



**THE ROLE OF TEACHERS' STRATEGIES IN MOTIVATING  
FORMATIVE LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE: A  
STUDY OF ENGLISH TEACHING IN LIBYAN PRIMARY SCHOOLS**

A Thesis submitted by

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## ABSTRACT

Teachers' use of motivational strategies is considered to enhance beginner learners' motivation. In Libyan primary schools, there is scant evidence of research on the impact that motivation has on the very early stages of learning English. This thesis investigated English Foreign Language (EFL) teachers' beliefs about the importance of using motivational strategies with formative learners (aged 11-12) of English as a foreign language. It explored how teachers used those strategies in their teaching practice to engage learners in English. In addition, it examined the pedagogical challenges that teachers experience while teaching English and how they strive to overcome those challenges.

A mixed-method research approach employing quantitative (questionnaire) and qualitative (classroom observations and interviews) were used to collect data. The questionnaire was adapted from Cheng and Dörnyei (2007) to capture the teachers' beliefs about the importance of using motivational strategies in the classroom. A purposive sample of 76 teachers participated in answering 48 statements using a six-point Likert scale rating the importance of using motivational strategies. Six teachers were observed using audio and video stimulated recall. Observation charts were utilised to document the teachers' actual practice in the classroom to motivate and engage learners and to note challenges. Follow up interviews (stimulated recall and semi-structured) were conducted in which teachers reflected and commented on their teaching practice and discussed the challenges they experienced when teaching English. The quantitative data were analysed using the Statistical Package of Social Science (SPSS) software through using reliability and descriptive analysis. The qualitative data were analysed using thematic analysis.

The results indicate that EFL teachers in Libyan primary schools believe that using a range of motivational strategies is important to motivate formative learners to learn English. Another finding is that teachers converted their beliefs about using certain strategies into practice, but other beliefs diverged from their practices. Teachers showed their understanding of the role of attracting students through motivation by utilizing various engagement activities in English to motivate their learners.. There

was however variation among those teachers with less than 10 years' experience who were found to use more modern activities than other teachers .Teachers also faced some pedagogical challenges teaching English in primary schools and discussed strategies to overcome them.

This study is significant because it adds to the literature new insights about EFL teachers' beliefs and practices of the motivational strategies in the Libyan environment in primary schools which have been utilized in different western and Asian contexts. The findings of this study have potential implications for the Government, the Ministry of Education, the Department of Curriculum and Instruction and school communities in relation to providing teachers with the assistance they need for language learning processes to be effective. Considering the significant role of teachers in learning and in enhancing children's motivation, it is also significant in assisting teachers in building and designing the curriculum for early language learners.

# **CERTIFICATION OF THESIS**

This thesis is entirely the work of **Remal Saleh Mosbah Azitoni** except where otherwise acknowledged. The work is original and has not previously been submitted for any other award, except where acknowledged.

**Principal Supervisor:** Associate Professor Ann Dashwood

**Associate Supervisor:** Professor Jill Lawrence

Student and supervisors' signatures of endorsement are held at the University.

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# DEDICATION

*To the soul of my Father, Saleh Azitoni*

*To my husband, Hussin and children, Ayham, Anas and Essa*

*To my loved mother, brothers, and sisters*

*To all my family and dearest friends*

# LIST OF PUBLICATIONS

## **Conference paper**

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## **LIST OF ACRONYMS**

EFL	English as a foreign language
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
GPC	The general people's committee
GPCE	General People's Committee of Education
TEFL	English as a Foreign Language
ESL	English as a second language
L2	Second language
SPSS	Statistical Package for Social Sciences
SD	Standard Deviation

# **CHAPTER 1: INTRODUCTION**

## **1.0. Introduction**

This chapter provides the background to the research investigating the application of teaching strategies to early learners of English as a Foreign Language (EFL) in Libya. The chapter introduces the rationale of the study, research problem, aims, questions, and originality as well as outlining the significance and the structure of the study. In the second chapter, the researcher presents the Libyan context before positioning the study in the context of previous research. This, in turn, helps the reader gain further understandings in the field of the study: the educational stages, the aim of the English curriculum, the teaching methods used and the type of assessment used to evaluate learners. The third chapter provides the literature review that discusses teaching English to young learners, motivation, and engagement. In addition, the role of teachers in motivating learners is explained. The fourth chapter delivers a detailed description of the research methods applied in response to the research questions associated with teacher beliefs on motivational strategies, their application, teachers' use of the engagement activities and the pedagogical challenges they experience in their teaching practice. This chapter also explains the data analysis process. Results are presented in chapter five where answers to the research questions are made in response to the analysis of the findings. The sixth chapter provides a discussion of the findings. The last chapter summarises the main conclusions, outlines the contributions to the knowledge field, notes suggestions for future research, highlights some pedagogical implications for English language teaching and lists recommendations for future action.

## **1.1. Background of the study**

Over a number of years, for political reasons, English language teaching in the Libyan educational system has not been consistently provided as it has undergone many fluctuations. During the period 1970-1985, learning English from grade seven was a compulsory component of the curriculum in Libyan public schools. However, in 1986,

a nationwide ban of English teaching and learning affected the educational system, especially in relation to language acquisition. In 1997, when the relationship between Libya and the United States of America started to improve, policymakers and educationalists decided to incorporate the English language into the curriculum in public schools. As a result, English was reintroduced and teachers were permitted to teach English again.

Despite the re-introduction, inconsistency has continued. In 2005-2006 English was introduced to grade three (nine years old) in primary schools, but this only remained for one year. During that time, the education sector was not prepared technically and professionally to teach English; there was a lack of a suitable curriculum that corresponded with third-grade students and a lack of teachers (Ministry of Education, Khaled Baleg , July 20, 2018). In 2006-2007, English was introduced to the basic education curriculum in public schools for the first time and it became a compulsory subject for beginner learners in grades five and six (11 to 12 years old). This major change in the Libyan education system occurred for the following reasons: the Libyan government chose to include the teaching of English as a Foreign Language (EFL) because English was then recognized as a vital tool of communication and interaction among many different nations as the common language that facilitated global relations. Many nations use English in economic, trade, social, political and educational fields. Much of the world's scientific findings and research are published in English. These reasons have encouraged many nations, including Libya, to add the English language to the curriculum and to encourage teachers and learners to use English (Youssef, 2012).

People's attitudes towards English and the community's willingness to learn English are both important elements in encouraging teachers to teach English. In the past, cultural attitudes in the community were influenced by Colonel Gaddafi's regime when he decided to burn all English books and to prohibit the teaching of English for many years due to the American raid of the two Libyan cities of Tripoli and Benghazi (Aloreibi & Carey, 2017). By contrast nowadays, English is considered as the preferred foreign language to be learned and used by the Libyan community (Black, 2007). Libyan communities are beginning to pay high costs to English language centres to ensure their children are able to use English communicatively (Aloreibi &



Carey, 2017). Many families are very proud when they hear their children using English outside the classroom. They work hard to ensure that their children have sufficient instruction and this puts much pressure on teachers to ensure effective instruction and provide effective strategies to motivate and engage students in learning English.

## 1.2. Rationale

This study investigated the strategies that English Foreign Language (EFL) teachers believe are important to use in motivating beginner learners learning English in Libya. The study explored the engagement activities that are actually used by EFL primary school teachers. In addition, it reveals the pedagogical challenges that teachers face while motivating early-stage learners and how they attempt to overcome those difficulties. Many of the challenges have emerged from the political contexts in Libya, as government decisions have led to fluctuations in the teaching and learning of English over the decades and of approaches to teaching English.

The study utilised a mixed-method approach including quantitative (teachers questionnaire) and qualitative (classroom observations and interviews) research methods. The large scale Cheng and Dörnyei (2007) empirical survey was adapted to collect the data. Classroom observations using audio and video stimulated recall and a detailed observation chart were used to observe the teachers' teaching practice inside the classroom. Stimulated recall and semi-structured interviews were employed to gain teachers' perspectives regarding their practices and the challenges they experienced motivating learners.

In this study, the focus is on successful primary schools in Ajelat City, in the North West of Libya with a population of 110,000 people. It has 98 public schools; 86 primary and middle schools and 12 secondary schools. These schools should be playing an important role in providing teachers with the assistance they need to motivate learners. For example, facilities, equipment, and additional resources need to be supplied by the schools to support English teachers to teach this language.

The teacher participants were selected from those twenty primary schools where students achieved the highest scores in the National Examination in 2017. The

rationale for choosing teachers in those schools was that it comprised a purposeful sample of teachers who were most likely to demonstrate strategies that motivated students. Teaching English in the primary stages takes place in grades five and six, therefore 76 EFL teachers in 30 primary schools were invited to participate in this study to investigate the motivational strategies, the engagement activities and the pedagogical challenges associated with motivating students learning English.

### 1.3. Research problem

Although Libya reintroduced the English language curriculum, the results of students' performance in practicing English inside the classroom are not encouraging. Despite English being compulsory from the early years, there remains a limited use of the language outside the classroom with the motivation to teach and learn English in school being low (Youssef, 2012). A survey conducted by the Libyan Ministry of Education (2004) confirmed the findings of UNESCO (2002) that cited reasons for Libyan students' poor performance. The report found that students lacked opportunities to communicate and interact in the classroom by doing cooperative group work and this limited opportunity may have contributed to the disappointing performance. It can be argued that further study can shed light on the teachers' role in assisting beginner students to interact inside the classroom and increase their interest in using language more effectively.

Other problems associated with teaching English in public schools are the various difficulties and challenges EFL teachers face while teaching English.. Teaching English as a Foreign Language is a hard task for both beginner and experienced teachers. Some of the problems include the use of ineffective teaching methodologies; inadequate assessment of students' learning skills; students' poor motivation; and the lack of teaching aids and education technology (Alkash & Al-Dersi, 2013; Elmabruk, 2009; Pathan, Al Khaiyali, & Marayi, 2016). In addition, the syllabus in textbooks is often irrelevant to Libyan culture (Pathan et al., 2016; Youssef & Bose, 2015). These problems related to relevant resource materials add to the challenges for teachers. Under such circumstances, it becomes difficult for teachers to attract students' interest and encourage them to learn and to use English inside and outside the class.

A further consideration for this study was the knowledge gap regarding student motivation for learners aged 11 to 12 years old. Although recent studies (Alhodiry, 2016; Alnatheer, 2013; Eragamreddy, 2015) have been undertaken in Libya and Arabic countries, these studies focused on middle school students, not primary school, the level at which English is first introduced. Motivation is an important factor for these young school learners because they are expected to study a foreign language over many years (Muñoz, 2017). Therefore, the goal of this study was to investigate the role of EFL teachers in motivating beginner learners (aged 11-12). The study explored the strategies that teachers believe are the most appropriate and whether these motivational strategies were in fact used in their classrooms. This investigation has assisted in ascertaining the strategies that are most effective in motivating students to learn English.

#### 1.4. Aims

The aims of this study are to:

1. Investigate how EFL teachers motivate beginner' learners of English in Libyan public schools.
2. Explore the engagement techniques that primary school teachers use to engage formative learners in activities to increase their interest in learning English.
3. Highlight the pedagogical difficulties that EFL teachers experience when teaching English.

#### 1.5. The research questions

Four research questions guided the data collection process and analysis of the study:

**Research Question 1:** How important do English language teachers believe motivational strategies are for their students to learn English?

**Research Question 2:** How do English teachers use those strategies in their teaching practice?

**Research Question 3:** How do EFL teachers engage beginner learners in learning English as a foreign language?

**Research Question 4:** What are the pedagogical challenges that EFL teachers face in motivating students and how do they overcome those challenges?

## 1.6. Originality

Some recent studies (Alhodiry, 2016; Eragamreddy, 2015) conducted in the Libyan environment have focused on the role of teachers and the motivational strategies they used in motivating intermediate and university students. However, no study has investigated the role of teachers' strategies in motivating students to learn English in EFL primary classrooms. Although many studies in language learning and motivation have been conducted in different environments and in different institutions ranging from elementary schools to universities (Alnatheer, 2013; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Hornstra, Mansfield, van der Veen, Peetsma, & Volman, 2015; Ruesch, Bown, & Dewey, 2012; Zaman, 2015), there had not yet been a focus on students aged 11 to 12 years in the Libyan education system. Therefore, the originality of this study is evident due to the lack of research in the Libyan environment concentrating on the role of teachers in motivating formative learners to learn English as a foreign language.

This study has added new insights into the role of Zoltan Dörnyei's motivational strategies among 11-12-year-olds in an Arabic cultural context. It is hoped to be of benefit to teachers and academics as it presents and validates diverse and interesting motivational strategies that can be used to improve students' motivation during the teaching process. In addition, this study addresses a wide range of engagement techniques that primary English teachers can use to engage formative learners in public schools. Moreover, it investigates some pedagogical difficulties that EFL primary school teachers face while teaching English as a foreign language and how they try to overcome these difficulties.

Furthermore, while data collection in most of the previous studies has relied on quantitative surveys, the current study has adopted a mixed-method design: questionnaires; observation (video and audio stimulated recall and note-taking on

observation chart); and interviews to answer the research questions. Thus, this study aimed to make a significant contribution to the field of motivation and its positive role inside the classroom for enhancing beginner students' interest in learning English.

## **1.7. Significant outcomes and contribution to the field**

It is proposed that the outcomes from this study will contribute to the field of the research literature and to EFL teaching practice in a number of ways. It will:

1. Add to the epistemology of EFL teaching with new insights into the existing knowledge about teachers' roles in motivating beginner learners in Libyan public schools.
2. Assist the EFL teaching community to be aware of motivational strategies in promoting and motivating beginner learners to learn English in primary public schools.
3. Assist the EFL teaching community to be aware of the engagement techniques that are used to engage formative learners in classroom activities in Libya.
4. Assist teachers to be aware of the role of using effective teaching methods which they can use inside the classroom to enhance students' motivation to speak English, therefore value-adding in society.
5. Investigate some pedagogical challenges that primary teachers face and manage in motivating learners.

Methodologically, by using the research methods that were adopted successfully for collecting and analyzing data, future Libyan research studies can utilise the same methods to investigate similar phenomena with larger groups and different contexts.

## **1.8. Structure of the thesis**

This thesis consists of seven chapters described as follows:

*Chapter One:* Provides a brief outline of the thesis, including the background of the research problem, rationale of the study, research problem, aim and questions, originality of the study, and significance of outcomes and contribution to the field.

*Chapter Two:* Presents a detailed description of the Libyan context. It explains the educational stages in Libya and changes over a number of years in the educational system. It also provides information about teaching English in the Libyan environment by giving an overview of the English curriculum in the primary years, the teaching methods used in Libyan schools and the role of teachers and learners.

*Chapter Three:* Provides an overview of the relevant literature on motivation and teachers' strategies in motivating learners. This chapter discusses the differences between second and foreign learning contexts indicating the advantages of learning a second and foreign language from the early years. Teachers' roles, talk, and relationships with learners inside the classroom are also discussed. The chapter highlights the activities that are used to engage learners learning English as a foreign language, and the different factors affecting teachers' and students' engagement, such as the relationship between teachers and students and teachers' proficiency in English

*Chapter Four:* Discusses the methodology of this study. It provides a brief description of the selection of the instruments of data collection and the procedures used for employing each instrument. This chapter explains the sample selected for the study, the schools and teachers and how they were accessed. It also discusses the limitations of the study.

*Chapter Five:* Presents the data and analyses the findings of the study.

*Chapter Six:* Discusses the findings and presents answers to research questions posed in this study.

*Chapter Seven:* Outlines the main conclusions, contributions of knowledge, suggestions for further research, pedagogical implications and recommendations.

## CHAPTER 2: THE LIBYAN CONTEXT

### 2.0. Introduction

This chapter introduces the context in which the study was conducted. It provides a descriptive overview of educational stages in the Libyan educational system. In addition, further description is provided on English language teaching across those stages, the objectives of the basic curriculum in primary schools, the teaching methods used in the classroom, the characteristics of EFL teachers in Libyan schools, the assessment of pre-service and in-service English teachers, the limited role allocated to teachers in developing the curriculum and the means of assessment in Libyan schools.

### 2.1. Education system in Libya

The current education system in Libya includes three main stages; basic education, intermediate education and higher education. These stages have changed over time to meet the country's needs (see Table 2.1).

#### 2.1.1. Basic education

The Libyan Basic Education System has undergone many changes to respond to the needs of the country and to meet the demands of 21<sup>st</sup> century communication. From 1969 to late 1980 the *primary school* stage of education started from the age of six and continued for another six years. Learners completing grades one to six obtained a primary certificate. In late 1980, the structure of education changed and continues today. *Basic education* has replaced primary education. Basic education ranges from grade one to nine and is divided into three stages: basic first stage-from age seven to ten; second stage-age eleven to twelve; and third stage-age thirteen to fifteen (Alhmali, 2007; Ali, 2008). Finishing the last stage results in a student obtaining a general basic education certificate.

The general goals at the basic education level are to:

- Assist learners to acquire the knowledge they need according to their ability;
- Respect the Islamic principles and values derived from the Koran;
- Encourage self-learning;
- Develop positive skills that enable learners to communicate with others;
- Develop love of the Arabic language and the homeland;
- Build learners' physical, psychological and social aspects;
- Assist learners to solve problems in order to develop their thinking skills;
- Enhance learners to preserve the environment through giving them opportunity to practice their role in securing it;
- Promote their ability to work in pairs and in a team; and
- Assist them to use their time wisely (General People's Committee of Education, 2008, pp. 4-5).

Teaching English as a foreign language in Libyan schools starts from the second stage *Primary School*, in the age group 11 to 12, in the fifth and sixth grades. It is believed that the earlier children are exposed to a foreign language, the easier it is for them to learn to speak the language (Nikolov, 2009). Additionally, as Tabors (2008) explained "introducing children to a new language offers opportunities to widen their horizons and awakens their enthusiasm and curiosity about language" (p. 32). The 11 to 12 age group was selected for this study as a means of identifying the role of motivation in the strategies teachers use at this early stage of formal English language learning. The study has added to the exploration by Nikolov (1999) on the attitudes and motivation of Hungarian children aged between 6 and 14 towards learning a foreign language. Nikolov (1999) found that in addition to children's intrinsic motivation, instrumental motivation emerged around the age of 11 or 12. These motivators are integral to a teacher's tool kit for motivating children. Other studies that confirmed the role of both types of motivators (Aldabbus, 2008; Garton, Copland, and Burns, 2011; Kim, 2002).



### 2.1.2. Secondary (Intermediate) Education and Training

The 'Secondary (Intermediate) Education and Training stage' consists of two main areas: firstly, specialized academic intermediate education, in the social sciences, languages, biology, and engineering; and secondly, vocational intermediate education, such as in electronic, mechanical, and industrial vocations. The period of study includes three years for the specialized intermediate education and either three or four years for the vocational intermediate education. The age group of students in this stage is 16 -19 years. The aim of varying the types of education in the intermediate education level is to give students the choice of a specialized area that meets their specialist interests including the option of learning the English language. At the end of this stage, students obtain an intermediate diploma which qualifies them to enter either university or vocational centres.

### 2.1.3. Higher education

Higher education includes universities, colleges of teacher training, and vocational centres such as commercial and industrial institutes. Each includes different departments and specializations. The study period ranges from three to five years depending on the area of the degree. On completion of the course of study, students obtain a bachelor's degree from university or a diploma from colleges of teacher training and vocational centres. After finishing their university study, teachers can continue studying masters and Doctor of Philosophy degrees.

Although efforts have been made by Libyan authorities to improve the quality of education in Libyan schools and universities, most educational facilities still suffer from a lack of necessary equipment including computers and facilities such as laboratories and technologies in teaching. The use of traditional teaching methods and the lack of qualified teachers are also problematic (Khalifa, 2002). These difficulties indicate that there no clear focus on establishing and maintaining the quality of teaching (Alhmali, 2007). Similar difficulties also apply to teaching English in public primary schools as they experience a lack of necessary resources which in turn affect motivating learners learning English.

Table 2.1: *The stages of Education in Libya and the start point of introducing the English language.*

Stage	Years (grade)	Ages	Introducing the English language to the curriculum	Study period
<b>Basic (stage one)</b>	1-4	7-10		6 years
<b>Basic (stage two)</b>	5-6	11-12	English	
<b>Basic (stage three)</b>	7-9	12-15	English	3 years
<b>Intermediate (secondary) education</b>	10-13	15-18	English	4 years
<b>Teachers' institute, college, university</b>	13-17	18-22	English	4 years and some faculties spend 5 years

## 2.2. Teaching English in Libya

This section provides an overview of teaching English in Libya. It discusses the English curriculum that is used in primary years, teaching methods, EFL teachers in schools (pre-service and in-service), the lack of teachers' role in building the curriculum, and the means of assessment these teachers utilised to assess learners.

### 2.2.1. The English curriculum in primary years

Teaching and learning English is under government control, organized by the Libyan Ministries of Education. Since 2008, three ministries have shared responsibility for the education sector. The General People's Committee (GPC) of General Education is responsible for preparing English materials and textbooks for the basic and intermediate stages of Education. The GPC of Manpower, Training, and Employment is responsible for basic training, vocational centres, and higher vocational centres. The GPC of Higher Education is responsible for implementing the objectives of teaching English in universities, and Colleges of Teacher Training. It can be maintained that the Libyan educational system is standardized and all the decisions that are related to the

school systems and particularly curricula are taken by the three Ministries of Education.

The new curriculum, introduced in 2000, is based on course books which are called *English for Libya*. The textbooks for grade five and six consist of a pupil's book (course book), an activity book, a teacher's book and a class cassette CD. *The Primary 5 Pupil's Book* contains eight units. These units aim to introduce novice learners to simple words and grammar in order to increase both students' interest and their familiarity with English. By the end of year five, it is expected that learners will be able to talk about themselves in simple sentences, know the colours, and the names of animals, fruits, and vegetables. They are also expected to be able to ask simple questions and form plurals. The activity book introduces a variety of written exercises (e.g. match the word and the pictures, complete the missing words, and put the conversation in order). Some of these exercises need to be answered while listening to CDs. All these exercises related to the topics are discussed in the course book.

*The Primary 6 Pupil's Book* also has eight units. The units concentrate on wider topics (e.g. places in town, geographic locations, time, sports and activities), but are still introduced in a simple way. The activity book presents questions and quizzes (e.g. complete the words, match the opposites, circle the correct answer, and what is missing?) to encourage students to study and assist them to be familiar with English. The class cassette CD assists learners to improve their listening skills through listening to the cassette and answering the questions and quizzes in the activity book.

There are eight aims of English, for Libya primary 5 and 6 listed in the teachers' book (Phillips, 2014-2015, p. 5).

- To engage the pupils in learning the language so that they enjoy it and want to continue learning it;
- To give them the confidence to participate in classroom activities;
- To provide them with opportunities to communicate in English;
- To introduce them to the sounds of English through recorded material and to exploit their ability to imitate spoken language;

- To develop their ability to identify and name people and objects in English;
- To expose them to simple sentences and utterances, but to let them acquire these at their own pace;
- To introduce them to reading through phonics and automatic sight recognition; and
- To introduce them to writing by means of tracing and copying letters, simple words, and sentences.

These aims focus on language learning and skills and how learners can be encouraged to be eager and enthusiastic towards English learning. In addition, they concentrate on providing a suitable learning atmosphere for young learners (Phillips, 2014-2015). Teachers' books are "designed to consolidate and further develop an understanding of the grammatical system, to increase the students' range of active vocabulary and to extend their ability in the four language skills of reading, listening, speaking, and writing" (Macfarlane, 2000, p. 1). The curriculum has been designed to cover basic areas for learning English at the beginning stage. It is expected that following these aims, English teachers will find strategies to motivate learners in learning the language and engage them in activities that enable them communicate in English.

Neither the course book for students nor the teachers' book clearly illustrates the role of learners in the process of language learning (Orafi, 2008), but it is obvious from the goals listed in the teachers' book that learners are expected to be actively engaged in language learning and be able to use the language to read and write sentences. However, it is not clear to what extent these aims are followed by teachers to encourage students to speak in a communicative and engaging way such as by working with a peer or in a group. It is difficult to assess with any certainty whether or not teachers in primary schools motivate and engage learners to learn English, and whether or not teachers use the cassette CDs to answer the quizzes in the student activity book. To date, there are no studies on the role of motivation in the early stages of children's English learning in schools in Libya.

Introducing English to the basic education system in Libyan public schools is a positive step to catch up with the developments and the changes occurring globally.

Additionally, it is a great opportunity for Libya to produce an English-speaking generation as given that English is considered a common language for global communication (Bidin, Jusoff, Aziz, Salleh, & Tajudin, 2009; Shih & Gamon, 2001). Starting English learning early in school is still a contested matter particularly if the teaching is not coordinated all through the primary years into secondary school curricula and is not of high quality in all aspects of linguistic and cultural language learning.

### 2.2.2. Approaches to teaching English

There are two predominant language teaching methods in Libya: the Grammar Translation Method (GTM) and Communicative Language Teaching (CLT). The Libyan educational system encourages EFL teachers to use CLT to assist learners in communicating in English effectively, but as will be explained below, due to some extenuating factors some teachers still use the Grammar Translation Method.

#### 2.2.2.1. Grammar Translation Method (GTM)

In 1980, the Libyan curriculum was based on the GTM which focuses on grammar and memorization of vocabulary. This GTM language teaching strategy is based therefore on transmission of knowledge, using the students' mother tongue to translate the sentences of the target language, and focusing on memorizing grammar and the rules of the sentences more than the content of the lesson (Brown, 2000; Richards & Renandya, 2002). This method has been traditionally used and despite being one of the oldest methods in language teaching in the Libyan context (Elabbar, 2011). It is now considered to be ineffective by many language teachers because of its failure to produce learners who can communicate effectively.

#### 2.2.2.2 Communicative Language Teaching (CLT)

With the failure of GTM in assisting learners to use the language for communication and appropriately in speaking and listening, linguists and language teaching researchers developed concepts around CLT including, for example, Brumfit and Johnson (1979), Canale and Swain (1980), Finocchiaro and Brumfit (1983), Hymes (1972), Littlewood (1981), Savignon (1983), Widdowson (1978), Wilkins (1972). The aim of this approach to language learning and teaching is for students to communicate

effectively (Altaieb, 2013). The approach includes communicative activities and tasks performed through language games and role-play where the learner is central to learning and the teacher's role is as a facilitator (Orafi & Borg, 2009). The facilitator is an "internal designer" who thinks together with the team (not apart from the team) and guides them in the right direction" (Becuwe, Tondeur, Pareja Roblin, Thys, & Castelein, 2016, p.142). This approach is also concerned with interactive activities which give learners more chance to use the target language (Finocchiaro and Brumfit, 1983; Hymes, 1972; Macfarlane, 2000). Compared to the previous methods, this approach has brought a shift in the role of teachers from a controller to a facilitator (Altaieb, 2013; Littlewood, 1981; Savignon 1983). It is learner-centered as it aims to encourage students to participate and improve their speaking and listening skills (Canale and Swain, 1980; Hymes, 1972; Jones, 2007; Richards & Rodgers, 2014).

As mentioned earlier, in 2000, the new communicative English curriculum was introduced into the Libyan educational system. This was considered a significant shift compared with the old curriculum which was teacher-centered and depended on old methodology such as that used in GTM (Orafi & Borg, 2009; Saleh, 2002). However, many years after the introduction of this approach, some Libyan English language teachers still use GTM as the mode of teaching (Assalahi, 2013; Pathan et al., 2016). In such instances, there is little evidence of teachers' use of engagement activities such as group work, encouraging the use of English inside the classroom, or enhancing some language skills such as listening and writing (Orafi, 2008). The reasons for teachers continuing with GMT are that: many Libyan EFL teachers were taught with this method when studying the Quran; as pre-service teachers, they had limited interaction with students; they lacked qualifications and training; and many of them had low proficiency in using the new method (Elabbar, 2011; Sawani, 2009). The Orafi (2008) study of 5 teachers in 8 classes with a total of 949 students showed that because of teachers' low English proficiency, curriculum expectations were not met. All these factors have an impact on students' skills such as listening and speaking and these issues can carry over into their studies at university (Shihiba, 2011).

### 2.2.3. The characteristics of EFL teachers in Libyan schools

It is noticeable that the majority of English teachers in Libyan schools are women. According to the General People's Committee of Education (2008), 79.38% of

teachers in the educational facilities from kindergarten to secondary schools were female. This may be due to many social and religious considerations that make teaching a common occupation for women (Shihiba, 2011; Alshibany, 2018). English language teachers in primary schools could have graduated from one of two places: the Colleges of Teacher Training or the Colleges of Arts.

Colleges of Teacher Training involve four years of training in Teaching English as a Foreign Language (TEFL). Regarding the department of English in these institutes and colleges, the curriculum concentrates on both theoretical and practical modules (Shihiba, 2011). The theoretical modules consist of subjects focusing on developing pre-service teachers' linguistic development of components of English such as phonetics, grammar, writing and reading comprehension. In addition, there are other subjects (taught in Arabic) such as child development and children's health, ideology, the foundation of curricula and Educational psychology. The practical modules are concerned with improving pre-service teachers' language skills (listening and speaking) through utilizing various communication activities, computers and language labs in the English language major.

Students study the English language for four years in the Colleges of Arts. These colleges differ from Colleges of Teacher Training as they prepare students to do further research, not focusing only on teaching tasks (Shihiba, 2011). Thus, the curriculum of the Colleges of Arts does not comprise "teaching practice or teaching methodology modules" (Shihiba, 2011, p. 21). The main focus of the English Departments' curriculum in these colleges is on teaching theoretical linguistics, literature and translation in addition to other subjects that are taught in the Arabic language.

The most common aspect shared by graduate teachers in both Colleges of Teacher Training and Colleges of Arts is that they exhibit undeveloped listening and speaking skills. Orafi and Borg (2009, p. 251) stated that "English language teachers in Libya typically graduate from university with undeveloped spoken communication skills in English". Orafi (2008) previously explained that the aim of education in Libya was to increase teachers' knowledge about the English language to learn grammar and increase their vocabulary, phonetics and literature more than it was about developing their communicative teaching skills. The rationale included the notions that:

- Teachers can better impart knowledge to their learners if they have an excellent knowledge of English;
- Teachers are required to provide learners with the correct answers because if teachers seem unable to answer students' questions, this may be a sign of deficiency in a teacher's knowledge of a particular aspect of English.

Therefore, teachers have avoided adopting teaching methods that encourage learners to ask unexpected questions. The most important reason was that teachers in Libyan schools are considered to be the main source of English knowledge and their job is to provide learners with the necessary knowledge to learn English (Alhmali, 2007; Orafi, 2008; Saleh, 2002) thereby reinforcing the idea that in Libyan education, learning is understood as a process of transferring knowledge.

#### 2.2.4. Pre-service and in-service teachers' assessment

Teachers in all educational stages need to have some experience in teaching before starting to teach in schools. Before they graduate from a College of Teachers' Training, they are required to enter schools to do what is called 'pre-service manual'. A 'cooperating teacher' accompanies a group of pre-service teachers to these schools to assess their performance in the class. The cooperating teacher evaluates pre-service teachers by following criteria outlined in the 'Student Teaching Summative Assessment' sheet. The cooperating teacher checks the university sheet to ensure that pre-service students can perform well in class and are ready to teach learners. This sheet concentrates on the sections of professional competencies: teaching acts, class management, lesson plan, professional identity, and teaching records. The cooperating teacher rates performance by following the grading scale; VG (very good), G (good), S (satisfactory), N (needs improvement), U (unsatisfactory), X (not applicable).

The grading scale focuses on some significant aspects such as whether or not pre-service students effectively communicate and interact with learners and encourage learners to work with each other. They are being assessed on how effectively they use teaching aids combined with different teaching methods and strategies depending on the lesson and how they display humour, enthusiasm and care. Pre-service teachers need to achieve the objectives of the lesson, plan the structure of the lesson logically and use appropriate resources relevant to teaching. Also, they need to be able to respond



to the cooperating teacher's feedback and suggestions relating to professional identity and performance.

Although these preparations are put in place to ensure pre-service teachers' effectiveness to teach in schools, teachers may still need more training. Shihiba (2011) claimed that Libyan pre-service teachers need to do more intensive training and be well prepared to teach effectively in classes before they start teaching. Teachers are assessed only once or twice over one month. So, it is difficult to guarantee that student teachers follow the principles on the assessment sheet as there is not enough time to ensure that teachers use various strategies and engagement activities to assist English language learners. Libyan pre-service teachers need to do more intensive training and be better prepared to teach effectively in class before they start teaching.

In-service English language teachers need to follow all the principles listed in the curriculum. They are supervised by inspectors who are responsible for evaluating their performance inside the classroom. Inspectors visit each teacher two to five times during the school year. During their visits, inspectors attend classes and observe the teachers' performance. Then, they need to complete a standard annual teacher's evaluation form and judge the teacher's performance from 'weak' to 'excellent' depending on their classroom observation (Abdulai, 1987; Shihiba, 2011). However, Orafi (2008) argued that teachers tend to rely on their teaching beliefs to interpret the curriculum given a deficiency in the development and training programmes for teachers. Also, "inspectors who are responsible for providing support for teachers may not have the knowledge, and the skills and perhaps understanding of the curriculum needed to provide such support" (Orafi, 2008, p. 229). Furthermore, the form used by the inspectors may not match the changes that have been implemented in the new curriculum. Therefore, it is important to ensure that the inspectors' form matches the new requirements of the new curriculum. If this does not happen, it weakens the entire education system.

#### **2.2.5. Role of teachers in building the curriculum**

The role of teachers in Libyan schools is to teach what they find in the curriculum. They do not have any authority to add or change the curriculum. Thus there is limited opportunity for Libyan teachers to have a role in curriculum design. The Department

of Curriculum and Instruction is responsible for designing the curriculum, putting in place teaching objectives and aims and creating textbooks and teacher guides (Altaieb, 2013). As a result, even though teachers are the focal point of the teaching process, the curriculum is described as ‘power-coercive’ requiring teachers to follow the instructions and decisions that the educational policymakers have made regarding the curriculum (Orafi & Borg, 2009, p. 245). Alhmali (2007) disputed the coercive approach in recognising that educational stakeholders who build the curriculum should share effectively useful ways for implementing principles of the curriculum and language learning with teachers in the classroom as this will help to provide effective and successful teaching. Supporting teachers, increasing their knowledge and understanding of the curriculum and providing them with the support they need to teach effectively should be taken into consideration before introducing the curriculum. Also, teachers need to understand their students’ needs and choose suitable and appropriate teaching methods (Shihiba, 2011). Teachers need to collaborate with the Libyan authorities in designing the curriculum.

#### 2.2.6. Assessment in Libyan schools

Assessment has an essential role in evaluating students’ learning. Many studies have discussed the significance of assessment and feedback in motivating students (Almarghani & Mijatovic, 2017). Miller (2012) argues that assessment is more than simply technique, “it is a process, a systematic one that plays a significant role in effective teaching” (p. 25). Through the assessment of the students, teachers can understand whether or not their teaching goals are attained (Linn, 1995). In The Basic Education System in Libya, memorization of meaning and the spelling of words are the basic techniques that have been used in assessing students, clearly ignoring oral skills (Al-Busefi, 2003). Most questions in English tests are multiple-choice, putting words into sentences, matching words with pictures and completing missing letters in words (Aldabbus, 2008). At the end of each year, students need to pass the examinations, which depend on rote recall of information instead of creativity. This leads students to start cheating as they are unable to rely on accurate recall and memorization (Alhmali, 2007).

Although the curriculum aims to increase students’ ability in the four language skills, the assessment does not match curriculum expectations. Orafi (2008)

investigated teachers' practices and beliefs in relation to curriculum innovation in English language teaching in Libya. Orafi (2008) pointed out that despite the new curriculum's aim to focus on four skills, the examination system did not match with these aims as teachers still concentrated on grammar memorization and vocabulary learning, and disregarded other language skills such as listening, speaking and writing. This examination practice leads both teachers and students to ignore the macroskills regardless of their importance in a communicative language curriculum. Alhmali (2007) explored student attitudes in the context of the curriculum in Libyan education in middle and high schools and found that students seemed to be looking for freedom to express themselves: freedom to answer questions and discard the dominance of recall. They also preferred the curriculum to be related to their lifestyles, not to be prescribed by textbooks. Logically following Alhmali's findings, it is important to design a curriculum that considers learners' needs and which relates to their everyday lifestyle. This style of assessment can engage learners more in learning and give them more opportunities to talk without restricting them with a specific answer. Therefore, it increases their motivation to learn.

### **2.3. Summary**

This chapter aimed to build an overview of the Libyan context. It presented a brief description of the educational stages in the Libyan Education system. The second section of the chapter explained the goals of teaching English for primary learners, the standard teaching methods used by English teachers, the process of assessing pre-service and in-service teachers and the type of assessment used by teachers in schools. Education in general and teaching English, in particular, is controlled by the Libyan government and the Ministers of Education and there is little opportunity for teachers to build the curriculum, yet learners' needs should be taken into account when designing the curriculum.

It is important to incorporate all the stages in basic education to produce a generation that effectively communicates using English as a second language. Pre-service teachers need to have more training in schools to ensure their effectiveness in teaching and inspectors need to ensure that the forms they use match the curriculum changes.

The above contextual review provided the rationale to investigate the role of teachers in teaching English as a foreign language and the motivational strategies and engagement activities they use to motivate and engage formative learners learning English. This chapter's review also provides the foundation for investigating the challenges that teachers experience teaching English and how they overcome those challenges. The next chapter will discuss the literature review that presents an overview of the key theoretical concepts framing this study.

## **CHAPTER 3: LITERATURE REVIEW**

### **3.0. Introduction**

In light of the research aims and related issues pointed out in chapters one and two, this chapter presents an overview of teaching English as a foreign language and the impact of teaching on students' early learning of English. First, it identifies differences between learning a second language where the language is spoken in daily social life and learning a foreign language where the language is not commonly used in society. These differences highlight the advantages of introducing the second or foreign language in the early years of learning. Also, the chapter explains the importance of teaching English to young learners.

Chapter 3 reviews the literature on motivation for learning a language and defines the different types of motivation, advances in strategies for teaching English and the role of teachers' relationships with learners. In addition, previous studies of teachers' beliefs about language teaching are considered alongside the motivational strategies used in different cultural contexts. Moreover, the chapter discusses the significance of teachers limiting the amount of talking they do in order to provide more opportunities for learners to speak. It also outlines the significance of engagement for learning, activities employed and the factors affecting student engagement. Furthermore, the chapter highlights the pedagogical challenges experienced by EFL teachers in primary schools. Finally, it presents a conceptual framework distinguishing external and internal factors.

### **3.1. Differences between second and foreign language learning contexts**

There is a difference between second and foreign language learning contexts in the degree of input and output exposure to English. In ESL contexts of that study, students are encouraged to produce more comprehensible output than in EFL contexts alone. Cameron (2001) and Nikolov and Djigunović (2006) have claimed that in the EFL

context, lessons provide students with experiences of the language in use. For example, to enable learners to develop language skills, teachers need to provide lessons that build on these skills. Therefore, children learning English as a foreign language depend on what they experience in their lessons (Cameron, 2001).

Another difference is the quality of teaching and the amount of input and interaction between learners inside and outside the class (Nikolov & Djigunović, 2006). Foreign language learners, including those studying English, have limited time dedicated to learning the language; maybe as little as an hour a week. In many cases, English is considered to be one subject in the curriculum and it is not expected that learners would accomplish “native L2 level in schools” (Nakata, 2006, p. 241). Therefore, there is a clear difference between second and foreign language learning. In the EFL context, learners often suffer a lack of motivation and engagement in learning English because they are not engaging with English in their everyday lives. This is the situation in Libya where teachers and learners have no immediate use of English outside the classroom due to the lack of direct social contact with people speaking English. As a result, teachers have to make additional effort to motivate children to learn and to use English inside and outside the classroom, highlighting the importance of them employing motivational strategies and engagement activities in class with their learners.

The teaching of English varies according to the specific educational system. Children may learn English at different stages in their primary education, often depending on whether English taught as a second or foreign language (Kam, 2002). In settings more akin to ESL, for example in Brunei, Singapore and Philippines, children in primary education begin learning English from the early stages in primary schools or even in the kindergarten (Kam, 2002). In contrast, in EFL settings as in Morocco, Indonesia, Yemen, and Saudi Arabia, English is taught from Grade 5 in schools (Rixon, 2013). However, always there is an exception, for instance, although English is a second language in Malaysia, it is taught as the language of instruction for students of Science Mathematics and Geography from grade four (Martin & Abdullah, 2002).

### 3.1.1. The advantages of learning English from the early years

Many researchers such as Nikolov (2009) and Pinter (2017) have discussed the importance and the benefits of the early introduction of a second or foreign language to young learners. “An early start to learning a new language tends to be seen as conducive to proficiency over time”, when “children before a certain age seem to pick up a new language with ease and success, whereas older learners often fail to do so” (Nikolov, 2009, pp. 1-2). According to Pinter (2017, p. 46), there are some sound aims for integrating English in the curriculum of primary schools. In many countries, these reasons underpin the learning of a foreign language:

- Improve learners’ communication ability in the English language;
- Promote learners’ motivation;
- Encourage learners to learn about other cultures;
- Promote cognitive skills of learners.
- Develop learners’ metalinguistic ability;
- Encourage learning to learn;
- Raise learners’ awareness of other cultures and global citizenship;
- Evolve values related to diversity.

However, achieving these goals is likely to depend on two specific issues. The first is the extent of learners’ exposure to English. A British Council survey compared the number of hours of exposure hours in English for primary school students in different learning contexts in 64 countries and found that the average exposure was 100 hours a year (Rixon, 2013, pp. 1-47). Pinter (2017) points to another issue, arguing that exposure itself is not enough; it needs to be combined with the appropriate and effective methodology. It is important for teachers to select a suitable method that can enhance learners’ ability to speak the language, giving them the opportunity to interact with each other, and introducing a variety of strategies and techniques. as Cohen (2014) demonstrated by using various strategies to enhance learners’ motivation and in turn their language learning.

### 3.2. Teaching language to young learners

*“Children often are seen as less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them to get a more native-like accent”* (Cameron, 2001, p. 1).

Because English is so widely used globally, it has become the primary language taught in schools (Pinter, 2017). Nowadays, many young children around the world start learning English as a second or a foreign language, but the contexts in which they learn English are varied (Pinter, 2017). For example, in EFL contexts, large class size may have a significant impact on learners and may reduce the opportunity for using CLT in classrooms. In some places in the world, young learners study in small classes supplied with innovative materials and with two teachers working as a team, whereas in other parts of the world, children study in large classes, with insufficient and out of date resources and with teachers who may not be qualified or proficient to teach English (Pinter, 2017). Learners studying in small classes usually have more opportunity to verbalise in English.

There are many ways adults assist young learners of English. Pinter (2017) mentioned two important methods of assisting children with the language: through exploration and play, and through giving them opportunities to interact with others. Some examples with young children include teachers asking questions, singing songs, playing word games and describing others' clothing. These approaches can improve motivation. When children are motivated, they appear interested and happy to experiment with new things whether in concrete or abstract terms and they exchange their ideas with adults and peers such as in the previously mentioned activities. Piaget's theory of language development and Vygotsky's theory of development confirm the value of activity. The theorists; Vygotsky and Piaget shared some beliefs about child development, and both agreed that “children construct knowledge for themselves and (that) they actively participate in the learning process” (Pinter, 2017, p. 10) in the home language of those around them. Piaget perceived the child as an active learner, constructing understanding by building knowledge for themselves through actively engaging in the environment. According to Piaget, children follow two processes of learning development: assimilation, and accommodation. He explained that assimilation happens when the action takes place without any change to the child;



accommodation involves the child adjusting to features of the environment in some way” (Piaget, 1976 as cited in Cameron, 2001, p. 3). For example, children assimilate the use of alphabet letters from television at home without noticing. When they go to school, the teacher modifies their learning such as by teaching them to learn that there is often more than one sound for each letter in English.

Vygotsky and associated sociocultural theory posit that learning is accommodated by assistance from others to coconstruct knowledge and understanding. Therefore, children can learn more and change their ideas if they talk and share conversations with others. This helps them to refine their existing knowledge and adopt a new way of thinking. Vygotskian theory or what is called ‘sociocultural theory’, (1896-1934) adopted this view. Vygotsky considered language as a cultural tool. He believed that learning happens in a social environment and considers ‘talk’ as the primary medium in the process of learning as it assists learners in expressing and talking about what they know and can do. As a result, Vygotsky’s approach known as ‘the Zone of Proximal Development’ was born. When the principle is applied to children learning English in an EFL context, social interaction is fundamental for thinking in the language. This ZPD approach describes the difference between the children's current knowledge and the potential knowledge they could obtain with the support of others (Vygotsky, 1978) and is used in reference to children learning a new language. Interaction with the assistance of more knowledgeable people such as parents and teachers can help learners to do and understand more than they can do on their own (Vygotsky, 1978). Pedagogically, ‘scaffolding’ assists children in achieving an activity with the help and support of others (Bruner, 1985).

Learners come to school with limited knowledge of the English language, and with the support of a teacher, recognised as a source of knowledge, children expand their knowledge and become interested in learning the language. Teachers can introduce interesting lessons by using different strategies, and activities that gain students’ attention. This encourages students to be more active learners and learn the language more effectively (Chalak & Kassaian, 2010).

The impact of the above understandings of the relationships between motivation, teachers and learning English has yet to be uncovered for primary schools in Libya.

### 3.3. Motivation and its role in language learning

*“Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process”* (Dörnyei & Csizér, 1998, p. 117).

#### 3.3.1. Definition of motivation for research

From previous decades to today, motivation remains a key focus in second language teaching research as it is studied across age groups and contexts of learning. Dörnyei and Schmidt (2001, p. 6) defined motivation as “the driving force in any situation”. Brown (2014) considered motivation as “one of the most powerful effective variables in accounting for the success or failure of virtually any complex task” (p. 158) while other researchers see motivation as one of the powerful factors promoting students’ attitude to learn (Borich, 1992; Dörnyei, 2006).

Motivation is one of the critical keys to success in learning a second language. As Brown (2000, p. 142) pointed out “within virtually every successful learner is a significant level of motivation, a drive to attain goals, perceptions of reward, and more”. Alhodiry (2016) added that an appropriate way for teachers to facilitate students’ learning success is to encourage students to understand a real need to achieve learning goals and supply them with the motivation to learn. Motivation to learn any language depends on finding something meaningful in that language to encourage learners to express their feelings and thoughts and exchange ideas with others (Nakata, 2006). Vaezi (2008) and Taguchi, Magid, & Papi (2009) added that motivation is an essential factor affecting the rate of the success of learning a second/ foreign language. Therefore, it could be considered that motivation is “a crucial factor in successful language learning” (Ur, 2012, p. 10). This study provides evidence of motivation as a critical factor among children in the early stages of learning English as a foreign language.

Dörnyei and Schmidt (2001) suggested three elements that comprise evidence of motivation of a learner to learn a second language: Firstly, the motivated learner spends much time to learn the language. Secondly, the motivated learner wants to attain the purpose. Thirdly, a motivated learner will be enthusiastic about learning the language. These three elements together convey the term ‘motivation’ providing a

means to distinguish between motivated learners and others who are less motivated. It can be argued that in addition to these elements, there are many other elements to observe about a motivated learner and the classroom is the place where teachers can observe these elements.

### 3.3.2. Types of motivation

There are different types of motivation. It is helpful for teachers to know that there are different types of motivation that they can use to motivate learners learning a language as learners can be motivated to learn the language in many different ways. The main two types are intrinsic and extrinsic motivation. Deci (1975) defined intrinsic motivation as doing an activity without any visible reward except the activity itself and not conditional on any external purposes. An example is the “feeling of competence” or “self- determination.” On the other hand, extrinsic motivation can be seen as an expectation of a reward from outside and “beyond the self” such as “prizes” “money” and “grades”(p.23). This external type is common and widely used in schools, such as teachers using the rewards of grades, prizes, and lollies to encourage and motivate children learning English. Maslow (1970) previously claimed that intrinsic motivations are obviously 'superior' to extrinsic ones and it is better to motivate and help students to learn without external rewards. Other researchers such as Ramage (1990) and Wu (2003) considered that intrinsic motivation is also more effective, especially for “long-term retention”. For example, teachers’ promoting intrinsic motivation for young learners to learn English at school impacts how positively they feel about themselves and can assist them to gain long- term retention of the drive to continue using the language to communicate even after finishing school.

Other researchers refer to the two motivational types as instrumental and integrative (Gardner & Lambert, 1972). Instrumental motivation similar to ‘extrinsic’ or ‘external’ descriptions refers to learning the language in order to gain practical goals such as getting a job, whereas, integrative motivation, described above as intrinsic’ or ‘internal’ motivation refers to the learner who wishes to integrate into the community and the culture of that language and be a part of it (Gardner & Lambert, 1972). Schmidt, Boraie and Kassabgy, (1996) considered instrumental and integrative motivation as forms of extrinsic motivation because both of them are related to goals and outcomes as there are some learners who could be both instrumentally and

integratively motivated whereas others could be neither instrumentally nor integratively motivated. It can be argued that it is sometimes difficult for learners to be integratively motivated. For example, in a foreign language context where students have no contact with the target language' native speaker. Zhao (2012) conducted a study with 124 Chinese students learning English as a second language in a college in China and he found that students were instrumentally motivated more than integratively motivated because they had limited opportunity to contact foreigners as English speakers.

The impact of teachers' beliefs and actions on their students' passion for learning a foreign language in the longer-term requires an extended future study. Here the short-term focus was on how Libyan teachers promote intrinsic motivation among children during their formative years of primary education.

### 3.3.3. Teachers' beliefs about language teaching and motivation

Teachers are vital in generating a motivated educated generation of learners. Teachers' beliefs are known to influence their teaching practice (Pajares, 1992) affecting the way they engage and motivate their students in language learning. Xu (2012, p. 1397) stated that "teachers are highly influenced by their beliefs, which in turn are closely linked to their values, to their views of the world, and do their understanding of their place within it". Hornstra et al. (2015) explored how personal beliefs of teachers and contextual factors relate to their use of autonomy-supportive or controlling motivational strategies. Their study involved nine teachers teaching grade six (aged 11-12) in different primary schools across the Netherlands. The sample of teachers selected for semi-structured interviews was based on a survey about innovative teaching methods such as collaborative learning, process-oriented instruction, and authenticity of the learning environment. The findings indicated that 30% of statements reported strategies coded as autonomy-supportive, 31% of statements were coded as controlling and 39% of statements did not belong to either category. From those findings, teachers were classified into clusters; teachers who mainly reported autonomy-supportive strategies and teachers who reported controlling motivational strategies. The motivational strategies related to autonomy-supportive strategies aligned well with teachers' personal beliefs and preferences. On the other hand, some teachers in controlling clusters preferred more supportive- strategies, but for some contextual reasons, they still used controlling strategies including "factors from above"

such as school regulations, national standards or high- stakes testing. Additionally, teachers can also be affected by “factors from below” such as “negative perceptions of students’ abilities, behaviour, background characteristics or motivation” (p. 363).

There are two types of ways for teachers to use strategies, in a supportive way or controlling way. According to self- determination theory (Deci & Ryan, 1985; Ryan & Deci, 2002; Ryan & Deci, 2000) teachers’ motivational styles can range from a somewhat controlling to a highly controlling style or highly autonomy-supportive style through a somewhat autonomy-supportive style (Reeve & Jang, 2006). With the teachers’ use of an autonomy-supportive style inside the classroom, learners will be more eager to learn. Reeve and Jang (2006) argue that teachers with an autonomy-supportive style have a wider variety of instructional behaviours to motivate learners than teachers with a controlling style. For example, autonomy support expressed through a teacher’s support of students’ psychological needs, asking students what they like, giving students time to solve a problem, praising as part of informational feedback, offering hints and explaining why a particular activity is helpful (Reeve & Jang, 2006). All these actions students’ endorsement of classroom activity because they allow students’ interests and sense of value to guide classroom activity (Reeve, Jang, Carrell, Jeon, & Barch, 2004).

Students obtain more benefits when teachers support their autonomy. Teachers’ motivational style plays an important role in the educational setting and their style can increase or decrease students’ performance. Reeve (2009) reported 44 data-based investigations of the connection between students’ performance and teachers’ motivational style. These studies depended on one of these methods for data collection (teachers’ questionnaire, students’ questionnaire, and observers’ objective ratings). The findings of all these studies pointed out that “students relatively benefit from autonomy support and relatively suffer from being controlled” (p. 162). Students work more positively if teachers support their autonomy instead of controlling them in a specific way of thinking (Reeve, 2009). Learners obtain more advantages when their teachers support them.

However, teachers who use a controlling style may decrease learners’ desire to learn. The use of controlling strategies by teachers may be explained by their predilection to a specific educational style, teachers’ lack of knowledge with what

motivates learners, the school system and the contextual conditions (Reeve, 2009). Therefore, teachers are directed by many factors in their choice of motivational style. In addition, teachers with controlling strategies rely on a teacher-centered approach and tend to ignore students' inner motivational resources, so students are motivated by external resources (Reeve & Jang, 2006). Thus, autonomy-supportive teachers offer more positive educational outcomes and classroom functioning than controlling teachers (Deci & Ryan, 1985; Reeve & Jang, 2006; Ryan & Deci, 2000).

It can be argued that teachers may want to use supportive strategies, but they may be prevented from realizing this for a number of reasons. Mansour (2009) argues that teachers' beliefs do not always reflect their choice of motivational strategies. Mansour pointed out that teachers may prefer autonomy-supportive motivational strategies, but factors in the educational setting may prevent teachers from teaching in a style that reflects their beliefs. According to various studies (Hornstra et al., 2015; Newby, 1991; Pelletier, Séguin-Lévesque, & Legault, 2002; Turner, 2010) teachers frequently use controlling strategies more than supportive strategies in their classrooms. Teachers may turn to the use of controlling motivational strategies for many reasons. For example, teachers may offer extrinsic rewards if they feel that their students lack motivation and their engagement in activities is low (Reeve, 2009; Sarrazin, Tessier, Pelletier, Trouilloud, & Chanal, 2006). Some teachers relate control with structure while others are sometimes afraid of losing their control over the classroom, so they believe that using controlling behavior will provide them with the classroom structure they demand (Reeve, 2009; Skinner, Zimmer-Gembeck, Connell, Eccles, & Wellborn, 1998). The impact of teachers' beliefs and actions on students' passion for learning a foreign language in the longer-term will require an extended further study.

#### 3.3.4. Motivated and unmotivated learners

There is a significant difference between motivated learners and those who may lack motivation. This claim is supported by Youssef (2012) who pointed out that a positive attitude and a high degree of motivation towards language learning are related elements present in successful learners. A high motivation towards the second language helps learning the language claimed Chalak and Kassaian (2010). They noted that motivated learners make positive efforts to learn the language by working hard to achieve success and doing the homework and striving to achieve learning goals. Such

students find learning the language fun and enjoyable. By contrast, students who lack motivation do not have these attitudes towards learning the language (Dörnyei & Schmidt, 2001). Dörnyei and Csizér (1998) earlier noticed that “without sufficient motivation, even individuals with remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (p. 203). Ur (2012) maintained that those previous studies provide evidence that motivation is one of the crucial factors in successful second and foreign language learning.

### 3.3.5. The components of motivational teaching practice

Zoltan Dörnyei tested the use of motivational strategies inside the classroom over several years and in different institutional contexts ranging from elementary to university level. Clément, Dörnyei, and Noels (1994) carried out a study among Grade Eleven Hungarian learners studying English as a foreign language in secondary schools. Their study found evidence of three components of motivation: integrative motive, linguistic self-confidence and the appraisal of the classroom environment. Based on those findings, Dörnyei (1994) developed a framework for L2 (second language) motivation. Table 3.1 indicates the list of motivational components, categorized at three levels: the Language Level, the Learner Level, and the Learning Situation Level.

Table 3.1: *Components of foreign language learning motivation*

<b>Level</b>	<b>Motivational components</b>
<b>Language level</b>	Integrative motivational subsystem Instrumental motivational subsystem
<b>Learner level</b>	Need for achievement <ul style="list-style-type: none"> <li>• Self- confidence</li> <li>• Language use anxiety</li> <li>• Perceived L2 competence</li> <li>• Causal attributions</li> <li>• Self- efficacy</li> </ul>

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<b>Learning situation level</b>	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative motive Authority type  Direct socialization of student motivation <ul style="list-style-type: none"> <li>• Modeling</li> <li>• Task presentation</li> <li>• Feedback</li> </ul>
<i>Group-Specific Motivational Components</i>	Goal- orientedness Norm and reward system Group cohesion Classroom goal structure

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Source: (Dörnyei, 1994, p. 280).

This framework has proven to be significant as it is used as a reference in later research to examine findings and to check whether they cover the components listed in the framework. For example, Dörnyei and Csizér (1998) used the 1994 framework to test the extent to which the ten commendations covered all motivational components. It is still not known whether all components are consistent among EFL teachers in different contexts. It can be argued that although there are many motivational strategies used to motivate learners in the classroom, it is difficult to say with certainty that these strategies work in every language-learning situation. Dörnyei and Csizér (1998) derived their findings from studying western contexts, whereas Cheng and Dörnyei (2007) studied the Asian context. So it is difficult to assume that these strategies will be “valid in every cultural, ethnolinguistic and institutional setting” (Cheng & Dörnyei, 2007, p. 155). In addition, factors such as the culture of the learners, their age, and the contact of learners with the target language, their proficiency level, and the learning environment may make the use of particular



strategies effective and useful for some learners and useless for others (Dörnyei, 2001). Therefore, a strategy that can be effective in a particular classroom and with one teacher, may not work with other situations. Similarly, the strategy that works well today may not be effective tomorrow. Hence, it is not yet known which motivational strategies are effective with primary children who share the same cultural background, the same age, same limited exposure to spoken English, learning environment and similar English language proficiency. Research of such a homogenous young group would expand knowledge of effective motivational strategies with them.

### **3.4. Strategies for teaching English as a foreign language**

With motivation being one of the important factors in the success of any learning process, strategies for enhancing and improving students' motivation have become a focus of research. The Dörnyei and Ottó (1998) process model of L2 motivation was examined for its relevance to motivating children in the classroom. Its focus is one of a reflective process for second language teachers engaged in Action Research of their behaviours rather than for reflection of motivational strategies which engage children in their language learning. Definitions of motivational strategies include Dörnyei (2001) with "techniques that promote the individual's goal-related behaviour" (p. 28) and Cohen (2014) who argued 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, 2001). These strategies may include making the classroom atmosphere relaxed and friendly (Zaman, 2015). In addition, teachers need to make the learning process interesting and enjoyable for learners, promote learners' confidence and provide learners with positive feedback (Cheng & Dörnyei, 2007; Dörnyei & Schmidt, 2001). Building self-confidence in learners can positively contribute to increasing their motivation which, in turn, increases their academic performance, according to Bénabou & Tirole (2002) and Tavani & Losh (2003).

From Dörnyei's (2001a) point of view, three main motivational strategies are interrelated and also necessary in the classroom to promote learners' motivation. The strategies include appropriate teachers' behaviour and building a relationship between teachers and learners, creating a pleasant and supportive classroom atmosphere, and promoting a cohesive group of learners. Dörnyei (2001a) claimed that these strategies

are connected to each other and the existence of one requires the existence of another. If there is not an effective relationship between teachers and learners, it is difficult to create a pleasant classroom atmosphere. Several studies (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Guilloteaux & Dörnyei, 2008; Ruesch et al., 2012) concur that these strategies are significant in motivating learners of English as a foreign language.

Teachers' motivating behaviors inside the classroom are considered by many researchers as powerful tools in enhancing students' motivation (Dörnyei, 2001). Teachers' interest in the subject and the amount of effort spent in teaching have a strong influence on 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-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' behaviour had the most influential effect on students' motivation and their desire to be successful. A number of studies (Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Guilloteaux, 2013; Guilloteaux & Dörnyei, 2008; Khasbani, 2018; Ruesch et al., 2012; Shousha, 2018; Wong, 2014) on the field of motivation and motivational strategies found that appropriate teacher behaviour is the most powerful and effective strategy in motivating learners (ranging from elementary to university level) learning English as a foreign language. These studies emphasised the importance of teachers' behaviour as an effective strategy in motivating learners in a variety of institutional contexts.

#### 3.4.1. Teachers' role in motivating language learners

The teachers' role in motivating learners is significant. For example, there is consensus within the literature on the role of teachers in motivating students inside the foreign language classroom (Alhodiry, 2016; Eragamreddy, 2015; Zaman, 2015). The teachers' role is also crucial as teaching English as a foreign language in schools needs considerable effort from teachers if learners' interest, or motivation, in learning the language is to be increased (Hill, 1997). Therefore, to ensure having effective English education, teachers need to work at motivating learners by applying 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). Bernard (2010) claimed that learners with high motivation may make more effort to learn the language than others who are not motivated. Therefore, the teacher plays a crucial role in promoting students' motivation to learn the language.

Some studies have been conducted in the Libyan environment. Alhodiry (2016) investigated the Libyan EFL teachers' role in developing learners' motivation at the University of Sabha, Libya. That research explored the strategies and techniques used by the Libyan university teachers to motivate their students. The study sample consisted of sixty Libyan students and five Libyan teachers. The students, aged from 19-21 included both males and females, who were studying in their first semester. Data collection tools were dependent on both quantitative (questionnaire) and qualitative methods (teachers' interviews and students' classroom observation). The interview with the five teachers consisted of 12 questions; the first six questions were concerned with teacher-student relations, while the other six questions related to teachers' methodologies and strategies that were used inside the classroom. The questionnaires were divided into five parts with 60 items; these parts were concerned with students' intrinsic/extrinsic motivation and explored students' overviews about the goals and learning materials, the learning environment and the teaching methods, and teaching effectiveness. All questions required responses on a five-point Likert scale that ranged from "strongly agree" to "strongly disagree". The findings revealed that most Libyan teachers used many strategies to motivate their young adult students to learn English. Among these strategies were "teachers' personality and methods have an enormous effect in shaping the learner's motivation and attitudes toward learning English" (Alhodiry, 2016, p.86 ).

Eragamreddy (2015) examined the motivational strategies used by EFL teachers in different cities in South Libya. 85 teachers teaching in a variety of institutional contexts ranging from secondary schools to universities participated in this study. Data were collected through a questionnaire adapted from Dörnyei (1994) consisting of 50 motivational strategies and were analyzed utilizing reliability analysis. The findings revealed that students had a high motivation to learn English. Learners were keen and had a strong desire to learn English as a foreign language. The study suggested that teachers' modelling behaviour could have an enormous effect in motivating learners.

It is important to mention that two strategies; promoting goal setting and goal-orientedness were neglected in classroom teachers' practices.

These two studies are examples of research in the Libyan environment exploring EFL teachers' use of strategies in motivating students in higher levels of education. However, there is a lack of research focusing on EFL teachers' use of strategies in motivating students in the early years of learning (aged 11-12). This is despite the conclusion that learning English from the formative years is an effective way to ensure learners master the language (Nikolov, 2009). The more teachers understand how to motivate and engage learners in the learning process, the more learners are likely to benefit when learning the language. That English is still taught as a foreign language in Libyan schools reinforces the notion that it is important to better understand the strategies teachers can use to motivate and engage learners in learning English.

Studies reveal that when teachers focus on the use of motivational strategies inside the classroom, students' learning-motivated behaviour is more likely to increase. A study conducted by Guilloteaux and Dörnyei (2008), for example, explored the link between the teachers' motivational teaching practice and students' language learning motivation in secondary schools in South Korea. Twenty-seven teachers and 1330 students were involved in this study. Students' self-report questionnaires and classroom observations were used to measure students' motivation. Observation schemes and post-lesson teacher evaluation scales were also used to evaluate the teachers' use of motivational strategies. The results revealed that the increased motivational levels of the students' learning behaviour and their motivational state were linked with teachers' use of motivational strategies. Therefore, it appears that the more teachers use strategies in their teaching, the more learners are motivated and eager to learn. Hence there is a need to find out the motivational strategies that teachers use to motivate formative learners of English in Libyan primary schools.

### 3.4.2. Teacher-student relationship

Effective relationships between teachers and learners is essential to enhance learners' academic levels. Dörnyei (2001) agreed with Raffini (1993) that building a warm and trustful relationship based on mutual respect between teachers and learners can enhance learners' ability to learn. Dörnyei (2001) indicated that to build a personal

relationship with the learners, teachers need to be good listeners, pay attention, take care of their learners, and find easier ways to contact with them. This, in turn, increases learners' motivation and engagement in the learning process (Luz, 2015; Henry and Thorsten, 2018). In addition, teachers need to ensure that they have a supportive relationship with their learners as the relationship between teachers and learners can reinforce learning the language. Luz (2015) conducted a survey based on open-ended questions to explore how teachers' supportive relationships with learners can improve their learning process. The survey was given to fifty students from different classes and different cultural backgrounds and twenty-second language teachers at Bridgewater State University in America. The findings revealed that a wide range of teachers and learners agreed that interaction is a fundamental part of the teacher-student relationship. Both teachers and learners appreciate the relationship that is built on caring, trust, and support. It was shown that when teachers cultivate a good and positive relationship with learners, are kind with them and are available when they need help, in turn, encourages learners to be more motivated and interested to learn. Luz (2015) found that a good and supportive relationship occurs when teachers care for learners and build their confidence, reduce their stress and motivate them to learn. Thus, a supportive environment assists learners and stimulates them to learn and be actively engaged and collaborate with teachers.

On the other hand, a poor teacher-student relationship can have negative effects on students' motivation. A poor teacher-student relationship can be a result of the teacher's lack of knowledge about strategies to deal with learners' misbehavior inside the classroom (Mokhele, 2006). In their review of 99 studies, Roorda, Koomen, Spilt, and Oort (2011) found that "the effects of negative relationships were stronger in primary than in secondary school" (p. 493). Mokhele (2006) argued that some teachers were wary of establishing a personal relationship with learners because of their fear of losing their authority inside the classroom. This can be seen particularly "when authority is not established and some learners may take over the control and in effect determine when teaching can take place" (Robertson, 1996, p. 58). Teachers need to work out how they can be less authoritative without losing their control in the class. Mokhele (2006) concluded that teachers can assist learners to accept their authority inside the classroom and establish a personal relationship with them on occasions by involving learners' relatives who may encourage learners to connect in class with their

teachers. As a result, “teachers should be aware of the need for a positive loving relationship if learning is to take place” (Hood & Hood, 2001, p. 171). Positive relationships between teachers and learners can assist in developing a successful learning environment (Luz, 2015).

### 3.4.3. Motivational strategies in the different EFL cultural contexts

Before 1998, empirical investigations that concentrated on motivational strategies were scarce in second language learning (Cheng & Dörnyei, 2007). Since that time, many studies have been conducted on the subject of motivation in many EFL contexts (Al-Mahrooqi, Abrar-UI-Hassan, & Cofie, 2012; Alnatheer, 2013; Asante, Al-Mahrooqi, & Abrar-ul-Hassan, 2012; Bokan-Smith, 2015; Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Eragamreddy, 2015; Khasbani, 2018; Ruesch et al., 2012; Shousha, 2018; Sugita & Takeuchi, 2010; Sugita & Takeuchi, 2014; Wong, 2014).

The use of motivational strategies can be similar to or different from teachers in different educational and cultural contexts. Research was undertaken by Cheng and Dörnyei (2007) in Taiwan, replicating the study of Dörnyei and Csizér (1998) conducted in Hungary. The study investigated the importance of motivational strategies for teachers’ practices and how frequently they implemented these strategies in their teaching practice. 387 Taiwanese teachers, selected using a snowballing technique from different institutional contexts ranging from elementary schools to universities, were used. Teachers were invited to complete two questionnaires (the ‘importance’ and ‘frequency questionnaires’). The reason for two separate groups was to avoid responses from each survey influencing the other as teachers may hesitate to acknowledge they rarely use strategies they had identified as important. The findings indicated that there were similarities in the motivational strategies used with Hungarian and Taiwanese teachers. These included displaying motivating teacher behaviour, promoting learners’ self-confidence, presenting tasks properly and creating a pleasant classroom climate. The findings provided evidence that some motivational strategies are transferable over different social and ethnolinguistic settings. Nonetheless, there were also dissimilarities in some strategies such as recognizing students’ efforts and celebrating any success which shows that they are “culture-dependent” (p. 153). Another important finding was that some motivational strategies, such as familiarizing learners with the second language (L2) culture and L2 related

values and formulating stimulating the learning task, which teachers considered important, were in fact underused.

Other studies have been conducted in different EFL contexts using different motivational strategies. Sugita and Takeuchi (2010) selected 15 motivational strategies from Dörnyei (2001a)'s 102 strategies used in the language classroom to examine teachers' actual use of those strategies and the relationship between the frequency of the use of 15 strategies and the strength of students' motivation at the lower secondary school level. Sugita and Takeuchi (2010) found that Japanese teachers used those 15 motivational strategies in a variety of ways, with four showing a correlation with students' motivation. A similar study has conducted by Sugita and Takeuchi (2014) in the same context investigating the influence of teachers' use of 17 motivational strategies in students' motivation in four sessions using two clusters (A for students with high English proficiency and motivation, B for students with lower English proficiency and motivation) at university level. They found that some strategies showed a positive correlation between the instructor's frequency of use of the strategy and student motivation whereas some other strategies showed no significant correlation. Another study by Al-Mahrooqi et al. (2012) in the Omani context listed 48 strategies proposed by Cheng and Dörnyei (2007) to investigate the effect of 286 teachers' variables on the choice and use of motivational strategies in primary schools, and universities. The use of two self-reported questionnaires (importance and frequency) indicated that teachers gave overwhelming importance to the 48 strategies and the most frequently used strategies were the ones related to the teachers' behaviour and performance in the classroom.

In an Indonesian context, Khasbani (2018) explored the frequency of teachers' use of 48 motivational strategies, designed by Cheng and Dörnyei (2007) in motivating learners. One hundred and fifty-nine teachers from various teaching backgrounds, ranging from elementary to university level, were asked to rank the statements of the questionnaire with six frequency options. The findings concluded that the four clusters found to be highly employed by Indonesian teachers included posing a desirable behavioural example, appreciating students' contribution, developing students' self-reliance and creating pertinent classroom tasks. However, the clusters underutilised by the teachers were: raising students' awareness towards learning goals, introducing

students with the target language and cultural values, and encouraging students to become autonomous learners.

Other studies investigating teachers' perspectives also investigated students' perspectives about the effectiveness of the motivational strategies to learn English. A study by Ruesch et al. (2012), in North American university language classes, following those of Dörnyei and Csizér (1998) and Cheng and Dörnyei (2007), considered the use of motivational strategies in teaching practice. This study took into consideration students' opinions on classroom practice by adding the perspectives of foreign language students. Two questionnaires were sent to thirty (30) teachers and 126 students aged 18-28, enrolled in first-second year classes of these foreign languages: Arabic, Chinese, French, German, Italian, Japanese, Russian and Spanish. They were asked to rank the same set of 49 strategies on a six-point scale about the extent to which these strategies were considered motivational. The findings revealed that although there was little difference in the ratings between teachers and students, teachers tended to rate some strategies differently to the students. The responses of North American teachers and students were compared with Hungarian and Taiwanese teachers' responses. The findings showed some similarities among the three groups of teachers and North American students. The four groups agreed that the most important strategies are related to teacher behaviour and rapport, climate, task, and building learners' self-confidence.

Another study conducted by Shousha (2018) investigated teachers' and students' perspectives regarding the use of 10 motivational strategies proposed by Dörnyei and Csizér (1998) in motivating learners in an EFL Saudi University Context. The sample of 44 teachers and 165 students were asked to answer two questionnaires, one for each. The findings revealed that both there is a positive correlation between the perspectives of teachers and students regarding the effective and least effective strategies. Wong (2014) examined the effectiveness of the use of 25 motivational strategies in the Chinese context using three measures: lesson observation by the researcher, a post-lesson teacher evaluation scale and students' questionnaire. 90 teachers and 900 students participated in this study. The results indicated that the six effective motivational strategies commonly viewed by the three groups in teaching English were "offering rewards; making sure that the students receive sufficient preparation and



assistance; reminding students of the instrumental value of L2; bringing in and encouraging humour; whetting the students' appetites for the content of the task; and avoiding face-threatening acts" (Wong, 2014, pp. 141-142).

Many studies investigating teaching strategies are significant. An important aspect is that they have been undertaken in different cultural contexts. Their findings provide an effective comparison of some of the motivational strategies that can be shared and utilized in other cultural contexts. They also demonstrated that some motivational strategies can be different within different cultural contexts. For example, the findings give clear evidence that some motivational strategies can transcend specific cultures, but others belong to a specific culture and they are culture-dependent. In addition, these studies showed that some motivational strategies are limited in use regardless of teachers' beliefs about their importance for motivating students. Examples includes 'promoting learners' goal-orientation' 'inviting native speakers to your class' 'making sure that students experience success regularly' 'encouraging senior students to share their English experience' 'showing your students that you care about them' 'monitoring students' progress and celebrating their victory' 'giving clear instructions' 'encouraging students to create products' and 'making tasks challenging'.

Beliefs about the use of the same motivational strategies need to be used in the Arab cultural context to investigate the importance attached to these strategies and whether they are used by teachers in Libyan primary schools since teaching English in the formative years not been sufficiently exposed.

It can be argued that most studies investigating the use of motivational strategies were unobservable. They depended on self-reported surveys to report how frequently teachers use motivational strategies in their teaching practice. The limitations of the study of Al-Mahrooqi et al. (2012) suggest the use of a combination of questionnaires and actual classroom observations to investigate teachers' frequency use of each strategy. Opportunities for giving a chance for teachers to talk about their perspectives and their opinions about the importance and the use of those strategies were also missing in those studies.

Another limitation of those studies was that little focus was given to EFL teachers motivating formative learners in public primary schools. As there is a lack of research

in the Libyan environment concentrating on the role of teachers in motivating formative learners to learn English as a foreign language, the goal of this study is to investigate the role of EFL teachers in motivating beginner learners (aged 11-12). The motivational strategies proposed by Cheng and Dörnyei (2007) have broad international acceptance. It was therefore implemented among Libyan primary English teachers of 11-12-year-olds in an Arabic cultural context is needed to explore their strategies to motivate beginner learners in public school.

#### 3.4.4. Teacher talk in primary English lessons

Motivation is generated through ways in which teachers talk in the classroom. Both ‘teacher talk’ and quality of input are critical components of learning a second and a foreign language. Comprehensible input “refers to the language used by teachers and others in ways that English learners can understand as their language ability is developing” (Levine & McCloskey, 2012, p. 6). In the early classroom stages, teachers need to talk meaningfully often to provide comprehensible input to young learners and explain the material in the textbooks (Pinter, 2017) as it is important for language acquisition (Krashen, 1981). Teachers thus must be careful about choosing input that is comprehensible, making sense to children. In the first years of children learning English as the target language, while teachers are using English to give instruction and to tell stories, learners may use their first language to contribute to what is happening in the class and in their interaction with the teacher (Pinter, 2017). To make sure that learners understand the oral input in the classroom, teachers need to face learners when they speak and try to speak slowly, pronouncing words clearly and allowing time between the questions they ask and the learners’ responses (Levine & McCloskey, 2012). Furthermore, teachers need to supply learners with suitable materials that support their learning. Levine and McCloskey (2012) claimed that to make input comprehensible and appropriate, and a little challenging for learners, teachers need to provide rich input with support in an appropriate context as a means of encouraging the learners to use the target language. In addition to oral input, which is important for language learning, there is also written input for the children to read. The teacher can assist learners to have comprehensibly written input by choosing texts with graphics. They need to teach learners how to use the graphics, encouraging them to use vocabulary notebooks, by teachers’ choosing suitable comprehensible texts that suit learners’ instructional level (Levine & McCloskey, 2012).

Too much teacher talk, however, restricts learning outcomes including where English is taught as a foreign language. Walsh (2002) pointed out that “Teachers have been criticized for their excessive “teacher talking time” (TTT) and trainees on initial and in-service courses have been advised of their need to reduce talking time” (p. 3). Pedagogical sound teachers control the amount of time they spend talking and give more opportunities for learners to speak. Cullen (1998) argued that “teacher talk in the EFL classroom was considered to be something of a danger area for language teachers, and trainee teachers were warned to use it sparingly” (p.179). Thus, ‘Good’ teacher talk means ‘little’ teacher talk as teachers who talk too much may reduce learners’ opportunities to speak (Cullen, 1998, p. 179). Wash, (2002, p. 4) indicated that, in EFL classrooms, learners seem to be restricted in their use of language by a number of features. These include:

- Teachers largely control the topic of discussion;
- Teachers often control both content and procedure;
- Teachers usually control who may participate and when;
- Students take their cues from teachers;
- Role relationships between teachers and learners are unequal;
- Teachers are responsible for managing the interaction which occurs;
- Teachers talk most of the time;
- Teachers modify their talk to learners;
- Learners rarely modify their talk to teachers;
- Teachers ask questions (to which they know the answers) most of the time.

The quality of teacher talk is captured in CLT practices. A teacher’s capacity to effectively facilitate learning, respond authentically to students’ mistakes and support communicative interaction between learners (Nunan, 1991) is involved. In addition, appropriate language use occurs when teachers are aware of the lesson goals and link them to their pedagogic aims. Teacher talk can be determined by the task of the lesson;

for example, explaining grammar “may require high levels of quite complex teacher talk and very little learner participation”, whereas getting learners’ responses require more active interaction from the learners (Walsh, 2002, p. 4). Therefore, teachers need to have a strategic plan determining in what situations they need to talk and when to give more opportunities for learners to talk. Teachers in primary schools teaching formative learners of English for the first time need to be aware when they talk to provide comprehensible input and when they give learners opportunities to talk.

### 3.5. Engagement

Engagement refers to focussed involvement in learning and is indicated by participation in activities.

#### 3.5.1. Definition of engagement

To ensure learners are motivated, teachers need to view their actions inside the classroom. Engagement is generally defined as “the attention, interest, investment, and effort students expend in the work of learning” (Marks, 2000, pp. 154-155). In an educational context, engagement is defined as the effort and time that students spend in participating in educational activities in class (Kuh, 2009). In the CLT classroom, teachers play an important role in engaging learners through using various types of activities. Noori (2018) noted that the most common activities that can be used in CLT classrooms include role-play, information-gap activities, communication games, discussion, oral observation, jigsaw activities, and information transfer activities (p. 1053).

#### 3.5.2. Engagement activities for the classroom

Engagement allows teachers to predict students’ achievement and their potential learning outcomes. In addition, teachers depend on engagement “as an observable indicator of their students’ underlying motivation during instruction” (Reeve et al., 2004, p. 148). Mercer and Dörnyei (2020) argued that involving students in learning for the purpose of effective CLT is even more important than for other subject matters. If students are actively involved in classroom activities and the learning process, they are more likely to be engaged and motivated. Thus, it is important for teachers to

encourage students to be involved and engaged in classroom activities. Skinner, Furrer, Marchand, and Kindermann (2008), for example, conducted a study in elementary and middle schools in New York and found that children who participate and work hard in learning activities increased their feelings of fun and enjoyment. However, children with lower participation rates in the classroom were more likely to feel bored and be less engaged in learning activities. Similarly, Blumenfeld, Marx, Soloway, and Krajcik (1996) and Kiili (2005) agreed that students will develop more understanding when they are actively participating in the learning process and engaging in activities such as group work, and gaming. Not only are educational games related to having fun, but they are also engaged and motivated learners through direct contact with the game world (Kiili, 2005). A study conducted by Aldabbus (2008) in Tripoli, Libya, investigated the effect of the use of games on the nature of classroom interaction in primary classrooms. 100 EFL elementary learners and two teachers from two public primary schools participated in this study. The average age of the learners was 11 years. Data were collected through using a multi-method research design. The findings revealed that young learners who used games in their classrooms were more successful in producing long sentences in English language compared with their counterparts who were in the traditional classes. Teachers also expressed their positive perspectives regarding the use of language games.

Implementing CLT in teaching the English language enables teachers to use a variety of activities which in turn enhances students' speaking skills. Murphey and Tsuyoshi (1998) argued that there is a positive correlation between the use of English and activities and CLT. Using CLT improved learners' speaking achievement (Efrizal, 2012). Owen and Razali (2018) conducted a study to investigate whether implementing communicative activities (information gap and language games), in Libyan secondary schools, affected students' speaking performance. 42 Libyan students in the first year of secondary school studied in a private Libyan international school in Malaysia participated in the study. A quasi-experimental, non-equivalent, pre-test-post-test design was used to collect the data. Eight different information gap and some game activities were implementing for 15-20 minutes during eight sessions. The findings indicated that there was a significant difference between the pre-test compared to the post-test. Implementing the communicative activities in the classroom

improved students' speaking performance. Using this approach is effective in that it provides a range of activities to improve students' communication in English.

There is a positive correlation between engagement and the use of effective teaching methods inside the classroom. CLT has proved its success in enhancing motivation and engagement through providing a variety of motivational strategies and engagement activities that EFL teachers can use in their classrooms. Children in the first years of learning English need a lot of aural, oral, and visual activities to enjoy learning English. Nikolov and Djigunović (2019) described that activities including “games with physical movements, competitions accompanied by chanting rhymes and singing songs, total physical response activities, listening to stories in picture books, guessing games, and short interactive role-plays” work well with children who have just started learning English (p. 15). One of the effective activities in foreign language instruction is the use of authentic material for developing listening, speaking, reading and writing skills. Allen (2017) claimed that using an authentic video as a way of communication is a common strategy in teaching a foreign language. Allen examined the use of authentic video as an instructional strategy for developing students' listening comprehension in a public school in North Carolina. Twenty-five participants learning Spanish as a foreign language participated in this study. The data were collected from three sources: student work, field notes, and a student survey. The results, taken from three data sets revealed, that using authentic videos was considered an effective instructional strategy for assisting students to develop listening comprehension. The use of authentic video also encouraged students to engage in the discussion made before and after watching the videos. In addition, the findings indicated that students obtained benefits from using this instructional strategy as they started to recognize new vocabulary and their understanding of the videos increased.

Teachers can use many tools to engage learners in learning such as pictures, songs, drawings and flashcards. For example, the use of pictures can attract learners' attention which in turn facilitates their learning. Research (Nikolov, 2009; Rohman, 2016; Sholihah, 2009) found that pictures play a significant role in assisting students learning vocabulary. Sholihah (2009) explored the influences of using pictures in teaching English vocabulary to the fifth-grade learners of SDN Tugu Jebres NO.120, Surakarta. The data collected through observing the class activities contain four steps; warming

up, presentation, activities, and assessment. The findings showed the positive advantages of using pictures in teaching vocabulary for young learners; attract students' attention, improve their motivation, assist them to memorise words and make activities more interesting.

Songs were also one of the effective tools in learning. Sharpe (2012) considered songs as a vital part of a child's life and incorporating foreign language with the use of songs will facilitate learning. Sevik (2011) explored teachers' perspectives about the use of songs in teaching the English language to young learners in primary Turkish schools. 52 EFL teachers from 24 different schools participated in answering 18 questions in the questionnaire. Teachers ranked the questions through using a five-point Likert scale from strongly agree through to strongly disagree. The results revealed that EFL teachers have strong beliefs about the effectiveness of the use of songs in teaching English for young learners.

Teachers around the world use a variety of activities to engage beginner learners in English. A survey published by Garton, Copland, and Burns (2011) investigated the major pedagogies that primary school teachers use to activate young learners, aged 7-11, inside the classrooms. One hundred forty-four countries participated in this survey through a non-probability sample reporting around 4,696 responses. This survey has given some insights about the activities that teachers use in primary schools. The findings reported that teachers use a variety of activities in primary English classrooms around the world. The most popular activity used by the majority of teachers was listening to the CD or tape recorder with 73.5%. Traditional activities were also popular; repeating after the teacher 74%, reading aloud 70%, filling the gaps 64.8%, grammar exercises and children memorizing words 56%. Creative activities have frequently been used; for example, playing games 69.9%, and songs 66.9%. Role play was also used by the majority of English teachers 60.8%. The most surprising findings were that some activities such as translation, creative writing, children telling a story, computer work and watching TV/videos were reported as being never or rarely used by teachers.

'Repeating words' was found to be a common strategy among teachers in different institutional schools in Korea. One of the questions examined by Kim, 2002 was finding out the strategies that 53 pre-service teachers used in their teaching of English.

Participants came from different institutional contexts ranging from elementary to high school. A questionnaire with open-ended questions was employed to collect quantitative data. The findings indicated that teachers, irrespective of the school group, considered “repeating of words” as the most common strategy used. Elementary school teachers were found to use games and activities to increase learners’ motivation. This shows the effectiveness of teachers’ use of both traditional and creative activities as a strategy to increase learners' motivation in primary schools.

In Arab countries, teachers are aware of the importance of applying CLT in their English classrooms. A study conducted by Khan (2016) focused on the usefulness of CLT in an EFL context (Emirates). Khan examined teachers’ perspectives about implementing CLT in English language classrooms. 43 EFL teachers teaching in different schools and colleges participated in this study. Data were collected through the online survey, internet observation and interaction with teachers. The findings found that 88% of teachers use the Communicative Language Teaching approach in English classrooms as they consider implementing this approach is useful (79%) for developing the four main language skills. 70% of teachers confirm their use of activities in their classroom with learners demonstrating a positive response for conducting these activities (93%). Only 58% of teachers obtained pre-service training to use CLT, 72% of teachers believe their schools provide them with sufficient material and 86% consider that applying CLT is more time consuming when compared with the traditional methods.

However, Libya has not been listed in the countries in this survey. Therefore, little is known in the literature about what happens in English primary classrooms in Libya (Pinter, 2017). There is a need to investigate the engagement activities and techniques that are used by English language teachers in Arab countries like Libya, which has experienced many fluctuations in the teaching and learning of English over the decades.

### 3.5.3. Factors affecting student engagement

Many factors may affect students’ engagement inside the classroom. These factors may increase or decrease the quantity of students’ engagement inside the classroom.



Teachers can play an effective role in assisting learners to be more active and energetic when attempting to learn English.

#### 3.5.3.1. The relationship between teachers and students

Teachers' relationships with learners often reveal levels of student engagement. Supportive teachers and their modelling of active interest in their relationships with learners have a powerful influence on students' engagement, especially during the very early stages of schooling. Dörnyei (2001) stated that "teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners" (p. 36). A study conducted by Sakiz, Pape, and Hoy (2012) in the USA, found that there is a positive relationship between perceived teacher support and "students' emotional, motivational, and behaviour outcomes" (p. 248). The National Research Council (2003) reported that an effective way for the various contexts (e.g. classrooms) to benefit children is to confirm positive relationships with learners and engage with their desire and needs to connect with others. The positive relationships between teachers and children in early grades can reduce the disruptive behaviour of these students and reinforce more harmonious and learning-oriented interactions (Mashburn, 2008). On the other hand, lack of positive relationships and deficiency of engagement between teachers and students can affect students' achievement and increase externalizing behaviours such as aggression and stealing. This research confirms that teacher' support characteristics such as caring, respect, fair treatment, listening and encouragement, may increase feelings of safety, which, in turn, increase students' engagement and learning.

#### 3.5.3.2. Teachers' proficiency in the English language

Many researchers have discussed the importance of teachers' proficiency in teaching English as a foreign language (Butler, 2004; Garton et al., 2011). Foremost among the researchers is Pinter (2017) who argued that in any country, the government needs to concentrate on training teachers, both pre-service and in-service, to ensure the effectiveness of introducing of English language to primary schools. He recognized that primary English language teachers need to have sufficient proficiency in the

language in order to provide learners with natural exposure to the target language. In the study conducted by Butler (2004) of English teachers' proficiency in primary schools in Asian countries it was found that in Korea, Taiwan, and Japan, teachers' opinions varied about whether or not considered that they had sufficient proficiency to teach English effectively in primary school. The findings of the survey showed that teachers in these countries considered their English proficiency less than was required for teaching English within the new education policy. This weakness of English proficiency may have a strong influence on other aspects of teaching English such as teachers' confidence, student motivation, and language skills, as well as having an impact on students' success in learning the target language (Butler, 2004). These Asian results correspond with Nunan (2003) in the Asia-Pacific region where English teachers were not providing students with the comprehensible input they need to acquire the foreign language successfully.

Lack of proficiency is considered one of the challenges that EFL teachers face when teaching English as a foreign language. The problem is universally identified (Ghatage, 2009; Hoque, 2009; Nunan, 2003; Prapaisit de Segovia & Hardison, 2008; Sultana, 2010). Ghatage (2009) conducted research in India among teachers at primary levels and found that teachers have a lack of proficiency and confidence in teaching English. Other study conducted by Hoque (2009) in Bangladesh in primary schools, investigated teachers' competence in English and the challenges they met in teaching this language, found that EFL teachers were not qualified to teach English and their proficiency was low. The same issue arose in Thailand (Prapaisit de Segovia & Hardison, 2008), where it was found that there is no clear evidence of language communicative use of young learners (grades 5 and 6) and their teachers and this lack of communication due to teachers' concerning about their English proficiency. In Arab countries, some teachers do not have the proficiency to teach English in an effective way. This may be due to teachers' lack of or limited training programs in these countries. Therefore, teachers still depend on traditional teaching methods such as Grammar Translation Method (GTM) to present the content of textbooks using students' native language (Aldabbus, 2008; Ali, 2008; Gusbi, 1984; Saleh, 2002) and Audio-Lingual Method (ALM). Teachers often fail to integrate the cultural aspects of the English language with the use of new teaching methodologies such as CLT

(Sawani, 2009). This, in turn, affects teacher-student interaction in the English language (Orafi & Borg, 2009, p. 249).

### 3.6. EFL pedagogical challenges

In Libya, studies have been conducted to investigate the challenges EFL teachers face while teaching English as a foreign language in public schools (Pathan, Al Khaiyali, & Marayi, 2016). One of these challenges is that the language used for both teachers and students is not their native language (Elabbar, 2014). Other factors such as large class size in numbers, time management in the classrooms and the need to cover the syllabus on time may lead teachers in secondary schools to have issues with conducting activities such as group work (Ali, 2008). Alkash & Al-Dersi (2013) conducted a study at the University of Sabha and found that there is a low uptake of technology in teaching English, such as Power-point presentations and online interactions, which can increase learners' engagement. A recent study conducted by Pathan et al. (2016) explored the main problems faced by Libyan EFL school teachers. The study examined thirty-five teachers in twelve different schools ranging from primary to secondary schools from different regions in the southeast of Libya. Questionnaires, interviews, and formal discussions were used for collecting data. The findings showed that lack of teacher-training, lack of learners' motivation, deficiencies in the development of professional skills, and a paucity of teaching and learning aids and materials were some of the difficulties encountered by Libyan EFL teachers. If they are to motivate their students, teachers need to address these challenges in their teaching practices. These findings reinforce the need for a more complete study to focus on primary school teachers' pedagogical difficulties with learners at the first stage of their English learning journey and to explore how teachers try to overcome these difficulties.

Applying CLT in the English language classroom requires a lot of preparation to ensure its success in the EFL context. Aspects like providing sufficient materials in schools, conducting training for pre-service teachers in the use of CLT and maximizing instructional time for English classes are important factors when implementing CLT successfully in classrooms. Additional challenges were found in other Arab countries such as the Fareh (2010) study in Jordan, Saudi Arabia, the west bank Syria, Sudan, Morocco, and the United Arab Emirates which examined the challenges facing EFL

teaching of English. The data were collected through surveys, classroom observations and direct contact with teachers during training workshops in those countries. Among the challenges faced was lack of students' motivation, teacher-centered methods and improperly trained teachers and inadequate assessment techniques.

Classroom size was also considered as one of the major challenges experienced by many EFL teachers in teaching English at primary schools. Tanner (2001) advised that the number of students should be no more than 17 students in primary school. However, it was found that schools were overcrowded where free education enrolment (Muchiri, 2009) occurred. Anyiendah (2017) conducted a study in Kenya's public primary schools and found that class size, limited access to resources, and noise were among the problems EFL teachers faced in their teaching.

Other studies around the world also investigated the challenges EFL teachers' face while teaching English as a foreign language (Abrar, 2016; Khan, 2011; Milon, 2016). For example, the recent study conducted by Milon (2016) investigated English teachers' challenges in teaching-learning at the primary level in the rural areas in Bangladesh. Milon used two sets of questionnaires to collect data from both teachers and students. He also observed teachers using observation checklists and interviews. The results found that primary students were weak because of the lack of skilled and trained teachers, appropriate teacher training, the use of inadequate teaching methods and materials, limited contact hours, large class sizes and inadequate knowledge on pedagogy. Similar findings were obtained by Abrar (2016) in different primary schools in Kuala Tungkal, Indonesia. Abrar (2016) found that EFL teachers in those schools faced three main challenges: learners' lack of motivation, limited time, resources and materials and over-crowded English classes.

It can be argued that these challenges can prevent teachers from using effective teaching methods in the classroom. They can also be a reason for reducing the activities that reinforce learners' listening and speaking skills. Sakui (2004) encouraged teachers to face these challenges that prevent them applying CLT. According to the findings of Milon (2016), teachers claimed that they did not receive any support from schools and governments in providing the necessary resources and material. During the interviews with them, teachers declared that the government needed to assist teachers in primary schools to face challenges by enrolling more

teachers, providing teaching aids, increasing contact hours and providing training programs in teaching English subject. Facing these challenges would assist in producing active and effective teaching and learning process.

### **3.7. Conceptual framework**

Teachers' approaches to language teaching are influenced by several factors that provide the framework of this study in Libya. These are considered in two main parts. The first part of the framework refers to external influences such as the political scene in Libya, the Ministry of Education Curriculum, local community attitudes and the school community. The school community has an essential role in providing teachers with the support they need to motivate learners. For example, community values towards English, school culture and atmosphere, the facilities and the equipment resources that schools provide are important means of assisting teachers in motivating learners.

The second part of the framework outlines the internal factors and focuses on issues that arise from the interplay of teachers' beliefs, pedagogical assumptions, engagement, and practices, and addresses the challenges that teachers face while teaching the English language. These factors affect, in one way or another, how teachers approach teaching the English language. The framework (Figure 1) shows the relationship among factors influencing teachers' approaches to motivating their students.

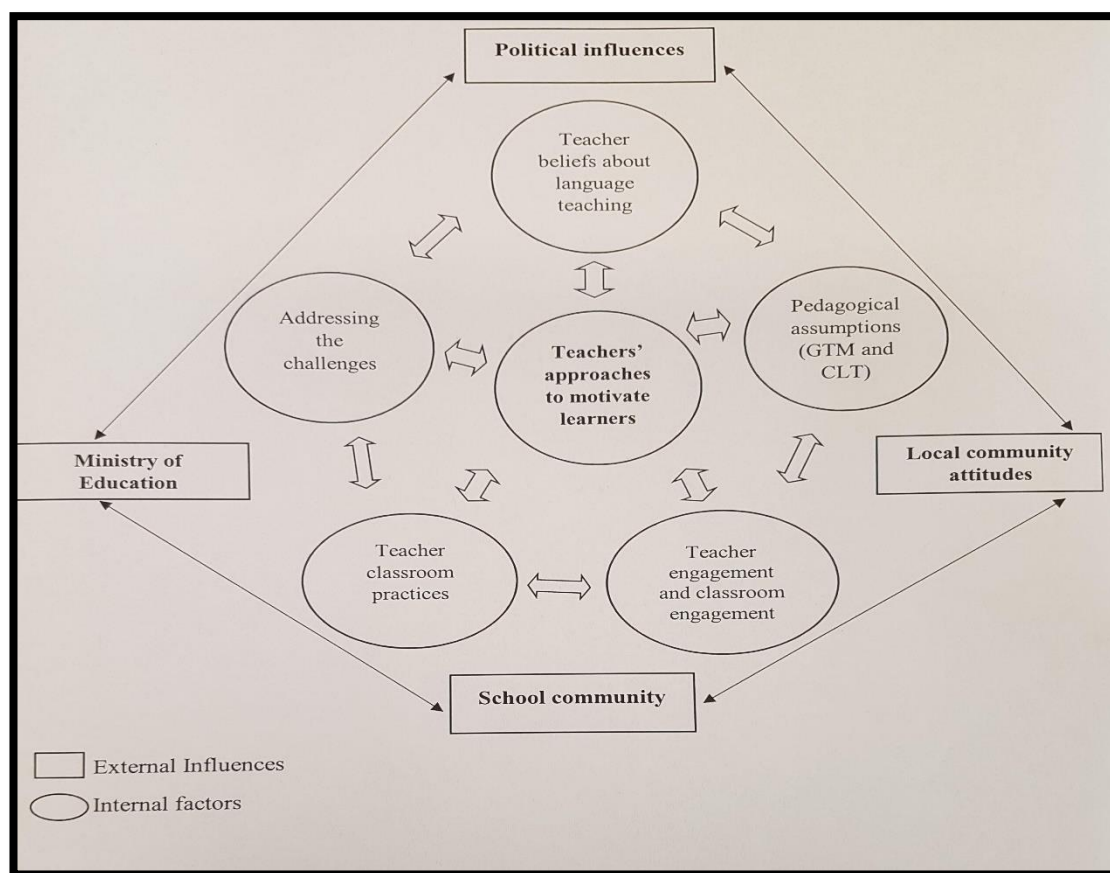


Figure 3.1: Research Conceptual Framework

### 3.8. Summary

The chapter overviewed the themes that are integral to a study of motivation and language learning as they shed light on the importance of motivation and motivational strategies in language learning. These themes contributed to the framework for this research. The review conducted that there was a lack of studies investigating the role of EFL teachers in motivating formative learners (aged 11-12) in Libyan public schools. In addition, the chapter introduced the need to explore techniques that teachers use to engage learners in learning English. Since English is taught as a foreign language in Libyan schools, it is important to investigate the different tactics that enhance motivation and engagement for children learning the language.

The next chapter presents the research design and methodology of this study to identify beliefs held by Libyan primary teachers and the strategies they employed to motivate learners of English, the types of engagement techniques they implemented,

the pedagogical challenges they faced and suggested solutions for the future, as the study examines relevant research questions.

## **CHAPTER 4: METHODOLOGY**

### **4.0. Introduction**

Chapter four introduces the research methods and the procedures of data collection and analysis used in this study. It firstly outlines the aims of the study and the research questions that have directed the study. Subsequently, the research design and the rationale for using a mixed methods research strategy are explained, followed by ethics considerations that were addressed while accessing schools and collecting the data. The next section provides a full description of the research setting: the population and the study sample of schools and teachers, the data collection instruments and methods used in gathering the data: teacher questionnaires, classroom observations, and semi-structured interviews. Triangulation of the data collection as a measure of the trustworthiness of the collection methods is explained. The last section of the chapter reports the limitations of the study.

The motivational strategies used by Cheng and Dörnyei (2007) have been adapted for use among 11-12-year-olds in an Arabic cultural context in the Libyan primary schools in this research because the original set of strategies was designed for different cultural contexts amongst a wider range of age groups and educational stages than the public primary sector.

### **4.1. The purpose of the study and research questions**

Experiences of teaching and learning the English language as a foreign language in the Libyan context have fluctuated over many years. This inconsistency in teaching and learning English has had its effects on EFL teaching. The present investigation eventuated because there is still a need to shed light on the role of EFL teachers in motivating formative learners (aged 11- 12) to learn English as a foreign language in primary public schools. It explored the motivational strategies and the engagement activities used by teachers to engage primary students in learning English. In the process, EFL teachers have experienced a lot of difficulties during their teaching.



This study examines the problems and the difficulties that teachers continue to face in their teaching. The research aims are broken down into the following research questions which form the basis of this study:

Q1. How important do English language teachers believe motivational strategies are for their students to learn English?

Q2. How do English teachers use those strategies in their teaching practice?

Q3. How do EFL teachers engage beginner learners in learning English as a foreign language?

Q4. What are the pedagogical difficulties that EFL teachers face in motivating students and how do they overcome these difficulties?

## 4.2. Research design

Research design can be referred to as the plan or strategy that is used to investigate the research questions (Christensen, Horn, & Johnson, 2008). Yin (2003) offered a succinct definition of research design as “a logical plan for getting from here to there” (p. 20). What Yin means by ‘here’ is the establishment of the research questions, while ‘there’ means the conclusion or the answers for these research questions. Yin (2003) added that between ‘here’ and ‘there’ are many steps and procedures to be followed, including collecting and analyzing the data to be interpreted and drawing conclusions. Therefore, a research design works as a guideline to the researcher during the process of collection, analysis, and interpretation of the data (Nachmias, 1992). In this study, the researcher used a mixed approach to gather the data from three different sources: teacher questionnaires, classroom observations and semi-structured interviews. Table 4.1 shows the data instruments employed in seeking answers to each research question.

Table 4.1: *Alignment of research questions and methods*

	<b>Quantitative methods</b>	<b>Qualitative methods</b>	
<b>Research phases</b> →	Phase 1 → Teacher questionnaires	Phase 2 → Classroom observations	Phase 2 → Semi-structured interviews

Q1	✓		
Q2		✓	✓
Q3		✓	✓
Q4		✓	✓

The data instruments used to answer the four research questions included a questionnaire to investigate how important EFL teachers believe motivational strategies are to teach English, then classroom observations and teacher interviews were employed to explore the extent to which they used motivational strategies in addition to the types of engagement activities implemented for their formative learners. The same qualitative measures were used to clarify apparent difficulties teachers faced in teaching English and how they tried to overcome the challenges.

### 4.3. The rationale for research design

Many research designs can be used in second language learning: qualitative design, quantitative design, and mixed-method design. Creswell (2018) explained research designs as “types of inquiry within qualitative, quantitative, and mixed methods approaches that provide specific direction for procedures in a research study” (p.11). A qualitative design is commonly used in exploratory research as in case studies, descriptive, narrative and phenomenological research, whereas the quantitative design is widely used in explanatory research such as in surveys and experimental research “investigating causal relationships, association and correlations” (Leavy, 2017, p. 87).

The mixed methods explanatory design was chosen to provide quantitative qualitative perspectives on the research problem in greater depth by incorporating both numerical and nonnumerical data in response to the research questions in the study.

Mixed-methods have been used widely in the educational field. They involve “collecting and integrating quantitative and qualitative data in a single project and therefore may result in a more comprehensive understanding of the phenomenon under investigation” (Leavy, 2017, p. 164). Numerous research studies have successfully used mixed methods in a single project to investigate a specific phenomenon. In her thesis, Alnateer (2013) conducted a study with adult learners to investigate the role

of motivation and motivational strategies in Saudi students' communicative competence in English, using mixed methods of surveys and interviews to collect the data. Another recent study using both quantitative and qualitative methods was undertaken by Alhodiry (2016). That study with university students employed a student questionnaire, classroom observations, and teachers' interviews to explore the strategies and the techniques used by teachers to motivate learners in universities.

The mixed-methods approach used in this study is also able to address different types of questions and helped the researcher to look at the phenomenon from different perspectives. Cohen, Manion, and Morrison (2011) argued that combining quantitative and qualitative methods will “increase the accuracy of data, [and] provide a more complete picture of the phenomenon under study than would be yielded by a single approach, thereby overcoming the weakness and biases of single approaches” (p. 22). Quantitative data, for example, allow statistical analysis to give useful information to describe a large number of people, whereas, qualitative data such as open-ended questions and interviews give an opportunity for individuals to express their beliefs and expectations and express their own perspectives on the topic of the research (Creswell, 2012; Wiersma, 2008). Therefore, in order to investigate teachers' roles in motivating students in the formative years of English learning, it was considered beneficial to present teacher questionnaires and interviews, while also observing their classroom practice to triangulate the incoming data on which the analyses were made.

Another advantage for using a triangular technique is that it assisted the researcher to be confident about the research findings since “the more the methods contrast with each other, the greater the researcher's confidence” (Cohen et al., 2011, p. 195). In addition, this technique enabled the researcher to “overcome the problem of method-boundedness”, as depending on one method for collecting the data may have indicated the researcher's unfamiliarity with the existing data or their belief that one method was better than others (Cohen et al., 2011). Using multi-methods also helped overcome the weakness of one method by combining the strengths of both quantitative and qualitative methods to answer the research questions in a single study and provide deeper and more meaningful answers to each research question (Christensen et al., 2008).

As established above, there were several goals for this research. For those goals to be addressed and achieved, more than one research method was required. An explanatory sequential design which begins by quantitative methods and was followed by qualitative methods was adopted (Figure 4.1). Therefore, data were collected in two phases. Phase one focused on a questionnaire as an important quantitative tool for informing the first research question. Phase two adopted a qualitative approach using classroom observations and teachers' interviews to gather more detailed and rich information about the phenomenon (Creswell, 2012) of teaching English in primary schools in Libya.

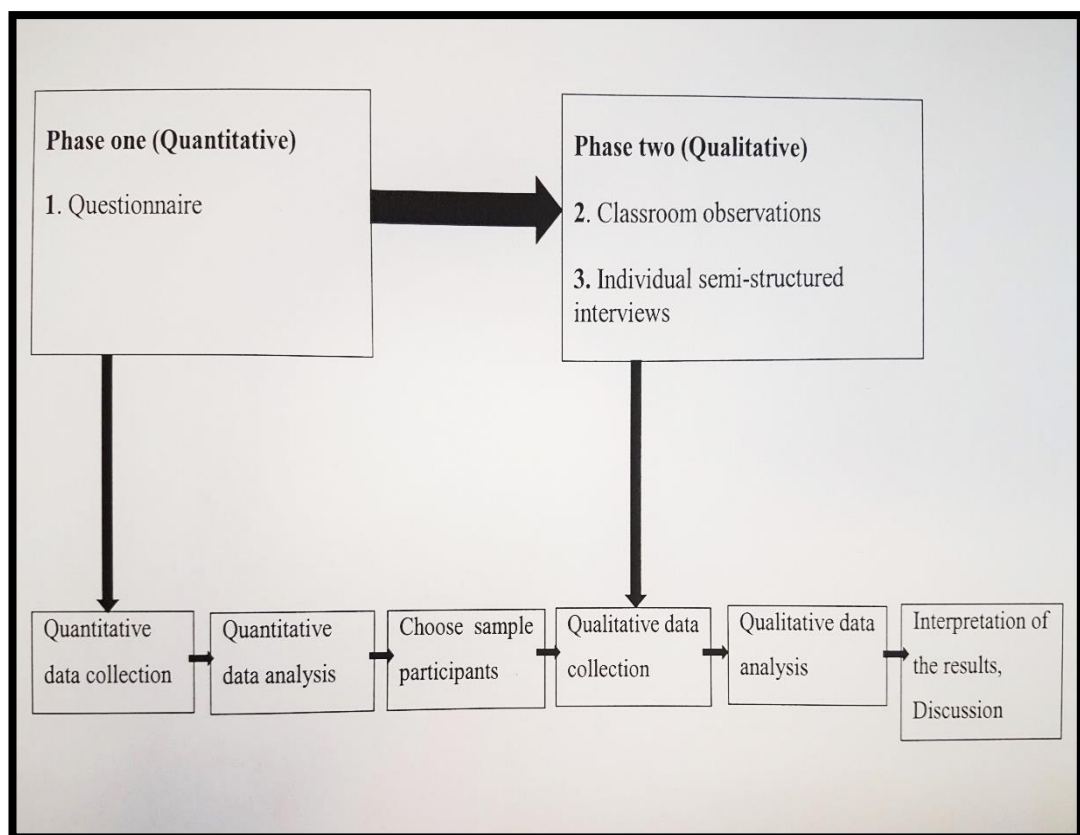


Figure 4.1: Explanatory sequential mixed methods design

Source: (Creswell, 2018).

#### 4.4. Ethical considerations

Before starting the process of collecting data, the researcher needed to obtain ethical clearance. Ethics refers to specific rules for research which involves human beings or animals and applies to people who conduct the research. As collecting the data

involves human participants there are several procedures that need to be followed. Hay (2006) explained that ethics “helps protect individuals, communities, and environment, and offers the potential to increase the sum of good in the world” (p.2).

To protect the participants and to be sure that no harm could stem from the research, several concepts were considered in this study. These steps are important to achieve the validity and reliability of the research and gain accurate results. Firstly before collecting data, the researcher applied for ethical approval from the Office of Research/Human Research Ethics Committee (HREC) at the University of Southern Queensland. According to the standards of the National Statement in Ethical Conduct in Human Research (2007), this research was approved by the approval number (H18REA028) for the period from 22 March 2018 to 22 March 2021. The approval letter is shown in ([Appendix A](#)). Secondly, since teachers teach in schools, the researcher obtained a permission letter from the Ministry of Education in Ajelat city to conduct the research in thirty schools ([Appendix B](#)). The research objectives, questions and the nature of the study were included in that letter. Then, permission from the Principals of the school was gained followed by an agreement from teachers through their signing a consent letter. Finally, upon analysis of the questionnaire, teachers were identified by the researcher as the selective sample to be observed and interviewed. During the observations and interviews, the researcher ensured that participants’ confidentiality and anonymity are established by assigning numbers and keeping the identity of the individual confidential (Cohen, Lawrence, & Morrison, 2000). Only participants who signed the consent form were audio and video recorded. In addition, the researcher ensured that participants had the freedom to withdraw from the research at any time. Given those assurances, the researcher will delete all the data which were collected from these participants (Creswell, 2005). Another important issue is that as a researcher, I have to behave in a trustworthy way because if I act in an inappropriate way, this will reflect badly on all researchers (Creswell, 2005, p, 227).

#### **4.5. Description of the research setting**

The research setting is described in terms of population, participant sampling, and schools.

#### 4.5.1. Population

'Population' refers to the people who are of interest to the researcher (Gay & Airasian, 2003). There are two kinds of population: the wider population, and the target population. The wider population refers to a group of people involved in the same phenomenon. The target population represents the subset of the wider population who would be accessed by the researcher to generate their results (Gay & Airasian, 2003). In this study, the target population included 76 EFL teachers, teaching English as a foreign language in primary schools in Ajelat city, Libya.

#### 4.5.2. Participant sampling

Before the data collection process, the researcher identified the sample of the study. Sampling can be defined as "the process of selecting a number of participants for a study in such a way that they represent the larger group from which they were selected" (Gay & Airasian, 2003, p. 101). The purpose of selecting the group of participants to be involved in the study was to investigate the motivational strategies used by English language teachers to motivate formative learners in Ajelat city. These teachers were selected according to high performances by students from the school on the National Examination, 2017.

In educational research, the researcher can use two main methods of sampling to collect the data: probability (which known as a random sample), and non-probability (which are also known as a non-random or purposive sample (Jurs & Wiersma, 2009). Probability sampling is a random selecting of participants from the wider population as all participants have an equal chance to be involved in the study, whereas, in non-probability sampling, the researcher selects a particular group of people to participate in the study (Christensen et al., 2008; Cohen et al., 2011; Gay & Airasian, 2003; Jurs & Wiersma, 2009). The non-probability sample was employed for this study.

To meet the purpose of the study, participants were invited by a purposive sample. In the purposive sample "the researcher selects a sample based on his experience and knowledge of the group to be sampled" (Gay & Airasian, 2003, p. 115). Several kinds of research have used the purposive sample to "achieve representativeness, to enable comparison, to be made, to focus on specific, unique issues or cases, and to generate

theory through the gradual accumulation of data from different sources” (Cohen et al., 2011, p. 156). According to this study, the researcher focuses on specific cases “to provide a greater depth to the study” (Cohen et al., 2011, p. 156).

#### 4.5.3. Schools

The total number of schools in Ajelat city is 98 schools: 86 primary and middle schools and 12 secondary schools. In this study, the researcher focused on the twenty schools with the highest number of students achieving the highest marks in the National Examination in 2017. Following a request from the researcher, the details of the first twenty schools were obtained from the Ministry of Education in Ajelat City. It was found that out of fifty-nine schools, eighty-six schools were scored among the first twenty schools as there were some schools that had the same scores. The researcher chose the first thirty schools to conduct the research. This number represented 34% of the total number of schools in the city. The schools are located in both urban and rural areas and were mixed-sex primary schools. Each school had a varying number of teachers and pupils depending on the average number of people living in the area, but it was clear that the number of teachers and pupils in urban schools were more than in rural schools. Therefore, each school had a different number of classes, so the number of teachers and students varied from one school to another.

#### 4.6. Quantitative instrument: Teacher questionnaire

Questionnaires are considered one of the most popular research methods for data collection. Christensen et al. (2008) defined a questionnaire as:

“a self- report data-collection instrument that each research participant fills out as part of a research study. Researchers use questionnaires so that they can obtain information about the thoughts, feelings, attitudes, beliefs, values, perceptions, personality, and behavioural intentions of research participants” (p. 170).

Questionnaires are not just related to quantitative methods; they can also be used with qualitative and mixed methods (Dörnyei & Murphey, 2003). In this study, the researcher used the questionnaire as the main instrument to collect quantitative data. The questionnaire was used to analyse teachers’ opinions about the strategies they

believe are crucial for motivating formative learners in classrooms and to investigate how EFL teachers used those strategies in their teaching practice.

Questionnaires can be carried out in many ways. These ways include interview schedules, self-administrated pencil and paper questionnaires, telephone and internet (Cohen et al., 2011; Dörnyei & Murphey, 2003; Gay & Airasian, 2003). The researcher utilized a self-administrated pencil and paper questionnaires. Although the other ways for completing the questionnaire may be easier and faster in terms of timely responses, this was not on the case in this study, as participants did not have access to the internet. The researcher printed and handed out questionnaire papers to the participants. Therefore, applying the self-administration method was the only way to gain access to the teachers as they were all living in one city. This, in turn, made the process of distributing the paper copies of the questionnaire easier although some of the teachers lived in rural areas.

The statements were adapted from the original questionnaire by Cheng and Dörnyei (2007) ([Appendix C](#)). The six-point Likert scale ranging from 'very important' (6) to 'not important' (1) was used to answer 48 statements. The questionnaire consisted of two sections. It started with close-ended statements of motivational strategies that can be used by teachers to motivate learners learning English. The second section contained some demographic information about the English teachers such as gender, qualifications, teaching experience, age and if they taught other levels, for example at middle, secondary or university stages. The set of strategies outlined by Cheng and Dörnyei (2007) has been used in different cultural contexts and different age groups in different educational stages. Therefore, this study adopted the theoretical aspects of Dörnyei's work and used those motivational strategies among 11-12-year-olds in an Arabic cultural context. This research has added to the literature in terms of the strategies that are used in the learning and cultural Arab environment to motivate learners during their formative years of learning English as a foreign language.

#### 4.6.1. Participating teachers

76 teachers from thirty schools participated in the questionnaire. The criteria for choosing those teachers were that they taught in schools where their students had achieved the highest marks in the national examination. This decision increased the



possibility of having teachers who were more likely to use effective methods in their teaching, were qualified teachers and had proficiency in teaching English. An important assumption in choosing those teachers was the expectation that their students were motivated to learn English due to the teachers' use of various motivational strategies in the classrooms. Since those teachers taught in the selected schools, the researcher wrote a permission letter to the Principals obtaining permission to conduct the questionnaires, observations, and interviews. The research objectives and the questions were included in the letter. An agreement from seventy-six (76) teachers was gained by them completing the questionnaire and returning it. The majority of teachers were female (70), 5 males (6.6 %) and one unstated gender (1.3%). So the percentage of female teachers was 92.1%. This number is not surprising as females are in the majority of English teachers in the Libyan community.

#### 4.6.2. Data collection Phase One (Questionnaire)

The first stage in collecting the data was carried out in Libya between February and April 2018, in the middle of the school year. Because of the late start in providing textbooks for learners, most Libyan schools had started by November instead of September 2018. As teachers in this part of the year were busy marking assignments and doing examinations, they were invited to take the questionnaires and fill them in at home. This, in turn, provided more opportunities for the teachers to contemplate their understanding of the questionnaire statements before answering them and for the students to be midway through the school year, still more likely to be engaged in their learning.

After obtaining permission from the Ministry of Education to enter the schools, the process of distributing the questionnaires started. Each school was visited, and the nature and the goals of the research study were explained to the principals of the schools. Principals were helpful, supportive and cooperative. They took the responsibility of distributing and handing the questionnaires' copies to the English teachers in their schools. The Participant Information Sheet ([Appendix D](#)) was attached to the questionnaire so teachers could obtain a full understanding of the nature of the study. There were two translations of the questionnaire (English and Arabic) to reduce misunderstanding of the statements. The questionnaire included an invitation to the teachers to participate further by allowing the researcher to observe their classes

and to participate in an interview. By 30 April, all 76 completed copies of the questionnaire were collected. The response rate of 100% provided a clear indication that the teachers had read and understood the statements of the questionnaires and they had enough time and interest to answer them.

Some difficulties occurred in distributing copies of the questionnaire to the schools as some schools were less well known to the researcher and some schools were in the more remote areas away from the city, and this put some pressure on reaching the schools to distribute through the principals. During the collection of questionnaire papers from schools, some delays in completing the questionnaires were experienced. Teachers who had lost their original copies were supplied with another one. Although these difficulties occurred, all the copies of the questionnaire were eventually completed and submitted to the researcher.

#### 4.6.3. Quantitative data analysis

In order to understand EFL teachers' views and perspectives regarding the importance of the strategies to motivate formative learners in primary schools, teachers' responses to the 48 strategies in the questionnaire were analysed. Those data were subjected to statistical analyses in SPSS (the Statistical Package for Social Sciences). This software is commonly used for analysing quantitative data obtained from the questionnaire. Since the questionnaire for this study was adapted from Cheng and Dörnyei (2007), the same procedures were used in the analysis. As some strategies were closely interrelated, the 48 motivational strategies were grouped into 10 clusters. For example, Cheng and Dörnyei (2007) categorized under the cluster '*proper teacher behaviour*' these five statements: '*show students you care about them*', '*show your enthusiasm for teaching*', '*be yourself in front of students*', '*establish good rapport with students*' and '*share with students that you value English as a meaningful experience*'. The internal consistency of these scales was tested by means of reliability analysis through using "the scale's Cronbach Alpha internal consistency reliability coefficient" (Cheng & Dörnyei, 2007, p. 160). Following that procedure, descriptive analysis was used to present the mean value (M) and the standard deviation (SD) for each of the motivational statements under each cluster. Then, the 10 clusters were ranked according to the importance that they were given by participating teachers. The scale was structured by ranking the highest strategy as the most important of 48 strategies

and adding to it the strategies that have the same content similarities. The frequency of teachers' responses to these 10 clusters was presented. This step was added by the researcher to find out the frequency of the nominated occurrence of each cluster.

#### 4.6.3.1. Validity of teachers' questionnaire

It is important that every instrument designed and used should measure what intends to measure for the relevant people in a particular place. Validity and reliability are considered the most common beneficial tests. A research study is considered valid when the scores from the instrument make sense and meaning. The scores are considered valid when the researcher can draw a conclusion from the participants' responses. Therefore, a valid test is a test that measures what it is supposed to (Salkind, 2014, p. 121). Validity is defined as "the appropriateness of the interpretations, inferences, and actions that we make based on test scores" (Christensen et al., 2008, pp. 150-151). Using items from previous studies increases the questionnaire's validity and reliability.

Different kinds of validity were used in this study to check the overall validity of the research instrument (questionnaire).

##### ***Content validity***

Adopting or adapting items from previous studies strengthens validity. The questionnaire statements were mainly based on well-known tested instruments (Cheng & Dörnyei, 2007). The questionnaire was adopted because it has been used by many studies over many years for investigating the motivational strategies in different cultural contexts and with many educational levels and populations, therefore it has international validity. Zoltan Dörnyei examined motivation and the role of motivational strategies in more than one culture. This study adapted Cheng and Dörnyei's (2007) questionnaire used in the Arabic cultural environment to investigate the strategies that primary EFL teachers use to motivate young learners to learn English as a foreign language.

##### ***External validity***

This study focused on particular participants in a particular context, and the results achieved external validity as they were generated from the sample (teachers in primary

schools in Ajelat city) to the population of EFL teachers in general. Since the questionnaire of Cheng and Dörnyei (2007) had been used previously in many institutional contexts from primary to university, this study's external validity was gained.

To ensure trustworthiness, English statements of the questionnaire were provided to two academic Arabic speakers at the University of Southern Queensland who collaborated to agree on the meaning of English-Arabic, and Arabic- English translation. The researcher held several discussions with these colleagues and many valuable comments were obtained and considered. When the researcher was satisfied with the English-Arabic, and Arabic-English translation, another procedure was followed. The Arabic translated statements were reviewed by another two native-Arab speakers to ensure they were understandable and meaningful. This technique was used because teachers may not have understood some concepts in English or they may have preferred the Arabic version to understand the meaning of the statements. Therefore, using this technique increased the opportunity to obtain answers that reflected teachers' opinions and expectations regarding the importance of the questionnaire statements.

#### 4.6.3.2. The reliability of teachers' questionnaire

The reliability in quantitative data means that "scores from an instrument are stable and consistent" (Creswell, 2012, p. 159). When the scores obtained from the instrument are consistent they are called reliable. There are many ways to check the reliability of the data. One of the most common tests that are used to test the internal consistency of the participants' responses is Cronbach's "coefficient Alpha" (p. 162) which I used in my study. Creswell (2012) explained, "If the items are scored as continuous variables (e.g. strongly agree to strongly disagree), the alpha provides a coefficient to estimate the consistency of scores on an instrument" (162). As the items in this study were also scored as continuous variables (very important to not important), this test was the appropriate measure of reliability. Therefore, it was chosen for use in this study. The Alpha formula which was developed by Lee Cronbach in 1951 is an analysis that is used to "provide a measure of the internal consistency of a test or scale; it is expressed as a number between 0 and 1" (Tavakol & Dennick, 2011, p. 53). Internal consistency shows how the items in the scale are connected to

each other within the test. So it is important that internal consistency determined before employed a test for research or examination purposes to ensure validity (Tavakol & Dennick, 2011).

#### 4.7. Qualitative instrument: case study data collection

This case study encompassed the sample of participants who were selected upon analysing findings from the questionnaire. After identifying the motivational strategies that Libyan EFL teachers believed to be important for use inside the classroom, teachers who made those choices were selected for ongoing observations and the interviews. The sample number included six participants. The main purpose of using the case study was “to develop a highly detailed description and gain an understanding of the individual entity” (Mertler, 2011, p. 205).

##### *Convenience sample for qualitative participants selections*

From the seventy-six participants who completed the questionnaires, six teachers were selected for conducting classroom observations and teacher interviews. Several points were taken into consideration in choosing the six participants for the qualitative component of the study:

- EFL teachers who gave importance to both teacher-orientation and student-orientation strategies to use in motivating and engaging learners of English.
- Teaching experience, three teachers with experience less than ten years, and three teachers with more than ten years of experience.
- Teacher preference for audio or video stimulated recall.
- Convenient school location.
- Gender (mixture of females and males).

##### 4.7.1. Observations procedure

Observation is considered one of the powerful tools for data collection. Observation gives the researcher “the opportunity to record information as it occurs in a setting, to study actual behaviour, and to study individuals who have difficulty verbalizing their

ideas'' (Creswell, 2012, pp. 213-214). The aim of the observation was to assess teachers' use of motivational strategies inside the classroom and to explore the techniques teachers used to engage students in learning English. The observation was also used to find out the difficulties that teachers faced during teaching and especially while motivating learners.

There are two types of observation: participant and nonparticipant observation. The researcher's participation may vary from complete participant to non-participant depending on the nature of the research (Creswell, 2014). In participant observation, the researcher engages in the activities of the research, whereas, in non-participant observation, the researcher observes the participants without engaging in the activities being studied (Leavy, 2017). In both types of observation, the researcher generates a huge volume of data about the nature of the research setting, people's opinions, attitudes and expectations (Breakwell, 2006).

It may be argued that when the researcher participates in the activities, there is a greater chance of being subjective, biased or idiosyncratic, especially when some or all the members of the group are known to the observer. In addition, knowing the groups' strengths and weaknesses may cause the researcher to overlook aspects of behaviour that will be apparent to non-participant observers (Bell, 2014). In this study, the researcher was a non-participant observer using technological tools to collect data and following up on what was happening in the classroom setting.

Three techniques were used to observe EFL teachers in the classroom. The researcher observed teachers by using video stimulated recall or audio recordings and making notes using the observation chart. The participants had the option to choose the type of observation they preferred, recall by video or audio recording.

***Video stimulated recall*** (VSR) is one of the effective research techniques in the educational field. It is used widely in classroom research and by many researchers due to its extraordinary features in providing richness and the real picture about teachers' classroom practice (Goldman, Pea, Barron, & Derry, 2014), to evaluate teacher effectiveness (Peterson & Clark, 1978), to capture teachers' interactive cognitions (Reitano, 2005), to understand young children's perceptions of learning in classroom setting (Morgan, 2007), and to understand teachers' perceptions of teaching and

learning (Radišić & Baucal, 2016). The research in this area showed that using this technique gives a great opportunity to teachers to learn about other teachers' effective practices (Hatch & Grossman, 2009), and the use of new strategies (Sherin & Han, 2004). This technique also provides an opportunity for the researcher to observe the interactions between teachers and students during a lesson, thereby assisting the researcher to access what is happening in the class. It also helps teachers to explore whether their beliefs are transformed into practice or not. Therefore, video stimulated recall assists the shaping of the researchers' understanding of teachers' practice and learning process that happens in the classroom setting (Radišić & Baucal, 2016). Another feature of using VSR during the observation is that the researcher can capture non-verbal actions as well as look closely at the behaviour of the teachers. In addition, it can be used as a part of the interview (stimulated recall interviews) to stimulate teachers to remember the actions that happened during the observation.

A number of factors may affect the use of VSR which Calderhead (1981) highlighted. Anxiety of the participants being worried and stressed can be overcome by the researcher finding a set of solutions. First, participants should be made aware of how the VSR technique will be used before the researcher starts collecting the data. To reduce the tension of the participants, the researcher in this study used the mobile phone instead of the camera. In addition, the researcher established a comfortable relationship with the participants which is considered a beneficial way to facilitate data collection (Mackey & Gass, 2013; O'Brien, 1993).

*Audio recordings* were used with the participants who did not wish to be observed by video. The use of audio recording assisted the researcher to follow up on what was happening in the classroom by recording the verbal actions of the teachers and learners. When using recordings, more specific observations can be made (Rosaen, Lundeberg, Cooper, Fritzen, & Terpstra, 2008). The feature of using an audio recording was that it was easy to listen to the recording many times and pick up what the researcher had forgotten to write in the transcript. At the same time, some notes were also written on the observation chart because there were some actions that could not be recorded and needed to be written. The video or the audio recordings ranged from 35 to 40 minutes depending on the time of the lesson.

*The observation chart* contained criteria that assisted the researcher to remember the goals for the observation ([Appendix E](#)). The first section of the chart had general comments such as teaching experience of the teacher, length of observation, the starting and finishing time, the location of the school, the size of the class, what language was being used to explain the lesson: Arabic, English or both, occasions that the teachers spoke Arabic and when they spoke English and which language assisted the learners to be more active and motivated. In the chart, the researcher focused on the lesson and how it was presented, the teaching methods used in the classroom and the materials used to facilitate learners' understanding of the lesson.

The second section was divided into three main parts. The first part focused on the motivational strategies that teachers may use in their teaching practice to motivate children. As the macro strategies in the questionnaire were grouped into ten strategies, a strategy from each group was chosen. The researcher reported how each strategy was observed and set examples of how a particular strategy was identified. The second part examined the engagement activities that teachers used to involve the learners in learning English. Some signs of engagement were those identified by Guilloteaux and Dörnyei (2008) which stemmed from Dörnyei, (2001) which was used as a guideline. The third part looked for the pedagogical challenges that faced teachers while teaching and motivating learners. The researcher listed some common challenges that teachers may experience in their teaching in primary schools. These challenges included limited teacher training, lack of visual teaching aids, overuse of Arabic, low motivation of students, and lack of skills in teaching. Therefore, by observing teachers assisted the researcher to explore the motivational strategies that the teacher participants used in their teaching practice. In addition, it gave an overview of the engagement activities and techniques that Libyan EFL teachers use to engage beginner learners in primary schools. Furthermore, it revealed the challenges in motivating learners that teachers face during a teaching session. While making notes on the observation chart during the video-stimulated recall stage of classroom observations, the researcher called on assistance from Asma (pseudonym), the accuracy of the data being transferred.

#### 4.7.2. Interview procedure

Using interviews in qualitative research is one of the usual methods in the educational field. The interview can be defined as an exchange of ideas between two or more



people about a topic of mutual interest (Kvale, 1996). It is considered to be an effective tool for obtaining qualitative research as it “uses conversation as a learning tool” and people usually prefer to talk more than to write (Leavy, 2017, p. 139). One of the features of the interview is that interviewees can ask researchers to clarify in case they do not understand a question. Another feature is that using an interview assists the researcher to obtain useful and rich information that has not been obtained by observation. The researcher has better control of the information needed by asking specific questions (Creswell, 2012; Gay & Airasian, 2003) thereby making the interview a flexible tool to use.

Three different types of interviews can be used in educational and social research: structured interviews, unstructured interviews, and semi-structured interviews. These types range from highly controlled, as in a structured interview, to less controlled as in a semi-structured interview. In order to gather strictly qualitative data, this researcher used semi-structured and open-ended formats which allowed “the interviewer to focus on issues of particular importance to the research question, to probe and clarify comments made by the informant and to use prior knowledge to help him or her in this process” (Rose, 1994, p. 24). Therefore, in this study, the semi-structured interview allowed the researcher to explore teachers’ perspectives about the motivational strategies they used in the classroom to motivate learners. It gave a clear understanding of the engagement techniques utilised with the young English learners and revealed any difficulties that these EFL teachers faced when teaching English. The advantage of using semi-structured interviews is that the researcher can ask “base” questions, with the flexibility to add questions depending on participants’ responses (Horton, Macve, & Struyven, 2004; Mertler, 2011).

#### 4.7.2.1. Stimulated recall interviews

The main advantages of using stimulated recall (SR) are that it stimulates teachers to recall and remember the actions that occurred during the class. Video Stimulated recall (VSR) was employed in the interviews with teachers who agreed to the use of this technique. During the personal interview, the researcher played either the video or the audio of that teacher’s class lesson and stopped the recording at points in the lesson to ask the teacher some questions such as “what was happening here,” “how often do you do that?” Playing back the video stimulated the participants to remember the actions

that occurred during the lesson. Combining this technique within a semi-structured interview assisted the researcher by producing output data and providing a deeper understanding of the teachers' use of motivational strategies and engagement techniques. It enabled the researcher to see again the challenges faced by teachers and for the participants to express how they were attempting to overcome the pedagogical difficulties that occur in their English classroom settings.

#### 4.7.2.2. Semi-Structured Interviews

Some questions were prepared for the interviews ([Appendix F](#)) to use as a guideline. These questions were divided into three sections. Each section focused on a particular research question of the thesis. After conducting the classroom observations, watching the video and listening to the audio recordings, more questions were prepared and listed under each section. The researcher asked simple and clear questions to ensure the interviewee understood the questions. A face to face interview was conducted with each participant. Conducting individual interviews reduced any tension and gave the teachers more confidence to talk and express their thoughts. The advantages of face to face interviews are that the researcher can build a good relationship with the interviewee and acquire more richness and confidential information that would not otherwise be obtained by other methods such as questionnaires and observations (Leavy, 2017). In addition, another important reason is to avoid teachers' repeating the same answer to the question. The researcher started the interview in English, but the participants had the choice to continue speaking in English or in the Arabic language during the interview. The time of the interview was around 45 minutes.

The interviews were conducted using audio recordings to make sure that all information still safe and not lost. Using audio taping during the interview provided "a detailed record of the interview" (Creswell, 2005, p. 221).

#### 4.7.3. Data collection Phase Two (Observations)

After collecting and analysing the questionnaire, the next step was to investigate the motivational strategies and engagement activities that teachers use and note the challenges they experience in their teaching practice. As the collection of the questionnaire was finished in April 2018, there was not enough time to analyze it and start the second data collection in that year as a study in Libyan public schools finished

in May 2018. Therefore, the data collection phase two began in the following academic year, in November 2018. The selection of the teacher participants facilitated the easy access to schools and teachers. Six classroom observations were conducted with six English teachers in their schools. All observed teachers were informed about the nature of observation by reading the Participant Information Sheet ([Appendix G](#)) and signing the consent form. The Participant Information Sheet explained the methods used for the observation. One out of the six teachers refused to use video stimulated recall, so, the researcher used the audio recording. The other five teachers agreed to use video and audio stimulated recall.

The researcher observed two lessons for each teacher except one teacher who was observed once. The length of each observation was 40 minutes. The researcher started the video by the beginning of the lesson focusing on the interaction between teachers and learners and reporting any engagement activities used in the classroom. During the observation, the observation chart was used to take notes to report the motivational strategies and engagement activities that were used by teachers and the challenges for all the teachers. A reference group was used to confirm the annotations (Sample in [Appendix E \(1\)](#)). The teachers were so helpful and supportive. They allowed the process of the observation to be smoothly done.

After finishing the observations, the researcher transcribed the audio and played the video recordings many times to ensure accurate observations and obtain more detailed information about the motivational strategies and engagement activities teachers used in their practice and reported any challenges teachers experienced while teaching English. All these details were noted on an observation chart for each of the teachers (Sample in [Appendix E \(2\)](#)). All transcripts annotated in the thesis were written as an accurate record of the spoken words used by the teachers and students, not as a paraphrase or interpretation of the meaning.

Table 4.2 summarises the observed details of the six primary school teachers (Samar, Marwa, Huda, Ali, Ahmed, Fatima, and all pseudonyms), their gender (M/F) and teaching experience. It also contains the dates of observations 1 and 2 for each teacher between 21 November 2018 and 02 January 2019, the grade level (G) of students during the observations (Grade five or Grade six), and the number of students

(ranging from 19 to 25 students) in the classes. The last element in the table demonstrates the type of observation the researcher used.

Table 4.2: *Participant observational details*

Teacher name	M/ F	Teaching Experience (years)	Date of 1 <sup>st</sup> observation	Date of 2 <sup>nd</sup> observation	G	N. Students	Observation notes on (Audio/ Video recall)
Samar	F	6	21/11/2018	22/11/2018	6	20	A
Marwa	F	8	25/11/2018	27/11/2018	5	22	V
Huda	F	12	27/11/2018	05/12/2018	5	21	V
Ali	M	3	23/12/2018	01/01/2019	5	25	V
Ahmed	M	16	01/01/2019	02/01/2019	6	19	V
Fatima	F	35	18/12/2018	-	6	23	V

#### 4.7.4. Data Collection Phase Two (Interviews)

The interviews were conducted following the classroom observations. The teachers were informed about the interview through reading the Participants Information Sheet ([Appendix H](#)) and they signed the consent form for the conduct of the interview. The interview time per teacher ranged from 35 to 45 minutes. The interviews included both the stimulated recall and semi-structured interview questions. Six interviews were made with six primary teachers. Three teachers preferred the interviews to be

conducted in Arabic (Samar, Marwa and Ahmed) and three preferred to be interviewed in English (Huda, Ali and Fatima).

*Stimulated recall interviews:* At the beginning of the interview, the researcher opened the video that was recorded during the observed lessons. Teachers started watching the video then they were asked questions about the actions that occurred in the class. The researcher gave teachers the time to remember their actions in the simulated recall. Then, she stopped the recording to discuss their views and perspectives about their use of the strategies and engagement activities they used in their teaching practice. Teachers liked the use of this technique and they were actively engaged in answering questions.

*Semi-structured interviews:* After conducting a stimulated recall with each teacher, standard semi-structured questions were asked. Teachers discussed the strategies and engagement activities they liked to use or the ones that they wanted to use in the future. They discussed the challenges they experienced while teaching English, also suggesting some ways of overcoming them. The researcher gave teachers enough flexible time to add or explain in more detail the points they wished to discuss. The researcher was also flexible adding some questions depending on the teachers' responses.

#### 4.7.5. Qualitative Data Analysis

The observation data were thematically analysed to ascertain the motivational strategies and the engagement activities used by teachers to motivate and engage learners in learning English. Thematic analysis (TA) is “a method for identifying, analysing, and interpreting patterns of meaning ‘themes’ within qualitative data” (Clarke & Braun, 2017, p. 297). The data that were noted on an observation chart ([Appendix E \(2\)](#)) were coded and categorized manually into three themes: teachers' use of motivational strategies, student engagement in teacher-led activities, and pedagogical challenges. The first theme: “Teachers' use of motivational strategies was derived from the most frequent strategies used in response to the second research question “How do teachers motivate their students? the second theme: “Engagement activities” in response to the third research question “How do EFL teachers engage beginner learners in learning English as a foreign language” and the third theme:

“Challenges as issues and teachers’ desire to overcome them” in response to the fourth research question “What are the pedagogical challenges that EFL teachers face in motivating students and how do they overcome those challenges”. A conceptual framework for the thematic analysis is provided in Figure 4.2.

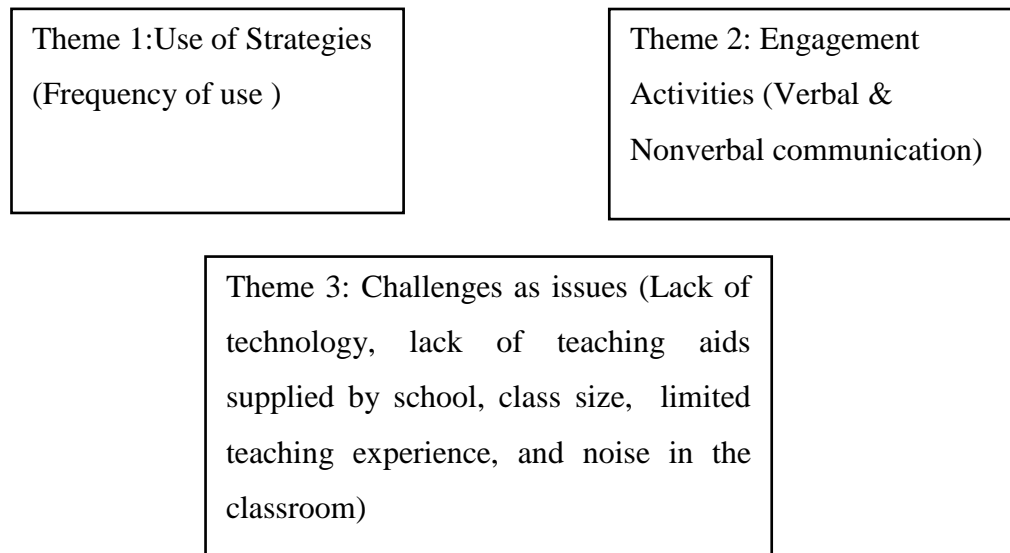


Figure 4.2: Conceptual framework for the thematic analysis

The interview data were transcribed. Thematic analysis was also used for analysing responses to the stimulated recall questions, in addition to the semi-structured questions. Then the data were coded and categorized manually, using different colours (Sample in [Appendix I](#)), into the same three themes emerged in the interviews as appeared in the observations: 1. Teachers’ use of motivational strategies, 2. Student engagement in teacher-led activities, and 3. Pedagogical challenges they faced. For each theme, specific sub-themes were identified and discussed in the Results chapter. In addition, four significant issues became apparent from the observations and interviews.

#### 4.8. Triangulation of the data collection

The term triangulation is used to “describe research where two or more methods are used, known as mixed methods” (Heale & Forbes, 2013, p.98) as a means of enhancing validity of the data. This study implemented mixed-method research through triangulating quantitative and qualitative research methods to enhance the validity, confirming that the data was measuring what was intended. The study stratified quantitative and qualitative triangulation design by firstly collecting quantitative data

(written questionnaires) and secondly qualitative data (classroom observations, semi-structured interviews with stimulated recall). The triangulation was based on teachers' perceptions of the importance of using motivational strategies in primary schools with formative learners of English and their actual use of those strategies in their teaching practice. By adopting this design, the study provides an in-depth understanding of EFL motivation research and teachers' perceptions of motivation and motivational strategies.

#### 4.9. The limitation of the study

As no one study is perfect, some key limitations are outlined. Firstly, the use of video stimulated recall in observing teachers could be one of the limitations. As discussed in [Section 4.7.1](#), one of the factors which may affect the use of VSR was participants who were stressed or worried in the presence of the camera inside the classroom (Calderhead, 1981). The use of the camera may have influenced teachers' behaviour and led them to act in a different way, for example, by adopting a different teaching method from the one they usually used. However, it was the perception that these teachers behaved as they usually do teaching English to the age group in this study. As well, teachers' and students' behaviours might have been affected positively or negatively by the presence of the researcher. Teachers and students may have appeared to be more motivated and engaged to impress the researcher. Teachers might have been embarrassed when discussing their lack of resources needed in teaching which they also may think affects their tenure in school. However, it should be noted that all participants agreed to use VSR during the observations. The researcher tried to reduce the teacher's tension through the use of her phone instead of a video camera. She also aimed to build a warm relationship with teachers and students as she visited and attended many lessons in these schools before starting observations.

Secondly, the small sample of participants was a limitation. Although the number of teachers compared with the number of schools participating was considered convincing as 76 teachers from 30 schools participated, the results might be different with a larger number of participants. Therefore it is suggested that future research involves a larger number of participants for results to have a wider participation base for greater reliability and applicability.

Thirdly, this study depended on only 48 strategies out of the 102 identified by Cheng and Dörnyei (2007). There might be other strategies that were not listed in the questionnaire that Libyan teachers considered were important to use, despite the interview allowing the participants to add any further information they felt was relevant to their use of motivational strategies. Although the questionnaire has been used by many previous studies before, pre-identifying those strategies to use in the Libyan environment may affect teachers' ranking of the top five clusters of the questionnaire.

Fourthly, the sample obtained was specific to high performing schools in one city and therefore a generalisation of the findings cannot necessarily be applied to other teachers in primary schools in Libya or in other countries unless they have similar high performing schools.

Finally, the translation of the statements of the questionnaire and interviews may have influenced the study. Although the researcher ensured the trustworthiness of the English statements of the questionnaire as they were reviewed by two academic Arabic speakers to agree on the meaning of English-Arabic, and Arabic-English translation, it is not possible to have an accurate translation without misunderstandings arising in some cases. However, the author was confident that the Arabic translation expressed the same or closely reflected the meaning of the English statements. Regarding the translation of the interview data, as previously mentioned, three of the interviews were conducted in Arabic. Although three Arabic versions were translated by a legal translator, it was difficult to conclude that the process was achieved without any shortcomings. I believe that it was problematic to have an accurate translation as the translator was not in the position of the interviewee and was not in a place to guess the indirect meaning of some teachers' answers. However, extensive consideration of this point has been made and checked against the Arabic transcription and compared with the translator's English version to ensure that the translated data faithfully captured the meanings of teachers and, as a result, some modifications have been added.

#### **4.10. Summary**

The chapter explains the mixed methods methodology used in this study, including a description of the research setting, data collecting instruments and how data were



collected and analysed. A questionnaire adapted from Cheng and Dörnyei (2007) was used to investigate teachers' beliefs about the importance of the use of motivational strategies in motivating formative learners. Classroom observations included video and audio stimulated recall and an observation chart to find out how teachers used these strategies in their teaching practice, the activities they used to engage the learners and to report any observable challenges they experienced during their English class sessions. Interviews included stimulated recall and semi-structured interviews were used to obtain a deep description from teachers on the strategies and engagement activities used and discuss the pedagogical challenges they experienced while teaching English and how they want to overcome them. Using this mixed research method assisted the researcher to gain an accurate picture of the phenomena being studied. The next chapter presents the results in response to the four research questions. These results provide findings using three different instruments: the questionnaire, classroom observations of teachers' practices, and interviews.

## CHAPTER 5: RESULTS

### 5.0. Introduction

This chapter presents analysis of the quantitative and qualitative data collection. The research tools consisted of: questionnaire, classroom observations, and note-taking from video stimulated and audio recordings and semi-structured interviews. The chapter is divided into two sections. Targeting the questionnaire completed in this study by 76 EFL Libyan teachers in primary schools, the first section presents and analyses teachers' responses to the first research question: *How important do English language teachers believe motivational strategies are for their students to learn English?* Reliability measures, descriptive statistical analysis and the frequency of teachers' responses to the 10 clusters of motivational strategies are presented. Comparison with Taiwanese findings is made of the Libyan English teachers' perceptions of the importance of the assessed motivational strategies. The section ends with an analysis of the demographic information of the Libyan teachers.

The second section presents and analyses the data obtained from the observations, notes and interviews in response to the research questions: *How do English teachers use motivational strategies in their teaching practice?*, *How do EFL teachers engage beginner learners in learning English as a foreign language?* and *What are the pedagogical difficulties that EFL teachers face in motivating students and how do they overcome those difficulties?*. Six teachers were selected for observation of their classes followed by interviews. Using thematic analysis, the collected qualitative data were clustered into themes representative of the responses to each research question. Triangulation of the quantitative and qualitative methods occurred adding trustworthiness to the study.

### 5.1 Quantitative findings: The questionnaire

Table 5.1 illustrates the main findings of the 76 questionnaire results of EFL teachers' beliefs about the importance of using motivational strategies to motivate formative learners learning English as a foreign language in Libyan primary schools. Based on

the teachers' answers to the 48 statements using the six-point Likert scale ranging from 'very important' (6) to 'not important' (1), the clusters were ranked according to the importance that they were given by participating teachers.

The findings revealed that out of ten motivational clusters, three clusters revealed mean values higher than a scale of five. The motivational clusters are 'appropriate teacher behaviours', 'promoting learners' self-confidence and recognising students' efforts. This indicates that these clusters are given more importance than other clusters by the selected teachers in motivating students to learn English.

Two other motivational clusters appeared with a mean value of nearly five, verifying that the strategies of generating a pleasant classroom climate and rendering the learning task more stimulating, teachers believe are also important in motivating learners. The top five motivational strategies revealed that teachers rated highly the importance of using those strategies in the classroom. On the other hand, as the table depicts, familiarising learners with L2-related values; promoting learners' autonomy; and group cohesiveness and group norms are the three lowest clusters. These clusters might be underused in the classrooms due to the lack of importance attached to them by teachers. These findings signify that these EFL teachers in Libyan primary schools believed that some strategies are more important than others.

Table 5.1: *Final rank order and descriptive statistics of the strategy scale and the individual constituent strategies*

Scales and constituent strategies	N. Participants	Mean	SD
<b>1. Appropriate teacher behaviour (Cronbach <math>\alpha = 0.73</math>)</b>	76	<b>5.18</b>	<b>0.26</b>
(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
<b>2. Promote learners' self – confidence (Cronbach <math>\alpha = 0.71</math>)</b>	76	<b>5.14</b>	<b>0.44</b>
(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 important than being grammatically correct.	76	4.38	1.46
<b>3. Recognise students' effort (Cronbach <math>\alpha</math> = 0.75)</b>	76	<b>5.13</b>	<b>0.21</b>
(42) Promote effort attributions	76	5.33	.896
(15) Make sure grades reflect students' effort and hard work	76	5.28	.854
(46) Recognise students' effort and achievement	76	5.08	.944
(8) Monitor students' progress and celebrate their victory	76	4.86	1.24 0
<b>4. Creating a pleasant classroom climate (Cronbach <math>\alpha</math> = 0.60)</b>	76	<b>4.91</b>	<b>0.36</b>
(30) Create a supportive classroom climate that promotes risk-taking	76	5.34	.825
(21) Use a short and interesting 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 humour	76	4.45	1.36
<b>5. Make the learning tasks stimulating (Cronbach <math>\alpha</math> = 0.78)</b>	76	<b>4.90</b>	<b>0.29</b>
(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 element	76	4.92	1.19
(12) Introduce various interesting 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
<b>6. Present tasks properly (Cronbach <math>\alpha</math> = 0.72)</b>	76	<b>4.82</b>	<b>0.67</b>
(6) Give clear instructions by modelling	76	5.30	1.11

(25) Give good reasons to students as to why a particular task is meaningful	76	4.34	1.48
<b>7. Increase learners' goal-orientedness (Cronbach <math>\alpha</math> = 0.67)</b>	76	<b>4.57</b>	<b>0.30</b>
(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
<b>8. Familiarise learners with L2-related values (Cronbach <math>\alpha</math> = 0.71)</b>	76	<b>4.56</b>	<b>0.75</b>
(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
<b>9. Promote learner autonomy (Cronbach <math>\alpha</math> = 0.72)</b>	76	<b>4.50</b>	<b>0.65</b>
(37) Adopt the role of a 'facilitator'	76	5.26	.998
14) Teach self-motivating strategies	76	5.07	.754
(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
<b>10. Promote group cohesiveness and group norms (Cronbach <math>\alpha</math> = 0.79)</b>	76	<b>4.48</b>	<b>0.48</b>

(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

### 5.1.1 Reliability analysis

The reliability analysis of the 10 clusters revealed that the mean Cronbach Alpha ( $\alpha$ ) across the 10 strategy cluster was above 0.70. Clusters of strategies that had lower Cronbach Alpha included *'increase learners' goal-orientedness* with 0.67 and *'create a pleasant classroom climate* with 0.60. Cheng and Dörnyei (2007) explained the reasons for the lower Cronbach Alpha within these clusters as that the questionnaire was designed to explore teachers' practices inside the classroom. These strategies were considered to be "behavioural items" focusing on what teachers did rather than on what they thought or felt, and "such items tend to be more heterogeneous even within one domain" (p. 160). Another reason is that "Alpha is affected by the length of the test; if the test is too short, the value of alpha is reduced" (Tavakol & Dennick, 2011, p. 53). The scales with low Cronbach Alpha have only four statements and this may also have accounted for the low Cronbach alpha.

### 5.1.2. Descriptive analysis

Using the descriptive analysis, the mean and standard deviation of the 48 strategies were calculated and tabulated similar to that of Cheng and Dörnyei's (2007) within each macro strategy. The strategies were then ranked in order according to teachers' responses from the highest to the lowest mean. As each cluster had a set of related strategies, the 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. The lowest and highest standard deviations for some strategies within each cluster are illustrated in figures to show how the number of teachers' responses were clustered or spread out from the mean.

Table 5.1 shows the mean (M) and the standard deviation (SD) of the teachers' responses to questionnaire statements. The mean refers to the average score of a group of numbers (Cohen et al., 2011). The standard deviation indicates "the average distance that each score is from the mean" (Cohen et al., 2011). The mean of the highest strategy overall was 'encourage students to try harder' with 5.51 and the lowest overall mean strategy was 'invite English –speaking foreigners to class' with 3.62.

The first strategy cluster in the table (5.1) was 'appropriate teacher behaviour' with an overall mean value of 5.18 and a standard deviation of 0.26. This cluster had five motivational strategies that started ranging from the highest mean 5.42 'show students you care about them' and SD of 1.12 to the lowest mean 4.74 'share with students that you value English as a meaningful experience' and SD of 1.42. Within this cluster, the strategy 'establish good rapport with students' had the highest standard deviation of 1.48 which indicates that the data points are spread out from the mean. Figure (5.1) shows the number of teachers' rating response to this strategy. 49 teachers considered this strategy as very important, 16 important, 3 moderately important, 1 slightly important and 7 not important.

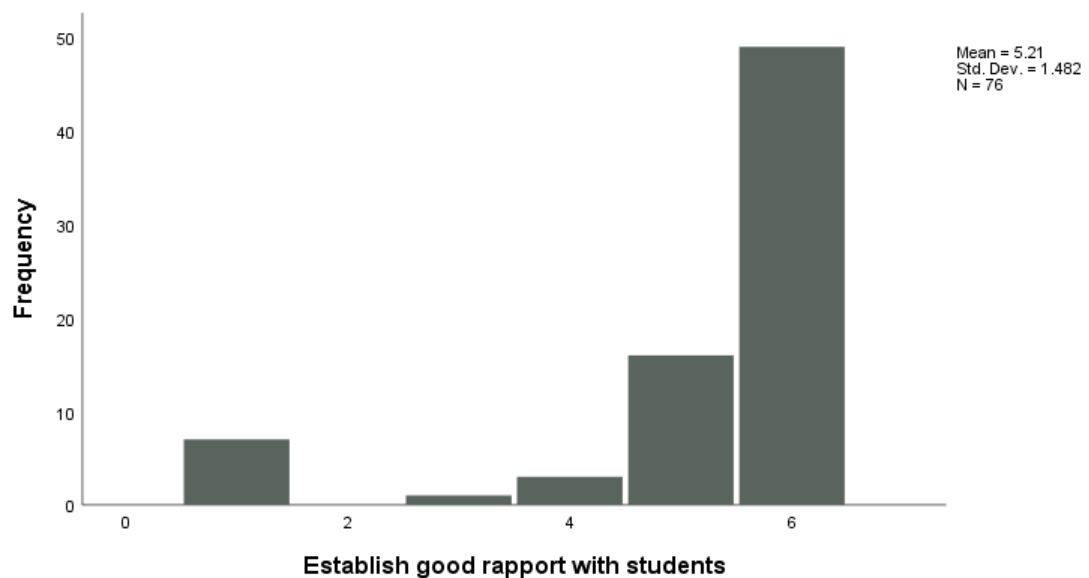


Figure 5.1: Standard deviation of the strategy 'establish good rapport with students'

The second strategy cluster ranked in the table was 'promote learners' self – confidence'. The overall mean was 5.14 and the standard deviation of 0.44. The cluster

consisted of five motivational strategies that encourage learners' self-confidence. The highest mean strategy within this cluster was *'encourage students to try harder'* with 5.51 mean and standard deviation of 0.77. The lowest mean strategy was *'make clear to students that communicating meaning effectively is more important than being grammatically correct'* with 4.38 and a standard deviation of 1.46. The SD of *'encourage students to try harder'* strategy has the lowest SD in the cluster. This means the data points are clustered about the mean as shown in Figure (5.2). 46 teachers considered the strategy as very important, 26 as important, 3 moderately important and 1 not important.

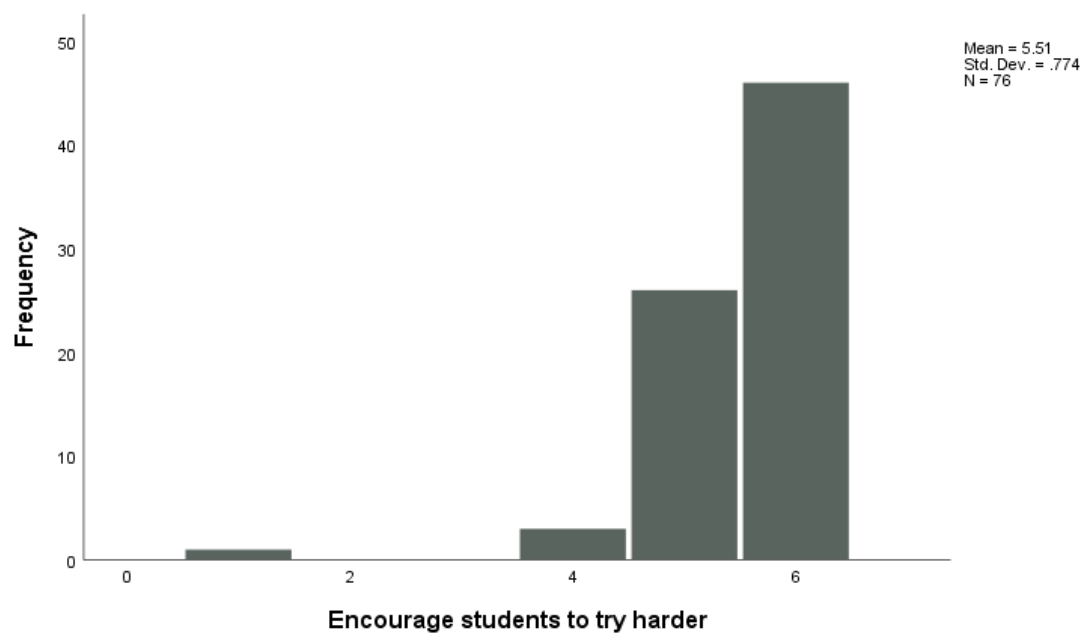


Figure 5.2: Standard deviation of the strategy *'encourage students to try harder'*

Whereas, as illustrated in Figure 5.3, the strategy *'make clear to students that communicating meaning effectively is more important than being grammatically correct'* has the highest SD in the cluster where 18 teachers considered this strategy very important, 25 important, 17 moderately important, 5 slightly important, 6 rarely important and 5 not important.



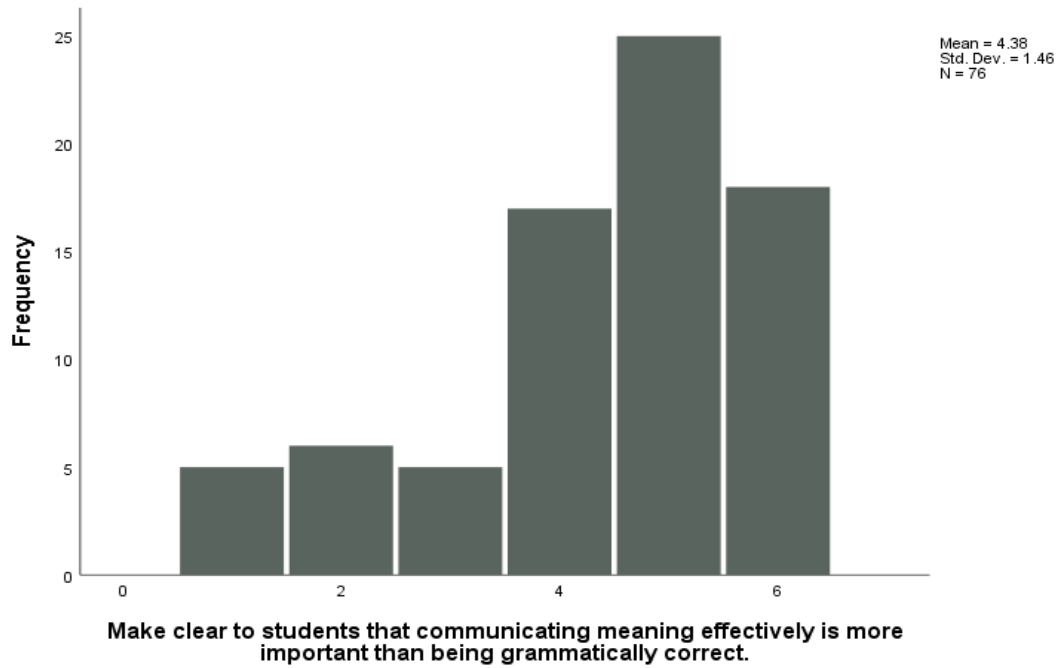


Figure 5.3: Standard deviation of the strategy 'make clear to students that communicating meaning effectively is more important than being grammatically correct'

The third strategy cluster in the scale was '*recognise students' effort*', with the overall mean 5.13 and standard deviation of 0.21. This cluster contained four strategies starting with '*promote effort attributions*' with the mean of 5.33 and standard deviation of 0.89 and ending with '*monitor students' progress and celebrate their victory*' with the mean of 4.86 and a standard deviation of 1.24, which is the lowest mean in the cluster. The SD of 1.24 is the highest SD in this cluster as teachers spread their rating from 6 to 1 as shown in Figure (5.4). 24 teachers believed this strategy is very important, 35 important, 7 moderately important, 5 slightly important, 2 rarely important and 3 not important and 3 not important.

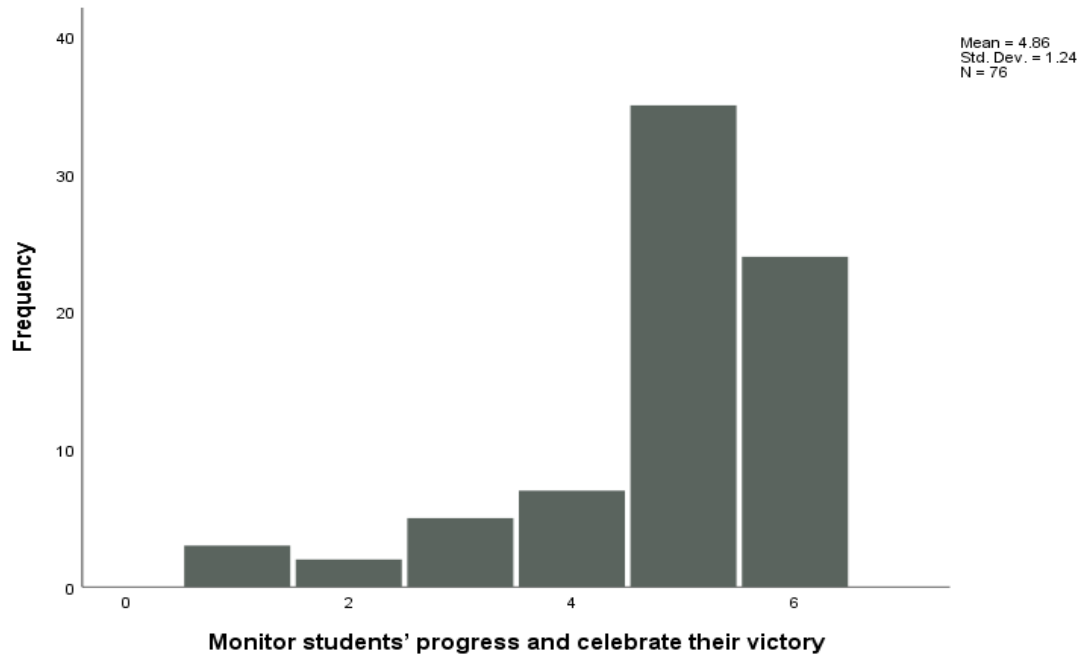


Figure 5.4: Standard deviation of the strategy ‘monitor students’ progress and celebrate their victory’

‘*Creating a pleasant classroom climate*’ comes in fourth with the overall mean of 4.91 and a standard deviation of 0.36. The highest mean within this cluster was 5.34 for the strategy ‘*create a supportive classroom climate that promotes risk-taking*’ and a standard deviation of 0.82. This strategy has the lowest SD in the cluster as shown in figure (5.5) where 40 teachers considered the strategy as very important, 24 important, 11 moderately together and 1 not important. The lowest mean was 4.45 for ‘*bring in and encourage humour*’ with a standard deviation of 1.36. As illustrated in Figure (5.6), this strategy has got the highest SD where teachers gave 17 very important, 27 important, 18 moderately important, 4 slightly important and 3 not important.

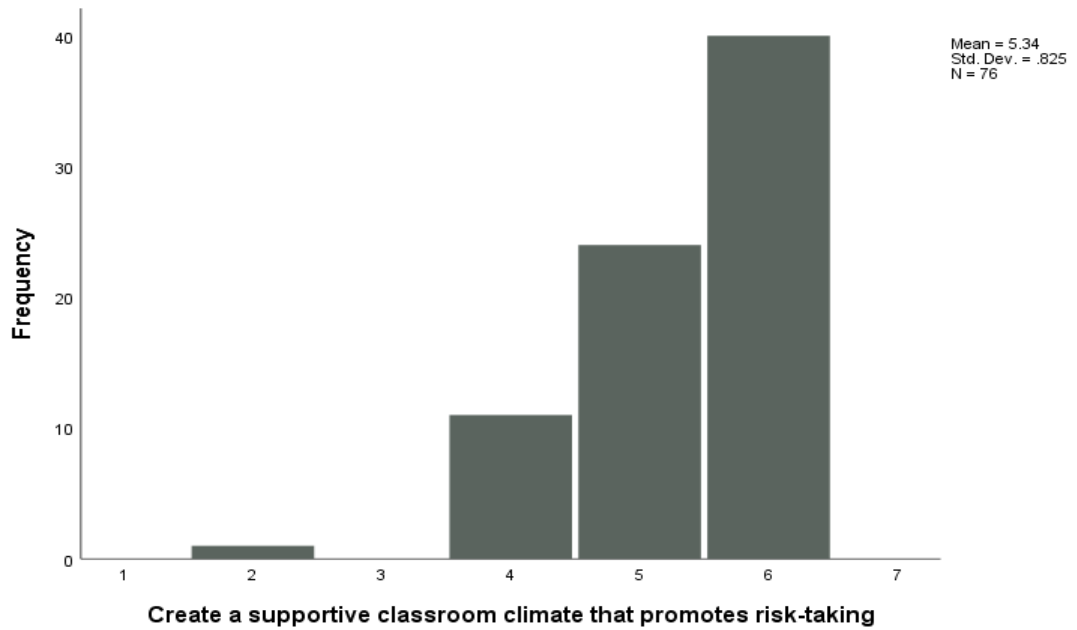


Figure 5.5: Standard deviation of the strategy ‘creating a pleasant classroom climate’

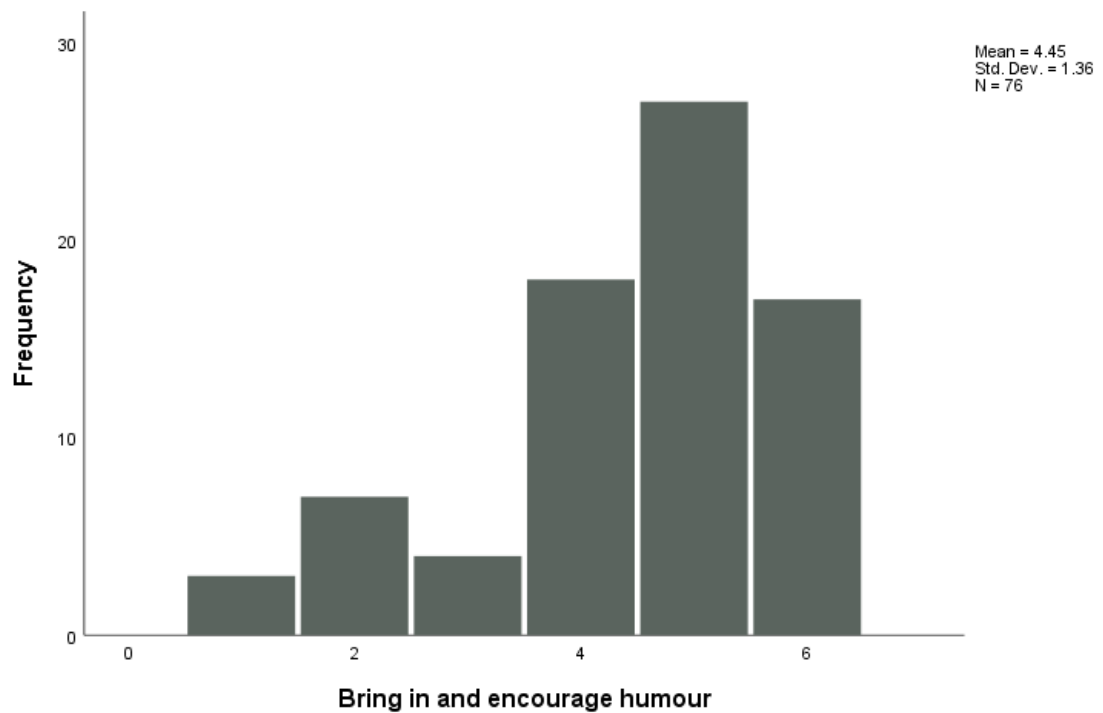


Figure 5.6: Standard deviation of the strategy ‘bring in and encourage humour’

The fifth strategy cluster was ‘*making the learning tasks stimulating*’ with the overall mean of 4.90 and a standard deviation of 0.29. The cluster had six motivational strategies concerning assisting learners to learn tasks in stimulating ways. It was ordered from the highest mean strategy ‘*present various auditory and visual teaching*

*aids*’ with 5.25 and standard deviation of 1.06 to the lowest mean strategy which was “*make tasks challenging*” with 4.53 and standard deviation of 1.37. Figures (5.7) and (5.8) illustrate the strategies have got the lowest and highest SD in the cluster. The strategy ‘*break the routine by varying the presentation format*’ has got the lowest SD in this cluster with 0.90 as 33 of teachers considered as very important, 35 important, 5 moderately important and 3 slightly important whereas the strategy ‘*encourage students to create products*’ has got the highest SD with 1.50. 27 teachers considered this strategy is very important, 24 important, 10 moderately important, 7 slightly important, 2 rarely important and 6 not important.

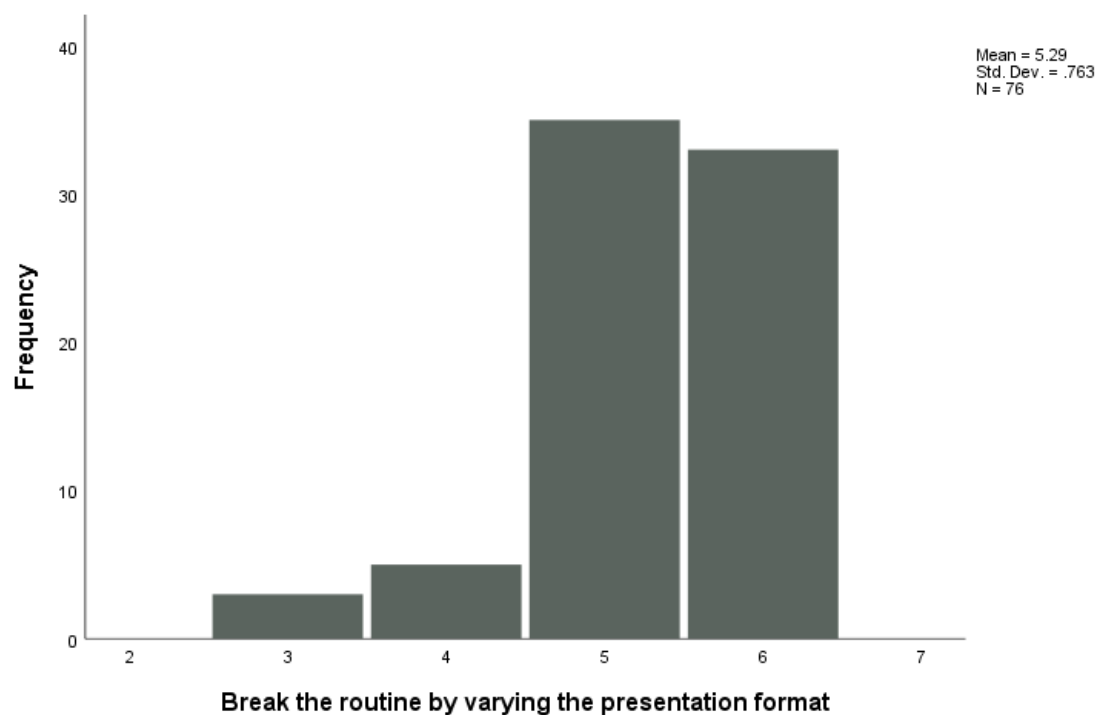


Figure 5.7: Standard deviation of the strategy ‘break the routine by varying the presentation format’

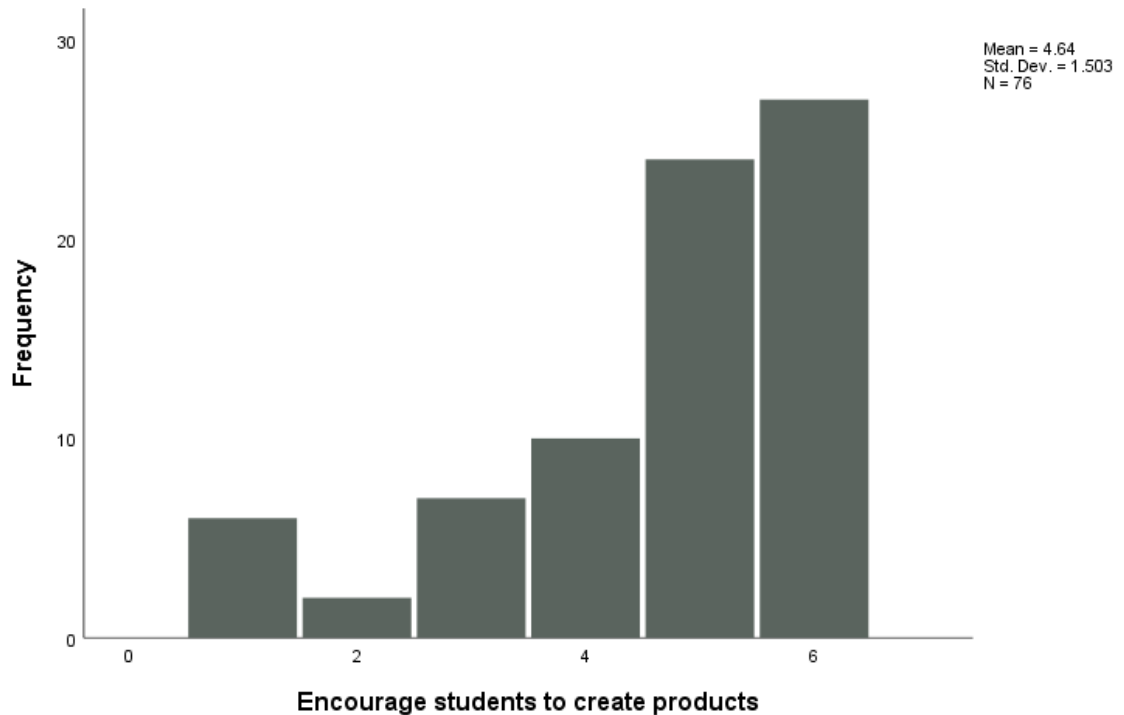


Figure 5.8: Standard deviation of the strategy ‘encourage students to create products’

‘Presenting tasks properly’ comes sixth in the score of importance according to the teachers’ responses with the overall mean of 4.82 and a standard deviation of 0.67. This strategy cluster consisted of two motivational strategies: ‘give clear instructions by modelling’ with the mean of 5.30 and standard deviation of 1.11 and ‘give good reasons to students as to why a particular task is meaningful’ which had the lowest mean of 4.34 and standard deviation of 1.48. This strategy has got the highest SD in the cluster as illustrated in figure (5.9) as 12 teachers considered it as very important, 36 important, 14 moderately important, 2 slightly important, 4 rarely important and 8 not important.

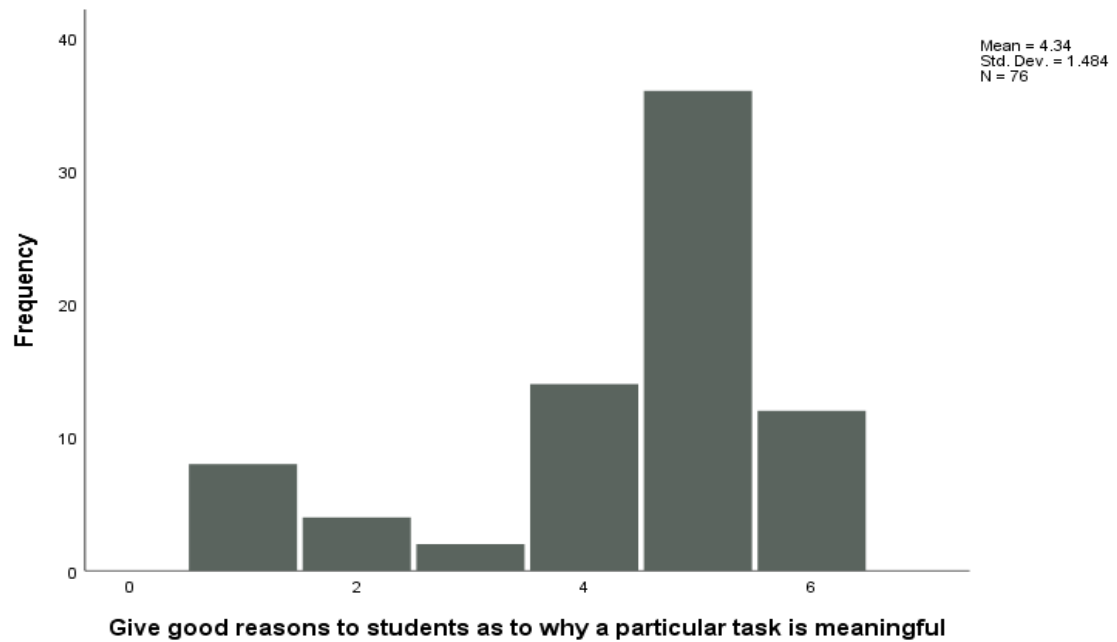


Figure 5.9: Standard deviation of the strategy 'give good reasons to students as to why a particular task is meaningful'

The seventh strategy cluster was '*increase learners' goal-orientedness*' with the overall mean of 4.57 and a standard deviation of 0.30. The highest mean strategy within this cluster was '*encourage students to set learning goals*' with 4.87 mean and standard deviation of 1.13 and the lowest mean strategy was '*display the class goal in a wall chart and review it regularly*' with 4.30 and standard deviation of 1.16. The strategy with the highest SD of 1.27 as shown in figure (5.10) is '*find out students' needs and build them into the curriculum*' where 25 teachers considered as very important, 29 important, 13 moderately important, 3 slightly important, 3 rarely important and 3 not important.

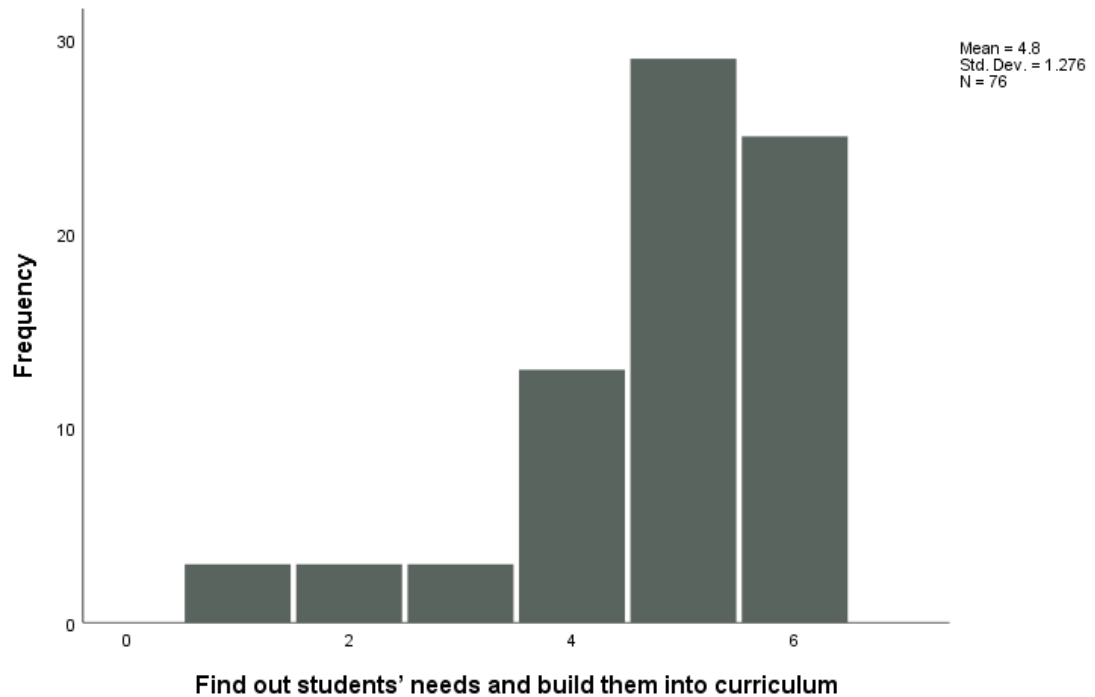


Figure 5.10: Standard deviation of the strategy 'find out students' needs and build them into the curriculum'

The eighth strategy cluster was '*familiarising learners with L2-related values*' with the overall mean of 4.56 and a standard deviation of 0.75. The cluster had seven motivational strategies that aim to familiarise learners with the second language related value. It was ordered from the highest mean strategy '*increase the amount of English you use in the class*' with 5.46 and a standard deviation of 0.84 whereas the lowest mean strategy was '*invite English-speaking foreigners to class*' with 3.62 and a standard deviation of 1.60. Figures (5.11) and (5.12) illustrate the strategies have got the lowest and highest SD in the cluster. The SD of 0.48 considered the lowest in the cluster where 48 teachers considered as very important, 19 important, 5 moderately important, 4 slightly important whereas the SD of 1.60 has the highest SD among the ten clusters where 7 teachers as very important, 19 important, 23 moderately important, 4 slightly important, 11 rarely important and 12 not important.

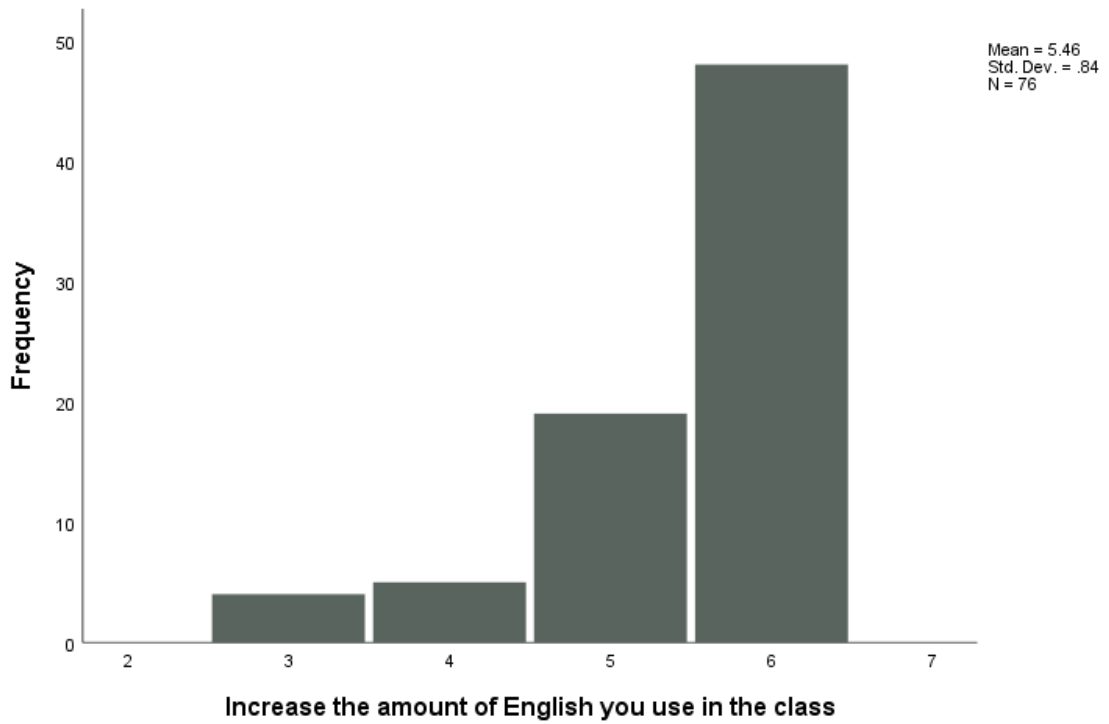


Figure 5.11: Standard deviation of the strategy ‘increase the amount of English you use in the class’

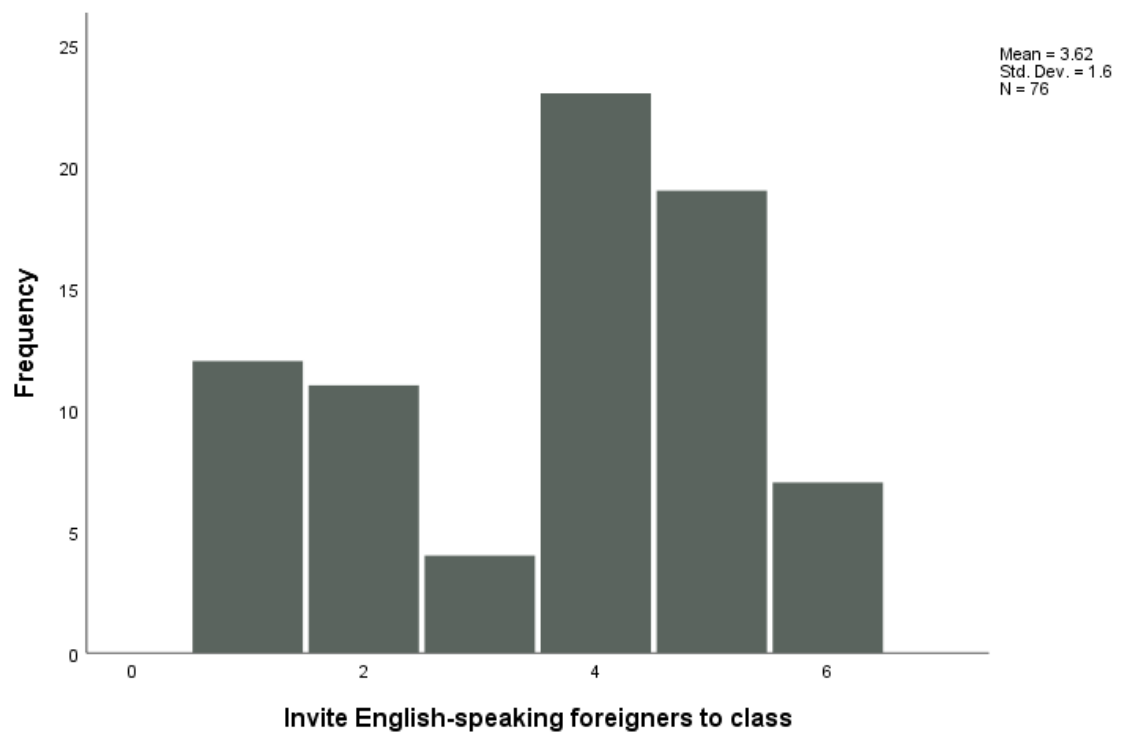


Figure 5.12: Standard deviation of the strategy ‘invite English-speaking foreigners to class’



'Promoting learners' autonomy' ranked a ninth of importance according to the teachers' responses with the overall mean of 4.50 and a standard deviation of 0.65. This cluster contained six motivational strategies ordered from the highest mean strategy 'adopt the role of a facilitator' with 5.26 and standard deviation of .998. The lowest mean strategy was 'give students choices in deciding how and when they will be assessed' with 3.82 and a standard deviation of 1.33. The strategy "teach self-motivating strategies" has got the lowest SD of 0.75 among the ten clusters as shown in figure (5.13). 20 teachers considered this strategy as very important, 44 important, 10 moderately important, 1 slightly important, and 1 rarely important. The strategy 'involve students in designing and running the English course' has the highest SD in the cluster of 1.36 figure (5.14). 9 teachers considered this strategy as very important, 16 important, 29 moderately important, 10 slightly important, 6 rarely important and 6 not important.

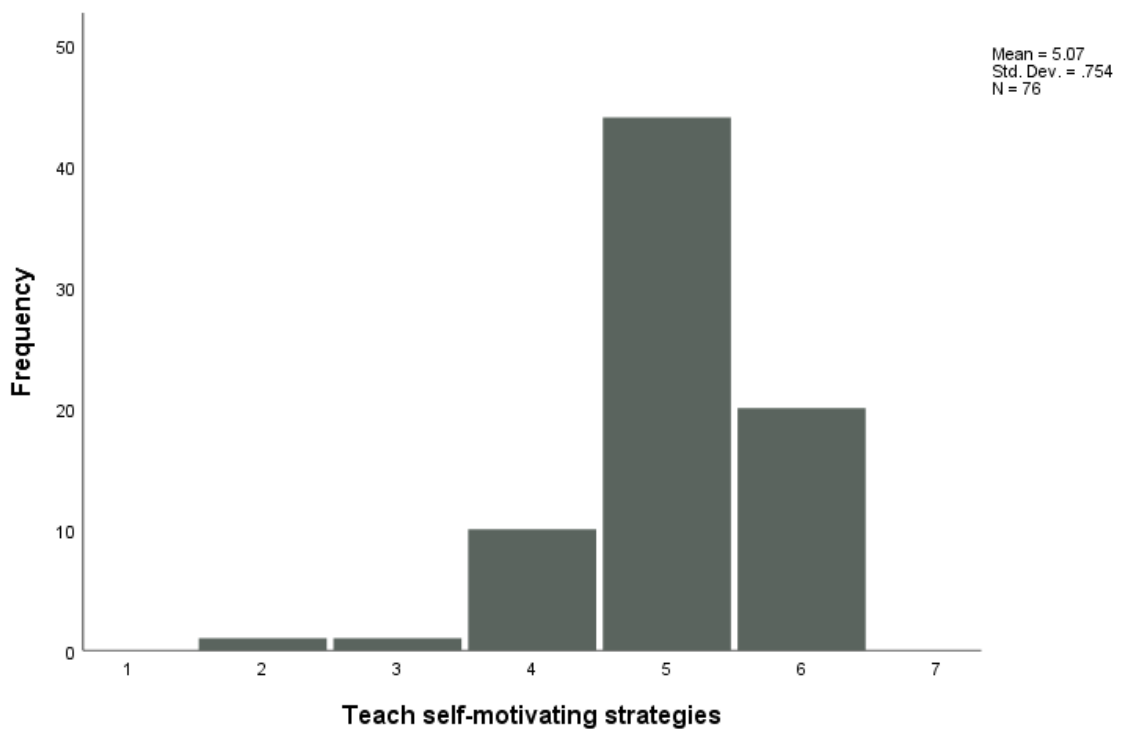


Figure 5.13: Standard deviation of the strategy 'teach self-motivating strategies'

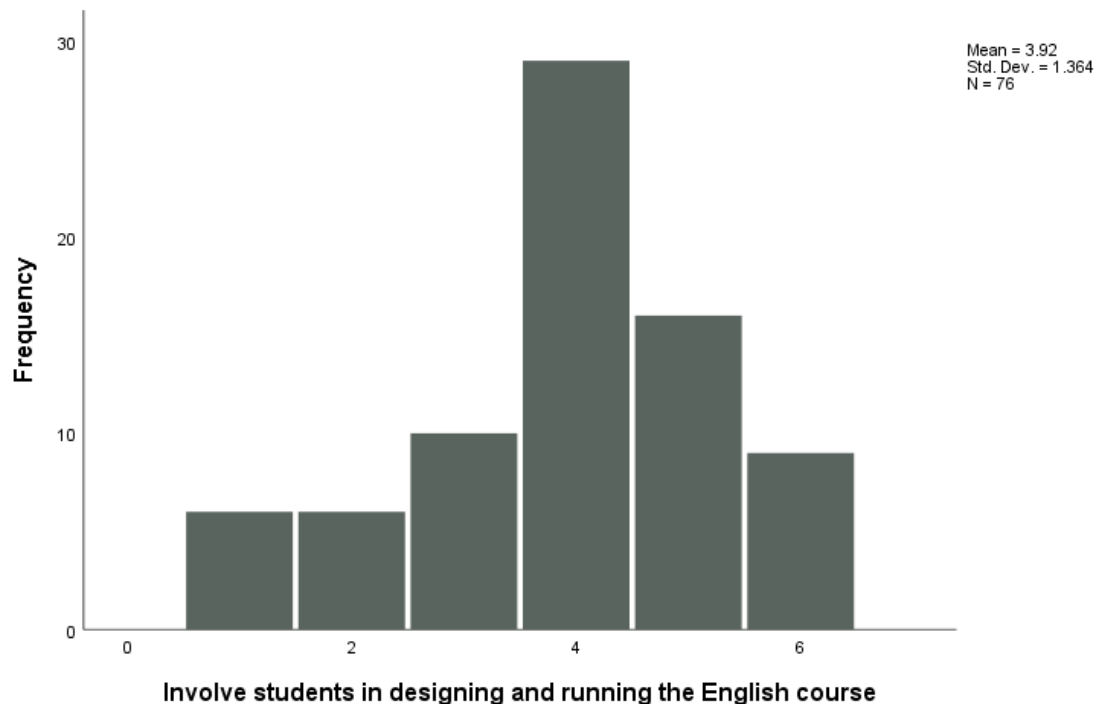


Figure 5.14: Standard deviation of the strategy ‘involve students in designing and running the English course’

The last and tenth strategy cluster ranked on the scale was ‘*promote group cohesiveness and group norms*’. The overall mean was 4.48 and the standard deviation was 0.48. The highest mean strategy within this cluster was ‘*ask students to work toward the same goal*’ with 4.87 mean and standard deviation of 1.15. The lowest mean strategy was ‘*let students suggest class rules*’ with 3.71 and a standard deviation of 1.28. This strategy has got the highest SD in the cluster where 4 teachers considered it as very important, 13 important, 36 moderately important, 12 slightly important, 2 rarely important and 9 not important, figure (5.15).

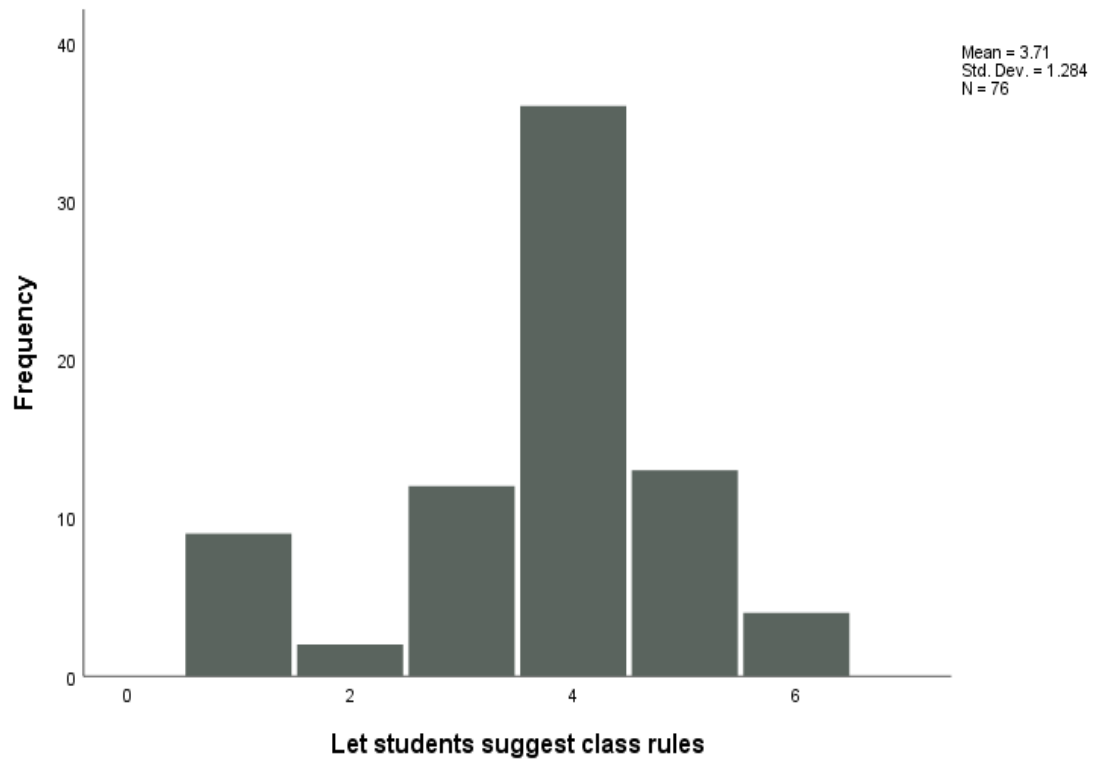


Figure 5.15: Standard deviation of the strategy 'let students suggest class rules'

### 5.1.3. The frequency of responses to the motivational strategies

In this sub-section, the frequency average was calculated in order to discern the importance that the 76 teachers who completed the questionnaire allocated to each cluster (see Table 5.2). In order to discern the frequency of teachers' responses on 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' such that 1= not important (NI), 2= rarely important (RI), 3= slightly important (SI). The ratings 4 - 6 were considered as 'positive' or 'important' and were categorised as 4 = moderately important (MI), 5= important (I), 6 = very important (VI). Categories with the largest percentage of importance for each strategy in the scale were revealed. The positive/important categories together revealed the highest frequencies for each of the 10 clusters of motivational strategies as Table 5.2 displays.

Table 5.2: Frequency average to the clusters of motivational strategies

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

#### 5.1.4. Comparison of the Libyan English teachers' perception of the importance of the assessed motivational strategies in the light of Chung and Dörnyei's (2007) Taiwanese findings.

As the questionnaire is adapted from Cheng and Dörnyei (2007), a comparison of the results with the Libyan findings was made. As discussed in [Section 3.5.5](#) that the study undertaken by (Cheng & Dörnyei, 2007) investigated the importance of the motivational strategies used by Taiwanese EFL teachers, ranging from primary school to university teachers, to motivate students learning English as a foreign language in the Asian context. But in the Libyan environment, the study focused on Libyan

teachers who were teaching English to children whose first exposure to English language teaching was in the early primary years. Although the Taiwanese study had a large sample with 387 teachers, where is in Libyan study consisted of a convenience sample of 76 elementary teachers, the results of both studies were compared. The main findings show some similarities between Libyan and Taiwanese teachers in relation to the importance of using some strategies to motivate learners to learn English as a foreign language. The key similarities are *'proper teacher behaviour'*, *'create a pleasant classroom climate'*, *'familiarise learners with L2- related values'*. Both studies were given the same priority to *'proper teacher behaviour'*, which rated very high by Libyan and Taiwanese teachers. However, the main differences are *'make the learning tasks stimulating'* where in Libya has higher priority than in Taiwan. The other strategies have some slight differences in the rank order of Libyan and Taiwanese teachers' views and beliefs on the importance of the use of some strategies to motivate learners. These findings revealed that some strategies are transferable across cultures such as *'proper teacher behaviour'*,

In the Libyan case, the sequence of the motivational strategies indicates from highest to lowest importance to teachers: (1) proper teacher behaviour; (2) promote learners' self-confidence; (3) recognise students' effort; (4) creating a pleasant classroom climate; (5) make the learning tasks stimulating; (6) present tasks properly; (7) increase learners' goal-orientedness; (8) familiarise learners with L2- related values; (9) promote learner autonomy; (10) promote group cohesiveness and group norms. The table (16) shows the rank of the ten clusters ordered by Libyan teachers compared with the rank of Taiwanese teachers.

Table 5.3: *Comparison of the rank order of the macro strategies obtained in Libya and in the study undertaken by Cheng and Dörnyei (2007)*

<b>Clusters</b>	<b>Libyan questionnaire (N=76)</b>	<b>Taiwanese questionnaire (N=387)</b>
Proper teacher behaviour	1	1
Promote learners' self- confidence	2	3
Recognise students' effort	3	2

Creating a pleasant classroom climate	4	4
Make the learning tasks stimulating	5	7
Present tasks properly	6	5
Increase learners' goal-orientedness	7	6
Familiarise learners with L2- related values	8	8
Promote learner autonomy	9	10
Promote group cohesiveness and group norms	10	9

#### 5.1.5. The findings of the analysis of the demographic information

The demographic information was used in this study to provide data about the teachers who answered the questionnaire. The use of demographic information such as age, gender, degree qualification, and teaching experience considered an important variable in educational research. These demographic elements help the readers to understand the participants who completed the questionnaire.

Some open questions are attached to provide more information about EFL teachers in Libyan primary schools. 76 teachers participated in the questionnaire. All the participants answered the demographic information except one missing gender data (1.3%). In relation to gender, 70 of the teachers (92.1%) were female and five were male (6.6 %). Regarding the teaching qualification, 10.5% of teachers have a diploma, whereas, 88.2% have a licentiate. The age of the participants ranges from 25 to 55 years. Teachers represented a range of teaching experiences in teaching: 49.3% had less than 10 years' experience and 50.7% had been teaching for over 10 years. Table 5.4 shows the percentage of participating teachers who teach in a variety of institutional contexts, ranging from primary to secondary schools. The highest percentage (53.9%) is for teachers who teach in primary and middle schools.

Table 5.4: *Types of participants (76) teaching context*

<b>Type of context</b>	<b>Number</b>	<b>Percentage (%)</b>
Primary	24	31.6
Primary and middle	41	53.9
Primary, middle and secondary	10	13.2
Missing	1	1.3

## 5.2. Qualitative findings: Classroom observations and interviews

The previous section demonstrated the findings from Phase One from the questionnaire, namely that the English language Libyan teachers believed that using a range of motivational strategies is important in the classroom to motivate primary school children to learn English as a foreign language. This section presents Phase Two, the results that emerged from data collected firstly from classroom observations and secondly from interviews. Phase Two is reported in response to the three research questions: 1. *How do English teachers use motivational strategies in their teaching practice?* 2. *How do EFL teachers engage beginner learners in learning English as a foreign language?* and 3. *What are the pedagogical difficulties that EFL teachers face in motivating students and how do they overcome those difficulties?*

In Phase Two, three main themes emerged: 1. Teachers' use of motivational strategies 2. Teachers' activities to facilitate student engagement, and 3. Challenges that EFL teachers face in motivating students. Sub-themes consolidated each theme.

### 5.2.1. Theme One: Teachers' use of motivational strategies

Teachers were observed in their actual use of motivational strategies through the classroom observations (video stimulated recall, audio recording and observation chart) and the interviews (stimulated interviews and semi-structured interviews). The classroom observations revealed that EFL teachers used many strategies in their

teaching practice to motivate formative learners to learn English. Teachers acknowledged the importance of implementing the motivational strategies in their teaching practice, considering them as an important element for learning English as a foreign language. In the interviews with Ahmed, he mentioned that: “Our target is making learners like English”, referring to the importance of using strategies in teaching to motivate children learning English: “They are very important, No education without strategies, otherwise, it will be a failure.” Calculating the frequency of use assisted in clarifying the preferred strategies used by teachers and therefore helped determine the sub-themes.

#### 5.2.1.1. Frequency and use of motivational strategies

Teachers applied many strategies to motivate formative learners in learning English. Twenty-four strategies were used by teachers in their teaching practice out of the forty-eight strategies noted by Cheng and Dörnyei (2007). Table 5.5 of frequencies, quantitatively illustrates the sub-themes (or the motivational strategies) that were revealed in the theme: Teachers’ use of motivational strategies. Taking into consideration the fact that teachers were observed twice (except one teacher who was observed once), the total use of strategies was high.

As five out of six teachers agreed to use video stimulated recall, strategies depending on both verbal and non-verbal communication were observed and the frequency of their use was tabulated to include individual use of the strategy and the overall total use. For example, the strategy, ‘*establish good rapport*’ with learners was observed on 53 occasions. The total frequency of teachers’ use of each strategy in observations 1 and 2 was combined to provide an estimate of the total of each strategy used by each teacher. For example, Marwa provided 15 instances of positive feedback in Observation 1 and 25 in Observation 2. The total instances of Marwa’s feedback was 40.



Table 5.5: Frequency of use of motivational strategies by EFL teachers

Motivational strategies adapted from Cheng and Dörnyei (2007)	Samar	Marwa	Huda	Ali	Ahmed	Fatima	Total	Percentage% of all observed strategies in use
<b>1. Appropriate teacher behaviour</b>								
(2) Show students you care about them	4	2	-	2	1	-	9	1.2%
(17) Show your enthusiasm for teaching	-	2	2	3	2	-	9	1.2%
(47) Be yourself in front of the student	-	2	2	2	2	-	8	1.1%
(23) Establish a good rapport with students	8	12	9	12	5	7	53	7.1%
<b>2. Promote learners' self – confidence</b>								
(28) Encourage students to try harder	-	5	3	-	6	-	14	1.9%
(34) Provide students with positive feedback	2	40	8	16	16	5	87	11.6%
(11) Design tasks that are within the students' ability	1	1	-	-	-	-	2	0.3%
(33) Make clear to students that communicating meaning effectively is more important than being grammatically correct.	6	10	10	30	33	13	102	13.6%
<b>3. Recognise students' effort</b>								

(46) Recognise students' effort and achievement	-	1	1	8	3	2	15	2.0%
(8) Monitor students' progress and celebrate their victory	2	2	2	2	1	2	11	1.5%
<b>4. Creating a pleasant classroom climate</b>								
(30) Create a supportive classroom climate that promotes risk-taking	1	4	-	-	-	-	5	0.7%
(21) Use a short and interesting opening activity to start each class	2	3	2	3	3	3	16	2.1%
(41) Avoid social comparison	5	1	-	3	3	2	14	1.9%
(1) Bring in and encourage humour	-	1	1	-	-	-	2	0.3%
<b>5. Make the learning tasks stimulating</b>								
(45) Present various auditory and visual teaching aids	17	29	23	5	29	-	103	13.8%
(18) Break the routine by varying the presentation format	20	23	7	6	28	-	84	11.2%
(27) Encourage students to create products	2	3	3	2	2	2	14	1.9%
(13) Make tasks challenging	-	5	4	3	-	-	12	1.6%
<b>6. Present tasks properly</b>								
(6) Give clear instructions by modelling	11	-	-	7	8	-	26	3.5%
(25) Give good reasons to students as to why a	-	-	-	2	-	-	2	0.3%

particular task is meaningful								
<b>7. Increase learners' goal- orientedness</b>								
(20) Help students develop realistic beliefs about English learning	3	-	1	1	-	1	6	0.8%
<b>8. Familiarise learners with L2- related values</b>								
(39) Increase the amount of English you use in the class	17	20	23	7	20	1	88	11.7%
<b>9. Promote learner autonomy</b>								
(37) Adopt the role of a facilitator	3	4	3	3	-	-	13	1.7%
<b>10. Promote group cohesiveness and group norms</b>								
(35) Ask students to work toward the same goal	6	20	6	6	5	3	46	6.1%
<b>Total of the strategies use</b>							<b>749</b>	

Figure (5.16) demonstrates the strategies used most frequently by teachers in their classrooms. The high-frequency strategies in use were: ‘*present various auditory and visual teaching aids make clear to students that communicating meaning effectively is more important than being grammatically correct; increase the amount of English you use in the class*’; ‘*provide students with positive feedback; break the routine by varying the presentation format*’; ‘*establish good rapport with students; ask learners to work toward the same goal; give clear instructions by modelling*’; ‘*use a short interesting opening activity to start each lesson*’; ‘*and recognise students effort*’. These strategies are discussed with examples illustrating how the teachers used each strategy. The expression ‘*making tasks stimulating*’ was adopted to present and to discuss the strategies ‘*present various auditory and visual teaching aids and break the routine by varying the presentation format*’.

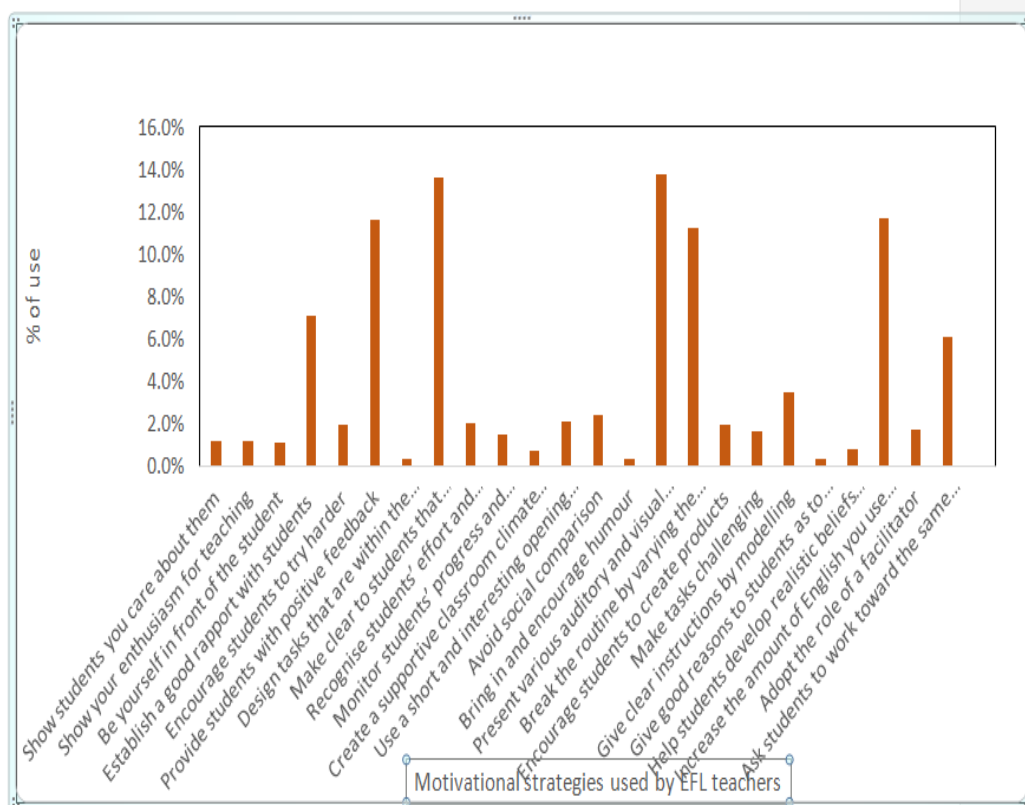


Figure 5.16: Teachers' frequency of use of motivational strategies

### ***Making tasks stimulating***

There are many advantages to making a task stimulating. By making tasks stimulating, the teacher attracts the learners' attention, motivating learners who lack a willingness

to learn English. The most common ways for teachers to make tasks stimulating is through the use of teaching aids, breaking the routine through varying the presentation format, encouraging students to create products and making the tasks challenging. The first two strategies are discussed together as teachers demonstrated varying the presentation format (84 times) through the use of various teaching aids (103 times).

During the classroom observations, in addition to using the textbook format only five out of six teachers varied their use of visual and audio teaching aids such as pictures, mobile phones, songs, digital projectors, computers, speakers, colouring colours, colourful letters, games and CDs. Teachers' efforts in preparing materials to make the task more stimulating are evidence of their enthusiasm in teaching English.

Marwa made the task stimulating through the use of various teaching aids and more than one tool to present the lessons. She used colourful pictures with the names of the letters (*Q, R, S, T, U, and V*) and an example of each letter (queen, rocket, sun, tomato, umbrella, and violet) to illustrate the alphabet letters in introducing them and utilized CDs. Learners listened to the letters, then the words and then pronounced them, Q- queen, R- rocket, S- sun, T- tomato, U- umbrella, V- violet (videoed: 10:00mins-14:00 mins). Then, both teacher and learners sang the alphabet song together, *A for Apple, B for Ball, C for Cat, D for Dog, E for Elephant, F for Flower* (videoed: 2mins:50secs). Marwa also used a digital projector to introduce the letters, words and the sounds of the alphabet, so learners could see and hear at the same time (videoed: 8mins:40secs-13:00mins). First, Marwa pointed her finger to the letter, for example S, and asked learners how to pronounce S as a sound, then as a letter and asked for a word containing the letter S. She did not depend only on the textbook in presenting the lesson but broke up the routine using varied formats through the use of auditory and visual aids.



Figure 5.17: Alphabet letters

Huda also implemented using teaching aids and varied the presentation format to facilitate learning English. First Huda introduced the new alphabet letters (W, X, Y, Z) by sticking the colourful letters of these letters on the board and asking learners if they knew them (videoed: 2mins:16secs). Then, Huda utilised pictures, each one with the letter (e.g, W), then a word (e.g, watch) and the photo of the word (e.g, the photo of watch) providing them with the four letters to assist learners in making a connection between the letter, the word and the picture of the word. Huda then used CDs to listen to these letters and words through singing a song (*W for watch, what is the time? X for x-ray, Y for a yoyo, Z for zebra, in the zoo, in the zoo*, videoed: 15: mins-19mins:17secs). Huda used CDs also for children to complete activities in the activity book, such as, “*listen and say, listen and look to your book*” (videoed: 2mins:47secs-6:00mins).

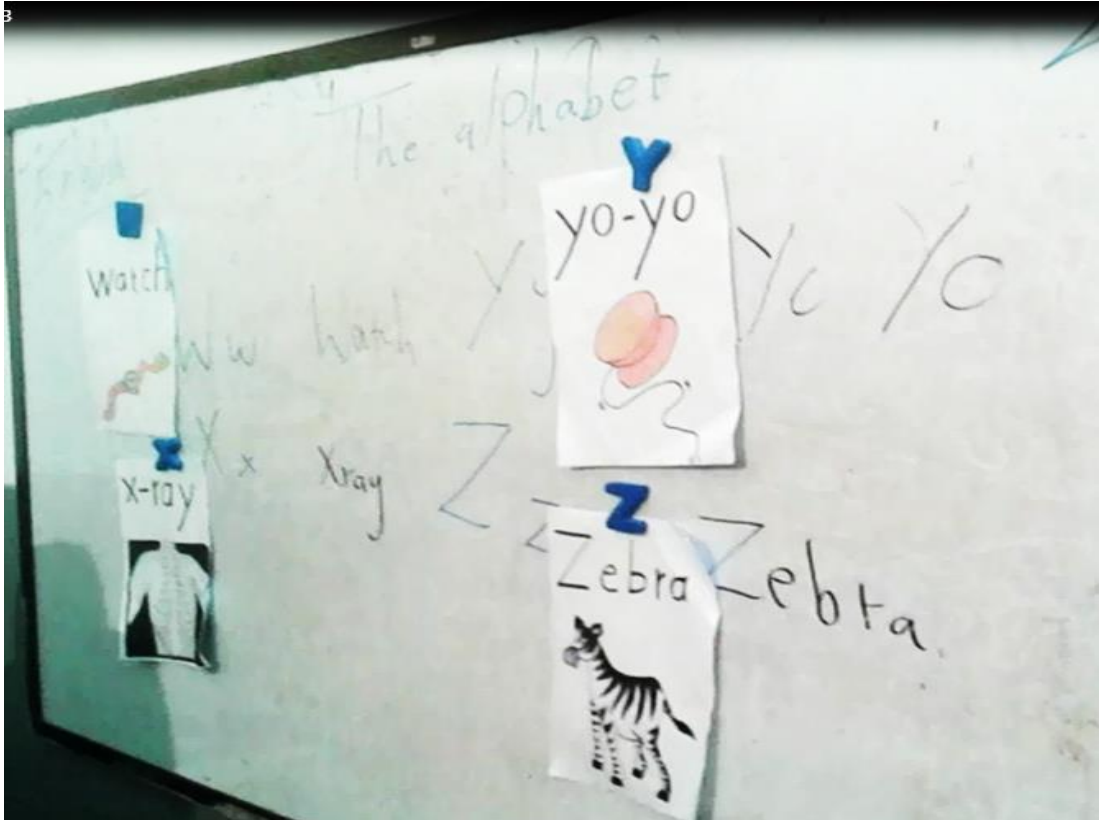


Figure 5.18: Introducing new letters

With 16 years' experience in teaching, Ahmed, in ways similar to Marwa and Huda, was aware of the motivation strategy "make tasks stimulating" as he used various teaching aids to motivate sixth-grade learners learning English. At the beginning of the lesson, Ahmed used his mobile phone (see Extract 1) to refresh learners' minds about the names of the colours that were taught in the last lesson. He gave the learners an opportunity to listen and see the colours at the same time. He explained that the name of the colour was the same colour as the item so that learners could recognise the colours readily and identify their names (Videoed: 2mins-6:00mins). In addition to the textbook, Ahmed presented the lesson, which was about the fruits and vegetables, through the use of pictures. Ahmed stuck a big picture on the board containing different kinds of fruits and vegetables. During the lesson, Ahmed used drawings to assist learners in remembering the vowel sounds; he drew a face with these sounds to make it easy for learners to remember the sounds (Figure 5.19). The teacher tried to make learning fun and enjoyable through varying the presentation format.

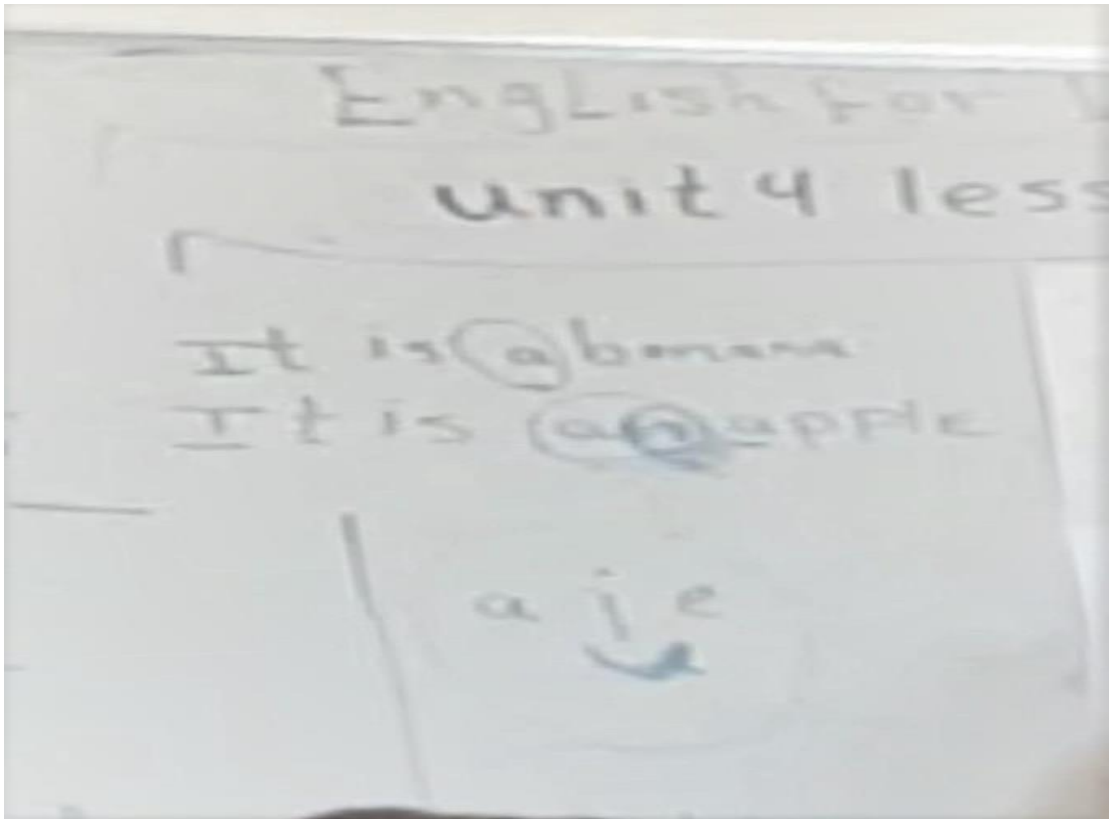


Figure 5.19: Face with vowel sounds

### Extract 1

الاستاد: اللي قدرت احصله من الانترنت هو الألوان نزلتها علي تلفوني وحنشوفوها سماعي وبصري

(Ahmed: yesterday, we took lesson 1, what I found from the internet was just the colours, I downloaded in my phone" we will see it together audio and video).

[Observation1, 01/01/2019]

In the interviews, the six teachers agreed about the importance of using teaching aids to motivate learners of English by making the tasks interesting. Huda maintained the use of teaching aids to motivate learners and increase their participation. She explained why she utilizes certain aids inside the classroom as a means of interacting with her students:

The most important thing is using the teaching aids in the classroom such as pictures, colourful letters, listening to songs and give learners letters and ask them to stick on board to form words.... It is necessary to have interaction between teacher and



learners “ and “To assist learners to be better and be interested and not boring [Interview 3:Huda, 05/12/2018].

Huda added that, for example, using songs is beneficial in order to assist learners in recognizing the words and how to pronounce them. Ali indicated that he liked to use video for learners to watch and hear at the same time. He believed that the high use of videos assists learners of English as, “learners will be more interested, they will try to copy the pronunciation and their accent.” [Interview 4:Ali, 01/01/2019].

Teachers also considered using teaching aids especially pictures as one of the best teaching aids to attract students’ attention and to make them excited. Samar explained that;

When I used pictures, for example, learners became more active and then they paid more attention and loved learning English. All learners were happy and that assisted them to understand more. Other things such as CDs, computers and recorders, all help” [Interview 1:Samar, 22/11/2018].

Ahmed gave a reason for using pictures inside the classroom, “Because I want learners to learn without depending on me, I want them to think and guess the word.” [Interview 5:Ahmed, 02/01/2019]. Marwa mentioned the advantage of using pictures while listening to the songs as:

I used pictures because when learners see the pictures they can know that this is an apple, apple starts with letter “A”, for example, and with the song, they will keep it in their minds, “A for apple”. Here both the picture and the words are available in order to know the spelling of the word and its meaning through seeing the picture [Interview 2:Marwa, 27/11/2017].

Marwa and Ahmed discussed the importance of the use of technology in assisting learners to learn English:

When the learner learns English, he knows that this language is not his mother tongue and he feels that it is difficult for him to accommodate with this language and it is difficult to use it, but with using technology, the learner is motivated more with using the projector and pictures. Therefore, the learner will like the

subject and the language, in particular, English although it is not his mother tongue [Interview 5:Ahmed, 02/01/2019].

***Making clear to students that communicating meaning effectively is more important than being grammatically correct***

The strategy of effective communication emerged through teachers implementing the strategy related to focussing on student understanding. English teachers in primary schools are made aware of the importance of making clear to students that communicating meaning effectively is more important than being grammatically correct. The classroom observations revealed that four out of the six teachers used this strategy 102 times in their classrooms.

Marwa supported learners to communicate effectively while answering questions. During the observed lesson, Marwa asked learners questions about the alphabet letters written on the board. While learners answered the questions, the focus of the teacher was on providing meaningful answers with the aim to promote learners' self-confidence to respond in English to her and allow the children to feel positive about their response (see Extract 2).

**Extract 2**

*Marwa: What is this letter?*

*Students: This T*

*Marwa: What is the sound of T?*

*Students: Tttt .*

*[Observation1, 25/11/2018]*

Ali effectively promoted the accurate use of English in a meaningful way. During the lesson, he explained the rule of when to use the capital letters and when to use small letters in words. Ali explained that “We use capital letters for proper names; the name of people, places, and cities.” Ali wrote the word “England” on the board without writing the first letter. He asked the learners if they needed to choose capital ‘E’ or small ‘e’ and why. The learners actively responded. Then, Ali wrote the word “pen” by leaving a space in the middle and asked learners if they needed to write capital ‘E’

or small ‘e’ and why. During the responses of one of the learners, Ali was sure that the learner chose the correct word to express the meaning effectively. This is demonstrated in Extract 3.

Extract 3
<p><i>Ali: why we write the letter “E” in small in the word “pen”</i></p> <p><i>Student: because it is inside the sentence.</i></p> <p>الاستاد: نعم اجابتك صحيحه, انت فقط بدل ما تقول داخل الكلمه قلت داخل الجمله لكن اجابتك صحيحه ممتاز</p> <p><i>Ali: Yes, your answer is correct, just you need to say “inside the word, not a sentence”, your answer is correct, excellent.</i></p> <p style="text-align: right;"><i>[Observation1,01/01/2019]</i></p>

In addition, Ahmed encouraged learners to communicate language effectively by assisting them to understand the names of the colours. While Ahmed asked learners questions, he focused on learners’ understanding of what each colour was, not on the correct grammar (see Extract 4). He also assisted learners to pronounce certain words correctly. He avoided worrying learners if they made a mistake, he corrected the words and asked learners to repeat after him: e.g. “it is not ‘melon”, “it pronounces melon” (videoed:10:00 mins), it is not ‘colour’, it pronounces ‘colour’, “Very good Adam, it is orange, not orange.” The focus here is on the way of pronouncing some words to express meaning effectively.

Extract 4
<p><i>Ahmed: What is this colour?</i></p> <p><i>Khaled: Blue.</i></p> <p><i>Ahmed: What is this colour?</i></p> <p><i>Hasen: Green</i></p> <p style="text-align: right;"><i>[Observation2, 02/01/2019]</i></p>

Although this strategy was observed to occur frequently in teachers’ classrooms, it was not discussed in the interviews by the teachers. The reasons might be that they considered that the strategy was not a useful teaching practice, that they were not aware they were using it, or that the researcher did not ask them.

***Increasing the amount of English used in the classroom***

It was observed that teachers worked hard to find ways to increase the amount of English used in the class. They used different tools such as repeating words, pictures, songs, projectors, and games to encourage learners speak in English. This strategy was used by teachers 88 times.

During the classroom observations, Samar observed using pictures as a tool to increase the amount of English used in the classroom. Samar spent the lesson showing learners pictures about clothes and asking them questions in English. She also asked them to repeat some words. She tried to increase learners' vocabulary about the types of clothes and their colours to enable them to talk in sentences (see Extract 5).

**Extract 5**

*Samar : Who can answer me, look to the picture, what is this?*

*Students: Me me me teacher*

*Samar: Mosab*

*Mosab: Jumper*

*Samar: It is jumper, it is jacket*

*All students say together it is jumper, it is jacket*

*Samar: Ok, sit down*

*Samar: Abd almohaimen, is it dress?*

*Abd almohaimen: yes, it is dress.*

*Samar: what is the color of the dress?*

*Abd almohaimen: it is pink*

*Samar: who can describe the clothes of Asma?*

*Ali: shirt is pink, trousers are green, and socks are white shoes are black.*

*Teacher: ok , good, who can describe the clothes of Fatima? Who can, Ahmed, come in.*

*Teacher with the help of students, Fatima's jacket is pink, trousers are blue, socks are white and shoes are black.*

*[Observation 2, 22/11/2019]*

Ali also increased the amount of English through using games. He played a game with learners to find an answer to some questions. The learners seemed familiar with playing this game because they expressed their happiness when Ali told them: "Now, we will play the Hangman game" (see Extract 6). Ali started the game by drawing a man and a rope on the board. After that, he chose two learners to work together to guess the word. Ali made a number of lines on the board to show how many letters for the word they needed to guess. Then, Ali gave a hint to the answer (e.g. something we use to sleep on?). The learners need to guess the word and spelled it correctly, otherwise, for each mistake they made, the length of the rope increased to arrive at the man (videoed: 6mins-14:00mins). Ali hinted at the answer when he felt that learners found difficulties guessing the word. He continued playing the game by choosing two or three learners each time. The activity lasted for 8 minutes which gave enough time for learners to participate and engage in learning. Through the lesson, Ali also guided learners by asking them in English to copy some material written on the board into their notebook, e.g "Please write the names of the colours in your notebook, then, colour the shapes. "Please write 'E' in a capital letter then 'E' in a small letter" in your notebook."

#### **Extract 6**

*Ali: Close your book, we will play! we will start with?*

*Students: Me, me, me*

*Ali: Moad, and Mohammed Hassen*

*Ali: It is something we use it for sleep, we sleep on what?*

*Mohammed: A bed*

*Ali: Can you spell it for me please*

*Moad: a- b- a*

*Ali: What! "a" ?. The rope starts to take the first step towards the man. A-b-what is the next letter?*

*Moaad: "E"*

*Ali: Yes, "E", thank you. A-b-e-d, what is the last letter?*

*Mohammed: "D"*

*Ali: Yes! "D", please clap your hands.*

*[Observation 2, 01/01/2019]*

Marwa also made a clear reference to the strategy of 'increasing the amount of English used in the classroom' by using songs and organising competitions among the learners and therefore increasing their use of English. The lesson was about "the alphabet letters". After introducing the letters of the alphabet, Marwa played the song of the alphabet and asked all learners, boys, and girls, to sing together. Then she divided learners into two groups, girls and boys, to ensure that learners pronounced the alphabet letters correctly (see Extract 7). Marwa asked girls to sing first, then, boys. After that, Marwa asked the whole class to sing together (videoed: 19 mins: 49secs-21mins:52secs).

### Extract 7

الاستاد: نبي حاجه منكم, نبي البنات بس توا يغنوا والأولاد يسكتوا, اوكي!  
(Marwa: I want something from you, I want only girls to sing and the boys need to be silent, Ok!)

الاستاد: هيا يا بنات, ابدوا  
(Marwa: Girls start)

Girls: Q for queen, Q for queen, R for rocket, R for rocket, S for sun, S for sun, sing the song! T for tomato, T for tomato, U for umbrella, U for umbrella, V for violet, V for violet, play a tone!, A ,B, C, D, E,F,G, H, I,J, K, L, M,N,O,P,Q,R,S,T,U,V, lets the sound words, lets the sound words, A, B, C, one, two, three.

الاستاد : يا بنات نعسنات, خلي نشوفوا الأولاد, نبي نشوف مني بيفوز, الأولاد أو البنات?  
(Marwa: Girls are sleepy, let's see the boys, of course, we will see who win, boys or girls?).

Boys: Q for queen, Q for queen, R for rocket, R for rocket, S for sun, S for sun, sing the song! T for tomato, T for tomato, U for umbrella, U for umbrella, V for violet,

*V for violet, play a tone!, A ,B, C, D, E,F,G, H, I,J, K, L, M,N,O,P,Q,R,S,T,U,V, lets the sound words, lets the sound words, A, B, C, one, two, three.*

الاستاد :اوكي, الأولاد فابزين البنات (Marwa: Ok, boys wins the girls).

[Observation1, 25/11/2018]

Regarding the use of the strategy of ‘increasing the amount of English used in the classroom’ in the classroom, Samar explained that she used pictures to avoid translation from Arabic and therefore increase children’s use of English in the classroom. The interview with Marwa showed that she used songs to organise competitions between children to increase their speaking in English:

For encouraging them, I made it like a game to see which team will win and in order to assist the lazy learner who does not want to speak, and the quiet learner to raise their voice and to motivate them. I used this technique in more than one class and I noticed that lazy learners become more active and participate more [Interview 2:Marwa, 27/11/2017].

Ahmed agreed that using English in the classroom gave models to the students. He mentioned that for example, commands by the teacher such as “close the window, close the book, open the book, and come in”, all should all be in English.

### ***Giving feedback to students***

Feedback is considered a significant factor affecting learning and achievement (Pekrun, 2014). The teachers gave feedback in the form of positive statements in praise to encourage and enhance their learners’ confidence, thereby confirming their correct answers. The six teachers were observed 87 times applying the strategy ‘*providing learners with positive feedback*’. This suggests that all six teachers considered the use of this strategy to be important. They used encouraging acclamations such as ‘*very good, excellent, well done, clap your hands, good job*’ to give positive feedback and to motivate learners to try harder.

Samar used positive feedback in her teaching practice while she and her learners were working together to answer some exercises in the activity book. Samar wrote the

exercise on the board by drawing a table and inserting some words that contained the letters 'J' and 'K' (table 5.6, videoed: 29mins:20secs-32:00mins).

Table 5.6: *Words contain letters 'J' and 'K'*

<b>Words</b>	<b>J</b>	<b>K</b>
Juice		
Kitchen		
Pink		
Skirt		
Black		

Samar chose to work through this exercise on the board instead of in the activity book. The reason could have been that she wanted to focus attention on one place so it would facilitate her interaction with students. Another reason might have been that she wanted to ensure that all students understood how to complete the task. For each exercise, Samar chose a different learner at random to complete the exercise. When she noticed that some learners felt sad because they did not have a chance to participate in answering this exercise, Samar gave positive feedback to all learners in Arabic by encouraging them and giving them motivation for next time (see Extract 8).

#### **Extract 8**

*Samar: Now, we will take other words and you need to know which words have the letter 'J' and 'K', the first word "Juice"*

*Students: Me, me, me*

*Samar: Malek*

*Samar The word "Kitchen"*

*Student: Me, me, me*

*Samar: Ahmed*

*Samar "Pink"*

*Student: Me, me, me*

*Samar Maher*

*Samar: "Skirt"*



*Student: Me, me, me*

*Samar: Mustafa*

*Samar: "Black"*

*Students: Me, me, me*

*Samar: Mostafa*

*الطالب: أستاذ، أنا ما شاركتش (Student, I did not participate)*

*الاستاد: معلشني اللي ماشارك اليوم يشارك غدوه (Samar: That is fine, whoever did not participate today, will participate tomorrow)*

*الاستاد: أنا أعرف أنكم طلبه أدكياء ومجتهدون (Samar: I know you are all good and clever students).*

*[Observation1,*

*21/11/2018]*

Ali also provided positive feedback in the classroom. He used encouraging words to reinforce fifth-grade learners' behaviour: "This is correct, excellent, good job, clap your hands, I love it, well done, you are a creative boy." Ali encouraged learners to use the word "thank you" after using each other's equipment.

الأستاذ: سمعتوا مسعود شن قال, قال "شكرا" بعد ما استعار قلم الألوان من صديقه, من فضلكم صفقوا لمسعود, هو قال كلمه كويسه (Teacher: "did you listen to what Masoud said, he said "thank you" after borrowing his friend' colours, please clap hands for Masoud, he said such a good word) (videoed: 25mins:37secs). During the lesson, Ali introduced the names of colours which he wrote on the board and drew a shape (e.g. star, moon, and square) in front of each colour. Ali asked his class to write the names of the colours and to draw matching shapes in their notebooks. Ali ensured the learners could change the shape or choose a shape if they preferred (19:00mins - 26:00mins). He acknowledged that some students did good work by changing their shape to a preferred shape (see Extract 9). His praise included the concept of being creative.

### Extract 9

*Ali: شو فوا شن دار مؤمن (Look what Moamen did!)*

*هو غير شكل القمر ورسم في مكانه شمس قدام اللون الأصفر (He changes the shape of the moon and draw the sun in front of yellow colour).*

*I love the idea Moamen, you are a creative boy.*

*[Observation2, 01/01/2019]*

Fatima, with 35 years' teaching experience was also eager to use positive feedback in the sixth-grade class. At the beginning of the lesson, Fatima revised the previous lesson '*the parts of the body*' giving positive feedback with the expression in English '*Well done!*' to the learners who answered her questions correctly and knew names for parts of their body. Then, she said in an excited voice, the "Last lesson, we talked about some parts of the body, today, we will continue explaining some other parts." Fatima wrote the new words of the lesson on the board, '*Body, arm, elbow, leg, foot*' and asked learners to stand up one by one and say them (see Extract 10). Fatima used this technique because she wanted to physically engage learners by asking them to stand up and ensuring that they all focussed on recognising the new words in written form and pronouncing them accurately. She gave 'one-word' positive feedback to the children.

#### **Extract 10**

*Fatima: Sajed, please read the words on the board.*

*Sajed: Body, arm, elbow, leg, foot*

*Fatima: Excellent.*

*[Observation1, 18/12/2019]*

During the recalled interviews, teachers also discussed the importance of providing feedback by using some encouraging words. Marwa considered that giving feedback to learners was very important. She explained that; "Words like "Excellent", "Clap your hands", "Look at his writing", and actions like "Gave stickers to the tidiest learner", encourage learners to participate more and build competition between learners to get the highest marks" [Interview 2: Marwa, 27/11/2017]. Teachers considered the use of such words can also encourage learners and support them to learn effectively. In addition, they can raise learners' spirits to learn English. Ali gave other

reasons for giving feedback for learners, “I want learners to trust themselves and have confidence” [Interview 4: Ali, 01/01/2019].

### ***Establishing good rapport with students***

Appropriate teacher behaviour inside the classroom was identified through several strategies. The key strategy was establishing good rapport with students, which was applied on at least 53 occasions in this study. Teachers demonstrated they were aware of establishing rapport through modelling appropriate behaviours to motivate their learners.

Samar, with six years’ experience in teaching, utilized the strategy of ‘appropriate teacher behaviour’ for sixth-grade learners. Firstly, whenever she entered the class, she greeted the learners in English with ‘*Good afternoon*’, and farewelled them when she left the classroom “We finish our lesson for today, see you tomorrow.” Secondly, during the lesson, Samar attracted the children’s attention by using their names when asking them questions. This teacher behaviour maintained a positive relationship with the learners (demonstrated in Extract 11) as the teacher named each child as she spoke to them in question time.

#### **Extract 11**

*Samar: Stand up Mohamed Alfetori, is this jacket?*

*Mohamed: No*

*Samar: Moasaeb, is this dress?*

*Moasaeb: No, it is jacket?*

*Samar: What colour of the jacket?*

*Moasaeb: The colour is green.*

*Samar: Abd Almohaimen, is this dress?*

*Abd Almohaimen, Yes, it is dress.*

*[Observation2, 22/11/2018]*

Thirdly, she maintained eye contact with all learners thereby establishing rapport. Fourthly, when Samar finished explaining a task, she gave the learners time to ask

questions about the lesson. Fifthly, she used Arabic to ask a clarifying question *فيه حاجه مش مفهومة* (Is there anything you did not understand?).

Huda, with twenty years' experience, established good rapport with the fifth-grade learners by greeting them both in Arabic and English language when she entered the classroom, 'Asalaam Alaikum' 'Good Morning', 'How are you?'. Huda maintained eye contact with her learners during the lesson. While they sang together the song of the alphabet letters, Huda noticed that some learners were not singing with the group. She said their names out loud and asked them to participate with the whole class, e.g. Huda: "Anas, Ahmed, sing with us." Huda was attentive to individual learners' engagement and participation. While introducing the letters of the alphabet, she gave permission to learners who asked her if they might say a particular letter, e.g. *الطالب: أستاذ, خليني نقول الحرف هدا لانه أول حرف في اسمي. هدي أجابت: نعم قوله* (Student: "teacher, let me say this letter because it is the first letter in my name?" Huda responded: "Ok, say it").

Ali provided an example of positive teacher behaviour in the classroom as his means of establishing rapport. With only three years teaching experience, Ali always tried to enhance the fifth-grade learners' confidence and to build a positive relationship with them. Before starting the lesson, he wrote on the board "I love you kids" (videoed: 4mins:20secs), and he drew a heart in front of this statement. Ali asked the children the meaning of the statement "I love you kids" in Arabic to be sure all learners understood it. Also during the lesson, he spoke kindly to the learners. For example, Ali used the Arabic words *يا أولادي* (My kids) in a loving way while he spoke with learners (videoed: 22mins: 50secs). He also kept a happy facial expression during explanations of the lesson, bending down to learners and he maintained eye contact with all learners. These actions consider nonverbal engagement strategies.

The interview data confirmed the observational data about establishing good rapport with learners. For example, Huda highlighted the importance of using this strategy:

When I start teaching, I told my students, I am not your teacher, I am like your sister, so do not be shy. I want you to be active in the class, to do the best you can and if you do not understand anything, please ask me. I think this strategy is very important to use in the class [Interview 3: Huda, 05/12/2018].

Fatima also indicated support for this strategy when she said, “I do not have one strategy, the important thing for me is to make children love me” [Interview6: Fatima, 18/12/2018]. It is clear that teachers are aware of the positive effect of establishing good rapport with learners.

### *Asking learners to work toward the same goal*

Teachers used this strategy inside their classrooms. Six out of six teachers asked learners 46 times to work together to achieve one goal. For example, Samar asked learners to work together to answer some exercises in the activity book. In one of the exercises, Samar wrote the exercise on the board by drawing a table and writing words contain the letters ‘C’, ‘K’ and ‘CK’, then she asked learners to think and choose the words that matched each letter (videoed:33mins:50secs-37mins:50secs).

Table 5.7: *Words contain Letters ‘C’ ‘K’ ‘CK’*

Words	C	K	CK	Children who provided the correct answer
Kitchen				Mustafa
Camel				Mohamed
Black				Ahmed
Pink				Sufyan
Cooker				Mosab
Milkshake				Mohaab

Samar also asked learners to work together to find answers to the points that they had not their answered for their homework. This action came after Samar asked children *كتبتوا الواجب؟* “*Did you write your homework?*” One of the children explained that he was not able to answer the exercise. So, Samar asked the learners to work together to assist their colleagues in finding the answers and to check their own answers (see Extract12, videoed: 26:00mins- 29mins). The teacher behaviour here is to be appreciated as she did not express concern that some learners did not finish their homework, as she asked all the learners to work together to achieve a particular goal.

### **Extract 12**

الأستاذ: سوف نساعد زميلاكم في حل النقاط اللي ما عرفها في الواجب. سوف نحل التمرين ونكتبه علي السبوره حتي تقدرؤا الكل مراجعه اجاباتكم

(Samar: "We will help your colleague to answer the points he did not know in the homework". We will answer the exercise and write it on board for all of you to check your answer).

1. Red + yellow= orange

2. Black+ white= grey

3. Yellow + blue= green

4. Red+ white= pink

5. Red +yellow+ blue=brown.

[Observation2, 22/11/2018]

Marwa also was observed using the motivation strategy of 'asking learners to work toward the same goal' in her teaching practice. She explicitly asked learners to work together to achieve the same goal many times during the two lessons. First, Marwa stood in the front of the class and held pictures each with a word starting with each alphabet letter and a photo of that word (Figure 5.20). She played the alphabet song on the computer and asked learners to sing together as the same sound, videoed: 2:00 mins-4mins:30secs, (see Extract 13). Then, Marwa introduced the new alphabet letters (Q, R, S, T, U, V), she asked learners to sing the alphabet song together, "A for apple, B for ball, C for cat, D for dog.....Z" for zoo.



Figure 5.20: Teacher holds pictures

### Extract 13

*Marwa: Now we will sing the song together.*

*Students: A for apple, A for apple, clap your hands, B for ball, clap your hands, C for car, clap your hands, D for duck, clap your hands, E for elephant, clap your hands, F for flower, clap your hands, G for gate, clap your hands, H for horse, clap your hands, I for insect, clap your hands, J for jam, clap your hands, K for kite, clap your hands, A, B, C, D, E, F, G, H, I, J, K, let the sounds words, lets the sound words, heraa, heraa, heraa. L for lemon, M for monkey, N for nose, stay it again, N for nose, O for orange, P for pen, say it again, P for pen, A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, lets the sounds words, let the sound words, heraa, heraa, heraa.*

*Marwa: Perfect!*

*[Observation1, 25/11/2018]*

Similarly to Samar and Marwa, Ahmed demonstrated the use of this strategy inside his classroom. At the beginning of the lesson, Ahmed asked learners about the names of the colors (e.g. red, brown, and green, black, white) then, he asked them to spell each color. Ahmed said the name of the colour and the learners spelled it together (demonstrated in Extract 14, videoed: 5mins:22secs- 7mins:14secs).

When introducing a new lesson on fruits and vegetables, Ahmed asked students to repeat the name of vegetables, fruit and drinks many times to ensure they say them correctly and to engage them (videoed: 16 mins: 22secs – 18:00mins).

**Extract 14**

*Ahmed: Can you spell “red” for me?*

*Students: r-e-d.*

*Ahmed: Can you spell “blue” for me?*

*Students: b-l-u-e.*

*Ahmed: Can you spell “brown” for me?*

*Students: b-r-o-w-n*

*Ahmed: “Black”*

*Students: B-l-a-c-k].*

*[Observation2, 02/01/2018 ]*

There were not many comments by teachers in the stimulated recall and semi-structured interviews in relation to the strategy ‘*asking learners to work toward the same goal*’. Similarly to Samar and Marwa, Ahmed demonstrated the use of this strategy inside his classroom. At the beginning of the lesson, Ahmed asked learners about the names of the colors (e.g. red, brown, and green, black, white) then, he asked them to spell each color. Ahmed said the name of the colour and the learners spelled it together (demonstrated in Extract 14, videoed: 5mins:22secs- 7mins:14secs).

When introducing a new lesson on fruits and vegetables, Ahmed asked students to repeat the name of vegetables, fruit and drinks many times to ensure they say them correctly and to engage them (videoed: 16 mins: 22secs – 18:00mins).



***Providing instructions by modelling***

Teachers commonly utilized the strategy ‘*providing instructions by modelling*’ to demonstrate to learners how to structure statements, ask questions and give answers. This modelling strategy emerged as a common strategy for three out of the six teachers throughout the classroom observations, appearing several times in their lessons. This strategy was used by teachers 26 times.

Samar made a clear reference to this strategy by concentrating on teaching learners how to answer questions in English and to extend an answer. Samar applied the strategy of ‘*providing instructions by modelling*’ 11 times in two lessons. In the first lesson, she focused on assisting learners in forming complete sentences by modelling the answers. She asked learners questions about their nationality and assisted them to give complete answers. Some examples from the first lesson (see Extract 15) are mentioned. In the second lesson, Samar asked learners questions to check their understanding of giving complete answers. Individuals seemed to understand how to respond in a full sentence by giving complete answers.

**Extract 15**

*Samar: If I ask, are you from Libya?*

*Samar: Zakaria, are you from Libya?*

*Zakaria, Yes,*

*Samar: Yes, I am from Libya*

*Zakaria: Yes, I am from Libya.*

*Samar: Ali, are you from Jordan?*

*Ali: No*

*Samar: What is the complete answer?*

*Samar: Say, no, I am from Libya*

*Ali: No, I am from Libya.*

*[Observation1,21/11/2018]*

Ali also gave clear instruction by modelling. During the lesson, he checked how learners recognised the names of colours by using colouring pens (15:00mins-19:00min). He asked learners for the name of each colour. Ali then asked learners questions about their favourite colours. He gave a model example of answering that particular question (see Extract 16).

**Extract 16**

*Ali: What is your favourite colour?*

*Ali: My favourite colour is red.*

*[Observation1,01/01/2019]*

Similar to Samar and Ali, Ahmed exhibited a preference for giving learners instructions by modelling. While the classroom observations demonstrated that Ahmed assisted his class to communicate meaning effectively when asking particular questions (the name of the colours), he also stressed the importance of structuring statements and speaking in sentences in some cases. While explaining “fruits and vegetables”, Ahmed asked the learners to name fruits by pointing to the pictures which were posted on the board. Ahmed noticed that they gave short answers each time to his questions. He started urging learners to speak in sentences by saying the complete answer and writing it down on the board. Ahmed used this technique many times until he became sure that all learners were able to speak in sentences.

During his explanation, Ahmed met another challenge. He had noticed that the class did not differentiate between the use of the indefinite articles ‘a’ and ‘an’ in a sentence. He remembered that this rule was taught in the fifth year, and as the students were in the sixth year he realised that they must have forgotten it, so he explained the rule again (see Extract 17). Ahmed wrote the vowel letters, ‘a, e, i, o, u’ on the board and talked about the need to use ‘an’ in front of words starting with one of these vowels.

**Extract 17**

*Ahmed: What is this?*

*Students: Banana*

*Ahmed: It is a banana.*

*Ahmed: What is this?*

*Students: Apple*

*Ahmed: It is an apple.*

*[Observation1, 27/11/2018 ]*

In the interviews, teachers did not discuss the use of a modelling strategy in their teaching practice perhaps because teachers might consider ‘*providing instructions by modelling*’ as a part of their roles in explaining the grammar of the lesson or they were not aware that it was one of the strategies that enhance learners’ learning of English language.

### ***Using a short interesting opening activity to start each class***

Using a short interesting opening activity emerged as a strategy during the classroom observations. All six teachers utilized this strategy 16 times in their teaching practice by conducting a short activity to start each class.

Marwa with eight years teaching experience started the lesson with an interesting activity to refresh learners’ memories of the English alphabet from letter A to P that was practised in the previous lesson (see Extract 18). First, Marwa passed pictures around the class representing words beginning with the letters from A to P, and cards with the individual letters. Each picture has a word starting with that alphabet letter and a picture for that letter (Figure 5.21). Then, Marwa played the alphabet song on the computer and asked learners to listen and hold up the cards while singing the song (videoed: 1 min- 7:00mins). Marwa then asked the class to hold the cards ordered from A to Z and sing the alphabet song. As a way to express her satisfaction with the work they had done, Marwa asked learners to clap their hands when they finished singing the song. She effectively demonstrated the use of this strategy in her teaching practice.

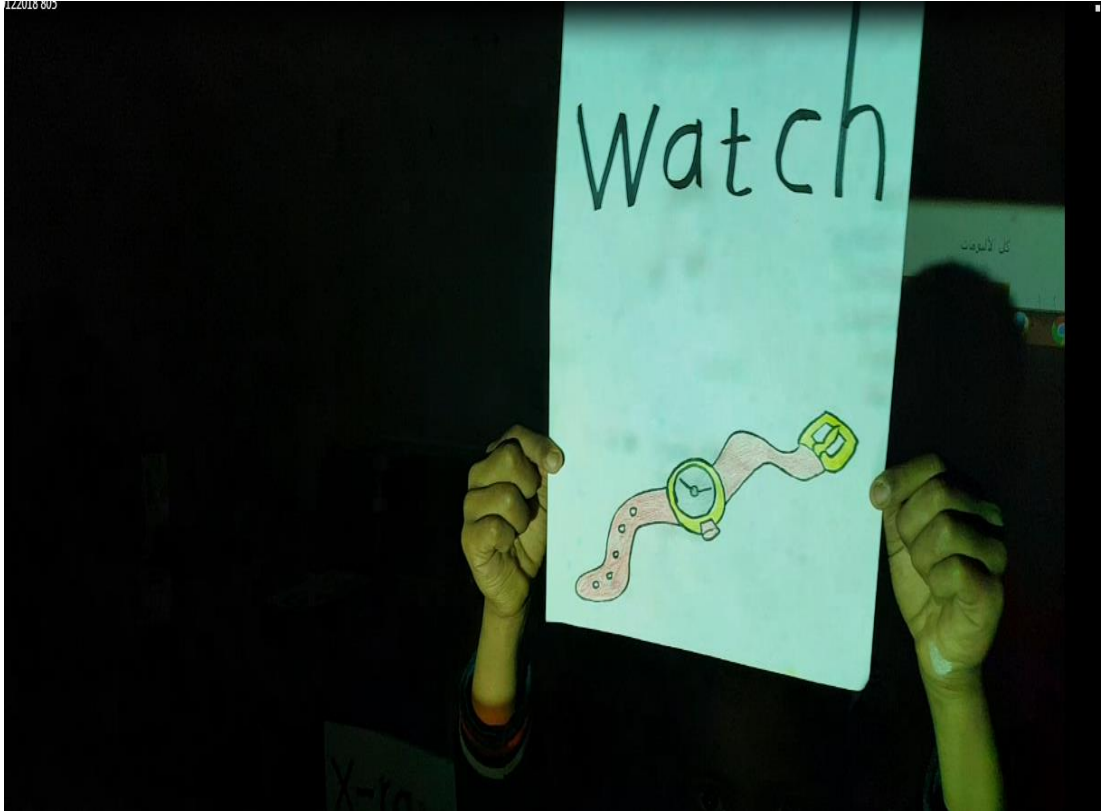


Figure 5.21: Example of a watch sign

### Extract 18

الأستاذ: بشري، أوقفي وشوفي لأصدقائك، ومن فضلك مرري الأوراق لأصدقائك (Marwa: Boshra, Stand up and look to your friends, please passed the pictures to your friends)

*The teacher passed the pictures to one of the children and asked her to pass it on to her friends*

Marwa: Asawer, Roaa, Renad, Hajer, Boshra,

Teacher: No, not like this, apple for "Hajer", ball for "Asawer", car "Boshra", duck "Rawaa", elephant "Boshra", Flower "Renad", stand up "Omar", Gate for "Omar", ok?

الأستاذ: بنديروا نفس الطريقة..... (Marwa: we will do the same technique)

الطالب أكمل: اللي درناها في الدرس اللي فات (Student continued: which we did in the last lesson)

Marwa: silent! , listen to the song: A for apple, B for ball, C for car, D for duck, E for elephant, F for flower, G for gate.....Z for zoo. (Children held up the picture that contains the word starting with the alphabet letter as the song sing).

Marwa: Well done, clap your hands.

[Observation2, 27/11/2018]

Ali also used a short interesting start to a lesson in his teaching practice thereby creating an engaging classroom climate. Ali started the lesson by asking learners specific questions about the date, and the month (see Extract 19). He wrote the answers on the board (videoed: 1min: 50secs-4mins:25secs). When learners failed to guess the answer (what the weather looks like in December), the teacher drew a cloud with raindrops on the board to hint the answer. Then, Ali did a revision of some words (a bed, a bath, a sofa, a chair) that had been covered in the previous lesson. He said the words then the learners repeated words after him (5mins:7mins). After that, Ali asked some questions to be sure the learners understood these words. He translated the questions into Arabic to ensure learners understand the meaning such as “Teacher: What a thing we use to sleep on? Students: it is a bed.” (الأستاذ: شيء نستخدمه للنوم عليه؟ الطلبة: انه سرير).

**Extract 19**

*Ali: What is the date today?*

*Students: (22)*

*Ali: What is the month?*

*Students: December*

*Ali: Do you like this month?*

*Students: Yes*

*Ali: what the weather looks like in December*

*Students: (did not know)*

*The teacher drew a cloud with raindrops on the board to hint the answer.*

*Students: cloudy and rainy*

*Ali: In which season this month?*

*Students: Winter*

*Ali: What is the name of your teacher?*

*Students: Ali.*

*[Observation2,*

*01/01/2019]*

In a similar way to Marwa and Ali, Fatima used a short interesting opening activity to start her class. She asked questions about the previous lesson (the parts of the body) after asking learners the day's date (see Extract 20). Then, Fatima stood up in front of learners pointing to her head and asked: "What is this?" Fatima continued asking more questions by pointing her finger to different parts of the body (head, hair, eyes, ears, nose, mouth, hand, finger). She then asked the learners one by one to stand in front of the class and show parts of the body that they had studied in the last lesson (videoed:2 mins:40 secs- 16:00mins).

#### **Extract 20**

*Fatima: Now, look to me, what is this?*

*Student: Head.*

*Fatima: What is this?*

*Students: Hair*

*Fatima: And this?*

*Students: Eyes.*

*Fatima: And this?*

*Students: Ears.*

*[Observation1, 18/12/2018]*

The interviews with Huda, Ali and Fatima confirmed that they used the strategy of ‘a short interesting start to a lesson’ in their teaching practice. Teachers utilized this strategy by revising the previous lesson to encourage learners to be active. Regarding the use of this strategy, Fatima reflected verbatim in the following way:

To remember students about the vocabulary we took in the previous lesson, for example, yesterday we took new words, today, we memorized again so students remember them more and more. Another thing, to be active in the class not just asking them to open your book, open your notebook, look at the board. But, I ask students questions such as what we took yesterday? [Interview 6: Fatima, 18/12/2018].

### ***Recognising student effort***

This strategy emerged as a common practice with the observed teachers. Teachers recognised student efforts through monitoring their progress using a tracking sheet and giving rewards. As listed in Rules for the Distribution of Grades for Courses at the Basic Education published by Center for Educational Curriculum and Educational Research (2017-2018), teachers need to use a tracking sheet (Figure 5.22) to distribute daily routine activities and to record the monthly and end of year test marks. The daily routine activities contain marks for Notebook, Workbook, Reading and Comprehension, Oral work, and Class activity. All teachers were observed using a tracking sheet to monitor the learners’ progress.

الاسم	المادة	تعدد	نشاط	تعاون	تفاعل	تفكير	تعدد
1- أسيل طاهر	12	3	3	2	2	2	12
2- آيات توفيق	11	3	3	2	2	2	24
3- أحمد روضا	9	2	3	1	2	2	23
4- ابراهيم عبد الله	12	3	3	2	2	2	19
5- حنة البكر	8	1	2	1	2	2	22
6- عبد ربه بلال	12	3	3	2	2	2	5
7- همام محمد	11	3	3	2	2	2	22
8- همام محمد	12	3	3	2	2	2	24
9- هيام محمد	12	3	3	2	2	2	22
10- محمد عبد الله	11	2	3	2	2	2	24
11- محمد البكر	12	3	3	2	2	2	22
12- نورا روضا	12	3	3	2	2	2	2
13- حنا شيبان	12	3	3	2	2	2	20
14- محمد سالم	12	3	3	2	2	2	24
15- نور محمد	11	3	3	2	2	2	4
16- هدايا محمد	10	2	3	2	2	2	24
17- هنادي محمد	9	1	2	1	2	2	17
18- رولس فتى	12	3	3	2	2	2	18
							23

Figure 5.22: Tracking sheet

In addition, teachers were observed recognising students' efforts inside the classroom. They gave rewards such as stars to celebrate learners' achievements and encourage them to be more active with the teacher. For example, while explaining the lesson, Huda noticed that one of the learners had worked hard and followed her instructions, so Huda announced to the whole class that "Abdarhman" would receive a star for being an active learner.

#### Extract 21

الاستاد: اليوم عبدالرحمن أكثر واحد شارك بنشاط هو حياخذ نجمة

(Today, Abdarrhman actively participates with me, he was doing very good job. He will get a star). (7mins:57secs).

[Observation1,27/11/2018]

Fatima also recognised learners' efforts through writing the names of active learners who had made a strong effort into a chart (Figure 5.23) with stars in front of each learner. In her interview, Fatima explained the lesson which was about the parts of the body. One of the learners seemed to be interested listening to her, and



participated by raising his hand when she asked questions. Fatima acknowledged Taha's good behaviour and hard work to the whole class and wrote his name in the chart with a star in front of his name.



Figure 5.23: Recognise students' effort

**Extract 22**

*Fatima:* Taha will have a star because he is always tidy, good listener and does not make noise in the class.

[Observation1,18/12/2018]

In the interviews, the teachers did not discuss ways of monitoring students' progress. This might have occurred because they considered that the tracking sheet was compulsory, therefore it was obligatory to use it. Recognising learners' effort and celebrating their achievements were discussed in stimulated recall interviews with Huda and Fatima. Teachers asked a question; "You gave a reward such as a star stuck on the board to the student or group who did best, why, what do you think the benefit of using this technique on learners? Huda replied that: "I gave a star to the students if they are good and answer my questions, and to encourage them and give them a feeling

they did a good job” [Interview 3: Huda, 05/12/2018]. Fatima also replied in a similar way “ I gave a reward to a student for example, who wrote quickly, who did not make noise in the class, who is active” [Interview 6: Fatima, 18/12/2018]. Fatima discussed the importance of writing the names of good learners in a chart and putting a star in front of their names. She clarified that “To be best and to encourage other students to be like them” [Interview 6: Fatima, 18/12/2018].

### 5.2.2. Theme Two: Teachers’ activities to facilitate student engagement

The theme, teachers’ activities to facilitate students’ engagement, shows how students responded to the activities. Observations of the six teachers demonstrated that they used activities by creating situations to engage the children in many ways. This theme is divided into two sub-themes: verbal communication and non-verbal communication. The signs of engagement (tangible task product, team competitions, interesting games, group work, pair work, and tangible rewards) follow those identified by (Guilloteaux, 2008) based on (Dörnyei, 2001). Using classroom observations, those verbal signs were added: audio and visual aids (phone), digital projector, CD, pictures, songs, drawings to guess the meaning of the words, encourage participation, involve students in teacher-led discussion, answer exercises, specific individual actions, repeat after teacher, translation to Arabic, maintain eye contact, facial expression, body language (gesture/postures, bend down to students) and pitch of voice. The verbal signs were grouped into the use of digital and paper-based aids, cooperative work, and traditional spoken and written activities.

Non-verbal communication signs included: eye contact, facial expression, body language expressed as gesture and posture, bending down to students and pitch of voice. Table 5.8 outlines the sub-themes of students’ engagement in teacher-led activities, identifying verbal and non-verbal communication. Samar is identified as (1), Marwa as (2), Huda as (3), Ali as (4), Ahmed as (5), Fatima as (6) in referring to their use of tools.

Table 5.8: *Students' engagement in teacher-led activities*

Teachers' use of tools to engage learners	Teachers' creation of learning activities	Observations of students' responses	Timed activity in minutes
<b>1. Verbal communication</b>			
<b>1.1. The use of digital, paper-based aids</b>			
Audio and visual aid (phone) (5)	Ahmed used his phone to show colours and asked students to name and spell the colour.	Students actively listened to the teacher, looked at the colour names, and then spelled out the letters. Teacher: Can you spell green, please? Students: g-r-e-e-n	6
Digital projector (2,3)	Marwa asked students to listen to words and sounds and then to repeat them.	Students watched the screen and listened to the alphabet letters, sounds and words pronounced by a native speaker. Students repeated and read the alphabet letters, sounds and word on the screen.	8
CD (2,3)	Huda played the CD to listen to the alphabet letters and how to pronounce them.	Time spent on task demonstrated by active listening. Students listened to the CD of alphabet letters; they repeated the alphabet letters and words in unison.	4

Pictures (1,2,3,5)	Ahmed used pictures to introduce new vocabulary and ask questions.	Students actively engaged in identifying vegetables, fruits and drinks in pictures. Teacher: What is this? Students: Apple Teacher: What is this? Students: Cucumber Teacher: And this? Students: Milkshake	10
Tangible task product (posters) (1,2,3,4,5,6)	Fatima modelled making posters by developing sample posters.	Students worked together making posters of alphabet letters, types of clothes, names of colours.	7
Songs (2,3)	Huda introduced the alphabet letters' song and invited children to sing.	Learners sang the alphabet letters while listening to the song.	5
Pictures and songs (2,3)	Marwa held up pictures to prompt students' actions to the alphabet song.	Students actively engaged with the combination of the use of these tools in some activities. For example,  Students clapped their hands while looking at the pictures and listening to the song.  -Students held up correct pictures to match the words in order while listening to the alphabet song.	-2 -7
Drawing to guess the meaning of the words (4,5)	Ali asked the students a question: What does the weather look	Students did not know the answer when Ali asked the question.  But after Ali hinted the answer by drawing	(videoed: 2 mins-30 sec)

	like in December? (ibid)  Then, Ali drew a cloud with raindrops on the board to hint at the answer.	it on the board, students positively guessed the meaning of the words from the teacher's drawing.  Students: Cloudy and rainy.	
<b>1.2. Cooperative work</b>			
Team competition (2,3)	Marwa organized teams and explained the competition.	Students actively joined in the team competition. Students sang louder than their competitors.	5
Interesting game (4)	Ali played Hangman game with learners and asked them to answer questions;  Ali: "Something we sit on, it has four letters?"	Students answered questions when playing the teacher-led game.  Students: sofa.	8
Group work (1,2,3,4,5)	Samar asked learners to work together to answer the exercise that one child was not able to answer.	Students actively worked together as a group to achieve the same goal to assist him to understand how to answer this exercise.	3
Pair work (1,4)	Samar asked every two learners to stand in front of the class and describe each other's clothes.	Students actively responded by describing each other's clothes in front of the class.  Majed: "Mohamed's shirt is pink, trousers are green, and socks are white shoes are black".	3
Encourage participation	Ali encouraged learners to participate by	Students actively took part in classroom interactions.	3

(1,2,3,4,5,6)	<p>asking them to answer questions:</p> <p>Teacher: My favourite colour is red?</p> <p>Teacher: What is the colour of Ali's trousers?</p>	<p>What is your favourite colour?</p> <p>Student: My favourite colours are green and black.</p> <p>Student: My favourite colour is blue.</p> <p>Student: Ali's trousers are black.</p>	
<p>Involve students in teacher-led discussion</p> <p>(1,4,5)</p>	<p>After Samar explained the lesson, she involved them in the discussion through asking them to talk about clothes.</p>	<p>Students actively involved in discussion with the teacher.</p> <p>Teacher: Who can talk about his/her own clothes?</p> <p>Students: Me me me</p> <p>Teacher, Abd Almalek</p> <p>Teacher: If we want to talk about ourselves, what we need to say; I am.</p> <p>Abd Almalek: I am wearing a black jacket, blue trousers, white socks and black shoes.</p>	3
<b>1.3.Traditional spoken written activities</b>			
<p>Answer exercises</p> <p>(1,3,4,5,6)</p>	<p>Samar asked students to answer the exercises in the textbook.</p>	<p>Students positively responded answering questions; they raised their hands and wrote the answers on the board.</p>	14
<p>Specific individual actions</p> <p>(3,6)</p>	<p>Fatima asked learners one by one to stand in front of the class and name their parts of the body.</p>	<p>Students worked on the assigned activity; they stood one by one in front of the class to name the parts of the body by pointing their finger to different parts of the body.</p>	13

Repeating after teacher (1,2,3,4,5,6)	Ali said the words of the lesson (a bed, a bath, a sofa, a chair) and asked learners to repeat after him, he repeated saying those words many times.	Students actively repeated words after the teacher. Teacher: A bed, a bath, a sofa, a chair Students: A bed, a bath, a sofa, a chair.	2
Translation to Arabic (1,2,3,4,5,6)	Ahmed translated the questions from English to Arabic for learners to understand the meaning of the question and ensure learners' engagement with him. Teacher: What is light blue and navy blue? شن الهافت الازرق هو الداكن والازرق	Students were more engaged when the teacher translated some sentences from English to Arabic. Student: This book is light blue and this speaker is navy blue.	(videoed: 6mins-50sec)
Tangible rewards (3,6)	Huda rewarded learners with stars as a sign to recognise their effort; when they actively engage with the teacher; "Today, Abdarrhman actively participates with me, he was doing a very good job. He will get a star". Therefore	Abdarrhman was engaged with the teacher for the rest of the lesson and other learners started to participate more with Huda.	(videoed: 7min:57sec)
<b>2. Non-verbal communication</b>			

<p>Maintain eye contact (1,2,3,4,5,6)</p>	<p>Ali maintained eye contact with learners while explaining the lesson.</p>	<p>Students looked at the teacher during the activity.</p> <p>الاستاد: توابنشوفوا علي السيوره وين الشمال ووين الجنوب ووين الغرب ووين الشرق</p> <p>Teacher: "Now, we will see on the board where the north, the south, east and the west is".</p> <p>الاستاد: ديمه لاحظوا ان الشمال ديمه الفوق, ادا احد سالني وين الشمال, هدا الشمال ديمه الفوق, هدا شن هو؟</p> <p>"Teacher: always note that north is up if anyone asks you where the north is? This is the north, always up, what is this?"</p> <p>Student: North.</p>	<p>4</p>
<p>Facial expression (1,2,3,4,5,6)</p>	<p>Marwa laughed and smiled as a response of learners' answering to one of the questions.</p>	<p>Students smiled to show their enthusiasm. Teacher: Which word (queen, rocket, sun, tomato, umbrella, and violin) is used to play a tune?</p> <p>Student: it is a tomato.</p> <p>The teacher laughed and said: is a tomato used to play a tune!</p> <p>All laughed and smiled.</p>	<p>(videoed: 16 mins- 20sec)</p>
<p>Pitch of voice (1,2,3,4,5,6)</p>	<p>Huda raised her voice to make learners aware to keep repeating after listening to the CDs.</p>	<p>Students actively responded to Huda's non-verbal communication and they kept repeating words after listening to the CDs.</p>	



Body language (Gesture/Postures) (1,2,3,4,5,6)	Ali: “We took ten words in the geographical location’s lesson. We need to memorise them”(Ali raised his hand)	Students leant forwards and nodded through moving their heads up and down as a sign of agreement of what asked them to do.	(videoed: 2mins)
Body language (bend down to students) (1,2,3,4,5,6)	Fatima bent down to the student to assist him finding the exercise they were working on in the activity book.	The student was happy finding the exercise and participated with the teacher to answer the exercises.	(videoed:16mins)

Teacher-led activities were also prominent in the interviews. The teachers discussed the engagement techniques they preferred to use or they considered to be the best to use to engage learners in the classroom. They confirmed that using engagement activities inside the classroom encourages and motivates children to learn English. Engagement techniques such as using CDs, teaching aids, pictures and songs have a positive impact on learners’ participation and increase the level of engagement. For example, Samar, Marwa, Huda and Ahmed considered one of the best teaching aids to attract learners' attention is technology. “Using technology in the classroom such as pictures and CDs is the best strategy to motivate learners. Their advantage lies in increasing the activity of students inside the classroom” [Interview 1:Samar, 22/11/2018]. Huda reported her selection of the activities that encourage learners as: “Depending on the lesson, and what learners prefer to do. I try to use more modern activities that are useful and assist learners to be active more than just writing or doing the homework” [Interview 3: Huda, 05/12/2018]. Ahmed explained:

The English language is a foreign language, how do they like it? Some learners are silent and it seems they are not understanding, other learners are sitting not absorbing, and sleepy, what things make them active? How to attract their attention? Technology, songs and colours are the solutions. Learners are like babies who like colours [Interview 5:Ahmed, 02/01/2019].

Ali indicated that activities such as playing games and guessing words through drawing are the best engagement activities for learners. He added that these activities assist in “having fun in learning, assisting learners to think with me and it helped them to learn the words faster.” Ali also expressed his interest in using ‘*pair and group work*’: “I like peer and group work, this kind of activity helps me a lot especially if I find some learners do not pay attention to me, then I put them with some active learners. This technique helps me a lot” [Interview 4: Ali, 01/01/2019].

Teachers also confirmed that using teaching aids was one of the best engagement techniques to engage learners in learning English. Samar used them to ask questions while Huda found them necessary to facilitate interaction between teacher and students for example: “giving learners letters and ask them to stick on the board to form words” [Interview 3:Huda, 05/12/2018]. Some teachers discussed the benefits of using pictures to encourage learners’ engagement:

If a learner is sitting and we say the word an apple, he will not interact with me, but when I encourage him by showing pictures while he is listening to the song at the same time, there will be more activity in the classroom and assist him to memorise well [Interview 2:Marwa, 27/11/2017].

Huda expressed her preference for using pictures and songs, listening to the C, and conducting activities to engage learners. From the observation, it is apparent that Marwa and Huda often create competitions between learners with the explicit purpose of increasing the levels of engagement:

For encouraging them, made it like a game to see which team will win and in order to assist the lazy learner who does not want to speak, and the quiet learner to raise their voice and to motivate them. I used this technique in more than one class and I noticed that lazy learners become more active and participate more [Interview 2:Marwa, 27/11/2017].

On occasions, teachers used non-verbal communication such as maintaining eye contact, using facial expressions and gesturing with learners. For example, in Marwa’s class and while the children were pronouncing letters and words, she was observed pointing with her finger to certain learners. In the interview, Marwa gave this illustration of her gesturing: “I pointed to quiet learners who paid less attention

in order to motivate them to speak more and to know I am paying attention to them” [Interview 2:Marwa, 27/11/2017]. Marwa explained that she is sure they know letters, sounds and words, but they are quiet learners. That is why she concentrated on them to participate.

### **5.2.3. Theme Three: Challenges that EFL teachers face in motivating students and their desire to overcome them**

This theme discussed the challenges that teachers face motivating learners of English and explored their perceptions of dealing with these challenges. The Stimulated Recall and Semi-structured interview data revealed five sub-themes: Poor or no technology supplied, lack of teaching aids supplied by the schools, class size, limited teaching experience and noise in the classroom:

Table 5.9: Emergent themes from teacher interview Data

Teachers	Important emerging sub themes
Samar	- Lack of teaching aids supplied by school - Lack of technology - Noise in the classroom
Marwa	- Lack of teaching aids supplied by school - Lack of technology
Huda	- Lack of experience - Lack of teaching aids supplied by school - Lack of technology
Ali	- Lack of teaching aids supplied by school - Class size - Lack of experience - Lack of technology
Ahmed	- Lack of teaching aids supplied by school - Class size - Lack of technology
Fatima	- Lack of teaching aids supplied by school - Class size - Noise in the classroom

**The lack of technology:** In contemporary classrooms technology is essential. The teachers considered the lack of technology as a challenge to teaching English and motivating learners. They do not have the necessary CDs, computers, speakers, projectors, data shows, and educational videos to bring English teaching to life to gain children's attention and encouraging active learners in the classroom. Teachers felt challenged because they did not have access to visual and audio textbook teaching aids to assist their own understanding of English sounds and how to pronounce them. The schools and the Education Centre (Ministry of Education) which supplied the books did not ensure that the accompanying CDs were sent with the books. *Huda*: "I would like to use a data show, watch some short films or listen to some lessons to have an idea of how English native speakers speak" [Interview 3: Huda, 05/12/2018].

Ali: I am always looking through the school and making an effort to find some equipment, for example, I tried to find a CD and speakers. I have a computer but I did not have speakers so the volume is too low so the learners cannot listen clearly. I have ideas but the school does not encourage me to use these ideas” [Interview 4: Ali, 01/01/2019].

Ahmed illustrated the point: There is no CD for each book. The CD is not available because it is not sent with the book from the original place, not from the school. The CD should come with the book. I spend many years teaching at Primary level without finding a CD with the book [Interview 5: Ahmed, 02/01/2019].

Ahmed added: “The Projector if using, shall create full sharing and attention by learners. Also, the CD which comes with the activity book which is not available, due to the shortage in this product” [Interview 5: Ahmed, 02/01/2019].

**Lack of teaching aids supplied by the schools.** During the interviews, teachers explained that they encountered the challenge of few teaching aids for teaching English. They expressed their dissatisfaction with the lack of teaching aids such as pictures, wallpaper, cards, and posters provided by their schools. They considered these aids as effective ways to motivate learners to become more active, pay more attention and enjoy learning English. They indicated the usefulness of using these aids in assisting in understanding the lesson. Marwa: “Cards and pictures all motivate learners to learn English” [Interview 2: Marwa, 27/11/2017]. Ali: “The second challenge is that we do not have equipment supplied by the school [Interview 4: Ali, 01/01/2019]. Fatima: “We do not have these aids (creatures, pictures, and posters) in the school [Interview 6: Fatima,18/12/2018].

To overcome the challenge of limited teaching aids, the teachers used their own strategies: “If I want to describe the parts of the body, I use my body and students’ bodies as an example” [Interview 6: Fatima, 18/12/2018]. They provided their own teaching aids: cards, wall charts, and pictures in addition to their own computers and speakers and CDs from their personal budgets. They, therefore, solved the shortage themselves: “This is my personal way. Suppose that the lesson is on colours, make it

in the form of a song, or explain it through using pictures” [Interview 1: Samar, 22/11/2018]. They drew pictures, made cards, and brought bring their own computers, speakers, and downloaded videos from the internet and from their phones. They worked together with learners to make posters, draw pictures and use them in explaining the lesson: “In case of deficiencies, I do my best to provide them personally, such as cards and pictures, I drew them by myself” [Interview 2: Marwa, 27/11/2017].

In other cases, they asked for help from other schools which had this equipment: “I try to overcome these challenges by asking some other schools to lend some equipment. My wife also assists me in finding some equipment. I buy something from my pocket. I always try to build a creative generation” [Interview 4: Ali, 01/01/2019]. Teachers also needed support from the Ministry of Education in providing this equipment. This was confirmed by Samar: “Yes, at least, providing us with CDs to answer exercises which completely depend on listening” [Interview 1:Samar, 22/11/2018].

**Class size:** Teachers discussed the challenge of having to teach in very small-sized classrooms in their schools. Ali and Fatima explained that the classrooms are small compared with the number of learners. They commented on learners sitting in rows in desks because the number of learners is so large they were forced to sit learners in this way to fit them in the space. Huda also talked about this point, considering that this way of sitting in rows makes a barrier for the possibility of doing some activities that work better with a particular shape, for example sitting in circles: “The classroom is small so I am not able to sit learners in circles” [Interview 3: Huda, 05/12/2018]. Ali also explained that “The learners are sitting in this way because the number is huge” [Interview 4: Ali, 01/01/2019].

Regarding this challenge, teachers discussed the importance of having more space to divide learners into groups and conduct more activities: “I just need to have more space, more large classroom” [Interview 3: Huda, 05/12/2018]. Having more space could be a strategy to effectively conduct more activities in the classrooms.

**Limited teaching experience:** Teachers confirmed that one of the challenges they experienced in their teaching was their inexperienced teaching English. Some teachers discussed their need for assistance and guidance from other teachers with more

experience in teaching English. Others struggled with their self-esteem as it seemed they still had lacked confidence in teaching English. For example, Samar reflected that: “As a beginner teacher, I need to develop myself more, ask more because when I ask more, I get more benefits” [Interview 1: Samar, 22/11/2018]. Ali also expressed his concerns in mastering the English language: “I am struggling with myself, I am always trying to improve my English, but I always feel scared” [Interview 4:Ali, 01/01/2019].

Neither of these teachers was specific about how to overcome the challenges they identified.

**Noise in the classroom.** Teachers discussed the challenge of noise in the classroom while explaining the lesson especially in the classes where their teachers do not heavily use teaching aids to explain the lessons. Teachers considered that the lack of audio and visual aids could be one of the reasons for the noise because there is nothing to attract learners’ attention, Samar: “Because nothing here attracts their attention such as visual and audio teaching aids” [Interview 1:Samar, 22/11/2018]. Other teachers explained that learners are still young and it is hard to control their behaviour.

Regarding learners’ noise inside the classroom, teachers did not talk widely about how they tried to overcome this challenge, considering that children are still young and it is hard to manage their behaviour. They advised learners to be quiet and be good listeners. Teachers believed that the use of engagement techniques could be one of the solutions for compelling learners to be more interested in learning and to avoid generating negative noise. Fatima highlighted that: “I think that using these engagement techniques would let them be better listeners and more attentive to me” [Interview 6: Fatima, 18/12/2018].

### 5.3. Triangulation of data collection

This subsection discusses the triangulation of the quantitative and qualitative methods regarding the first and second research questions. Triangulating the modes of data collection drew from three sources: teachers’ beliefs about the importance of the use of motivational strategies (questionnaires), their actual use in their teaching practice (classroom observations) and their personal reflections in the interviews. The frequency of teachers’ use of strategies in their teaching practice assisted in identifying

four types of participant responses: 1. Beliefs, practice and reflection aligned; 2. Belief low yet practice high but not reflection; 3. Belief high, yet practice and reflection not aligned with belief; 4. Low belief, not practiced and regarded as too difficult or no comment on reflection.

1<sup>st</sup> type: These teachers rated certain motivational strategies as important in the questionnaires. They were used many times in their teaching practice and were discussed in the interviews. For example, Marwa rated the strategy ‘*provide students with positive feedback*’ six “very important” on the Likert scale of 6 in the questionnaires and she was observed using it in her teaching practice 40 times. Marwa also discussed the importance of using this strategy in the interviews.

Table 5.10: *Beliefs, practice and reflection aligned*

Teachers	Motivational strategies	Questionnaire rating	Classroom observations	Interviews
Marwa	‘Provide students with positive feedback’	6 (very important)	<p>Marwa was observed to use this strategy 40 times.</p> <p>Examples: The teacher used some encouraging words such as “excellent” “clap your hands” when</p> <p>A. learners guessed the new alphabet letters (e.g, S) and when giving the correct answer.</p> <p>Teacher: What is this letter?</p> <p>Student: It is S</p> <p>Teacher: “Excellent”, please clap your hands” (2mins: 05secs).</p>	<p>“Words like “Excellent”, “Clap your hands”, “Look at his writing”, and actions like “Gave stickers to the tidiest learner”, encourage learners to participate more and build competition between learners to get the highest marks”.</p>
Huda	‘Establish good rapport with students’	6 (very important)	<p>Huda observed using this strategy 9 times</p> <p>Example: The teacher smiled,</p>	<p>“When I start teaching, I told my students I am not your</p>



			<p>maintained eye contact with learners,</p> <p>The teacher for example, while explaining the lesson, asked learners (who seemed not paying attention) some questions to attract their attention.</p> <p>Teacher: “Anas, Ahmed, say with us”. The teacher was attentive to the learners’ needs, for example, one of the learners said to the teacher, let me say this letter because it is the first letter in my name? The teacher responded: “Ok, say it”.</p>	<p>teacher, I am like your sister, so do not be shy. I want you to be active in the class, to do the best you can and if you do not understand anything, please ask me. I think this strategy is very important to use in the class”.</p>
Ali	‘Break the routine by varying the presentation format’	5 (important)	<p>Ali was observed to use this strategy 6 times.</p> <p>Examples: The teachers used drawing (cloud, rain), colouring pens to ask about the name of the colours and about their favourite colours.</p> <p>The teacher played a game with learners to find an answer to some questions through guessing the word.</p>	<p>“First of all, I like playing games, doing the drawing. Second thing, I like using video, learners need to listen and watch. Having fun in learning, assisting learners to think with me and it helped them to learn the words faster. It also made a challenge for learners</p>

				to guess the word”.
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2<sup>nd</sup> type: Two of these teachers rated motivational strategies low, yet they used the motivational strategies many times in their teaching practice. This could be an indication that motivating learners is implicit behaviour among teachers. For example, Ahmed rated the strategy *‘make clear to students that communicating meaning effectively is more important than being grammatically correct’* as slightly important, yet he used it 33 times in his teaching practice. He appeared to be unaware of using the practices in his reflections.

Table 5.11: *Belief low yet practice high but not reflection*

Teachers	Motivational strategies	Questionnaire rating	Classroom observations	Interviews
Samar	'Give clear instructions by modelling'	3 (slightly important)	Samar used this strategy 11 times For example: Samar: "If I ask, are you from Libya? Samar: Zakaria, are you from Libya? Zakaria, Yes, Samar: Yes, I am from Libya Zakaria: Yes, I am from Libya".	Did not mention in the interviews.
Ahmed	'Make clear to students that communicating meaning effectively is more important than being grammatically correct'.	3 (slightly important)	Ahmed used this strategy 33 times. For example; Ahmed: "What is this colour? Khaled: Blue. Ahmed: What is this colour? Hasan: Green".	Did not mention in the interviews.

3<sup>rd</sup> type: These teachers rated some motivational strategies highly in the questionnaires as comprising their beliefs. Nevertheless, they did not use them in the teaching practice. One of those teachers gave a reason on reflection in the semi-structured interview. For example, Fatima rated the strategy '*present various auditory and visual aids*' as 6 (very important) in the questionnaires but she did not use it in her teaching practice. As discussed below, Fatima explained her point of view regarding using this strategy as one of the challenges she experienced while teaching English.

Table 5.12: *Belief high, yet practice and reflection not aligned with belief*

Teachers	Motivational strategies	Questionnaire rating	Classroom observations	Interviews
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Ali	'Find out students' needs and build them into the curriculum'	6 (very important)	This strategy was not used in Ali's teaching practice	Did not mention in the interviews.
Ahmed	'Invite English-speaking foreigners to class'	6 (very important)	This strategy was not used in Ahmed's teaching practice	Did not mention in the interviews.
Fatima	'Present various auditory and visual aids'	6 (very important)	This strategy was not used in Fatima's teaching practice	"We do not have these techniques in the school. If I want to describe the parts of the body, I use my body and students' bodies as an example. We also do not have a CD, we have a projector, but it is not always available".

4<sup>th</sup> type: These teachers rated motivational strategies as being not important in the questionnaires in relation to their beliefs and they were not observed using them in their teaching practice. For example, Ahmed rated the strategy *'invite senior students to share their English learning experience'* as 1 (not important). He did not use it in his teaching practice and in her reflection explained the reasons. Others did not comment on their motivational beliefs in practice.

Table 5.13: *Low belief, not practiced and regarded as too difficult or no comment on reflection*

Teachers	Motivational strategies	Questionnaires rating	Classroom observations	Interviews
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Ahmed	'Invite senior students to share their English learning experience'	1 (not important)	Did not use	"It is hard to use it because all learners have their courses at the same time, it is not an active strategy".
Marwa	'Give students choices in deciding how and when they will be assessed'	2 (rarely important)	Did not use	Did not mention in the interviews
Huda	'Involve students in designing and running their course'	1 (not important)	Did not use	Did not mention in the interviews

The findings of the triangulation of the data revealed that whilst there is some synchronisation between teachers' beliefs and their practices, in other cases, there are contradictions between teachers' beliefs and actual teaching practice. With the 1<sup>st</sup> type, there is harmony. The teachers' beliefs about the importance of using certain motivational strategies positively matched their teaching practice and were present in their interviews. Those teachers seemed to be very discerning teachers because they transformed their beliefs into practice. They worked out the strategies they believed are important to motivate learners and they applied them in their teaching practice. These teachers also discussed the importance of using strategies to motivate learners which demonstrates that they know what to do.

In the 2<sup>nd</sup> type, although these teachers were observed using those strategies often in their teaching practice, they were not explicitly identified in their stated beliefs as they had rated them low in the questionnaires. These findings lead to the assumption that teachers unconsciously used those strategies in the classroom. Another assumption is that they may not have understood the meaning of the strategy when they rated them in the questionnaire or they did not believe they were important but that they needed to comply with what the teacher's book asked them to do.

In the third type, teachers' beliefs were not converted into practice. Teachers considered those strategies as highly important to use to motivate learners, but they did not use them. It can be claimed that some certain strategies, for example, *'find out students' needs and build them into the curriculum'*, is hard to use because teachers have no role in designing and building the curriculum. This same reason may apply to many other strategies. On the other hand, other strategies provide a challenge for teachers because the environment outside is not helpful in supporting teachers using strategies like *'inviting English-speaking foreigners to class'*. The lack of necessary equipment may also prevent teachers from using certain strategies. Fatima explained that the school was not provided with the equipment they needed to use in their teaching practice. For example, the audio and visual aids were not supplied by the school and if there are any, they are not available all the time. Thus, it can be concluded that in some cases, teachers need assistance to convert their beliefs into practice.

In the 4<sup>th</sup> type, teachers' beliefs negatively match their practice. Teachers rated certain strategies as not important and they did not use them in their practice. This could be because teachers considered their use unimportant. For example, Ahmed considered the strategy *'invite senior students to share their English learning experience'*, as an inactive strategy. Other teachers may have believed that certain strategies such as *'give students' choices in deciding how and when they will be assessed'*, and *'involve students in designing and running their course'* were difficult for early stage learners, as they considered children in this age group as not being able to make effective decisions.

## 5.4. Other significant issues

The observations and interviews raised some additional issues that teachers believe that they are doing that motivate children to understand and use English.

### 5.4.1. Encouraging learners to speak English

During the classroom lessons, teachers were observed using many techniques such as singing a song, playing games, and asking questions to encourage learners to use English. Marwa and Huda focused on using songs to increase their learners' chances of speaking English. Ali used games as a way of having more interactions between

learners and the teacher. The six teachers focused on asking learners questions in English as a strategy to enhance learners' speaking skills and to check their understanding of the lesson. For example, Ahmed asked 50 questions during his lessons to encourage learners to speak English. Ahmed asked one of the students in English, what is this colour? pointing at a red apple. The student gave a meaningful answer (it is red) to show his understanding of the question. Fatima was observed asking questions 29 times to check learners' understanding of the parts of the lesson. For example, Fatima asked students, "what is this?" by pointing her finger to her nose. Students communicated with Fatima by giving a meaningful answer, "this is nose".

In the interviews, teachers mentioned the importance of encouraging learners to speak English. They gave advice about the importance of English. Teachers encouraged learners who showed a lack of willingness to learn English and whose performance was less than others. As encouragement, teachers showed the advantages of learning English indicating that it is a good language and that by learning it students would acquire another language. Huda mentioned the parents' support in encouraging their children learning the English language. This showed the local community's support and impacts on children learning English: "Encouraging them, for example, using rewards as a star, asking help of parents, doing some activities and letting those students participate". Marwa explained: "We encourage learners to speak and learn English. Even outside the classroom, learners use words in English such as 'Miss', and 'good morning'" [Interview 2: Marwa, 27/11/2017]. Huda commented:

I always give a chance to all students to talk and participate in the class. I focus more on the students with less performance to encourage them to talk and improve their English as they have some difficulty learning English [Interview 3: Huda, 05/12/2018].

#### 5.4.2. The use of Arabic language in English classrooms

Teachers were observed using the Arabic language inside the classrooms for different purposes. Some teachers used Arabic to greet learners ('*Asalaam Alaikum*', صباح الخير, كيف حالكم يا أولاد (*Good morning, how are you?*)). Teachers used the Arabic language to give instructions and commands, الأستاذ: لا, اكتبوا الكلمات في نفس الصفحة, (Teacher: No, write these words on the same page), الأستاذ: اكتبوا فقط الجزء هذا, الجزء, اجمعوا كتاباتكم (*Collect your books*) and guide learners,

التاني لاو اكتبوا فقط الكلمات الجديده (Teacher: Write just this part in your notebook, the other part 'no'; write only the new words of today). There was some literal translations from English to Arabic whilst explaining the lesson such as *فيئار Violent*, *صاروخ Rocket*. The teacher checked learners' understanding of some words by asking their meaning in Arabic, for example, What is the meaning of Sun? What is the meaning of X-ray?) Teachers were also observed using the Arabic language to ask some questions, *كيف نصف عندما نتكلم عن نبيل*, *من يقدر يقولي شن هو الحرف هدا؟* (Who can tell me what this letter is?) *هل عندك مظله؟* (Do you have an umbrella?).

In the interviews, teachers claimed that using the Arabic language in teaching English is important and facilitated learning English. As children were still in early stages in learning English, they do not understand English, so it is necessary to translate some words from English to Arabic to ensure they understand the meaning and the content. Teachers felt learners are lost when they speak only English. Therefore, in every lesson, they translate the new words from English to Arabic to be sure learners understand the meaning. Although Marwa used different strategies and engagement techniques, she still depended on using Arabic in teaching English as she considered some words demonstrated better understanding through saying them in Arabic. Marwa said: "The English language is not our mother tongue, so it is necessary to translate some new English words such as 'Excellent', 'Clap your hands', 'stand up', 'sit-down'; every lesson I give new words" [Interview 2: Marwa, 27/11/2017].

Fatima also used Arabic in her teaching practice. Some students showed a lack of understanding answering some exercises in the activity book. Fatima intended to use Arabic to assist learners understand the purpose of the exercises and to ensure they are able to answer them: "Children still do not understand English. If you noticed yesterday when I spoke English answering the exercises in the activity book, one of the students asked all the time, 'What I need to do, I do not understand'" [Interview6: Fatima, 18/12/2018].

However, teachers expressed their willingness to reduce the use of Arabic overtime when they could ensure their learners had started to understand more English. One of the strategies Samar utilized to avoid translation and assisting learners' understanding was through utilizing pictures and songs. Samar commented:



I use translation to explain words and new sentences to enable students to understand the meaning and after that, I stop the translation. Huda added, After a period of time when learners have enough vocabulary, I will start speaking English [Interview 1:Samar, 22/11/2018].

Ali used colouring pens to introduce colours. So, instead of saying “this pen is red”, he raised the red pen and asked “what is the colour of the pen”?, when he asked about the benefit through using this technique, he said:

I do not want to say the answer or to translate it in Arabic because I say it in Arabic, they will remember it just in Arabic, but If I show it to them and they say in English, in the exam, they will remember it [Interview 4:Ali, 01/01/2019].

Although there is an impact [use]of the first language in teaching English, there is a clear desire from teachers using more CLT practices to activate/ motivate learners through using different techniques.

#### 5.4.3. Using the CLT elements in teaching

During the classroom observations, the researcher noticed that individual teachers' understanding of CLT varies. For example, for Huda CLT is about interaction with meaningful team competitions and songs in which English is used. From Samar's understanding, CLT is using digital technologies in the classroom and she needs assistance to know how to use it effectively.

In the interviews, teachers were asked about the teaching methods they adopt in their teaching practice. Teachers differentiated between using of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) approach as they considered the first method a very old method that does not assist children to learn English effectively. They discussed the importance of depending on CLT in motivating learners and attract their attention through the use of technology and audio and visual teaching aids. Samar gave her opinion on the use of CLT in the classroom:

Using the new teaching methods assists me more because it motivates learners to understand more and to pay more attention. For example, a child at home watching

anything on TV learns it quickly. Therefore, technology helps me more because learners can see and hear at the same time [Interview 1:Samar, 22/11/2018].

In addition, using CLT assists learners to speak English, Huda: “If the teachers want to improve themselves and learners’ ability to speak, they need to use this method”. Some teachers showed their interest in using CLT if resources had been provided and if they had assistance from people with more experience in teaching English. Ahmed gave his opinion on the use of GTM:

No, it is very old teaching method, learners do not feel enjoyment, dull, hear and repeat only. Then she gave an example... For example, today, I concentrate on adjectives, I asked two learners, Aseel and Ayat to stand to clarify to learners that Ayat is long but Aseel is short, long is opposite to short [Interview 5: Ahmed, 02/01/2019].

Samar indicated:

I personally prefer using new methods that depend on the use of the internet and technology, but unfortunately, it is not available. I did my best to buy some equipment, but it is not available in the local market here, I need help from other people who have more experience than me in teaching this fields and its methods [Interview 1: Samar, 22/11/2018].

#### 3.4.4. Lack of teachers’ proficiency in English

The classroom observations revealed that teachers lack proficiency in English which is demonstrated through their speaking with children. Some examples of this evidence were reported in the Extracts provided in the results in this section. The observed teachers had difficulty in asking some questions using the correct tense and prepositions, such as “the Capital of Libya is?” Lack of adequate teacher training and exposure to using English themselves are likely reasons for the perpetuation of this challenging problem. Their overuse of Arabic may account for the teachers not having proficiency in English, as they depended on Arabic to assist learners to understand the meaning of some English words and sentences rather than finding synonyms or non-verbal communication techniques to exchange meaning in English with the students. If the teachers used English more in the classroom they would improve their

proficiency. As English is not spoken/practiced outside the classroom, it is critical that English language teachers speak to their students in English. There is debate as to the quality of a teacher's use of English – poor sentence construction and incomprehensible English – enhances neither the child's proficiency nor the teacher's language skills. Sultana (2010) conducted a study in Bangladesh's primary schools and found that teaching and learning English have a very low standard as there is little opportunity for students to use English inside the classroom due to teachers' lack of proficiency in English. This impacts on students' acquiring English language skills.

## **5.5. Summary**

Chapter 5 addressed the main findings of Phase 1 and Phase 2 of the study. The first phase quantitatively discussed EFL teachers' views regarding the importance of using motivational strategies in teaching English in Libyan primary schools. The data revealed that EFL teachers believe several motivational strategies to be significant for use inside classrooms to motivate formative learners of English. The second phase qualitatively assessed, through classroom observations and personal interviews, the teachers' use of motivational strategies, the engagement activities they employed and the challenges to their teaching practice. The six EFL teachers used a range of motivational strategies in their teaching practice. In addition, they engaged children in learning through using many engagement techniques. However, they also faced the five main pedagogical challenges in their classrooms teaching the English language. Chapter 6 discusses the themes that emerged from the study and analyses the results contrast to previous studies of early learners of English in locations where English teaching is taught as a foreign language.

## **CHAPTER 6: DISCUSSION OF THE FINDINGS**

### **6.0. Introduction**

The literature and studies reviewed in Chapter 3 identified theoretical and empirical work related to motivation, motivational strategies in learning a foreign language and engagement techniques in language learning. Despite the rapid growth in the field of motivational strategies, the research has yet to investigate the role of EFL teachers in motivating and engaging formative learners, particularly at the first stages of their English learning journey in Libyan primary public schools. This chapter discusses four major sets of findings related to teachers' perception of the use of motivational strategies and how formative learners of English engage with their teachers' use of those strategies. The discussion is divided into four parts. The first part discusses the EFL teachers' beliefs about the importance of their own use of motivational strategies for formative learners of English in Libya compared with previous studies elsewhere. The second part considers the frequency of teachers' actual use of those strategies in their teaching practice, one of the first occasions for such a study. The third part examines teachers' actions in facilitating student engagement in the classroom. The fourth section analyses the challenges teachers face in teaching English in Libyan primary schools.

In the motivation field, the ultimate issue among researchers of teaching English is how teachers motivate learners of English in schools where there is limited or no use of English outside the classroom. As English is still taught as a foreign language in many contexts, research into teachers' use of motivational strategies is topical (Al-Mahrooqi et al., 2012; Asante et al., 2012; Cheng & Dörnyei, 2007; Guilloteaux, 2013; Ruesch et al., 2012; Shousha, 2018; Sugita & Takeuchi, 2010). Previous studies had two major limitations. First, they focused on using only questionnaires to examine the frequency of teachers' use of these strategies. A questionnaire is not able to provide an authentic or full picture of teachers' use of motivational strategies even with more

mature learners of English. Second, most studies were conducted with teachers in secondary school and university level institutional contexts.

Different methods have been used previously yet they are relevant for discussing the key findings in this study. Others have used observation schema in the form of a checklist with a Likert scale (Guilloteaux & Dörnyei, 2008; Sugita & Takeuchi, 2014; Wong, 2014). Wong (2014) observed a class and asked the teacher to use a Likert scale to identify the most to the least effective strategies. Whereas the Bokan-Smith (2015) study outlined the motivational strategies used in an ESL context in three ELICOS centres in Australia with adult students from pre-intermediate to advanced levels of proficiency, by contrast, this study expands the literature by triangulating the methods applied to collect then collate and analyse the data. Utilising a three-way data collection process of the questionnaire, classroom observations and teacher interviews, findings were deduced about EFL teachers' motivational strategies with primary school learners of English in the Libyan context.

## 6.1. Teachers' beliefs on the importance of the use of motivational strategies

The results from the questionnaire study revealed that EFL teachers in Libyan primary public schools believed that using motivational strategies in the classroom was overwhelmingly important in motivating learners to learn English as a foreign language. This was evident in the high frequency of the importance ratings of using motivational strategies in teaching, with EFL teachers in Libyan primary schools considering the macro strategy of 'appropriate teacher behaviour' to be their top priority. This result is similar to findings in a range of studies in many institutional and cultural settings (Cheng & Dörnyei, 2007; Guilloteaux & Dörnyei, 2008; Ruesch et al., 2012; Shousha, 2018). Therefore, regardless of the teaching context, for example, in Taiwan, South Korea, North America, Saudi Arabia and Libya (whether labelled "proper" or "appropriate"), *appropriate teacher behaviour* appears to be the key strategy in motivating learners of English as a foreign language. The current study demonstrated that Libyan primary teachers also believe and are aware of the role of appropriate teacher behaviour as a key motivational strategy to use in motivating students.

Libyan EFL teachers of formative learners ranked, '*promoting learners self-confidence*', highly, a finding which lends support to the idea that having confidence in one's ability enhances motivation (Bénabou & Tirole, 2002). The results echo the findings of previous studies (Cheng & Dörnyei, 2007; Dörnyei, 1998; Ruesch et al., 2012) as this motivational strategy comes in the top half of their lists. In addition, Tavani and Losh (2003) revealed that there is a strong relationship between academic performance, motivation, and self-confidence. These findings are considered to be reliable evidence of EFL Libyan teachers recognising the importance of promoting students' self-confidence as a means of increasing the opportunity to improve students' academic performance.

Furthermore, the results showed that EFL teachers placed a high value on recognizing students' efforts and celebrating their success as an important strategy in motivating formative learners. Dörnyei (2001a) recognised the value of encouraging learners to exert higher levels of effort towards success. No wonder therefore that the Libyan teachers ranked this cluster highly in third place. Although this macro strategy failed to make the top 10 list in the Dörnyei and Csizér (1998) study among Hungarian teachers and in the Ruesch et al. (2012) study with North American teachers, it was rated highly by the Taiwanese (Cheng and Dörnyei, 2007) and Libyan teachers. As Cheng & Dörnyei (2007) found, some of the motivational strategies can be culture-dependent. This study, for example, conducted among primary teachers, supported the findings in Taiwan but did not match the Hungarian and North American findings.

Learning a foreign language can be a face-threatening experience for most learners in collective cultures due to the pressure experienced in trying to function in a foreign language. One way to reduce such language anxiety is to facilitate a pleasant classroom climate (Dörnyei, 2001). Most of the Libyan EFL teachers recognized the importance of creating a pleasant and relaxed atmosphere in the classroom, as it was ranked fourth in importance this finding supports the idea that building warm and trustful relationships, based on mutual respect between teachers and learners, can enhance learners' ability to learn (Dörnyei, 2001). Studies in motivation prioritized this strategy as it was placed second in (Dörnyei & Csizér, 1998) list of strategies and in Bokan-Smith's (2015) study of adult ESL classrooms in Australia and was highly rated by teachers students and in the Shousha (2018) study of a Saudi context. Overall therefore, in contrasting learning situations, this study reinforces the importance of

*'creating a pleasant classroom climate'* as a motivational tool whether in an ESL or an EFL context, among adults and with children.

Within the top five rankings among Libyan teachers, *'showing an interest in learning'* is an important indicator of learning. Making the learning task stimulating and enjoyable was classified in Dörnyei's (2001a) study as one of the most powerful teaching strategies in producing and maintaining motivation in L2 learners and has been widely recognised as an important motivational component in models related to L2 motivation. Teachers need to make the learning process interesting and enjoyable for learners and to provide positive feedback to promote learner confidence (Cheng & Dörnyei, 2007; Dörnyei & Schmidt, 2001). Therefore, teachers need to vary their teaching, introduce engaging topics with the use of various teaching aids, and make tasks challenging for learners in order to generate interest and ensure learners are enthusiastic to learn (Dörnyei, 2001). This Libyan study confirmed that teachers' beliefs about considering this strategy is an important tool in motivating learners.

However, Libyan teachers in primary schools are not entirely sure of the importance of using certain strategies. For example, *'presenting the task appropriately, setting learners goals and increasing their goal-orientations in the classroom setting, familiarising learners with 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. They may have found it difficult to utilise those strategies. For example, it is hard to familiarise learners with L2-related values in the Libyan environment because English is infrequently used outside the classroom as teachers and learners have no direct social contact with English speakers. Furthermore, there is a major lack of authentic cultural material to familiarise learners with the culture of English. These challenges have been exacerbated by the political context in Libya with inconsistent government decisions in the teaching and learning of English over the decades.

Belief in the strategies, *'promoting learners' autonomy and promoting group cohesiveness and group norms'*, were the lowest-ranked strategies, as Dörnyei and Murphey (2003) also found. English teachers generally do not believe that adopting the component of promoting learners' autonomy and promoting group cohesiveness is significant for motivating learners as was borne out in previous research studies

(Cheng & Dörnyei, 2007; Dörnyei & Csizér, 1998; Eragamreddy, 2015; Ruesch et al., 2012).

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 members of the group as well as understanding 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 basic characteristics assist in forming strong group cohesiveness. Together with increased opportunities for learners to talk, interact, and get to know each other, teachers need to set up ways for them to share their personal ideas and cooperate together to achieve their goals in learning (Dörnyei, 2001). EFL Libyan teachers also need to be aware of group norms and the effect of one member's behaviour on group members as this is believed to influence learners' academic achievement.

## 6.2. Teachers' use of motivational strategies

As [Section 3.4.3](#) discussed, teachers' beliefs are known to influence their teaching practice (Pajares, 1992) in which, in turn, affects the way they motivate and engage with learners. The findings of this study revealed that twenty-four out of eighty-four strategies listed in the questionnaire were identified, by observation, to be actually used by Libyan teachers in their teaching practice.

The most frequently used was '*present various auditory and visual teaching aids*' within the macro strategy '*making tasks stimulating*'. Four strategies in this macro strategy were frequently used by the Libyan primary school teachers of English, two were in the top five frequently used out of the 24 strategies. As listed in [Section, 2.2.1](#), one of the aims in the teachers' book of English is to assist learners to learn and enjoy the language so that they continue learning it. The six teachers were observed following the teachers' book instructions as a guide to '*making tasks stimulating*'. In the interviews, teachers confirmed the importance of that macro strategy. In other words, teachers had converted their beliefs into their practice. These results reflect studies in the Japanese EFL contexts identified by Sugita and Takeuchi (2010) and Sugita and Takeuchi (2014). For example, the strategy '*vary the learning tasks and other aspects of your teaching as much as you can*' appeared in the top five used



strategies among lower secondary school students (Sugita & Takeuchi, 2010). The strategy *'bring a variety of learning materials'* showed a significant correlation with Takeuchi's (2014) study between the instructor's frequency of use and students' perceived motivation in one of the four sessions conducted with university students. By contrast, Cheng and Dörnyei (2007) and Guilloteaux (2013), in Taiwanese and Korean contexts, found that teachers gave low priority of use on the survey to varying the teaching method. Several Libyan teacher interviewees commented on their preferences for using specific strategies within this macro strategy in their teaching practice. They considered them to be essential tools for motivating formative learners.

The current evidence confirms that promoting learners' confidence is also a key strategy for enhancing English learning. Two strategies were found to be frequently used by the six teachers, namely *'making clear to students that communicating meaning effectively is important more than being grammatically correct'* and *'providing students with positive feedback'*. These strategies are components of the macro strategy *'promote learners' self-confidence'*. Although the macro strategy was not widely practised by Korean teachers (Guilloteaux, 2013), the current research with Libyan teachers is convincing. Further, the findings strengthen previous studies (Asante et al., 2012; Bokan-Smith, 2015; Cheng & Dörnyei, 2007; Sugita & Takeuchi, 2010) who all reached consensus about the importance of promoting learners' self-confidence through providing positive feedback to learners. Dörnyei (2001a) considered giving learners positive feedback as "an essential ingredient of learning" as "when there is no feedback, it is likely that goals-even important goal-lose their salience and priority" (p. 123). This Libyan teachers' study confirms both the belief and practice that feedback is a key strategy for enhancing English learning, even in the formative years.

Another key strategy confirmed by the current research related to *'increasing the amount of English you use in the class'* which was present in the top list of teachers' strategies. Although the macro strategy *'familiarise learners with L2-related values'* ranked eighth in the importance questionnaire, the use of English scored a high mean (5.46) indicating that teachers converted their beliefs into their practice. Possible reasons may be related to the fact that English is not in wide use outside the classroom, therefore, Libyan teachers inevitably aim to increase the amount of English they use

inside the class. Another reason may be related to teachers' willingness to adopt a CLT approach which aims at using the target language as the central principle in teaching English. Any or a combination of the above reasons may explain why this strategy is widely practiced by Libyan teachers. Interestingly, Murphey and Tsuyoshi (1998) acknowledged the strong relationship between the use of English inside the classroom and CLT through his recognition that "speaking more in the target language and doing new activities are risks that can greatly stimulate teacher development and student motivation" (p. 24). Kim (2002) supported this finding in Korea with teachers frequently repeating words in games and activities to increase learners' motivation in their research.

Evidence supporting the belief by the Libyan teachers to establish good rapport with students was revealed in both the classroom observations and interviews, confirming their questionnaire responses, of ranking appropriate teacher behaviour first. Dörnyei (2001a) placed the *'teacher behaviour'* macro strategy top of the list in *creating the basic motivational conditions* categories as indispensable for motivating learners. The same Dörnyei (2001a) study revealed the importance of teachers having a positive relationship with their students as a foundation for increasing students' academic achievement. Sakiz et al. (2012) also found a strong relationship between teacher support and students' emotional, motivational, and behaviour outcomes. Unlike the findings of Dörnyei and Csizér (1998), Cheng & Dörnyei (2007) and Guilloteaux, (2013), this macro strategy was frequently used by Libyan teachers, as in Al-Mahrooqi et al.'s (2012) study among Omani teachers, thereby reinforcing the notion that English teachers in Arabic contexts are aware of the benefits of establishing positive loving relationship with learners.

Evidence demonstrated that the teachers also set up a positive classroom environment. All six teachers frequently used the strategy *'use a short and interesting opening activity to start each class'* in their teaching practice, within the macro strategy *'creating a pleasant classroom climate'* which ranked the Libyan teachers fourth in the questionnaire. This macro strategy was rated at the top of frequently used strategies in Japanese (Sugita, 2010), Chinese (Wong, 2014), Taiwanese (Cheng & Dörnyei, 2007), Omani (Al-Mahrooqi et al., 2012) and Hungarian (Dörnyei & Csizér, 1998) contexts. Although there is a difference in the ranking of the top list of macro

strategies, this result showed overall the high level of Libyan teachers' interest in creating a pleasant climate inside the classroom. From the researcher's classroom observations, colourful teaching aids and general activity showed that the learners were happy and active in class, as they were following instructions, smiling and maintaining eye contact with the teachers, all indicators of intrinsic motivation.

Recognising students' efforts also rated highly in the study as *'recognising students' effort and achievement'* was one of the macro strategies used frequently by Libyan teachers through their use of tracking sheets and giving rewards to children. The learners were motivated extrinsically by their teachers who gave them stars and used encouraging words. This macro strategy was frequently used by other teachers in different EFL contexts as it was situated at the top of the list in the studies of Chinese, Taiwanese and Omani teachers.

Whilst there was some synchrony between teachers' beliefs and their practice, in other cases there was a mismatch between teachers' beliefs and their actual teaching practice. Although Libyan teachers ranked the macro strategy *'promote group cohesiveness and group norms'* last in importance on the questionnaire, they made frequent use of the strategy *'ask students to work toward the same goal'* in their practice. As teachers have limited time to cover the curriculum, a possible explanation is that teachers found it time saving to ask children to work on the same goal. Another plausible reason is that the strategy aims to encourage cooperation among children so they feel equal which in turn increases their self-confidence. This strategy supports the idea by Dörnyei (2001a) that "when students work together they tend to like each other regardless of ethnic, cultural, class or ability differences" and as children depend on each other to achieve a goal, "in cooperative environments (they) have more positive attitudes towards learning and develop higher self-esteem and self-confidence than in other classroom structures" (p. 100). In this study all participating teachers applied the strategy of "group work" in their teaching practice as an effective way increasing the use of English between learners, thereby supporting the findings of Bokan-Smith (2015) with adults.

It can be argued that Libyan teachers were not aware of their use of some motivational strategies in their teaching practice. For example, Samar ranked the strategy "provide instructions by modelling" as slightly important in the questionnaire,

but she actually used this strategy many times in her teaching practice. This leads to the assumption that she may not have been aware of using this motivational strategy or she may not have understood the meaning of the strategies when she rated them in the questionnaire despite the statements being printed in Arabic and English. It is also likely that Libyan teachers considered providing instructions by modelling to be a basic element of learning a new language and evidence of *'presenting task properly'*. Those teachers who used this strategy seemed to follow the aims of teaching English in the Teachers' book thereby, echoing the findings of Asante et al. (2012) who found similar results with seven out of eleven teacher groups.

It is important to explain that in certain circumstances, teachers were unable to convert their beliefs into practice. Teachers might have found some strategies as being important to use, but they experienced many challenges utilizing them in their teaching practice. The underutilization of some of these strategies may be related to several factors. For example, teachers need to cover the curriculum in a certain time (Ali, 2008). This may prevent them from applying some of the strategies and converting their beliefs into practice to save time. Teachers need to follow what the teacher's book asks them to do. For example, it was difficult for teachers to *'introduce various interesting topics'* as they needed to introduce the topics provided in the teacher's book. Lack of availability of some aids was also a hindrance to using some strategies such as *'introduce authentic cultural materials'*. Milon (2016) argued that "teaching aids and instrumental materials are essential to motivate student towards learning and to capture the English content knowledge easily" (Milon, 2016, pp.10-11). The surrounding environment also played a significant role in applying some of the strategies. For example, there were not opportunities to *'invite English-speaking foreigners to class'*. Libya is not a multicultural society and with Arabic as the only language is spoken socially, so it was difficult to find foreigners living there who spoke both English and Arabic. As Dörnyei (2001a) explained "not every strategy works in every context" (p. 30), This Libyan study verified that some strategies were difficult to put into practice in the Arabic context.

The study revealed several beliefs and practices which were not considered to be important and were not used in class. For example, Ahmed did not enact the strategy "invite senior students to share their English learning experience" as he found it hard

to use because all learners had classes at the same time, so older students were not available. Other strategies involved giving learners the opportunity to initiate activities, for example, ‘*give students’ choices in deciding how and when they will be assessed, involve students in designing and running their course*’. As outlined in [Section, 2.2.1](#), neither the coursebook for students nor the teachers’ book clearly illustrated the role of learners in the process of language learning (Orafi, 2008). Further, in [Section 2.2.5](#), teachers themselves did not have a role in designing and building the curriculum. Therefore, it was hard to apply these strategies and it seemed teachers were aware of that Difficulty. As a result, several motivational strategies in Cheng and Dörnyei’s (2007) list were not suitable to use in motivating Libyan children in the formative years of learning English in primary schools.

Comparing the results with the findings of EFL teachers in other contexts, there is no single motivational strategy that works in all EFL contexts. In other words, there was no universal strategy that was effectively applied to all cultural institutional contexts as Dörnyei (2001a, p. 30), recognised. This study suggests that teachers need to explore the motivational strategies that work with their learners’ cultural backgrounds and apply those strategies to increase learners’ motivation. This, in turn, will assist teachers to achieve their aims in teaching.

### **Bilingual teaching**

One of the significant observations that was confirmed in the interviews was the use of Arabic language in learning English. The teachers considered that using Arabic in primary schools was an important tool to facilitate learning English. Similar to the Orafi (2008)’s study, which was conducted in Libyan secondary schools, the use of Arabic “often dominated the classroom interaction, especially when teachers were explaining the meaning of the new words” (p. 8). Teachers in those studies considered the use of Arabic a valuable and necessary tool to facilitate learning and to ensure learners’ understanding of the lesson. Machaal (2012) in Saudi Arabia considered Arabic as a mediation tool for teaching and learning English as a foreign language. Teachers in this Libyan primary school setting clearly expressed that they used visual teaching aids first in finding ways to reduce using Arabic, and used the children’s first language only when they needed to explain new vocabulary and sentences.

### 6.3. Teaching activities to facilitate student engagement

The Libyan EFL teachers implemented a variety of activities to engage children in learning English inside the classroom thereby facilitating their engagement and understanding. They developed activities with CDs, pictures, answering exercises, team competitions, group work, pair work, repeating after the teacher, translations and games. The findings reinforce research by Blumenfeld et al.,(1996) and Kiili (2005) that students develop more understanding when they are actively participating in the learning process and engaging in activities such as group work and gaming. Studies in this field acknowledge the effectiveness of using learning activities to maintain learners' interest in learning, especially in the formative years of school. For example, Skinner et al. (2008) found that children who participated and worked hard in learning activities increased their feelings of fun and enjoyment. However, children with lower participation rates in the classroom were more likely to feel bored and be less engaged in learning activities.

There is a positive correlation between the use of CLT activities and engagement. According to the types of activities used by Libyan teachers in this study, the findings demonstrate that they adopted or tried to adopt CLT practices in their teaching. For example, in the interview discussions with teachers, Samar, Huda and Ahmed clearly showed the importance they held of adapting a Communicative Language approach effectively to assist children learning English in class. Marwa and Huda used the compact disc many times in their teaching practice as a way to facilitate learning and engage the learners in English. This finding supports what Garton et al. (2011) reported in that study of 144 countries around the world. They found that listening to a CD was the most popular activity used among English teachers in primary classrooms. Ali reported using games as a creative activity to facilitate learning and these findings are similar to Aldabbus (2008) who found that using games in learning was a helpful and interesting activity that assists in producing long utterance in English among 11-year-old children.

There is also evidence that the Libyan teachers used pair and group work in conducting activities which in turn increased learners' engagement and cooperation inside the classroom. Based on classroom observations, children actively held up the pictures and worked together to answer the exercises in the activity book. This

contrasts with the findings of earlier Libyan studies by Assalahi (2013), Elabbar (2011) and Orafi (2008) where there was little evidence in the use of these activities. This is strong evidence of a change of Libyan teachers' attitudes towards the use of CLT over the ten years since Orafi's study. The current study ten years later shows that Libyan teachers are now more confident including such activities in their teaching. Even earlier, the Sakui (2004) study in Japan found that teachers' lack of confidence was considered one of the reasons for the limited implementation of CLT and of conducting activities such as pair and group work as he found these activities played only a small role in their teaching.

This current Libyan study in the primary classroom has teachers using pictures, drawing, songs, and team competition as effective tools in engaging learners, increasing their vocabulary and having fun. For example, the formative learners responded positively to the use of these tools during learning English; they actively repeated the vocabulary shown in the pictures, paid attention to the teacher. As their participation increased, they seemed happier, more interested and excited to do these activities. Learners' engagement increased when teachers used both pictures and songs in one activity. They became more physically engaged by clapping their hands or raising pictures while they sang with the teacher. These findings support the Joklová (2009) study which claimed that pictures "do have an impact on students' motivation and interest" and are "excellent tools for the demonstration of the meaning, especially regarding particular things" (Joklová, 2009, p. 47). This study also echoed the research of Rohman (2016) and Sholihah (2009), who both found pictures to be a necessary and effective tool for teaching vocabulary in the seventh and fifth grades, respectively. Joklová (2009) revealed that the effect of pictures is "further amplified if they are combined with other tools such as songs or sense relations" (p. 48) including team competition and puzzles. According to the study conducted by Sevik (2011) in Turkish primary schools, 94.2% of teachers believed that songs have to be an essential part of English language teaching curriculum and 82.7% believed that songs give many opportunities for young learners to show their skills in many language areas. Both the findings of this study and the existing literature support the idea that "tasks that work best tend to have some fun element; they use music and rhythm, songs, and rhymes accompanied by physical activities" (Nikolov & Mihaljević Djigunović, 2019, p. 15).

A notable finding among the teachers with teaching experience of less than 10 years in this study was that Marwa and Ali utilized more engagement and advanced activities than teachers with experience for more than 10 years. They depended on activities incorporating CDs, digital projectors, pair work, group work, songs, games, and team competitions to introduce and explain the lessons and to engage learners in learning which encouraged student participation. The possible explanation was that those teachers studied the communicative approach and the principles of using CLT in their teaching in universities. As mentioned in [section 2.2.2.2](#), the new English curriculum based on this approach was introduced into the Libyan educational system in 2000, so the younger teachers were able to apply what they had learned compared with teachers who had more experience but had not studied this approach in their university training. This finding confirmed the study of Orafi and Borg (2009) when they indicated that there was a gap between English teachers who studied at Libyan universities many years ago and what they were required to teach at schools. Thus, there are differences in approaches among teachers teaching English depending on their training and the number of years they had been teaching.

Libyan teachers used some traditional activities such as “repeating after the teacher” and “answering exercises” in their teaching practices in ways similar to those of Garton et al. (2011) and Kim (2002) who found that “repeating after the teacher” was one of the common and popular traditional activities used by teachers in primary, middle and high schools. Their study revealed that translation was one of the activities never or rarely used inside the classroom, whereas this Libyan study demonstrated that translation was often used as a strategy to facilitate learners’ understanding particularly of new vocabulary in English. It was also used as an engagement technique to ensure children’s interaction during the lessons.

The positive role of teachers’ non-verbal communication in attaining learners’ attention and engaging them in learning was evident in this study. Nonverbal communication was frequently used in the practice of the six teachers. The findings support Galloway (1966) who argued that “pupils may learn more true meaning from nonverbal messages than they do from our verbalizations. For indeed, it is the nonverbal that we turn to for meaning when the verbal appears to be vague and confusing” (p. 61). The results also reflect the findings of Butt (2011) and Shams,



Khan, Zainab, Shah, and Farid (2016) who found teachers used non-verbal communication to obtain learners' attention and to make the learning environment active and interesting during the teaching and learning process. Nonverbal communication is, therefore, a key element in teaching English.

#### 6.4. Challenges for English language teachers

The primary school teachers in this study experience five main challenges when teaching English as a foreign language related to technology, teaching aids, class size, teaching experience and noise. The lack of technology and of school-supplied teaching aids, large class size and noisy classrooms combined with limited teaching experience, echoes previous studies conducted in different institutional contexts in the Libyan environment: lack of teaching aids, and limited technology (Alkash & Al-Dersi, 2013; Elabbar, 2011; Elmabruk, 2009; Pathan et al., 2016) These challenges are not only restricted to EFL teachers in Libya but also to other Arab and non-Arab countries in the world where English is necessarily taught as a foreign language (Abrar, 2016; Anyiendah, 2017; Milon, 2016). A report on a Bangladeshi primary school found that teachers said there was no support from the Schools or Government regarding the use of teaching aids, except for a blackboard, chalk and duster (Milon (2016). Abrar (2016) also claimed that having limited resources negatively influenced effective teaching. Similarly in this study for example, Samar, the teacher who did not use auditory and visual teaching aids, found it difficult to control and manage the classroom. She had to knock on the table many times to manage the classroom.

Class size was another challenge faced by these Libyan teachers. They indicated that small classroom size compared with the number of students decreased the opportunity for activities that required more space. In relation to this challenge, Milon (2016) and Abrar (2016) also found similar situations where teachers in primary schools had the problem of small classroom size which in turn led to over-crowded classes and caused "a chaotic problem for teachers" (Abrar, 2016, p. 99). Tanner (2001) estimated that "no more than 17 students per average classroom is the ideal number for elementary schools" (p. 2). Having more than this number is considered as being overcrowded. Muchiri (2009) explained that free primary education enrolment was the reason for primary schools having overcrowded classes. This was similar to the situation in Libya where there are overcrowded classes consisting of more than 35 students per class due

to the free education enrolment in all levels of teaching (primary to university). This challenge leads to the misalignment between teaching methodology and the physical classroom environment.

Another challenge for some teachers was their limited experience. This challenge might be the result of a lack of adequate teacher training for teaching English. Teachers struggled finding ways to improve their teaching. As discussed in [Section 2.2.4](#), there was not enough training time for pre-service teachers as they were assessed for just one month and only once or twice depending on how cooperative the assessing teacher was and on the university schedule. These findings are similar to those of Fareh (2010), Khan (2011), Milon (2016) and (Orafi, 2008) where there was found to be an inadequate preparation of teachers and the majority of teachers did not undertake any training in English, which became a major challenge they faced in teaching English. Khan (2011) claimed that “in order to be updated, modern and sophisticated, one should attend in-service training or professional development programs” (p. 71). This Libyan study also argues that the provision of teacher training in English would increase teachers’ confidence in teaching and enhance their overall experience in using English in the classroom.

Another challenge that impacted the effectiveness of teaching practice was student noise. The teachers who mentioned this challenge in their interviews were the same teachers who were reluctant to use teaching aids and technology to attract learners’ attention. It seemed that there is a strong link between limited or lack of teaching aids and learners making negative noise inside the classroom. In contrast, the findings of Anyiendah (2017) and Milon (2016) in primary public schools in Kenya and Bangladesh found that teachers considered learners’ noise a significant reason for stopping their use of resources in an effort to attract learners’ attention in class.

Libyan teachers’ lack of English proficiency is regarded as another problem potentially due to a lack of teacher training as previously indicated. Pinter (2017) argued that in any country, the Government needs to concentrate on training teachers, both pre-service and in-service, to ensure the effectiveness of introducing the English language to primary schools. As discussed in [Section 3.5.3.2](#), quality training remains an issue in many countries (Butler, 2004; Ghatage, 2009; Hoque, 2009; Nunan, 2003; Sultana, 2010). In addition in the Libyan context, although using Arabic in English

classes was a useful tool to assist learners in understanding the meaning of ambiguous words, the teachers' English proficiency was not enhanced by using Arabic. Usually, the classroom was the only place where teachers could practice using English.

Although the challenges met by Libyan teachers were obstacles to applying CLT in their teaching practice, the teachers were determined to overcome that challenge. For example, it is notable that they had to provide their own resources to overcome the constant challenge of limited or few resources for teaching and learning. This verifies findings by Sakui (2004) that "teachers frequently have to face constraining factors when implementing CLT" (Sakui, 2004, p. 162). The evidence is that the strategy '*make task stimulating*' was the most frequently used strategy. Interviews showed that the teachers appealed to both School and Government for extra teaching support. They had to take their own steps to provide the necessary equipment and find more space to conduct activities which in turn reduced the negative effects of student noise. Milon (2016) noted similar circumstances in which the teachers asked for school and government support to face those challenges in Kenya and Bangladesh.

## 6.5. Internal factors within external influences of the conceptual framework of the study

As mentioned in [Section 3.7](#), there are interrelated factors that influence the decisions teachers make in motivating formative learners of English where English is taught as a foreign language. The internal factors operate within the external influences of society and communities.

The interplay of teachers' beliefs, teachers' pedagogical assumptions, teacher engagement, teaching practices, and addressing the challenges of English language teaching, all relate to motivational strategies in use. The classroom is the most important place where motivation takes place. There was clear evidence that Libyan teachers had a strong belief in using motivational strategies. They gave overwhelming importance to several strategies and they considered them essential in motivating children in primary schools. In most cases, when they could, they converted their beliefs into practice. Teaching method affected in one way or another the teachers' use of those strategies. The more teachers depended on CLT in their teaching, the more they used various strategies in their classrooms. Challenges that teachers experienced

were considered obstacles to the effective motivation of learners. There is evidence from the findings that teachers tried to address those challenges in a way that did not hinder their use of motivation.

In reality, teachers of children in their formative years need assistance to continue applying their beliefs in practice. External Influences to the classroom play a fundamental role in assisting teachers to put beliefs into practice. The former political situation in Libya negatively affected the teaching and learning of English. Teachers need support from the Ministry of Education and schools to supply essential teaching and learning resources as teaching aids for effective teaching.

Social and community attitude in support of English is a factor requiring further research. Although there was no evidence of strong local community support, it was Huda, the well-experienced teacher who found it was helpful to encourage parents to take part in encouraging their children to learn English. There is potential for change over time when the local community lends support to language learning.

The internal influences component of the conceptual framework [Section 3.7](#), (Figure 3.1) has proven to be the most enduring in the Libyan context, where teachers work hard to motivate learners independently. This evidence clearly appears in teachers' beliefs and practice without any major role of support by external influences.

## **6.6. Summary**

This chapter discussed the main findings of this study in relation to previous work in the field of motivation of EFL learners in response to the four research questions. EFL teachers' using motivational strategies have a positive impact increasing learners' motivation to learn English. Teachers' beliefs were found to influence practice yet some teachers found difficulty converting their beliefs into practice, hence variations among teachers of English. Engagement activities influenced learners' participation defying the surrounding external environment which has not yet played a significant role in assisting teachers to apply strategies that motivate learners to learn. Teachers need support to overcome the pedagogical challenges they experience in their teaching. Next, Chapter 7 summaries the main findings and outlines the contributions to knowledge in the field of motivating young learners of

English in schools. It gives suggestions for further research with pedagogical implications and recommendations that emerge from this study.

## **CHAPTER 7: CONCLUSION**

This chapter has a number of functions. It provides a summary of the main findings in relation to the four research questions: teachers' beliefs about the importance of using motivational strategies, their actual use of those strategies, and of engagement activities and the pedagogical challenges they face in their teaching. The particular contribution of this research to knowledge about teaching English to formative learners, and suggestions for further research are followed by some pedagogical implications and recommendations in EFL contexts.

### **7.0. Summary of the main points**

Given the key role of teachers in using motivational strategies to motivate their learners, this study investigated how EFL teachers motivate learners to learn English as a foreign language. More specifically, teachers' beliefs were investigated in relation to the use of motivational strategies in teaching formative learners of English in primary public schools in Ajelat City, Libya. Additionally, the study explored the engagement activities that teachers used to involve young students in learning English. It also shed light on the challenges teachers experienced while teaching English.

In order to answer these research questions, I conducted a questionnaire with 76 EFL teachers to investigate their beliefs. I also conducted classroom observations using audio and video stimulated recall to explore the strategies teachers used in their teaching practice. Six EFL teachers from 30 primary schools, were observed twice, except one teacher who was observed once only. I conducted follow up video/audio stimulated and semi-structured interviews with each teacher to scrutinise their perspectives. During the interviews, teachers discussed their practices and the challenges that they perceived were affecting their teaching of English.

This study revealed Libyan teachers' beliefs about the importance of using motivational strategies to engage children learning English. In Chapter 5, teachers' beliefs were ranked from the highest to the lowest frequency of mention. This finding showed that teachers gave a high priority to teachers' use of appropriate behaviour

inside the classroom. These behaviours were the ones that promoted learner self-confidence and recognised student effort as the most important strategies to motivate students learning English. Teachers also allotted importance to creating a pleasant and stimulating classroom climate to enhance the enjoyment of learning.

This study also demonstrated the relationships between teachers' beliefs and their practice. In most cases, teachers' beliefs converted into their practice, although in a small number of cases, teachers indicated a mismatch between their beliefs and practice. The underutilization of some strategies can be the result of many obstacles that teachers meet during their teaching. Teachers teaching English in a country like Libya, where it is taught as a foreign language, is considered to be a challenge so they need a great deal of assistance to be able to convert their beliefs into practice. The Government, Ministry of Education and the School system are responsible for providing the necessary resources that facilitate learning and assist teachers in their teaching practice. However, the surrounding context may prevent teachers from applying some strategies; they need an English-stimulated environment to apply their teaching strategies effectively. The surroundings may have inhibited some of the strategies identified by Cheng and Dörnyei (2007) from being used in the formative years of the children's education in Libyan schools.

The study showed evidence that teachers utilized a wide range of engagement activities to involve learners in English. Using both verbal and non-verbal communication enhances learners' engagement and understanding of the lessons. Although most activities were conducted with the assistance of teachers, it was clear that the teachers tried to facilitate rather than control learning. For example, teachers facilitated learners doing team competitions and playing games inside the classroom.

Teachers in this study experienced many challenges in teaching English in primary schools. These challenges affected their teaching practice and prevented them from using some strategies related to the use of digital technology and even simple teaching aids. Despite those challenges, teachers tried to do their job in a competent way through meeting the challenges and using simple possibilities for achievable outcomes.

## 7.1. Contributions to knowledge

As an investigation of Libyan teachers' beliefs and practice in the use of motivational strategies and engagement techniques with formative learners aged 11-12 years, the study offers a useful contribution to the knowledge in relation to motivating early adolescents in learning English as a foreign language.

Methodologically, this study is innovative as it extends Cheng & Dörnyei's (2007) research and later studies with the inclusion of classroom observations and interviews adding to the questionnaire on teachers' beliefs about the importance of the use of motivational strategies and the frequency of their use in teaching practice. This study provided empirical evidence through combining quantitative and qualitative data of the motivational strategies and activities with language use exemplars used by teachers in their teaching practice. The study highlighted the importance of using video and audio stimulated recall in providing an accurate record of the classroom actions, teachers' behaviours and their non-verbal communication with learners inside the classroom.

One of the contributions by this study is an exploration of the teachers' use of Arabic to explain English lessons. Teachers were observed using Arabic to translate some words and sentences from English because they claimed that it was difficult to use only English when the students in the early stages of learning English did not have sufficient vocabulary to understand their English use. Another reason was that the children found it strange to engage in activities that depended completely in English. Teachers also used Arabic to establish rapport as they valued establishing a good relationship with their learners.

The teachers' use of some elements of CLT enhanced an encouraging environment inside and outside the classroom is another contribution to knowledge. It is difficult to use the communicative language approach in a foreign environment where English is not used outside the classroom. Some communicative activities focus on real-life interactions such as going to the shops and talking with people in the street yet this is a challenge for teachers when the environment outside is not engaged speaking in



English. Another challenge for the use of the communicative language is that Libyan people use only Arabic to interact socially with each other and this has a negative effect in that it reduces the opportunity to use English in a communicative way outside the classroom. One significant challenge in the Libyan environment is that there is no encouraging setting either internally within the school or wider community to enable communicative language teaching as it is in countries where English is used outside the classroom in everyday life. Therefore, it is important to motivate learners to use English outside the classroom by creating a supportive environment around the children where they can learn to use English.

Learning English from the early years has a positive impact in creating an environment where English can be used outside the classroom. As [discussed in 3.1.1](#), there are advantages in integrating English from the early stages. Pinter (2017) listed the aims for integrating English in the primary schools for many countries. Adding to those aims is the advantage of creating an environment akin to English being used as a second or additional language. After the political fluctuations in permitting the teaching and learning English in Libya, it is an encouraging initiative to introduce English from the primary years. This early introduction should create a generation able to use English inside and outside the classroom. It might be that there are no clear advantages yet regarding this change as English is taught as a content subject in schools, but it is expected in the near future that English is likely to be used more commonly outside the classroom for communication, and purposes such as trade, and internet. Such a societal change should have a positive effect on assisting English teachers in their teaching as they will be able to implement strategies related to the surrounding environment. They should then be in an affirmed position to achieve benefits from teaching activities that evolve from real-life interactions as student achievements are enhanced by opportunities to use English outside the classroom.

## **7.2. Suggestions for further research**

The findings of this study are significant because the literature had not yet reported empirical research about teachers' beliefs and practices of the use of motivational strategies in motivating 11-12-year-olds as formative learners in primary public school. Given that this study offers insights into teachers' implementation of motivational strategies and engagement techniques in Ajelat City in Libya, and their

role in motivating formative learners in primary public school, further research of this kind is needed to shed light on strategies used by EFL teachers in other areas in Libya and elsewhere. A further qualitative study with a larger number of participants would be valuable to build a range of insights about teachers' beliefs and practices in their use of motivational strategies and engagement activities to involve learners in English.

As this study focused on teachers' beliefs and practices, the findings reflect teachers' perspectives. Further research is needed to investigate students' attitudes regarding the use of strategies and which ones assist them more in learning English. It is also important to investigate their perspectives on the activities used in classes and which kind of activities stimulate them to be actively engaged through peer and group learning.

After fluctuations in teaching English over a number of years and from Libyan perspectives, the findings of this research are significant and helpful for educational decision-makers to monitor how teaching English in the early years is occurring as evidence for longer-term study. A longitudinal approach would provide a more complete picture in terms of the strategies and engagement activities used and the challenges that teachers face. This study thereby provides a pathway to conceptualise both the advantages and the impact of learning English from the early stages. It is important to report changes which have happened over time regarding teachers' strategies to motivate learners and new engagement techniques used in teaching English. It is also significant to follow up the challenges and see whether they increased or decreased over time as well as the new challenges that may emerge. Further empirical research is important to evaluate the learning outcomes of children who learn English from early years in a longitudinal study to assess its impact in their following years of education.

### 7.3. Pedagogical implications for English language teaching in Libya

The findings of this study suggest some pedagogical implications that could be addressed in future research;

1. Since this research identifies the positive impact of motivational strategies on learners' engagement in English, it is crucial to find ways to raise teachers' awareness of the importance of the use of those strategies inside the classroom.
2. Since the findings of this study demonstrate that the surrounding environment plays a significant role in assisting teachers to apply some strategies that motivate learners to learn, it is important for the Government, Ministry of Education, and the school community to assist teachers and provide them with the equipment they need for creating engaging ESL environments for their children to use English.
3. Since EFL teachers play a vital role in the success of the teaching and learning process and they know what their learners need to increase their achievement, it is essential that the Libyan Department of Curriculum and Instruction takes teachers' considerations and integrates them while building and designing the curriculum. This will have a positive long-term effect on teaching the English language.
4. Since this study demonstrated that engagement activities can influence learners' participation, reinforcement and encouragement of those activities should be continued to discover their impact in facilitating English language learning and the pedagogical changes they promote.
5. Since not all EFL Libyan teachers who participated in the study held strong beliefs about the motivational strategies related to promoting group cohesiveness further investigation is needed about group norms.

#### **7.4. Recommendations**

1. Teachers need to find motivational strategies that work with learners' cultural backgrounds and that may be applied to increase learners' motivation, which in turn, can assist them to achieve their aims in teaching.
2. The Libyan Ministry of Education should provide training for in-service teachers to ensure their professionalism in teaching and with funding to secure the resources they need for engaging children in learning English.

3. Schools need to provide the resources and regular training for teachers in Communicative Language Teaching to create a rich engaging learning environment to teach English well.
4. Teachers need support from schools and the Government in providing the necessary equipment and resources to facilitate learning English.
5. Teachers need to moderate any unnecessary overuse of the Arabic language to avoid its effect on theirs and the children's English proficiency.
6. External social influences need to provide future encouragement using English to sustain the levels of motivation that teachers have.

### **Closing comments**

**Remal Azitoni:** As a novice researcher, this research has contributed to developing my ideas during the study journey. Regarding the data collection process, I gained knowledge of using more than one research method to investigate a particular phenomenon and how to use software to analyse data to seek answers to research questions. This study has improved my skills writing in an academic way building my confidence to extend my research skills in future studies. I have also learned that doing research is not an easy task. It needs patience, hard work, and persistence to overcome the obstacles and achieve the desired goals.

Particularly, although the Libyan education system has grown in the last years, investigating this in the actual setting, proved to me that there are still many areas that need improvement to have a successful teaching and learning process where children can use English and become more proficient in the international world. It is hoped that the outcomes of this study will be able to make a contribution addressing these areas.

**Ann Dashwood:** My study of teachers' approaches to their English language teaching and how to research fundamental elements of pedagogy in English has made me hungry to develop further research. I would like to engage my colleagues in this pursuit with me, opening up avenues for their reflection and growth in this fascinating domain of English language learning in Education.

**Jill Lawrence:** My journey into the postgraduate research culture paralleled that of the participants. I too navigated an unfamiliar culture with new, often unfamiliar, literacies and discourses that I needed to master and, in most cases, learn to demonstrate. I too had to negotiate life/work/study/family collisions. Throughout my journey, I also employed the success practices. In fact, if I had not employed these practices, I would not now be writing these closing comments. This thesis thus represents my journey, a journey of growing familiarity, engagement, and mastery: rich and rewarding in terms of personal growth and nourishing and validating in terms of lifelong and life-wide learning.

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# APPENDICES

## Appendix A: Ethics approval Letter

**OFFICE OF RESEARCH**  
Human Research Ethics Committee  
PHONE +61 7 4631 2690 | FAX +61 7 4631 5555  
EMAIL [human.ethics@usq.edu.au](mailto:human.ethics@usq.edu.au)



22 March 2018

Mrs Remal Azitoni

Dear Remal

The USQ Human Research Ethics Committee has recently reviewed your responses to the conditions placed upon the ethical approval for the project outlined below. Your proposal is now deemed to meet the requirements of the *National Statement on Ethical Conduct in Human Research (2007)* and full ethical approval has been granted.

Approval No.	H18REA028
Project Title	The Role of Teachers' Strategies in Motivating Students to Learn English as a Foreign Language: A Study of Primary Students in Libyan Public Schools
Approval date	22 March 2018
Expiry date	22 March 2021
Status	<b>Approved with standard conditions</b>

The standard conditions of this approval are:

- (a) responsibly conduct the project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments made to the proposal;
- (b) advise the University (email: [ResearchIntegrity@usq.edu.au](mailto:ResearchIntegrity@usq.edu.au)) immediately of any complaint pertaining to the conduct of the research or any other issues in relation to the project which may warrant review of the ethical approval of the project;
- (c) promptly report any adverse events or unexpected outcomes to the University (email: [ResearchIntegrity@usq.edu.au](mailto:ResearchIntegrity@usq.edu.au)) and take prompt action to deal with any unexpected risks;
- (d) make submission for any amendments to the project and obtain approval prior to implementing such changes;
- (e) provide a progress 'milestone report' when requested and at least for every year of approval;
- (f) provide a final 'milestone report' when the project is complete;
- (g) promptly advise the University if the project has been discontinued, using a final 'milestone report'.

For (d) to (g) forms are available on the USQ ethics website:

## Appendix B: Permission from the Ministry of Education to conduct Research at Ajelat City

السلام عليكم ورحمة الله وبركاته

الي الاخ: خالد عماره بلق

اكتب اليكم لأخذ الأذن للقيام بجمع البيانات في ثلاثين مدرسه في مدينه العجيلات . هذه المدراس تعتبر من ضمن المدارس الاولى من حيث أعلى الدرجات في الامتحانات النهائية لسنة 2017.

هذه المدراس تتضمن: العجيلات المركزيه – أسماء بنت أبي بكر- العجيلات الشماليه- العجيلات الجنوبيه - الجديده المركزيه - شهداء يناير- السلام - الجديده للتعليم الاساسي- الشبيكه المركزيه – 17 فبراير للتعليم الاساسي – ظهره بن خالد – الجديده الشماليه – مصعب بن عمير – الزرامقه – مثلث الأبطال – سعدون سويحلي – فاطمه الزهراء – عقبه بن نافع – النجم الساطع – العروبه-الاصلاح- الفريخ المركزيه-العهد الجديده-الأحرار-عفرانه المركزيه-السويديه المركزيه- شهداء الجديده-الوحده-التقدم-المجد.

هذا البحث يقام كجزء من مشروع الدكتوراه للطالبه رمال الزيتوني تحت اشراف ان داشوود وجيل لاورينس في جامعه ساوترن كوينز لاند.

البحث تحت عنوان: دور الاساتذه في استخدام استراتيجيات التعلم لتحفيز الطلبة لتعلم اللغة الانجليزيه : دراسه الطبه الابتدائي في المدارس العامه.

هذا البحث يهدف الي معرفه كيف اساتذه اللغة الانجليزيه يحفزون الطلبة المبتدئين لتعلم اللغة الانجليزيه في المدارس العامه. اول خطوه للدراسه وجمع البيانات تتطلب من الاساتذه ان يقوموا بتعيينه استبيان يحتوي علي 48 جمله. بعد تحليل نتائج الاستبيان سوف تختار عينه من الاساتذه لاجراء ملاحظه للفصل ومقابله معهم.

هذا البحث يهدف للاجابيه علي ثلاثه أسئله:

1- ما هي أهميه استخدام استراتيجيات التحفيز عند أساتذه اللغة الانجليزيه وكيف يتم استخدام هذه الاستراتيجيات؟

2- ما هي النشاطات التي يستخدمها الاساتذه لجذب انتباه الطلاب لتعلم اللغة الانجليزيه؟

3- ما هي المشاكل التربويه أو التعليميه التي يواجهها الاساتذه خلال تحفيز الطليه وكيف يحاولون التغلب علي هذه المشاكل؟

أرجوا اعطاني اذن للتواصل والدخول الي هذه المدارس من خلال كتابه أسمكم والتوقيع أذناه.

انا ..... (مراقب التعليم بالعجيلات ) في مدينه العجيلات أعطي الاذن للقيام بجمع البيانات في المدارس المذكوره

التوقيع:

تحياتي

رمال الزيتوني

طالبه دكتوراه

جامعه ساوترن كوينز لاند

الاييميل: u1008460@umail.usq.edu.au

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التاريخ: 6/2/18



عالمون



### Permission to Conduct Research at Ajelat City

I am writing to ask your permission to conduct research at thirty schools in Ajelat City for data collection. The selected schools represent those in Ajelat City with the highest scores in the 2017 National Examination.

These schools are: Al Ajelat almarkazia, Asma bend Abi baker, Al Ajelat ashamalia, Al Ajelat ajanibia, Ajadedda almarkazia, Shohada ynayer, Asslaam, Ajadedda litallem alasasi, Asbeka almarkazia, 17 febrauray litallem alasasi, Khahret ben Khaled, Ajadedda ashamalia, Mosab ben Omair, Azramgha, Mothalth Al abthal, Saudon Swehli, Fathema Azahra, Okba ben Nafea, Anajem Asatea, Aloroba, Aleslah, Alfrech Almarkazia, Alahed Aljaded, Alahrar, Zaafrana Almarkazia, Aswenia Amarkazia, Shohada Ajdeeda, Alwehda, Atagdem, and Almajed.

The research is being conducted as a part of the Doctor of Philosophy by Mrs Remal Azitoni under the supervision of Associate Professor Ann Dashwood and Professor Jill Lawrence at the University of Southern Queensland.

The research is entitled: The Role of Teachers' Strategies in Motivating Students to Learn English as a Foreign Language: A Study of Primary Students in Libyan Public Schools.

This research aims to investigate how English as a Foreign Language (EFL) teachers effectively motivate beginner learners of English in Libyan public schools. The first stage of the study involves teachers completing a questionnaire of 48 statements. Analysis of the questionnaire will be followed by a selection of teachers invited to participate in classroom teaching observations and interviews. The study aims to answer the following research questions:

1. How important do English language teachers believe motivational strategies are for their students to learn English and how do they use those strategies?
2. How do EFL teachers engage beginner learners in learning English as a foreign language?
3. What are the pedagogical difficulties that EFL teachers face in motivating students and how do they overcome those difficulties?

If you give permission for this research to be conducted in Ajelat City and for access to be granted to the above schools, would you please sign the form below which acknowledges that you have read the explanatory statement and you understand the nature of the study being conducted.

I Khaled Amara Balig as (Minster of Education), give permission for this research to be conducted in these schools.

Signature:



Date:



Sincerely,

Mrs Remal Azitoni

PhD student

School of Linguistics, Adult, and Specialist Education,

Faculty of Business, Education, Law and Arts,

University of Southern Queensland,

Toowoomba, Queensland 4350,

Australia.

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## Appendix C: Questionnaire for English language Teachers استبيان لأساتذة اللغة لانجليزية

Most language teachers like to teach motivated students. There are a lot of 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 use to motivate beginner learners to learn English inside the classroom even if you do not use the strategy yet. Please rate each strategy with one of the following levels of importance: (6) very important, (5) important, (4) moderately important, (3) slightly important, (2), rarely important (1) not important. 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 استراتيجيات التحفيز	6	5	4	3	2	1
1. Bring in and encourage humour 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).	6	5	4	3	2	1

السماح للتلاميذ بالتعرف علي بعضهم البعض بشكل أفضل من خلال القيام بعمل جماعي مثلاً.						
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 الانجليزيه.	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 الانجليزيه.	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 تساعدهم علي 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. أظهر 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 ألاجانب المتحدثين باللغه الانجليزيه الي الفصل.	6	5	4	3	2	1
20. Help students develop realistic beliefs about English learning. مساعدته التلاميذ علي تطوير معتقدات واقعيه حول تعلم اللغه الانجليزيه.	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.	6	5	4	3	2	1

ايجاد احتياجات التلاميذ واحتواءها في المناهج الدراسية.						
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 ثقافيه حقيقيه للفصل ( مثل مجلات وصحف أو أغاني و أناشيد باللغه الأنجليزيه).	6	5	4	3	2	1
33. Make clear to students that communicating meaning effectively is more important than being 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 that will make their learning easier and more effective. تعليم التلاميذ العديد من استراتيجيات التعلم التي تجعلهم يتعلمون بشكل أسهل وأكثر فاعليه .	6	5	4	3	2	1
37. Adopt the role of a 'facilitator'. تبني 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 المستخدمة في الفصل.	6	5	4	3	2	1
40. Share with students that you value English as a meaningful experience. توضح للتلاميذ مدى تقديرك للغة الإنجليزية بأعتبارها تجربة ذات معنى.	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. تعزز جهود التلاميذ المبذولة.	6	5	4	3	2	1
43. Make tasks that are new and increase learners' curiosity. خلق مهام جديدة تزيد فضول التلاميذ.	6	5	4	3	2	1
44. Encourage students to share personal experiences and thoughts. تشجيع التلاميذ على مشاركه خبراتهم الشخصية وأفكارهم.	6	5	4	3	2	1
45. Present various auditory and visual teaching aids. تقديم وسائل تعليمية سمعية وبصرية مختلفة .	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

شكرا جزيلا لمشاركتك في تعبئه هذا  
شكرا جزيلا لمشاركتك في تعبئه هذا

الاستبيان  
يرجى تقديم معلومات اتصال اضافيه للمشاركه في الأبحاث.  
المستقبليه

Name:

الاسم:

Age

Teaching experience

Qualification

Teaching other stages; primary, middle, secondary, university

Name of the school: اسم

المدرسه:

Email address

الايمل





## Appendix D: Participants Information Sheet (Teachers' Questionnaire)



University of Southern Queensland

### Participant Information for USQ Research Project Questionnaire

#### Project Details

Title of Project: The role of teachers' strategies in motivating students to learn English as a foreign language: a study of English teaching in Libyan public schools

Human Research Ethics Approval Number: H18REA028

#### Research Team Contact Details

##### Principal Investigator Details

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##### Supervisor Details

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Telephone: (07) 4631 1806  
Mobile:

#### Description

This project is being undertaken as part of PhD

The purpose of this project is to investigate how EFL teachers effectively motivate beginners' learners of English in Libyan public schools.

The research team requests your assistance because your school is one of the first twenty schools where their students achieve the highest scores in The National Examination, 2017.

#### Participation

Your participation will involve completion of a questionnaire that will take approximately 15 Minutes of your time.

Questions will be two parts; close – ended questions as it is a selection process of the motivational strategies that you believe are important to use inside the classroom. The second part asking some demographic questions: Name, age, Teaching experience, Qualification, Teaching other stages; primary, middle, secondary, university, Name of the school, Email address

Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. Please note, that if you wish to withdraw from the project after you have submitted your responses, the Research Team are unable to remove your data from the project (unless identifiable information has been collected). If you do wish to withdraw from this project, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the school.

#### Expected Benefits

It is expected that this project will directly benefit you in demonstrating the pedagogical challenges that you face while teaching English as a foreign language. Also, you will be aware of the role of using effective teaching methods which they can use inside the classroom to enhance students' motivation to speak English. However, it will add to the epistemology of EFL teaching with new insights to the existing knowledge about teachers' roles in motivating beginner learners in Libyan public schools. In addition, it will assist the EFL teaching community to be aware of motivational strategies and the engagement techniques that can be used inside the classroom to motivate and engage beginner learners to learn English as a foreign language.

#### Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project.

#### Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law.

Following analysis of the questionnaire, you will be identified only by the researcher to select the sample to be observed and interviewed.

Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

#### Consent to Participate

The return of the completed questionnaire is accepted as an indication of your consent to participate in this project.

#### Questions or Further Information about the Project

Please refer to the Research Team Contact Details at the top of the form to have any questions answered or to request further information about this project.

#### Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email [ethics@usq.edu.au](mailto:ethics@usq.edu.au). The Ethics Coordinator is not connected with the research project and can facilitate a resolution to your concern in an unbiased manner.

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the school.

#### Expected Benefits

It is expected that this project will directly benefit you in demonstrating the pedagogical challenges that you face while teaching English as a foreign language. Also, you will be aware of the role of using effective teaching methods which they can use inside the classroom to enhance students' motivation to speak English. However, it will add to the epistemology of EFL teaching with new insights to the existing knowledge about teachers' roles in motivating beginner learners in Libyan public schools. In addition, it will assist the EFL teaching community to be aware of motivational strategies and the engagement techniques that can be used inside the classroom to motivate and engage beginner learners to learn English as a foreign language.

#### Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project.

#### Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law.

For audio or video recording:

- You will have the opportunity to verify their comments and responses prior to final inclusion.
- You will give time (two weeks) to do any changes to the transcript before the data is included in the project (under request).
- The audio/ video recording will be disposed of using USQ policy. Once the data is deemed to be no longer required, it will be deleted from the database.
- The recording will not be used for any other purpose.
- The researcher and a proxy researcher will be access to the recording. The recording will be transcribing by legal organization.
- It is possible to participate in the project without being recorded.
- You welcome to contact the research team if you would like a summary of research results.
- Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

#### Consent to Participate

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research Team prior to participating in your interview.

#### Questions or Further Information about the Project

Please refer to the Research Team Contact Details at the top of the form to have any questions answered or to request further information about this project.

#### Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email [ethics@usq.edu.au](mailto:ethics@usq.edu.au).

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## Appendix E: Observation chart template for primary EFL Libyan teachers

This chart looks to find out the motivational strategies that use insider the classroom to motivate learners. It also reports the engagement activities s that have been used by the teachers to engage learners in classroom activities. The observation checklist has adopted from Cheng and Dörnyei (2007) and Guilloteaux and Dörnyei (2008)'study.

<b>Observation chart for each teacher...</b>		
Years of Teaching		Years of Teaching English
Length of observation:		Date:
Teacher name (pseudonyms)		
Start time:		Finish time:
Location of School:		
<b>ITEM</b>	<b>APPLICATION</b>	<b>OBSERVATION IN LANGUAGE USE+ACTION</b>
Size of the class -Small <15 students -Medium 20-25 students -Big <25	Stated aim of the lesson: *On the lesson plan *On board *To the students *Not evident	
Educational year -Grade five -Grade six	Language used in class - Mostly Arabic -Mostly English -Mostly Both Arabic and English	Arabic used for: <ul style="list-style-type: none"> <li>• Translating English sentences</li> <li>• Communicating with students</li> </ul> English used for: <ul style="list-style-type: none"> <li>• Questions</li> <li>• Rewards</li> <li>• Greeting</li> </ul>

		<ul style="list-style-type: none"> <li>• Giving instruction</li> <li>• Responses</li> <li>• Requests</li> <li>• Commands</li> </ul>
<p>Material used in class</p> <ul style="list-style-type: none"> <li>-Textbooks, page numbers</li> <li>-Pictures</li> <li>-Games</li> <li>-Authentic materials</li> <li>- Worksheets</li> <li>- Homework</li> </ul> <p>Classroom organisation</p>	<p>Teaching Methods used in class</p> <ul style="list-style-type: none"> <li>• Grammar Translation Method</li> <li>• Communicative Language Teaching</li> </ul> <ul style="list-style-type: none"> <li>• GMT: students in desks in rows, teachers at front of class</li> <li>• CLT: rearranged class seating: possibly circle or paired; standing/sitting/moving to other spaces for activities</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher-centred</li> <li>-Translation of texts; Translate sentences to and from the target language using textbook exercises</li> <li>-Teacher controls the classroom; teacher asks, limited chance for learners to talk.</li> <li>-There is limited creative interaction between teachers and learners</li> <li>-learners are passive, they do not have a role in the classroom, they just sit and listen to teachers instructions and do the task; limited questions from students.</li> <li>-Teacher focuses on grammar exercises.</li> <li>- Students rote Learn grammar rules.</li> <li>-Teacher focuses on reading and writing.</li> <li>-Memorization exercises</li> <li>-The only material used in classroom is textbooks.</li> </ul> <ul style="list-style-type: none"> <li>-Learner-centred frequently</li> <li>-Some translation</li> <li>-Teacher facilitates by creating activities for pair and group work in the classroom</li> <li>-There is clear interaction between teachers and learners</li> <li>-Communication is in both languages.</li> <li>-There is a wide range of activities used in classroom such as games, role plays, storytelling,(</li> </ul>

		<p>group work, pair work are related to classroom organization) and team competition.</p> <ul style="list-style-type: none"> <li>-Learners participate in decision making, they are active in the classroom.</li> <li>-Teacher focuses on providing the four skills of language learning on relevant occasions depending on the chosen activity;</li> <li>-Some responsibility is delegated to students for managing tasks e.g. survey of others, choosing activity</li> </ul>
<b>Motivational Strategies</b>	<b>Examples by the teacher</b>	
<p>1. Establish good rapport with students.</p>	<ul style="list-style-type: none"> <li>-Greet students when enters and leaves the classroom.</li> <li>- Smiles</li> <li>- Chats with students</li> <li>- Has positive relationships with students</li> <li>- Learns about students' interests</li> <li>- Gives time to listen to their needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ English</li> <li>➤ Arabic</li> <li>-Today's lesson is about.....together we are going to.....</li> <li>-Students, to ask me a question for help begin with "please repeat" or would you say that again please"</li> <li>- Is there anything I can do to assist you in learning these concepts?</li> <li>-Bend down to students.</li> <li>-Students ask questions freely.</li> <li>-Maintain eye contact.</li> <li>-Be attentive to student's needs.</li> <li>- You are interested in handicrafts, that it is exciting!</li> <li>Asking students questions about their lives, their learning.</li> <li>-Is there anything else?</li> </ul>

<p>2. Provide students with positive feedback.</p>	<p>- Gives answers to the questions. Where has the teacher taught how to ask questions in English? Who, what, when, where, how, why Is it? Are they? Does it? Do they?</p>	<p>- Giving learners constructive feedback on the meaning of their questions. - Providing positive feedback affirming what learners did well such as ‘This is the correct answer, well done’ by responding actually to the content of the student’s speaking or student’s answer Or affirming a correct answer - Teacher responds with positive comments when an answer from a student is incomplete such as This is good, but try again</p>
<p>3. Monitor students’ progress and celebrate their victories.</p>	<p>- Uses tracking sheet for students’ progress. - Gives a reward such as stickers, and lolly</p>	
<p>4. Make clear to students that communicating meaning effectively is more important than being grammatically correct.</p>	<p>-Encourages students to speak in sentences. - Decide not to worry students who make mistakes with grammar. - Encourage students to communicate freely by extending an answer or expression by student.</p>	<p>- Yes, that plant is growing well. - Keep going ,that is ok  Yes, this is the correct answer because fish cannot live outside the water.</p>
<p>5. Avoid social comparison.</p>	<p>- Decide not to separate students by high and low performance. -Decide not compare students by gender, by behaviour, by performance unless for a specific purpose in pair-share work.</p>	<p>- Places children of mixed ability next to each other. - Place work together: cooperate with each other.</p>



<p>6. Allow students to get to know each other.</p>	<ul style="list-style-type: none"> <li>- Arranges time for students to talk with each other.</li> <li>- Help each other in doing activities.</li> <li>- Organises time and language for students to work in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Asks students to work together to do a particular task.</li> <li>- Asks students to share their thoughts with each other.</li> <li>- Learners communicate on a task in a group, for a group report.</li> </ul> <p>Examples of questions to ask each other; What do you like to do in your free time? What are your hobbies? What is your dream?</p>
<p>7. Give clear instructions by modelling.</p>	<ul style="list-style-type: none"> <li>- Gives examples for how to structure statements, ask questions and give answers.</li> </ul>	<p>He goes shopping. Subject + verb + object</p> <ul style="list-style-type: none"> <li>- What is the capital of Libya?</li> <li>- The capital of Libya is Tripoli (long), Tripoli (short)</li> </ul>
<p>8. Break the routine by varying the presentation format.</p>	<ul style="list-style-type: none"> <li>- Vary the use of Textbooks eg.</li> <li>- Authentic materials such as newspapers, magazines, songs</li> <li>- Charts, tables, diagrams.</li> <li>- Presentation Power Points demonstrating the use of technology in teaching.</li> <li>- Uses activities to engage students' attention.</li> </ul>	<p>For example Teacher uses pictures/diagram/maps to introduce the lesson</p> <ul style="list-style-type: none"> <li>- Children' magazines , Twinkle little star; Happy birthday to you</li> <li>- Draws a diagram with the names of vegetables and fruits and healthy food from a shopping catalogue.</li> <li>- Write the names of the colours in a table.</li> <li>- Uses Power Point Slides to explain the lesson.</li> </ul>
<p>9. Help students develop realistic beliefs about English learning</p>	<ul style="list-style-type: none"> <li>- Enable students to complete activities in English with other students and by themselves.</li> <li>- Enable students to read stories at students' own levels in English</li> <li>- Encourage students to say how they feel using English.</li> </ul>	<p>Assists learners to understand the actual goals that they may achieve from learning English in the short term and longer term. For example, in the short term, learners will be able to read stories and write letters, in the longer term, learners can study abroad.</p> <p>Provides a summary sheet of learning today.</p>

		Provides examples of how to use English outside the classroom eg....
10. Adopt the role of a facilitator’.	<ul style="list-style-type: none"> <li>- Uses active teaching methods such as cooperative work between teacher and students, doing activities, shared writing and storytelling.</li> <li>- Guides students</li> <li>-Encourages students to participate, talks and listens to them</li> <li>-Gives constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Making a chart together, working in small groups to answer some questions, writing letters to each other</li> <li>-Teacher gives an opportunity to learners to talk and give their views on the story and what they think will happen next.</li> <li>- Who wants to talk next? Please listen carefully to you colleague.</li> <li>-That’s a good point, Ali, well done</li> </ul>
<b>Engagement activities</b>	<ul style="list-style-type: none"> <li>-Team competition such as guess from clues</li> <li>-Individual competition such as letter- finishing an activity</li> <li>-Tangible task product such as making charts</li> <li>-Intellectual challenge such as quiz, puzzle</li> <li>Creative/interesting game such as role play</li> <li>-Tangible reward such as stickers</li> <li>-Group work for example students interaction with each other to finish a task.</li> <li>-Pair work for example answering questions after being given a resource to read or listen to.</li> </ul>	<ul style="list-style-type: none"> <li>Kind of fruit, juicy and has a vitamin C</li> <li>-Writing a letter to grandmother <ul style="list-style-type: none"> <li>- Alphabets and sound charts</li> <li>- Which of these animals is faster the horse or the lion? How do you know?</li> </ul> </li> <li>- Here is a model, now Put these words in order; is, my, teacher , she</li> <li>- The doctor and the patient (role play)</li> <li>- Find the correct description of the shape through choosing the correct card</li> <li>- What are the seven colours of the rainbow?</li> </ul>
<b>Observed pedagogical challenges</b>	<ul style="list-style-type: none"> <li>- Lack of teacher training</li> <li>- Lack of visual teaching aids such as Pictures, Tables, power point presentations, Slide projector</li> <li>- Noise such as learners do not pay attention to teacher</li> <li>- Uninterested (students)</li> <li>-Using mobile phones</li> </ul>	<ul style="list-style-type: none"> <li>-Limited use of English, teachers use translation a lot in Arabic</li> <li>-poor class management and limited interaction between teacher and students,</li> <li>-Depends only on textbooks to explain the lesson.</li> <li>-Learners talk with each other when teacher talks</li> </ul>

	-Overuse of Arabic (dependence on Arabic)	-Teachers use Arabic to explain the lesson and learners speak Arabic to ask and answer questions
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**Appendix E (1): Observation chart with notes sample made in the class**

<b>Observation chart for each teacher...</b> <i>Marwa</i> Years of Teaching English <i>Grade five</i> Length of observation: <i>25/11/2018</i> Teacher name (pseudonyms) <i>Marwa</i> Start time: Finish time: Location of School:		
ITEM	APPLICATION	OBSERVATION IN LANGUAGE USE+ACTION
Size of the class -Small <15 students - <u>Medium 20-25 students</u> -Big <25	Stated aim of the lesson: *On the lesson plan *On board * <u>To the students</u> <i>Title: Alphabet letters</i> *Not evident	
Educational year - <u>Grade five</u> -Grade six	Language used in class - Mostly Arabic -Mostly English -Mostly Both Arabic and English ✓	→ <i>Translating sentences</i> → <i>Greeting, Questions, requests</i>
Material used in class - <u>Textbooks</u> , page numbers - <u>Pictures</u> -Games -Authentic materials - Worksheets - Homework <i>Song</i> Classroom organisation	Teaching Methods used in class <ul style="list-style-type: none"> <li>• Grammar Translation Method →</li> <li>• Communicative Language Teaching →</li> </ul> <ul style="list-style-type: none"> <li>• GMT: students in desks in rows, teachers at front of class ✓</li> </ul>	→ <i>repeating words after the teacher</i> → <i>focus on listening and speaking skills</i>

	<ul style="list-style-type: none"> <li>• CLT: rearranged class seating: possibly circle or paired; standing/sitting/moving to other spaces for activities</li> </ul> <p style="text-align: center;">X</p>	
<b>Motivational Strategies</b>	<b>Examples by the teacher</b>	
1. Establish good rapport with students. ✓	<ul style="list-style-type: none"> <li>-Greets students when enters and leaves the classroom. ✓</li> <li>- Smiles ✓</li> <li>- Chats with students ✓</li> <li>- Has positive relationships with students ✓</li> <li>- Learns about students' interests</li> <li>- Gives time to listen to their needs</li> </ul>	Marwa Greeted learners when she entered the classroom: Good morning, How are you?
2. Provide students with positive feedback. ✓	<ul style="list-style-type: none"> <li>- Gives answers to the questions.</li> </ul> <p>Where has the teacher taught how to ask questions in English? Who, what, when, where, how, why Is it? Are they? Does it? Do they?</p>	Marwa provided learners with positive feedback through using some encouragement words "Excellent, Clap your hands".
3. Monitor students' progress and celebrate their victories. ✓	<ul style="list-style-type: none"> <li>- Uses tracking sheet for students' progress. ✓</li> <li>- Gives a reward such as stickers, and lolly</li> </ul>	Marwa used tracking sheet. She recognised learners' effort
4. Make clear to students that communicating meaning effectively is more important than being grammatically correct. ✓	<ul style="list-style-type: none"> <li>-Encourages students to speak in sentences.</li> <li>- Decide not to worry students who make mistakes with grammar.</li> <li>- Encourage students to communicate freely by extending an answer or expression by student.</li> </ul>	Marwa did not worry learners if they did a mistake with grammar. Her focus on providing meaningful answers.

<b>Engagement activities</b>	<ul style="list-style-type: none"> <li>- Team competition such as guess from clues</li> <li>- Individual competition such as letter- finishing an activity</li> <li>- Tangible task product such as making charts</li> <li>- Intellectual challenge such as quiz, puzzle</li> <li>- Creative/interesting game such as role play</li> <li>- Tangible reward such as stickers</li> <li>- Group work for example students interaction with each other to finish a task.</li> <li>- Pair work for example answering questions after being given a resource to read or listen to.</li> </ul>	<p>pictures</p> <p>CDs</p> <p>Songs</p> <p>repeating words after the teacher</p> <p>facial expression</p>
<b>Observed pedagogical challenges</b>	<ul style="list-style-type: none"> <li>- Lack of teacher training</li> <li>- Lack of visual teaching aids such as Pictures, Tables, power point presentations, Slide projector</li> <li>- Noise such as learners do not pay attention to teacher</li> <li>- Uninterested (students)</li> <li>- Using mobile phones</li> <li>- Overuse of Arabic (dependence on Arabic)</li> </ul>	<p>small class size</p>

- ① Marwa used a short opening activity to start the lesson.
- ② Marwa presented various auditory and visual aids.
- ③ Marwa increased the amount of English used in class (through the use of CDs, pictures, songs)
- ④ Marwa broke the routine by varying the presentation format.
- ⑤ Marwa asked learners to work together towards the same goal (they all sing the alphabet song)
- ⑥ Marwa did a competition between learners.
- ⑦ Marwa encouraged learners' participations: she asked them to clap their hands after finishing a task.
- ⑧ Marwa laughed with learners and brought humor into the class.

## Appendix E (2): Sample chart of the VRS observations made while watching videos of classroom teaching

<p><b>Observation chart for teacher 2: Marwa</b>                  Years of Teaching: 8 years of School grade teaching: 5 grade                  Length of observation: 40 minutes                  Teacher name (pseudonyms)                  Start time: 11:55am                  Location of School: in the city</p> <p style="text-align: right;">Date: 25/11/2018                  Finish time: 12:35pm</p>	
<b>ITEM</b>	
Size of the class -Medium 20-25 students	Marwa wrote the title of the lesson on the board “Alphabet letters” and stated aim of the lesson verbally to the students
Educational year -Grade five	The language used in class -Mostly Both Arabic and English Marwa Arabic used for: <ul style="list-style-type: none"> <li>• Translating English sentences</li> <li>• Communicating with students</li> </ul> Marwa English used for: <ul style="list-style-type: none"> <li>• Questions</li> <li>• Greetings</li> <li>• Giving instructions</li> <li>• Requests</li> </ul> <p>The teacher used English for greetings; Good morning, How are you today?, Requests and giving instructions; sit down, stand up and move there, please. Listen to the song.</p>
Material used in class -Textbooks, -Pictures	Teaching Methods used some aspects of Communicative Language Teaching <p>The teacher focused on listening and speaking skills through using computer and speakers to assist learners to hear how to pronounce the letters and sing the song together with the teacher: Alphabet songs.</p>

	GMT: students in desks in rows, teachers in front of class
<b>Motivational Strategies</b>	<i>Theme One: Teachers' use of motivational strategies</i>
1. Establish good rapport with students.	<p>The teacher smiled, greeted learners when entered the classroom "Good morning, How are you today?"</p> <p>Marwa bent down to students to show them the page numbers and helped them to understand some words.</p> <p>Marwa asked learners if they had any questions or something they did not understand.</p> <p>It is clear that there is a positive relationship between the teacher and learners: learners were all interested and happy to learn (they were active in the class), they followed teacher' instructions (now, open your activity book, page 20).</p>
2. Provide students with positive feedback.	<p>Marwa used some encouragement words such as "excellent" " clap your hands" when</p> <p>A. learners guessed the new alphabet letters (e.g. S) and when they gave the correct answer.</p> <p>Teacher: what is this letter?</p> <p>Student: it is S</p> <p>Teacher: "Excellent", please clap your hands" (2mins: 05secs).</p>
3. Make clear to students that communicating meaning effectively is more important than being grammatically correct.	<p>Marwa encouraged learners to communicate effectively</p> <p><i>Marwa: What is this letter?</i></p> <p><i>Students: T</i></p> <p><i>Marwa: What is the sound of T?</i></p> <p><i>Students: Tttt .</i></p>



	<p>Marwa: Perfect!.</p>
<p><b>Engagement activities</b></p> <p>Theme Two: Teachers' activities to facilitate student's engagement</p>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- CDs</li> <li>- Songs</li> <li>- Team competition</li> <li>- Posters</li> <li>- Encourage participation</li> <li>- Repeating words after teacher</li> <li>- Translation to Arabic</li> <li>- Maintain eye contact</li> <li>- Facial expression</li> <li>- Pitch of voice</li> <li>- Body language (Gesture)</li> </ul> <p>Verbal communication</p> <p>Non-verbal communication</p> <p>Marwa used team competition between learners: → Cooperative work</p> <p>الاستاد: نبي حاجة منكم، نبي البنات بس توا يغنوا والأولاد يسكتوا، اوكي! (Marwa: I want only girls to sing and the boys need to be silent, Ok!)</p> <p>الاستاد: هيا يا بنات، ابدوا (Marwa: Girls start)</p> <p>Girls: Q for queen, Q for queen, R for rocket, R for rocket, S for sun, S for sun, sing the song! T for tomato, T for tomato, U for umbrella, U for umbrella, V for violet, V for violet, play a tone!, A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, lets the sound words, lets the sound words, A, B, C, one, two, three.</p> <p>الاستاد: يا بنات نعسنات، خلي نشوفوا الأولاد، نبي نشوف مني بيفوز، الأولاد أو البنات؟ (Marwa: Girls are sleepy, let's see the boys, of course, we will see who win, boys or girls?)</p> <p>Boys: Q for queen, Q for queen, R for rocket, R for rocket, S for sun, S for sun, sing the song! T for tomato, T for tomato, U for umbrella, U for umbrella, V for violet, V for violet, play a tone!, A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, lets the sound words, lets the sound words, A, B, C, one, two, three.</p> <p>الاستاد: اوكي، الأولاد فايزين البنات (Marwa: Ok, boys wins the girls).</p>

*paper-based aids*

There is a clear engagement between teacher and learners; learners worked in groups to introduce words such as the teacher stuck **pictures** of objects for students to hold up as the letter was spoken; A for apple, B for ball, C for cat. Learners sang a song of the alphabet together A, B, C, D, E, F.... Learners said the letters together for the same sounds.

The teachers showed her enthusiasm for teaching, she worked hard to prepare materials assisting her to introduce the lesson, she prepared **colorful pictures**, brought her own computer and speakers to introduce songs.

Learners were really interested and happy to learn English; they were excited and active in the classroom.

Marwa stuck pictures on board to assist her to introduce the letters of the alphabet.

The teacher asked learners to name the photo in the pictures.

*Digital aids*

Marwa used a **CD** to introduce the alphabets and words, learners listened to the letter, word and then pronounce it.

*Tangible task product*

Marwa made **posters** with learners.

*Digital aids*

The teacher used **song** to introduce letters of the alphabets. Both teacher and learners sang the alphabet song together, A for Apple, B for ball, C for cat, D for dog, E for elephant, F for flower. The teacher repeated the songs many times to ensure that their pronunciation of the alphabet was correct and they memorized the song.

*cooperative work*

Marwa encouraged **learners' participation**; she asked learners to clap their hands after finishing the task.

There is a clear **non-verbal communication** between Marwa and learners. Marwa **pointed her finger** to the letter, for example, S, and asked learners how to pronounce S as a sound and as a letter and asked for a word containing the letter S.

Learners responded to Marwa' non-verbal communication; they **raised their voices** when she raised her voice saying some words.

Learners **lent forward** as a response of Marwa's question; do you understand these words?

*Non-verbal communication*

Theme three: Challenges that EFL teachers face

<p><b>Observed pedagogical challenges</b></p>	<p><b>Small class size:</b> there is no much space to do the activities</p> <p style="text-align: center;"><i>The use of Arabic</i></p>
<p><b>Other notes</b> <i>Other significant points</i></p>	<p>The teacher asked some questions in <b>Arabic</b>. The teacher wrote the new letters on board and asked learners to guess the letters for example, Who can tell me what this letter is? We will move to the next letter? Do you have an umbrella? Collect your books. Some other questions asked in English; Boshra, what is this letter?</p> <p>There was some literal translation to some words such as Violent, Rocket.</p>

## Appendix F: Questions of Semi-structures interview

### General to specific questions about teaching and motivation

1. As a result of your teaching experience, what are the best strategies to use to motivate learners?
2. How important do you consider strategies like -----, to be for use inside the classroom?
3. What kinds of learning activities are best to use inside the classroom? Why?
4. How do you motivate students who show a lack of willingness to learn English?
5. How useful would you consider motivational strategies to be inside the classroom?

### A. Questions based on the observation of engagement

1. How do you select activities that encourage students to be active learners?
2. Through observing the lesson, I noticed that you have used various engagement techniques (note what the teacher did) why did you choose that particular technique and what other techniques do you think are useful to engage students?
3. Through observing the lesson, I noticed that you used----- language more than ----- language. Why?
4. Through observing the lesson, I noticed that you used ..... (e.g GTM or CLT). What are the advantages of using this teaching method?
5. Through observing the lesson, I noticed that you hinted an answer and you used drawing. Why?

### B. Challenges to teaching English

1. Through observing the lesson, I noticed that some students made a lot of noise and they seemed to be not interested in listening. What is the reason for that? And how do you try to deal with this?
2. Through observing the lesson, I noticed that you used elements of ..... (e.g GTM or CLT). Why?
3. Are there any challenges to your teaching this group?
4. What are the general challenges to teaching English language here?

5. How do you try to deal with difficulties or challenges that you face during motivating students?

## Appendix G: Participants Information Sheet (Observations)



University of Southern Queensland

### Participant Information for USQ Research Project Observation

#### Project Details

Title of Project: The Role of Teachers' strategies in Motivating Students to Learn English as a Foreign Language: A study of English teaching in Libyan Public Schools.  
Human Research Ethics Approval Number: H18REA028

#### Research Team Contact Details

##### Principal Investigator Details

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##### Supervisor Details

Associate Professor Ann Dashwood  
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Telephone: (07) 4631 XXXX  
Mobile:

#### Description

This project is being undertaken as part of PhD.

The purpose of this project is to investigate how EFL teachers effectively motivate beginners' learners of English in Libyan public schools.

The research team requests your assistance because your school is one of the first twenty schools where their students achieve the highest scores in The National Examination, 2017.

#### Participation

Your participation will involve participation in an interview that will take approximately 40 to 45 minutes of your time.

The observation will take place in class at a time that is convenient to you.

The observation will be audio/ video recorded.

Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. You may also request that any data collected about you be destroyed. If you do wish to withdraw from this project or withdraw data collected about you, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the school.

#### Expected Benefits

It is expected that this project will directly benefit you in demonstrating the pedagogical challenges that you face while teaching English as a foreign language. Also, you will be aware of the role of using effective teaching methods which they can use inside the classroom to enhance students' motivation to speak English. However, it will add to the epistemology of EFL teaching with new insights to the existing knowledge about teachers' roles in motivating beginner learners in Libyan public schools. In addition, it will assist the EFL teaching community to be aware of motivational strategies and the engagement techniques that can be used inside the classroom to motivate and engage beginner learners to learn English as a foreign language.

#### Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project.

#### Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law.

For audio or video recording:

- You will have the opportunity to verify their comments and responses prior to final inclusion.
- You will give time (two weeks) to do any changes to the transcript before the data is included in the project (under request).
- The audio/ video recording will be disposed of using USQ policy. Once the data is deemed to be no longer required, it will be deleted from the database.
- The recording will not be used for any other purpose.
- The researcher and a proxy researcher will be access to the recording. The recording will be transcribing by legal organization.
- It is possible to participate in the project without being recorded.
- You welcome to contact the research team if you would like a summary of research results.
- Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

#### Consent to Participate

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research Team prior to participating in your interview.

#### Questions or Further Information about the Project

Please refer to the Research Team Contact Details at the top of the form to have any questions answered or to request further information about this project.

#### Concerns or Complaints Regarding the Conduct of the Project

If you have any concerns or complaints about the ethical conduct of the project you may contact the University of Southern Queensland Ethics Coordinator on (07) 4631 2690 or email [ethics@usq.edu.au](mailto:ethics@usq.edu.au).

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## Appendix H: Participants Information Sheet (Interviews)



University of Southern Queensland

### Participant Information for USQ Research Project Interview

#### Project Details

Title of Project: The Role of Teachers' strategies in Motivating Students to Learn English as a Foreign Language: A study of English teaching in Libyan Public Schools.

Human Research Ethics Approval Number: H18REA028

#### Research Team Contact Details

##### Principal Investigator Details

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Mobile:

#### Description

This project is being undertaken as part of PhD.

The purpose of this project is to investigate how EFL teachers effectively motivate beginners' learners of English in Libyan public schools.

The research team requests your assistance because your school is one of the first twenty schools where their students achieve the highest scores in The National Examination, 2017.

#### Participation

Your participation will involve participation in an interview that will take approximately 1 hours of your time.

The interview will take place at a time and venue that is convenient to you.

Questions will include some questions such as Q: As a result of your teaching experience, what are the best strategies to use to motivate learners? Q: How do you select activities that encourage students to be active learners?

The interview will be audio recorded.



Your participation in this project is entirely voluntary. If you do not wish to take part you are not obliged to. If you decide to take part and later change your mind, you are free to withdraw from the project at any stage. You may also request that any data collected about you be destroyed. If you do wish to withdraw from this project or withdraw data collected about you, please contact the Research Team (contact details at the top of this form).

Your decision whether you take part, do not take part, or to take part and then withdraw, will in no way impact your current or future relationship with the school.

#### Expected Benefits

It is expected that this project will directly benefit you in demonstrating the pedagogical challenges that you face while teaching English as a foreign language. Also, you will be aware of the role of using effective teaching methods which they can use inside the classroom to enhance students' motivation to speak English. However, it will add to the epistemology of EFL teaching with new insights to the existing knowledge about teachers' roles in motivating beginner learners in Libyan public schools. In addition, it will assist the EFL teaching community to be aware of motivational strategies and the engagement techniques that can be used inside the classroom to motivate and engage beginner learners to learn English as a foreign language.

#### Risks

There are no anticipated risks beyond normal day-to-day living associated with your participation in this project.

#### Privacy and Confidentiality

All comments and responses will be treated confidentially unless required by law.

For audio recording,

- The interview will be audio recorded.
- You will have the opportunity to verify their comments and responses prior to final inclusion.
- You will give time (two weeks) to do any changes to the transcript before the data is included in the project (under request).
- The audio/ video recording will be disposed of using USQ policy. Once the data is deemed to be no longer required, it will be deleted from the database.
- The recording will not be used for any other purpose.
- The researcher and a proxy researcher will be access to the recording. The recording will be transcribing by legal organization.
- You welcome to contact the research team if you would like a summary of research results.
- Any data collected as a part of this project will be stored securely as per University of Southern Queensland's Research Data Management policy.

#### Consent to Participate

We would like to ask you to sign a written consent form (enclosed) to confirm your agreement to participate in this project. Please return your signed consent form to a member of the Research Team prior to participating in your interview.

#### Questions or Further Information about the Project

## Appendix I: Sample of thematic analysis of the interviews

Motivational strategies
Pedagogical challenges  
Engagement activities
Overcome challenges  
Other issues

**Interview 6 (Fatima)**

Researcher: First, I would like to ask some questions about the video we just watch it.

Researcher: You started the lesson by doing some activities for students and ask them about the previous lesson, asking some students to stand to and name their parts of the body, What do you think is the positive effect of using this technique? Why do you use this technique?

*Opening activity* Teacher: To remember students about the vocabulary we took in the previous lesson, for example, yesterday we took new words, today, we memorized again so students remember them more and more. Another thing, to be active in the class not just asking them to open your book, open your notebook, look at the board. But I ask students questions such as what we took yesterday?

Researcher: Another thing I observed, You gave a reward like a star for each student who did well in the class?

*Giving rewards* Teacher: Yes, I gave a reward to a student for example, who wrote quickly, who did not make noise in the class, who be active more and more.

Researcher: Ok, why do you write the names of those good students on a chart on the wall and put a star in front of their names?

Teacher: To be best, and to encourage other students to be like them. *Recognising students' effort*

Researcher: As a result of your teaching experience, what do you think are the best strategies to use in the class to motive learners learning English?

*Establishing rapport* Teacher: I do not have one strategy, the important thing for me is to make children love me, I like to use technology in the class, but we do not have posters, computers, videos in the school. I like to use them but we do not have them. *Engagement activities*

Researcher: Yes, I noticed, you did not use much engagement techniques like creatures and posters?

*challenge* Teacher: We do not have these techniques in the school. If I want to describe the parts of the body, I use my body and students' bodies as an example.

We also do not have a CD, we have a projector, but it is not always available.

Researcher: Do you think the lack of use of the engagement techniques is considered as a challenge you face during teaching?

Teacher: Yes

Researcher: Ok, how do you try to deal with these challenges?

Teacher: I try to draw on the board, I use my phone by downloading some videos. *overcome challenge*

Researcher: So we can say one of the challenges you face during your teaching is that there is not equipment supplied by the school to assist you to engage learners in learning.

So, this leads us to say you depend on your teaching on GTM more than CLT. You use the traditional methods such as books, papers, board, and pen. Also, the way the children sit; they sit in desks, not in circles.

Teacher: because the class is very small compared with the number of students.

*challenge*

Researcher: Another thing I observed is that you use both Arabic and English language inside the classroom, why?

*The use of Arabic*

Teacher: Children still do not understand English. If you noticed yesterday when I spoke English during answering the exercises in the activitybook, one of the students asked all the time, What I need to do, I do not understand.

Researcher: So that is why you use the Arabic language?

Teacher: Yes

Researcher: Do you think in the future, you will try to use just the English language?

Teacher: I hope that

*Engagement*

Researcher: How do you motivate learners who show a lack of willingness to learn English?

Teacher: By using rewards such as a star, encourage them to do and finish the task.

Researcher: How important do you consider strategies like recognizing students effort and achievement, and creating a supportive classroom climate that promotes risk-taking?

Teacher: They are very important. I use them as a strategy in the classroom.

*Motivational strategies*

Researcher: Through observing the lesson, I noticed that some students are making a noise and they seem sometimes not interested in listening, What do you think is the reason for that? and how do you try to deal with this issue?

*Noise*

Teacher: I always try to advise students to be quiet. They are still children, I can not let them sit all the time looking at me.

Researcher: Ok, do you think the lack of using engagement techniques like pictures and songs may lead students to make noise as there is nothing to attract their attention?

*overcome challenge*

Teacher: Maybe, I think that using these engagement techniques would let them be better listeners and more attentive to me.

Researcher: We finish our interview, thank you so much,