METHODS FOLLOWED BY THE SOUTHERN GHOR DISTRICT TEACHERS TO INCREASE THE MOTIVATION AMONG SECONDARY STAGE STUDENT IN ENGLISH LANGUAGE

Waleed Mwanas Khalaf Al-Bawwat
English Language Supervisor
Southern Ghor District Directorate of Education
Ghor Al Safi Post Office, South Ghor District, Al Karak, Amman, Jordan,

ABSTRACT: *This study aims at identifying the methods followed by the Southern Ghor District teachers to increase the motivation among secondary stage students in English language, as well as identifying the most modern methods that can be followed to provoke the students' motivation in this sensitive phase of the student's age. The present study also focused on the importance of learning motivation and the factors that influence this motivation. The researcher has chosen the study sample from the English language teachers in the southern Ghor District, specifically the secondary stage teachers who have long experience in teaching this age group for no less than two successive years. The study produced a number of significant results and recommendations, and most importantly the presence of disparity in the rates of using the methods of provoking motivation by the secondary stage students and that there are no statistically significant difference in using those methods due to the variables of the study sample (gender, experience, academic degree). The researcher also recommends the necessity of activating the role of the governmental entities through the Ministry of Education in supporting teachers to increase the motivation of their students by the provision of the required material and tools, in addition to holding training courses and workshops for teachers to raise their efficiency is increasing the learning motivation of the students through the available material and tools at schools.*

KEYWORDS: Southern Ghor District, Teachers, Motivation, Student, English Language

INTRODUCTION

School teachers' mastership of motivation development methods and the increasing of the student attention to learning are of the most important skills the teachers must have while performing their educational work. Most workers in the field of education are aware of the importance of those methods for their students. Weak motivation and distraction are of the most significant obstacles that block the way of teaching students in different age stages.

Of the most prominent challenges that confront teachers are those which lie in the ability of the teachers themselves to attract the attention of the students to learning and stimulate them to focus on the educational tasks and enhance their response to be as a motive for achievement and learning. This will consequently result in adjusting their behavior and increasing and activating their personal abilities to realize the expected teaching objectives which are related to the scholastic stage and educational

subject (Saeed, 2008). That is why this study was conducted to identify the methods which will be used by the teachers of the southern Ghor District to educate and teach their students, attract their attention and increase their motivation to learning.

The problem of the study:
Considering the multiplicity of educational studies and researches, we notice that the severe weakness of motivation, internal or external, negatively affects their learning and class behavior and detains their ability to learning and school achievement and skills (smith, 2001). The decline of motivation among students has strong and direct effect on their ability to achievement on one hand and an element of anxiety and pressure on the teacher's feeling of accomplishment and the speed of realizing the teaching objectives on the other hand (Al-Zubaidi, 2003).

This constitutes the problem of the study in answering the following questions:
-To what degree do the Southern Ghor District teachers use the methods of increasing the learning motivation among the secondary stage students in English language?

-Is there a statistically significant difference of the degree of the Southern Ghor District teachers use of the methods of increasing learning motivation among the secondary stage students in English language related to the variables of the study sample (gender, experience and academic degree)?

Objectives of the Study:
This study is seeking to achieve the following objectives:
-Identifying the most common methods among English language teachers in the southern Ghor District to raise the efficiency of their students.

-Determining the degree of the southern Ghor District use of the motivation raising methods in English language for school students.

The importance of the study:
The importance of this study lies in two aspects:
First aspect: It is the theoretical aspect about the importance of motivation in the learning process as the researcher believes that the importance of motivation increases particularly in the advanced school stages because of the physiological changes in the adolescent and with which the distraction factors multiply. This study comes to provoke the care for this issue and to focus on the adoption of modern strategies in increasing the motivation among the secondary stage students.
Second aspect: It is the practical applied aspect the importance of which comes along with the results of this study which will clarify the methods used by the teacher and their agreement with the methods stated by the learning literature.

Previous studies:
Investigating many Arabic studies, I could not find a study that conforms with the theme of my study especially in the field of Arabic research. This may be attributed to the feebleness that exists in the governmental education authorities in the Arab homeland which do not support the educational research projects performed by researchers within their ministries of education. The study of "Mohammad Ridwan

1927": The researcher studies the achievement motivation in the level of academic achievement among a sample consisted of (120) secondary stage students in the Arab Emirates state. He divided the sample members into two groups: The first included those with low achievement who got (50%) to (60%) of academic rates. The researcher used the achievement motivation scale. The results of this study revealed intrinsic differences in motivation in favor of those with high achievement (Khalifah, 2005).

The study of "Jihan Rashed Al-Emran, 1994": The study was under the title: "achievement motivation and its relationship with academic achievement, and some demographic variables among a sample of elementary and preparatory stages students in Bahrain". The study aimed at identifying the relationship between achievement motivation and academic achievement and realizing the impact of the differences among the children who belong to different geographical areas in achievement motivation in addition to the relationship between the family size and achievement motivation. The study was conducted on a sample of (377) male and female students who were randomly chosen from (8) male and female schools of the elementary and preparatory stages in Bahrain. The researcher used the achievement motivation test to measure the students' motivation for achievement. The study produced the following results:
-The effect of familial bringing – up methods followed by parents in the Bahraini society on achievement motivation.
-The presence of a relationship between achievement motivation and academic achievement.
-The presence of an impact of the difference in geographic areas on achievement motivation.
-The presence of differences between males and females in achievement motivation in favor of the females (Bani Yunes, 2007).

The study of "Kozki, 1981": A longitudinal study which lasted for ten years in attempt to reveal the learning motivation dimensions. Kozki built his study on the foundation of a wide collection of interviews and investigations which he performed with all the students, their parents and teachers. The number of the investigations exceeded (1000). After conducting the statistical analysis, the researcher located (9) dimensions for academic motivation distributed on (3) psychological domains:

-The affective domain.
-The cognitive domain.
-The ethical and behavioral domain. (Hmeish Suhailah, 2012).

The study of Dweek, 1986: The researchr studied the effect of motivation in learning in the framework of the goal setting theory on a sample of (780) elementary students by using the scale of "WHAITENS MAX". It was indicated that motivation affects the children's acquirement and exploitation of knowledge. The study also pointed out that the children is internal motivation for learning is represented in the positive and active behavior like knowledge, effort, concentration, persistence, continual attempts to confront difficulties and independence in learning, while the actions of those with external motivation are represented in learning the negative weak behavior like

repulsion, opposition, avoidance, transfiguration and dependence on others (kumasha Asia, 2011).

Caption on the previous studies:
Most of the previous studies are about the effect of motivation on learning. They did not directly touch upon the motivation methods that can be adopted by teachers to increase and stimulate the motivation of the learners, and this is probably the reason that made me conduct this study to identify the most effective methods in provoking the students' motivation for learning.

Terminology of the study:
-Motivation: A set of internal and external circumstances which drive the individual to achieve a certain goal (Adas, Touk, 205).
-Secondary stage students: The students who accomplished their basic learning and moved to the secondary stage.
-Methods of increasing motivation: The measures and methods used by the teacher to increase the internal and external motivation of the students to learning and to ensure its continuation.

THE THEORETICAL FRAMEWORK

The concept and definition of motivation and its relation to learning:
Motivation has been defined through several orientations according to the theoretical psychological school in which each orientation represents (the behavioral orientation, the cognitive orientation, the human orientation or psychological analysis). Some believe that the concept of motivation is used to explain the level at which students invest their attention and efforts in the classroom educational situation (Brophy, 1987). Abu Jado and Saeed state that motivation is an internal state which drives the students to pay attention to the educational situation and perform a directed activity until learning is achieved (saeed, 2008). Thus, it could be said that motivation is an internal sate which is difficult to notice directly but we can infer its presence through the apparent behavior of individuals when exposed to a certain educational or social situation.

Motivation plays a great role in directing the learner's behavior through increasing the efforts, persistence and ability of the learner to deal with information and this reflects on their classroom performance and interaction with their peers in the educational situation as the relationship between motivation and learning is mostly as follows:
-Motivation affects the students' choice of goals.
-Motivation increases the exerted efforts to realize the goals.
-Motivation creates within the students the activity, persistence and desire to continue the work.
-Motivation determines the outcome that enhances learning.
-Motivation improves the students' performance, facilitates the teacher's work and increases their productivity. (Al-Etoum et al., 2005).

The factors that affect learning motivation:
Learning motivation is affected by several factors such as:
-Class atmosphere and teachers' practices.

-Students relations with each other.
-The mechanism of organizing the subjects and teaching experiences inside the classroom.
-The teacher's knowledge of the importance and role of motivation in the development of educational outcome.

The teacher has to organize the classroom teaching activities considering the needs of the learners, their abilities and readiness to receive information. The efficient teacher is the one who has the ability to know the internal state of the learner which drives him / her to pay attention to the educational situation and to exert the needed efforts to realize the goal. (katami, 2004).Motivation is a basic condition to achieve the goals of classroom teaching whether in the domain of varying teaching methods or in forming desirable tendencies to modify them in the light of social values and ethics, or in the field of achieving knowledge or in any field of acquired behavior in the educational situation. Here comes the role of the teacher to encourage the student through stimulating their interest in learning a specific and creative subject. In this way, the teacher maintains the learner's interest and motivation to learn by providing them with the familiar teaching experiences (Abu Jalaleh, Eleimat, 2001).

The importance of motivation:
The importance of motivation appears in many mental processes such as attention and realization or thinking, imagination and memory. Motivation increases the use of information in problem solving and creativity. The importance of motivation also appears in the educational life when used in achieving certain goals in a better way to direct the teachers and generate interests that make them practice cognitive activities (Joseph Nuthin, 1980).Learning which is based on the motives and needs of the students is regarded to be successful. The more stimulating to motives the lesson was, the stronger and more vital the learning process was (Zeidan and Al-Samlouti, 1985).

Methods of provoking motivation among learners:
Motivation provoking skills means: The process of finding the desire for learning with the learner and stimulating him / her as the execution of the lesson needs qualitative goals with lots of stimulants with the learner (Businnah, 2007).

Various researchers agree on a number of methods to provoke motivation such as:
-Developing positive emotions, elevating the morale and providing the learner with confidence in their ability to achievement.
-Allowing asking questions and putting the learner in a situation of researching and knowing.
-Connecting the lesson's objectives with the psychological, mental and social needs of the learner.
-Diversification in methods, approaches and activities in the one lesson and using different means to attract the curiosity of the learner.
-Presenting incentives like additional points or immaterial incentives like praising and positive assessment and avoiding negative assessment before others.

METHOD AND PROCEDURES:

The study population consists of the English language teachers in the Jordanian Ministry of Education who are followers of the directorate of education of the Southern Ghor District and who count (25) male and female teachers of the secondary stage.

The sample of the study consisted of (25) teachers from (25) questionnaire which were distributed on (16) secondary schools in the southern Ghor District. Table No. (1) Explains the characteristics of the study sample members.

Table No, (1)
The characteristics of the study sample members

Variable		Frequency	Percentage	Cumulative percentage
Gender	Male	10	%40	% 40
	Female	15	% 60	% 100
Experience	Less than 5 years	2	% 8	% 8
	5-10	8	% 32	% 40
	More than 10 years	15	% 6	% 100
Academic Degree	Bachelor's degree	19	% 76	% 76
	High diploma	3	% 12	% 88
	Master	3	% 12	% 100
Total		25	% 100	

The study tool:
The researcher prepared a special tool for the purposes of this study through the following steps:

-Viewing an adequate amount of the literature, researches and studies related to the subject of learning motivation and methods of provoking it (Al-Zubaidi, 2003; Katami, 2004; Hmeish, 2012; Kumasha, 2011).
-Part one: Represents the demographic data of the sample members (gender, experience, academic degree).
-Part two: Included five axes. The first axis included the supporters and incentives to enhance the motivation of learners. The second axis contained the classroom methods and activities. The third axis had the psychological, mental and social needs of the learner and the fourth axis was about freedom of learning and researching, While the fifth axis was the development of the positive emotions and elevating the morale of the students. The answers of each axis were distributed on three levels (always represented by the grade 3, little represented by the grade 2, rarely represented by the grade 1).

Statistical Treatment:
The data of this study was treated depending on the following:
-Using Pearson's correlation coefficient to determine the correlation degree of the clauses of each axis and the correlation of each axis with the total score.
-Using Chronbach's Alpha coefficient to determine the reliability of the tool.

-The test of (ANOVA) and (T-Test) were used to identify the differences in using the motivation styles among the members of the sample.
-Frequencies and arithmetic rates were used to determine the degree of using each method.

The Arbitrators Validity:
The study tool, in its initial form, was offered to a number of the teaching board members at the faculty of educational sciences at Jordan University. The tool contained five axes of the methods of increasing learning motivation with six clauses in each axis, after reviewing the opinions of the arbitrators who were seven, the modification was arranged according to the remarks bringing the tool to its final form of five axes each of which included five clauses.

Reliability:
The researcher used Pearson's correlation coefficient to calculate the correlation efficient of the clauses in each axis (table 2) and the correlation degree of each axis with the total score (table 3)

Table No. (2)
Pearson's correlation coefficient of the
study clauses distributed according to axes

First axis		Second axis		Third axis		Fourth axis		Fifth axis	
Clause No.	Correlation coefficient	Clause No.	Correlation coefficient	Clause No.	Correlation coefficient	Clause No.	Correlation coefficient	Clause No.	Correlation coefficient
1	594 **	1	496 **	1	695 **	1	776 **	1	770 **
2	695 **	2	759 **	2	603 **	2	791 **	2	628 **
3	578 **	3	715 **	3	765 **	3	710 **	3	733 **
4	650 **	4	684 **	4	785 **	4	682 **	4	765 **
5	662 **	5	684 **	5	681 **	5	741 **	5	778 **

Table (2) shows that all the clauses of each axis were significant which indicates that the tool is valid for measurement. Table (3) reveals the presence of high correlation between each axis and the total score of the tool.

Table No. (3)
Pearson's correlation coefficient for the correlation
of each axis with the total score

Axis	Correlation coefficient with total score
First	0.95 **
Second	0.96 **
Third	0.94 **
Fourth	0.90 **
Fifth	0.91 **
** significant at 0.01	

The researcher also used Chronbach's Alpha to identify the reliability of each axis and the overall reliability degree. Table (4) points out that the reliability of the first axis was (0.87), the second axis (0.78), the third axis (0.82), the fourth axis 90.92) and the

fifth axis (0.86) while the overall reliability of the tool was (0.85) which is suitable for the purposes of the study.

RESULTS OF THE STUDY

The results of the study will be shown and discussed according to the study questions which were formerly specified:

-First question: To what degree do the Southern Ghor District teachers use the methods of increasing the learning motivation among the secondary stage students in English language?

Table No. (4)
The degree of using methods of raising learning motivation among student by teachers

order	method	frequency	Percentage
1	The support and incentives to enhance the motivation of the learners.	23	0.92
2	Development of positive emotions and elevating the morale of students.	24	0.96
3	Classroom methods and activities.	22	0.88
4	Freedom of learning, researching and knowing.	17	0.68
5	The psychological, mental and social needs of the learner.	18	0.72

The previous table points out that three methods out of five are followed by teachers to develop learning motivation among students permanently with an incidence rate that ranged between (%88) and (%96) while the incidence rates of the other two axes ranged between (%68) and (%72).

Second question: Is there a statistically significant difference of the degree of the Southern Ghor District teachers use of the methods of increasing learning motivation among the secondary stage students in English language related to the variables of the study sample (gender, experience and academic degree)?

To answer this question, the researcher derived three sub – questions as follows:

First sub – question: Is there statistically significant difference at (a=0.05) to the degree of the southern Ghor District teachers use of the methods of increasing learning motivation among the secondary stage students in English language due to gender?

The following table shows the non – existence of statistically significant differences among the teachers in using the methods of increasing learning motivation among the secondary stage students in English language due to gender.

Table No. (5)
T – test of the differences among the sample

Axis	Gender	Arithmetic mean	Standard deviation	Degrees of freedom	T value	Significance level
First	Male	11.2000	.78881	23	1.065	0.078
	Female	10.7333	1.09978	23	1.071	0.086
Second	Male	11.6000	1.07497	23	2.18	0.073
	Female	11.7333	.88372	23	2.26	0.081
Third	Male	12.2000	1.75119	23	1.91	0.062
	Female	11.7333	1.66762	23	1.99	0.070
Fourth	Male	12.6000	1.64655	23	1.78	0.102
	Female	12.6667	1.44749	23	1.85	0.110
Fifth	Male	11.0000	.81650	23	1.66	0.094
	Female	10.6000	1.05560	23	1.74	0.103
Total	Male	58.6000	4.11501	23	1.44	0.175
	Female	57.4667	4.37308	23	1.52	0.183

The above stated table shows the non – existence of differences among teachers in using motivation increasing methods according to the gender of the teacher. This result means that the teachers of both genders realize the importance of learning motivation to the secondary stage students which agrees with all the theoretical orientations which were previously explained in the theoretical part.

Second sub – question: Is there statistically significant difference at (a=0.05) to the degree of the southern Ghor District teachers use of the methods of increasing learning motivation among the secondary stage students in English language due to experience? The following table shows the non – existence of statistically significant differences among teachers in using the methods of increasing learning motivation among the secondary stage students in English language due to experience.

Table No. (6)
One – way ANOVA to test the differences among samples

Experience		Total sum of squares	df	Mean of squares	F value	Significance level
First axis	Among groups	1.732	2	.866	.862	0.436
	Within groups	22.108	22	1.005		
	total	23.840	24			
Second axis	Among groups	7.866	2	3.933	1.4643	0.1971
	Within groups	53.19	22	2.4174		
	total	61.056	24			
Third axis	Among groups	8.740	2	4.370	1.627	0.219
	Within groups	59.100	22	2.686		
	total	67.840	24			
Fourth axis	Among groups	3.327	2	1.663	.726	0.495
	Within groups	50.433	22	2.292		
	total	53.760	24			
Fifth axis	Among groups	2.185	2	1.093	1.180	0.326
	Within groups	20.375	22	.962		
	total	22.560	24			

The above stated table shows the non – existence of differences among teachers in using the methods of increasing motivation according to the teacher's experience. This result means that the English language teachers of the secondary stage at the education directorate of the southern Ghor District have high level of efficiency and ability to stimulate the motivation of the students. This was asserted by the

supervisors of the English language subject at the education directorate of the southern Ghor District.

Third sub – question: Is there statistically significant difference at (a=0.05) to the degree of the southern Ghor District teachers use of the methods of increasing learning motivation among the secondary stage students in English language due to academic degree? The following table shows the non – existence of statistically significant differences among teachers in using the methods of increasing learning motivation among the secondary stage students in English language due to the academic degree.

Table No. (7)
One – way ANOVA to test the differences
among the samples

Experience		Total sum of squares	df	Mean of squares	F value	Significance level
First axis	Among groups	3.0456	2	1.5228	0.5193	0.513
	Within groups	58.0104	22	2.637		
	total	61.056	24			
Second axis	Among groups	3.580	2	1.790	2.205	.134
	Within groups	17.860	22	.812		
	total	21.440	24			
Third axis	Among groups	3.384	2	1.692	.577	.570
	Within groups	64.456	22	2.930		
	total	67.840	24			
Fourth axis	Among groups	3.222	2	1.611	1.9845	0.1206
	Within groups	16.074	22	0.7308		
	total	19.296	24			
Fifth axis	Among groups	4.279	2	2.140	2.575	.099
	Within groups	18.281	22	.831		
	total	22.560	24			

The above stated table shows the non – existence of differences among the teachers in using the methods of increasing motivation according to the teacher's experience, this result means that having the ability to provoke the student's motivation does not need academic degrees but is basically connected to the cultural structure of the teacher and their desire to develop their teaching methods and strategies.

RESULTS AND RECOMMENDATIONS OF THE STUDY

First: Results of the Study
-The awareness of English language teachers at the education directorate of the southern Ghor District of the importance of raising and stimulating the motivation among the secondary stage students for its benefits in improving the academic performance and achievement of the students.
-There are no differences among the teachers of the southern Ghor District in using the methods of increasing the learning motivation among the secondary stage students in English language due to gender.
-There is no governmental support by the Ministry of Education in Jordan to contribute in providing the teachers with materials and tools to help them increase the motivation of their students.

-There are no differences among the teachers of the southern Ghor District in using the methods of increasing the learning motivation among the secondary stage students in English language due to experience.

-There are no differences among the teachers of the southern Ghor District in using the methods of increasing the learning motivation among the secondary stage students in English language due to academic degree.

Second: Recommendations of the study

-Activating the role of governmental bodies through the Ministry of Education in supporting the teachers to increase the motivation of their students by providing them with the necessary materials and tools.

-Holding training courses and workshops for the teachers to raise their efficiency in increasing the learning motivation of the students through the materials and tools which are available at schools.

-The researcher recommends that the teachers get to know the latest methods of increasing the motivation among the secondary stage students even if it were only theoretically.

-Conducting more field studies and researches to identify the latest methods of increasing the learning motivation and which fit in the Jordanian environment.

-The researcher also recommends providing the secondary stage students with suitable teaching environment in the remote areas in the Hashemite Kingdom of Jordan.

REFERENCES

-Sa'eed, Suad Jabra (2008), emotional intelligence and the psychology of unlimited energy, modern book world, Jordan.

-Smith, D, (2001) Introduction To special Education, 4th. Ed, Allyn and Bacon.

-Al-Zubaidi, Khawlah (2003), modern teaching and learning methods, institute of general management, cairo, Egypt.

-Sa'eed, Suad Jabra (2008), emotional intelligence and the psychology of unlimited energy, modern book world, Jordan.

-Adas, Abdut-Rahman, and Touk, Muhiddeen (2005), introduction to psychology, Dar Al-Fikr Al-Arabi, Jordan.

-Bropty, J, (1987). Syntheses of Research on strategies for Motivating students to learn Education psychology, 45, 40-48

-Al-Etoum, Adnan Yusef, Al-Jarrah, abdul-Naser, Alawneh shafeeq and Abu-Ghazaleh, Mu'awyah (2005), Educational psychology, theory and application, Dar al-Masirah, Jordan.

-Katami, Nayfeh (2004), Learning: basics, theories and applications, Dar Al-Marifah Al-Jamiyah.

-Joseph Nuthin (1980) theroie de la motivation humain puf psychologue d. au ord. hui -1er edition.

-Abu Jalaleh, Subhi Hamdan and Eleimat, Mohammad Mukbel (2001), modern general teaching methods, al-Falah library, Kuwait.

- Businnah, Mahmoud (2007). Standard psychology – Basic principles, lateral publications office, Bin Ankoun, Algeria, ed. 1.

-Enas, khalifah 205, growing stages, its development and care, Dar Majdalawi for publishing, Lebanon, ed. 1.

-Mohammad Bani Yunis, 2007, principles of psychology, growth, Al-Shurouq for publishing and distribution, Gazzah, no print.

-Hmeish, Suhailah (2012), psychological agreement and its relation to learning motivation among the first year university students, Al-Buwairah University.

-Asia, kumasha (2011), school orientation and its relation with learning motivation among the first secondary students, Al-Buwairah university.

Annexes:

Annex No. (1)

Dear brother / sister / …….

Peace and blessings of Allah be upon you, with all due respect, I ask for your cooperation to perfect this study by filling the attached questionnaire which consists of five axes about the subject of:

The methods followed by the Southern Ghor District teachers to increase the motivation among secondary stage students in English language

Considering that all the information you provide will be treated in complete confidentiality and will not be used except for the purposes of scientific research. We promise to furnish you with a copy of the results of the research upon its termination.

Please accept the highest indications of respect and appreciation.

The Researcher

Waleed Al-Bawwat

English Language Supervisor

Southern Ghor District directorate of education

First Axis:

Demographic Data:

Gender

1-   Male

2-   Female

Academic Degree

1-   Bachelor's degree

2-   High diploma

3-   Master's degree

Years of Experience

1-   Less than 5 years

2-   From 5 to 10 years

3-   More than 10 years

Second Axis: Methods followed by the teachers of the Southern Ghor District to increase motivation among secondary stage students in English language

Part 1	Using support and incentives to enhance the motivation among the learners	Always	little	Rarely
1	Using gestures to attract the attention of students			
2	I diversify the methods of classroom interaction in each lesson			
3	I resort to sensual stimulants (visual and auditory) during the learning process			
4	I use the positive responses of students as stimulant			
5	I say many enthusiastic sentences to motivate the students.			
Part 2	Diversification in the classroom methods and activities in the one lesson	Always	little	Rarely
6	I organize the class environment in an attractive manner that inspires the desire for learning			
7	I vary the teaching methods I follow with my students			
8	I use feedback to make the learner aware of their positive results			
9	I resort to modern teaching methods in each lesson			
10	I create noticeable changes in the surrounding class environment			
Part 3	Connecting the goals of the lesson with the psychological, mental and social needs of the learner			
11	I clarify the teaching objectives of the lesson in each class			
12	I explain to the students the importance of achieving the objectives of the lesson			
13	I present some example from the factual life of the students			
14	I consider the individual differences in the psychological needs of students			
15	I help the students to imaging the educational situation mentally			
Part 4	Providing an adequate amount of freedom in learning and knowing skills	Always	little	Rarely
16	I arouse the curiosity of students to go deeply in the educational material			
17	I charge the students with some extra assignments which range from easy to difficult			
18	I adopt the dialogue style in presenting the educational material			
19	I resort to role – playing strategy with students			
20	I replace sudden tests with reports prepared by the students themselves about the next educational subject.			
Part 5	Developing positive emotions and elevating the morale of the students	Always	little	Rarely
21	I positively enhance the student each time they participate			
22	I avoid discussion with the students who give wrong answers			
23	I provide solution keys when offering a problem to students			
24	I share all the students in the educational class activity			