphere, low pace, and less active student participation in the lesson.

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

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

Role play

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

Using realia, flash cards, Stories and songs in teaching

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

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

Using audio visual material: video, computer…

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

Using the L1 in the EFL/ ESL classroom

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

20th century teaching, and which saw language learning as a means towards intellectual development rather than as being for utilitarian, communicative purposes.

But, we can say that there are a few cases when we can resort to the student's mother tongue such as- When there is a gap of communication or total misunderstanding, since it can prevent time being wasted on fruitless explanations and instructions, when it could be better spent on language practice.- It can be used contrastively to point out problem areas of grammar. For example, various course books, like Headway, now encourage students to translate model sentences into their own language in order to compare and contrast the grammar.

Create a Friendly Atmosphere in the Classroom

Develop a friendly climate in which all students feel recognized and valued. Many students feel more comfortable participating in classroom activities after they know their teacher and their peers. Creating a safe and comfortable environment where everyone feels like a part of the whole is one of the most significant factors in encouraging motivation. Doing so may take time as students adjust themselves to a new setting.

At the beginning of the school year, you can provide students with a bright and colorful classroom with pictures and projects completed by the previous year's students. This gives students the impression that learning the target language will be easy and enjoyable. It also gives students a chance to learn from what is present in the environment. Pair and group activities can be used from the very outset, reducing the pressure of teacher–student interaction and allowing students to feel recognized by their peers. The feeling of becoming a part of the whole is one of the strongest motivational factors at the beginning of a school year.

One ice-breaker that you could use to start this process is the nickname activity. Students can invent and write down a nickname (or use a nickname they already have). Arranged in a circle, each student has to stand up and explain his or her

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nickname. Along with introducing themselves, this fun activity gives students a chance to create a friendly and flexible classroom atmosphere.

Conclusion

The best lessons, books, and materials in the world won't get students excited about learning and willing to work hard if they're not motivated.

Motivation, both intrinsic and extrinsic, is a key factor in the success of students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in their students. Of course that's much easier said than done, as all students are motivated differently and it takes time and a lot of effort to learn to get a classroom full of kids enthusiastic about learning, working hard, and pushing themselves to excel.

Even the most well-intentioned and educated teachers sometimes lack the skills to keep kids on track, so whether you're a new teacher or an experienced one, try using these methods to motivate your students and to encourage them to live up to their true potential.

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