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Motivating Young EFL Learners Through Effective Classroom Management

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Abstract: Finding the best way to catch the attention of young EFL learners through effective classroom management by means of games, realia, role-playing and, drama is of great significance due to the fact that the world of young learners consists of visual images, pictures, and games, so they are under the bombardment of all these. They live in an age of visualization. Depending upon this, it will also be mentioned that how the ELF teachers will catch the attention of the young EFL learners, which is actually one of the problematic area in classroom management. The reason is that just standing in front of the classroom, and trying to teach something to the students make no sense right now, in the stark contrast, the students themselves want movement and action, and they would like to be much more involved in the class. Normally thinking, the learners is not roped to the class. However, the matter is that in order to learn regularly and peacefully, the students must feel themselves relaxed, they should be in peace, it shouldn't be a kind of torture, and the teacher should vary the activities in the class so as to free from monotonous atmosphere. All of these things leave an impact on the students' psychology and their motivational level either positively or negatively. Therefore, the main objective of the study is to depict how to motivate young EFL learners through effective classroom management by means of games, realia, role-playings, drama, and body language of the teacher. From this perspective, this study will focus on the sustainable development in the foreign language teaching and learning fundamentally for young EFL learners.

Introduction

“The present age is essentially an age of games. It certainly is an obvious fact that no form of play can be carried on without them, and it is almost equally obvious that nowadays very little work can be done without them, at any rate where small children are concerned. The instructive game has become a prominent feature in our modern education, and is employed in the teaching of nearly all branches of knowledge” (Harrison, 1907).

Arising the most notice of young EFL learners through effective classroom management by means of games, drama, realia, and role playing has gained a very big momentum on account of the fact that the world of young learners consists of visual images, pictures, and games, so they are under the bombardment of all these. They live in an age of visualization. There is no exaggeration to say that the games are for children and the children are for games. They are in a way counterparts of one another. The result of the research investigated by Fromme (2008) is the indication of this case as shown in the following figure:

	Boys		Girls	
1	playing outside with others	71%	listening to music	71%
2	going for sports / sport activities	67%	playing outside with others	63%
3	listening to music	52%	sport activities	50%
4	playing video/computer games	38%	reading	43%

Table 1: The indication of the activities that the children deal with.

It can be witnessed from the statistics above that playing and listening occupies much of young students' life span particularly playing which will be mainly focused. Again, the statistics illustrate that playing is the sinequanon of their lives.

Going from here, it will be also mentioned that how the ELF teachers will catch the attention of the young EFL learners, which is actually the matter. The reason is that just standing in front of the classroom, and trying to teach something to the students make no sense right now, on the stark contrast, the students themselves want movement, they would like to be more active, shortly, and they would like to be much more involved in the class. In a way, they would like to think themselves as the students who are cared by the teacher.

The Background of the Study

The teachers should take into account the fact that the younger students' motivation can distract swiftly that also determines their failure or success as argued (2002) by The Longman Dictionary of Language Teaching and Applied Linguistics defines motivation as follows: "Motivation is generally considered to be one of the primary causes of success and failure in second language learning" (p.344), and this distraction can be faster than the old ones. If they are distracted by someone or something, it is too tough for the teachers to make the students come to the class again, and now and then it is impossible.

Normally thinking, the learners is not roped to the class. However, the matter is that in order to learn regularly, the students must feel themselves relaxed, they should be in peace, they should not worry about their learning, it shouldn't be a torture, and the teacher should vary the activities in the class so as to free from monotonous atmosphere. All of these things affect the students' motivation better or worse which actually depends on the teacher, the coordinator of the teaching and learning environment.

Statement of the Problem

By considering the other side of the coin, in another way, if the particular things that can be done by the young students are considered, the importance of the activities, and games would be understood better as argued by Öztürk, 2007 (cited from Scoot and Ytreberg in 1990):

Five to seven years old

1. They can talk about what they are actually doing.
2. They can plan activities and games.
3. They can discuss what they think and why they think in this way.
4. They can use rational explanations.
5. They can utilize their bunch of imaginations.
6. They can comprehend the interactions of humans.

Eight to ten years old

1. They can separate the differences between facts and fictions.
2. They mostly depend on the spoken world as well as the physical world to convey and understand the meaning.
3. They have the strength to give decisions about their own learning.
4. They have definite views about what they like and don't like doing.
5. They can question the decisions of the teachers.
6. They are able to work in groups cooperatively and learn from others.

Moreover, Harmer (2001; 38) explain the characteristics of the young English learners especially those up to the ages of nine or ten in this way:

1. They respond meaning although they don't understand every words.
2. They often learn indirectly rather than directly – that means they take in information from all sides, however just focusing on the precise things to be taught.
3. Their understanding is directly affected from the movements as well as actions, not the explanation itself.
4. They have a great enthusiasm for learning and a curiosity about the world around them.
5. They need an individual attention and they would like to be notified by the teacher.
6. They are keen to talk about themselves, if they are involved in the learning settings, they will be motivated.
7. They have limited attention span; in a very short of time, they can be bored with the similar activities.

Depending upon the data given above, it can be described that the teachers use the activities, they should plan the activities, and they should use their imaginations to take an advantage of the fresh brain of the students. As touched earlier, they should also vary the activities arranged in the classroom in order to make the students learn better, and to enable the students focus on the tasks in a sensitive way.

Ways of Classroom Management

There are some very certain ways for classroom management in accordance with the motivations of the students as well. In more explicit terms, by using these methods such as games, realia and roleplaying and the use of body language, both the students' motivation can be increased and classroom management can be carried out effectively.

Games

Teaching young learners is a different phenomena, different from teaching adults as Öztürk (2007) stated the mood of the young learners alter in every minute, and their attention span is limited as well, and it requires a great effort. In spite of all these, in the earlier ages (nearly 5-6), many things can be done so as to enable them to learn in various ways. As cited by Öztürk (2007), the principal characteristics of these learners groups can be listed as follows: (Brumfit et al, 1997; Cameron, 2003); Dunn, 1983; House, 1997; Moon, 2000)

1. They depend heavily on the teacher for directions during the courses. They are in need of help to become autonomous.
2. They are inquisitive and receptive, easily motivated if the teachers know how to motivate them.
3. They have a very limited attention span; therefore, their interests focus on the here and now. They are not able to concentrate for a long time.
4. They have an analytical way of learning rather than intuitive way.
5. They need activities that involve physical movement.
6. Their social relations are restricted with another student sitting next to them.
7. The affective and the emotional aspects of teaching are important for them.
8. They are very receptive to the world of fantasy and imagination as they live in an imaginative environment.
9. They do not regard mistakes as a step towards learning. They may be upset if they are told that they are wrong. It is a need to find a flexible way to correct their mistakes.

Under the light of what has been discussed so far, games are just one of the motivational tools that can be utilized both for the benefit of the teacher and the young student. In more explicit terms, games are useful for teachers because they facilitate classroom management and useful for students as they learn in an entertaining atmosphere (Shin, 2006). In language learning, games can serve as tools that strengthen and foster the development of the communicative ability of the learner. The following quote by I-Jung elaborates on this issue:

“The use of games can be a powerful language learning tool. On the surface, the aim of all language games is for students to "use the language"; however, during game play learners also use the target language to persuade and negotiate their way to desired results. This process involves the productive and receptive skills simultaneously” (p.1, n.d).

From here, it can be easily concluded that games serve beyond their own functions, as stated by Saricoban & Metin (2000) (cited in I-Jung) depending upon the communicative skills of the language learners, it can strengthen their social behaviours. Additionally, about this, Thanh Huyen & Thi Thu Nga (2003) demonstrated that learning vocabulary through the use of games is one of the effective and interesting ways which can be applied in any of the classrooms. Based upon this it can be argued that the games are not only used for fun but also as a sort of useful practice for the revision of the whole course that at the same time improves the communicative aspects of the young learners.

Additionally, from another perspective, Piaget (1967) regarded games as “the most admirable social institutions”. According to Piaget every games include a complicated system of rules. On condition that the EFL teachers achieve to make the young students follow these rules, then this means that the classroom management will be easier. Moreover, in order to get a more concrete idea about how motivating games are in learning environments, it can be noted that:

So, what is it about video games that make gamers respond to the world differently from the way they respond in the classroom? Compared to the classroom, games are empowering, motivating, individualized differentiated learning environments with set rules which value the efforts of the individual child. Games are challenging and motivating. They offer the child a shared experience with their peers in a collaborative environment. They are a platform for problem solving. The structure is apparent; the rules are clear and unambiguous; and your role in the game is well defined. The goal is always attainable (Simpson, n.d, p. 20).

More than anything else, the core of the paper is to motivate the students. Based on that Wright (1984) stated that the effort of language learning must be maintained over a long period of time as language learning is a hard task, and in that case, games make the language learner become interested in that work. Moreover, Ersoz (2000) suggested that the language learning process is a tough task which can be sometimes as frustrating for the

teachers owing to the fact that the constant effort is required to produce, comprehend and to conduct the target language. It can be demonstrated that to practice the language skills the teachers are supposed to choose the games carefully for only the well chosen games will serve for the purpose. Also, Ersöz (2000) states that another function of the games are to increase the motivation of the students which also fosters the cooperation among the students by enabling them to use the language in real contexts.

The Function of Games in Eliminating Anxiety

As pointed out earlier, the other particular functions of the games are to reduce the anxiety and stress while learning something which can also be applied to teaching a language. Uberman (1998, cited in I - Jung) asserted that “Games offer students a fun-filled and relaxing learning atmosphere. After learning and practicing new vocabulary, students have the opportunity to use language in a non-stressful way”. The reason is that as Uberman (1998, cited in I - Jung) pointed out that just as playing games the learner’s main focus is to comprehend the message apart from the use of language itself. Therefore, this means that during the game, for learners, the correctness of their use of language doesn’t make any sense, yet still, what they will all do is to play just for winning it. Actually, they learn without even noticing that, but the only difference is that they learn with a great amount of joy.

Concerning this state, Horwitz, Horwitz and Cope, (1986, cited in I- Jung) emphasized that just for playing for the sake of gaming reduces the fear of negative evaluation, the state of being ashamed by the public, maybe, his classmates which leads not to use the language in front of an audience. Also, to these scholars, game based context reduces the concern and anxiety, and increases the fluency of the speech. In addition, Su Kim (1995) admitted that regarding the games just because of it brings about laughter, as not a really a learning activity is a sort of misunderstanding. Su Kim (1995) wrote that “It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways doing this is through games.” Jones, also (1957) added that it can be learned better if the students enjoy it rather than being forced. From this perspective, it can be argued that the games are functional tools that make sense for teaching the language without the occurrence of the anxiety.

Advantages of Games for Teachers

As Klein (1993) claims, the procedure applied to teach young learners are strikingly different from adults. If the focus is the young learners, this process becomes much more difficult than assumed, so teaching must be planned in such a way that “learning becomes an interesting, even at times entertaining process” (Wilkins, 1972). This can be done by the use of the games in the classroom environment. Depending upon this, Ersöz (2007) argues games are the trump cards of the teachers in spite of the fact that the games are recreational activities in terms of their nature and whose ultimate purpose is enjoyment, but they can be used to reinforce what was learned and taught. What’s more, games are also useful in terms of teachers owing to the fact that Wright (1984) reasoned games are also assisting tools for the teachers in order to create language contexts to use the language itself. By means of this, the learners can be exposed to the real like contexts of the language.

Since every type of learner has different characteristics to learn, it can be easily comprehended that as teachers, capturing their attention becomes much more important. This means that if you have different types of learners, you have learners who have different worlds, and who have different learning styles. Wilson (n.d) reported that no two learners are alike in any of the classroom environment. The researches indicate that every human beings have multiple intelligences (Gardiner, 83, cited in Wilson). Studies about the neuro-linguistic programming reveal that some of us are auditory learners who need to hear the language to learn, an others are visual learners who need to see the process individually whereas the others can learn by doing, that means they are kinaesthetic learners. Therefore games can be regarded as a kind of facilitating activities of the teachers.

Furthermore, this case shouldn’t be seen as a kind of disadvantage, in the stark contrast, teachers ought to regard that case as an advantage like noted by (Berman,1995) it ought not be regarded as a kind of problem, but rather as the main advantage when considering the benefits for the practice of language and the language skills. The reason is that this case frees the course from the monotonous atmosphere that means it paves the way for suffering much to teach the learners by means of motivation, and makes both the teacher and the students rejoice from what they have been doing.

Games as Tools for Making Learning Easier and as Providing Entertaining Atmosphere

Another function of games is to make the learning easier and they provide an entertaining atmosphere for both for the teachers and the students. It can be said that games are motivating in regards to the fact that they make the language building activities as competitive which makes the learners use the language (Prasad, 2003, cited in I- Jung). A research conducted by Huyen & Nga (2003, cited in I-Jung) revealed that students got a great pleasure in a game based environment as a result of relaxed atmosphere, the competition and the high motivation that the games brought about.

Lee (1979: 2) evaluates the games from two perspectives, firstly, games as the use of language, and secondly, games as relaxing activity. Concerning the first, he says that “language games make learners use the language

instead of thinking about learning the correct forms adding that games should be treated as central not peripheral to the foreign language teaching programme”.

The similar opinion is also mentioned by Richard & Amato (n.d) as usual games are regarded just as a kind of playing activities, but they also have the function of teaching as well and they (1988: 147) add that games also play a significant role about the reduction of the anxiety, and this makes learning better. Also, according to Hansen (1994, cited in Uberman, 1998: 118) “They are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings”. This can be interpreted that even the shy students can be melted in this pot, the pot of games. At this point the other scholars such as Wierus & Wierus argue (1994: 218, cited in Uberman) that “In the easy, relaxed atmosphere which is created by using games; students remember things faster and better”. Also, this emphasizes another respect of the games, maybe the focus of the article from the beginning, that is, it makes learning easier and easier, and this makes the students gains a great momentum, fundamentally in the field of language learning.

Bumpass (1984: 16-18) argues that even the games and the varieties in the classroom are of great significance for the young learners’ learning, but teachers should be careful about the psychological bases for foreign language instruction by taking into account some principles. These are

1. Start from the known and go to the unknown.
So that the language can be taught to the young learners, the EFL teachers are expected to use the mother tongue for some time to convey the message because the principle is that proceed from the know to the unknown.
2. Teach utterances in the new language that has the same difficulty in the mother tongue.
Great care should be taken to insure that the materials should be in the same complexity with those in their mother tongues.
3. Use simple equipments that are simple enough for their physical development.
Objects, pictures, songs, flash cards, games, and other teaching aids can be utilized to adapt the student to the new language learning environment.
4. Choose materials which will satisfy the children’s affective and academic needs.
The materials used in the language learning environment should fulfill the needs of the students as well .
5. Be careful about the motivation of interest in each activity.
The success gained from the game centered learning environment can increase the motivation of the young students for further study, so the teachers is supposed to give an ultimate care to that.
6. Teach vocabulary that can be used in real life settings.
The new vocabulary items to be taught should be functional They can be used in real life too .
7. Direct the students to practice the newly learned concept over and over until it will become automatic.
In order to achieve the mastery level of each concept, EFL the teachers are supposed to let the students practice those learned new items up till they will become automatic.

In addition, as Khan (1996) pointed out “different games will benefit students in different ways”, but according to Hong (n.d), in order to increase the level of efficiency, there are also some important questions to be answered while choosing a game such as

- Which language does the game ultimately target?
- Which skills does it practice?
- What sort of game is it?
- What’s the purpose for using that game?
- Is the game suitable for the students?
- How much interaction and participation will it provide?

Language Teaching With Realia

Realia is another technique that can be used to capture the attention of the students and to provide and strengthen the classroom management. According to Smith (n.d), realia is defined as “digitized objects and items from the target culture which are brought into the classroom as examples or aids and used to stimulate spoken or written language production”. Longman Dictionary of Language Teaching & Applied Linguistics (1992, Richards, Platt, & Platt, Essex) explains that it is the use of “actual objects and items which are brought into the classroom as examples or as aids to be talked or written about and used in teaching”. All the definitions argue that realia is motivating and meaningful in that it brings an authentic piece of the target culture into the language classroom.

Practicing the language and teaching it by means of the real materials brought to the classroom environments enhances the motivations of the students as well. Sumarni (2008) states that

Realia is the proponent of Communicative Language Teaching that has advocated the use of 'authentic', 'from-life' materials in the classroom. These might include language-based realia, such as sign, magazines, advertisement, and newspaper, or graphic and visual sources around us which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises. In practice, bringing the actual item to class provides an unmistakably clear illustration of an object. This can also provide a useful stimulus to lesson. On a slightly more ambitious scale, asking students to teach other students how to perform a task using realia can be very motivating and memorable (p.3).

In this context the materials such as pictures, flashcards, photographs, newspapers, music or anything related to the subject dealt with that day can taken into account as real objects. Harmer (2001) comments that pictures and images of all kinds can be used in a variety of ways, as in the following:

- a) Games fostering communication: Pictures are extremely useful for a variety of communication activities, such as describing and drawing activities where one student describes a picture the other classmate has to draw the similar picture without looking at the original.
- b) Drills: Drills can be used to motivate the students by nominating them successively. Flashcards are one of the tools which are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.
- c) Comprehension: Another pros of realia is that the young students will be familiar with the real objects. As an example, the students need the actual 'bicycle' in order to perceive what is bike.
- d) Ornamentation: Pictures of various kinds are often used to make the learning much more appealing and attractive. In many modern course books, for example, a reading text will be adorned with a photograph which gives the readers (or students) the chance to associate the activity with reality.
- e) Prediction: Pictures are also useful for enabling the students to predict what is happening next in a lesson. Therefore the
- f) Discussion: Pictures can stimulate questions that paves the way for discussion such as 'What does it represent?', 'What do you remember when you see this one?', 'Why is this so?' and so forth.

Harmer's argument shown above lay emphasis that even the pictures used related to the topic as a kind of real life objects can increase the motivation of the students, make them much more involved in the course, make the class free from monotony, and as Hildred (1978) emphasized

Language is but one aspect of the child's activity which includes eating, playing, responding to instructions, enjoying social contacts. The human infant's behavior is largely unformed; linguistic expression and behavior patterns are learned simultaneously: "Here's an apple, a ripe, red apple, an apple to pick from the tree, to put in a basket, to eat, slice, peel, buy at the store, to give to someone, to make into pie, etc.

At the same time, Spurr (1942) claims that realia can be used to make our teaching process real, to enable coordination in the courses delivered, to develop an actual culture which is comprehensive, indulgent, and to appreciate the whole job done by the students. All these explanations pave the way that real life objects are real life learning.

Language Teaching With Role-playing

It has been emphasized that the more the students participate in the course, the better they will learn. And sometimes a created real life situation is just the first step for the activation of the learning (Zheng, 1993). So, role-playing is one of the moving force to this activation, and Brown confirms (2001) that, "role-play minimally involves (a) giving a role to one or more members of a group and (b) assigning an objective or purpose that participants must accomplish." Brown (2001, 183) suggested "role-play can be conducted with a single person, in pairs or in groups, with each person assigned a role to accomplish an objective".

Role-playing is regarded as the ideal technique in foreign language teaching since as Salies (1995) added, it enables learners for the unexpected situation in real life, teaches the use of language in an appropriate way, and increases self confidence of the learners. According to Tompkins (n.d), it is a valuable tool for the second language learning due to the fact that it initiates creativity and use of the thought. Also, this method render the students learn the language in an environment that is free of stress which makes the learning effective. Role-playing technique develops interpersonal relationships among participants. Moreover, Tompkin (n.d) notes that by means of role-playing

Comprehensible input is provided in simulations because students engage in genuine communication in playing their roles. Active involvement stems from participation in worthwhile, absorbing interaction which tends to

make students forget they are learning a new language. Students have the opportunity to try out new behaviors in a safe environment, which helps them develop long term motivation to master an additional language. In addition to encouraging genuine communication, active involvement, and a positive attitude, the simulated "real life" problems help students develop their critical thinking and problem solving skills.

Scarcella and Crookall (1990, as cited by Tompkins, n.d), discuss that this way of teaching has these kinds of advantages as well in terms of the students as shown in the following:

- 1) they experience a great many communicative atmosphere,
- 2) they are active in the learning process,
- 3) they have positive motivation to learn.

As cited by Zheng (1993), role-playing has some very important aspects of learning such as

- 1) It creates a real life setting, which is always desirable in learning a foreign language (Nakajima, 1992; O'Donnell & Shaver, 1990)
- 2) It involves students active participation and involvement in the classroom (Joyce & Weil, 1986; Kunze, 1991, Shaftel & Shaftel, 1967)
- 3) It motivates students to learn.

It can be asserted that depending upon the data given, role-playing is the other teaching tool that the teachers can make use of while teaching especially to young learners of English owing to the fact that as in the other techniques it increases motivation, and it verifies this fact: To learn something, do it.

Language Teaching With Drama

I hear and I forget
I listen and I remember
I do and I understand (Chinese Proverb)

With the modern approaches to learning, the learner is regarded as the active participant of the learning environment, and they are much more involved. Another technique that enables this is the use of drama as communicative activities because the problem is that the students learn grammar, they learn how to write, how to read and listen, yet they couldn't adequately learn how to speak which can be achieved through communicative activities the most effective of which is drama. Also, if the features of the communicative activities are taken into account, it would be realized to what extent drama is useful in language teaching. As Sam (1992) agreed, communicative activities have the following characteristics:

1. They are purposeful. They are beyond overt grammar rules.
2. They are communicative. The activities are often conducted with others and often involve some form of interaction and discussion.
3. Authentic materials are used. The situations in which the learners use language should be as realistic as possible. In another way, the language used as authentic.
4. They are dependent upon the information gap principle.

At the same time, Morrow (1981, as cited by Sam, 1992) provided some guiding principles for the use of communicative activities as the learning and teaching criterions. These are as follows:

1. 'Know what you are doing'

This principle ensures that the teacher should know how to conduct the course over the period of time.

2. 'The whole is more than the sum of its parts'

In communication, in the communicative learning environments, the important thing is to focus on the whole message, not the parts of it.

3. 'The processes are as important as the forms'

The processes of communication such as information gap, choice, feedback, should be much more important than only the forms.

4. 'To learn it, do it'

Only by practicing communicative activities, the students can develop their communicative skills. The teachers do not interfere with the processes. They solely conduct the process, not interfere.

5. 'Mistakes are not always mistakes'

Mistakes in this process should be regarded as a kind of path towards the correct way of learning.

The main concern of this approach is to establish a communication with another person in the classroom and in a way, the society. Thus, drama used in the classroom can be considered a communicative activity since it enables communication between learners and provides opportunities to use the target language in real life like environments as Sam (1992) claimed various 'make believe' situations.

In this context, it can be mentioned that drama can be used as a supplementary tool for the child learning appropriate to their developmental process (Redington, 1983). Below, the value of the drama in the teaching and learning environment according to different scholars is mentioned (cited by Sam, 1992).

1. Fernandez and Coll (1986), state that drama encourages students to exercise their sensitivity and imagination. Temporary suspension of the ego occurs when students participate in dramatic activities. They are experienced real life atmosphere. It develops a sense of empathy in the student. At the same time, drama develops moral and social abilities of a student (Scharengnive, 1970).
2. Drama according to Maley and Duff (1978) activates the students energy and strength. It increases the sensitivity and the imagination of the students which provides realistic atmosphere..
3. Drama increases motivation and provides the incentive to work hard (Mordecai, 1985; Scharengnive, 1970). The activities using drama tend to be purposeful, that means it focuses on an objective.
4. As an educational tool, the use of drama aims to develop the child socially, intellectually and the linguistically (Dougill, 1987).
5. Drama has a therapeutic effect on the students. It can solve the emotional and behavioral problems (Stern, 1980; Scharengnive, 1970).
6. Drama enables the students develop a sense of responsibility (Early and Tarlington, 1983; Scharengnive, 1970; Mordecai, 1985). All over the course of the drama activities, the students cannot be in a passive state, in the stark contrast the must be active which fosters the sense of responsibility.
7. It increases the motivation of the teachers on the basis of meeting the needs of the student (Mordecai, 1985). The drama activities provide facilities to understand the thoughts and feelings of the students as mutually.

Drama can be used to activate the emotions, ideas, and more than anything else, to activate the communicative learning in the classroom setting (Chauhan, n.d). Also, as in others, drama can suggest teachers to pick up one among various activities, thereby making the efficiency of learning going up.

Conclusion

Motivating young EFL learners through effective classroom management by means of games, drama, realia, and role playing has gained a very big momentum on account of the fact that the world of young learners consists of visual images, and games. Moving from here, it can be stated that learning by doing catches the attention of the students especially the younger ones on account of the fact that one of the primary consensus is that *"One should do that to learn that particular thing"*.

Just standing in front of the classroom, and trying to teach something to the students make no sense right now, but they want movement, they would like to be more active, and they would like to be much more involved in the class and in the classroom activities. The younger students' motivation can be distracted swiftly, and this happens faster than in the older ones. Therefore, it would be no exaggeration to say that they are roped to the class, at least they feel so. However, in order to learn regularly, the students must feel relaxed, they should be in peace, they should not worry about their learning, it shouldn't be a torture.

All of these things affect the student's motivation better or worse which actually depends on the teacher, the coordinator of the learning environment. Hence, the aim of the study is to indicate the effectiveness of the classroom management fostered through games, realia, roleplaying and drama which also increases the motivation of the young learners of English in the foreign language environment.

The Hardships Encountered by the Young EFL Learners during the Foreign Language Education

It can be confirmed that the distractions in the classroom, noise, the learning anxiety of the new language, keeping a low motivation profile, and the unknown words and concepts in the new language are the leading difficulties of the young learners of English. Fundamentally, most of the teachers of English argue that the fear of the new language outweighs other factors in terms of the difficulty level.

Apart from all these hardships, there are some other ones as well. For example, as the paper demonstrated that the young EFL learners:

- ✓ They are easily distracted.
- ✓ They don't understand the meaning of the words of the new language.
- ✓ They don't comprehend the structural pattern.
- ✓ They often mispronounce the words.
- ✓ They have spelling and grammatical mistakes.

All the items, which are in accordance with the research conducted, listed above imply that the foreign language teachers have a lot to catch their young students' attention.

For Classroom Management Motivating Young EFL Learners is a Must Though It is Difficult

In this paper, it is revealed that motivating young learners of English is a tough process in spite of the fact that it is the snequanon of the learning settings on account of the fact that "Motivation is what stimulates students to acquire, transform and use knowledge (Groccia, 1992, p. 62)". Basically, it can be reported that the teachers are strongly in need of using motivational tools such as real life materials, let's say realia, visual images, games, and so fort for the flexible way of learning the foreign language.

The Pros of Teaching through Games, Realia, Roleplaying, Drama for the Young EFL Learners

Well-chosen games are invaluable as they give students a break and at the same time allow students to practice language skills. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation (....) (Ersöz, 2000, p.1).

The paper also asserted that the games foster the students learning, in a way, it encourages students to learn. At the same time, it can be claimed that students stop talking with their classmates on condition that the teachers use these motivational tools like games, realia, roleplaying, and drama. The study also shows that these items reduce the disciplinary problems in the course due to the fact that through all these tools the students are much more involved in the classroom activities.

The Desired EFL Teacher Profile

By the aid of the study, the desired EFL teacher profile can also be understood. The first thing to be revealed about the teachers are the fact that they are not the boss in their classes, in the stark contrast, they are the facilitator and the guide in their classes. And, according to the paper, the EFL teachers should put themselves into the shoes of their students which mean that they should have a sense of empathy. To sum up, all these theoretical assumptions concerning the motivating young learners of English through the effective classroom management pave the way that a good EFL teacher is the one who

- ✓ Comes to the with interesting and real life materials.
- ✓ Is opened to technology and new methods of language teaching.
- ✓ Motivates their students to learn.
- ✓ Includes group study in their courses.
- ✓ Teaches out of the class.
- ✓ Gives students small projects to make them learn the language better.
- ✓ Thinks that the students learn by doing.
- ✓ Creates various activities in the courses.
- ✓ Gives luck to the students to learn a particular topic by means of drama and role-playing.

On the other hand, the paper gives some very important tips about how a teacher shouldn't be. A good teacher is the one who

- ✓ Isn't an authority in the course.
- ✓ Doesn't use just the boards.
- ✓ Doesn't punish the students as the sign of their authorities.
- ✓ Doesn't believe the significance of the teacher based classroom.
- ✓ Doesn't believe that the students learn just in the classroom.

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