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Title

**Investigating the Role of Four Motivational Techniques for EFL
Reluctant Learners. The Case of First Year Students at Mohammed
Kheider Middle School.
Tolga, Biskra.**

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Declaration

I, the author of this work, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

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Dedications

I dedicate this modest work to:

My mother who was the reason why I decided to study the master as long as I hesitated at first.

My deepest thankfulness to her as she was always my soulmate.

My great father who is always by my side. Much gratitude to him. I hope for them the fruitful longevity.

My defunct, my sister Linda, who was dead many years ago and I am very sorry that she no longer can be with us, I wish that my lord forgive her and accept her in his Jirdous and that he gathers all of us with her. you are always in my heart.

To my friends: Adam, Fodile, Abd AL Hamid and all the others "if a friend is one soul in two bodies, you all are the other parts of this soul."

If anyone has got a second mother, I also have got my aunt who was always pushing me towards being more and more powerful. she actuated me throughout my study career and helped me quite much. I hope that she lives a merry life.

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II

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I wish to address my thanks to all middle school teachers who helped me through answering the questionnaire

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Abstract

The present study aims at assessing the role of motivation in enhancing reluctant learners interaction. Motivation is a very essential element whose main aim is to create the right encouraging environment for the learners. It is hypothesized that lack of motivation is the reason why many learners get to be left behind , shut down or reluctant. It is also hypothesized that some techniques are efficient enough to solve reluctant learners issue. The first technique is the educational games that are supposed to motivate all learners including the reluctant learners .The second one is the no hands up technique that is the opposite of the old hands up. The third one is the mini whiteboard that is supposed to be a strong weapon in teachers' hands to engage the reluctant learners. The last technique is the secret student whose aim is to motivate learners and let their behavior be changed towards the best. These last three techniques are suggested by Dylan William who states that the real assessment is based upon the answers of all learners including the reluctant learners. The mixed method is the methodology that will be used in conducting this research. The sample of students is chosen randomly among first year students. The other sample of teachers is also chosen the same way among middle school teachers. Teachers who are supposed to answer are believed to have a prior knowledge of these motivational techniques or at least some of them. The results that will be obtained through the analysis of the data are supposed to show the extent to which these technique are useful.

List of Abbreviations:

EFL: English as a Foreign Language.

MWB: The mini whiteboard

NHU: The no hands up

NCLB: No Child Left Behind

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Percentage: %

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General introduction

1. Statement of the problem:

Motivation is the process of making others act and move to achieve something. People are motivated for achieving a goal, necessities and instincts. Academic achievement has a special importance for seekers of science. With this motivation, people are prompted enough for successful completion of a task, gaining a goal or access to a certain degree of competence in their job. English is a worldwide language that is adopted in almost worldly educational systems. It is of much significance in all domains and for all specific purposes. English language teachers in both middle or secondary school are facing a constant problem which is the learner's engagement and achievement. One important thing on which teachers should focus is simply **motivation**. This last, as it indicates, means to **move** someone by spurring his intrinsic enthusiasm. Most teachers get to use punishment or rewards notwithstanding the valuelessness and harm of these behaviouristic terms. However; no matter what motivational tools and old techniques teachers use in the class, the problem is that the engagement is rarely one hundred percent successful due to what we call the **left behind learners** and their "**would be danger**" in the future. Modern teaching brought about newly invented motivational techniques that would facilitate the process of involving learners in the learning- teaching process, getting rid of the **left behind learners' issue** and also improve learners' achievement by the end of the study year. Left behind learners are a big issue in today's worldly educational systems, and they are defined as those learners who are not able to be a part of the lesson. The problem is always with their engagement since their neglecting may cause a huge problem to most teachers inside classrooms. As long as a student is no more interested in the topic then he will obtain a tendency to act the lesson up and do some wrong disrupting behavior that may impede the teacher from carrying on his lesson; in other terms, he will create a non-disciplined classroom. In US, as an instance, The No Child Left Behind Act of 2001 (NCLB) was delivered for the sake of punishing all middle and secondary schools that do not show improvement. Lee (n. d) said in his blog that before NCLB schools didn't use to take in charge the burden of non successful learners and this act aims at pushing forward schools and logically teachers to do their best and to invest more efforts in left behind learners and finding solutions for them.

2 –Research questions

RQ1 :(To what extent could **games** like “**back to the board, run to the board and save the flower**) set the appropriate motivational environment for the reluctant learners?

RQ2: (How do the recently invented techniques including: **no-hands up (lolly popsticks), the mini-whiteboard and the secret student** engage almost all reluctant learners? How should they be used? And to what extent they help to solve the problem of **the left behind** students who are considered as a big issue in international modern schools?).

3- Research hypothesis

RH1: Games are helpful for motivation since they make the session full of fun and thus, getting reluctant learners attention and putting them in a supportive motivational environment.

RH2: No hands up ,The mini whiteboard and the secret student are three techniques suggested by Dylan William. They are supposed to have a great influence on reluctant learners’ motivation especially if used along with group and pairwork.

4- Aims of the study:

This simple research aims at showing the significance of some particular motivational techniques (**old and new ones**) that will help EFL teachers to engage the reluctant learners. It also aims at giving concrete and doable solutions for motivating all learners in the classroom and especially the **left behind learners** who cause a problematic issue in modern school .This research will take the already mentioned techniques as focal points and concrete solutions to contribute in solving some classroom problems.

5. Methodology

The first sample includes one group of year one students who shall be observed by the teacher .This sample contains 24 students. The already mentioned techniques will be used only in a reading and grammar lessons . As long as this research is a mixed method, the other sample shall include 22 middle school teachers from Tolga district, they will answer a questionnaire in an attempt to get some quantitative data.

This research will be a **Mixed method research** as long as the aim is to show the efficacy of the above mentioned techniques (**qualitative**) and to give numerical data about the teachers’ use of these techniques for their learners’ achievement (**quantitative**).

For the *qualitative viewpoint*, **the observation** is the best tool to get accurate data and it will be a **non-participant observation** as long as the teacher will only be a guide. *The quantitative viewpoint* will be achieved through **a questionnaire and some statistical calculations** that will give an accurate result about:

- 1- Other teachers use of these motivational techniques.
- 2- The engaged and non-engaged learners when these techniques are used.
- 3- The way different classrooms are changed after having used these techniques.

6. The Significance of the Study

The findings of this research are expected to be useful for:

1. Teachers of English who might have found some difficulties in engaging their learners.
2. Students can take more chances to be part of the lessons as well as being able to practice the language more and more.
3. Teachers will be able to build their assessment based on the participation of many learners and not just some few excellent learners.
- 4- Learners might be able to practise many skills at once through the use of the mini-whiteboard.
- 5- The further researchers' in order to get a description of theories in this research.

7. The research gap :

Motivation is an area of research characterized by its vastness. A lot of researchers dealt with this area, and in most of these researches good results were obtained. Some researches tackled the issue of engagement, some others with the effect of motivational strategies on the learners' participation. Motivation as a general topic was dealt with abundantly in almost worldly universities; however, motivating the reluctant learners or the left behind learners is a topic that was rarely dealt with by almost these researchers. Thesis that dealt with reluctant learners issue are very few. This research will take reluctant learners as a focal point to be regarded, and motivational techniques that are supposed to solve their problem will be deeply taken into account. Motivation has so many aims. Among these aims is to provide the convenient and adequate environment to engage the shut-down learners as they are described by Selznick. There are a plethora of techniques that help engage learners in general and to provide a supportive motivational learning environment. Notwithstanding of the variety of these techniques, the reluctant learners are always tough to deal with in term of motivation. Few techniques that may help them to be involved in the learning process are suggested by Dylan William: No hands up, games, the secret student and the mini whiteboards are techniques expected to undermine the number of reluctant student in one classroom. These

techniques are so effective that the reluctant students might be decreased to zero reluctant student in one session if they are well introduced and skillfully manipulated by teachers.

8. Structure of the dissertation

This work will start with a general introduction which will include all essential points that will be dealt with in the next chapters .

This study is divided into three chapters. Chapter one and two are consecrated to the literature review and chapter three to the field work.

In the first chapter we shall deal with motivation in general, besides its strong relation with teaching. It will include different definitions of motivation, its importance, the role of the teacher as a motivator ,its types and its relation with learning and teaching alike.

In the second chapter of the literature review, we shall discuss what is learning, the reluctant learners the reasons behind their reluctance and the solutions suggested by Dylan William.

Chapter three will be about the field work and the logical results that this study is expected to come with. Analysis and description of the data that will be gotten through the questionnaire and the observation.

All chapters start with an introduction and end with a conclusion.

Chapter one

Introducing motivation

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Introduction:

Teaching is one of the most difficult processes in the all over the world. Teaching ,unlike any other job, requires a plethora of skills to be applied at once. A fruitful teaching must always lead to innovation and development of anything possible .Today’s schools are stuffed of learners whose cultural, social and even religious backgrounds are different and diverse. Most teachers in the world find difficulties in dealing with all learners. Sometimes, a teacher needs nothing but motivation to promote their teachability and their learners’ learnability.

In this chapter, we shall be dealing with motivation in general, it types, importance and its relation with learning and teaching. We shall also deal with online learning and how can teachers maintain their students’ motivation while they are taught distantly.

1. Definition of motivation:

Motivation is an essential element of teaching. Pedagogists defined it differently, the reason why there is no agreed definition for motivation. According to Ngu (1998,n.p):

Motivation is described as the enthusiasm and persistence with which a person does a task. Without a motif or motives in this life nothing could have been achieved. “Originally, motivation was regarded as a singular determinant of human thoughts, feelings, and action.

Gollwitzer and Gottingen (2015,n.p) , “Motivation is simply what causes us to act. in everyday usage ’**motivation**’ refers to both inside and outside motives, reasons, causes and factors that guide someone’s orientation and inclination towards the achievement of a predetermined goal or goals.”

Cherry (2022,n.p) states that “Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what makes us acting, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge.”

Which is the craving or desiring to achieve something starting from inside or outside motives that are called motives or the causes of acting.

According to Reeve (2015,p29) :

motivation is a condition inside us that desires a change, either in the self or the environment. When we tap into this well of energy, motivation endows the person with the drive and direction needed to engage with the environment .

Reeve (2015,p32) adds, “The simplest definition of motivation boils down to wanting. We want a change in behavior, thoughts, feelings, self-concept, environment, and relationships.”

In both Reeve's citations, the words environment is mentioned, which demonstrates the importance of it. Motivation is simply the existence of the right environment, and teachers are the first responsible of this environment.

Theoretically speaking, many theories carried the term "motivation" as one of their essential parts.

2- Theories of motivation

Motivation in teaching is so important that it is containerized by many psychological and anthropological theories. Sands (2021,n.p) defines motivation theory as, "Motivation theory is the study of understanding what drives a person to work towards a particular goal or outcome. It's relevant to all of society but is especially important to business and management."

Cherry (2021,n.p) states that, "Researchers have developed a number of theories to explain motivation. Each individual theory tends to be rather limited in scope. However, by looking at the key ideas behind each theory, you can gain a better understanding of motivation as a whole."

HR zone (2022,n.p) defines motivational theory as, "Motivational theory is tasked with discovering what drives individuals to work towards a goal or outcome. Businesses are interested in motivational theory because motivated individuals are more productive, leading to more economic use of resources."

What are the different motivation theories?

2.1.1 Drive Theory :

All people have biological needs that push them to do something of which they are in need. In other words, people's natural push plays a vital role in motivating some people towards the achievement of something they crave to do. According to Cherry (2021,n.p) :

This theory is useful in explaining behaviors that have a strong biological or physiological component, such as hunger or thirst. The problem with the drive theory of motivation is that these behaviors are not always motivated purely by *drive*, or the state of tension or arousal caused by biological or physiological needs .

According to this theory, only biological needs push the human behavior. It means that natural craves like hunger, thirst and other things are the causers of human motivation.

Humanistic Theory :

Peoples' needs are gradual. they start with very basic needs moving to more advanced needs. Cherry explains this theory stating that, "Humanistic theories of motivation are based

on the idea that people also have strong cognitive reasons to perform various actions. This is famously illustrated in Abraham Maslow's hierarchy of needs, which describes various levels of needs and motivations.” She explains Maslow’s hierarchy saying that:

Maslow's hierarchy suggests that people are motivated to fulfill basic needs before moving on to other, more advanced needs. For example, people are first motivated to fulfill basic biological needs for food and shelter, then to progress through higher needs like safety, love, and esteem.

Incentive Theory :

Learners of one classroom start competing with one another at the moment they hear about a reward that would be given. Cherry in the same article explains what does the incentive theory imply, “The incentive theory suggests that people are motivated to do things because of external rewards. For example, you might be motivated to go to work each day for the monetary reward of being paid.”

Cognitive Theory of Motivation :

According to Educational Psychology (n.d,n.p),

This theory gave the real value to the human mind. Though people’s biological and natural needs are strong sometimes, they still be commanded by the human mind. This last receives information and interpret it. The cognitivists assume that behaviors is what manipulates human motivation and not just the very basic needs

2.Importance of motivation

Motivation is an essential part in any classroom .It might change the behaviour, discipline, interaction and many other important things .It just makes the teaching process more feasible. Donald (2020) states :

We all know the struggle. We teach and teach and reteach and work with individuals or small-groups and, despite our efforts, that one student just doesn’t get it. Or we try one behavior management or modification technique after another and just can’t get the desired behavior from that student.

Donald emphasizes the significance of “**motivation**”. Despite that the problem is not always motivation , but is a very important element that needs to be available in all worldly classrooms and any lack or unbalance in motivation may lead to a real dilemma in any classroom .A pupil or student who feels neither intrinsically nor extrinsically motivated, he shall be a source of all disciplinary problems inside the classroom and he influences his peers

to be the same as him.

Souders (2021,n.p) says that, “The essence of motivation is energized and persistent goal-directed behavior. When we are motivated, we move and take action”. Souders mentioned the adjective energized which indicates that motivation should always be renewed because learners tend to forget what they are trying to achieve at some moments.

Reeve (2015,p120) emphasized the importance of motivation, “Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment.”

This is what is really meant by motivation. Reeve wants to say that even though learners’ intelligence can be so high, their achievement in schools is always insufficient due to the lack of motivation .This latter, must be provided by teachers and it must also be varied as long as one classroom would undoubtedly contain different kinds of learners who might be motivated by many and different ways.

Kirby and Donald (2009,n.p) say that, “Every teacher knows that student motivation is a complicated concept, what spurs one teen to achieve may not affect the student sitting next to him. It is helpful to begin by considering various theories of motivation and how they apply to a classroom setting.” Thus we understand that motivation is not that easy topic to deal with. As long as we have what is called **multiple intelligences theory**.

We will all be in obligation to find out some particular kinds of motivation that suits each learner in the classroom , and why not finding other methods and techniques that may engage the maximum of learners. A learner is always influenced by inner or outer motivation and sometimes both, the reason why he should always be motivated. Hurst (2022) Says, “Motivation impacts the desired effect of learning by the student, including goals, effort, persistence, and performance. The importance of motivation in an educational environment can be characterized by indices that are fueled by situational motivation wherein the learner is already partial to specific subject matter .”

Every teacher who really cares for professional development must take into consideration the motivation process as an essential element for the success of any classroom; otherwise ,the classroom of his learners will die of boredom that is supposedly caused by demotivation or the absence of the motivational elements .This reality was best shared by Mondal in an article entitled importance of motivation in learning (n. d, n.p) : “The purpose and importance of motivation should be clearly understood by the teacher. The fundamental aim of motivation is to stimulate and to facilitate learning activity. Learning is an active process that needs to be motivated and guided toward desirable ends.”

Elizabeth (2008,n.p) showed in her article the importance of motivation:

The word motivate comes from Latin motus meaning to move; to provide, stimulate or effect some inner drive, impulse or intention that causes a person to act in a certain way. So a primary consideration for instructors is assisting students in moving toward the fulfillment of their mission.

Elizabeth simply described a successful teacher as one who could make every student motivated. Learners are impossibly motivated the same way .Every learner has some specific features or characteristics that not everyone else has ,and this is the reason why it is importantly significant to motivate one's learners .

Tranziam Website (2018,n.p) stated that, “Motivation is an important life skill. The reason it's important is that every person on this earth is unique and has a purpose. To steward your purpose well, you have to be motivated to work towards your goals.”

Teaching is a very hard work and fifty percent of its hard lies in the fact that we as teachers need to be incessant motivators who should motivate all learners differently. Sometimes a teacher needs to be a magician as long as he must figure out a way to motivate the reluctant learners.

Hullmen (2018,n.p) gave more evidence that motivation is a primordial and so essential element that ought to be taken into account by all teachers and for all levels, he states that, “But it's the second problem that usually gets everyone's attention. Motivation is not only important in its own right; it is also an important predictor of learning and achievement.”

Sometimes or in many times teachers themselves are to be motivated in order to spread their positivity in the classroom so that it reaches their learners; otherwise, once students feel that their mentor himself is unmotivated, they shall have the same emotions.

Teachaclass web (2020,n.p) mentions that, “ The biggest barrier to motivation, at least for teachers, is the lack of well-articulated expectations from school management. Teachers need to know the quality of teaching standards that are expected. They also need support, guidance and mentoring to successfully work towards those standards.”

Only bad conditions may be the clearest obstacle that hampers teachers from being motivated. Other things might be the reason such as the limits of innovation and creativity that are drawn by stakeholders who want from teachers to apply some imposed theories without there being any flexibility or adaptation .These are some of the obstacles that may be reflected on teaching in general and learners in particular as long as learners are the base and essence of any pedagogical success or failure.

Morrison (2021,n.p) shows how important a motivated teacher is “A motivated teacher is

crucial to a successful classroom. They will look at teaching through a different lens, and, in doing so, motivate their students in their learning too. Motivation helps to energize, direct and sustain positive behavior over a long period of time.”

A teacher must create a suitable learning environment that might cause learners to be motivated and thus , being better achievers .A teacher, as an instance, who uses good humor with his learners, will have less problems concerning motivation . Azad (2017,n.p) took humor as a focal point for motivating one’s learners:

Just started your career as a teacher and seeking for some great teaching tool to make the teaching-learning process efficient? If so, just keep in mind that “humor” could be a great teaching tool that not only keeps the whole class engaged in learning .

A teacher who is humoristic with his learners is a totally or partially motivated teacher, and this is the reason why good motivation is important for both learners and teachers. Learners who are good achievers are never born to be so; it is just motivation that made them who they are. Some learners are intrinsically motivated and other learners are extrinsically so. Teachers might find a way to motivate some learners and might not discover other ways for other learners .The anyone to be motivated is found and available, but it may be undiscoverable or hard to be found.

Harmer (1988,p22) gives some reasons for why motivation is of key importance stating that It is generally accepted that motivation is essential for success in fields of learning. Without such motivation, we will almost certainly not make the necessary efforts. We need to develop our understanding of motivation- what it means, where it comes from, and how it can be sustained

Motivation is a very important element for the teaching- learning process, and learners’ motivation depends on that of teachers. In last years many teachers around the world find difficulties to motivate learners and they blame no one else except learners themselves who may lack the sufficient skills to deal with the suggested situations. A good teacher is the one who tries to keep his learners motivated through showing them his enthusiasm that will bring their attention during any lesson and this can never happen if the materials or techniques used are not the learners’ cup of tea.

3.Types of motivation:

People in this world are utterly created different. A twin might be the symbol of similarity but they still be a bit different .Back to our mutttons, Learners in the classroom are just like people in society. Learners are never motivated in the same way , the reason why pedagogists determined many types of learners .A teacher should take into account that “variety is the

spice of life”, and like this they must vary the types of motivation in the classroom so as to involve all learners including the reluctant (**left behind learners**).Motivation was classified under many types:

Tarver (07-15-2020) talked ,as many others, about two main types of motivation saying that motivation comes in two main forms: intrinsic and extrinsic. All motivations are based on either an intrinsic (internal) or an extrinsic (external) driver. Intrinsic motivation describes all types of motivation based on internal rewards, while extrinsic motivation describes all types of motivation. These two main types of motivation are deeply defined by Tarver as :

Intrinsic motivation represents all the things that motivate you based on internal rewards like self-improvement or helping a friend in need. example, you may be motivated to get a promotion because you’ll learn valuable skills. Conversely, you might be motivated to succeed because you want to positively affect the lives of the people around you.

This shows clearly that intrinsic motivation comes from within, and its opposite is the extrinsic motivation that is defined by the same author as:

Extrinsic motivation represents all the things that motivate you based on external rewards like money or praise. These types of motivation are more common than intrinsic motivators and include achieving things due to a tangible incentive.

Which indicates that external factors are always functioning as motives or motivators. Other types of motivation are sub classified under extrinsic and intrinsic motivation. Cherry (2022,n.p) states that, “intrinsic motivation may disappear and only external factors can reanimate internal motivation and that a teacher should always rely upon both types of motivation by using rewards, punishment and other things in order to keep up learner’s motivation.”.

Indeed editorial team (2021,n.p) mentioned another sub-kind of motivation which is incentive motivation and it is defined as , “ Someone is motivated to achieve something if offered a motivational reward. The word incentive means provocative ,pushing or goading. This word used to in education when talking about rewards or incentive –based learning.”

It can be called also a reward-based motivation. It is one hundred percent extrinsic as long as rewards are concerned .Other type of motivation id thoroughly the opposite of reward which is punishment or fear.

Harappa. education (2020,n.p) included another type of motivation that is entirely the

opposite of reward...it is the fear-based motivation:

Types of motivation aren't always positive. Sometimes you're motivated to complete a task at work because you're afraid of making a bad impression. Fear-based motivation is often observed in students and employees.

Valamis.com (2021,n.p) mentioned other types of motivation like competence ,creative and achievement motivation:

Competence motivation

Basically, competence motivation is driven by curiosity, willingness to know more or have some skills .This kind of motivation is also known as learning motivation as it involves building more expertise on a subject matter and is not a competition among peers. So, if a promotion happens because of the skills garnered, it is a plus, but was not the primary goal.

Creative Motivation

Creative motivation is often known to be prompted by a sense of wanting to say or express something. It could be in the form of words, art, song, business, or production, but it always starts from trying to express oneself.

Achievement Motivation

The achievement motivation is somewhat like competence motivation in that it aims to achieve a goal just for personal development. If the goal is to pursue a remarkable feat just because of the feeling of attaining that height, then it is a practical illustration of achievement motivation.

4. Teachers' role as a motivator

Teachers in the classrooms have many roles the same way as all other workers have with their jobs. Harmer (1988,p25) mentioned some teachers roles that enable the teacher to manage his classroom so well. A facilitator, motivator, prompter, controller and other roles are all to be applied by teachers in order to achieve better results. Hoque (2022,n.p) :

Motivation occupies a central place in the teaching-learning process. Every teacher is faced with the problem of motivating his students to learn. Therefore, it is essential to think of the ways and means for achieving motivation .

Do`rnyei (2001,p107) expresses his beliefs that a teacher should be a good motivator rather than trying to be a Supermotivator, he also believes that no teacher is really able to achieve all what is mentioned in his book. A teacher should apply only what he needs at specific

occasions as long as quality is the point of emphasis.

According to Keter (2013,n.p) ,“Motivation is a psychological feature that evokes a desire to achieve a certain goal. Students have different goals on their studies. Teachers spend most time with students and should be able to motivate them towards achieving their goals.

The term motivation is referred to as “encouragement” by some users .To motivate is to encourage. A teacher can be regarded as either a motivator or an encourager .According to Kentwood blog (n .d, n.p), “Encouragement is one of the most powerful tools a teacher can use. It is often the key to unlocking untapped potential in children, especially those who have trouble learning. “

Conclusion

This chapter dealt with motivation in general .Its different definitions by different authors, its importance, different types. In addition, Motivation is an essential pillar in building a successful learning, and in this chapter we discussed superficially the teachers’ role as a motivator. To sum up, every teacher needs to be a motivator as much as he himself needs to be motivated. Despite the availability of motivation, there still be reluctant learners who still be unmotivated. When there is absence or lack of motivation, things get worse and more left behind learners appear. In the next chapter, we shall talk about the reluctant learners and how they are likely to be motivated by showing the Dylan William’s suggested techniques and their effectiveness.

Chapter two:

Learning and motivation

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Introduction:

Learning is the first and final aim of all educational systems. In old times, teachers were the most dominant element in the classroom, which means that classrooms were teacher-centered. Today things become different. Learning is based on the learner. In this chapter, we will discuss what is learning, its Importance, learning obstacles and other things related to this topic.

1. Definition of Learning

Learning is so a sophisticated process that is hardly defined. Queensu.Ca blog (n. d) defines learning as a process that involves understanding, relating ideas and making connections between prior and new knowledge. He states also that learning is much deeper than memorization and information recall.

Ambrose et al (2013,p 03) gave another view concerning the definition of learning:

We begin with the recognition that learning is a developmental process that intersects with other developmental processes in a student ' s life, and (b) students enter our classrooms not only with skills, knowledge, and abilities, but also with social and emotional experiences .

This means that learning is a construction process where new and prior knowledge are met in order to launch a new knowledge. Learners have different backgrounds as well as different emotional experiences that build up the learner's personality.

Learning leads always to innovation. Ambrose et al (2013) add that, "A *process* that leads to *change*, which occurs as a result of *experience* and increases the potential of improved performance and future learning."

This idea underlies the fact that a teacher must take into account learners' different sociocultural background in order to create a balanced classroom.

Learning is always linked to acquiring new knowledge. Malec (2022n.p) states that:

Learning is essential to humanity. It's so embedded in our lives that we rarely consider what it means. Learning is the process of gaining new skills, knowledge, understanding, and values. This is something people can do by themselves.

Learning is something we do either intentionally or non-intentionally. Learning never belongs only to human being. Animals have their ways to learn. Concerning this point Malec

adds, “Learning is not unique to humans. Scientists have observed many different animals teaching their young skills like how to find food and keep themselves safe. (I can personally vouch for my cocker spaniel Skye’s ability to learn. She’s too clever for my own good at times.)”

This last view was quite confirmed by Cherry (2022):

Learning is a relatively lasting change in behavior that is the result of experience. It is the acquisition of information, knowledge, and skills. learning is an ongoing process that takes place throughout life and isn't confined to the classroom.

It is said that, “*memory is the mother of wisdom.*” Without a good memory, learning won’t be of much value. Peter et al (2014,p 28) defines learning as, “Acquiring knowledge and skills and having them readily available from memory so you can make sense of future problems and opportunities.”

Learning is always based on adaptation and assimilation. Clark and Mayer (2011,p 32) defined learning as the process of adding new knowledge through strengthening correct one and weakening incorrect one which suitable to assimilation and adaptation.

Learning is a continuous process that never stops throughout the whole life. Smith (2021,n.p) states that learning is an ongoing process which take place during the life span. It is what pushes people to renew their minds . Smith adds that resources are available at the touch of a button. It is of much importance to emphasis the role reading for the continuous self-development.

Learning is a lifetime diet that every human being should follow. It is humans’ curiosity and love of exploration that spur all people to look for new knowledge. Learning is of much importance in people’s life. Learning English is a primordial priority due to the horizons that it might open to its learners. In the next chapter, we will show the importance of learning in general and learning English as a specific concern.

2. Importance of learning

Learning is of much importance in our life due to the opportunities that it might bring forward. Malec (2022,n.p) emphasizes the importance of learning:

Learning expands your mind and allows you to pursue your full potential. Learning has a huge influence over the rest of someone’s life as what they learn plays a role in where their life ends up. It gives an individual the chance to take part in new experiences, which in turn lead to new opportunities.

Confidence in life is one of the assets that learning provides. As long as confidence

concerned, Malec adds that learning is a builder of confidence and a way to more progress. It also helps be creative and emotionally powerful. Many people aren't aware of the learning importance. Everything we learn consciously or unconsciously will be needed in one day. When people keep learning academically or non-academically, this is called professional development.

According to Benfell (2019, n.p), "As a leader of your organization, you need to make learning a part of your culture. Teach others what you've learned. You should become such a great teacher that your company can run itself without you there."

New horizons will be opened if learning is kept ongoingly. Benfell adds, "For individuals, learning helps to broaden horizons and encourage self-development. With their new knowledge, they may be able to identify new opportunities for your organization, or identify more efficient ways of working."

The word learning is always used with the word "education". According to physicscatalyst web (n.d, n.p) learning is the most important goal of education ,it makes us human beings different from animals who learn innately. Sometimes the two words are used interchangeably to indicate the same thing.

Importance of learning English

There are always different motives behind learning anything, and so learning English. Harmer (1998,p11) states that many people in the world are enrolling in English schools thinking that one day they will be in need of it. Harmer adds that this kind of students are studying English reasonlessly wishing to use in particular situations.

Our main concern is learning English as its being of much use in all worldly systems. English is widely used , and everybody wants to learn it regardless of his or her statue. Rumsey (2020,n.p)states that:

English is spoken at a useful level by some 1.75 billion people worldwide – that's one in every four! if you want to speak to someone from another country then the chances are that you will both be speaking English to do this.

Students need to get access to online resources in all over the world. The majority of these resources is written in English, the reason why students in all over the world need to learn English. Taylor (2022,n.p) briefly explains this reality, "As of 2020, 17 of the top20 universities in the global rankings are English-speaking. This alone shows how widely- adopted English is as the language of academia."

Taylor adds that, "Over half of the most visited web pages in the world are in English,

making it the online dominant language. With over 1 billion internet users typing in English, you'll be able to access many types of resources and learning platforms to strengthen your skills.”

Travel is everyone's wish in this world. We all want to visit other places in this world. The problem is that we can't learn Difficult languages like Dutch, Chinese or French in a very short while. English is an easy language that we can learn in a short time. It can be used as a Lingua franca in non-Anglophone countries. In this context, Carol states that English is the only language that might be used as a lingua franca in almost all countries of the world. It helps when getting stuck at somewhere ,finding local bus station, in emergency and it even be a life saver.

Enjoyment is human being's most wanted desire. According to Etsglobal (2020,n. p), “Nowadays, many films, TV shows, books and music are published and produced in English. By understanding English, you won't need to rely on translations and subtitles anymore. By accessing these media, you will also continuously improve your English listening and reading skills.” Which means that English is quite a carrier of entertainment.

Jobs, marriage, travel and many other things are all things that could be made easier if being taught the English language. According to Oxford royale academy (n .d ,n. p), “speaking English allows you to communicate effectively in numerous countries, and this opens up lots of possibilities for you in terms of the countries you could choose to seek work in one day.”

3. Types of learners:

“Variety is the spice of life.” People are different. Even though there are a lot of similarities among people, they still be different. Learners in one classroom are different. They never learn in the same way. Malvik (2020,n.p) states that people are quite different and that everybody experiences the world differently. Teachers must fathom this kind of different variety of learners in order to handle this issue in a good way, in other words, a teacher mustn't adopt one style and expecting good results from all learners as long as every learner has his or her own inclinations and proclivities.

As educators or teachers, we must take into consideration the different learning styles in order to engage all learners. Malvic adds, “Part of your responsibility as an educator is to adjust your lessons to the unique group of students you are working with at any given time. The best teachers can cater to each student's strengths, ensuring they are truly grasping the information.”

Sharna (2020,n.p) introduces his article saying that no student is the like of his peer. Everyone has a special way of understanding ,calculating ,memorizing and this is very naturalas

far as variety is concerned .A combination of learning styles is the only solution for teacher to get rid of this difference. A good preparation is the strongest weapon a teacher might use to reach all his learners' minds and make all of them understand.

Barkley well being web (2022,n.p) states another clearer view concerning the learners styles:

You might not realize that you have a specific learning style. Instead, you might notice that you can understand the instructions given by one person but feel confused when you're dealing with another person.

Some pedagogists classify learners into 4 types. Others into 8 types and others into more types. We will show the main types of learners that all pedagogists agree on.

3.1-Visual learners

This type of learners learn through visual aids like picture, drawing and other visible things. Malvik (2020,n.p) describes this kind of learners as , “ Someone with a preference for visual learning is partial to seeing and observing things, including pictures, diagrams, written directions and more. This is also referred to as the “spatial” learning style.”

Visual learners are well described by Lam (2017,n.p):

Visual learners like diagrams, drawing out concepts, charts and processes. They learn by looking at visual concepts, creating them, and watching other people create them. Visual learners might be organized or creative in their application,

3.2-Auditory learners:

This type of learners can learn easily through audible records like songs, choral repetition and everything that might make the learner use his ears. According to Lam (2017,n.p) “Auditory learners like to hear solutions and examples explained to them, and may gravitate towards music subjects and group learning as a way to understand information. Auditory learners often have a high aptitude for distinguishing notes and tones in music and speech.”Auditory learners are well described by Malvik in his article:

Auditory learners tend to learn better when the subject matter is reinforced by sound. These students would much rather listen to a lecture than read written notes, and they often use their own voices to reinforce new concepts and ideas.

3.3-Tactile learners

These learners are entirely different. They prefer touching objects .They learn implicitly without their awareness. This type of learners are rare because they can use other senses to

learn. Concerning this type of learners, Sphero web (2022,n.p) defines a tactile learner as “So-called tactile learners are considered those who learn best by physical touch or by trying to do something themselves. They first hear or see something new; then they engage other senses .”

Tactile learning style wasn't discovered unless recently. Thomas Eddison is a well known figure owing to the great inventions he elaborated, but only few people know that he was a reluctant learner and finally got fired out of his school. His best field was physics which is a topic that can't be treated unless by using his hands (tactile).Tactile learning wasn't available in his school at that time which explains his academic failure. A teacher might find some difficulties in distinguishing a tactile learner from the other learners.

About this Sphero blog gives teachers some clues in order to recognize a tactile learner. According to this web a tactile learner is someone who can remember things well when taking notes, chew gum during studies, doesn't like reading instruction before starting an activity, like answering through MWBs. These are some of the main feature that may characterize a reluctant learner. They just want to touch ,to move and do things. They generally like manual projects which make them so creative.

3.4-The kinestitic learner:

Types of learners are so many. Among these types ,we have the physical or what is called the Kinesthetic type. Learners of this type prefer to move, to walk, to run and never to be stagnant or stable. It might seem weird to learn by motion, but this another real type of learners. Lam (2017,n.p) defines this type of learners as:

Commonly called hands-on learners, kinesthetics prefer to physically engage with the materials of the subject matter. Some qualities associated with physical learners include:

- Preference to ‘get their hands dirty’
- Energetic, may drum fingers or shake legs
- Action-orientated and outgoing
- May de-prioritise reading and writing

Engaging these learners doesn't seem as difficult as it is time consumer. They generally tend to do mess .Lam suggests many things that a teacher might do in order to engage this category of learners:

Channeling the energy and excitability of physical learners is key to offering a good lesson. Taking breaks so they can move around can help.

Give them something to grab onto and they'll process information much better than from a book or whiteboard.

As long as many kinds of learners are there in one classroom. Teachers must always use an eclectic approach. A method that might engage all these kinds of learners. Otherwise, reluctance will be shared among learners of one classroom. Lam advises teachers to use a mixed approach, "With large classrooms, it's not always easy to personalize lessons, but using a mixed learning approach throughout coursework can help you cater to each type of learning style." In other words, Varying the techniques, methods and approaches lead to a balanced classroom and saves learners from being reluctant.

4. Hindrances to successful learning:

Learning should take the maximum of time in the classroom. Any classroom should be learner-centered and STT should exceed the TTT. The huge problem is that sometimes learning doesn't go right due to many hindrances or factors, which might bring about bad results. Factors behind learning failure are numerous.

The social factor:

Social problems are a big barrier against learning. Sometimes, a teacher does everything in the classroom, but still some students absent minded in his or her session. According to success at school blog (n.d, n.p), "A child's ability to interact socially with their peers has a significant impact on how they progress in the classroom. The very act of learning in a classroom environment involves interacting with other students, talking through problems and finding solutions."

The emotional factor:

Emotional factors are other reasons that might lead to learners failure. success at school blog explains how emotions affect learners, "A student's emotional wellbeing majorly impacts their ability to do well at school. Students who lack confidence and are afraid to take guesses could have emotional issues that are affecting their learning." A mixture of emotions that are either positive or negative play a vital role in building learners' self-confidence.

The psychological factor:

Shyness is another negative emotion that dominates some learners and prevents them from learning and interacting inside the classroom. According to Mercer (2000,n.p), "Shy children are identified by their hesitation to engage in social interactions in spite of a wish to be included in the social camaraderie surrounding them. Teachers in today's western classrooms are trained to strive to engage all students to participate fully in classroom lesson

The parenting factor:

Causes of learning failure are interminable .According to Klein (2000,n.p) : “There are various factors behind why children underachieve, the most notable influences being parents, teachers and the school. During their childhood.” Klein mentioned a very important element factor which is parents. Parents can be a reason for their learners success as much as they can be the reason of their failure.

A lot of obstacles may hinder the learning process from being achieved. These obstacles can be teachers, parents or society. Bibo (2020,n.p) describes her experience while she was a teacher stating that, “ After many years in the classroom watching a handful of students each year fail my courses, I’ve come to the conclusion that some students will fail despite the best efforts of their teachers. A student’s success is based on more than simply whether or not the teacher does a “good job” in the classroom.”

All these things may seem to be ordinary to many people, but their effect is entirely calamitous on learners’ motivation. What maintains learners constant effort is what we call motivation. All the already mentioned elements are a source of demotivation, and this last might be a source of learners’ reluctance.

5. What is demotivation?

Demotivation is known as the absence of desire, crave and want. A learner might be demotivated because of many reasons. Thanasoulas (n.d , n,p) states in his article that, “Generally speaking, a ‘demotivated’ learner is someone who was once motivated but has lost his or her interest for some reason. In the same vein, we can speak of ‘demotives’, which are the negative counterparts of ‘motives’.

Which means that demotivation is a bad feeling that overcomes a lot of learners while learning. Buckley (2022n.p) describes demotivation as, “Being demotivated is arguably one of the worst feelings in the world. You feel as though you have no direction and, despite the fact that you are not getting any enjoyment out of getting nowhere, you feel no urgency or drive to make the effort to change your situation.”

Demotivation has different nominations like: lack of motivation, absence of motivation...etc. According to Riaan (2017,n.p), “Low motivation is something that everyone will face at some time or another. For students, it can become an overriding outlook towards schoolwork and studies. If unchecked, this leads to negative outcomes during their school career.”

No matter what are the reasons behind learners demotivation, the results shall be catastrophic. The most expected result is the reluctance of the demotivated learner, this last is

called a would be danger.

6. Definition of a reluctant learner:

Caroselli (2006,n.p) describes the issue of the reluctant learners, “Reluctant learners are a big issue in today’s modern schools. They are also called **“the would be danger”**. Classrooms are defined as small imaginary societies; namely, if they don’t behave well in the classrooms, they will find difficulties in adapting themselves in real societies.”

Prothro (2004,n.p) identified the reluctant students’ behaviour as, “They avoid challenges, don’t complete tasks, and are satisfied to “just get by.” They often have the potential to excel but don’t seem to care about achieving in school.

The learners enthusiasm is what keeps them focusing. According to Sanacore (2008,n.p), “Although the problem of unmotivated students is evident in all grades, it is most apparent in the middle grades when these students’ enthusiasm may fade because of increased academic demands.”

Catapult learning (2016,n.p) gave the different labels of a reluctant students that are usually used by pedagogists and educators, “There are a variety of labels used to describe a student who just doesn’t seem to find any purpose in school—the reluctant learner, the shut-down learner, the academically discouraged student.”

It is almost impossible to deal with reluctant students as long as they suffer from lack of motivation inside the classroom. Step by step tutoring (n. d) tells the difference between an unmotivated reluctant student and non-reluctant motivated student. A child who seems to be curious about the world, eager to explore unfamiliar subjects and ready to develop new skills is in fact an encouraged ,motivated child who wishes to learn, and this is not the case with all learners. Some other learners lack that curiosity which make them reluctant to learn.

Reluctant students are not just those who don’t participate in the classroom. They may be those who disturb their teachers as well as their peers who crave to learn. According to Learey (2022,n.p), “ Every teacher strikes a reluctant learner at some point. It may be a student who does not pay attention, seems bored in class or is unmotivated. Or it may be a student who displays unwanted behaviors or is forever silent and withdrawn.”

According to Selznick (2014,n.p) ,“Shut-down learners are children who become academically discouraged and disconnected from school over time. A simple formula helps explain how kids become shut-down learners: Cracks in the foundation + time + lack of understanding + strained family communication = shut-down learner.”

7. Four suggested techniques to solve reluctant learners’ issue:

Games and game based learning :

In ancient times, games were rarely used by teachers and in the majority of schools this idea of games wasn't even thought of as key to be used for motivation, But in today's schools games are much more needed .The question that can be posed in here is : for which purpose teachers are in need of these games?

This question is answered by Alumni (2019 ,n.p) in his blog saying that, “ Games are always fun for the learners, so they attract their interest unlike many ordinary lessons. Even shy and reluctant children often react positively to them.”

The most important word in what Alumni said is the word “**reluctant**”. It simply refers to those disruptive learners who show almost no interest in learning. Games are an effective method used by creative teachers to involve everybody in the learning process as long as games such as: back to the board, run to the board , crosswords , bingo game may create such a feverish supportive environment for learners to be much more engaged with their peers regardless the many other benefits like improving learners autonomy, enriching learners' diction and ameliorating their pronunciation.

Games are a modern technique that wasn't recommended by old pedagogy. Teachers in today's schools managed to figure out the importance of games and they start using them like never before. Goodwin (2019, n.p) emphasized the importance of using games in all classrooms :

Incorporating games into your lessons is one of many teaching strategies. And it has many benefits. First, it is a great way to get students up and moving! Giving your students a chance to get out of their seats and move around can help them release some energy.

Games bring plenty of enthusiasm in the classroom and those learners who refuse to engage will have an inner energy that pushes them to move.

Roth (n. d, n.p) states that, “ Perhaps as busy, responsible, mature adults, we have somehow sadly forgotten what it was like to have fun. If we consider the above quote it is not difficult to realize that playing was once our own “*natural way of learning*” as well.”

Schwartz (2016,n.p) states that ,“When slightly boring content must be covered, create a need-to-know in students by having them predict the answers. Students are more likely to be invested in the answers when they are revealed after students themselves have had a chance to debate and predict.”

Sometimes boredom is as heavy as it can make learners refuse to engage ; and thus games are a concrete solution for such kind of reluctance.

Borah (2013,n.p) says that, “There is nothing better for learning boring things than making a game out of it...Yes, I admit, some learning can be boring. Games work especially well for struggling readers who need to learn and practice phonics rules.”

Games that show similarities to real life always bring that kind of motivation and they help engage the non-engaged learners. Macedonia (2005,n.p) argues whether learning a foreign language is declarative or procedural. She assures that the process of learning a foreign language is procedural. And one the best methods is games which are used in a targeted way to proceduralise foreign language. The language games serve the function of redundant oral repetition of grammatical and lexical units .

The first thing everybody did in this life is playing games .We were all trying to imitate real life scenarios once we were playing childish games ,the reason why we must always refer back to games when teaching learners since they are well taught through games or game-based strategies. Games have such an important role in engaging learners in general and the reluctant learners as a special case.

One of teachers role is to be a constant assessor ,it means that every student must be assessed by his or her teacher .To do that, a teacher have to assess all learners without any exception. Sometimes a few excellent learners participate a lot and they unperposfully shut down their peers who sit at the back. A teacher should engage every learner in classroom so as to have in mind a clear map about learners assessment. Engaging every learner in the classroom including the reluctant learners isn't that easy at all. Pedagogists and psychologists are always trying to find out new techniques to sort out the issue of what is called reluctant learners (left behind learners or shut down learners).Among these techniques we have a the **no-hands up** technique which is a newly invented technique suggested by William Dylan.

No-hands up (lollypop sticks):

We should start with a simple definition of this technique and how does it work.NHU is simply asking learners to not raise their hands up and doing a random selection of respondents through choosing random lolly pops upon which learners' names are written so that every learner feels his answer as valuable as others' answers

William (2015, n.p) emphasizes the importance of No-hands technique saying that: “Walk into a classroom almost anywhere in the world, and you will see the same script being played out. The teacher asks a question, and a number of students raise their hands to signal they wish to respond. Then, the teacher almost always selects one of the students with his or her hand raised, and that student responds to the question.”

William is about to show the harm of the old methods on the final assessment that is to be given by any teacher. He adds that the aim of assessment is to provide teachers with a clear picture about their learners knowledge acquisition. William implies that the results obtained after having assessed learners are fake or wrong as long as they are based upon the answers of very few confident learners who are motivated to learn. Thereby, new ways of assessment must be found out in an attempt to have real assessment results with total engagement.

William criticizes the way teachers build their assessment or evaluation. He means that a final feedback about any classroom should include the reaction of every learner.

According to classroom experiment (2011,n.p) Dylan William states that, “we are in danger of making assessment need decisions based on the responses of a few confident students.”

Pupils are no longer able to raise their hands to answer questions in class. The names of students are written on lollipop sticks and the sticks are kept in a pot on the teacher’s desk. Names are then selected at random when asking for responses from students. This eliminates the self-response system of students raising their hands which leads to equal chances for all students.

Eastman (2019,n.p) states that, “ asking students to raise their hand to give an answer is one of the most ubiquitous strategies in the history of teaching. A few years ago I would have struggled to imagine a classroom functioning any other way. To my surprise, engaging a ‘*no hands up*’ policy has transformed my classroom.”

This technique is invented by William Dylan for many scopes among which “**motivation**”. Since this last is in almost times linked to engagement, William created this way in order to make learners look for information by hook or by crook and not just relying on their peers’ answers.

This technique is done by preventing learners from raising their hands as they are accustomed to do .A teacher in the same time brings some lollypop sticks or pop sickles in which learners’ names are written then he chooses one of the sticks randomly . The addressed learner must provide the answer .The importance of this technique lies in the fact that it strongly motivates or pushes learners to look for the answer either through his own effort or through what is called “pedagogical cheating” it means that he gathers the answers from his peers.

Pinchbeck (2013,n.p) states in his blog that, “Every student knows that they may be called upon to engage with learning at any time. Furthermore it ensures that classrooms are not dominated by the few who normally answer all the questions.”

Pinchbeck wants to tell us about the other way “**old method**” classrooms were usually dominated by few learners and that the issue of left behind learners appears starting from this

non-purposeful discrimination made by teachers. He also talked about another positive point which is the balance in classroom that “no-hands up” technique might provide

The Mini-whiteboard:

Mini-whiteboard is another important technique that is not too old in comparison with the slate. Its importance lies in the fact that it makes learners motivated to answer as long as both the slate and the marker are in front of them which spreads the feeling of being obliged to answer. Furthermore, it enables teachers to engage almost all students even if their answers aren't all correct. M-WB reduces left-behind learners' stress and thus they start sharing their answers. According Friis (2021,n,p) the M-WB allows teachers to:

- quick look at all learners' answers to find and correct any flaws in their answers.
- Practice two related skills at once: reading while the learner writes.
- Allows the teacher to make a true assessment based on the answers of the majority of learners ,not just five or six good learners.

It means that the wall of learners' fear is going to be broken since they know that their answers are changeable at any time they want.

Katherine states that, “Students love having ownership of what they are doing. The rules are different to bookwork and that feels liberating.”

One hundred percent of participation is what every teacher seeks to get with his learners. According to William (2013,n,p), “Use mini-white boards to achieve 100% participation. All students write their responses and then hold them aloft so that the instructor can quickly assess student understanding.”

Skeet (2012,n,p) emphasizes that MWB are an engaging element that helps engage all learners saying that: This has already been mentioned, but by using mini whiteboards, everyone is expected to participate and everyone is expected to respond and answer to the task. When students show their boards, the focus is on the answer, not the individual learner.

Students think that many things will happen to them if they raise their hands to answer .They think they will commit errors which will expose them to be laughed at .They think that their handwriting will look like a mess on the board. They may think that their voice is as horrible as a monster's voice. All of these considerations and many others might be thought of in one learner's mind, and this will impede him from having chance to participate as long as feelings like: shyness, embarrassment and other feelings will dominate them and make of them reluctant or left behind learners.MWB is a quick and an effective solution to all what

these learners' wrong considerations. A MWB user will do away all of his fears as well as other bad feelings. The reluctant learners will find no excuses to not having their own initiatives. Reluctant learners are hesitant learners, but when all necessary tools are in their hands ,the level of hesitation will be lowered.

The secret student:

Teachers in all levels including universities are always using the term “imposing discipline” which may mislead the process of motivation. Sometimes it is even contradictory to be a motivator and a discipline imposer at the same time .The secret student is recently invented technique whose main aim is to motivate learners for both being engaged and more disciplined. It has more to do with motivating learners to behave much more better and to have good behavior.

The secret student is a very simple technique that teachers use by telling learners that a student at the end of the session will be given a gift as a reward to his good participation, silence and a good behavior. The gift might be anything like adding two points or any other small gift .The strength of the technique lies in its enthusiasm; learners should not be told about who the secret student is beforehand and the teacher tells them who is he at the end of the session which makes all learners struggle to be disciplined and engaged in the same time. Other teachers do it with many ways .The secret student is not well known nor does its founder.

According to Martha (2017,n.p), “Students are taking more pride with their work and they are striving to achieve their best. At the end of the lesson there is a positive anticipation of whose names are going to be picked!”

Learners may get a bit of jealousy at first time but this jealousy is a positive weapon that leads learners to compete through doing their best.

This technique is invented by an unknown psychologist. It is done through telling learners that one student among them is to be observed by the teacher throughout the lesson. A teacher shouldn't tell them about who this student is until the end of the session ,and like this; they will be engaged with the teacher hoping to get his or her reward at the end of the session. This reward could be anything that is much valued by learners like giving them extra points.

According to Twinkle (2019,n.p) ,“If only there was an easy method to control class behavior in a positive, fun and exciting way...Well, ‘Secret Student’ (also known as ‘Mystery Student’) is becoming more popular. It’s a great way to get students listening and reward positive behavior.”

Lynette and Noack (n. d ,n.p) gave a clearer picture about how this technique should be well managed.

The teacher secretly watches the Secret Student to see if he or she is displaying good behavior—on task, waiting quietly in line, helpful, etc. At the end of the day, if the student has done a good job, the teacher reveals the student’s name with congratulations

Secret student, mini whiteboards and no hands up are three techniques strongly suggested by William in his non-googleable book “formative assessment.

8. Related study.

Studies about motivation are so many, but most of them are concerned with motivation in general .This study is less concerned with what is called “the motivation of reluctant learners”, but it is concerned with a holistic classroom engagement which take into account the reluctant learners.

This research was elaborated by Gimbutas (2019) whose treated problem is The effects of using mini whiteboards on the academic performance and engagement of students in a tenth grade resource English/Language Arts classroom.” Submitted to the Department of Interdisciplinary and Inclusive Education College of Education In partial fulfillment of the requirement for the degree of Master of Arts in Special Education at Rowan University May 10, 2019.

According to the author of this research:

The purpose of this study was to: (a) examine the effectiveness of mini whiteboards in increasing engagement, (b) examine the effectiveness of mini whiteboards in increasing academic achievement, and (c) determine if students in a tenth grade English/Language Arts resource center classroom are satisfied with the use of mini whiteboards. The research was conducted using an ABAB single-subject design methodology. Student achievement was evaluated through weekly assessments, while daily engagement was evaluated using interval recording in 5-minute increments. Results suggest that the use of mini whiteboards may help increase the engagement and academic achievement of students in a tenth grade ELA resource center classroom.

According to the researcher: results concerning the effectiveness of this study are :

The results of this study show that engagement increased during the intervention phases for 7 out of 10 students. When mini whiteboards were introduced into the classroom, engagement increased for Students 5 and 8 across both intervention phases and remained above the scores at initial baseline. Students 9 and 10 also showed

increased engagement during the first intervention phase but only slightly above baseline scores. Both returned to baseline levels after initial intervention. Students 1 and 3 showed increased engagement that was less consistent. Both had peak scores during baseline phases, but Student 1 had erratic scores that stabilized close to the highest score during intervention phases, and Student 3 had varying scores but remained above initial baseline at intervention 2. Both students were also absent for several days of the study, which could account for some of the inconsistency. Student 2 had a peak score during week 2 of intervention 1 but returned to baseline scores over the remainder of the period.

The results of this study also show that the weekly academic achievement scores increased during intervention phases for 8 out of 10 students. When mini whiteboards were introduced, academic performance increased for Students 8 and 10 during both intervention phases. Student 10 had peak scores in week 2 of the first intervention phase and the final intervention,

Conclusion:

Reluctant learners are a real danger in all schools .Because of their reluctance , the learning process is interrupted. William Dylan gave a solution in order to remedy their problem. A teacher must depend on different materials using an eclectic approach in order to save, at least, some of them .These techniques suggested by Dylan William are so effective .In the next chapter, we shall confirm how much are they effective and beneficial for classroom success. We shall deal with both a questionnaire and an observation .The analysis will be shown as percentages and some numerical data.

Chapter three: Fieldwork and data analysis

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Chapter three: Fieldwork and data analysis

Introduction

This chapter is consecrated to the practical part of the conducted work . It targets to provide the description of the results that would be obtained through the collected data about the will be achieved study. The first aim of the practical side is to provide some concrete results about the effectiveness of the already mentioned techniques in motivating the reluctant (left behind) learners. This part is also conducted to check the formulated hypothesis through observing a sample of 24 year one students in Mohammed Kheider middle school and the questioning of a sample of 22 middle school teachers who are permanent teachers in Tolga district.

1- The questionnaire data

Population and Sample

It is a must do to give all important details about the sample of teachers and in order to make an organized path for collecting the required data. A questionnaire was distributed to teachers from Tolga district.

The target population of this questionnaire is middle school teachers who teach permanently in the different middle schools of Tolga and its outskirts. This sample of teachers consist of 22 participants among the total number of Tolga district teachers (population) which is 81 teachers.

The sample of this study was selected randomly; however, the population was chosen purposefully because techniques like the no-hands up and the secret students are not widely used by teachers of other districts.

Data collection tool

The questionnaire is supposed to give some very important details ,the reason why this study will be better used with **the description method** as long as it is the most suitable way that could confirm the validity of this study. Teacher's answers of the questionnaire will be described and analyzed in order to give some accurate data that is supposed to be so useful.

Questionnaire

A questionnaire is one of the most efficient data collection tools that is expected to bring a

very concrete results. This questionnaire that is used in our research aims to get teachers answers and views concerning the use of these techniques with their learners. The data that would be brought about is expected to give us a clear picture about the efficacy of these techniques in our schools and how they would probably contribute to the amelioration of our classroom interaction.

description of the questionnaire

This questionnaire contains different kinds of questions as long as it seeks to get different kinds of information. For a start, questions about age, gender and level were of key importance in order that the respondent gives a clear image of himself. Then we moved a bit further to speak about the reluctant learners in different classrooms. Other questions were concerned with the use of the already mentioned four techniques and to which extent they are effective. Different types of questions were used starting with multiple choices moving to dichotomous yes or no questions. Questions of frequency were used a lot. Questions were never limited to particular answers , and a space was always provided in order that teachers can add something they want to add .The last question was to get teachers opinions about the significance of these techniques.

Administration of the questionnaire

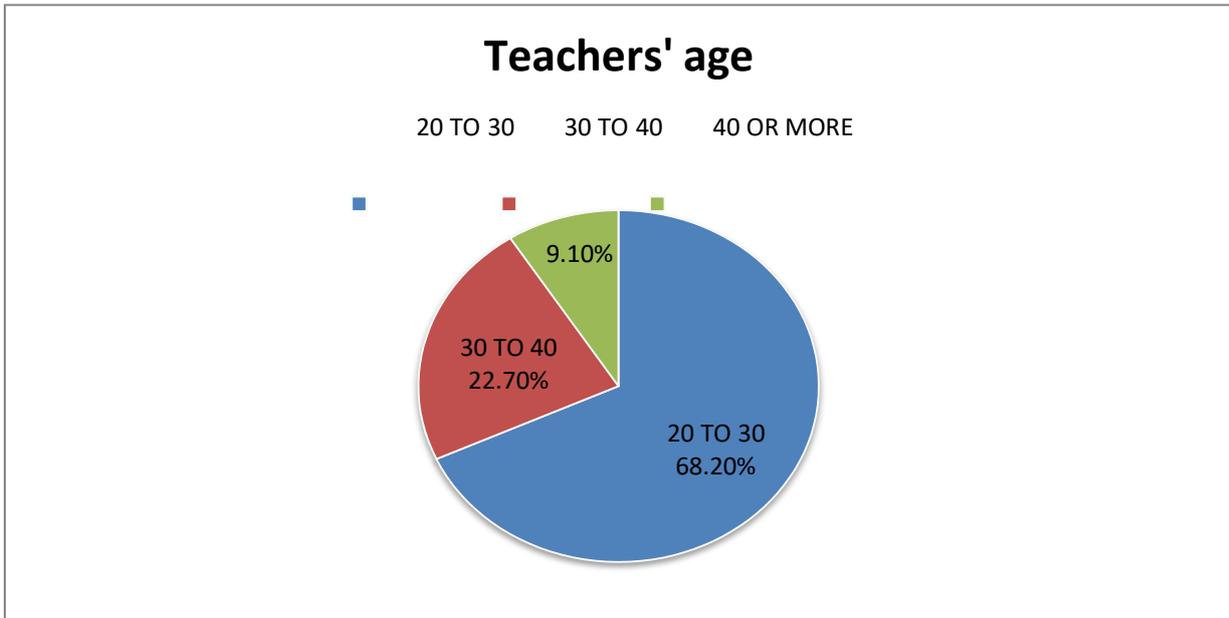
This questionnaire has been posted on a middle school English teachers facebook group as well as its being sent to other teachers through Gmail. It was answered by 21 teachers which is a considerable number since it will provide us with sufficient data.

Analysis of teacher's questionnaire

Section one: general information

Q1: would you please indicate your age?

The aim of this question is to get a quick glance in teachers' experience and the probable number of years they taught.



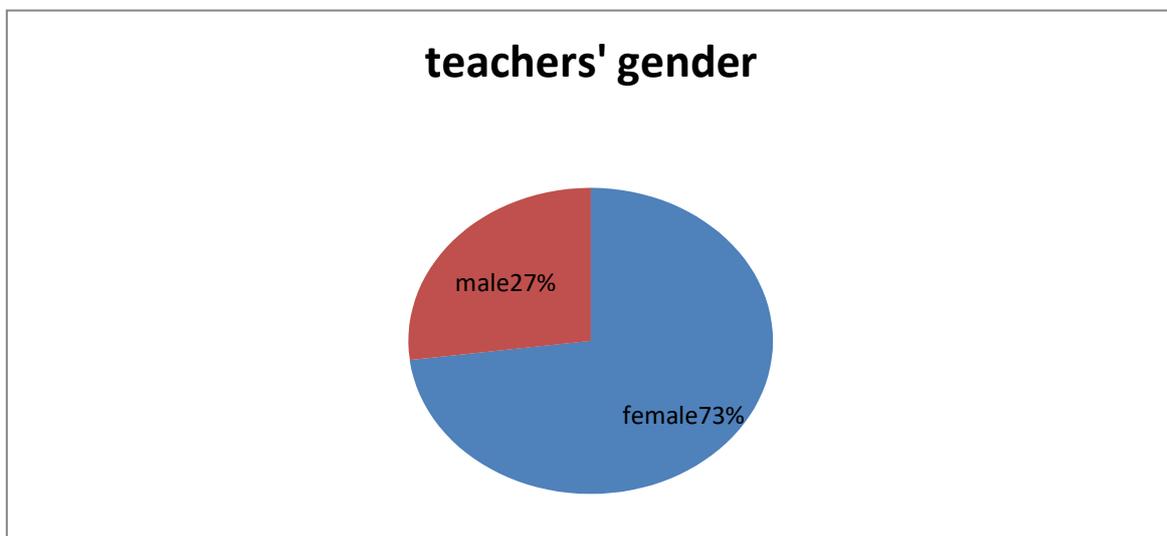
Graph 1: teachers' age

Results shows that novice teachers are the most interested category of teacher as long as they are thirsty to get more knowledge in their field. Teachers who are more than 40 years are less interested in answering questionnaires as usual.

Q2: could you please mention your gender? The aim is to find out the most interested gender answering this questionnaire.

Table1:Learners gender

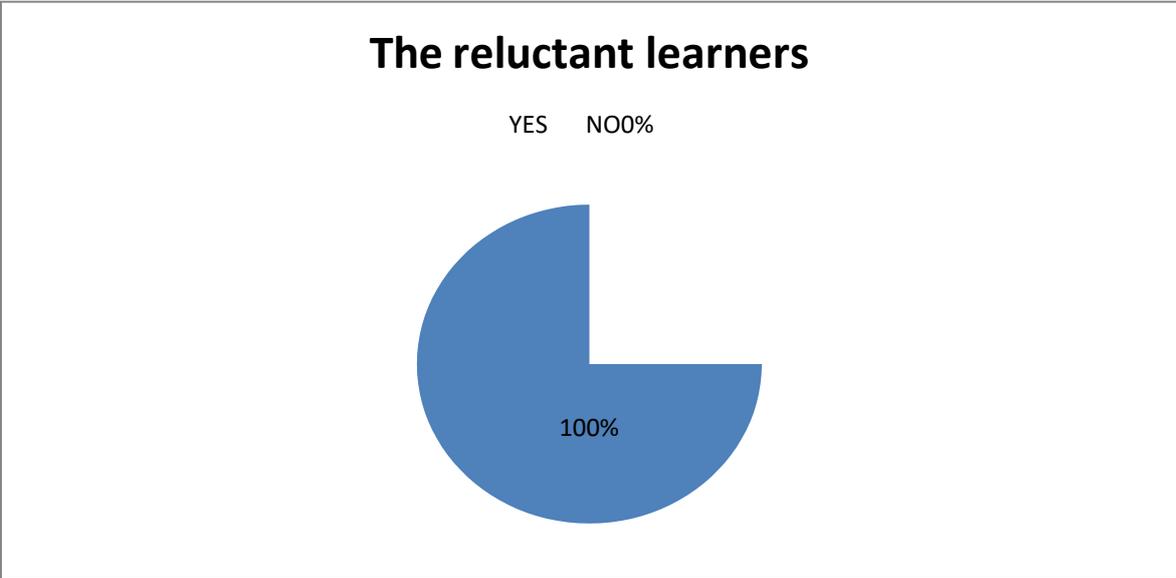
options	number	percentage
Female	16	73 %
Male	6	27%
Total	22	100 %



Graph 2: teachers' gender

The results shows that female teachers are much more interested in answering the questionnaire. The number of female teachers is 3 times bigger than the males .The number of the participants itself is not so big, but what really matters is the considerability of this number. Twenty two teachers are supposedly enough for the validity and authenticity of these data.

Q3-As a teacher, do you have some reluctant learners in your classrooms? The aim of this question is based entirely upon this thesis objective. This question will pave the way for the coming questions that will deal with motivation and the techniques that are likely to engage the reluctant learners.



Graph 3: the reluctant learners

The results for this question is totally obvious even before the questionnaire is sent to teachers. No one can deny the fact that a classroom contains no left behind learner since there is no perfect teacher neither are there perfect classrooms. All public schools in all over the world contain different kinds of learners. Were there a reluctant learner does not mean that this learner will be good for nothing; nevertheless , he will be a **would be danger**. The more a teacher gets to be eclectic, the less reluctance he will suffer from in his classroom. All 22 teachers answered by *yes* when coming to the fourth question concerning the reluctant learners in their classrooms.

Q4: If yes...How many reluctant learners are there in one of the classrooms you are teaching? ...Please, give the exact number.

This question is an attempt to get the average of reluctant learners in classrooms. It will pave the way for other questions.

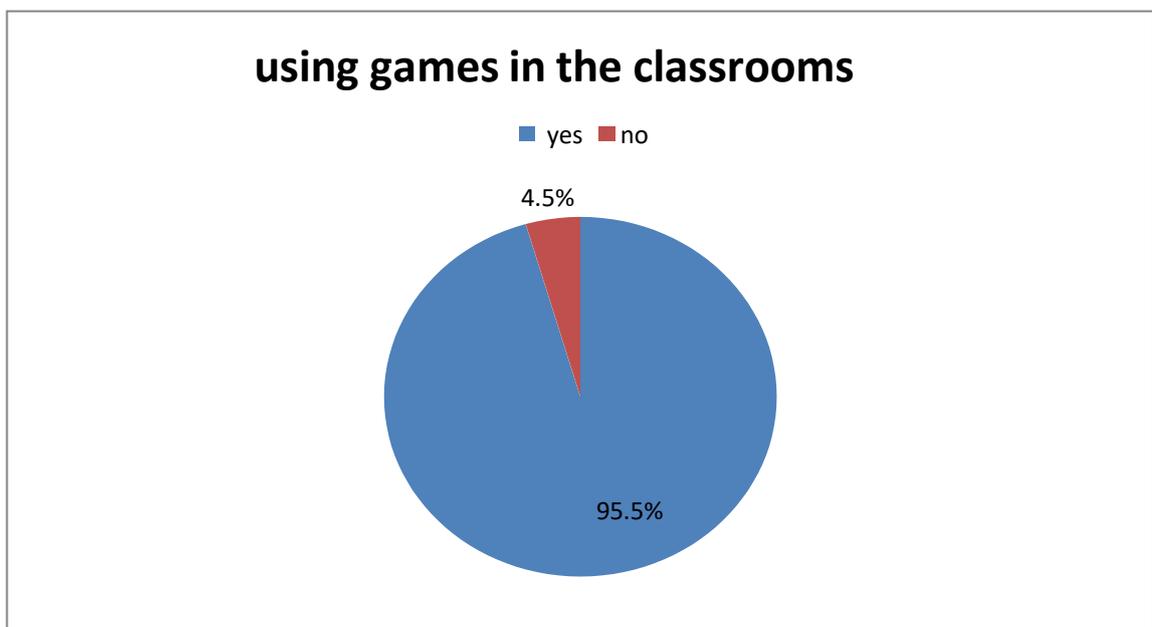
Number of teachers	22 teachers
Number of classrooms	22 classrooms
The sum of reluctant learners in these classrooms	196 reluctant learners in 22 classrooms

The average of reluctant learners in one classroom	About 9 learners in each classroom
--	------------------------------------

Table2: the average of reluctant learners in classrooms

About 9 reluctant learners in one classroom is a big number the reason why teachers should find out new ways to engage them. As we said before an eclectic teacher is someone who has less reluctant learners. Teachers are supposed to vary their technique and use many of them at once due to the variety of the learners they have in one classroom. Learner’s backgrounds are different in most of the time. A good teacher deals with this problem with subtlety and wisdom. Four techniques are suggested by Dylan William to solve the reluctant learner’s issue. Reluctant learners are not in fact bad learners as many teachers think ,they are actually in need of different techniques, environment and special treatment.

Q5: Do you use games for your learners?



Graph4: use of games by teachers

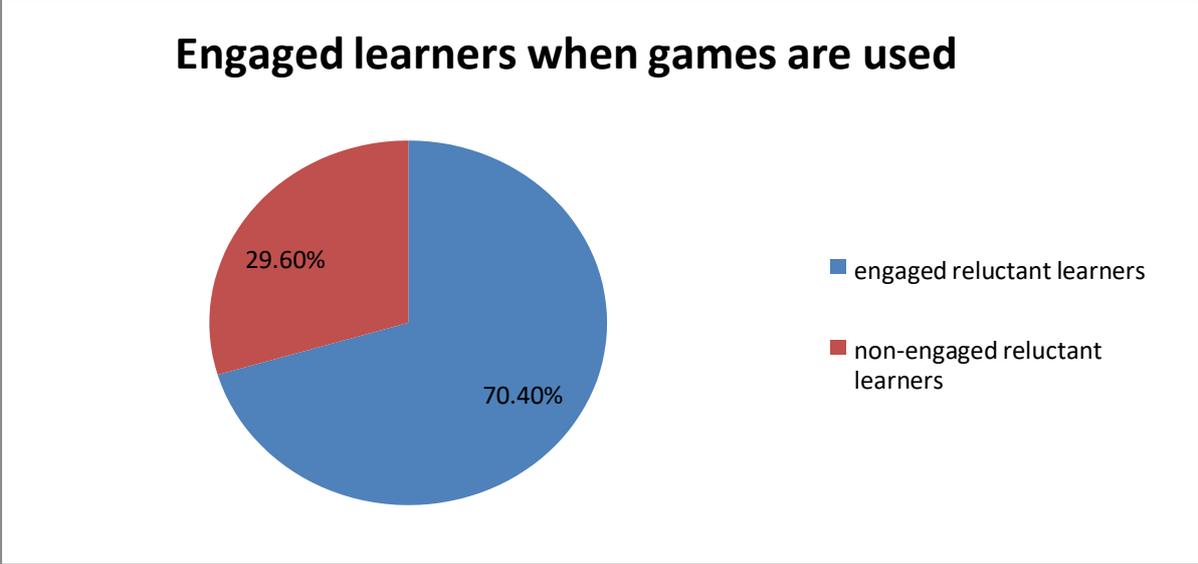
Games are of much importance in modern education, They are overly used by teachers ,and the majority of teachers especially the foreign language teachers are lifetime users of

games due to the motivation they bring about in classrooms. Results here shows that the at least 20 teachers are using games for their learners.

Q6: How many "**reluctant learners**" do they participate when using games?...(The answer is about the classroom you've already chosen.)

The aim here is to demonstrate the effectiveness of this technique called "**Games**"

The number of the reluctant learners is 196 learners distributed on 22 classrooms.

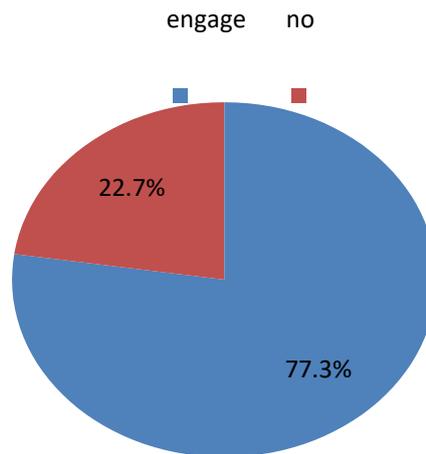


Graph5: engaged reluctant learners

According to teachers' answers, there are 138 learners who get to be engaged when games are used which confirms the fact that games are very effective and quite motivating. 58 learners still be disengages, maybe because their reluctance is a bit stronger or the fact that their shyness overcomes their courage to participate. A teacher should never be disappointed just because he used one technique, and he still have some reluctant learners. The next technique is stronger , and it will surely prove the fact that every problem has a solution.

Q7: Do you usually use the mini-whiteboard technique?.....The aim is to see how many teachers are using the MWB and to which extent it is effective in motivating the reluctant learners?

The use of the MWB



Graph6: The use of the MWB

The result shows that most of the teachers use the mini-whiteboard in order to engage their learners. Few of them are convinced not to use this technique with their learners.

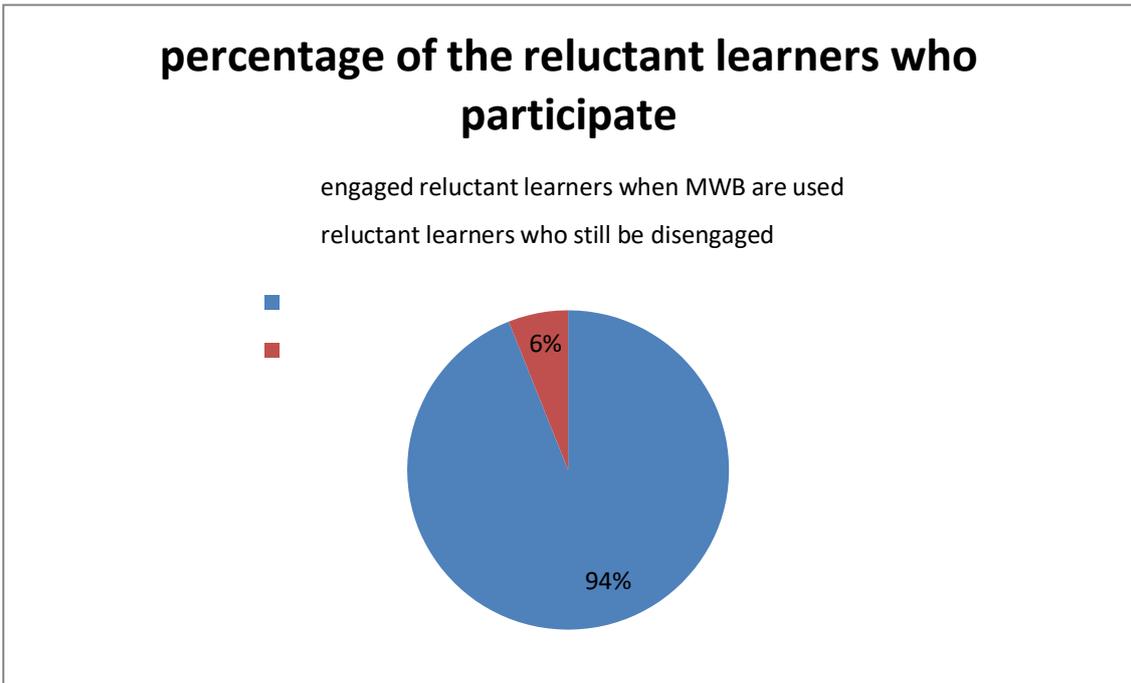
17 out of 22 teachers use the mini-whiteboard, so the next question will be based upon their answers.

Q8: How many "reluctant learners" do they share their answers when it is used? ... (The answer is about the classroom you've already chosen.)

This question is to show the effectiveness of this technique in engaging the reluctant learners.

17 teachers answered the last question with "yes".

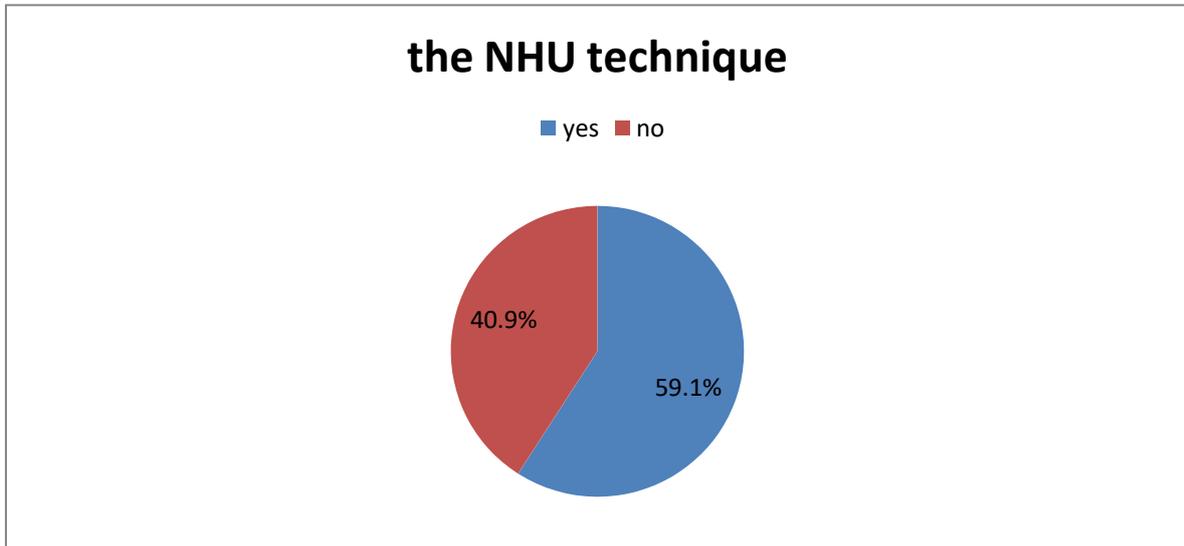
These 17 teachers have a sum of 133 reluctant learners, and when they use the MWB, 125 reluctant learners do share their answers, which is a very considerable number that emphasizes the effect of using this technique. Learners usually feel safe as long as the MWB are at their reach besides the fact that they will have no alibi for not answering.



Graph7: the effectiveness of the MWB

Q9: Do you usually use the No-hands up (lollipop sticks) technique?

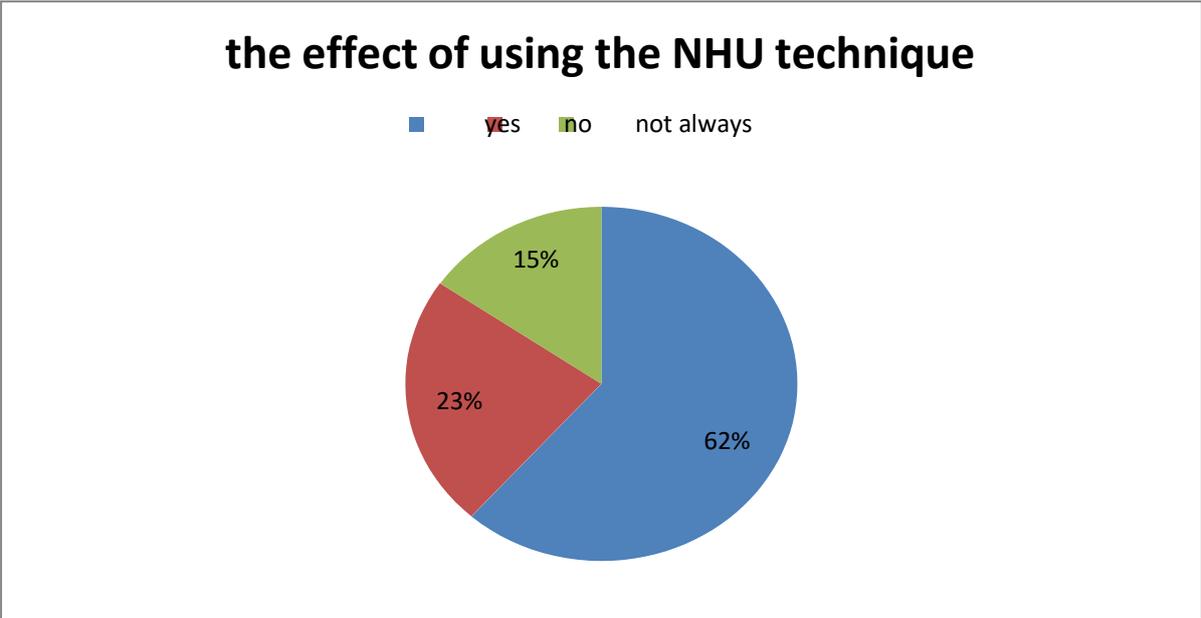
The aim of this question is to show the average of teachers using this technique for their learners motivation.



Graph 8: the no-hands up technique

No-hands up is a recently invented technique compared to other techniques the reason why it is less used by teachers. A lot of teachers may not know this term at all, others are using it differently but without knowing this term. There are only 13 teachers out of 22 who answered with yes in the last question.

Q10: Do you find your reluctant students ready to answer when choosing a random stick?

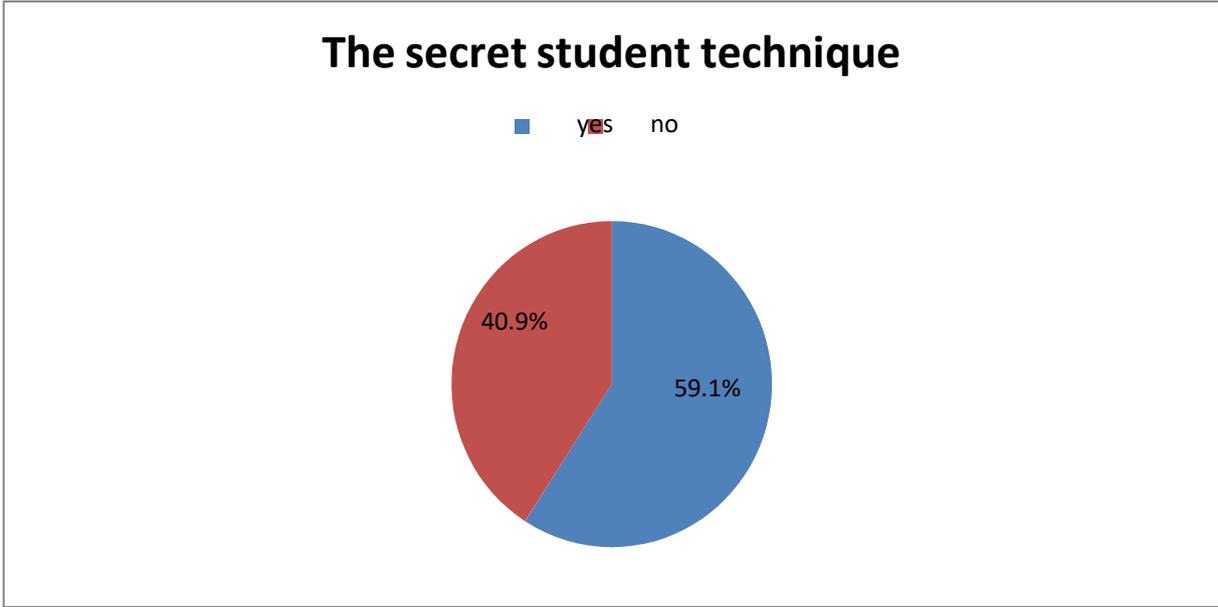


Graph 9: readiness when NHU is used

8 teachers out 13 answered with **yes** which proves the effect of this technique especially when used with group or pair work. The students share the answers with one another and the reluctant learners will try many ways to get the answers from their peers. Learners will all feel the same as long as the selection will be random and it will never based upon the confidence of some few learners.3 teachers answered with **no** which may refer to their misuse of the technique or that the technique itself shows no perfection.2 teachers have **no answers** and this may refer to the reaction of their learners because this technique requires some time to work well considering that learners are not highly accustomed to use it.

Q11: Do you usually use the secret student technique?

The aim of this question is to know the number of users of this technique.

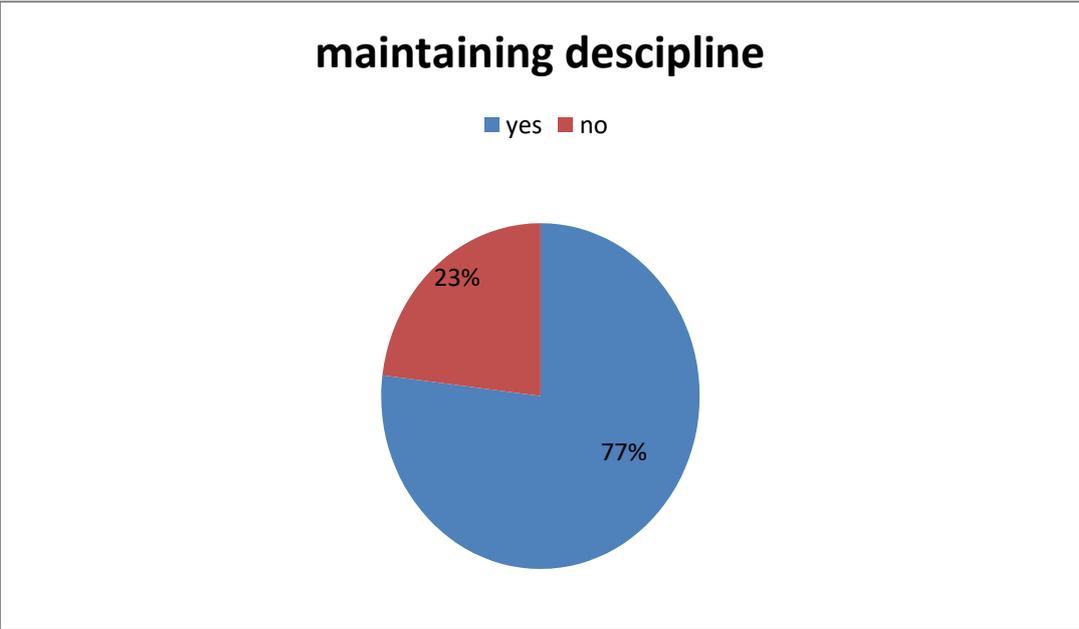


Graph 10:the secret student technique

The result shows that only 13 teachers out of 22 use this technique which demonstrates the fact that the secret student technique is less used the same way as the no-hands up technique.

Q12: When using it, do your reluctant learners show some kind of discipline ?

The aim here is to show the impact this technique comes with in terms of discipline maintaining.



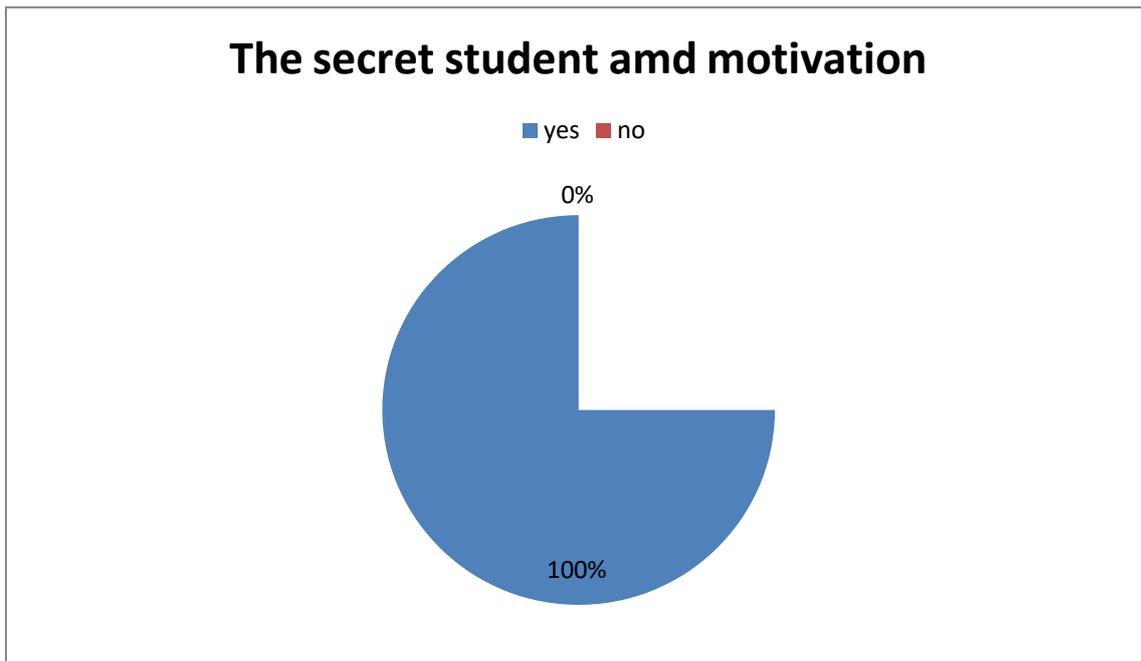
Graph 11:the secret student and discipline maintaining

According to the obtained results,10 teachers out of 13 emphasizes the fact that the secret student is a technique that motivates learners to be motivated. The other three ones who

answered with no might have misused the technique or that the technique itself shows no kind of perfection like any other technique.

Q13: Do your reluctant learners get motivated when using it?

The aim is to find out to which extent this technique is engaging.



Graph 12: the secret student and motivation

The secret student is utterly based upon rewards, the reason why learners show their motivation whenever they know that one of them may receive a gift. The results shown in the last graph are never surprising.

2- The observation data

Population and Sample

The target population of this observation are 35 pupils of year one pupils (one classroom) Mhd Kheider middle school. This classroom was chosen purposefully due to the mixture of abilities that it contains.

Data collection tool

The observation is supposed to give some very important information , the reason why its data will be better analyzed using **the description method** as long as it is the most suitable way that could confirm the validity of this study. The results of this observation is supposed to give some very accurate data upon which many recommendations will be given.

Observation

An observation is one of the most efficient data collection tools that is expected to bring very reliable results. We aim ,through this observation, to get accurate data about the efficacy of some motivational techniques.

Administration of the observational process:

This observation will be a teacher-participant one. It means that the teacher observes the shift in his learners' performance while tutoring them.

An observation grid will be used; it contains different questions. These questions start with what is related to the classroom , and then we move to questions related to performance and the obtained results.

This observation was done through 4 sessions. In each session ,one technique was used.

Analysis of the observational process data :

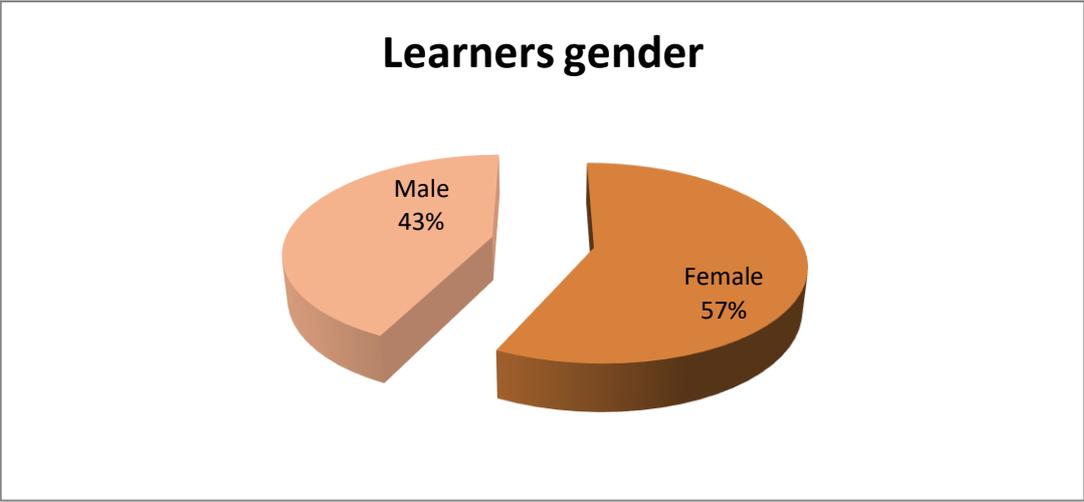
--Section 1: general information

Q1 How many students are there in this classroom?

--This question aims at showing learners' gender.

Students	35	100%
Female	20	57%
Male	15	43%

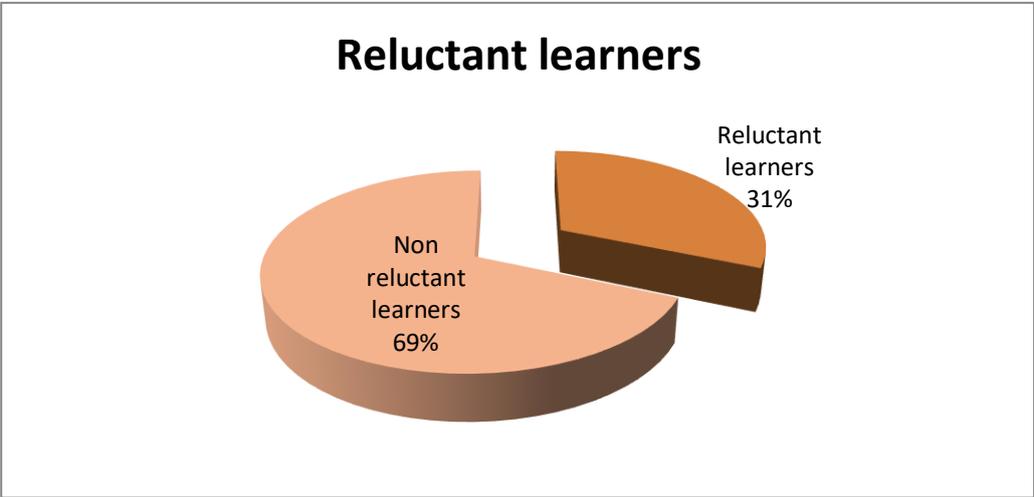
Table 3:learners gender



Graph 13: learners gender

Results show that the number of the female learners in this classroom exceeds the number of the male learners.

--- In this classroom, there are 11 reluctant learners out of 35



Graph 14:the reluctant learners

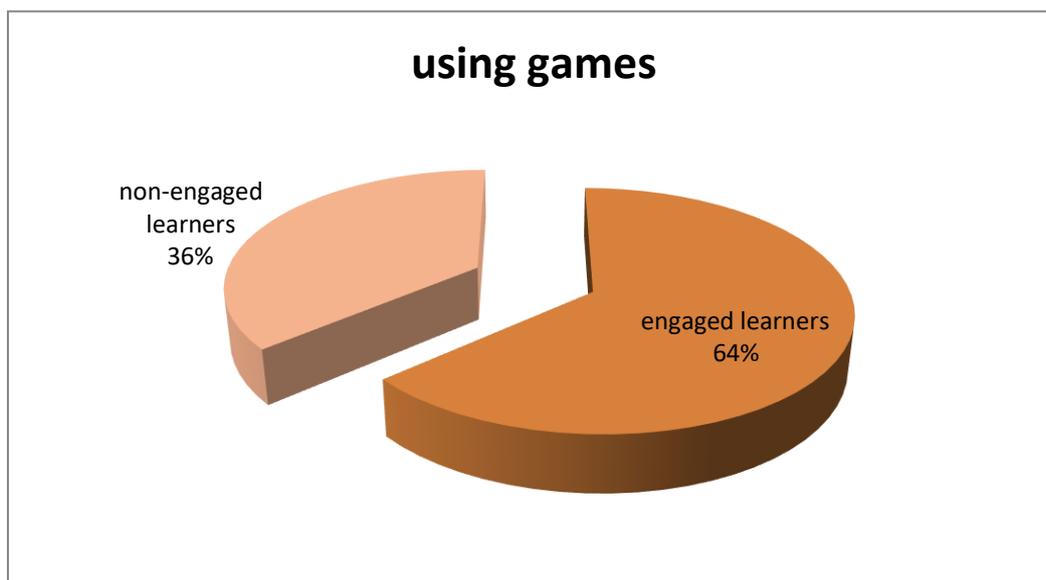
Results show, like any classroom, that there is a considerable number of reluctant learners in this classroom. It is a big number in comparison to the whole number of the classroom learners which is regarded as a realistic danger.

--Section 2: detailed information

Technique n°1: games:

Games are a very effective tool to improve learners' interaction. The game that I used with this classroom is called "save the flower" .

The teacher draws a flower on WB and tells learners that this flower will fade away if they don't do the task correctly. The results shows that 7 out of 11 reluctant learners were engaged, and some of them gave correct answers ,only 4 weren't engaged.

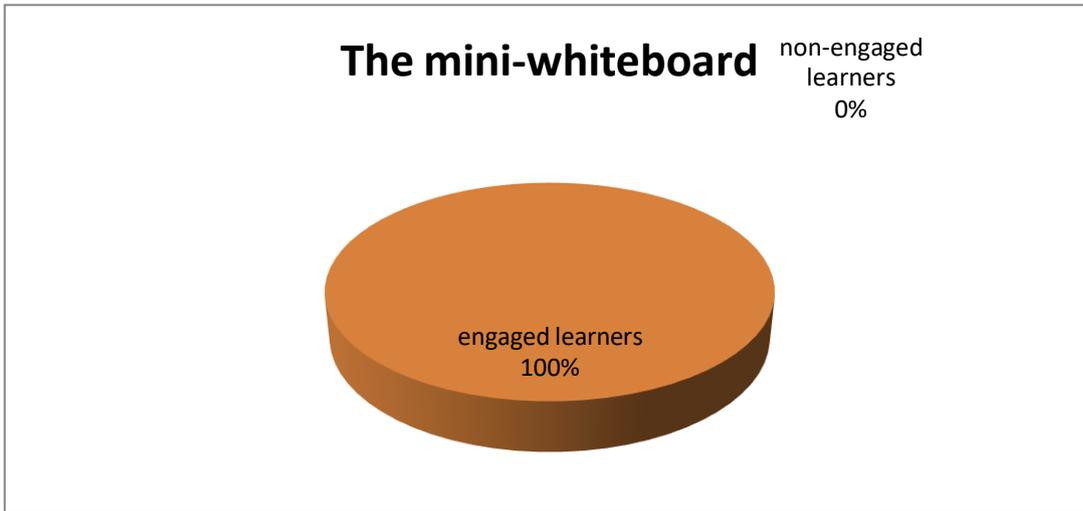


Graph 15: the effect of using games

This demonstrates how much motivational and engaging games are. Not only because of the number of the engaged reluctant learners but also because of the enthusiasm caused by this game and other games.

Technique n°2 : the mini-white board:

This technique is of much value in view to the interaction that it creates. This technique is much more suitable for the tactile learners. 11 reluctant learners out of 11 wrote an answer on their MWB even though some of them answered with wrong answers.

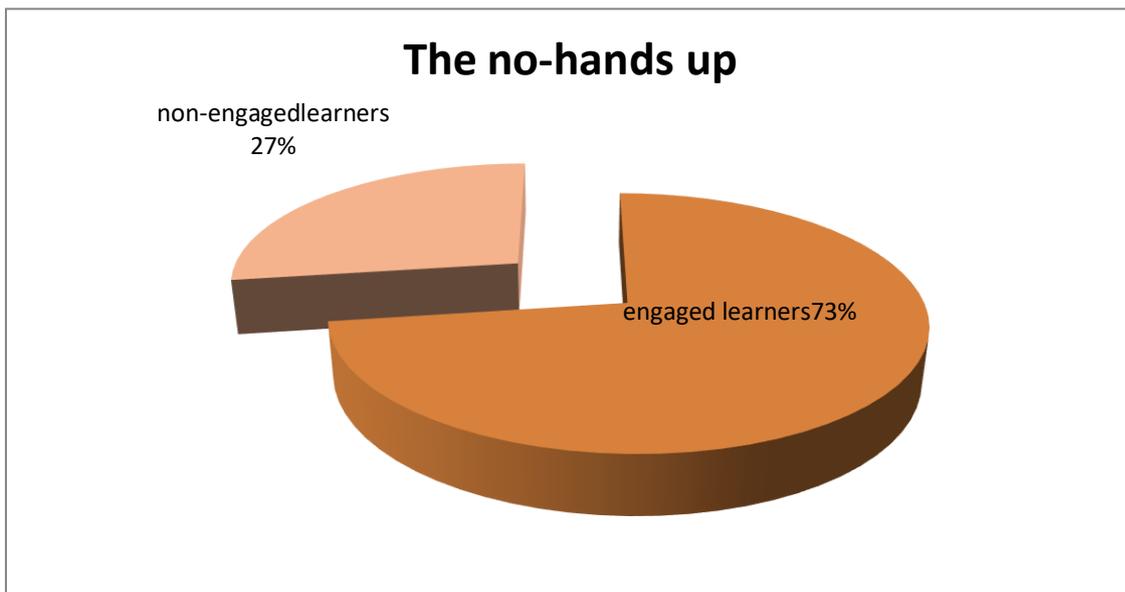


Graph 16: the effect of the mini-whiteboard

Technique n°3: No-hands up (lolly pop sticks)

This technique makes students struggle to avoid possible embarrassment. They look for answers from their peers.

The teacher asked his learners to make groups of three or four ,and asked them not to raise their hands in this session. The teacher chose randomly the lolly popsticks wherein learners’ surnames are written. 8 out of 11 learners have answered despite some wrong answers which explains to which extent this technique is effective.

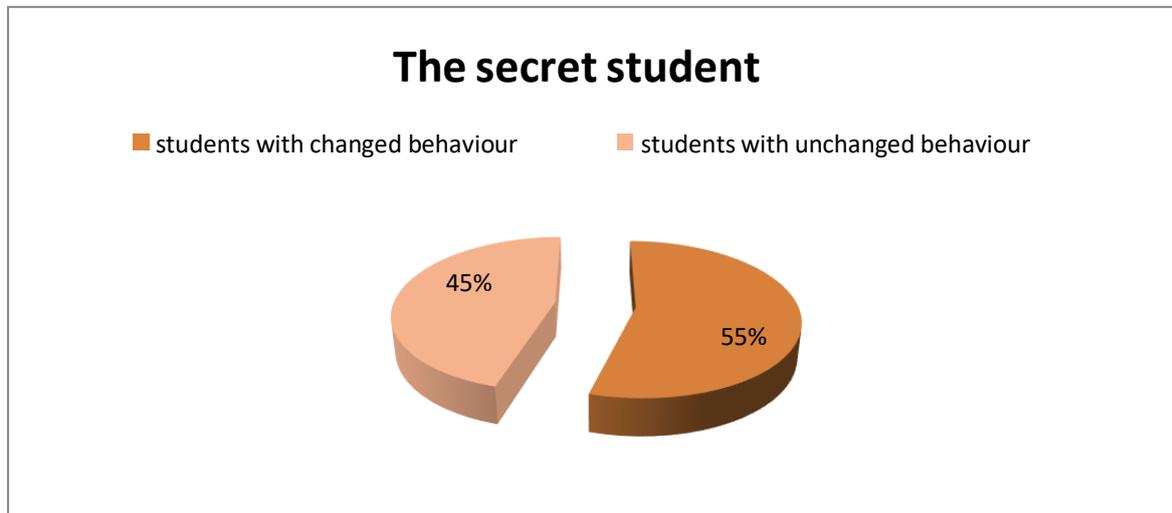


Graph 17: the effect of the no-hands up technique

Technique 4°: the secret student

This technique is so effective for motivating the reluctant students on the one hand and

making them disciplined on the other hand. Reluctant learners are usually undisciplined. When telling students that one learner will get a gift if he keeps silent, 6 out of 11 showed a change in their behavior as long as everyone of them feels motivated to get a gift. The other 5 learners didn't stop talking, but they tried to answer many times. The 2 criteria upon which this technique is based are discipline and participation.



Graph 18: the effect of the secret student

3 Limitation of the study:

Based on what is written, motivation is a very broad study done by tens of students around the world. All the already conducted studies are full of good ideas that might lead to concrete results in classrooms if used by teachers. This current study aims at talking about motivation as being limited to four main techniques that are already mentioned and their expected influence on learners engagement and participation. This study will be conducted in Mohamed Kheider middle school and in other schools through gathering data from teachers who seem to use these techniques.

Conclusion:

This chapter shed some light on the practical part of the research. It provided a descriptive analysis of the observation and the questionnaire data. It also included the interpretation and summary of findings as well as recommendations for middle school English teachers. It is reference for the reader to be sure of whether the results obtained are in congruity with the theoretical part or not.

General conclusion

This study dealt with motivation as the most needed element in teaching. Through this study, A lot of things were dealt with. Beginning with the introducing of motivation in general, its importance, types and the teacher role as a motivator. All of this was introduced in chapter one.

In the second chapter, learning in relation to motivation was dealt with. The definition of learning, learners' different styles, the importance of learning besides many other related things were all tackled in the second chapter. Furthermore, the main point was that of reluctant learners. We talked about the reasons behind their reluctance and how their issue can possibly be treated. We dealt with the relationship that exists between motivation and learning and their inescapable relationship.

In the last chapter, we dealt with the results that we got through both questionnaire and observation. To sum up, the results obtained go in congruity with Dylan William's suggestions.

Recommendation for middle school teachers:

Motivation is the essence of teaching. If no motivation is provided, no learning will take place. According to the results obtained through the questionnaire and the observation, middle school teachers of English are advised to take the following ideas into consideration:

-Teachers should use the game-based learning in order to spread the enthusiasm among learners. Many games are deemed as very motivating. They create the spirit of competition among learners

-Teachers are exposed to a plethora of games like crosswords, back to the board, run to the board, hangman, save the flower, puzzle game and other games. All what teachers must do is to adapt these games to their learners' level.

-When using **games**, a teacher had better leave the flow for his learners, it means that he explains the rules of the game, and makes them feel free to do it without his help.

-Teachers should use the mini-whiteboard for the goal of creating more interaction inside the classroom.

-When using the **mini-whiteboard**, the teacher must take a sweeping look at all his learners' answers.

-Teachers should take into account that some students may forget to bring their MWB with them, so the teacher should find a solution for this.

-Teachers should use the **no-hands up technique** better than the old hands-up technique which is no more useful.

-When using this technique, teachers should mingle it with other technique like the mini-whiteboard, pair work or group work.

-When using the no-hands up, teachers shouldn't put their learners in an embarrassing situation if they don't have the answer.

-Teachers should use **the secret student technique**, this technique improves learners' behaviour as well as their motivation.

-When using this technique, the teacher should bring valuable gifts that make his students compete one another.

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Appendix

The questionnaire

Investigating the Role of Four Motivational Techniques for EFL Reluctant Learners.

Motivation is an effective tool in today's pedagogy due to the results it is supposed to bring about in classrooms. This questionnaire aims at gathering better knowledge about the ways students are motivated by teachers. You are kindly invited to share your views about this topic.

Ouar Hamza

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1. 1-would you please mention your age?

Une seule réponse possible.

- 20 to 30
 30 to 40
 40 or more

2. 2-Could you please indicate your gender ?

Une seule réponse possible.

- Male
 Female

Reluctant learners

Reluctant learners (unmotivated learners) are a big issue in today's modern schools ,and they are considered as would be danger.

3. 3-As a teacher, do you have some reluctant learners in your classrooms?

Une seule réponse possible.

- yes
 No

4. 4-If yes...How many reluctant learners are there in one of the classrooms you are teaching? ...Please, give the exact number.

Games as a solution

Games are a highly used technique in today's classrooms. They help engage the left behind learners (reluctant).

5. 5-Do you use games for your learners?

Une seule réponse possible.

yes

No

6. 6-How often do you use them?

Plusieurs réponses possibles.

Sometimes

always never

Autre : _____

7. 7-How many "reluctant learners" do they participate when using games?... (The answer is about the classroom you've already chosen.)

The mini-whiteboard

-Mini-whiteboard is the old slate, it is used by teachers to improve learners' engagement in classrooms.

8. 8-Do you usually use the mini-whiteboard technique?

Une seule réponse possible.

Yes

No

9. 9-How often do you use them ?

Une seule réponse possible.

Sometimes

Always Autre

: _____

10. 10-How many "reluctant learners" do they share their answers when it used?...*(The answer is about the classroom you've already chosen.)*

The no-hands up technique

No-hands up (lollipop sticks) is another technique invented by William Dylan ,it is the opposite of hands up and it motivates learners to find answers from other peers.

11. 11-Do you usually use the No-hands up (lollipop sticks) technique?

Une seule réponse possible.

Yes

No

12-How often do you use this technique?

Always

Sometimes

Never Autre

: _____

13. 13 Do you find your student ready to answer when choosing a random stick?

Une seule réponse possible.

Yes

No

Autre : _____

14. 14-If “yes”, how often is that?

Une seule réponse possible.

Always

Sometimes

Never Autre

: _____

The secret student

The secret student is a very useful technique that is based on rewarding one controlled learner in a session based on three to four criteria set by the teacher.

15. 15-Do you usually use the secret student technique?

Une seule réponse possible.

Yes

No

16. 16-How often do you use this technique?

Une seule réponse possible.

Always

Sometimes

Never Autre :

17. 17-When using it,do your reluctant learners show some kind of discipline ?

Une seule réponse possible.

Yes

No

Autre : _____

18. 18-Do your reluctant learners get motivated when using it?

Une seule réponse possible.

Yes No

Autre :

19. 19-How do you perceive the importance of these techniques ?...briefly

Sans titre

Thanks a lot for your answers...

Résumé

La présente étude vise à évaluer le rôle de la motivation dans l'amélioration de l'interaction des apprenants réticents. On suppose que le manque de motivation est la raison pour laquelle de nombreux apprenants sont laissés pour compte, fermés ou réticents. On suppose également que certaines techniques sont suffisamment efficaces pour résoudre le problème de s apprenants réticents. L'échantillon d'étudiants est choisi au hasard parmi les étudiants de première année. L'autre échantillon d'enseignants est également choisi de la même manière parmi les enseignants du secondaire. Les enseignants qui sont censés répondre sont censés avoir une connaissance préalable de ces techniques de motivation ou du moins de certaines d'entre elles. Les résultats qui seront obtenus grâce à l'analyse des données sont censés montrer à quel point ces techniques sont utiles.

ملخص

تهدف الدراسة الحالية إلى تقييم دور الدافع في تحسين تفاعل المتعلمين المترددين. من المفترض أن الافتقار إلى الحافز هو السبب وراء ترك العديد من المتعلمين وراء الركب أو الانخلاق عليهم أو التردد. من المفترض أيضًا أن بعض التقنيات فعالة بما يكفي لحل مشكلة المتعلمين المترددين. يتم اختيار عينة الطالب بشكل عشوائي من طالب السنة الأولى. يتم أيضًا اختيار العينة الأخرى من المعلمين بنفس الطريقة بين معلمي المدارس الثانوية. من المتوقع أن يكون لدى المعلمين الذين من المتوقع أن يستجيبوا معرفة مسبقة بهذه التقنيات التحفيزية أو بعضها على الأقل. من المفترض أن تظهر النتائج التي سيتم الحصول عليها من تحليل البيانات مدى فائدة هذه التقنيات