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THESIS:

**STRATEGIES FOR MOTIVATING RELUCTANT STUDENTS TO TALK IN THE
ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASS**

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Declaration of Authorship

I hereby certify that this thesis has been composed by me and is based on my own work, unless stated otherwise. No other person's work has been used without due acknowledgement in this thesis. All references and verbatim extracts have been quoted, and all sources of information, including graphs and data sets, have been specifically acknowledged.

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Abstract

Learning a foreign language is not an easy process, especially when it comes to young learners, who are not always in the best mood to learn. English language teachers are the ones who should be quite cautious with students, and especially reluctant students, who do are timid, and shy to speak in front of the class or even to raise their hands and speak right from their desks. Such students are sometimes the ones who would like to say an answer or ask a question but with the lack of the courage they hesitate to say it. Thus, when teachers enter the class for the first time, a totally new class, the first thing they should do is to try to find out the basic elements that his/her students possess.

In a new class one never knows what to expect, so it needs to be done a kind of examination in order to see how those students react and respond to you. In a decent number of cases, teachers do not pay attention to this feature, they neglect it and later they face different problems in the process of student's progress. Praising students is beneficial especially for those who are reluctant to speak, but always bearing in mind that every student has his/her own unique ways. So each of them should be treated specifically. With some students, teachers need to be more careful since if they are not treated properly, they might feel humiliated and their value to be underestimated. First of all, the greatest impact that teachers can have in their students is to know what their emotional situation is. Then, they ought to behave with each individual differently, based on their personality. The aim of this research is to find out as many ways as possible to facilitate teacher's work in the classroom towards his/her students, while for students' views it will try to find suitable approaches for reluctant learners and try to give them the best strategy to overcome reluctance.

This research includes 5 English teachers and 80 students, grade 6-9 of "Ismet Uka" primary school in a village of Skenderaj, Kosovo. An experiment will be done, a controlled one through

the textbook, with the traditional methods and the other one which uses the new approaches/strategies. Duration of the survey is one month and with two days per week meetings. The experiment aims to show if the new strategies help students feel less reluctant or surmount reluctance at all.

Furthermore, the outcome of this paper will be seen directly to the students. They will benefit from this research the most. Engaging reluctant students to speak in class is quite a subtle situation, thus, it is worth working on finding a solution to help them succeed in their classes. For this purpose, the research is intended to find out qualitative strategies that will help reluctant students to be more engaged and integrated in the classroom environment. The outcome of the study will help current and future reluctant students feel more comfortable and active during the English classes. Teachers and students' responses will bring up fair results and cognition of this case. In sum, being a teacher and facing different kinds of situations every day, one should be tremendously capable of handling each of them calmly and wisely.

Keywords: *mood, discouragement, progress, reluctant, motivation, individual, personality, humiliated, differently*

Abstrakti

Të mësuarit e një gjuhe të huaj nuk është një proces i lehtë, në veçanti kur bëhet fjalë për nxënësit e rinj, të cilët jo gjithmonë janë në disponim për të mësuar. Mësimdhënësit e gjuhës angleze janë

ata të cilët duhet të jenë mjaft të kujdesshëm me nxënësit të cilët janë të druajtur dhe të turpshëm të flasin para klasës, madje edhe për ta ngritur dorën që të flasin nga bankat e tyre. Nxënësit e tillë, nganjëherë janë ata të cilët do të dëshironin ta jepnin një përgjigje ose të bënin një pyetje, por mungesa e guximit i bënë ata të ngurrojnë ta bëjnë një gjë të tillë. Prandaj, kur mësimit duhet të futen në klasë për herë të parë, një klasë tërësisht të re, gjëja e parë që duhet të bëjë, është të provojnë të kuptojnë elementet kryesore që nxënësit e tij/saj i posedojnë.

Në një klasë të re asnjëherë nuk e dini se çfarë do të keni, kështu që, duhet bërë një ekzaminim, në mënyrë që të shohësh se si ata nxënës reagojnë dhe ju përgjigjen juve. Në disa raste, mësimit nuk i kushtojnë rëndësi këtij tipari, e neglizhojnë dhe më vonë përballen me probleme të ndryshme në procesin e përparimit të nxënësit. Lavdërimi i nxënësve është i dobishëm veçanërisht për nxënësit të cilët ngurrojnë të flasin, por gjithmonë duke e pasur parasysh që secili nxënës i ka mënyrat unike të tij/saj. Prandaj, secili prej tyre duhet të trajtohet në mënyrë të veçantë. Me disa nxënës, mësimit duhet të jenë më të kujdesshëm, sepse nëse nuk trajtohen si duhet, ata mund të ndjehen të turpëruar/poshtëruar dhe të nënvlerësohen. Para së gjithash, ndikimi më i madh që mësimit mund të kenë te nxënësit e tyre, është ta dinë gjendjen e tyre emocionale. Pastaj, ata duhet të sillen me secilin individ ndryshe, bazuar në personalitetin e tyre. Qëllimi i këtij hulumtimi është që të paraqes sa më shumë mënyra për t'iu lehtësuar punën mësimit në klasë ndaj nxënësve të tij/saj, përderisa për pikëpamjet e nxënësve do të provojë të gjejë qasje të duhur për nxënësit ngurrues dhe të provojë t'iu japë atyre strategjinë më të mirë për ta mposhtur ngurrimin.

Ky hulumtim do të përfshijë 5 mësimit dhe 80 nxënës, nga klasa 6-9 të shkollës fillore "Ismet Uka" në një fshat të Skenderajt, në Kosovë. Një eksperiment do të bëhet, i kontrolluar përmes librit, me metodat tradicionale dhe tjetri do të përdorë strategji/qasje të reja. Kohëzgjatja e

hulumtimit është një muaj, me dy ditë në javë takime. Eksperimenti do të tregojë nëse strategjitë e reja do t'iu ndihmojnë nxënësve të ndjehen më pak ngurrues ose ta mposhtin ngurrimin tërësisht. Gjithashtu, rezultati i këtij hulumtimi do të shihet direkt te nxënësit. Ata do të përfitojnë më së shumti nga ky hulumtim. Angazhimi i nxënësve ngurrues të flasin në klasë është një situatë mjaft e ndjeshme, kështu që, ia vlenë të punosh në gjetjen e një zgjidhjeje për t'iu ndihmuar të kenë suksese në klasat e tyre. Për këtë arsye, hulumtimi ka për qëllim të zbulojë strategji cilësore që do t'iu ndihmojnë nxënësve ngurrues të jenë më të angazhuar dhe më të integruar në ambientin e klasës. Rezultati i studimit do t'iu ndihmojë nxënësve të tanishëm dhe të ardhshëm të ndjehen më të rehatshëm/komod dhe aktivë gjatë orëve të anglishtes. Përgjigjet e mësimdhënësve dhe nxënësve do të tregojnë rezultate të drejta dhe njohje të këtij rasti. Me pak fjalë, të jesh mësimdhënës dhe të përballesh me situata të ndryshme çdo ditë, duhet të jesh jashtëzakonisht i aftë të trajtosh secilën prej tyre me qetësi dhe mençuri.

Fjalët kyçe: humor, dekurajim, përparim, ngurrues, motivim, individ, personalitet, i turpëruar, ndryshe...

Title of the thesis:

” Strategies for motivating reluctant students to talk in the English as a Foreign Language (EFL) class”

Translation of the title in Albanian:

“Strategjitë për motivimin e nxënësve ngurrues që të flasin në orën e gjuhës angleze si gjuhë e huaj”

Translation of the title in Macedonian:

“Стратегији за мотивирање на ученици кои не сакаат да зборуваат за време на часовите по англиски како странски јазик”

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CHAPTER I: INTRODUCTION

Teaching is one of the greatest occupations that one can have for sure. Being able to teach someone at least some basic words is a wonderful feeling that you get deep down your soul. As a notion teaching itself is quite remarkable but not an easy process as pointed out by Brown (2000) that learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting.

Thus, the energy given by teachers to deliver the best they can in teaching a foreign language is prominent since learning English has the most important influence in the world nowadays. Moreover, teaching, as in every other profession, has its implications that the teachers should be aware of. Student failure upsets the teacher and the student as well. Accordingly, we must enrich our knowledge in order to be aware of these issues. Hence, we have one of most important features of learning process, which is motivation. “There are three things to remember about education. The first is motivation. The second is motivation. The third one is motivation.” - Former U.S. Secretary of Education Terrel Bell.

So, teachers need to pay attention to student motivation and they should find different strategies for inciting students, especially, those students who are timid, shy, bored to talk. Even with the best efforts that teachers give to their learners, sometimes there may be some students who will feel reluctant to participate. Sitting at the back of the tables, congregated with some other students who would feel the same, they just start talking slowly and ignore the teacher. These are the reluctant students, for some reason, they have lost the connection with the teacher and do not pay attention anymore. As Reid (2007) stated “some learners, if they have experienced repeated failure, will become totally de-

motivated and will not want to engage in learning new material in any way at all.” Admittedly, these are the most crucial points that teachers should keep an eye on as soon as they want to be teachers, and nothing should be taken for granted. A successful classroom is when the teacher sees every individual in their own way and does not neglect them at all. Once there is a positive relationship settled with the teacher and the students, these issues with the reluctance and demotivation will fade out. Notably, Sullo (2009) asserted that “when you develop a positive working relationship with your students, they will work hard and behave appropriately (at least most of the time). There will be mutual respect and a shared vision of what it means to have a successful class” (Sullo, 2009). Overall, dealing with this subtle case in my country, as it would be all around the world, is quite fragile, and sensitive, since it deals with the emotions, progress, development of students. Thus, the focus of this research paper will be to find out the most suitable strategies for motivation, especially to those reluctant students.

In the first chapter, the emphasis will be the general background of the study, its significance and purposes, as well as the structure and the objectives.

1.1 Background of the study

Being the language with the most important influence worldwide, English has taken an enormous role in our lives. Whether that is in our daily life, at school or different institutions, it follows us willingly or unwillingly, that is, a greater awareness must be considered when it comes to learning it, especially at the school level. In Kosova, especially, in rural areas, students still lack the awareness of the importance of learning a new language. As soon as they understand that acquiring a language as early as possible, they will benefit more from it, whether that is in vocabulary, grammar, pronunciation, writing or listening. In addition, as Krashen (1982) claims that some

studies seem to show that “age of arrival (AOA) predicts second language attainment for children- -that is, that the child who arrives at age six, for example, will attain higher levels of proficiency than the child who arrives at age ten” (Krashen, 1982, p. 55). However, learners will learn even in the most intense conditions if they are really directed to the right stuff. There are lots of factors that influence student’s cooperation and engagement in the classroom. One of them is the fear of speaking in front of others. Knowing that they will have to speak in a (EFL) non-native language class also has a psychological effect because of the fear of failure in mispronunciation, finding the right word to use or being scoffed by others, makes it all difficult for them to participate in worthy class activities. Similarly, as described by Macklem (2015) that “fear motivates us to escape or avoid a dangerous situation. Fear may strongly focus attention on a specific situation and give us a chance to protect ourselves” (Macklem, 2015). Furthermore, students who are bored and have nothing to do, who are, periodically, not engaged feel somehow bored to be actively engaged, thus they find that specific subject insignificant to be studied. Particularly, throughout this study, the main target will be how to get the unmotivated student motivated. To seek out the best strategies that will help teachers and students have a warm positive learning environment.

1.2 Significance and purpose of the thesis

Learning a foreign language is ultimately a wise decision one can take. As the world is getting smaller through the help of the technology, the globalization itself is helping many people around the world to do business, and here comes the point where English is required more than anything else. That is why, nowadays, people, around the world, are more aware than ever before, but the problem here stands with the students who not all of them are mindful of this huge importance. During the work experiences as a teacher, one would hear a lot from students saying “I do not need

to learn English because I am going to be a farmer, architect, Albanian teacher and so on, and English is not needed...” which makes it difficult for them to understand the significance of this international language. These students as are raised with the fixed mindset and do not wish for change. As Dweck (2008) explained that the people with the fixed-mindset and those with the growth-mindset do not give a try to go to the top:

Many growth-minded people didn't even plan to go to the top. They got there as a result of doing what they love. It's ironic: The top is where the fixed-mindset people hunger to be, but it's where many growth-minded people arrive as a by-product of their enthusiasm for what they do. (Dweck, C., 2008, p. 30)

Hence, this category of students, feel like they will only focus on one thing, being only fixed to that particular field, without being aware of the other components that enrich their future career. As it is obvious nowadays, English, technology and internet are the must have components for everyone, if one wants to be somebody, in the modern life. The spread of the internet made it possible for the schools to be in a higher advanced level of teaching and learning. As the authors pointed out, “the development and spread of the world wide web, or the internet, in the 1990s marked a second period in the use of on-line communication in language teaching” (Carter & Nunan, 2001). In addition, if teachers do use the internet in the twenty first century, undoubtedly, the students' horizons will grow, and they will be more informed about the world.

Students who are reluctant to raise their hands and say what they think, will, most likely, benefit from the findings of this research. Though, the result of this paper will reveal relevant strategies, and hopefully, the findings will be transmitted directly to students, especially to reluctant students. Firstly, English language teachers, and teachers in general, are those who are in charge and should apply them, they are also the responsible ones to deliver these strategies to their learners.

1.3 Structure of the study

The thesis consists of five chapters. The chapters are as follow: introduction, literature review, methodology, findings, discussion, and conclusion. Each chapter is divided into sub-plots examining further explanation and demonstration.

The first chapter is the introduction where it portrays the importance of learning a foreign language, the English language. It gives an emphasis on broad terms about why we need to learn the English language, an overview of the reluctant students, who, for some reason, do not find the courage to raise their hands. Furthermore, it contains the background of the thesis, significance, and purposes of the thesis, and finally, followed by the general and specific objectives of the study.

The second chapter depicts the literature review where the focus is on advantages of using contemporary strategies to motivate reluctant students and deals with ways of achieving them. It also illustrates facts about these students who are reluctant, and the teacher's views dealing with those students.

The third chapter includes the study procedures and the methodology used. Additionally, it expounds details about the design of the study, research questions, hypotheses, data collection, population, sample and instruments.

The fourth chapter delivers the gathered data taken from the field results and discussions. In addition, it brings on the results taken from the students' questionnaire and the teachers' interviews. Similarly, it gives details about the post-test experiment done by the students. Moreover, it also analyses the hypotheses that were raised in the project proposal, in order to verify them.

The fifth chapter, finally, explains the conclusions of the study, the good things that have been reached throughout this whole thesis. It also gives the work cited bibliography and other resources. And, ultimately, in the very end of the thesis are illustrated the appendices.

1.4 Objectives of the study

1.4.1 General objective:

- This thesis intends to examine the importance of teacher's role towards motivation of reluctant students, strategies and methods. Thus, the research is going to focus on how to find profitable ways to get students motivated and to ascertain several strategies and methods that will be convenient for students. In order to ease teacher's work and to have better results in student's achievements.

1.4.2 Specific objectives:

- To find out the role of the teachers toward students' motivation
- To find out the reasons why reluctant students hesitate to talk in the class
- To find out different strategies and methods to engage reluctant learners

Summary

The first chapter depicts the overall issues that are present in our schools and explains the importance of learning a new language. The interaction that the teacher and the students have and the positive environment that should be incarnated within the classroom. Elicited, in broad terms,

the warm relationship between the teacher and student in order to motivate learners to learn. It also illuminates the general and specific objectives of the study.

CHAPTER II: LITERATURE REVIEW

2.1 Introduction of literature review

Motivation has a tremendous impact on our lives. Thus, motivating people in general has been widely discussed for the reason that it gives them opportunities to achieve their goals easier. Particularly, motivating students is not easy, but if you go even further, to motivate reluctant students is even harder than one could think about. In the 21st century, the world has progressed a lot, in many spheres, it has now become more sophisticated than ever before, thus new strategies should come in handy to apply in the new century. In the world of 'digital natives' as explained by the authors that:

They were all born after 1980, when social digital technologies, such as Usenet and bulletin board systems, came online. They all have access to networked digital technologies. And they all have the skills to use those technologies. (Except for the baby – but she'll learn soon enough.) (Palfrey, J. G., & Gasser, U., 2008, p. 1)

Moreover, motivation that has been studied by researchers a lot, a long time ago is a promoter of incentives to motivate students to learn. Thus, theorists have explored this kind of motivation, where we are presented to intrinsic and extrinsic motivation. The definition of these two terms, by lots of researchers, was different, even though, the majority as described in the book of 'intrinsic and extrinsic motivation' that define intrinsic motivation according to Lepper & Henderlong (2000), Ryan & Deci (2000), (as cited in Sansone, C., & Harackiewicz, J. M. (Eds.), 2000a) as occurring when an activity satisfies basic human needs, for competence and control. "Two distinct definitions of *extrinsic motivation* appear to have emerged: (1) when motivation is based on something extrinsic to the activity and (2) when motivation is based on something extrinsic to the person" (pp. 444-445).

All in all, the notion motivation comes from the Latin word ‘movere’ which means ‘to move’ (Koh, C. (2015). As the authors asserted, “Instruction without attention to motivation is useless, especially in the case of students who are reluctant to read and write in the first place. Because motivation leads to engagement, motivation is where teachers need to begin.” Irvin, J. L., Meltzer, J., & Dukes, M., (2007). Hence, with this in mind, as they sketched that motivation is the best product of learning and engagement, particularly for reluctant students. Yet, in order to incite motivation to students, teachers should relate their teaching with students’ experiences outside of the school. If there is no focus on motivation, there will not be any focus on learning. According to Keller (1987, pp. 1-2) there are four general requirements to be met in order to urge motivation to learn, and there are practical strategies to follow these rules: attention, relevance, confidence, satisfaction.

All of Keller’s (1987) requirements are, in detail, separately explained in order to make them more comprehensible for the teachers or readers. Apart from this, another important feature for engagement and motivation plays the involvement of technology. Hence, the use of technologies in the classrooms and out, helps teachers and researchers to track students’ engagement, where students benefit also on the real-time support. As an example of this interaction and engagement of students is the Khan Academy, where teachers give video materials to use them at home or in the classroom (Adesope, O. O., & Rud, A. G. (Eds.). 2018, pp. 4-5). As described by the aforementioned authors that such resources mitigate the cognitive and noncognitive outcomes, with a focus on student learning, engagement, perseverance, motivation, and self-regulation (2018, p. 5). Providing that, the outline of the cognitive results may simply be explained by Richards, J. C., & Renandya, W. A., (2002), as “the identification, retention, and retrieval of language elements. These encompass memory-enhancing strategies (e.g. the keyword method).” As the

conditions of learning a foreign language are significantly better nowadays, for many youngsters, through the help of YouTube and other internet sources, the use of technology in the classrooms will be quite beneficial. Teacher's role in the past was more focused on the remembering and acquiring information with the presented facts in front of them. Students only acquired what was lectured by the teacher, and they were considered as "sponges" who only absorb what is said by the teacher. But recently this trend is more on facilitating students to learn and be more motivated (McCombs, B. L., & Pope, J. E., 1994, pp. 27-28). Above all, having these in mind that the intrinsic and extrinsic motivation, technology, and the role of the teacher in the classroom will ease the shyness of those students who have difficulties to reach out to their goals.

2.2 The impact of motivation on reluctant students

Motivation plays one of the most important roles in life. If people are not motivated to go to work, students to go to school almost nothing can be acquired, no results. Even though, some learners are inevitably motivated, or from other extrinsic influencers, there are still students who do not possess that gift. According to Reid (2007), motivation is the key to effective learning, and successful classrooms. He moves on further stating that the motivations should be intrinsic, where students are, primarily, self-motivated, though, learners should have goals, and determination in order to succeed (p. 14). As Jackson, R. R. (2011), has noted that students do not participate in classroom activities simply because they do not know how. Though, he exclaimed that teachers have to be specific with their requests in order for the task to be crystal clear to them. Moreover, students are internally motivated, but they may not have the motivation the teachers want them to have. According to Sullo (2009) excellent teachers are those who urge students to be motivated to learn, and use their ability to succeed, and students will not succeed if they have tendencies of experiencing coercion. She also asserted that these strict rules that schools have like "mandatory

attendance, a minimum number of school days, attendance, a number of tests” (pp. 22-23) that must be passed to be promoted or to graduate, are the enemy of student’s success. Based on these findings, the necessity for a better comprehension on how to find the right ways to motivate learners is crucial. As Sullo (2009) discussed, if we get used to irrelevant behaviours, where the stress is only on reward and punishment, though they may be somehow effective, the student motivation fails. If students are threatened with punishment to do a certain task, their motivation to get engaged may have a countereffect.

Further, vague conceptions can lead students and teachers to confusion, and may lack the needed motivation that they are supposed to possess. They should be presented with a clear-cut explanation of not solely what motivates them, but with a reasonable demonstration of *how* and *why* they should be used (Wentzel, K. R., & Wigfield. A., (Eds.), 2009, p. 457). Another important role plays the social environment that students are in. If those students manage to penetrate into a congenial group of students, they get to be even better in the lessons and life in general. According to the study by Skinner, Chi, and the Learning-Gardens Educational Association (2012) (as cited in Ryan, R. M., & Deci, E. L., 2017), engaging middle-school students with activities that took place outside of the classroom had a positive effect in their class engagement. Moreover, those students who felt more competent, autonomous, intrinsically motivated performed and achieved even better in the classroom (p. 357). For those students who find the path to motivate themselves, and the teachers who are fully aware about them, the positive outcome will embrace them.

2.3 Who are reluctant students?

Students' nature ought to be understood by teachers and not left out in the darkness. In a classroom there are various kinds of students with different mindsets. Those who believe in themselves that they can, regardless of the situations, and those who are not able to think out of the box. That is the moment when the teachers have to do their part and deal with reluctant learners. As Protheroe (2004a) revealed, reluctant learners avoid challenges, do not complete tasks, and are satisfied to just getting by. Those reluctant students are the ones who do not have the will to participate in the classroom and are unmotivated to learn. According to Oxford dictionary the word *reluctant* /rɪˈlʌktənt/ is described as “hesitating before doing something because you do not want to do it or because you are not sure that it is the right thing to do” Oxford University Press, 2020). In addition to this, Wentzel, K. R., & Wigfield. A., (2009, p. 42) denoted that reluctant students are those students who underestimate themselves that they can do a given task from the teacher, thus they feel reluctant to give it a try and as a consequence their skill acquisition is slowed down. Correspondingly, students who do not think critically about learning a second language, which in this case is the English language, they believe that English is only learned through a naturalistic way, out of the school environment they are reluctant to participate and learn it in classroom (Lasagabaster, D., Doiz, A., & Sierra, J. M. (Eds.). 2014, p. 99).

Students' developmental stages play an important role especially with reluctant learners. Similarly, another important feature that is sensitive is the teacher's maintenance in regard to emotions and feelings in the classroom. For example, when the teacher delivers results of a test in the classroom and emerges them directly on the board, it can make some high achievers feel good, but it does not always have a positive impact on reluctant students. Consequently, social comparison was not welcomed, for those low achieving students who were embarrassed with their results and that was

not a wise practice to be taken during a classroom (Salili, F., Chiu, C. Y., & Hong, Y. Y. (Eds.), 2012, p. 189).

2.4 Intrinsic and extrinsic motivation on reluctant students

Students' motivation is the primary role for teachers to get them to take part in classroom activities. Even the greatest learners, at some point, desperately need some motivation in order to reach their goals. Whether that is intrinsic or extrinsic motivation, as soon as students benefit from it, should vigorously be utilised. However, learning a new language requires efforts, as with the time, students advance in tasks, those tasks start becoming complicated, the grammar, vocabulary, writing, drills etc. Hence, students need to review and retain the information gained and integrate it into the existing knowledge (Sansone, C., & Harackiewicz, J. M., 2000b, p. 322). Furthermore, intrinsic motivation encourages students to get involved in lessons because they find them interesting or enjoyable, and the extrinsic motivation indicates actions which have separable motivations. Students who are extrinsically motivated perform their actions with resentment, where they do not show interest, thus they see it as forcing them to do something. So, the only way they involve in tasks is if they receive an external reward. Even though, extrinsic motivation can be positively used with children if it is directed to the autonomous degree (Ryan, R. M., & Deci, E. L., 2000).

Not only did motivation play an important role in students' performance, but also encouraged them to feel more autonomous. Students who were more on the *controlling* side rather than *autonomy supportive* had huge impacts on learning. Those who were eschewed from controlling and were supported for autonomy had better results and were more motivated. Whereas students of controlling teachers were less intrinsically motivated (Sansone, C., & Harackiewicz, J. M., (2000c,

p. 39). Though, according to Mc Graw (1978) (as cited in Grolnick, W. S., & Ryan, R. M., 1987) extrinsic rewards and controls on performance have a differential impact as soon as the focus is based on what type of performance we are assessing (p. 891). Provided that, there are evidences that extrinsic motivation works for some tasks and does not for some others.

2.5 Benefits of using technology to motivate reluctant students

Learning a foreign language is a long process especially if one needs to achieve high levels of proficiency. Notably, the process of learning is a psychological process, where students will learn the language the same way a baby starts crawling before starting to walk. Thus, firstly those students will utter “homework do” before moving to the next step of saying “tonight I homework do” until they reach to the level of ultimately saying “I will do my homework tonight” (Erben, T., Ban, R., & Castaneda, M., 2008).

Students’ progress inevitably depend on how teachers use materials, in this case, one of those influencers is the technology. The role that technology plays in the classroom is tremendously important in student’s advancement and engagement. Teaching learners through technology is an outstanding facilitator that helps them think deeper and widely. It enables them to use new sources and thus they get the satisfaction and motivation to try new things. Moreover, as pointed out by Januszewski, A., & Molenda, M., (2013), that:

Providing better facilitation of learning means creating experiences and providing environments in which learners are more motivated to learn, advance more rapidly, retain more, are able to apply their knowledge better, and experience greater satisfaction—all of this within the constraints of the time, money, and human resources available. Educational

technology does this through technologies that provide access to more people and that promote learning more effectively. (p. 247)

Moreover, this an undisputable evidence that the use of technology sagely from the teachers, where it provides access to all students equally, fosters effective learning. What is more, the visual effects make them apply the knowledge gained easier and retain the necessary information. This helps reluctant students to take advantage of technology, otherwise they could have been ‘sleeping’ without any interest at all. Likewise, those students may obtain from technology and cooperate with other peers through discussion and other means of communication and interaction. Teachers primary focus on using technology in the classroom should be oriented on student’s motivation rather than just lecturing through some power point slides. If students do not get engaged and like materials, activities given through technology, the role of technology fades out and teachers have to reflect and reanalyse it again. Thus, the main idea is that students attain extra knowledge through the help of technology. On the other hand, if not used properly it thwarts students from acquiring what they are supposed to through technology. Another key thing to remember is to be able to use technology specifically for the learning and engagement. As Thomas, M., & Reinders, H. (2010) asserted in the following claims:

In computer-based language learning environments, the use of multiple modes has the potential to affect the ways in which learners engage in learning activities, and CALL practitioners have the responsibility of choosing whether to use text only, text and audio, audio and graphics, or any combination of what is available in order to achieve their pedagogical goals. (2010, p. 86)

2.6 The influence of culture on students' motivation

Language learning and culture are intertwined with one another. Learning English as a foreign language (Efl) nowadays has become easier through the help of the internet and the technological tools. Cultural aspects of learning broaden students' curiosity to learn a foreign language since the acquired language is internationally widespread. The cultural background of students in the nonprivileged areas, where they meet with the new foreign language, indicates a low engagement of those students toward learning it. Within those provincial surroundings that they are in makes it difficult to reach the desired expectations compared to modern urban areas. Thus, Byram, M. (1987) has explained the culture concept and the foreign language as follows:

By learning the language they would begin to experience the concepts of a different culture, as in foreign language learning, but it would be a culture which influences and contributes to the individual identity of their bilingual friends and neighbours. They would thereby be obliged to notice the 'backstage' culture and to begin to experience it in its own language in a way which is fundamentally different from simply being told about it in a 'multicultural' lesson. (Byram, M., 1987, p. 37)

The introduction of culture in the Efl class through using different materials, with the help of technology, and the authentic textbooks from native speaking countries has such a powerful impact on comparing and contrasting the cultures. Awareness of cross-cultural differences motivates students to be more attentive and explore the new cultures presented. Further, some cultures tend to have higher incentives to learning while in some other cultures it does not have the same power. One example of those outstanding efforts is China. According to Yang (1986) (as cited in Salili,

F., Chiu, C. Y., & Hong, Y. Y., 2012, p. 106) in the Chinese culture perseverance and hard work are highly valued and they lead to success. Likewise, culture concept is that can be seen from different views. One way of seeing culture can be the different disciplines and the other one is learner's everyday life. Thus, culture as a concept infers the communication and interaction between individuals and the other one is the community where people share different activities with each other. In this regard, community is seen in a social perspective. This helps them to be more sociable and get used to different kinds of behaviours that surround them. Hence, culture should be studied from the perspective of action and communication theories (Kaikkonen, P., 1997, p. 48).

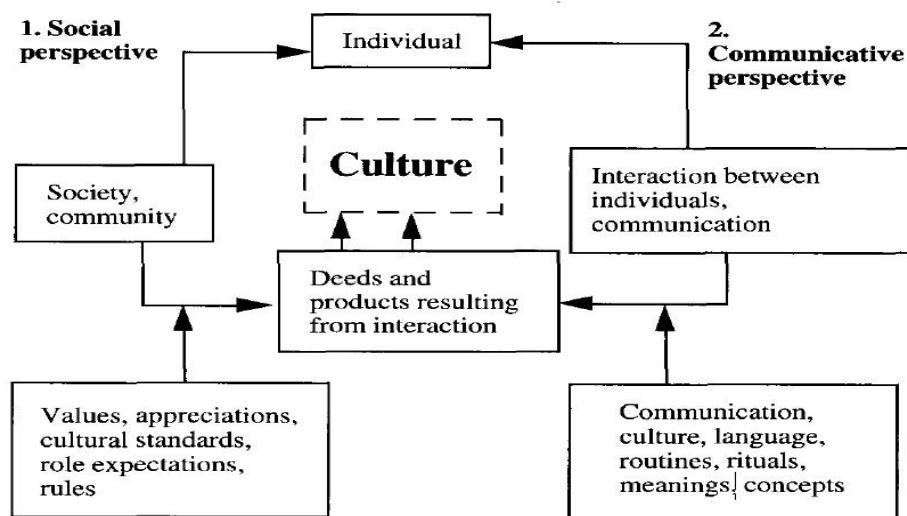


Figure 1. The role of culture, community and communication (Kaikkonen, P., 1997, p. 48)

Therefore, the interaction of individuals within the society and exchanging things that they may have in common may be a great influencer of student motivation towards their goals. Comparing and contrasting the cultures between students within the school or after the school helps them develop their knowledge. On the other hand, student's culture and school culture can be matched

or less matched with one another, teachers have to work harder with those students, as described by Moore, A. (2003) that:

Students whose 'home cultures' provide less of a match with 'school culture' may, by contrast, have little or no formally-recognised cultural capital to begin with, and may need to work harder than 'good-match' students if they are to achieve any. (p.98)

2.7 The power of feedback towards reluctant students

Feedback is a powerful incentive to get the quiet students to a higher level. Frequently, as it happens in schools, students do not use their skills because they underestimate themselves. This also has a psychological effect on them as soon as they are not able to express what they feel and know. Teachers who have the habit of providing feedback to students and do not neglect it, are more successful than those who undervalue its significance. Students who learn from their mistakes are those skilful students who are aware of their strengths and their weaknesses. Thus, feedback is one of the determiners that fosters student learning through errors. That is to say, it is teacher's responsibility to provide feedback to students in order to improve and motivate them in their activities (Irons, A., 2007, pp. 1-2).

It is the duty of teachers to find the right strategies to motivate students and employ them through the active use of feedback even for evaluating their performance of how effective their teaching is being (Hattie, J. A. C., 2009, p. 161). That is why, teachers should always be prepared and up to date with the most suitable approaches for the only reason to instil and nurture students' development. As early as teachers apprehend the miracles that occur while transmitting effective feedback to students, in particular to reluctant students, the outcome will be outstanding for both parts.

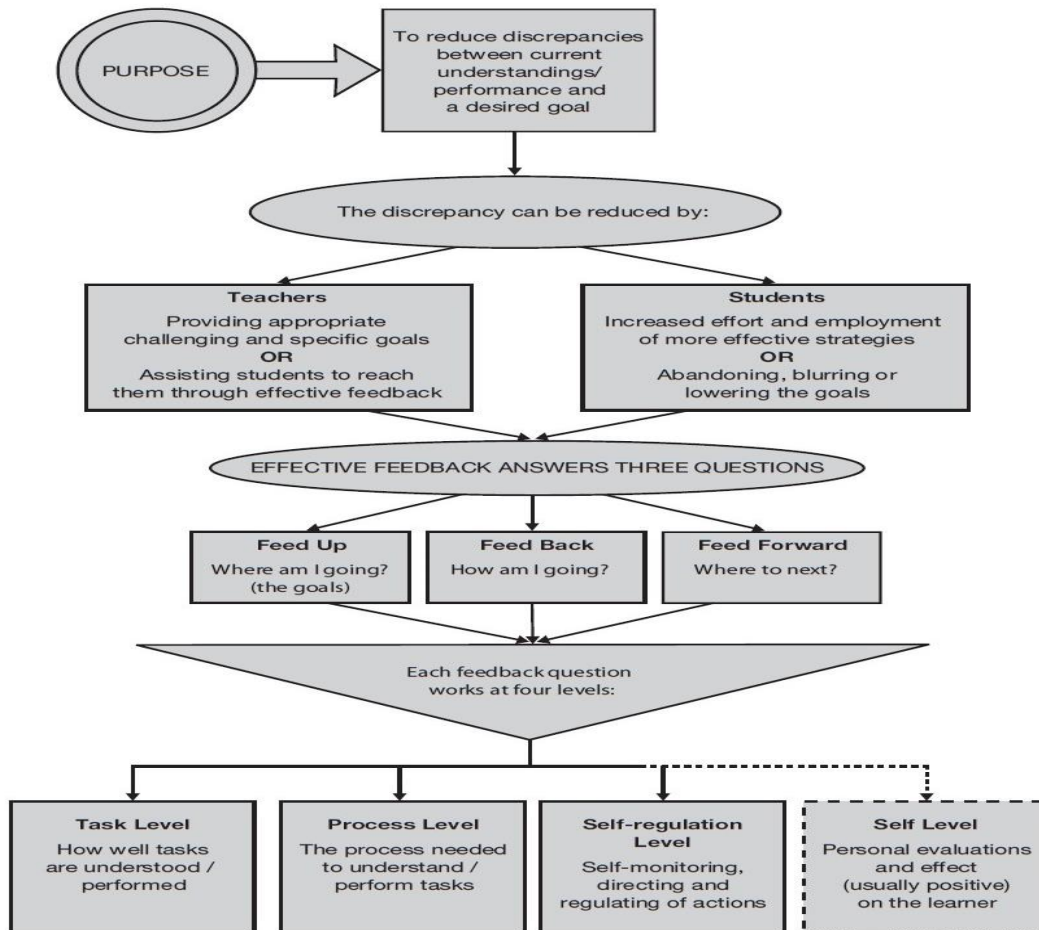


Figure 2. A model of feedback (Hattie, J. A. C., 2009, p. 176)

The model that is displayed here expresses the detailed analysis about the effective feedback where teachers and students need to be both involved to have the true meaning of feedback. Those students who are not capable of self-development they need some incentives from their teachers to push them forward. Furthermore, peer feedback also plays another significant role while students are more independent, and it is easier to evaluate the improvements of each other. As it was pointed out by Liu, N. F., & Carless, D. (2006), that peer feedback refers to the communication that happen between students to focus on dialogues that is for their performance and standards (p. 280).

2.8 Teacher's role in the classroom

One of the most significant constituents to have a successful classroom is, of course, the teacher. Whether they are motivators or demotivators it is still mandatory to have a teacher in the classroom. Some classes may be lucky and some others unlucky to have such teachers as 'motivators' or 'demotivators'. Those lucky students who have the kind of teacher that motivates them to learn, regardless of the challenging situations, are more successful because they followed that direction that was best for their future career. Learning a language is such a pivotal need for humans in general. As noted by Moore (2003) that:

Teachers, and particularly, in the current configuration of school curricula, first- and second-language teachers, plainly have a major responsibility for developing all their students' linguistic abilities. However, they must be careful not to let themselves restrict this development *just* to the acquisition of expertise in standard English and standard genres of writing and reading. (p. 63)

More importantly, teacher's role into the language used within the classroom environment emerges the abilities that students possess. As Kennedy, J. (1996) denoted that while teaching a language, one of the teacher's role is to explain, especially for those who have not received the needed attention in the class (p. 26). Thus, reluctant learners if left behind then they struggle to improve and engage in activities since they lack those abilities that are crucial to enable them to feel confident. The implications of learning English as a foreign language (Efl) makes it even harder for students who are not reluctant only in one subject. The fear of talking to the class or to the teachers makes it even more difficult for them to give it a try. That is why, teachers should be aware of such complications and give students the desired will to be motivated. Classroom

discourse is another responsibility of the teacher to maintain and create warm and social conditions that all of the students would not hesitate to express their opinions.

If teachers consider, as outlined by Bruner, J. S. (1966) that “the most characteristic thing about human beings is that they learn” (p. 113), then they may have students put their brains to work. Luckily, nowadays, there are lots of ways that students can be incited to learn. Thus, one thing that teachers can do in the classroom with reluctant students is as noted by Protheroe (2004b), to encourage them with those small things, to make them feel safe, and support them to take risks. Teacher’s collaboration with other co-workers also makes improvements in the classroom. This way, they are able to know students better and thoroughly. Instead of deterring learners, the effects would be on the positive side, motivation to learn and engage more. Hence, a good teacher also shares and gets information from other staff members in school. Teachers should also make their students as comfortable as possible, especially those who are shy and reluctant to be in company with others. Thus, according to Schorr, M. L. (1995) teachers should:

Join the children in the lunchroom and eat with them about once a month, or have the children eat with you in the classroom for a real treat! Many teachers use their lunchtime to catch up on paperwork or other chores and eat alone in their classrooms. Unless you are absolutely and hopelessly behind in your work, try to spend this precious time in the teachers' lunchroom, getting acquainted with the staff, sharing experiences, and letting your hair down for a few minutes. (p. 53)

Above all, the most relevant features that students will benefit from are numerous. So, teacher’s role in the classroom has a great impact on students. His attitude towards his/her students and their friendly approach helps reluctant students to be more motivated. He/she is the one who can

motivate them intrinsically rather than extrinsically. Furthermore, technology is another useful source that helps them alter their current silence and broaden up their knowledge.

CHAPTER III: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction of the research design and methodology

This chapter depicts the design of the study, illustrates the research questions and its hypotheses. Further, it includes the population and sample and discusses the data collection and instruments. Thus, this chapter offers a detailed analysis and evidence of data collection, its instruments, and samples.

3.2 Design of the study

So, to find out the best strategies to help reluctant students feel relaxed and comfortable to be active learners, the qualitative and quantitative methods were utilised. The field study of this research took place at “Ismet Uka” school, a village in the municipality of Skenderaj, Republic of Kosovo, and the participants were primary school students from grade 6-9. As obvious, the age of these students varies from 10 – 15. In addition, English teachers were chosen from other schools since the aforementioned school has only one English teacher.

Moreover, questionnaires were used as instruments and were discerned wisely through a detailed analysis in order to gather data and figure out the results. These outcomes have the intention to retrieve the best approaches that help reluctant students perform better in class. While the experiments were done merely with students of the variation of grades from 6 to 9. In this experiment students were divided into groups and learned in two different methods. One using the textbook as the only source. While the other one using new approaches in order to find out the effect on students. Next, they had a post-test based on both approaches to realize the differences

between them. Findings show that new approaches had a much better influence and greater effects on reluctant students to get engaged during the classes.

3.3 Research Questions and Hypotheses

This paper aims to figure out the best possible strategies to help reluctant students awake from the boredom and activate all their power and energy in order to successfully achieve their goal. Hence, the study raised these research questions and hypotheses to find out the best outcome for those students.

Research questions:

1. Why are efl students reluctant to talk in class?
2. How do efl language teachers deal with reluctant students?
3. What are the difficulties that most teachers cope with?
4. What are some of the useful strategies that work best for efl learners?
5. Are these methods and strategies worth using in the classroom?
6. What is the age bracket when students feel reluctant to learn a new language?

Hypotheses ascertained in this study are portrayed below:

Hypotheses:

First hypothesis: Intrinsic motivation is more effective than extrinsic motivation to facilitate reluctant learners' motivation.

Second hypothesis: Using verbal rewards to reluctant students who just give it a try has a positive influence on them.

Third hypothesis: The close relationship between the teacher and the students has an enormous effect on reluctant student's motivation.

Fourth hypothesis: Technology involvement in the classroom has a positive impact on reluctant students' motivation and engagement.

3.4 Population and sample

The research took place in the primary education, a public primary school “Ismet Uka” in Ticë, in Skenderaj, Republic of Kosovo, where the aim of the study was to analyse and find out strategies to motivate reluctant students in an efl class.

The participants of the study were five primary school English teachers. The age bracket of teaching experiences among the teachers varies from 5 to 10 years of teaching English. On the other hand, part of the study were students of grades 6 – 9, four classes with 80 students. Their age varies from 10 – 15 and their English proficiency is different within the age brackets of these levels. Hence, English teachers were interviewed, whereas the students filled in the questionnaire and participated in the experiment.

The primary school of “Ismet Uka” in Ticë, is a modern rural school, with a decent relative number of students. This number of students depends on the classes, from 15-23 per class. The school

conditions and the environment are decent, equipped with computer room, but the other rooms such as the physics laboratory, chemistry laboratory, music, history are not equipped yet. The school schedule is from 8:30 in the morning till 13:40 in the afternoon. The duration of a class lasts 45 minutes, with 6 classes per day. With the new curriculum there has unfortunately been a backward step reducing the English classes from three to two classes per week, which, of course, had a negative impact on students. Consequently, the ministry added a new subject for the first time in the primary level, the German language with one hour per week.

3.5. Data collections and instruments

Teachers, in general, do face different kinds of obstructions throughout their teaching careers. Some do try to find the right outlet to the daily issues that they face, and some may never find the right one. Though, among those issues the reluctance of the kids is present in almost every class. Data collection was consisted of the questionnaire, interview (1, 2, 3), and the experiment (Appendices 4, 5, 6, 7). Thus, the study was done in the classroom with the students, with each class, where they filled out the questionnaires. The questionnaire was created in closed-ended questions with multiple choice options and consists of 10 questions. The questionnaire aims to find out students' views towards the relationships with teachers, technology, and students-student cooperation. Whereas the English teachers were interviewed outside of the classroom, with the main aim to find out how they perceive the classroom with reluctant students, and the steps they take towards this issue. While for students the aim was to see how they feel, and obviously find the right tool to overcome such obstacles. Moreover, their responses, obtained from the data collections, showed that students need these new strategies in order to feel more confident and not hesitate to talk.

The field work took one month, whereas the questionnaire lasted up to 10 minutes to be fulfilled. All of the data were confidential, and students did not worry about that while doing the questionnaire which made them feel comfortable. The questionnaire was both in English (Appendix 1) and Albanian (Appendix 3), where the lower grades took the Albanian version, while the upper grades the English version. Students were free to ask any further questions related to the specific question, and a useful answer was provided to them.

Students of different classes had different experiments. Each of the classes carried out their own unique experiment with distinct topics from one another. One group had the textbook only as the main source of learning, whilst the other group learned the same topic through new comprehensive approaches. In the end, after the lessons, students underwent a post-test in order to figure out which approach was more successful and had better results. Obviously, the new approaches and methods employed with the learners showed that the reluctant students participated more than those who learned merely with the book.

All the obtained data was carefully analysed, as well as depicted in a way that showed how teachers could minimize the chances of having a large number of reluctant students in a class. Thus, to foster their education and lessen their reluctance was one of the crucial aims of the study.

CHAPTER IV: STUDY RESULTS AND DISCUSSIONS

This chapter depicts the overall data analysis and results that came from the field. Students' questionnaire, English teachers' interview, the experiment, and the post-test. Fieldwork data was gathered during the period of a month and analysed carefully. Thus, all of the data about the instruments are discussed and analysed in this chapter. Hence, all these data were gathered from the primary school of "Ismet Uka" in Ticë, municipality of Skenderaj, Republic of Kosovo including five English language teachers who were from other schools, and eighty primary school students, from grade 6-9. The questionnaire and the interview were done in such a kind manner that all of the participants, students and teachers felt great that they could give a piece of help for this research that ultimately contributes them.

In the following section the data and the results are described taken from the students' questionnaire, teachers' interview, the experiment, and the post-test.

4.1. The results and discussion from design students' questionnaire

The questionnaire that students answered was compiled in ten questions. All of the questionnaire was in closed-ended, multiple choice questions. As previously mentioned, eighty students filled out the questionnaire which was mainly focused on the student – teacher relationship and the effectiveness of technology and its role in the classroom. The purpose of the questionnaire was to prove the third and the fourth hypotheses: third hypothesis "*The close relationship between the teacher and the students has an enormous effect on reluctant student's motivation.*" Fourth hypothesis: "*Technology involvement in the classroom has a positive impact on reluctant students' motivation and engagement.*"

All of the students' responses and the questions are analysed in the following:

1. Do you enjoy learning English?

According to the first question of the questionnaire, the majority of students agreed that they enjoy learning English.

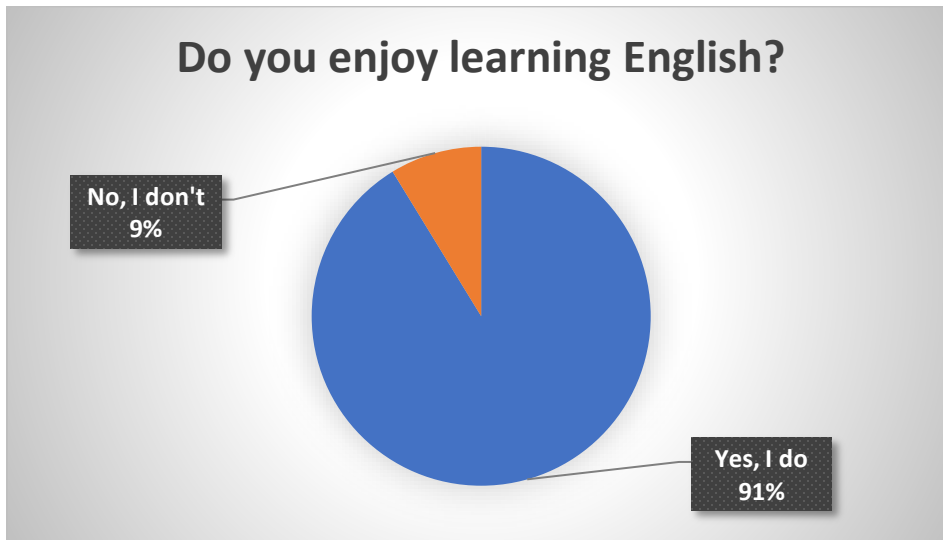


Chart 1: Students' answers according to the first question of the questionnaire.

The responses of the students to the first question is as follows:

As displayed in the chart, out of 80 students:

- 73 answered **"Yes, I do"**
- 7 answered **"No, I don't"**

2. Do you ever talk to your friends in English outside the school?

In the second question of the questionnaire, students answered differently, and here are the results of their answers:

- 3% of the students answered **Always**
- 22% of the students answered **Sometimes**
- 26% of students answered **Seldom**
- 49% of students answered **Never**

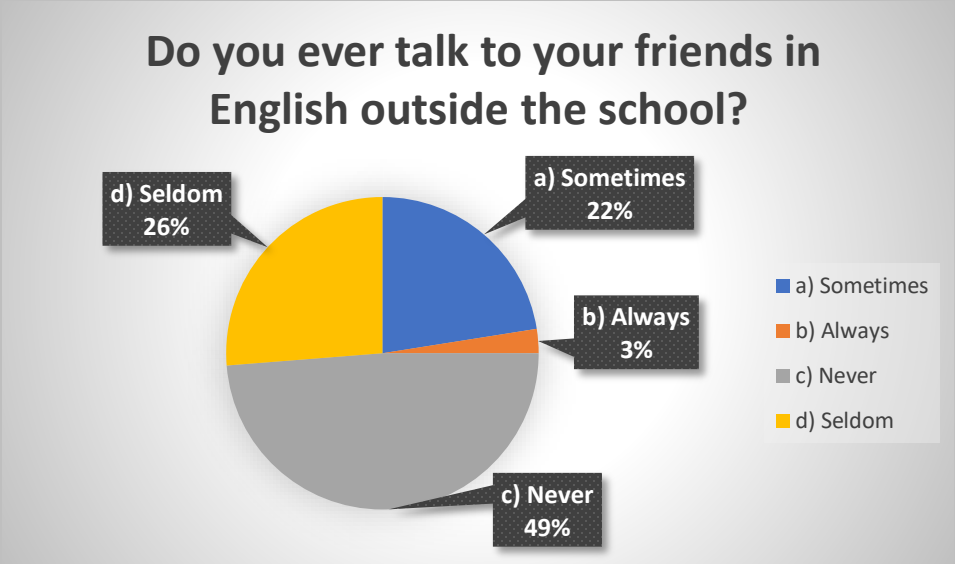


Chart 2. Students’ answers according to the second question of the questionnaire.

3. What is your relationship with your teachers?

Majority of primary school students said that their relationship with their teachers was excellent, respectively good. The following charts depicts it all.

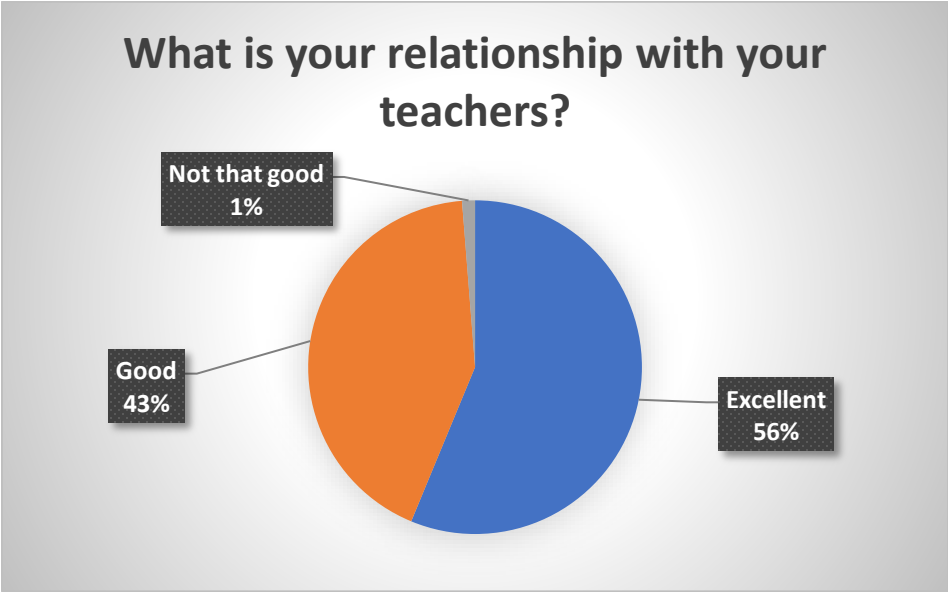


Chart 3: The answers of the third question of the questionnaire from primary school students.

Chart three displays the following:

- 45 primary school students responded **Excellent**
- 34 primary school students responded **Good**
- 1 primary school student responded **Not that good**

4. Do you think having a good relationship with your teacher motivates you to learn more?

Relating to the claims made in this research, the good relationship with the teacher motivates them to learn more. The next chart proves it.

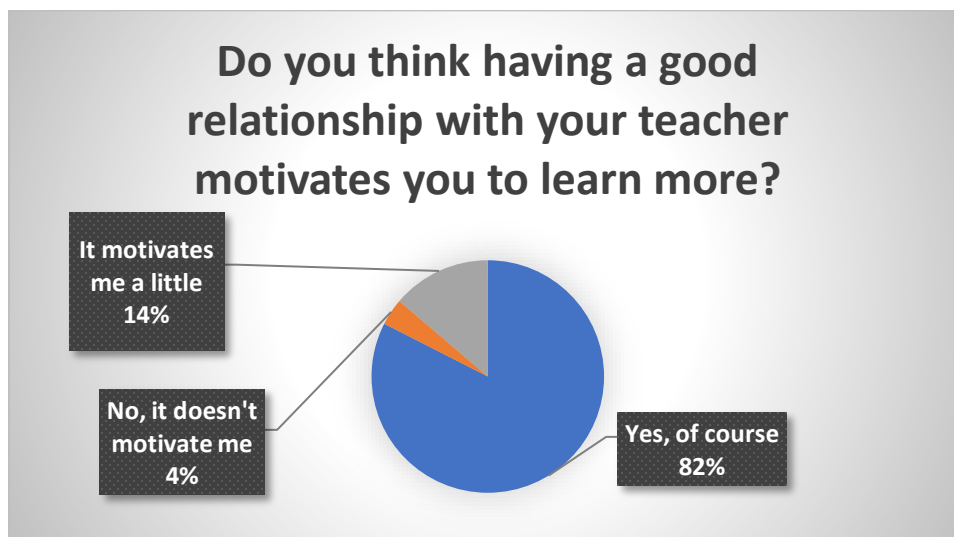


Chart 4: The responses of primary school students to the fourth question of the questionnaire.

In the fourth question students answered as below:

- 66 students responded **Yes, of course**
- 11 students responded **It motivates me a little**
- 3 students responded **No, it doesn't motivate me**

5. Does technology help you to learn English language?

Similar results appear in this question. Therefore, students showed that the technology surely helps them to learn English language. The fifth chart depicts it.

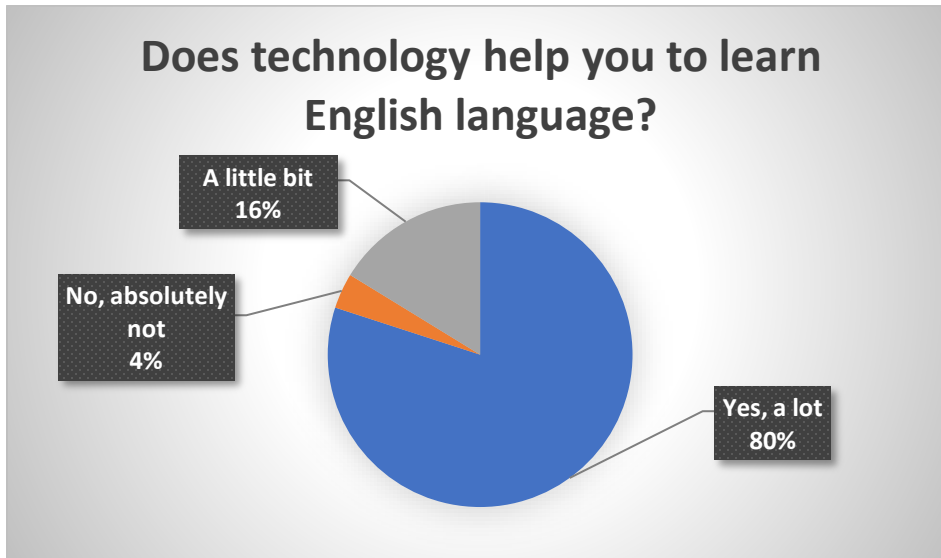


Chart 5: The responses of primary school students to the fifth question of the questionnaire.

Students claimed confidently that the use of technology helps them to learn more the language.

The following data shows that:

- 64 students responded **Yes, a lot**
- 13 students responded **A little bit**
- 3 students responded **No, absolutely not**

6. Does collaboration with your friends help you learn English language in the classroom?

Further, students also pointed out another important feature of learning English, and that is collaboration with their friends. They find it quite helpful. The following chart describes it.

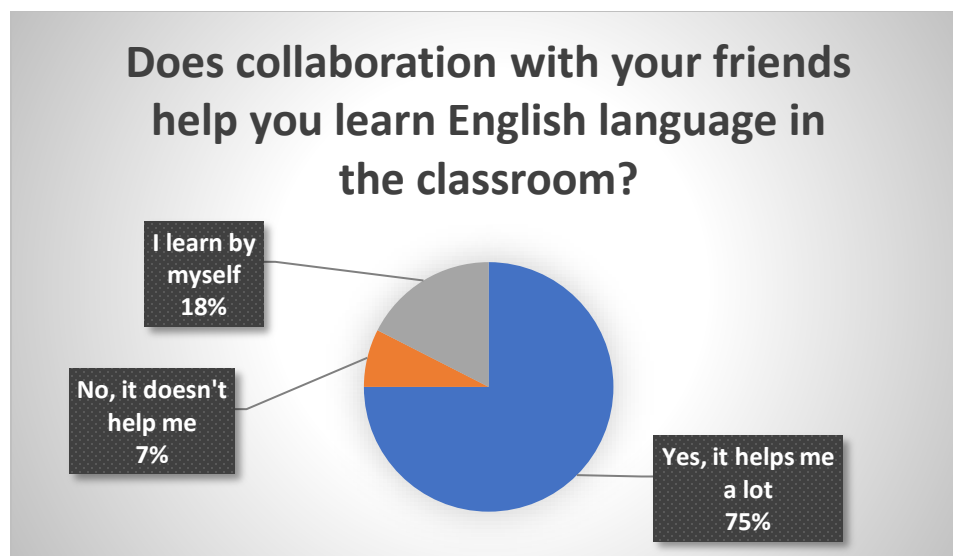


Chart 6: The responses of primary school students to the sixth question of the questionnaire.

Here are the responses of students to the sixth question:

- 60 students responded **Yes, it helps me a lot**
- 14 students responded **I learn by myself**
- 6 students responded **No, it doesn't help me**

7. Who is your greatest motivator to learn a foreign language?

So, in order to be motivated students need not only one source of information. As they expressed it themselves, these three components were the most helpful sources for them. They are teacher, technology, and students as well. In this question, students gave the following answers to these options:



Chart 7: The responses of primary school students to the seventh question of the questionnaire.

Through the chart above, students had nearly similar answers to the three options. Here are all the options circled by the students:

- 28 students responded **Teacher**
- 20 students responded **Technology**
- 0 students responded **Students (friends)**
- 32 students responded **All of the above**

8. Do you ever feel reluctant to talk in an English classroom?

As it was supposed, students do feel sometimes reluctant to talk in an English classroom for different reasons. Here they answered exactly the same, where the majority of them stated that they sometimes feel reluctant. The following chart best describes that.

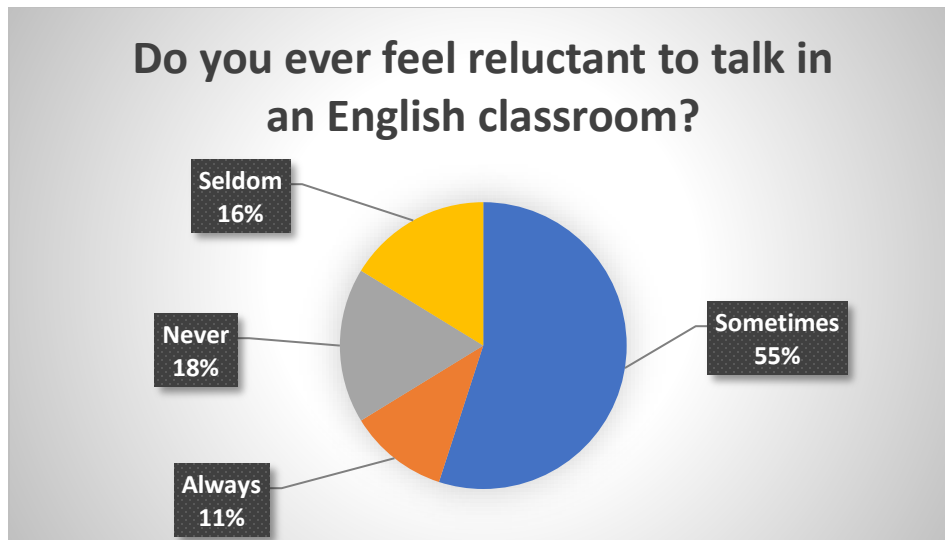


Chart 8: The responses of primary school students to the eighth question of the questionnaire.

The chart depicts that the majority of students at some point felt reluctant to talk in the classroom.

The number of students circled these options:

- 44 students answered **Sometimes**
- 9 students answered **Always**
- 14 students answered **Never**
- 13 students answered **Seldom**

9. Does the use of technology in the classroom help you to be more active in the lessons?

In the penultimate question, most of the students expressed that technology helps them to be more active in the lessons. The chart gives details to this question.

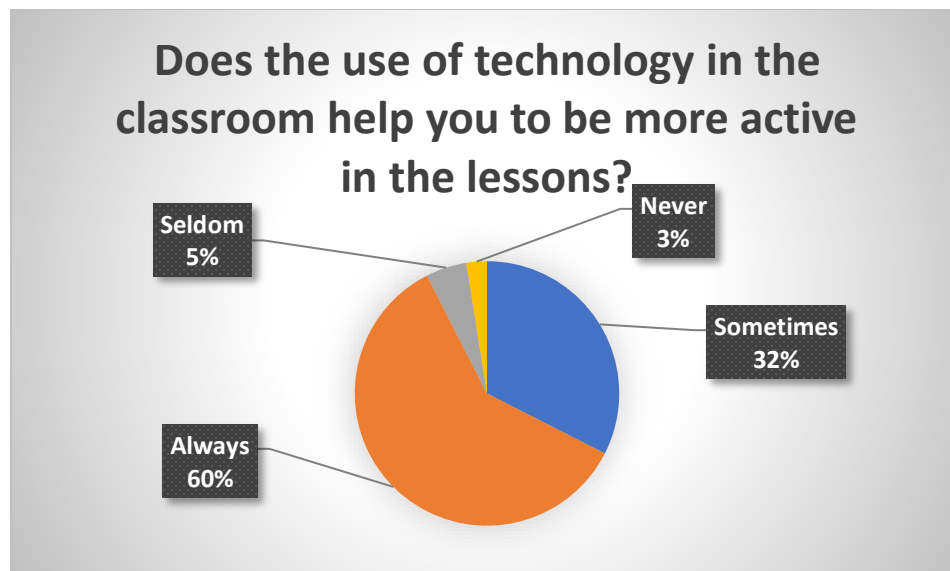


Chart 9: The responses of primary school students to the ninth question of the questionnaire.

Here are the number of students that circled the following options:

- 26 students responded **Sometimes**
- 48 students responded **Always**
- 4 students responded **Seldom**
- 2 students responded **Never**

10. Do you help your friends when they don't understand something?

In the ultimate question students responded that they are helpful and help their friends whenever it is required from them. The last chart shows it better.

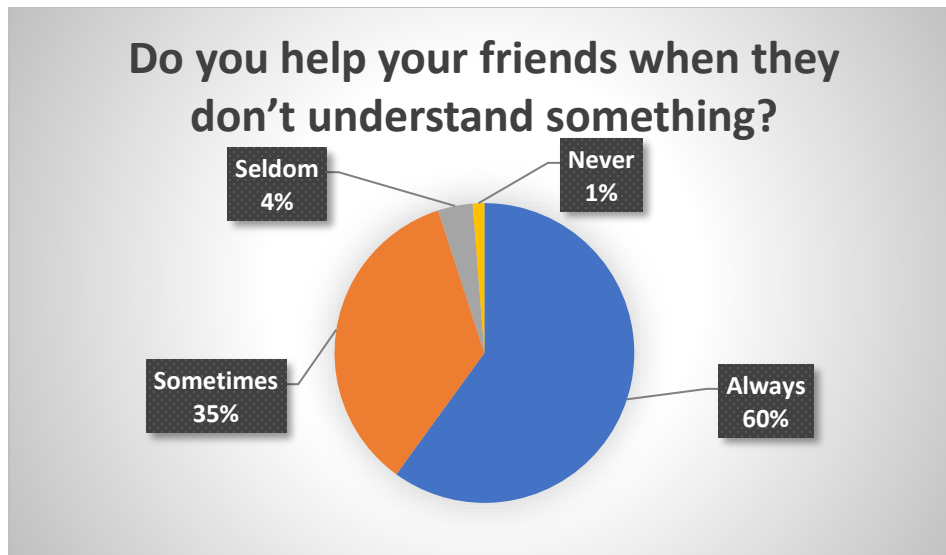


Chart 10: The responses of primary school students to the tenth question of the questionnaire.

The number of students that circled options in the last question are as follow:

- 48 students answered **Always**
- 28 students answered **Sometimes**
- 3 students answered **Seldom**
- 1 student answered **Never**

The aim of the questionnaire was to measure whether students like to use the new methodologies such as the technology or not, and if that is helpful for them. Majority of the students proved that technology helps them learn the language and be more active when technology is utilized in the classroom and eases their process of learning. Another significant feature of the questionnaire was to find out the role of the teacher and how does it affect students in learning. Most of the students claimed that their relationship with the teacher was excellent or good, and only one said that he or she does not have that good relationship with the teacher. Moreover, to have good relationship with the teacher is one of the thresholds for the students in order to be as little reluctant as possible.

If that halts then students have difficulties overcoming the fear and hesitate to raise their hands and be active in lessons.

Therefore, using modern strategies in the classroom such as the technology and the having the warm relationship with the students is the key to motivating reluctant learners to be engaged in class. Teachers who do use these modern technologies, and work closely with their students have the chances to surpass those who neglect them. Subsequently, those students are even more relaxed and self-motivated to learn and participate even more. They are able to develop their strengths and overcome their weaknesses when they are encouraged to do so by their teachers. Since teachers are seen as the main “*social figures who affect the motivational quality of the learning process in positive or negative ways*” (Ushioda, E., & Dörnyei, Z., 2011, p. 28) it is their duty to work on the positive ways in order to retrieve the best from them.

4.2 The results and discussions of English teachers’ interview

The purpose of the interview (Appendix 2) with the teachers was to figure out how they see reluctant students and how they motivate them to learn. Moreover, it intended to see teachers’ perspectives on this specific field dealing with reluctant students. The interview was done with five English teachers in the municipality of Skenderaj, the Republic of Kosovo. Firstly, they were kindly asked if they could participate and share their knowledge about this particular field of study. Their experiences varied from 5-10 years of teaching English at public schools. The interview consisted of eleven questions and they were all open-ended questions. All of the teachers were told that the interview was confidential. And it is used for the research paper where its purpose was to find out their perceptions towards reluctant students and strategies they use toward these students. The interview intended to prove the third hypothesis. Third hypothesis: “*The close relationship*

between the teacher and the students has an enormous effect on reluctant student's motivation."

All of the questions and answers of the interview will be summarised and presented below:

1. How long have you been teaching English?

Majority of teachers' experiences were from 5 to 10. One of the teachers had 10 years of experience. The other one said that was 7 and the other three teachers had 5 years of experience.

2. How would you define reluctant students?

According to teachers, reluctant students are defined as those students who are shy, hesitant to talk, unwilling to participate in the process of learning. So, those students do not feel confident to express themselves and their opinions in front of others. They are also perceived as students who do participate minimally in the lessons.

3. What do you think are the reasons they are reluctant to talk in the classroom?

Students who feel reluctant to talk in the classroom have not only one reason to be so. There are a lot of reasons why they hesitate to participate in the lessons. And the reasons why they are reluctant according to English teachers are seen from different points of views. One of the reasons they are reluctant is that they do not find the lesson interesting. Hence, they do not engage in any whatsoever activity. They might have difficulties with focusing on in the class and are not motivated by the teacher. Some other students tend to not have sufficient background that allows them to overcome the shyness that they may possess. Otherwise, they may not be well prepared for the lesson, or have troubles in speaking and formulating sentences, or if they say something wrong other peers may laugh at them.

4. How should teacher's relationship with reluctant students be?

The relationship between the teacher and the students should be taken into real consideration. They should be friendly with them in order to create healthy environment in the classroom. Their role is to be more understandable with them and take into account that they may sometimes not be in their best mood to express themselves. They should let their students respond freely and not judge them for their mistakes. Teacher's role is to motivate the students, use appropriate methods and techniques related to their level of English. The warm relationship and environment in the classroom help the teacher and the students to be successful in the end. Students require teacher's attention and commitment to move forward in order to improve every day.

5. What do you think about extra-curricular activities? How do they help/motivate reluctant students?

Extra-curricular activities help reluctant students to engage in out-of-class activities simply because they tend to be less shy and may enjoy what they are doing and may find it more attractive and enchanting. They would arouse their interest to talk more and express themselves with confidence about the subject. Students find such activities quite compelling and do not hesitate to give their best.

6. What are some of your strategies to motivate reluctant students to talk in the classroom?

Teachers should be careful when it comes to dealing with reluctant students because they need to be treated specifically. Some of the strategies pointed out by teachers are that every reluctant student should be treated with kindness. When they have difficulties, teachers should offer them reliable options that they find attractive. They need to be praised when they try to say something and motivated to do it often. Teachers may also sit these reluctant students next to some students who are more active and energetic in the lessons. While working in groups they should be given the main role in the group, the leader. Another important feature for the teacher is to promote interactive learning where they are pushed to be part of.

7. How often do you use technology in the classroom, and do you think that it helps reluctant students to be more engaged/motivated to talk?

All of the teachers said that they use the technology pretty often and it helps students, in particular, reluctant students to be more active and engaged in the lessons. While learning a topic with technology, more students are active than when technology is not used in the classroom. When students do not clearly understand topics, with the use of technology this becomes a lot easier for them to grasp the point of that particular topic. Technology also helps students be more focused and they always find it attractive rather than the ordinary speeches. Technology facilitates their learning and comprehension of the lesson in the long-term run.

8. What do you think about students' cultural background, how does culture impact on their learning?

According to the majority of teachers, cultural background plays an important role in the learning process since it is a strong factor that impacts their knowledge. It depicts their personality which then shows how they should be seen and not heard. On the other side, some other teachers think that cultural background helps them a bit, which tells the way they have been raised around their environment. Another feature is stereotyping those students who come from poor cultural background which often are compared and bullied for their differences.

9. What is the role of the community towards reluctant learners, how does it help them?

Community plays an impressive role to reluctant students because through students' actions they can improve the quality of their life and broaden their learning. Through different activities community can offer a healthy environment since it would help them integrate all together, and they would gain immense knowledge. Community could engage students in, for example, creating lots of clubs, such as reading club, running club, dance clubs etc., where they would get tremendous skills about their life. Students could be tempted to do so by the school curriculum where they give a greater significance to the community.

10. How do you incite your students to work and cooperate with each other specifically with reluctant students?

Students' motivation does not rely on only one method or way of teaching. Thus, in order to have students work and help each other, especially reluctant students, they should be told, and given this chance by the teacher. By making students do activities together or engaging in projects where they present in front of the class, eases their hesitation, and makes them feel relieved from their shyness and they become more confident. Students are incited to work together when they have a better learning environment which encourages and challenges them to actively improve in everyday lessons. Dividing them into groups or pairs they feel worthier and more confident. Giving them opportunities for discussion is a good strategy for engaging and motivating them to participate even more in the future.

11. What do you think about the importance of feedback? How do you use it with reluctant students? Written feedback, oral feedback, peer-feedback etc.?

Students learn through feedback and that is why it is crucial to use it in the classroom. It motivates them to improve themselves and to avoid the mistakes they make. The combination of all forms the feedback, written, oral, peer-feedback is the best way of giving the feedback. Feedback motivates and stimulates students to be engaged in the process of learning. Some teachers said that they more often use the written feedback with reluctant students for the only reason to make them more comfortable in front of the others. It improves their enthusiasm for learning and helps them know their weaknesses. While giving feedback some of the shy, reluctant students improved and felt better in the next class.

4.3 The results from the experiment and post – test

Primary school students took part in the experiment. Those students were from different ages and grades. There were eighty students part of the experiment from grade six to nine. The purpose of the experiment was to find out whether technology used in the classroom helped reluctant students understand the lesson better or not, and whether they were more engaged in the activity. So, basically through the new strategies used in the classroom it intended also to prove the *fourth hypothesis: “Technology involvement in the classroom has a positive impact on reluctant students’ motivation and engagement.”*

Throughout the experiment students were divided in two groups. The first group’s focus and methodology used was mainly in the traditional way, where students’ only sources were the books of grades 6 to 9 (Appendices 4, 5, 6, 7) while the other group of students learned the same lesson but with the modern strategies such as technology, audio cd-s, the use of flip charts etc.

The first experiment – sixth grade

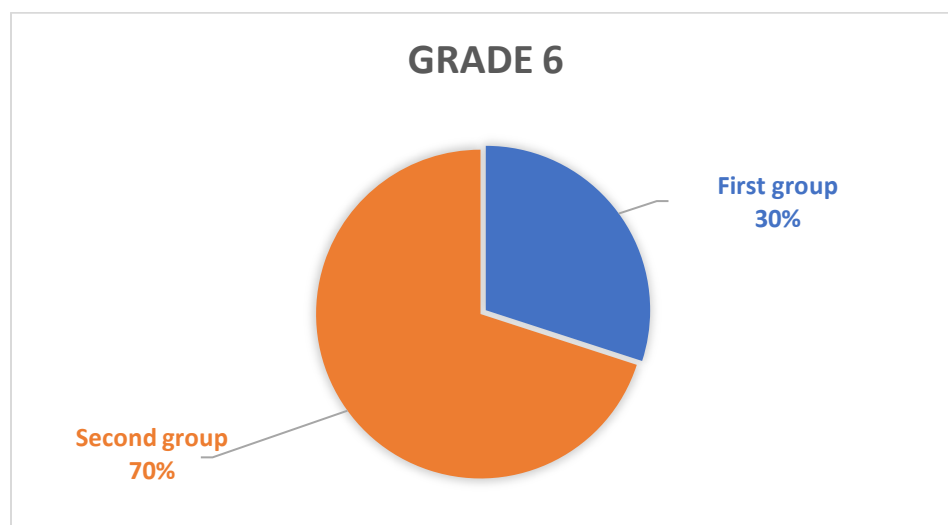
The first group of students learned to topic “**How many eggs do we need?**” through the main sources: books, notebooks, board, and chawks. Thus, they only learned this topic through the old methods of teaching. In the introduction part, the teacher explained that they are going to talk about quantities, countable/uncountable nouns, and how much or how many, and they are going to learn some new words and expressions. In the main part, the teacher read the story for the students first and then asked the students to read afterwards. Further, students read the reading text and discussed the unknown words on the board. Then they fulfilled the comprehension section to see if they have understood the text. Moreover, they were presented with countable nouns and uncountable nouns and their definition and they were asked to put the mixture of countable/uncountable nouns in the

right basket. In the final part, students were divided in pairs where they had to talk about smoothie recipes using *how much* and *how many*. In the end, they had to write about their favourite smoothie or fruit drink. The focus was to see how they use the countable nouns and uncountable nouns in the sentences.

In the second group, sixth graders were presented the same topic with a different approach. They were introduced to the topic in a modern approach which was more comprehensible for them to learn and engage in the activities. In the first part, students were presented to a short video where it showed how to use quantities, countable nouns, uncountable nouns through demonstration with some real-life examples. Learners were eager to know what they were going to learn and the people in the video made them pay attention and enjoy the scene. After that, using the flipcharts, students were introduced to the question form of '*how much*' and '*how many*' in order to understand it better when using later with the nouns. After students had an idea of countable and uncountable nouns they were ready to move on to the next stage. Next, in the main part, they listened to the reading story through the audio where they had the chance to listen to the people speaking English in their own native language. After grasping the meaning of *quantities* and the usage of *how much* and *how many*, they listened to the conversation and then they were ready to read the text. The vocabulary words that were presented to them in the introduction video were most of them the same with the ones in their reading which made it easier for them to remember the unknown words. After discussing the unknown words, most of them were able to say the meaning of almost all of them. Then, they had to put the nouns in the right basket of countable/uncountable nouns. And it seemed a lot easier for them to divide the words in the right category. In the final part, they had to talk in pairs about the smoothie that was presented in the book and most of them used the right

form of *how much* and *how many*. Right in the end they had to write about their favourite smoothie in their notebook. They were quite ready to use quantities in their sentences.

Students of both groups learned the same topic but with different approaches. The aim of the lesson was to familiarise them with the nouns and use the countable nouns and uncountable nouns correctly. Therefore, to find out which group understood the topic better, there was a post-test done with them and to see that which students could be able to learn and remember the topic better. The test (Appendix 4) was compiled in 10 questions regarding to the topic students learned and this only measured student's knowledge about the countable and uncountable nouns.



The outcome of students' comprehension related to the post-test.

The diagram above shows the results of the post-test of students and it is obvious that students' understanding was better and more understandable with the second group of students rather than the first one.

The second experiment – seventh grade

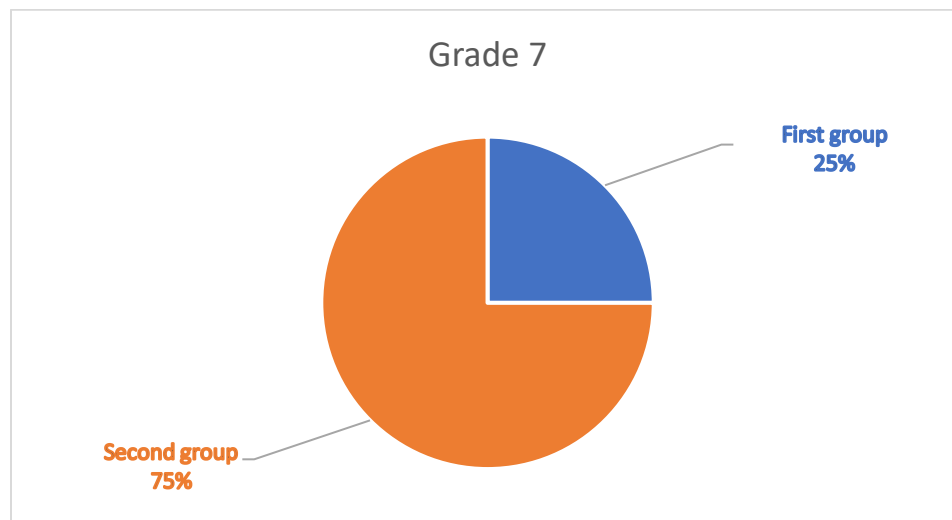
The first group of seventh graders learned the lesson “**I love this job**”. The main sources for the lesson were: books, notebooks, board, pencils. Firstly, the teacher explained that they are going to

learn the two tenses, the present simple and the present continuous. Then, explained the differences between the two tenses and how to use them. After giving some examples, the teacher asked the students if they were able to say some sentences. The main part was about reading the text, firstly the teacher read it for them in order to let them familiarise with the pronunciation, and then students had their chance to read it to. Moreover, students were asked if they had any unknown words in the text to give them the translation of those words. Furthermore, students did the comprehension section to make sure they have understood the text and practised the tenses in the following 'practice' section. In the final part, students were asked to imagine a 'work experience' and write about it. They had to use the two tenses learned earlier.

The second group of students learned the same topic with different strategies for learning the same things. They were introduced to the topic through an activity which was a game. Firstly, the teacher draws three columns on the board with the headings: jobs, everyday things, food and drink. Students are put into small groups, and they are required to copy the headings. Then the teacher calls out a letter of the alphabet, and students write the words beginning with that letter under the headings as quickly as they can. In the end every point is checked and awarded one point. Through this game, students learn some of the key vocabulary words that are used in this unit. In the main part, students were presented with a short video about the usage of the two tenses to understand the meaning these two tenses, the present simple, and the present continuous. Students listen to the audio cd the text and when they are ready, they read the text themselves. Additionally, the teacher asked them for any unknown words, and tried to explain the meaning of the words with examples and synonyms. In the final part, students are asked to write about a 'work experience' explaining

what are they doing now, and what they usually do to make sure they have understood the two tenses and are able to use in their writing.

The results of the post-test (Appendix 5) describe the outcome of the two groups of students.



The outcome of students' comprehension related to the post-test.

The third experiment – grade eight

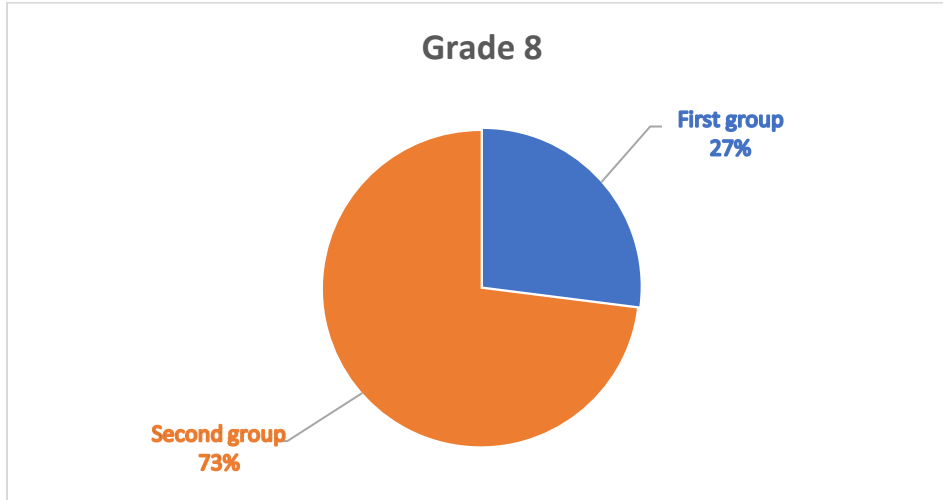
The first group of students learned the lesson “**He asked me out**”. The aim of the lesson was to understand the differences between the two tenses, the present perfect simple and the past simple and to broaden students' vocabulary with relationship words and phrases presented in the text. Firstly, the teacher explained the two tenses and gave students some examples and asked them to find out which sentence was in which tense in order to get their attention. In the main part, students were incited to elicit some sentences with these two tenses and to make the comparison between the two. Further on, the instructor read the texts and asked them to read afterwards. The instructor asked the students to analyse the words in red, which were used in the two target tenses. After analysing and retrieving the unknown words students had to do the comprehension part, in order to see if they understood the text they had just read. For the final part, in the fifth exercise, students

were encouraged to write sentences using the present perfect tense or the past simple tense. Additionally, they also had to ask and answer about the things in the box under exercise 6.

The same topic was delivered to the second group of students as well. However, they learned the topic differently. Firstly, the teacher shows students a short video that clarifies the two tenses and depicts in detail with a story that students find it enchanting. After students' engagement to the two tenses, and their comprehension of the two tenses, the teacher writes on the board a selection of time adverbials e.g. never, in 2015, just, on Saturday, etc. Then the instructor asked students to make a statement based on the time adverbials and provided a prompt for another student to make a statement, reminding them to use one of the two tenses e.g. T: *never* A: *I've never broken my arm.* T: *in 2015*, B: *In 2015, I...etc.* For the main part, after they were familiarised with the tenses, the instructor moved on to the texts in the book, asked the students to listen and read, then give their opinion why do they think so. Students listened to the text, read it afterwards, and were able to analyse the words in red, explaining that they were sentences in the present perfect tense and in the past simple respectively. All of the unknown words were analysed and explained using other synonyms until students were able to grab the meaning of them. Additionally, students answered the questions in the *comprehension* section that were related to the text. In the final part, students were encouraged to work in pairs and write sentences, under the exercise 5, in the correct order and then the other peer would answer that question. They also did the speaking activity, under exercise 6, where they used the two aforementioned tenses to ask and answer with their peers interchangeably.

The main focus of the experiment with this grade was to be able to use the two tenses correctly, and to broaden their vocabulary. And to make sure students comprehended these tenses, there was delivered a post-test (Appendix 6) to them to find out which group understood the topic better.

The chart beneath shows their achievement results of the two groups who took the post-test.



The outcome of students' comprehension related to the post-test.

The fourth experiment – grade nine

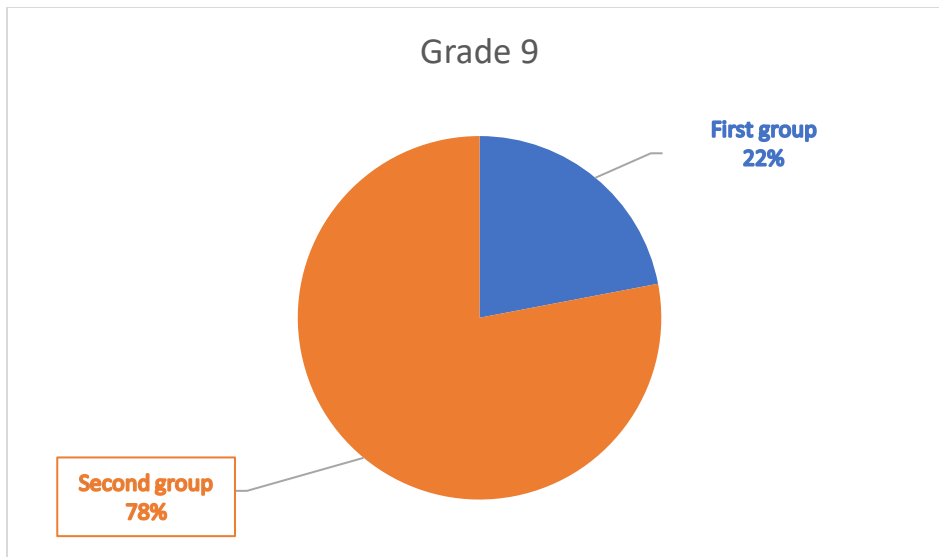
Students of grade nine learned the lesson “**You’ll sleep in tents**”. Through the first group, the instructor gave them the main ideas of using the future tenses: will, going to, present continuous. The teacher wrote down some words on the board with the three forms of the future. The examples on the one side and the definition on the other. After that students were asked to match them with which definition that particular tense was used. For example: What are you going to do? And on the other side the right option for them to match was: *plans and intention*. When they got the explanation for each tense, the teacher moved on with the first task which was the vocabulary. They had to make lists of food words they know, and after that check on page 108 for more words. Next, they had to match the pictures to the words, and tell which words were not in the pictures. In the main part, the teacher read the advertisement, under exercise 3, and asked them to pay attention to text and the words in red since they had to read afterwards. Moreover, students asked for the unknown words, which were translated to them into their own native language and move

on with the comprehension part where they had to write true (T), false (F), or doesn't say (DS). In the final part, students did the *practice* exercise where the main focus was on the future tenses. And the last part, exercise 7, was to read the email and underline the correct future tense.

The second group of students had the same lesson learned with different approaches. They were introduced with the aforementioned tenses through a better catchy video with understandable examples and definition of the future tenses. In the end of the video students were asked some question that had to do with these tenses, which made it much easier for them to understand. These examples were also written in flipcharts so that students could see them easily and remember them. Then there was another short video with the food and kitchen vocabulary words, where they were informed with them and did not have difficulties when they had to match them later on in the textbook. After that students were asked to make a list of all the food words, but since they were presented with them through the video they had done it quite fast. In the main part, students listened to the advertisement text and read after they listened to it. The teacher explained the unknown words through picking up the real-life example and using memes and gestures as well. They seemed to have understood it and were ready to do the comprehension part. They did not struggle with the comprehension and most of their answers were right. In the final part, students had to do the exercise 6 and 7 to make sure they understood the future tenses, which were discussed once again in the end to recap them.

Throughout all experiments, the main purpose was to find out which methods worked out better for the students. Thus, there was a post-test conducted to students after each lesson to find out the outcome of the two groups.

The table below depicts the results of both groups after retrieving the data of the post-test.



The outcome of students' comprehension related to the post-test.

The chart above clearly depicts that students comprehended the topic better in the second group rather than in the first group.

The goal of the experiment and the post-test was to make sure if students understand the lessons and are more engaged through having minimum sources as it happen to be in the main schools of Kosova, or through utilising modern strategies that make students more active and especially reluctant students to participate more in the lessons. Thus, as a result, teachers should use these new interactive modern strategies while teaching if they consider having a successful teaching and learning. Another important feature of learning the activity was when students worked in pairs, so they learned it easier through one another. As pointed out by Robinson, K. (2009), "*Children learn best when they learn from each other and when their teachers are learning with them*" (p. 210). That is why teachers should always understand how their learners feel, and what is their most suitable way of learning. Likewise, the process of learning is for both students and teachers, and the modern methods of learning proved to be more comprehensive for the students.

4.4 The analysis of the first hypothesis

The first hypothesis of this research was “*Intrinsic motivation is more effective than extrinsic motivation to facilitate reluctant learners’ motivation*” was proven to be right by the analysis of the literature review.

4.5 The analysis of the second hypothesis

“*Using verbal rewards to reluctant students who just give it a try has a positive influence on them*” was the second hypothesis which was proved to be right through the teacher’s interview and through the literature review as well.

4.6 The analysis of the third hypothesis

“*The close relationship between the teacher and the students has an enormous effect on reluctant student’s motivation*” this hypothesis was testified as right through the questionnaire of the students.

4.7 The analysis of the fourth hypothesis

“*Technology involvement in the classroom has a positive impact on reluctant students’ motivation and engagement*” this was the fourth hypothesis and it turned out to be supported and true through the students’ questionnaire as well as the interview with the English teachers.

CHAPTER V: CONCLUSION, LIMITATIONS AND RECOMMENDATION

5.1 Conclusion

The major emphasis of the thesis was on the key role that the teacher should play in the classroom. Thus, finding the best strategies to be utilised in the classroom in order to motivate those, quite often neglected, reluctant students who are not willing to learn for several reasons. The practical part of the study was conducted entirely with the primary school students of “Ismet Uka” in Tice, Skenderaj, Republic of Kosovo. Hence, the aim of this thesis was to find out whether technology, teacher’s warm relationship with the students and the collaboration between them was effective and helpful for reluctant students. Throughout the whole process of the research, there were eighty primary school students. The students participated in the questionnaire and the experiment. There were also five English teachers interviewed who were from other schools of our same municipality. Consequently, the questionnaire, experiment and the interview served as the main tool to generate and evaluate the estimated results. In order to attain such results, their involvement played an indispensable role in order to finalise this thesis.

The thesis was divided into five sections: introduction, literature review, research design and methodology, study design and discussions, and conclusion, limitations, and recommendation. Each chapter has its sub-headings justifying the specific features of each section in detail. Additionally, the survey was the essential part of the study where students and teachers facilitated with their most valuable aid that emerged the given data in the study results discussions section. Admittedly, such data from the fieldwork validated the whole process of the survey and the thesis,

in general. Through the analysis of the questionnaire, students strongly agreed that the relationship between the teacher and the student helps them do better in their lessons. They are more motivated to learn and follow the subject with a great desire. The eighty primary school students clarified that the technology helps them obtain knowledge a lot easier, and the collaboration with their peers helps them comprehend the topics faster. The questionnaire tended to measure the two distinct approaches. The old method which uses the bare minimum equipment such as the textbook, the board, chalk, and nothing else versus the new methods including different parts of technology, projectors, laptops, audios, flipcharts etc. Whereas teachers gave their awesome insights on how to deal with reluctant students, how they handle such situations, and the significance that the feedback plays to improve their hesitation to talk in class.

Part of the thesis were also the hypotheses. There were four hypotheses part of this research and they were all validated through the literature review and the fieldwork done in the classroom through the instruments and outside through the interview. The first hypothesis was: *“Intrinsic motivation is more effective than extrinsic motivation to facilitate reluctant learners’ motivation”* was clarified and verified as valuable and positive through the literature review.

The second hypothesis: *“Using verbal rewards to reluctant students who just give it a try has a positive influence on them”* was the second hypothesis which was proved to be right through the teacher’s interview and through the literature review as well. Reluctant students who are verbally rewarded tend to be more positively engaged in the following activities.

“The close relationship between the teacher and the students has an enormous effect on reluctant student’s motivation” students identified this to be true through the questionnaire where the majority of them agreed on the good relationship between the students and the teacher.

“Technology involvement in the classroom has a positive impact on reluctant students’ motivation and engagement” this was the fourth hypothesis and it turned out to be supported and true through the students’ questionnaire as well as the interview with the English teachers. Both parties embraced the fact that technology helped them learn and improve throughout the process of teaching and learning.

To sum up, the most compelling arguments that facilitate reluctant learners lessen their reluctance in the classroom are technology used in the classroom and the close relationship between the teacher and the students. There will always be reluctant students in the classroom, but teachers are the responsible ones who should keep an eye on them and not neglect them. The technology has proven to be successful for the whole world, if used wisely, similarly, using it for educational purposes refine students’ learning. Above all, in order to tailor students’ weaknesses teachers have to do everything to monitor students’ progress and reach to those who are hidden masters of tomorrow. Once teachers manage to motivate reluctant students through utilising the most advanced strategies for teaching and learning, they have reached their goals.

5.2 Limitations of the study

The aim of the thesis achieved its objectives and purposes through this thorough study imparting satisfactory teaching learning knowledge with reluctant students. Even though, there were still some limitations while working on this research paper. Some of those limitations were:

- The pandemic year! While working on the research, Covid-19 had made things a little difficult mainly while doing the fieldwork. Gatherings and every kind of surroundings were not allowed. So special treatment was obligatory and hard too.

- Time was another concern of the study. During the experiments classes were shorter because of the pandemic, and it had to be done in a wiser and well-thought-out way.
- The study was limited to only some basic strategies that are useful for motivating reluctant students to be more active, to talk in the classroom. Thus, a further deep analysis on this field is more than necessary for the only one reason of assisting those students to feel confident and express themselves freely.
- Another limitation was that it was only focused on one public primary school of Kosova. Hence, a wider study within several municipalities is urged on by PhD candidates to study it deeply and thoroughly.
- Technology which is one of those brilliant motivators to student engagement and classroom participation lacks the required equipment for delivering such contemporary lessons.

5.3 Recommendation

The research displays strategies that are beneficial for motivating reluctant students to learn. Thus, teachers are those responsible ones to consider that in a classroom there are different kinds of personalities. And that there are students who want to be part of the class but for certain reasons do not find the right outlet to do so. Therefore, here are some recommendation that are taken from the results and experiences of this research and from the teaching experience, in general. Such recommendations are in expressed below:

- Teachers and students should all have one purpose, motivation, and engagement. Teachers, in particular, are those who should find the reluctant students and motivate them through the strategies that best suit such students.

- Technology involvement in the classroom is a must if success is part of your plans. Students learn best when they are provided with visualisation of what their teacher says. Visualising makes it easier and long-term remembering the material.
- On the other hand, technology in the classroom has some challenges too. Throughout the schools, there are still numerous trainings required for teachers in order to make them fluent using technology in the classroom.
- Reluctant students are present almost in every class all over the world. Thus, trainings on this particular field to motivate reluctant students are more than welcomed and appreciated. Those students who do not find the courage to talk in class may lose the interest and never be splendid students. If only teachers would be more willing to help them, they could be future doctors, scientists, engineers etc.
- Encouraging students to learn should be considered every time from the teachers. If by the end of a school year, teachers are able to encourage those reluctant students, by using different strategies, they may feel fulfilled since they have achieved a tremendous goal of their teaching.

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Appendix 1

Student questionnaire

The aim of this questionnaire is to find out the best strategies to motivate reluctant students in an Efl classroom. The data of this survey, which are confidential, will be used for the purpose of the Master's Thesis in the English Language Teaching Department, South East European University.

This questionnaire will take from 5-10 minutes.

Gender: M F (please circle)

1. Do you enjoy learning English?
 - a) Yes, I do.
 - b) No, I don't.

2. Do you ever talk to your friends in English outside the school?
 - a) Sometimes
 - b) Always
 - c) Never
 - d) Seldom

3. What is your relationship with your teachers?
 - a) Excellent
 - b) Good
 - c) Not that good

4. Do you think having a good relationship with your teacher motivates you to learn more?
 - a) Yes, of course.

- b) No, it doesn't motivate me.
 - c) It motivates me a little.
5. Does technology help you to learn English language?
- a) Yes, a lot.
 - b) No, absolutely not.
 - c) A little bit.
6. Does collaboration with your friends help you learn English language in the classroom?
- a) Yes, it helps me a lot.
 - b) No, it doesn't help me.
 - c) I learn by myself.
7. Who is your greatest motivator to learn a foreign language?
- a) Teacher
 - b) Technology
 - c) Students (friends)
 - d) All of the above
8. Do you ever feel reluctant to talk in an English classroom?
- a) Sometimes
 - b) Always
 - c) Never
 - d) Seldom
9. Does the use of technology in the classroom help you to be more active in the lessons?
- a) Sometimes
 - b) Always

c) Seldom

d) Never

10. Do you help your friends when they don't understand something?

a) Always

b) Sometimes

c) Seldom

d) Never

Appendix 2

Teachers' interview

Gender: M F (please circle)

1. How long have you been teaching English?
2. How would you define reluctant students?
3. What do you think are the reasons they are reluctant to talk in the classroom?
4. How should teacher's relationship with reluctant students be?
5. What do you think about extra-curricular activities? How do they help/motivate reluctant students?
6. What are some of your strategies to motivate reluctant students to talk in the classroom?
7. How often do you use technology in the classroom, and do you think that it helps reluctant students to be more engaged/motivated to talk?
8. What do you think about students' cultural background, how does culture impact on their learning?
9. What is the role of the community towards reluctant learners, how does it help them?
10. How do you incite your students to work and cooperate with each other specifically with reluctant students?
11. What do you think about the importance of feedback? How do you use it with reluctant students? Written feedback, oral feedback, peer-feedback etc.?

Appendix 3

Pyetësor

Qëllimi i këtij pyetësori është të zbulojmë strategjitë më të mira për t'i motivuar nxënësit ngurrues në klasë të anglishtës si gjuhë e huaj. Të dhënat e këtij hulumtimi, të cilat janë të mbrojtura, do të përdoren për qëllim të temës së diplomës së Masterit në departamentin e mësimdhënies së gjuhës angleze, Universiteti i Evropës Juglindore. Ky pyetësor do të zgjatë nga 5-10 minuta.

Gjinia: M F (ju lutem rrumbullaksoni)

11. A ju pëlqen të mësoni anglisht?

- c) Po, më pëlqen.
- d) Jo, nuk më pëlqen.

12. A flisni ndonjëherë anglisht me shokët/shoqet jashtë shkollës?

- e) Nganjëherë
- f) Gjithmonë
- g) Asnjëherë
- h) Rrallë

13. Si është marrëdhënia juaj me mësimdhënësit tuaj?

- d) E shkëlqyer
- e) E mirë
- f) Jo aq e mirë

14. A mendoni se të keni një marrëdhënie të mirë me mësimdhënësin tuaj ju motivon të mësoni më shumë?

- d) Po, sigurisht.
- e) Jo, nuk më motivon.

- f) Më motivon pak.
15. A ju ndihmon teknologjia të mësoni gjuhën angleze?
- d) Po, shumë.
- e) Jo, absolutisht.
- f) Pak.
16. A ju ndihmon bashkëpunimi me shokët/shoqet të mësoni gjuhën angleze në klasë?
- d) Po, më ndihmon shumë.
- e) Jo, nuk më ndihmon.
- f) Unë mësoj vet.
17. Kush është motivuesi juaj më i madh për të mësuar një gjuhë të huaj?
- e) Mësimdhënësi
- f) Teknologjia
- g) Nxënësit (shokët/shoqet)
- h) Të gjithë të lartpërmendurit
18. A ndiheni ndonjëherë ngurrues të flisni në orën e gjuhës angleze?
- e) Nganjëherë
- f) Gjithmonë
- g) Asnjëherë
- h) Rrallë
19. A ju ndihmon përdorimi i teknologjisë në klasë të jeni më aktiv në mësim?
- e) Nganjëherë
- f) Gjithmonë
- g) Rrallë

h) Asnjëherë

20. A i ndihmoni shokët/shoqet kur nuk kuptojnë diçka?

e) Gjithmonë

f) Nganjëherë

g) Rrallë

h) Asnjëherë

Appendix 4

Grade 6 – post – test

1. How _____ apples are there on the table?
 - a) many
 - b) much
2. There are _____ people waiting outside the theater.
 - a) much
 - b) many
3. I have _____ friends who live in other countries
 - a) many
 - b) much
4. Do you usually drink very _____ coffee in the morning?
 - a) many
 - b) much
5. There wasn't _____ food in the kitchen, so I decided to go to a restaurant.
 - a) many
 - b) much

Write 'C' for **countable nouns** or 'U' for **uncountable nouns** in the following

6. Water _____, onion _____, milk _____, chair _____, oil _____
7. How _____ time do we have before the test?
 - a) much
 - b) many
8. You need _____ bread and a glass of milk.

a) some

b) a

9. How _____ sugar do we need?

a) many

b) much

10. You need _____ mushrooms for this recipe.

a) some

b) a

Appendix 5

Grade 7 – post – test

Choose the correct form for each verb.

1. Marie-Claude isn't a Canadian. I _____ she comes from France.

- a) believe
- b) am believing

2. Look! Junko _____ into the water.

- a) jumps
- b) is jumping

3. I _____ you're crazy!

- a) think
- b) am thinking

4. Don't give Jan any cheese. She _____ it!

- a) hates
- b) is hating

5. I _____ to Toronto next Thursday. Do you want to come?

- a) go
- b) am going

6. Once a week, I _____ to an art class at the college.

- a) go
- b) am going

7. I _____ lunch in the cafeteria every day.

- a) have

b) am having

8. Salman is rich — he _____ a Mercedes.

a) drives

b) is driving

9. You won't find Jerry at home right now. He _____ in the library.

a) studies

b) is studying

10. It _____ quite hard — perhaps we shouldn't go out tonight.

a) snows

b) is snowing

Appendix 6

Grade 8 – post – test

Fill in the correct form of the verb in brackets: Past Simple or Present Perfect Simple

1. The weather around here _____ terrible in the last few weeks. (BE)
2. Maria _____ her suitcase last night. (PACK)
3. I _____ volleyball since I was a teenager. (NOT PLAY)
4. We _____ wash the dishes. They're all clean now (HELP)
5. The Queen _____ her two-week tour through Australia yesterday. (START)

Choose the correct options.

- 0 I *fall out* / *argue* / *am friends* with lots of people who are my age. They're great fun to be with.
- 1 When parents *get engaged* / *get divorced* / *fall in love* it's very difficult for everybody in the family.
- 2 My big sister has *broken up with* / *got married to* / *got on well with* her boyfriend. She looks really angry and upset.
- 3 I think I have *fallen out with* / *asked out* / *fallen in love with* Harry Styles. He's so cute!
- 4 I *get engaged to* / *get annoyed with* / *get on well with* my brother-in-law. He's so nice.
- 5 My cousin is *getting divorced from* / *going out with* / *falling out with* a boy from school, but she hasn't told her parents yet.

Appendix 7

Fill in the gaps with the correct future tense - will, going to or present continuous.

1. Tomorrow they..... (drive) to New York.
2. I hope the weather..... (be) nice.
3. I offered him this job. I think he..... (take) it.
4. I promise I..... (not tell) anyone this secret.
5. Take your umbrella with you. It..... (rain)

Fill in the gaps with the correct future tense - will, going to or present continuous.

1. Tomorrow they..... (drive) to New York.
2. I hope the weather..... (be) nice.
3. I offered him this job. I think he..... (take) it.
4. I promise I..... (not tell) anyone this secret.
5. Take your umbrella with you. It..... (rain)

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Fill in the gaps with the correct future tense - will, going to or present continuous.

1. Tomorrow they..... (drive) to New York.
2. I hope the weather..... (be) nice.
3. I offered him this job. I think he..... (take) it.
4. I promise I..... (not tell) anyone this secret.
5. Take your umbrella with you. It..... (rain)

Grade 9 – post – test

Fill in the gaps with the correct future tense - will, going to or present continuous.

1. What are they..... (do) this evening?
2. I hope the weather..... (be) nice.
3. I offered him this job. I think he..... (take) it.
4. I promise I..... (not tell) anyone this secret.
5. Take your umbrella with you. It..... (rain)

Vocabulary exercises: Cooking

1. ___ the vegetables.
 - a) chop
 - b) mince
 - c) split
2. Put the tomato in the _____.
 - a) sieve
 - b) peeler
 - c) chopping board
3. Use the _____ to peel your potatoes.
 - a) cheese grater
 - b) can opener
 - c) peeler
4. We need this to get food out of a tin.
 - a) oven
 - b) tin opener

c) bowl

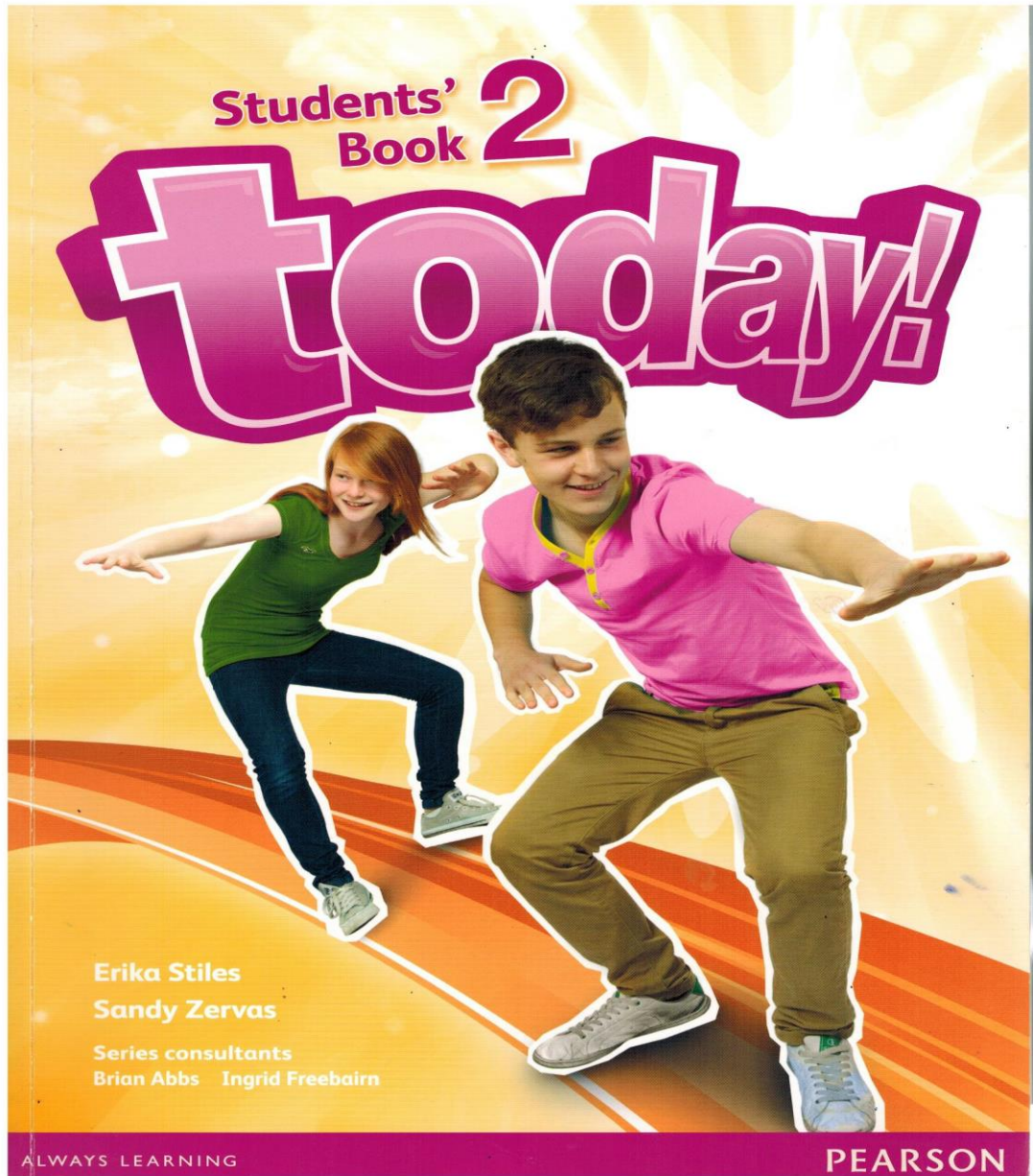
5. We can use this on the cooker to make sauces, soups and other foods

a) kettle

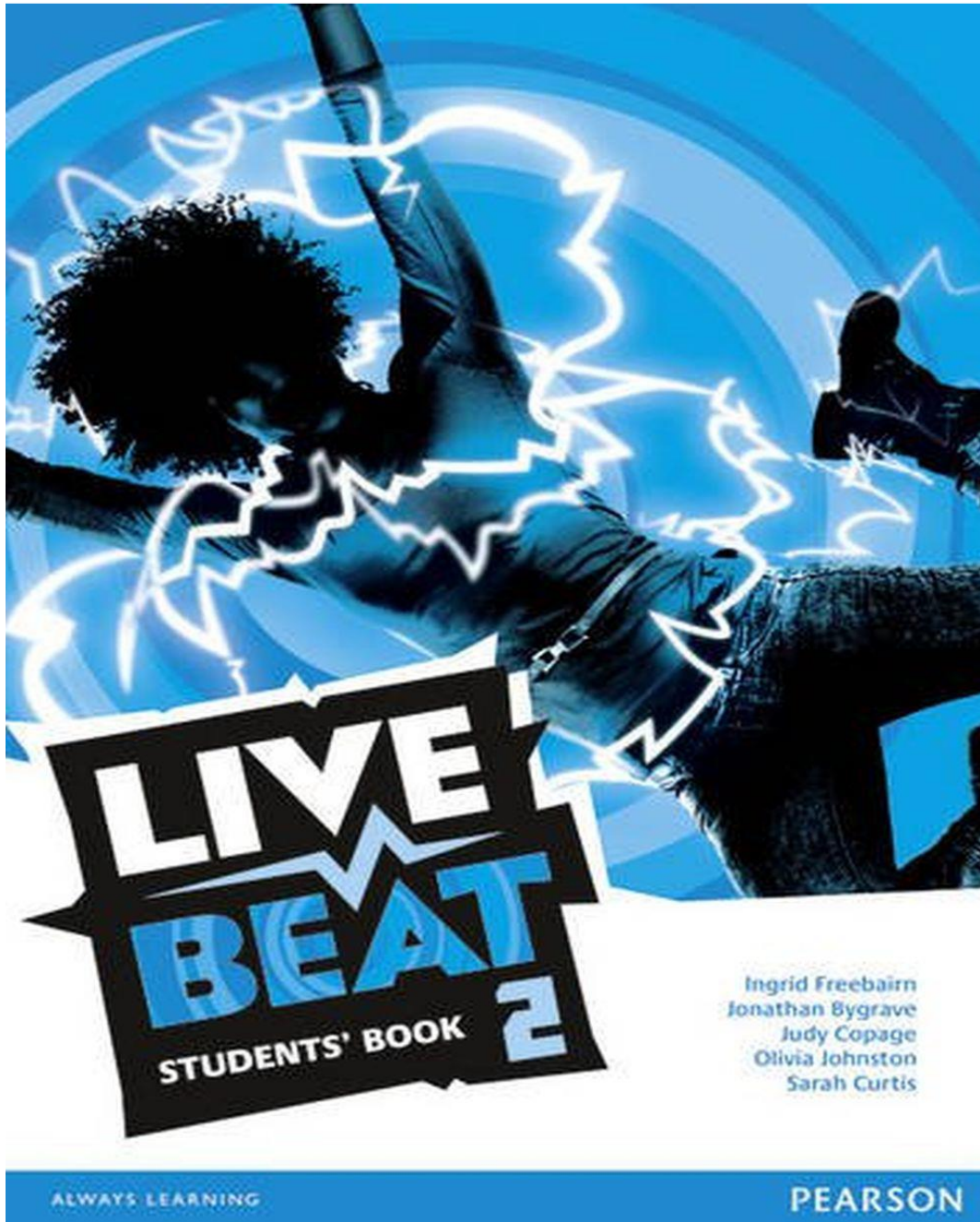
b) bowl

c) saucepan

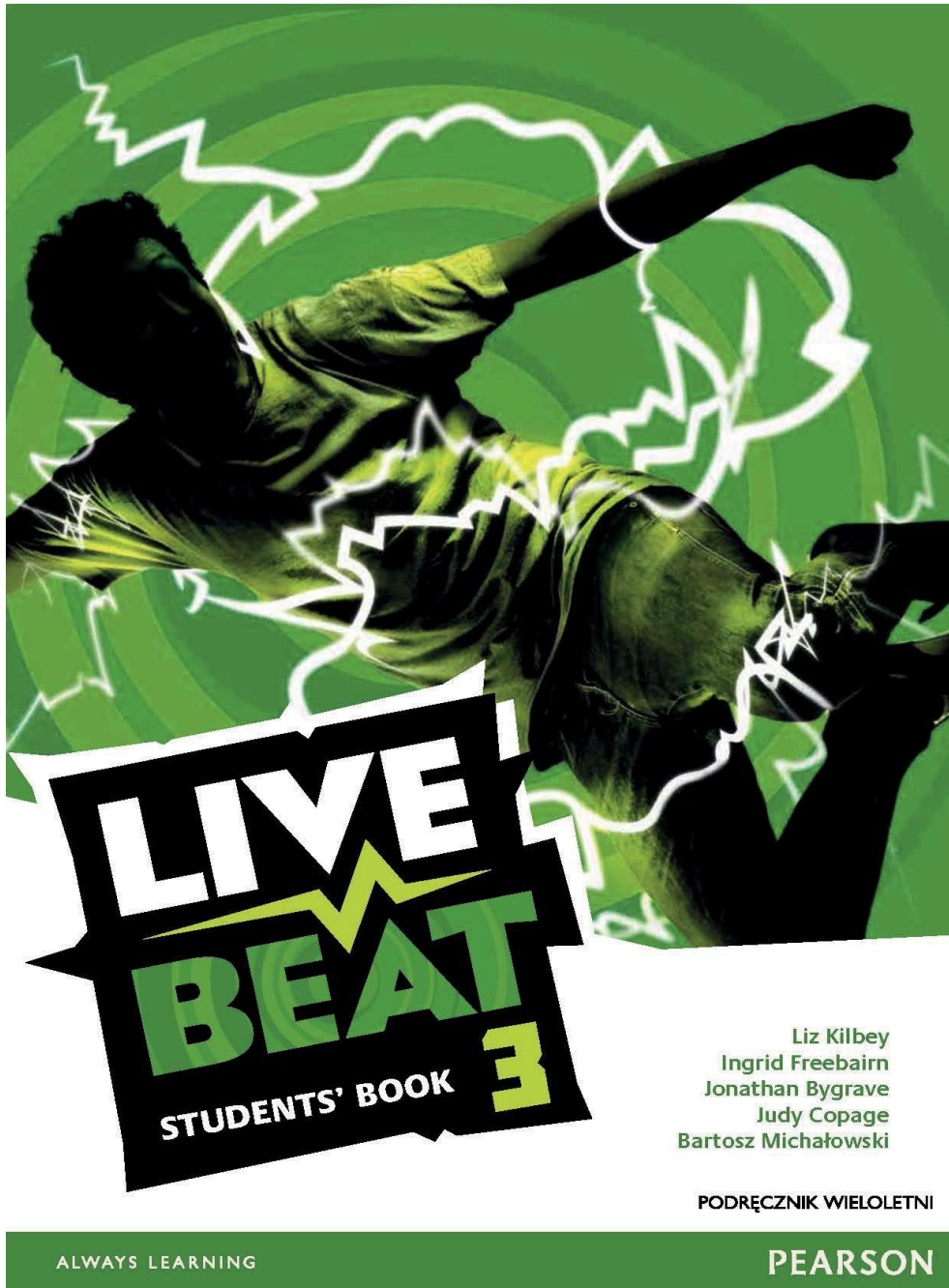
Appendix 8



Appendix 9



Appendix 10



Liz Kilbey
Ingrid Freebairn
Jonathan Bygrave
Judy Copage
Bartosz Michałowski

PODRĘCZNIK WIELOLETNI

ALWAYS LEARNING

PEARSON

Appendix 11

