

## **SUSTAINING SECONDARY TEACHERS' INTRINSIC MOTIVATION IN TEACHING EFL: A CASE STUDY OF KHARTOUM STATE- SUDAN**

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**ABSTRACT:** *The aim of this paper is to explore and sustain intrinsic motivation which is often missing in EFL secondary teachers and without it success in learning is improbable. In order to solve the above problem, the paper is conducted in some secondary schools of Khartoum State making use of two tools: direct observations and an attitude scale in order to obtain valuable information. Then, the researcher uses the descriptive method to examine the data in detail. Afterwards, he uses the SPSS programme to compute it. Some of the findings are as follows: Intrinsic motivation is enriched by; an inner desire to instruct EFL, good relationship between EFL teachers and their students, a high emotion of effectiveness in the classroom and an environment that leads to students' motivation. The researcher recommends that, those responsible for secondary education should take intrinsic motivation issues seriously and revise certain policies to enhance teachers' motivation.*

**KEYWORDS:** Intrinsic motivation, attitude scale, descriptive method, SPSS programme.

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### **INTRODUCTION**

The challenge of teaching EFL is to sustain intrinsic motivation in order to support the process of learning English. Hence, to facilitate learning EFL teachers can utilise some activities to do that. According to Oxford, R., and Shearin, J. (1994), "Motivation is considered by many to be one of the main determining factors in success in developing a second or foreign language." (p.12). It is existed among many researchers that motivation is importance for successful foreign language acquisition, but there is less agreement about what motivation actually consists of. In her article Kendra Cherry (2020) stated that, "motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. In everyday usage, the term – motivation- is frequently used to describe why a person does something. It is the driving force behind human actions." She took the same issue further when she added that, "different types of motivation are frequently described as being either extrinsic or intrinsic:

- **Extrinsic motivations** are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition, or praise.

- **Intrinsic motivations** are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification of solving a problem.” (n. p.).

EFL teachers should be well aware of intrinsic motivational factors and their roles in teachers’ performance. Kálmán Csaba (2018), claimed that “an interesting and enjoyable learning environment is conducive to motivation not only because learners become intrinsically motivated, but also because if teachers enjoy the environment they work in, their enthusiasm is transmitted to the learners, which, in turn, will again help the learners maintain their motivation over a sustained period of time that learning a language requires.” (p.35). Linda D, et al. (2020) stated that, “students will work harder to achieve understanding and will make greater progress when they are motivated to learn something. However, motivation is not just inherent in the individual; it can be developed by skillful teaching. (p.122).

### **Statement of the Problem**

EFL teachers who are motivated intrinsically can be real helpers to their students to use the language effectively. On the contrary, most of the EFL teachers at secondary schools of Khartoum State do not:

- offer their students the benefits that should be offered while teaching.
- consider the idea of motivating the students.

This situation has been strengthening with the fact that, teachers at secondary schools of Khartoum State do not use learning activities which motivate their students while they are learning EFL.

The researcher can explore and examine the above problem since it is possible for him to collect data that match the question: “Is it necessary for the EFL teacher to be motivated intrinsically?” In fact, the above-mentioned problem suits the researcher as it can be tackled empirically (i.e. via numerical data/ quantitative data) or non-empirically (i.e. through non-numerical data/ qualitative data).

### **Questions of the Study**

To support the truth that good research questions are essential to guide his research paper, pinpoint exactly what he wants to find out and give his work a clear focus and purpose, the researcher submits the following questions:

1. Will Teaching EFL become interesting for teachers, at secondary schools of Khartoum state, by utilising creativity in their teaching?
2. Do you experience a high feeling of effectiveness in the classroom while you are teaching EFL?
3. Will you have confidence while you are teaching EFL motivatedly at secondary schools of Khartoum state?
4. Can you possess internal desire to teach EFL, at secondary schools of Khartoum state, if you have enough persuasion?

### **Hypotheses of the Study**

The following hypotheses are relational since they state relationship between variables. So, they should be clear, precise, and capable of being tested. They should, also, define the problem of the study and provide a solution to it. Considering the foregoing characteristics, the researcher offers these hypotheses:

1. Teaching EFL, at secondary schools of Khartoum state, will become interesting for teachers by utilising creativity in their teaching.
2. Teachers of EFL, at secondary schools of Khartoum state, will experience a high feeling of effectiveness in the classroom if they are stimulated.
3. Teachers of EFL, at secondary schools of Khartoum state, will have confidence if they are motivated enough.
4. Teachers, at secondary schools of Khartoum state, can possess internal desire to teach EFL if they have enough persuasion.

### **Significance of the Study**

The importance of this paper can be represented by the following advantages. First, it will be of value to community since a great number of EFL teachers might use its results and since it deals with a universal field of knowledge. Second, it may help in giving teachers a domestic ready-made subject, which concerning their career. Third, the researcher is hoping for this paper to be an attempt by which he can help the specialized persons- such as: interested readers, teachers who are concerned with EFL, and those who are involved in LT and applied linguistics- to carry on researching in this area of knowledge.

### **Limitations and Delimitations of the Study**

As we know delimitations show the area which the research paper will explore, that is to say it will specify the range within which the study will be operating. Because of what has just been mentioned, this study is focused on how teachers- of Khartoum state secondary schools- sustain intrinsic motivation in teaching EFL. Then, the study is conducted in the academic year (2018-2019). Limitations, however, aim to identify potential weaknesses of the study. It would have been more complete and meaningful, if this study included other schools in different regions of the Sudan. Furthermore, the attitudinal scale is - to some extent- incomplete device since the respondents' personality and mood are subjective items. Hence, those respondents:

- cannot show their attitudes towards the situation happening.
- may not really know how they feel about issues that have something to do with society.
- may express socially acceptable opinions only.

### **LITERATURE REVIEW**

Reviewing the literature is an essential task since it describes how this research paper- in question- is belonged to prior researches in the field. It is, also, a task that shows the originality and relevance of the research paper problem. Furthermore, the literature

review justifies the researcher's proposed methodology. Teachers of Khartoum state secondary schools should have to know the role of effective teaching in sustaining motivation. The researcher sets this study via topics and shows how each of these topics connects to the problem of this research paper. In fact, the hypotheses provide a supporting structure around which such arrangement can be built. In other words, because the study investigates four hypotheses empirically, the organization process is done for them collectively.

### **What Is Intrinsic Motivation?**

Teachers are important factors in determining the standard of teaching that students receive. Teachers' motivation has an important effect on students and their satisfaction. According to Harleen, D. (2019) "intrinsic motivation is a person's willingness to engage in an activity for entertainment or a challenge rather than reward. To some, the reward is the behavior itself, as opposed to meeting a tangible goal or reaping benefits. Intrinsic motivation is found in all aspects of life. An example is learning a new language for the fun of it and to experience new things, not because your job requires you to do so. Another example is painting or sculpting for personal enjoyment, instead of profit." (n. p.).

The researcher agrees with Hutchinson, and Waters (1987) who claim, that "EFL, as much as any good teaching, needs to be intrinsically motivating. It may, still, need to be sweetened with the sugar of enjoyment, fun, creativity, and a sense of achievement." (Cited in Al-Haj, A. M., 2011, p.526). Krystle M. V., (2012) presented that "intrinsic motivation can be increased through engaging learning experiences. Teachers need to deliver content in a way that grabs the attention of their students – for example, teachers can utilise members of the school community, have lessons outside of the classroom or have students dress up as certain characters. Engaging students can assist in the struggle against loss of motivation, dislike of subjects and disruption of classroom management." (p.33)

### **Intrinsic versus Extrinsic Motivation**

Extrinsic, sometimes called external motivation, is where people are motivated to act or behave in a certain way in order to receive a desirable outcome. Intrinsic motivation is a person's willingness to involve into an activity for its sake. Roland Benabou (2003) stated that, "a substantial body of experimental and field evidence indicates that extrinsic motivation (contingent rewards) can sometimes conflict with intrinsic motivation (the individual's desire to perform the task for its own sake)." (p. 490). In extrinsic motivation, a person is motivated by using external factors to have a reward like money and /or praise. For instance, students may be extrinsically motivated when they read literature to have high marks in examination, but are intrinsically motivated when they find literature enjoyable.

Calhudson (2020) claimed that "intrinsic motivation is simply the motivation to do something because it is personally rewarding. For example, you might play a sport because you enjoy it, or you might complete a puzzle because you find the challenge interesting. This would be intrinsic motivation, and this is the holy grail of learning. The opposite is extrinsic motivation. This is when external factors are required to

motivate you towards doing something. Examples are competing at a sport to win a trophy, or being paid to complete a task. This is extrinsic motivation, and it's best used to compliment your students' intrinsic motivations. One thing that you should notice straight away is that almost everything we use as teachers is extrinsic. Praise, rewards, stickers, candy, wanting to make parents proud, awards: all extrinsic motivation." (n. p.).

## **METHODS AND PROCEDURE (DESIGN OF THE STUDY)**

### **Methods**

In the process of collecting and using the data ( empirical investigation ) the researcher utilises two tools; namely:

1. Direct observations (qualitative method),
2. An attitudinal scale (quantitative method).

Using qualitative and quantitative tools will strength and support each other. Then, this will ensure that understanding is improved by integrating different tools in collecting the data. Because of that, the researcher chooses these two tools to exchange and evaluate ideas about intrinsic motivation in the prescribed setting. Julia Brannen (2005), claimed that "The association of qualitative research with an inductive logic of enquiry and quantitative research with hypothetic-deduction can often be reversed in practice; both types of research may employ both forms of logic." (p. 175).

### **Instruments**

To collect data relevant to the topic, the researcher makes use of the following attitudinal scale with 8 statements. This attitudinal scale has been developed for 40 EFL teachers in order to give their views on these four variables:

- utilising creativity in teaching,
- teachers' high feeling of effectiveness,
- teachers' confidence and
- teachers' internal desire to teach.

The attitudinal scale is employed to collect detail information from the EFL teachers who have been mentioned earlier. Each two statements are set under one of the above four domains. (See the attitudinal scale underneath). In addition to the attitudinal scale, the researcher uses an observational method to study classroom events, i.e., to observe teachers and students while they are in their classes.

**Attitude Scale for Measuring Teachers' Intrinsic Motivation**

Name:.....  
 Education: Graduate ( ) ostgraduate ( )  
 Experience (in years): 6-10 ( ) 11-15 ( ) 15+ ( )

Please would you note that the purpose of this scale is merely to help in writing a research paper and that there are no right or wrong answers. Please respond to each of the statements below by writing a number from 1-5 in the box, opposite to it, using the following explanation:

- 5 = SA = strongly agree
- 4 = A = agree
- 3 = NS = not sure
- 2 = D = disagree
- 1 = SD = strongly disagree

Please, try to respond quickly as an immediate response is best.

**Utilising creativity in teaching**

	<i>The Statements</i>	SA	A	NS	D	SD
1	Teaching EFL, at secondary schools of Khartoum state, will become interesting for teachers by utilising creativity in their teaching.					
2	Creative EFL teachers stimulate their students to use English frequently.					

**Teachers' high feeling of effectiveness**

	<i>The Statements</i>	SA	A	NS	D	SD
1	Teachers of EFL, at secondary schools of Khartoum state, will experience a high feeling of effectiveness in the classroom if they are stimulated.					
2	Stimulated teachers of EFL always praise their students who express themselves effectively.					

**Teachers' confidence**

	<i>The Statements</i>	SA	A	NS	D	SD
1	Teachers of EFL, at secondary schools of Khartoum state, will have confidence if they are motivated enough.					
2	Motivated EFL teachers encourage their students to use English confidently in and outside the classroom.					

**Teachers' internal desire to teach**

	<i>The Statements</i>	SA	A	NS	D	SD
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1	Teachers, at secondary schools of Khartoum state, can possess internal desire to teach EFL if they have enough persuasion.					
2	A motivated EFL teacher is stimulated heavily by an inner need to help his students to learn English.					

**Procedure**

The researcher outlines the procedure of developing the instruments, that is to say, he includes the steps that taken to obtain data validity and reliability on these instruments. The procedure, which he uses, is as follows: First, he conducts direct observations and deals with the attitudinal scale. Second, the researcher main task in the step which followed is that he discusses the findings and draws conclusion recommendations and further research

## **DATA ANALYSIS**

This is the most important part of the study. In it the researcher analyses and summarizes the collected data. In other words, this part involves the interpretation and analysis of data by using analytical and descriptive means to determine the relationship between intrinsic motivation and the four variables which are presented by the researcher. The researcher organizes and presents the results around the hypotheses of the study. In other words, he tackles the hypotheses one after the other in an agreed order.

### **Analysis of the Attitudinal Scale Variables**

The tables from 1-4 below provide the frequencies of the four attitudinal variables with their percents. These variables are as follows:

- Utilising creativity in teaching,
- Teachers' high feeling of effectiveness,
- Teachers' confidence, and
- Teachers' internal desire to teach.

The total of the frequencies of each variable is 40. All the above variables are independent factors of teaching EFL and are essential for intrinsic motivation to be achieved.

The percentages obtained for these variables indicate that such independent variables clearly sustain teachers' intrinsic motivation of teaching EFL. Table 3 shows that (teachers' confidence) has the greatest value of 86.5 because respondent teachers classify it as an essential factor to a good teaching atmosphere. The second value is 85.5 and it identifies that (teachers' high feeling of effectiveness) as an independent factor acts an essential part in teachers' intrinsic motivation (table 2). (Teachers' internal desire to teach) with the percentage of 81.0 has its positive effects on inactive teachers by arousing their intrinsic motivation when they teach EFL (see table 4). The fourth variable is in table 1 and it is (utilising creativity in teaching) with the percentage of 73.5 which denotes that teaching EFL will become interesting for teachers by utilising creativity in their teaching. On the one hand the above information shows that teachers' intrinsic motivation strongly depends upon these independent factors, and on the other hand teaching EFL, also, depends on motivation. To put it simply, these variables- whether they are dependent or independent- are important for intrinsic motivation which is important for teaching EFL as well.



	Frequency	Percent	Valid percent	Cumulative percent
Valid Strongly disagree	2	1.0	1.0	1.0
Disagree	4	4.0	4.0	5.0
Not sure	7	10.5	10.5	15.5
Agree	19	38.0	38.0	53.5
Strongly agree	8	20.0	20.0	<b>73.5</b>
		26.5	26.5	100.0
Total	40	100.0	100.0	100.0

Table 1  
**Utilising creativity in teaching**

	Frequency	Percent	Valid percent	Cumulative percent
Valid Strongly disagree	1	0.5	0.5	0.5
Agree	25	50.0	50.0	50.0
Strongly agree	14	35.0	35.0	<b>85.5</b>
		14.5	14.5	100.0
Total	40	100.0	100.0	100.0

Table 2  
**Teachers' high feeling of effectiveness**

	Frequency	Percent	Valid percent	Cumulative percent
Valid Agree	27	54.0	54.0	54.0
Strongly disagree	13	32.5	32.5	<b>86.5</b>
		13.5	13.5	100.0
Total	40	100.0	100.0	100.0

Table 3  
**Teachers' confidence**

	Frequency	Percent	Valid percent	Cumulative percent
Valid Disagree	6	6.0	6.0	6.0
Agree	20	40.0	40.0	40.0
Strongly agree	14	35.0	35.0	<b>81.0</b>
		19,0	19,0	100.0
Total	40	100.0	100.0	100.0

Table 4

**Teachers' internal desire to teach**

These three attitudinal variables, below, have similar attributes of the fourth variable 'utilising creativity in teaching':

- teachers' high feeling of effectiveness,
- teachers' confidence, and
- teachers' internal desire to teach.

As a matter of fact, the four variables are important in achieving intrinsic motivation. The researcher believes that all these variables are independent variables and all of them are essential for teaching English as a foreign language.

As we know, independent variables are the variables which directly influence the dependent ones. The researcher is looking for the possible effect that might be influenced the dependent variables. So, he uses the analysis of cross-tabulation with chi-square to decide if the four variables in question are independent. It has been stated by the Qualtrics<sup>XM</sup> platform (2020) that "the Chi-square statistic is the primary statistic used for testing the statistical significance of the cross-tabulation table. Chi-square tests determine whether or not ... variables are independent. If the variables are independent (have no relationship), then the results of the statistical test will be "non-significant" and we are not able to reject the null hypothesis, meaning that we believe there is no relationship between the variables. If the variables are related, then the results of the statistical test will be "statistically significant" and we are able to reject the null hypothesis, meaning that we can state that there is some relationship between the variables. The chi-square statistic, along with the associated probability of chance observation, may be computed for any table. If the variables are related (i.e., the observed table relationships would occur with very low probability, say only 5%) then we say that the results are "statistically significant" at the .05 or 5% level." (n. p.)

As a matter of fact, the following tables from 5-7 show a high relationship between these three independent factors and the first factor with the name 'utilising creativity in teaching' since all the calculated levels of significance for Chi-square test are .000 for these three factors. That is to say, the three calculated levels of significance are less than the standard level which equals .05.

**Crosstab**

Count		effect 1			Total
		strongly disagree	agree	strongly agree	
extmot disagree s 1	strongly disagree		1	1	2
	disagree		4		4
	not sure		1	6	7
	agree	1	12	7	19
	strongly agree		7		8
Total		1	25	14	60
				60	100

Table 5

**Chi-square**

	value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	144.61 <sup>a</sup>	15	<b>.000</b>
Likelihood	155.32	15	<b>.000</b>
N of Valid	100	15	<b>.000</b>

**Crosstab**

Count		confid 1		Total
		agree	strongly agree	
extmot disagree s 1	strongly disagree	1	1	2
	disagree	3	1	4
	not sure	6	1	7
	agree	14	5	19
	strongly agree	3	5	8
Total		27	13	60
			60	100

Table 6

**Chi-square**

	value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	112.63 <sup>a</sup>	10	<b>.000</b>
Likelihood	139.55	10	.000
N of Valid	100		

**Crosstab**

Count

	interdes 1				Total
	disagree	agree	strongly agree		
extmot strongly disagree		1	1		2
s 1 disagree		5	2		7
not sure	6	9	4		19
agree		5	3		8
strongly agree				60	60
Total	6	20	14	60	100

Table 7

**Chi-square**

	value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	139.15 <sup>a</sup>	15	<b>.000</b>
Likelihood	153.00	15	.000
N of Valid	100		

As I have just mentioned, there is strong relationship between the above four variables which are independent factors that lead to intrinsic motivation. So, after motivation-itself- is existed, it will also become an independent factor without it teaching EFL is an impossible task. Such process denotes that intrinsic motivation is a sustaining factor in teaching English as a foreign language in secondary schools of Khartoum state.

With regard to the preceding findings, the researcher claims that the study has operated since these results coincide with the following four relational hypotheses of the study:

1. Teaching EFL, at secondary schools of Khartoum state, will become interesting for teachers by utilising creativity in their teaching.
2. Teachers of EFL, at secondary schools of Khartoum state, will experience a high feeling of effectiveness in the classroom if they are stimulated.
3. Teachers of EFL, at secondary schools of Khartoum state, will have confidence if they are motivated enough.
4. Teachers, at secondary schools of Khartoum state, can possess internal desire to teach EFL if they have enough persuasion.

### **Interpretation of the Observational Data**

It is difficult to analyse qualitative data since there are not certain rules to follow. To put it simply, there are no statistical tests of significance to facilitate interpretation of qualitative data. Nevertheless, the researcher used an observational method in order to strengthen the attitudinal scale results and to study language use and classroom events. Therefore, he attended ten lectures and collected detailed qualitative data- from inside the classrooms- about applying the principles of motivation in teaching EFL. Then, the researcher noticed that most of the EFL teachers did not make use of classroom activities and did not manage their classes in a satisfactory way as well since they were not intrinsically motivated. Then, the researcher, also, observed that more than 85% of the students were unable to understand what was happening as they were not motivated, however motivation was an essential factor in teaching and learning EFL.

As mentioned above, the researcher's comments do not agree with the ones of the attitudinal scale. In addition to that, these comments do not agree with Oxford, R., and Shearin, J. (1994) view that "motivation is considered by many to be one of the main determining factors in success in developing a second or foreign language." (p.12).

Unfortunately, most of the EFL teachers of Khartoum state secondary schools do not use suitable and proper principles of motivation and do not use the appropriate concepts of effective learning-as well- when they are teaching their students. The strange thing is which has been proven through observation that the EFL teachers of Khartoum state secondary schools do not use these principles in their teaching despite the assurance of their effectiveness. Che Stevenson, (2015 ) claimed that "too often when we want to motivate ourselves or others we focus on external (or 'Extrinsic') forces - rewards, punishment, pressure etc. But if you want to create strong, lasting motivation, you need to create an environment that fosters intrinsic motivation." (n. p.)

## **RECOMMENDATIONS, CONCLUSION AND FURTHER RESEARCH**

### **Recommendations**

To make the process of learning EFL in secondary schools of Khartoum State a more motivating and effective experience, the researcher suggests the following recommendations to be implemented by the EL teachers.

### **Cues for Motivating the Students**

Most of the EFL teachers at secondary schools of Khartoum State are not qualified

enough to motivate their students while they are learning. To remedy this problem the researcher claims that: Those responsible for secondary education should take intrinsic motivation issues seriously and should revise certain policies to enhance teachers' motivation intrinsically. It emerged from previous studies and from the analysis of the hypotheses of this study that: there are many activities by which EFL teachers can make the target language learning more motivated. Therefore, the researcher presents the recommendations below. EFL teachers should:

- be the very model of behavior.
- become a role model for student interest.
- get to know their students.
- get certain that the class environment is pleasant.
- work on increasing learners' self confidence.
- set accepted goals and encourage their students to achieve them.
- have good teacher-student relationships.
- ensure that language classes are interesting to the students.
- introduce extra-curricular activities to arouse students' interest.
- arrange the class in pairs and in groups.
- use games as activities that create competition between students.
- use pictures, tapes, stories, etc. in order to make their teaching interesting.

Besides the preceding points the researcher introduces the following sub-headings as detailed suggestions for solving the problem of lacking of motivation in classes of learning English as a foreign language.

### **Make English Classes Lively and Enjoyable**

Some students are evasive, or afraid to ask or to speak for fear of making errors. The teacher's duty is to encourage such students to talk in English and to praise their performance and progress. This encouraging attitude will provide a pleasant atmosphere, motivate the pupils and make English classes lively and enjoyable. In this respect, the researcher recommends the following points for EFL teachers who want to motivate their students:

- Be involved in what you teach.
- Vary learning activities.
- Utilise creativity in your teaching.
- Introduce your lesson in a good manner.
- Make sure that your work is well graded.
- Consider the needs of your students.
- Let your students interact by:
  - asking them questions,
  - involving them in group or pair work and
  - giving them written or practical exercises.
- Create among your students a feeling of security, persuasion, effectiveness and confidence.

### **Utilise Effective Teaching Principles**

The researcher recommends the following points for EFL teachers who want to employ the principles of effective teaching for effective learning:

- Try to establish and exploit what the learners already know as EFL is a developmental process.
- Use group work to build on existing social relationship, as group work increases language practice opportunities, improves the quality of student talk, helps to individualize instruction, promotes a positive affective climate, allows for the students' differences and motivates learners to learn.
- Incorporate greater use of oral English within the classrooms.
- You have to know that, EFL can be learned incidentally, while you are actually thinking about something else.
- A sound approach to EFL must rely on knowing the 'processes of language learning'.

### **CONCLUSION AND FURTHER RESEARCH**

Teachers - of English - in secondary schools of Khartoum State do not motivate their students in EFL classes. Moreover, these teachers are - to some extent - not qualified enough to use motivation while they are teaching. This claim has been strengthening with the fact that, these teachers do not use learning activities like games, debates, etc. Therefore, to make the process of learning EFL in secondary schools of Khartoum State a more motivating and effective experience, the researcher suggests that the above-mentioned recommendations and suggestions should be implemented.

Rachmania B. K. (2011) stated that "motivation is a factor determining the extent of people's desire to do an activity. The term motivation is used broadly in the field of ELT. Because motivation is an influential factors in learning and academic achievement, a number of researchers from diverse field of education studies have tried to define, analyse and conceptualise this term." (p.10). If the above information has been a predominant opinion, the researcher hopes that this paper will be an appreciated contribution in this field of knowledge. He will, also, expect three advantages of this study. First, the research paper will be of value to community since a great number of EL teachers- in the researcher's home country where English language is taught as a FL- might use its results because it deals with applied linguistics as a universal field of knowledge. Second, it may help in giving EFL teachers a domestic ready-made subject, which can be beneficial to their career. Third, the researcher is longing that this research paper to be an effort by which he can give a helping hand to the specialized groups such as; interested readers, teachers of EFL, and those who are interested in LT and applied linguistics- to carry on researching in this field of study.

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