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Motivating Students Through Introducing Language Learning Strategies in Foreign Language Learning

A CASE STUDY OF LMD FIRST-YEAR STUDENTS OF ENGLISH
DEPARTMENT OF BISKRA UNIVERSITY

DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
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Abstract

Many researchers in the field of TEFL confirmed that to achieve learners' centeredness, teachers should shift their focus to teaching learning strategies rather than the content. As we know teaching learning strategies was neglected in the Algerian system. Nowadays, the emergence of the LMD system witnessed the emergence of the module of study skills which is devoted to teaching skills and strategies. The aim of this research is to raise the teachers' and students' awareness of learning strategies in learning foreign language. However, the explicit teaching of learning strategies can help language teachers to help students attain the goals of improving their mastery of the target language and of learning about the target culture. We hypothesize that if teachers are aware enough of learning strategies (metacognitive, cognitive and social affective) they can improve students learning outcomes. The method chosen is descriptive and data of this study was collected through two questionnaires one for students of first year and another one for teachers. the main results of the study confirm that my teachers are not aware of the different taxonomies of learning strategies and this issue is neglected in my classrooms where the focus is on the content (what) more than the way (how). By the end of the study we suggest a few taxonomies that teachers should master and teach them to learners of first year to help them raise their metacognition and know how to deal with the different modules and difficult issues and problems.

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1. Aim of the study

The aim of this research is to raise teachers' and students' awareness of learning strategies in English. However, the explicit teaching of learning strategies can aid language teachers in helping students attain the goals of improving the mastery of the target language and of learning about it.

2. Statement of the problem

The importance of learning strategies is obvious. We need L.S in order to to help all students become better language learners. In fact it is one of the most important and driving factor for students reaching their good levels. When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning and they will be motivated more to learning. When students have no motivation to study, it can be hard to get the grades they need to accomplish their educational goals. Most students are capable of doing very well in school despite what their current grades are showing. Most of the time, it's not the lack of ability to learn the material but the lack to interest and directions through strategis of learning to put in the effort to actually do well. So, it is important that teacher does what he can to teach the learning strategies in a way that will motivate the students.

3. Research Questions

1. What is motivation?
2. What is the importance of motivation in learning?
3. What are the types of motivation?
4. What are the factors that influence stuedents' learning?
5. What is the relation between learning strategies and motivation?

4. Hypothesis

If we teach learning strategies, students will be more motivated to learn.

5. Research Methodology :

This research will be conducted through the descriptive method to explore to what extent motivating students through learning strategies is important and its influence on students' achievement in learning.

6. Sample of the Study and Research Tools :

The participants of the study are the 1st year students of the department of English because they enter a new scholastic environment. The data of the study is gathered through using two questionnaires, the first is for students to collect data about their achievement in learning and to explore how they are motivated to learn. The second is for teachers to know about their knowledge and awareness of learning strategies in their teaching.

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CHAPTER ONE

LANGUAGE LEARNING STRATEGIES

INTRODUCTION

Language learning strategies are among the main factors that help determine how our students learn a second or foreign language. Learning Strategies are specific behaviors or thought processes that students use to enhance their own L2 learning. The search for learning strategies began with Rubin and Stern in 1975, when attention was drawn to what makes a person a good language learner. At this point a distinction between the learning of a language and acquisition of a language is necessary. Where learning is a conscious focus on language rules, while acquisition is an unconscious and spontaneous occurrence in a naturalistic language setting that leads to conversational fluency (Oxford, 1990, p. 4).

Learners at all levels use strategies which are varied according to the task, stage of the learner, age of the learner, the context of learning, individual learning styles, and cultural differences.

1. Defining a Learning Strategy

The term language learning strategy has been defined by many researchers. Wenden and Rubin (1987:19) define learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Richards and Platt (1992:209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information." Faerch Claus and Casper (1983:67) stress that a learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language." According to Stern (1992:261), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques." All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom.

2. Importance of Language Learning Strategies in Language Learning

Research supports the effectiveness of using L2 learning strategies and has shown that successful language learners often use strategies in an orchestrated fashion. Some findings are listed below:

- Use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas (Oxford et al., 1993; Thompson & Rubin, 1993).
- Successful language learners tend to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language task (Chamot & Kupper, 1989). These learners can easily explain the strategies they use and why they employ them (O'Malley & Chamot, 1990).
- Cognitive (e.g, translating, analyzing) and metacognitive (e.g, planning, organizing) strategies are often used together, supporting each other (O'Malley & Chamot, 1990). Well tailored combinations of strategies often have more impact than single strategies.
- Certain strategies or clusters of strategies are linked to particular language skills or tasks. For example, L2 writing, like L1 writing, benefits from the learning strategies of planning, self-monitoring, deduction, and substitution. L2 speaking demands strategies such as risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. L2 listening comprehension gains from strategies of elaboration, inferencing, selective attention, and self-monitoring, while reading comprehension uses strategies like reading aloud, guessing, deduction, and summarizing (Chamot & Kupper, 1989). See Oxford (1990b) for a detailed chart that maps relevant strategies with listening, speaking, reading, and writing skills.
- The powerful social and affective strategies are found less often in L2 research. This is, perhaps, because these behaviors are not studied frequently by L2 researchers, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process (Oxford, 1990).

Knowledge of strategies is important because if one is conscious of the processes underlying the learning that s/he is involved in, then the learning will be more effective. The fact showed that learners who are taught learning strategies are more highly motivated than those who are not.

- Oxford (1990: 1) argues that strategies are important for two reasons. In the first place, strategies « ...are tools for active, self – directed involvement, which is essential for developing communicative competence ». Secondly, learners who have developed

appropriate learning strategies have greater self – confidence and learn more effectively.

According to Oxford, language learning strategies:

- contribute to the main goal, communicative competence
- allow learners to become more self – directed
- expand the role of teachers
- support learning both directly and indirectly

3. How to Teach Learning Strategies?

To become strategic learners, students must participate in real situations in which they can reflect their needs and evaluate their prior knowledge.

« Communication is the heart of language learning and reading and writing are tools for learning about the world » (Learning Strategies, Resource Guide, 1995). Because there are many ways of knowing, interaction, communication and sharing own information between learners themselves to develop their prior knowledge. In addition to problem solving, according to the National Council of Teachers of Mathematics, is “a process by which students experience the power and usefulness of mathematics in the world around them. It is a method of inquiry and application” (NCTM Standards, p. 23). as the educators see that problem solving is inquiry and application, they surely use it as a complementary process of learning.

4. Effectiveness of L2 Learning Strategies

Using L2 Learning Strategies results successful language learners often use strategies. According to (Oxford et al., 1993; Thompson & Rubin, 1993) : Use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skill areas. Also, Cognitive (e.g. translating, analyzing) and metacognitive (e.g. planning, organizing) strategies are often used together, supporting each other (O'Malley & Chamot, 1990).

(Oxford, 1990b), stated that « The powerful social and affective strategies are found less often in L2 research. This is, perhaps, because these behaviors are not studied frequently by L2 researchers, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the L2 learning process ».

5. Factors Influencing the Choice of L2 Learning Strategies

Oxford (1990a) synthesized existing research on how the following factors influence the choice of strategies used among students learning a second language.

Motivation. More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.

Gender. Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).

Cultural background. Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural backgrounds. Certain other cultures also appeared to encourage this strategy among learners.

Attitudes and beliefs. These were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

Type of task. The nature of the task helped determine the strategies naturally employed to carry out the task.

Age and l2 stage. Students of different ages and stages of L2 learning used different strategies, with certain strategies often being employed by older or more advanced students.

Learning style. Learning style (general approach to language learning) often determined the choice of L2 learning strategies. For example, analytic-style students preferred strategies such as contrastive analysis, rule-learning, and dissecting words and phrases, while global students used strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

Tolerance of ambiguity. Students who were more tolerant of ambiguity used significantly different learning strategies in some instances than did students who were less tolerant of ambiguity. (Oxford, R. 1994)

6. Taxonomies of Learning Strategies

Language Learning Strategies have been classified by many scholars. However, most of these classifications result the same categorizations of language learning strategies without any radical changes. In what follows, I mentioned Rubin's (1987), Oxford's (1990), O'Malley's (1985), and Stern's (1992) taxonomies of language learning strategies:

6.1. Rubin's (1987) Classification of Language Learning Strategies

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning:

6.1.1. Learning Strategies

They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner:

- Cognitive Learning Strategies
- Metacognitive Learning Strategies

6.1.1. a . Cognitive Learning Strategies

They refer to the steps or operations used in learning or problem-solving those require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

6.1.1.b. Metacognitive Learning Strategies

These strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

6.1.2. Communication Strategies

They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

6.1.3. Social Strategies

Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practise their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27).

6.2. Oxford's (1990) Classification of Language Learning Strategies:

Oxford (1990:9) sees the aim of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication. Oxford's (1990:17) taxonomy of language learning strategies is shown in the following :

6.2.1. Direct Strategies

- I. Memory
 - A. Creating mental linkages
 - B. Applying images and sounds
 - C. Reviewing well
 - D. Employing action
- II. Cognitive
 - A. Practising
 - B. Receiving and sending messages strategies
 - C. Analysing and reasoning
 - D. Creating structure for input and output
- III. Compensation strategies
 - A. Guessing intelligently
 - B. Overcoming limitations in speaking and writing

6.2.2. Indirect Strategies

- I. Metacognitive Strategies
 - A. Centering your learning
 - B. Arranging and planning your learning
 - C. Evaluating your learning
- II. Affective Strategies
 - A. Lowering your anxiety
 - B. Encouraging yourself
 - C. Taking your emotional temperature
- III. Social Strategies
 - A. Asking questions
 - B. Cooperating with others
 - C. Emphathising with others

6.3. O'Malley's (1985) Classification of Language Learning Strategies

O'Malley et al. (1985:582-584) divide language learning strategies into three main subcategories:

6.3.1. Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

6.3.2. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies

6.3.3. Socioaffective Strategies

As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies (Brown 1987:93-94).

6.4. Stern's (1992) Classification of Language Learning Strategies

According to Stern (1992:262-266), there are five main language learning strategies. These are as follows:

6.4.1. Management and Planning Strategies

These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

- decide what commitment to make to language learning
- set himself reasonable goals
- decide on an appropriate methodology, select appropriate resources, and monitor progress, evaluate his achievement in the light of previously determined goals and expectations (Stern 1992:263).

6.4.2. Cognitive Strategies

They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

- Clarification / Verification
- Guessing / Inductive Inferencing
- Deductive Reasoning
- Practice
- Memorization
- Monitoring

6.4.3. Communicative - Experiential Strategies

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern 1992:265).

6.4.4. Interpersonal Strategies

They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern 1992: 265-266).

6.4.5. Affective Strategies

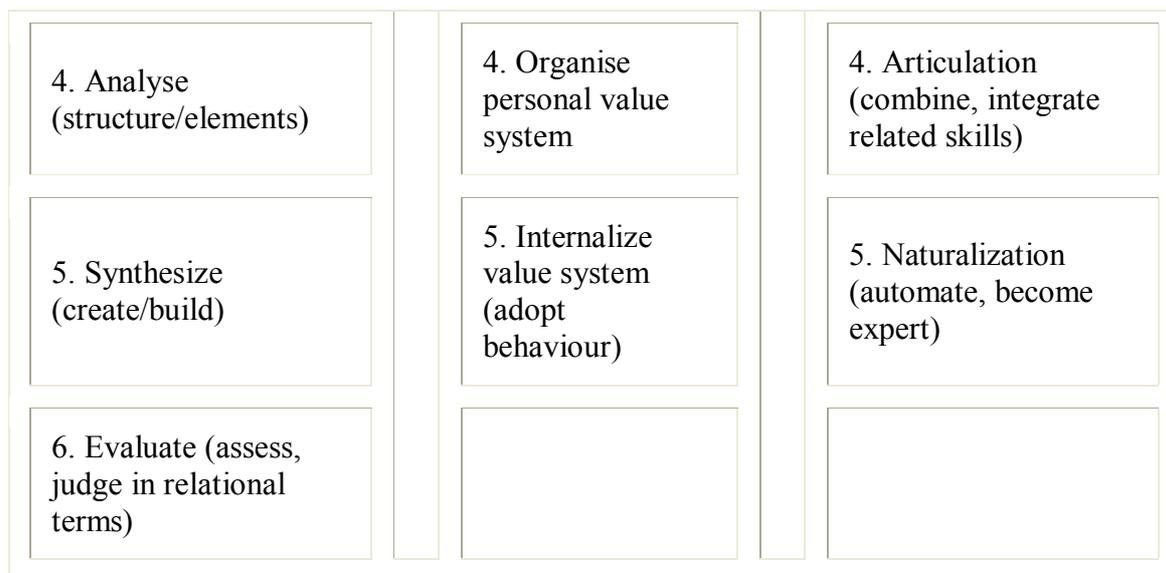
It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992:266).

6.5. Bloom's Classification of Language Learning Strategies

Bloom's Taxonomy model is in three parts, or 'overlapping domains':

1. **Cognitive domain** (intellectual capability, ie., knowledge, or 'think')
2. **Affective domain** (feelings, emotions and behaviour, ie., attitude, or 'feel')
3. **Psychomotor domain** (manual and physical skills, ie., skills, or 'do')

<i>Cognitive</i>	<i>Affective</i>	<i>Psychomotor</i>
knowledge	attitude	skills
1. Recall data	1. Receive (awareness)	1. Imitation (copy)
2. Understand	2. Respond (react)	2. Manipulation (follow instructions)
3. Apply (use)	3. Value (understand and act)	3. Develop Precision



7. The Teacher's Role in Strategy Training

The language teacher aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Do they ask for clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Besides observing their behavior in class, the teacher can prepare a short questionnaire so that students can fill in at the beginning of a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite / least favorite kinds of class activities, and the reason why they learn a language. The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught (Lessard-Clouston 1997:5). It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles (Hall 1997:4).

In addition to the students, the language teacher should also analyze his textbook to see whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already included within his materials. (Hismanoglu, M (2000)

The language teacher should also study his own teaching method and overall classroom style. Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not. The teacher can see whether his teaching allows learners to approach the task at hand in different ways or not. The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be emphasized that questioning himself about what he plans to do before each lesson and evaluating his lesson plan after the lesson in terms of strategy training, the teacher can become better prepared to focus on language learning strategies and strategy training during the process of his teaching (Lessard-Clouston 1997:5).

8. Successful Strategies as a tool to develop learner autonomy

It is recognized now that language learning strategies (LLS) are the key to learner autonomy (LA). In order to facilitate the autonomy in their students, teachers need to incorporate learning strategy instruction into their language lessons. L2 research can assist autonomous learning by ensuring that the learner is offered '*a range of choices with an adequate coverage of the diverse nature of L2 learning*' (Harris et al, 2001, p.5).

Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. That is, strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at learning task generally are successful, and each successful learning experience increases motivation. In order to continue to be successful with learning tasks, students need to be aware of the strategies that led to their success. Awareness of one's own thinking processes is generally referred to as *metacognition* or *metacognitive awareness* (Pressley & Afflerbach, 1995; Rivers, 2001). The value of this type of self-knowledge is that it leads to reflection, to planning how to proceed with a learning task, to monitoring one's own performance on an ongoing basis, and to self-evaluation upon task completion.

9. Problems in Classifying Strategies

According to Oxford,R (1994), almost two dozen L2 strategy classification systems have been divided into the following groups: (1) systems related to successful language learners (Rubin, 1975); (2) systems based on psychological functions (O'Malley & Chamot, 1990); (3) linguistically based systems dealing with guessing, language monitoring, formal and functional practice (Bialystok, 1981) or with communication strategies like paraphrasing or borrowing (Tarone, 1983); (4) systems related to separate language skills (Cohen, 1990); and (5) systems based on different styles or types of learners (Sutter, 1989). The existence of these distinct strategy typologies indicates a major problem in the research area of L2 learning strategies: lack of a coherent, well accepted system for describing these strategies.(Oxford,R (1994).

CONCLUSION

In this chapter we discussed the issue of learning strategies and the importance of teaching them. We gave an insight into the different taxonomies studied in the field of TEFL to raise teachers awareness and knowledge about learning strategies. Learning strategies are very important to training students to use their metacognition, cognition and social affective abilities and strategies. The purpose is to teach learners the how to do things not the what which can be done through books, internet.....

CHAPTER TWO: Motivation and Language Learning

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CHAPTER TWO

MOTIVATION and FOREIGN LANGUAGE LEARNING

INTRODUCTION

Digging deeply in history, we find that motivation is a notion that existed centuries ago, and that was and still is at the heart of all human learning. We can say that some people learn the language quickly and thoroughly, while others fail to do so. The explanation of why a language is learned successfully or unsuccessfully may lie in the individuals' motivation to learn it. Therefore, motivation is important in second /foreign language learning because it is the crucial force which determines whether a learner starts on a task at all, how much energy he /she devotes to it and how long he / she perseveres. This chapter attempts to explain what is motivation through its definition, theories and models.

1. Defining motivation

Motivation is one of the major affective factors to second language learning; all scholars are of the same opinion that motivation is the most important cause in students' success or failure. Harmer (2001: 51) defines motivation as "some kind of drive which pushes someone to do things in order to achieve something". Many learners are extrinsically motivated. That is, they just want to learn a language so as to attain some goals, such as succeeding in an exam, obtaining their driving license, or even having training abroad in a highly regarded university. In contrast to intrinsically motivated students who just crave for learning a language. As it was explained, extrinsic motivation is caused by many external factors while intrinsic motivation comes from within the individual. In short, to help the second language learning process, teachers should use different classroom activities such as role plays, discussions, audio/visual aids, language games, and group work. Such activities enhance motivation in the students, help introverts get rid of their shyness and extroverts to be more empathic, lower inhibition and anxiety, encourage them to take risks and higher their self-esteem.

Psychologists, over the globe, showed great deal of interest to understand the complexity of motivation. Myriad definitions were put forward, yet all meet in one point; motivation is: "what gets you going, keeps you going, and determines where you are going to go." (Slavin, 2003: 329) In

other words, motivation is the drive that helps one meet his/her desired goals. Motivation, indeed, it is fundamental in learning in the sense that it controls the students' behavior; it serves as an evidence for teachers to interpret how much students are willing to learn.

2. Sources of motivation

In fact, “without knowing where the roots of motivation lie, how can teachers water those roots?” (Oxford & Shearin, 1994: 15). Educational psychologists point to three major sources of motivation in learning: the learner's natural interest- intrinsic satisfaction, i.e the teacher- extrinsic reward and success in the task combining satisfaction and reward. According to Littlejohn (2011): “while teachers and school systems have drawn on both of the first two sources of motivation, the third source is perhaps underexploited in language teaching”. This is thus simple fact of success, and the effect that this has on our view of we do. As human beings, we generally like what we do well, and are therefore more likely to do it again and put in more effort. In the classroom, this can mean that students who develop an image of themselves as ‘not good at English’ will simply avoid situations which tell them what they already know – that they are not good at English. Feeling of failure, particularly early on in a students' school career, can therefore lead to a downward spiral of a self-perception of low ability- low motivation- low effort- low achievement- low motivation and so on.

3. Types of Motivation

3.1. Intrinsic

Intrinsic motivation influences learners to choose a task, get energized about it, and persist until they accomplish it successfully, regardless of whether it brings an immediate reward. Intrinsic motivation is present when learners actively seek out and participate in activities without having to be rewarded by materials or activities outside the learning task. «It is the tendency to engage in tasks because one finds them interesting and enjoyable.

Students with more intrinsic motivation tend to persist at difficult problems and learn from their mistakes »(Walker, Greene, & Mansell, 2006). The construct of intrinsic motivation refers to “the doing of an activity for its inherent satisfactions rather than for some separable consequence” (Ryan & Deci, 2000a, p.56). Put differently, it refers to the kind of behaviour or action that is started for its own sake, and for the enjoyment and feeling of fulfilment the individual derives from doing it

(Vallerand, Blais, Brière & Pelletier, 1989; Deci et al., 1991). The assumption underlying intrinsic motivation emerges from the perspective that individuals are born with innate dynamic forces and inclinations for growth and development that need to be fed in order to persist and work successfully (Deci & Ryan, 2000).

Vallerand et al. (1989) claim that intrinsic motivation concerns three main domains. The first consists in the intrinsic motivation for acquiring knowledge. They define it as the feeling of satisfaction and enjoyment individuals get when they undertake an activity in order to acquire or explore new perspectives (p.324). The second domain concerned by intrinsic motivation is achievement. Vallerand et al. (1989, p.325) explain that intrinsic motivation for achievement means that individuals undertake activities for the sake of the pleasure its achievement provides, to face new challenges, or to create something new. Intrinsic motivation also concerns emotions as individuals engage in activities to get feelings of pleasure, excitement, entertainment, and aesthetics (Vallerand et al., 1989, p.325).

Furthermore, Ryan and Deci (2000a, p.56) state that intrinsic motivation has an internal personal dimension and an external context-related dimension. This opinion is further supported by Deci and Ryan (2008) as they explain that intrinsic motivation “involves doing a behavior because the activity itself is interesting and spontaneously satisfying” (p.15). The importance of having an individual performing activities for their own sake is due to the fact that “it is through acting on one’s inherent interests that one grows in knowledge and skills” (Ryan & Deci, 2000a, p.56). Likewise, Deci and Ryan (2000, p.233) intrinsic motivation is most likely to be enhanced by factors that lead individuals to fulfil their psychological needs of autonomy, competence and relatedness, while it is most likely to be hindered by factors that obstruct achieving those needs. They further claim that certain external factors “such as rewards and threats undermine autonomy and thus lead to non-optimal outcomes such as decreased intrinsic motivation, less creativity, and poorer problem solving” (p.234).

3.2. Extrinsic

«Extrinsic motivation is the tendency to engage in tasks because of task-unrelated factors such as the expectation of reward or punishment, for example ,to pass the exam or get a good grade»(Vansteenkiste, Lens, & Deci, 2006). Ryan and Deci (2000a, p.60) identify extrinsic motivation as “a construct that pertains whenever an activity is done in order to attain some separable outcome”. They explain that this type of motivation is very often related to the presence of external factors to the task perse (Vallerand et al. 1989; Ryan & Deci, 2000a; Deci & Ryan, 2008). This is due to the fact that the tasks “are performed not out of interest but because they are

believed to be instrumental to some separable consequence” (Deci, Vallerand, Pelletier & Ryan, 1991, p.328); that is to say, individuals who are extrinsically motivated engage in the activity in order to arrive at results independent from the activity itself “such as receiving a reward, avoiding guilt, or gaining approval” (Deci, Ryan & Williams, 1996, p.167). Viewing extrinsic motivation from this perspective may suggest that the autonomy component is rather absent from this type of motivation. Nevertheless, the SDT maintains that extrinsic motivation displays various degrees of autonomy (Ryan & Deci, 2000a). An individual who obeys external constraints, such as accomplishing an activity to avoid punishment, is extrinsically motivated because s/he is doing the task to arrive at an independent result. Conversely, when an individual acts as a result of approval of external regulation is equally extrinsically motivated, except that this one will feel having alternative (Ryan & Deci, 2000a). Two key concepts were identified while explaining extrinsic motivation namely internalisation and integration (Deci, Ryan & Williams, 1996; Ryan & Deci, 2000a). Ryan and Deci (2000a, p.61) define internalisation, “the process of taking in a value or regulation that describes how one’s motivation for behavior can range from motivation or unwillingness, to passive compliance, to active personal commitment”; and integration, “the process by which individuals more fully transform the regulation into their own so that it will emanate from their sense of self”. In other words, internalisation refers to accepting an external factor as being significant to oneself, while integration means transforming that same external factor into an internal –personal- one.

4. Theories of Motivation:

4. 1. The Behaviorist Theory:

The behavioural view of motivation insists on the impact of reinforcement on motivating desired behaviour (Williams & Burden; 1997). In other words, the nature and system of rewards would determine the kind of the behaviour and how often it would happen again. According to Brown (2007), the behavioural perspective links motivation to a large extent to external factors, such as anticipation of reward as determiner of our behaviour.

4. 2 . The Cognitive Theories

Cognitive views focus on the role of our thought, expectations and understanding of the world (Feldman, 1997). That is to say, people do not react on the events or others’ behaviour but on

the interpretation of these events. According to Woolfolk (2004), it includes attribution theory, Expectancy \times Value theory, goal theory and self-schemas theory.

4. 3. The Humanistic Theory

From a Humanistic perspective, to motivate means to look at the human as an entire individual who has many components and to make the links between these elements in order to understand human behaviours. It includes many theories, among which Maslow's Needs Theory and Self-Determination Theory (STD).

4. 4. Attribution Theory

Attribution theory of motivation looks for finding justifications for success and failure (Slavin, 2006). People may relate their success, or failures to self or others' influences, like ability, effort, mood, luck, difficulty of the task influence of others and so on.

Weiner (1979, 2000; in Woolfolk, 2004) has classified these excuses into three domains. Firstly, the cause can be either external or internal to the person. Secondly, this reason can either be stable or instable. Finally, the cause can be controlled by the person or uncontrolled (p.344). Thus, the person would believe that either the cause is due to his own effort or ability or out of him; he can think of the cause as changeable or unchangeable; and, finally, he would either believe that he can control this cause or not.

4. 5. Goal theory

Locke and Latham (1990, in Woolfolk, 2004, p.359) define a goal as "an outcome or attainment an individual is striving to accomplish". Goal theory states that setting appropriate goals and making the needed forces to reach them can be an important part of motivational theory (Williams & Burden, 1997). According to Brophy (2004), this theory focuses on deciding about the goals and structuring strategies to achieve them rather than looking just for what learners need.

Slavin (2006) claims that researchers have distinguished between two types of goals: learning goals (or mastery goals), and performance goals. Woolfolk (2004) explains that students who set mastery goals focus on gaining competences in the skills taught, they look for difficult and challenging tasks; and those who set performance goals care more about positive judgment from others and about scores and grades.

5. Models of motivation in F.L Teaching

A few relevant models of motivation are to be presented according to time evolution –from 1959 to 1998. These models are Gardner and Lambert’s Socio-Educational Model, Vroom’s Expectancy Model, Shumann’s Acculturation Model, Dornyei’s Motivational construct, Wen’s four Motivational factors.

In their Socio-Educational Model, Gardner and Lambert (1959, 1972) concluded that the learner’s attitude towards the target language and the culture of the target language- speaking community play a crucial role in language learning motivation. They introduced the notion of instrumental and integrative motivation. (Chambers 1999, Belmachri & Humel1998, Gardner et al 2004 and Norris, H 2001).

According to Gardner and Lambert (1959, 1972) “instrumental motivation refers to the learner’s desire to learn a language for utilitarian purposes (such as school/ university requirement, employment or travel) , whereas integrative motivation refers to desire to learn a language to integrate successfully into the target language community” (Onzième Année/N°22, juin 2011).

According to Vroom’s (1969) Expectancy Model “the learners motivation to acquire a second/ foreign language is determined by effort, valence (perception of degree of attractiveness of goals/ its value), expectancy (perception of the probability of attaining the goals), and instrumentality (connection of success and reward) (Onzième Année/N°22, juin 2011).

In his acculturation model, Shumann examined the effect of personal variables such as relative status, attitude, integration, amount of time in the culture, size of the learning group, and the cohesiveness of the group and adult language learning. Schumann suggested three strategies taken by adult learners:

- Assimilation : total adoption of the target culture
- Rejection of target culture: preservation of the home culture (culture shock) and
- Acculturation: learning to function in the new culture while maintaining the one’s own identity (adaptability).

According to Shumann “the degree of acculturation determines the level of second language acquisition” (Onzième Année/N°22, juin 2011). When an individual chooses to acculturate and experiences success, the motivation to learn the L2 increases.(Oxford & Shearin, 1994).

Another effective model in the history of motivation is Keller's. Keller(1983) presents an instructional design model for motivation that is based upon a number of other theories. His model suggests a design strategy that encompasses four components of motivation: arousing interest in the topic (Attention), creating (Relevance) to students' lives, developing an expectancy of success and feelings of being in control (Confidence), producing (Satisfaction) in the outcome through intrinsic/extrinsic rewards. Keller (1987) introduced the ARCS Model of Motivational Design which is a well known and widely applied model of instructional design. (Onzième Année/N°22, juin 2011).

In (1990), Dornyei considers instrumental motivation more important than integrative motivation for learners for foreign language. Thus, he postulates a motivational construct consisting of instrumental motivational subsystems, an integrative motivational subsystems, a need for achievement, and attribution about past failures.

(Crooks and Schmidt,1991) identifies four areas of second language motivation: The micro level, the classroom level, the syllabus level, and a level involving factors from outside the classroom. The micro level involves the cognitive processing of the input. At the micro level learner motivation is evidenced by the amount of attention given to the input. The classroom level includes the techniques and activities employed in the classroom. The syllabus level refers to the choice of content presented and can influence motivation by the level of curiosity and interest aroused in the students. Finally, factors from outside the classroom involve informal interaction in the L2 and long term factors.

In 1994, Oxford and Shearin analyzed a total of 12 motivational theories or models, including those from socio-psychology, and identified six factors that impact motivation in language learning:

1. Attitude (i.e. sentiments toward the learning community and the target language);
2. Benefits about self (i.e. expectancies about one's attitudes to succeed, self-efficacy, and anxiety);
3. Goals (perceived clarity and relevance of learning goals as reasons for learning);
4. Involvement (i.e. extent to which the learner actively and consciously participates in the language learning process.);
5. Environmental support (i.e. extent to teacher and peer support, and the integration of culture and outside class support into learning experience.) and
6. Personal attributes (i.e.) aptitude, age, sex, and previous language learning experience).

In 1997, Wen incorporated expectancy – value theories and identified four motivational factors: motivation of instrumentality, intrinsic motivation, expected learning strategies and efforts and passivity towards requirements.

After having identified those four motivational factors, Wen develops a tool for measuring motivation: the motivation scale which measures instrumental and integrative motivation, effort, valency, expectancy, and ability.

6. Factors that affect motivation

Improvement of student achievement has always been one of the main goals of education. In past decades researchers and educators have conducted many studies and experiments to determine the factors that affect (positively or negatively) student achievement. Many factors have been identified and the relationship between them is very complex and dynamic. Some researchers believe that student characteristics, their living and learning environments and instruction activities contribute to student achievement (House 2002, etc.). NEETF (2000) divides factors that influence learning outcomes into five categories:

1. External (such as gender, race, parents' educational background, etc.),
2. Internal
3. Social,
4. Curricular and
5. Administrative.

The table below summarizes the findings of Brown (1999), Garton et al. (1999), Harris and Mercier (2000), Hitz and Scanlon (2001), House (2002), Howley (1989), Howley et al. (2000), Klavas (1994), Klein and Merritt (1994), Koziuff et al. (2000/2001), Lieberman and Hoody (1998), Lord (1999), NEETF (2000), NAAEE & NEETF (2001), Papanastasiou (2002), Patrick (1991), Peterson (1989), Rainer and Guyton (1999), Schacter (1999), Thomas et al. (2000) and others. The table presents factors listed in National Environmental Education and Training Foundation's report as a basis (NEETF 2000), with additional factors mentioned in other research.

	Positively	Negatively
External	<ul style="list-style-type: none"> • Male gender; • Member of Caucasian race; Asian immigrant; • Average or above-average income; • High expectations of teachers and parents • Parent education • Good, safe neighborhood • Reinforcement • Small school size • Less TV viewing • “maintstreaming” students, i.e. putting students with different abilities together 	<ul style="list-style-type: none"> • Female gender; • Member of minority race; • Under- or uneducated parents; • Poverty; • Tracking/ability group (divide students by their abilities) • Unsafe neighborhood • Large school size • More TV viewing
Internal	<ul style="list-style-type: none"> · Motivation · Self-reflection 	<ul style="list-style-type: none"> · Motivation (lack)
Social	<ul style="list-style-type: none"> · Ability to connect with teacher and fellow students (smaller learning communities) 	<ul style="list-style-type: none"> · Poor or remote relationship with teacher (larger or “anonymous” learning communities)
Curricular	<ul style="list-style-type: none"> · Matching teaching style to learning style; · Engaging material; engaged teachers and learners; · Student choice in curriculum; · Collaborative/cooperative learning; · Participation in group discussions at school and home; · Peer interaction; · Demanding subject matter; · Problem-based learning; · Issue-based and/or project based realworld instructional activities; · Teaching for connections · Using environment as an integrated context · Parents and community involvement in educational process · Use of technology and other multiple resources, computer-based instructions · Active learning · Authentic assessment · Student-centered curriculum · Constructivist teaching approach 	<ul style="list-style-type: none"> · Using same teaching style for all students; · Unengaged teachers · Teacher-centered curriculum; · Irrelevant curriculum · Traditional teaching methods such as lectures · Subject matter that is too easy · Lack of resources · Less time spent on homework

	<ul style="list-style-type: none"> · Integrated curriculum · Much time spent on homework assignment 	
Administrative	<ul style="list-style-type: none"> · Common vision · Implementation of comprehensive reform programs · Teacher empowerment · Access to assistance, in-service training, and resources · Continuous quality improvement of teaching and learning · Good supportive school climate 	<ul style="list-style-type: none"> · Lack of focus; · Lack of administrative support or attention to enhancing teacher quality/competence

Table: Summary of factors that influence achievement (Education-research-oskana-4-6)

Patrick (1991) found that “achievement has been associated with the following factors: high educational attainment of parents, a home environment where reading and discussions of ideas are valued, limited television, significant amounts of time spent on homework assignments, and stable family structure” (p.2). The author believes that student achievement is positively influenced by

- challenging subject matter;
- in-depth investigations of topics;
- discovery of alternative solutions to the problems;
- active learning and thinking;
- multiple resources and media for teaching and learning;
- use of technology;
- high expectation of student performance;
- a safe school climate; and
- authentic on-going assessment.

Many other researchers also believe that students learn best when they have an opportunity to discover and investigate (House 2002; NAAEE & NEETF 2001; WDFD 1999, etc.) as well as to make connections between their studies and real life (Krynock and Robb 1999).

Klavas (1994), Thomas *et al.* (2000) and others found that students show better achievement when teachers take into account students’ varied learning styles. When teachers offer varied learning environments, students are more motivated, interested and engaged. Rainer and Guyton (1999) found that students have better attitudes towards learning when they have an opportunity to make their own choices. The opposite results are reported by Garton *et al.* (1999) who analyzed the

learning style of 187 science students and 4 instructors and came to conclusion that there was no significant correlation between student achievement and learning style.

Many authors name technology and media as a promising tool for improving student learning. Schacter (1999) conducted a meta-analysis of the existing literature focused on the relationship between student achievement and technology use in the classroom. According to his findings, students in technology-rich environments have shown increased achievement in all subject areas.

Almost all research names socio-economic status as one of the factors that affects student learning (Howley 1989; Howley *et al.* 2000; House 2002). Students learn better if they are from above-average or average income family, with well-educated parents who participate in the schools' education process and encourage children to learn. When parents are involved in their children's education, children have better grades and test scores, better attitudes and behavior (Brown 1999; Peterson 1989, etc.). In addition, as argued by Harris and Mercier (2000), student achievement in school is affected not only by the family environment but also by the neighborhood where the student lives. Safe neighborhoods that value education and participate in school events and projects can provide additional reinforcement for students.

According to the literature, the method of instruction also affects student learning. Hitz and Scanlon (2001) state that students who attended traditional teacher-centered classes show better results immediately after the program. However, students who were taught using project-based methods had a greater level of retention and an ability to use received knowledge and skills over time. Similar opinions were expressed by Lord (1999) and Klein and Merritt (1994), who believe that constructivist teaching approach leads to improved student achievement because it develops critical thinking, interpretation and analytical skills.

7. Relation between Motivation and Learning Strategies

Learners' use of strategy may reflect their motivational orientation. Oxford and Nyikos (1989), for example, found that the most frequently used strategies were formal practice strategies, which are related to language rules; whereas the least frequently used strategies were functional practice strategies related to use of authentic language. In other words, learners' choice of learning strategies might be reflection of their motivational orientation. Learning strategies, especially metacognitive strategies which require greater effort, are shown to have close relationship with learners' development of self-autonomy (Fleming and Walls, 1998). Besides, it was stated (Oxford & Nyikos, 1989) that motivation can be effective in predicting learners' use of strategies. In other

words, students with stronger motivation were believed to use more learning strategies than less motivated ones.

CONCLUSION

Motivation is essential in any learning process. In this chapter we tried to give an overview of motivation in foreign language classrooms. The emphasis on motivation strategies and models is important because we cannot enhance students' metacognition without motivation and many strategies which are needed are in fact related to motivation strategies more than the content, the setting or the teacher.

CHAPTER THREE

FIELD WORK

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CHAPTER THREE: FIELD WORK

Introduction

This chapter is devoted to the presentation and the analysis of the data obtained through the implementation of the present research. As a first step, it is started by introducing the population of the study. Second, it is described, analyzed and interpreted the questionnaires results. Which, in turn, help me confirm or disconfirm my hypothesis about using Learning Strategies as an effective method to motivate students learn better. I provide two sections, the first one deals with the teachers' questionnaire analysis, and the second deals with the students' questionnaire analysis. In addition to that, i present my research findings about knowing and applying Learning Strategies at the level of university, to motivate students learn and perform better the English Language.

1. Methodology

1.1. Hypothesis

If we teach learning strategies, students will be more motivated to learn.

1. 2. Population

1.2. a. Students

First Year LMD students of English, at the University of Biskra department of English, development of English make up the entire population of this study. I dealt with a sample of fifty (50) students, from a total population of about 750 students. The participants, in this study, have been chosen randomly. which consisted of (30%) males and (70%) females. The students' ages ranged from nineteen to twenty three. The reason behind choosing to work with first year is that they are more or less motivated. They are still in late adolescence and affect counts very much for them ; teachers have to choose the best method to teach them Learning Strategies, for the students to adopt in their new environment which is the University. I think so because if the method chosen does not take the affective side into account, students will never be motivated to learn and thus they will perhaps never be able to use the language correctly.

1.2. b. Teachers

Teachers at the University of Biskra make up the whole population. We dealt with the sample of ten (10) teachers selected randomly, from the entire population of about forty five (45) teachers. All the participants in this study have Licence and Magister degree. The reason behind such a choice was to examine the degree to which teachers' awareness of the important role of Learning Strategies in fostering motivation in learners.

2. Description of the Questionnaires

We devised two questionnaires, one for teachers and one for students. The questionnaires contain questions of multiple choice type, where the teachers/students put a tick in the corresponding boxes after reading the questions attentively. The results of the questionnaires serve to investigate the teaching-learning strategies to help students use these strategies as an effective learning method that centers attention on their psychological and affective side of their learning.

2.1. Students' Questionnaire:

The students' questionnaire was composed of (34) questions composed of three parts; the first part deals with background information about the students, the second part involves questions about the students' perception of Learning Strategies. And finally, part three deals with the students' practice of Learning Strategies.

2.2. Teachers' Questionnaire:

The teachers' questionnaire was composed of (53) questions composed of three parts; the first part is about general information about teachers. The second part deals with the teachers' perception of Learning Strategies, and eventually, part number three deals with teachers' practice of Learning Strategies.

3. Administration of the questionnaire:

3.1. Students' Questionnaire:

The students' questionnaire was administered to two groups gathered together, making up 75 students (for the study, only 50 questionnaires were randomly selected). Students were given identical instructions, before they complete the questionnaire, on how to do so and for what reason

it was designed. They were notified that: a) it is not a test, b) it is an important component in our study, c) their participation is going to be really appreciated, d) what matters is their opinions and e) the answers they will provide would remain completely confidential (even though they were not asked to write their names). The questionnaire took the students nearly 60 minutes of their time (which is largely enough for them to answer). With what mentioned above, we do believe that our questionnaire was administered in good conditions.

3.2. Teachers' Questionnaire:

Since teachers are familiar with this type of studies, all that we can say is that the teachers' questionnaire was administered to ten (10) of them selected randomly. It took them nearly 60 minutes of their time.

The analysis of the student's questionnaire:

Section one: general information

Options	Number	Percentage
Male	15	30%
Female	35	70%
Total	50	100 %

Table01: Student's gender

Female students outnumber males. In actual fact, this is even the case with regard to the sample under study. We have recorded just (15) male subjects out of a total of 50 making up (30%), whereas the rest is of a female gender, that is 35 (70%). This adds nothing except to the question of motivation and seriousness. Girls are expected to be more interested in studying a foreign language more than boys.

Options	Number	Percentage
19	12	24%
20	24	48%
21	9	18%
22	3	6%
23	1	2%
34	1	2%
Total	50	100 %

Table02: Student's age

A quick glimpse at this table reveals that there are five (6) age groups in our selected sample. All our subjects are teenage students whose ages vary between 19 and 23 years old. Out of the total number of the sample (50), we have 12 subjects 24% who are 19 years of age; this may mean they start early their primary education. 20 years old subjects (24) represent a numerical majority (48%). 21 years old make the 18% of the whole population. Besides, 22 years old (6%), 23 years old (2%) and 34 years old (2%) are believed to be older subjects who either have repeated years or not having started early their primary education.

Q1 : How long have you been studying english ?

Options	Number	Percentage
4 years	4	8 %
7 years	12	24%
8 years	27	54%
9 years	7	14%
Total	50	100%

Table 01 : Student's period of studying English

There are students (12) making up (24%) stated that they have been studying English for seven years. This mean that they start early their primary education. Those who stated that they have been studying English for eight years (8%) are the majority of the students (27) making up (54%). This is believed to be the normal number to reach out their academic year. Those who declared that they

have been studying English for nine years (14%) are believed that they have repeated one or many years.

Q2: Do you like English language?

Options	Number	Percentage
Very much	36	72%
Somehow	13	26%
Not much	1	2%
Total	50	100%

Table 02 : The students' feelings towards the English language.

(72%) of the whole population affirmed that they like English very much, this confirms that this portion (36 participants) went for English as a first choice because they are intrinsically motivated to. While the portion (13) that declared that they like English somehow (26%) were not really willing to study English and were extrinsically motivated (parents, friends, media, and so forth) or were sent to this option because of the baccalaureate average, then felt obliged somehow (because of no other possibility) to study English. Only one participant (2%) confessed that s/he does not like English much; this explains lack of motivation and thus, lack of interest.

Q3: How do you consider your level in English?

Options	Number	Percentage
Very good	2	4%
Average	15	30%
Good	31	62%
Poor	2	4%
Total	50	100%

Table 03 : The students' considerations for their level in English

There are two of the participants (4%) considers their level to be very good in English. (30%) state that their level is good, whereas (2%) state that their level is poor. In contrast with the minority, we have (62%) who assume that their level is average. Students usually relate their level to how well or how bad they can understand and produce the language either orally or in writing.

Q4: How often do you talk in English inside the classroom?

Options	Number	Percentage
Often	9	18%
Rarely	8	16%
Sometimes	32	64%
Never	1	2%
Total	50	100%

Table 04 : The students' frequency of talking English inside the classroom.

Students, who use the language inside the classroom, are believed to be intrinsically motivated. Making up (9%) of the participants who stated that they “often” use the language inside the classroom, and the majority of (32%) of the participants who stated that they “sometimes” do so. In contrast to (8%) who affirmed that English is “rarely” used by them inside the classroom, and to (2%) who opted for “never” as an answer to that question.

Section two: student's perception of learning strategies

Q5: Do you know strategies of learning?

Options	Number	Percentage
Yes	18	36%
No	32	64%
Total	50	100%

Table 05 : Students' awariness towards L.S

The majority of participants (32), making up (64%), do not know the strategies of learning. Whereas, only (18) students, (36%) belived that they know them. This means that there is a lack of teaching such strategies.

Q 6: If yes, mention 5 of them

Options	Number	Percentage
Four skills	12	24%
Attendance of lessons	1	2%
Watching English programs	1	2%
No answer	36	72%
Total	50	100%

Table 06 : Student's mention of L.S

(24%) of the students (12) mentioned the four skills as of the strategies they know. One participant (2%) stated that « attendance of lessons » as a strategy to learn, also (2%) stated that « watching English programs » is strategy to learn. Whereas, the majority of students (36), making up (72%), mentioned « no answer ». which means that they may be confused if they know them or not or they do not know them at all.

Q 7: Does your teacher of oral expression taught you vocabulary strategies?

Options	Number	Percentage
Yes	31	62%
No	19	38%
Total	50	100%

Table 07 : Student's justification of learning new vocabularies by teacher of Oral Expression.

The majority of students (62%) stated that their teacher of O.E taught them vocabulary strategies. However, (38%) mentioned the contrary. Students believed that they have been taught Learning Strategies in Oral Expression because this module relies only on speaking about different subjects that make students like to participate.

Q 8: Do you know listening strategies?

Options	Number	Percentage
Yes	30	60%
No	20	40%
Total	50	100%

Table 8 : Students' awareness towards Listening Strategies.

Several studies revealed that in order for one to learn a language, s/he has to well listen to it. Many students (60%) affirmed that they know Listening Strategies, but (40%) said that they do not know them. This may affect their pronunciation production since in order to have a good pronunciation students should practice listening.

Q9: If yes, when and how you learnt them?

Options	Number	Percentage
With a lot of attention and concentration	3	6%
In methodology courses	20	40%
Secondary school	1	2%
No answer	26	52%
Total	50	100%

Table 9: Students' learning of Listening Strategies

Only one student (2%) said that he learnt the L.S in secondary school and (6%) stated that they need attention and cocentration to learn.however, (20) students mentioned they learnt Listening strategies in Methodology courses, making up (40%).the majority of the whole number mentioned nothing about this question.

Q10: Do you know reading strategies?

Options	Number	Percentage
Yes	21	42%
No	29	58%
Total	50	100%

Table 10 : Students' awareness towards Reading Strategies

In this question, we can see that a big number of students (29), making up (58%), declared that they do not know about the Reading Strategies. Whereas, the rest of the percentage (42%) stated that they know them and may affect their vocabularies production since in order to have new words students should practice reading.

Q11: If yes, how and by whom?

Options	Number	Percentage
By teacher of Methodology	9	18%
Searching information, skinning and good management	1	2%
Through reading	3	6%
No answer	37	74%
Total	50	100%

Table 11 : Student's learning of Reading Strategies

Concerning this question, we can find that (18%) of students stated they have been taught Reading Strategies by teacher of Methodology. (2%) declared that they use "Searching information, skinning and good management" for learning R.S. and (6%) said « through reading » they knew about its strategies. But, the majority of students have put no answers on this question.

Q12 : Do your teachers of different modules train you to use learning strategies?

Options	Number	Percentage
Yes	18	36%
No	32	64%
Total	50	100%

Table 12 : Student’s training about L.S

We can see the minority of the students (18), making up (36%), revealed that they have been trained using L.S by teachers of different modules, whereas the rest of the percentage (64%) confirmed that they have not been trained. This means that a small number of teachers use such strategies.

Q13: If yes, in which course?

Options	Number	Percentage
Phonetics	2	4%
ESP	2	4%
Methodology	8	16%
Written .E	3	6%
Oral. E	2	4%
Linguistics	2	4%
Grammar	3	6%
All courses	1	2%
No answer	27	54%
Total	50	100%

Table 13: Students’ training courses.

Students’ mention about their training courses of Learning Strategies has shown in different modules. However, the majority of students (16%) stated that Methodology is the course in which they train about L.S. Whereas, the rest of students between (2 and 3) said that they train in the other modules.

Q14 : How do you learn best?

Options	Number	Percentage
Alone	30	60%
Groups	20	40%
Total	50	100%

Table 14 : Students' best way of learning

(60%) of the students declared that they prefer learning alone; this may mean their fear of confusing the ideas between each other. (40%) stated that they like learning in groups which I believe they feel at ease and enjoy learning best when they meet in groups. Hot discussions emerge and several attitudes put forward. In addition, each student benefits from the others' interpretations and ideas and hence creates an atmosphere of motivation and competition.

Q15: What are the modules you find difficult?

Options	Number	Percentage
Phonetics	10	20%
ESP	2	4%
Methodology	12	24%
Written .E	1	2%
Oral. E	2	4%
Linguistics	16	32%
Culture	4	8%
T.L	3	6%
Grammar	0	0%
Total	50	100%

Table 15 : The difficult modules for students

Most of the student (32%), find difficulties in Linguistics. I believe that the theories of linguists make them complicated for learners especially as they are first year. The second percentage (24%) is for Methodology, (20%) Phonetics, (8%) culture, (6%) T.L, (4%) E.S.P and Oral. E and (2%) for Written.E.but, there is no percentage for module of Grammar which I believe that students find it easy because of its simple grammatical rules.

Q16: What are the modules that you like and why?

Options	Number	Percentage
Methodology	0	0%
Grammar	10	20%
Written.E	12	24%
Oral.E	14	28%
Culture	3	6%
Linguistics	3	6%
Phonetics	2	4%
Frensh	2	4%
T.L	1	2%
E.S.P	1	2%
All modules	2	4%
Total	50	100%

Table 16 : Students' feelings towards modules

By this question, I can see that the majority of students (28%) like Oral Expression, (24%) like Written Expression and (20%) like Grammar. However, the rest of the modules . Between (2%) and (6%). But (0%) the students declare it for Methodology module.

Q17: What makes you motivated to learn ?

Options	Number	Percentage
Course	5	10%
Types of tasks	1	2%
Teacher	25	50%
Learning strategies given by the teacher	9	18%
Group	10	20%
Total	50	100%

Table 17 : Students' opinion about what motivates them to learn

The majority of the students (50%) stated that the teacher is the most motivational factor in learning, however if they like the teacher, they like his module. Also (20%) affirmed that they like their groups which make them motivated to participate. (18%) "chose learning strategies given by the teacher ' as a motivator and (5%) for the course.

Q18: What is the strategy used by the teacher that helps you learn better?

Options	Number	Percentage
Listening strategy	18	24%
Reading strategy	6	12%
Communication strategy	27	54%
Social strategy	5	10%
Total	50	100%

Table 18: Strategies that help students learn better

In this question, (54%) of students stated that the strategy used by the teacher that helps them learn better is the communication strategy in which they participate and express their ideas. (24%) declared that Listening strategy is the helper, (12%) for Reading strategy and (10%) is for Social strategy as helper in learning.

Q19 : How often do you read in English?

Options	Number	Percentage
Frequently	10	20%
Sometimes	33	66%
Rarely	7	14%
Total	50	100%

Table 19 : Students' Reading Frequency in English

Concerning the frequency of reading, thirtythree respondents (66%) report that they sometimes read, and ten (20%) say they frequently practise reading. However, only seven respondents (14%) answer that they rarely read.

Q20: Do you prepare your lesson before coming to class?

Options	Number	Percentage
Yes	11	22%
No	39	78%
Total	50	100%

Table 20 : Students' preparation of the lessons before coming to class

In this question, I find that (11) students making up (22%) stated that they prepare their lesson before coming to class. Whereas, most of them (78%) declare that they do not prepare it.

Q21: How do you enhance your language outside the classroom?

Options	Number	Percentage
Talking to your classmates with English	5	10%
Watching English programs	15	30%
Chatting through internet spaces	21	42%
Reading English books	9	18%
Total	50	100%

Table 21 : Students' enhancing of their language outside the classroom

Concerning the students' enhancement outside the classroom, most of them (42%) relying on "Chatting through internet spaces", also (30%) "Watching English programs" who I believe they are not dealing with the Internet spaces. The rest of students (18%) said they practice "Reading English books" and (10%) "Talking to their classmates with English" which is not much practiced between classmates.

Q22: What are the materials you use to help you learning?

Options	Number	Percentage
Books	10	20%
Internet	16	32%
Movies	24	48%
Total	50	100%

Table 22 : Material students use to help themselves learning

The majority of students(24) which makes up (48%), revealed that they help themselves learning throught watching English movies, (16) students (32%) use Internet and the rest percentage (20%) use books

Q23: Who help you improve and perform in the English language?

Options	Number	Percentage
No body	13	26%
Friends	8	16%
Parents	4	8%
Teachers	12	24%
Internet	5	10%
No answer	8	16%
Total	50	100%

Table 23 : Students' helper to improve their English language

By this question, (24%) of the students stated that teachers help them improving their English language which I believe that they help them through discussion and participation in the classroom. In addition, (16%) revealed they get help by friends, (10%) perform through Internet spaces, and (8%) their parents play the role of teachers outside the classroom because they are really English teachers. But, the majority (26%) relies on themselves to improve their language.

Q24: What are the skills you focus more on?

Options	Number	Percentage
Reading	15	30%
Listening	9	18%
Speaking	18	36%
Writing	8	16%
Total	50	100%

Table 24 : The skill students' focus more on

Concerning the four skills, most of the students have chosen speaking (36%) and reading (30%), I believe they are the most used inside and outside the classroom. Whereas, (18%) of students chose listening and only (16%) for writing skill.

Section three: practice of learning strategies

Q25: How would you describe the atmosphere of your class?

Options	Number	Percentage
Boring	21	42%
Funny	29	58%
Total	50	100%

Table 25 : Students' description of the atmosphere of class

Pedagogically, a learning class atmosphere should be friendly, and anxiety free to stimulate students, encourage them take risks and feel less inhibited. In short, it has to be motivating. (29%) Of the participants revealed that the atmosphere of their class is friendly. We assume that they declared so because of the relationship that exists between them, their classmates and their teachers. However, (42%) declared that it is boring. I believe that they do not participate and discuss which make them feeling so.

Q26: Does the number of students in the class help you learn?

Options	Number	Percentage
Yes	9	18%
No	41	82%
Total	50	100%

Table 26 : Students' opinion about student's number in the class

(82%) of students confirmed that their number in the class does not help them learning. I believe that the classes are crowded of students which make lack of concentrating controls their learning development. (9) Students (18%), stated that the students' number help them learning. This means that their classes are not crowded.

Q27: What are the materials used to teach you in the classroom?

Options	Number	Percentage
No material	10	20%
Dictionnary	1	2%
Computer	2	4%
Blackboard	7	14%
Handouts	4	8%
No answer	26	52%
Total	50	100%

Table 27 : Students’ answer about the materials used in the class.

Most of the students did not answer this question (52%), without any reasons to justify. The rest of them mentioned different materials; (20%) stated that there is no material used, (2%) use dictinnary, (4%) use computer, (8%) use handouts and (14%) declared that they use blackboard which is the only material available in all classes.

Q28: Do you do extensive reading outside the classroom?

Options	Number	Percentage
Daily	5	10%
Weekly	21	42%
Monthly	14	28%
Never	10	20%
Total	50	100%

Table 28: Students’ reading outside the classroom

The percentage of (42%) of students stated that they read “weekly”outside the classroom, (28%) read monthly. Whereas the minor number (10%) declared that they read “daily” and (20%) they never read outside the classroom.

Q29: If it is daily or weekly, is it guided by the teacher?

Options	Number	Percentage
Yes	21	42%
No	29	58%
Total	50	100%

Table 29: Guidance of students' reading outside the classroom

The majority of students (58%) stated that they read without guidance from the teacher; which means they like reading or they are motivated to learn. However, (42%) said they read under the teachers' guidance.

Q30: Do you practice listening in the classroom?

Options	Number	Percentage
Yes	37	74%
No	13	26%
Total	50	100%

Table 30: Students' practice of Listening in the classroom

In this question, the students revealed that they practice Listening in the classroom making up (74%); it is a big number I think as a result of listening activities used by the teacher of Oral Expression and English songs that students like listen to. (26%) is for students who stated that they do not practice Listening in the classroom.

Q31: If yes, in which module?

Options	Number	Percentage
All modules	7	14%
O.E	19	38%
Frensh	1	2%
Linguistics	3	6%
Culture of Lge	2	4%
W.E	3	6%
E.S.P	1	2%
Phonetics	1	2%
Methodology	1	2%
L.T	3	18%
No answer	9	6%
Total	50	100%

Table 31: Students' justifications

The concentration of Listening Strategies, for students, is in Oral expression courses with the percentage of students, who stated that, making up (38%).(18%) declared they practice Listening in T.L module, and (14%) affirmed that all modules use the L.S. whereas, the rest percentage between (2%) and (6%) mentioned the other modules.

Q32: When writing sentences and paragraphs, does your teacher of written expression guide you through using planning organizing?

Options	Number	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table 32: Students' opinion about if W.E teacher guide them when writing.

The majority of students (80%) in this question, stated that their teacher of Written .E guide them writing through using planning organizing because they are first year and they do not know the strategies of writing yet. However, (20%) declared that their teacher of W.E do not guide them.

Q33: Does your teacher of oral expression train you to use communication strategies?

Options	Number	Percentage
Yes	42	84%
No	8	16%
Total	50	100%

Table 33: Students' opinion about if their teacher of O.E train them using communication strategies.

By this question, (84%) of students affirmed their teacher of O.E train them using communication strategies. I believe that O.E based on speaking in the classroom to make students competent in communication outside the classroom. The rest (16%) stated the contrary.

Q34 : Do your teachers of Culture of the Language and Literary Texts teach you learning strategies?

Options	Number	Percentage
In culture	12	24%
In L.T	13	26%
No one	25	50%
Total	50	100%

Table 34: Students' about their learning of strategies in Culture or T.L courses.

In this question, the half of the percentage (50%) affirmed that they have not been taught Learning Strategies by the teachers of Culture and T.L, but the other half (50%) stated that they learnt them by the same teachers.

The analysis of the teacher's questionnaire:

Section one: General Information

Options	Number	Percentage
male	2	20%
female	8	80%
Total	10	100%

Table: The teacher's gender

From the table above, we see that the majority of (80%) of teachers are females, while (20%) represents males. These results reveal that in this ultimate decade, females are more successful than males, and are more interested in teaching than males are.

Q1: What is your degree?

Options	Number	Percentage
Licence	5	50%
Magister	5	50%
Doctorat	0	0%
Total	10	100%

Table 01: The teacher's qualifications

We notice from that table and from our reality at the English department of Biskra University that our teachers are not qualified and experienced enough to foster the process of language learning. Among the participants, we have (5) with licence, (5) with magister and unfortunately no one has PHD.

Q2: How long have you been teaching English?

Options	Number	Percentage
22 years	1	10%
8 years	4	40%
4 years	4	40%
2years	1	10%
Total	10	100%

Table 02: Teaching experience

A quick glimpse at the table above, we notice that (50%) makes up the majority of teachers who have experienced teaching for few years ago. (40%) of the participants affirmed that they have been teaching for more than five years. Whereas (10%) of the participants noted that they have started early their teaching career and they have been teaching for more than ten years.

Q3: How long have you been teaching English at the university?

Options	Number	Percentage
8 years	3	30%
7 years	2	20%
4 years	3	30%
1 year	2	20%
Total	10	100%

Table 03: Teaching experience at the university

(50%) of the whole population, making up (5) teachers affirmed that they have been teaching English language at the university for the period between (7) to (8). The rest of the population (50%) declared that they have been teaching for the period between (1) to (4) years.

Q4: In which specialty?

Options	Number	Percentage
grammar	1	10%
Written expression + oral expression	5	50%
Applied linguistics	1	10%
Language and civilization	1	10%
Teaching English as a foreign language (TEFL)	2	20%
Total	10	100%

Table 04: The teacher's specialty in teaching English

The percentage of (50%) is concerning teachers teaching Written and Oral expressions. However, (20%) teach TEFL and the rest (30%) for other modules : grammar, linguistics and language and civilization.

Q5: Have you ever attended a teacher training program?

Options	Number	Percentage
Yes	4	40%
No	6	60%
Total	10	100%

Table 05: The teacher's training program

The majority of teachers (60%) stated that they have ever attended training programs, believe they have Licence degree and they have not taught for a long time, but (40%) affirmed they did.

Q 06: If “yes”, where and when?

Options	Number	Percentage
Constantine with an American group under MEPI project of US embassy	1	10%
Constantine in 2010	1	10%
Biskra, many years ago	2	20%
No answer	6	60%
Total	10	100%

Table 06: The time and place of attending teacher training program

(20%) of teachers attended traing programs in Biskra,also the rest of the percentage (20%) in Constantine.

Q 07: Have you ever attended conferences about learning and teaching foreign language?

Options	Number	Percentage
yes	6	60%
no	4	40%
Total	10	100%

Table 07: The teacher’s attending conferences about learning and teaching foreign language

(6) of teachers, which makes up (60%), stated that they attended conferences about learning and teaching foreign language, whereas (40%) they did not.

08: If “yes”, where and when?

Options	Number	Percentage
Here at Biskra university, 2009+ 2010+ 2011	4	40%
In Algiers	1	10%
No answer	4	40%
Competence and competency 2011 Ouargla	1	10%
Total	10	100%

Table 08: Time and place of attending conferences about learning and teaching foreign language

The majority of the teachers (40%) attended conferences about learning and teaching foreign language here in Biskra (2009,2010, 2011) and (20%) in Algiers and Ouargla 2011. The rest have ever attended conferences.

Q 09: Do you have a space in the internet to guide students cooperate through?

Options	Number	Percentage
yes	4	40%
no	6	60%
Total	10	100%

Table 09: The teacher’s opinion about his space in the internet to guide students cooperate through

Teachers, who have space in the internet, make up (40%). I believed that students can develop their language and exchange information with their teachers the matter which motivate them more to learn because they like using internet. However, (60%) of teachers do not have internet spaces

Q10: Do you accept comments and suggestions about your method of teaching?

Options	Number	Percentage
yes	10	100%
no	0	0%
Total	10	100%

Table 10: The teacher’s opinions about accepting comments and suggestions about their methods of teaching

All the teachers, making up (100%), declared that they accept comments and suggestions about their methods of teaching. I believe this is the right behaviour, as a teacher, looking for improvement in order to give the positive affection on learners.

Q11: Why?

Options	Number	Percentage
To help me improving my teaching	7	70%
To achieve collaboration and to share ideas	1	10%
To see to what extent my method is effective	2	20%
Total	10	100%

Table 11: The teachers’ justification

By this questionnaire, (7) of teachers (70%) declared that they accept comments and suggestions about their methods in order to help them improving their teaching methods.(10%) stated that he accept them to achieve collaboration and to share ideas and (20%) affirmed to see to what extent my method is effective. I believed that teachers have positive reactions at this point because they look for developing their teaching method to the best affection on students.

Q12: Do you know models of motivation?

Options	Number	Percentage
yes	8	80%
no	2	20%
Total	10	100%

Table 12: The teacher's awareness towards the models of motivation

We found that (80%) of teachers aware about models of motivation, whereas (20%) who do not know them.

Q13: If 'yes', which one do you follow and why?

Options	Number	Percentage
The modal of reward	1	10%
The base of my teaching is on Dornyei's framework	2	20%
No answer	5	50%
I use complements such as excellent, very good	2	20%
Total	10	100%

Table 13: The most model of motivation used by the teacher

(10%) stated that he use the modal of reward, (20%) based their teaching on Dornyei's framework and (20%) use complements such as excellent, very good as a reward.

Section two: Teacher's Perception of Learning Strategies

Q14: Do you know taxonomies of learning strategies?

Options	Number	Percentage
yes	7	70%
no	3	30%
Total	10	100%

Table 14: Teacher's awareness towards the taxonomies of learning strategies

Concerning this question, (70%) of teacher declared that they are aware about the taxonomies of learning strategies and the rest (30%) do not know them.

Q15: If yes, which one you know more?

Options	Number	Percentage
Bloom's taxonomy	2	20%
All of them oxford, stern, omley	1	10%
Oxford and bloom	1	10%
No answer	5	50%
cognitive	1	10%
Total	10	100%

Table 15: The most kinds of taxonomies of learning strategies known by teachers

(20%) said that they know Bloom's taxonomy more and each one of the rest stated that he know the other taxonomies.

Q16: Do you think that learners' efforts are more valuable than their abilities to be competent in learning a second language?

Options	Number	Percentage
yes	7	70%
no	3	30%
Total	10	100%

Table 16: Teacher's opinions about the student's efforts and abilities to be competent in learning the second language

The majority of teachers (70%) answered 'yes' that learners' efforts are more valuable than their abilities to be competent in learning a second language. And (30%) do not agree with it.

Q17: In both, please explain?

- a- Using their efforts make them more competent and hard working learners.
- b- Because some students even if skillful or able and they do not make efforts, they can't develop their abilities, so they can't be competent.
- c- Both elements should be presented.
- d- Because practice makes perfect results.

Options	Number	Percentage
a	2	20%
b	1	10%
c	2	20%
d	2	20%
No answer	3	30%
Total	10	100%

Table17: The teacher's justification

According to those who said ‘yes’, estimated to number between (10%) to (20%), they affirmed that learners’ efforts are more valuable than their abilities to be competent in learning a second language because some students even if skillful or able and they do not make efforts, they can’t develop their abilities, so they can’t be competent, Using their efforts make them more competent and hard working learners and because practice makes perfect results.

Q18: How do teachers motivate students?

Options	Number	Percentage
Ways of teaching	1	10%
Using materials	1	10%
Teaching them strategies of learning	0	0%
Varying activities	3	30%
All of them	5	50%
Total	10	100%

Table 18: the teacher’s way of motivating the students

In the table, we found that no one has used learning strategies to motivate students, but the majority (50%) used all the activities. (30%) rely on varying activities and (10%) for each of using materials and ways of teaching.

Q19: which approach you use in language teaching classroom?

Options	Number	Percentage
Communicative language teaching	5	50%
Task basic language teaching	2	20%
Cooperative language teaching	3	30%
Total	10	100%

Table 19 : Approaches used by the teachers

The majority of teachers (50%) use the communicative language teaching and (30%) use cooperative language teaching.

Q20: why use this approach?

- a- Because we have different levels of abilities and different subjects as well as different needs of learners
- b- It helps the learners to interact and us the target language
- c- Convinced that they are the best for these modules: cooperative language teaching for written expression/ cooperative language teaching for oral expression
- d- To establish a friendly relationship with learner and make learning more dynamic in which learners are cooperating partners in the teaching- learning process

Options	Number	Percentage
a	1	10%
b	3	30%
c	4	40%
d	2	20%
Total	10	100%

Table20: The teacher’s justification about using such approach

By this question, (40%) of teachers revealed that using such approach convince that they are the best for these modules: cooperative language teaching for written expression/ cooperative language teaching for oral expression. (30%) stated that it helps the learners to interact and us the target language, (20%) To establish a friendly relationship with learner and make learning more dynamic in which learners are cooperating partners in the teaching- learning process and (10%) affirmed that using such approach is because they have different levels of abilities and different subjects as well as different needs of learners.

Q21: how can learning strategies improve the students' motivation to learn?

a- I think when using them you meet better your students' needs, so they feel that interest and harmony, they are motivated

b- Because they will make the students learn how to gain results using useful ways

c- When students are attracted, so they are motivated and they understand and be intellectual and eager to know more

Options	Number	Percentage
a	3	30%
b	2	20%
c	5	50%
Total	10	100%

Table21: Teacher's attitude towards the impact of learning strategies on improving the students' motivation to learn

The percentage of (50%) of teachers affirmed that the way which can learning strategies improve the students' motivation to learn is making them attracted, so they are motivated and they understand and be intellectual and eager to know more. Whereas the other (50%) is distributed between making the students learn how to gain results using useful ways, and meet ing better their students' needs, so they feel that interest and harmony, they are motivated.

Section three: teacher's practice of learning strategies

Q22: are learners' needs your first interests in introducing lessons?

Options	Number	Percentage
yes	9	90%
no	0	00%
Total	10	100%

Table 22: the importance of the teacher's interest in introducing lessons

In this question, (100%) of teachers declared that learners' needs is their first interests in introducing lessons.

Q23: if "yes", how?

- a- Due to the lack of time
- b- Because introducing lessons is the most difficult step
- c- I usually give examples from their daily life to attract their attention and be updated
- d- To motivate them better
- e- Designing lessons to meet their objectives

Options	Number	Percentage
a	1	10%
b	1	10%
c	1	10%
d	4	40%
e	3	30%
Total	10	100%

Table 23: Teachers' justification about students' needs

The most of teachers (70%) stated that learners' needs is their first interests in introducing lessons to motivate them better and to meet their objectives.

Q24 :if no why?

This question has not been answered.

Q25: what are your methods to get students' attention?

- a- Asking them about the definition of terms they don't know
- b- Be funny, deal with topics they can interest them, vary the activities and look at their needs
- c- Warming up them at the beginning of the session to be involved

Options	Number	Percentage
a	4	40%
b	2	20%
c	4	40%
Total	10	100%

Table 25: the teacher's method for getting the students' attention

This question contained of (40%) of teachers who said that to get students' attention, they ask them about the definition of terms they don't know, also (40%) stated to warm them up at the

beginning of the session to be involved. Whereas (20%) declared that being funny, dealing with topics they can interest them, varying the activities and looking at their needs is very important in getting students' attention, which i support as a learner.

Q26: what are some things teachers can say or do to learners that can lower their motivation to learn?

- a- Underestimate their level
- b- Things like to insult them, humiliation
- c- Maybe, when a student asks about something again and the teacher gets angry to repeat
- d- Bad comments
- e- Negative critic

Options	Number	Percentage
a	1	10%
b	4	40%
c	3	30%
d	1	10%
e	1	10%
Total	10	100%

Table26: things that lower the students' motivation

All the percentages (100%) of the teachers stated that negative critics and bad comments are the most reasons to lower students' motivation.

Q27: must learning be rewarding to motivate learners?

Options	Number	Percentage
yes	8	80%
no	2	20%
Total	10	100%

Table27: teacher's attitude towards rewarding learning for motivating students

(80%) of teachers stated that learning must be rewarding to motivate learners, i believe that good words will be effective.

Q28: if "yes", how?

- a- We should explain to learners the objectives and the benefit of each work they perform
- b- Students feel they're achieving something, so they will try to do better
- c- If a learner answered correctly or has done an excellent presentation, he must be rewarded of course because he is different and brilliant.

Options	Number	Percentage
a	4	40%
b	1	10%
c	5	50%
Total	10	100%

Table28: teacher's explanation towards rewarding learning for motivating students

All teachers support rewarding students because they know that is an important factor in motivating them, however (50%) stated that they reward the learners if they answer correctly or have done an excellent presentation and the other (50%) if they perform.

Q29: what are the skills you focus on when teaching?

Options	Number	Percentage
Speaking	2	20%
listening	0	0%
writing	0	0%
Reading	0	0%
All of them	8	80%
Total	10	100%

Table29: The most skill used by the teacher

The majority of teachers focus on the all skills, whereas only (20%) focus more on speaking skill who i believe are teachers of oral expression.

Q30: How often do you check if your students are doing the activities?

Options	Number	Percentage
always	5	50%
often	3	30%
rarely	2	20%
never	0	0%
Total	10	100%

Table30: The teacher’s degree in checking the students’ practice of activities

(50%) of teachers always check if their students are doing the activities, (30%) often do that and (20%) they rarely check. I think it depends on the module and the course as well.

Q31: Do you train your students evaluating themselves?

Options	Number	Percentage
yes	6	60%
no	4	40%
Total	10	100%

Table31: Teachers’ opinions about giving the students the opportunity to evaluate themselves

The majority of teachers (60%) train their students evaluating themselves, whereas (40%) do not train them.

Q32: If ‘yes’, how?

Options	Number	Percentage
Peer correction	2	20%
Self- correction	5	50%
Using a few techniques of evaluation like questionnaire	3	30%
Total	10	100%

Table 32: The teacher’s explanation about this answer

The teachers, making up (50%) affirmed that they plan self-correction for their students and it is the most useful method in our classrooms.

Q33: How is your correction way of students speaking?

Options	Number	Percentage
Over correction	0	0%
Gentle correction	10	100%
others	0	0%
Total	10	100%

Table33: The ways of correcting the students speaking

All teachers declared that their way of correcting students is gentle.

Q34: Whatever the answer, say why?

- a- I believe that we should correct people but the way we do is very important cause we should not demotivate them
- b- To shed light on the committed error and evaluate the performance at the same time
- c- To enable the learner to recognize the mistake and know the correction

Options	Number	Percentage
a	4	40%
b	4	40%
c	2	20%
Total	10	100%

Table34: The teacher's justification

(40%) stated that the way of correction is important in their motivation, (40%) affirmed that they correct gently to shed light on the committed error and evaluate the performance at the same time, and the rest (20%) said to enable the learner to recognize the mistake and know the correction.

Q35: How do you teach new vocabularies to your students?

Options	Number	Percentage
Repeat words	4	40%
Create dialogues	1	10%
Find relations between words	5	50%
others	0	0%
Total	10	100%

Table 35: The ways of teaching vocabularies to the students

The percentage of the answers is about repeating words (40%) and finding relations between words (50%).but, (10%) who said that creating dialogues is his way to obtain new vocabularies which we can see that is a difficult activity to the students who will not improve their vocabularies through it.

Q36: How do teach them grammar lessons?

Options	Number	Percentage
Explain, give examples and activities	3	30%
Give examples, explain then give activities	7	70%
Other way, please specify	0	0%
Total	10	100%

Table 36: Teaching grammar lessons

According to their answers, (70%) of teachers give examples, explain then give activities in grammar lessons to get students through the task and (30%) explain first then give examples and activities.

Q37: How could you make students motivated to writing activities?

Options	Number	Percentage
Give them interesting topics and make them work in group as well as turn around and participate in their discussion	3	30%
By enhancing their reading	4	40%
No answer	3	30%
Total	10	100%

Table 37: The ways of motivating students to writing activities

(40%) of teachers stated that they motivate students to writing activities by enhancing their reading, (30%) affirmed, by giving them interesting topics and make them work in group as well as turn around and participate in their discussion .i believe that students need such directions and guide to learn better.

Q38: What is your method of teaching listening tasks?

Options	Number	Percentage
Using authentic materials	1	10%
Dialogues, different activities to introduce vocabulary, discussion	3	30%
Pre- listening, while listening, post listening	6	60%
Total	10	100%

Table 38: Teacher's method of teaching listening tasks

The majority of teachers (60%) said they use pre- listening, while listening, post listening in teaching listening tasks, (30%) rely dialogues, different activities to introduce vocabulary, discussion, which is the usual method used by the most of teachers in our university. Whereas , only one teacher stated that he use authentic materials, i believe he is a teacher of Oral expression uses laboratory to improve students' pronunciation.

Q39: How do you encourage students to read ?

Options	Number	Percentage
By giving them much home work	1	10%
I give them texts related to lesson	3	30%
Giving them assignments or choosing interesting stories	2	20%
No answer	4	40%
Total	10	100%

Table 39: Encouraging students to read

By this question, (30%) stated that in order to encourage students to read they give them texts related to lesson, (20%) said that they do so by giving them assignments or choosing interesting stories and (10%) by giving them much home work. I see that all these methods are effective in enhancing their reading.

Q40: do you give the activities after lesson?

Options	Number	Percentage
always	7	70%
sometimes	3	30%
rarely	0	0%
Total	10	100%

Table 40: The degree of giving activities after lesson

Most of teachers (70%) always give activities after lesson, who teach modules that need practices such as : grammar, and (30%) did so sometimes.

Q41: How often you apply the cooperative group work in the classroom?

Options	Number	Percentage
often	9	90%
rarely	1	10%
never	0	0%
Total	10	100%

Table 41: Applying the cooperative group work in the classroom?

The cooperative group work in the classroom results a good impact on students because they exchange information through their discussion. So we can see that (90%) of teachers applying the cooperative group work in the classroom.

Q42: When using cooperative learning, do you think your students are?

Options	Number	Percentage
Highly motivated	4	40%
motivated	5	50%
Less motivated	1	10%
Not motivated	0	0%
Total	10	100%

Table 42: The effect of cooperative learning on students' motivation

The cooperative learning is a strategy that develop the students' motivation to learn. But, we found that the majority of teachers (50%) stated that students are just motivated, whereas (40%) said they are highly motivated.

Q43: Do you apply a particular taxonomy of learning strategies?

Options	Number	Percentage
yes	6	60%
no	4	40%
Total	10	100%

Table 43: Teacher’s opinion about applying a particular taxonomy of learning strategies

(60%) of teachers applying a particular taxonomy of learning strategies and (40%) do not.

Q44: If yes, which one of the following you find more effective?

Options	Number	Percentage
Oxford	5	50%
Bloom	4	40%
Stretch	1	10%
Gagne	0	0%
Tarone	0	0%
Poulisse	0	0%
All of them	0	0%
Total	10	100%

Table 44: The most particular taxonomy of learning strategies used by teacher

The most effective taxonomies, according to (50%) of teachers is Oxford’s taxonomy, and (40%) is Bloom’s taxonomy.

Q45: If you use one of them, on which strategy you focus more?

Options	Number	Percentage
metacognitive	3	30%
cognitive	4	40%
Social/ affective	3	30%
Total	10	100%

Table 45: The most strategy used for applying a particular taxonomy of learning strategies

We can notice from the table, that most teachers (40%) stated they use cognitive strategy more, and each of the metacognitive and Social/ affective strategies have used by (30%) of teachers.

Q46: If you base your teaching on Metacognitive strategy, on which ones you concentrate?

Options	Number	Percentage
It depends on the course	5	50%
Planning, self evaluation	3	30%
No answer	2	20%
Total	10	100%

Table 46: The most Metacognitive strategy used by teacher

According to this table, we notice that (50%) of the teachers use metacognitive strategy depends on the course. Whereas (30%) rely on planning, self-evaluation.

Q47: why?

Options	Number	Percentage
Our students lack planning	1	10%
No answer	9	90%
Total	10	100%

Table 47 : Teachers' justification about using metacognitive strategy

The majority of teachers have not clarified for what they use the metacognitive strategy. However, only one affirmed that our students need planning in their learning.

Q48: If you base your teaching on cognitive strategy, on which ones you concentrate?

Options	Number	Percentage
Practice	1	10%
No answer	9	90%
Total	10	100%

Table 48 : Teachers' use of the cognitive strategy

Teachers did answer this question making up (90%), only one who use practice strategy in his teaching.

Q49: why?

Options	Number	Percentage
All are needed for learning process	1	10%
No answer	9	90%
Total	10	100%

Table 49: the teacher's justification

The teacher's justification about using practice as a cognitive strategy is that all students are needed for learning process and practice is the effective way to remember what have been taught.

Q50: if you base your teaching on social/ affective strategy, on which ones you concentrate?

Options	Number	Percentage
Self talk, discussion	1	10%
No answer	9	90%
Total	10	100%

Table 50: The most social/ affective strategy used by teacher

According to the table, we can see that the most of teachers (90%) do not base their teaching on social/ affective strategy. Only one teacher use self talk and discussion.

Q51: why?

Options	Number	Percentage
To encourage them to communicate	1	10%
No answer	9	90%
Total	10	100%

Table 51: the teacher's justification

The only one teacher who base his teaching on the social/ affective strategy affirmed that He use it to encourage them to communicate.

Q52: in the classroom, you are the one who talks?

Options	Number	Percentage
most	4	40%
sometimes	4	40%
When necessary	2	20%
Total	10	100%

Table 52: The teacher's talk in the classroom

When teachers were asked about the frequency of their talkativeness in the classroom, (40%) of them declared that they are the ones who talk most. We assume that is so either because it is a

personality trait that they cannot get rid of it, or because of the students' level, or because sometimes the interaction demands so. (40%) of the participants noted that they sometimes talk. We suppose that this portion of teachers stop when their students take the lead. (20%) of the participants affirmed that they talk when it is necessary; i.e. when they feel that the students need their interference.

Q53: how do you teach the communicative task to the students?

Options	Number	Percentage
Through group work	1	10%
Through communication problems	1	10%
I focus on communication, so t do not interrupt them too much	1	10%
No answer	7	70%
Total	10%	100%

Table 53: Teaching the Communicative Task to the students

Unfortunately, I believe that the majority of teachers (70%) do not teach the communicative task to the students because they put no answer on the question, whereas (30%) stated different tasks.

Discussion of results

The analysis of the students' questionnaire revealed that the learning strategies do really influence the level of the students' motivation towards their performance of English language.

The learners' answers, in part one, demonstrated that those who are really willing to study the English language show a great deal of interest during English studies. The analysis of the second parts revealed students know about strategies of learning which they have been taught them only in methodology courses, but most of them stated that this is the most difficult course they study, which is a reason for lowering their motivation to learn. In the third part, there is a lack of using learning strategies in the classroom that make students really self-regulated process, the way that most students do not do without directions.

The teachers' questionnaire analysis affirms that they do not practice learning strategies in the classroom. Each one stated that he know about some of them and use them according to his module, but not always. From the justifications that are mentioned in the analysis, Oral expression module is in which strategies are practiced as communicative ones. However we can see that the majority of students like Oral courses which means they are motivated to participating and performing in this module.

GENERAL CONCLUSION

This study identified learning strategies and motivation as two variables and explained their impact on learning performance. We define them and stated their importance in enhancing students' learning through mentioning the most factors that can influence their learning or hinder their development.

Learning strategies has proved to be an effective and efficient method that helps Efl learners to develop their learning ways. For that, we distribute questionnaire for both students and teachers to confirm our hypothesis about if learning strategies are practiced in the classroom, students will be more motivated. As results, we found that there is a lack of using strategies in many modules, especially the difficult one as the students stated: methodology and linguistics courses, and as they are first year in a new environment of learning, they need to be taught strategies and methods to increase their willings and reaching goals.

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Appendix

1. Questionnaire for students

Dear students,

My research work is about Introducing Learning Strategies to Motivate students learning a Foreign Language. It aims to educate the students about how using strategies that help them learn English language better and easier. I choose one group of first year students, which is your group, hoping to help me by answering this questionnaire in order to complete my research work wishing all the best for you in your studies and thank you all for your cooperation.

Section one: General Information

1. Male Female

2. Age

3. How long have you been studying English?

.....

1. Do you like English language?

a. Very much b. Somehow c. Not much

2. How do you consider your level in English?

a. Very good c. Good
b. Average d. Poor

3. How often do you talk in English inside the classroom?

a. Often c. Sometimes
b. Rarely d. Never

Section two: student's perception of learning strategies

4. Do you know strategies of learning?

- a. Yes b. No

5. If yes, mention 5 of them

.....
.....

6. Does your teacher of oral expression taught you vocabulary strategies?

- a. Yes b. No

7. Do you know listening strategies?

- a. Yes b. No

8. If yes, when and how you learnt them?

.....
.....

9. Do you know reading strategies?

- a. Yes b. No

10. If yes, how and by whom?

.....
.....

11. Do your teachers of different modules train you to use learning strategies?

- a. Yes b. No

12. If yes, in which course?

.....

13. How do you learn best?

- a. Alone b. Groups

14. What are the modules you find difficult?

.....

15. What are the modules that you like and why?

.....

.....

16. What makes you motivated to learn?

- a. Course c. Teacher e. Group
b. Types of tasks d. learning strategies given by the teacher

17. What is the strategy used by the teacher that helps you learn better?

- a. Listening strategy c. Communication strategy
b. Reading strategy d. social strategy

18. How often do you read in English?

- a. Frequently b. Sometimes c. Rarely

19. Do you prepare your lesson before coming to class?

- a. Yes b. No

20. How do you enhance your language outside the classroom?

- a. Talking to your classmates with English c. Chatting through internet spaces
b. Watching English programs d. Reading English books

21. What are the materials you use to help you learning?

- a. Books b. Internet c. Movies

22. Who help you improve and perform in the English language?

.....

.....

23. What are the skills you focus more on?

- a. Reading c. Speaking
b. Listening d. Writing

Section three: practice of learning strategies

24. How would you describe the atmosphere of your class?

- a. Boring b. Funny

25. Does the number of students in the class help you learn?

- a. Yes b. No

26. What are the materials used to teach you in the classroom?

.....
.....

27. Do you do extensive reading outside the classroom?

- a. Daily b. Weekly c. Monthly d. Never

28. If it is daily or weekly, is it guided by the teacher?

- a. Yes b. No

29. Do you practice listening in the classroom?

- a. Yes b. No

30. If yes, in which module?

.....

31. When writing sentences and paragraphs, does your teacher of written expression guide you through using planning organizing?

- a. Yes b. No

32. Does your teacher of oral expression train you to use communication strategies?

- a. Yes b. No

33. Do your teachers of Culture of the Language and Literary Texts teach you learning strategies?

- a. In culture b. In L.T c. No one

Thank you

34. Questionnaire for teachers

Dear teachers,

My research work is about Introducing Language Learning Strategies to Motivate students learning a Foreign Language. It aims to educate the students about how using strategies that help them learn English language better and easier. I choose about 20 teachers of first year students, hoping to help me by answering this questionnaire in order to complete my research work wishing all the best for you and thank you all for your cooperation.

Section one: General Information

1. Male Female

2. What is your degree?

a. Licence b. Magister c. Doctorat

3. How long have you been teaching English?

.....

4. How long have you been teaching English at university?

.....

5. In which speciality ?

.....

6. Have you ever attended a teacher training program?

a. Yes b. No

7. If "yes" where and when?

.....

8. Have you ever attended conferences about learning and teaching foreign language?

a. Yes b. No

19. How do teachers motivate students?

- a. Ways of teaching
- b. Teaching them strategies of learning
- c. Using materials
- d. Varying activities

20. Which approach you use in language teaching classroom?

- a. Communicative Language Teaching
- b. Task basic Language Teaching
- c. Cooperative Language Teaching

Other, specify

21. Why you use this approach?

.....
.....

22. How can learning strategies improve the students' motivation to learn?

.....
.....

Section three: Teacher's practice of Learning Strategies

23. Are learners' needs your first interests in introducing lessons?

- a. Yes
- b. No

24. If yes how?

.....
.....

25. If no why?

.....
.....

26. What are your methods to get students' attention?

.....
.....

27. What are some things teachers can say or do to learners that can lower their motivation to learn?

.....
.....

28. Must learning be rewarding to motivate learners?

- a. Yes b. No

29. If “yes” how?

.....
.....

30. What are the skills you focus on when teaching?

- a. Speaking b. Writing c. Listening
d. Reading e. All of them

31. How often do you check if your students are doing the activities?

- a. Never b. Rarely c. Often d. Always

32. Do you train your students evaluating themselves?

- a. Yes b. No

33. If yes, how?

.....
.....

34. How is your correction way of students speaking?

- a. Over correction b. Gentle correction c. Other, please specify:

.....
.....

35. What ever the answer, say why?

.....
.....

36. How do you teach new vocabularies to your students?

- a. Repeat words c. Find relations between words
b. Create dialogues d. Other, please specify

.....
.....

37. How do you teach them grammar lessons?

- a. Explain, give examples and activities
b. Give examples, explain then give activities
c. Other way, please specify

.....
.....

38. How could you make students motivated to writing activities?

.....
.....

39. What is your method of teaching listening tasks?

.....
.....

40. How do you encourage the students to read?

.....
.....

41. Do you give the activities after lessons

- a. Always b. Sometimes c. Rarely

42. How often you apply the cooperative group work in the classroom?

- a. Often b. Rarely c. Never

43. When using Cooperative Learning, do you think your students are?

- a. Highly Motivated c. Motivated
b. Less motivated d. Not motivated

53. In the classroom, you are the one who talks

a. Most

b. Sometimes

c. When necessary

54. How do you teach the communicative task to the students?

.....
.....

Thank you

Student: Amina Benkhalfallah, 2nd year master

Supervisor: Miss Khouni Warda