

# THE WAYS OF MOTIVATING EFL CLASSROOM

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**Abstract:** *motivation has long been a major problem for most teachers of English. The main reason is that a great number of students have low motivation to learn English. In addition to that, while most of them have a vague sense that whether “English will be useful for my future” or not they don’t have a clear idea of what that means, or is that a very strong motivator. The article is dedicated to analyze the problem of motivating EFL learners into the education process where English language is being taught.*

**Keywords:** *motivation, Pair, Group, teacher, effective, plays, students.*

The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning. In the context of foreign language learning Reeve observes, that “Student motivation is influenced by both internal and external factors that can start sustain, intensify, or discourage behavior”. The teacher has to activate these motivational components in the students but that is the precise problem.

Ways of motivating students in the classroom;

**Pair work or Group work.** If the teacher is resourceful and skillful enough, to motivate his/her students to participate in the lesson and knows how to use “pair work” or “Group work” appropriately, teacher apparently using the successful way. Language is best learned through the close collaboration and communication among students. This type of collaboration results in benefits for all learners. In fact, learners can help each other while working on different types of tasks as writing dialogues, interviews, drawing pictures, role plays and making comments about theme [1].

Researches of foreign language acquisition have shown that learners have different views in mastering skills. While one student is good in drawing, another can be good in expressing ideas verbally, a third one can be good at role play and imitation. Besides, some students find it less stressful, if not much comfortable to learn certain rules or usages of language from their pairs and comrades than from their teacher. Finally, communicative language teaching requires a sense of community and an environment of trust and mutual confidence which “pair work” or “group work” can provide.

The way the students are sitting in the classroom often determines the dynamics of the lesson. Indeed, a simple change in the seating pattern can make an incredible difference to group coherence and student satisfaction, but there are some cases where seating has been a crucial element in the success or failure of the lesson. The seating pattern, in some cases, not be fully under teachers’ control - if, for example, the desks are fixed to the ground or the school has strict rules about not moving the furniture. Teachers have different preferences for seating arrangements - a group seated round small tables is often one choice. This is probably the best option for the larger classes in this range, but for smaller numbers and with adult or teenage students the horseshoe shape, which has all of the advantages of groups, and none of the disadvantages. A horseshoe may be desks in a U-shape with a hollow center, students in a semicircle on chairs with arm-rests and no desks, or students seated around three sides of a large table, with the teacher at one end. In any case, whatever seating pattern teacher chooses or is imposed on itself, the class is likely to be more successful if he/she keeps the following principles in mind: *Try and maximize eye contact both teachers to student, and student to student in full class phases of the lesson, if the person who is speaking does not have eye contact with the others, then attention is likely to drop.* This is the main reason the horseshoe shape to group.

Make sure students are seat at a comfortable distance from each other. Make sure class doesn’t have one student sitting alone or outside the groups. Besides, try to leave a fair empty space because large distances between the students will tend to lead to a “muted” atmosphere, low pace, and less active student participation in the lesson.

Think in advance about how you will organize changing partners or changing groups. This is a stage of the lesson which can potentially descend into a chaos if it’s not tightly controlled, with students wandering aimlessly around not knowing where to go or confidently moving to the wrong place [2].

Via the use of different sorts of motivation, teacher should improve and strengthen the quality of the lesson. The announced tool can easily make a passive student to be involved into the process of the lesson completely.

### References

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