

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Mohamed Khider University of Biskra
Faculty of Letters and Languages
Department of Foreign Languages
Section of English



The Role of Teacher Motivation as an Effective Factor in ELT Classrooms

Case study of First Year LMD Students of English Department at
Mohamed Khider University of Biskra

Dissertation Submitted to the Department of Foreign Languages as partial fulfilment for
the Master's Degree in Sciences of Languages

Submitted by:

Sara ABDELLI

Supervised by:

Dr. Saliha CHELLI

May 2013

DEDICATION

Words can never express my deep love and gratitude to people who gave me support and aid to finish my work. I benefited greatly from their help. Special thanks to the man of my life, who owe a real depth of gratitude, to my father: **ABBES**. He was always giving.

The loving thing; he has done for me. I never could repay. My deep love and profound affection go to the heart of mine; the wonderful mother: **SAKHRIA**.

She gives goodness when I ask;
She is the master of every task; I feel safe when she is with me;
She shows me good things to do; she makes my life much better,
The best mother I know.

To my dear five sisters: **WOUNISSA**; and her husband **HAMZA**, **NAWEL** and her husband **FATEH**, and **ZOUINA**, **ASMA** and **BASMA** Whom I owe a huge debt. They believe in me and surround me with their care and love.

My deep appreciation to my brothers: **ABDERRAHIM** and **ALI** who stayed by me when the world turned away, who helped me see joy
When the skies were all grey.

I would like also to express thanks to all my friends who helped me through hard times, who have chased away fear and helped me through sadness and kissed away tears.

ACKNOWLEDGMENT

First of all, I thank 'ALLAH' for the blessing to complete my study; who keeps me strong to bestride difficulties that I faced in my research.

With my endless gratitude, I would like gratefully to acknowledge my supervisor Dr. Saliha CHELLI, from whom I benefited greatly from her help, advice and comments throughout this work. I appreciate her kindness which is source of inspiration.

Besides, I due heartfelt thanks to Mr. Ahmed BASHAR and Mr. Saber Mohamed to whom I owe a real depth of gratitude for their help and suggestions and for their great generosity in providing me with documentation and advice

I wish to pay the deepest gratefulness to teachers and students at Mohamed Khider university of Biskra for their cooperation. Special thanks go to all the members of our Department.

ABSTRACT

This study aimed to prove the role of teacher motivation in TEFL classes. Therefore, it intended to investigate the lack of motivation to learn and the failure to perform this language effectively and easily. Motivation is a neglected aspect in the language learning and teaching. Therefore, studies in this field are important, due to its effectiveness in this process. In order to study this problem, we have undergone this work which explored the importance of motivation in learning and teaching this foreign language successfully. We hypothesized that motivation is a key determinant of success or failure in EFL learning and teaching and that the use of effective strategies enhances and improves student's motivation in learning English as foreign language. Besides, this research work attempted to show troubles that teachers face with learners in terms of motivation and how to enhance unmotivated students. We have used the descriptive method to approach these issues using a case study to collect data from a sample of both 22 teachers at the Department Foreign Languages, section of English at Mohamed Khider University of Biskra, and a sample of 100 first year LMD students from the same Department. We relied on two questionnaires and classroom observation as research tools to gather data about motivation as an effective factor which enhances students' learning. The underlying issues related to motivation are complex, but the outcomes of this work indicated that motivated students persist at tasks even the difficult ones. Demotivation takes several forms, including rejection of tasks as 'boring'. Teachers who strive to capture the interests of their students and who encourage self-directed learning can foster motivation that produces more effective learning. Thus, teachers, being an important motivational factor, need to help EFL pupils to become more efficient learners.

LIST OF TABLES

Tables	Pages
Table 1.1: Implications of Cognitive Development for L2 Learning Practice	16
Table 2.1: Model of Motivated Learning	39
Table 3.1: Types of Motivational Strategies	48
Table 4.1: Gender Distribution	52
Table 4.2: Age Distribution	53
Table 4.3: The Choice of Learning English	53
Table 4.4: Learners' Attitudes towards English	54
Table 4.5: Preferable Way of working in Class	54
Table 4.6: The Use of English outside the Classroom	55
Table 4.7: Degree of Understanding English	55
Table 4.8: Degree of Understanding English	56
Table 4.9: The Learner's Sources of Motivation to Learn English	56
Table 4.10: Reasons for Succeeding in Learning FL	57
Table 4.11: Students' Motivation	57
Table 4.12: The Degree of Students' Motivation	58
Table 4.13: Learning Environment Motivation	59
Table 4.14: The Teacher's Motivation	59
Table 4.15: The Use of NL in FL Classes as Motive	60
Table 4.16: The Growth of Motivation When Getting Good Results	60
Table 4.17: Teacher's Qualification	62
Table 4.18: Teaching English	63
Table 4.19: Students' Academic Achievement	63
Table 4.20: The Use of L1 in learning L2	64
Table 4.21: Students' Attention	64
Table 4.22: Controlling Crowded Classes	65
Table 4.23: Speaking NL in FL Classes	65
Table 4.24: Motivate All the Students	66
Table 4.25: Teacher's motivation	66
Table 4.26: Teacher's De-Motivation	67
Table 4.27: Teacher's Encouragement	67

Table 4.28: Students' Motivation	68
Table 4.29: Textbooks' Motivation	69
Table 4.30: Variation in Activities	69

LIST OF FIGURES

Tables	Pages
Figure 1.1: General Model of Second Language Learning	13
Figure 1.2: Representing Different Students Levels	17
Figure 1.2: Yorio's (1967, p.61) Classification of Learner Variables	19
Figure 2.2: Maslow's Hierarchy of Needs	31
Figure 2.3: Tremblay and Gardner (1995) Model of L2 Motivation	37
Figure 2.4: Chamber's (1999) Model of Initial Brainstorming on Motivation	38
Figure 3.1: The Components of Motivational Teaching Practice in L2 Classroom, Dörnyei (2001)	47
Figure 4.1: Gender Distribution	52
Figure 4.2: The Choice of Learning English	53
Figure 4.3: Reasons to Succeed in Learning FL	57
Figure 4.4: The Degree of Students' Motivation	58
Figure 4.5: Students' Academic Achievement	63
Figure 4.6: Teacher's Motivation	66
Figure 4.7: Students' Motivation	68

LIST OF ABBRIVEATIONS

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELLs: English Language Learners

ELT: English Language Teaching

ESP: English for Specific Purposes

FL: Foreign Language

FLT: Foreign Language Teaching

GB: Great Britain

HC: Host Community

L1: First Language

L2: Second Language

L3: Third Language

NL: Native Language

SES: Socio-Economic Status

SLA: Second Language Acquisition

TESOL: Teaching English to Speakers of Other Languages

TL: Target Language

TLC: Target Language Community

USA: United States of America

TABLE OF CONTENT

Dedication	II
Acknowledgement	III
Abstract	IV
List of Tables	V
List of Figures	VII
List of Abbreviations	VIII
Table of Content	IX

General Introduction

1. Introduction	1
2. Statement of the Problem	1
3. Aim of the Study	2
4. Research Questions	3
5. Research Hypotheses	3
6. Methodology and Procedures	4
6.1. Choice of the Methodology	4
6.2. The Participants	4
6.2.1. The Population	4
6.2.2. The Sample	4
6.3. Instruments	5
6.4. Data Collection	5
6.5. Data Analyses	5
6.6. Structure of the Dissertation	5
7. Significance of the Study	6
8. Limitations and Delimitations of the Study	6

Chapter On: *An Overview of Learning and Teaching*

Introduction	11
1.1. Describing Learning and Teaching Processes	11
1.1.1. The Learning Process	11
1.1.2. The Teaching Process	13

1.2. The Nature of Language Learner and Language Teacher	14
1.2.1. Language Learner	14
1.2.2. Language Teacher	15
1.3. Learners' Differences	15
1.3.1. Age	15
1.3.2. Gender	16
1.3.3. Cognition	17
1.3.4. Language Levels	17
1.3.5. Learner Styles	18
1.4. Teacher's Roles	20
1.4.1. Controller	20
1.4.2. Assessor	20
1.4.3. Organizer	20
1.4.4. Prompter	20
1.4.5. Resource	20
1.4.6. Motivator	20
1.5. Reasons for Learning/ Teaching English	21
1.6. Some Classroom Problems	22
Conclusion	23

Chapter Two: *Motivation in EFL Classroom*

Introduction	25
2.1. Definition of Motivation	25
2.2. Components of Motivation	27
2.2.1. Personal and Sociocultural Components	27
2.2.2. Classroom Environment Components	28
2.2.3. Internal/ Student's Perceptions Components	28
2.3. Main Sources of Motivation	29
2.4. Theories of Motivation	30
2.4.1. Needs-Based or Content Theories	30
2.4.2. Process Theories	32
2.4.3. Reinforcement Theories	33
2.5. Types of Motivation	34
2.5.1. Integrative Motivation	34

2.5.2. Instrumental Motivation	34
2.5.3. Intrinsic Motivation	35
2.5.4. Extrinsic Motivation	35
2.5.5. Required Motivation	35
2.5.6. Global Motivation	36
2.5.7. Task Motivation	36
2.6. Models of Motivation	36
Conclusion	39
Chapter Three: <i>Students Motivation in TEFL</i>	
Introduction	41
3.1. The Process of Motivation	41
3.2. Learner's De-motivational Factors	42
3.3. Causes of Demotivation	43
3.4. The Importance of Motivation	44
3.5. Some Strategies for Raising Students' Motivation	45
Conclusion	49
Chapter Four: <i>Analysis of the Findings</i>	
Introduction	51
4.1. Description of the Students' Questionnaire	51
4.2. Administration of the Questionnaire	52
4.3. Analysis of Students' Questionnaire	52
4.4. Description of the Teachers' Questionnaire	61
4.5. Administration of the Questionnaire	61
4.6. Analysis of Teachers' Questionnaire	62
4.7. Description of the Observation Check List	71
4.8. Analysis of Classroom Observation	72
4.9. Pedagogical Implications	74
Conclusion	75
General Conclusion and Pedagogical Implications	76
Bibliography	78
Appendices	
Appendix 1	83

Appendix 2	86
Appendix 3	89
Appendix 4	91

GENERAL INTRODUCTION

1. Introduction

One of the most essential human topics is language. In the 21st century, learning and teaching a language has gained more and more importance. However, learning a foreign language is not an easy matter to discuss for the reason that learning a language is not just learning its vocabulary or its grammar. It goes beyond that. Thus, it is acquiring a new language, a new culture, a new way of thinking and acting. Brown (2000, p.1) has reported that:

Learning a second language is a long and complex understanding. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling and acting. Total commitment, total involvement, total physical, intellectual and emotional responses are necessary to successfully involved in the acquisition process.

Some people seem to have the desire and the will to learn quickly and easily, others could not because they are not motivated. Motivation is one of the most important concepts in educational psychology that leads to success in the process of teaching and learning. Because it is necessary in learning anything; especially a foreign language, we intend to investigate why English learners are demotivated to learn and why teachers have troubles dealing with their learners in terms of their inability to succeed. Guilloteaux (2008, p.55) described it as: “Motivation is one of the most important concepts in psychology... Teachers and students commonly use the term to explain what causes success or failure in learning”. It has a crucial role in teaching and or learning. In order to get a full achievement, both teachers and learners have to recognize the nature of motivation and know how to promote it. This will be the concern of this research work.

2. Statement of the Problem

The present work is the result of our interest in motivation as an important variable in TEFL. Because motivation is one of the sources of power to achieve anything, we intend to explore the effect of teacher motivation on students. In the process of teaching, the teacher uses different methods and strategies to provide the best knowledge to his students by which students are motivated to learn deeply and remarkably. His duty is to encourage them to grasp the subject. Hedge claimed that: “Motivation is a highly complex phenomenon consisting of number of variables...It is of crucial importance in the classroom, whether learners arrive with it or whether they acquire it through classroom

experiences. It is certainly an issue to be borne in mind” (2000, p.23). Also, the teacher is the basic floor in teaching/ learning process. The subject of our investigation would be First Year LMD students at the Department of Foreign Languages, section of English at University of Biskra. In countries as Algeria where English is learnt as a foreign language, some students have difficulties in learning this language. They face troubles dealing with the target language because of lack of motivation. Learners in such a context are characterized by low motivation and may be poor achiever in using this language. Therefore, the role of this psychological factor in EFL classrooms is vital. It unlocks the doors of property and development in the process of learning. According to Dörnyei (2001, p.91): “Motivation is one of the key factors driving language learning success”. Along this study, we will clarify the environment of motivation in L2 learning and/or teaching.

In the Algerian Universities, motivation as an effective factor in TESOL classes may be a neglected aspect of the understanding of how to design instructions though it is a key determinant to success or failure. Some pupils have the ability to learn the language, but others do not; they are not similarly motivated, or may not have the same social, psychological, or linguistic background. So, the concept of motivation is related to the desire to acquire something, in addition to interest, need, energy, inspiration, and effort which vary from one individual to another. Garin stated the importance of motivation in the learning process as the following: “Motivation is crucial for effective learning and this develops from an understanding of the learning process” (2007, p.1).

To examine this problem, the present work establishes the role of the teacher’s motivation as an effective factor in EFL teaching. Along this study, we try to prove the necessity of motivation for success. More importantly, we tend to highlight the role of the teacher as the main character in activating learners’ motivation through the use of array strategies and techniques. Therefore, the role of motivation in foreign language learning is essential, and the role of the teacher is in the heart of teaching-learning process. Thus, this study attempts to empower teachers to motivate their students through the use of motivational strategies and techniques.

3. Aim of the Study

Human motivation to learn is a complex phenomenon. As Dörnyei summarized that, “Motivation is related to one of the most basic aspects of human mind, and most teachers and researchers would agree that it has a very important role in determining success or failure in any learning situation” (2001, p.2). Thus in the current research, we aim to

highlight the significance of motivation in TEFL schoolrooms. Indeed, learners with sufficient motivation can be good achievers. However, without sufficient motivation even the cleverest students are unlikely to be good users of English language.

Hence, throughout this study we will try to:

- Clarify the learning teaching process
- Identify and spot the nature of motivation.
- Explain reasons of demotivation.
- Suggest some strategies for increasing students' motivation.

On the other hand, we intend to attract teachers' attention to the importance of this psychological variable. In other words, we seek to show the effectiveness of some motivational strategies to be used by teachers to encourage their students' motivation.

4. Research Questions

In the light of all what we have stated the present research attempts to seek answers for a set of basic questions:

- What is motivation?
- What are the types of motivation?
- Are students of English motivated to learn?
- What can a teacher do to increase his student's motivation?
- To what extent can the teacher improve his students' effectiveness by acting as a source of motivation in the classroom?
- What are the strategies and the methods that help to enhance unmotivated learners?

Grix clarified that: "Research questions are intended to guide your enquiries" (2001, p.139). Along this study, we will explore these questions in an attempt to bring some clarity to the present situation of learning and teaching English at Biskra University.

5. Research Hypotheses

We hypothesize that motivation is a key determinant of success or failure in EFL learning and teaching and that the use of effective strategies enhances and improves student's motivation in accomplishing learning English as foreign language.

6. Methodology and Data Gathering Tools

6.1. Choice of the Method

A variety of methods are available to be used in research. However, the choice of the method depends on the nature of the study. Turney and Roo (1971) claimed that, “The nature of the issue, the type of data, need, the aim of the study, the sample involved and so on are variables which impose the kind of approach most appropriate to the work”. Since this research work is in the field of education, it attempts to collect data about the importance of motivation in EFL classes. We choose the descriptive method because it is helpful and direct in use and is a very popular and widely used research method. Through this method, we can determine the facts about the real situation of the students to clarify the lack of motivation that is the source of the problem.

6.2. The Participants

6.2.1. The Population

Following this research requirements, we used both students and teachers of English at the Department of Foreign Languages. This includes all first year LMD students of English for the reason of being relatively new comers to the university (2012-2013) in addition to their teachers.

6.2.2. Sampling

We have chosen a sample of (100) students randomly from First Year LMD at the Department of Foreign Languages, section of English at Mohamed Khider University of Biskra and (22) teachers from the same department. We have chosen this sample for two reasons:

- They have a similar educational background (seven years in learning English)
- And most importantly, they have chosen to study English as a specific field.

So, we will investigate teachers’ and students’ perceptions of the role of motivation as an effective factor on learning English.

6.3. Instruments

The objectives of data gathering tools depend on the overall objective of the research. The present work aims at diagnosing students’ motivation in learning English. The basic

tools which employed to collect the necessary data are questionnaires and observation. Both methods are useful in collecting data. Grix stated, “Methods are the techniques and procedures used to collect and analyze data, are the tools with which we pursue knowledge” (2001, p.137). We have designed questionnaires for First Year LMD students of English at the Department of foreign languages at Biskra University and questionnaires for teachers of English from the same department. Dörnyei (2003, p.6) defines them saying that, “Questionnaires are any written instruments that present respondents with series of questions or statements to which they are reacted either by writing out their answers or selecting from among existing answers”. In addition, we have used a classroom observation for further information about students’ behavior. According to Colin (2002), “A major advantage of observation as a technique is its directness. You do not ask people about their views, feelings or attitudes. You watch what they do and listen to what they say” (p.310).

6.4. Data Collection

The focus of this study is on the importance of motivation in EFL classes. Data have collected to augment the study and improve our hypotheses. We collected data from many sources in order to fulfill our research; such as: books, websites, questionnaires and observations, etc. Our questionnaires consist of approximately 32 questions divided into 7 sections which include open and close questions. In addition to the classroom observations that is used to provide further data about the real foreign language classroom situation.

6.5. Data Analysis

The data will be analyzed and interpreted in the light of the points of our study. The responses to the questionnaires have rated in percentages. Each percentage of respondents have given and analyzed. Summing up, we have drawn conclusions and recommendations.

6.6. Structure of the Dissertation

Through this work, we have discussed points about how one can learn and/or teach a foreign language as well as English. What are the main sources of success is in this process? Of course, we have to motivate EFL students, but what do we mean by motivation? What are its kinds? What are its sources? How can we develop it? We will explore answers to these questions in this research through four chapters.

In the *first chapter*, we have introduced some concepts concerning the learning/teaching process and define some notions related to this process. For example, we have explained the nature of learning and teaching processes, learners’ differences, teacher’s roles and several reasons for learning and teaching English.

In the *next chapter*, we studied motivation theoretically; the definition of this factor, its components, and its sources, in addition to its theories, its different types and its models. We gave some details about these issues in the second chapter.

In the *third chapter*, we have listed different factors of unmotivated students. In addition, we have discovered some reasons why they are not interested in the subject they have chosen and how the teacher can encourage them to study this foreign language.

Moreover, we have the practical part which is devoted to test the hypotheses. In the *fourth chapter* that is the last one, we have included the analyses of the questionnaires besides to the observations in addition to the discussion of the results.

7. Significance of the Study

Teaching foreign languages has acquired significance and importance in the Algerian educational system. Motivation has been called the neglected heart of language teaching. Therefore, studies in this field are important in order to provide further clarifications and prove about this affective variable for the reason that without motivation there is no life in class. Demotivation is an enemy in education. The concept of motivation is situational and its level varies both between different individuals and within individuals at different times. A great deal of researches since a long time has been in the area of motivation and why it is so fundamental to second language learning. The underlying issues related to motivation are complex, but it clear that every person's motivation to learn is flexible rather than fixed. This study is to help foster understanding of L2 motivation from educational perspectives.

8. Limitations and Delimitations of the Study

The scope of the teaching and learning process is wide broad. Also, motivation as an essential factor in this process is complex. Like any kind of research in education, the findings to be reached in this study will be limited in time and population. Biggam (2008) explains limitation as: "The authors acknowledged the limitation of using case study as their research strategy but justified it with an appeal to capturing a rich picture of individual human experiences" (p.121). Thus, the present work investigates the relationship between first year students of English and motivation for the academic year 2012-2013. We will delimit the study only to first year LMD students at the Department of Foreign Languages, section of English and their teachers at Mohamed Khider University of Biskra.

CHAPTER

1

An Overview of Learning and Teaching

1.1. Describing Learning and Teaching Processes

1.1.1. The Learning Process

1.1.2. The Teaching Process

1.2. The Nature of Language Learners and Language Teachers

1.2.1. Language Learners

1.2.2. Language Teachers

1.3. Learners' Differences

1.3.1. Age

1.3.2. Gender

1.3.3. Cognition

1.3.4. Language Levels

1.3.5. Learner Styles

1.4. Teacher's Roles

1.4.1. Controller

1.4.2. Assessor

1.4.3. Organizer

1.4.4. Prompter

1.4.5. Resource

1.4.6. Motivator

1.5. Reasons for Learning/ Teaching English

1.6. Some Classroom Problems

Introduction

One of the areas of human sciences is language. Learning and/or teaching language is not an easy task to study because it is a complex and long one, especially, when it concerns a foreign language like English. When someone goes on with Foreign Language Teaching (FLT) or learning, he will go further beyond of his mother tongue and into a different language and a different culture. He will adopt a new way of thinking, feeling and acting according to the new language he deals with. The Learning-teaching process is like making sound by clapping, without two hands we cannot clap. Hence, without a right teacher and students the learning- teaching process is meaningless. Learning is gaining knowledge, information or skills. Teaching is facilitating and enabling learners to learn. This chapter will introduce these processes in general concerning their nature. In addition, it will describe learners' differences and teacher's roles within this operation. We will also explain some reasons why students learn this language and some problems they may face during this process.

1.1. Describing Learning and Teaching Processes

The process of learning and teaching is a vast and complex subject. The nature of this process is not certain yet; no universal definition is available. Learning is adapting and gaining information, however teaching is helping and facilitating learning. Thus, those processes play a centered role in EFL classrooms. They are described as following:

1.1.1. The Learning Process

Learning is acquiring or getting new knowledge through study or experience, the American Oxford dictionary defines it as “knowledge that you get from studying” (cited in Olson & Hergenhahn 2009, p.1). Brown says that “Language learning is not a set of easy steps that can be programmed in quick do-it-yourself kit. So much it is at stake that courses in foreign languages are often inadequate training grounds, in and of themselves, for the successful learning of second language” (2000, p.1). Learning a second language or foreign language is a long and difficult process because the learner acquires new things which affect his behavior, Brown (*ibid.*) believed that:

Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, a total involvement, total physical, intellectual and emotional responses are necessary to successfully send and receive messages in a second language.

We can deduce that learning is a difficult subject to define because it takes a long time, Brown defined it as follows, “Learning is acquiring or getting of knowledge, [comprehension] of a subject or skill by study, experience, or instruction” (2000, p.7). Moreover, one of the most popular definitions of learning suggested by Kimble & Garnez describes learning as, “Relatively, a permanent change in behavioral tendency and is the result of reinforced practice” (cited in Brown, 2002, p.7). According to this author who broke down the components of the definition of learning, we can remove the concepts of learning from these variables:

1. Learning is acquisition.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5. Learning is relatively permanent but subject to be forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

All these variables are necessary in order to learn a second language. These concepts can be subfields of the discipline of psychology as Brown (*ibid.*) clarified:

Acquisition processes, perception, memory (storage) systems, recall, conscious and subconscious learning styles and strategies, theories of forgetting, reinforcement, the role of practice. Very quickly the concepts of learning becomes every bit as complex as the concept of language. Yet the second language learners bring all these (and more) variables into play in the learning of second language.

Banks (2000, p.3) also explained that this process is an organized way in which people react and interact in order to develop their behavior, “The Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence”. To learn is to acquire knowledge or skills with change in attitude and behavior. Banks defined the learning process as adapting knowledge with change in behavior “Learning is the process of assimilating information with a resultant change in behavior” (*ibid.*).

Although researchers disagree about the exact definition of learning, Schunk (2009, p.2) gave a general definition of learning that capture most educational professionals related to learning, “Learning is an enduring change in behavior, or in the capacity to behave in a given fashion, which result from practice or other forms of experience...involves developing new actions or modifying existing ones”. Moreover, there are numerous factors that affect learning a second or foreign language which can assist or obstruct the continuity of this operation, Spolsky (1989, p.28) shows this as follows:

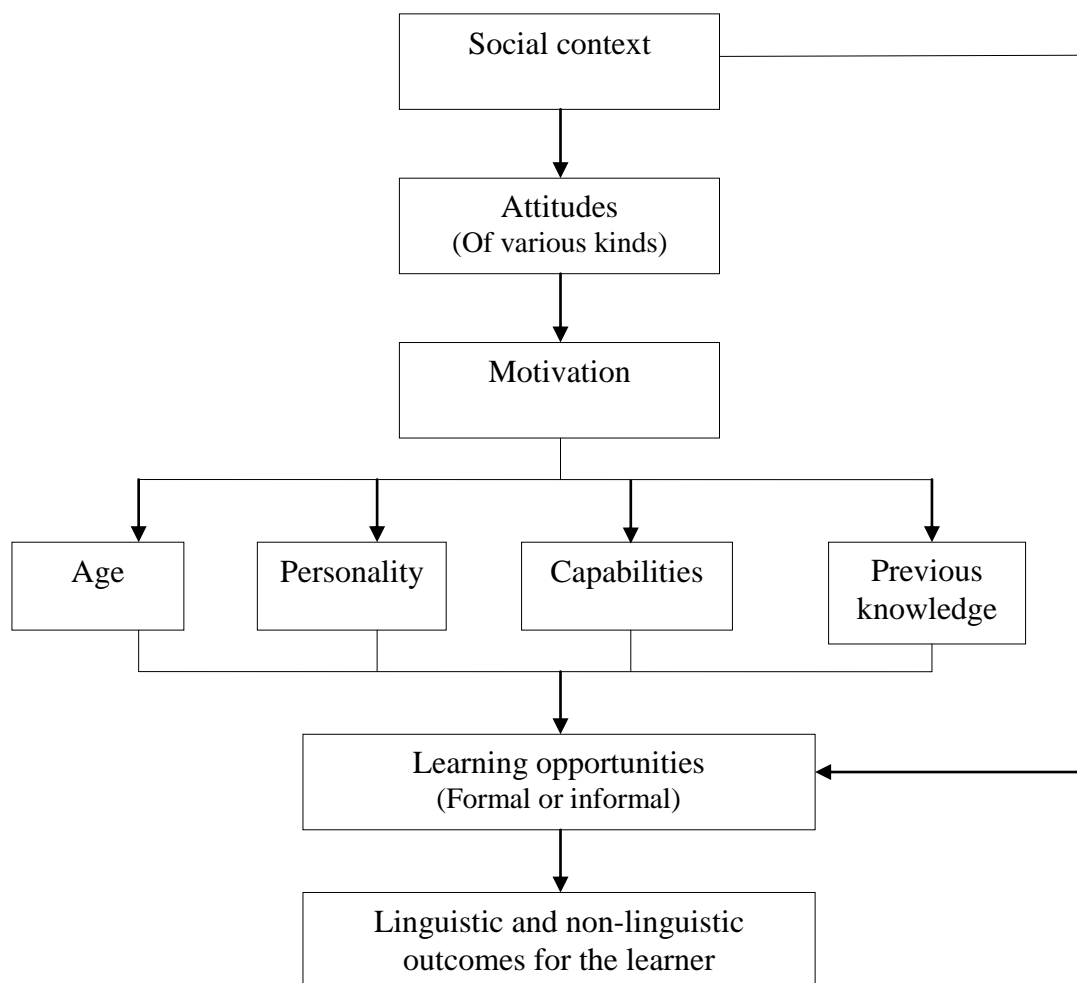


Figure1.1: General Model of Second Language Learning

Here, Spolsky has explained that during the process of learning a person goes through different psychological phases starting from his social and emotional contexts. Besides, other growth factors can be influential for the duration of learning. Learning is just an adjunct to oneself.

1.1.2. The Teaching Process

We cannot define teaching as a part from learning. Accordingly, the teaching process is enabling the learners to learn. Teaching may be defined as illustrating or aiding someone to learn the way of doing something, giving orders, directing in the study of something, giving with knowledge, sourcing to recognize or to comprehend; this definition is provided by Brown (2000, p.7). When the teacher understands how learners learn, he will choose his philosophy of education, his teaching style, his approach, methods, and classroom techniques. Here, he believes that if the teacher considers learning like Skinner learning reinforcement; he will teach “accordingly”. If he sees learning a foreign language as a deductive rather than inductive process, the teacher may prefer to give plentiful rules and

models to his learners rather than let them “discover” those rules inductively. The language teacher has to understand the system and functioning of the language that he teaches in order to enable students to achieve it effectively, Brown considered “The teacher’s theory of teaching as his theory of learning, stood on its head” (*ibid.*).

Similarly, Banks (2000, p.3) described the nature of the learning-teaching process as a way to “Assess, plan, implement, evaluate, and document”. In these processes there are content and objectives to be reached in a specific environment where the teacher processes the information in order to be learnt understood and retained. She defined teaching as “An active process in which one person shares information with others to provide them with the information to make the behavioral changes”. Moreover, in the words of Arnold (1999, p.45), teaching means helping and enabling someone else to get the needed changes in his or her internal resources.

The relationship between teaching and learning, what and how educators teach, and how and what people learn has been for a long time a subject of debate. The two, sometimes they adopted by those who engage in it.

1.2. The Nature of Language Learners and Language Teachers

In EFL classrooms we find two kinds of people; language teachers and language learners. A learner is a person who wants to gain knowledge; however, a teacher facilitates for him learning, often in a school or colleague. He is the person who provides some schooling for his students. We have specified some definitions of language learners and language teachers as follows:

1.2.1. Language Learners

A simple answer to the question of ‘who is language learner?’, is that the one who aims to learn. The student is the person who is engaged in study; especially who attends school or who seeks knowledge from professional teacher or book. According to the Oxford dictionary “A Learner is a person who is learning” (2006, p.446). Learner wants to get information, he tries to understand and realize what his teacher teaches him. Therefore, the teacher must be careful to create a positive effect on his or her students, because they will imitate them, Harmer noted that, “As teachers, we need to be sensitive to these different backgrounds. We need to be able to explain what we are doing and why; we need to use materials, offer topics and employ teaching techniques (...) to suit the different individual

expectations and tastes” (2001, p.20). The learner is a person who is ready to adopt new knowledge and experience.

1.2.2. Language Teachers

The teacher is the one whose role is to instruct and provide schooling for pupils and students. According to Oxford dictionary (1995, p.1225) the teacher is, “A person who teaches, especially in school”. Many metaphors are used for the description of the teacher and what he does, Harmer (2001, p.56) stated, “Sometimes they say they are like actors ‘we are always on the stage’. Others think they are like orchestra inductors ‘because I direct conversation and set the pace and tone’. Yet others feel like gardeners because ‘we plant the seeds and then watch them grow”.

The teacher is always like a prophet who has a message to send. He is considered as an interesting person who puts the learner’s needs in front of his sight. He also facilitates students learning; often in formal settings, according to Voller (1997) the teacher is: “A Facilitator; in which the teacher is seen as providing support for learning, counselor; where the emphasis is placed on one to one interaction, and resource; in which he is seen as a source of knowledge and expertise”(cited in Harmer 1998,p.20). So, the teacher’s job is to help learners to learn effectively and to facilitate learning. The true teacher is himself a school.

1.3 Learners’ Differences

Learners come to class with different personalities and different educational, social and cultural backgrounds. They do not have the same knowledge, skills or experiences. Edge (1993, p.9) described them:

Into class, they bring with them their names, their knowledge, experience, intelligence, skills, emotions, imagination, awareness, creativity, sense of humor, problems, purposes, dreams, hopes, aspirations, fears, memories, interests, blind spots, prejudices, habits, expectations, likes, dislikes, preferences, and everything else that goes with being a human being, including the ability to speak at least one language.

Each learner is unique and different from other; he has his own characteristics. The main learners’ differences are clarified as follows:

1.2.3. Age

Learners’ ages are important in learning something; it has been proved that children learn a second language better than adults because their brain is ready to learn unlike adults (The Critical Period Hypothesis). As Cameron reported that, “Different parts of the brain

are used for language recall and activation” (2001, p.14). Young children are expected to be good in learning languages in their primary ages through playing, for example, Harmer said that, “Because children love discovering things, and because they respond well to being asked to use their imagination, they may well be involved in puzzle- like activities, in making things, in drawing things, in games, in physical movement or in songs” (2001, p.38).

However, adolescent students are unhelpful and harder to be satisfied, Harmer (*ibid.*) believed that “Adolescents are unmotivated, surely, and uncooperative and that therefore they make poor language learners”. Teenagers in this period pass through hard times since they are searching for their own identities and personalities. This may leads them to misbehavior and disrupt in class.

On the other hand, adults are more aware and conscious about their behavior. They are more cooperative and respectful, Harmer illustrated this by saying that “They have expectations about the learning process, and may already have their own set patterns of learning...They come into classrooms with a rich range of experiences which allow teachers to use a wide range of activities with them” (2001, p.40). Adult learners make more efforts than children and teenagers due to their willingness to be successful in the future life.

DeKeyser (2007, p.232) gave some features of learning practice for both children and adults as following:

<p><i>Characteristics of adequate L2 learning practice activities for young children:</i></p> <ul style="list-style-type: none"> _ They involve “doing things” _ They involve simple actions that do not require multiple cognitive operations _ They can “stretch” children’s performance when they are embedded in a familiar context and children can make sense of them <p><i>Characteristics of adequate L2 learning practice activities for older learners:</i></p> <ul style="list-style-type: none"> _ They may involve logical reasoning _ They may involve multiple cognitive operations _ They can be disembodied from the immediate context

Table 1.1: Implications of Cognitive Development for L2 Learning Practice

1.2.4. Gender

In the past, gender had had an essential role in formal education. Educators believed that males have abilities to learn sciences fields and mathematics rather than females, who are able more to learn languages. Males are more active and interactive in the classrooms than the females who are received and passive. Gender differences should be countered;

however, it is sometimes necessary to treat boys and girls differently in order to satisfy their needs and weaknesses. The Teacher needs to deal with the two genders carefully and fairly in order to promote their motivation and attitudes towards the course being learnt. He has to pay attention to his treatment with both sexes. Also, he can minimize achievement differences by treating boys and girls equally and by actively combating gender stereotypes in their teaching.

1.2.5. Cognition

Some students have the ability to learn a language unlike others. Students with positive aptitudes are likely to succeed in learning foreign language; however, other students with negative aptitudes certainly fail. Skehan (1989) divides language aptitude into three components, “Auditory ability, linguistic ability and memory ability” (cited in Hurd, 2006, p.4). Harmer also proposed that “Students who score badly on aptitude tests will become de-motivated and this will then contribute to the failure in the predicted test...whereas it would be much better for both teacher and students to be optimistic about all the people in the class” (2001, p.41).

Some theories suggest that intelligence is a single unit; others describe intelligence as existing in several forms. Researchers agree that intelligence is genetically and inherently determined. Other experts do not, they argue that intelligence can be developed by learner’s growing experiences. However, others believe that intelligence is determined by a combination of the two. Skehan (1989) argued, “Verbal intelligence relates most strongly to the analytic capacity of language aptitude” (cited in Hurd, 2006, p.4).

1.2.6. Language Levels

There are three language levels determined by tests concluded by grades. They are generally defined as beginners, intermediates, and advanced. Harmer (2001, p.44) figured the progression of language levels from beginner till advanced as following:

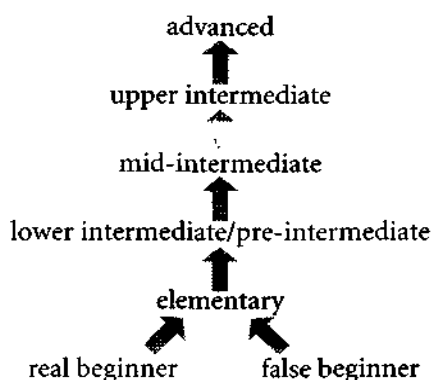


Figure 1.2: Representing Different Students Levels

Learners can be judged by the score they get in Teaching English to Speakers of Other Languages TESOL examinations. In developing students' language level from beginners to advanced, course books have a role to play here besides to the effectiveness of the teacher's methodologies.

1.2.7. Learner Styles

Learning styles are part of the learner's personality. According to methodologists there are four styles; the enthusiast (relies on his teacher as a source of knowledge), the oracular (focuses on his teacher but more on his personal goals), the participator (concentrates on group works), and the rebel (emphasizes on his own satisfaction). Moreover, Willing described another four styles of adults: the convergers who are by nature independent and confident. Also, the conformists emphasize on "learning about language over learning to use it". Others are the concrete learners who like to learn from direct experience, and the communicative learners whom are language use oriented (cited in Harmer 2001, p.43).

Moreover, Learner's individual characteristics differ from one to another. There are many variables which play an important part in the learning process. Yorio (1976) formulated a general picture about learners' differences and variations (cited in Brown, 1994, p.277) as the following:

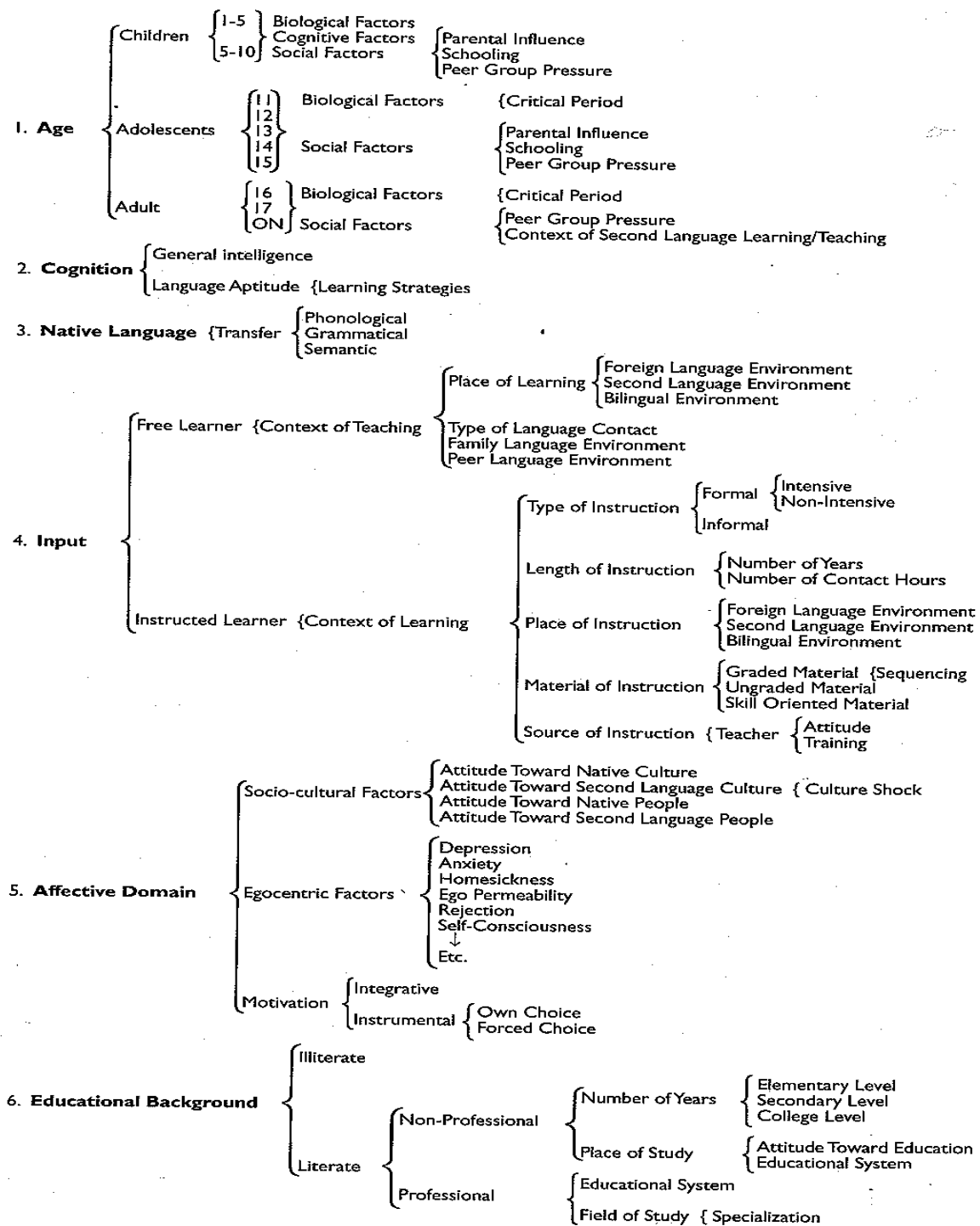


Figure 1.3: Yorio's (1976, p.61) Classification of Learner Variables

The figure above illustrates the complexities of second language acquisition. Second language learning includes an understanding of what is language and what is teaching and learning. A number of different taxonomies have accounted in this figure for example age, mental abilities and social contexts which vary from one to another and see as parts from the learner himself.

1.4 Teacher's Roles

The job of the teacher is to form good students, Singh considered this by saying that “A Teacher is expected to produce intelligent citizens and responsible learners” (2007, p.211). Similarly, according to Vaughn and Bos (2009, p.15), teachers create an atmosphere where students can take “risks” and mature “flexible learning” and intelligent strategies as they obtain skills and information. Thus, teacher in the class can play different roles in one time; Harmer (1991) illustrated a number of roles:

As **controller** in eliciting nationality words; as **assessor** of accuracy as students try to pronounce the words; as **corrector** of pronunciations; as **organizer** in giving instructions for the pair work, **initiating** it, **monitoring** it, and organizing feedback; as **prompter** while students are working together; and as **resource** if students need help with words and structure during the pair work. (As cited in Hedge, 2000, p.26)

What are the teacher's roles? A simple answer is that he facilitates learning containing several roles. Karavas- Dukas (1995) listed the general categories of teachers' roles:

- | | |
|------------------------------------|--|
| 1. Source of Expertise | 4. Facilitator of Learning |
| 1.1. Denoting authoritarian stance | Learning facilitator |
| Instructor | Helper |
| Presenter | Guide |
| Actor | Catalyst to group discussion |
| Pedagogist | Prompter |
| 1.2. Denoting supportive stance | Mediator |
| Informant | 5. Sharing Roles |
| Input provider | Negotiator |
| Information provider | Participant |
| Resource | Student |
| Source of knowledge | Cooperator |
| 2. Management Roles | 6. Caring Roles |
| Manager | Friend |
| Organizer | Mother |
| Director | Caretaker |
| Administrator | Supporter |
| Public relations officer | 7. Creator of Classroom Atmosphere |
| Arranger | Entertainer |
| 3. Source of Advice | Motivator |
| Counselor | Source of inspiration |
| Advisor | 8. Evaluator |
| Personal tutor | 9. Example of Behavior and Hard Work (<i>ibid.</i>) |
| Psychologist | |
| Listener | |

The real job of the teacher in teaching languages is helping people to learn by their own pace and their own ways. Learners may learn from the teacher or from each other; here the teacher is the aid and the guider during this process.

1.5 Reasons for Learning/Teaching English

There are billions people around the world who study English, but their purposes for learning differ from one to another. One may ask about the reasons why we teach English to Arab students. Some of them are obliged to learn it for specific purposes. However, others have chosen it freely; perhaps they love this system of communication or they are curious to know more about this language. According to Harmer (2007, p.11), and Hedge (2000, p.22) we have paraphrased the most common reasons for studying this language:

- Some students need English for specific purposes; they may need to learn legal language, the language of tourism, banking and nursing. Or, they learn to have a better chance of employment, status and financial reward in the job market.
- Such others need it for academic purposes; in order to study at an English-speaking University or colleague, or they need to access English-language academic texts and to be able to read a wide range of English language sources.
- The study of English language as a future career; to take up a particular job. For example, to be an English language teacher or an employer in an international company
- Others learn it for potential needs; they think it will be useful in some way. For instance, to be able to communicate with people in an international language; both in our country or while traveling in other countries.
- Students learn it due to the love of curiosity; they want to find out more about people, places, politics, etc. of English speaking cultures.
- For others, they are interested to master this language in order to be able to read and listen to English language media for information or entertainment
- Perhaps they study it because of parental pressure.

Alkhuli (2006, p.12) stated another causes for studying English; due to economic, political, and historical reasons. In the present time, it is one of the required languages; the possible reasons pointed are as follows:

- English is the first language in many countries in different parts of the world.
- English is the second language in many countries.
- English is the foreign language taught in many countries all over the world.
- English is one of the languages of advanced sciences.
- It is one of the languages needed to run a first-class business.
- It is needed by students travelling abroad to start or continue their university learning.

Millions and different people around the world learn English; but their purpose for learning it varies according to the situations and conditions of their lives and their occupations. Some of them learn English due to its value in the present-day society. However, for others it is important for their future career, or to travel abroad in order to complete their education.

1.6 Some Classroom Problems

During the teaching-learning process educators may face many troubles in front of them. The Teacher needs to be aware of these distresses in order to facilitate it and teach the language effectively. There are some problems that teachers face. According to Harmer (2001, p.127), we have summarized them as follows:

- One of the greatest enemies of successful teaching is students' boredom due to the dead of the much classroom time.
- Students' different levels and different styles; some have quite competences, others do not.
- The problem of the big classes, this makes difficulties for the teacher to deal with all the students.
- The use of the mother tongue rather than English to perform classroom tasks.
- The lack of cooperation of the students. For example, not listening to the teacher, failure to any homework, etc.
- Students' shyness; they do not like to speak and discuss issues related to the topic. May be due to the domination of other students, or they feel shamed or they fear from making mistakes.
- Lack of time with lack of students' understanding.

Moreover, Alkhuli (2006, p.p.16-17) described other features which influence teaching a foreign language. He stated that the teacher has to be psychologically and professionally ready to those kinds of struggles which are classified as below:

- The teachers with limited or no training on TFL methodologies.
- The teacher's poor motivation.
- The teacher's habituations make the boredom about his methods.
- The students' lack of interest about the FL.
- FL-NL negative interference.
- The long duration of the program caused usually wider in goals.
- The absence of facilities likes audio-visual aids.
- Big class size.

During the courses of teaching languages, the teacher may experiment many troubles that may obstruct his duty. Thus, he has to be aware of some of these difficulties and treats them by intelligent.

Conclusion

As a conclusion, we can say that educators need be aware of the nature of the learning-teaching process. Teachers and learners are the core of the learning/ teaching process. They cooperate in order to achieve better results. Besides, knowing about learners' differences can help to determine the role of the teacher in the classroom. Teachers and students work together in order to create the appropriate environment which facilitates achievement and success in second or foreign language acquisition. The effective Foreign Language Teaching (FLT) has to go further in order to develop learning skills. Therefore, the understanding of why learners have chosen to study this particular language may help to foster the process and reach the goals quickly. During the process of teaching, teachers and learners may or have to face some difficulties which could hamper their performance. Those obstacles can hinder motivation to learn. The teacher needs to use ways to teach and give instructions to his students.

CHAPTER

2

Motivation in EFL Classroom

2.1. Definition of Motivation

2.2. Components of Motivation

2.2.1. Personal and Sociocultural Components

2.2.2. Classroom Environment Components

2.2.3. Internal/ Student's Perceptions Components

2.3. Main Sources of Motivation

2.4. Theories of Motivation

2.4.1. Needs-Based or Content Theories

2.4.2. Process Theories

2.4.3. Reinforcement Theories

2.5. Types of Motivation

2.5.1. Integrative Motivation

2.5.2. Instrumental Motivation

2.5.3. Intrinsic Motivation

2.5.4. Extrinsic Motivation

2.5.5. Required Motivation

2.5.6. Global Motivation

2.5.7. Task Motivation

2.6. Models of Motivation

Introduction

This chapter discusses motivation as an essential factor to the success of any field, especially, in the learning-teaching process because it defines students' academic achievement, commitment and engagement to lifelong learning. We highlight the main topics related to it, such as, sources and types as a key factor to success. Motivation is a descriptive concept that helps us to understand why people behave as they do. It engages students in tasks that facilitate learning. It is perhaps the main force which governs the student's progress and ability to learn. This kind of inspiration varies between individuals because each one has his special way of learning (Learners' Differences see Chapter One). Motivation is not observed directly but it can be seen during the operation of learning as outcomes.

2.1. Definition of Motivation

Researchers regard motivation as a key power to the success in FL learning particularly because it varies in other learning tasks. For instance, Gardner (1985) agreed that "Languages are unlike any other subject taught in the classroom in that they involve the acquisition of skills and behavior patterns which are characteristics of another community" (cited in Bencharef 2009, p.13). Students in the context of learning need to be motivated, according to Webster's New Collegiate Dictionary, a motive means, "Something (a need or desire) that causes a person to act" (cited in Shanks, n.d., p.24). Also, Dörnyei and Guilloteaux (2008, p.55) defined it as follows "Motivation provides the primary impetus to initiate second or foreign learning (L2) and later the driving force to sustain the long and often the tedious learning process". Another definition was given by Maehr and Meyer (1997), "Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior" (cited in Brophy, 2010, p.3). Motivation considered as the inside power to accomplish anything.

It involves a need, desire, and an effort in order to achieve a goal. According to Brophy, "Student motivation is used to explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by their teachers" (2010, p.3). Harmer (2001, p.51) claimed, "Motivation is some kind of internal drive which pushes someone to do things in order to achieve something". It is the person's exclusive authority.

A cognitive definition suggests that learners gather goals and use cognitive issues and attitudes to achieve it. Schunk (2009, 28) stated that, “Motivation is an issue that refers to the way of rousing and supporting aim-guiding attitude”. Also, an emotional definition described by Corbin, “Motivation as an emotional reaction in which the learner sees a benefit, reward, or the potential for a positive reward in a task” (cited in Kirby & McDonald, 2009, p.5). Learner can be motivated only if he finds what motivates him to progress. Motivation is the cause of any behavior either good or bad.

Motivation is important in getting students involved in academic activities, Rost (2006) finds that “Motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity” (p.1). It is also important in selecting or deciding how much students want to learn from the information they are exposing to. Students who are motivated to learn something use higher cognitive issues in learning about it, according to Clement and Dörnyei words: “Motivation is one of the most elusive concepts in applied linguistics and indeed in educational psychology in general. Although, it is typically seen as a task of providing a precise definition of what exactly motivation entails, turns out to be somewhat of a challenge” (1994, p.525).

Other definitions of motivation were described in other languages. For example, Careau and Fournier (2002, p.7) have defined motivation as follows:

La motivation est un état dynamique qui a ses origines dans les perceptions qu'une personne a d'elle-même et de son environnement et qui l'incite à choisir une activité, à s'y engager et à persévérer dans son accomplissement afin d'atteindre un but. Nous croyons qu'en comprenant bien cet état dynamique, vous pourrez influencer votre motivation à l'étude.

They stated that motivation is a dynamic state of a person's perceptions of himself and his environment which encourage him to choose an activity that commit and persevere on its accomplishment to reach a goal.

Another definition was made in Arabic by Drs. Dora and Djouda (2012, p.233). Those scholars clarified that motivation is group of power that leads one to behave in a particular way. Consequently, there are intrinsic motors; motives which push a person towards his specific goal, and extrinsic motor; incentives which influence a person's behavior.

Moreover, Dr. Hamden (Letter 5, p.8) has distinct four notions of motivation; Drive, or Incentive, Impulse, and Motive. Accordingly, Dr. Hamden explained that there are four concepts of motivation; drive which is an insider stimulus of the behavior, and incentive which is an external impetus. However, impulse is a biological and self-stimulus that leads the learners to specific action. Finally, motive is the first scientific terminology which includes all the other concepts. So, motivation seems like the key factor for the success in language learning. It gives power to learners to progress and develop in their lifelong education.

2.2. Components of Motivation

Motivation is one of the essential key factors leads to language learning success. When students get involved in difficult or boring tasks, they have to keep control on their efforts in order to persist in the academic success. In other words, they have to maintain their motivational factors. Dembo (2004, p.55) explained three interactive components of motivation:

2.2.1. Personal and Sociocultural Components

The attitudes influence how people see the world around them. Fleming and Levie (1993) were summarized three approaches to attitudes change, they suggested that if a person is encouraged to perform an act that is contrary to his own attitude, his attitude change will result; “Providing a persuasive message, modeling and reinforcing appropriate behavior and inducing dissonance between the cognitive, affective and behavioral components of the attitude” (cited in Frith, n.d, p.2). Also, learner comes to school with certain level of abilities which help him to develop and promote his principles, and skills; for instance, the ability to succeed, the managing strategies, and the level of commitment to meet personal goals. Learners’ principles and skills based on their personal and sociocultural experiences. All of these components could increase or decrease their motivation. Besides, the family features; such as Socio-Economic Status (SES) levels, parental educational levels, and parental expectations, can affect the degree of motivation. Also, Frith (n.d, p.2) provided other components of motivation; need and competence. He stated that Students cannot learn if they do not satisfy their needs and they achieve their competence to become self- efficacy. There is an old saying, “Give someone a fish and they will eat for a day, teach someone to fish and they will eat for a lifetime”.

2.2.2. Classroom Environment Components

The class is place where pupils discuss, comment, and express their ideas and expression. Ratcliff (1995) reported that, “A successful transition to college is related to the quality of classroom life” (cited in Dembo 2004, p.60). The classroom involves the atmosphere where students study; it has to be comfortable and suitable for their requirements. As Duembo had reported (*ibid.*):

It includes types of assignments given, the instructor’s behavior, and instructional methods. Student motivation and achievement is greater when instructors communicate high expectations for success, allow students to take greater responsibility for their learning, and encourage various forms of collaborative learning.

Moreover, Frith (n.d. p.4) also stated that:

Stimulating learning environments provide variety in of presentation style, methods of instruction and learning materials...Grades have value as an external motivator in learning if the process of evaluation is well planned considering motivation theory...Students need confidence building reinforcement such as praise and encouragement to guide them.

Additionally, Madrid and Pérez Cañado (2001, p.343) listed other motivational components; degrees of interest, attention, effort to learn, dedication and constancy, satisfaction and global motivation in language class that are also important to get the pleasurable motivation in the classroom. The only environment for the students in their learning progress is the classroom which has to be perfect for their learning development.

2.2.3. Internal /Student’s Perceptions Components

In human being, motivation involves both conscious and unconscious drives. If a student believes that he can master the task, he is more likely to exhibit his effort to perform difficult ones. Dembo elucidated that “Students’ goals, beliefs, feelings, and perceptions determine their motivated behavior and, in turn, academic performance” (2004, p.62. learner enjoys learning new experiences; he is attracted by new things, because we are naturally curious. According to Frith (n.d. p.2), “A major task in teaching is to nurture student curiosity and to use curiosity as a motive for learning. Providing students with stimuli that are new but not too different from what they already know stimulates curiosity”. Also, he added another component; self-efficacy which reminds him of his mother phrase, “The power of positive thinking”. He claimed that Students who have doubts of their abilities to succeed are not motivated to learn and are exposed to failure.

2.3. Main Sources of Motivation

The degree of students' motivation to learn language is influenced by many factors which are considered as sources of motivation. It is important to clarify them since they form English Language Learners' (ELLs) feeling and engagement in the language learning process. According to Harmer (2001, pp.51-52) there are four sources of motivation:

- **The Society We Live In**

In our present times, Learning English is very important in our society because it is considered as the language of the world. All the social images about it will influence the students' attitude towards the language being learned, and they will bring it with them into the class. In other words, the nature and strength of this attitude will have a great effect on the degree of motivation.

- **Significant Others**

The parents and older family members or friends' thoughts about EFL learning have significant role in motivating or demotivating the learner. The student always takes into account his/ her caregivers' views which have great influence on his/ her aptitudes.

- **The Teacher**

It is obvious that the teacher is the main agent who can affect the students' motivation. The role of the teacher (see Chapter One) is vital in the language learning process.

- **The Method**

The way of teaching and or learning language has an unlimited impact on the learner's satisfaction and through this his amount of motivation. The kind of the method; that the teacher uses can create an enjoyable environment which is suitable for learning.

Besides, Madrid and Cañado (2001, p.344) illustrated other sources of motivation as follows:

- The importance of the language and its instrumental value in present-day society to communicate with other people, to find a job, to travel abroad, etc.
- The qualities of the teacher, his/her personality and behavior in class: his/her didactic and personal qualities: way of treating students and teaching.
- Types of tasks, teaching methodology and materials that used in class: textbooks, videos, etc.
- Specific features of the FL subject in comparison with the remaining curricular subjects (e.g. Mathematics, Science, etc.).
- Environmental factors: the influence of the family, the school, etc.
- Desire to live and become integrated in English-speaking countries; in Great Britain (GB) or United States of America (USA), etc.

Learner has many sources of motivation which encourage him to keep going in his learning life and determine his learning abilities.

2.4. Theories of Motivation

Different theories of motivation help educational psychologists understand, predict, and control human learning behavior. They have derived variety of theories about what motivates people. Most of these theories have acknowledged the role of motivation in EFL learning and teaching. Motivational theories describe many factors that influence a person's desire to perform a work or behave in a certain way.

2.4.1. Needs-Based or Content Theories

The need-based theories explain the human desires to achieve something. They explained motivation mostly as a phenomenon that happens intrinsically, or within an individual. We can generally identify many need-based theorists and their theories:

- **Maslow's Hierarchy of Needs**

Abraham Maslow's (1954) Need-Based Theory of motivation is the most standard theory of motivation and perhaps the most referenced of the content theories. This theory includes five levels person's needs. When once met a level; he will be motivated to progress to the next higher-level of need. According to Ololube (n.d. p.4) the five major levels of needs from the lower to the highest are:

- The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions, etc.
- The security needs include the need for safety, fair treatment, protection against threats, job security, etc.
- Affiliation needs include the needs of being loved, accepted, part of a group, etc.
- Esteem needs include the need for recognition, respect, achievement, autonomy, independence, etc.
- Self-Actualization needs include realizing one's full potential or self-development.

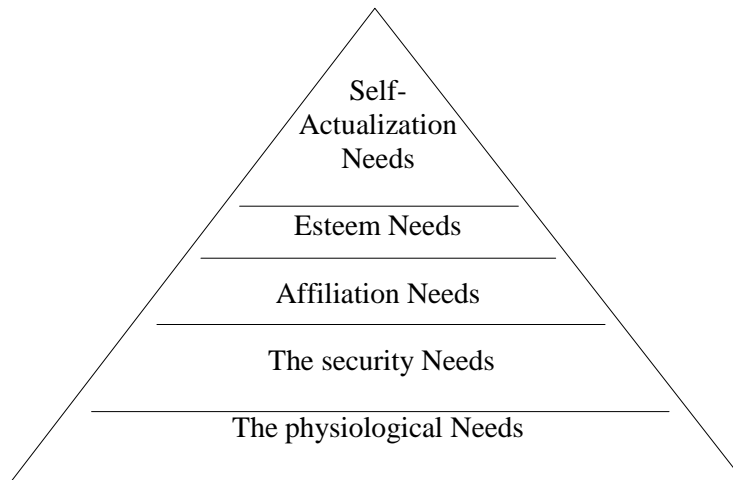


Figure2.2: Maslow’s Hierarchy of Needs

Maslow’s Hierarchy of Needs illustrated that a person has five main needs; physiological, security, affiliation, esteem, and self-actualization needs. According this theory, one has to satisfy his needs progressively in order to be motivated by the needs of the next level up to the hierarchy.

- **Alderfer’s ERG Theory**

Clayton Alderfer’s (1972) ERG Need- Based Theory of motivation was represented upon Maslow’s theory; he reduced the five levels into three levels. But, here individual can move forward and backward through the levels in terms of motivation. Shanks (n.d. p.26) illustrated these three as following:

- Existence includes physiological and safety needs, it combines the two first levels of Maslow’s Hierarchy of Needs.
- Relatedness includes the belonging needs, and correspond the Affiliation needs.
- Growth includes self-efficacy, and relates to the last two needs.

- **Herzberg’s Two Factor Theory**

Frederick Herzberg, Mausner and Snyderman’s (2003) said that Two-Factor Theory is deeply based on need fulfillment because of their interest in how best to satisfy people. It reformulated the Maslow’s needs theory and united into two areas of needs that motivate persons. Also, Shanks (*ibid.*) characterized them:

- Hygiene /Maintenance Factors characterized as lower level of motivators and included, for example: company policy and administration, supervision, interpersonal relationships, working conditions, status and security, etc.

- Motivators/ Satisfiers Factors characterized as higher level factors and focused on aspects of work, for example: achievement, the work itself, responsibility, and growth or advancement.

- **McClelland's Acquired Needs Theory**

David McClelland's (1985) Acquired Needs Theory explained that needs are acquired and developed along life time experiences; they are not innate. Shanks (*ibid.*) focused on three kinds:

- Need for Achievement emphasizes on the desire for success, for mastering tasks, and for attaining goals.
- Need for Affiliation emphasizes on the desire for relationships and associations with others.
- Need for Power emphasizes on the desires for responsibility, for control of, and authority over others.

The need-based theories explained motivation as a phenomenon that occurs intrinsically, or within an individual. Moreover, needs influence a person's desire to perform work or behave in a certain way.

2.4.2. Process Theories

All process theories emphasis on the cognitive processes in determining level of motivation and need of satisfaction. Such theories are based on intrinsic factors focus on perceptions about motivation. Some of these are showed below:

- **Adam's Equity Theory**

It was developed by the psychologist J. Stacy Adams (1963). It focuses on perceptions of inequality in the output ratio. Shanks (*ibid.*) explained, "Individuals are motivated when they perceive that they are treated equitably in comparison to others within the organization". Also, Ololube stated, "Equity theory matches the notions of a fair day's work for a fair day's pay" (n.d. p.7). Equity theory adopts that one cognitive process involves people looking around and observing what effort others do and what rewards they get.

- **Vroom's Expectancy Theory**

Victor Vroom (1964) was the first who made the expectancy theory. This theory is the most comprehensive motivational model that explains task-related effort. Ololube (*ibid.*) said, "Simply put, the theory suggests that the motivation that will lead to job satisfaction

is a function of the perceived relationship between an individual's effort, performance, and the desirability of consequences associated with job performance". In other words, People expect outcomes of their behaviors and motivation at work or the noticeable link between effort and reward.

- **Locke's Goal Setting Theory**

The goal setting theory prepared by Edwin A. Locke (1990) which hypothesizes that goal setting is considered as motives to perform something. This theory focuses on establishing goals individuals are motivated to achieve those goals.

Process theories emphasized on the cognitive and perceptual processes in determining student's level of motivation and needs satisfaction.

2.4.3. Reinforcement Theories

Reinforcement theories relate to the idea of operant conditioning. B. F. Skinner (1953) studied humans' behavior and came up that individuals are motivated when their behaviors are reinforced. His theory includes four types of reinforcement:

- **Positive Reinforcement**

It is related to rewarding the desirable behavior. When positive behaviors occur giving rewards must occurs too in order to reinforce this positive behavior.

- **Avoidance Learning**

This kind of reinforcement happens when actions are taking to avoid undesirable or negative behavior, so to get the desirable one. It sometimes referred to as negative reinforcement.

- **Punishment**

Punishment includes arrangements designed to reduce unwanted behavior and creating negative consequences for the individuals in order to gain the wanted one.

- **Extinction**

Extinction represents the absence of prizes that lead to the absent of unwanted actions. Furthermore, this type of reinforcement contains the removal of positive rewards for undesirable behaviors.

Reinforcement theories relate to operant conditioning. They focus on behavior and its consequences. Repetition of the behavior is depending on whether the consequences are positive or negative.

2.5. Types of Motivation

EFL learners should be motivated to learn a new set of skills in order to get success. In other words, they must have the desire, willingness and inspiration to progress in the learning process. There are many types of motivation which determine different reasons or goals that increase the achievement of an action. So, these types are summarized in the following:

2.5.1. Integrative Motivation

An integrative motivation is the desire of the person to become a part of the target language community because integrativeness is the identification with the foreign language society. It is crucial in the learning process as a source of motivation because it influences the students' level and ability to succeed. Gardner et.al (1976) described Integrative motivation, "A high level of drive on the part of the individual to acquire the language of a valued second-language community in order to facilitate communication with that group" (cited in Dwaik and Shehadeh 2010, p.335).

Moreover, it promotes learner's positive attitude toward the L2 group. It is related to the desire to be a member of L2 community. In the words of Lambert (1976), an integrative orientation involves desire to learn FL due to "A sincere and personal interest in the people and culture represented by the other language group" (*ibid.*). This type of motivation seems the effective one for acquiring Second Language (L2) or Foreign one (FL). It means being apart from the Host Community (HC).

2.5.2. Instrumental Motivation

It is totally the opposite of the integrative motivation which means the integration in the language community, whereas, instrumental motivation is learning a particular language for a particular purpose. Dwaik and Shehadeh (*ibid.*) explained it by saying that "The learner's interest in learning a language when this interest reflects pragmatic benefits such as a better job or a higher salary. In this case, L2 acquisition is associated with some external reward or pragmatic goal". Furthermore, Ur (1991) defined this kind as, "The wish to learn the language for the purpose of study or career promotion" (cited in

Bencharef 2009, p.36). Its purpose is just for the sake of fulfilling a future goal. It does not keep the continuity of motivation.

Some scholars as Dörnyei sees that the instrumental motivation is less effective; so, they conducted just a few studies in order to investigate it and its effect on language learning. However, others have argued that students who are studying for academic purposes and in academic setting can achieve and perform the language very well without the need to integrate with the target language community (TLC); for example English for Academic Purposes (EAP) and English for Specific Purposes (ESP). Thus, instrumental motivation is just the tool for reaching professional goals.

2.5.3. Intrinsic Motivation

Intrinsic motivation arises from a desire to learn a topic due to its permanent feature interests. Psychologists have proved the fact that human beings have a natural curiosity drive that pushes them to explore things surrounds them. Ryan and Deci defined it, “The doing of an activity for its inherent satisfactions rather than for some separable consequence” (2000, p.55). This kind of motivation exists inside the learner which means learners who are intrinsically motivated get involved in tasks of the language learning naturally and they are expected to do well in their activities. So, teachers should use such motivating tasks and activities in order to keep on their students’ higher level of motivation.

2.5.4. Extrinsic Motivation

Extrinsic motivation is the desire to perform and succeed for the sake of accomplishing a specific result. It results from the need to achieve external outcomes like: grades, rewards, and teachers’ support. Ryan and Deci (2000, p.60) defined extrinsic motivation as “A construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value”. Learners see that success should be rewarded. So, they draw expectations and do their best efforts in order to achieve them.

2.5.5. Required Motivation

It differs from other types of motivation; it means the obligation and requirement that push learner to perform in any task. According to Dwaik and Shehadeh (2010, p.338), motivation refers to, “The learner’s sense of obligation to enroll in a language course only because it is a compulsory requirement in a program of study”. In the other types of

motivation the student obtains the desire to do something; he attempts to get a certain level of proficiency needed for a particular job or practical purpose. In contrast, with required motivation he is obliged and committed to the courses.

2.5.6. Global Motivation

Global motivation is another different external motivation that pushes the learner to accomplish his studies. It is a general direction of the students toward the learning foreign language. However, this type of motivation is affected by many factors, such as: previous education, knowledge and experiences. It is also, influenced by the teacher's achievements in addition to the social factors.

2.5.7. Task Motivation

In such motivation, the students are interested in the subject matter and not in the results. Bencharef (2009, p.42) explained that the learners are motivated towards the topic itself; the core of the course, not towards the final goals. It is concerned with how teachers perceive the particular topic at hand and how students achieve it. Also, they concentrate more on the subject as attractive as possible, to get their learners' care and attention in performing the essential tasks and then succeed in accomplishing them.

2.6. Models of Motivation

There are multifarious models of motivation. They vary from field to another. In education models of motivation were made in order to simplify the process of motivation. Although motivation to learn is large construct; when it is linked to L2 learning process it become more complex. Many perspectives have done in the field of L2 motivation as social dimension between 1960s and 1990s. Later, researchers have totally reshaped thinking about it; they developed the conceptions of this kind of motivation. To facilitate the review of these perspectives, many models were made concerning L2 motivation:

- **The ARCS Keller's Model**

It is named after its four main factors: Attention, Relevance, Confidence and Satisfaction. Driscoll (1994) stated that this model of motivational design considers motivation as a 'sequence'. First, we get Attention of the learner, and then provide Relevance of what we are teaching to their personal goals and needs to keep them progressing. The student increases Confidence in order to establish positive expectations

for success. After, the Satisfaction of the new knowledge provides motivation to continue learning and to gain positive feelings about their learning experiences (cited in Frith n.d. p.5).

- **Tremblay and Gardner's Model**

This model explains that a learner with positive dispositions towards L2 group and the desire to interact or even become similar to be member of that group gains the L2 proficiency. L2 motivation is generally linked to positive attitudes towards the L2 groups regardless of the nature of the actual learning contexts. This is shown as bellows:

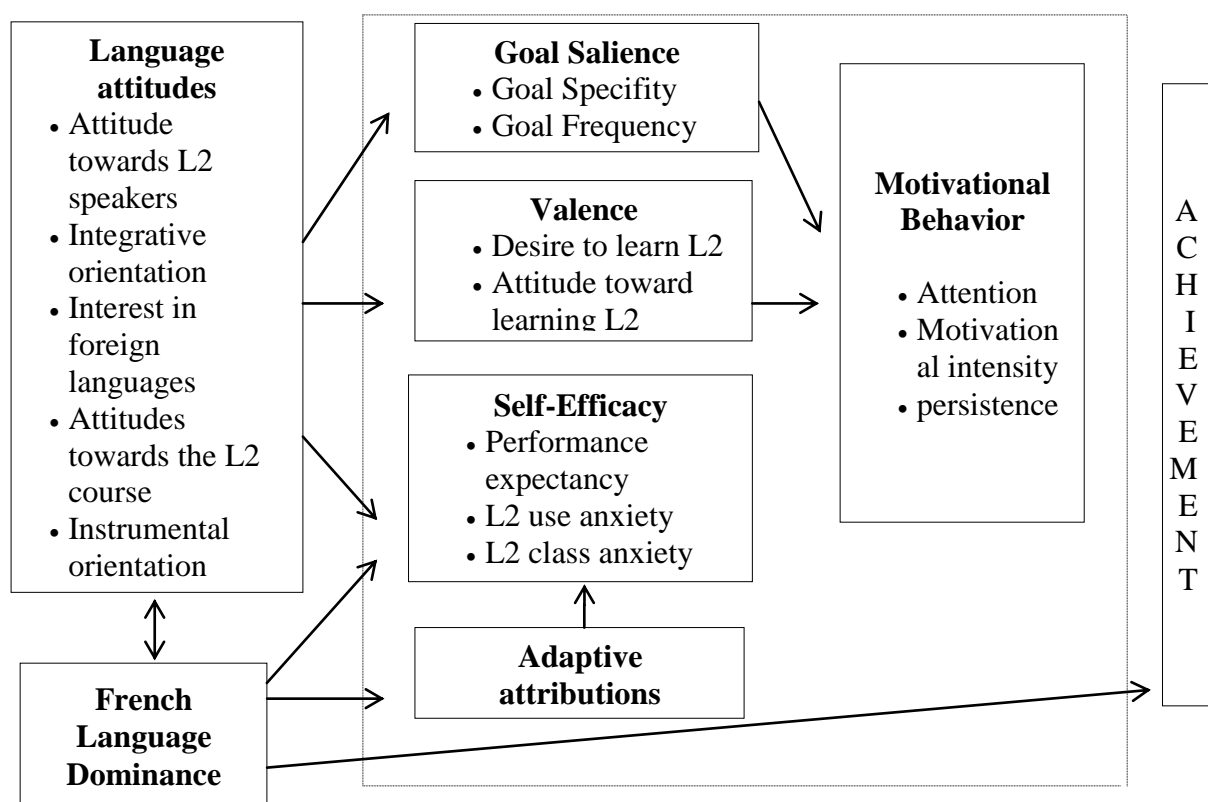


Figure 2.3: Tremblay and Gardner's (1995) Model of L2 Motivation

Tremblay and Gardner's (1995) new motivation model, which was developed in response to calls for the 'adoption of a wider vision of motivation', does not contain the 'integrative motive' well characterizes the extent of the new wave(cited in Dörnyei n.d. pp.530-531). The model clarifies that language attitudes and motivational factors determine the motivational behavior toward achieving and improving L2 adaptation.

- **Chamber's Structural Model**

Another model was established by Chamber (1999, p.14), attempted to describe what motivation is and to find the appropriate structural model to facilitate this:

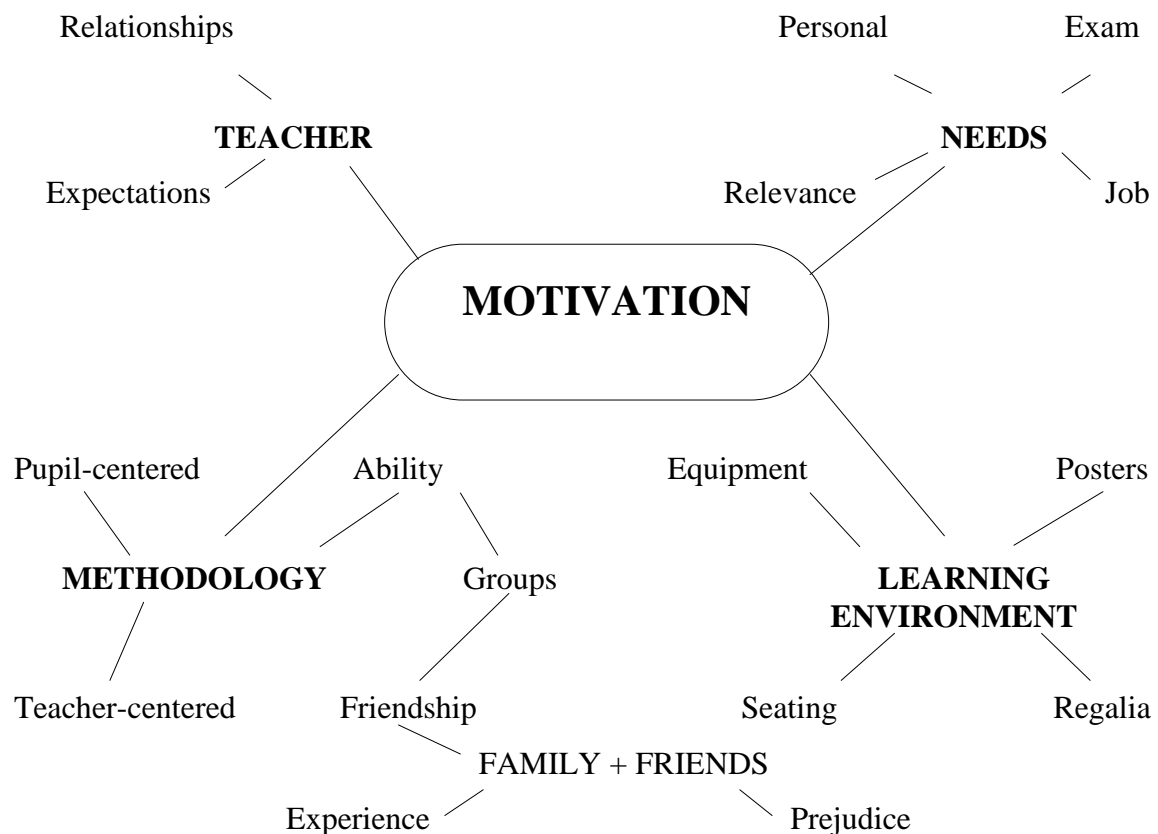


Figure 2.4: Chamber’s (1999) Model of Initial Brainstorming on ‘Motivation’.

The term motivation is multifaceted (fig 2.4); the structural model represents categories how various components are belonging to motivation. In order to achieve motivation in education, teacher has to pay attention to motivational strands (teacher, need, methodology, and learning environment), because one strand cannot be detached from another. The elements are interlinked, one may influence the other. It is like dealing with a teacher's poor classroom management without taking into accounts his lesson plan, or body-language, etc.

- **Schunk ‘s Cognitive Model**

An Additional distinct model of motivated learning or the motivation to acquire skills or strategies was suggested by Schunk (2009, p.454) as a genetic model and not intended to reflect any particular theoretical perspectives. This model sees motivation standing up largely from thoughts and beliefs; it is a cognitive one. It represents three phases; pretask, during task, and post task. It is an appropriate way to view the changing role of motivation during learning:

Pre Task	During Task	Post Task
Goals	Instructional variables Teacher	Attributions
Expectations	Feedback	Goals
Self- efficacy	Materials	Expectations
Outcome	Equipment	Affects
Values	Contextual variables Peers	Values Needs
Affects	Environment	Social support
Needs	Personal variables Knowledge construction	
Social support	Skill acquisition Self-regulation Choice of activities Effort Persistence	

Table 2.1: Model of Motivated Learning

The above model shows that before any activity, the learner has his/ her own aims and schemes to perform and the teacher as a supporter facilitates them and keeps him/ her motivated in order to get satisfactory results.

Conclusion

In concluding terms, Learning is usually more efficient and rapid when the learner is motivated. A very high level of motivation is not ideal just an intermediate level of motivation is the best for many learning tasks. If a person's level of motivation is too low, he or she will give up quickly. In the other hand, a very high level of motivation may cause such stress and distraction; consequently the learner cannot focus on the tasks. On other words, motivation causes an organized behavior. It is a very important factor in the learning- teaching process. It has a great impact on this process, since it determines the person's success or failure in school situations. However, the teacher as an agent of change has to be motivated and motivating in order to end with satisfactory results. Motivation can produce quick and perfect consequences rather than the dead ones with demotivation "The business of motivation is the motivation of business". Thus, this kind of stimulation influences how and why people learn making role of motivation unlimited.

CHAPTER

3

Students Motivation in TEFL

3.1. The Process of Motivation

3.2. Learner's De-Motivational Factors

3.3. Causes of Demotivation

3.4. The importance of Motivation

3.5. Some Strategies for raising students' motivation

Introduction

Learning is most efficient and rapid when the learner is motivated. The latter has been described as a state and condition; sometimes described as a need, desire, or want, which serves to activate behavior and give it direction. Awareness of how students' motivation and attitudes about learning develop and what facilitates learning for them can assist teachers in reducing student failure. Today, more and more students are showing up in their classrooms without having developed a motivation to learn. Unfortunately, many more are physically present in the classroom but largely mentally absent; they fail to invest themselves fully in the experience of learning.

This chapter discusses motivation as a topic linked to TEFL classes that leads to success. In addition to this, we will deal with the main causes of demotivation, and spotlighting on some strategies that can help to foster the degree of students' motivation.

3.1. The Process of Motivation

The motivational process is the steps that you take to get motivated. Individual is motivated when he adopts positive attitudes and good performances. The individual believes in the causes and what he will gain from that achievement. He works towards his goals and expectations which support these causes. Schunk (2009, p.195) clarified:

Students' goals direct the students' attention and effort and their self-efficacy relates positively to motivation, use of effective task strategies, and skill acquisition. Furthermore, students who believe that learning is useful and that task strategies are effective display higher motivation and learning...teacher must take students' pre-existing ideas into account when planning instruction and ensure that instruction includes motivation for learning.

Motivation is always linked to achievement; because a motivated student will do well in school. Motives are drives that urge people to action. If a student is motivated to language learning, he will learn. So, when pupils are involved in the process of motivation, the following conditions are linked to apply:

- All of their minds and bodies are completely involved.
- Their concentration is very deep.
- They know what they want to do.
- They know how well they are doing.
- They do not worry about failing

- Time passes very quickly.

Motivation consists of a number of variables, whether learners arrive with it or acquire it through classroom experiences. Hedge (2000, p.23) categorized four types of motivation; 1st which involves desire to learn, and 2nd involves attitudes towards the target language. The 3rd involves attitudes towards teacher and the language course, and the 4th concerns measures of anxiety in classroom situation. Learners need to get motivated to do a specific task, or reach a specific goal. Remove distractions so that they stay motivated. This is a key to the motivational process.

3.2. Learner's De-Motivational Factors

A demotivated learner is someone who lost interest and desire to learn a language. Dörnyei (2001, p.143) noticed that demotivation concerns: “The specific forces that reduce or diminish the motivational basis of behavioral intention or ongoing action”. Demotivation as a concept is relatively new in the field of L2 motivation. A learner can feel demotivated because he has suffered from bad experience. According to Dörnyei, a demotivated learner is someone who once was motivated but for one reason or another has lost his or her commitment or interest in learning. These reasons for losing interest can be called ‘demotive’ (2001, p.142).

Here, we have summarized some demotivating factors; demotivated students are those who:

- Make no effort to learn, show no interests, and do little homework.
- Don't try hard and simply give up.
- Use bad expressions, like: ‘I can't, it's too hard’, etc.
- Have a learning disability; they can't keep up (So why even try?).
- Have a low self-esteem, they are not self-confident.
- Feel uninterested and useless, they all the time worry about failure consequences.
- Have no desire to cooperate, distract with other students.
- Tend to arrive late to class.
- ‘Are listless and restless during the session’.
- Disagree with each other.
- Do not retain what they have learned.
- Complain about the lack of relevance of learning materials
- Complain about teacher's personality, competence, teaching methods.

Other students' de-motivational factors were explained by Vaughn and Bos (2009, p.2) as follows:

- Poor academic performance: students display unexpected underachievement.
- Attention problems: they may have troubles focusing on the teacher's directions.
- Hyperactivity: students are overactive and have a difficult time staying in their seats and completing assigned tasks.
- Memory: have hard time remembering what they were taught.
- Poor language abilities: have language difficulties that are manifested in a number of ways.
- Aggressive behavior: are physically or verbally assaultive.
- Bizarre behavior: display unusual behavior.
- Withdrawn behavior: are seldom interacting with others.

Demotivation or lack of motivation affects negatively on learners' success. It can lead to lack of self-esteem and negative attitudes towards learning. Hence, this will leads them to a great failure in their progression.

3.3. Causes of Demotivation

Children have a strong curiosity to understand everything, but when they grow up, this willingness decreases gradually. We wonder why English learners are demotivated to learn the language and why teachers have troubles dealing with their students in term of their inability to achieve it. We have abridged the causes of unmotivated learner in the following points:

- They are forced to learn this language.
- Reduced self-confidence due to their experience of failure or lack of success.
- Inadequate school facilities, like crowded classes or classrooms are very big.
- They have a physical problem, such as vision or hearing problems.
- Bad course book content, either the texts are irrelevant to learners' interests, or they contain too easy or too difficult tasks.
- Negative attitude towards the foreign language.
- Lack of parental support and encouragement.

Also, we have some reasons that are due to the teacher's bad effect on the students:

- The teacher criticizes them publicly even for failure.
- He has low expectation on students.
- He shows favoritism with some students even if they are not good.
- He humiliates learners and shouts at them when they do not understand.

- He asks unrealistic demands or gives them complex tasks.
- He gives irrelevant, insufficient feedback or neglects to give it.
- He does not explain very well when asking students to do something.
- He is boring and applies routine materials, and bad activities.
- He is not taking sufficient steps to motivate them.

In brief, only good motivated teachers can produce good motivated students. The flourish of teaching and learning process depends on the teacher's talent in creating formidable environment.

3.4. The Importance of Motivation

Most motivational theories assume that motivation is involved in the performance of all learned responses. In other words, a desirable behavior will not occur unless if it is energized. The major question among psychologists, in general, whether is motivation primary or secondary? In the area of achievement motivation, called learning goals which focus on gaining competence or mastering a new set of knowledge or skills. Performance focuses on doing better than others. One aspect of this learning is that individuals are motivated to either avoid failure or attain success.

The desire to achieve some objectives is the core of motivation, and if it is strong enough, it leads to do something effective. Students need to have some factors which facilitate to them the process of learning, Harmer wrote down, "A variety of factors can create a desire to learn" (2001, p.20). Therefore, to motivate someone, he has to be interested to the subject that he is acquiring. As a teacher, we must increase our students' motivation as well as their willingness to accomplish the lecture. Harmer (*ibid.*) noted that, "One of the teacher's main aims should be to help students to sustain their motivation". Students have to feel that he cares about them, so to be self-confident. This will certainly help them to be motivated in acquiring the language effectively. The effective type of motivation comes from depth, he (*ibid.*) believed, "The real motivation comes from within each individual, from the students themselves".

Moreover, Dornyei and Guilloteaux explained it as, "Motivation provides the primary impetus to initiate second or foreign language learning and later the driving force to sustain the long and often tedious learning process" (2007, p.55). Lack of motivation leads the learner to fail, Dornyei (2005) stated that, "Without sufficient motivation, individuals with

the most remarkable abilities cannot accomplish long-term goal. Similarly, appropriate curricula and good teaching are not enough on their own to ensure students achievement” (cited in Dornyei & Guilleaumeaux *ibid.*).

Furthermore, the importance of motivation is very great that the learner will never obtain his goals without it. It is the ‘backbone’ that gives people the strength to face obstacles and challenges with courage.

So, the real success or failure of any teaching method or technique depends on the teacher’s motivation. He should encourage the students not only to make their own choices of learning, but also to think more about them. Singh (2007, p.210) indicated,

The success or failure of any educational program depends upon the quality of instruction. Besides courses of study, reading materials, equipment and good spacious classrooms, good supervision and administration also contribute to the success and effectiveness of instruction. All these, factors are ineffective without a good teacher who possesses certain qualities of head and heart.

The teacher is the real maker of motivation. He is required to deal with attitudes and skills and is expected to produce intelligent and responsible leaders. The success or the failure of the learning-teaching process depends upon the effectiveness of the teacher.

3.5. Some Strategies for Raising Students’ Motivation

Folk wisdom says that “unmotivated students just won’t learn”, that “you can lead a horse to water, but you can’t make it drink”. This proverb reminds us about how students’ motivation differs from one to another. For one student, learning language is necessary may be due to the avoidance of failure. For another, it is a heavy burden which he has to carry and just waiting for the end of the class. Every teacher faces such situations in truth. But, it can be understood differently by a teacher who can think critically; it is a sign which tells whether the teaching methods are effective and relevant to students’ needs.

A learner may arrive in class with a certain degree of motivation. The language teacher needs to understand the system of functioning of foreign language, and to recognize his students’ needs and interests. As an agent of change, he has a lot to do in order to modify this. It can be said that there are several motivational strategies that are used to achieve goals. Some of them are paraphrased as following from Huitt (2000) and Pintrich (2000), teacher has to:

- Start lessons by giving students a reason to be motivated.
- Create an atmosphere that is open, helpful and positive.
- Familiarize target language culture; using authentic materials.

- Establish a sense of belonging; make them feel welcome and needed.
- Help students to feel that they are valued members in the learning community.
- Adopt a supportive style that allow for students autonomy and develop students' interaction with each other and with their teacher.
- 'Make it real'; try to create learning activities based on topics that are related to the students' lives and interests.
- 'Balance the challenge'; do not give them neither too easy nor too complex tasks.
- Create assignments that are appropriately challenging; It's important to consider your students interests, background knowledge, and abilities when designing coursework.
- Provide varieties that encourage real communication; Tasks chosen should be important, meaningful, challenging (but doable), and interesting.
- Use appropriate teaching aids, audio-visual aids.
- Vary the teaching methods, the instructional approach; by interspersing demonstrations and group activities with lecture.
- Show enthusiasm; as an instructor, teacher a major source of stimulation for the course content.
- Have a sense of humor; to relax the atmosphere; for instance: telling jokes, riddles, funny stories and humorous commends.
- Offer choices; giving options and choices help them to develop skills and self-directed learning.
- Help learners find personal goals from material that has been selected to develop higher self- concept.
- Ensure opportunities for students' success by increasing self- confidence.
- Promote learners' autonomy; through encouraging creations and imaginative ideas.
- Increase self- Orientation, a desire to acquire additional knowledge or master new skills, tends to engage them in activities.
- Evaluate progress and teach self-evaluation; Teach strategies that enhance learning and performance.
- Challenge students; and raising self-esteem
- Group students for collaborative instruction; so, that they benefit from distributed abilities.
- Use rewards with cautions; linking between efforts, success, and motivation.

Moreover, motivational strategies in FL are practices one can employ to produce more motivation. “Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect”, according to Dörnyei (2001, p.29). He followed the motivational process from the initial stimulation of the motivation to the completion and evaluation of the motivated action. Key units in his process-oriented organization include:

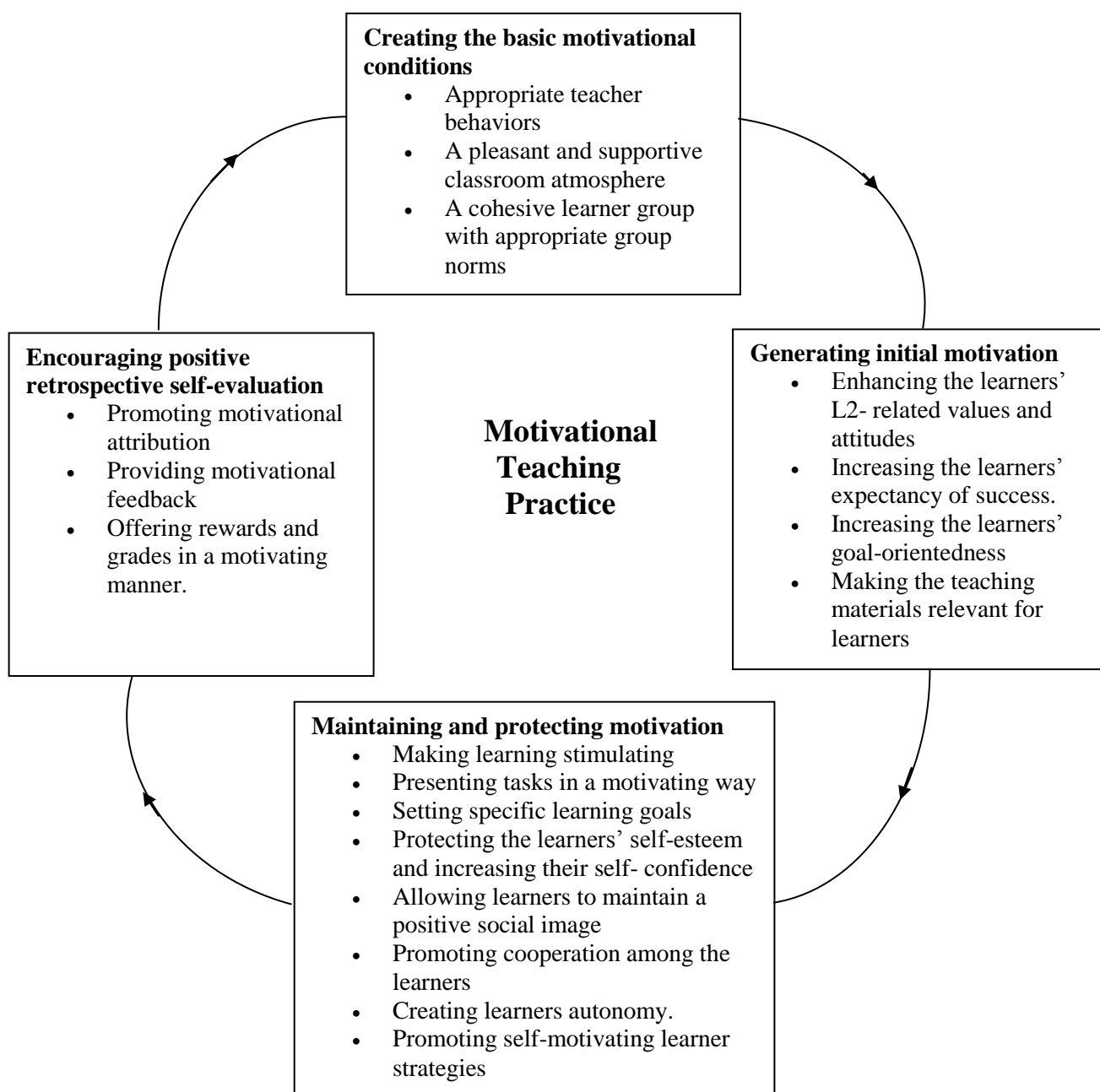


Figure 3.1: The Components of Motivational Teaching Practice in L2 Classroom,

Dörnyei (2001)

There are many different lists which recommend motivational techniques. Accordingly, language teachers are associating with motivational teaching practice. The most systematic attempt to date to produce such taxonomy was made by Dörnyei (*ibid.*). The model (fig 3.1) represents the main ‘macro strategies’ linked to motivational teaching practices. It can be applied by the teacher to stimulate students’ motivation and self-regulation.

Additionally, there are two types of motivational strategies: the first one deal with strategies that are prepared by the teacher. The second type brings it the learner itself to develop his capacities. According to Dörnyei and Guilloteaux, “Motivational strategies refer to (a) instructional intervention applied by the teacher to elicit and simulate students’ motivation and (b) self-regulating strategies that are used purposefully by individual students to manage the level of their own motivation” (2007, p.57). There are a variety of specific actions that teachers can take to increase motivation on classroom tasks. In general, according to Maslow (1943) these fall into the two categories discussed below:

Intrinsic motivation	Extrinsic motivation
<ul style="list-style-type: none"> • Explain or show why learning a particular content or skill is important • Allow students some opportunities to select learning goals and tasks • Create and/or maintain curiosity • Provide a variety of activities and sensory stimulations • Provide games and simulations • Set goals for learning • Relate learning to student needs • Help student develop plan of action 	<ul style="list-style-type: none"> • Provide clear expectations • Give corrective feedback • Provide valuable rewards for simple learning tasks • Make rewards available • Allow opportunities for students to observe more correct exemplars • Allow for opportunities to engage in social learning activities • Provide for scaffolding of corrective feedback

Table 3.1: Types of Motivational Strategies

In general, Teachers should understand the role of motivation for learning and should do many things to raise students’ motivation. Motivation is the variety of factors which can create a desire to learn, and students who are motivated to learn attends to instructions and engage in academic activities that facilitate learning; “Motivation gets you going, keeps you going, and determines where you’re trying to go” (Slavin, 2000). If teachers use as much as possible of the intrinsic and/ or extrinsic motivations, the desired goals and behaviors will be adopted. The learner will finish the desired behavior then he will operate according to his or her internal values or to other external factors.

Conclusion

Although everyone agrees that motivation is important, it is difficult to find a clear definition of the concept. It has been called the neglected heart of language teaching and learning because the teachers often forget to use different materials and strategies that are considered as motivational factors. Students are suffering from the lack of motivation because they do not understand its importance and because of the complexity of its related issues. However, it is clear that their motivation is potential according to the structure of the course. The teacher in school needs to provide a safe climate physically and emotionally. Moreover, the students have to know that it is acceptable if they fail without penalty. They have to be aware that they learn more from making mistakes and develop classroom routines that help create a comfortable learning environment. Furthermore, it is necessary to recognize the reasons of de-motivated students and how can be motivated in order to achieve competence and performance in learning L2. So, the teaching-learning process will not be completed without the participation of both partners; the teacher and the learner.

CHAPTER

4

Analysis of The Findings

4.1. Description of the Students' Questionnaire

4.2. Administration of the Questionnaire

4.3. Analysis of Students' Questionnaire

4.4. Description of The Teachers' Questionnaire

4.5. Administration of the Questionnaire

4.6. Analysis of Teachers' Questionnaire

4.7. Description of the Observation Check list

4.8. Analysis of Classroom Observation

4.9. Pedagogical Implications

Introduction

The present research work aims at investigating the role of the teacher as an agent of change in EFL classes. Chapter four is devoted to the practical part of this research work. We have chosen questionnaires and classroom observation as data gathering tools. Following this research requirements, the population includes both students and teachers of Department of Foreign Languages, Section of English at Mohamed Khider University of Biskra during the academic year 2012/2013. We selected our sample randomly; it contains (100) first year LMD students of English besides to (22) teachers from the same department. We have the students' questionnaire, on the one hand; which includes questions about their attitudes, difficulties and motivation towards learning English. On the other hand, we have the teachers' questionnaire that describes teachers' competences in teaching English as far as in motivating student. In addition to this, we used a classroom observation that describes the real situation of learning English in a foreign context; attending several six sessions with different teachers in order to observe both students' and teachers' behaviors during learning situations.

This study is concerned with the first year LMD students in Biskra University. Their number is 487 (121 males and 336 females) besides to 9 foreigner students. Their program includes 11 modules (oral expression, written expression, grammar, phonetics, linguistics, literature, general culture, ESP, methodology, besides to computing and French) of 1.30 hour for each session. In other words, this part will be devoted to analyze the collected data. There is no right or wrong answers since many people have different opinions. Below are a number of statements with which some people agree and others disagree.

4.1. Description of The Students' Questionnaire

The questionnaire intends to explore student's attitudes, abilities and needs to learn English. It contains 15 questions divided into 3 main sections. The first section seeks for personal information about the student himself; his gender, age, and personal choice of learning English. Section two contains three questions that look for general information about learner's attitudes and abilities towards learning EFL. The last section is related to the core of this research 'motivation'. In this section, the students are asked about their

perceptions in acquiring a new or may be a difficult language as well as how they evaluate their motivation in class.

4.2. Administration of The Questionnaire

The students' questionnaire was administered to the selected sample form First Year LMD Students at University of Biskra in order to find out their perceptions of the level of motivation. It was distributed to 100 students and all of them were handed back carefully. It includes three sections which consist of fifteen questions. Some are close-ended questions, others are open-ended questions.

4.3. Analysis of The Students' Questionnaire

Section one: Personal Information

Item 1: Gender

Gender	Male	Female
N	22	78
%	22%	78%

Table 4.1: Gender Distribution

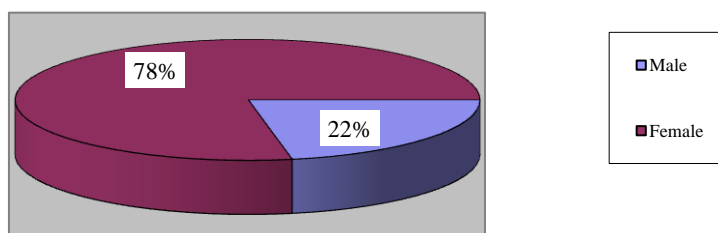


Figure 4.1: Gender Distribution

We notice that the majority of the respondents are females (78%), whereas the number of males (22%) is very few. In fact, in some classes there are just four or five boys and the rest of them are girls. This means that the girls attend their classes more than boys do.

Item 2: Age

Age	-20	20/25	+ 25
N	77	17	6
%	77%	17%	6%

Table 4.2: Age Distribution

The age of the great number of first year LMD students (included in the sample) (77%) are between 17 and 20 years old. Many students (17%) are from 20 to 25 years old. Few of them (6%) are more than 25 years old. This distribution shows that the students are not in the same age; so they do not have dissimilar abilities. Indeed, the majority of adults are more concerned to finish their studies in an earlier age as much as they can.

Item 3: How did you choose learning English?

Choice	Forced	Optional
N	9	91
%	9%	91%

Table 4.3: The Choice of Learning English

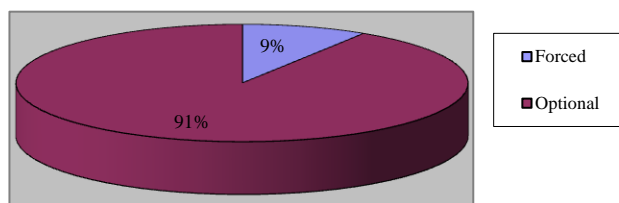


Figure 4.2: The Choice of Learning English

According to the table, the overwhelming number of the students has chosen to study English according to their desire (91%) optional. They claimed that they like the language and everything about it; English is the favorable one and it was their dream to speak in English fluently. In addition to its role today; it is necessary in all fields. Besides, it is needed in their future career; some want to be English teachers and have good opportunities of employment. Others want to travel abroad as well as communicate with

native speakers. Also, some of them said that it is easy in contrast with other languages; they want to comprehend the American TVs and read English books. However, the rest of the students (9%) were obliged and forced to study this language because of their parents' pressure or they did not find another field to study.

Section two: General Information

Item 4: Your attitude towards learning English

Attitude	Positive	Normal	Negative
N	50	46	4
%	50%	46%	4%

Table 4.4: Learner's Attitudes towards Learning English

(50%) of the sample has positive attitudes towards learning English. They love English language and considered it as a way to realize their dreams. Others (46%) also have normal attitudes towards this Language; they want to discover the western world and learn more about others' culture. It is the language of technologies and discoveries. This means that their degree of motivation can be increased easily. However, (4%) from them have negative attitudes. For them, it is difficult. It was not their choice to study it; so they are not interested to acquire it besides the lack of materials which facilitate learning. Therefore, the teacher makes more efforts to motivate them and engage them in the learning process.

Item 5: How do you prefer to work in class?

Preferable	Individually	In Groups	With the whole class
N	29	62	11
%	29%	62%	11%

Table 4.5: Preferable Way to Work in Class

Obviously, the results of this table indicate that most of the respondents (62%) prefer to work in groups in order to exchange ideas and information. Others (29%) have chosen to

work individually may be because they do not like mixed or group works; due to mates' noise and stress. They feel free when they work alone. The rest of them (11%) like to work in a cooperative atmosphere to gain more opinions and thoughts with the whole class members.

Item 6: Do you use English outside the classroom?

The use of English outside the classroom	Yes	No
N	71	29
%	71%	29%

Table 4.6: the Use of English outside the Classroom

We remark from the table above that the great number of the students (71%) feel pleased when they practice English outside the classroom. They are interested in developing their abilities. They rest of them (29%) do not. Maybe, they feel ashamed or fear from making mistakes.

Item 6.1: If 'yes' how much do you understand?

Degree	25%	50%	75%	100%
N	15	31	23	2
%	15%	31%	23%	2%

Table 4.7: Degree of Understanding English

Unfortunately, only (2%) from our sample can understand English in use, besides to (23%) who can comprehend only 75% from the whole subject which is under their communication. Most of them like the language and have the desire to acquire it, but the lack of materials are an obstacle for them to learn English quickly. The rest (31%) are in the average. But, (15%) from them can just understand the general meaning of the conversation. Perhaps, they find learning as a difficult task to handle.

Item 6.2: If ‘no’ the difficulty is because of...?

Difficulty	Pronunciation	Expression	Meaning	Other
N	13	3	7	6
%	13%	3%	7%	6%

Table 4.8: Degree of Understanding English

The respondents who answered negatively do not practice English in other situations excepting the classroom situation. They have difficulties in some areas; (13%) have problems with English pronunciation, others (3%) have complications with the expression form. However, (6%) cannot understand the meaning of the language, and the rest (6%) have other difficulties, such as: grammar and vocabulary. Besides, they feel ashamed or cannot find someone to speak with in English. Some claimed that the level of their teacher is not high and they do not encourage them to practice the language.

Section three: Motivation

Item 7: Who really motivated you to learn English?

Source of Motivation	Your parents	Your teachers	Your friends
N	35	39	26
%	35%	39%	26%

Table 4.9: The Learner’s Sources of Motivation to Learn English

In addition to what we have seen in table 3 (the choice of learning English was optional), this table indicates that most of the respondents (39%) considered their teachers as their source of motivation. Others (35%) were motivated by their parents. The rest of them (26%) were their friends and college the cause for choosing this language.

Item 8: Why are you interested to succeed in learning English?

The reason	The value of the FL in present-day society	To find a job	To travel abroad	To complete one's education
N	31	23	33	17
%	31%	23%	33%	17%

Table 4.10: Reasons to Succeed in Learning FL

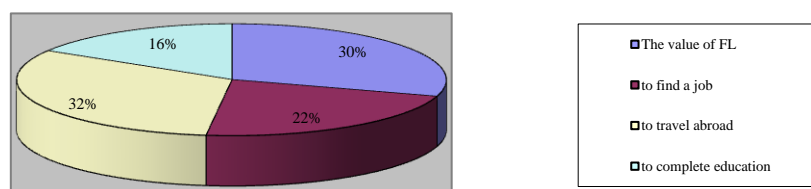


Figure 4.3: Reasons to Succeed in Learning FL

We can see from the table and the figure above that (32%) of the respondents believe that they learn English in order to travel abroad to developed countries. They want to contact native speakers. However, (22%) of them learn English for their future career; they intend to have good opportunities in finding employment. Others (30%) acquire this language due its value in the present days. The rest of them (16%) learn it in order to complete their studies and develop their grades.

Item 9: You are not motivated, but rather, you need to be motivated

You are not motivated	Yes	No
N	86	14
%	86%	14%

Table 4.11: Students' Motivation

Most of the students' responses (86%) show that they are not well motivated but they need to be motivated in order to succeed in the learning process. Students come to the class with different levels of motivation. Here, the teacher's role is sensitive in enhancing them to progress in their achievement. He and or she needs to adopt different roles in the teaching process. Conversely, (14%) of them disagree, possibly they are already motivated or they do not care about increasing their degree of motivation.

Item 10: How much is your degree of motivation?

The degree of motivation	High +50%	Low -50%	Very low -20%
N	24	71	5
%	24%	71%	5%

Table 4.12: The Degree of Students' Motivation

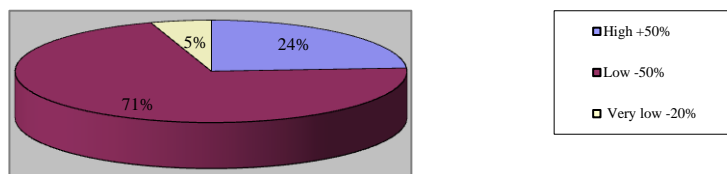


Figure 4.4: The Degree of Students' Motivation

The results show that (50%) of the participants have low levels of motivation -50%. According to their opinions, they think that they feel uninterested and feel bored. Besides, (5%) who are very low motivated -20% feel ashamed, especially afraid of making mistakes (lack of self-confidence). Those students feel disturbed in front of their teacher and classmates. Moreover, they claim that there is no cooperation between learners and the atmosphere does not fit the educational setting. The rest of the students are highly motivated +50%; they love the language and obtain good results. Their teachers give them the opportunity to speak and encourage them to apply it. They are a good level in English which can enable them to succeed.

Item 11: Does the learning environment interest and motivate you?

Learning environment motivation	Very much	Little	You don't care
N	56	38	6
%	56%	38%	6%

Table 4.13: Learning Environment Motivation

The above table indicates that the learning environment is very important in motivating students. Normally, when students are in a comfortable environment and a well-organized one, they will be relaxed and will get sufficient feedback to learn. The classroom atmosphere influences their motivation to learn. The classes which are crowded contain a lot of noise. Therefore, they cannot hear the teacher and concentrate with him. Furthermore, they cannot participate very well or ask questions. The majority of them (56%) agreed that it interests and motivates them very much. However, (38%) of them stated that it has little impact on them. Others (6%) do not care about the space around them. They find that this kind of classes does not affect their learning process; they can learn and practice the language efficiently.

Item 12: Does your teacher motivate you?

Teacher motivation	Always	Sometimes	Little	Never
N	38	32	21	9
%	38%	32%	21%	9%

Table 4.14: The Teacher's Motivation

The fact that the teacher motivation is necessary in performing anything which leads them to success; the overwhelming of the respondents (38%) confirmed that their teacher really motivates them in achieve learning. (32%) indicated that their teacher motivates them sometimes which means that they are motivated from other sources; themselves, their parents... The teacher is just an additional motivator. (21%) of the students consider that teacher motivation is not very important. Their teacher motivates them just a little. For the rest (9%), their teacher does not motivate them at all. Perhaps, they are not interested in the

subject or they feel that the teacher is boring. He does not care about their needs and interests.

Item 13: When your teacher speaks in the NL (Arabic) in class rather FL (English), do you feel motivated?

The use of NL as motive	Always	Usually	Hardly ever	Never
N	26	39	8	27
%	26%	39%	8%	27%

Table 4.15: The Use of NL in FL Classes as Motive

We remark that the majority of the sample (39%) usually benefit from the use of their mother tongue. In addition, (26%) feel always motivated when their native language is used. NL is just a complement to the original meaning of foreign language. However, (115%) of them do not agree with that, they feel hardly or even never motivated by the use of their first language.

Item 14: Does your motivation increases when you obtain good results in the subjects?

The growth of motivation when getting good results	Always	Frequently	Little	Never
N	63	27	10	0
%	63%	27%	10%	0%

Table 4.16: The Growth of Motivation When Getting Good Results

Unsurprisingly, the majority of respondents (63%) are always motivated when they get good results. Moreover, when (27%) of them obtain good results, their level of motivation increases. Of course, they work hard in order to get high grades and the scores they obtain are very important for them. They inspire them to get better marks. We have on the other hand (10%) who consider their outcomes not important. Possibly, they do not have the sense of competition, or they are lazy.

Item 15: Why is learning English necessary nowadays?

A simple answer to the question was given by most of the students; it is the language of the world (first language) nowadays. We need it, because it is the language of technology and sciences. Others said that it is the spoken language around the world that gives us a large view about what happen in the world. They have to learn it in order to use it in their future career or to travel abroad. English is among developed languages; the outcomes of scientific investigation are almost completely published in English and globalization requires the mastery of foreign languages.

4.4. Description of The Teachers' Questionnaire

In this practical part of this research, we try to prove the significance of the teacher's motivational role in the enhancement of the students' achievements. The teachers' questionnaire is designed to the teachers at University of Biskra, section of English in order to find out their role in raising students' level of motivation. It contains three main sections which include seventeen questions and an additional one for suggestions. This questionnaire seeks to answer questions about the teacher's awareness of motivation and how he applies it through different motivational strategies.

4.5. Administration of the Questionnaire

The questionnaire has been distributed to 22 different teachers of the Department of Foreign Languages, Section of English at Mohamed Khider University of Biskra. Unfortunately, only 18 papers handed it back. It contains open and closed questions which consist of four sections. The first section includes personal information about the teacher. The second Section one contains several questions which aim to get general information about teacher's duty during teaching process. The third section intends to collect different data about teacher's motivation. It contains seven questions. And the last one is devoted to teacher's suggestions and recommendations for de-motivated learners.

4.6. Analysis of The Teachers' Questionnaire

Section one: Personal Information

Item 1: Age

The teacher's ages are varied from the youngest to the oldest (23 to 60 years old). We can notice that the age of the majority of English teachers (66.66%) are young teachers; from 23 year old to 37 years old. Few of them are more than 45 years old (33.33%). This distribution shows that they are experienced differently.

Item 2: Teacher's qualification

Qualification	BA	MA	Ph.D.
N	7	9	2
%	38.88%	50%	11.11%

Table 4.17: Teacher's Qualification

We notice from the above table that the Department of Foreign Languages, Section of English at Biskra University has qualified teachers. 7 teachers have BA degree (Bachelor of Art), and 9 of them have MA (Master of Art) degree. Besides to 2 of the sample who have Ph.D. (Philosophy Doctor) degree. This means that English teachers are equipped to teach this language.

Item 3: How many years have you been teaching English?

Teaching experience is very important in the learning teaching process, because experienced teacher is more likely to do well than less experienced one. Experience gives power to person in order to fight obstacles that he may face. The respondents of the sample show that most teachers have an experience of more than 5 years, as follows; 1, 2, 2, 2, 3, 4, 5, 6, 7, 8, 9, 9, 10, 10, 20, 25, 25, 35 years. It is an adequate period in which teacher can have sufficient training and effective teaching strategies in order to teach this language.

Item 4: How do you find teaching?

Teaching	Good/Positive	Normal	Bad/Negative
N	10	8	0
%	55.55%	44.44%	0

Table 4.18: Teaching English

(55.55%) of the sample consider teaching process as a good/positive one. Others (44.44%) find it normal. But, there is no one does not like it or find it bad/negative. One has to love what he is doing in order to keeping going and improve his undertaking. Having positive attitudes towards teaching English inspires teachers to progress in their work.

Section two: General Information

Item 5: Your students' academic achievement in class is usually...?

Students' achievement	High	Medium	Low
N	3	15	0
%	16.66%	83.33%	0

Table 4.19: Students' Academic Achievement

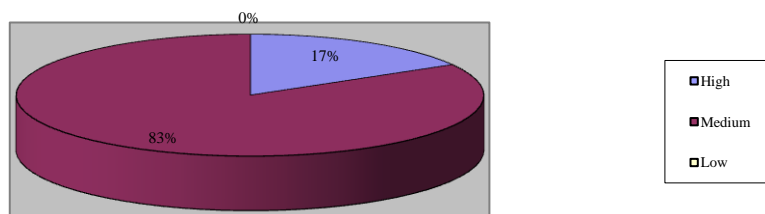


Figure 4.5: Students' Academic Achievement

We remark that most of the respondents (83%) consider their students' academic achievement to be medium; not always high. Possibly, this refers to the difficulties of tasks, the classroom environment or to the teacher's method of teaching or even to the student's mood. Others (17%) have chosen high degree of achievement, maybe because of their enthusiasm or students' attentions and participations during the lecture.

Item 5.1: If 'low' why?

No one has said that his students' have low level of academic achievement, but one teacher commented that the failure of the course is due to the teacher 'good learner because he is intelligent, and bad learner because the teacher is bad'.

Item 6: Is it helpful for your students to use their L1 in learning L2 or L3?

The use of L1 in learning L2	Yes	No
N	8	10
%	44.44%	55.55%

Table 4.20: The Use of L1 in learning L2

Obviously, the results of the table indicate that the majority of the respondents (55.55%) answered negatively which means that it is useless for students to use their L1 in order to avoid the negative interference of L1 in learning L2 or L3. (44.44%) of the sample do not agree, they think that it is more helpful for FL learners to use their 1st language in learning additional languages which will facilitate learning and make them comprehend the subject under project. It is the source language which completes the target one.

Item 7: when you teach, do you feel that your students are interested in the subject?

Students' attention	Yes	No
N	16	2
%	88.88%	11.11%

Table 4.21: Students' Attention

The respondents (88.88%) who answered affirmatively feel that their students are interested in the subject. It is up to the teacher experiences and behavior to motivate them.

In addition to the topic, if it is new or not. If the students feel that the teacher is doing his best, they will interest and do their best too, if not they will not. Besides, when teacher uses variation in his method of teaching his students definitely will concentrate in learning. (11.11%) have problems in dealing with their learner attentions. They blame the nature of the subjects that are boring topics (routine). Moreover, the students' do not care about them at all. Each student needs an individual explanation, so the time is limited.

Item 8: Do you think that it is easy to control crowded classes?

Controlling crowded classes	Yes	No
N	2	16
%	11.11%	88.88%

Table 4.22: Controlling Crowded Classes

Unsurprisingly, the great majority of the answers (88.88%) were negative. It is somehow impossible to control crowded classes and this refers to the huge number of the students which means that students are not like each other. They have different needs, interests, styles, etc. So, the teacher could not cover the whole class in addition to the short duration of teaching. Others (11.11%) who think they are able to teach in such kind of classes perhaps they are super teachers.

Item 9: You speak your NL in the FL class?

Speaking NL in FL classes	Always	Sometimes	Rarely	Never
N	1	6	8	3
%	5.55%	33.33%	44.44%	16.66%

Table 4.23: Speaking NL in FL classes

We can notice from the table that the use of NL in FL classes differs from one teacher to another according to the task under study and its difficulty. Just one teacher uses it always during teaching English. Others (33.33%) sometimes use it in order to clarify and simplify English items. However, some of them (44.44%) use it rarely just for the sake of completing the meaning. Still (16.66%) of the respondents do not ever use the first language in learning additional languages.

Section Three: Motivation

Item 10: Do you think that you can motivate all the students in the class?

Motivate all the students	Yes	No
N	6	12
%	33.33%	66.66%

Table 4.24: Motivate All the Students

The table illustrates that we have two groups of participants. The first one (66.66%) respond for the impossibility to motivate all the students in the class, for the reasons of crowded classes in which each one has its personality. So, learners are not in the same levels and have varied needs (motives) and learning styles. What works for some students do not work for others. Also, they have difficulties in using English correctly and fluently and the big difference in students' levels in one class. Conversely, the second group (33.33%) disagrees, they claimed for the probability to motivate all of them by using attractive techniques and by involving them in learning; in brief, being motivating.

Item 11: Are you always motivated to teach?

Teacher's motivation	Yes	No
N	10	8
%	55.55%	44.44%

Table 4.25: Teacher's motivation

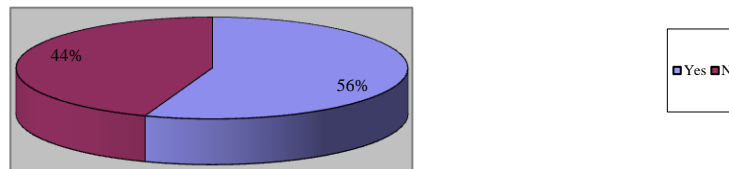


Figure 4.6: Teacher's Motivation

The great majority of teachers (55.55%) see themselves always motivated to teach, mainly because they have positive and enthusiasm attitudes towards teaching. They love what they are doing. This will be helpful for students' development, it will be impossible if they are themselves not motivated. In the contrary, (44.44%) of them are not always motivated, because they find it hard to keep in the same level of motivation especially when they face troubles like students' misbehavior. Moreover, they referred it to the lack of materials and no enough time besides to unmotivated program.

Item 11.1: if 'no' because of...?

Teacher's de-motivation	Personal problems	Students misbehavior	Administrative constraints	Other
N	0	5	3	3
%	0	27.77%	16.66%	16.66%

Table 4.26: Teacher's De-Motivation

There are teachers who gave many reasons for their negative answer. Some (27.77%) claimed that students' misbehavior is one reason for their de-motivation. Others (16.66%) of 'No' respondents stated administrative constraints is also a reason for their demotivation. Furthermore, other 3 answers (16.66%) referred it to limited time and lack of materials besides to the huge number of the students.

Item 12: Do you always encourage weak pupils?

Teacher's encouragement	Yes	No
N	18	0
%	100%	0

Table 4.27: Teacher's Encouragement

It is real that the teacher's encouragement is helpful and supportive for students' performance. All the teachers (100%) answered affirmatively without exceptions, because it is their duty to inspire them. They are committed to motivate their students in order to get good results and to make success. Teacher has many roles in teaching-learning process;

facilitator of learning, source of advice and motivator. Indeed, teacher's motivation is very important throughout this process.

Item 13: Are your students motivated?

Students motivation	Always	Usually	Little	Not at all
N	5	7	6	0
%	27.77%	38.88%	33.33%	0

Table 4.28: Students Motivation

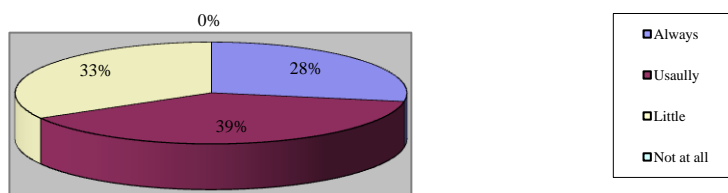


Figure 4.7: Students' Motivation

We remark that the majority of the sample (39%) finds their students usually motivated to learn. It depends on the lesson plus their mood, needs, and their peer's noise. Only (28%) of teacher said their students are always motivated to learn almost all the time because they like learning. They have the sense competition and being the best. When the activities are varied and the students feel they are part in learning process, they will be motivated. The rest (33%) indicated the students are little motivated, because of their unwillingness and inappropriateness of method (s) used in addition to, their poor linguistics competence. Perhaps, they face too difficult subject and sometimes the bad learning environment.

Item 14: Do textbooks that you use in class interest and motivate your students for language learning?

Textbooks' motivation	Very much	Considerably	Little
N	3	10	5
%	16.66%	55.55%	27.77%

Table 4.29: Textbooks' Motivation

The great majority of the respondents (55.55%) see that textbooks motivate their students to some extents because students aim just to pass their exams and get good marks. Moreover, (16.66%) find them helpful very much for the reason that the students feel they're really enjoying the language and study it for the sake of acquiring it and communicating with it. However, (27.77%) consider them as lack motive and their students do not interest on the textbooks.

Item 15: In addition to textbooks, what other curriculum materials do you think motivate them? Mention few?

Almost all the teachers consider audio-visual aids and didactics materials as the most powerful materials to motivate students. Others added fun or real life activities and stories besides to plays. Some of teachers think that authentic materials and ICT are valuable materials to teach. As well as typed poly-copies and handouts in addition to worksheets and group work which are considered as effective materials that enhance students' motivation. All of these materials will be resourceful is the teacher knows how to manipulate them excellently.

Item 16: Does the variation in activities and methods motivate your students?

Variation in activities	Very much	Considerably	Little
N	6	10	2
%	33.33%	55.55%	11.11%

Table 4.30: Variation in Activities

Obviously, the variation in activities is supportive for students' learning. The huge majority of teachers (55.55%) argued with that, besides to (33.33%) of them who are agreed that the variation is like 'aspirin' to students' boredom. They think that it kills the routine of the classroom which destroys learning. Still (11.11%) of them, whom consider the variation in activities as weak motives, maybe due to the lack of materials and crowded classes.

Section Four: Suggestions

Item 17: What suggestions can you make for a successful course when your students are demotivated?

The participants proposed many things to make a successful course when the students are tired and demotivated:

- The use of the appropriate methods.
- Stop teaching let them learn.
- It depends on the teacher's competence and experience.
- When the teacher has enough time and appropriate materials, he/she will prepare good and successful courses.
- Knowing about the students' strengths and weaknesses is something that the teacher should be aware of.
- Bridge the gap between what they already know and what they are expected to learn.
- Make them carry out their own lecture.
- Motivate them by things they are interested in, and by telling important events that happened.
- Sometimes, a smile when entering the class can increase greatly students' motivation better than authentic materials.
- Make the objectives of the lesson clear.
- Try to know where your students decline did and fix it.

- Check and investigate why they are uninterested.
- Create a healthy and safety atmosphere.
- Try to recognize their interests and needs in order to select activities based on that, try to change the method of teaching.
- Provide simple explanation, free classroom discussions, more practice and group dynamic.
- Use of rewards, give more enjoyments and relax with the classroom.
- Use of attractive topics, proper classroom situation and setting.
- Use of strategies that may balance and develop the skills taught.

All of these suggestions were recommended by the participants among whom some agree and others do not. Definitely, when there is cooperation and collaboration between the teacher and the students, the lesson will be beneficial and successful.

4.7. Description of the Observation Check list

The classroom observation check list aims to observe the current situation of the students and the teachers of the Department of Foreign Languages, Section of English at University of Biskra. We have attended six sessions with different teachers studying various modules. It is designed to highlight the real states of learning/ teaching English in order to figure out the factual degree of motivation. It contains four main sections which include different queries. The first one is about the classroom environment and how it looks like; is it suitable for learning or not. The next section contains questions about English topics. The third part is about the teacher; his behavior, his methods, and his way of teaching. The last one involves questions about the students themselves. The check list seeks to answer questions about the teacher's and students' behaviors during the learning teaching process; how they cooperate in order to increase learning motivation and to get good results.

4.8. Analysis of Classroom Observation

The classroom observation shows learners' motivated behavior and the teachers' motivational teaching practices. First, by observing teachers' behavior in classes, their techniques and class managements and by observing students' reactions and attitudes towards their teachers' styles, methods, techniques. Obviously, learners are different from each other in terms of levels, needs and interests. This is the case of teachers because each has its own way of designing courses, of preparing materials, and own way in dealing with students' differences and difficulties. Our attendance to different six sessions with 1st year LMD students proved that teachers convey different data, and students react differently to them.

We observed that the majority of the teachers entered the class with a large smile; optimistic and friendly, asking about their dear students' stuffs. Teachers got into conversations with individuals before and after class. They encourage their students to talk, even about their previous day's makings. They have comfortable body position while talking to the class. In the period of explaining the lecture, some teachers used checking (questions, elicitations) techniques to focus on students' attention. They speak differently to 'weak' and 'good' learners. The teacher' voice varied sufficiently to make his meaning clear and command students' interests. Various teachers adopted different roles during the lesson. Others moved around the classroom while teaching and were fair with all the students. Talking about the students some of them seemed cooperative and was motivated towards English studies. They do not feel inferior to each other for their English abilities; they want to learn. Several Students got the opportunity to use English and to talk about topics that interest them.

However; unfortunately, we noticed some negative points. The learning environment was inappropriate to learn. It was bad, crowded, and disorganized. In addition to certain topics which were boring. Moreover, some teachers sat behind the desk while teaching and were discouraging. A Number of them have disappointing reaction to students' errors; they criticized faults in students' work. They use the same vocal expressions when talking to the class. They just relied on the board from the beginning till the end of the course. This was clearly remarked on the students themselves who seemed passive; they just listen and write as machines and only when asked to. Some of them were not confident in learning English and are not interested. Classmates laugh at each other for their English abilities and do not

help themselves in solving problems in their studies. They do not like the way of teaching. Moreover, most of them furnish little efforts in their studies. First year students revealed to have real problems in using the language in context with some teachers used mechanical ways of teaching; activities of filling the gap or repetition patterns, etc. students had no chance to express themselves but have only to repeat what have been already learned.

4.9. Pedagogical Implications

This study examines the role of teacher motivation to enhance students' performance in EFL classes. The primary research tools are questionnaires and classroom observation following the purpose of this study. The findings have confirmed that students' motivation is related to teacher's motivational practice. Yet, student demotivation is a major problem in educational settings, discover ways to raise teachers' awareness of their motivating practices and to use skills that can help them to motivate learners is our concern.

We believe that the development of teachers' conscious that focuses on the teacher's motivational practice would be an important step forward in making language education more effective. Our results show that English students are lack motivated to learn English this is due to lack teachers' awareness in the way of teaching students. Indeed, teachers' styles and their techniques do not really reveal and serve motivation. However, it is possible to influence students' needs and interests through controlling environment. Therefore, we can give some suggestions and recommendations in order to help teachers facilitating the process of teaching English by conveying knowledge through motivation:

- Creating motivational conditions to engage students in the teaching-learning process.
- Establishing good and safety learning environment.
- Promoting students' intrinsic motivation through challenges and competitions.
- Making teaching materials and curriculum relevant to learners' goals and interests.
- Encouraging students to be self-motivated and autonomous.
- Increasing learner's self-confidence and self-evaluation.
- Maintaining and sustaining motivation.
- Developing positive school climate by providing good working conditions.

One key issue is that motivated teachers behaviors can modify students demotivation, and a broader awareness raising program is needed to facilitate teacher's motivational thinking. Therefore, our results show that teaching English in a motivating manner is possible; teachers had given realistic suggestions which can increase and sustain motivation in EFL classrooms.

Conclusion

In concluding terms, different views clearly indicate different beliefs. One could say that knowing about student's needs, interests, and difficulties helps teacher to determine the suitable method and strategy to enhance his students' performance. Motivation has been the neglected heart of language teaching. The underlying issues related to motivation are complex, but it is clear that every person's motivation is flexible rather than fixed. The teacher needs to explore hundreds of strategies to know first the interests, difficulties, and goals of his learners; then, start practicing motivational strategies in all stages of the learning process inside or outside the classroom. It is necessary for teachers to be motivated in order to motivate and to accomplish good results with learners. This requires some support from administration, parents, and society.

General Conclusion and Pedagogical Implications

The current study is the result of our interest in motivation as an important variable in TEFL. Because motivation is one of the sources of power to achieve anything, we intend to explore the effect of teacher motivation on students. It aims to confirm the hypothesis stated in the introduction, i.e. motivation is a key determinant of success or failure in EFL learning and teaching and that the use of effective strategies enhances and improves student's motivation in learning English as a foreign language. We have followed the descriptive method during this study due to its directness. The results of this research have shown that first year LMD English students at Biskra University really lack motivation to learn. Indeed, they learn English just for the sake of getting marks not for learning the language. Besides, they have difficulties with the language in different areas such vocabulary and pronunciation. Another important fact is that English teachers have problems dealing with their demotivated students. This is due to crowded classes, learner's unwillingness to learn and or lack of materials.

The present work was just a prompt of opinions on motivation; it did not propose new ways of teaching nor elaborate new strategies of motivation. The study provided overviews on teaching and learning English and ways to increase motivation. We explored the real situation of learning English in its actual contexts using questionnaires and classroom observation.

Yet, student demotivation is a major problem in educational settings. Discovering ways to raise teachers' awareness of their motivating practices and to use skills that can help them to motivate learners was our concern. Consequently, we found that motivation is very essential and it plays a great role in teaching and learning. Accordingly, we believe that the development of teachers' consciousness that focuses on the teacher's motivational practice would be an important step forward in making language education more effective. Indeed, teachers' styles and their techniques did not really increase learners' motivation. However, it is possible to influence students' needs and interests through controlling the environment.

Therefore, teachers need to use different approaches and materials in order to keep their learners interested in the subject they are studying. Besides, they need to adopt strategies which enhance learners' motivation and maintain it. Moreover, Student motivation naturally has to do with students' desire to participate in the learning process. But, it also concerns the reasons and goals that underlie their involvement or noninvolvement in academic activities. Furthermore, we have come up from this research with some suggestions and recommendations in order to help teachers facilitate the process of teaching English. This can be done by conveying knowledge through motivation that can be used during long life learning to perform the process successfully. The suggestions are as follows:

- Creating motivational conditions to engage students in the teaching-learning process.
- Establishing good and safety learning environment.
- Promoting students' intrinsic motivation through challenges and competitions.
- Making teaching materials and the curriculum relevant to learners' goals and interests.
- Encouraging students to be self-motivated and autonomous.
- Increasing learner's self-confidence and self-evaluation.
- Maintaining and sustaining motivation.
- Developing positive school climate by providing good working conditions.

We found that if a learner's level of motivation is too low, he or she may give up quickly. At the other extreme, a very high level of motivation may cause such stress and distraction which he or she could not go on with the task. Summing up, we hope that this dissertation will be beneficial for both learners and teachers and that our suggestions will be helpful and useful. They are expected to stress the importance of motivation in the learning/ teaching process and provide them with some strategies which can be supportive in raising students' interests to learn and achieve their goals and to accomplish success in learning English language. In short, one key issue is that motivated teachers behaviors can modify students demotivation, and a broader awareness raising program is needed to facilitate teacher's motivational thinking.

In concluding terms, teachers effectiveness is not concerned just with any particular teaching method, but also is concerned in a more general sense with the way in which they operate according to that method. Moreover, teaching methods and the curriculum must cover students' abilities and needs. Thus, teachers, being an important motivational factor, need to help EFL pupils to become more efficient learners.

Bibliography

Books

- Alderman, M.K. (2004). *Motivation for achievement: possibilities for teaching and learning*. London: LEA Publishers.
- Arnold, J. (1999). *Affect in language learning*. USA: Cambridge University Press.
- Biggam, J. (2008). *Succeeding with your master's dissertation: a step-by-step handbook*. New York: McGraw Hill.
- Brophy, J. (2010). *Motivating students to learn*. (3rd ed.). New York: Rutledge.
- Brown, H.D. (1994). *Principles of language learning and teaching*. (3rd ed.). (2000). (2001). (2002). (2003). USA: Pearson.
- C.C. Williams & K.C. Williams. . *Five key ingredients for improving student motivation*. Research in Higher Education Journal.
- Cairo, J. (1998). *Motivation and goal setting: how to set and achieve goals and inspire others*. U.S.A: Career Press.
- Cameron, L. (2001). *Teaching languages to young learners*. UK: Cambridge University Press.
- Chafe Wallace. (1994). *Discourse, consciousness and time*. Electronic Edition.
- Chambers, G.M. (1999). *Motivating language learners: modern languages in practice*. England: Multilingual Matters.
- Clement. R., Dörnyei. Z., & A.N. Kimberly. (1994). *Motivation, self-confidence and group cohesion in the foreign language classroom*. Ottawa: Ottawa University Press.
- Clement. R., Dörnyei. Z., & A.N. Kimberly. (2001). *Motivational characteristics of learning different target languages*. Ottawa: Ottawa University Press.
- Colin, R. (2002). *Real world research: a resource for social scientists and practitioner-researchers*. (2nd ed.). USA: Blackwell.
- DeKeyser, R.M. (2007). *Practice in second language: perspectives from applied linguistics and cognitive psychology*. USA: Cambridge University Press.
- Dembo, M. H. (2004). *Motivation and learning strategies for college success: a self-management approach*. (2nd ed.). London: LEA.
- Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. UK: Cambridge University Press.
- Dörnyei, Z. (2001). *Teaching and researching motivation*. Harlow: Longman.

- Dörnyei, Z. (2003). *Questionnaires in second language research: construction, administration, and processing*. London: LEA.
- Dörnyei, Z. (2008). *Motivation and motivating in the foreign language classroom*. Hungary: JSTORX Blackwell.
- Dörnyei, Z. (2008). *Motivation and motivating in the foreign language classroom*. *The Modern Languages*, 28 (3), 273-284.
- Dörnyei, Z. (2012). *Teaching additional languages*. In J. J. Editor (Ed.), *Book title: And subtitle* (pp. 325–332). Abingdon: Routledge.
- Dwaik, R., & Shehadeh, A. (2010). *Motivation types among EFL College students: insights from the Palestinian context*. Hebron: Polytechnic University, 24 (1), 334-360.
- Edge, J. (1993). *Essentials of English language teaching*. USA: Longman.
- Eunsook, H., & R.M. Milgram. (2000). *Homework: motivation and language preference*. London: Bergin and Garvey.
- Frith, C. (n.d.). *Motivation to learn*. University of Saskatchewan: Educational Communications and Technology.
- Garin, R. (2007). *Motivating learners in the classroom: ideas and strategies*. London: PCP.
- Grix, J. (2001). *Demystifying postgraduate research: from MA to PhD*. UK: University Press.
- Guilloteaux, M., J & Dörnyei Z. (2008). *Motivating language learner: a classroom- oriented investigation of the effects of motivational strategies on students' motivation*. *TESOL Quarterly*, 42 (1), 55-77.
- Harmer, J. (2001). *The practice of English language teaching*. (3rd ed.). UK: Longman.
- . (1998). *How to teach English*. (2007). New York: Longman.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. New York: Oxford University Press.
- Hurd, S. (2006). *Individual learner differences and distance language learning: an overview*. USA: ELT Express.
- Kirby, E., & McDonald J. (2009). *Engage every student's motivation tools for teachers and parents*. USA: Search Institute Press.
- Madrid, D., & Péry Canado M.L. (2001). *Exploring student's motivation in the EFL class*. University of Almeria: Secretariado de Publicaciones.
- Ololube, Nwachukwu Prince. (n.d.). *Teachers job satisfactions and motivation for school effectiveness: an assessment*. Finland: University of Helsinki.
- Olson; H., & Hergenhahn, B.R. (2009). *An introduction to theories of learning*. (8thed.). USA: Pearson.
- Rost, M. (2006). *Generating student motivation*. UK: Pearson.

- Ryan, R.M., & Deci E.L. (2008). *Intrinsic and extrinsic motivations: classic definitions and new directions*. University of Rochester.
- Schanks, N.H. (n.d). *Management and motivation*. Jones and Bartlett Publishers.
- Schunk, D.H. (2009). *Learning theories: an educational perspectives*. (4th ed.). London: Pearson.
- Singh, DR. Y.K. (2007). *Teaching of English*. New Delhi: Ghaman Enterprises.
- Spolsky, B. (1989). *Conditions for second language learning*. Oxford: Oxford University Press.
- Vaughn, S., & C.S. Bos. (2009). *Strategies for teaching students with learning and behavior problems*. New Jersey: Pearson.

Foreign Books

- Careau L., & Fournier A.L. (2002). *La motivation*. Center d'Orientation et de Consultation Psychologique de L'université Laval.
- درة ابراهيم و جودة احمد.(2012). الاساسيات في الادارة المعاصرة: منحى نظامي. عمان: دار وائل للنشر.
حمدان محمد زيان. تحفيز التعلم والتحصيل: مفاهيم و نظريات و تطبيقات تربوية. الرسالة 5.

Unpublished Works

- Bencharef, Sakina. (2009). *The teacher as a motivational factor in enhancing students' communicative proficiency*. Unpublished Magister dissertation, University of Biskra.

Web Sites

Microsoft ® Encarta ® 2009. © 1993-2008 Microsoft Corporation.

Frith, Constance (June, 1997). Motivation to learn. *Motivation*. Retrieved May 6th, 2011, from <http://www.usaka.ca/education/coursework/802papers/Frith/Motivation.HTM>

Motivation. *Ensuring motivation in the learning process*. Retrieved May 6th, 2011, from <http://www.psychlogycampus.com/education-psychology/Motivation.html>

Mazur, James E. *Learning*. Microsoft® Student 2009 [DVD]. Redmond, WA: Microsoft Corporation, 2008.

Huitt, W. (2000, August). Teacher efficacy. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved from <http://www.edpsycinteractive.org/topics/teacher/tcheff.html>

Maslow, A. (1943). A theory of human motivation. *Psychological Review*, 50, 370-396. Retrieved from <http://psychclassics.yorku.ca/Maslow/motivation.htm>

Pintrich, P. (2000). An achievement goal theory perspective on issues in motivation terminology, theory, and research. *Contemporary Educational Psychology*, 25, 92-104. Retrieved from http://www.unco.edu/cebs/psychology/kevinpugh/motivation_project/resources/pintrich00.pdf

A graphic of a scroll with a black outline and a grey shadow. The scroll is unrolled, and the word "APPENDICES" is written in a bold, black, serif font in the center. The scroll has a vertical strip on the left side and rounded corners on the right side.

APPENDICES

APPENDIX 1

Questionnaire for Students

Dear student,

The questionnaire is designed for Master Dissertation aims at exploring ‘The Role of Teacher Motivation as an Effective Factor in EFL Classrooms’. Your participation and help will be grateful. You are asked to read the passage below and think about each statement carefully then answer it honestly.

Please, tick the appropriate answers

Section one: Personal Information

1. Gender

a. Male

b. Female

2. Age

a. - 20

b. 20/25

c. + 25

3. How did you choose learning English?

a. Forced

b. Optional

Explain.....

Section two: General Information

4. Your attitude towards learning English is:

a. Positive

b. Normal

c. Negative

Why?.....

5. Do you prefer to work in class?

a. Individually

b. In groups

c. With the whole class

6. Do you use English outside the classroom?

a. Yes

b. No

If 'Yes', how much do you understand

- a. 25% c. 75%
b. 50% d. 100

If 'No', the difficulty is because of:

- a. Pronunciation b. Expression c. Meaning
itself
d. Other.....

Section three: Motivation

7. Who really motivated you to learn English?

- a. Your parents
b. Your teachers
c. Your friends

8. You are interested to succeed in learning FL because

- a. The value of the FL in present-day society
b. To find a job
c. To travel abroad
d. To complete one's education

Other.....

9. You are not motivated, but, rather, you need to be motivated

- a. Yes b. No

10. Your degree of motivation in the class is

- a. High b. Low c. Very low

Explain why?

.....
.....

11. The learning environment interests and motivates you

- a. Very much
b. Little
c. You don't care

12. Your teacher motivates you

a. Always

c. Little

b. Sometimes

d. Never

13. When your teacher speaks in the NL (Arabic) in class rather than FL (English) you feel motivated

a. Always

c. Hardly ever

b. Usually

d. Never

14. When you obtain good results in FL tasks your motivation increases

a. Always

c. Little

b. Frequently

d. never

15. Why learning English is necessary nowadays?

.....
.....
.....

Thank you for your participation

APPENDIX 2

Questionnaire for Teachers

Dear teacher,

The questionnaire is designed for Master Dissertation aims at exploring ‘The Role of Teacher Motivation as an Effective Factor in EFL Classrooms’. I would be very pleased if you answer the questions below. Your contribution is very important and beneficial to my study. Thank you in advance.

Please, tick the appropriately

Section One: Personal Information

1. Age
2. Your qualification
a. License/ B.A b. Magister/ M.A c. Ph.D.
3. How many years have you been teaching English?
4. How do you find teaching?
a. Good/positive b. Normal c. Bad/negative

Section Two: General Information

5. Your students’ academic achievement in class usually is:
a. High b. Medium c. low

If ‘low’ why?

.....
.....

6. Is it helpful for your students to use their L1 in learning L2 or L3?
a. Yes b. No
7. When you teach, do you feel that your students are interested in the subject?
a. Yes b. No

Why or why not?

.....
.....

8. Do you think that it is easy to control crowded classes?

- a. Yes b. No

9. You speak your NL in FL class

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

Section Three: Motivation

10. Do you think that you can motivate all the students in the class?

- a. Yes b. No

If 'no' why not?.....

11. Are you always motivated to teach?

- a. Yes b. No

If 'no' because of

- a. Personal problems
b. Students misbehavior
c. Administrative constraints
d. Other.....

12. Do you always encourage weak pupils?

- a. Yes b. No

13. Your students are motivated

- a. Always c. Little
b. Usually d. Not at all

Please, explain

.....
.....

14. Do the textbooks that you use in class interest and motivate your students for language learning?

- a. Very much b. Little c. Some How

15. In addition to the textbooks, what other curricular materials do you think motivate them?

Mention few

.....
.....

16. Does the variation in activities and methods motivate your students?

- a. Very much b. Little c. Some How

Section Four: Suggestions

17. What suggestions can you make for a successful course when your students are demotivated?

.....
.....
.....
.....

Thank you for your cooperation

APPENDIX 3

Classroom Observation

Date:	School:	Lesson:
Observer:	Grades:	Teacher:
		Subject:

Below are number of statements with which some teachers achieve and others do not:

❖ Classrooms environment

- The size of the classes is appropriate/ inappropriate?
- The classroom is organized/ disorganized?
- The atmosphere is good/ bad
 - Enjoyable/ unenjoyably
 - Suitable/ not suitable
- Students' number is normal/ crowded?

} for learning?

❖ English topics

- The textbooks are easy/ difficult to understand?
- The activities are simple/ complicated
 - Effortless/ hard
 - Interesting/ boring
- Teacher's instructions are clear/ confusing?
 - Necessary/ unnecessary?
 - Stimulated/ not stimulated?

} to achieve?

❖ The Teachers

- Teacher is friendly/ strict?
 - Relaxed/ nervous?
 - Humor/ tedious?
- He is fair/ unfair with all the students?
- Teacher's voice varied/ fixed according to the context?
- Does his reaction to students' mistakes is encouraging/ discouraging?
- Does he use motivational strategies?
- Does he use audio visual aids in his teaching?
- Does he try to get students' attention?
- Does he speak with ease and fluency?

-
- Does he explain clearly?
 - Does he follow the suitable rate for the different levels of the pupils and asking of each student only what (s) he is capable of?
 - Does he use variety in activities?
 - Does he provide them with worthy information?
 - Does he use rewards?
 - Does he use authentic materials?
 - Does he impartial with grades and punishments?
 - Does he assign tasks and homework?
 - Does he control the class and maintain discipline at all times?
 - Does he create relaxed classroom climate?
 - Does he know and call each student by his/her name?

❖ **The Students**

- Students like/ hate learning?
 - They are energetic/ lazy?
 - They are interested/ not interested to carry out learning tasks?
 - Are they interested to the subject being learned?
 - Are they passive/ active?
 - Are they satisfying/ unsatisfying?
 - Are they self- confident?
 - Do they participate?
 - Are they intellectually challenged?
 - Are they self- evaluation?
 - Are they cooperative?
 - Do they like teaching materials?
-

APPENDIX 4

ملخص

يعد التحفيز في مجال التربية والتعليم من أهم العوامل التي من خلالها نصل إلى تحقيق أهدافنا ورفع القدرات الإنتاجية لدى المتعلم. التحفيز هو القوة الداخلية التي تدفع الفرد لفعل معين أو لإتباع سلوك معين.

انعدام هذا العنصر يعد من أهم المشاكل التي تواجه طلاب اللغة. لذلك حاولنا من خلال دراستنا أن نثبت أهمية هذا العامل في إثبات النجاح؛ خاصة دور الاستاذ كعامل محرك في تعزيز وتطوير قدرات المتعلم، وكيفية تحقيقه لدى الطلاب الذين لا يملكون الرغبة و الإرادة لتنمية إمكانياتهم في اكتساب اللغة الأجنبية عامة و الانجليزية خاصة.

في إطار دراستنا لهذه المشكلة، سلطنا الضوء على المعلم والمتعلم بدورهما أساس هذه العملية. و حاولنا اقتراح الحلول المناسبة لمشاكل طلابنا باعتمادنا على الأسلوب الوصفي لتحليل الاستبيانات المعطاة لطلاب السنة أولى تخصص انجليزية بجامعة محمد خيضر. بسكرة، و الأساتذة من نفس القسم.