
Activities that Motivate Students to Learn the English Language - A Case Study at Elobeid Secondary Schools

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Abstract

This present study was conducted in ELOBied secondary schools during 2016-2017. The objective of the study was to investigate the activities that motivate students to learn the English language in Elobeid secondary schools, also, to identify the effect of these activities in achieving knowledge which contributes in improving the English language. The primary data were collected via questionnaires were distributed to 40 teachers of long teaching careers. The descriptive statistic was followed for data analysis. The study found that: teaching students by using motivational activities such as (problems solving, role play, and match picture with statement, communication and conversations activities) are very effective and lead to improving student's level in the English language. The study recommended that: teachers at the secondary level should focus on such activities in their teaching; also, they should give their students' needs, attitudes, inclinations and aptitudes more importance.

1. Introduction

Although most of the contemporary teaching methods focus on the learner-centred, the majority of teachers still teach traditionally. They don't use activities that motivate learners to learn the English language properly. They still believe in the teacher-centred way of teaching, so the role of the students often passive. Which in turn leads to laziness and distraction why? Because the students aren't fully involved or engaged in what happened in the class. Thus, when the input in the class isn't motivating. Consequently, the output is weak and boring. Therefore, active learning is always demanding from both participants, the teacher and the students if the teacher competent and tactful, she\he will be caplet of providing materials of great value, interest and arousal so as to achieve enjoyable interaction in the class between him\her and the students among themselves. Activities play a vital role in the teaching-learning process, because they have been justified in harmony with the objectives the teacher has planned to achieve successfully, and the content she\he has set out to instruct. They are closely linked to the methods and techniques. However, students,

whether they are thought individually or in groups, won't achieve genuine communication in the target language inside or outside the class unless they are highly motivating.

2. Statement of the problem

From the researcher's experience in the Education field, the researcher has observed that while teaching, when the students are exposed to activities that motivate learning, they learn better and achieve high gains. On the contrast, they achieve low gains which in turn lead to the declined of their standard. In addition, the researcher has also observed the way that most teachers neglect motivation and teach the way they like. Thus, they won't carry out activities which arouse the interest of the student in the teaching-learning process – in particular discovery and communication activities. So it is very silent to ban no effort to use these activities. They also add flyover, pleasure and more lessons interesting and enjoyable.

3. Objectives of the study

The study aims to achieve the following objectives:

1. to provide a useful continuation to the teaching-learning process.
2. to encourage teachers of the English language to use activities and fully engaging students to what is taking place in the class.
3. to reveal that the role of activities is very essential in the field of education.
4. to exploit activities that motivate learning English in order to eliminate boredom which impedes high gains, as well as a useful hand-out that clarifies and demonstrates the best of activities are which interaction.

4. Literature review

As a blunt fact, when students are engaged they learn better than when they are partly or wholly disengaged so, teachers who teach students should always follow a teaching sequence that provides arousal of their students' interest thus, involving their emotions. If students aren't emotionally engaged, certainly they will switch off what is being thought, because it is boring however, in lessons where they are amused, moved stimulated or challenged, contrasted with boring ones, it is quite clear that those lessons in which they are utterly and emotionally involved are not only more fun but also better learning. So teachers should resort to using activities and materials that frequently, engage learners. They include various and deferent types such as. Games, music, discussions, stimulating pictures, dramatic, stories, amusing anecdotes

...etc, bearing in mind age and type. Solbin viewed that, Classroom activities can be divided into two main categories activities that provide learners with language input and the ones which encourage them to produce output. Jeremy Harmer (1995) viewed that, the element on this stage; often describes the exercise and activates, which are designed for sheer and enjoyable interaction in the classroom. Students should use the language freely and communicatively as possible as they can. Thus, activate the stage of creating a situation or topics. The exercise or activities should provide a chance to try out real language use with little or no restrictions totally. [1] Gardener and Lambert, viewed that, the usual meaning of motivation for teachers is probably the interest that something generates in the students i.e., particular exercise topic song may make the students fully involved in the class, to the teacher's delight. Krashen (1982) suggested in this area "aptitude is important for formal situation" such as the classroom, and aptitude important for "informal real-world situations". [2] It's difficult for students to learn a second language in the classroom without having neither instrumental nor integrative motivation as is probably often the case in school language teaching. Reeve, (1996) stated that Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behaviour in multiple ways such as starting, sustaining, intensifying, focusing, and stopping it. [3] High motivation is one factor which causes and urges successful learning; successful learning that spurs high motivation. The process of creating successful learning that spurs high motivation maybe under the teacher's control. The component teacher is often aware of the precise choice and selection of teaching materials and the information content, that correspond to the motivations of his students. Carroll stated that certainly both integrative and instrumental motivations way achieve success, but lack of either causes problems, short term motivation towards daily activities in the classroom and general motivations for classroom learning are important the question arises, are some learner's better at learning L2 than others? The issue doesn't rely on motivation only; aptitude plays an important role. In the classroom, Aptitude varies that in real-life situations, suggests the ability to learn from teaching. Motivation to learn is based on intrinsic motivation, extrinsic motivation, goal orientation, and the student's level of involvement in learning tasks (Woolfolk, 2001 as cited in Merlin, 2003). [4] Little wood, (1984) stated that, as it is known, teaching is not an easy profession that anyone can simply carry out. Even

trained and competent teacher managed to achieve their entire goals and objectives. As far as the teaching-learning process view, authentic procedures, methods approaches, techniques and above all, it is best taught through authentic in the classroom and outside it. Interaction in the class is essential, for it involves the teacher students and textbook. [5]. Lepper & Hodell, (1989) stated that in turn, will keep students more involved in the tasks at present and prepare them to better deal with the difficulties and obstacles they might face in the future. Studies of intrinsic motivation have related high levels of interest to valuing, engaging in and persisting at a specific task. [6]. (Stronge, 2002). Stated that, “A common belief among effective teachers ... is that it is up to them to provide a multitude of tactics to reach students. In essence, effective teachers view themselves as responsible for the success of their students. The effective teacher truly believes that all students can learn”. [7]

5. Materials and methods

To accomplish the objectives of the study, both secondary and primary data were collected using various tools. A survey questionnaire was conducted to collect field primary data. The study was conducted in ElObied secondary schools during 2016-2017. The study sample was 40 English language teachers with long careers in secondary schools in ElObied town. Descriptive statistics was used for data analysis and results presentation. The study was an investigation of the activities that motivate students to learn the English language.

6. Results and discussion

Table (1) showed that the majority of the respondents (90%) agreed that, the activities intended to be carried out should suit the students' abilities. While others (10%) disagreed.

Table (1) the activities intended to be carried out should suit the students' abilities.

Response	Frequency	Percent
Agree	36	90%
Disagree	04	10%
Not sure	00	00%
Total	40	100%

Table (2) showed that the majority of the respondents (85%) agreed that, the teacher should decide what can be motivating for students, while (10%) disagreed, and (5%) not sure.

Table (2) the teacher should decide what can be motivating for students.

Response	Frequency	Percent
Agree	34	85%
Disagree	04	10%
Not sure	02	05%
Total	40	100%

Table (3) showed that the majority of the respondents (95%) agreed that, role-play activities are extremely enjoyable for students., while (5%) not sure.

Table (3) role-play activities are extremely enjoyable for students.

Response	Frequency	Percent
Agree	38	95%
Disagree	00	00%
Not sure	02	05%
Total	40	100%

Table (4) showed that all of the teachers agreed that, problem-solving activities can be done by interaction.

Table (4) problem-solving activities can be done by interaction.

Response	Frequency	Percent
Agree	40	100%
Disagree	00	00%
Not sure	00	00%
Total	40	100%

Table (5) showed that all of the teachers agreed that, group-work encourages shy students to learn.

Table (5) group-work encourages shy students to learn.

Response	Frequency	Percent
Agree	40	100%
Disagree	00	00%
Not sure	00	00%
Total	40	100%

7. Conclusion

According to the results, the study has arrived at, no one could deny the significance of activities that motivate learning English. In compliance with results, teachers themselves benefit a lot when they put traditional teaching aside and use activities, especially if they are backed up with visual aids. They play a major role in improving their methods, approaches, techniques and procedures. They help them restore order in their classes. Moreover, they will be able to enliven their lessons, and make them enjoyable and interesting so, when teachers do so, they shun the distraction of their students by other or outside stimuli. Instead, they will be entirely engaged in their lessons. Thus, students will understand their lessons firmly and easily. Of course, students are very curious and always looking for something new to do. They don't prefer being dormant, but on the contrary, they like being active and looking forward to seeing what is innovative. So, the only curative recipe for laziness, distraction, passive role, boredom and other factors that impede learning, is using activities while teaching students. So, brief interviews, the questionnaire and observations as time permits which the study did with some teachers reveal that teaching English language through activities is undoubtedly effective and achieving high – gains, in particular, if these activities are used frugally.

8. Recommendations

For the sake of general benefit, the study recommended the following:

1. Teachers should focus on using activities that motivate learning English, so as to enliven their lessons and prompt learning.
2. On the ground of psychological factors, they should be aware of the needs, interest, activities, and aptitudes of their students and appropriate selection of materials.

3. Activities should suit students and should be enjoyable and interesting to fire them up, especially game-like ones.
4. Emphasis on interaction in the class is urgently demanded regardless of the purpose of the activity and the utterance disposal of students to the language used in the activity.
5. Pair-work and group-work should be of great interest, for they help those who are shy and weak.

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