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DEVELOPING LEARNERS' MOTIVATION IN EFL CLASSES

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ANNOTATION

In this article dedicates the analysis how to motivate learners in language learning environment. The work specifies new views and focuses on teaching EFL learners and to improve learner's proficiency via the strategies and methods of motivation and how to inspire learners to develop the drive to achieve. The importance of motivation in EFL is vital for the achievement of both teachers' and students' goals and objectives.

KEY WORDS: involving, motivation, achievement, goals, competence, grammar, phonetics, develop.

The interest of students to master the language is high and this helps me to engage my students, motivate them to learn the language and of course make my classes fun for them. Because of having different background of English language and various diversity, it is not easy to conduct the activities or lessons with ease and that is why I take different approaches in order to get them to learn. The students in the classrooms today are eager to gain more and more. [6] As they come from different cultures and have different learning styles, they started studying at university with differing levels of emotional and social maturity. So, I sometimes face multiple challenges in mixed-ability classrooms, at every course level. [7]

While teaching my first year students I defined that despite having enough vocabulary they were frustrated to start talking or express their opinion on suggested topic or given task, they had some difficulties utilizing such language skills and aspects effectively like speaking, writing, grammar, and vocabulary. [8] I noticed that, the most frequent difficulties were inability to formulate their idea in English and of course frustration about being unable to enter the group discussion. In order to overcome these difficulties I chose to conduct speaking class with first year students as one of the most engaging English language classes which I had taught. They were students of level B1. [8]

I designed and conducted one English speaking class that appropriately differentiates instruction for varying language and proficiency levels. [9] Through various interactive speaking activities like problem solving activities and group discussion [5] I strived to develop students' productive and receptive skills at the same time. In fact, my students learn at different speeds and that they differ widely in their ability to think abstractly or understand complex ideas. [10]

Before my students came into the classroom, I stuck the words toddler, baby, teenager, adult, senior on the board randomly. When we started our lesson I asked them to give definitions of the words and talk about their memories of those periods or just make sentences using them. [11] Then I divided them into three groups and asked them to think of write down 2 or 3 problems of the phase of life they had chosen. [4] I tried to create friendly English atmosphere in the classroom and friendly relationship among students through giving flexible, clear instructions using suitable learning approaches in response to my students' differing needs. I tried to choose one of the most interesting speaking topics in order to conduct efficient speaking class through many group activities. [12] During the speaking class I used many different group configurations over time and students had experience many different working groups and arrangements. And also they had an opportunity to develop their speaking skills as well as enhance their vocabulary. So, when I planned the lesson, I was focused on the integration of language skills and aspects such as speaking, grammar and vocabulary and writing as well. [13]

Thus, the speaking lesson was very interesting and engaging, because it was comprised more communicative activities such as discussion, prediction and to give learners opportunity to practice. [14] Indeed, students were also well-motivated, the main reason was that this lesson was built up as student-centered and requiring meaningful communication, because students could achieve through tasks or activities that require negotiation while at the same time providing opportunities to use the target language features. [15]

Relying on my experience, I can say that every teacher should choose proper and suitable teaching materials, take approaches, techniques and classroom activities according to their students' level, background knowledge and learning styles. [3] And also they should account for them for adjusting instruction during the class time. And in their classes they should use different types of assessment to check students' understanding according to the task achievement, gained vocabulary and grammar knowledge which students perform during the lesson. [16]

Please refer to the lesson you chose for homework task one. In a one-page reports please do the following: First, explain how you understand *linguistic competence* in general (i.e., what does *linguistic competence* mean to you); second, explain how the lesson you chose for Homework Task One can be transformed to have linguistic competence as the focus. [17]

Linguistic competences are related to the use of language through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions in order to perform oral and written discussions. [2] Such interactions may take place in diverse social and cultural contexts, which will determine the characteristics of the language written or spoken, such as the grammar, pragmatic, and sociolinguistic characteristics. [18] Linguistic competences involve a set of skills, knowledge, and attitudes that are interrelated and mutually supported in order to conduct a successful scientific communication that may be destined to different communities or audiences (scientific or the general public), who will be able to understand the communicated knowledge and even use it, provided that they have been correctly materialized from a linguistic point of view. [19]

In order to conduct my class effectively for home task one I managed my lesson based on such communicative competences as linguistic. [20] And the following stages are included:

1. I divide the class into small groups according to their levels and try to check students' background knowledge about linguistic competence and the building blocks of language utilizing several questions. [21]

2. I distribute the handouts with short texts and tasks to the groups. There given short texts consisting of four sentences related to the topic "Stages of Life". [22]

3. I explain them their task and ask them to read the sentences within the group and analyze each sentence by asking several questions like: Whether this sentence is correct in its form and what the building blocks of this sentence are.[23]

4. I ask each group to prepare a small group presentation/ discussion on the stage of life and the activities people can or are able to do and each group member should participate in this presentation with their speech and critical work.[24]

5. I ask other 2 groups to listen to opinion of presenting group and then express their agreement or disagreement on the topic and add their opinion as well.[25]

5. Finally, I ask them to perform their presentations utilizing visual aids like poster, table or schema. [26]

By following the principles I mentioned above, I consider that students can enhance their knowledge about grammatical patterns like form, meaning and use. By using linguistic competence the teacher will conduct effective and engaging speaking class and have an opportunity to develop students' speaking skill with the combination of grammar. [27]

To teach more effectively teachers should understand how learners learn and what cognitive processes they go through. Teachers need deeper subject knowledge and greater confidence in classroom management and proficiency in new teaching strategies with a focus on learning rather than on teaching only. [28]

I have worked with teachers, provided monthly retraining courses with them at my Resource center which [1] I opened as NGO in my region and my function was to make them aware of new techniques, principles and approaches in teaching English. I always give autonomy to my students as this creates a friendly atmosphere and they feel free to ask and learn some useful expressions or vocabulary and also try to use them in their communication. [29] Showing how learners can "develop their abilities" can be exemplified in my writing class. Modern technologies of learning to write in a second language (L2) see writing as a social practice that is included in the cultural and institutional contexts in which it is produced. Writing is not only exclusive to the author, but it is interactional and collective, which expresses a culturally agreed upon purpose, reflecting a kind of connection and recognizing an arrangement in each community. Thus, in my research writing class, [30] I moved away from the cognitive-rhetorical process of L2 writing deal with in formal linguistic-textual emphases to a stance that followed the specification of the functional-textual-rhetorical resources needed. I observed learners as emerging scholars and delivered them feedback as if they were already socialized into the research writing community; and included them in ethical discussions in class about the standards maintained by the comprehensive applied linguistics profession - particularly in the design, data collection and analysis, and dissemination phases of research. The learners were treated as if they had abilities they did not yet possess, which is a necessary condition of the development of those abilities.[31]

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