

## **Pupils' Choice Making for Effective EFL Learning**

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### **Introduction**

Freedom is the most characteristic of man. It gives man value as a person. Freedom of choice, then, means having self – determination and autonomy in action, that Learners themselves have mastery over their own choices, i.e. since they have chosen to learn, they intended to carry through (Royce, 1969: 166).

Learners of English, at all levels of study, need appropriate opportunities that help them choose their own learning experiences. Accordingly, they will consider such effective choices meaningful and beneficial, and feel that they themselves belong to the social group of learners and the teacher. This again leads to maintenance of learners' curiosity and interest which instill in them further learning (Doll, 1978: 66).

In primary school EFL learning situation , where personal reasons for learning hardly exist and attitudes have not yet had time to form, it is not the teacher's efforts to motivate the pupils but the pupils' own motivation that interests experts of education. (Wilkins, 1975: 183 – 184). In addition., Robin and Thomson (1994) as cited in (Brown 2000: 123) assert that effective learning of the foreign language can be achieved if learners find their way by taking charge of their learning and making their opportunities for practice throughout using the language inside and outside classroom.

Consequently, we try, in this study, to investigate the proper answers to these two questions: What motivates primary school EFL pupils to freely make their own choices for learning the foreign language? How to develop pupils' abilities in determining their choices for mastering the various skills and activities in English? A checklist of some workable criteria, coupled with what is believed, here, as the most interactive techniques ,constitutes proper answers to these two questions.

### **Intrinsic Versus Extrinsic Motivation**

Extrinsic motivation behaviors are carried out in anticipation of a reward from outside and beyond the self , such as money, prizes, grades, and even certain types of positive feedback. Also, behaviors that intend to avoid punishment are also extrinsically motivated, even though numerous intrinsic benefits can ultimately accrue to those who view punishment avoidance as a challenge that can build learners' sense of competence and self – determination. (Brown, 2000:164)

On the other hand, intrinsic motivation has been described as activities for which there is no apparent reward except the activity itself. In this regard, learners seem to engage in the activities for their own sake and not because they lead to an intrinsic reward and they bring about certain internally rewarding consequences, such as the feeling of competence and self – determination . Accordingly, intrinsic motivation is highly favored especially for long-term retention ( Deci,1975:23).

Which form of motivation is more powerful in teaching and learning the foreign language? The growing stockpile of research on motivation strongly favors intrinsic orientations, especially for long term retention . At primary level of study, choice – making criteria and activities can highly be reinforced through intrinsic dimension of motivation. Whenever pupils feel the competency they have arrived at in the foreign language skills, they became adhered to syllabus, the teacher, group of classmates and to class atmosphere. To put it clearly, if primary level pupils of English achieve, for example, success in their pronunciation or writing of correct spelling

of words and expressions, they will be encouraged towards pronouncing and writing other new words and expressions. This is because they have received enough encouragement and practice in this regard. Pupils may appeal to interacting with certain language class activities. As a result, they try by themselves to focus on these activities. This is why some primary EFL teachers complain that, nowadays, their pupils mostly participate in dialogue exchanges only.

### **Learner Strategies**

Rubin (1987: 19) defines learner strategies including any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information, that is, what learners do to learn and regulate their learning. Thus, learners need to differentiate among the following strategies:

1. Cognition strategies which are thought processes used directly in learning . They enable learners to deal with the information presented in tasks and materials by working on it in different ways. Such strategies involve: using analogy, memorization, repetition( imitating a model), writing things down, and inferencing ( making guesses about the form or meaning of a new language items). For example, the learner might guess the meaning of drawer in the sentence: He kept the papers safely in a locked drawer of the desk. Several clues would help: the adjective-noun relationship between locked and drawer; the meaning link with safely, and the learner would have knowledge about the structure of desks and the nature of drawers in them.
2. Metacognition strategies which involve planning for learning, thinking about learning and how to make it effective, self-monitoring during learning, and evaluation of how successful learning has been after working on language in some way. So, when learners preview the next unit of their course book, read carefully through the teacher's comments on their written work, or review the notes they have made during class, they are using metacognitive strategies.
3. Communication strategies in which learners use gesture, mime, synonyms, paraphrases, and cognate words from their first language to make themselves understood or to maintain a conversation. Despite some gaps in learners' knowledge of second language , they are using communication strategies. The value of such strategies is that they keep learners involved in conversations through which they practice the language. For example, they use strategic competence as how to cope in an authentic communication situation and how to keep the communicative channel open. ( Canale and Swain, 1980: 25). Another example of communication strategies is the reduction ones in which the learner avoids the forms of which he is uncertain and selects the structure which he knows.
4. Socio-affective strategies that provide learners with opportunities for practice. Examples include initiating conversations with native speakers , using other people as informants about the language, collaborating with peers who provide feedback on various aspects of language skills, activities and tasks, listening to the radio or watching TV programs in the language, or spending extra time in the language laboratory ( Hedge, 2000: 80). Consequently, group work promotes responsibility and autonomy. It is too difficult for learners to hide in a small group which places responsibility for action and progress upon each of the members of the group somewhat equally ( Brown, 2001: 178).

### **Choice Scenario**

In every primary school EFL lesson, some fundamental issues and directions are to be regarded since the aim is to achieve an effective and interactive choice scenario. First, the choice scenario must be both realistic and entertaining. Thus, the attention of the pupil can be captured by tailoring the situation to the environment and having the teacher's voice clearly heard and enjoyed by all pupils in class. Second, all choice-related vocabulary and expressions must be continually

enhanced. With primary EFL pupils, the teacher can translate the concepts of the choice model in any way the pupils will best comprehend the ideas elicited in class.

It is no way intended that the terms, for example, which define the model necessarily be used verbatim in the classroom. These terms simply represent the common lexicon that the teacher will use when learning or discussing the model . Over time, the best practices of the teacher defining the elements of the choice model will be compiled and summarized as part of the curriculum training. At any rate, self- determination towards optimum choice making involves assessing pupils' strengths and weaknesses, needs and preferences.

### **Parental Constraint**

Pupils' EFL choice making may refer to the combination of their own needs with their parents' interests under the rubric of family interests, and it is the family which has the presumption of the right to choose. Thus, the family should have the right to impose preferred education (Manley – Casimir, 1982: 79). As far as the primary EFL learning situation is concerned, pupils are highly influenced by their parents' attitudes towards communicating in the foreign language. This means that the positive attitude of parents will transfer automatically to the pupils learning English. i.e. pupils' willingness, motivation and improvement in English will be reinforced. But, it is not necessary for schools to serve the wants of families or pupils unless the wants coincide with the pupils' right to become rational autonomous elements through an effective EFL teaching and learning process.

The parents' constraint may extend to involve their educational level. This uncovers that the less well – educated the parents are, the less likely they will be fully acknowledged to their role in guiding their children towards choosing English as their favorite topic study. If parents are able to transmit the educational advantages of EFL learning to their children, they appeal to careful school selection of EFL syllabuses and activities. Such conditions are likely to elicit in pupils initial commitment to the programs selected. Hence, parents will be more satisfied with such EFL programs and pupils will be more committed and, at the same time, included as an effective factor in the decision – making process. As a result, the blend of parents' and pupils' choice making for learning the foreign language becomes significant because it leads to more commitment, involvement, responsibility and increased efficiency of both sides ( Vanda, 2006: 43).

### **Self-Determination**

Self determination suggests that the individual learner can reflect, make choices, and arrive at personally constructed decisions. It involves the notion of thinking in the sense of reflecting, calculating, memorizing, predicting, judging and deciding.( Barrow and Woods, 1988: 98). This implies that learners should not be passive recipients of knowledge but should use their abilities for judging and deciding to take on more responsibility for their own learning.

### **Reactive Versus Pro-active Learners**

Learners should be pro-active, i.e., they always take the initiative in learning, not reactive, i.e., they sit at the feet of teachers waiting to be taught (Knowles, 1975: 14). In this sense, many arguments have led ELT experts to reflect on how easy it is for a learner to become dependent on the teacher. If one observes what goes on in many English language classrooms, the learner might well build expectations which go something like this: The teacher chooses the textbook and other learning materials; the teacher decides on a program; the teacher plans the lesson; the teacher directs the activities; the teacher corrects and assesses my work. My role is to let the teacher instruct me carefully and control the steps of my learning.

However, in independent learning situations, the learners must be capable of making decisions about learning and there must be a structure for learning within which they can take responsibility for these decisions. Thus, the learning process is regarded as a management process that includes the following among the necessary techniques of management: fixing objectives of

learning; deciding on the content of a learning program; selecting method; self monitoring of progress; and self-evaluation.

### **Enhancement of Choice Making**

According to Harmer ( 2001: 336-340), Pupils' choice making can be enhanced in a number of ways:

#### **1. Learner Training**

EFL teachers can help pupils at primary schools to reflect on the way they learn, give them strategies for dealing with different kinds of activities and problems, and offer them different learning- style alternatives to choose from. Reflection helps such learners to think about their own strengths and weaknesses. Thus, pupils may be asked to complete a questionnaire in which they profile their feelings about aspects of language. Teachers can then probe the pupils' self-analysis on more details, discussing with them issues such as why listening or grammar, for example, is difficult; why they remember certain words and not others; what they want their teachers to do to help them; etc.

#### **2. Homework.**

Pupils can make their choices by deciding on how much homework they can cope with. They can be given a questionnaire in which they are asked to decide on the type of homework they would find most useful; whether they skip homework and why; to dream up of a fun activity which they would find useful and interesting; to report back on stories they found; to write film reviews, to collect real-life language examples, to present English language songs to their classmates, to research a topic for a future written or spoken performance, etc. Thus, homework tasks become more like personal schemes of study, relevant, interesting and useful.

#### **3. Keeping Learning Journals.**

Teachers can ask pupils to keep journals or diaries of their learning experiences, in the hope that their pupils will then reflect on their lessons, explore their successes and difficulties, and come to a greater understanding about learning and language. Journal writing can be entirely voluntary or the teacher can set aside time for writing ( ten minutes at the end of Thursday). Pupils can be directed to either write about anything they want, to write about what they have learnt in their lessons, or how they feel about it, etc.

Some teachers write letters rather than have pupils keep journals. Pupils are invited to write back about anything they wanted. They are free to address learning problems in a way that is easier than in face-to-face interactions. However, there are some dangers to letter writing of this kind- and to journal keeping in general. Teachers may want to keep a greater distance between themselves and their pupils than letter writing, especially, seems designed to encourage. Responding to letters and journals also takes time. Yet, the advantages of having pupils think of what they are doing outweighs the disadvantages in the eyes of many teachers.

### **Choice – Making Criteria**

Promoting pupil self – determination provides an appropriate framework within which to teach pupils how to make effective choices and decisions. Effective choices are those that pupils will see as beneficial, and those models of self – determination can be used to teach them to make choices and decisions that:

- 1- are consistent with what is more important to them.
- 2- enable them to achieve more positive outcomes.

Self – determination is a combination of skills, knowledge and beliefs that enable a pupil to engage in goal – directed, self – regulated, and autonomous behavior. It involves, as well, assessing

one's own strengths, weaknesses, needs and preferences (Field et al, 1998: 2). The optimal way to provide opportunities for pupils to learn how to make good decisions and choices is to infuse instruction related to self – determination at the school or program level as well as the classroom level.

A checklist of the following criteria is workable for making the EFL primary school teacher help pupils to decide their own learning:

#### **1- Practicality**

Practicality refers to the foreign language learning opportunities represented by the words, phrases, expressions, sentences, situations, etc. that highly relate to pupils' level of understanding, age, interests and background knowledge. These opportunities can motivate pupils to make their free choices in, for or while learning the foreign language. The easier such opportunities to be approached and manipulated by the pupils are, the better they can be practiced and acquired. For example, primary school pupils select certain items for pronunciation exercises. This means that they are able to recognize and master such items in a better way . This is due to the fact that they have some similarity in production with these items uttered in the mother tongue.

Also, practicality may refer to those skills and activities which can easily be fulfilled by the pupils. When EFL teachers always emphasize oral practice, this means that such an activity will be chosen by pupils who demonstrate their great willingness to participate in class oral practice activities throughout easily – mastered drills. In this regard, pupils' choice of oral practice activities comes unconsciously and automatically.

#### **2- Frequency**

Frequency of occurrence of EFL vocabulary and expressions in front of pupils leads them to choose in learning of many of these items. This is typically applied through class repetition and practice. For example, the written form such as: people, how, book, etc. can give them enough dose of immunity in making no error while spelling these words. Also, pupils will choose, consequently, learning of the reading or writing texts that involve such words and expressions.

At the same time, exposing pupils to the same situational dialogue will instill in them the ability to recognize and demonstrate the various relationships or roles related to that dialogue. The frequent exposure to a given situation, as in dialogue exchange, will motivate pupils to choose the vocabulary and structures in which they have received a lot of practice. To put it differently, one may argue against this. Frequent exposure to same activities may create in pupils a sort of dullness and distraction. All EFL teachers of primary level should be aware of this phenomenon by relating to an accurate lesson plan that provides weak pupils with frequent practices and at the same time creates opportunities of interest in all participants in class.

#### **3- Familiarity**

Carrell and Eisterhold (1988: 73) state that new information, new concepts and new ideas have meaning only when they can be related to something the learner already knows. EFL teachers of primary level should be aware of the fact that the gap in differences of tradition, for instance, between the mother culture and the foreign culture can prevent pupils from constant learning of the foreign language concepts. (Millrood, 1978: 66). Once pupils are dissatisfied with such concepts, their decision making will be interrupted.

Familiarity in language concepts, particularly at a primary level, constitutes the threshold on which knowledge, skills and attitudes are established. It is the responsibility of both the text book writers and teachers to decide accurately what to select for pupils of EFL, Since teachers do not tend to satisfying their pupils' needs in terms of reasoning, nature of habits and

tradition tackled, it is highly recommended to adopt what is suitable to the mother language habits and traditions. Accordingly, pupils can make their own choices by learning particular knowledge, skills and attitudes relating to their society.

#### **4- Usefulness**

The criterion of usefulness of various language activities as vocabulary, grammar, situations, etc. adopted by the EFL primary school teacher helps pupils to make their own choices when acquiring the available learning opportunities. Pupils can decide on these activities which relate to the following :

- Their good achievement,
- Their family members,
- General questions that concern them,
- Everyday meals and actions,
- Their occasions, etc.
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To appreciate the usefulness of such activities is the task of effective EFL teachers who estimate what is learnable. Hence, they tackle every means that enables pupils to make positive choices in the foreign language. On the other hand, when pupils feel the items they are learning are meaningless, they will undoubtedly never choose them as their favorable learning opportunities.

The concept of usefulness may devote what is suitable to pupils' level of study, their age, interest, good achievement, background knowledge relating to their traditions in the mother tongue, etc. which must be motivated in order to give pupils tangible and workable opportunities to choose for learning the foreign language. ( Hedge, 2000: 80)

#### **5- Gradation**

Pupils can choose their own learning when the syllabus followed is carefully taught through a pre – planned gradation. Teachers should start teaching from simple to more complicated items, from known to unknown, from familiar to unfamiliar, from concrete to abstract, etc. Gradation may also refer to the process of arranging language activities and skills according to their difficulty level of learning. It is the task of the primary school EFL teacher to organize and reorganize every item he is going to present in such a way that pupils choose their learning of the language skills gradually. Otherwise, frustration and interruption on the part of pupils will suddenly arise.

#### **6- Readability**

Readability refers to the following factors: lexical knowledge, organization, syntactic appropriateness, background knowledge and length of the material to be learned.

##### **a- Lexical knowledge**

If a text contains many new words, pupils will definitely have a great difficulty in interacting with any given material. However, it is not easy to decide the number of new lexical items in a text since such a decision is based on two factors :-

- 1- The difficulty level of vocabulary in a text.
- 2- The number of unknown words that is acceptable in the text (Johnson, 1989:213).

In general, it is recommended that the number of unknown lexical items to be not more than (2 – 3) words per page in all foreign language activities except vocabulary; in vocabulary development, the number will be doubled gradually. Then, if the material selected includes new vocabulary items, their importance to the pupils should be considered. Otherwise, it might be possible to replace them with ones which the pupils already know (Taylor, 1981: 26). Moreover,

teachers and textbook designers should take into account pupils' learning abilities when selecting new lexical items. At the elementary level of study, it is advisable to give the least number of new vocabulary items.

**b- Organization**

Organization refers, here, to the clarity of any given activities and skills in the foreign language. It may include the following: order of thoughts, order of vocabulary and structures, appropriate use of punctuation marks and mechanics of writing, when and how to start or finish the reading lesson, exploitation of the most reading teachable moments, participation of most pupils in class reading activities, etc. Since this is not an easy task, it should be well – organized within a detailed and accurate lesson plan. Any defect with class organization activities may make pupils dull and lose part of their choices in acquiring the foreign language reading material.

**c- Syntactic Appropriateness**

The syntactic presentation of the EFL lesson affects its learning .If a given material contains grammatical constructions that pupils cannot practice, they will spend a hard time recognizing it. For example, the key words and expressions to be tackled in the language class should be centered on those of daily application. One way the foreign language teacher can become aware of the linguistic strengths and weaknesses of his pupils is to ask them. Then, he can avoid any type of the syntactic constructions which are likely to cause problems to pupils. The more often this is done, the better learning opportunities the teacher can give to the pupils, and the more and better learning choices can be made by the same pupils (Brooks, 1978: 51).

**d- Background knowledge**

Background knowledge is also one of the important factors that can determine the ability of pupils to manipulate the EFL material and make their free choices accordingly. If the teaching material is concerned with a topic which is not familiar to the pupils, three major instructional techniques will be considered:

- Teaching vocabulary as a first step.
- Providing experiences, and
- Introducing a conceptual framework that enables pupils to build proper background for themselves.

**e- Length of Material**

The final factor that determines the learning choices of pupils is related to the length of the material to be taught. According to Holdaway (1979: 80), the most common mistake of inexperienced EFL teachers is to select a learning material that is too long. If pupils are unable to finish a certain language skill or activity, their own learning choices will definitely be interrupted.

**7- Organization of Class Activities**

Organization, here, denotes that the material to be taught should take into account psycholinguistic and pedagogic considerations . Well – planned lessons coupled with clear instructions given by the primary EFL teacher can facilitate the pupils' way towards making appropriate learning choices of the foreign language. This will again pave the way to better communication and interaction in class activities. As a result, pupils feel attentive and comfortable since everything is presented in a logical, and interesting order. Any factor of interruption will highly be avoided (Protherough et al, 1999: 196).

## **8- Appearance**

The factor of appearance is concerned with two points :

- Layout, which denotes that EFL teachers of primary school should make sure that the material to be taught includes pictures and other non – textual information that helps pupils interact and communicate with it. They should also make use of its legibility since illegible material may not lead to effective learning even if it is interesting.
- They type size and the style of the type are important factors to consider especially for beginning learners of the foreign language. These elements should be clear, attractive and larger than the normal in order to help beginning learners interact with EFL material effectively.

## **A Typical Choice of Grammar**

To help pupils make, for example, proper choice of grammatical form, more attention to linguistic forms, their meaning and use should be given in EFL communicative class curricula. The primary school teacher not only defines the context in which specific grammatical forms occur, which is current practice and is to be highly recommended, but also makes them conscious of general grammatical meanings signaled by grammatical form such as anteriority by the perfective forms, possibility by modals : can, could, etc..., reference by articles, etc.

It would be helpful for the pupil at this point to understand the meaning of some relationship as between simple present and present continuous, simple past and future, etc. so, the pupils' knowledge of the meanings encoded in specific grammatical forms and their use, as well as awareness of the differences between various types of meanings will provide them with a number of opportunities to choose from, facilitate their decisions about what to choose, and how to formulate the meanings they want to convey in particular contexts (Murkowska, 2000: 32)

The new role and place of grammar in ELT demand a more autonomous language teacher, whose knowledge – based choices of if, what and how to teach grammar depend on pupils' immediate needs. It also requires from teachers a significant focus on developing the pupils' ability to make more conscious choice of grammatical form appropriate for a given intrinsic and situational context. This confirms the idea of connecting form and meaning in grammar teaching as a developing trend in reference to the proficiency – oriented curriculum. Here, the pupils should be enabled to learn explicit grammar rules as well as having a chance to practice them in communication in the authentic or stimulation tasks. Grammar taught communicatively requires the teacher to create appropriate communicative situations to provide the pupils with the opportunity to choose practicing the grammar points in a natural interesting way and learn through manipulation of linguistic exercises and sentences.

## **Teaching Techniques**

The primary school EFL teacher can benefit from a number of techniques that help pupils choose appropriate learning opportunities in the various skills and activities of the foreign language. These techniques should be manipulated and handled with high care lest they should be boring and unfavorable to pupils.

## **Repetition and Practice**

Activities like imitation and repetition are a source of pleasure to the young learner (Wilkins, 1975: 187). A pre – planned lesson in EFL is always struck of pleasure to the young learner who considers the criteria related to these two devices : repetition and practice. The primary school teacher should know what to repeat, where and when to repeat, and how to repeat. Pupils need the opportunity to repeat a task over again and again until they are ready to move on .



Goldman and Pellegrino(1987:144) stipulate that brain-based research indicates that when pupils are given a choice and variety in their motivation ,their learning increases. Thus explicit extended practice allows for acquisition of new concepts and information.

Undoubtedly, repetition practiced by pupils gives them the chance to feel success and to realize their personal capacity. If an activity is going to be repeated, it will fully be recognized and mastered. Weak pupils can benefit a lot from this activity; they can build their images by themselves; when they are asked by their teacher to repeat some questions, responses, ideas ,words, pronunciation, spelling, etc, they can highly be encouraged to put heavy emphasis on such opportunities for learning the foreign language. This will stimulate them to go ahead participating in class activities for recognizing and producing certain morphological, syntactic or phonological patterns. Hence, repetition and practice give pupils confidence and capability of communicating in the foreign language.

### **Total Physical Response**

Pupils learning the foreign language at a primary level of study need to do a lot of listening before they speak, and that their listening activities are often accompanied by physical responses (reading, garbing, moving, looking and so forth). Also, since the EFL class at this stage is often the locus of too much anxiety, the total physical response method can be adopted here to help pupils make their choices for learning the foreign language. This method is stress – free, where pupils would not feel overly self – conscious and defensive (Brown, 2000: 107). They are always attentive, motivated and interactive towards doing a great deal of listening, imitating and acting. Accordingly, the EFL class utilizes the imperative mood. This implies that commands are an easy way to get pupils to move about and to loosen up, as in:

- Open the door.
- Close the window.
- Stand up.
- Sit down.
- Pick up the book.

Though no verbal response is necessary, pupils can listen very carefully to the form of each of these structures and get accustomed to using similar structures by the adoption of substitution drills. Then, the teacher can incorporate more complex syntax into the imperative, as in:

- Walk quickly to the window and jump.
- Put your toothbrush in your bag.
- Carry those books and go to the library.

In addition, interrogative structures can be included since they are easily dealt with, as in :

- Where is the book?
- Who is Ahmad?

(Pupils can answer by only pointing to the book and to Ahmad). Eventually, they, one by one, feel comfortable enough to venture verbal responses to questions, then to ask questions themselves, and the process continues.

### **Pleasurable Learning**

One of the key elements of success in a foreign language class is the possibility of that class to be not only an instance of learning, but also a moment of interest. Activities such as games songs, dialogues, competitive exercises of word spelling, etc. contain a significant playful element, and that adds a joyful tone which EFL classes, especially of primary stage, must have.

There are many ways to make an activity pleasurable. The element of surprise, for instance, frequently adds joy to class. Well – chosen pictures, cards and other visual aids as well as realia in general are usually of great help. It is, then a good idea to give pupils change seating arrangements, work in groups, and complete short activities. All this will help the class to be more dynamic, and therefore more pleasurable. Moreover, primary school EFL teachers should try to create humorous situations for role – plays and dialogues. Also, changing the context of that tedious role – play in the textbook to a pleasurable one that allows the same structure to be practiced, will be quite a difference towards interactive EFL classes (Tosta, 2000: 37 – 38). Consequently, pupils will be stimulated and enhanced towards free choice – making of EFL activities. They choose various language activities and skills at their own will.

### **Conclusion**

At a primary level of study, pupils learning English try, from the very beginning, to establish their own attitudes, abilities and interests in learning the English language. They need to decide their own choice when dealing with any skill or activity in the foreign language. Such a decision – making process does not come at random but through particular learning criteria that should accurately be adopted and applied to EFL primary classes under the guidance of the teacher. When pupils choose their own learning tasks and opportunities, they consider such kind of learning meaningful and beneficial and thus they require further learning. Some fundamental issues and directions for effective choice making in EFL are essential to pupils at a primary stage. For example, the learning situation should be realistic, entertaining and accompanied with a lot of practice on the part of pupils. Also, the parents' positive attitudes towards learning English contribute a lot in making pupils make their preferable and positive opportunities. However, a checklist of these criteria as practicality, frequency, usefulness, gradation, readability, organization of class activities and appearance are the most workable in motivating pupils to make their own choices in English. In addition, the most fundamental techniques, in this respect, such as repetition and practice, total physical response and pleasurable learning can be adopted to enhance pupils' choice making in the foreign language.

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